Standard Four

Educational Programs

The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.
A. General Provisions

4A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Description

San Joaquin Delta College is committed to excellence in the provision of postsecondary education throughout the College district. This commitment is reflected in our comprehensive instructional programs, services to students and the public, professionalism of faculty and staff, and campus beauty and utility.

Delta College's Mission Statement outlines the following College commitments:

- We declare that the primary mission of Delta College is to provide rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational, technical, and occupational fields. Our commitment is to prepare our students with the knowledge, skills, and competencies they will need to excel in their educational, professional and personal endeavors. We are equally committed to providing students a general education, which will provide a cultural context for their knowledge and expand their intellectual horizons.

- We believe that it is essential and important to our role as a community college to provide opportunities for success in postsecondary education to adults of all ages, genders, and ethnic backgrounds. The opportunity for student success extends beyond open admission to provision of effective student services and instructional support. Essential elements of this support are remedial instruction, instruction in English as a Second Language, and support services.

- We identify as essential and important the provision of adult non-credit educational curriculum in areas defined as being in the state's interest.

- We endorse the concept of the community college as an institution that serves in various and dynamic ways the educational, cultural, and economic needs of the community, where such activities are compatible with our primary mission.

Our student and community diversity is reflected in the faculty, staff, programs, and services of the College. While Delta College is focused locally, we respond as an integral part of state, national and international communities. Our institutional effectiveness is advanced by linkages with local secondary schools and with other institutions of higher education, business, industry, and local government.
We encourage and recognize excellence in:

learning as the principal pursuit of our students;
teaching as the principal pursuit of our faculty; and,
serving as the principal pursuit of our administration and staff.

Our commitment to quality is sustained by continuous self-renewal which enables us to be innovative, efficient and effective leaders among our peer institutions and in our community.

San Joaquin Delta College exemplifies excellence, service, innovation, and leadership.

Analysis

San Joaquin Delta College programs, course offerings, and supportive instructional services are dynamic and in tune with the changing educational needs of students based on the job market, degree requirements, transfer requirements, college preparation, and community service. The College reviews, revises, and deletes courses and programs based on continual analysis. Since the last accreditation visit, the College has undertaken an aggressive program review process (Document 4-1, 4-2). The 82 program reviews that have been completed have helped to keep the College’s programs in step with the community’s needs. The determination of student needs for a wide range of educational purposes is based on an ongoing analysis of the employment opportunities and transfer articulation agreements (done through the program review process as well as through various College links to the community, such as the CalWORKS Program). Delta College is also implementing an early enrollment schedule, which will allow students to plan their schedules earlier, give them additional time to meet with their counselors and advisors, and promote better course sequence planning for the College.

The College Catalog provides evidence that the College offers varied curriculum to meet the needs of a diverse student body (Document 4-3).

Extensive educational opportunities are offered in:

- English as a Second Language (ESL)
- GED Program
- Basic Skills Preparation
- Certificate Programs in over 100 Fields
- Associate in Science and Arts Degrees
- Transfer Courses
- Americorp
- General Education for Degrees and Transfer
- Teacher Reading Development
- Training Program
- EOPS
- DSPS PUENTE
- CalWORKs
- Middle College High School
- Learning Communities
- Mathematics/Engineering/Science Achievement (MESA)
The College has been actively engaged in the development of distance education alternatives to meet the diverse needs of its students. In addition, the College is committed to offering courses in the various regions of its District, including Tracy, San Andreas, Jackson, Rio Vista, Lodi, and Manteca. The College’s vocational programs range from Automotive to Welding with specialized programs in Electron Microscopy, Cisco Certification, Caterpillar and many others. The College has also created an articulation faculty position since the last accreditation. This position is assisting the College in maintaining and improving transfer agreements both with four-year institutions as well as with feeder high schools.

**Plans**

1. Continue to review, revise, delete, and create new courses and programs to effectively meet the College's mission in responding to student needs. This should be achieved by continuing to refine the College's Program Review process.

2. Continue to implement and develop additional transfer articulation agreements through ongoing support/funding of the Articulation Instructor position.

3. Continue to articulate courses with the feeder high schools through ongoing support for the program where Delta College instructors meet and work with local high school instructors in verifying and developing strong articulation programs.

4. Implement a newly developed system to coordinate the distribution of certificates through the Admissions and Records Office.

5. Continue to expand regional education and continue to develop the offering of distance education alternatives.

6. Beginning with the spring 2002 semester, implement the early enrollment process and evaluate the results achieved to determine if this program should be modified and/or continued.

7. Continue to obtain input via advisory committees, surveys, and community involvement from business, industry, and the public to ensure that programs and courses are producing the needed skills for successful employment and advancement.
4A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Description

All College divisions have responsibility for offering courses that foster students meeting sequential enrollment requirements. Associate in Science and Associates in Arts degrees and certificate programs delineate the sequences for course enrollment, and chairpersons use this information in designing the schedule. Transfer and vocational programs are structured for completion in two years or less, with sample course sequences printed for students in the College Catalog (Document 4-3). A revised calendar for schedule production will also facilitate greater long range planning of schedules. Required courses with low enrollment are allowed to continue within a two-year plan of scheduling (Document 4-4).

Analysis

Generally, courses leading to degrees are offered in a manner which provides students the opportunity to complete the program defined in the College Catalog within a reasonable time frame. However, there are occasions when courses may be offered at a time of day or evening not convenient for some students, and some classes are only offered in alternative semesters due to limited student need.

