Standard Five
Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.
5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Description

Admission regulations, consistent with California State Education Code, are printed in the *College Catalog* which is published on an annual basis (Document 5-1). Catalogs are available for purchase from the Bookstore, distributed to all area feeder high schools, California county and city libraries, California Unified School District High Schools, California Community Colleges, selected national private colleges, local armed forces offices and all University of California and California State Universities and Colleges. Catalogs are also available to potential students upon request through the Outreach and Enrollment Office or via the Internet. In addition to College admission requirements, admission procedures for specialized programs such as the Registered Nursing Program and the Fire Academy are included in the *College Catalog*.

The *Schedule of Classes* is published prior to each semester and intersession and distributed to all service area residents. The schedule provides easy to follow steps to assist students through the matriculation process, including summary information on admissions eligibility (Document 5-2). Information on regulations concerning student rights and responsibilities and College rights and responsibilities, as it relates to admissions practices, are also included in the *Schedule of Classes*. The *Student Handbook and Orientation Guide* contain the same information as the *Schedule of Classes* with regard to admission requirements (Document 5-3). The *Student Handbook* and *Orientation Guide* are published on an annual basis and are currently available to new students who complete the assessment/orientation process. These documents contain valuable information on institutional policies and procedures.

Students with questions about admission regulations have the ability to have questions answered through the College Web site, or by contacting various campus offices. The Outreach and Enrollment and Guidance and Counseling offices offer group and individual advising services at the area feeder high schools, selected community sites and on campus. Special programs such as Extended Opportunities Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS) provide group and individual outreach services to targeted populations in the community and on campus as well.

A redesign of the College Web site is currently underway which will allow students to access admission information and requirements, including special programs. The plan in redesigning the College Web site is to provide a user friendly search engine that offers an information portal for students allowing direct access to the *College Catalog*, course information, campus calendars, and other electronically posted information.
Analysis

Currently, College publications, including the *College Catalog* and *Schedule of Classes*, and other vital information found online are adequate to meet the needs of both new and returning students. With the redesign of the College Web site, access to admissions information will be more readily available and easier to find. Currently some of the group and individual admission information sessions are offered in Spanish. However, because of the diversity of the student population served, there is a need to offer admission information in additional languages. As part of the Web site redesign, plans to purchase a translation program, that will allow delivery of information in multiple languages, are currently underway.

The College is also exploring the use of information kiosks that might provide information to current and potential students at remote locations. The idea is to utilize video touch screen technology to deliver general information about the College at selected sites throughout the College District.

Plans to place the application for admission in the *Schedule of Classes* are currently under development. The College has introduced a new format for distributing the 2001-02 *Student Handbook* and *Orientation Guide*. Concerns have been raised about the limited distribution of the *Student Handbook*, which is only provided free of charge to students completing the orientation and assessment process. This distribution method does not allow for 100 percent coverage of all students. The College is currently seeking a funding source to support the publication and distribution of the *Student Handbook* and *Orientation Guide* to the entire College community, including faculty and staff.

**Plans**

1. Based on an assessment of community need, provide Web-based admissions information in multiple languages.

2. Evaluate the feasibility of a kiosk system to be deployed throughout the College District for alternate delivery of information to potential and existing students.

3. Consider utilization of emerging technology to provide admissions information in a different format, for example compact discs (CDs).

4. Evaluate the distribution of the *Student Handbook* and *Orientation Guide* and consider distribution to the entire College community.
5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admission policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Description

The College utilizes a multi-modal approach to provide current and accurate information about College programs, graduation requirements, admission, social, academic, and refund policies, student conduct standards, and complaint and grievance procedures to all prospective and currently enrolled students. Primary publications such as the College Catalog, the Schedule of Classes, Student Handbook and Orientation Guide provide this information in print media (Documents 5-1, 5-2, and 5-3). Also available in print media are program and certificate brochures for distribution to area high schools, for use during outreach activities, and distribution to prospective students upon request (Document 5-4). Program and certificate brochures are available in a variety of locations throughout the campus including the Transfer and Career Center, Guidance and Counseling Office, Admissions and Records Office, student lounges, and Danner Hall. Guidance orientation courses are offered throughout the academic year and cover all policies related to student needs.

Guidance orientation courses are available to all students on campus and are offered at four ITV off site locations. Mini orientation Assessment Counseling Express (ACE) workshops are scheduled in conjunction with the assessment placement test process. This past summer, through the Guidance and Counseling Office, specialized College Planning Workshops were offered to new Delta students. These workshops present information to students based on their majors. Counselors conduct the workshops, and a one semester Student Education Plan is developed for each student. To better inform the community the College hosted its first Campus Open House in October to acquaint prospective students and interested community members with currently offered programs through campus tours and informational sessions.

