

INSTITUTIONAL EFFECTIVENESS REPORT

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San Joaquin Delta College

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Background

This report describes the institutional effectiveness of San Joaquin Delta College (SJDC). The data and figures presented in this report are based on a collection of concepts and indicators proposed by the Academic Senate, Classified Senate, Management Senate and Office of Planning, Research and Regional Education to track institutional outcomes for reporting and planning purposes. As a result, this report represents the first attempt to outline broad institutional learning outcomes and performance outcomes for the college.

Assessment of institutional performance is an indicator that a college has moved to a stage of evaluation that is concerned with institutional improvement. Such an assessment helps inform the greater college community about the college's collective efforts to understand and improve its programs and services. Beyond this, a report on institutional effectiveness can provide significant evidence to accrediting agencies and external audiences that the college focuses goals and planning on the Mission Statement and is motivated by the goals of continuous evaluation and improvement.

In the pages that follow, the report outlines the manner in which data elements were collected to track the college's institutional performance, presents major findings organized around several overarching themes of institutional effectiveness, and concludes with recommendations for improved reporting in future years.

Data Collection Process

The statistics presented here are the result of an extensive data collection effort that flowed from the approval of the various performance measures by the shared governance groups in 2007-2008. In some cases, data are derived from publicly available reports produced by the California Community College Chancellor's Office, including its annual Accountability Report for California Community Colleges (ARCC, 2008), and the Chancellor's Office Data Mart. In other cases, data for tracking student performance and enrollment are derived from the college's proprietary data records in the System 2000 database. Some data elements are drawn from college surveys of students or staff, faculty, and managers. These figures tend to record the perceptions of college performance on issues like satisfaction with college programs, the perceived safety of the campus, and the utility of information sources provided to students. For those interested in a detailed listing of data sources for each of the various indicators, the Office of Planning, Research, and Regional Education has a master file for such identification purposes.

In some cases, obtaining the data for a particular indicator was more time consuming than simply extracting figures from a statewide report or the college's management information system. Occasionally, researchers in the Office of Planning, Research, and Regional Education relied upon data gathered by individual departments on campus. For example, data on community education

offerings, art gallery attendance, and athletic team performance required staff members to seek out information from those specific program offices. As a result, the compilation of data in this report is the product of work that spans many offices of the College, and not just the efforts of individuals in the Office of Planning, Research, and Regional Education.

Organization of the Findings

When the various measures of institutional effectiveness were being discussed in 2007-2008, several themes emerged from those discussions. These themes of institutional performance are reflected in the various sub-headings of the report that follows. For instance, a number of performance indicators assess the college's ability to promote student success (see Table for Performance Indicator 1 on page 3). Promoting student success can take myriad forms, so while success is a broad institutional indicator, various specific indicators were identified to explain this broader concept. In fact, 10 additional indicators are featured on this element of institutional effectiveness.

In the pages that follow, data are presented from the approved list of performance indicators submitted in March 2008 to the President's Council. The broad concepts are listed first, accompanied by specific indicators of each concept, the results of the data search, the organizational entity that proposed the measure, and the accreditation standard that correlates to each measure. A table is presented for each broad thematic element, followed by some narrative commentary on the college's performance.

Performance Indicator 1: Promoting Student Success

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Transfer/AA/AS/18 Unit (Student progress and Achievement)	Percent achieving status in 5 years	50% of 2006/07 cohort achieved status within 6 years	Ac Sen/Mg Sen	2A
2. Course completion - Basic Skills	Percent receiving C or better grade	63% in 2006/07	Ac Sen/Mg Sen	2A
3. Course completion - Transfer	Percent receiving C or better grade	70% in 2006/07	Mg Sen	2A
4. Course completion - Voc-Ed	Percent receiving C or better grade	72% in 2006/07	Mg Sen	2A
5. Degree completion	Percent receiving AA/AS in 5 years	9% by 2007/08	Ac Sen/Mg Sen	2A
6. Certificate completion	Percent receiving certificate in 5 years	6% by 2007/08	Mg Sen	2A
7. Transfer directed	Percent earning 30 units	71% in 2006/07	Mg Sen	2A
8. Term to term persistence	Percent enrolling in subsequent term	73% in 2006/07	Ac Sen/Mg Sen	2A
9. Probationary student achievement	Percent probationary students retained	55% enrolled in subsequent year	Ac Sen	2B
10. Probationary student achievement	Percent probationary students AA/AS/Transfer in 5 years	12% in 2006/07 (from 2001/02 cohort)	Ac Sen	2B

