Standard Two
Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty, and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.
2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its College Catalogs, publications, and statements including those presented in electronic formats. Precise, accurate, and current information is provided in the College Catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees including the academic calendar and information regarding program length; and (e) the names of administrators, faculty and governing board.

Description

Produced under the supervision of the Instructional Services Office, the College Catalog serves as the primary source of regulations and policies for students and staff. Students may purchase the College Catalog in the Bookstore and may also reference the College Catalog through other offices on the College grounds. The College Catalog is also available on the Web site, which is updated between scheduled printings each academic year. The College Catalog includes all of the above listed information for both credit and noncredit courses.

The College utilizes both print and electronic media in reaching out to prospective students and to the community. The Schedule of Classes is mailed each semester to Stockton residents, is available at public libraries, and is on sale in the Bookstore as well as various offices on campus as reference material. The wording of particular sections in the College Catalog and the Schedule of Classes may vary, but the information is consistent (Documents 2-1, 2-2).

The primary function of the Information and Facilities Office is to handle all press inquiries relating to the College, to publish accurate information and to oversee the accuracy of publications that are available to the public. However, some departments and programs print their own informational outreach flyers and brochures, which are supplemental to those produced by the Information and Facilities Office. Also, many vocational departments, through grant funding, have published brochures that provide a uniform, consistent presentation of information.

In spring of 2001, a team of staff from Outreach and Enrollment, Information and Facilities, and the President’s Office were gathered together to discuss advertising campaigns that would inform the community of the beginning of the semesters and information regarding the many programs that the College offers.

Analysis

Course changes and administrative and procedural changes may impact the accuracy of the College Catalog during the academic year. Therefore, the complex process for ensuring an accurate College Catalog is ongoing. The format of the Schedule of Classes
is in a format that is easy to read and user friendly. An ad hoc group of faculty, counselors, and managers has been formulated to provide feedback on the College Catalog and Schedule of Classes to improve the presentation of information. Many of the brochures for vocational certificate programs have been revamped to create a consistent layout that is easily recognizable, eye-catching and offers detailed coverage of what is needed to obtain certificates and degrees as well as phone numbers to call in case of questions and/or clarification regarding this information.

The College's Web site is an important outreach vehicle, which receives over 80,000 hits per month. There are several pages of information available including the College Catalog, Schedule of Classes, division and department information and online registration instructions (Documents 2-3, 2-7). The College has undertaken a process of re-tooling its Web site to provide a consistent format for web pages. Campus groups have been meeting for several months to examine different formats. User testing on possible formats began in October of 2001. Once the College has identified a standard format, departments across the campus will need to make a conscious effort to update their pages to provide up-to-date information and to fit the new format.

The College is discussing moving toward a paper-less campus, and continues to add web-based reference materials to its web site, including the 2001-02 Campus Committee Book, the Campus Calendar of Events, Board of Trustee's Agenda, the Student Handbook, Student Standards of Conduct, and many other postings (Document 2-3). As the discussions and re-tooling of the web site continue, the College remains committed to publishing the College Catalog and Schedule of Classes in Web-based and paper format.

Student surveys suggest that students find the information provided by the College in relation to enrollment and registration is timely and easy to use. In a 2000 survey of 168 students by the Higher Education Consortium of Central California (HECCC), 71 percent of students said that the "ease of getting information needed was good or excellent," while only five percent ranked this item as poor. Likewise, nearly 80 percent rated the "quality and usefulness of materials received" as good or excellent (Document 2-4).

**Plans**

1. Continue to improve the printed Schedule of Classes and the College Catalog so that they are easier to use.

2. Complete redesign of the College Web site so it is more user friendly, informational, and appealing.

3. Continue to examine the feasibility of Web-based versions of the Schedule of Classes and College Catalog.
2.2 The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility that states the institutional commitment to the free pursuit and dissemination of knowledge and fosters integrity of the teaching-learning process.