Special support programs provide information to general and targeted groups:

- **EOPS** communicates information to prospective and currently enrolled students, using a variety of methods. New EOPS student orientations, individualized counseling sessions, EOPS Student Success Workshops, the annual EOPS College Success Program, and the EOPS Student Success Academy, an instructional “learning community” for first-time college students, all serve as vehicles for communicating vital information to academically high risk and economically disadvantaged students.

- **DSPS** conducts one-to-one and group orientation, by individual appointment and classes. In addition, DSPS conducts campus tours for groups from K-12 and special education students who are considering transition to Community College. E-cards are being used to provide an overview of transition services for students with disabilities who are moving from the K-12 system to the community College (E-cards are mini...
discs that can be played in a CD player, see Document 5-5).

- E-cards are provided to feeder high schools and Special Education Local Planning Areas (SELPAs). Staff also presents information to large groups of SELPA employees, parents and high school students regarding the transition process.

- MESA CCCP (Math Engineering Science Achievement California Community College Program) communicates information regarding the program to prospective and currently enrolled students through MESA CCCP Information Workshops, new MESA Student Orientations and MESA Student Monthly Meetings. Information is also distributed through flyers, current MESA students, faculty, community events, and the Delta College Science and Math Web page.

**Analysis**

Individual special program staff contacted as part of the self-study strongly agree that their programs meet the needs of students, but are challenged by determining the best methods for reaching prospective students. Staff working to deliver the vast number of programs that are currently available to students have a unique task of reaching their target populations. The Guidance and Counseling Office, EOPS, and DSPS provide information to students daily through one-on-one counseling sessions, guidance classes, outreach activities, class presentations, publications, workshops, and additional strategies which meet the needs of a population group. All counseling staff are updated on changes pertaining to admission and graduation requirements.

In addition, Campus Police publish statistical information on crime, current issues of concern for safety on campus, and provide information and services for crime prevention and recovery. These events are well publicized and the Department has its own Web page that provides additional information (Document 5-6).

The campus has a published *Academic Assessment Guide* and *Calendar of Events* (Document 5-7). The Financial Aid Office provides all aid recipients with policies detailing compliance requirements (Document 5-8).

While each group agrees that their program is doing well with recruitment and enrollment and the dissemination of information about the variety of available services, there is still a need to find better methods of delivery to the entire population. Of specific note is the provision of orientation services. While orientation is offered in varying formats, it is not as convenient for students who attend during the evenings and on weekends, and those attending off-site locations.

**Plans**

1. Complete and adopt a short-range and long-range plan for dissemination of information.
2. Provide adequate funding for utilization of new technologies to enhance and improve the delivery of information to currently enrolled and potential students.

3. Continue the redesign of the College Web site to improve access to information.

4. Develop alternate delivery methods for advising and counseling students during the evening, on weekends and at off-site locations.

5. The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

### Description

Special support programs addressing student needs include:

- Guidance and Counseling
- EOPS and CARE Programs
- DSPS, Learning Disabilities Center
- Financial Aid and Veterans Services
- CalWORKs
- Tutor Center
- MESA/CCC
- Career Development and Transfer Center
- International Student Program
- Puente Program
- Probation Intervention Program
- Early Alert Notification

Student Services conducts regular program reviews (Document 5-9). Within this review process, surveys of students help department staff to better define student needs related to services offered within each program. These identified needs become the bases for long-term program adjustments to better serve students.

**Academic, career, and personal counseling services** are available to all students through the Guidance and Counseling Office. A key first step in the counseling process is the identification of student needs. Once identified, these needs become the basis for the development of a student education plan. This plan, in addition to mapping out the specifics of a student's educational program of classes, may also include a prescription of support services that are appropriate to student need. From January through December 2000, general counselors saw 13,309 students in one-on-one counseling appointments (Document 5-10). In the summer months of 2001, 3,058 students participated in ACE sessions, College Planning Workshops and Arena Counseling (Document 5-11).

**The EOPS/CARE program** is designed to serve economically and educationally disadvantaged students. For the year 2000-2001 the program served 1,908 students (Document 5-10). The program requires all new and continuing EOPS students to meet with an EOPS counselor at least twice per semester. New students participate in an assessment session to review each student's placement test scores, English language proficiency, academic history, work experience, family obligations, employment responsibilities, financial aid status, physical or learning disability status, and need for available campus and community resources.
Continuing students are assessed for satisfactory progress in courses in which they are enrolled, and to determine their ongoing need for support services, as well as to prepare the student's educational plan for subsequent semesters, including transfer information and course articulation.

