San Joaquin Delta College

Follow Up Report to the Accrediting Commission of Community and Junior Colleges

Submitted by:

San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

Submitted to:

Accrediting Commission of Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2015

Follow Up Report to the
Accrediting Commission of Community and Junior Colleges

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

From: Dr. Kathy Hart, Superintendent/President
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

I certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Kathy Hart, Superintendent/President — Date 3/13/2015

Steve Castellanos, President of the Board of Trustees — Date 3-10-15

Dr. Matthew E. Wetstein, Assistant Superintendent/Vice President of Instruction — Date 3-10-15

Michael Kerns, Assistant Superintendent/Vice President of Student Services — Date 3-10-15

Gerardo Calderon, Vice President of Operations — Date 3-11-15

Diane Oren, President of the Academic Senate — Date 3-10-15

Susan Rodriguez, President of the Classified Senate — Date 3/12/15

Nancy Cook, President of the Management Senate — Date 3/10/15

Yvonne Flores, President of the Associated Students of Delta College — Date 3/11/15

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Report Preparation

San Joaquin Delta College's 2015 Follow Up Report was prepared in early 2015 under the direction of the Accreditation Liaison Officer, Dr. Matthew Wetstein, Assistant Superintendent/Vice President of Instruction and Planning. Dr. Wetstein engaged the campus community in the process of writing the report through campus updates that were presented in shared governance meetings. Specifically, the President's Council reviewed and commented on a PowerPoint version of the report at its February 12, 2015 meeting (see Update on Accreditation). Likewise, the College's Board of Trustees received updates on changes to the accreditation process (on November 18, 2014), and a progress report related to the College's accreditation status at their February 17, 2015 Board meeting (see Update on Accreditation in the Appendix).

Accreditation is a standing agenda item on the President's Council Agenda for the College, and that council serves as the coordinating committee for accreditation reports and issues. Each governance group of the college has representation on President's Council, ensuring broad participation in the conclusions and narrative contained in the report

The final draft of the report was reviewed and edited by the President's Council on March 5, 2015 and presented to the Board of Trustees on March 10, 2015.

Recommendation 1:
In order to meet the Standards, the team recommends that the District implement an ongoing, systematic, sustainable program review for each program not currently in the program review process that informs integrated planning, resource allocation decisions, key processes to improve institutional effectiveness, and student achievement and learning. (II.A.2, II.A.2.e)

College Action in Response to the Recommendation
During the 2014 team visit, the College could not document that all administrative units of the college had completed program reviews that informed planning and resource allocation processes. Since that time, all administrative units have received training on the administrative review process and have completed administrative unit reviews. The managers were given a deadline of completing reviews by the end of the fall term, and received an extension to January 30, 2015 to ensure full completion of the reports. That deadline was met by all administrative units, faculty, and by Student Services managers. Completed program review reports are centrally located in a Docushare collection administered by the College's Planning, Research and Institutional Effectiveness Office (PRIE, see Program Review Docushare Collection). In short, the college can report that as of January 30, 2015, all units of the college have completed a timely program review using a 2-year cycle of program review.

The college's ability to improve its program review processes and bring them into compliance with commission standards in Standard I was enhanced by the hiring of an Interim Dean of Planning, Research and Institutional Effectiveness (PRIE) in the fall of 2014. This position had been identified in the college's 2014 self evaluation report as a key action plan related to Standard I. Budget for the position was included in the 2014-15 budget and an internal hire was made to accelerate the position being filled. In October of 2014, Dr. Ginger Holden was hired to become the Interim Dean of PRIE. Dr. Holden is a long-time faculty member at the college who had years of experience serving as Learning Communities Coordinator and Curriculum Committee Chair.

Dr. Wetstein and Dr. Holden worked with PRIE staff to revamp components of the Instructional Program Review Process. At the Fall 2014 Flex Day, faculty received training on setting program specific standards of achievement at the course completion and degree/certificate completion level. Faculty were trained to include specific goals in their program review documents (see Fall 2014 Flex Day PowerPoint). The embedding of program specific indicators of achievement within program review ensures that faculty, as a component of reviewing their academic programs, are engaged in the task of reviewing efforts at improving student learning and student achievement outcomes. Evidence of this connection in program review can be found in the prompts and narrative statements that require faculty to consider specific program learning assessment evidence in their program review documents (see Sample Program Reviews from the Program Review Docushare Collection). While using a different document template, Student Services reviews likewise exhibit a discussion of learning outcomes for students (see Sample Program Reviews from the Program Review Docushare Collection).

The college has also revised its program review committee structure to move from three separate committees to one larger committee. In the past, instructional, student services, and administrative program review committees worked in isolation to gather and prioritize resource

requests found in program review documents. The college's 2014 self-evaluation report identified this as an unsustainable approach that did not provide sufficient integration of program review information and resource requests. A change to the committee structure was introduced in fall 2014 and ultimately approved by the President's Council in early February 2015 (see President's Council Minutes February 12, 2015). Now the three former committees are consolidated into one committee. Members of the committee are drawn from across the college's departments and engage in a distributed workload that ensures reviews from one area of the college (say student services) are read by at least two representatives from other areas of the college (student services, instruction, and administrative services). Through this mechanism of dispersed program review analysis, input into the program review itself and the resource requests found in them are subject to the review of constituent group representatives from other departments.

The decision to move to one consolidated program review committee did face one bump in the road. In order to implement the new uniform committee approach, college administrators made the decision to implement the new committee structure two weeks before final adoption of the procedure at the February 12, 2015 President's Council meeting. Faculty leaders were critical of this pre-approval implementation, but ultimately supported the revamping of the committee structure.

Attendant with the committee restructuring, the staff of PRIE have established new program review rubrics and resource allocation rubrics that provide a coherent, sustainable structure for assessing the effectiveness of all program review documents and resource requests found in them. The program review rubrics will allow the college to close the loop on program review reports, providing written feedback to report to authors about the perceived quality of their program reviews. For administrative units, rubric elements address how well the program review communicates a sense of the core elements performed by the unit, whether the document features administrative unit outcomes (AUO's) and a method for assessing them, identification of measurable key performance indicators (KPI's) rooted in the unit's core functions, and a resource allocation analysis that documents the need for each resource request (see Administrative Unit Review Evaluation Rubric). Similar rubrics have been created for student services and instructional program reviews (see Student Services Program Review Evaluation Rubric and Instructional Program Review Evaluation Rubric). These rubrics were discussed and approved by the Program Review Committee at a January 23, 2015 meeting.

While the rubrics mentioned above provide a feedback loop to report to authors, the college has also implement a uniform resource allocation rubric to review the proposals for resource allocations contained in program review documents. The rubric allows Program Committee members, and others, to analyze requests for staffing, supplies, equipment, technology, or facilities using a 5-3-1-0 scoring system that provides clear direction on various scoring criteria (see the SJDC Resource Allocation Prioritization Rubric). Rubric elements analyze how strongly a resource request is tied to a program review justification, meets the mission or strategic goals of the college, is associated with key planning documents of the college, is linked to direct assessment or improvement of student learning outcomes (SLO's) or AUO's, meets a health, safety or liability need, is mandated legally or by accreditation requirements, and promotes greater fiscal stability for the college (see the SJDC Resource Allocation Prioritization

Rubric). Staff and managers serving on the committee are using the rubric to rank the requests across all units of the college. Program Review Committee recommendations will be forwarded to the Planning and Budget Committee and to the Executive Leadership Team to ensure broad participation in the prioritization process. Scores from the various groups will be transparent and maintained on a PRIE Docushare website. As a result, the college constituent groups will be able to see all resource requests, how they were ranked using the rubrics, and how they were sorted in the prioritization process. The plan is to fold high ranking requests into a budget model that is presented to the Board of Trustees in June of 2015.

Evaluation

Through its actions since the spring of 2014, the College can demonstrate that it meets commission standards associated with an ongoing, systematic, and sustainable process for program review and integrated planning. Program review at the college is now firmly embedded into a 2-year cycle of review (see AP 4015 Program Review). Managers and faculty have stepped up to the plate and completed their reviews in a timely manner. While college faculty require continuing training on the setting of program-specific standards of student achievement, the instructional program review documents clearly feature discussion of the assessment of student learning and curriculum changes as vital elements of the program review process.

The college is using rubrics to evaluate the effectiveness of program review reports and providing that feedback to constituent authors. The college is employing a resource allocation rubric that helps committees and key leaders prioritize resource requests in a uniform manner. The results of that prioritization process are linked up with a budget development process in the spring of 2015, and it is a system that is sustainable for future iterations of a planning and budgeting model for the college.

The college meets the commission's standards in relation to program review and integrated planning.

Recommendation 2:
In order to increase effectiveness, the team recommends that the District establish a sound infrastructure of sufficient administrative personnel to ensure a consistent level of services that support the institution's mission and purpose. The team further recommends that the district expedite the process to fill vacant and interim administrative positions. (Standards II.A.2, III.A.6, IV.B)

College Action in Response to the Recommendation
The visiting team of March 2014 raised concerns about the administrative capacity of the college, especially in the area of oversight of program review processes. The team also noted the number of interim and vacant positions in the administrative ranks. The college's self evaluation report had identified key administrative personnel in its own action plans, most notably the need to review the decision to bring back a Dean of Planning, Research and Institutional Effectiveness that had been eliminated through a cost-savings move in 2012.

A number of administrative recruitments have taken place since the March 2014 team visit. Administrative positions that have been filled since that time include the following:

- **Gerardo Calderon, Vice President of Operations**, effective January 2, 2015. Mr. Calderon comes to the college with years of experience overseeing information technology and facilities bond projects with the Sacramento Public Library system. After graduating from San Joaquin Delta College, Mr. Calderon went on to earn his Bachelor's degree in Library Science from CSU Stanislaus, and a Master's degree from San Jose State University.

- **Dr. Lisa Cooper, Dean of Enrollment Services and Student Development**, effective April 7, 2014. Dr. Cooper comes to the college after serving as a student personnel administrator at University of the Pacific and at the Community College of Philadelphia. She has a background in a variety of student services programs including DSPS and Equity programs.

- **Dr. Ginger Holden, Interim Dean of Planning, Research and Institutional Effectiveness**, effective November 3, 2014. Dr. Holden comes to the position after years of service as a faculty leader in the Academic Senate, as Learning Communities Coordinator, and Chair of the Curriculum Committee. She earned a Ph.D. in English from UC Riverside.

- **William Deater, Assistant Information Technology Director**, effective November 3, 2014. Mr. Deater brings to the college 20 years of IT management experience, primarily in the public schools systems in Michigan. Mr. Deater earned his Bachelor of Business Leadership degree from Baker College and his MBA from the Baker College Center for Graduate Studies in Michigan.

- **Julie Kay, Dean of the Division of Health Sciences**, effective January 21, 2015. Ms. Kay had served in the position of Acting Dean since February 2014 and was hired to fill the permanent Dean position after a national search. Prior to serving as Dean she was the

Acting Director of Health Sciences in the Division. Ms. Kay earned her Bachelor's degree from Cal Poly, and her Master's degree in Nursing from UC San Francisco and is also a licensed registered nurse.

- **Annabela Bettencourt, Fiscal Operations Supervisor**, effective April 1, 2015. Ms. Bettencourt comes to the college with over 14 years of banking/management experience. After graduating with an AA in Computer Information from Cabrillo College, she went on to earn her Bachelor's in Business Administration from CSU Fresno.

- **Lashonna Cabales, CalWorks Project Coordinator**, effective July 1, 2014. Ms. Cabales earned her Master's Degree in Counseling from CSU Sacramento and has over 10 years of experience as a counselor and program director in programs such as EOPS, Head Start, and CalWorks.

Five of the seven positions listed above are new positions for the college or newly re-established positions because of revenue increases after the 2008-2012 recession. The only continuing, budgeted position in the list above were the Dean of Health Sciences and CalWorks Project Coordinator positions.

The college is currently engaged in recruitment for several other positions in the administrative ranks. The Dean of Agriculture, Science and Math division, a position currently being held as an Acting Dean by Laura Ochoa-Sanchez, should have a permanent incumbent in place before the start of the 2015-16 academic year. Likewise, the Director of Health Sciences recruitment will begin to fill the Acting position held by Lisa Lucchesi. Additionally, the college will be using Student Services Support Program (SSSP) funds to hire a SSSP Program Manager. The job description and salary placement for the SSSP Manager was recently reviewed and recommended for approved by the Board of Trustees. Finally, the college has established a Community Education Supervisor position that will help coordinate community education and contract education initiatives at the college.

Evaluation

Through its concerted actions to hire key administrative personnel, the college meets the commission's standards. Budget allocations have been made to establish or re-establish a host of new administrative positions. College leaders have moved quickly to fill interim and acting positions with permanent hires in the administrative ranks.

The college meets the standards and has established a sound administrative structure.

Recommendation 3:
In order to increase effectiveness and to achieve consistency within educational modalities, the team recommends that the District integrate its distance education planning with institutional planning, update its policy that defines "regular and substantive interaction," and develop and implement a faculty evaluation rubric that is relevant for faculty who teach online courses. (Standards II.B.1, II.A.1.b)

College Action in Response to the Recommendation
The college has developed a distance education plan since the ACCJC team visit. The Distance Education Plan is the product of work completed by the Distance Education Committee of the Academic Senate. Faculty leaders met with academic leaders in early Fall of 2014 to review other examples of distance education plans from the California Community College system. Using best practice approaches from other colleges, the Distance Education Committee completed its draft plan in November of 2014. The plan was reviewed and approved by the college's curriculum committee, the Academic Senate, and the President's Council (see Academic Senate Approval of DE Plan November 19, 2015; Curriculum Committee Meeting Minutes of January 27, 2015; President's Council Agenda of February 12, 2015). The plan includes a mission statement indicating that:

San Joaquin Delta College is committed to increasing access to excellent postsecondary education for the community it serves. In accordance with this mission, Distance Education (DE) courses offered at Delta College will adhere to the standards that they are equivalent to face-to-face courses in rigor, depth and breadth (see DE Plan, 2).

The DE Plan outlines the development of online courses at the college and traces their growth from a small portion of the college's class schedule to roughly 15 percent of FTES in recent years (DE Plan, 4). Using guidelines from federal law and Title 5 of the California Code of Regulations, the plan defines the difference between distance education/online courses, correspondence courses, hybrid courses, and web-enhanced courses. In order to teach online, faculty must undergo training through the college's Professional Development Center (DE Plan, 6). Standards of course design quality are monitored by the college's curriculum committee and by the faculty member's engagement with instructional support staff and peer instructors who have experience teaching online (DE Plan, 6). The DE Plan identifies the areas of instructional design review, including elements of curriculum alignment, appropriate technical design, compliance for student authentication and accessibility, rigor, depth, and breadth of content. The DE Plan also indicates that instructional design should focus on opportunities for student participation and interaction, effective policies relating to withdrawal from the course, class schedules, due dates, plagiarism and cheating, the variety of learning activities appropriate to course content, and regular effective professor-student contact (DE Plan, 6). In accordance with Title 5, regular, effective substantive contact is defined as professor initiated interaction and responsive interaction by the professor with students (DE Plan, 7). Different methods for maintaining professor-initiated contact are highlighted in the plan, along with recommended guidelines for engaging in responsive contact with students and for student-to-student interaction (DE Plan, 7).

Evaluation of faculty teaching online courses is mentioned as a subject of interest in the DE Plan. The Plan indicates that the "current evaluation form does not address the particular concerns of online students and faculty." The committee "recommends the drafting of a new evaluation form, specifically addressing those concerns" (DE Plan, 8). Later in the Plan, the document recommends that the current evaluation process should be adapted to address specific distance education issues. "A new evaluation form, agreed upon through contractual negotiations, should be developed so that students can give direct and relevant feedback about their online course experiences" (DE Plan, 13). This sentiment aligns with the visiting team's recommendation from March 2014. The college is addressing this concern through the collective bargaining process. The evaluation article is under discussion at the bargaining table, and both the teachers union and administration believe that a new online evaluation form will be adopted before the 2015-16 academic year.

In addition to the DE Plan, the college has revised its Distance Education Policy and Procedure to bring it in line with contemporary practice and to ensure that regular and substantive interaction is defined in the procedure. Administrative Procedure 4105, Distance Education, defines regular and substantive interaction as "professor-initiated interaction and responsive interaction by the professor to students" (AP 4105, 2). The procedure refers faculty and interested parties to the most recent version of the college's DE Plan for more information on online courses. In the DE Plan, specific examples of professor-initiated interactions and responsive interactions with students are identified. The list includes the suggestion that, barring extenuating circumstances or holidays, responsive interaction occurs within 48 hours via email, private message, posting of answers to questions in an online forum, or telephone/voicemail contact (DE Plan, 7).

The college is taking steps to integrate the DE Plan into the college's revised Educational Master Plan. The last EMP was adopted by the college in 2010, and a major revision was initiated with faculty and student focus groups in the fall term of 2014. Central concerns raised in the focus groups included the need to ensure robust wireless connectivity exists for students who visit the main Stockton campus. This is critical to the student population because a large majority of students who take online courses also take face-to-face courses and live within a 10 mile drive of the college. As a result, they can often work on DE courses between classes at the college campus. The college has accelerated a study of wireless access points throughout the campus and will be working to improve WIFI connectivity in Danner Hall in the summer of 2015.

Ideas from the DE Plan are being pushed out to relevant campus offices that would have purview over implementation of the recommendations. Revamping the evaluation process will need to be completed by the collective bargaining teams in the spring of 2015. Recommendations for additional online instructor training will be coordinated with the college's professional development center staff. The DE subcommittee is working to extend the reach of the DE Plan by developing an Online Teaching Handbook that will provide practical guidance and resources for faculty interested in teaching or improving their online instruction.

Evaluation

Through concerted efforts to establish a DE Plan and a revised DE policy and procedure, the college has improved its effectiveness in the area of distance education. The Distance education

Committee has done great work to identify distance education definitions and standards of course preparation, rigor, and breadth. The DE Plan provides clear directions to interested faculty on the best practices to use when teaching online. The revised AP 4105 provides a clear definition of regular and substantive interaction between faculty and students in online courses, with the DE Plan providing even more detailed examples of how that contact can and should take place. The college has not yet completed work on its student evaluation format for online courses, but it is unlikely to be an obstacle in contract negotiations. In short, there is a willingness on both parties to improve the effectiveness of the online student evaluation process.

The college meets the commission's standards and policies that are related to online and distance education.

Recommendation 4:
In order to meet the Standards, the team recommends that the District ensure that evaluation processes and necessary criteria are in place and evaluations are regularly and consistently conducted for all employee groups. (Standards III.A.1.b-c, III.A.2. III.A.3.a, III.A.5.a)

College Action in Response to the Recommendation
The College has taken steps to improve processes for evaluation of personnel and to prompt managers to complete personnel evaluations in a more timely manner. The college is pursuing two strategies: a software platform for 1) tracking of evaluations and, 2) regular contact with managers through a workflow system that monitors evaluation timelines.

The procedures for evaluation are established in the collective bargaining agreements with the represented groups (classified, peace officer association, and faculty). For managers, the procedures for evaluation are outlined in Procedure 2033. Readers should recognize that for faculty who have earned tenure, their evaluation can take place in either the fall or spring semester, and division deans frequently wait to conduct evaluations on experienced faculty in the spring term so that they can focus their energy on non-tenured faculty during the fall semester. In light of this caveat, the college's Human Resources Office uses a three-month benchmark, expecting evaluations to be completed within three months of the last scheduled due date entered into the MUNIS software system. As of December 31, 2014, the college could report the following statistics related to employee evaluations and due dates:

- 950 total head count employees are employed by the college are mandated to have evaluations completed (according to data from the Human Resources Office)
- 872 employees had current evaluations on file, or were within three months of an evaluation due date (92%)
- 78 employees had evaluations that were overdue by three months (12%)

The departments that had the largest concentrations of overdue evaluations are drawn from areas of the college that had the most turnover in management since the recession, or featured relatively new managers who were catching up on evaluation backlogs because of department reassignments or vacancies that had been unfilled. These departments include the IT department (where a new manager was hired in November 2014), Agriculture, Science and Mathematics (where an Acting Dean had taken over because of an internal promotion of the prior dean), and Enrollment Services and Student Development (where a new Dean had been hired in April of 2014). In essence, the college's recommendation on personnel evaluations was in some ways integrally linked with the need to address the administrative infrastructure of the college. Now that a deeper pool of managers has been hired to administer the college, progress on personnel evaluations is being made.

As indicated earlier, two key strategies are being deployed to enhance personnel evaluation processes at the college. First, the Staff Development Committee spent several months in 2014 reviewing and vetting software packages that might be used to implement a new evaluation tracking process. After months of due diligence, the committee and Human Resources staff recommended staying with MUNIS software solutions, but ensuring that all HR modules of the package are installed and operating at the college. The college is currently in the process of

completing those software upgrades, which will feature better time and attendance tracking for employees, and a shift to paperless time card tracking. In the area of personnel evaluations, the MUNIS system, once fully implemented in the summer of 2015, will allow for better online tracking, monitoring, and entry of personnel evaluations. The workflow system for notifications to managers will be automated, with pre-scheduled notices being sent out when evaluations are coming up, one month past due, two months, etc. This second process – an improved workflow monitoring system – will ensure that managers receive notification of schedules for evaluations and will ensure they stay within timelines of HR procedures related to evaluation.

Evaluation

The college has taken key steps to ensure that evaluation processes are followed and that evaluations are regularly and consistently completed for all personnel at the college. The college's implementation of MUNIS software modules related to personnel evaluation will enhance the college's ability to follow existing evaluation processes and criteria. The movement to a paperless system reflects an advancement in technology solutions that fits with the college culture for adopting improved technology solutions for everyday processes. In some ways, the college's standing on up-to-date evaluations was tied to its administrative capacity as it emerged from the recent economic recession, where management positions were cut at a higher rate than classroom faculty and classified staff. Now that the college has hired key administrative personnel and is moving to fill interim or vacant positions more quickly, the gap in timely evaluations is being closed. MUNIS will only help accelerate this institutional improvement.

The college meets the commission standards that relate to regular and systematic evaluation of all personnel.

College Action on Action Plans

The college's self evaluation report in 2014 identified 96 distinct action plans to help guide the college as it moved forward from the self evaluation study. A number of key themes identified in the action plans aligned with the visiting team recommendations, especially items referring to program review processes and the need to hire key administrative personnel. In the pages that follow, the college provides a table summary of the action plans that were in the 2014 self evaluation report and some steps that have been taken to initiate activities or plans associated with them. Some of the action plans will require on-going action over the next six years. Others require discrete activities that can be completed in a short time frame.

In February of 2014, the college came together at a Strategic Planning Summit to help prioritize strategic goals for the college and to prioritize the 96 action plans identified in the self evaluation report. The summit used a planning exercise that asked campus participants to rank their preferred plans, using blue dots for "blue ribbon ideas" that deserved highest priority, green dots for action plans that should be a priority, yellow dots for "maybe/lower priority" action plans, and red dots for plans they thought the college could avoid engaging (not a priority). The 35 participants at the session spanned different units and levels of the college, and the exercise allowed planners to create "weighted" scores for the various planning agendas identified in the self evaluation report (see Actionable Improvement Plans, March 11, 2014).

Members of the President's Council have reviewed these action plans and progress to date and endorse the descriptions of activity provided to the commission in this follow up report (see Report on 2014 ACCJC Action Plans). More than 40 action plans have been completed or reflect sustained progress (27) on the part of the college. Another dozen or so feature some progress by the college. Others have yet to be addressed or will need further study by key campus stakeholders. The sum total of this review provides evidence of a college that has made sustained progress on action plans that it believes are important to its institutional improvement. Coupled with the actions taken to address commission recommendations, the college believes that it continues to meet the eligibility requirements and standards established for full accredited status.

San Joaquin Delta College

Follow Up Report to the

Accrediting Commission of Community and Junior Colleges

APPENDIX

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San Joaquin Delta College
Academic Senate

November 19, 2014
3:30 PM
Location: Locke Lounge
Pamela Edwards, Recorder

Attendees: Kevin Bautch, Kindra Beale, Joe Bisson, Darin Brown, Sergio Calderon, JoAnn Cataldo, Gina Frost, Josefina Gomez, Caesar Jiminez, Sue Kidwell, Jon Krupp, Solyn Laney, James Leach, Larry Mariani, Doug Murray, Charlene Nunes, Diane Oren, John Schaeffer, Pamela Whitehead
Absent: Joel Beutel, Suzanne Coleman, Jeff Hislop, Elizabeth Maloney, Mary Jo Zimmerman
Excused: Michael Duffett
Guests: Lisa Cooper, Lynn Hawley

College Mission Statement
BP 1200)
San Joaquin Delta Community College District serves the needs of students and the District community by providing excellent post-secondary education to the associate degree level, general education and preparation for transfer to other post-secondary institutions, career and technical education, economic development, and the development of intellectual autonomy. To achieve this objective, the faculty and staff are committed to offering high quality instructional programs, student services, and efforts to enhance the public good.

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

Academic Senate
The Senate's primary function, as the representative of the faculty, is to make recommendations to the Administration and Board of Trustees on policy development and implementation matters concerning:
1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Academic Senate Executive Board
Diane Oren, Academic Senate President (2014-2016)
Kindra Beale, 1st Vice President (2014-2016)
Joel Beutel, 2nd Vice President (2014-2016)
Joe Bisson, Executive Secretary (2014-2016)
MaryJo Zimmerman, Parliamentarian (2014-2016)
Vacant, Vice President of Adjuncts (2014-2016)

MINUTES

1. **Public Comments** – None

2. **Agenda Review**

3. **Reports**
   - A. Dr. Lisa Cooper – FERPA Plan
     - i. System 2020 background information was given.
     - ii. Academic Senate will be provided with handouts and Pamela Edwards to put on DocuShare.
   - B. Professor Lynn Hawley – Draft Distance Ed Plan
     - i. Reported on the Distance Ed committee's progress on the *Draft Distance Ed Plan. Section 4, Course Quality Standards*, was discussed (including effective and regular contact). The Recommendations Section (in the very back) is the meat of the draft. The committee discussed training of administrators to be able to evaluate distance education, and that said motion would be part of the Master Education plan.

Motion: Move that authorized administrators have training to appropriately evaluate distance education courses (not necessarily "Etudes" training). **Motion seconded. Approved with one no and one abstention.**

- ii. Recommendation for DE plan – Put together a handbook for distance education instructors, along with a checklist.
- iii. The proposed DE plan will be housed in DocuShare, available through the Curriculum Committee, labeled "Draft," with whom to contact with comments. **Plan due 12/1/14.**

Motion: Academic Senate committee endorses the draft Distance Education Plan. **Motion seconded. Approved with one no and one abstention.**

4. Consent
   A. Minutes from Senate meeting of November 5, 2014

   Motion: To approve minutes of November 5, 2014. **Motion seconded. Unanimously approved.**
   B. Reports from
      i. Faculty Professional Growth Committee
      ii. Policies and Procedures
      iii. Curriculum report
      iv. Other

5. Non-Consent:
   A. Old Business
      i. Academic Senate President stated there's a curriculum issue in one of the departments with processes and is working with the Union on this one (a very complicated issue with nothing definitive to tell you right now), monitoring and making suggestions and recommendations about how certain processes are done.
      ii. Dr. Hart commended our faculty at the Board of Trustee's meeting yesterday for our full-time students by keeping students in class. She attributed our progress in that area to faculty specifically. Dr. Hart also asked for us to remind students to register for Spring classes so we can anticipate what we can add to those classes or reassign.
      iii. Cash internal control discussed at yesterday's Board of Trustees meeting. New safety precautions are now implemented, along with measures to prevent an innocent person from being left up for suspicion about money coming up short and charged for something they did not do.
      iv. Teresa Drace Valencia is retiring in December and Debra Lewis is retiring in May. Management has hired two positions: An Assistant Director of Information Technology and a CalWorks Assessment Project Coordinator.
      v. Curriculum Committee
   B. New Business (will need motion to approve)
      i. Classroom noise levels – Professor Darin Brown.
      ii. Academic Senate President investigated noise in the quads and noise generally. Dir. David Main to send a Student Services Officer (SSO) to areas where there is disruption, so notify him. Loud profanity is a common occurrence on campus and a serious problem.
      iii. Library noise level – Josephina Gomez
         - Library becoming a WiFi lounge where students are eating food. Library staff has to hush groups of loud students.
         - Out of 48 computers only 9 are fully functioning in the Library.
      iv. Noise levels will be addressed at our next meeting. Come back with prioritized recommendations, starting with the Library.

C. Parking Lot Topics
   i. Grievances
      a. CTA will discuss
   ii. Building names
      a. Nothing to report. Dr. Jon Krupp welcomes any input.

6. Executive Board: Informational Items
   A. FPG—Secretary
   B. Policies and Procedures—Second Vice President
   C. Curriculum—First Vice President
   D. CTA—President
   E. President's Report—Senate President
      i. Outstanding Student Ceremony (Atherton Auditorium, Mon., Dec 1st). Diane Oren needs some volunteers on **Mon., Dec. 1st, prior to 1:00 p.m. briefly, and then from 2:30 to 7:00 p.m.,** to assist in picking up food and beverages from Catering for the reception in Danner Hall.
      ii. Delta College is currently recruiting to hire 2 full-time custodians and 3 part-time custodians. I engineer has been hired (along with 1 HVAC employee hired last year). Anaysis is being done on what the campus needs are.
      iii. Minimum Quals
         a. Trainings will be provided because of the need to hire full-time and part-time instructors.
      iv. Evaluation Forms
         i. For administrators
      v. Fall Plenary Conference – Report of significant issues from the Fall Plenary – Academic Senate President commented on 2014 Fall Plenary session concerning Distance Ed:
         a. There should be no personal e-mails used in communicating with students. It should always be through the college website. No personal information in the subject line (i.e., name, ID number, etc.). Do not use your private communication system.
         b. A recommendation: It is important that faculty participate in the evaluation of those who are doing online instruction. It should be some kind of peer evaluation with each other.
         c. 78% of the colleges use some kind of a proctored exam situation, so that students either have a place to go or that somebody on the campus does that proctoring.
         d. Online teaching conference June 16 -June 18, 2015. Getting involved in the online educational institutes are important.
         e. March 20 & 21, 2015 – One day conference. More information will be given as it is received.
         f. Issues concerning authenticating students (i.e., ideas of unique typing patterns).
         g. Many schools have a separate evaluation tool for online/Distance Education.
         h. Title 5, 55204, requires regular and effective contact. It should be in the college's board policies. It is part of the peer review process.

7. Next Meeting:
Outstanding Student Ceremony: December 1, 2014, Atherton, 6:00 p.m.
Academic Senate: December 3, 2014
Board of Trustees: December 9, 2015

MEETING ADJOURNED 4:56 P.M.

Actionable Improvement Plans – A Road Map for Strategic Planning Part 2

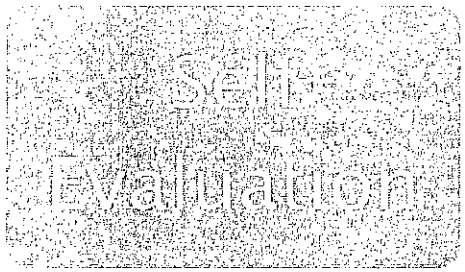
Dr. Matt Wetstein
Assistant Superintendent/Vice President of Instruction and Planning
Accreditation Liaison Officer
March 11, 2014

San Joaquin Delta College

Highlights of the Presentation

- Highlight major themes in the ACCJC report's Actionable Improvement Plans
- Discuss the planning meeting of February 21, 2014
- Describe how the College's strategic planning process can flow from the ACCJC self evaluation
- Provide a few draft strategic goals and linked action plans

Tonight's Theme…



Action Plans & Goals

- Self evaluation contains 91 Action Plans
- Dr. Hart recently wrote 9 draft strategic goals

Develop a climate/culture that values compassion, forgiveness, and gratitude

Maintain and enhance fiscally-sound position with strong reserves

Maintain commitments and develop new partnerships in the community

Maintain and foster high-level community engagement and outreach

Locate functions on campus to achieve optimal interaction, collaboration, and cooperation

Increase student retention, success, and overall achievement (degrees and certificates; employment)

Clarify and articulate key institutional structures, organization, and leadership

Identify and select key personnel for leadership, management, instruction, student services, fiscal services, human resources, facilities management, and information services positions

Assess the need for, provide, and evaluate professional development activities for new and current employees

Action Plans & Goals

- The Challenge/Opportunity:
- How best to merge the **operational ideas** identified in the ACCJC self evaluation with **proposed strategic goals**?
- Idea of the February Planning Summit – engage campus stakeholders with both sets of information
- Use the "Wisdom of the Crowd"
- What would emerge as important to the group?

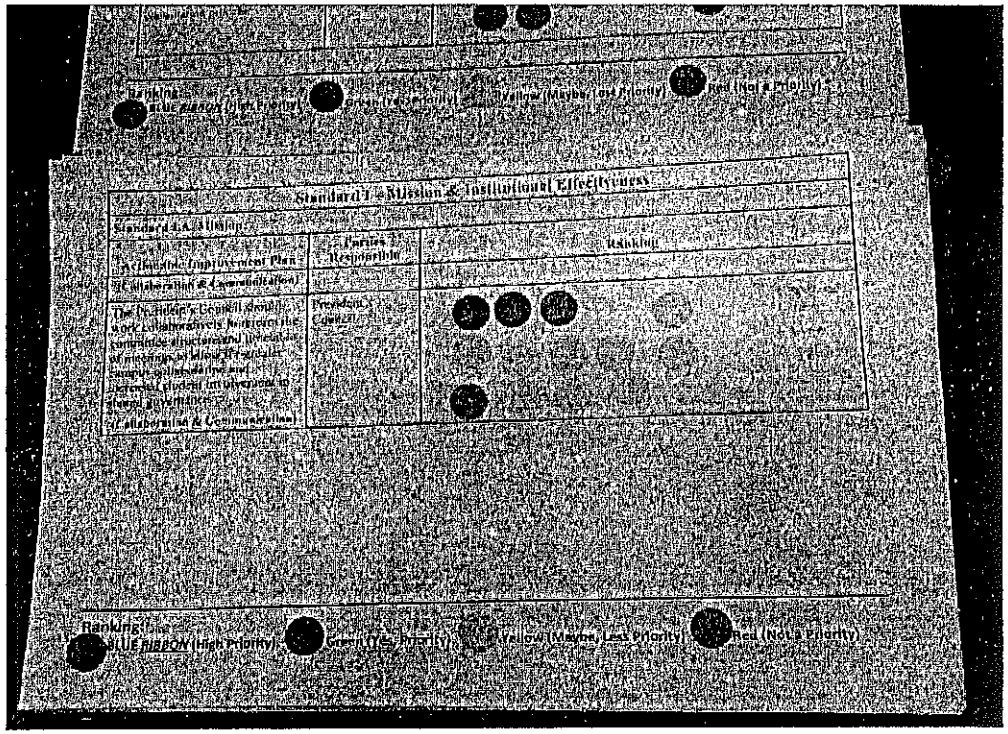
Rodin's "The Thinker"

Planning Meeting, 2/21/14

- Invitation campus-wide
- Asked individuals to review Actionable Improvement Plans in the ACCJC Self Evaluation Report & proposed goals
- 36 individuals attended
- Diverse group of staff, managers, faculty
- GOAL - To prioritize some of the action plans and draft strategic goals proposed by Dr. Hart

Planning Meeting, 2/21/14

- Participants were given 6 dots of 4 colors each
- BLUE = Blue ribbon (high priority)
- GREEN = (Yes, priority)
- YELLOW = (Maybe, Less Priority)
- RED (Not a priority)



Results (Top 5)

Top Ranked ACPS Strategic Goals	Dot	Green	Yellow	Red	Weighted Score
Increase student retention, success, and overall achievement (degrees and certificates; employment, ACCJC 2a, 2b)	22	0	0	1	89
The College needs to place a high priority on improving WiFi services for students (2c)	12	5	2	0	67
The District must investigate the need for staffing required to obtain the acceptable level of care for the maintenance and cleanliness of its facilities (3b)	9	9	0	0	63
Identify and implement a long-range funding plan for deferred maintenance. While funds have been allocated for capital needs, a more specific schedule of maintenance and equipment replacement should be established and funding identified to support that schedule. Target date for implementation is during the budget development process for 2014-15 (3d)	11	5	1	1	62
Update the EMP and FMP to recognize changes in the labor market demands of the Central Valley and San Joaquin County in particular (1b, 4b)	11	1	0	0	47

Results (6–10)

Top Ranked Action Goals	Priority	Urgency	Growth	Need	Weighted Score
The College should make installation of the Degree Audit software a high priority (2b)	7	6	0	0	46
The College should develop a marketing campaign to encourage current students to schedule counseling appointments earlier in the semester (2b)	6	5	0	1	40
Increasing and improving the wireless access to students and staff across the district is a very high priority (3c)	5	6	0	0	38
Assess the need for, provide, and evaluate professional development activities for new and current employees (3a)	3	5	4	0	35
The Student Services Division should develop a process for structured dialogue with students who utilize its support services (2b)	7	2	0	0	34

Results (11-15)

The College should hold multiple student focus groups to collect feedback from students about their learning experiences, and apply the findings to improve student learning support services and students' educational experiences (2b)	5	4	1	0	34
The College needs to implement new processes for employee evaluation tracking and monitoring, either through systems developed in System 2020, a new software approach, or via HR staff providing regular reports to managers and the Executive Cabinet. The District needs to establish a procedure for the evaluation of confidential employees consistent with Board Policy 7240, Confidential Employees (3a)	8	0	1	0	34
A "Customer Service" training program should be developed for the non-teaching division staff (2b)	6	2	1	0	32
The College should conduct student focus groups to collect feedback about their experiences, whereas findings can be used to improve student support services (2b)	2	8	0	0	32
The District needs to continue efforts to gain approval and funding for maintenance and improvement projects (3b)	6	2	1	0	32

Results (16-20)

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Maintain and enhance fiscally-sound position with strong reserves (3d)	6	1	2	0	31
The Student Success & Support Program Committee (formerly the Matriculation Committee) should review matriculation services to determine ways to increase student satisfaction (2b)	5	3	0	1	30
The District needs to improve its efforts to fully integrate the Total Cost of Ownership into the long range planning process (3b)	4	4	1	0	30
The College should explore different options and model catalogs from other institutions in order to streamline the online catalog for easier navigation by students (2b)	3	3	4	0	29
Communication of how the shared governance process works and how key decisions are made should be improved to ensure the entire campus community is aware of decisions and the collegial consultation process (1a)	2	2	5	5	29

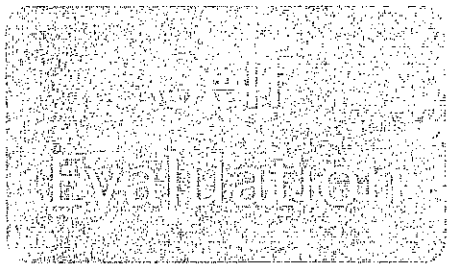
Textual Analysis of Results

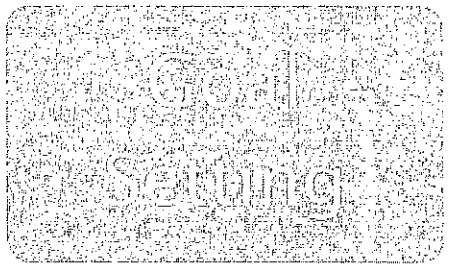
- Communication
- Community Engagement
- Deferred Maintenance/Campus Improvement
- Fiscal Planning & Operations
- HR Process Improvement
- Improve College Governance
- Improved Use of Technology
- Professional Development
- Strategic Planning
- Student Success & Achievement

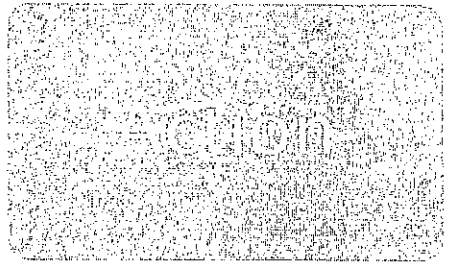
Overall Themes

Theme	Number of Responses	Weighted Total	Average Weighted Score	
Communication	6	90	15.0	●
Community Engagement	3	35	11.7	
Deferred Maintenance/Campus Improvement	7	244	34.9	●
Fiscal Planning	9	69	7.7	
HR Process Improvement	4	73	18.2	●
Improve College Governance	19	174	9.1	
Improved Use of Technology	9	84	9.3	
Professional Development	13	124	9.5	
Strategic Planning	6	90	15.0	●
Student Success & Achievement	24	631	26.3	●

What Next?







Suggested Goals & Action Plans

1. The college will undertake efforts to increase student retention, success, and overall achievement (degrees and certificates; employment)		
AIP 1.1 – The college will place a high priority on improving WIFI services for students (2c)	Director of IT	Quarterly, 2015
AIP 1.2 – The college will place a high priority on installing and implementing degree audit software for students (2b)	Director of IT	Quarterly, 2015
AIP 1.3 – The college will develop a marketing campaign that encourages early use of counseling services during the semester (2b)	Dean of Counseling & Special Services	Quarterly, 2014
AIP 1.4 – The Student Services Division will implement focus groups and structured dialogues with students and use the results to improve student services (2b)	Assistant Supt. VP of Student Services	Quarterly, 2014

Suggested Goals & Action Plans

[illegible]	[illegible]	[illegible]

2. The college will address deferred maintenance needs on the Stockton Campus and improve the learning environment for students and staff

AIP 2.1 – The district will investigate and work to hire the appropriate staffing levels needed to address the acceptable level of care and cleanliness needed to maintain facilities and campus grounds (3b)	Director of Facilities Management	Quarterly, Staffing by January 2015
AIP 2.2 – The college will identify and implement a long-range funding plan to address long-term deferred maintenance needs (3d)	Director of Facilities Management & Controller	Quarterly, 2015
AIP 2.3 – The college will take efforts to implement a total cost of ownership approach into its long range planning process (3b)	Director of Facilities Management & Controller	Quarterly, 2015-16

Suggested Goals & Action Plans

Planning Agenda Item	Responsible Person	Timeline for Completion
3. The college will improve human resources processes and identify and select key personnel for leadership, management, instruction, student services, fiscal services, and human resources		
AIP 3.1 – The college will implement new processes for employee evaluation tracking and monitoring, either through systems developed in System 2020, a new software approach, or HR staff providing regular reports to managers (3a)	Director of HR	Quarterly, On-going
AIP 3.2 – The college will maintain processes for evaluating and acquiring staffing needs that demonstrate the best use of funds and most effective use of personnel (3a)	Director of HR and Executive Leadership Team	Quarterly, On-going
AIP 3.3 – The college will convert HR policies pertaining to personnel files into one policy following CCLC recommended language (3a)	Director of HR	Quarterly, 2015

Suggested Goals & Action Plans

Planned Goal & Suggested Action Plans	Responsible Parties	Projected Evaluation Completion Date

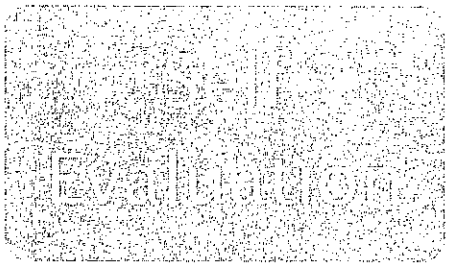
4. The College will engage in new planning processes to update the Educational Master Plan and Facilities Master Plan, focusing on labor market needs in the district, community partnerships, and demand for services in underserved areas

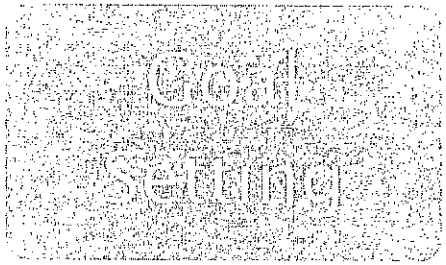
AIP 4.1 – The college will update the EMP and FMP to recognize changes in the labor market for the college district and the Central Valley (4b, 1b)	VP of Instruction & Planning	Quarterly, 2015 EMP 2016 FMP
AIP 4.2 – The college's institutional research office should implement a survey that assesses campus satisfaction with planning, evaluation and institutional improvement processes at the college (1b)	PRIE Staff	Quarterly, 2014
AIP 4.3 – The college should review the need for a director or dean of research to ensure that adequate leadership support exists to oversee significant institutional planning and program review processes (1b)	Executive Leadership team	2015–16

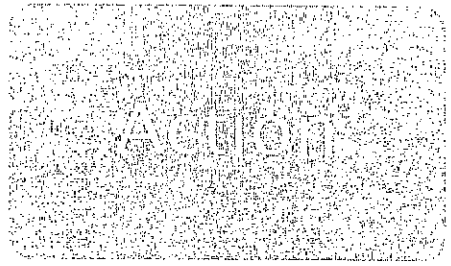
Next Steps

- Complete the linkages between goals and action plans
- Share the draft goals and action plan linkages with Planning & Budget, President's Council
- Extensive vetting in shared governance
- Revise and resubmit to Board for approval in April or May
- Budget development for 2014-15 can be framed around **existing goals**, but work will begin to implement AIPs anyway

Questions?







San Joaquin Delta College
Administrative Unit Review Evaluation Rubric, 2014-2015

Unit/Department Name:
Evaluator:

Use the following criteria to determine whether or not the program review is acceptable.