Description

San Joaquin Delta College expresses its commitment to supporting and safeguarding academic freedom through Board Policies 6620 and 6600 (Document 2-5). Policy 6620 states in part "The San Joaquin Delta College Board of Trustees believes that faculty and students have the right to pursue teaching and learning with full freedom of inquiry." The full text of Policy 6620 is detailed and unambiguous in its support of academic freedom for faculty and students (Document 2-5). It is published in full in the Schedule of Classes.

The San Joaquin Delta College Teachers Association also offers language in the Master Contract with the College that states "it is recognized that there is no single way to teach effectively, no single blueprint for every course of instruction, and that quality does not necessarily imply uniformity." (Document 2-6, page 35)

Analysis

This standard appears to largely be met. Among those responding to the Spring 2001 Faculty and Staff Survey, 72 percent "strongly agree" or "agree" with the statement that "At Delta College, academic freedom is supported and protected." Twenty-one percent chose the "not sure" or "don't know" response while only seven percent chose to "disagree" or "strongly disagree." While seven percent is a small number, in matters of academic freedom it constitutes some area of concern. The committee drafting this standard report did not have complete information about the incidents or working conditions that led seventeen respondents to express this view. It may be related to an online discussion in spring 2001 about the appropriate use and tone of e-mail messages and announcements. Still, it is clear that a large portion of the faculty and staff agree that academic freedom is supported and protected at the College.

Plans

1. Continue to encourage free expression by faculty and students both within the classroom and in other settings of the campus.
2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others

Description

As novices in their field of study, students would be the least likely to be able to recognize it when an instructor presents opinion as fact. However, Policy 6620 does allow students the freedom to question and differ with views expressed by instructors (Document 2-5). With the protection of academic freedom that students have, they can challenge instructor statements in class, and if they are bothered by a pattern of distortion, they can bring their concerns to the Division Chair or the appropriate Dean. Policy 6620 places the responsibility of avoiding bias squarely on the instructor.

Managers or faculty peers can observe and document biased teaching during scheduled faculty evaluation periods.

The College recognizes that the fair and accurate presentation of information applies to all staff as well as faculty.

Analysis

The new form used for student evaluation of faculty does request a response to the statement, “The instructor encourages me to think for myself,” which assumes that the instructor models this behavior by presenting facts in an area and then offering alternative interpretations or opinions. Management and peer review of faculty addresses issues of “competence” in the subject matter area, which certainly would imply that the instructor is sophisticated enough about their area of expertise that they are aware of both supportable facts and opinions or schools of thought relating to the facts.

On a larger scale, instructors are required to follow course outlines specific to each course as approved by the Curriculum Committee and the College Board of Trustees. A course information sheet (syllabus) must be given to students enrolled in the course, and in the student evaluation of faculty, students are asked to respond to the statement, “The course as taught by the instructor follows the course objectives the instructor announced.”

Plans

1. The Academic Senate should regularly review the principles of academic freedom outlined in district policies to ensure the College is abiding by the policies.
2.4 Institutions which strive to instill specific beliefs or world views or to require
codes of conduct of faculty, administrative and support staff, or students give
clear prior notice of such policies

**Description**

Since Delta College is a public institution, it does not strive to instill religious or
ideological beliefs.

**Analysis**

Not Applicable

**Plans**

Not Applicable

2.5 The institution provides faculty and students with clear expectations
concerning the principles of academic honesty and sanctions for violation.

**Description**

Policies relating to the principles of academic honesty and sanctions for violations are
clearly outlined in Policy 5470 (Document 2-8). Plagiarism, cheating, and other forms of
academic misconduct are clearly defined in that policy and possible sanctions may
include failure of an assignment, failure of the course if the occurrence takes place after
the drop date, and recommended suspension from the College. The policy is made
available to students in the *College Catalog*, in a brochure published by the Student
Services Office (Document 2-9), and in some course information sheets of instructors.