Plans

1. Continue to offer and evaluate alternative times and modes of instruction, including programs such as distance education, and regional education.

2. The Academic Senate should continue to explore alternative academic calendars and other new methods of instruction, such as hybrid courses, and the expanded use of interactive television systems.

3. Continue to offer and evaluate alternative course times, length, and days, including weekend classes.

4. Continue to expand and evaluate offering alternative times for child care and student support services.
4A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

When programs are eliminated or program requirements are significantly changed based on the analysis of program viability as evaluated in the program review process, the College makes arrangements for the students to complete their education in a timely manner. Students have catalog rights that the College honors. If a course is discontinued within the College “catalog right” period, the student’s petition to exempt or substitute the course will be accepted. There have been no programs that have been eliminated at the College since the last accreditation visit. However, the College’s Broadcasting Program was evaluated, updated, and expanded to include television and journalism in addition to the existing course offerings (Document 4-5).

Since the last accreditation visit, the College has eliminated the requirement that students enroll in an English course after they have completed six units of college credit. The decision to eliminate this requirement was made following a Matriculation Review visit and was supported by the actions of the Academic Senate as well as the College’s Board of Trustees.

Analysis

The existing system works well in honoring students’ catalog rights. However, occasions do occur where the student has not taken a sequence of courses in a timely manner, particularly in English and mathematics when he/she needs to begin with these courses in the first semester in order to fulfill their requirements within a two year period of time. College policy is not explicit in explaining how College programs would be eliminated and/or how sequences of courses (such as those that existed in the broadcasting area) are discontinued.

There is also concern voiced by some faculty and staff that the progress of students has been hurt by the elimination of the requirement of students taking an English course after completing six units of College credit. As suggested earlier, at one time the College required students to enroll in the appropriate level of English after they had completed six units of Associate in Science and Associate in Arts degree or transfer level courses. This was determined by the Matriculation Site Review Team to be outside of regulations. It is recommended that this policy be investigated to determine if it is still outside of regulations. If current regulations would allow this practice it could be revisited by the College’s Matriculation and Curriculum Committees, and the Academic Senate.
Plans

1. Consider options to ensure students enroll in appropriate levels of English early in their academic career to foster overall student success.

2. Re-examine policies for both course and program elimination.

4A.4 The institution provides sufficient human, financial, physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Description

The institution provides sufficient human, financial, and physical resources to support its educational programs and to facilitate achievement of the goals and objectives. The College has been recognized for its many innovative programs in computer, vocational offerings, transfer preparation, and basic skills transfer programs (Document 4-6).

Computer labs and multi-media classrooms are of high quality and quantity on campus. Performance venues and arts facilities exceed those of most institutions of higher education.

Delta College has never initiated any reduction in its workforce. Recently, through the use of Partnership for Excellence (PFE) funds, at least 14 instructional positions have been funded (Document 4-7). It is felt that these additional full-time staff have helped to strengthen the College’s instructional and student services programs. The College’s administration is working with the Academic Senate in establishing a more clearly defined entitlement process. The PFE program has helped to fund many innovative programs as well as staff positions. A list of some of the approved 2000-01 PFE expenditures is provided in Table 4-1 (Document 4-8).

Analysis

The College consistently evaluates the viability of programs and services. In the 2000-01 school year alone, the Curriculum Committee processed 518 course proposals, and nearly 1,900 since fall of 1997 (Document 4-9). The College has added 17 new certificate programs since 1996, (Document 4-9). These figures document the College's efforts to restructure and update academic programs to better serve students.

Delta consistently meets or exceeds the minimum number of Full-Time Equivalent Faculty (FTEF) required by the Chancellor's Office (Document 4-10). The College currently employs 222 tenured or tenure track faculty, and nearly 340 part-time instructors to support the educational program.
**Plans**

1. Continue to evaluate the best possible use of staff, services, facilities, and technology. This is done through the program review process.

2. Evaluate the allocation of space on a continual basis. This process is coordinated through the College’s Facilities Committee.