- The EOPS Mid-Semester Academic Progress Report Service provides students with feedback from their instructors relative to their academic standing in courses (Document 5-13). EOPS students making less than satisfactory progress are referred to EOPS counselors for educational consultation related to the appropriate course of action to be taken by the student to mitigate their circumstances.

- Student Success Workshops communicate important EOPS and financial aid information and deadlines, and build student awareness and knowledge of life management, campus and community resources, study strategies, information literacy skills and other topics important to the student's retention in college.

- The recently established Student Information Center, staffed by peer advisors, also serves as a vehicle for disseminating information related to available support services.

- EOPS instructional programs, including the CARE curriculum for single parents, the Summer College Success Program, and the EOPS Student Success Academy also serve as vehicles for closely monitoring an EOPS student's progress, attendance and class performance. Peer advisors and tutors are placed in the classroom of these programs to monitor student’s academic and personal progress and to provide peer advisement and aggressive student follow-up, to minimize attrition and identify critical problems experienced by the student.

The **CARE program** is an affiliate program of EOPS, designed to support single parent students receiving TANF or CalWORKs. In addition to EOPS grants and services, students receive a CARE grant to assist with educational expenses, a supplemental child care grant for child care not covered by CalWORks, campus meal vouchers, a parking permit or bus passes, school and uniform supplies, and an emergency auto repair reimbursement program. In addition to services and grants, CARE students are required to enroll in three one-unit courses (one per semester), addressing issues of co-dependency, stress reduction and accessing campus and community resources.

**DSPS** serves students with psychological, physical and developmental disabilities. All new students are assessed and are provided support services to maximize his/her ability to succeed. These services include provisions for readers, tutors, note takers, interpreters, mobility assistance, academic and career counseling, faculty and community liaison, and use of adaptive equipment. DSPS offers instructional programs in Special Education to provide parents, professionals, paraprofessionals and potential special educators with the opportunity to develop some special skills and a basic understanding related to serving people with special needs. The non-credit “survival” level classes have been developed specifically for students with developmental needs.
The Learning Disabilities Center offers free testing to students to determine if they qualify for the program’s services. Qualified students may enroll in courses that provide specialized small group instruction in reading, spelling, vocabulary and study skills. Individual prescriptions are based on assessment and diagnosis for the specific needs of each student.

Financial Aid and Veterans Services provide financial assistance to Delta students in the form of fee waivers, grants, scholarships and work-study. For the year 2000-2001 Financial Aid served 16,127 students (Document 5-9). An easy to use web site provides information pertaining to the application procedure, scholarship and grant deadlines, workshops and other pertinent information. Online applications and forms are also available (Document 5-14).

The CalWORKs program is staffed and run entirely by employees of the College. The purpose of this program is to offer assistance and support to students receiving cash aid (welfare). Academic Advisors assist students with course scheduling and show them which courses are needed to complete their training courses. Child care funding for the College’s Child Development Center is available for those students who are enrolled in six units or more and are able to secure a space for their child in the center. Through the CalWORKs work-study program, students may be eligible for on-campus and off-campus paid work-study positions.

The Tutor Center at San Joaquin Delta College offers tutorial services designed to enable students to successfully pursue courses that will result in transfer, associate degrees in arts or science, or certificate status and/or to enhance their career or self-improvement development. These services are offered through small group and/or one-to-one tutoring activities designed to develop effective, efficient, independent, and self-directed learners.

MESA/CCCP is an academic enrichment program that supports community college students pursuing majors in math, engineering, and all areas of science. Students in MESA/CCCP have declared a transfer major in math, engineering, computer science, health science, life science, earth science, biology, mathematics or chemistry, and have completed or are ready for Math 82 (intermediate algebra). Students in MESA/CCCP are provided with a Student Study Center for individual and group study, tutoring, Academic Excellence Workshops, links to student and professional organizations, professional development workshops, industry and university tours, scholarships and internships.

The Career Development and Transfer Center provides career assessment, job placement assistance, reentry services and transfer support services. Through specially designed guidance courses or a self-guided, search students are able to utilize assessment instruments, computer programs and other reference materials to assist with the career life planning process. For 2000-2001 the Career Center served 6,755 students and enrolled 926 students in Career Guidance courses (Document 5-10). The Transfer Center provides students with the opportunity to make one-on-one appointments with sixteen UC, CSU, and private college and university representatives. In the month of October
the College hosted Transfer Day/College Night, an event showcasing 45 UC, CSU, and private colleges and universities. Approximately 3,000 high school and college students attended. For the year 2000-2001 Delta transferred approximately 1,000 students and served 4,449 students in the Transfer Center (Document 5-10).