The program review:	Yes	Somewhat	No
1. is complete, thorough, and clearly communicated.	☐	☐	☐
2. provides an overview of the unit/department, including its core services.	☐	☐	☐
3. develops administrative unit outcomes(AUOs), and specifies the assessment method and criteria/timeline used to determine success.	☐	☐	☐
4. lists measurable key performance indicators (KPIs) drawn from the unit/department's core functions.	☐	☐	☐
5. includes a resource allocation analysis (RAA), explaining the need for each recommended resource request.	☐	☐	☐
6. presents a self-assessment of the unit/department's overall performance.	☐	☐	☐
Overall Findings: **Acceptable** ☐ **Unacceptable** ☐			
Comments:			

POLICIES & PROCEDURES REVIEW COMMITTEE SUBMISSION TO

President's Council, February 12, 2015

Returned from Comment Period Ending as Noted

November 13, 2014

- Proposed Deletion Policy 6510 Distance Education
- Proposed Adoption BP/AP 4105 Distance Education
- Proposed Deletion Policy 6140 Instructional Program Review
- Proposed Deletion Procedures 6141 Instructional Planning and Review Process
- Proposed Adoption BP/AP 4015 Program Review

January 22, 2015

- Proposed Changes AP 2430 Governance Committee Structure

San Joaquin Delta College
Proposal for Policy and Procedure Review
(This is an electronic form. A paper version is available in the DocuShare Files.)
Please type in the gray fields and/or click the check boxes as appropriate).

A. **Policy or Procedure Name & Number:** Adoption of BP/AP 4105 & Deletion Policy 6510
☐ Revision of Existing Policy or Procedure ☐ Due to Regulatory Changes
☒ Deletion

☒ New Policy or Procedure (Number to be assigned)

Proposal Submitted by: J. Beutel 2nd VP AS Date: 3/11/2014
(m/d/yy)

Please provide rationale concerning this matter in writing electronically or on paper form to the Secretary of the Chair of the Policy and Procedures Review Committee.

B. **Rationale for policy and/or procedure addition or change:**
(Please begin to type in the gray field below. Attach an edited copy of the policy/procedure (please make the edits in bold, underlined font, with line numbers in the left margin)).

Policy 6510 (adopted 6.22.99) has not been updated in over 15 years, in that time the nature and scope of distance education has changed. In addition there are many more legislative and accredidation requirements in place for distance education. The old policy was found to be so lacking and out of compliance by the Distance Education Committee Chair that it was deemed best to write a new policy (BP and AP) to cover this important area and to delete the out dated policy.

Proposed is a new BP 4105 in order to provide Board authorization for distance ed and an AP 4105 that conforms with the requirements of Title V, the Chancellor's Office, ACCJC, and our own internal operations.

6510 Distance Education

~~A. Definition~~

~~1. The following definitions apply to distance education:~~

~~a. Distance education: Instruction in which the instructor and student are separated by distance and interact through assistance of communication technology.~~

~~b. Fully interactive: A variety of distance education in which the technology employed provides regular and effective contact between participants. This includes, but is not limited to, courses offered over the internet.~~

~~c. Independent Study: A broad category of courses for which state reimbursements is based upon the number of units of credit rather than amount of student attendance. For apportionment purposes, distance education is one variety of independent study. All distance education courses that are fully interactive shall not be considered independent study for purposes of calculating state apportionment.~~

~~d. Interaction: A back-and-forth dialog, using communication technology, between the user and the system.~~

~~e. Real Time: An electronic operation that is performed in the same timeframe as its real-world counterpart. For example, real time video transmission produces a live broadcast.~~

~~2. Instruction provided as distance education is subject to the requirements that may be imposed under the Americans with Disabilities Act.~~

~~B. Responsibilities of the District~~

~~1. Distance education courses must be accepted by the college toward completion of an appropriate educational sequence leading to an associate degree, and must be recognized by an institution of the University of California or the California State University upon transfer to that institution.~~

~~2. Additional Courses that currently qualify are: (This section becomes inoperative on January 1, 2002 unless a later adopted regulation deletes or extends this date.)~~

~~a. Nontransferable courses designed to meet requirements of Types of Courses Appropriate to the Associate Degree, Minimum Requirements for the Associate Degree, and Standards and Criteria for Courses and Classes sections of Title V.~~

~~b. Noncredit courses conducted as distance education independent study.~~

6510 Distance Education

~~3. The District will comply with the distance education reporting requirements of Title 5 regulations.~~

~~C. Course Approval and Quality Standards~~

~~1. Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's curriculum approval procedures.~~

~~2. The same standards of course quality and procedures for approval shall be applied to distance education as are applied to traditional classroom courses.~~

~~3. The number of students enrolled in any individual course section offered by distance education shall be determined by and be consistent with other District procedures related to faculty assignment.~~

~~D. Instructor Contact~~

~~1. All approved courses offered as distance education shall include regular and effective contact between instructor and students through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.~~

~~2. Distance education shall be delivered consistent with guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors.~~

~~3. Regular and effective contact between instructors and students in distance education is an academic and professional matter pursuant to Title 5, §53200.~~

~~E. Faculty Selection~~

~~1. Instructors of sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments.~~

~~2. Assignment of faculty to courses delivered via distance education technology shall include consideration of competency in appropriate methods of instructional delivery.~~

Adopted 6-22-99

BP 4105 **Distance Education**

References: **Reference: Title 5, Section 55370**
Title 34 CFR § 602.17
34 C.F.R. § 668.22(c)(3)(i)
Section 409 of the Procedures and Standing Orders of the Board of Governors
Title 5, §53200

The Board of Trustees authorizes the use of communication technology for instruction of students who are physically separated from their instructor. The college will ensure that any class offered as a distance education class meets the same academic standards in terms of objectives and course content as courses taught traditionally.

~~Reference: Title 5, Section 55370~~

AP 4105 Distance Education

References: Title 34 CFR § 602.17; § 668.22(c)(3)(i)
Section 409 of the Procedures and Standing Orders of the Board of Governors
Title 5, §53200; Title 5 Sections 55200 et seq.;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
SJDC Distance Education Plan

Changes from November 13, 2014 Committee meeting – includes recommendations from the Distance Ed Committee

1. Definition of Distance Education

~~a.~~ Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

~~b.~~ a. Online ~~c~~Courses: ~~are t~~The predominant means of distance education delivery. Students are not required to physically visit the campus.

~~c.~~ b. ~~Online~~ Hybrid Courses: Instruction in which the required number of instructional hours are divided between online coursework and mandated on-ground instructional activities. Students are required to physically visit the campus.

c. For clarification, web-enhanced courses are face-to-face courses that require the student to access the internet and/or a learning management system as part of the coursework, but online activities do not replace scheduled classroom seat time. Therefore, web-enhanced courses do not constitute distance education.

2. Course Quality

a. All courses to be taught utilizing distance education shall contain the same content, rigor, and course quality as traditional courses as outlined in the policies for the SJDC Curriculum Committee curriculum approval process. As such, all distance education is subject to the general requirements of AP 4020 (et al)~~,~~, and must be offered in compliance with the District's Distance Education Plan (DE Plan).

b. As distinct from correspondence courses, all distance education courses are required to maintain regular effective substantive contact between the professor and students, in accordance with Title V. Regular effective substantive contact is defined as professor-initiated interaction and responsive interaction by the professor to students.

AP 4105 Distance Education

References: Title 34 CFR § 602.17; § 668.22(c)(3)(i)
Section 409 of the Procedures and Standing Orders of the Board of Governors
Title 5, §53200; Title 5 Sections 55200 et seq.;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
SJDC Distance Education Plan

Changes from November 13, 2014 Committee meeting – includes recommendations from the Distance Ed Committee

c. Documentation of distance education specifications will be reviewed whenever the course comes up for regular curricular review. The Distance Education Committee Chair and ~~D~~designees will participate in the curricular review of distance education courses.

3. District Responsibilities

~~a.~~ In order to assure that distance education is characterized by the same quality, integrity, effectiveness, and concern for student learning that apply to more traditional modes of instruction, the District shall integrate distance education into the normal program review process ~~in the following areas and ways.~~ in all areas of the ~~campus~~ College with a focus of maintaining services to students in distance education courses., including, but not limited to:

~~b.~~ a. LIBRARY AND LEARNING RESOURCES

~~i. Within the normal program review process the District will annually evaluate students' access to appropriate information resources.~~
~~ii. Also within the normal program review process the District will annually evaluate students' use of learning resources, labs, facilities, and equipment appropriate to the programs~~

~~c.~~ b. College Support ~~STUDENT~~ SERVICES for Students

~~i. Within the normal program review process the District will annually review the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, deliver of course materials, placement, and counseling.~~
~~ii. The District will review the processes through which students may resolve their complaints about the program.~~
~~iii. In the normal annual review process the District will evaluate recruiting and admissions information provided for students within the program.~~

AP 4105 Distance Education

References: Title 34 CFR § 602.17; § 668.22(c)(3)(i)
Section 409 of the Procedures and Standing Orders of the Board of Governors
Title 5, §53200; Title 5 Sections 55200 et seq.;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
SJDC Distance Education Plan

Changes from November 13, 2014 Committee meeting – includes recommendations from the Distance Ed Committee

~~iv. Also within the normal program review process the District will review the ways in which we ensure that admitted students possess the knowledge and equipment necessary to use the technology employed in the course or program. This is particularly important to insure student retention for those students experiencing difficulty using the required technology.~~

~~d.~~ c. FACILITIES AND FINANCES

~~i. Through the normal program review process the District will annually ensure that equipment and maintenance required for electronically delivered courses and programs are effectively provided.~~

~~ii. Facilities, staffing, equipment, and other resources associated with the viability and effectiveness of the program will be an integral part of the institution's long-range planning, budgeting, and policy development processes.~~

4. ~~Meeting~~ Federal Accessibility Guidelines

Whether students with disabilities are enrolled in them or not, the College shall abide by federal accessibility guidelines in accordance with Government Code Section 508 and the Americans with Disabilities Act~~,~~ for all distance education courses ~~must meet federal accessibility guidelines in accordance with Government Code Section 508 and the Americans with Disabilities Act.~~

~~The link below connects to the document, Distance Education Accessibility Guidelines for Students with Disabilities, issued by the Distance Education Accessibility Guidelines Task Force of the~~ The College shall utitlize guidelines published by the California Community Colleges Chancellor's Office~~, dated January 2011.~~
~~http://extranet.cccco.edu/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/DistanceEducation.aspx~~

AP 4105 Distance Education

References: Title 34 CFR § 602.17; § 668.22(c)(3)(i)
Section 409 of the Procedures and Standing Orders of the Board of Governors
Title 5, §53200; Title 5 Sections 55200 et seq.;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
SJDC Distance Education Plan

Changes from November 13, 2014 Committee meeting – includes recommendations from the Distance Ed Committee

5. ~~Required~~ Distance Education Faculty Training

Regardless of the Learning Management System (LMS) used, distance education faculty must ~~be~~ successfully complete approve ~~trained~~ training ~~and approved as~~ for online instructors ~~by the~~ through the Professional Development Center before teaching online. ~~At a minimum~~ Approved, training will include best practices in regular ~~effective~~ contact, accessibility, and effective online course design and other aspects.

6. Verification of Student Identity
~~Authentication that the online student who registers is the same as the participant~~
Moved to line 104

a. In accordance with Title 34 CFR § 602.17, the District requires verification of the identity of a student who participates in class or coursework by using the following methods:

i. A secure login and pass code;
ii. Proctored examinations; or
iii. New or other technologies and practices that are effective in verifying student identity; and,
iv. Authentication that the online student who registers is the same as the participant

b. Makes clear in writing that the District uses processes that protect student privacy and notifies students of any projected additional charges associated with the verification of student identity at the time of registration, ~~or~~ enrollment, or the Catalog.

AP 4105 Distance Education

References: Title 34 CFR § 602.17; § 668.22(c)(3)(i)
Section 409 of the Procedures and Standing Orders of the Board of Governors
Title 5, §53200; Title 5 Sections 55200 et seq.;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
SJDC Distance Education Plan

Changes from November 13, 2014 Committee meeting – includes recommendations from the Distance Ed Committee

7. ~~Changing the Campus-wide Online~~ Learning Management System (LMS)

The primary ~~Learning Management System~~ LMS used by the District cannot be changed without consulting the Distance Education Committee.

The primary LMS adopted by the District must be used as the initial access point (student portal) for all distance education courses and programs. This does not preclude the use of other LMSs so long as access by authorized administrative personnel is made available.

8. Measuring the Last Date of Attendance in ~~a fully online~~ Distance course

Effective July 2011, the U.S. Department of Education has defined "Last Date of Attendance" as an academically-related activity that is documented. Title 34 CFR § 668.22(c)(3)(i)

For ~~online~~ distance education courses, an "academically-related activity" includes but is not limited to: a quiz, test or assignment submission, meaningful participation in an online discussion, and student initiation of contact with the instructor to ask a course-related question via email or chat. 34 C.F.R. § 668.22(c)(3)(ii)

The Last Date of Attendance is not defined as the last date of course log in, and is not the same as the drop date.

For the purposes of the procedure, information on the matter can be found in the current DE Plan.

See BP 4105 Distance Education

AP 4105 Distance Education

References:

Title 5 Sections 55200 et seq.;
References: U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Section 602.17.

NOTE: *This procedure is **legally required** in an effort to show good faith compliance with the applicable federal regulations if the District offers distance education or correspondence education.*

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The **[*Chief Instructional Officer*]** shall utilize one or more of these methods to authenticate or verify the student's identity:

NOTE: *Insert local practice here: the following approaches are specifically referenced in the federal regulation as appropriate. The key is to utilize an accepted procedure for verifying a student's identity.*

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

The [*Chief Instructional Officer*] shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

NOTE: *The following procedure is **legally required** if the District has implemented distance education courses. Local practice may be inserted, but must include the following minimum requirements contained in Title 5.*

Definition: Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distance education courses, the **[*designate authority*]** will certify the following:

> **Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
>
> **Course Quality Determinations:** Determinations and judgments about the quality of the distance education course were made with the full involvement of the **[*designate authority, e.g. faculty, curriculum committee*]** approval procedures.

Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.

Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Revised: 7/02, 8/03, 8/06, 8/07, 2/08, 7/11

e-CFR Data is current as of September 24, 2014

Title 34 → Subtitle B → Chapter VI → Part 602 → Subpart B → §602.17

Title 34: Education
PART 602—THE SECRETARY'S RECOGNITION OF ACCREDITING AGENCIES
Subpart B—The Criteria for Recognition

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§602.17 Application of standards in reaching an accrediting decision.

The agency must have effective mechanisms for evaluating an institution's or program's compliance with the agency's standards before reaching a decision to accredit or preaccredit the institution or program. The agency meets this requirement if the agency demonstrates that it—

(a) Evaluates whether an institution or program—

(1) Maintains clearly specified educational objectives that are consistent with its mission and appropriate in light of the degrees or certificates awarded;

(2) Is successful in achieving its stated objectives; and

(3) Maintains degree and certificate requirements that at least conform to commonly accepted standards;

(b) Requires the institution or program to prepare, following guidance provided by the agency, an in-depth self-study that includes the assessment of educational quality and the institution's or program's continuing efforts to improve educational quality;

(c) Conducts at least one on-site review of the institution or program during which it obtains sufficient information to determine if the institution or program complies with the agency's standards;

(d) Allows the institution or program the opportunity to respond in writing to the report of the on-site review;

(e) Conducts its own analysis of the self-study and supporting documentation furnished by the institution or program, the report of the on-site review, the institution's or program's response to the report, and any other appropriate information from other sources to determine whether the institution or program complies with the agency's standards;

(f) Provides the institution or program with a detailed written report that assesses—

(1) The institution's or program's compliance with the agency's standards, including areas needing improvement; and

(2) The institution's or program's performance with respect to student achievement; and

(g) Requires institutions that offer distance education or correspondence education to have processes in place through which the institution establishes that the student who registers in a distance education or

correspondence education course or program is the same student who participates in and completes the course or program and receives the academic credit. The agency meets this requirement if it—

(1) Requires institutions to verify the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as—

(i) A secure login and pass code;

(ii) Proctored examinations; and

(iii) New or other technologies and practices that are effective in verifying student identity; and

(2) Makes clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

(Authority: 20 U.S.C. 1099b)

[64 FR 56617, Oct. 20, 1999, as amended at 74 FR 55427, Oct. 27, 2009]

Subpart B—Standards for Participation in Title IV, HEA Programs

Source: 52 FR 45727, Dec. 1, 1987, unless otherwise noted.

§668.22 Treatment of title IV funds when a student withdraws.

(a) General. (1) When a recipient of title IV grant or loan assistance withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the institution must determine the amount of title IV grant or loan assistance that the student earned as of the student's withdrawal date in accordance with paragraph (e) of this section.

(2)(i) Except as provided in paragraphs (a)(2)(ii) and (a)(2)(iii) of this section, a student is considered to have withdrawn from a payment period or period of enrollment if—

(A) In the case of a program that is measured in credit hours, the student does not complete all the days in the payment period or period of enrollment that the student was scheduled to complete;

(B) In the case of a program that is measured in clock hours, the student does not complete all of the clock hours and weeks of instructional time in the payment period or period of enrollment that the student was scheduled to complete; or

(C) For a student in a nonterm or nonstandard-term program, the student is not scheduled to begin another course within a payment period or period of enrollment for more than 45 calendar days after the end of the module the student ceased attending, unless the student is on an approved leave of absence, as defined in paragraph (d) of this section.

(ii)(A) Notwithstanding paragraph (a)(2)(i)(A) and (a)(2)(i)(B) of this section, for a payment period or period of enrollment in which courses in the program are offered in modules—

(1) A student is not considered to have withdrawn if the institution obtains written confirmation from the student at the time that would have been a withdrawal of the date that he or she will attend a module that begins later in the same payment period or period of enrollment; and

(2) For nonterm and nonstandard-term programs, that module begins no later than 45 calendar days after the end of the module the student ceased attending.

(B) If an institution has obtained the written confirmation of future attendance in accordance with paragraph (a)(2)(ii)(A) of this section—

(1) A student may change the date of return to a module that begins later in the same payment period or period of enrollment, provided that the student does so in writing prior to the return date that he or she had previously confirmed; and

(2) For nonterm and nonstandard-term programs, the later module that he or she will attend begins no later than 45 calendar days after the end of module the student ceased attending.

(C) If an institution obtains written confirmation of future attendance in accordance with paragraph (a)(2)(ii)(A) and, if applicable, (a)(2)(ii)(B) of this section, but the student does not return as scheduled—

(1) The student is considered to have withdrawn from the payment period or period of enrollment; and

(2) The student's withdrawal date and the total number of calendar days in the payment period or period of enrollment would be the withdrawal date and total number of calendar days that would have applied if the student had not provided written confirmation of a future date of attendance in accordance with paragraph (a)(2)(ii)(A) of this section.

(iii)(A) If a student withdraws from a term-based credit-hour program offered in modules during a payment period or period of enrollment and reenters the same program prior to the end of the period, subject to conditions established by the Secretary, the student is eligible to receive any title IV, HEA program funds for which he or she was eligible prior to withdrawal, including funds that were returned by the institution or student under the provisions of this section, provided the student's enrollment status continues to support the full amount of those funds.

(B) In accordance with §668.4(f), if a student withdraws from a clock-hour or nonterm credit hour program during a payment period or period of enrollment and then reenters the same program within 180 calendar days, the student remains in that same period when he or she returns and, subject to conditions established by the Secretary, is eligible to receive any title IV, HEA program funds for which he or she was eligible prior to withdrawal, including funds that were returned by the institution or student under the provisions of this section.

(3) For purposes of this section, "title IV grant or loan assistance" includes only assistance from the Federal Perkins Loan, Direct Loan, FFEL, Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, TEACH Grant, and FSEOG programs, not including the non-Federal share of FSEOG awards if an institution meets its FSEOG matching share by the individual recipient method or the aggregate method.

(4) If the total amount of title IV grant or loan assistance, or both, that the student earned as calculated under paragraph (e)(1) of this section is less than the amount of title IV grant or loan assistance that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the date of the institution's determination that the student withdrew—

(i) The difference between these amounts must be returned to the title IV programs in accordance with paragraphs (g) and (h) of this section in the order specified in paragraph (i) of this section; and

(ii) No additional disbursements may be made to the student for the payment period or period of enrollment.

(5) If the total amount of title IV grant or loan assistance, or both, that the student earned as calculated under paragraph (e)(1) of this section is greater than the total amount of title IV grant or loan assistance, or both, that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the date of the institution's determination that the student withdrew, the difference between these amounts must be treated as a post-withdrawal disbursement in accordance with paragraph (a)(6) of this section and §668.164(g).

(6)(i) A post-withdrawal disbursement must be made from available grant funds before available loan funds.

(ii)(A) If outstanding charges exist on the student's account, the institution may credit the student's account up to the amount of outstanding charges with all or a portion of any—

(1) Grant funds that make up the post-withdrawal disbursement in accordance with §668.164(d)(1) and (d)(2); and

(2) Loan funds that make up the post-withdrawal disbursement in accordance with §668.164(d)(1), (d)(2), and (d)(3) only after obtaining confirmation from the student or parent in the case of a parent PLUS loan, that they still wish to have the loan funds disbursed in accordance with paragraph (a)(6)(iii) of this section.

(B)(1) The institution must disburse directly to a student any amount of a post-withdrawal disbursement of grant funds that is not credited to the student's account. The institution must make the disbursement as soon as possible, but no later than 45 days after the date of the institution's determination that the student withdrew, as defined in paragraph (l)(3) of this section.

(2) The institution must offer to disburse directly to a student, or parent in the case of a parent PLUS loan, any amount of a post-withdrawal disbursement of loan funds that is not credited to the student's account, in accordance with paragraph (a)(6)(iii) of this section.

(3) The institution must make a direct disbursement of any loan funds that make up the post-withdrawal disbursement only after obtaining the student's, or parent's in the case of a parent PLUS loan, confirmation that the student or parent still wishes to have the loan funds disbursed in accordance with paragraph (a)(6)(iii) of this section.

(iii)(A) The institution must provide within 30 days of the date of the institution's determination that the student withdrew, as defined in paragraph (l)(3) of this section, a written notification to the student, or parent in the case of parent PLUS loan, that—

(1) Requests confirmation of any post-withdrawal disbursement of loan funds that the institution wishes to credit to the student's account in accordance with paragraph (a)(6)(ii)(A)(2) of this section, identifying the type and amount of those loan funds and explaining that a student, or parent in the case of a parent PLUS loan, may accept or decline some or all of those funds;

(2) Requests confirmation of any post-withdrawal disbursement of loan funds that the student, or parent in the case of a parent PLUS loan, can receive as a direct disbursement, identifying the type and amount of these title IV funds and explaining that the student, or parent in the case of a parent PLUS loan, may accept or decline some or all of those funds;

(3) Explains that a student, or parent in the case of a parent PLUS loan, who does not confirm that a post-withdrawal disbursement of loan funds may be credited to the student's account may not receive any of those loan funds as a direct disbursement unless the institution concurs;

(4) Explains the obligation of the student, or parent in the case of a parent PLUS loan, to repay any loan funds he or she chooses to have disbursed; and

(5) Advises the student, or parent in the case of a parent PLUS loan, that no post-withdrawal disbursement of loan funds will be made, unless the institution chooses to make a post-withdrawal disbursement based on a late response in accordance with paragraph (a)(6)(iii)(C) of this section, if the student or parent in the case of a parent PLUS loan, does not respond within 14 days of the date that the institution sent the notification, or a later deadline set by the institution.

(B) The deadline for a student, or parent in the case of a parent PLUS loan, to accept a post-withdrawal disbursement under paragraph (a)(6)(iii)(A) of this section must be the same for both a confirmation of a direct disbursement of the post-withdrawal disbursement of loan funds and a confirmation of a post-withdrawal disbursement of loan funds to be credited to the student's account.

(C) If the student, or parent in the case of a parent PLUS loan, submits a timely response that confirms that they wish to receive all or a portion of a direct disbursement of the post-withdrawal disbursement of loan funds, or confirms that a post-withdrawal disbursement of loan funds may be credited to the student's account, the institution must disburse the funds in the manner specified by the student, or parent in the case of a parent PLUS loan, as soon as possible, but no later than 180 days after the date of the institution's determination that the student withdrew, as defined in paragraph (l)(3) of this section.

(D) If a student, or parent in the case of a parent PLUS loan, submits a late response to the institution's notice requesting confirmation, the institution may make the post-withdrawal disbursement of loan funds as instructed by the student, or parent in the case of a parent PLUS loan (provided the institution disburses all the funds accepted by the student, or parent in the case of a parent PLUS loan), or decline to do so.

(E) If a student, or parent in the case of a parent PLUS loan, submits a late response to the institution and the institution does not choose to make the post-withdrawal disbursement of loan funds, the

institution must inform the student, or parent in the case of a parent PLUS loan, in writing of the outcome of the post-withdrawal disbursement request.

(F) If the student, or parent in the case of a parent PLUS loan, does not respond to the institution's notice, no portion of the post-withdrawal disbursement of loan funds that the institution wishes to credit to the student's account, nor any portion of loan funds that would be disbursed directly to the student, or parent in the case of a parent PLUS loan, may be disbursed.

(iv) An institution must document in the student's file the result of any notification made in accordance with paragraph (a)(6)(iii) of this section of the student's right to cancel all or a portion of loan funds or of the student's right to accept or decline loan funds, and the final determination made concerning the disbursement.

(b) Withdrawal date for a student who withdraws from an institution that is required to take attendance. (1) For purposes of this section, for a student who ceases attendance at an institution that is required to take attendance, including a student who does not return from an approved leave of absence, as defined in paragraph (d) of this section, or a student who takes a leave of absence that does not meet the requirements of paragraph (d) of this section, the student's withdrawal date is the last date of academic attendance as determined by the institution from its attendance records.

(2) An institution must document a student's withdrawal date determined in accordance with paragraph (b)(1) of this section and maintain the documentation as of the date of the institution's determination that the student withdrew, as defined in paragraph (l)(3) of this section.

(3)(i) An institution is required to take attendance if—

(A) An outside entity (such as the institution's accrediting agency or a State agency) has a requirement that the institution take attendance;

(B) The institution itself has a requirement that its instructors take attendance; or

(C) The institution or an outside entity has a requirement that can only be met by taking attendance or a comparable process, including, but not limited to, requiring that students in a program demonstrate attendance in the classes of that program, or a portion of that program.

(ii) If, in accordance with paragraph (b)(3)(i) of this section, an institution is required to take attendance or requires that attendance be taken for only some students, the institution must use its attendance records to determine a withdrawal date in accordance with paragraph (b)(1) of this section for those students.

(iii)(A) If, in accordance with paragraph (b)(3)(i) of this section, an institution is required to take attendance, or requires that attendance be taken, for a limited period, the institution must use its attendance records to determine a withdrawal date in accordance with paragraph (b)(3)(i) of this section for that limited period.

(B) A student in attendance the last time attendance is required to be taken during the limited period identified in paragraph (b)(3)(iii)(A) of this section who subsequently stops attending during the

payment period will be treated as a student for whom the institution was not required to take attendance.

(iv) If an institution is required to take attendance or requires that attendance be taken, on only one specified day to meet a census reporting requirement, the institution is not considered to take attendance.

(c) Withdrawal date for a student who withdraws from an institution that is not required to take attendance. (1) For purposes of this section, for a student who ceases attendance at an institution that is not required to take attendance, the student's withdrawal date is—

(i) The date, as determined by the institution, that the student began the withdrawal process prescribed by the institution;

(ii) The date, as determined by the institution, that the student otherwise provided official notification to the institution, in writing or orally, of his or her intent to withdraw;

(iii) If the student ceases attendance without providing official notification to the institution of his or her withdrawal in accordance with paragraph (c)(1)(i) or (c)(1)(ii) of this section, the mid-point of the payment period (or period of enrollment, if applicable);

(iv) If the institution determines that a student did not begin the institution's withdrawal process or otherwise provide official notification (including notice from an individual acting on the student's behalf) to the institution of his or her intent to withdraw because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the date that the institution determines is related to that circumstance;

(v) If a student does not return from an approved leave of absence as defined in paragraph (d) of this section, the date that the institution determines the student began the leave of absence; or

(vi) If a student takes a leave of absence that does not meet the requirements of paragraph (d) of this section, the date that the student began the leave of absence.

(2)(i)(A) An institution may allow a student to rescind his or her official notification to withdraw under paragraph (c)(1)(i) or (ii) of this section by filing a written statement that he or she is continuing to participate in academically-related activities and intends to complete the payment period or period of enrollment.

(B) If the student subsequently ceases to attend the institution prior to the end of the payment period or period of enrollment, the student's rescission is negated and the withdrawal date is the student's original date under paragraph (c)(1)(i) or (ii) of this section, unless a later date is determined under paragraph (c)(3) of this section.

(ii) If a student both begins the withdrawal process prescribed by the institution and otherwise provides official notification of his or her intent to withdraw in accordance with paragraphs (c)(1)(i) and (c)(1)(ii) of this section respectively, the student's withdrawal date is the earlier date unless a later date is determined under paragraph (c)(3) of this section.

(3) Notwithstanding paragraphs (c)(1) and (2) of this section, an institution that is not required to take attendance may use as the student's withdrawal date a student's last date of attendance at an academically-related activity provided that the institution documents that the activity is academically related and documents the student's attendance at the activity.

(4) An institution must document a student's withdrawal date determined in accordance with paragraphs (c)(1), (2), and (3) of this section and maintain the documentation as of the date of the institution's determination that the student withdrew, as defined in paragraph (l)(3) of this section.

(5)(i) "Official notification to the institution" is a notice of intent to withdraw that a student provides to an office designated by the institution.

(ii) An institution must designate one or more offices at the institution that a student may readily contact to provide official notification of withdrawal.

(d) Approved leave of absence. (1) For purposes of this section (and, for a title IV, HEA program loan borrower, for purposes of terminating the student's in-school status), an institution does not have to treat a leave of absence as a withdrawal if it is an approved leave of absence. A leave of absence is an approved leave of absence if—

(i) The institution has a formal policy regarding leaves of absence;

(ii) The student followed the institution's policy in requesting the leave of absence;

(iii) The institution determines that there is a reasonable expectation that the student will return to the school;

(iv) The institution approved the student's request in accordance with the institution's policy;

(v) The leave of absence does not involve additional charges by the institution;

(vi) The number of days in the approved leave of absence, when added to the number of days in all other approved leaves of absence, does not exceed 180 days in any 12-month period;

(vii) Except for a clock hour or nonterm credit hour program, upon the student's return from the leave of absence, the student is permitted to complete the coursework he or she began prior to the leave of absence; and

(viii) If the student is a title IV, HEA program loan recipient, the institution explains to the student, prior to granting the leave of absence, the effects that the student's failure to return from a leave of absence may have on the student's loan repayment terms, including the exhaustion of some or all of the student's grace period.

(2) If a student does not resume attendance at the institution at or before the end of a leave of absence that meets the requirements of this section, the institution must treat the student as a withdrawal in accordance with the requirements of this section.

(3) For purposes of this paragraph—

(i) The number of days in a leave of absence is counted beginning with the first day of the student's initial leave of absence in a 12-month period.

(ii) A "12-month period" begins on the first day of the student's initial leave of absence.

(iii) An institution's leave of absence policy is a "formal policy" if the policy—

(A) Is in writing and publicized to students; and

(B) Requires students to provide a written, signed, and dated request, that includes the reason for the request, for a leave of absence prior to the leave of absence. However, if unforeseen circumstances prevent a student from providing a prior written request, the institution may grant the student's request for a leave of absence, if the institution documents its decision and collects the written request at a later date.

(e) Calculation of the amount of title IV assistance earned by the student—(1) General. The amount of title IV grant or loan assistance that is earned by the student is calculated by—

(i) Determining the percentage of title IV grant or loan assistance that has been earned by the student, as described in paragraph (e)(2) of this section; and

(ii) Applying this percentage to the total amount of title IV grant or loan assistance that was disbursed (and that could have been disbursed, as defined in paragraph (l)(1) of this section) to the student, or on the student's behalf, for the payment period or period of enrollment as of the student's withdrawal date.

(2) Percentage earned. The percentage of title IV grant or loan assistance that has been earned by the student is—

(i) Equal to the percentage of the payment period or period of enrollment that the student completed (as determined in accordance with paragraph (f) of this section) as of the student's withdrawal date, if this date occurs on or before—

(A) Completion of 60 percent of the payment period or period of enrollment for a program that is measured in credit hours; or

(B) Sixty percent of the clock hours scheduled to be completed for the payment period or period of enrollment for a program that is measured in clock hours; or

(ii) 100 percent, if the student's withdrawal date occurs after—

(A) Completion of 60 percent of the payment period or period of enrollment for a program that is measured in credit hours; or

(B) Sixty percent of the clock hours scheduled to be completed for the payment period or period of enrollment for a program measured in clock hours.

(3) Percentage unearned. The percentage of title IV grant or loan assistance that has not been earned by the student is calculated by determining the complement of the percentage of title IV grant or loan assistance earned by the student as described in paragraph (e)(2) of this section.

(4) Total amount of unearned title IV assistance to be returned. The unearned amount of title IV assistance to be returned is calculated by subtracting the amount of title IV assistance earned by the student as calculated under paragraph (e)(1) of this section from the amount of title IV aid that was disbursed to the student as of the date of the institution's determination that the student withdrew.

(5) Use of payment period or period of enrollment. (i) The treatment of title IV grant or loan funds if a student withdraws must be determined on a payment period basis for a student who attended a standard term-based (semester, trimester, or quarter) educational program.

(ii)(A) The treatment of title IV grant or loan funds if a student withdraws may be determined on either a payment period basis or a period of enrollment basis for a student who attended a non-term based educational program or a nonstandard term-based educational program.

(B) An institution must consistently use either a payment period or period of enrollment for all purposes of this section for each of the following categories of students who withdraw from the same non-term based or nonstandard term-based educational program:

(1) Students who have attended an educational program at the institution from the beginning of the payment period or period of enrollment.

(2) Students who re-enter the institution during a payment period or period of enrollment.

(3) Students who transfer into the institution during a payment period or period of enrollment.

(iii) For a program that measures progress in credit hours and uses nonstandard terms that are not substantially equal in length, if the institution uses the payment period to determine the treatment of title IV grant or loan funds for a category of students found in paragraph (e)(5)(ii)(B) of this section, the institution must—

(A)(1) For students in the category who are disbursed or could have been disbursed aid using both the payment period definition in §668.4(b)(1) and the payment period definition in §668.4(b)(2), use the payment period during which the student withdrew that ends later; and

(2) If in the payment period that ends later there are funds that have been or could have been disbursed from overlapping payment periods, the institution must include in the return calculation any funds that can be attributed to the payment period that ends later; and

(B) For students in the category who are disbursed or could have been disbursed aid using only the payment period definition in §668.4(b)(1) or the payment period definition in §668.4(b)(2), use the payment period definition for which title IV, HEA program funds were disbursed for a student's calculation under this section.

(f) Percentage of payment period or period of enrollment completed. (1) For purposes of paragraph (e)(2)(i) of this section, the percentage of the payment period or period of enrollment completed is determined—

(i) In the case of a program that is measured in credit hours, by dividing the total number of calendar days in the payment period or period of enrollment into the number of calendar days completed in that period as of the student's withdrawal date; and

(ii)(A) In the case of a program that is measured in clock hours, by dividing the total number of clock hours in the payment period or period of enrollment into the number of clock hours scheduled to be completed as of the student's withdrawal date.

(B) The scheduled clock hours used must be those established by the institution prior to the student's beginning class date for the payment period or period of enrollment and must be consistent with the published materials describing the institution's programs, unless the schedule was modified prior to the student's withdrawal.

(C) The schedule must have been established in accordance with requirements of the accrediting agency and the State licensing agency, if such standards exist.

(2)(i) The total number of calendar days in a payment period or period of enrollment includes all days within the period that the student was scheduled to complete, except that scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in a payment period or period of enrollment and the number of calendar days completed in that period.

(ii) The total number of calendar days in a payment period or period of enrollment does not include—

(A) Days in which the student was on an approved leave of absence; or

(B) For a payment period or period of enrollment in which any courses in the program are offered in modules, any scheduled breaks of at least five consecutive days when the student is not scheduled to attend a module or other course offered during that period of time.

(g) Return of unearned aid, responsibility of the institution. (1) The institution must return, in the order specified in paragraph (i) of this section, the lesser of—

(i) The total amount of unearned title IV assistance to be returned as calculated under paragraph (e)(4) of this section; or

(ii) An amount equal to the total institutional charges incurred by the student for the payment period or period of enrollment multiplied by the percentage of title IV grant or loan assistance that has not been earned by the student, as described in paragraph (e)(3) of this section.

(2) For purposes of this section, "institutional charges" are tuition, fees, room and board (if the student contracts with the institution for the room and board) and other educationally-related expenses assessed by the institution.

(3) If, for a non-term program an institution chooses to calculate the treatment of title IV assistance on a payment period basis, but the institution charges for a period that is longer than the payment period, "total institutional charges incurred by the student for the payment period" is the greater of—

(i) The prorated amount of institutional charges for the longer period; or

(ii) The amount of title IV assistance retained for institutional charges as of the student's withdrawal date.

(h) Return of unearned aid, responsibility of the student. (1) After the institution has allocated the unearned funds for which it is responsible in accordance with paragraph (g) of this section, the student must return assistance for which the student is responsible in the order specified in paragraph (i) of this section.

(2) The amount of assistance that the student is responsible for returning is calculated by subtracting the amount of unearned aid that the institution is required to return under paragraph (g) of this section from the total amount of unearned title IV assistance to be returned under paragraph (e)(4) of this section.

(3) The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the amount determined under paragraph (h)(1) of this section to—

(i) Any title IV loan program in accordance with the terms of the loan; and

(ii) Any title IV grant program as an overpayment of the grant; however, a student is not required to return the following—

(A) The portion of a grant overpayment amount that is equal to or less than 50 percent of the total grant assistance that was disbursed (and that could have been disbursed, as defined in paragraph (l)(1) of this section) to the student for the payment period or period of enrollment.

(B) With respect to any grant program, a grant overpayment amount, as determined after application of paragraph (h)(3)(ii)(A) of this section, of 50 dollars or less that is not a remaining balance.

(4)(i) A student who owes an overpayment under this section remains eligible for title IV, HEA program funds through and beyond the earlier of 45 days from the date the institution sends a notification to the student of the overpayment, or 45 days from the date the institution was required to notify the student of the overpayment if, during those 45 days the student—

(A) Repays the overpayment in full to the institution;

(B) Enters into a repayment agreement with the institution in accordance with repayment arrangements satisfactory to the institution; or

(C) Signs a repayment agreement with the Secretary, which will include terms that permit a student to repay the overpayment while maintaining his or her eligibility for title IV, HEA program funds.

(ii) Within 30 days of the date of the institution's determination that the student withdrew, an institution must send a notice to any student who owes a title IV, HEA grant overpayment as a result of the student's withdrawal from the institution in order to recover the overpayment in accordance with paragraph (h)(4)(i) of this section.

(iii) If an institution chooses to enter into a repayment agreement in accordance with paragraph (h)(4)(i)(B) of this section with a student who owes an overpayment of title IV, HEA grant funds, it must—

(A) Provide the student with terms that permit the student to repay the overpayment while maintaining his or her eligibility for title IV, HEA program funds; and

(B) Require repayment of the full amount of the overpayment within two years of the date of the institution's determination that the student withdrew.

(iv) An institution must refer to the Secretary, in accordance with procedures required by the Secretary, an overpayment of title IV, HEA grant funds owed by a student as a result of the student's withdrawal from the institution if—

(A) The student does not repay the overpayment in full to the institution, or enter a repayment agreement with the institution or the Secretary in accordance with paragraph (h)(4)(i) of this section within the earlier of 45 days from the date the institution sends a notification to the student of the overpayment, or 45 days from the date the institution was required to notify the student of the overpayment;

(B) At any time the student fails to meet the terms of the repayment agreement with the institution entered into in accordance with paragraph (h)(4)(i)(B) of this section; or

(C) The student chooses to enter into a repayment agreement with the Secretary.

(v) A student who owes an overpayment is ineligible for title IV, HEA program funds—

(A) If the student does not meet the requirements in paragraph (h)(4)(i) of this section, on the day following the 45-day period in that paragraph; or

(B) As of the date the student fails to meet the terms of the repayment agreement with the institution or the Secretary entered into in accordance with paragraph (h)(4)(i) of this section.

(vi) A student who is ineligible under paragaraph (h)(4)(v) of this section regains eligibility if the student and the Secretary enter into a repayment agreement.

(5) The Secretary may waive grant overpayment amounts that students are required to return under this section if the withdrawals on which the returns are based are withdrawals by students—

(i) Who were residing in, employed in, or attending an institution of higher education that is located in an area in which the President has declared that a major disaster exists, in accordance with section 401 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5170);

(ii) Whose attendance was interrupted because of the impact of the disaster on the student or institution; and

(iii) Whose withdrawal occurred within the award year during which the designation occurred or during the next succeeding award year.

(i) Order of return of title IV funds—(1) Loans. Unearned funds returned by the institution or the student, as appropriate, in accordance with paragraph (g) or (h) of this section respectively, must be credited to outstanding balances on title IV loans made to the student or on behalf of the student for the payment period or period of enrollment for which a return of funds is required. Those funds must be credited to outstanding balances for the payment period or period of enrollment for which a return of funds is required in the following order:

(i) Unsubsidized Federal Stafford loans.

(ii) Subsidized Federal Stafford loans.

(iii) Unsubsidized Federal Direct Stafford loans.

(iv) Subsidized Federal Direct Stafford loans.

(v) Federal Perkins loans.

(vi) Federal PLUS loans received on behalf of the student.

(vii) Federal Direct PLUS received on behalf of the student.

(2) Remaining funds. If unearned funds remain to be returned after repayment of all outstanding loan amounts, the remaining excess must be credited to any amount awarded for the payment period or period of enrollment for which a return of funds is required in the following order:

(i) Federal Pell Grants.

(ii) Academic Competitiveness Grants.

(iii) National SMART Grants.

(iv) FSEOG Program aid.

(v) TEACH Grants.

(j) Timeframe for the return of title IV funds. (1) An institution must return the amount of title IV funds for which it is responsible under paragraph (g) of this section as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew as defined in paragraph (l)(3) of this section. The timeframe for returning funds is further described in §668.173(b).

(2) For an institution that is not required to take attendance, an institution must determine the withdrawal date for a student who withdraws without providing notification to the institution no later than 30 days after the end of the earlier of the—

(i) Payment period or period of enrollment, as appropriate, in accordance with paragraph (e)(5) of this section;

(ii) Academic year in which the student withdrew; or

(iii) Educational program from which the student withdrew.

(k) Consumer information. An institution must provide students with information about the requirements of this section in accordance with §668.43.

(l) Definitions. For purposes of this section—

(1) Title IV grant or loan funds that "could have been disbursed" are determined in accordance with the late disbursement provisions in §668.164(g).

(2) A "period of enrollment" is the academic period established by the institution for which institutional charges are generally assessed (i.e. length of the student's program or academic year).

(3) The "date of the institution's determination that the student withdrew"for an institution that is not required to take attendance is—

(i) For a student who provides notification to the institution of his or her withdrawal, the student's withdrawal date as determined under paragraph (c) of this section or the date of notification of withdrawal, whichever is later;

(ii) For a student who did not provide notification of his of her withdrawal to the institution, the date that the institution becomes aware that the student ceased attendance;

(iii) For a student who does not return from an approved leave of absence, the earlier of the date of the end of the leave of absence or the date the student notifies the institution that he or she will not be returning to the institution; or

(iv) For a student whose rescission is negated under paragraph (c)(2)(i)(B) of this section, the date the institution becomes aware that the student did not, or will not, complete the payment period or period of enrollment.

(v) For a student who takes a leave of absence that is not approved in accordance with paragraph (d) of this section, the date that the student begins the leave of absence.

(4) A "recipient of title IV grant or loan assistance" is a student for whom the requirements of §668.164(g)(2) have been met.

(5) Terms are "substantially equal in length" if no term in the program is more than two weeks of instructional time longer than any other term in that program.

(6) A program is "offered in modules" if a course or courses in the program do not span the entire length of the payment period or period of enrollment.

(7)(i) "Academic attendance" and "attendance at an academically-related activity"—

(A) Include, but are not limited to—

(1) Physically attending a class where there is an opportunity for direct interaction between the instructor and students;

(2) Submitting an academic assignment;

(3) Taking an exam, an interactive tutorial, or computer-assisted instruction;

(4) Attending a study group that is assigned by the institution;

(5) Participating in an online discussion about academic matters; and

(6) Initiating contact with a faculty member to ask a question about the academic subject studied in the course; and

(B) Do not include activities where a student may be present, but not academically engaged, such as—

(1) Living in institutional housing;

(2) Participating in the institution's meal plan;

(3) Logging into an online class without active participation; or

(4) Participating in academic counseling or advisement.

(ii) A determination of "academic attendance" or "attendance at an academically-related activity" must be made by the institution; a student's certification of attendance that is not supported by institutional documentation is not acceptable.

(8) A program is a nonstandard-term program if the program is a term-based program that does not qualify under 34 CFR 690.63(a)(1) or (a)(2) to calculate Federal Pell Grant payments under 34 CFR 690.63(b) or (c).

(Approved by the Office of Management and Budget under control number 1845-0022)

(Authority: 20 U.S.C. 1070g, 1091b)

[64 FR 59038, Nov. 1, 1999, as amended at 67 FR 67073, Nov. 1, 2002; 71 FR 45694, Aug. 9, 2006; 71 FR 64397, Nov. 1, 2006; 72 FR 62027, Nov. 1, 2007; 73 FR 35493, June 23, 2008; 75 FR 66951, Oct. 29, 2010]

Procedures and Standing Orders of the
Board of Governors, January 2013 Edition
Article 6. Educational Programs, Section 409. Distance Education and Education Technology.