**Analysis**

The policy on student removal and suspension as it relates to academic misconduct was
recently revised by a team of faculty who were concerned about sanctions for cases of
plagiarism and cheating. An ad hoc committee of faculty drafted language for the policy
revision that was submitted to campus governance groups and adopted by the Board of
Trustees in the summer of 2001. The new policy provides a more detailed description of
plagiarism and cheating, and provides greater leeway for faculty to sanction students who
commit an offense of academic dishonesty. The policy is so new that it has not been in
effect long enough for analysis of its impact.
**Plans**

1. The Vice President of Student Services should provide a report to the Academic Senate on the number and disposition of academic misconduct cases after the new policy has been in place for a year.

---

### 2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**Description**

The Board of Trustees has promulgated an Affirmative Action Policy (1400) that affirms the values of equal opportunity, non-discrimination, cultural diversity, and the desire to establish a work force that reflects the diversity of the population served by the College. The College has clearly defined policies in place for discrimination, and sexual harassment and assault complaints (Policies 1401, 1402, 1410, 1411, 1412, 1413, see Document 2-10).

**Analysis**

In practice, the college has made great strides in hiring a more diverse work force, although there is still work to be done. According to data from the College's 2000 annual report, women comprise 60 percent of all employees at the College, and 46 percent of the full-time faculty. Data from the report are reproduced in Table 2-1.

<table>
<thead>
<tr>
<th>Gender and Ethnicity of Managers and Full-Time Faculty at Delta College</th>
<th>Managers</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48%</td>
<td>54%</td>
</tr>
<tr>
<td>Female</td>
<td>52%</td>
<td>46%</td>
</tr>
<tr>
<td>White</td>
<td>66%</td>
<td>56%</td>
</tr>
<tr>
<td>African American</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9%</td>
<td>16%</td>
</tr>
</tbody>
</table>

*Source: 2000 Annual Report*

Results from the staff and faculty survey suggest that the climate on campus is generally open to women and minorities assuming leadership positions. Nearly three quarters of those surveyed agreed (or strongly agreed) that the atmosphere of the College welcomes women in management positions, while 65 percent said the same for minorities.

On the student front, recent declines in enrollments by White students have been offset by slight increases in Hispanic and Asian student enrollments. The Hispanic student population is still underrepresented when compared against county population figures (24
percent of units taken in fall 2001, compared against 30 percent of the county population).

The College encourages diversity and respect for individual differences by promoting clubs and activities to inform students and the campus community of the spectrum of individuals that make up the community. Such activities are reflected in the College’s multicultural fair, disability awareness day, a gay and lesbian student group, as well the activities of various ethnic and cultural groups on campus.

Diversity efforts at the College have been strengthened in recent years by the emergence of the Cultural Awareness Programming Subcommittee (CAPS). This committee has been actively involved in bringing speakers and educators to the campus who stress themes related to cultural awareness, diversity, and difference. Speakers have included Latino writers, African American and Asian American storytellers, a trans-gender minister, and an annual visit by a Holocaust survivor. CAPS programs are well advertised and draw large crowds of students and staff. The committee has benefited from generous financial support from the student government association and recently from the use of $8,000 in general funds from the College budget.

The College has responded to the September 11, 2001, attacks by offering programs tailored to address the issues of ethnic diversity and remembrance and educate students on war and conflict. The College also adopted a "zero" tolerance policy on any hate motivated attacks on students and staff.

**Plans**

1. Examine recruitment efforts to ensure that the student body is reflective of the ethnic diversity of the population of the region.

**2.7 The institution demonstrates honesty and integrity in its athletic program.**

**Description**

The College has an outstanding reputation for its varied sports programs, both in competitive excellence and in the facilities that are offered to student athletes. Teams compete in the Bay Valley Conference except for the men's football program, which competes in the Northern California Football Association. Honesty and integrity are central to the athletic programs. Student athletes are expected to uphold academic standards in conjunction with the student population.