The mission of the **International Student Program** is to facilitate the positive adjustment of international students to the college environment; to develop a working understanding of immigration rules and regulations; and to encourage awareness and appreciation of the diverse cultures that exist on the San Joaquin Delta College campus. The program is committed to providing opportunities for student success, which are accomplished with campus resources and guidance curriculum.

In addition, the program provides and/or coordinates a variety of services for international students, including: admissions, assessment testing, AP and ESL, Guidance Class, housing information, Immigration and Naturalization Services (INS) rules, regulations and forms, Income Tax Workshops, International Student Club, medical insurance, Orientation Workshops for new students, recruitment, and monitoring of student status.

The **Puente Program** has returned to Delta after a ten-year absence. This fall semester, 35 students are enrolled in a learning community melding English and guidance instruction with a mentoring component. The goal is to prepare students for transfer to four-year universities. The program utilizes instructional material and resources relevant to the Hispanic culture.

The College-wide **Early Alert Notification** system is designed to identify student's classroom performance levels in the area of attendance, basic skills, class performance and testing. Electronically generated forms allow instructors to inform students of their class performance and to direct them to appropriate support services on campus.

For students who show a pattern of poor academic performance the College offers the **Probation Intervention Program**. Students are placed on Progress Probation when a student drops 50 percent or more of his/her courses in one semester or Academic Probation for GPAs below 2.0 (Document 5-12). During first semester probation it is recommended that the student complete a two-hour probation workshop. The second semester probation process recommends that the student make a one-hour counseling appointment to discuss a prescribed list of questions. During third semester probation, it is recommended that the student enroll in Guidance 80, a one-unit Success in College course designed for academic probation students.

Overall the College maintains an organized program supporting student equity. Recent revisions in College policy dictate that the College Diversity Committee monitor institutional performance (and student need) in the area of equity. If it is determined that student needs are not being met in an instructional or service area, the College Diversity Committee will identify the unmet needs and bring these to the attention of the Matriculation and Student Access Committee. MSAC assumes responsibility for student
success planning, including that related to equity (Document 5-15).

Analysis

The College offers numerous support services and programs to assist students in reaching their academic goals. Programs and services are expanded and added to meet the growing needs of a diverse student population. Through program review, student and faculty surveys, and the Office of Planning, Research and Grants Development, the College continues to work on program improvement.

In an effort to make information more available, academic advisors are utilized in various programs to help disseminate information. They do an excellent job in assisting with outreach and student follow up. However, the College needs to ensure that all advisors work closely with counselors to assist them in understanding the scope of their job as well as to receive training. There is a concern that CalWORKs academic advisors assist new students with choosing classes without the benefit of talking to a counselor first about short-term and long-term career goals, skills remediation, study skills, and developing a student education plan. A concern has been expressed that the College must develop a campus-wide counseling referral system that might address some of these issues. The CalWORKs program does not have an organized counseling referral system. Recently, a half-time counseling position was placed in the CalWORKs program to facilitate the counseling process.

To provide evening and year-round general counseling coverage, the general counselors are divided into three different work schedules (see Document 5-16):

- **Category A** - 8 a.m. to 4 p.m., fall and spring semesters (August-May).
- **Modified Category A** - 8 a.m. - 4 p.m., non-traditional start and end dates.
- **Category B** - Counselors (including all new hires) are also scheduled to work a non-traditional schedule that may begin at 7:30 a.m., and end at 10 p.m.

Because of the present system of scheduling for part of April and all of May 2000, there were only three full-time counselors on staff to address student issues. As a consequence, the counselors who were off track were unavailable to address student needs during a traditionally critical time when students have many questions, including concerns about graduation and transfer. Though adjunct counselors have been used to try and fill the void during these periods, they are unable to thoroughly address the needs of those students who have developed an ongoing working relationship with a specific counselor.

Other responsibilities assigned to counselors, such as coordination of special programs and services, instructional courses, and division liaison duties, to name a few, go unstaffed in April and May. Depending on available funds, some counselors are hired back to work on extended contracts to provide additional counselor coverage during the months of April and May. The lack of continuity and follow up with students and the
absence of program and service coordination are frustrating and problematic to all involved. In spring 2001, counselors and the District entered into Interest Based Bargaining (IBB) to attempt to address some of the issues surrounding counselor scheduling. Initial discussions were fruitful, but further sessions were not scheduled because all parties agreed that there was a need to gather more data on counseling needs and demands.