3. Review the funding of various staff positions to insure that PFE funds are being properly used.

### Table 4-1
**Examples of Partnership for Excellence Allocations, 2000-01**

<table>
<thead>
<tr>
<th>2000-01 PROPOSAL NAME</th>
<th>ONE - TIME FUNDING</th>
<th>ONGOING FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Alert Project</td>
<td>$</td>
<td>$ 28,977.00</td>
</tr>
<tr>
<td>Puente Project</td>
<td></td>
<td>40,416.00</td>
</tr>
<tr>
<td>Counselor, Transfer Center</td>
<td></td>
<td>51,854.00</td>
</tr>
<tr>
<td>ACE Pilot Program - Assessment Counseling Express</td>
<td>1,625.00</td>
<td></td>
</tr>
<tr>
<td>Admissions &amp; Records - Retention Committee Activities</td>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>Counselor, Non-Credit Matriculation/Orientation</td>
<td>28,977.00</td>
<td></td>
</tr>
<tr>
<td>Transfer Center - Networking Across Segments: Re-Instituting the UC Davis Transfer Opportunity Program</td>
<td>249.00</td>
<td>8,089.00</td>
</tr>
<tr>
<td>Outreach &amp; Enrollment - Student Follow Up Associate Degree Program</td>
<td>2,402.00</td>
<td></td>
</tr>
<tr>
<td>Transfer Center - Reaching Out to Diverse Populations: Presentations to Students in Vocational Training Programs</td>
<td></td>
<td>13,125.00</td>
</tr>
<tr>
<td>Staff Development for Adjunct Faculty</td>
<td>4,500.00</td>
<td></td>
</tr>
<tr>
<td>Transfer Center - Developing a Systems Approach: Transfer Admission Presentation to English 1A Classes</td>
<td>17,254.00</td>
<td>22,637.00</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>20,000.00</td>
<td>25,000.00</td>
</tr>
<tr>
<td>Applied Math Program Faculty - Tutorial Assistants</td>
<td>2,160.00</td>
<td>87,633.00</td>
</tr>
<tr>
<td>Social Science Division - Social Science Center</td>
<td>32,686.00</td>
<td>50,205.00</td>
</tr>
<tr>
<td>Transfer Center - Taking Charge in Times of Change: Promoting Transfer &amp; Career Services to Delta College Students</td>
<td>19,405.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Counselor for Student Athletes</td>
<td></td>
<td>25,927.00</td>
</tr>
<tr>
<td>Outreach &amp; Enrollment - Campus Open House &amp; Registration Fair</td>
<td>34,340.00</td>
<td></td>
</tr>
<tr>
<td>Transfer Center - Deciding What to Be When I Grow Up: Career Assessment for Undeclared and Undecided Students</td>
<td>26,649.00</td>
<td></td>
</tr>
<tr>
<td>Financial Aid and Veterans Services - Transfer/Degrees &amp; Certificates/Successful Course Completion</td>
<td></td>
<td>39,974.00</td>
</tr>
<tr>
<td>Summer '01 Hourly Counseling Support</td>
<td>42,000.00</td>
<td></td>
</tr>
<tr>
<td>Extended Opportunity Program and Services</td>
<td>12,715.00</td>
<td>24,560.00</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$220,985.00</td>
<td>$452,374.00</td>
</tr>
</tbody>
</table>
4A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Description

Programs

San Joaquin Delta College provides a full program of academic, personal, and career development counseling and advising services to students throughout the school year. All services and instructional programs focus on providing students with the information and support necessary for high quality, success oriented decision-making. Major features of College guidance programs and services include:

- Individual Counseling
- Guidance Instruction
- Orientation Programs
- Academic Probation Services
- International Students Program
- Transfer Services
- Career Development Support Services
- Puente Program
- Counseling for Student Athletes
- Non Credit Matriculation Program
- Financial Aid and Veterans Counseling
- Disabled Student Programs and Services
- Extended Opportunity Programs and Services

Staffing

Counseling and advisement services are provided through the Guidance and Counseling Division (includes Transfer and Career Services Center), Extended Opportunity Programs and Services (EOPS), and Disabled Student Programs and Services (DSPS).

During the 2001-02 school year, the College maintained 21.5 full-time equivalent counseling positions: Guidance and Counseling - 15.5, EOPS - 4, DSPS - 2.

Twelve to 15 adjunct counseling faculty provide additional assistance. Two academic advisors are assigned to the Guidance and Counseling Division.

Training

All staff are extensively trained throughout the year. College areas maintain budgets for professional development. Additional funding sources exist through one of three professional growth committees. The components of this training include:

- Extended Opportunity Programs and Services Counseling Department Meetings (3/month)
- Combined Counseling Meetings (1/month)
- Adjunct Faculty Training (monthly sessions)
- Specialized Training Sessions
- Crisis Management
- Annual Planning Meetings
- Instructional Division Meetings
- UC/CSU Workshops
- Professional Development Conferences
- Learning Communities Training
- Campus Wide Staff Development Programs
- Faculty Professional Growth Programs
- 2000-01, Interest Based Bargaining
Analysis

The College provides a comprehensive program of counseling and advisement services to students. These programs are staffed by competent professionals and regular training is made available to enable them to stay current on the subject matter of student advising.

In order for these programs to remain effective, they need to be properly staffed. The President's administrative group is reviewing processes for the approval of faculty entitlement, and paraprofessional support (academic advisors). This process is somewhat different for counseling faculty than it is for instructional faculty. The current entitlement process places some emphasis on the number of students served as well the growing needs of special populations.

Staff development for adjunct counselors is part of the College's orientation program. Adjunct counselors have been paid to attend training based on the availability of special funding from Partnership for Excellence funds.

Plans

1. Explore ways additional counseling services can be provided to students.

2. Explore ways to effectively train adjunct counselors.

B. Degree and Certificate Programs

4B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Description

The general philosophy and mission of the institution is set forth in various College publications (Document 4-3, 4-11, and 4-12). The College is committed to providing “rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational, technical, and occupational fields.” The opportunity for student success extends beyond open admissions to provision of effective student services and instructional support. Essential elements are remediation instruction, instruction in English as a second language, and tutorial support services. The College’s Policies and Procedures also delineate the philosophy upon which curriculum is approved and reviewed (Document 4-13).

A primary purpose of Instructional Program Review is to “maintain, improve, and promote the quality of instruction at San Joaquin Delta College.” Included in review is careful study of existing program objectives and curriculum.
According to Board policy, development of program and degree curriculum is undertaken with the “leadership of the Vice President of Instructional and Information Services, working cooperatively and continuously with faculty, division chairpersons, instructional deans, and the Curriculum Committee through the Academic Senate.” The Curriculum Committee is charged with development of courses or curricula on the basis of educational value and its relation to the total program of the College (Document 4-14). In addition, courses and programs are carefully scrutinized with regard to breadth, depth, sequencing, synthesis of learning, and use of information and learning resources as established in Title V regulations. Curriculum development is approved by the Academic Senate and is presented to the Board of Trustees which has responsibility for program administration.