(a) The Chancellor shall convene a distance education and education technology advisory committee to advise the Chancellor's Office on the vision, policy, and planning in support of distance education and education technology. The advisory committee will take issues to and work in collaboration with the Technology and Telecommunications Advisory Committee and System Advisory Committee on Curriculum in formulating recommendations to the Chancellor. The advisory group has as its primary goal improvement in student access and success through utilization of instructional technology in the classroom and through hybrid courses and distance education programs provided by the California Community Colleges. The distance education and education technology advisory committee will identify best practices in the development and evaluation of distance education and other instructional offerings utilizing instructional technology, and recommend guidelines and regulatory changes.

(b) The Chancellor shall provide a report to the Board of Governors every two years that evaluates the effectiveness of distance education and education technology systemwide and provides analysis of data demographically (by age, disability, ethnicity, and gender) student accessibility to instruction, and enrollment and completion rates.

§ 53200. Definitions.
5 CA ADC § 53200
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS
Title 5. Education, Division 6. California Community Colleges
Chapter 4. Employees, Subchapter 2. Certificated Positions
Article 2. Academic Senates

5 CCR § 53200
§ 53200. Definitions.
For the purpose of this Subchapter:
(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."
(c) "Academic and professional matters" means the following policy development and implementation matters:
(1) curriculum, including establishing prerequisites and placing courses within disciplines;
(2) degree and certificate requirements;
(3) grading policies;
(4) educational program development;
(5) standards or policies regarding student preparation and success;
(6) district and college governance structures, as related to faculty roles;
(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
(8) policies for faculty professional development activities;
(9) processes for program review;
(10) processes for institutional planning and budget development; and
(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
(1) relying primarily upon the advice and judgment of the academic senate; or
(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.
Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.
HISTORY
1. Amendment of NOTE filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25).

5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
This database is current through 9/12/14 Register 2014, No. 37
5 CCR § 53200, Previous Term5 CA ADC § 53200Next TermEnd of Document © 2014 Thomson Reuters. No claim to original U.S. Government Works.

§ 55200. Definition and Application.
5 CA ADC § 55200
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS
Barclays Official California Code of Regulations Currentness
Title 5. Education, Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction, Subchapter 3. Alternative Instructional Methodologies
Article 1. Distance Education

5 CCR § 55200
§ 55200. Definition and Application.
Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).
Note: Authority cited: Section 66700 and 70901, Education Code: References: Sections 70901 and 70902, Education Code; title 29 United States Code section 794d, and title 42 United States Code section 12100 et seq.
HISTORY
1. New article 2.5 and section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 93, No. 42).
2. Editorial correction of Article heading (Register 95, No. 20).
3. Repealer of article 2.2 and section, relocation and amendment of subchapter 3 from preceding section 55250 to precede section 55200 and new article 1 (sections 55200-55210) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
This database is current through 9/12/14 Register 2014, No. 37
5 CCR § 55200, Previous Term5 CA ADC § 55200Next TermEnd of Document © 2014 Thomson Reuters. No claim to original U.S. Government Works.

San Joaquin Delta College
Proposal for Policy and Procedure Review
(This is an electronic form. A paper version is available in the DocuShare Files.)
Please type in the gray fields and/or click the check boxes as appropriate).

A. **Policy or Procedure Name & Number:** Policy 6140 Instructional Program Review, Procedure 6141 Instructional Planning Review Process, AP 2430 Governance Committee Structure

☒ Revision of Existing Policy or Procedure ☐ Due to Regulatory Changes
☒ Deletion

☐ New Policy or Procedure (Number to be assigned)

Proposal Submitted by: Matt Westein Date: 8/13/2014 (m/d/yy)

Please provide rationale concerning this matter in writing electronically or on paper form to the Secretary of the Chair of the Policy and Procedures Review Committee. Proposals must be submitted no later than two weeks prior to the committee's meeting.

B. **Rationale for policy and/or procedure addition or change:**
(Please begin to type in the gray field below. Attach an edited copy of the policy/procedure (please make the edits in bold, underlined font, with line numbers in the left margin)).

Policy 6140 Instructional Program Review and Procedure 6141 Instructional Planning and Review are no longer relevant to the program review process. The proposed BP/AP 4015 are proposed to more specifically address the College's current program review process.

In addition to these proposed changes, it is also recommended to restructure the current membership of the Program Review Committee(s), bring the current three to one, and expanding the membership accordingly.

POLICY 6140

6140 Instructional Program Review

A. Instructional Program Review at San Joaquin Delta College has two primary purposes:

1. To maintain, improve, and promote the quality of instruction at San Joaquin Delta College, and;

2. To utilize the institution's resources effectively and efficiently.

B. For purposes of this process, the term "program" is broadly defined to be a certificate or associate degree programs or related sets of courses.

C. Each instructional program will complete a program review at least once each six years. By July 1 of each academic year, the Division Dean/Director, in consultation with the appropriate dean, shall notify the Assistant Superintendent/Vice President of the programs to be reviewed during the academic year.

D. Every vocational or occupational training program offered by the college shall be reviewed every two years by the governing board of the district to assure that each program, as demonstrated by the Californian Occupational Information System, including the State Local Cooperative Labor Market Information Program established in Section 10553 of the Unemployment Insurance Code, or if this program is not available in the labor market area, or other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand.

2. Does not represent unnecessary duplication of other manpower training programs in the area.

3. Is of demonstrated effectiveness as measured by the employment or completion of its students. Instructional programs which did not fulfill the full intent of the review may be subject to additional review during the scheduled cycle. Any program commenced subsequent to July 28, 1983, that does not meet the requirements of this subsection and the standards promulgated by the governing board shall be terminated within one year.

Adopted 7-02-85
Amended 7-11-89
Amended 3-17-98

~~6141 Instructional Planning and Review Process~~

~~Goals and a plan of action will be submitted to the appropriate dean for review and approval in the spring to coincide with the budget process. The Division Dean/Director and appropriate dean will review these in the fall for continued appropriateness. Progress on the goals will be evaluated in mid year and in the spring. As part of the fall review, the programs to be included in the program review process for that year will be identified.~~

~~A Program Review Team will be identified for each program review and will include: the appropriate dean; Division Dean/Director; at least two faculty where appropriate, representation from advisory committees.~~

~~Information to be included in the Program Review will include, at a minimum:~~

~~a. Description of the program objectives.~~
~~b. Description of the program curriculum.~~
~~c. Information about program faculty.~~
~~d. Enrollment trend information for at least three years.~~
~~e. Community (and labor market) need information as appropriate.~~
~~f. Demographic information about the students who enroll in the program.~~
~~g. Student outcomes information.~~
~~h. Cost effectiveness of the program.~~
~~i. Description of facilities and equipment.~~

~~Adopted 7-02-85~~
~~Amended 7-11-89~~

BP 4015 Program Review

Reference Education Code Sections, 70902 and 78106; Title 5, Section 51022(a); Title 5, Section; Unemployment Insurance Code, Section 10553; Accreditation Standard I

The Program Review process at San Joaquin Delta College has two primary purposes: to maintain, improve, and promote the quality of instruction at the College and to utilize the institution's resources effectively and efficiently. Baseline data collected through program review will be used for self-examination for accreditation, assessment of student learning outcomes, and to enhance specific programs and service delivery. The process will also serve to integrate program review recommendations with annual budget development, for consideration by the College's Planning and Budget Committee and administration.

Each Administrative Services department/unit, Instructional program, and Student Services department/unit will complete a program review every two years.

See AP 4015, Program Review

Adopted 7-02-85
Amended 7-11-89
Amended 3-17-98

AP 4015 Program Review

Reference Education Code Sections, 70902 and 78106; Title 5, Section 51022(a); Unemployment Insurance Code, Section 10553; Accreditation Standard I

Broken Underline/Strikethrough Policies and Procedures Review Committee 11/13/14

For purposes of this process, the term "instructional program" is broadly defined to be ~~a~~ certificate or associate degree programs or related sets of courses. For the purpose of an administrative or student services department/unit a "program" is any District functional unit operating under the direction/supervision of a manager of the College.

Each Administrative Services department/unit, Instructional program, and Student Services department/unit will complete a program review every two years. By July 1 of each academic year, the Program Review Committee ~~Division Dean/Director, in consultation with the appropriate dean, faculty and staff,~~ shall develop a calendar of program reviews scheduled for review and notify the respective Assistant Superintendent/Vice President ~~of the to be reviewed during the~~ to initiate the review for the academic year.

~~A.~~

~~Instructional Program Reviews at San Joaquin Delta College has two primary purposes: will be conducted to include the following specific elements~~ As required by law

Moved to BP 4015

~~1. To maintain, improve, and promote the quality of instruction at San Joaquin Delta College, and;~~

~~To utilize the institution's resources effectively and efficiently.~~

Moved to Line 1

~~B. For purposes of this process, the term "program" is broadly defined to be a certificate or associate degree programs or related sets of courses.~~

Moved to Line 6

~~C. Each instructional program will complete a program review at least once each six every two years. By July 1 of each academic year, the Division Dean/Director, in consultation with the appropriate dean faculty, shall notify the Assistant Superintendent/Vice President of Instruction and Planning of the programs to be reviewed during the academic year.~~

~~D. Every vocational~~ **career technical education** or occupational training programs offered by the ~~e~~College shall be reviewed every two years by the governing board of the ~~d~~District to assure that each program, as demonstrated by the California~~n~~ Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10553 of the Unemployment Insurance Code, or if this program is not

AP 4015 Program Review

Reference Education Code Sections, 70902 and 78106; Title 5, Section 51022(a); Unemployment Insurance Code, Section 10553; Accreditation Standard I

Broken Underline/Strikethrough Policies and Procedures Review Committee 11/13/14

available in the labor market area, or other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand.

2. Does not represent unnecessary duplication of other ~~manpower~~ training programs in the area.

3. Is of demonstrated effectiveness as measured by the employment ~~or~~ **and** completion of its students. Instructional programs which did not ~~fulfill the full intent of~~ the **program** review may be subject to additional review during the scheduled cycle. Any program commenced subsequent to July 28, 1983, that does not meet the requirements of this subsection and the standards promulgated by the governing board shall be terminated within one year.

Moved in from Procedure 6141, Instructional Planning and Review Process

All Instructional Program Reviews will include, at a minimum:

a. Description of the program objectives and contribution to College Mission Statement.
b. Description of the program curriculum.
c. Information about program faculty
d. Enrollment trend information for at least ~~three~~ two years.
e. Community (and labor market) need information as appropriate.
f. Demographic information about the students who enroll in the program.
g. Student outcomes information.
h. Cost effectiveness of the program.
i. Description of facilities and equipment.
j. Resources requests for budget and planning process.

Administrative Services and Student Services minimum requirements will be developed as appropriate to the unit under review.

Adopted 7-02-85
Amended 7-11-89
Amended 3-17-98

AP 4015 Program Review

Reference Education Code Sections, 70902 and 78106; Title 5, Section 51022(a); Unemployment Insurance Code, Section 10553; Accreditation Standard I

Broken Underline/Strikethrough Policies and Procedures Review Committee 11/13/14

Instructional programs that are examined for possible remediation or discontinuance will be reviewed in accordance with procedures established in AP 4020 Program Remediation/Discontinuance.

See BP 4015, Program Review; AP 4020, Program Remediation/Discontinuance; AP 2430, Governance Committee Structure

Adopted 7-02-85
Amended 7-11-89
Amended 3-17-98

EDUCATION CODE SECTION 70900 - 70902

70902. (a) (1) Every community college district shall be under the control of a board of trustees, which is referred to herein as the "governing board." The governing board of each community college district shall establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the governing board may initiate and carry on any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established.

(2) The governing board of each community college district shall establish rules and regulations not inconsistent with the regulations of the board of governors and the laws of this state for the government and operation of one or more community colleges in the district.

(b) In furtherance of subdivision (a), the governing board of each community college district shall do all of the following:

(1) Establish policies for, and approve, current and long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district. In so doing, the governing board shall, as required by law, establish policies for, develop, and approve, comprehensive plans. The governing board shall submit the comprehensive plans to the board of governors for review and approval.

(2) Establish policies for and approve courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs, without referral to the board of governors.

(3) Establish academic standards, probation and dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors.

(4) Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.

(5) To the extent authorized by law, determine and control the district's operational and capital outlay budgets. The district governing board shall determine the need for elections for override tax levies and bond measures and request that those elections be called.

(6) Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law.

(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(8) Establish rules and regulations governing student conduct.

(9) Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.

(10) In its discretion, receive and administer gifts, grants, and scholarships.

(11) Provide auxiliary services as deemed necessary to achieve the purposes of the community college.

(12) Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe.

(13) Hold and convey property for the use and benefit of the district. The governing board may acquire by eminent domain any property necessary to carry out the powers or functions of the district.

(14) Participate in the consultation process established by the board of governors for the development and review of policy proposals.

(c) In carrying out the powers and duties specified in subdivision (b) or other provisions of statute, the governing board of each community college district shall have full authority to adopt rules and regulations, not inconsistent with the regulations of the board of governors and the laws of this state, that are necessary and proper to executing these prescribed functions.

(d) Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate. However, the governing board shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of the delegation.

(e) This section shall become operative on January 1, 2014.

(Amended (as added by Stats. 2006, Ch. 817, Sec. 5) by Stats. 2011, Ch. 112, Sec. 4. Effective January 1, 2012. Section operative January 1, 2014, by its own provisions.)

EDUCATION CODE
SECTION 78015-78016.5

78016. (a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public

Title 5. Education
Division 6. California Community Colleges
Chapter 2. Community College Standards
Subchapter 1. Minimum Conditions

5 CCR § 51022

§ 51022. Instructional Programs.

(a) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

(b) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies and procedures to provide that its courses and programs are articulated with proximate baccalaureate colleges and high schools.

Note: Authority cited: Sections 66700, 70901 and 78401, Education Code. Reference: Sections 70901, 70902 and 78016, Education Code.

HISTORY

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).

2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

3. Editorial correction of History 2 (Register 95, No. 15).

4. Amendment of section and Note filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

This database is current through 8/1/14 Register 2014, No. 31

San Joaquin Delta College
Proposal for Policy and Procedure Review
(This is an electronic form. A paper version is available in the DocuShare Files.)
Please type in the gray fields and/or click the check boxes as appropriate).

A. **Policy or Procedure Name & Number:** AP 2430 Governance Structure

☒ Revision of Existing Policy or Procedure ☐ Due to Regulatory Changes
☐ Deletion

☐ New Policy or Procedure **(Number to be assigned)**

Proposal Submitted by: Wetstein Date: 10/23/2014
(m/d/yy)

Please provide rationale concerning this matter in writing electronically or on paper form to the Secretary of the Chair of the Policy and Procedures Review Committee.

B. **Rationale for policy and/or procedure addition or change:**
(Please begin to type in the gray field below. Attach an edited copy of the policy/procedure (please make the edits in bold, underlined font, with line numbers in the left margin)).

The proposed changes are recommended to the following committees listed:

Campus Information Services Committee - Delete PRIE Senior Research Analyst to replace with Dean of PRIE, and reinstate the Dean of PRIE to the following committees:

Facilities Planning Committee, Planning and Budget Committee, President's Council Program Review Committee (as proposed out for comment to 11/6), Student Success and Support Program Committee

In addition to reinstating the Dean of PRIE, as recommended by the Policies and Procedures Committee the Vice President of Operations has been reinstated in each entry fromerly Vice President of Business Services. The proposed change also includes the corrections noted by CSEA to amend the Program Review Committee (October 30 - see line 394).

December 12 - Proposed Changes from Student Services included per : ASBG President should be Associated Students of Delta College (ASDC); retitle the Student Personnel and Grievance Panel to be consistant with the current discipline/grades procedures - AP 5520, Student Discipline and AP 5530, Student Rights, Grievances, and Grade Disputes.

Various title changes have also been made throughout the AP.

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

A. Standing Committees

Administrative Reclassification and Entitlement Review Committee

Committee Composed of: Assistant Superintendent/Vice President of Instruction **and Planning**, Assistant Superintendent/Vice President of Student Services, **Vice President of Operations,** two managers appointed by Management Senate, one faculty member appointed by the Academic Senate, one faculty member appointed by the San Joaquin Delta College Teachers Association, one classified member appointed by the Classified Senate, one classified member appointed by the California School Employees Association, one classified member appointed by the San Joaquin Delta College Peace Officers Association, and one student. **Executive Secretary**: Director of Human Resources **and Risk Management**

Committee Responsibilities: Review and make recommendations concerning requests for new administrative position entitlements. Review and make recommendations concerning requests for reclassification of existing administrative position entitlements. (Recommendations are forwarded to Planning and Budget Committee for funding.)

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Campus Health and Safety Committee

Committee Composed of: Assistant Superintendent/Vice President of Student Services, **Vice President of Operations,** Director of Police Services & Public Safety Programs, Director of Facilities Management, Health Sciences Division Dean, Director of Student Support Services, four faculty members (two appointed by the SJDCTA and two appointed by the Academic Senate), Health Unit Clerk, four other classified members (two appointed by the Classified Senate and two appointed by the California School Employees Association), two students **appointed by the Associated Students of Delta College**. **Executive Secretary:** Assistant Superintendent/Vice President of Student Services

Committee Responsibilities: Develop and recommend health, wellness, and safety related educational programs for staff and students. The Campus Health and Safety Committee shall develop and monitor College policies and procedures related to the maintenance of a safe campus environment and review matters related to the health and wellness of students and staff of the College. The committee shall regularly gather input from students and staff on the status of the College with respect to health and safety issues, and propose changes in policy/procedure consistent with the maintenance of a safe and healthy campus environment. The committee will also develop annual plans for in-service training and other staff and student development activities, which support a safe campus.

Advisory Relationships: Advisory to the President's Council for policy recommendations.

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Campus Information Services Committee

Committee Composed of: Assistant Superintendent/Vice President of Instruction **and Planning**, Assistant Superintendent/Vice President of Student Services, **Vice President of Operations,** Director of Information Technology and Data Center Services, Library, Learning Resources, & Language Arts Division Dean, one division dean, ~~PRIE Senior Research Analyst~~ **Dean of Planning, Research and Institutional Effectiveness,** five faculty members (two appointed by the SJDCTA and three appointed by the Academic Senate), five classified members (two appointed by the Classified Senate and three appointed by the California School Employees Association, three students **appointed by the Associated Students of Delta College**. **Executive Secretary:** Director of Information Technology and Data Center Services or his/her designee

Committee Responsibilities: Review and make recommendations concerning the effective use of computer and telecommunications resources to accomplish College administrative and instructional objectives. Assist in development of long range plans for computers and telecommunications equipment and infrastructure. Make recommendations concerning major purchases of computer or telecommunications hardware and/or software. Review and make recommendations on matters affecting academic computing and the College. Evaluate proposals for faculty computer workstations. Review and respond to technical feasibility studies completed by Information Services for capital outlay purchases of computer equipment in the academic area. Provide input on related academic computing issues as requested by the Assistant Superintendent/Vice President of Instruction **and Planning**.

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Classified Classification and Reclassification Review Committee – Title Change?

Committee Composed of: Assistant Superintendent/Vice President of Instruction **and Planning**, Assistant Superintendent/Vice President of Student Services, **Vice President of Operations,** Director of Human Resources **and Risk Management**, two classified members appointed by the Classified Senate, two classified members appointed by the California School Employees Association, Chapter #359. **Executive Secretary**: Director of Human Resources **and Risk Management**

Committee Responsibilities: The Classification & Reclassification Committee (CRC) considers the following: (1) proposed reclassifications within existing classifications, (2) any changes in the job description of a classification, (3) establishment of a new job classification, including the corresponding job description and salary range, (4) a change in job title, and (5) abolishment of an existing classification.

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

College Diversity Committee

Committee Composed of: Director of Human Resources **and Risk Management**, Director of Career, Transfer and Outreach, one division dean/director, Director of Student Support Services (as an expert on services for the disabled), Director of Student Activities, three faculty members **(two appointed by the California Teachers Association and one appointed by the Academic Senate)** CTA, two classified members (~~one~~ appointed equally by the California School Employees Association and ~~one by~~ the Classified Senate), two students **appointed by the Associated Students of Delta College**, two community representatives. The committee membership shall include at least one each from the following categories: Asian/Pacific Islander, African-American, Hispanic, women, disabled, senior citizens, and veterans. Committee members may represent more than one category. Employees of the District may not serve as community representatives. **Executive Secretary**: Director of Human Resources **and Risk Management**

Committee Responsibilities: Promote, implement, and maintain training programs and professional development activities for District employees that further understanding and sensitivity of individual and group diversity. Monitor, develop and communicate policies, procedures, and practices that support a diverse campus community. Make recommendations for the promotion of equal employment and educational opportunities within the College including human resources practices and student equity. Monitor achievement of the goals of the Student Equity Plan.

Advisory Relationships: Advisory to the Director of Human Resources **and Risk Management**

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes -- October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Cultural Awareness Programs (CAP) Committee

Committee Composed of: Minimum of five faculty members (three appointed by the Academic Senate and two by California Teachers Association), Director of Student Activities; two classified (~~one~~ appointed equally by the California School Employees Association and ~~one by~~ the Classified Senate), and two student ~~representatives~~ (appointed by the Associated Students of Delta College ~~(ASDC)~~). It is expected that appointments to this committee will attempt to reflect the diversity of the District community. **Executive Secretary**: Dean of Student Learning and Assessment

Committee Responsibilities: Help to create an environment in which cultural awareness leads to the understanding and valuing of diversity at San Joaquin Delta College. Produce programs in alignment with the goals of the SJDC Student Equity Plan, especially in relation to the campus climate. Collaborate with campus, local, and regional groups to plan, fund, and produce educational events and programs to meet identified needs. Seek funding for CAP programs and produce annual report of program outcomes.

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Curriculum Committee

Committee Composed of: The First Vice President of the Academic Senate as its chairperson, the Student Learning Outcomes Coordinator, who shall be appointed by the Academic Senate President, the chairperson of the Distance Education Committee, the Articulation Officer, six faculty members appointed by the Academic Senate President (two from Career Technical Education, two from General Education, one Librarian, and one Counselor, ~~with no more than~~ **at least** one member from ~~any~~ **each** division), the Assistant Superintendent/Vice President of Instruction **and Planning**, who shall be an *ex-officio* member, the Dean of Student Learning and Assessment, and the Dean of Career Technical Education and Workforce Development. The Academic Senate staff assistant and one student appointed by the Associated Students of Delta College (ASDC) shall be non-voting members. **Executive Secretary:** Academic Senate First Vice President

Committee Responsibilities:

1. Advise on the planning and coordinating of curriculum development to include course classification, certificate and degree programs, general education transfer programs, credit, non-credit, and not-for-credit courses, and recommend approval of all certificate, degree, and/or course revisions and new certificates, programs, and/or courses; 2. Evaluate requests and authorize examinations for students who wish to receive credit by examination; 3. Advise on the support services required for instructional needs including, but not limited to, Library Services and Academic Computing; 4. Coordinate short-term and long-range curricular and instructional planning; 5. Ensure consistency of operation with district and/or state-wide policies and regulations; 6. Recommend instructional policies and procedures; 7. Advise on articulation matters; and, 8. Review and verify student learning outcomes and assessments for courses and programs and ensure alignment with institutional student learning outcomes.

Advisory Relationships: Advisory to the Academic Senate

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

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AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Enrollment Management Committee

Committee Composed of: Assistant Superintendent/Vice President of Instruction **and Planning**, Assistant Superintendent/Vice President of Student Services, Dean of Enrollment Services and Student Development, **Dean of Planning, Research and Institutional Effectiveness**, Director of Admissions and Records, Director of Financial Aid, **Scholarships,** and Veterans Services, one Division Dean/Director, President of the Academic Senate, Dean of Counseling and Special Services, Director of Career, Transfer, and Outreach, Supervisor of Computer Applications, Media Coordinator, PRIE Research Analyst, ~~three~~ **six** faculty members **(appointed equally by the California Teachers Association and the Academic Senate), including** three counselors (DSPS, EOPS, one general counselors), one classified member, one student **appointed by the Associated Student of Delta College**. **Executive Secretary**: Assistant Superintendent/Vice President of Instruction **and Planning**

Committee Responsibilities: Review issues related to enrollment management, the marketing of the District's programs, and the recruitment of students.

Advisory Relationships: District personnel with responsibility for enrollment management and to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Facilities Planning Committee

Committee Composed of: Assistant Superintendent/Vice President of Instruction **and Planning**, Assistant Superintendent/Vice President of Student Services, **Vice President of Operations, Dean of Planning, Research and Institutional Effectiveness,** one Division Dean/Director, Director of Student Support Services (as an expert on access standards for the disabled), Director of Facilities Planning and Management, Maintenance/Energy Manager, two managers appointed by the Management Senate, four faculty members ~~appointed by the Academic Senate~~ **(appointed equally by the California Teachers Association and the Academic Senate),** four classified members (appointed equally by the California School Employees Association and one by the Classified Senate), four students **appointed by the Associated Students of Delta College**. **Executive Secretary:** Director of Facilities Planning and Management

Committee Responsibilities:

Review and make recommendations concerning:

- long-range facilities plans for the District;
- campus facility usage;
- all facilities construction, remodeling and/or renovation proposals;
- matters related to the aesthetic beauty of the Delta College campuses;
- vehicle parking and changes to parking regulations;
- traffic access on the Delta College campuses;
- special staff parking permits;
- the conservation of energy and other resources; and,
- the implementation of sustainability practices that impact both the College and the wider community.

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Promote and nurture new patterns of thinking about College operations, practices, learning programs and support services, and the relation of the College to the local community. Develop a comprehensive plan to achieve climate neutrality. Create institutional structures and identify resources to guide and support the implementation of the comprehensive plan. Complete an inventory of all greenhouse gas emissions and update that inventory at least once every two years. Foster the development of curriculum that raises awareness about climate neutrality and sustainability and that offers a career path to employment in "green" technologies. Review the status of and develop objectives related to improving and maintaining the "green infrastructure" of the College.

Provide periodic progress reports on the accomplishments of the committee.

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Financial Aid Committee

Committee Composed of: Two faculty members **(appointed equally by the California Teachers Association and the Academic Senate)**, two managers **appointed by the Management Senate**, two classified members (~~one~~ appointed **equally** by the California School Employees Association and ~~one appointed by~~ the Classified Senate), and two students **appointed by the Associated Students of Delta College**. **Executive Secretary**: Director of Financial Aid, **Scholarships**, and Veterans Services

Committee Responsibilities: Reviews and makes recommendations concerning financial aid matters and the award of College-administered scholarships.

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Parking

Committee Composed of: Director of Police Services & Public Safety, two managers, two faculty members **(appointed equally by the California Teachers Association and appointed the Academic Senate)**, two classified members **(appointed equally by the California Teachers Association and the Classified Senate)**, one POA member, one Campus Police Sergeant, two students ~~designated~~ **appointed** by the Associated Students of Delta College, the Director of Student Support Services, and the ADA Compliance Officer. **Executive Secretary**: Director of Police Services & Public Safety Programs

Committee Responsibilities: Review and formulate general and master plans for on and off-campus parking. Create and review guidelines for non-ADA-related requests for special parking arrangements or consideration.

Advisory Relationships: Facilities Planning Committee

Executive Secretary: Director of Police Services & Public Safety Programs

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Planning and Budget Committee

Committee Composed of: Assistant Superintendent/Vice President ~~for~~ **of** Instruction~~al Services~~ **and Planning, Assistant Superintendent/**Vice President of Administrative Services, Vice President of Student Services, **Vice President of Operations,** Director of Finance, **Dean of Planning, Research, and Institutional Effectiveness,** one manager (appointed by the Management Senate) two faculty members **(appointed equally by the California Teachers Association and the Academic Senate),** two classified members (~~one~~ appointed **equally** by the California School Employees Association and ~~one appointed by~~ the Classified Senate), and two students **appointed by the Associated Students of Delta College**. Non-voting members: representative from the San Joaquin Delta College Teachers Association, representative from the California School Employees Association, representative from the San Joaquin Delta College Police Officers Association. Co-Executive Secretaries: ~~?Director of Finance?~~ **Controller and the Dean of Planning, Research, and Institutional Effectiveness**

Committee Responsibilities: Review matters relating to planning for the College. Develop, review, and recommend strategic and operational planning documents for the College. Coordinate and review program recommendations related to funding based on the regular schedule of program reviews. Oversee development of a recommended annual College budget. Review and make recommendations concerning matters related to the budget. Assure coordination between planning and budgeting.

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Policy and Procedures Review Committee

Committee Composed of: Assistant Superintendent/Vice President of Instruction **and Planning**, Assistant Superintendent/Vice President of Student Services**, Dean of Planning, Research and Institutional Effectiveness,** a manager designated by the President, Chairperson of the Management Senate, President and Second Vice President of the Academic Senate, President and First Vice President of the San Joaquin Delta College Teachers Association (SJDCTA), **Vice** President of the Classified Senate, President and First Vice President of the California School Employees Association, Chapter #359, President of the San Joaquin Delta College Police Officers Association, two students **appointed by the Associated Students of Delta College**. **Executive Secretary**: A manager designated by the President

Ex-Officio Member (Non-Voting): Director of Human Resources **and Risk Management**

Committee Responsibilities: Review suggestions for additions and changes to the San Joaquin Delta College Board of Trustees Policies and Procedures Manual. Solicit and review comments from other College committees, offices, and groups, regarding policy proposals. Recommend changes to the Policies and Procedures Manual as appropriate.

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

President's Council

Committee Composed of: Superintendent/President, Assistant Superintendent/Vice President of Instruction **and Planning**, Assistant Superintendent/Vice President of Student Services, **Vice President of Operations, Dean of Planning, Research and Institutional Effectiveness,** Director of Human Resources **and Risk Management**, Director Information Technology and Data Center Services, President of the Academic Senate, President of the Management Senate, President of the Classified Senate, President of the California Teachers Association, President of the California School Employees Association, President of the Police Officers Association, President of the Associated Students of Delta College, two students **appointed by the Associated Students of Delta College**

Committee Responsibilities: Provide a community forum for all members of the College community regarding academic, student services, ~~business~~ **fiscal** services, human resources and employee relations, information services, planning and institutional research. Review Board of Trustees agenda including all hiring, reclassifications, and separations. Review an annual and long-range enrollment management plan for the College and an annual enrollment management report. Review an annual institutional research agenda for the College and an annual institutional research report. Assist in the development of measures of institutional effectiveness and strategic goals and monitor progress toward their attainment at least annually through the assessment of Institutional Learning Outcomes. Review and affirm the work of the following committees on a regular basis: Planning and Budget, Facilities Planning, and Policies and Procedures Review. Review plans for meeting accreditation responsibilities and final draft of accreditation reports. Review reports from all governance committees on an annual basis.

Advisory Relationships: Advisory to the Superintendent/President

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Program Review Committee

Committee ~~is composed~~ition ~~of "floating membership"~~ is based on the program under consideration ~~as follows~~ and may include the following participants:

Assistant Superintendent/Vice President of Instruction and Planning, Assistant Superintendent/Vice President of Student Service, Vice President of Operations, Dean of Planning and Research and Institutional Effectiveness, Dean of Counseling and Special Services, Dean of Student Learning and Assessment, Dean of ~~, Dean,~~ Enrollment Services and Student Development, one Division Dean appointed by the Management Senate President, Second Vice President of the Academic Senate, Management Senate President or designee, Classified Senate President or designee, ~~CSEA~~ California School Employees Association President or designee, ~~and one two additional CSEA representatives classified appointees (one appointed by the Classified Senate and one appointed by the California School Employees Association),~~ Director of Human Resources and Risk Management, Director of Information Technology Services and Data Center Services, ~~four~~ eight faculty members appointed by the Academic Senate President, ~~and one~~ two additional ~~CSEA representatives~~ classified appointees (one ~~appointed~~ equally by the Classified Senate and ~~one appointed by~~ the California School Employees Association), and ~~one~~ three students appointed by the ~~ASBG~~ Associated Students of Delta College President. Co-Executive Secretary: Respective ~~Assistant Superintendent/~~Vice President for the programs under review

Moved to line 394

~~Instructional Program Reviews: Assistant Superintendent/Vice President of Instruction, Dean of Student Learning and Assessment, Dean of Counseling and Special Services, one Division Dean appointed by the Management Senate President, Second Vice President of the Academic Senate, four faculty members appointed by the Academic Senate President, and one student appointed by the ASB President. Co-Executive Secretary: Assistant Superintendent/Vice President of Instruction~~

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

~~Student Services Program Reviews: Assistant Superintendent/Vice President of Student Services, Dean of Counseling and Special Services, Management Senate President or designee, Classified Senate President or designee, CSEA President or designee and one additional CSEA representative, three faculty members appointed by the Academic Senate President, and one student appointed by the ASB President. Co-Executive Secretary: Assistant Superintendent/Vice President of Student Services~~

~~Administrative Services Program Reviews: Director of Human Resources, Director of Information Technology Services and Data Center Services, Management Senate President or designee, CSEA President or designee, Classified Senate President or designee, one faculty member appointed by the Academic Senate President, one student appointed by the ASB President. Executive Secretary: Appointed~~

Committee Responsibilities: Assist in the development of a regular cycle of program review and student learning outcomes assessment. Receive draft program review documents and provide direction to working groups completing program reviews. Consolidate program review recommendations and provide recommendations on how best to integrate program review recommendations with annual budget development, technology, supplies, materials, and staffing requests for consideration at the Planning and Budget Committee.

Advisory Relationships: Advisory to the Planning and Budget Committee.

Staff support for the Program Review Committees will be provided by ~~staff of~~ the Office of Planning, Research and Institutional Effectiveness (PRIE).

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Staff Development Committee

Committee Composed of: Secretary of the Academic Senate (Faculty Professional Growth chair), ~~two~~ **three** faculty members (**two** appointed **by the California Teachers Association and one by the** Academic Senate, three classified members (one appointed by the Classified Senate, two appointed by CSEA including the Classified Professional Growth Committee chair), three managers appointed by the Management Senate~~, Professional Development Instructor~~

Ex-Officio Members: Professional Development Coordinator and the Online Instructional Support Coordinator - staff to the committee, Director of Human Resources **and Risk Management**, and the Assistant Superintendent/Vice President of Instruction **and Planning**, Ex-Officio Members and Co-Executive Secretaries

Committee Responsibilities: Serve as overall coordinating committee for the College's staff development programs. Review needs and develop recommendations regarding College-wide staff development programs. Develop and maintain the College's Staff Development Plan.

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Staff Social Committee

Committee Composed of: Three faculty members **(two appointed by the California Teachers Association and one appointed by the Academic Senate)**, three classified members (one appointed by the Classified Senate and two appointed by the California School Employees Association), and three administrators. **Executive Secretary**: Appointed **the Superintendent/President**

Committee Responsibilities: Plan, develop, and assist with organizing social events and activities to bring together faculty and staff in informal social gatherings.

Advisory Relationships: Advisory to the President's Council

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

Student Success and Support Program Committee

Committee Composition:

Dean of Student Learning and Assessment
Dean of Counseling and Special Services
Dean of Enrollment Services and Student Development
Dean of Planning, Research and Institutional Effectiveness
Dean of CTE and Work Force Development
Director of Career Transfer Center
Director of Financial Aid, **Scholarships** and Veterans Services
Director of Information Technology
Registrar
Division Deans: Agriculture, Science & Mathematics and Languages, Library & Learning Resources
Two students appointed by the Associated Students of Delta College

Eleven faculty members including the Assessment Instructor and the Learning Center Coordinator, at least two Counseling faculty, and at least seven other faculty members (six appointed by the Academic Senate and one by California Teachers Association) [including at least one each from CTE and non-CTE disciplines
Three Classified members including the Matriculation Specialist and at least two other classified members (one appointed by the Classified Senate and one by the California School Employees Association)

Ex-Officio Members: Research Analyst (PRIE), Assistant Superintendent/Vice President Student of Services, Assistant Superintendent/Vice President of Instruction **and Planning**, and the Controller

Committee Responsibilities: Review and make recommendations for student access and success through the provision of effective core matriculation services of orientation-assessment and placement, counseling and other education planning services, and academic interventions. Suggest changes and recommend processes for allocation of funds provided through the Student Success and Support Program. **Executive Secretary:** Dean of Counseling and Special Services

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

B. Ad Hoc and Advisory Committees (Referenced in the College Committee Book)

In addition to the standing committees described above here within, the Superintendent/President may create ad hoc and academic program advisory committees as needed.

C. Adjudication Panels (Referenced in the College Committee Book)

Adjudication panels, while sharing many of the characteristics of shared governance committees, are special purpose bodies formed to hear complaints, evidence, and recommend judgment regarding issues that may be in dispute.

~~1. Matriculation Appeals Panel~~
~~**Disciplinary Appeal Hearing Panel and Student Grievance Hearing Panel**~~

~~a. Panel composed of: Arts & Communication Division Dean, Library, Learning Resources, & Language Arts Division Dean, Agriculture, Science & Mathematics Division Dean, Dean of Counseling and Special Services, Director of Admissions and Records, Curriculum Committee Chairperson, three faculty members, and one student. The panel shall, at its discretion, consult with faculty, division chairpersons/directors, or other individuals with appropriate expertise. Executive Secretary: Dean of Guidance & Counseling & Special Services~~

~~b. Panel responsibilities: Review appeals of matriculation requirements for prerequisites, corequisites, limitations on enrollment, admissions, orientation, assessment, counseling, advisement, and student follow-up. Provide summary reports on matriculation appeals as appropriate. The Matriculation Appeals Panel shall conduct its proceedings in accordance with the following:~~

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

~~1) The panel shall judge the relevancy of evidence and make its findings according to the evidence.~~

~~2) The panel shall make recommendations for the disposition of the petition and maintain records of all petitions and appeals.~~

~~3) The decision of the panel shall be final. The panel chairperson shall notify the student and the Matriculation Coordinator, the Assistant Superintendent/Vice President of Instruction **and Planning**, the Assistant Superintendent/Vice President of Student Services, or the Curriculum Committee chairperson, as appropriate, of the decision of the panel.~~

~~2. Student Personnel and Grievance Hearing Panel~~

~~The hearing panel for any disciplinary action shall be composed of two administrators, two faculty members, two classified staff members, and one student. The Superintendent/President, the presidents of the Academic Senate, Management Senate, Classified Senate, and Associated Students of Delta College shall each, at the beginning of the academic year, establish a list of at least five persons who will serve on student disciplinary hearing panels.~~

~~The Superintendent/President or his/her designee shall appoint the hearing panel from the names on these lists. However, no District employee or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.~~

~~**See AP 5520, Student Discipline Procedure and Appeal Procedures and AP5530, Student Rights, Grievances and Grade Disputes.**~~

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
Amended	05-17-90	Amended	02-21-95	Amended	03-03-98	Amended	01-18-99	Amended	05-10-11
Amended	04-07-92	Amended	04-04-95	Amended	06-02-98	Amended	03-21-00	Amended	11-29-11
Amended	04-06-93	Amended	07-18-95	Amended	09-13-07	Amended	08-15-00	Amended	05-22-12
Amended	01-11-94	Amended	04-12-07	Amended	01-26-10	Amended	04-12-02	Amended	03-07-13
Amended	02-14-06	Amended	05-12-09	Amended	05-11-10	Amended	09-25-02	Amended	05-02-13
Amended	07-08-08	Amended	09-29-09	Amended	11-17-98	Amended	10-14-03	Amended	10-24-13
Amended	09-30-08	Amended	10-17-95	Amended	05-18-99	Amended	03-11-08	Amended	06-12-14
Amended	06-28-94	Amended	04-15-97	Amended	11-16-99	Amended	02-11-11		

Title Changes – October 28, 2010; September 21, 2012, May 21, 2013, August 13, 2013, August 2014 – ASBG to ASDC

AP 2430 Governance Committee Structure

Reference: Education Code Section 70902

Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

D. Senate Committees

The following committees will be the responsibility of the respective Senate:
Classified Professional Growth Committee (Classified Senate)
Faculty Professional Growth Committee (Academic Senate)
Management Professional Growth Committee (Management Senate)

E. Committee Operational Procedures

1. While all committees are ultimately advisory to the College Superintendent/President, it is understood that recommendations will be directed to the President's Council or the appropriate constituency group as designated in Section A of this policy. Dissenting members of a committee shall have the right to present a minority opinion at the same time that the majority opinion is presented. The President's Council or the appropriate Senate will provide timely response to the appropriate committee regarding the disposition of any recommendations made by that committee.

2. Selection of committee members:

   a. Unless designated otherwise in Section A of this policy, committee member appointments will be made in the following manner: Faculty members will be appointed by the Academic Senate **and the California Teachers Association**. Classified members will be appointed equally by the Classified Senate and the California School Employees Association (CSEA) where equal numbers of representatives exist. Where one classified employee representative is noted, the appointment shall be made by CSEA. Where an odd number of classified representatives are designated for a committee beyond the number of one, CSEA shall make one more appointment than the Classified Senate. Student members will be appointed by the Associated Students of Delta College. Manager members (except

AP 2430 Governance Committee Structure

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Broken Underline/Strikethrough Policies and Procedures Review Committee 1/22/15

those designated by the title to be members) will be appointed by the Management Senate. Other committee members will be appointed by the Superintendent/President.

b. Members of standing committees will serve two years, with approximately one-half of the members being replaced each year, unless the appointing body determines otherwise by appropriate bylaws. Members of ad hoc committees will serve for the duration of the committee, unless the appointing body determines otherwise by appropriate bylaws.

c. If a member is unable to maintain service on a committee for any reason, the member may be replaced through the regular appointment procedure. Persons who are members of committees by virtue of a position or title they hold in an organization may be replaced by that organization. Persons, who are members of committees by virtue of management positions or titles, may be replaced by the Superintendent/President, in consultation with respective area managers.

3. Each standing committee, with the exception of the Curriculum Committee and the Faculty Professional Growth Committee, will elect its own chairperson. The Superintendent/President may appoint the chairperson of an ad hoc committee, or may provide for the committee to elect its own chairperson.

4. All records of the committee, including minutes and agendas, will be maintained by the executive secretary designated in Section A of this policy or, in the case of an ad hoc committee, appointed by the Superintendent/President. The executive secretary may be a member of the committee or may be identified as an addition to the committee. If identified as an addition to the committee, the executive secretary shall not be a voting member of the committee.

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5. Committee business will normally be conducted in a spirit of open communication, and not rely on formal parliamentary procedures except when required to keep order. When required, the latest edition of *Roberts' Rules of Order* will govern proceedings. Copies of other procedural rules, if adopted by the committee, shall be provided to committee members and to all groups responsible for appointing members of that committee.

6. For the purpose of conducting business, a quorum shall be one more than half of the active committee membership. As a major function of the shared governance committee system is communication, appointing bodies of members unable to attend one or more committee meetings are encouraged to send substitutes. Each committee may adopt its own procedures regarding whether substitutes may be considered to be members for purposes of establishing a quorum and voting. Such procedures, if adopted, shall be made known to all members of the committee and all membership appointing bodies.

7. The committee chairperson may request replacement through regular procedures of committee members missing three consecutive meetings. Member for whom replacement has been requested shall not be considered active members for voting or for purposes of establishing a quorum.

8. It is expected that most committee determinations can be achieved through consensus, and not require reliance on formal voting procedures. Where formal votes become necessary, each committee member shall have one vote. Voting by proxy may be allowed where the committee has adopted procedures for proxy voting and made those procedures known to all members of the committee and all membership appointing bodies. Vote may be made by voice, roll call, or by show of hands. Secret ballots may be used for election of the chairperson, and for such other matters as the committee deems appropriate.

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9. Members shall be allowed to place germane issues on the committee meeting agenda by notifying the chairperson at least four working days prior to the meeting. The agenda and supporting materials for any action item shall be distributed to committee members at least three working days prior to the meeting. No items may be added to an agenda within the three working days prior to a meeting or during a meeting except in case of an emergency or other compelling cause as determined by a majority of the committee.

10. Each committee shall maintain written minutes of committee meetings, which shall, at a minimum, contain a record of attendance and any action taken by the committee. Copies of the minutes shall be distributed to every committee member. A copy shall also be made available to the Academic Senate, the Classified Senate, the Management Senate, the Associated Students of Delta College, the President's Office, and the Professional Library. Generally, minutes should be completed and distributed within two weeks of the meeting recorded and always before the next meeting of the committee, where possible.

11. Each committee shall establish a schedule of meeting dates at its first meeting of each academic year. Committees are encouraged to establish standing meeting times which are used from year-to-year and scheduled so as to minimize conflict with standing meeting times of other committees. Special meetings may be called by the committee chairperson or by the Superintendent/President. Except in an emergency, each member shall be given at least three (3) working days notice of a special meeting, including notice of the proposed agenda. When a meeting is to be cancelled, a reasonable advance notification shall be provided to committee members, if possible.

12. Any change in policy/procedures recommended by a committee will be forwarded to the Policy and Procedures Review Committee for review and recommendation in accord with Procedure 2601.

Adopted	03-10-87	Amended	12-06-94	Amended	06-17-97	Amended	10-19-99	Amended	04-26-11
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13. When the Board of Trustees approves an official title change, the Budget Office will forward the title change to the Executive Secretary of the Policies and Procedures Review Committee who will make the title changes in College policies/procedures on an annual basis.

14. Annually, the President's Council will coordinate an evaluation of the effectiveness of each shared governance committee using the following criteria:
    a. How often the committee met.
    b. Attendance of committee members.
    c. Evaluation by committee members of the committee's effectiveness in meeting its charge and/or annual goals and in implementing the principles of shared governance.
    d. Evaluation by each of the Senates and the Associated Students of Delta College of the committee's effectiveness in meeting its charge and/or annual goals and in implementing the principles of shared governance.