**Plans**

1. Continue to expand online resources in student support service areas where appropriate.

2. Complete program reviews and incorporate recommendations into budget and planning and faculty and staff entitlements.

3. Ensure that academic advising and counseling are complementary student services by requiring that academic Advisors are selected, trained and supervised by counselors as stated in Title V and the agreement with the College.

4. Continue to gather data on student counseling needs and explore additional resources and alternate staffing modes to ensure that the counseling needs of students are being met.

**5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.**

**Description**

The Administration and Supervisor of Student Activities emphasize a desire for student representation on all governance committees. The College involves students in the planning, development and delivery of student services through student representation on the Board of Trustees, the President’s Council, the Policy and Procedure Committee, Program Review Committees and personnel selection committees (Document 5-15). The Supervisor for Student Activities is responsible for supervising the Associated Student Body Government (ASBG) and student organizations. ASBG appoints students who serve on specific committees as part of the shared governance process.

In spring 2001, ASBG amended its constitution and created a Senator of Committees, whose responsibility is to recruit students to participate in the shared governance process.

ASBG has an average annual budget of approximately $280,000 (Document 5-17). These funds are generated from flea market revenues, a student representation fee, the production of student identification cards and a contribution from the District. The representation fees are used for training students in legislative advocacy. Proceeds from the flea market support various student life activities including training for student leadership.
The flea market finances an ASBG Scholarship fund of $25,000. Students attend a national legislative conference in Washington D.C. to expose them to national issues and legislation which may impact students at large. This event enhances their ability to critically assess student issues and advocate student interests within and outside the shared governance environment.

**Analysis**

Students at the College have a voice in the shared governance decision-making process of the institution. There is concern that student academic schedules create a time conflict with committee activity. Students are encouraged by the administrators, managers and other staff to engage in the committee process. A student Senator of Committees position was created in spring 2001 to ensure student participation within the shared governance structure.

Surveys of students suggest that many are unaware of their voice in College governance. Results from the 2001 survey of students found that 50 percent did not know how to respond to a question asking about the students' "voice in College policies," and 55 percent did not know how to assess the "effectiveness of student government in representing the will and needs of the students." Of those who did offer a response, most were positive about student participation in College governance. The results suggest a need for greater exposure to the student body at large concerning the student's role in College committees that plan and evaluate student support services.

**Plans**

1. The Associated Student Body Government, in association with the Student Activities Office, will initiate and maintain an active role in monitoring student representation on all College committees.

2. The Senator of Committees will continue to monitor, recruit and maintain student representation on all shared governance committees.

5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

**Description**

The College uses multiple-measure methodologies to assess and place students in appropriate academic programs. This process minimizes test and other biases associated with single measure criteria. Academic assessment of basic skills occurs during the
administration of the following programs and through assessment review intervention
where counselors provide appropriate placement:

Assessment/Placement (A/P)
Assessment-Counseling Express (ACE)
English as a Second Language (ESL)

The A/P and ACE programs are primarily designed to assess basic skills preparedness for
students whose first language is English and/or who have graduated from a high school in
the United States. The ESL program is primarily designed for students for whom English
is a second language and who do not possess a high school diploma from the United
States. The A/P and ACE programs place students in a level 1, level 2, or level 3 in
reading, English, and math. Level 3 constitutes a student who is well prepared, level 2
reflects a student who is moderately prepared, and level 1 a student who is less prepared.
The ESL program places students in one of seven ESL, English courses. All of the ESL
courses are considered level 1.

**A/P and ACE Measures**

Measure 1: Multiple-choice tests.
The ASSET test and the COMPASS test, both published by ACT, are used to measure
academic preparedness via student responses to multiple-choice questions. A score is
computed.

Measure 2: Self-reported overall high school GPA.
As part of an initial academic history, students provide data collection an overall high
school GPA. A score is computed and combined with the score of measure 1 to derive
a composite score. The composite score is matched within a cut score range and a
level placement is assigned.

Measure 3: Counseling referral -- high level 1 and high level 2.
Students placing at a high level 1 or 2 are close to qualifying for the next advanced
level. These students are informed that if they choose to qualify for the next academic
level they may take a "retake" test in the appropriate subject; if the second test
confirms the original placement, then students may see a counselor for an Assessment
Review.

Measure 4: Counseling referral -- no self-reported overall high school GPA.
Students who do not indicate an overall high school GPA at the time of an ASSET or
COMPASS administration (measure 2) are informed that they may see a counselor for
an Assessment Review if placement is not satisfactory to them.