Table 1: Performance Indicator 1: Promoting Student Success

The first performance indicator presents data on concepts that promote student success. Table 1: Performance Indicator 1: Promoting Student Success provides data on three key performance indicators identified under the umbrella of measuring student success. The data are based on cohorts of students who enrolled at the college for the first time five years earlier (academic years 1999-2000, 2000-2001, and 2001-2002). As Figure 1 reveals, student progress and achievement rates for these cohorts have been stable for the last 3 years. The achievement rates from these three student cohorts reveal that approximately half of all students are achieving those goals (i.e. AA, AS, Certificate, or Transfer Status) in 6 years. However, the percentage of students who appear to be transfer directed is increasing with each academic year, as is the persistence rates for these students.

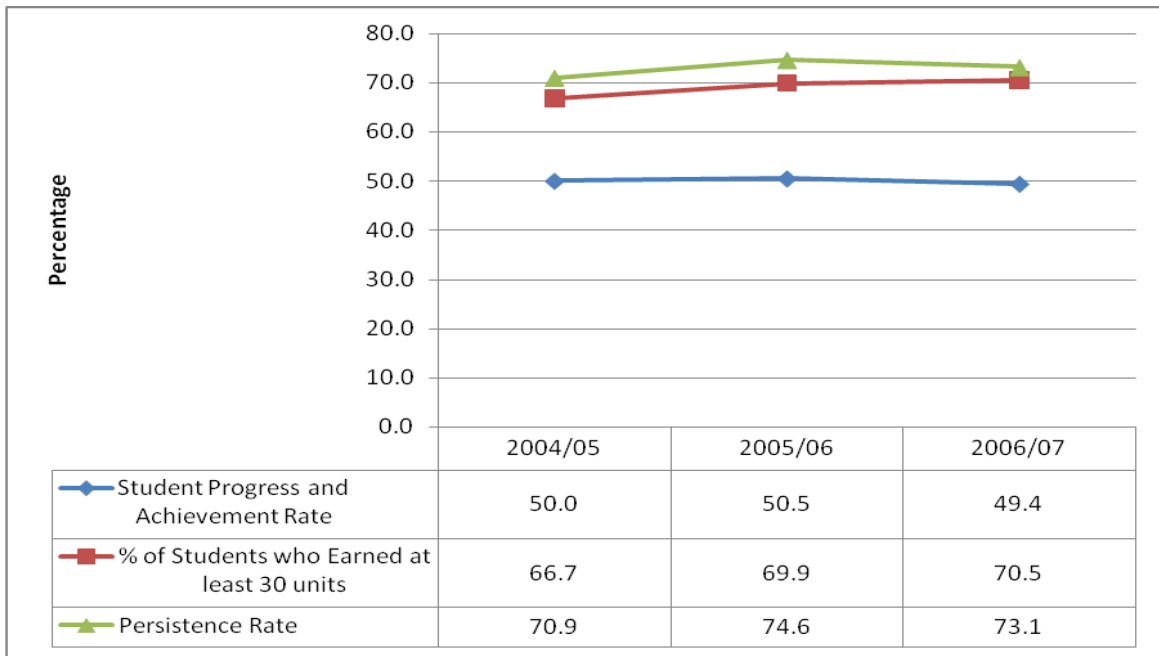


Figure 1: Student Progress Achievement Rates, Transfer directed and Persistence Rates

In terms of successful course completion rates, more than half of SJDC students have successfully completed their credit vocational, credit basic skills, and transfer courses in the last three years. These rates have not fluctuated much, holding steady at rates between 63% and 73% over the last three years (see Figure 2: Annual Successful Course Completion Rates). Of all three course types, vocational courses appear to have the highest success rates (72% in 2006-2007) with basic skills credit courses having the lowest success rates of the three course types (63% in 2006-2007).