    The results of this evaluation will be shared with each committee and with each of the Senates and the Associated Students of Delta College.

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San Joaquin Delta College
Curriculum Committee Meeting

January 27, 2015
3:30 p.m.
Holt 121, Large Training Room
Sharon Daegling, Recorder

Attendees:	Kindra Beale, Sheli Ayers, Gerry Hinayon, Dr. Charles Jennings, Jack Saunders, Dr. Rachel Standish, Dr. Jun Wang, Dr. Matt Wetstein, Dr. Cheuyengther Xiong
Absent:	Chrystale Giacomatti, Alberto Luna, Salvador Vargas
Guests:	Lynn Hawley

Minutes

The meeting was called to order by the Academic Senate 1st VP at 3:32 p.m.

Agenda

College Mission Statement
(BP 1200)

San Joaquin Delta Community College District serves the needs of students and the District community by providing excellent post-secondary education to the associate degree level, general education and preparation for transfer to other post-secondary institutions, career and technical education, economic development, and the development of intellectual autonomy. To achieve this objective, the faculty and staff are committed to offering high quality instructional programs, student services, and efforts to enhance the public good.

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

COMMENTS FROM THE PUBLIC
None

CONSENT AGENDA - 3:30 P.M.

- Approval of the November 25, 2014 Curriculum Committee minutes

MOTION to approve the minutes of the November 25, 2014 Curriculum Meeting as presented. Second. (R. Standish/J. Saunders)
Motion Carried: 6/0
Yes - Sheli Ayers, Gerry Hinayon, Dr. Charles Jennings, Jack Saunders, Dr. Rachel Standish, Dr. Jun Wang

ACTION AGENDA
None

ITEMS FOR DISCUSSION, ANNOUNCEMENT, OR ACTION

1. Review of proposed Distance Education Plan – *Lynn Hawley, Distance Education Committee*

MOTION to endorse the Distance Education Plan with edits discussed. Second. (R. Standish/G. Hinayon)
Motion Carried: 7/0
Yes - Sheli Ayers, Gerry Hinayon, Dr. Charles Jennings, Jack Saunders, Dr. Rachel Standish, Dr. Jun Wang, Dr. Cheuyengther Xiong

CURRICULUM COMMITTEE MEMBERS QUESTIONS/INFORMATION ITEMS
None

AGENDA ITEMS FOR FUTURE MEETINGS

ADJOURNMENT
MOTION: To adjourn the meeting at 4:00 p.m. Second. (J. Wang/R. Standish)
Motion Carried: 7/0
Yes - Sheli Ayers, Gerry Hinayon, Dr. Charles Jennings, Alberto Luna, Dr. Rachel Standish, Dr. Jun Wang, Dr. Cheuyengther Xiong

San Joaquin Delta College

Distance Education Plan

2014-2015

Presented to the Academic Senate, Nov. 19, 2014

SJDC Distance Education Sub-Committee

Lynn Hawley, Chair

Members: Gina Frost, Chris Barker, Gerry Hinayon, Bob Rennicks, Ludmila Buettner, Karen Millsop, Sheli Ayers, Suzanne Lindborg, Jackie Schwegel, Jon Townsend, Jenn Azarro, Wes Swanson, Carol McCandless

I. Distance Education Mission Statement

San Joaquin Delta College is committed to increasing access to excellent post-secondary education for the community it serves. In accordance with this mission, Distance Education (DE) courses offered at Delta College will adhere to the standard that they are equivalent to face-to-face courses in rigor, depth and breadth.

II. Background of DE at SJDC

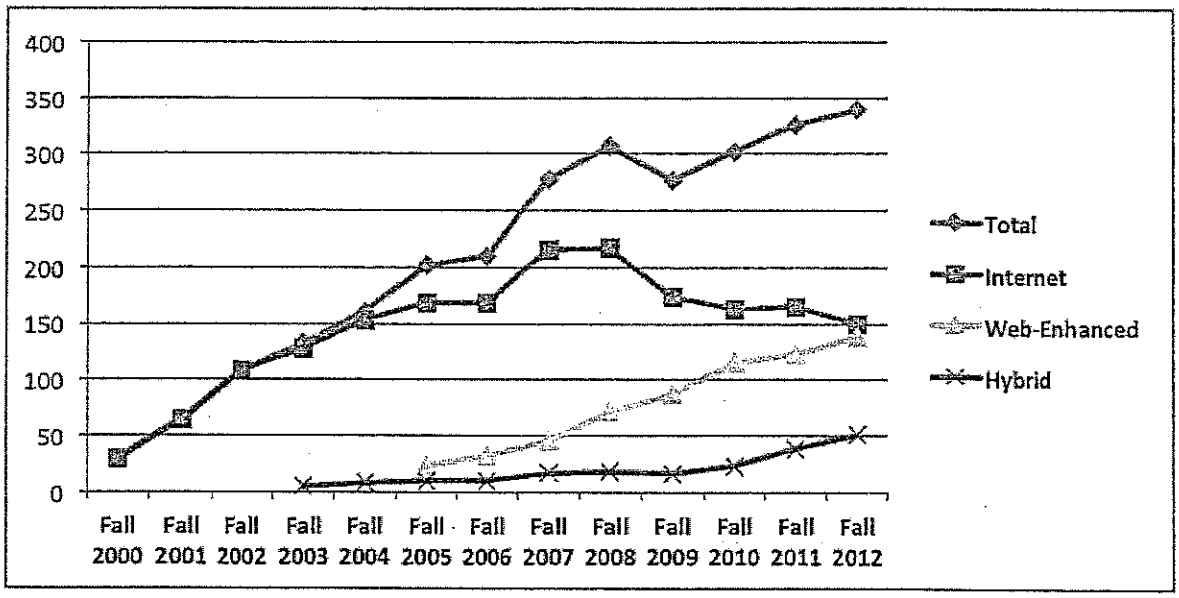
Delta College offered its first online courses in the Fall semester of 1998, when two professors cobbled together resources to see if teaching online was feasible. In Fall 1999, Delta expanded its online offerings and turned for support to the RealEducation learning management system, which later changed its name to ECollege. A few years later Delta began migrating its courses to the Etudes learning management system. With the exception of mathematics courses, nearly all distance education courses at Delta are now taught on the Etudes system.

In 2001 the Chancellor's Office honored Delta College's pioneering achievements in online education with its "Technology 2001 Focus Award."

Online Disciplines: Over thirty disciplines, spread across the college, offer distance education sections, including: Business, Child Development, Computer Science, Guidance, Health Education, Mathematics, and Nursing, as well as:

Sciences:	Astronomy, Biology, Chemistry, and Physics
Social Sciences:	Anthropology, Education, History, Humanities, Political Science, Psychology, Religion, and Sociology
Language & The Arts:	Chinese, Japanese, Communication Studies, Drama, English, Journalism, Library and Information Sciences and Music
Applied Programs:	Administration of Justice, Culinary Arts, Mechanical Technology, and Horticulture

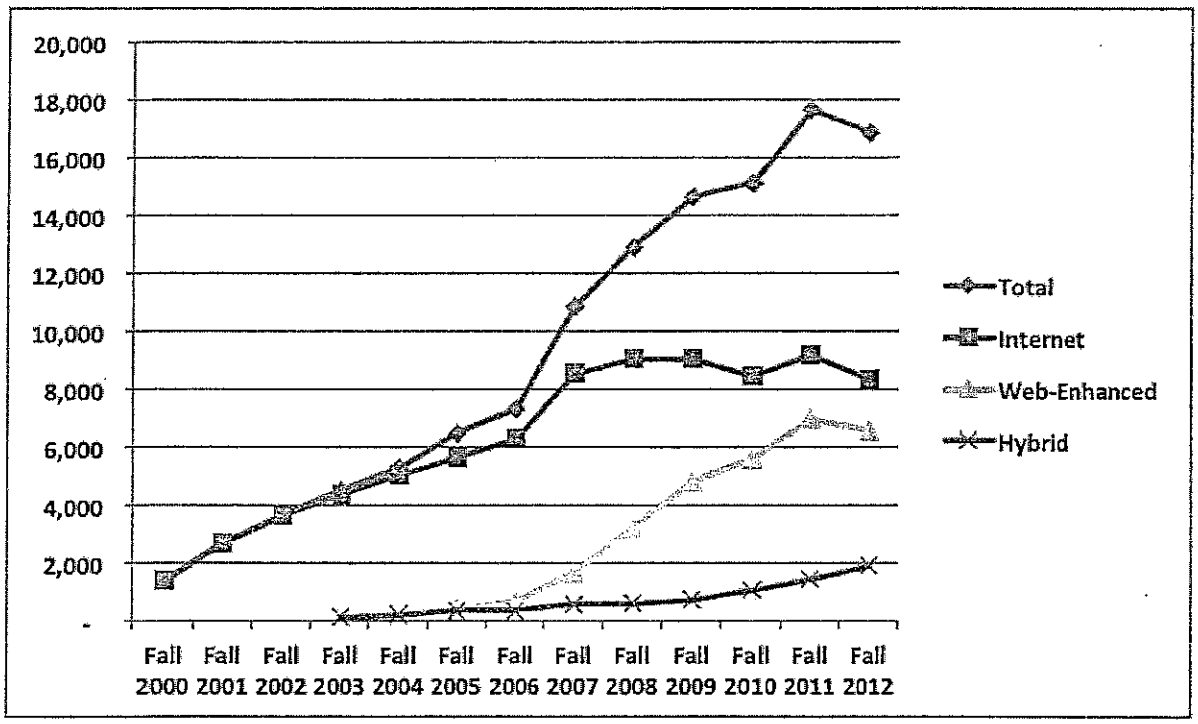
Online Sections Offered: The chart below traces the growth in the number of online sections offered at Delta College. Note the relatively steady number of fully online ("internet") offerings, and a growing number of web-enhanced and hybrid sections:



Growth of SJDC online courses, 2000-2012

These numbers continue to grow. In the Fall of 2014 Delta offered a total of 463 online sections, with increases in all three components (235 online; 65 hybrid, and 163 web-enhanced).

Student Enrollments and FTES: Below are the enrollment numbers in all distance education courses at Delta. These are not unique student counts (some students were enrolled in multiple online classes).



Growth in student enrollment in online courses, 2000-2012

The table below charts the percentage of Online FTES—the online share of student enrollments at Delta College. Note the steady increase that rises to 15% of the total:

Term	Percent of Total FTES
Fall 2000	2.23%
Fall 2001	4.57%
Fall 2002	6.11%
Fall 2003	7.74%
Fall 2004	8.83%
Fall 2005	9.76%
Fall 2006	10.57%
Fall 2007	12.95%
Fall 2008	12.87%
Fall 2009	13.01%
Fall 2010	13.64%
Fall 2011	14.69%
Fall 2012	15.14%

Growth in Online FTES, 2000-2012

Clearly, the steady rise in the number of distance education courses offered necessitates the creation and ongoing revision of a formal Distance Education Plan.

III. Definitions (waiting on approval of AP 4105 Distance Education policy)

A. Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Distance education courses have regular and substantive interaction between the students and the instructor. (Title V, Section 55200)

Distance Education is NOT Online Correspondence Education. Correspondence Education provides instructional material to students who are separated from the instructor, typically in a self-paced course. There is limited interaction between student and instructor, and the interaction is primarily initiated by students. [34 C.F.R. § 602.3] San Joaquin Delta College does not offer Correspondence Education.

B. Online course: Students are <u>not</u> required to physically visit the campus. All course instruction is delivered over the Internet.

C. Hybrid course: Students are <u>required</u> to physically visit the campus. Some course content is delivered online, and some course content is delivered on campus. The online tasks reduce seat time in the classroom.

Special Case: Any fully online section of a course with a required on-campus final exam or a required on-campus lab should be listed in the Schedule of Classes as a Hybrid section.

D. Web-enhanced course: Students are <u>required</u> to physically visit the campus as in a traditional, face-to-face class. Students will access some course materials online, but online tasks do not replace seat time in the classroom.

IV. Curriculum

A. DE Course Approval

No online or hybrid course shall be taught until it has been submitted to and approved by the SJDC Curriculum Committee.

All courses to be taught utilizing distance education shall contain the same content, rigor, and course quality as face-to-face courses as outlined in the policies for the SJDC Curriculum Committee curriculum approval process.

Each proposed or existing course offered by distance education shall be reviewed and approved separately, in accordance with Title V.

Documentation of distance education specifications will be reviewed whenever the course comes up for regular curricular review. The Distance Education Committee Chair and Designees will participate in the curricular review of distance education courses.

B. Course Quality Standards

To ensure course quality standards, ideally all distance education courses will be developed by faculty who have taught the course face-to-face and who are interested in teaching the course online. Faculty will be trained as online instructors by the Professional Development Center before teaching any distance education courses (refer to III E below). The initiating faculty member will begin course development with the assistance of instructional support staff as needed.

To support the development of distance education (DE) courses at San Joaquin Delta College, quality courses will be derivative of professor expertise. Students will be provided with opportunities to have a unique and substantive experience with both their professor and classmates. DE courses will conform to the curriculum standards as outlined in the credit course outlines and DE courses will contain the same content, rigor, and course quality as the face-to-face courses taught at Delta College. Experienced online instructors will serve as mentors to help fellow faculty members with the instructional design of their courses.

Faculty assisting with instructional design of online courses may include experienced online professors ideally from the same discipline and /or faculty members of the Curriculum Committee and/or Distance Education Committee. The following areas may be addressed in an instructional design review:

- Curriculum alignment
- Appropriate technical design
- Compliance for authentication, Title 5, and accessibility
- Rigor, depth, and breadth of content
- Opportunities for student participation and interaction
- Effective policies including drop policy, schedules, due dates, plagiarism/cheating, etc.
- Variety of learning activities appropriate to the content
- Regular effective Professor-Student contact

As distinct from correspondence courses and automated, homogenized publisher developed classes, all distance education courses are required to maintain regular effective substantive contact between the professor and students, in accordance with Title V. Regular effective substantive contact is defined as professor-initiated interaction and responsive interaction by the professor to students.

Professor-initiated interaction shall occur at least weekly and may include one or more of the following contact methods:

- e-mail
- private message
- announcements
- chat rooms
- individualized feedback to students to tests and assignments
- individual forum / threaded discussion responses
- telephone / voicemail
- webcam / webcast

Barring extenuating circumstances, responsive interaction shall occur within 48 hours of student-initiated contact (weekends and holidays excluded) and may include:

- e-mail/private message
- posting answers to questions raised in online forums
- telephone/voicemail

Regular effective Student-Student contact

It is recommended that all distance education courses contain a general forum for student-to-student contact.

C. Schedule of Classes

The Schedule of Classes will identify all fully online and hybrid and clearly indicate any required on-campus meetings.

D. Determining the Number of Students in an Online Section

Class size for online and face-to-face sections should be comparable. Establishing the class size for online sections must be mutually agreed upon by the instructor and the Division Dean, in line with collective bargaining agreements.

E. Faculty Training and Support

It is highly recommended that DE faculty, regardless of the Learning Management System they use, attend training about best practices in regular effective contact, accessibility, and effective online course design.

A pool of volunteer mentors defined as faculty who have been teaching online for a minimum of three years shall be established to assist new online faculty who request help beyond the required distance education faculty training.

All DE faculty should remain up to date in their knowledge of the Learning Management System they use.

For Faculty training in the campus-wide learning management system contact the Professional Development Center. Faculty members are encouraged to use the resources available at the Professional Development Center.

Professional Development Center	http://www.deltacollege.edu/dept/facdev/index.html

F. Evaluation of Faculty Teaching in DE Courses

The evaluation of faculty teaching in DE Courses will be through SJDC and CTA mutually agreed upon methods. The current evaluation form does not address the particular concerns of online students and faculty. The committee recommends the drafting of a new evaluation form, specifically addressing those concerns (see Section VII.).

G. Verification of Student Identity

Authentication of student identity is addressed in the District's Distance Education Policy (AP 4105) as follows:

"In accordance with Title 34 CFR § 602.17, the District requires verification of the identity of a student who participates in class or coursework by using the following methods:

i) A secure login and pass code;

ii) Proctored examinations; or

iii) New or other technologies and practices that are effective in verifying student identity; and makes clear in writing that the District uses processes that protect student privacy and notify students of any projected additional charges associated with the verification of student identify at the time of registration or enrollment."

H. Academic Dishonesty Policy

Students taking distance education courses are bound by the same academic dishonesty policy as students taking face-to-face courses.

I. College-Wide Online Learning Management System

The primary Learning Management System used by the District cannot be changed without consulting the Distance Education Committee.

J. Measuring the Last Date of Attendance in a Fully Online Course

Effective October 2014, the U.S. Department of Education has defined a student's last date of attendance as an academically-related activity that is documented. 34 C.F.R. § 668.22(c)(3)

For online courses, "attendance at an academically-related activity" includes, but is not limited to, submission of an academic assignment or exam, completion of an interactive tutorial or other computer-assisted instruction, participation in an online discussion about academic matters, or initiation of contact with a faculty member to ask a question about the academic subject studied in the course. 34 C.F.R. § 668.22(l)(7)(i)(A) current as of October 9, 2014.

The last date of attendance is not defined as the last date of course log in without active participation, and is not the same as the drop date. 34 C.F.R. § 668.22 (l)(7)(i)(B)(3), current as of October 9, 2014.

K. Excessive Absenteeism for fully online students

Students in distance education courses are required to "attend" class and participate just as if they were in a traditional face-to-face class. This means that instructors need to clearly define in the syllabus how online activities, such as submission of an academic assignment or exam, completion of an interactive tutorial or other computer-assisted instruction, participation in an online discussion about academic matters, or initiation of contact with a faculty member to ask a question about the academic subject studied in the course, qualify as attendance at a "class meeting" during the course of a week or learning unit.

Attendance for distance education courses must comply with policy regarding no show, attendance at the first three class sessions, and excessive absenteeism. BP 5075 Course Registration, Adds, and Drops adopted 6-19-2012, or current.

Records of online activities that qualify for attendance must be retained for each student according to policy. AP 3310 amended 11/30/10, or current; 5 CCR Section 59020 through Section 59026 of Article 1 of Subchapter 2.5 of Chapter 10 of Division 6 of Title 5 of the *California Code of Regulations,* current through 9/26/14 Register 2014, No. 39 .

Faculty will clearly specify in the syllabus what "excessive absenteeism" means, consistent with college policy (BP 5075 Course Registration, Adds, and Drops adopted 6-19-2012, or current).

L. Online faculty and students limited to California

Effective July 1, 2014, San Joaquin Delta College no longer be able provides DE courses to out-of-state students and faculty. State residents serving in the military are not affected.

Under regulations stemming from the Higher Education Opportunity Act, SJDC will be required to obtain legal authorization from the home states of all students and faculty residing outside of California in order to offer online courses to those students, or offer online courses to be taught by those faculty (34 C. F. R. § 668.43(b) and 600.9(c)).

As the primary mission of SJDC is to serve students within our District community, the College does not intend to operate courses for the benefit of out-of-state residents.

V. Student Training and Support

Orientation for Online Students

How to Use Etudes Videos	http://www.deltacollege.edu/info/helpdesk/etudesng_videos.html
Etudes Student Help and Tutorials	https://myetudes.org/portal/site/!gateway/page/d1c7e1aa-efa9-4c63-8019-72a431b4046c
Online Student Readiness Assessment (borrowed from Foothill College, where Etudes was	http://www.foothill.edu/fga/pre_assessment.php

written.)	
Online Student Orientation (borrowed from Foothill College, where Etudes was written.)	http://www.foothillglobalaccess.org/orientation/
Online Courses Podcast (must have iTunes to access)	http://itunesu.deltacollege.edu/

VI. Online Student Services

A. Counselling

The Counselling Center provides information and support to students in pursuit of their educational achievements.

Counseling Services (Main)	http://www.deltacollege.edu/dept/guidance/index.html
Online "Ask a Counseling Question"	http://form.deltacollege.edu/counseling/view.php?id=2

B. Tutoring

Tutoring services provides academic strategies to help student understand content and improve their skills.

Getting tutoring is a 2-step process: Students MUST request tutoring using the online "Request Tutoring" form. This can be done from any computer. The link is available on the Services & Support	Content Tutoring: http://www.deltacollege.edu/dept/content/index.html ESL Tutoring: http://www.deltacollege.edu/dept/esl/lab.html Math/Science Learning Center:

page -- on the right side, click "Request Tutoring". An instructor MUST approve students for tutoring. This can be done from the Roster page, select Learning Assistance Request, log in, and approve students for each of your classes.	http://www.deltacollege.edu/dept/tutor/index.html Reading/Writing Learning Center: http://www.deltacollege.edu/dept/rwlcenter/index.html Veterans Resource Center: http://www.deltacollege.edu/dept/troops/VeteranResourceCenter.html

Online writing tutoring for students in Eng 79 and above information at this link: http://www.deltacollege.edu/dept/rwlcenter/OnlineTutoring.html

C. Library

Library Services	library.deltacollege.edu

D. Admission and Records

Admissions and Records offers comprehensive enrollment services in support of SJDC goals and objectives.

Admissions and Records	http://www.deltacollege.edu/dept/ar/index.html

E. Disability Support Program and Services (DSPS)

Whether students with disabilities are enrolled in them or not, all distance education courses must meet federal accessibility guidelines in accordance with Section 508 and the Americans with Disabilities Act.

The link below connects to the document, Distance Education Accessibility Guidelines for Students with Disabilities, issued by the Distance Education Accessibility Guidelines Task Force of the California Community Colleges Chancellor's Office, dated January 2011.

- http://extranet.cccco.edu/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/DistanceEducation.aspx

Disability Support Program and Services (DSPS)	http://www.deltacollege.edu/dept/dsps/index.html

F. Financial Aid

Delta's Online Financial Aid System	https://faowww.deltacollege.edu/NetPartnerStudent/Logon.aspx?ReturnUrl=/NetPartnerStudent/PgHome.aspx

VII. Recommendations

A. In order to ensure high-quality distance education instruction, the current evaluation process should be adapted to address specific distance education issues. A new evaluation form, agreed upon through contractual negotiations, should be developed so that students can give direct and relevant feedback about their online class experiences.

B. In order to ensure that online classes have the same rigor, depth and breadth as face-to-face courses, it is recommended that authorized administrators receive training on what constitutes a well-developed online course.

C. In order to ensure that online courses are equivalent to their face-to-face counterparts, it is highly recommended that there be additional training in instructional design for faculty who are currently teaching online and who wish to be online instructors. Experienced online instructors could lead workshops and serve as mentors for professors developing new DE classes.

D. It is recommended that SJDC investigate the use of tutoring services by distance education students. A review of services used by DE students may lead to further

recommendations of offering online tutoring services in math, writing and content as other community colleges are currently doing. Online faculty could also survey their students to find out the need for online tutoring services.

E. It is recommended that the DE subcommittee develop a DE handbook that would give practical guidelines and resources for distance education instructors. Since teaching online is a very different experience from teaching in a face-to-face modality, this handbook would address issues that many instructors encounter. The handbook would include a checklist of instructional design ideas for faculty creating new courses, suggestions on how to deal with issues that arise in the online environment, how to address course policies within the syllabus, and practical examples of regular and effective contact.

F. It is recommended that a dedicated testing center for the purpose of proctored examinations be made available on campus.

G. It is recommended that the College continue to collect and analyze data on online versus face-to-face rates of student achievement and completion, particularly focusing on disaggregated data for student groups whenever meaningful and not in violation of FERPA regulations.

Setting Program Specific Goals of Student Achievement

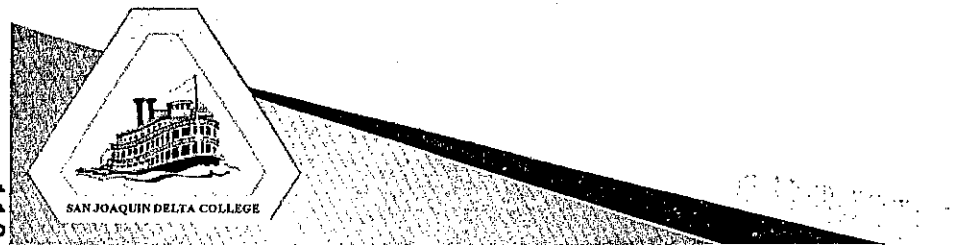
Matt Wetstein
Assistant Superintendent/Vice President of Instruction and Planning
San Joaquin Delta College
October, 2014

San Joaquin Delta College

6

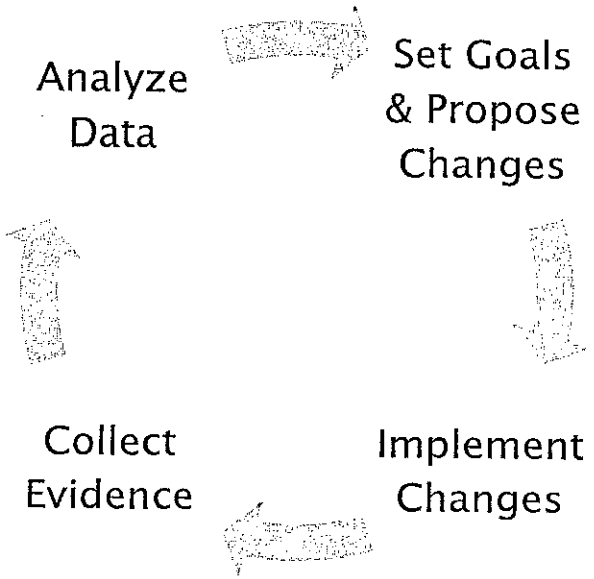
Outline of the Presentation

- The importance of program goals
- Identifying the data
- Three methods of setting program goals
- Examples
- Questions & answers



Why this is important...

- Student learning → student achievement
- Student achievement → transfer/degree or certificate/employment
- Establishing goals implies that we reflect on our expectations of student success



Why this is important

- **Federal Regulations** that apply to accreditation:
- 34 CFR 602.16(a)(1)(i) – Accrediting standards must effectively address "**success with respect to student achievement** in relation to the institution's mission...as established by the institution, **including, as appropriate consideration of course completion, State licensing examinations, and job placement rates.**"
- 34 CFR 602.17(f) – The accrediting agency must provide a report to the college that assesses, among other things, **"the institution's performance with respect to student achievement."**
- Teams are instructed to look for these items during the team visit

Source: ACCJC. 2012. "Implementation of New U.S. Department of Education Regulations, New Evaluation Team Responsibilities. " Novato: ACCJC; US Code of Federal Regulations

1 Goal of the Day…

- To get faculty in discipline groups to identify program specific standards of student achievement
- Course Retention
- Successful Course Completion
- Certificates Awarded
- Degrees Awarded

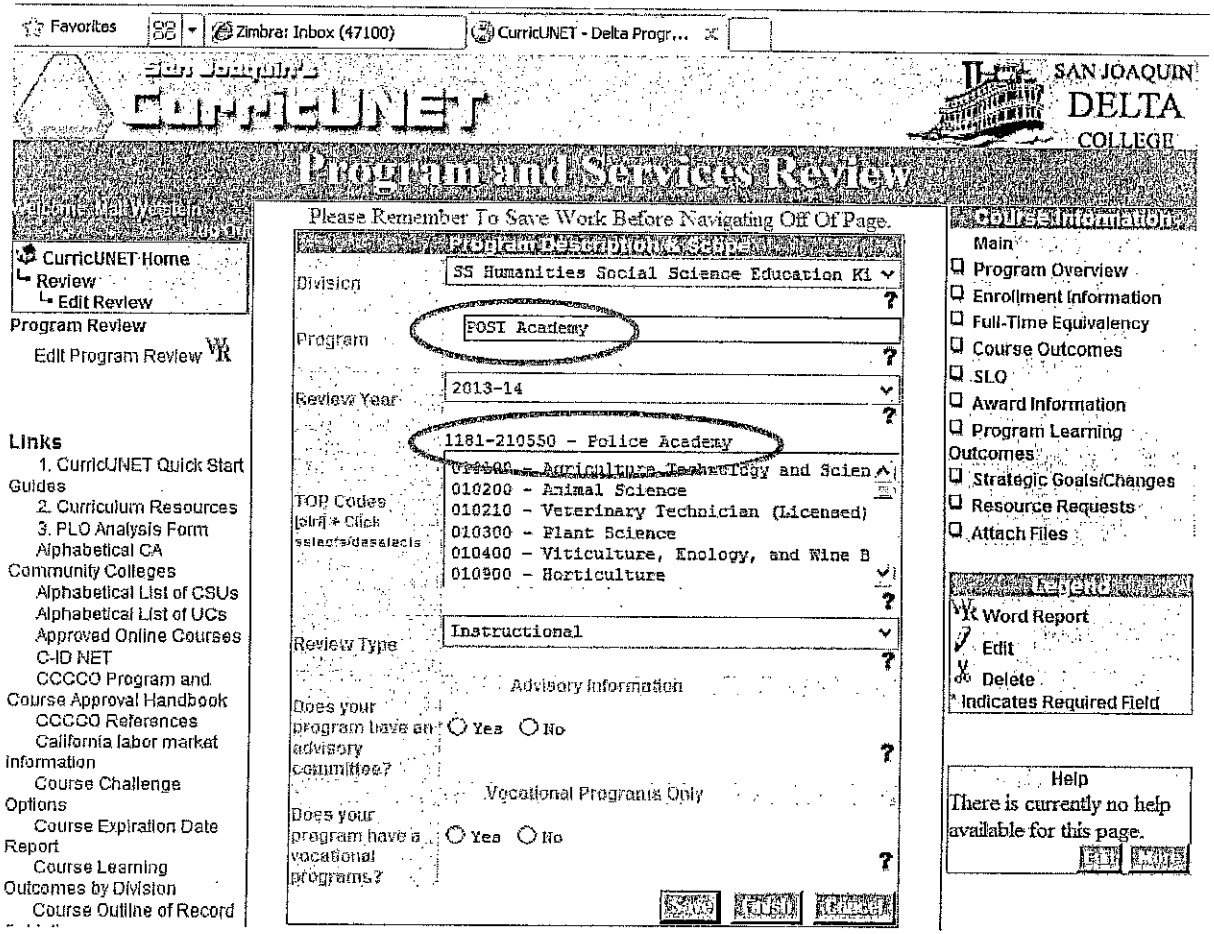
Finding the Data

In Program Review…

Launch or open your program review

Select the right TOP Code for your program

This will ensure you get the right data for your courses and program

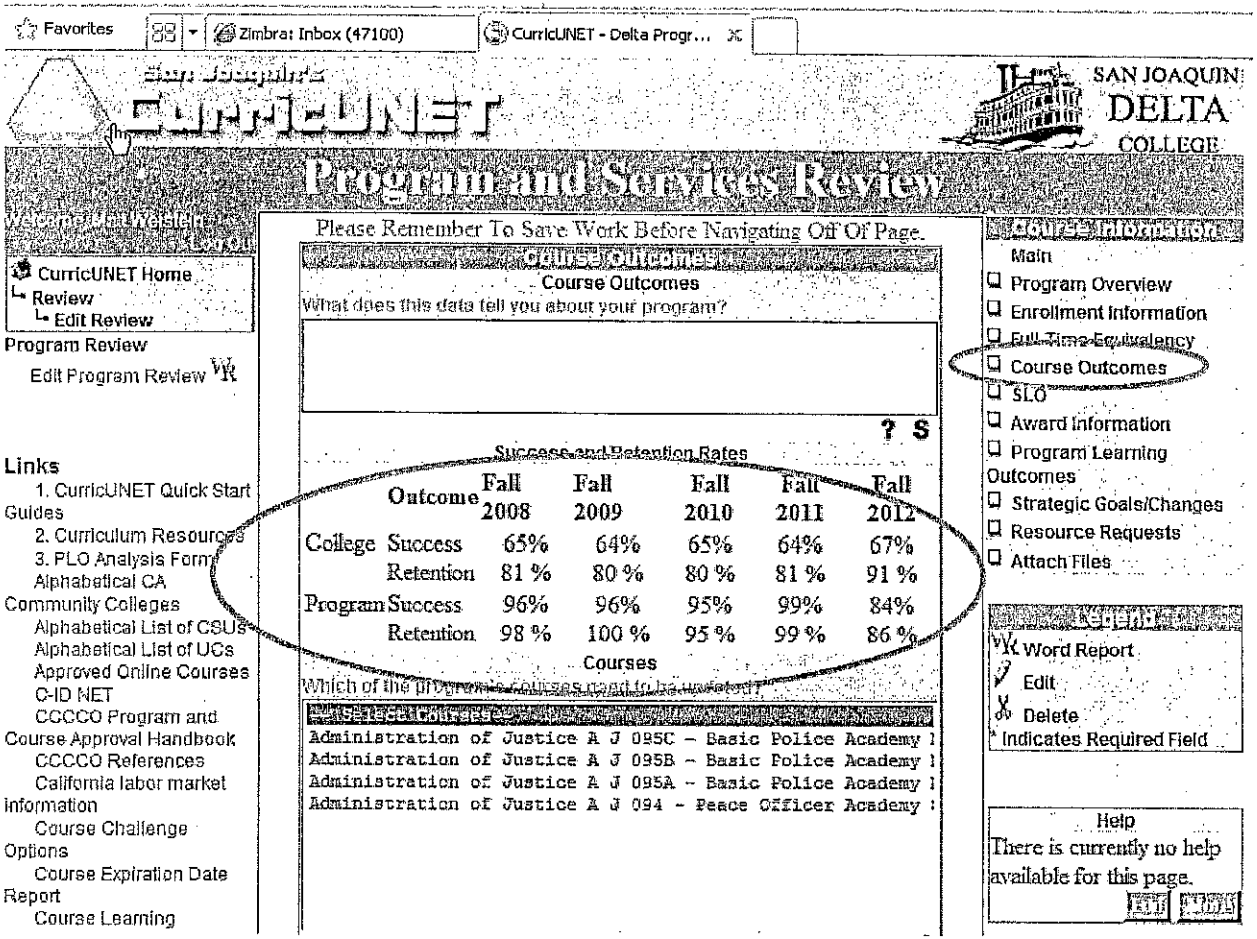


Finding the Data

In the Course Outcomes Tab...

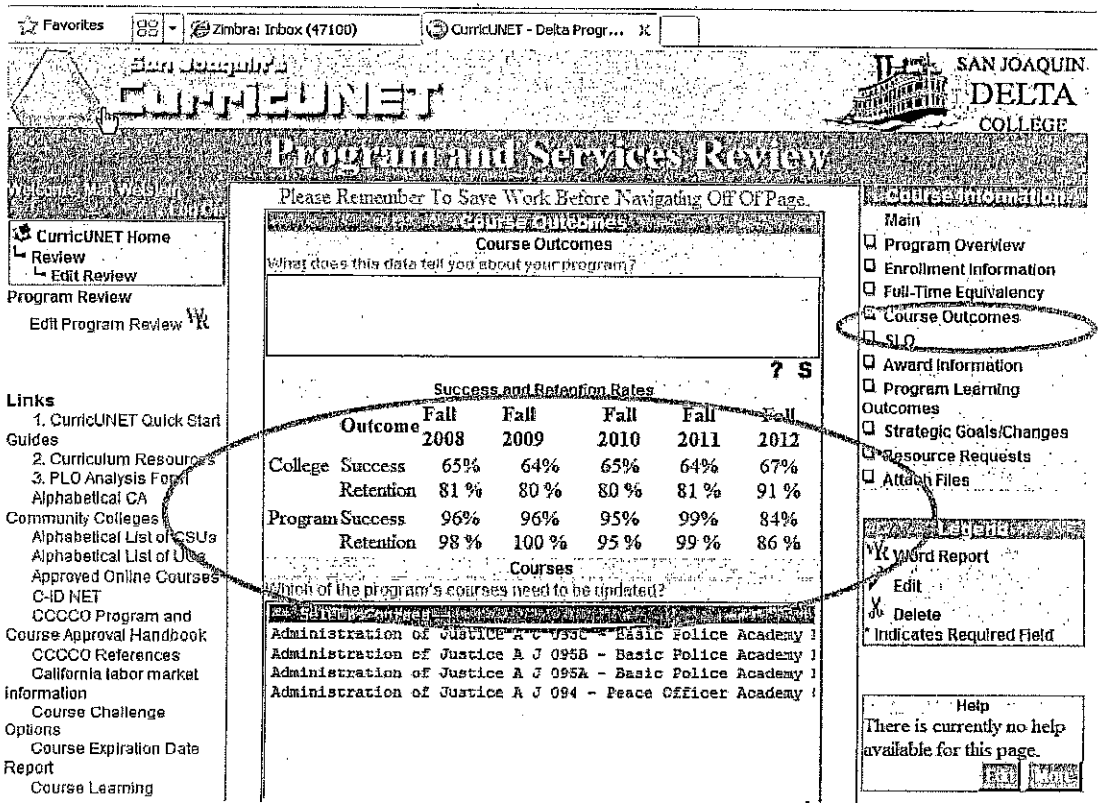
You will find success and retention data for 5 years

The data allow for program specific data to be compared against the college average



Setting the Goals

- **Use the five year trend data** to set program specific indicators of student achievement for **retention and course success.** 3 proposed methods:
- A. The 5-year average: **SUCCESS = 94%**
- B. Set an aspirational target slightly above recent year trends, **SUCCESS = 96%**
- C. The lowest value in the five years of data, **SUCCESS = 84%**

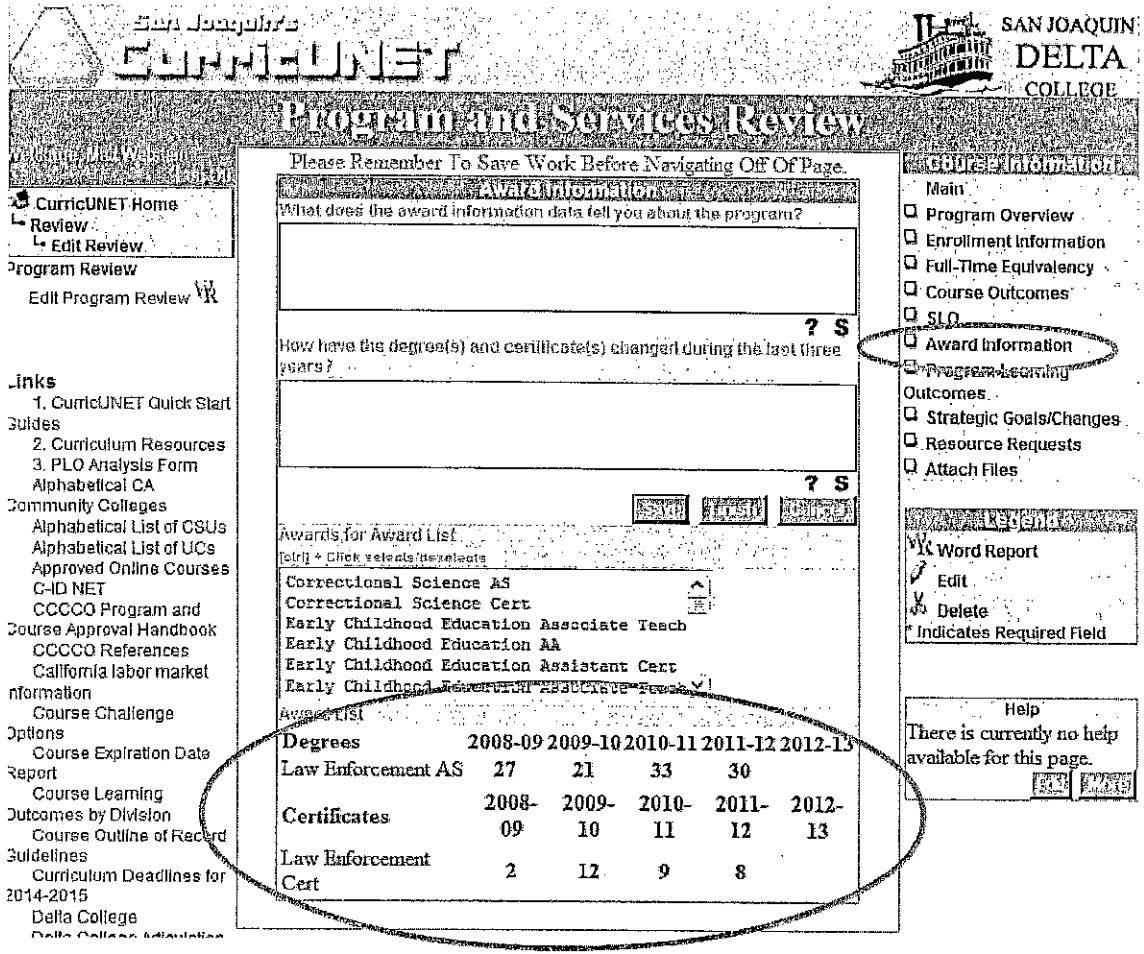


Finding the Data – Awards

In the Award Information Tab…

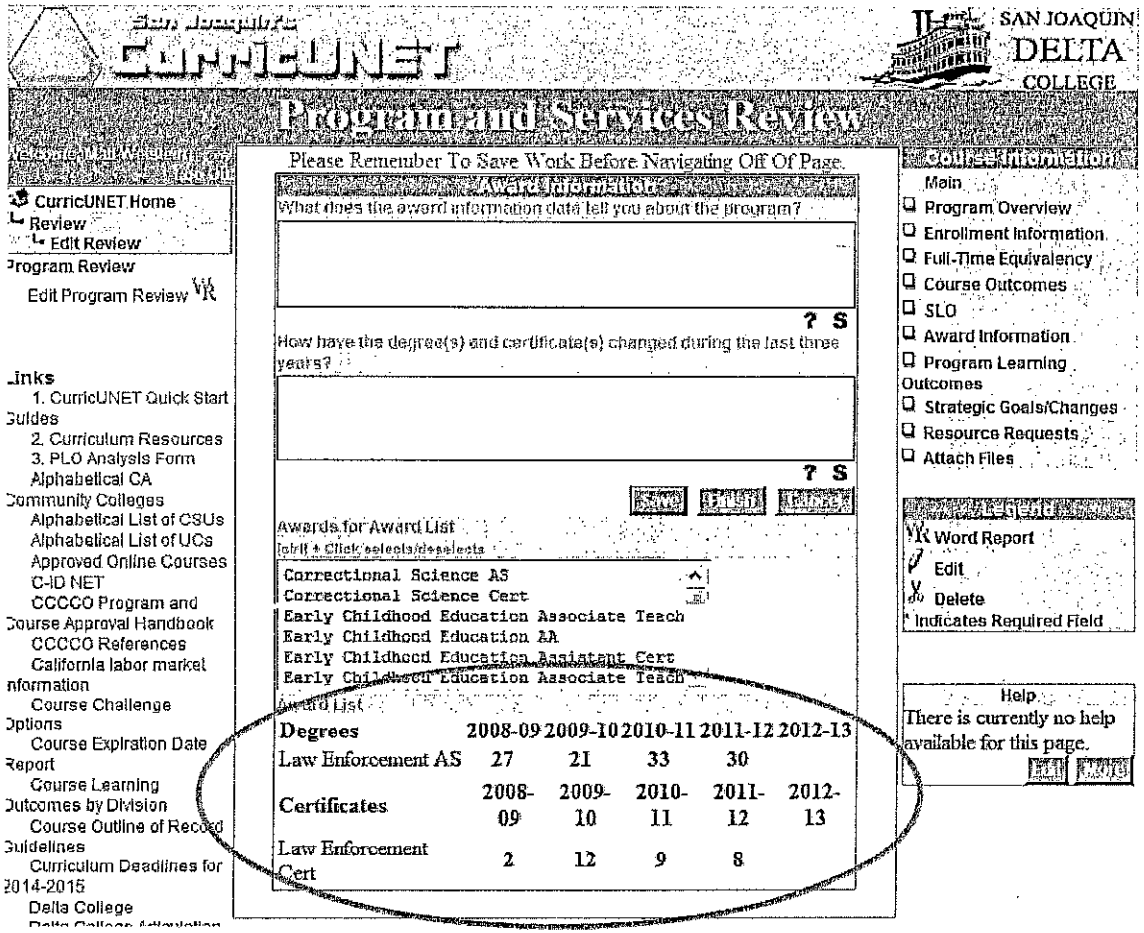
You will find degree and certificate data for 5 years

Follow the same steps…set a goal using one of the 3 approaches



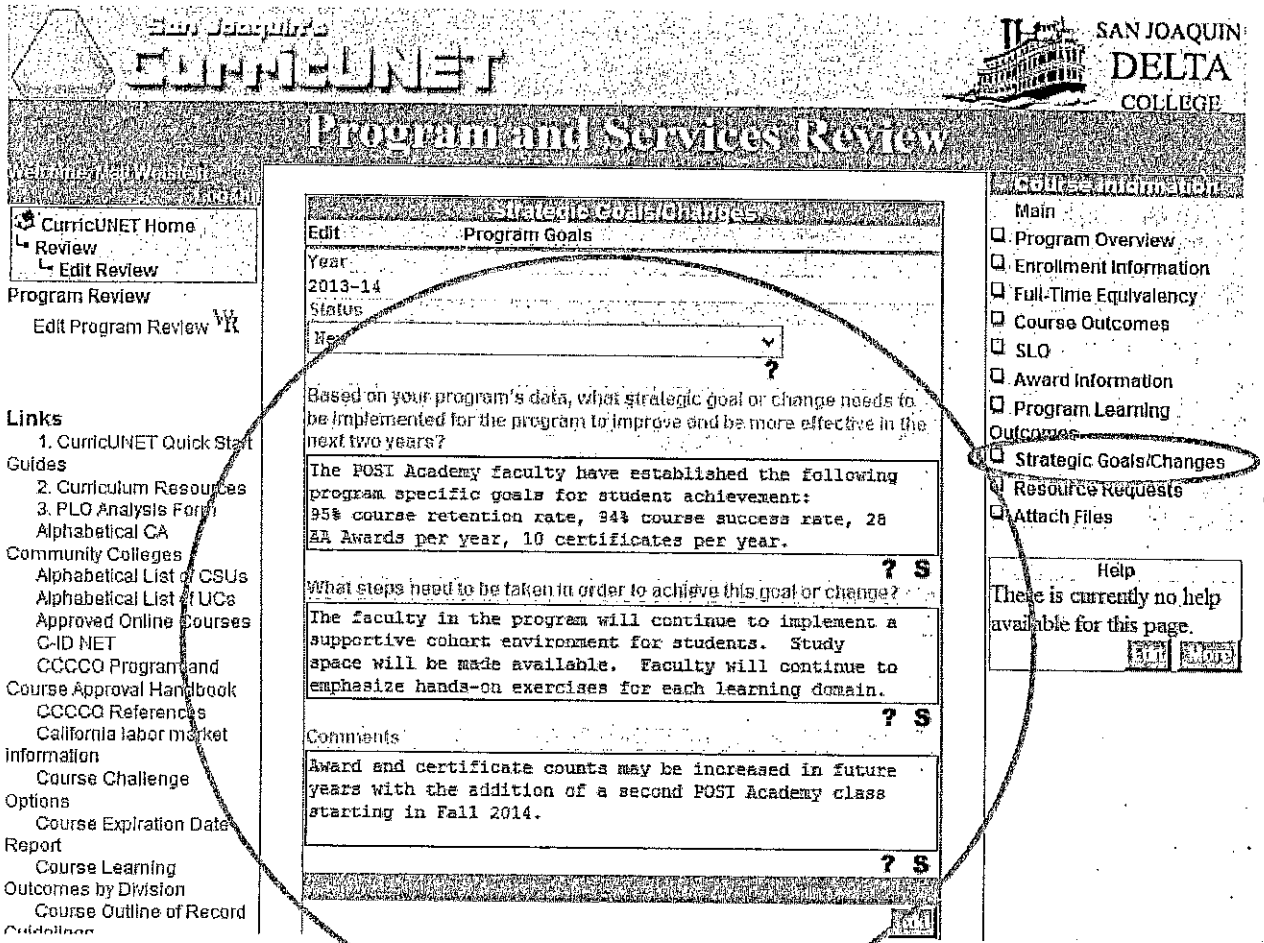
Setting the Goals

- Use the five year trend data to set program specific indicators of student achievement for degrees and awards. 3 proposed methods:
- A. The 4-year average: DEGREES =28
- B. Set an aspirational target slightly above recent year trends, DEGREES = 35
- C. The lowest value in the five years of data, DEGREES = 21



Setting the Goals in Program Review

- Every program review should have a "NEW" Strategic goal in 2014-15 or 2015-16 that establishes program specific goals of student achievement, and "plans" to attain the goals



Other thoughts

- CTE programs might use Perkins CTE reports and data to set goals
- Licensure pass rates for Nursing, Psych Tech
- Reports of employment for programs (see CTE Perkins data)
- Other Data sources
  - Data Mart
  - Salary Surfer
  - College Wage Tracker

Questions & Answers

- Expected time to complete the task: 1 hour
- PRIE Office – "we're the government, we're here to help you!"
- Sabrina Sencil, Research Analyst 954-5688
- Matt Wetstein, 954-5047

San Joaquin Delta College
Instructional Program Review Evaluation Rubric, 2014-2015

Program Name:	**Division Name:**
Evaluator:	

Use the following criteria to determine whether or not the program review is acceptable.