**ESL Measures**

Measure 1: Questionnaire.
Students are initially asked during the ESL assessment to respond in writing to
questions and directives listed on a questionnaire. A student's ability to read and
respond to the questionnaire and/or the ability to understand sample multiple-choice
questions on the *Combined English Language Skills Assessment* (CELSA) determines whether the student continues with the remaining assessment. If the assessment is terminated at Measure 1, then the student is referred directly to Measure 4.

Measure 2: Multiple-choice test.
The *CELSA* test published by Association of Classroom Teacher Testers, is a test that measures academic preparedness via student responses to multiple-choice questions relating to sentences or phrases highlighted within a block of text. A score is computed and considered with Measures 1, 3, and 4.

Measure 3: Writing sample.
A writing sample is used to measure academic preparedness via student responses in the form of paragraph to a topic prompt. The writing sample is evaluated by ESL staff. A determination of writing skills is derived and considered with Measures 1, 2, and 4.

Measure 4: Oral interview.
If the assessment is terminated at Measure 1, students are referred directly to the ESL department office for an oral interview. Students are interviewed by ESL staff and a final determination is made on placement based on Measures 1 and 4. Students completing the entire ESL assessment program are given an appointment ticket indicating the day and time that they are to go to the ESL department office for an oral interview. Students are interviewed by ESL staff and a final determination is made on placement based on Measures 1, 2, 3, and 4.

Math placement for ESL is identical to the math placement found under A/P Measures: Measure 1 (ASSET only) and 4.

**Analysis**

Assessment instruments undergo validation studies as required by Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges. All test instruments used in the assessment process have full approval status as documented on the Chancellor's list of Approved Assessment Instruments.

Among validation standards reviewed are test bias and disproportionate impact.

Publishers of second party objective tests must provide evidence to the Chancellor's Office and local colleges using their tests that demonstrate compelling and reasonable absence of test bias as it pertains to cultural/ethnicity, gender, and age. Local tests, for example holistically corrected writing samples, must also undergo a test bias review conducted by College staff. Completed validation studies with supporting documentation are located in the Academic Assessment Center and Matriculation Office.
The College has an ongoing prerequisite validation study to document the need for reading and math skill levels for specific courses. The College Curriculum Committee monitors the study and copies of validation results are located in the Office of Planning, Research, and Grants Development. A research study examining the impact of multiple measures in the assessment process is being undertaken by the College through collaborative research by the Offices of Guidance and Counseling and Planning, Research, and Grants Development.

**Plans**

1. Continue to use and monitor multiple measures and counseling intervention in placement practices.

5.6 The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

**Description**

In addition to the main campus the College offers courses at seven regional sites as well as the Tracy Center. Counseling services are offered primarily on-site at the main campus. Counselors are in the process of developing an online advising system. Currently one academic advisor and three general counselors answer limited e-mail questions six hours per week. A general counselor provides services at the Tracy Center on a part time basis seven hours per week. In an effort to reach the regional audience and disseminate general guidance information, ITV guidance orientation courses have been offered at all regional locations. DSPS is serving qualified students at distance sites by individual request(s).

Other programs and services such as Financial Aid, Bookstore and the Library offer online services. With the expansion of Financial Aid Internet services, students can access most information without coming on campus. Students who are enrolled in off campus and Internet courses can access the Bookstore’s textbook mail-in service. Students call in orders via the use of a credit card or a personal check and books are shipped to them no later than the next business day. Additionally, Internet students can view a book listing for their respective Internet courses, detailing class numbers, teachers, book titles and prices. Library services are available online. The Library Web site has textbook, reference book, reserve book and library collection information as well as links to other online informational sites. The Web site also provides the ability to reserve books online.
Analysis

The broadest offering of services is on the Stockton campus. The present challenge is to provide a comparable level of comprehensive services to off-campus students with limited space, staffing, and resources.

A high priority within the Guidance and Counseling Office is the development of technology as a way of delivering services, especially to students who are unable to visit the main campus. Though limited online advisement and instruction is currently available, considerable development is planned in these areas.

DSPS has some concern about not reaching all the students who might benefit from these services. Plans are being developed to incorporate outreach information digitally through web sites, kiosks and video teleconferencing.

EOPS continues to work closely with campus constituency groups to identify and explore methods for addressing new and emerging student needs, and methods for delivering student support services. EOPS, to date, has had the ability to accommodate the needs of its respective EOPS population providing appropriate, comprehensive, reliable and accessible services to its students.