Analysis

Title V regulations mandate that the Academic Senate be the primary advisor to the Board of Trustees in 11 areas of academic and professional matters. These areas of responsibility include curriculum and degree and certificate requirements.

Since the last accreditation visit, all policies and procedures have been implemented. The Curriculum Committee as a committee of the Academic Senate has assumed primary responsibility for advising the development and establishment of educational offerings. The committee is chaired by the First Vice President of the Academic Senate and membership includes the Vice President of Instructional and Information Services, one dean, College articulation officer, one student, six faculty members (two from vocational education, two from general education, one librarian and one counselor, with no more than one faculty member from any division, see Document 4-14)).

The College maintains an instructional administrative structure that includes three deans: the Dean for Arts and Sciences, the Dean for Vocational Education and Economic Development, and the Dean for Instructional Development and Regional Education, the latter of which acts as College articulation officer. Because only one dean of instruction is included in the membership of the committee, administrative representation is not inclusive of both primary areas of instruction, general education and vocational education.

Plans

1. Review the membership on the Curriculum Committee with the possibility of including three academic deans and additional faculty members to keep the current balance within the membership of the Committee.
4B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Description

Descriptions of all approved courses and programs are included in the College Catalog (Document 4-3). New courses and programs are reviewed prior to approval by faculty from the respective discipline, the Curriculum Committee, the Academic Senate, the Superintendent/President, and the Board of Trustees. Existing courses and programs are reviewed regularly through the Instructional Program Review process. A list of completed program reviews is included in an attached document (Document 4-2).

Analysis

Information about degrees and certificates is available to students and is clearly identified in College publications including the College Catalog. All requirements are clearly outlined.

The College has developed a Web-based version of the College Schedule of Classes and College Catalog. This will allow for timely updates on a semester-by-semester basis rather than on the current annual basis. This will allow the College to respond more quickly to the evolving needs of students. The College-developed System 2000 aptly facilitates the entry of course schedules by division areas.

Difficulties have been encountered in coordinating curriculum changes with the publication of the College Catalog and the Schedule of Classes, particularly in cases of changes in certificate and degree program. The manual entry of program changes and course information into computer packages often produces errors. This problem might be resolved through the development of a computerized curriculum database system.

Plans

1. Establish a curriculum database system to allow for the tracking of curriculum submissions as well as integrating College Catalog and Schedule of Classes.

4B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Description

Learning outcomes are identified within the specific courses that are required for completion of degree or certificate programs. Course goals and objectives are included in the approved course outlines that are kept on file in division offices, the Office of
Instructional and Information Services and the Academic Senate. In addition, College policy requires that course information sheets be distributed to students at the beginning of each course. These information sheets are to include among other things, the approved goals and objectives for each particular course (Document 4-15).

The *College Catalog* clearly identifies requirements for all degrees and certificate programs.

**Analysis**

The College identifies the learning outcomes that it expects from students in various publications including the *College Catalog*, course outlines, and course information sheets. The College has begun a process of tracking broad indicators of outcomes.

**Plans**

1. Continue to publish documents that define degree and certificate expectations for students.

**4B.4** All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

**Description**

The College’s course offerings provide an introduction to a broad variety of disciplines including natural sciences, social and behavioral sciences, humanities (including the arts), language and rationality, and contemporary perspectives.

Associate in Arts and Associate in Science degrees require a minimum of 60 semester units of which at least 24 semester units are selected from the approved Delta College pattern, general education certification requirements for transfer to California State University (CSU), the Intersegmental General Education Transfer Curriculum (IGETC), or the associate degree in nursing requirement. All of these education requirements are published in the *College Catalog* and *Schedule of Classes* (Document 4-3, 4-11).

**Analysis**

A high level of rigor is used in maintaining breadth in the educational opportunities available to students, particularly as it relates to the general education program. The faculty, administration, and Board of Trustees are committed to providing programs that are sufficiently broad-based and relevant to vocational and transfer programs.
**Plans**

1. Continue to develop and maintain degree programs that include a broadly based general education curriculum.

---

**4B.5 Students completing degree programs demonstrate competence in the use of language and computation.**

**Description**

Upon entrance to degree programs, Board policy requires that students be assessed in the areas of English, reading, and mathematics. Assessment is used to aid placement in appropriate courses. Students who are awarded associate degrees must demonstrate minimum competencies in the areas of language and computation. These minimum competencies are demonstrated by completion of one course from each of the following lists with a grade of 'C' or better (Document 4-3, 4-11):

**GROUP A**
- English 1A
- English 79
- English 79L
- English 74A/B

**GROUP B**
- Ag Bus 13
- Math 1
- Math 10
- Math 12
- Math 13
- Math 17A
- Math 30
- Math 31
- Math 36
- Math 82
- Math 84A/B
- Math 87
- Philos 30
- Psych 12

**GROUP C**
- Speech 1A
- Speech 3
- Speech 8

**Analysis**

The College requires competencies in language and computation that exceed many other institutions, specifically in the area of speech. The College curriculum is outlined so students who graduate successfully meet the competencies in the use of language and computation. Discussion is occurring regarding the need for assessment instruments for appropriate placement of students in math courses above the intermediate algebra level. Some faculty have voiced concerns that students graduate with writing and computation skills at or below the high school level.
**Plans**

1. Continue to assess entering students for placement in appropriate courses. In addition, study of the assessment/placement in mathematics needs to continue.