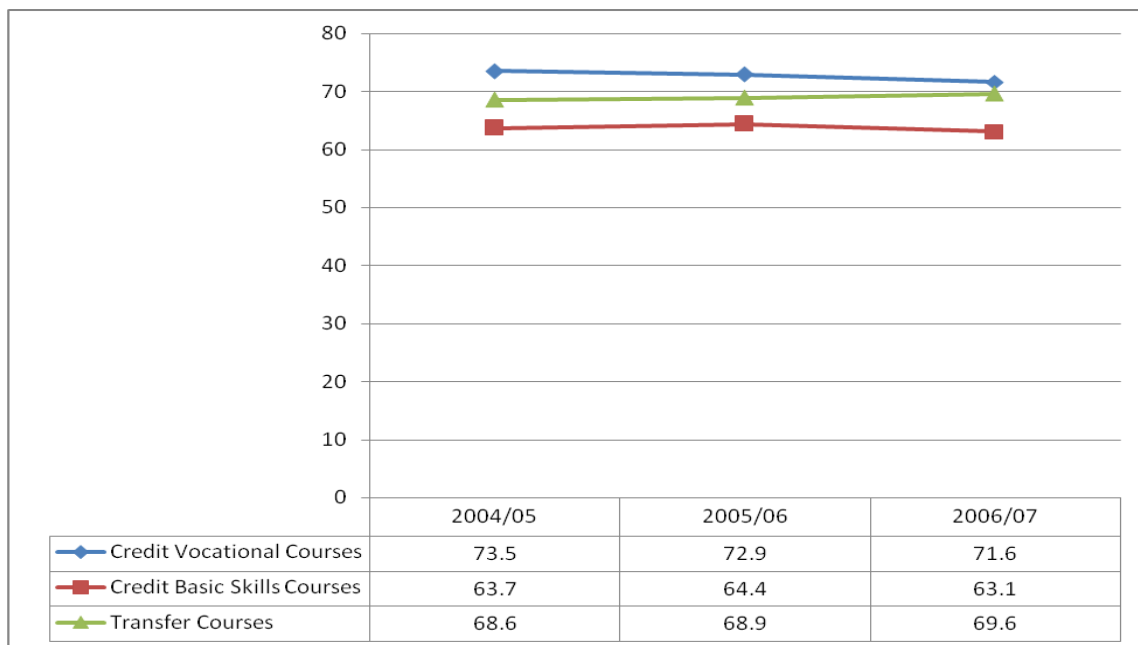


Figure 2: Annual Successful Course Completion Rates

Two other indicators that were proposed to gauge student success at SJDC were degree and certificate completions. Tracking a cohort of students who first enrolled in 2002-2003 ($N=7,742$), 9% earned an Associate degree and 6% earned a Certificate within five years. Figure 3 presents data on the number of Associate degrees granted in the last 3 years and the number of certificates granted. As this figure shows, the number of Associate degrees granted has stayed the same in the last three years, but the number of Certificates granted has increased by 71.8% between 2004-2005 and 2006-2007.