The program review:	**Yes**	**Somewhat**	**No**	**N/A**
1. is complete, thorough, and clearly communicated.	☐	☐	☐	
2. presents analysis of enrollment information, full-time equivalency, course outcomes, and award information (if applicable).	☐	☐	☐	
3. includes program learning outcome information and provides an update on the status of each PLO selected.	☐	☐	☐	☐
4. develops at least one new strategic goal/change.	☐	☐	☐	
5. provides a new or existing strategic goal/change designed to increase student achievement.	☐	☐	☐	

Overall Findings: **Acceptable** ☐ **Unacceptable** ☐

Comments:

San Joaquin Delta College
President's Council

February 12, 2015
2:00 p.m.
Boardroom
Robin Sadberry, Recorder

Agenda

College Mission Statement (BP 1200)

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

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

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

I. **President's Council Agenda Review - Additions/Deletions**
Review of the February 12, 2015 President's Council Agenda

II. **Approval of Minutes**
Approval of the January 14, 2015 President's Council Minutes

III. **Board of Trustees Meeting Agenda Review**
Review of the February 17, 2015 Board Agenda and Report(s):

1. Accreditation Progress Report—Dr. Matt Wetstein
2. Campus Wide Wireless/ENS Project—Gerardo Calderon
3. IT Support—Gerardo Calderon

IV. **New Business**

1. Distance Education Policy—Dr. Elizabeth Maloney
2. Policy Implementation Review—Diane Oren
3. Committee Restructure Project Update—Michael Kerns

Policies/Procedures

November 13, 2014

1. Proposed Deletion Policy 6510 Distance Education
2. Proposed Adoption BP/AP 4105 Distance Education
3. Proposed Deletion Policy 6140 Instructional Program Review
4. Proposed Deletion Procedures 6141 Instructional Planning and Review Process
5. Proposed Adoption BP/AP 4015 Program Review

January 22, 2015

1. Proposed Changes AP 2430 Governance Committee Structure

V. **Informational Items**

VII. **Agenda Items for Future Meetings**

VIII. **Council Member General Questions/Announcements**

IX. **Upcoming Events**: http://www.calendar.deltacollege.edu/

Next meeting is February 26, 2015

President's Council **Minutes** **February 12, 2015** 2:00 p.m. – Board Room	San Joaquin Delta College Office of the President 5151 Pacific Avenue Stockton, California 95207-6370

Council Members Present:

Michael Kerns, Assistant Superintendent/Vice President of Student Services
Matt Wetstein, Assistant Superintendent/ Vice President of Instructional Services
Gerardo Calderon, Vice President of Operations
Dianna Gonzales, Director of Human Resources and Risk Management
Diane Oren, Academic Senate President
Elizabeth Maloney, CTA President
Susan Rodriguez, Classified Senate
Nancy Cook, Management Senate
Connie Martinez for Dana Baker, CSEA
Robin Sadberry-Recorder

Members Absent:

Kathleen Hart, Superintendent/President
ASDC Representative, Yvonne Flores
Brian Doty, POA President

Guests: None

V.P. Kerns facilitated on Dr. Hart's behalf.

I. **Review of the Board of Trustees Meeting Agenda**

The Council reviewed the Board of Trustees February 17, 2015 agenda and reports. Dr. Wetstein gave his report on the Accreditation Progress Update. Gerardo Calderon gave his board report on IT support.

II. **Review of the President's Council Agenda**

The Council reviewed the February 12, 2015 President's Council meeting agenda.

III. **Approval of President's Council Minutes**

The Council reviewed and approved by consensus the January 14, 2015 minutes as presented.

IV. **General Business/New Business**

A. Distance Education Policy—Dr. Elizabeth Maloney

Dr. Maloney addressed her concerns with the council regarding Board Policy/Administrative Procedure 4105 Distance Education. She said that many faculty members have concerns with some of the online platforms such as Etudes. Also accessibility is an issue since the platforms do not allow others to access an online class should an emergency cause the instructor of record to become temporarily unavailable. Dr. Maloney informed the council that she had also shared her concerns with V.P. Wetstein.

B. Policy Implementation Review—Diane Oren

Diane Oren addressed her concerns with the council regarding the program review process. The Program Review process has already began without an approved policy in place. Elizabeth Maloney also voiced her concern regarding the implementation of the policy before it has been approved.

C. Committee Restructure Project Update—Michael Kerns
Michael Kerns gave an update on the Committee Restructure Update. The committee has continued to work on the restructuring project and it is now ready to be presented at the next Policy & Procedures meeting on February 26. This would mean the consolidation of twenty-one standing committees with the end result being six standing committees.

D. Policies/Procedures
November 13, 2014
1. Proposed Deletion Policy 6510 Distance Education
The council reviewed and approved by consensus.

2. Proposed Adoption BP/AP 4105 Distance Education
The council reviewed and approved by consensus.

3. Proposed Deletion Policy 6140 Instructional Program Review
The council reviewed and approved by consensus.

4. Proposed Deletion Procedures 6141 Instructional Planning and Review Process
The council reviewed and approved by consensus.

5. Proposed Adoption BP/AP 4015 Program Review
The council reviewed and approved by consensus.

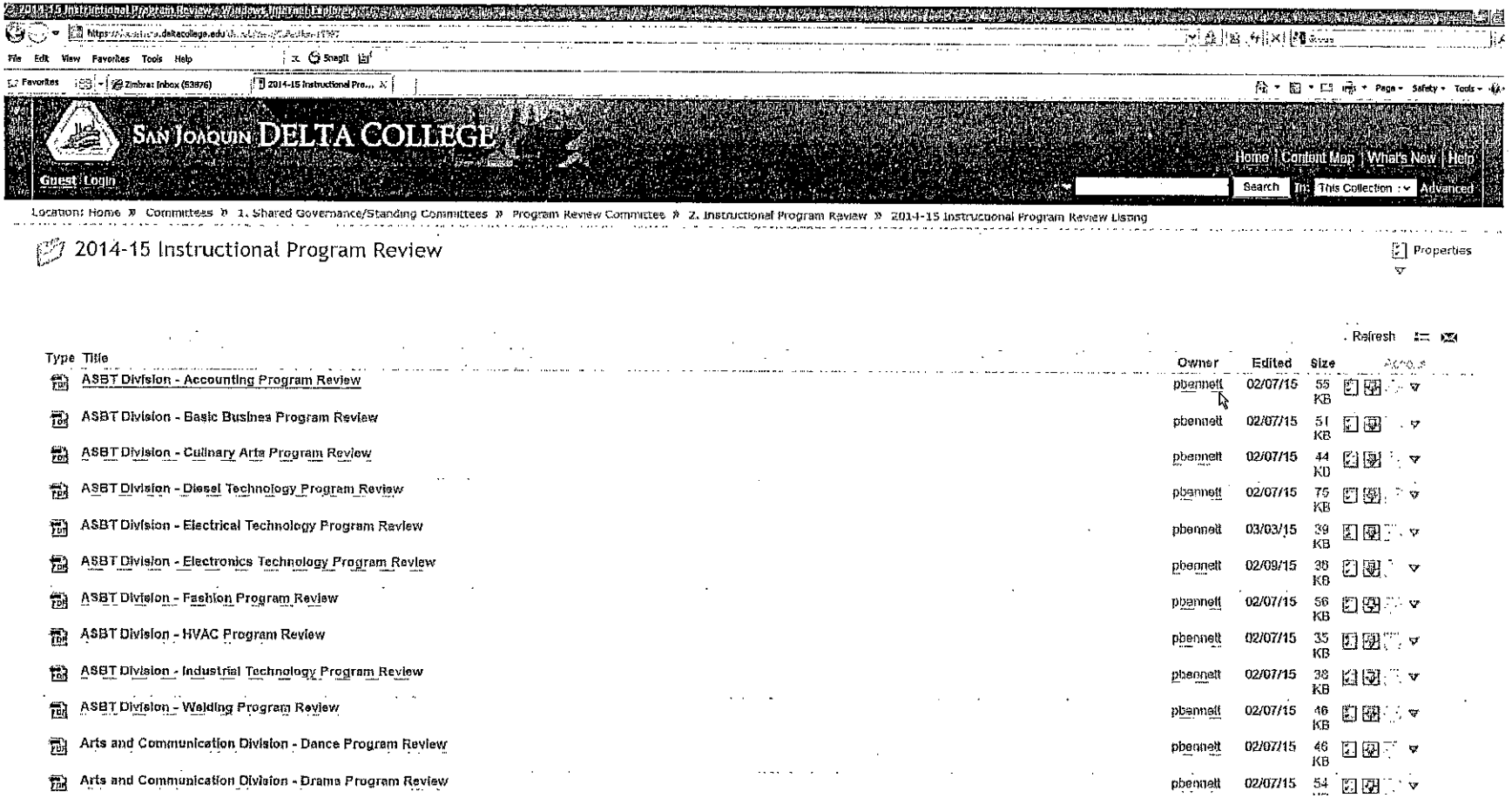
January 22, 2015
1. Proposed Changes AP 2430 Governance Committee Structure
The council reviewed and agreed to the suggestion made by the CTA President, Dr. Maloney to move the policy forward but add an additional faculty and classified member to the Planning & Budget Committee. There was also a title include in the Planning & Budget Committee structure that did not exist and will be removed.

V. **Informational Items**
None mentioned.

VI. **Agenda Items for Future Meetings**
A. Campus beautification-Elizabeth Maloney

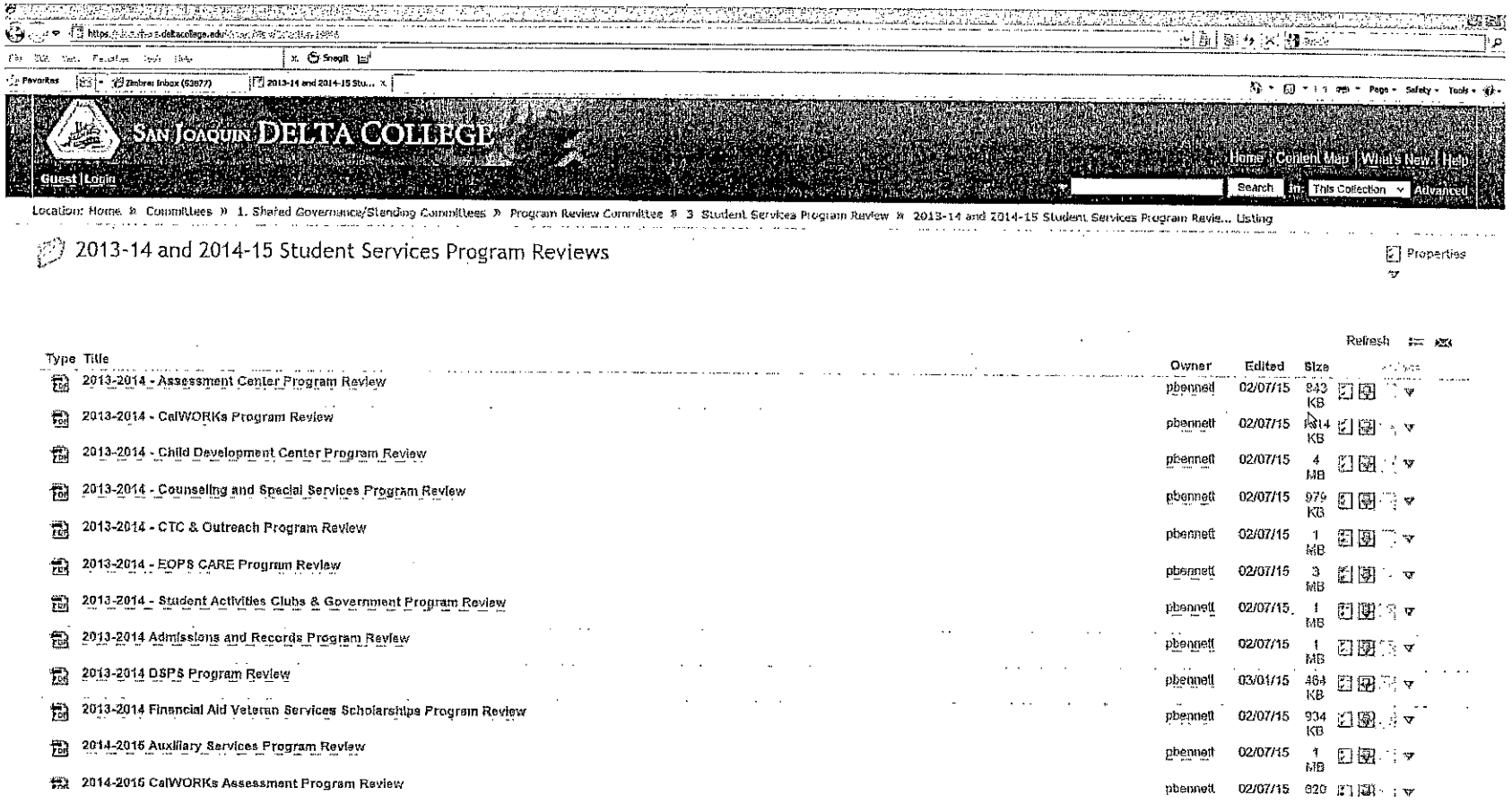
VII. **Council Member General Questions/Announcements/Informational Items**

Meeting was adjourned at 3:20 p.m.



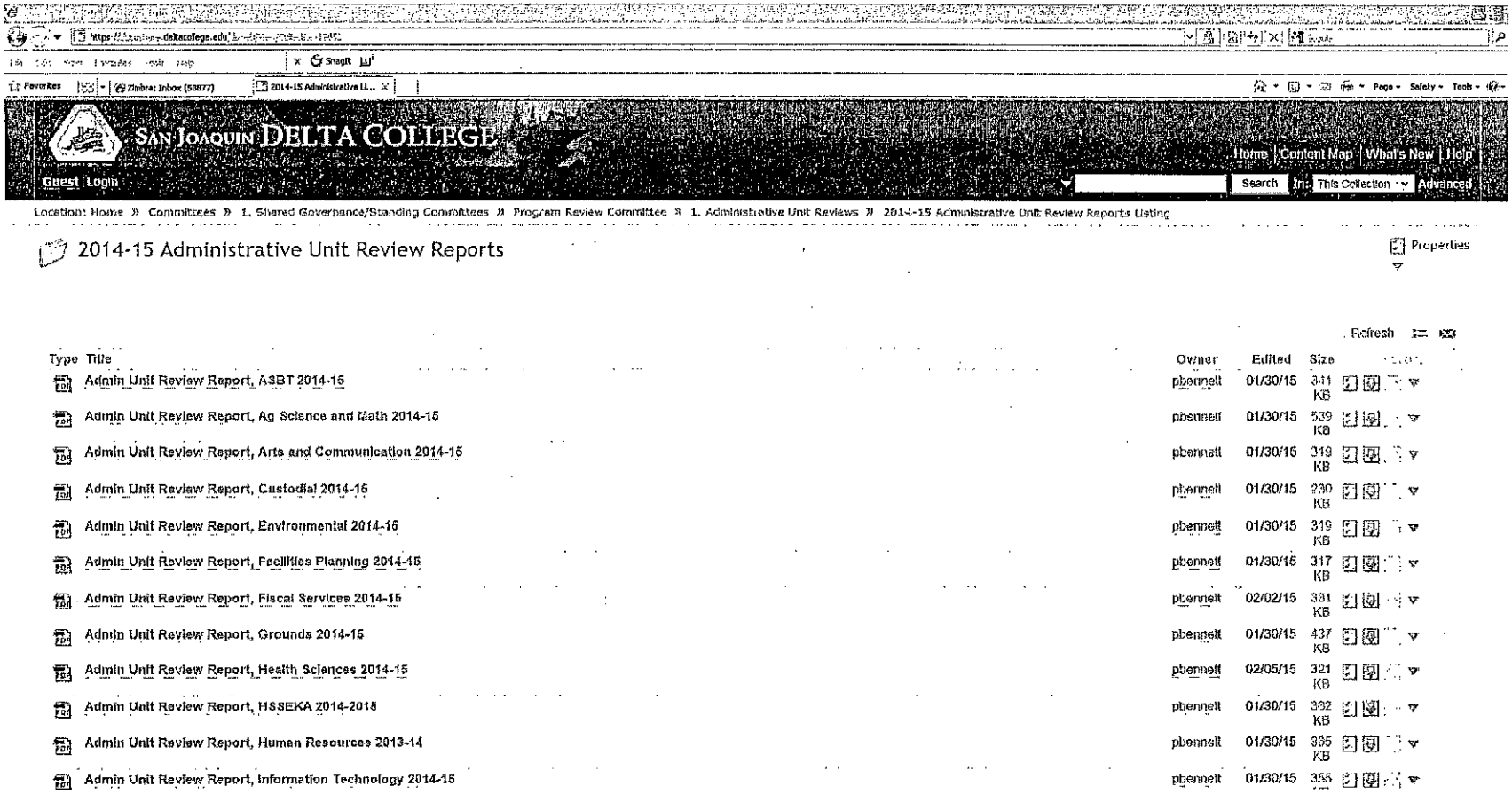
Screenshot of Instructional Program Review Docushare Collection for 2014-15 Program Reviews

https://docushare.deltacollege.edu/dsweb/View/Collection-19897



Screenshot of Student Services Program Review Docushare Collection for 2014-15 Program Reviews

https://docushare.deltacollege.edu/dsweb/View/Collection-19896



Screenshot of Administrative Services Program Review Docushare Collection for 2014-15 Program Reviews

https://docushare.deltacollege.edu/dsweb/View/Collection-19652

SAMPLE PROGRAM REVIEWS are contained in a separate document for ACCJC evidence

Institution Progress on 2014 Actionable Improvement Plans

In the pages that follow, San Joaquin Delta College's action plans from the 2014 ACCJC Self Evaluation Report are highlighted on the left. For each actionable improvement plan, the college's accreditation liaison officer has made a judgment on the institution's progress as of March 2015 (reflected in the middle column). Each assessment notes whether the action plan has been completed, seen sustained progress, some progress, or little progress. In a few cases, action plans have reached a completed stage if the actionable improvement plan has been abandoned by some governance decision. If the action plan requires on-going effort, it is noted in the far right column (anticipated completion). A review of the 96 action plan elements suggests that the College has made significant strides in addressing its self evaluation plans.

STANDARD 1 ACTION PLANS		
Actionable Improvement Plan	**Progress Report**	**Anticipated Completion**
The College should place placards or appropriate signs featuring the mission and vision statement in high profile locations across the campus. *Responsible Party: Assistant Superintendent/Vice President of Student Services and Facilities Manager*	Completed – Vision and mission statement placards were printed and placed around the campus in spring 2014.	
Communication of how the shared governance process works and how key decisions are made should be improved to ensure the entire campus community is aware of decisions and the collegial consultation process. *Responsible Parties: Superintendent/President, President's Council, Management Senate, Classified Senate, Academic Senate, Associated Student Body Government, and Program Review Committee*	Little progress – Planning and Budget Subcommittee will work to develop a better graphic and framework to explain decision making as it relates to planning, resource allocation and budgets. (Spring 2015)	Fall 2015
The President's Council should work collaboratively to reform the committee structure and timetable of meetings to allow for greater campus collaboration and increased student involvement in shared governance. *Responsible Party: President's Council*	Sustained progress – Committee restructuring proposal has been launched in Policies and Procedures Process to streamline to 6 super-committees. (Spring 2015)	Fall 2015

The College should monitor program reviews to determine whether professors have established program specific standards for reasonable student achievement for all programs. *Responsible Parties: Vice President of Instruction, Vice President of Student Services, Program Review Committees*	Sustained progress – Program Review training occurred at the Fall Flex Day in August 2014; faculty are asked to embed specific indicators of student achievement in program reviews as of 2014-15; Committee review suggests the need for more training.	Spring 2016
The College should review the need for a director or dean of research and planning in the next two years to ensure that adequate leadership support exists to oversee significant institutional planning and program review processes. *Responsible Parties: Superintendent/President and Executive Cabinet*	Completed – Position and budget allocation was established for the 2014-15 year; Interim Dean was hired as of November 2014.	
College leaders should work to communicate more clearly the College's integrated planning, budget and program review model. *Responsible Party: Superintendent/President*	Little progress – Planning and Budget Subcommittee will work to develop a better graphic and framework to explain decision making as it relates to planning, resource allocation and budgets. (Spring 2015)	Fall 2015
The President's Council should actively pursue committee reports from each standing committee in the shared governance structure and ensure that committees undergo a regular cycle of review of their charge, relevant procedures, and work product in relation to the College's planning and resource allocation process. *Responsible Party: Superintendent/President*	Sustained progress – President's Council subcommittee has reviewed all committees and proposed a major restructuring of committees to a streamlined set of 6 super-committees; the proposal is in discussion stages in the shared governance framework.	Fall 2015
The President's Council should adopt a procedural change that requires regular review of the College's planning, evaluation, and resource allocation model and models from similar institutions. *Responsible Parties: Superintendent/President, President's Council*	Little progress – Planning and Budget Subcommittee will work to develop a better graphic and framework to explain decision making as it relates to planning, resource allocation and budgets. (Spring 2015)	Fall 2015

The College's institutional research office should implement a survey that assesses campus satisfaction with planning, evaluation, and institutional improvement processes at the College. *Responsible Parties: PRIE Office and the assistant superintendent/vice President of Instruction*	Sustained progress – Some small program evaluation surveys were completed in Fall 2015; a systemic, global satisfaction survey is under development to assist all programs with program review information.	Spring and Fall 2015

STANDARD 2 ACTION PLANS		
Actionable Improvement Plan	**Progress Report**	**Anticipated Completion**
The College will draft a Distance Education administrative procedure with plans for adoption by the end of the 2013-2014 school year, that includes recommended language from CCLC. *Responsible Party: Distance Education Sub-committee Chair*	Completed – The Distance Education procedure was adopted by the President's Council in early spring 2015.	
The College needs to complete work on a definitive Distance Education policy that stipulates the requirements for distance education.	Completed – The college has completed work on a Distance Education (DE) Policy, Procedure and Plan.	
The College will revise AP 4020, Curriculum Development Process so that during the course and program approval process consensus must occur among faculty within a Discipline Group, as verified by the Discipline Group Chair and the Division Dean. *Responsible Party: Curriculum Committee Chair*	Completed – The college has revised its curriculum procedure (AP 4020) to ensure that consensus has been reached within faculty discipline groups.	
Since all courses within the Course Learning Outcomes Assessment Cycle will have been evaluated by spring 2014, providing comprehensive assessment data to assess student achievement of program outcomes, the College will create a Program Learning Outcomes Assessment Cycle by fall 2014. *Responsible Party: Dean of Student Learning and Assessment*	Completed – The college has an up-to-date set of course and program learning outcomes assessment reports indicating that 96 percent of courses have on-going assessment of learning outcomes and 83 percent of programs have on-going assessment of learning outcomes taking place.	
Review of Program Review policies and procedures may require revision to support biannual program reviews for instructional programs. *Responsible Parties: Program Review Committees, Policies and Procedures Review Committee*	Completed – The program review policy and procedure have been revised to ensure a biannual review of instructional programs.	

The General Education Sub-Committee should continue ongoing discussion to identify appropriate data elements to assess the general education and interdisciplinary degree programs.	Some progress – The GE sub-committee has met to discuss a framework of assessment for general education and interdisciplinary programs; a graduation survey uses indirect evidence of student assessment to provide evidence that overwhelming percentages of graduates believe the college's programs have met institutional learning outcomes that align with GE standards.	On-going, soring graduation surveys
Through the continued conversion of policies and procedures to the recommended language and numbering sequence from the Community College League of California (CCLC), the District should adopt the recommended number (BP 4030) for the policy [on academic freedom] and move it to Chapter 4, Academic Affairs, in its policies and procedures collection.	Completed – The academic freedom policy and procedure has been relocated to Chapter 4 of the college's policies and procedures manual.	
To promote professionalism and a strong work ethic, HR will continue electronically disseminate the Employee Handbook to District employees and maintain a link to the handbook on the departments webpage, and emphasize the section "Your Work Assignment." *Responsible Party: Director of Human Resources*	Completed – Human Resources sends out annual notices in August to notify employees of the Employee Handbook on the District web site.	On-going
To further strengthen the dialogue, analysis and awareness of Student Services department program reviews and SLOs, an annual Student Services Division forum should be scheduled to discuss the recommendations of the student services department program reviews and SLOs. *Responsible Party: Assistant Superintendent/Vice President of Student Services*	Completed – The Vice President of Student Services has held discussions to prioritize all student services resource recommendations together at one meeting.	

The division should develop a process for structured dialogue with students who utilize its support services. *Responsible Party: Assistant Superintendent/Vice President of Student Services*	Completed – Focus group sessions with selected students took place in the Fall of 2014 to provide feedback on student services operations.	
A "Customer Service" training program should be developed for the non-teaching division staff. *Party Responsible: Assistant Superintendent/Vice President of Student Services*	Completed – Several different customer service training workshops were provided to student services, fiscal, and instructional support personnel between September 2014 and January 2015; more than 70 staff attended these sessions.	
The Student Success & Support Program Committee (formerly the Matriculation Committee) should review matriculation services to determine ways to increase student satisfaction. *Responsible Parties: Student Success & Support Program Committee*	Completed – Through the completion of the Student Support Services Program Plan, the college has begun implementing matriculation improvements and staffing enhancements.	
In planning for implementation of the Student Success and Support Program, the College needs to place a high priority on programming the new required MIS Data Elements, as this data collection must be completed due to its major impact on the District's funding. *Responsible Parties: Dean of Counseling and Special Services*	Sustained progress – SSSP MIS Data elements are being collected and analyzed by a cross-functional team of college representatives.	Summer 2015
The College should explore different options and model catalogs from other institutions in order to streamline the online catalog for easier navigation by students. *Responsible Party: Dean of Student Learning and Assessment*	Little progress – Different software packages will be studied to simplify the creation of the college catalog.	Spring 2016

As suggested by a student government leader at a session of the accreditation summits last spring, the College should include a link to the District's Policies and Procedures Manual on the Student Life webpage. *Responsible Party: College Webmaster*	Completed – The college policies and procedures manual, and key excerpts from relevant policies, are linked on the Student Activities website.	
The College should hold multiple student focus groups to collect feedback from students about their learning experiences, and apply the findings to improve student learning support services and students' educational experiences. *Responsible Parties: Assistant Superintendent/Vice President of Student Services; PRIE Office*	Completed – Focus group sessions with selected students took place in the Fall of 2015 to provide feedback on student services operations.	
The College should develop a marketing campaign to encourage current students to schedule counseling appointments earlier in the semester. *Responsible Party: Dean of Counseling and Special Services*	Sustained progress – The college has used marketing dollars to encourage higher levels of enrollment and engagement with matriculation services; direct emails to students encourage returning students to make appointments and complete registration in a timely manner.	On-going initiative
The College should make installation of the Degree Audit software a high priority. *Responsible Party: Director of IT*	Some progress – The complexity of installing all catalog information on degrees and certificates has required overtime work for admissions and records staff.	Fall 2016
The District should review vending food choices to expand selections, including availability of hot food items to students and employees at the South Campus at Mountain House, and hold a student focus group to discuss food choices, with a goal to better meet the needs of students and employees at the Stockton campus.	Some progress – Discussion of district food choice offerings was a component of Educational Master Plan Focus groups sessions in the fall of 2014; plans are underway to introduce food trucks as a future food-service approach at the college.	Fall 2016

To better meet the needs of students and address the low rates of satisfaction in the matriculation area, the District should conduct an online student focus group to review components of the matriculation process and evaluate the assessment testing, academic advising, and the student orientation program. Parties Responsible: *Assistant Superintendent/Vice President of Student Services; PRIE Office*	Completed – Focus group sessions with selected students took place in the Fall of 2014 to provide feedback on student services operations.	
The District needs to place a higher priority for Information Technology to provide programming so students can be assessed the student activity fee, therefore generating revenue to support the student activities programs (ASDC). *Responsible Party: Director of IT*	Completed – The student activity fee was implemented for the 2014-15 academic year, generating new revenue for the ASDC.	
The District should conduct a focus group with student club advisors, members of Inner Club Council (ICC), and other appropriate College staff, including the director of Student Activities, to discuss concerns about student clubs and streamline operations within the department. *Responsible Parties: Director of Student Activities and PRIE*	Completed – Two meetings were conducted with faculty supervisors and ICC members to provide training and communicate concerns about ICC operations. (May 2014 and August 2014)	
To better meet the needs of students, the District should conduct a student focus group to review components of the matriculation process, such as academic advising and the student orientation program, which received lower rates of satisfaction. *Responsible Parties: Assistant Superintendent/Vice President of Student Services and PRIE Office*	Completed – Focus group sessions with selected students took place in the Fall of 2014 to provide feedback on student services operations.	

The College should conduct student focus groups to address the concerns expressed by students who identify as LGBT. *Responsible Parties: Assistant Superintendent/Vice President of Student Services; PRIE Office*	Little Progress – A special focus group discussion has yet to be held with PRIDE club members.	Fall 2015
The College should continue to monitor improvement of assessment placement instruments and encourage faculty participation in statewide common assessment meetings. *Responsible Parties: Assistant Superintendent/Vice President of Student Services; Assessment Director*	Completed and on-going – The college is a pilot college in the statewide Common Assessment Initiative (CAI) and has several faculty participating in discussions of the CAI and its development.	On-going
The College should research existing SLO tracking systems to determine whether SLO Assessment in Instruction and Student Services can be uniform. *Responsible Parties: Executive Cabinet*	Little progress – The college has not yet pursued a common SLO software system; a comprehensive analysis of all information technology solutions is just getting underway at the college.	Spring 2016
The College should conduct student focus groups to collect feedback about their experiences, whereas findings can be used to improve student support services. *Responsible Parties: assistant superintendent/vice president of Student Services and PRIE Office*	Completed – Focus group sessions with selected students took place in the Fall of 2014 to provide feedback on student services operations.	
The College needs to place a high priority on improving Wi-Fi services for students. *Responsible Party: Director of IT*	Sustained progress – Measure L Bond funds have been allocated to pursue a study of WIFI services and emergency notification services throughout the campus; the IT department is moving to improve WIFI capability in Danner Hall before the start of the 2015-16 academic year.	Danner Hall Summer 2015; Spring 2017 for the rest of campus

STANDARD 3 ACTION PLANS		
Actionable Improvement Plan	**Progress Report**	**Anticipated Completion**
The College needs to implement new processes for employee evaluation tracking and monitoring, either through systems developed in System 2020, a new software approach, or via HR staff providing regular reports to managers and the Executive Cabinet. The District needs to establish a procedure for the evaluation of confidential employees consistent with Board Policy 7240, Confidential Employees. *Responsible Parties: Human Resources Director and HR staff*	Sustained progress – As described in the Progress Report, the college is implementing a software solution in MUNIS to improve employee evaluation tracking and workflow processes.	Fall 2015
The [HR] department will continue to monitor the document imaging work started in October 2013, and include the new document imaging system as a reliable HR tool to streamline its paper files, and secure personnel files and records in compliance with applicable laws and District policies.	Little progress – The HR Department is awaiting the purchase of digital imaging systems to allow for more streamlined document imaging. The one-time funds are allocated in the 2014-15 budget for the purchase.	Fall 2015
Human Resources should begin to convert the current District policies, Personnel Files, into one policy following the CCLC template.	Little progress – The HR Department will address the personnel file policy in the 2015-16 academic year; addressing technology and payroll concerns have been the top priority for 2014-15.	Spring 2016
In October 2013, the new EEO regulations were adopted by the Board of Governors of the California Community Colleges, with revisions to portions of Title 5. Human Resources staff will update the District's EEO Plan and provide training on the new regulations.	Completed – The HR department has developed a new EEO training module and presented it to various groups across the campus to ensure equal employment representatives serve on each hiring committee.	

Continue work on Strategic Goals 5.1(b) – Curriculum of Required Training For All Employees and 5.2 – Mandatory training, as needed to faculty and instructional staff, student services staff, and administrators/managers regarding the effective use of student learning outcomes and assessment to improve institutional effectiveness including instruction, student services, and administrative services. *Responsible Party: Director of Human Resources*	Sustained progress – The Staff Development Committee developed a new employee training checklist and relevant departments have been providing training to new employees when they are hired; newly hired faculty continue to attend a year-long New Faculty Academy throughout their first year; program review trainings for each unit were conducted in Fall 2014.	On-going
Continue work on Strategic Goals 5.1(b) – Curriculum of Required Training For All Employees and 5.2 – Mandatory training, as needed to faculty, student services and instructional staff, and administrators/managers regarding the effective use of SLOs and assessment to improve institutional effectiveness in those areas. *Responsible Party: Director of Human Resources*	Sustained progress – The Staff Development Committee developed a new employee training checklist and relevant departments have been providing training to new employees when they are hired; newly hired faculty continue to attend a year-long New Faculty Academy throughout their first year; program review trainings for each unit were conducted in Fall 2014.	On-going
Continue work on Strategic Goals 5.1(b) – Curriculum of Required Training for All Employees, including developing feedback and evaluation instruments. Also, through the Staff Development Committee, develop action plans designed to regularly assess the professional development needs of the workforce.	Sustained progress – The Staff Development Committee developed a new employee training checklist and relevant departments have been providing training to new employees when they are hired; newly hired faculty continue to attend a year-long New Faculty Academy throughout their first year; program review trainings for each unit were conducted in Fall 2014.	On-going
The District should work to obtain and operate a better functioning work order system for collecting, storing, and evaluating the useful data. *Responsible Parties: Director of Facilities and Director of Information Technology.*	Completed – The college has acquired and implemented a new work order system. Staff is in the process of developing metrics and reporting methods tied to service level commitments and priority levels.	Summer 2015

The District should evaluate custodial staffing needs to address any deficiencies of existing personnel as new facilities are brought online. *Responsible Party: Director of Facilities*	Sustained progress – Resource requests for custodians were included in the 2014-15 staffing plan and budget; 1 full time custodian has been hired; four part-time custodians are in recruitment. Further analysis is underway to determine staffing levels based on square footage, emergency responses and tasks associated to internal/external events.	Fall 2015
The District should consider funding a way-finding and signage plan as envisioned in the 2010 FMP. *Responsible Party: Director of Facilities*	Some progress – The issue of campus signage and improved way-finding was a highly ranked theme in Educational Master Plan Focus group sessions in 2014; the project is included in a list of facilities projects that will be prioritized in the Facilities Master Plan update of 2015.	Fall 2017
In order to maintain the cleanliness of existing and new facilities, the District will investigate staffing levels for custodial functions. *Responsible Party: Director of Facilities*	Sustained progress – Resource requests for custodians were included in the 2014-15 staffing plan and budget; 1 full time custodian has been hired; four part-time custodians are in recruitment. Further analysis is underway to determine staffing levels based on square footage, emergency responses and tasks associated to internal/external events.	Fall 2015
The District needs to continue efforts to gain approval and funding for maintenance and improvement projects. *Responsible Party: Director of Facilities*	Sustained progress – The college has used one-time reserves in the last two budget years to address deferred maintenance needs that had gone unaddressed. For example, $1.7 million in one-time funds were set aside from the 2013-14 end of year reserves to address capital project and equipment needs in 2014-15. The college uses a guiding principle that one-time reserve surpluses should be used for one-time projects, including funding an OPEB obligation plan.	On-going

The District must investigate the need for staffing required to obtain the acceptable level of care for the maintenance and cleanliness of its facilities. *Responsible Party: Director of Facilities*	Sustained progress – Resource requests for custodians were included in the 2014-15 staffing plan and budget; 1 full time custodian has been hired; four part-time custodians are in recruitment; a maintenance technician is also budgeted for hiring in the 2014-15 year.	Fall 2015
The District needs to improve its efforts to fully integrate the Total Cost of Ownership into the long range planning process. *Responsible Party: Director of Facilities*	Sustained progress – Long-range planning for deferred maintenance needs and bond planning include estimates of Total Cost of Ownership costs tied to end-of-life and CIP depreciation cycle for equipment and furniture.	On-going
Add the custodial staff to the campus e-mail system and provide regular access to a computer. *Responsible Party: Director of IT and Data Center Services*	Completed – Custodial staff have email accounts and can access email at a designated computer in the staff lounge. Increase efforts in use of technology and use of mobile devices linked to Help Desk, monitor HVAC systems, amongst other sources available with implementation of campus-wide wireless services.	
The Campus Information Services committee will convene at least once per semester (Note: the director of IT envisions a new committee replacing this structure which encompasses the District's technology needs. This should be completed by fall 2014). *Responsible Party: Director of IT and Data Center Services*	Sustained progress – Revision of the shared governance committee structure that is underway would place information services under the consideration of the Facilities Planning Committee; the revision is likely to be completed spring 2015. The development of a sustainable 3-year technology plan linked to the District's strategic goals will follow.	Spring 2015
An update to the District's Helpdesk ticketing system is needed to provide more self-service features and to provide better reporting capabilities to the end administrators and end users alike. *Responsible Party: Director of IT*	Completed – The college's help desk ticketing system was replaced with a new work order system in the spring of 2015.	

Using Kirkpatrick's Four Levels of Training Evaluation as a guide, PDC staff will explore the implementation of a more sophisticated evaluation of training workshops. *Parties Responsible: PDC Staff*	Little progress – The PDC staff have focused on other priorities in the 2014-15 year and will implement a new evaluation tool for workshops in the 2015-16 academic year; Staff will attend a professional development conference in Summer 2015 to learn more about industry standard methods of evaluating training programs.	Fall 2015
As part of a campus wide initiative, project management training is being developed to provide more in-depth reporting on IT projects in the district. *Responsible Parties: Executive Cabinet, IT Managers.*	Sustained progress – One new manager in the IT area brings considerable project management experience to the department; Continued efforts are underway to share project information, scope of work, progress updates, and completion dates with regular updates to the IT department's website.	On-going
Information Technology staff should explore the utility of taking the Virtual Machine concept further to the desktop environment, allowing for quicker upgrades to the end user desktop servers. *Responsible: Director of IT*	Some progress – The college has implemented a pilot test of virtual software delivery in its E-Services lab in DeRicco Student Services Building and will study the effectiveness of it before considering further implementation. The IT department will also make a number of initiatives to acquire software designed to improve installation of software and reduce configuration time using "imaging" software. IT will look at using remote desktop support tools, and other utilities to improve efficiencies and reduce equipment "down time".	On-going

District administrators should work to establish an integrated approach to the assessment of improved technology solutions that brings together end-users and IT staff to design and implement solutions. *Responsible Parties: Executive Cabinet and IT Managers.*	Little progress – A comprehensive analysis of all information technology solutions is just getting underway at the college; technology solutions being considered includes hardware and software standardization, establishment of equipment refresh cycle, centralized management software patches and updates and timely installation of version releases, amongst other tools.	Spring 2017
Increasing and improving the wireless access to students and staff across the district is a very high priority. *Responsible Party: Director of IT*	Sustained progress – Measure L Bond funds have been allocated to pursue a study of WIFI services and emergency notification services throughout the campus; the IT department is moving to improve WIFI capability in Danner Hall before the start of the 2015-16 academic year.	Danner Hall summer 2015; Spring 2017 for the rest of campus
The College is in the process of implementing a grant evaluation form with strategic planning consideration criteria and implementation procedures. The document has been developed and is in the early stages of review for consensus by the shared governance committees. The target date for implementation is spring 2014. *Responsible Parties: Executive Cabinet*	Little progress – The Fiscal Services unit has focused its priority on reestablishing staffing levels in the department and addressing audit concerns.	Spring 2016
Identify and implement a long-range funding plan for deferred maintenance. While funds have been allocated for capital needs, a more specific schedule of maintenance and equipment replacement should be established and funding identified to support that schedule. Target date for implementation is during the budget development process for 2014-15. *Responsible Parties: Executive Cabinet*	Completed – The college has used one-time reserves in the last two budget years to address deferred maintenance needs that had gone unaddressed. For example, $1.7 million in one-time funds were set aside from the 2013-14 end of year reserves to address capital project and equipment needs in 2014-15. A deferred maintenance project list has been established and pooled resources across various funds have	

	been identified to address a long list of projects. An evaluation and inventory of Capital Assets will help determine the end-of-life cycle and develop equipment replacement timelines.	
The College will complete the migration of trust accounts and balances to the College's Auxiliary Foundation to accurately report the purpose and activity contained in those accounts as outlined in the State Budget and Accounting Manual by year end 2013-14. *Responsible parties: Controller and Fiscal Services Staff*	Completed – The college has migrated trust accounts and balances to the Auxiliary Foundation.	
The District will propose revisions to policy and procedures to strengthen internal controls surrounding travel reimbursement, cash handling, and purchasing by the end of 2013-14 with full implementation of the procedures and processes in place by spring 2015 for the interim audit visit. Responsible parties: *Controller and Fiscal Services Staff*	Some progress – The college has strengthened internal controls for cash handling and responded to external auditor requests and requests for review of procedures and practices by the civil grand jury. Physical site improvements for security upgrades have been recommended through the annual budget process. Trainings and informational workshops on internal controls and fraud prevention were conducted for internal staff and the Board of Trustees.	Spring 2016
The District will target the Self-Insurance Fund reserve to reach a 70 percent confidence level in 2013-14. This should occur in conjunction with administration working to lower claims costs through better claims management, improved safety awareness, and greater attention to risk factors. *Responsible Parties: Executive Cabinet, Controller*	Completed – The self-insurance fund has been stabilized to reach a 70 percent confidence level; safety awareness modules are available to employees via Keenan Associates.	