2. The Academic Senate and Curriculum Committee should analyze minimum competencies in language and computation as established in approved courses.

---

**4B.6** The institution documents the technical and professional competence of students completing its vocational and occupational programs.

**Description**

Documentation regarding the competency of students completing vocational and occupational programs can be found in program reviews (samples of program reviews are available from the Office of Planning, Research, and Grants Development). Additional information is found in the core indicators report provided by the Chancellor’s Office (Document 4-16). Members of program specific advisory committees often provide informal information, and program specific accreditations provide detailed information regarding competencies of students completing programs.

**Analysis**

Each vocational program is required to complete a program review every two years that contains specific student follow-up information. The Chancellor’s Office collects data on all vocational students according to specific reports, referred to as core indicators, that provide factual information regarding students’ skill attainment, program completion, placement and retention or employment, and various other factors, such as number of minorities, male and female students, and disadvantaged students enrolled in specific vocational programs.

Each vocational program has a program specific advisory committee that meets on a regular basis and provides input from an employer’s point of view regarding student competencies upon completion of specific programs. A number of professional organizations provide program accreditations based upon industry standards. A number of San Joaquin Delta College vocational programs are presently accredited by professional organizations, such as the Registered Nursing Program and Culinary Arts Program (Document 4-3).

In addition, some programs have been certified as meeting industry standards, such as the Automotive and Small Engine Repair Programs. There are also state agency-approved programs, such as Peace Officer Standard Training (POST) and Dietary Services Certification. Professional accreditations, industrial standards, and state licensures all require in-depth information regarding the competencies of students completing vocational programs.
The program review process at San Joaquin Delta College can be modified to include information regarding Core Indicators from program specific accreditation or licensure and the information required in the new state handbook for program approvals. Core Indicator reports provided for each vocational program by the Chancellor’s Office for California Community Colleges is an invaluable tool for program evaluations. It is important that both the Student Accountability Model (SAM) and Taxonomy of Programs (TOP) codes for all vocational programs be reviewed to insure that the College’s Management Information System (MIS) data is accurate. In addition, the College should ensure that all MIS data for economically disadvantaged students is collected and reported. Core Indicators information needs will be more widely distributed throughout the College and with advisory committees. Results from the Core Indicators information will be implemented in the College’s planning process.

The College’s program specific advisory committees are quite active, but there is a need to develop a campus-wide structure that consistently addresses membership terms, selection of chairperson, an executive secretary, and dissemination of agendas and minutes for all committees (Document 4-14).

**Plans**

1. Expand the number of vocational programs receiving professional certification. All professional organization accreditations require student follow-up in obtaining additional information regarding the competencies of students completing vocational programs.

2. Ensure that data on course TOPS codes are accurate and match with the Chancellor’s Office data elements in order to improve documentation of student competency in vocational courses.

3. Consider coordinating oversight of the Vocational Advisory Committee membership and agenda functions in one office on campus.

**C. General Education**

4.C1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

**Description**

General education requirements for the Associate in Arts and Science degrees, and transfer patterns are systematically presented in the *College Catalog*, the *Schedule of Classes*, and on the College Web site. Generally, 24 units of general education coursework are required for graduation. The Registered Nursing (RN) program requires 21 units (Document 4-3).
Courses which satisfy the major area requirement or the general education course requirement may be used to meet either requirement, but not both, with the exception of the RN program.

**San Joaquin Delta College General Education Requirements**

<table>
<thead>
<tr>
<th>UNITS</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>6</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>3</td>
<td>Humanities</td>
</tr>
<tr>
<td>9</td>
<td>Learning Skills</td>
</tr>
<tr>
<td>3</td>
<td>Contemporary Perspectives</td>
</tr>
</tbody>
</table>

Students may alternately satisfy general education requirements by completing the general education certification requirements for transfer to California State Universities, the Intersegmental General Education Transfer Curriculum (IGETC) or the Associate Degree in Nursing program requirements outlined in the *College Catalog* (Document 4-3). Additional printed handouts of the general education requirements are available at various locations on campus and are provided to the student during orientation.

**Analysis**

The general education requirements are clearly and accurately published in the *Schedule of Classes* and *College Catalog*. Rationale for the three-unit discrepancy in general education requirements for the RN program are not clearly stated, and may lead to some confusion. The relationship of the Engineering Certificate to the engineering transfer requirements need to be more fully clarified.

**Plans**

1. Develop and publish a statement outlining the rationale for the three-unit discrepancy in the general education pattern for the RN.

2. Develop and publish a statement for engineering transfer students emphasizing the need to take additional general education coursework. The difference between the Engineering A.S. Degree and Engineering Certificate needs modification and clarification.
4.C2 The general education component is based on a philosophy and rationale that is clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Description

The associate degree general education requirements follow a basic philosophy of leading students through patterns of learning experiences designed to develop certain capabilities and insights. These experiences are predicated upon the recognition by faculty that students who receive their degrees must possess, in common, certain knowledge, including basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and society in which they live. The goals of the general education pattern are clearly and accurately published in the College Catalog, Schedule of Classes and on the College Web site.

All courses in the general education pattern must be a general introduction to the discipline, and reflect the rigor and broadness of scope of a college level course. Specific guidelines for determining the composition of general education courses are outlined in Board Policy 6002 (Document 4-17).