Plans

1. Develop additional online advisement and e-College orientation courses.

2. Develop a full program of guidance services for the Tracy Center, which will include orientation classes, and regular office hours for advisors and counselors.

3. Develop a digital information system through web sites, kiosks and video teleconferencing.

4. Complete an interactive e-commerce link to the Bookstore’s Web site that will give faculty access electronically to a vast source of textbook data and online research for requisitioning textbooks. It will also allow all students and other customers to transact all their business with the Bookstore online and at anytime of the day or night.

5.7 The institution, in keeping with its mission, creates and maintains a campus climate, which serves and supports its diverse student population.

Description

The San Joaquin Delta Community College District maintains a richly diverse student body population. District programs that foster a diverse environment include EOPS, which is designed to support the financial, personal, academic and career needs of economically disadvantaged students; and CARE, an affiliate program of EOPS designed to support the special needs of a single parent recipient of AFDC, TANF, or CalWORKs
funding. Other programs include Summer Readiness, MESA, Migrant Transition, Bilingual Teacher, Student Ambassador, and the Volunteer Program.

The Student Activities Program of the institution also creates a climate that serves and supports culturally diverse populations. Student Activities, through student organizations, provides a working laboratory for the extension of classroom discussions, projects, and interactions that are planned and executed by students under the supervision of advisors.

The campus supports and promotes a rich array of cultural activities, including lectures by leading cultural figures, special events celebrating significant cultural holidays, strictly defined and enforced policies on diversity tolerance, and forums and seminars on socially significant topics.

The Vice President of Student Services and the Campus Police Chief walk the campus on a regular basis monitoring the environment relevant to harmonious interaction among all participants.

Some activities and events that reflect the College community are Cinco de Mayo, Tet celebrations, 16\textsuperscript{th} of September celebrations, and other culture specific convocations. The College publishes a student services brochure in five languages. Informational displays for African American, Asian American and Native American history are fashioned on a regular basis.

Staff also participate in various employee organizations which serve the needs of a diverse work force. These employee organizations augment the District's commitment to its support of a diverse culture. This includes the Mexican American Employees Association, the African American Employees Association and the Asian and Pacific Islander Staff Association. The organizations provide frequent cultural events and raise money for student scholarships at the College.

\textbf{Analysis}

San Joaquin Delta College fosters an environment that serves and supports its diverse student population.

Immediately subsequent to the terrorist activity of September 11, 2001, the College formed a National Crisis Memorial Events Committee. This committee created a series of educational and reconciliation forums designed and provided by Delta College staff to support the campus community in light of the tragedy. College staff also scheduled workshops. These forums and workshops were designed to educate the College community on theories of war, terrorism, reconciliation, ethics, tragedy, the economic impact of acts of terrorism and overall safety. In the wake of the September 11 attacks, the District adopted a zero tolerance policy regarding prejudiced and biased behavior toward those of Middle Eastern descent. This admonishment was conveyed by placing banners in high traffic locations and distributing brochures to faculty, staff and students.
**Plans**

1. Continue to monitor the campus climate relevant to harmony and cultural diversity.

2. Continue to support and fund multicultural organizations and activities that support a diverse work force and student population.

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**5.8 The institution supports a co-curricular environment that fosters intellectual, ethical and personal development for all of its students and encourages personal and civic responsibility.**

**Description**

Through the Student Activities Program, the Associated Student Body Government (ASBG) offers a full array of civic and club activities which promote student growth through leadership and civic responsibility. The ASBG has sponsored voter registration drives, public forums, cultural events, and club leadership development workshops. It supports leadership development through programs such as the InterClub Council "Fast Start" award, which has organizational development requirements and civic volunteerism incentives. Student Activities has also developed a Volunteer Program, which not only identifies existing volunteer positions, but also allows students to request new volunteer positions. This program has placed hundreds of Delta College students in positions throughout the community. In an effort to intellectually augment civic and club activities, Delta College offers Guidance 71, a class that is designed to promote student leadership through hands-on exercises in community involvement. ASBG is encouraged to appoint students to shared governance committees to partake in the governance process of the College.

Alpha Gamma Sigma, the College's Honor Society, is one of the more active student organizations on campus. It hosts an annual faculty recognition luncheon and conducts a number of charitable activities throughout the year.

**Analysis**

The co-curricular activities currently offered by the District are well established and flourishing. Notwithstanding, there has been concern that students are not always represented in shared governance committees. There is also concern from the Student Activities Office that there is not enough involvement by faculty and staff to support student organizations.
**Plans**

1. Encourage greater involvement of faculty and management in support of student organizations.

2. Participation by advisors should be increased in working with student leadership as they pursue on and off campus activities.