Recalibrate and update the OPEB plan based on annual contributions and findings from each new actuarial study every two years. *Responsible Party: Controller*	Completed and on-going – The College updates its OPEB obligations every two years with an actuarial study; the OPEB plan is being funded in line with a board approved plan to increase contributions by $150,000 each year for the next decade and by allocating 10% of surplus reserves each year. The administration will recommend establishing an irrevocable trust to allow for increased investment earnings on the current $6 million OPEB set aside and on future contributions to meet GASB 45 standards and potentially reach our funding goal sooner.	On-going; May 2015
Bring a focused attention to the impact of the current defined benefit plan to the employee groups and establish a commitment by all parties to develop a better and fiscally sustainable structure. *Responsible parties: Executive Cabinet, Bargaining group leaders*	Some progress – Benefit packages are a part of the collective bargaining agreements that must be negotiated with unions; Board principles for budgeting include the values of competitive compensation, predictability and fiscal responsibility.	On-going
The College will work with consultants from the CCCCO to closely monitor default rates and will implement suggested financial aid workshops recommended by the consultant. *Responsible Parties: Controller and Financial Aid Director.*	Completed – The college has contracted with two external consultants (private and CCCCO) to help monitor and reduce the loan default rate; implemented effective workshops; recent data indicate that the three year default rate declined from 28 percent to roughly 22 percent in the most recent DOE report.	
The College will perform a review and analysis of targeted processes, identify weaknesses, and develop steps to strengthen them. As a result, the College will propose revisions to policy and procedures to strengthen internal controls surrounding travel	Some progress – The college has implemented new internal controls over cash handling procedures; revised the travel reimbursement process and implemented a new travel claim process. The college has strengthened internal controls	Spring 2016

reimbursement, cash handling, and purchasing by the end of 2013-14 with full implementation of procedures and process in place by Spring 2015 for the interim audit visit. *Responsible Party: Controller*	for cash handling and responded to external auditor requests and requests for review of procedures and practices by the civil grand jury. Physical site improvements for security upgrades have been recommended through the annual budget process. Trainings and informational workshops on internal controls and fraud prevention were conducted for internal staff and the Board of Trustees.	

STANDARD 4 ACTION PLANS		
Actionable Improvement Plan	**Progress Report**	**Anticipated Completion**
The College should consider new and effective modes of communication to foster better understanding of governance processes. *Responsible Parties: President's Council.*	Little progress – Improved understanding of shared governance decision making is an element of Strategic Goal 7 in the college's new strategic plan (adopted for 2014-15). A subcommittee of the Planning and Budget Committee will work on a new graphic representation of the planning and budgeting model starting in the spring of 2015.	Spring 2016
The governance committee structure and composition should be reviewed and revised to streamline deliberation and eliminate committees that are not meeting regularly. *Responsible Parties: President's Council*	Sustained progress – A streamlined committee restructuring proposal has been launched in Policies and Procedures; the proposal will streamline governance to 6 super-committees. (Spring 2015)	Fall 2015
The ASBG [ASDC] and Administration should work to establish a meeting schedule that fosters greater student participation in planning and budget deliberations.	Some progress – It is hoped that the streamlined committee structure mentioned above will reduce meeting conflicts and allow for greater student participation in college governance.	Fall 2015
The College should consider a uniform orientation for committees on the principles of "consensus" so that all groups agree on the concept and its implementation in the governance process. *Responsible Parties: President's Council members*	Sustained progress – The revision of the committee policy and procedure includes an emphasis on consensus and discourages formal voting; new committee bylaws and training will be implemented with the changes.	Fall 2015

The trustees and the superintendent/president will continue to engage in professional development designed to reinforce their respective roles and responsibilities. The Board has developed and a policy specific to hiring a superintendent/president and it will be making its way through the policies and procedures process in the coming months.	Sustained progress – Board members have received regular training through the CCLC and through specialized workshops conducted at the college on the Brown Act and on specific issues of relevance to the college. The development of a policy to hire a superintendent/president has not been formalized – board members rejected the idea in summer 2014 and intend to adopt procedures for hiring a superintendent whenever the need arises.	On-going
The Board has drafted a policy and they should consider writing formal procedures for the selection of future superintendent/presidents.	Completed – The development of a policy to hire a superintendent/president has not been formalized – board members rejected the idea in summer 2014 and intend to adopt procedures for hiring a superintendent whenever the need arises.	
Revise BP 2740, Board Education and Orientation and AP 2740, Board Education and Orientation to more adequately address continuing education for trustees.	Completed – The BP and AP were revised in October 2014 and feature reference to on-going training and education of board members and a recommendation that they complete the CCLC Excellence in Trusteeship program.	
While the College meets this standard, continued Brown Act and Roberts' Rules training should be conducted on at least an annual basis.	Completed and on-going – The Board has established a practice of receiving regular training on the Brown Act, Conflicts of Interest, and Robert's Rules of Order.	On-going
The College should consider hiring an external consultant to research and evaluate the demographic patterns of voters in the District and whether the College should change its election practice to area-based elections.	Completed – Discussion of area-based elections within the Board of Trustees indicates that the current Board is satisfied with the current election system.	

The Board should continue development activities including the Excellence in Trusteeship training available through the Community College League of California (CCLC).	Completed – Several members have completed the CCLC Excellence in Trusteeship program and it is recommended in Board Policy for new board members.	
The superintendent/president in collaboration with the Board will develop a calendar to provide for regular review of the Board's policies.	Sustained progress – The Superintendent and Board have engaged in an extensive review of Board policies throughout the 2014-15 academic year through special workshop meetings and regular meetings.	On-going
Develop a new trustee orientation program that supplements those available through CCLC and ACCT.	Completed – With the election of two new board members in 2014, the college has implemented a new trustee orientation program that aligns with CCLC and ACCT programs.	
Revise BP 2745, Board Self-Evaluation and BP 2745.1, Board Self-Evaluation Questionnaire for the 2014 Self-Evaluation so that the evaluations occur in the late spring and all constituencies can participate.	Some progress – The college has begun the steps of revising the Board self-evaluation procedures, including eliminating the lengthy questionnaire from the procedure.	Spring 2016
Set the self-evaluation calendar for the next five years so that the Board accommodates its own needs as well as the convenience of the constituency groups.	Little progress – After completion of the revisions to BP 2745 the college can then move toward establishing a 5 year calendar for board self evaluation.	Spring 2016
Each year the board president, vice president, and clerk should be trained in ways of administering these policies [code of ethics] so they are more effective in identifying and preventing unacceptable behavior when it first occurs.	Completed – The full Board has received training on the Code of Ethics.	
The Board will revise the current superintendent/president evaluation policies and procedures to better accommodate input from the constituency groups, and include the superintendent/president's goals in the evaluation process.	Some progress – Policy and procedure revisions have not been completed; surveys for constituent group input have been distributed in March 2015 for the most recent Board self evaluation.	Spring 2016

The superintendent/president and all members of the Board should have training in enforcing the Code of Ethics.	Completed – The full Board has received training on the Code of Ethics.	
Update the District's strategic plan to reflect accomplishments and new strategic directions.	Completed – The college adopted a new strategic plan and strategic goals on September 21, 2014; overall plan champions have been designated for each of seven goals; reports on progress were provided at the Planning and Budget Committee on March 2, 2015.	
Update the EMP and FMP to recognize changes in the labor market demands of the Central Valley and San Joaquin County in particular.	Sustained progress – The draft revision of the Educational Master Plan is 90 percent complete; plans for a Facilities Master Plan are under way; one of the marquee projects identified in the EMP focus groups was for a signature CTE building at the Stockton campus.	Fall 2015 for the FMP
Rebuild the District's administrative/management organizational structure to grow enrollment throughout the District, accommodate the needs of the outlying communities and the requirements of the Student Success Act, meet achievement targets in transfer, degrees, and certificates, complete the Measure L and deferred maintenance projects, and maintain a prudent cash reserve.	Completed and on-going – The college has addressed the administrative capacity by hiring new managers and filling interim and acting positions; the Student Success and Support Program (SSSP) Plan has been adopted and staffing allocations have been identified.	On-going
Meet the needs of the College community through the Foundation's fundraising activity.	Sustained progress – The Foundation membership has been revitalized; focused fundraising is in the works to support CTE based field trips within the region; regional support from the business community has been strong in terms of opening doors to college students for field trips and work experiences.	On-going

SAN JOAQUIN DELTA COLLEGE

ADMINISTRATIVE UNIT REVIEW REPORT

COMPLETED BY: MATT WETSTEIN

A. DEPARTMENT/UNIT INFORMATION

Department Title:	INSTRUCTION OFFICE (INCLUDING CTE/WORKFORCE DEVELOPMENT, STUDENT LEARNING AND ASSESSMENT, LEARNING COMMUNITIES, SLO'S, AND PROFESSIONAL DEVELOPMENT CENTER)
Unit (if applicable):	INSTRUCTION
Major Division:	INSTRUCTION
Fiscal Year:	2014-15

B. ANNUAL REPORT

1. Unit Overview (1 to 2 pages)

Briefly describe the context for your unit's operations, including any background or historical information.

The Instruction Office provides leadership and support to the units of the College that deliver instructional services to the students and citizens of the District. Instruction Office staff provide broad support to the campus community to ensure that academic programs meet the needs of the district, are scheduled at appropriate times and in a variety of venues for students, and align with published requirements in the College Catalog and Schedule of Courses. Staff and managers also ensure that programs and course offerings meet state and federal guidelines and are consistent with accreditation standards. The Instruction Office units provide guidance and professional development to faculty and staff to ensure student learning outcomes are in place and assessed by the faculty, and professional development to ensure that technology needs related to distance education and face-to-face instruction are provided to faculty. The Instruction Office also plays a key role in the hiring, evaluation, and discipline of instructional faculty and staff. Professional development needs of the faculty are also a critical component for the office, with managers helping to develop Flex day workshops and monitor travel by faculty to professional conferences and workshops. The Office also supports the workforce training and career technical education programs of the College by providing leadership and assistance with federal and state grant initiatives and by collaborating with industry representatives to design customized workforce training. The context of all of this work requires flexible response and the ability to navigate a myriad of regulatory requirements and state and federal mandates.

Core Services

The core services performed by the various units of the Instruction Office include the following:

- *Leadership and guidance with the scheduling of courses*

- *Submission of course and program revisions and new courses and programs to the Chancellor's Office & ACCJC*
- *Production of the catalog and course schedule*
- *Leadership and assistance with linked learning communities*
- *Compliance reporting to various regulatory agencies (ACCJC, state and federal government)*
- *Oversight of student discipline related to academic concerns (cheating and plagiarism)*
- *Leadership in academic policy making and interpretation*
- *Leadership and support in contract negotiations and interpretation as related to instructional concerns*
- *Establishment and oversight of enrollment targets and enrollment management strategies*
- *Leadership in economic development strategies and collaborative workforce training programs*
- *Development and implementation of non-credit community education programs for the citizens of the District*
- *Grant development and leadership in monitoring grant expenditures for the College's academic programs*
- *Professional development for faculty and staff*
- *Oversight of the Academic Senate and its operations*
- *Coordination of articulation agreements with high schools and four year universities*
- *Assisting faculty in their efforts to meet the online education needs of the District*
- *Leadership in the development of regional education programs and course offerings*
- *Leadership and management of collaborative dual enrollment programs like the Middle College High School*
- *Oversight of instructional budgets and instructional capital outlay expenditures*
- *Leadership in master planning and strategic planning initiatives of the College*
- *Oversight of the hiring, evaluation and discipline of staff and faculty associated with instructional programs*

Current Staff

Entitlement	**Total FTE**
Assistant Superintendent/VP of Instruction & Planning (Wetstein)	1.0
Deans (CTE and Student Learning and Assessment – Vargas and Jennings)	2.0
Confidential Exec Administrative Assistant (DeCosta)	1.0
Additional Administrative Assistants (Forte, Trujillo, Edwards, Magana-Ortiz, Ogata)	5.0
Curriculum Support Coordinator (Daegling)	1.0
Professional Development/Online Instruction Coordinators (Townsend, Azzaro)	2.0
Cal PASS Project Coordinator (Lawrence)	1.0
Articulation Faculty Member (Saunders)	1.0
Learning Communities and SLO Coordinators (Frost and Standish)	0.8

Recent industry trends or changes that impacted your unit during the review period

The services provided by the Instruction Office have faced growing regulatory requirements in recent years. For example, US Department of Education regulations relating to Gainful Employment reporting and Financial Aid, while impacting other units of the College, require Instruction Office attention and modification of program elements in the College Catalog and Schedule of Courses. Regular changes to Title 5 regulations at the state level require the instructional leaders to implement new policies and marshal them through the College's Policies and Procedures Process. Examples of this are evident in the creation of Associate Degrees for Transfer with the CSU system, with each AS-T and AA-T degree requiring curriculum revisions by the faculty, college approval, and then submission and approval by the Chancellor's Office. In addition, the statewide implementation of the C-ID project requires submission of many courses for approval to be included in AA/AS-T degrees. Increasingly, state funding streams like the Basic Skills Initiative have been tied to reporting and regulatory requirements, increasing the reporting burden on managers who oversee the Instructional programs at the highest level (the Assistant Superintendent and Deans of Student Learning and Assessment and CTE/Workforce Development).

In addition to these growing regulatory pressures, the Office has been challenged to respond and provide core services during the most recent recession (2009-2012). As state budget revenues declined, six key positions were left un-filled or eliminated to achieve budget savings during the 2010-2012 period. These positions included a long-time CTE/Workforce Dean (Hazel Hill), a clerical support position for that position (Barbara Bahler), an enrollment records specialist (Melissa Green), a Dean of PRIE (Matt Wetstein), a community education coordinator who specialized in Kids College programs (Beverley Dierking), and a clerical support person for Regional Education (Sue Anderson). In some cases, positions were consolidated with others to attempt to maintain service delivery levels (Melissa Green's position was combined with a departing research analyst – Bri Hays – to establish a research analyst with some responsibility for FTES apportionment reporting). Some of these staffing needs have been met with recent hires: 1) A Dean of CTE/Workforce Development was added back to the budget in 2013-14 (Salvador Vargas); 2) Kim Trujillo transferred to the office to provide clerical support for the new Dean; and 3) the Dean of PRIE position was recently re-established to meet an accreditation recommendation regarding administrative capacity (Ginger Holden). Even with these additions, the College has not returned to a level of core service delivery in the areas of improving regional and distance education and providing higher quality community education programs, especially in the realm of economic development and customized workforce training. The College's lack of a Dean for Regional/Distance Education is particularly noticeable in an era of increasing online delivery of education and support services. At one time, the College had a Dean solely devoted to these functions, but the recessions of 2001-2003 and 2009-2012 have hampered the College's ability to dedicate management resources to this area of educational services, despite growing the online schedule from 5% to roughly 18% of all course enrollments.

One other critical impact from the most recent economic downturn has been the consolidation of Dean and Director positions in the Instructional Divisions. Prior to the most recent recession, the College had 11 middle managers devoted to the instructional units. Now there are 6 divisions and 8 middle managers, and a significant workload pressure exists for several of the division deans who report to the Assistant Superintendent/Vice president of Instruction. Perhaps the most significant need for an additional manager exists in the Library, Languages, and Learning Resources Division (LLLR) and Applied Science, Business, and Technology Division (ASBT).

Additionally, the recent focus on revitalizing student support program funding has left instructional units with little new money for innovation or programmatic hiring decisions that might improve programs or

enhance the College's distinctiveness. As an example of this problem, the Basic Skills Initiative now equates to roughly $130,000 in annual revenue, leaving most of the dollars for tutoring, supplemental instruction support, and faculty professional development. Recent infusions of categorical dollars in the area of Strengthening Student Support Programs ($1.7 million) and Student Equity Funds (over $1 million) have allowed the College to explore a host of new hires for student support initiatives. The College needs to find a way to envision using equity funds or general fund dollars in the instructional area to provide "seed money" for innovations that might be pursued by individual faculty or groups of faculty who want to reduce achievement gaps in particular courses.

Finally, the College's instructional units rely on software platforms that may be reaching the end of their usefulness to the College. The College's student record and course information system is founded on System 2020 and programmed using an out-of-date language called "SmallTalk." While tremendously functional for more than two decades, the reliance on System 2020 has left the College vulnerable to an aging group of programmers – some of whom do not work for the College anymore and consult with the College to provide occasional fixes and upgrades. Meanwhile, much of the higher education environment has turned to off-the-shelf, independent companies for their software systems (DataTel, Banner, and PeopleSoft come to mind). These companies provide a comprehensive suite of programming services and modular packages that might be beneficial to the College as a most appropriate long-term solution. Another vulnerability is the College's reliance on CurricUNET for its curriculum revision and workflow approval software. Faculty complaints about CurricUNET's functionality are commonplace. The Administrative leadership has also experienced frustration with CurricUNET programmers and the pace of response to programming requests and changes. The College Catalog is published using the AuthorIt platform which is outdated. The College's vendor, SmartCatalog has notified us that that they are hoping to move their clients to another, more flexible and robust platform.

Summary of previous Administrative Unit Review findings.

The Instruction Office is completing its first omnibus Administrative Unit Review. Core Services Reviews were completed by the Office in the 2013-14 budget year, resulting in the proposal to re-establish a Dean of Planning, Research and Institutional Effectiveness position and the establishment of a Distance Education Dean. One of those positions was identified as a key priority in the budget and resource allocation process of 2014, and the Interim Dean of PRIE was hired in November 2014. The PRIE Office has completed its own Administrative Unit Review.

2. Administrative Unit Outcomes (1 to 2 pages)

List all the AUOs for your department or unit and specify which AUOs were assessed during the review period. AUOs should be directly related to the core functions of the unit. Describe how the method(s) of assessment, criteria used to determine success, and timeline for assessment. If applicable, compare outcomes to previous assessment results.

No.	Outcome Statement	**How will this be assessed?** Surveys, interviews, focus groups, internal or external data sources	**What is the criterion for success? When should it be achieved?** Number or % of clients satisfied… At the end of the fiscal year, quarter, month, etc…
Example	Faculty, staff and administrators will demonstrate increased levels of self-sufficiency after participating in a Professional Development Center Zimbra Calendar workshop.	Surveys with workshop attendees; tracking of PDC helpdesk calls and emails from workshop attendees	1. At least 80% of Workshop attendees will feel comfortable proposing meetings with other users. 2. On average, workshop attendees will make fewer helpdesk calls regarding Zimbra Calendar than similar non-attendees in the two months following the training.
1.	Faculty and staff participating in CTE grant programs will demonstrate knowledge of key grant requirements after submitting and receiving CTE Perkins funding	Feedback questionnaires distributed to faculty and staff in CTE units	1. At least 80% of faculty and staff responding to Perkins grant requirement questions will provide accurate answers
2.	Faculty and staff attending Flex day workshops will exhibit higher levels of knowledge or awareness of key concepts related to teaching and learning after attending Flex Day workshops	Surveys of faculty after Flex Days (review discussed below)	75% or more of the faculty will indicate increased awareness or knowledge of teaching and learning concepts
3.	Students utilizing Instruction Office services (like the Catalog or Class Schedule) will express satisfaction with those services	Surveys of students after registration cycles (review discussed below)	75% or more of students using the online College Catalog and Scheduling system will indicate they are satisfied with those services

No.	Outcome Statement	How will this be assessed? Surveys, interviews, focus groups, internal or external data sources	What is the criterion for success? When should it be achieved? Number or % of clients satisfied... At the end of the fiscal year, quarter, month, etc...
4.	Faculty and staff will express high levels of satisfaction with the College's planning process and Educational Master Plan	Participation in master planning focus groups and summits; satisfaction expressed in climate surveys	70% or more of faculty will indicate they are satisfied with the master planning process at the college in the climate survey

Summarize the findings from the most current administrative unit outcome that was assessed.

In the 2014 Accreditation Self Evaluation Report, overwhelming percentages of students expressed their satisfaction with the College's online class scheduling system and schedule of classes. For example, 81% expressed satisfaction with the college's "online registration system." Seventy-two percent said they were satisfied with the online Schedule of Classes and 68 percent indicated satisfaction with the online College Catalog. These levels of satisfaction are aligned with AUO number 3 above, and they suggest little need for improvement with the Instruction Office's efforts to deliver online schedules and a Catalog.

Flex day workshops are analyzed for their effectiveness by providing an occasional survey after each mandated Flex Day. In January 2014, the College provided a Flex Program that focused on program review and student learning assessment, with workshops provided by the instructional leadership of the College. Faculty responses to the workshops were very mixed. Many were happy with the program, but others expressed dissatisfaction with being "lectured to about student learning outcomes" by individuals who no longer teach. In subsequent meetings, the instructional leadership made a strategic change in the fall 2014 and January 2015 Flex Day agendas. The new approach relies on panels of SJDC faculty to present on issues concerning instructional quality and student learning. In Fall 2014, the opening day session featured a panel of faculty discussing the topic of motivating students to succeed. The panel featured instructors from Spanish, History, Engineering, Anatomy and Physiology, Chemistry, Counseling, and Women's Basketball. Faculty responses on a post-Flex Day survey demonstrated overwhelmingly positive responses to this Flex Day workshop. Anecdotal responses on many of the surveys said this was "the best Flex Day ever."

In light of the positive reception to the in-house panel approach, the January 2015 Flex day featured two panel discussions: one by retiring faculty on "Lessons Learned from Teaching at Delta College," and another on "Using Humor Effectively and With Respect in the Classroom." Anecdotal responses to that Flex Day session were also extremely positive, though a minority of professors were critical of offensive language that was used in one of the panel discussions. These assessment findings relate to AUO Number 2 above. While they do not directly tap faculty learning from the Flex Day workshops, it might be assumed that high levels of faculty satisfaction are correlated with high levels of learning and engagement with the subject matter.

3. Key Performance Indicators (1 page)

List each KPI for your department or unit, as well as the summary data for each KPI for the fiscal year. Include previous KPI benchmarks and any targets for the following fiscal year. KPI data helps examine trends and track process efficiency, demand for services, and unit achievements.

	Fiscal Year	
Performance Indicator	**2013-14**	**2014-15 (est)**
1. Program submissions for approval to the Chancellor's Office and ACCJC	35	45
2. Course revisions undertaken and processed by the faculty/curriculum committee	223	194
3. Students enrolled in courses offered by the college	23,211	25,000
4. Count of sections scheduled and offered to students	3,918	4,100
5. CTE/Workforce grant dollars expended (Perkins)	$935,266	$866,191
6. Community Education workshops/classes offered	340	262
7. New instructional faculty hired for the next fiscal year	18	17
8. Accreditation reports submitted to ACCJC (sub change, full, annual)	3	2
9. Percent of courses with Student Learning Outcomes	100	100
10. Percent of courses with SLO Assessments completed	80	95
11. Articulation agreements processed (2+2 and UC/CSU/Privates)	83 +	85 +
12. Accreditation status with ACCJC (accredited, warning, probation, show cause)	Accredited	Accredited

4. Resource Allocation Analysis (1 page)

Describe your unit or department's current resources, including staffing, service capacity, technological resources, operational space/facilities, and any major equipment or supplies. Describe any necessary staffing adjustments, as well as the expected impact of the changes. Consider the current space allocation for your unit/department. Is there appropriate space for the unit to carry out its mission? Does your unit require additional technological resources (software, hardware, etc.) or specialized equipment to meet its objectives? You may use the table below to illustrate current budget allocations and proposed allocations for your unit. Be sure to reference the AUO and KPI results that informed the proposed changes in the table and narrative.

STAFFING: The Instruction Office is currently understaffed in several critical areas: 1) Community education, 2) Regional and Distance Education, and 3) Articulation. A plan to establish a second manager for CTE/Workforce Development with a particular emphasis on community education is currently underway but facing resistance from the CSEA Bargaining Unit. The plan is to eliminate a former classified position entitled Community Education Coordinator and establish a management level Coordinator position. This manager will allow the College to grow its workforce training program and establish more revenue for contract education based on customized workshops for employers. The other critical staffing need is for management oversight of the College's growing online education program and the development of a wider range of regional education offerings throughout the District. This administrative gap was identified in the

College's accreditation self evaluation process. An additional need for some staffing support exists in the area of grant writing and grant management. The College has not hired a grant writer, but this has been a need identified in the Educational Master Plan of 2010 and prior core services reviews. The College might be able to use the expertise of the CalPASS Project Director with a slight redefinition of that position to allocate some time for grant writing projects. Recent changes in federal law now requires annual renewal of 2+2 articulation agreements with high schools which leads to the need to support greater interaction with K-12 partners. Formerly these agreements were revisited on a five-year cycle. In addition, recent Title 5 regulations regarding AA/AS-T degrees and the development of the required C-ID articulation review mandates much more frequent interaction between faculty and other statewide stakeholders. Additional support in the area of articulation is needed in the form of a half-time assignment for an (faculty) Assistant Articulation Officer.

FACILITIES SPACE: The Instruction Office staff members are located in a tightly compressed area of offices in the Administration 102 suite. The office is particularly crowded in the "back office" area where the Dean of Student Learning and Assessment, two Administrative Assistants, Curriculum Specialist and Administrative Assistant for the Dean of CTE/Workforce Development are located within a space of roughly 450 square feet (5 individuals within 10 steps of each other). If and when the Cashier's Office can be relocated from the Administration Building to DeRicco Student Services for better customer service to students – then the Instruction Office will be able to "stretch out" into a more reasonable use of space in the vacated areas of Admin 102. This will require some renovation costs in order to make the space more usable by the CTE/Workforce Development and Instructional staff.

TECHNOLOGY: As indicated above, the College will need to consider its continuing reliance on System 2020 as a programming solution for instruction and student records. Also, CurricUNET is increasingly seen as a frustrating curriculum software system, with slow response times and an inability to complete the CurricUNET Meta project on time (as promised). The College should designate a significant pool of funds to review, select and install software systems that do not require in-house programmers and are more appropriate for the future of the College. The College's AuthorIt software for catalog creation is also becoming outdated and requires upgrade to a new platform. CurricUNET also manages the collection of course and program assessments. The solution is inefficient and clumsy. Another alternative could be significantly more efficient for the faculty and reporting.

RESOURCES: The Instruction Office would like to promote the establishment of an academic program improvement innovation fund. The funds could be used as "seed grants" or "innovation grants" by faculty to pursue student success improvement projects. Funds could be especially targeted to initiatives and ideas designed to reduce the achievement gap that exists among and between student groups. This innovation fund is in the spirit of designating some Student Equity Program funds, or matching funds that can supplement the central initiatives planned using Student Equity grant dollars.

Staff, facilities, technology and resource requests specific to this program review are identified in the table below.

Recommendations					
	Resource Type	**Current Allocation**	**Proposed Allocation**	**Estimated Costs**	**Evidence/Justification**
Example	Space	400 square feet (mail room) in Admin Building	600 square feet facility in Danner Hall		AOU Survey results: Clients expressed a need for additional mailbox capacity KPI results: Increased utilization of campus mail services
1.	Staffing	None	Community Education Coordinator/Manager	$110,000	The college needs to provide more customized workforce training for regional employers – a manager can build this function and attract more contract education revenue
2.	Staffing	None	Distance/Regional Education Manager	$130,000	Accreditation requirements and recommendations suggest a need for better oversight of the College's online education courses – this manager could also oversee growth of regional education offerings
3.	Staffing	None	Hire Assistant Deans for the Instructional Divisions (LLLR and ASBT)	$300,000	Some division deans have an excessive workload in terms of faculty evaluation, program oversight and grant management. Hiring Assistant Deans for the LLLR and ASBT Divisions would address workload imbalances and provide better oversight of core instructional services and better service to students
4.	Staffing	CalPASS Director	CalPASS and Grants Coordinator	$30,000 in Student Equity Program	Revise the responsibilities of the CalPASS Project Director to be the CalPASS and Grants

Recommendations					
	Resource Type	**Current Allocation**	**Proposed Allocation**	**Estimated Costs**	**Evidence/Justification**
				dollars	Coordinator for the College – designating 25% of the incumbent's time for grant writing and pursuit of outside funding to support college-wide or targeted initiatives that reduce the achievement gaps that exist at the college.
5.	Staffing	Assistant Articulation Officer	Assign an additional 0.5 FTE faculty to assist with articulation	$17,500 hourly backfill	Additional workload resulting from increased demands from CCCCO.
6.	Facilities	Approximately 2000 square feet in Admin 102	Relocate the Cashier's Office and Vault to DeRicco, freeing up roughly1000 square feet for Instruction Office use	$150,000 in one-time costs to renovate	The program review documents the cramped physical quarters of the Instruction Office. Current conditions make it difficult to hold private conversations that do not disrupt workflows of others
7.	Technology	System 2020	Switch to Banner, DataTel, PeopleSoft or other off-the-shelf system	$250,000 in one-time costs and $75,000 in annual on-going costs	System 2020 is a legacy software system that relies on old language to program improvements. Off-the-shelf products are increasingly common in the higher education marketplace and adapt more quickly to regulatory requirements
8.	Technology	CurricUNET	Switch to another software provider for curriculum reforms and workflow tracking (Courseleaf, Kuali, TracDAT, or others)	$150,000 in one-time costs and $75,000 in annual on-going costs	CurricUNET is a frustrating package for faculty to use and the company has a poor track record with quality improvement and response rates
9.	Technology	AuthorIt	Switch to another catalog production software solution SmartCatalog has developed an integrated Catalog/Curriculum	$50,000 in one-time costs and $20,000 in annual on-going costs	AuthorIt is outdated

Recommendations					
	Resource Type	**Current Allocation**	**Proposed Allocation**	**Estimated Costs**	**Evidence/Justification**
			Management/Articulation solution		
10.	Resources	None	Establish an Innovation Fund to promote instructional projects that reduce achievement gaps	$150,000 in on-going funds to pay for one-time and on-going innovation projects	Innovation Fund projects would enhance Student Equity Program projects by targeting specific innovations in academic courses that faculty want to address with program innovations.

5. Summary and Recommendations (1 page)

Explain the key findings of your unit's self-assessment, including AUO results, KPI results, and any significant accomplishments, in the context of your unit's current resources.

The Instruction Office has been functioning well despite some obvious gaps in staffing and technology needs. Programming enhancements for System 2020 have been pushed back for instruction while HR, Payroll and fiscal programming needs were addressed. While these delays have allowed some progress on other core services, the Instructional staff members have had to use some work-arounds to calculate things like bonus unit pay-outs and bonus hours that should be credited to teaching faculty. Despite technology concerns, professors have done outstanding work to revise courses in a timely manner and introduce Associate's Degree revisions under the SB 1440 framework. Course enrollments and FTES have rebounded since the recession, and the College is approaching student headcounts that rivaled the mid-2000's period. The college's accreditation status coming out of the 2014 comprehensive self evaluation is strong. While some accreditation team recommendations are being addressed, the College is in a much better place today than three years ago. Staffing needs to be addressed in the areas of Distance and Regional Education and Community Education, and in grant writing. The College also needs to relieve the workload pressures felt by several of the Instructional Deans and re-populate the middle management ranks of certain divisions.

How does your unit's performance measure up to the unit goals?

Unit goals have largely been developed in the past in response to strategic goals frameworks. Instructional leaders have been pivotal in meeting those strategic goals, which included, among other things, reviewing academic programs and eliminating ones that were marginally successful; completing the accreditation cycle and receiving an accredited status outcome; revising the educational master plan (now being undertaken by the PRIE Office); establishing strong relationships with local K-12 districts (largely through contract education arrangements that allow dual enrollment at the college).

How do these results compare to the results of the previous AUR? What strategies, actions, resources, or other changes would help the unit improve its services to the College and the community? Consider using SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) to summarize the unit's current status, plan the unit's next steps, and set goals for next AUR.

To address this component of the program review, Instruction Office staff completed a SWOT Review. The key elements of that review have informed this report...and are listed below.

STRENGTHS • *Staff are committed to the College and students* • *Experienced staff and managers* • *Excellent customer service skills vis-à-vis internal constituents and students* • *Good camaraderie within the unit*	*WEAKNESSES* • *Instruction Office is understaffed in key areas* • *Software systems need to be replaced* • *Space limitations in the current Admin 102 area* • *Need for cross-training in key areas (320 reporting)* • *Limited time to do all areas of oversight well*
OPPORTUNITIES • *Strong economic recovery allows for reinvestment in staffing, technology and facilities* • *Promotion from within allows for strong collaboration across academic divisions* • *Positive working relationships with faculty allows for innovation and discussion of reforms* • *Community support allows the college leeway to innovate and try new things* • *Federal funds are available for grant initiatives if the college devotes time and energy to it*	*THREATS* • *Neighboring districts have strong programs adjacent to the college district – may harm enrollment growth* • *Upcoming recession will decelerate progress the College is making in reinvestments* • *Poor performance on early Measure L projects may weaken the case for a second bond – impacting instructional programs needing new spaces* • *Retirements or departures in key posts may weaken the capacity of the office to serve the college well*

The Instruction Office establishes the following goals for the upcoming year(s):

- Improve scheduling of courses using information embedded in student educational plans, course taking patterns, and student expressions of interest in degree audit software packages.
- Provide more contract education services to workforce providers in the college district.
- Expand online and regional education offerings, and provide better day-to-day oversight of online education courses.
- Develop a mission and vision statement for the Instruction Office and instructional divisions of the College.
- Assess AUO's associated with Instruction Office performance that are tied to satisfaction surveys administered by the PRIE staff.
- Streamline articulation processes for regional high school faculty and college faculty.
- Maintain the college's accreditation status with ACCJC and play a leadership role in accreditation discussions through the CCC system.
- Lead the college's discussion of its Educational Master Plan Update and Facilities Master Plan Update – provide a strong voice to advocate for academic programs as central to those plans.
- Identify and pursue more efficient technology solutions to curriculum management, SLO assessment, catalog publication, and articulation.

SAN JOAQUIN DELTA COLLEGE
Instructional Program Review Report

Program Description & Scope

Division	TA Applied Science, Business, and Technology Division
Program	Accounting
Review Year	2014-15
TOP Codes	0502.00 - Accounting 0502.10 - Tax Studies
Review Type	Instructional

Advisory Information

Does your program have an advisory committee?

Yes

Frequency

At least once a year

Members

Chris Wardell, CPA, Kathy Huff, CPA Leticia Parises, Gail Wardell, CPA Mark Ramorino, Ken Couvillion, CPA, Heather Schlenger, CPA, Richard Ghio, Steve Groom, CPA

Vocational Programs Only

Does your program have a vocational programs?

Yes

What does the labor market information tell you about the need for the program?

Due to the short period of time between the current and prior program reviews, the labor market information remains unchanged. The county has roughly 3790 accounting, bookkeeping and auditing jobs currently, and job growth will take that to 4400 by 2020 (16.1% growth). The Bureau of Labor predicts national employment of Accountants and Auditors will grow 22% between 2010 and 2018. Expected annual openings are anticipated to be 74 per year in San Joaquin County. Job demand, has been depressed because of the recession, but is still much better than other employment sectors. Statewide, some 28,000 new accounting professionals will be hired in the next decade, plus 21,800 replacements for existing positions. The college also prepares students for transfer to pursue 4-year accounting and business degrees.

Since the last review, what has been done to recruit students and/or market the program?

Faculty organized the Business and Entrepreneur Club where students are encouraged to consider business and accounting as their major. Faculty also developed the SJDC Business Plan Challenge. Prize money is awarded to the best business plan as judged by local bankers. Faculty continues to attended the Delta College college night and speak to prospective students about the advantages of a business education focusing on accounting as a major. Faculty continues to encourage students to join the AICPA, Cal Society of CPA's and the IMA as a way of networking with prospective employers and securing scholarships.

Enrollment Information

Enrollment By Ethnicity

Program	Academic Year				
Ethnicity	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
2 or more Races	1.5%	2.9%	4.0%	3.4%	4.8%
American Indian/Native Alaskan	0.7%	0.7%	0.3%	0.5%	0.7%

Asian	16.9%	17.7%	19.6%	17.7%	19.4%
Black/African American	9.3%	8.8%	9.5%	8.6%	7.6%
Filipino	4.0%	4.8%	4.4%	4.1%	5.3%
Hispanic	29.7%	32.4%	34.5%	36.3%	36.0%
Pacific Islander	1.0%	1.2%	0.5%	0.8%	0.4%
Unknown/NonRespondent	6.8%	3.9%	2.2%	1.9%	1.6%
White	30.0%	27.6%	25.0%	26.8%	24.1%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

College Enrollment By Ethnicity

College	Academic Year				
Ethnicity	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
2 or more Races	2.1%	3.1%	3.7%	4.3%	4.9%
American Indian/Native Alaskan	0.9%	0.7%	0.6%	0.5%	0.4%
Asian	14.3%	14.9%	14.8%	14.6%	14.1%
Black/African American	11.3%	11.3%	11.9%	10.2%	10.3%
Filipino	5.7%	5.1%	4.8%	4.4%	4.5%
Hispanic	31.2%	33.6%	35.5%	38.7%	41.3%
Pacific Islander	0.9%	0.8%	0.6%	0.6%	0.5%
Unknown/NonRespondent	5.6%	4.0%	2.6%	1.6%	0.9%
White	28.0%	26.5%	25.6%	24.9%	23.1%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Enrollment By Age

Program	Academic Year				
Age	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
19 OR YOUNGER	22.5%	22.3%	22.7%	21.0%	21.6%
20 - 24	34.6%	34.2%	36.9%	38.6%	37.5%
25 - 29	15.2%	15.9%	14.9%	15.6%	14.1%
30 - 34	8.7%	9.9%	6.7%	6.9%	7.5%
35 - 39	6.7%	4.5%	4.7%	5.3%	6.3%
40 - 49	8.3%	9.2%	9.2%	8.1%	8.1%
50 OR OLDER	4.0%	3.9%	5.0%	4.6%	4.8%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

College Enrollment By Age

College	Academic Year				
Age	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
19 OR YOUNGER	40.1%	37.9%	36.2%	37.2%	37.2%
20 - 24	31.1%	32.5%	34.0%	34.2%	34.2%
25 - 29	10.1%	10.6%	10.8%	10.7%	10.8%
30 - 34	5.9%	6.0%	6.1%	5.9%	5.9%

35 - 39	4.2%	4.3%	4.0%	3.6%	3.7%
40 - 49	5.9%	5.7%	5.8%	5.4%	5.0%
50 OR OLDER	2.8%	3.1%	3.0%	3.0%	3.2%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Enrollment By Gender

Program	Academic Year				
Gender	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Female	59.7%	60.1%	55.9%	55.1%	55.9%
Male	38.6%	38.2%	42.9%	43.6%	43.5%
Other	1.8%	1.7%	1.1%	1.3%	0.6%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

College Enrollment By Gender

College	Academic Year				
Gender	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Female	56.2%	55.5%	56.4%	56.0%	56.4%
Male	42.3%	43.2%	42.5%	42.9%	42.7%
Other	1.4%	1.3%	1.1%	1.1%	0.9%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

What do the demographic enrollment trends tell you about the students in your program?

Enrollment in Accounting by ethnicity almost exactly mirrors the college as a whole. Accounting has somewhat lower numbers of African American/Black students and slightly higher numbers of Asian students than the college as a whole. During the 2014-15 school year the college hispanic enrollment has increased significantly while the account student enrollment has remained fairly consistant. Accounting students are somewhat older than the general student body with a significantly lower percentage of students in the under 19 age group. This may be due to students normally waiting a semester or two after they begin college to start Accounting classes and the large number of returning students considering Business or Accounting as a career. Accounting mirrors the college as a whole when considering the gender of its students.

The Accounting Program reflects the student body for the most part.

Full-Time Equivalency

Program FTES is:	Same
Program FTEF is:	Same
Program FTES/FTEF is:	Increasing
What does this data tell you about your program?	The Accounting Program experienced decreasing numbers of FTES during and immediately following the recession, probably due to reductions in sections offered and the concurrent reduction in full time and adjunct faculty. Average class sizes have been increased as a result of changing classroom location from Locke 220A to Locke 421 for several classes. Faculty is concerned that the increased class sizes may have a negative effect on student success, particularly in the introductory course (Bus 1A).

		2009-10	2010-11	2011-12	2012-13	2013-14
FTES	College	17117.7	16296.1	16418.9	14836.01	15917.1
	Division	2412.5	2155.5	2081.6	1890.6	1903.98
	Program	301.2	286.6	287.2	264.31	267.6
FTEF	College	804.9	765.5	759	722.22	840.98
	Division	135	122	118.9	105.46	119.9
	Program	13.4	12.9	12.1	11.29	11.43
FTES/ FTEF	College	21.3	21.3	21.6	20.5	18.9
	Division	17.9	17.7	17.5	17.9	15.9
	Program	22.5	22.2	23.7	23.4	23.4

Course Outcomes

What does this data tell you about your program?

The accounting program's success rate has significantly increased and is now slightly higher than the college. The accounting program's retention rate continues to increase. Both the program's success and retention rates are the highest they have been in five years. The accounting program is attractive to students because it offers an opportunity to participate in a well-compensated profession with growing demand. Students are not always prepared for the rigor of introductory Accounting courses and ill prepared students seldom succeed. Faculty is evaluating potential prerequisites that will enhance the opportunity for student success.

Success and Retention Rates

	Outcome	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
College	Success	64	65	64	67	67
	Retention	80	80	81	91	90
Program	Success	60	62	54	57	68
	Retention	77	73	69	80	85

Courses

Which of the program's courses need to be updated?

BUS 011 - Income Tax Procedures
BUS 081 - California Income Tax Preparation

What new courses do you need or wish to develop?

Faculty will be combining the Federal and California Tax courses (Bus 011 and Bus 081). We anticipate that the curriculum development will be completed by the fall of 2015.

Articulation

Please list the courses that are currently being articulated with high schools, other community colleges, and 4-year institution courses.

BUS 011 - Income Tax Procedures
BUS 003 - Financial Accounting
BUS 004 - Managerial Accounting
BUS 001A - Principles of Accounting
BUS 001B - Principles of Accounting
BUS 010A - Bookkeeping

Curriculum

Are there any plans in place to improve the program's curriculum?

The combination of the federal and California tax courses will allow the students to be eligible for California registered tax preparer examination. We will be evaluating all of the courses in an effort to improve.

Student Learning Outcomes

Please indicate the percentage of courses in the program that have active student learning outcomes.

100.00

What are the current plans in place for developing a cycle of assessment, review, and revision?

Faculty have adopted a two year cycle to assess, review and revise courses.

Award Information

What does the award information data tell you about the program?

Students are recognizing the need for Accounting Degrees rather than Certificates. Faculty encourages students to join professional organizations like the AICPA and stress the education required to become a CPA, currently 150 units. Students are aware that there is greater job demand for graduates with Bachelors (and Masters) Degrees and are completing GE requirements to prepare for transfer to a 4 year institution. As a result, more Accounting AS Degrees are being awarded. The certificate programs need to be evaluated and possibly modified to be sure students receive an award that is meaningful in the marketplace.

How have the degree(s) and certificate(s) changed during the last three years?

The Accounting AS degree was modified in the 2010-2011 year and is now the primary degree being offered. Pursuant to the suggestions from our Advisory Committee, the Bookkeeping Certificate was modified to add Excel and QuickBooks as Core requirements.

Awards for Award List

Accounting AS Accounting Cert Bookkeeping Cert Tax Preparation Cert

Award List

Degrees	2009-10	2010-11	2011-12	2012-13	2013-14
Accounting AS	8	37	42	44	53
Certificates	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Tax Preparation Cert	6	6	7	2	5
Accounting Cert	29	16	10	17	11
Bookkeeping Cert	2	1			1

Program Learning Outcomes

ACCOUNTING

1. Demonstrate the skills and training for employment in a basic accounting or business environment and/or transfer to a four-year college or university.

Plans to Improve

1. Review the evaluation later in the Spring of 2013 after more courses have been evaluated. It may be more appropriate to use an exit poll to evaluate this course outcome.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

ACCOUNTING

1. Apply GAAP to tranactions relating to corporate entities and debt financing

Plans to Improve

1. The courses will be evaluated during Spring 2013. the Program outcome can then be evaluated.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

ACCOUNTING

1. Demonstrate a basic understanding of the accounting cycle including the calculations required to prepare basic financial statements in accordance with Generally Accepted Accounting Principles (GAAP) for basic entities.

Plans to Improve

1. Review the results after the courses are evaluated during the Spring 2013 semester.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

ACCOUNTING

1. Demonstrate an understanding of management decision making skills.

Plans to Improve

1. The remaining courses will be evaluated in spring 2013. This Program outcome can then be evaluated.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

ACCOUNTING

1. Apply accounting theory, income measurement disclosures and analysis in a corporate environment.

Plans to Improve

1. The courses will be evaluated during Spring 2013. The Program outcome can then be evaluated.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Accounting

1. Apply accounting theory, income measurement and disclosures to corporate financial statements.

Plans to Improve

1. Analysis of the foundation course in Spring 2013 will provide sufficient data to complete the program outcome analysis.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Accounting

1. Apply Generally Accepted Accounting Principles to transactions relating to corporate entities and debt financing.

Plans to Improve

1. The foundation courses will be evaluated in the Spring of 2013. The program outcome analysis can be completed at that time.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Accounting

1. Demonstrate a basic understanding of management decision making skills.

Plans to Improve

1. The foundation course will be evaluated in Spring 2013. The program outcome analysis can be completed at that time.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Accounting

1. Demonstate a basic understanding of the accounting cycle including computations required to prepare basic financial statements in accordance with Generally Accepted Accounting Principles (GAAP)

Plans to Improve

1. Accounting faculty will modify assignments and time allocated to stress the analysis of transactions requiring adjustments.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Accounting

1. Demonstrate preparedness for entry into a basic accounting or business environment.

Plans to Improve

1. The foundation courses will be evaluated in Spring 2013 and will provide the data to complete the outcome analysis.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Bookkeeping

1. Students will analyze business problems and choose the appropriate applications leading to the solutions. The applications may involve money management in bank records, payroll, trade discounts, cash discounts, markups, markdowns, and simple interest.

Plans to Improve

1. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

2. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Please provide an update on the status of this PLO.

Plans to improve above indicate "none". However, the data was entered into Curricunet on 1/23/15. The Program Assessment Evaluations are not populating from Curricunet and will be entered here as follows: Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Bookkeeping

1. Students will analyze and record accounting transactions.

Plans to Improve

1. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Please provide an update on the status of this PLO.