The curriculum committee reviews course proposals and outlines written by faculty in the various disciplines. This committee is composed of members of the various disciplines appointed by the Academic Senate, and the Vice President of Instructional and Information Services, and other administrative representatives, who recommend revisions and/or forward courses to the Academic Senate and subsequently to the Board of Trustees for approval, after which the course becomes part of the official general education offerings. This process is designed to insure the necessary quality, rigor, and scope needed to meet the requirements set forth for general education courses in the College curriculum manual. Board Policy 6151 clearly outlines this process (Document 4-13).

Analysis

The College has clearly articulated criteria for including courses in the general education pattern. A curriculum review process exists to ensure that each course meets the requirements necessary for placement on the general education list. Discussion is ongoing regarding the currentness of some courses. Regular review of prerequisites, advisories, and limitations on enrollment are undertaken as part of the regular Program Review Process.

Plans

1. The Curriculum Committee should continue to establish and enforce timelines to ensure review of all course outlines for currency.
4C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

**Description**

The general education pattern incorporates eight areas of study from which the student must take a minimum of 24 units, with one course from each area. These areas of study reflect the major areas of knowledge cited in this standard. In order to accommodate varied student interests and needs, a wide selection of courses are offered in each area. Most courses included in the general education areas are transferable at the baccalaureate level. Courses in this pattern must also address the critical examination of culture and heritage and implications for the future. Critical thinking skills are incorporated in all general education courses. A listing of general education courses can be found in the College Catalog (Document 4-3).

**Analysis**

The general education program is educationally and culturally diverse, offering a wide range of experience in the areas of study covered in this standard. The Curriculum Committee reviews each course for appropriate content representative of multicultural references. Presently, 24 courses in the Communication Skills, Fine Arts, and Social Science Divisions are focused specifically on multicultural studies representative of diverse races, ethnicities, and gender issues. The Academic Senate is currently considering instituting an information technology requirement within the general education pattern. Students may now obtain this competency through courses that utilize technology as a component of the learning process in a specific subject area. Numerous courses that are available outside of the general education pattern teach information technology.

**Plans**

1. The Academic Senate should continue to investigate the possible addition of new general education requirements including information literacy, diversity topics as well as information technology requirements.
4.C4 Students completing the institution’s general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, critical analysis and logical thinking.

Description

The eight areas of the general education pattern were designed to assist the student to develop competence in the areas covered in this standard. All courses must contain a critical thinking component and examinations that measure competence in the subject area. An oral communication course, a written communication course, and a quantitative reasoning course are required for successful completion of the general education pattern. Sufficient diversity of course offerings within the general education pattern allows the student to master the requisite skills in areas of personal interest.

Analysis

Course outlines are reviewed by the curriculum committee to ensure the above competencies are included. Revisions and updates of course outlines receive the same level of scrutiny.

Plans

1. The Curriculum Committee will continue to review all course outlines for the competencies cited in this standard. The committee will continue to update the general education pattern with new course offerings that meet these standards.

2. Implement a curriculum database system.

D. Curriculum and Instruction

4D. 1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional and planning and are conducted on a regular basis.

Description

The College has clearly defined procedures for establishing and evaluating educational programs (see Documents 4-18 and 4-19). In each process, faculty are central to the development, implementation and evaluation of education programs.

New and revised educational programs are developed by the faculty in the division, are approved by the respective discipline committees in the division, by the College’s
Curriculum Committee and a subcommittee of the College’s Academic Senate. The committee membership is as follows (Document 4-14):

- Academic Senate First Vice President (Chairperson)
- Assistant Superintendent/Vice President for Instructional and Information Services
- One Dean of Instruction
- Designated College Articulation Officer
- One Student
- Six Faculty Members (with no more than one faculty member from any division)
- Two vocational education - two general education - one librarian - one counselor.

The College has an established Instructional Program Process (Document 4-1, Board Policy 6140). The Instructional Program Review Committee is defined in Board Policy 2620 and has the responsibility to oversee development of a regular cycle of program reviews for programs primarily providing instruction to students (Document 4-14). In cooperation with the Planning and Budget Committee standard formats and procedures for development of program reviews are established. Program faculty/staff and appropriate administrators work to assure that completed reviews have appropriately followed standard guidelines and that conclusions and recommendations are supported by satisfactory evidence and logic. The Instructional Program Review Committee membership is as follows: Four instructional managers, four faculty members, one classified staff member, and one student. The committee is advisory to the Planning and Budget Committee and the Vice President for Instructional and Information Services.

A number of resources have been developed to assist those who are undertaking a program review. The procedures have been established to assist the instructional program review committees to answer the following major questions:

- What is the need for the program?
- How effective is the program?
- How much does the program cost?
- What are the major recommendations for change and improvement?

A Program Review Guide has been developed to provide content and format information to review committees (Document 4-20). Members of the Curriculum Committee have conducted workshops on how to prepare for the program review. The Instructional Program Review Committee in conjunction with the College’s Information Services Division, developed summaries which provide data on program participants and completers. A Program Cost Analysis summary which provides revenue and costs for each program was developed by the College’s Business Services Office, Information Services, and the Instruction and Information Office. There is a need for providing current financial data (Document 4-20).
In order to assure that program evaluations are integral to the overall evaluation and planning of the College, the Planning and Budget Committee is in the process of integrating program review outcomes into the budget process. Members of the Planning and Budget Committee review all final recommendations of program reviews (Document 4-21).