**Analysis**

In the spirit of Title IX gender equity, the College has expanded opportunities for female athletes since the last accreditation visit by establishing a women's water polo program. A full-time faculty entitlement will be added to the division in 2002-03 to staff the water polo program and provide physical education classes to students at the College.
Additionally, an athletics counselor was added using Partnership for Excellence funds in order to monitor student-athlete performance in courses and to help maintain academic eligibility and meet NCCA transfer requirements.

The athletic programs have had a series of storied accomplishments in recent years. The women’s volleyball team has earned statewide honors, a first-time number one ranking in the state in the fall of 2001, and competed in the community college state tournament in 2000 and 2001. The football team garnered national rankings in the fall of 2001 and participated in a bowl game in November. Numerous individual athletes have transferred to four-year colleges and universities.

**Plans**

No action is planned.

| 2.8 | The institution demonstrates honesty and integrity in its relationship with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements. |

The College has demonstrated integrity in its relations with the Accrediting Commission. The College has complied with Commission standards in drafting the Self-Study document, and agrees to comply with requests from the Commission for further documentation.

**Analysis**

In the last accreditation cycle, it was clear that the College had failed to respond adequately to past recommendations from the Commission. Today, the College is in a much better position to demonstrate its honesty and integrity to the Commission. As the introduction to this Self-Study points out, the College has taken a number of steps to address concerns raised by past visiting teams.

College representatives have regularly attended workshops at the California Assessment Institute in order to stay abreast of Accrediting Commission standards and policies. Several members of the Accreditation Steering Committee have participated in training sessions hosted by commission staff members. Additionally, key leaders of the College have served on site-visit teams in order to assist the Commission in efforts to report on the efforts of other colleges to meet Commission standards and guidelines.

In preparation for the application for reaffirmation of accreditation, the College initiated a self-study process that was inclusive and benefited from the participation of members of all campus groups. Planning began early in fall 2000 with the formation of the Accreditation Steering Committee and Self-Study Standard Sub-Committees that were representative of the campus. Committees were provided with copies of the Commission’s self-study policies and guidelines, and copies of the 1996 Self-Study
Evaluation submitted to the Commission, along with the Commission's recommendations to the College, and the College's Mid-term Report to assist in their work in developing draft standard documents.

**Plans**

1. The College should continue its practice of sending teams of representatives to the annual California Assessment Institute.

2.9 The institution regularly evaluates and revises institutional policies, practices and publications to ensure integrity in all representations about its mission, programs, and services.

**Description**

College policies call for regular review of institutional policies and practices. The College's Policies and Procedures Committee conducts weekly meetings to review policy proposals, collect comments from the various senates, and make recommendations to the President's Council.

**Analysis**

Regular reviews of policies take place at the College. The committee structure of the College has been extensively reviewed and revised over the last five years. Committees have been merged to focus planning and budget efforts (Planning and Budget Committee) and research priorities (Academic and Institutional Research Committee), and new committees have been established (for example, the Partnership for Excellence Review Committee). While revisions have been extensive, the College has not formally adopted policy to outline the role of the President's Council in the shared governance process.

Policies relating to curriculum have also undergone revision in response to recommendations from the last accreditation visit. Other policies have been adapted to address pressing issues. For example, changes in the student conduct policy were initiated by faculty to address concerns about academic integrity and plagiarism.

**Plans**

1. Revise committee policies to more fully incorporate the role of the President's Council in the shared governance system.
## Standard Two: Supporting Documents

2-1  San Joaquin Delta College 2000-2001 College Catalog  
2-2  San Joaquin Delta College Schedule of Classes Fall 2001  
2-4  HECCC Fall 2000 New Student Survey  
2-5  Policy 6620, Academic Freedom  
2-6  Evaluation of Faculty Article XVI  
2-7  [http://www.deltacollege.org/webstats](http://www.deltacollege.org/webstats)  
2-8  Policy 5470, Standards of Student Conduct  
2-9  Student Standards of Conduct: Academic Dishonesty  
2-10 Policies on Discrimination, Sexual Harassment, and Assault