Plans to improve above indicate "none". However, the data was entered into Curricunet on 1/23/15. The Program Assessment Evaluations are not populating from Curricunet and will be entered here as follows: Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Bookkeeping

1. Students will apply the concept of production cost analysis by calculating wages, materials charged or returned, and overhead expenses to determine the total job cost and unit cost.

Plans to Improve

1. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Please provide an update on the status of this PLO.

Plans to improve above indicate "none". However, the data was entered into Curricunet on 1/23/15. The Program Assessment Evaluations are not populating from Curricunet and will be entered here as follows: Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Tax Preparation

1. Demonstrate knowledge of Generally Accepted Accounting Principles (GAAP) and financial statement preparation for sole proprietors.

Plans to Improve

1. Request that instructors complete the CLo for related courses and input raw data, not percentages.

2. Request that instructors complete the CLo for related courses and input raw data, not percentages.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Tax Preparation

1. Demonstrate the ability to prepare basic federal and California income tax forms and calculate related schedules.

Plans to Improve

1. Encourage instructors to complete CLO evaluations.

Please provide an update on the status of this PLO.

Evaluations indicate that students are meeting foundation course standards at an acceptable rate. We will continue to successfully teach students and will attempt to integrate new instructional strategies in order to improve student success.

Strategic Goals/Changes

Goal #: 1 *Year:* 2014-15 *Status:* In Progress

Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?

Develop common assessment strategies for courses with multiple sections and different teachers.

What steps need to be taken in order to achieve this goal or change?

Faculty will develop standardized questions dealing with key concepts. Each instructor will insert the questions into an examination covering the relevant concept. At the end of the semester we will compile and analyze the results.

Comments

This was a goal from the previous Program Review. Full time faculty are currently implementing this method of evaluation. We will include adjunct faculty after reviewing the results and determining if modification is necessary. Faculty is currently in the process of implementing this goal.

Goal #: 2 *Year:* 2014-15 *Status:* Modified

Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?

Update the Federal and California income tax course curriculum and apply to be approved as a California Tax Education Council Qualifying Education Provider. CTEC approval would qualify students that finish our income tax course(s) to take the California Tax Preparer examination and become a California Registered Tax Preparer.

What steps need to be taken in order to achieve this goal or change?

Update and coordinate the existing curriculum to conform with the CTEC required elements and submit the required documentation to CTEC.

Comments

This was a goal from the previous Program Review. Faculty will be working with the author of our current federal income tax text book to complete the CTEC application and curriculum revisions.

Goal #: 3 *Year:* 2014-15 *Status:* Modified

Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?

Continue to integrate technology into our courses.

What steps need to be taken in order to achieve this goal or change?

We have adapted the accounting courses to both hybrid as well as fully online formats by using Etudes, McGraw Hill Connect and Wiley Plus. Integrating QuickBooks demonstrations into the Accounting Information Systems lessons will greatly increase students understanding of modern accounting procedures. To continue to promote the online features of the courses, classrooms need to be technologically updated.

Comments

It has become increasingly difficult to assist students with their online homework features and present course material in class. We believe we are making progress in meeting student needs by utilizing hybrid courses to help supplement our face-to-face and online courses. However, we do feel that it is important that equipment within our classrooms remain current and this would require upgrades within our main teaching rooms of Locke 421, Locke 417 and Locke 220B. Faculty currently have to bring personal laptops into class to be able to demonstrate Income Tax and Accounting software (QuickBooks) and demonstrate online homework access and problem examples. Our advisory committee has recommended students need additional QuickBooks instruction.

Goal #: 4 *Year:* 2014-15 *Status:* Modified

Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?

Upgrade the existing computers, media desks and projection systems in the primary Accounting classrooms (Locke 421, Locke 417 and Locke 220B)

What steps need to be taken in order to achieve this goal or change?

Request funding to upgrade the audio visual, computer hardware, media desk (i.e. HDMI cabling), remote computer controls and accounting software installed in the Locke 421, Locke 417 and Locke 220B.

Comments

Faculty believe that accounting students deserve to have access to current technology. Due to the large size of our classrooms, faculty believe that having the ability to move about the classrooms using remote control devices to operate the computer and advance PowerPoint slides, will capture and engage the students attention. Our inability to adequately demonstrate how to properly navigate and complete assignments leaves students at a significant disadvantage.

Goal #: 5 *Year:* 2014-15 *Status:* In Progress

Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?

Emphasize student success and achieve higher degree and completion rates for our Accounting degree and certificate programs by ensuring that all our Accounting students know the resources that are available to them.

What steps need to be taken in order to achieve this goal or change?

Ensure that all students know the resources available at SJDC such as the Counseling programs, Childcare Center, DSPS, Tutoring, and Financial Aid by attaching the Basic Resources to the course syllabi. Faculty will introduce students to professional organization websites, including the AICPA, IMA and California Society of CPA's as well as regularly discussing educational and professional opportunities. Inform students of the date for degree and certificate application deadlines within our classes and programs.

Comments

Many of our students are not aware of the resources that are available to them. Consequently they often do not seek tutoring, counseling, or other students services. Students also need to be aware of the opportunities available outside of Delta.

Goal #: 6 *Year:* 2014-15 *Status:* In Progress

Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?

Increase the number of program completers for our degree and certificate programs by adding enough course sections so that students can complete the programs in a two year cycle.

What steps need to be taken in order to achieve this goal or change?

Add key course sections to our Spring, Fall and Summer offerings. We will continue to meet with Division Dean and full-time faculty members to discuss courses and additional need for adjunct faculty. An adjunct Accounting instructor pool must be developed.

Comments

Success will depend on the availability of adjunct faculty to teach key courses. Currently adjunct faculty are needed for Bus 1A and 1B, Bus 3, Bus 4, Bus 10A, Bus 39 (Quickbooks) and Bus 70 (Payroll accounting) courses.

Goal #: 7 *Year:* 2014-15 *Status:* Modified

Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?

The accounting, bookkeeping and tax preparation certificates need to be updated to ensure that they are current and offer maximum value to students.

What steps need to be taken in order to achieve this goal or change?

Evaluate the Certificate programs to be certain that courses are currently offered and reflect the needs of Delta students and their prospective employers.

Comments

The number of certificates awarded have been consistent over the last five years. However, faculty believes implementation of the above goals will create positive improvement.

Goal #: 8 *Year:* 2014-15 *Status:* Completed

Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?

The accounting faculty have established the following program specific goals for student achievement: 75% program retention rate, 62% program success rate, 50 AS Awards per year, 15 certificates per year

What steps need to be taken in order to achieve this goal or change?

The faculty in the program will continue to implement a supportive environment for students. Tutoring services will continue to be made available and faculty will encourage students to use those services. Faculty will continue to emphasize hands-on exercises for each learning domain.

Comments

We have exceeded each of the goals set in the previous program review.

Goal #: 9 *Year:* 2014-15 *Status:* New

Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?

The accounting faculty have established the following program specific goals for student achievement: 77% program retention rate, 65% program success rate, 50 AS Awards per year, 30 certificates per year

What steps need to be taken in order to achieve this goal or change?

The faculty in the program will continue to implement a supportive environment for students. Tutoring services will continue to be made available and faculty will encourage students to use those services. Faculty will continue to emphasize hands-on exercises for each learning domain.

Comments

We have exceeded each of the goals set in the previous program review and expect continued improvement.

Resource Requests

Type of Resource Requested:
Physical (e.g. Facilities)
Please provide a short description of the resource being requested:
New AV Equipment, Computers, & Accounting Software
What strategic goal/change does this resource request support?
Estimated Cost: $ 20,000

Type of Resource Requested:
Human
Please provide a short description of the resource being requested:
Recruit Adjunct Accounting Faculty Pool
What strategic goal/change does this resource request support?
Estimated Cost: $ 0

Attachments

Agenda 514
Minutes 514
Agenda 1214
Minutes 1214
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Approval Comments

Awaiting Approval Process

Child Development Center

Program Review, 2013-2014

San Joaquin Delta College

Nancy Cook, Director

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Appendices

Appendix A: Keenan Certified Playground Safety Inspection

Appendix B: Desired Results Parent Survey

Unit Profile

Enter unit details such as name of the unit, academic year of 2013-2014, manager, and staff members and positions.

Child Development Center Staff Members and Positions:

Staff Name: Nancy Cook
Staff Position: Director

Staff Name: Shirley Chapin
Staff Position: Administrative Assistant I

Staff Name: Kenisha Hughes
Staff Position: Food Service Assistant II

Staff Name: Brandi Mano
Staff Position: Food Service Assistant I

Staff Name: Susan Farr
Staff Position: Learning Advisor

Staff Name: Mickie Dominguez
Staff Position: Learning Advisor

Staff Name: Eunice Nadonga
Staff Position: Learning Advisor

Staff Name: Julieta Sandoval
Staff Position: Learning Advisor

Staff Name: Michelle Mencuso
Staff Position: Learning Advisor

Staff Name: Cynthia Bentley
Staff Position: Learning Advisor

Staff Name: Lori Faddis
Staff Position: Learning Advisor

Staff Name: Jeannina Perez-LaForest
Staff Position: Learning Advisor

Staff Name: Tamara VanHook
Staff Position: Learning Advisor

Staff Name: Renee Ramirez
Staff Position: Learning Advisor

Staff Name: Sokentheary Srey
Staff Position: Learning Advisor

Staff Name: Felicia McNeal
Staff Position: Learning Advisor

Staff Name: Tammy White
Staff Position: Learning Advisor

Staff Name: Maria Sosa de Nava
Staff Position: Learning Advisor

Staff Name: Mary Ruiz
Staff Position: Learning Advisor

Staff Name: Maria Lopez
Staff Position: Learning Advisor

Staff Name: Guadalupe Cobian
Staff Position: Learning Advisor

Staff Name: ThanhThuy Nguyen
Staff Position: Learning Advisor

Staff Name: Amber Ciulla
Staff Position: Learning Advisor

Staff Name: Reina Kavanagh
Staff Position: Learning Advisor

Staff Name: Stephanie Christensen
Staff Position: Learning Advisor

Staff Name: Maria Granados
Staff Position: Learning Advisor

Staff Name: Shawna Dias
Staff Position: Learning Advisor

Staff Name: Rosalie Romero
Staff Position: Learning Advisor

Staff Name: Vacant Part Time position
Staff Position: Learning Advisor

Staff Name: Vacant Part Time position
Staff Position: Learning Advisor

Staff Name: Vacant Part Time position
Staff Position: Learning Advisor

Staff Name: Vacant Part Time position
Staff Position: Learning Advisor

Unit Overview

Enter background information about the unit including an introductory statement, mission statement (if applicable), historical background and functions.

Introduction

The San Joaquin Delta College Child Development Center is one of the largest licensed Campus Child Care facilities in the State. The Center provides quality education and extended day services to eligible children/families, with priority enrollment given to the eligible children of Delta College Students and Staff. The Center currently serves about 150 children 18 months to 5 years of age, each semester.

In addition, the Center provides a high quality learning environment "lab" for campus and community students which are studying in a variety of disciplines; Early Childhood Education, Nursing, Sociology, Speech and Language Pathology to name a few. The Center provides students with the opportunity to observe and work with young children in a variety of settings, as well as the ability to observe and work with Center teaching staff.

Many students work in the facility through the Federal Work Study program, gaining work experience in the classroom with young children, working in the kitchen preparing meals and snacks as well as developing skills in the office.

CalWorks students also utilize the Center to complete their program requirements of Community Service by volunteering at the Center.

Mission Statement

Philosophy:
San Joaquin Delta College Child Development Center is designed to provide an environment that encourages positive growth and development of each child, parent, student and staff member associated with the Center.

The Center believes:

- The years of early childhood are the most crucial in the development of individuals;
- The experiences which children encounter during their early years greatly affect later development and behavior;
- All individuals have the right to develop to their fullest potential.

Center Goal:
The positive development of children physically as well as socially and emotionally is the primary objective and goal of the Child Development Center.

Children are provided with the opportunities to develop their creativity and expand their interests in a warm and welcoming environment. The Center encourages children to discover individual talents and develop characteristics in an accepting, non-threatening atmosphere. Through interacting and becoming friends with other children and adults of diverse backgrounds, they enjoy the freedom to play and express thoughts and feelings in a variety of settings. Learning to use language fluently and being able to express their thoughts and emotions, children become creative thinkers, problem solvers and lifelong learners.

Historical Background

The current Child Development Center facility was built and opened in January of 1994. Several years later two portable classroom buildings and a large play yard were added to a classroom being used in the Shima Building. At that point the licensed capacity of the Center was 219 children 0-12.

At the end of the fiscal year 2008, the Center had a deficit of $1.4 million dollars. The new Center Director was told the Center would not be financially supported by the College and needed to become self-supporting. During this time frame, many Campus Child Care facilities statewide were closed due to financial issues.

Over the next couple of years, a major reorganization of the Child Development Center and it's operations took place. The work began by evaluating the existing operation and working to make changes and operate the Center as a business rather than providing a variety of services that were not being utilized or that could be justified. When preparation for the construction of the new Science and Math Building began in 2010, the Center was further impacted by the loss of use of the 3 classrooms, play yards and equipment in the Shima Green, as well as now having "extra" staff.

Initially, when the Center opened, it was to be supported by parent fees. Very quickly it was found that College students did not have the incomes to support the fee structure and so an application for State funding was submitted. The Center was approved and began receiving a small amount of State Funding for State Preschool and General Child Care Services in 1998. Those grants were both increased in 2009 to support the entire Center operation.

During the reorganization licensing was contacted and changes were made to the license to enable the use of of a Toddler Option which allows a group of children 18-30 months with a ratio of 1:4 as opposed to children 0-24 months with a ratio of 1:3.

<u>CENTER HISTORY</u>

2008-2009
$1,250,000 Transfer from General Fund
Center hours 6:00AM-6:00PM

61 employees

- 31 full time Classroom staff
- 9 part time Classroom staff
- 2 full time Food Assistant. III
- 8 full time Support staff (Manager, Assistant Manager, 3 Senior Learning Advisors, 2 Senior Office Assistants)

200 Children/ 11 classrooms

- 6 Preschool classrooms 1:8 ratio
    - 120 children 3-5 years
- 3 Toddler classrooms 1:4 ratio
    - 48 children 2 years old

- 2 Infant classrooms 1:3 ratio
    - 32 children 6 weeks-24 months

Through the painful process of staff lay-offs and reduction of staff hours as well as changing the ages of children served, hours of operation and structuring the scheduled times of attendance to be full time with specific scheduled time slots, the Center "reinvented" itself!

Staffing was cut by 50%, however the number of children provided with services was reduced by less than 50 children. All services that are provided are Full day. Each family must demonstrate the need for full day services; going to school, in a training program, working or any combination which demonstrates the need for full day services. All students must get a C grade or better in each class and cannot drop more than 1/3 of their classes or they will be placed on academic probation with the Center. The following semester, failure to get a C grade or better in each class and/or drop more than 1/3 of their classes, they may lose their child care services.

2013-2014
$17,000 Transfer from General Fund
Center hours 7:30-4

32 employees
- 8 full time classroom staff
- 20 part time classroom staff (4 vacancies)
- 2 part time Food Service
- 1 full time Director
- 1 full time Admin. Assistant 1
- 1 part time Office Assistant vacant

152 Children/8 classrooms
- 6 preschool classrooms 1:8 ratio
    - 128 children 3-5

- 2 Toddler option classrooms 1:4 ratio
    - 24 children 18-30 months

The Center is very tightly staffed. There is currently 1 full time teacher assigned to each classroom and part time staff is used to meet the mandated ratio needs for each classroom based on the scheduled child times.

Functions

Function: Enrollment of Families/Children for Services

Discussion: An application process is used for each family. The family must provide documents which prove family size, family income, need for services, verification of employment and class enrollment. Family file is developed and set up to meet mandates of State Funding.

Function: Enrollment and Certification of Family for Services

Discussion: Notice of Action is developed for each family which contains the documented information provided by the family, statement of needs as well as mandated and requirements of the program. Each family signs and certifies their Notice of Action and Contract for Services, and is provided a copy.

Function: Enrollment in Federal Child Care Food Program

Discussion: Family completes the Food Program Application; verifying family income and family size.

Function: Enrollment Verification

Discussion: Verification of each student/family enrollment in classes (system 2020). Verified at beginning of semester, checked at "W" date.

Function: Verification of Employment

Discussion: Verification of employment is sent to each employer. Follow-up is completed as needed to ensure that the "need" for services is met.

Function: Orientation to Center

Discussion: Families are required to attend a mandatory orientation at the beginning of the program year. Orientations are held both for new families and returning families. Program information, policies, procedures, parent involvement, curriculum, staff qualifications, nutrition program, etc, are reviewed with each group of parents. Parents are provided with a copy of the Parent Handbook. Tours of the classrooms and center are provided. Additional orientations are held as needed.

Function: Data Entry

Discussion: The information on each family and child/children is entered into the Center operating software. Included is basic household information, emergency contacts, and list of any food allergies/ medical notations for kitchen and classroom staff.

Function: Develop and Maintain Family File

Discussion: Develop and maintain all mandated information for each family. Update as needed. Maintain each file and contents for 5 years.

Function: Placement of Child

Discussion: Each child is placed into a classroom based on various information including student needs and/or program needs. Once placed in the classroom, teachers are provided with information about the child so that the child can be included in the classroom.

Function: Developmental Assessment of Each Child

Discussion: Within 60 days of program enrollment and then every 6 months, each child is assessed using the Desired Results Developmental Profile (DRDP). This assessment is completed by observing and documenting each child in a variety of settings, consistently over time. The Preschool child is assessed with 43 indicators and the Toddlers, 35 indicators.

Function: Lesson Planning

Discussion: Weekly lesson plans are developed by each classroom teaching team. The lesson plans include individualizing for specific children as well as providing a variety of activities to meet the needs of the children and provide learning opportunities. Activities are provided for large groups, small groups and individualized as well as for indoors and outdoors. Documentation from the developmental assessments is used for planning.

Function: Parent Conferences

Discussion: Parent conferences are held at least twice each year to provide each family with information about their child's growth and development. Parents are given ideas and suggestions of activities that they can do with their child at home.

Function: Daily Attendance

Discussion: Daily attendance is maintained as this is how the Center earns the State contracts through actual positive attendance. Parents are required to sign their child in and out each day. When a child is absent from the Center, the parent needs to either call in and provide the reason why the child is not in attendance or fill out an absence report upon return to the Center. Center staff call parents when they have been absent for 2 days without contact.

Function: Maintaining Mandated Classroom Ratios

Discussion: All classrooms must maintain mandated adult child ratios at all times. In the Preschool classrooms the ratio is 1 teacher to every 8 children. The Toddler Option the ratio is 1 teacher to every 4 children. In the event that a staff member is absent or ratio is not maintained, another adult from another classroom may be moved into the classroom or the Director will serve as the additional teacher to maintain proper ratio.

Function: Safety and cleanliness of the Center and equipment

Discussion: Daily checks are made of all classrooms and outdoor areas before they are used by children. Items that need repair are reported to the Director who then completes a work request. Classroom cleaning and sanitizing is done by classroom staff throughout the day. A custodian assigned to the Center, cleans the facility each night, ensuring the Center is maintained in a clean and professional manner.

Function: Referrals

Discussion: Referrals are made to families on an ongoing basis. As families disclose needs or issues, staff, primarily the Director, provides referrals to services in the community that the family can access to receive assistance and services. When staff and/or parents have concerns with a child's growth and development, conversations are held and referrals are provided for the family to have the child further assessed and possibly receive services such as speech and language therapy. A parent bulletin board in the office area also provides information for parents to access.

Operational Overview
Provide descriptions of the type of functions and services the unit performs.

Category: Budget

Discussion: The Child Development Center has struggled financially for years. Over the past 6 years a huge deficit has been decreased from $1.4 million to $17,000 at the end 13-14 fiscal year.

State Funding for the Center does not increase annually (once every 10 years) However Operating expenses do, as well as requirements to maintain the funding and compliance continually increase.

Recommendation:

- Develop a formalized plan which would fund the Center operation on an ongoing basis; Benard Endowment as well as the District support need to be looked at and included.

There needs to be an ongoing commitment from the District to assist with the support of the operation. The Center was utilized by multiple classes and instructors to complete coursework by over 700 students using the Center during this past year however there is not financial support for staffing to orient, place and oversee the students. This role is covered primarily by the Center Director.

Category: Facilities

Discussion: The Child Development Center, both the main Center and the classrooms in Locke 126 and 128, have had heavy use. Maintenance requests are made to repair items however no ongoing/routine maintenance seems to be done. 5 years ago painting of classrooms was started. The remaining classrooms look to be in poor repair and unkempt. 3 classrooms were completed and then other campus projects took priority. Linoleum seams in the Locke kitchen and adult restroom in the courtyard have been ripped causing a tripping hazard, repair requests have been submitted however 6 months later they are still not repaired. There have been ongoing issues with flooring in at least 3 of the classrooms. The flooring has lifted from the foundation causing uneven floors and potential tripping hazards. Carpets in the office and hallway areas while not worn out, no longer look clean and gives the appearance of being dirty. With the age of the building and equipment the replacement of furniture and outdoor equipment is going to be needed. Recently, the Center had a certified playground safety inspection. Basically all of the older climbing structures no longer meet OSHA standards due to their age. This is a liability to the Center and College. **(See Appendix A, Keenan Certified Playground Safety Inspection)**

Recommendation:

- Complete painting of classrooms 4, 5, and 6.
- Complete repairs of linoleum in Locke kitchen and adult restroom.
- Develop a plan and funding to begin to replace agingcarpet, furniture, and equipment.
- Remove outdoor climbing structures to eliminate the liability issues. Develop a plan with funding to purchase/install new equipment that will meet the needs of the program as well as address safety and liability concerns.

Category: Personnel

Discussion: The Center staff has been cut by 50% over the past few years however the number of children served has only been reduced by 50. The reduction of staff also limits the hours that the Center can be open. The expense of personnel continues to go up, these expenses are negotiate by the District. The program funding is unable to cover increases and expenses. Additionally, program funding continues to increase mandates, work and documentation that must be completed and implemented with children and families.

The Classrooms are now very tightly staffed and must maintain mandated ratios at all times. When staff members are out sick, it is very difficult to maintain ratios. Qualified substitutes are difficult to obtain. Currently, there are 5 vacant part-time Learning Advisor positions. The Center Director currently fills in as needed, moving from class to class assisting with breaks and covering for absences.

Support staff for the Center consists of the Director and Administrative Assistant 1. Previously there were an additional 15 full-time staff that provided support to the Center; 1 Assistant Director, 4 Senior Learning Advisors, 2 Senior Office Assistants, 8 Learning Advisor II. Those roles and responsibilities have all been assumed by the Director and Administrative Assistant.

Recommendation:

- The District should increase negotiated expenses; as these increased expenses cannot be covered by program funding.
- Recruit and hire well qualified people to fill the 5 vacant positions and develop a substitute list.
- Develop and fill a full-time position that would support Center operations, provide office coverage when needed, oversee Center in absence of Director, cover classrooms during staff absences and breaks, provide mentoring support to teaching staff and parents, assist with parent meeting/education, assist with program reports and data collection.

Category: Technology

Discussion: At this time, there is not a large use of technology in the Center. Most of the work in the Child Development Center is paper driven; (mandates from the State; funding source). There are 7 computers in the Center, all are very old and are unable to be upgraded with new software and run very slowly. The Center lacks funding to purchase new computers.

The office area computers are in use all day maintaining student and family records, program data, and program reports, etc...

Children's classrooms do not have any technology. While not a mandate of the program or curriculum, it would be useful to have computers or tablets in the classrooms that could be utilized by both staff and children.

Staff is required to assess each child and maintain a portfolio of observations for each child. The data from the portfolio is entered into a State mandated online system. The system collects the data which is used by the program to develop goals and objectives as well as the State to evaluate how programs are operating.

During 2014-15 we will pilot the online assessment system to prepare of the upcoming mandatory use.

Recommendation:

- Develop a plan to provide updated technology to the Center so that the staff have appropriate equipment to complete daily work as well as mandated program requirements.
- Evaluate what type of hardware/software needs the Center has and then develop a plan to determine costs and search for funding sources.

SWOT Analysis

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.
Identification of these areas can help units determine specific needs to improve.

Strengths

- The Child Development Center provides high quality education and services to young children and their families.
- The Child Development Center maintains a full enrollment and has waiting lists to support vacancies.
- The Child Development Center has a very strong, well-seasoned staff. Staff is very committed to the safety and well-being of each child in the Center.
- The Child Development Center staff work hard to implement the mandates of our program funding and licensing, ensuring our program is high quality and compliant.
- The Child Development Center has a beautiful facility and grounds and classrooms are well stocked with materials and equipment.

Weaknesses

- Funding for the Child Development Center remains flat. The State Contracts do not provide cost of living or any increases in reimbursement rates.
- When parents drop classes or get below a C it jeopardizes their services. The State allows the program to provide 3-hours of services however, financially this does not allow the Center to earn the contracts and creates more financial issues for the Center.
- When the campus hosts events for campus staff (luncheons, trainings, etc, Child Development staff have a difficult time attending due to our operation, the need to maintain ratios and the fact that we can't close down. Additionally, most staff are part time. Staff does not feel included with the rest of the campus.
- Due to the majority of staff now being part time, several have obtained additional part time positions which make it difficult to have flexibility for staff scheduling.
- Several of the staff are nearing retirement age.
- Finding families that are income eligible and demonstrate the need for full day services can be challenging.

Opportunities

- The Child Development Center is highly regarded in the community. If needed, this would help with recruiting children/families to fill slots in the Center, should we not have sufficient Delta families.
- We have joined Race to the Top which will further enhance program quality as well as provide some financial incentives to the program and staff.
- Continue to evaluate the Center operation and make changes to ensure the Center is operating as efficiently as possible while maintaining compliance with all mandates.
- Developing partnerships with other programs to provide additional services for children and families.
- Hiring new staff to fill vacancies provides new ideas and energy to the program.

Threats

- Funding - The cost of providing services continues to increase however the funding base from the State does not increase. The Center cannot be self-supporting when the operating expenses continue to increase and funding does not.
- Families that start out demonstrating the need for full day services drop classes after the semester gets started and then are no longer eligible for services. Multiple drops wipe out the waiting list and does not provide continuity of services for the children.
- Finding good qualified staff to fill vacancies has been difficult. Vacancies jeopardize our ability to maintain mandated ratios and provide a strong program.
- Other community programs are applying for full day program funding, which may take some of the client base; we are currently one of a few full day programs.
- The Child Development Center is starting to age. Replacement of equipment and furniture will be needed to ensure safety and program quality. No funding base for replacements.

Results/Implication of Program Survey (If applicable to department)
Report the results of any unit surveys that are administered.

Summary: The Desired Results Parent Survey was provided to the 140 attending parents. 119 surveys were completed and returned. 86% of the parents were very satisfied with the overall quality of the program and 14% were satisfied. 99% of those responding said because of their child's enrollment they have been able to attend educational or training programs, 56% have been able to accept a job, 51% have been able to keep a job and 36% said they were able to accept a better job. **(See Appendix B, Desired Results Parent Survey)**

Implications: The Child Development Center is providing a service that allows parents to pursue their education as well as employment.

Priority for enrollment is for parents that are Delta Students and staff and that demonstrate a need for full day services attend education, training and/or working or looking for work.

Summary: In areas which look at the characteristics of the program such as hours of operation, experience of staff, communication by staff, interaction between staff and children, equipment and materials, all parents were satisfied or very satisfied.

Parents are satisfied with the program. There are a couple of areas that while they were satisfied, more parents were just satisfied rather than very satisfied. Those areas were Parent Involvement 26% were satisfied while 73% were very satisfied, Interaction with Other Parents 31% satisfied rather than 68% very satisfied, and Cultural Activities 21% were satisfied while 79% were very satisfied.

Implications: Program staff will work to develop a plan of action to provide more opportunities for parents to interact with other parents, find other ways to encourage parents for parent involvement as well as the provision of more cultural activities. Additionally, parents would like more information about community resources.

A staff person is needed to coordinate and focus on these areas. The Director currently is the only person available to support parent involvement.

Assessment/Implication of Student Learning Outcomes and/or Program Learning Outcomes

Report the assessment results of student learning outcomes or program learning outcomes activities and any implications for future delivery of the unit's services.

Assessment: The SLO was developed in 2013; students will gain knowledge about the growth and development of young children.

Parent survey was distributed to 140 parents and 119 responded.

Have you been provided with information about how children develop at different ages? 84% responded yes.

Have you been provided with information about how your child is growing and developing? 93% responded yes.

Implications:
Student/parents that completed the survey are gaining knowledge about the growth and development of young children.

We are working to develop a process to survey other students that use the Center to complete an assignment; observation, checklist, reading to children, Federal Work Study, etc.

Clearly, the Center provided a rich environment not only for young children by also for adults. We will continue to find ways to enhance the opportunities for other adults to volunteer and work in the Center to gain experience and knowledge, about the growth and development of young children.

Accomplishments

Report any major accomplishments the unit has achieved since the last program review and identify or map to the appropriate Strategic Goal(s) and President's Goal(s) the accomplishment is related to.

Academic Year: 2012-2013
Strategic Goal: Goal 2 - Increase student access, student success, and the number of students who successfully achieve positive student learning outcomes.

- Student Learning Outcome was developed and parents were assessed. 84% of the parents feel they have better knowledge about the growth and development of young children, through having their child enrolled in the Center.
- 782 students from various disciplines utilized the learning environment at the Child Development Center to complete classroom assignments.
- 61 Students from Nursing/ADN/Psych Tech program utilized the learning environment as a program requirement.
- 15 ECE Practice students were placed at the Center to utilize the learning environment and get hands-on experience working with young children.
- 42 Federal Work Study Students received on-the-job work experience working at the Child Development Center.
- 23 ongoing community volunteers received experience working with young children.
- 12 Middle College High School students volunteered at the Center for the school year.
- The Center was found compliant during an unannounced annual visit from State Licensing.
- Obtained a grant to provide staff development training.
- Maintained full enrollment for all programs and provided educational services to 255 children of Delta students and staff.

Academic Year: 2013-2014
Strategic Goal:

- The Child Development Center was found compliant during a week-long program review from the State Department of Education.
- The Child Development Center was found compliant during an unannounced review from the Child and Adult Care Food Program.
- The Child Development Center was found compliant during the scheduled 4-day review from the Child and Adult Care Food Program.
- Student Learning Outcome 93% of responding students gained knowledge about the growth and development of their children. 84% receive information about how children develop at different ages.
- Revised application process for the Center.
- Revised the Parent Handbook.
- Joined Race to the Top; Federal Program which enhances program quality and provides financial incentives to the Center for their progress to the top. We entered and scored at the 3rd tier of 5 tiers.
- 712 students from various disciplines used the Center learning environment to complete classroom assignments.
- 14 ECE practicum students were placed for fall and 18 for spring semesters.
- 86 students from the Nursing Dept. utilized the Center for clinical days.

- 39 Federal Work Study Students received on-the-job work experience working in the Center.
- 14 volunteers received class credit and WorkNet experience working with young children.
- 8 Middle College High School students volunteered during the school year.
- 5 UOP interns volunteered at the Center during the school year.

Next Year's Goals

Based on all the information reported in the program review, report the goals the unit has for the next TWO years.

Academic Year: 2014-2015/2015-2016
Strategic Goal: Goal 3 - FISCAL RESPONSIBILITY - The College will maintain a fiscally sound position with strong budget reserves.

Goal: The Child Development Center will continue to work to be self-supporting; maintaining full enrollment to fully earn contracts with the State Department of Education.

Develop a fiscal plan to support the Center operation: Benard Fund, District Support

Academic Year: 2014-2015/2015-2016
Strategic Goal: Goal 4 - ENGAGEMENT - The College will foster high level community engagement by developing outreach efforts, maintaining commitments and developing new partnerships in the District community with business, industry, government, education, and non-profit organizations.

Goal: The Child Development Center will continue to build community partnerships which will strengthen the services and opportunities for the children, families and staff of the Center.

Academic Year: 2014-2015/2015-2016
Strategic Goal: Goal 2 - CLIMATE - Develop a climate and culture at the College that values compassion, forgiveness and gratitude.

Goal: The Child Development Center Staff will participate in staff development training and will implement The Teaching Pyramid Framework curriculum Center-wide, which promotes Social-Emotional Competence in Young Children.

Academic Year: 2014-2015/2015-2016
Strategic Goal: Goal 7 - STRUCTURE & PERSONNEL DEVELOPMENT - Clarify and articulate key institutional structures, organization, and leadership positions and seek out, select, and develop high-quality, experienced, talented key personnel for leadership and management for all positions; provide development and training for all staff.

Goal: The Child Development will seek and select a diverse group of high quality Early Childhood Educators to fill vacant positions in the Center. Staff development opportunities will be provided to staff both on campus as well as off, utilizing partnerships in the community.

Recommendations
Identify the resources the unit will need to improve its operations.

Category: Human Resources/Staffing
Amount: Already Budgeted
Request: Ongoing
Description/Rational: The Center currently has 5 budgeted vacant part time Learning Advisor positions. Substitutes are being used until a pool of qualified individuals is found to interview to fill the positions.

Category: Human Resources/Staffing
Amount: $65,000
Request: Ongoing
Description/Rational: Develop and fill a position that would assist with office operations and coverage as well as support the Center Director with classroom coverage, parent involvement, parent and staff education.

Currently there is a budgeted vacant part time office assistant position, the new position could be funded with this part-time position as it would provide office support and funding from another source would be needed to make the position a full-time position.

Category: Facilities Resources
Amount: $250,000
Request: One Time
Description/Rational: Remove and replace 3 climbing structures on children's playgrounds.

Current structures have been evaluated and determined to have multiple OSHA noncompliant issues due to the age of the structures.

Appendix A

Keenan Certified Playground Safety Inspection

Keenan & Associates

P.O. Box 1538
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License # 0451271

916.859.4900
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October 22, 2014

Mrs. Stacy Pinola
Facilities Planner/Environmental Health Manager
SAN JOAQUIN DELTA COLLEGE
5151 Pacific Avenue
Stockton, Ca. 95207

RE: CERTIFIED PLAYGROUND SAFETY INSPECTION

Dear Mrs. Pinola:

Enclosed is the Certified Playground Safety Inspection Report conducted for the CDC located on the main campus of San Joaquin Delta College. The inspection was conducted by the following National Recreation and Parks Association accredited CPSI:

- CPSI Tim Hall, Senior Loss Control Consultant - #24320-0517

California Playground Safety Regulations reference the guidelines found in the most recent versions of the U.S. Consumer Product Safety Commission's (CPSC) Public Playground Safety Handbook #325 and the standards established by the American Society for Testing and Materials (ASTM) in their publication: Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, F1487-11.

The goal of our inspection was to (i) promote safety awareness, (ii) assist in the identification of conditions not compliant with ASTM F1487 and CPSC #325, (iii) assign a priority rating to identified risks, and (iv) providing recommendations and/or suggestions to help mitigate the risks identified. Keenan does not guarantee that it has identified every potentially hazardous condition existing on the District's premises. Similarly, it does not promise that following the recommendations contained in the report will eliminate the identified risk.

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The report is based on conditions and operations that existed at the time of the inspection. The information contained in this report does not certify that all locations, unsafe conditions, violations of state, federal or local regulations or laws are in compliance, nor does it conclude that all possible infractions, hazards or hazardous conditions were observed or reported.

Keenan's services are not a substitute for regular, ongoing inspection and maintenance. Please keep in mind that changing circumstances can affect your risk exposures and periodic reassessments of your operational environment are recommended.

It has been a pleasure to be of service to the San Joaquin Delta College in the area of Loss Control/Risk Management. If you have any questions concerning the report, kindly contact me directly at (916) 859-7160, extension 4169.

Sincerely,

Tim Hall

Tim Hall
Senior Loss Control Consultant
Loss Control/Risk Management

Enclosure

TH/cl

cc: Rick McHale, Keenan & Associates, Oakland
Tara Cooper-Salaiz, Keenan & Associates, Oakland

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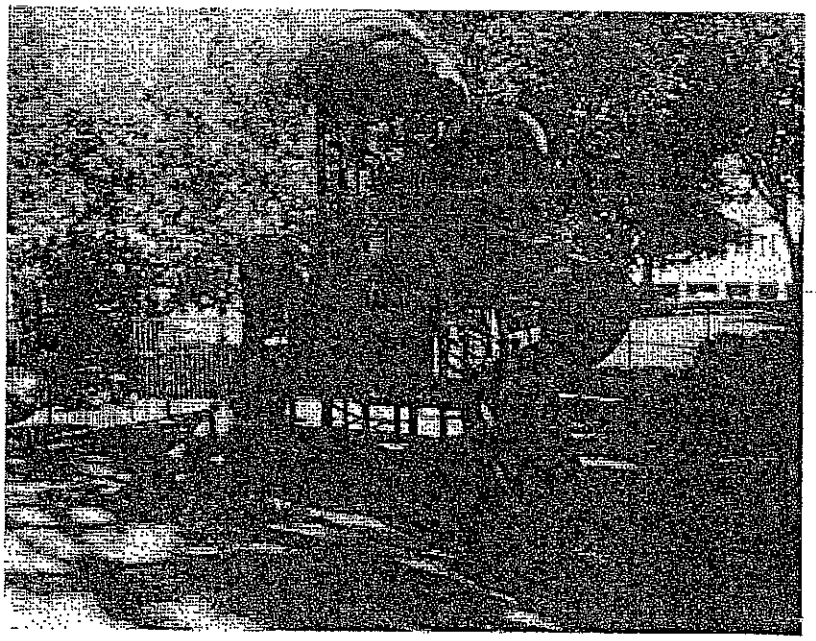
CERTIFIED PLAYGROUND SAFETY INSPECTION REPORT

August 2014

Prepared For

San Joaquin Delta College



Prepared By

Keenan
Associates

TIM HALL
SENIOR LOSS CONTROL CONSULTANT
2868 Prospect Park Drive, Suite 600
Rancho Cordova, CA 95741

Lic. #0451271

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The report is based on conditions and operations that existed at the time of the inspection. The information contained in this report does not certify that all locations, unsafe conditions, violations of state, federal or local regulations or laws are in compliance, nor does it conclude that all possible infractions, hazards or hazardous conditions were observed or reported.

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NOTICE

This playground inspection was intended to (i) promote safety awareness, (ii) assist in the identification of conditions not compliant with the American Society for Testing and Materials (ASTM) F1487 and the Consumer Product Safety Commission (CPSC) Public Playground Safety Handbook #325, (iii) assign a priority rating to identified risks, and (iv) provide recommendations and/or suggestions to help mitigate the risks identified. Keenan does not guarantee that it has identified every potentially hazardous condition existing at the CDC on the SJDC campus. Similarly, it does not promise that following the recommendation contained in this report will eliminate all risk of injury or property damage.

Keenan's services are not a substitute for regular, ongoing inspections and maintenance. Please keep in mind that changing circumstances can affect your risk exposures and periodic reassessments of your operational environment are recommended.

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The report is based on conditions and operations that existed at the time of the inspection. The information contained in this report does not certify that all locations, unsafe conditions, violations of state, federal or local regulations or laws are in compliance, nor does it conclude that all possible infractions, hazards or hazardous conditions were observed or reported.

INTRODUCTION

On August 14, 2014, Keenan & Associates conducted a Certified Playground Safety Inspection for the CDC at SJDC with multiple structures located in the city of Stockton, California.

The inspection was conducted by the following National Playground Safety Institute accredited CPSI(s):

- CPSI Tim Hall, Senior Loss Control Consultant - #24320-0517

The report was processed by Sr. Project Coordinator, Carol Lynch.

ACKNOWLEDGMENTS

Keenan & Associates would like to thank Stacy Pinola for assisting in scheduling the inspection and the CDC Director for providing additional information throughout the inspection process. Your cooperation and support is appreciated.

LIMITATIONS

A sincere attempt was made to conduct a thorough inspection of the playground equipment indentified in this report. Our efforts were directed at (i) promoting safety awareness, (ii) assisting in the identification of conditions not compliant with California Playground Safety Regulations [ASTM F1487 and CPSC #325], (iii) assigning a priority rating to identified risks, and (iv) providing recommendations and/or suggestions to help mitigate the risks identified. Our findings are based upon a **visual observation** of the area at the time of the inspection and reflect those conditions that were readily apparent to the inspector. Unless specifically stated, no testing was conducted on any area or piece of equipment. Our report is limited to those risks and hazards that were detected, and is not intended to suggest that all possible conditions, hazards or risks were observed or detected. Similarly, it does not promise that following the recommendations contained in the report will eliminate the identified risk.

This inspection does not address the requirements of the Americans with Disabilities Act and ASTM F1951, or the facility's compliance with same.

This inspection does not address the requirements of Impact Field Testing as specified by ASTM F1292, or the facility's compliance with the same.

The California Playground Safety Regulations requires owner/operators of playgrounds to (i) maintain a copy of this report in the file of this project (ii) develop an inspection and maintenance program for the play areas and maintain a file of detailed inspection and repair records to assure continued compliance. The play areas should be inspected frequently for missing or damaged equipment, broken glass and foreign objects in the play areas. Loose fill surfacing materials should be inspected to ensure that they have not been displaced or compacted in high traffic areas such as under swings and at slide exits. The material should be leveled whenever necessary; almost 80% of injuries in play areas are caused by falls to the surface so maintenance of fall surface is the foremost priority. Loose fill materials will need to be replenished occasionally based on usage and wear.

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The play areas should also be thoroughly self-inspected on a regular basis by trained "in-house" personnel. Self-inspections should be conducted monthly; a more frequent inspection schedule will depend on the usage and other site conditions. All damage or hazards identified by the self-inspections should be repaired immediately and documented.

SCOPE OF SERVICES

The findings include descriptions of a walk-through visual inspection of the noted play areas (on the "Sites Inspected" section on starting on page 7 of this report) identifying issues not compliant with California Playground Safety Regulations. All findings reference either the most recent most recent versions of ASTM F1487-11 and/or the CPSC #325. The inspection was conducted as follows:

- A visual inspection of the general state of the playground equipment – its installation, maintenance, condition, relationship to surroundings, and landscaping.
- A visual inspection of loose-fill and unitary surfacing material conditions and the potential for falls from playground equipment.
- A visual inspection, head/torso probes and "fish wedge" template testing of potential head/neck entrapments related to completely/partially bounded openings on playground equipment.
- A visual inspection of playground equipment and other design features related to user age and layout, including "Use Zones."
- A visual inspection of general playground equipment hazards presented by sharp points and edges, protrusions, projections, trip and fall exposures, crush and shear points, loose attachments, chipped paint, and obvious hazards.
- Only those measurements or conditions not in compliance with the most recent versions of ASTM F1487 and/or CPSC #325 are listed in this inspection report.

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SITES INSPECTED

Certified Playground Safety Inspections were conducted at the following site:

- CDC on the main campus of San Joaquin Delta College

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PRIORITY RATING SCALE

The Specific Findings and Recommendations section of this report identifies unsafe/non-compliant conditions/equipment. Each identified item is assigned a priority number to assist with addressing compliance requirements.

Priority Rating Scale
1 - Permanent disability, loss of life or body part
2 - Serious injury or illness resulting in temporary disability
3 - Minor, non-disabling injury
4 - None-compliant

If a finding or recommendation specific to a piece of playground equipment has been assigned a Priority 1, consider immediate action; the following may apply:

- Remove the equipment or environmental hazard to eliminate the liability risk. An alternative would be to put it "out of bounds" by means of temporary barriers (such as caution tape), fencing, signage, and/or supervision.
- Contact the manufacturer of the equipment/material and request a representative to review the hazard(s) identified in this report. Follow the manufacturer's recommendations for correction. They should provide suggestions on repair or replacement parts for the equipment. They can often correct the hazard or recommend an installer to assist with the repair or replacement.
- Consider removing the equipment if the manufacturer cannot be identified, located or contacted.

SURFACING MATERIALS

California Playground Safety Regulations requires this report to provide a visual inspection of surfacing materials "insofar as it can be seen without dissembling it or digging into the surfacing." *This inspection does not include Field Testing for Impact Attenuation and no compliance with ASTM 1292 is certified or implied by this report.*

Recommendation for Surfacing Materials:
ASTM F 1487 requires that all surfacing used in play areas must comply with the requirements of ASTM F 1292 Standard Specification for Impact Attenuation of Surface Systems under and around Playground Equipment. Manmade surfacing materials like wood chip/fibar, poured-in-place surfacing, rubber tiles and loose fill rubber products for use in public playgrounds should be lab tested for Impact Attenuation. The lab test indicates the "critical height" that the product protects. Specific thicknesses or depth of material will be listed for specific "Critical Heights". When purchasing these products always make sure that the product selected will protect children from a fall equal to or exceeding the "fall height" of the equipment and require that the supplier provide copies of Certificates of Compliance stating that the surfacing material complies with the requirements of ASTM F1292 – Impact Attenuation and ASTM F1951 – Accessibility.

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It is a good idea to specify a product that exceeds the requirement for the "Fall Height" because all materials will loose some Impact Attenuation value over time. The Certificates of Compliance should be maintained on file for all manmade loose-fill and unitary surfacing material products used on the playgrounds.

"Critical Height" is a property of the surfacing material. It is the fall from below which a life threatening head injury would not be expected to occur on the surfacing system.

"Fall Height" is a property of the play equipment. It is the vertical distance between the highest accessible designated play surface of the play equipment and the protective surface beneath it.