**Analysis**

San Joaquin Delta College has made improvements regarding instructional program reviews. The establishment of the Instructional Program Review Committee as a standing committee in the governance system appropriately involves campus constituencies. The Committee is responsible to the Planning and Budget Committee to establish a strong connection with the planning and budget processes.

A full cycle of program reviews has been established. As of this writing, 66 full program reviews have been completed. A review process for two-year reviews has been established with minimum standards. Sixteen mini-reviews have been completed, for a total of 82 program reviews since 1997-98 (Document 4-2).

While the instructional program review process has been standardized, there appear to be areas for improvement. The initial student survey was lengthy and difficult to scan. Fiscal data has been absent from a number of program review reports because of staff shortages in the Business Services Office. Additionally, some program managers and chairs have expressed frustration with a failure to tie overall planning and budgeting in with program review recommendations.

**Plans**

1. The Instructional Program Review Committee should continue to improve resources for program reviews.

2. Improve the student satisfaction inventory and related process. Presently a revised version of the student satisfaction survey is being piloted. The goal is an instrument which provides necessary information while being easy to administer and generate reports.

3. Update fiscal report data. For a time, no fiscal report data summaries were available. Plans to reinstate fiscal report summaries have been made and expect to be reinstated in 2001-2002.

4. Review outcomes of the budget process related to program review outcomes. In 2001-2002 budget requests, applicants must now indicate whether the item requested was approved through the program review process.
4D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Description

The College offers courses and programs in many locations throughout its district. Courses are offered at off campus locations in Jackson, San Andreas, Lodi, Rio Vista, South Stockton, Manteca and Tracy. The latter location is being developed as a full center and presently is housed in portable buildings in Tracy. In addition, the College offers courses and programs through distance learning modes of video teleconferencing and online. All courses and programs offered at these locations and through distance learning have the same quality of instruction, academic rigor and effectiveness as those on the main campus.

All instructors are employed through established College employment procedures and meet the minimum qualifications approved by the Board of Trustees. All faculty, including adjunct faculty, are interviewed and recommended by College faculty and management and approved by the Board of Trustees. All curriculum taught at service locations or through distance learning has been approved by the College Curriculum Committee and the Board of Trustees. All instructors, teaching on or off campus or via distance learning are evaluated according to an established Collective Bargaining Agreement. All courses and programs taught off campus or through distance education must be included in instructional program reviews.

Analysis

Since fall 1999, the College began to expand course offerings in the community by committing to the establishment of a center in Tracy on the West High School campus. Also, the College has increased course offerings at the district’s classrooms located in Manteca on College Farm property. Since spring 1998, the College has offered online courses and has now expanded to several certificates and courses which lead to an associate degree. In fall 2000, new video teleconferencing equipment was installed to expand delivery of two-way video and audio to off campus sites.

The College has followed established regulations related to the approval of curriculum. Also, as off campus and distance programs expand, student satisfaction and student outcomes will be measured. There is a need for more systematic use of student evaluations in online courses. Currently, the College is testing an online survey instrument that replicates the established student evaluation form used in traditional classes to assess instructor performance.

Plans

1. Within the 2001-02 school year, establish an online student evaluation process of faculty in accordance with College evaluation procedures.
4D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Description

All curriculum must follow established course or program approval procedures to be approved by the College’s Curriculum Committee and the Board of Trustees. Each course must establish student outcomes and also methods of evaluation. Credit awarded is based on accepted norms or equivalencies as stated in the College Catalog and Schedule of Classes. Instructors include methods of evaluation in Course Information Sheets provided to students and on file in each division office (Document 4-22).

Analysis

The College meets standards in evaluation of student learning and award of credit. The College Curriculum Committee is consistent in the review and oversight of student outcome measures and evaluation procedures.

Plans

No action is planned.

4D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Description

Transfer policies are stated in the College Catalog and the Schedule of Classes (Document 4-3, 4-11). The acceptance of transfer credits to fulfill degree requirements occurs through established articulation agreements with institutions and/or through review by College evaluators and faculty. The College has approved general education patterns for the California State University and for the Intersegmental General Education Transfer Curriculum (IGETC). In addition, the College maintains course-to-course, major preparation agreements with colleges and universities. The College is a member of the Higher Education Consortium of Central California (HECCC) whose membership includes four community colleges, CSU Stanislaus, and UC Merced. The HECCC articulation subcommittee has long established agreements for transfer courses and general education courses.
Analysis

The College does an excellent job in developing and updating articulation agreements. Recently, the College has added the position of Articulation Instructor, whose role is to work directly with faculty, the Curriculum Committee, and Counseling Center staff to expand articulation agreements and to improve information regarding transfer and articulation for students, faculty, and staff. One area of improvement for this new instructor might be outreach to high school counselors and development of brochures for high school students.

During the development of this self-study, comments were received that the College needed to be more vigilant in reviewing the transcripts of incoming students to insure that submitted records were accurate.

Student transcripts are reviewed by the evaluators for equivalency to Delta College courses.

Plans

1. The Articulation Instructor will complete informational brochures and Web sites for students, faculty, and high schools.

2. The Curriculum Committee will review and update, as needed, the College Catalog, Student Handbook, and Schedule of Classes regarding transfer policies.

4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Description

The College utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students. In each instructional program review, faculty are asked to describe methods of instruction. The College is a leader in technology and has 55 multi media rooms and 17 student computer labs. The current framework for online courses was selected for the teaching and learning tools available to faculty and students. The video teleconferencing program not only provides state of the art equipment, but also ensures that instructors and students have staff support and resources. The College is involved in a number of projects addressing teaching and learning. Among projects in development are Learning Communities and a Faculty Training Center.