5.9 **Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.**

**Description**

The Board of Trustees adopted Information Security Policy 8900 and Procedure 8900.1 in April 2001 (Document 5-18). This policy defines the process in which all information is managed within the District. District information comprises the sum of the data available to the District’s personnel and students for purposes of carrying out business functions and/or making business decisions. Information resources include all hardware, software, data, and procedures and services that are used to store, manipulate, retrieve and transmit information. Information security and protection includes all measures used to prevent the unauthorized or inadvertent modification, disclosure, destruction, or interpretation of information resources. Security and information protection ensures the preservation of the continuity, integrity, and confidentiality of information resources.

The Chief Information Services Officer (CISO) is accountable for the protection of all shared and external information resources resident in the District’s data center. As a member of the District’s management team and Chair of the Campus Information Services Committee, the CISO advises the committee and managers on requirements, resources, applicable protection technology, industry best practices, and administrative procedures. The CISO ensures that all employees and other system users have read and understand the Computer Security and Technology Understanding (Document 5-18). Managers are accountable and responsible for complying with and carrying out all information protection policies and procedures with respect to all internal information resources resident in or used by their area of responsibility. All managers are responsible to ensure that employees in their areas are conversant with and understand those elements of the Information Security Policy, and its associated procedures, standards and guidelines that are appropriate to the individual’s job placement.

The College collects and maintains student records primarily in the Admissions and Records and Financial Aid Offices. Student records and related data are maintained in a variety of formats based on federal and state regulations. Storage is determined based on the appropriate record classification. Information contained in computer databases is backed up on a daily basis by duplicated, secured computer files and kept in a fireproof safe offsite. Only authorized staff are allowed to modify or revise student computer
records. Permanent student records such as transcripts and grade reports are protected by fireproof storage.

All College employees recognize confidentiality of student records. The Student Services Offices utilize a confidentiality form which all temporary and student workers sign admonishing them that a breach of confidentiality may be grounds for discipline including termination. Different storage methods are used within the Student Services Division with each office ensuring that files are stored in a manner that promotes the protection of records and confidential information.

The Delta College web-site has grown as a source for students to obtain information concerning grades and other academic data. The College provides students a personal identification number (PIN) as a means to access and protect student records. In October 2001, the College Web site became a secured site using a public key infrastructure for encryption of confidential data.

In spring 2001, the College developed a business continuity plan that allows the College to continue business operations even if the campus is closed or inoperable. This plan includes protection of and access to student records.

**Analysis**

Student records are well maintained, secure and private. The data and records maintained in the student information system (System 2000) have adequate security and provision for recovery from disasters. The importance of confidentiality of student records is emphasized to faculty each semester through memoranda and division meetings.

Security issues are an important component in the redesign of the College’s web-site. Storage of records in an off-site location will allow the College to continue business operations in case of a disaster.

**Plans**

1. Continue to explore digital imaging and storage technology to address the need for the expansion of safe and secure storage capabilities.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

**Description**

The student services programs participate in various ongoing evaluative processes. All programs are required to complete the institution's program review process and some programs are evaluated under the Chancellor’s Office of Program Review (OPR) process.
as well. Currently, 11 of 15 program reviews have been completed as well as all scheduled OPRs.

Program review is used as a tool for continuous improvement by examining both student and faculty surveys as well as utilizing a detailed examination of all program components. Program review recommendations that require no additional resources are incorporated into the annual planning objectives of the appropriate division or department. Recommendations that will require additional resources are submitted to the Planning and Budget Committee for review and prioritization. Approved recommendations are moved forward for implementation.

**Analysis**

Program reviews and OPRs as well as follow-up on recommendations are being completed in a timely fashion. They are being utilized to assess staff, student, budget, space and operational needs. In an effort to better track the progress toward implementation of program review recommendations, a process of mini-reviews is under consideration.

Staff in the Student Services Divisions have monitored the implementation of program review recommendations. As an example, of the 13 recommendations stated in the *Guidance and Counseling Program Review*, nine recommendations have been completed, three are in progress and one recommendation requires a major structural change which is not possible at this time. Campus Police has completed five of six recommendations with one recommendation remaining incomplete due to budget constraints. In the DSPS area, seven of 17 recommendations have been implemented, with four items reported "in progress," and others awaiting remodeling or facing budget constraints.

**Plans**

1. Consider the development of a Student Services mini-review process.

2. Complete the remaining Student Services program reviews.

3. Develop an institutional process to follow-up on program review recommendations.
# Standard Five: Supporting Documents

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