If natural surfacing materials such as sand or wood mulch are used, the Consumer Product Safety Commission Handbook for Playground Safety (CPSC #325) now provides that you should never use less than 9 inches of a loose fill material except for shredded/recycled rubber (6 inches recommended). Shallower depths are too easily displaced or compacted. Purchasing a product that is certified to comply with the requirements of ASTM F1292 and has a "Critical Height" that exceeds the "Fall Height" of your equipment is the minimum requirement. Surfacing materials can match or exceed the cost of the play equipment so field testing can be a good way to protect your investment. Visual playground safety inspections as required by the California Playground Safety Regulations can not certify that the Surface materials are compliant. The depth of product can be probed and compared with the charts provided by the manufacturers but Impact Attenuation testing is the only way to be sure that the product you have installed meets or exceeds the requirements.

The play area surfacing material should be inspected frequently for missing or damaged equipment, broken glass and foreign objects in the play areas. Loose-fill surfacing materials should be inspected to ensure that they have not been displaced or compacted in high traffic areas such as under swings and at slide exits. The loose-fill material must be leveled on a regular basis (daily or weekly as required) to assure that there is sufficient surfacing material in all high traffic areas such as slide exits. Loose-fill materials must be replenished regularly based on usage and wear in order to maintain the required depth. Almost 80% of injuries in play areas are caused by falls to the surfacing material so maintenance of the surfacing material is the foremost priority.

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SPECIFIC FINDINGS AND RECOMMENDATIONS

CDC Composite Structure 1 - upper body equipment inspected on August 14, 2014, by Tim Hall

Site: CDC

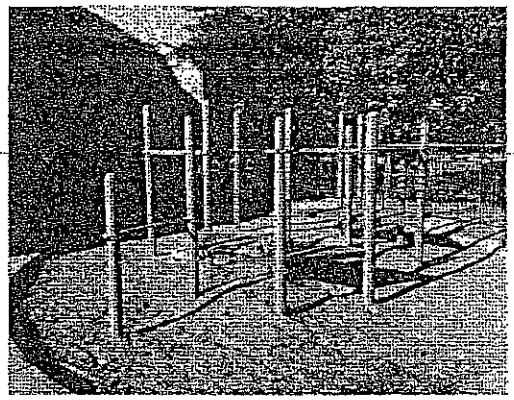
Play Area Description/Location: Upper Body Equipment - no manufacturer's sticker near front gate

Play Area Intended User Age Range: 5-12 years old

Equipment Description: The structure included 2 platforms, 1 ring ladder, 1 horizontal ladder and 2 pull-up bars.

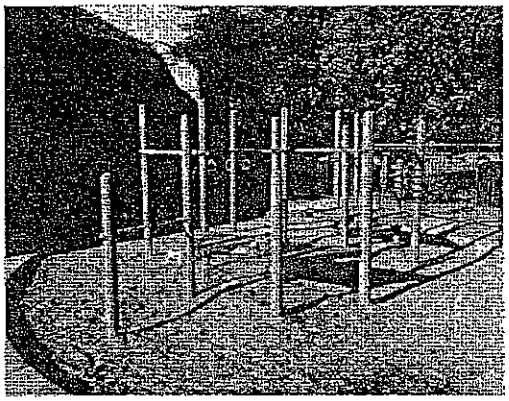
Structure

This play structure is located near the front of the CDC perimeter fence adjacent to the larger composite structure. The equipment was not marked with any manufacturer's stickers and there was no signage at the time of the inspection.



Surfacing Material/Findings

Priority 3: The depth of the surfacing material in this play area (loose fill wood fiber) appears to be low in some areas and at the lowest point under the pull-up bars.



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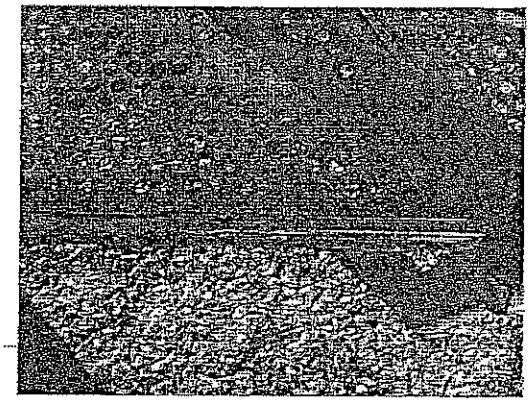
Recommendation: Loose-fill surfacing material should be inspected to ensure that it is not displaced or compacted in high traffic areas such as under swings and at slide exits. Loose-fill material must be leveled on a regular basis (daily or weekly as required) to assure that there is sufficient surfacing material in all high traffic areas such as slide exits per CPSC #325, Section 4.3 and ASTM F1487-07a, Section 13.2. Loose-fill materials must be replenished regularly based on usage and wear in order to maintain the required minimum depth of 9 inches.

Equipment Findings

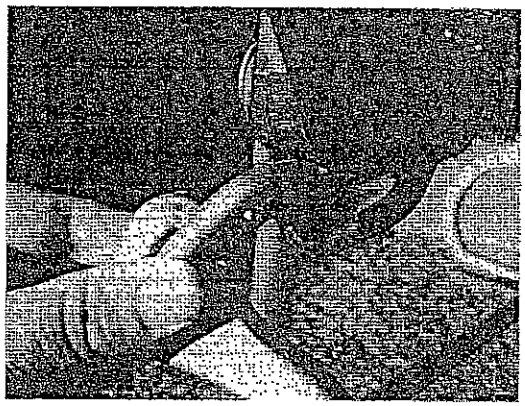
Priority 3: The rubber coating on the platforms is showing signs of wear.



Recommendation: Protective coating should be routinely inspected for wear.

Priority 4: There was no signage indicating age appropriateness of the equipment. The CDC does have designated areas for age groups; signage stickers should be located on each structure.

Priority 2: There were signs of metal fatigue on the clevis securing the rings.



Recommendation: Inspections should be in place to monitor wear points and change out the hardware as needed. CPSC 2.5. ASTM F1487-11, Section 13.1

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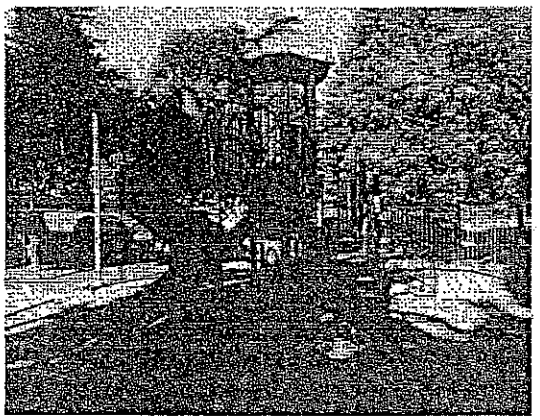
Site: CDC

Play Area Description/Location: Play Structure 2 - Park Structures Composite Structure

Play Area Intended User Age Range: 2-5 years old

Equipment Description: The structure included 1 twist slide, 1 straight slide, 1 climber pole, 1 arch climber, 1 entry platform, 1 climber pole.



Surfacing Material/Findings

Surfacing for this entire play area consists of loose fill wood fiber. Poured concrete borders the entire structure.

Priority 1: The depth of the surfacing material was low in some areas. Forty yards of surfacing material was going to be installed on August 15, 2014.

Recommendation: Loose-fill surfacing material should be inspected to ensure that it is not displaced or compacted in high traffic areas such as under swings and at slide exits. Loose-fill material must be leveled on a regular basis (daily or weekly as required) to assure that there is sufficient surfacing material in all high traffic areas such as slide exits per CPSC #325, Section 4.3 and ASTM F1487-07a, Section 13.2. Loose-fill materials must be replenished regularly based on usage and wear in order to maintain the required minimum depth of 9 inches.

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Site: CDC

Play Area Description/Location: Play Structure 3 - unidentified individual play equipment

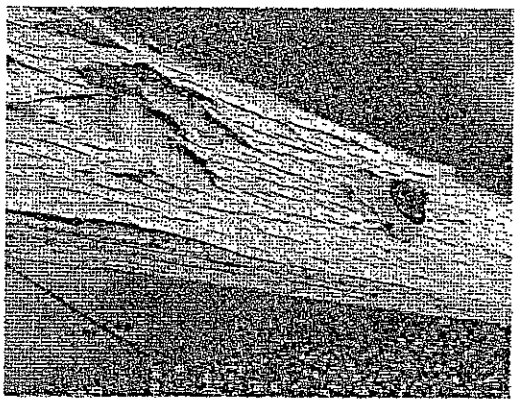
Play Area Intended User Age Range: 2-5 years old

Equipment Description: 1 metal slide, 1 playhouse

Surfacing Material/Findings

Surfacing for this entire play area consists of loose fill wood fiber. Poured concrete borders the entire structure.

Priority 3: The painted surfaces and wood surfaces need to be maintained to prevent splinters. Plastic caps covering the bolt threads have broken off or failed after extended weather exposure.



Recommendation: Play equipment should be secured to the surface and constructed of materials that meet ASTM F1487-11, Sections 4 & 5.

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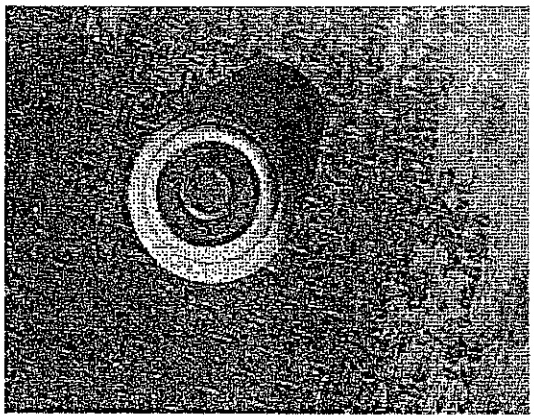
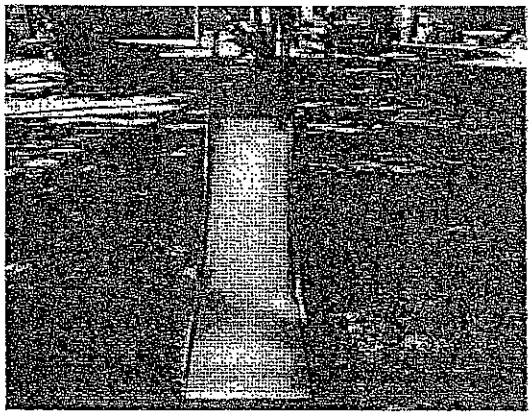
Priority 3: Plastic caps covering the bolt threads have broken off or failed after extended weather exposure.



Recommendation: Bolts should meet ASTM F1487-11, Sections 6.2.4, 6.3 to ensure there are no burrs or sharp edges and ensure they are not entanglement hazards.

Priority 2: The metal slide is not secured to the surface. The transition and steps are constructed of wood and are visibly worn. The slide transition can cause injury if not maintained.



Recommendation: Play equipment should be secured to the surface and constructed of materials that meet ASTM F1487-11 Sections 4 & 5.

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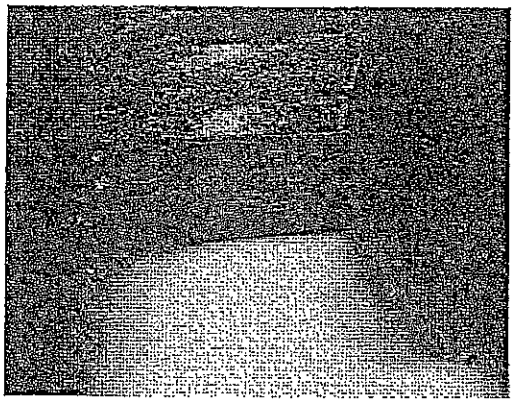
Priority 3: The transition is wood and can present a hazard.



Recommendation: The depth of the transition area should be at or greater than 14" F1487-11, Section 8.5.

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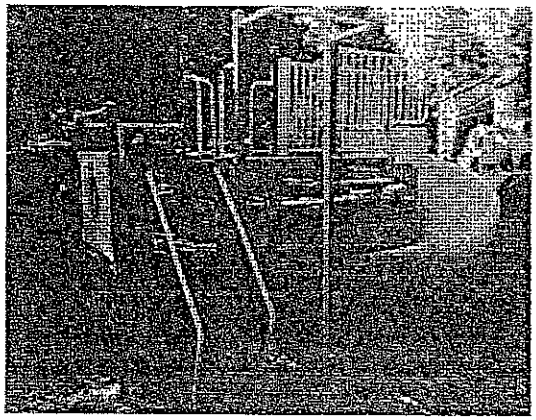
Site: CDC

Play Area Description/Location: Play Structure 4 - unidentified individual play equipment

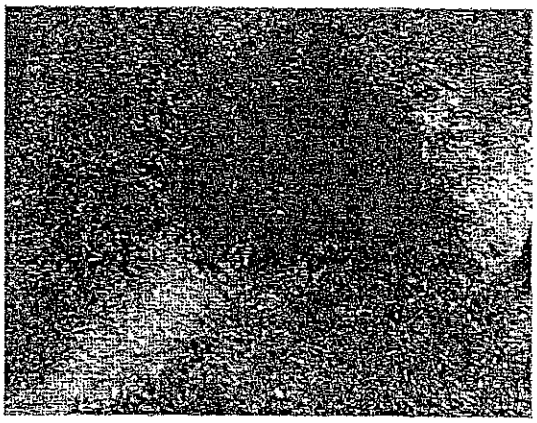
Play Area Intended User Age Range: 2-5 years old

Equipment Description: 1 twist slide, 1 chain climber, 1 captain's wheel, 2 slide poles, 1 lower platform, 1 upper platform, 1 tire swing



Surfacing Material/Findings

Priority 1: The depth of the surfacing material in this play area (loose fill wood fiber) was found to have a soft area that appeared to be taking on water from a broken water pipe. Some equipment was being used in the area and had broken several areas of concrete which was going to be repaired as part of the project.



Recommendation: Loose-fill surfacing material should be inspected to ensure that it is not displaced or compacted in high traffic areas such as at the swing bays. Loose-fill material must be leveled on a regular basis (daily or weekly as required) to assure that there is sufficient surfacing material in all high traffic areas such as slide exits per CPSC #325, Section 4.3 and ASTM F1487-07a, Section 13.2. Loose-fill materials must be replenished regularly based on usage and wear in order to maintain the required minimum depth of 9 inches.

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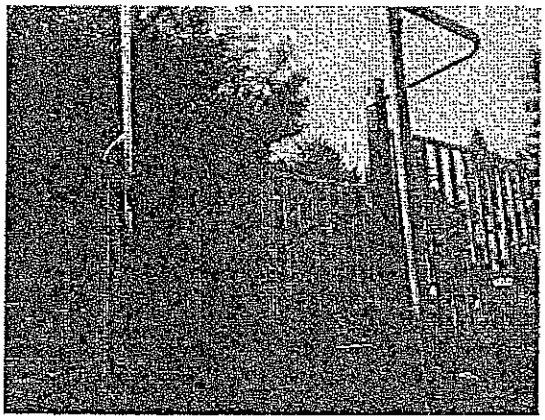
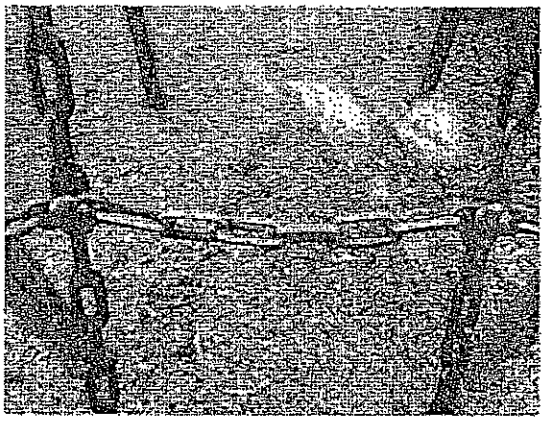
Equipment Findings

Priority 2: The platform at the sliding poles has no barrier installed and the opening is greater than 15".



Recommendation: The openings at the slide poles require a barrier and should meet ASTM F1487-11, Section 8.4.6.

Priority 3: The chain climber has exposed bolt threads.



Recommendation: Bolts extending past the nut more than two threads can be a projection or protrusion hazard. All threads should be smooth to reduce any laceration hazard ASTM F1487-11, Section 6.2 & 6.3.

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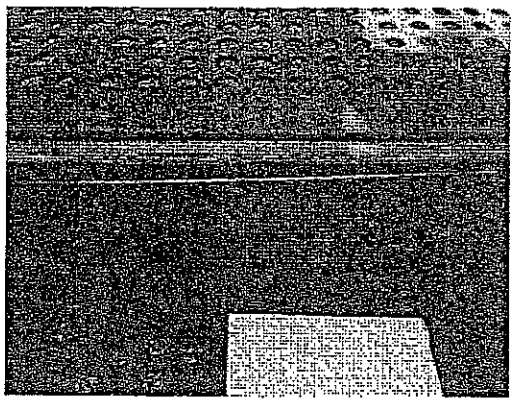
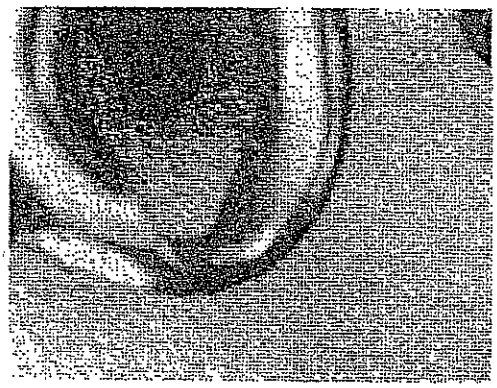
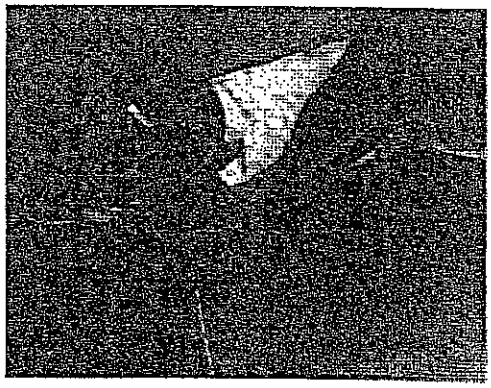
Priority 2: The stairs were missing bolts at the platform.

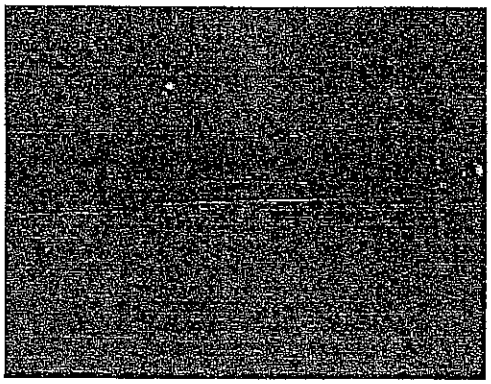


Recommendation: Bolts and fasteners should meet ASTM F1487-11, Section 4.2 and Section 13.

Priority 2: The hardware on the tire swing is worn and should be replaced.







Recommendation: Bolts and fasteners should meet ASTM F1487-11, Section 4.2.3 and Section 13. Routine inspections should be in place to monitor wear. The bolt on top of the horizontal support beam can be an entanglement hazard and should pass entanglement test. Reference ASTM F1487-11, Sections 6.4.1, 6.4.2 and 6.4.3.

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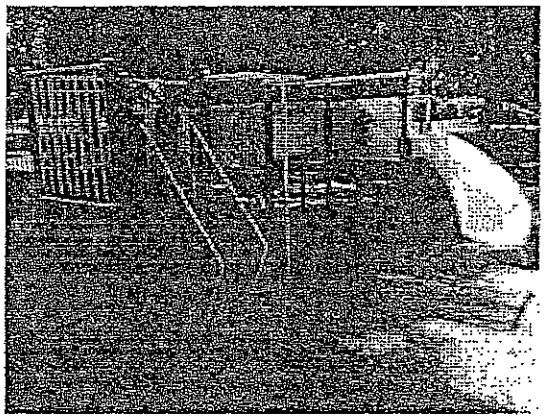
Site: CDC

Play Area Description/Location: Play Structure 5 - unidentified individual play equipment

Play Area Intended User Age Range: 2-5 years old

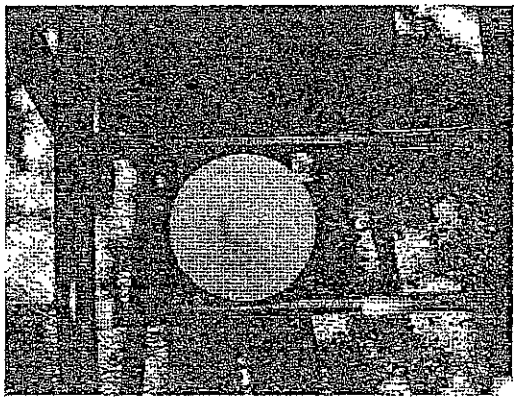
Equipment Description: 1 metal car, 1 playhouse, 1 play structure, 1 straight slide, 2 captain's wheels, 1 tunnel, 1 slide pole, 1 twist slide, 1 tube slide, 1 chain climber, 2 platforms, 1 arch climber.



Surfacing Material/Findings

The depth of the surfacing material in this play area (loose fill wood fiber) was found to be of adequate depth for the play structure.

Priority 1: There is a head entrapment located on the arch climber between the second and third rungs.



Recommendation: The arch climber needs to meet ASTM F1487-11, Sections 6.1 and pass the test procedure for completely bounded rigid openings, Section 6.1.1.1.

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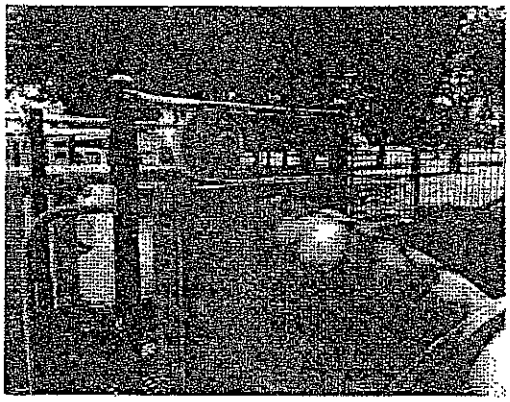
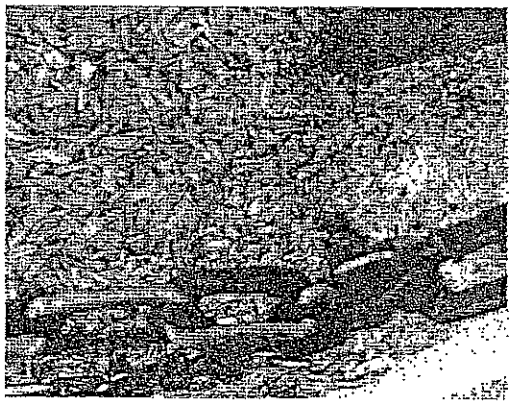
Priority 2: There is a head entrapment located above the slide.



Recommendation: The support bar above the slide needs to meet ASTM F1487-11, Sections 6.1 and pass the test procedure for completely bounded rigid openings, Section 6.1.1.1.

Priority 3: The chain climber has exposed bolt threads.



Recommendation: Bolts extending past the nut more than two threads can be a projection or protrusion hazard. All threads should be smooth to reduce any laceration hazard. ASTM F1487-11, Section 6.2 & 6.3.

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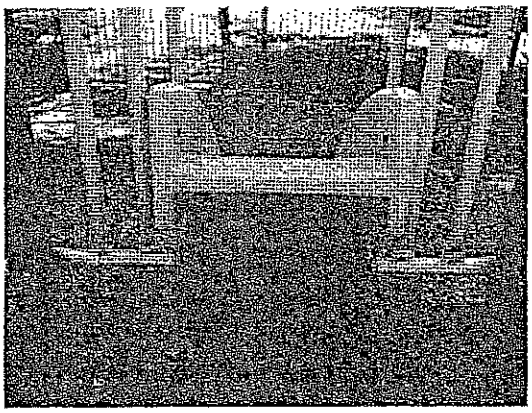
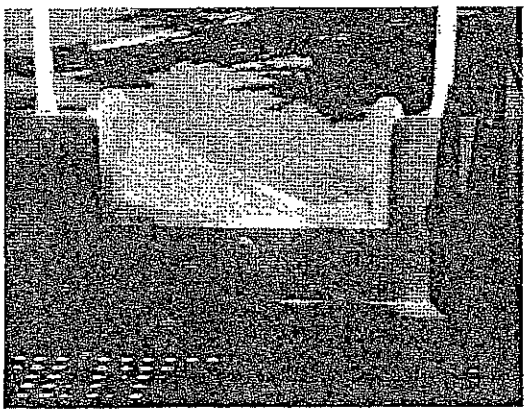
Priority 4: There is no slide transition at the twist slide or straight slide.





Recommendation: The depth of the transition area should be at or greater than 14" F1487-11, Section 8.5.

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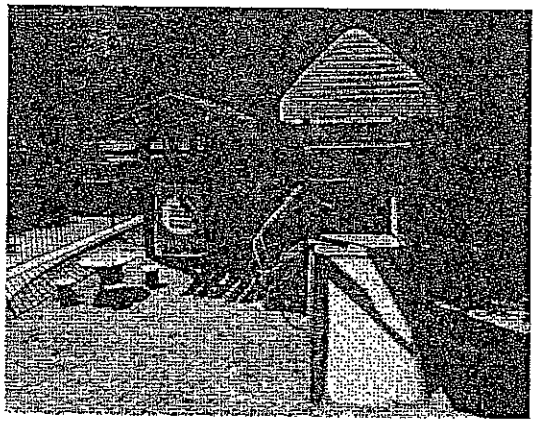
Site: CDC

Play Area Description/Location: Play Structure 6 - unidentified individual play equipment

Play Area Intended User Age Range: 2-5 years old

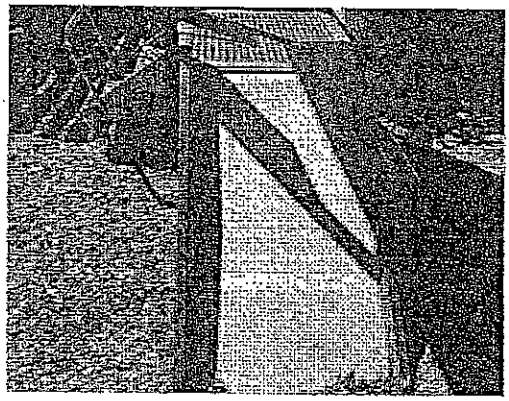
Equipment Description: 1 structure, 2 slides, 1 table, 1 playhouse



Surfacing Material/Findings

The depth of the surfacing material in this play area (loose fill wood fiber) was found to be of adequate depth for the play structure.

Priority 3: The slide exit was not at an adequate height.



Recommendation: Slide exit region should meet ASTM F1487-11, Section 8.5.5.1. The slide exit does not have a slide exit region of 11" or greater.

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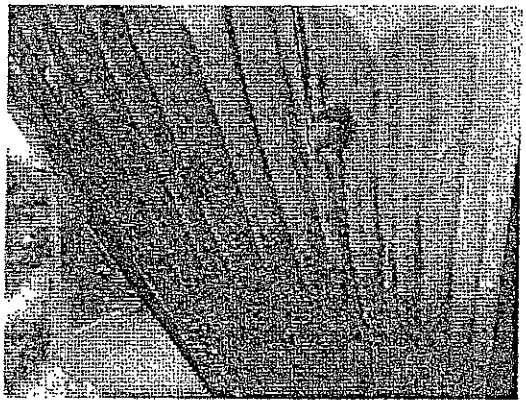
Priority 2: The playhouse structural beams seemed to be unstable either due to dry rot or bug/insect damage.



Recommendation: The structural beams need to be inspected and possibly removed and replaced. The Director of the CDC mentioned that they may remove the playhouse and table.

Some of the equipment found at the CDC was made for their site and does not have any age appropriateness signage. I recommend that signage and stickers be applied to the structures. Play areas are sectioned off and staff monitors the play area of the children during recess.

http://www.playgroundsigns.com/PGS/Playground-Signs-All.aspx

http://playgroundshadeandsurfacing.com/commercial-playground-products/playground-safety-signs-stickers/

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PLAYGROUND INFORMATION RESOURCES

American Society for Testing & Materials (ASTM)
100 Barr Harbor Drive
West Conshohocken, PA 19428-2959
610-832-9585
http://www.astm.org/index.html

Visit the ASTM website for all technical documents. ATSM requires a licensing agreement for access to all Standard documents.

U.S. Consumer Product Safety Commission (CPSC)
Washington, DC 20207
800-638-2772
http://www.cpsc.gov

Visit the CPSC website for free access to Publication Number 325 - Public Playground Safety Handbook, other playground safety related publications, or to report a product hazard or product-related injury.

United States Access Board
1331 F Street, NW, Suite 1000
Washington, DC 20004-1111
800-872-2253
http://www.access-board.gov

Visit the US Access Board website for the latest information on the proposed Federal ADA Playground Design Regulations and available accessibility guidelines.

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Appendix B

Desired Results Parent Survey

California Department of Education
Early Education and Support Division

Name of Agency: San Joaquin Delta College
Site/Program: Delta College Child Development Center
Date: December 2013

Desired Results for Children and Families — Parent Survey

This survey asks for your feedback about the child care and development program your child attends. The California Department of Education is very interested in how the program helps you to support your child's learning and development and meet your family's needs. Your responses will be completely confidential and will help us to improve the services provided to you. If you have more than one child who attends this program, please answer the following questions about your *youngest* child in the program.

1. How satisfied are you with the overall quality of this program?

   Very Satisfied ❑
   Satisfied ❑
   Not Satisfied ❑

2. Do you feel that

	Yes	No
A. Your child is safe in this program?	❑	❑
B. Your child is happy in this program?	❑	❑

3. Have you received information from the program about the following?

	Yes	No
A. How children develop at different ages (e.g., walk, talk, etc.)	❑	❑
B. How your child is growing and developing	❑	❑
C. How your child is doing in the program	❑	❑
D. Schedule of daily activities	❑	❑
E. What you can do to help your child learn and develop	❑	❑
F. Parenting skills	❑	❑
G. How to find other services in the community (e.g., employment and training opportunities, parenting classes, health care)	❑	❑
H. Where to report health or safety concerns and complaints	❑	❑
I. Experience and training of program staff	❑	❑
J. Discipline procedures	❑	❑
K. How you can get involved with your child's program	❑	❑

4. Would you like more information about any topics related to your child's care and development?

   Yes ❑ (please specify topics: _____)
   No ❑

5. Has your child's enrollment in this program made it easier for you to:

	Yes	No	Not Applicable
A. Accept a job?	❑	❑	❑
B. Keep a job?	❑	❑	❑
C. Accept a better job?	❑	❑	❑
D. Attend education or training?	❑	❑	❑

6. How satisfied are you with these characteristics of your child's program?

	Very Satisfied	Satisfied	Not Satisfied
A. Hours of operation	❑	❑	❑
B. Location of program	❑	❑	❑
C. Number of adults working with children	❑	❑	❑
D. Background and experience of staff	❑	❑	❑
E. Languages spoken by staff	❑	❑	❑
F. How program staff communicate with you	❑	❑	❑
G. Meeting the individual needs of your child	❑	❑	❑
H. Interaction between staff and children	❑	❑	❑
I. Interaction with other parents	❑	❑	❑
J. Parent involvement	❑	❑	❑
K. Equipment and materials	❑	❑	❑
L. Cultural activities	❑	❑	❑
M. Daily activities	❑	❑	❑
N. Environment	❑	❑	❑
O. Nutrition	❑	❑	❑
P. Health and safety policies and procedures	❑	❑	❑
Q. How the program promotes your child's learning and development	❑	❑	❑

7. Is there anything else you would like to say about how this program meets your family's needs?

8. Do you have any suggestions about how this program could be improved?

Thank you for taking the time to complete this survey. This information will be used to help improve the services provided to you.

Desired Results Parent Survey

Overview Chart

Name of Agency: San Joaquin Delta College **Site/Program:** Delta College Child Development Center **Date:** 1/5/

Question 1 – How satisfied are you with the overall quality of this program?			
119 Surveys Completed 144 Children enrolled	% Very Satisfied	% Satisfied	% Not Satisfied
	86%	14%	0%

Question 2 – Do you feel that:		
	% Yes	% No
Section A – Your child is safe in this program?	100%	0%
Section B – Your child is happy in this program?	99%	1%

Question 3 – Have you received information from the program about the following:		
Section A – How children develop at different ages?	84%	16%
Section B – How your child is growing and developing?	93%	7%
Section C – How your child is doing in the program?	94%	6%
Section D – Schedule of daily activities?	89%	11%
Section E – What you can do to help your child learn and develop?	90%	10%
Section F - Parenting skills?	85%	15%
Section G – How to find other services in the community?	84%	16%
Section H – Where to report health or safety concerns and complaints?	89%	11%
Section I - Experience and training of program staff?	86%	14%
Section J - Discipline problems?	89%	11%
Section K – How you can get involved with your child's program?	89%	11%

Question 4 – Would you like more information about any topics related to your child's care and development?

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Love the program. They have addressed all of our questions and concerns throughly. More specific detail about my child's behavior rather than vague detail. His developing social skills. I would like my child to get homework. His social skills. What their daily activities are and how they are doing month to month. Vocab used by my son, writing.Discipline procedures.I would like to know what Sheen'as learning style is, accordking to the teachers observations and opinions. Everything is provided. If you have nutrition infor or tips or how to get a hcild to eat, that would be cool.Developmental games to play with child.

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Question 5 – Has your child's enrollment in this program made it easier for you to:			
	% Yes	% No	% N/A
Section A – Accept a job?	56%	3%	41%
Section B – Keep a job?	51%	3%	46%
Section C – Accept a better job?	36%	4%	61%
Section D – Attend educational or training programs?	99%	1%	0%

Question 6 – How satisfied are you with these characteristics of your child's program?			
	% Very Satisfied	% Satisfied	% Not Satisfied
Section A – Hours of operation	82%	17%	1%
Section B – Location of program	88%	12%	0%
Section C – Number of adults working with children	82%	16%	1%
Section D – Background and experience of staff	81%	19%	0%
Section E – Languages spoken by staff	80%	20%	0%
Section F – How program staff communicate with you	82%	18%	0%
Section G – Meeting the individual needs of your child	84%	16%	0%
Section H – Interaction between staff and children	84%	16%	0%
Section I – Interaction with other parents	68%	31%	1%
Section J – Parent involvement	73%	26%	1%
Section K – Equipment and materials	82%	18%	0%
Section L – Cultural activities	79%	21%	0%
Section M – Daily activities	84%	16%	0%
Section N – Environment	82%	18%	0%
Section O – Nutrition	87%	12%	1%
Section P – Health and safety policies and procedures	86%	14%	0%
Section Q – How the program promotes your child's learning and development	85%	15%	0%

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Question 7: Is there anything else you would like to say about how this program meets your family's needs?
This program has helped my daughter tremendously. She has came along way from her devleopment. I couln't imagine her attending anywhere else. Nancy and her staff are amazing. I dearly appreciate the program.This program has helped my child's social skills.Love how he is right on campus with me Convenient! I couldn't have made it this far without the child devleopent program. Excellent Program! My son has improved a lot since starting here. Program has been very helpful great teachers and hours.Very well organized great staff. No, it's a wonderful program.Excellent!!!Provide a schedule of daily activities along with meal calendars.No. This program is wonderful ans has helped my son devleop in a classroom setting and with other children.Very helpful and caring. Appreciated. Great Program and Staff! Very helpful! Thank you.Thank you for your help and support. Not at this time. Great Program Not such a long winter break (parent is not Delta student, working only) Be more detailed about child school interaction as well as behaviors. This program really helps my familiy especially for my training success.I'm satisified.Program is wonderful and hs done so much for my son and I all these years.It does a great job perparing the kids for kindegarden. The program has helped my fmaily as well as my son. Teahcers are very good with the children as far as interacting with them. Listening to my son. The over all care they provide is excellent. He looks forward to coming to class and see his friends and teachers I recommend it to everyone. No, not at this time. Great program and staff.Excellent program, my child loves school and her teachers.The program help my son open up more to other children. I love how the teachers keep the parents informed on every aspect of the children's day. Great program overall. It was a great experience for Phillip and developing his social skills. My children and I enjoy the program and have benefitted from the program and our educational experience has expanded. My daughter loves to attend and has nothing but amazing things to say.I am very happy and my child is happy for the program :) The program has baeen benificial to me, my children and our education. Good job. I am so thankful to God for the teachers who have patience for my
Question 8: Do you have any suggestions about how this program could be improved?
Not as of now. None. Encourage parents to interact in class. N/A. Everything has been more than great! None. Doing a great job! No they are doing great.Just fine No. I love it. Not at all it is perfect. No Nancy got it down! She runs this school very well, to my expectations. Give the childern homework and prepare them for kindergarden. No, the program is great.Every child is different inl personality and devleopment and they are well awere of it and do a super joab a working with them. Suggestion; just keep up the excellent work :) and a big THANKS!! It already is. No. No. None. No N/A Nothing great program :) Teachers keep being sweet and loving as you are. God Bless you! No. Excellent! The center director needs to work on communication. I have noticed improvement recently though. No. No. Keep the great work. Nancy and her staff rock. Keep up the good work. None.

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San Joaquin Delta College - Resource Allocation Prioritization Rubric, 2014-2015

District Mission Statement
San Joaquin Delta Community College District serves the needs of students and the District community by providing excellent post-secondary education to the associate degree level, general education and preparation for transfer to other post-secondary institutions, career and technical education, economic development, and the development of intellectual autonomy. To achieve this objective, the faculty and staff are committed to offering high quality instructional programs, student services, and efforts to enhance the public good. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
Strategic Goals 2014-2015
Goal 1 Planning: The Board, administration, faculty, staff and students agree on the strategic direction for the College District and the long term plans for its effective operation and growth.
Goal 2 Climate: Develop a climate and culture at the College that values compassion, forgiveness and gratitude.
Goal 3 Fiscal Responsibility –The College will maintain a fiscally sound position with strong budget reserves.
Goal 4 Engagement: The College will foster high level community engagement by developing outreach efforts, maintaining commitments and developing new partnerships in the District community with business, industry, government, education, and non-profit organizations.
Goal 5 Student Achievement: The College will increase student retention, success and overall achievement (degrees, certificates, transfer, and employment) and will develop and implement student success programs to achieve those goals.
Goal 6 Equity: Develop a College-wide effort to increase equitable outcomes for students and promote diversity among staff and students.
Goal 7 Structure & Personnel Development: Clarify and articulate key institutional structures, organization, and leadership positions and seek out, select, and develop high-quality, experienced, talented key personnel for leadership and management for all positions; provide development and training for all staff.
Goal 8 Regional Planning: Develop and implement plans for a North County Center that promotes collaboration with our north and east county partners; develop plans for providing education in the Foothills by leveraging resources and collaborating with Columbia College and the Calaveras community; develop plans for a permanent building at the South Campus at Mountain House

Recommending Program/ Unit/Service Area: _____ **Recommendation No.:** _____

Evaluator: _____

	Strong (5 points)	Adequate (3 points)	Marginal (1 point)	Nil (0 points)	
Resource Criteria	**Resource Recommendation**				**Score**
Program Review	Substantially addressed in program review	Moderately addressed in program review	Minimally addressed in program review	Not addressed in program review	
District Mission and Strategic Goals	Fully aligns with the District's mission and strategic goals	Moderately aligns with the District's mission and strategic goals	Minimally aligns with the District's mission and strategic goals	Does not align with the District's mission and strategic goals	
Operational Plans: Ed Master Plan, 2011-12 Facilities Master Plan, 2010 Info Technology Plan, 2011-14 Strategic Plan, 2014-15 Student Equity Plan Student Success and Support Plan	Fully supports two or more of the District's operational plans	Moderately supports one or more of the District's operational plans	Minimally supports one or more of the District operational plans	Does not support any of the District's operational plans ☐ Uncertain	
Student Learning Outcomes (SLOs) or Administrative Unit Outcomes (AUOs)	Directly and significantly impacts the achievement of student learning outcomes or administrative unit outcomes	Moderately impacts the achievement of student learning outcomes or administrative unit outcomes	Minimally impacts the achievement of student learning outcomes or administrative unit outcomes	Does not support the achievement of student learning outcomes or administrative unit outcomes	

Resource Criteria	Strong (5 points)	Adequate (3 points)	Marginal (1 point)	Nil (0 points)	Score
	Resource Recommendation				
Health, Safety, and Liability	Addresses an immediate health, safety and/or liability need	Addresses an impending health, safety and/or liability need	Addresses a minor health, safety and/or liability need	Does not address a health, safety and/or liability need	
Legal or Accreditation Mandate	Addresses an immediate legal or accreditation mandate	Addresses an impending legal or accreditation mandate	N/A	Does not address a legal or accreditation mandate	
Fiscal Stability/Responsibility	Resource recommendation would generate revenue or savings for the District	Resource recommendation would generate no fiscal impact (budget neutral) on the District	Resource recommendation would generate low to minimal fiscal impact on the District	Resource recommendation would generate a substantial fiscal impact on the District	
				TOTAL SCORE	0

OVERALL RESOURCE PRIORITY RANKING:

☐ **24-35 High**	☐ **12-23 Medium**	☐ **0-11 Low**

Comments:

San Joaquin Delta College
Student Services Program Review Evaluation Rubric, 2014-2015

Unit/Department Name:
Evaluator:

Use the following criteria to determine whether or not the program review is acceptable.

The program review:	Yes	Somewhat	No
1. is complete, thorough, and clearly communicated.	☐	☐	☐
2. provides an overview of the unit/department, including its mission statement (if applicable), historical background, and core functions.	☐	☐	☐
3. presents an operational overview and SWOT analysis.	☐	☐	☐
4. lists measurable key performance indicators (KPIs) that reveal the functionally and efficiency of the unit/department.	☐	☐	☐
5. includes SLO and/or PLO assessment results and describes the implications of these results on the future delivery of unit/department services.	☐	☐	☐
6. outlines the unit/department's major accomplishments and identifies the strategic goal and/or operational plan to which they relate.	☐	☐	☐
7. reports on the status of prior review cycle goals and develops unit/department goals for the next two years.	☐	☐	☐
Overall Findings: Acceptable ☐ Unacceptable ☐			
Comments:			

Update on Accreditation: March 2015 Progress Report

Matt Wetstein
Assistant Superintendent
Vice President of Instruction & Planning
Accreditation Liaison Officer
February 17, 2015

San Joaquin Delta College

ACCJC Progress Report

- Summary of Recommendations
- Progress to date
- Review of ACCJC Commendations
- Next steps

ACCJC Recommendations

Recommendation 1:

In order to meet the Standards, the team recommends that the District implement an ongoing, systematic, sustainable program review process for each program not currently in the program review process that informs integrated planning, resources allocation decisions, key processes to improve institutional effectiveness, and student achievement and learning. The team further recommends that integrated planning processes be systematically reviewed and modified as appropriate. (II.A.2, II.A.2.e.)

RESPONSES TO THE RECOMMENDATION

- Dean of PRIE re-established - key leader on program review process
- New program review process for administrative units
- Instructional PR's re-tooled to include focus on program specific goals for student achievement
- All administrative and student services programs turned in PR's by Jan. 30, 2015
- New committee structure implemented (1 committee - not 3)
- New rubrics developed to improve annual vetting of program reviews
- PR resource prioritization underway through spring of 2015

ACCJC Recommendations

Recommendation 2:

In order to increase effectiveness, the team recommends that the District establish a sound infrastructure of sufficient administrative personnel to ensure a consistent level of services that support the institution's mission and purpose. The team further recommends that the district expedite the process to fill vacant and interim administrative positions. (Standards II.A.2, III.A.6, IV.B.)

RESPONSES TO THE RECOMMENDATION

- Vice President of Operations recruitment completed (G. Calderon)
- Interim Dean of PRIE recruitment completed (G. Holden)
- Permanent Dean of Health Sciences hired (J. Kay)
- Asst. IT Director recruitment completed (B. Deater)
- Recruitment underway for permanent Dean of Agriculture, Science & Math
- Recruitment underway for Fiscal Operations Supervisor
- Additional administrative personnel entitlements are featured in several program review resource requests

ACCJC Recommendations

Recommendation 3:

In order to increase effectiveness and to achieve consistency within educational modalities, the team recommends that the District integrate its distance education planning with institutional planning and update its policy that defines "regular and substantive interaction," and develop and implement a faculty evaluation rubric that is relevant for faculty who teach online courses. (Standards II.B.1, II.A.1.b)

RESPONSES TO THE RECOMMENDATION

- Distance education plan has been written by DE committee and endorsed by college governance groups
- Plans for distance and regional education are a component of Educational Master Plan
- Distance education policy and procedure has been updated
- Regular and substantive interaction is defined in DE procedure
- Faculty evaluation article is under negotiation with CTA at the bargaining table

ACCJC Recommendations

Recommendation 4:

In order to meet the Standards, the team recommends that the District ensure that evaluation processes and necessary criteria are in place and evaluations are regularly and consistently conducted for all employee groups. (Standards III.A.1.b–c, III.A.2, III.A.3.a, III.A.5.a)

RESPONSES TO THE RECOMMENDATION

- HR and Staff Development committee have reviewed online tools for evaluation tracking
- MUNIS upgrade is underway to improve evaluation tracking – goal of implementation is July 1, 2015
- Managers have been at work to complete overdue evaluations
- The college currently has 90% of all personnel evaluations complete on time or within one month of due

ACCJC Commendations

1. Focused work with under-represented students to improve retention, completion and transfer rates
2. Programmer contributions to Kuali Finance
3. Bold, multi-faceted response to assist students in need of remediation (tutoring, supplemental instruction, learning communities) and use of contextualized learning for CTE (Psych Tech program)
4. Focused, intentional efforts to reduce the achievement gap in online vs. face-to-face courses
5. A robust, well-vetted program discontinuance process that focused on improving core services

Next Steps

- Write the progress report for ACCJC
- Submit by March 15, 2015