Analysis

The College provides an array of resources to faculty and actively encourages and supports a range of delivery systems and modes of instruction. In addition to technology
resources, the College has a Flex Time Program, a Faculty Professional Growth Program as well as travel/conference funds for each faculty member. Faculty are encouraged to attend professional conferences and training workshops. A full sabbatical program is available, and faculty report annually on their sabbatical outcomes. In both distance learning modes, regular training is provided to faculty.

**Plans**

1. The College should complete the development of a Faculty Training Center to insure that faculty have the opportunity to improve their instructional skills in a variety of ways.

**4D.6** The institution provides evidence that all courses and programs - both credit and non-credit - whether conducted on or off-campus by traditional or non-traditional delivery systems are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

**Description**

All instructional programs, credit and non-credit as well as community education and contract services courses must undergo the instructional program review process. All courses and programs are approved by the College Curriculum Committee, the Academic Senate, and Board of Trustees. All non-credit courses and programs are submitted, per regulation, for approval by the Chancellor’s Office.

**Analysis**

The College meets the standard for all credit and non-credit programs whether conducted on campus or at off campus locations through either traditional or non-traditional methods. Further, community education courses are designed, approved, administered, and periodically evaluated under established institutional policies.

**Plans**

No action is planned.
4D.7 Institutions offering curricula through electronic delivery systems operated in conformity with applicable Commission policies and statements on “Principles of Good Practice in Distance Education.”

Description

The College has recently expanded its distance learning program in two ways:

1. In fall 2000, the College installed video teleconferencing equipment.

2. In spring 1998, the College began offering online courses and has expanded its program each semester. Students may take courses leading to the associate degree and several certificate programs.

All courses offered through electronic delivery systems are approved by the College Curriculum Committee and Board of Trustees; all online instructors meet employment standards and requirements of the College. Faculty and student technical support is available 24 hours a day. Faculty development including workshops, training, conferences and ongoing professional development is provided.

Analysis

The College’s distance learning program is administered through the joint efforts of Instruction and Information Services. Program development and goals were established through the five-year plans for Instructional Services and for Instructional Development and Regional Education. A Distance Learning Task Force established primary goals and objectives in the creation and development of programs. The College has a commitment to develop the plans for online learning and for video teleconferencing and is reflected in the educational master plan.

All courses and programs taught via distance learning are approved through the College Curriculum Committee and approved by the Board of Trustees. All instructors who teach in distance learning meet the same qualifications and are subject to the same evaluation as courses taught in the traditional manner.

Faculty support for online learning is provided through training, workshops, and 24-hour daily professional help. Opportunities to attend conferences and workshops are available. Grants have enabled many faculty to receive release time or stipends for development of online courses. Some faculty have developed courses as part of their sabbatical leaves.

A primary factor in selecting the framework for online learning at the College was the availability of 24-hour daily technical support for students. Students are provided technical support and also have access to online library, bookstore, registration, and financial aid services.
Evaluation of courses and program reviews are done in compliance with established College policy.

During the development of this self-study, comments were made that better oversight was needed concerning the quality of online courses. In addition, comments were received that discussed the possibility of supplementing the College’s online course offerings with hybrid courses. These courses typically meet on campus a portion of the course, and then feature online activities the other portion of the course. Such course offerings would allow for the advantages of online learning with limited on campus interaction between students and faculty. The self-study process also identified the need for increased online student support, including tutoring, assessment, and guidance and counseling services.

**Plans**

1. Develop online tutoring, assessment, and counseling programs.

2. Continue research related to issues of quality in online course and programs.

3. Expand faculty support in terms of resources and professional development.

4. Develop and disseminate a self-assessment instrument for faculty who wish to teach online.

5. Pilot introductory course for students who plan to take online courses.

## Standard Four: Supporting Documents

| 4-1 | Policy 6140, Instructional Program Review |
| 4-2 | Completed Program Reviews, Office of Instruction |
| 4-3 | College Catalog |
| 4-4 | Policy 6020, Criteria for Retention of Classes |
| 4-5 | Radio and Television Courses, 2001-02 College Catalog |
| 4-6 | 2000 Annual Report of the College |
| 4-7 | Partnership for Excellence Allocations, 2001-02 |
| 4-8 | Partnership for Excellence Allocations, 2000-01 |
| 4-9 | Academic Senate End of the Year Report, May 15, 2001 |
|      | (Board of Trustees Meeting) |
| 4-10 | Chancellor's Office report on Staffing for 2000-01 |
| 4-11 | Schedule of Classes |
| 4-12 | Educational and Student Services Master Plan |
| 4-13 | Policy 6150, 6151, 6151.1 - 6151.6 (Curriculum Development) |
| 4-14 | Policy 2620, College Governance Structure (Curriculum Committee) |
| 4-15 | Policy 6151.1e, Course Information Sheet |
| 4-16 | San Joaquin Delta College Core Indicators Report, 2000-01 |
| 4-17 | Policy 6002, Criteria for Determining General Education Courses |
| 4-18 | Policy 6150, 6151, 6151.1 - 6151.6 (Curriculum Development) |
| 4-19 | Policy 6141, Instructional Planning and Review Process |
| 4-20 | Instructional Program Review Guide |
| 4-21 | Minutes of the Planning and Budget Committee |
| 4-22 | Samples of Course Information Sheets, Office of Instruction |