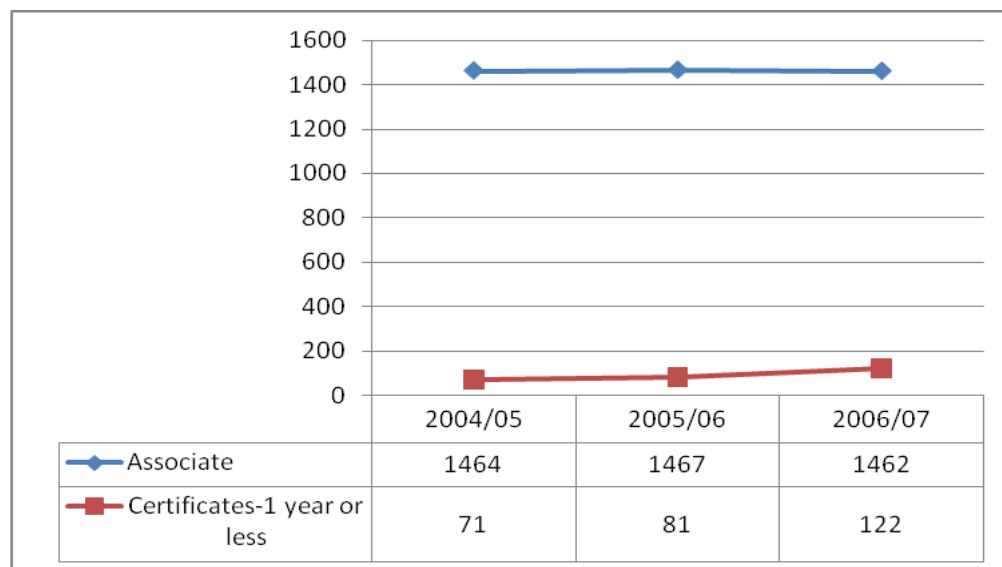


Figure 3: Degree and Certificate Completions

In addition to transfer, degree and course completions rates for the general student population, the progress of students on academic probation at SJDC was proposed as an contra-indicator of student success. In fall 2006, 1,318 students were identified as being on academic probation. Of those students, 729 (55%) persisted to the following fall term. As expected, students who are put on academic probation are persisting at a lower rate than the general student population (73% in 2006-2007, see Figure 1). In terms of degree completion and transfer rates, students who are on academic probation also complete their degrees and transfer at a substantially lower rate than the general student population. Using a cohort of students on academic probation in 2003-2004 ($N=1,273$), less than 2% earned an Associate degree, less than 1 percent earned a Certificate, and approximately 10% transferred to a 4-year university within five years. These data suggest that students on academic probation may need more services to help improve their persistence, degree completion and transfer rates.

Performance Indicator 2: Improving Student Skills

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Language Mastery	% ESL Improvement Rate	26% in 2005/06	Ac Sen/Mg Sen	2A
2. ESL Course Progression	% ESL enrolling in subsequent courses	65% to ENG 83 81% to ENG 84	Ac Sen	2A
3. Mathematics Mastery	% basic math to Algebra in 5 years	65% in 2006/07	Mg Sen	2A
4. Writing Mastery	% below college level to ENG 79/1A in 5 years	53% to ENG 79 in 2006/07 28% to ENG 1A in 2006/07	Ac Sen	2A

Table 2: Performance Indicator 2: Improving Student Skills

The second set of performance indicators is intended to evaluate the improvement of students' language, writing, and math skills at SJDC. Of specific interest are the basic skills that students acquire in developmental classes. Between 2003-2004 and 2005-2006 Basic Skill course success rates improved 2 percent (62% vs. 64%). In fall 2006, 48 students were enrolled in the Basic ESL courses (ENG 82), with 65% of those students subsequently enrolling in ENG 83 in the spring of 2007 and 81% of those students enrolling in ENG 84. In terms of math and writing improvement, 65% of all students who started out in a basic math class enrolled in an Algebra course within 5 years; and 53% of all students who started out in an English course below college-level enrolled in English 79 (a College English preparatory class). Of the 53%, 28% of those students subsequently enrolled in an English 1A (a college-level English course) within 5 years. These data suggest that more services are needed to help these students improve their language, math and writing skills.

Performance Indicator 3: Campus Environment that Fosters Learning

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Campus cleanliness	% of spots deemed clean by audit	DATA NOT AVAILABLE	Clf Sen	3B
2. Campus cleanliness	% survey who are satisfied	54% of staff 89% of students in fall 2008	Clf Sen	3B
3. Technological resources	% of computers less than 4 years old (student access)	61% in 2007/08	Clf Sen/Mg Sen	3C
4. Learning resources	% of library deemed current (less than 5 years old)	15% in 2007/08	Plan & Res	2C
5. Learning resources	# of electronic subscription services	31 in 2007/08	Plan & Res	2C, 3C
6. Learning resources	% of students satisfied with student e-services	60% of students in fall 2008 (<i>n</i> = 63)	Plan & Res	2C
7. Student learning centers	% of students surveyed who are satisfied	51% of students in fall 2008 (<i>n</i> = 63)	Clf Sen	2C
8. Safety/security	Crime rates per capita	Reduction by 275% between 2004 and 2006	Clf Sen	3B
9. Safety/security	% of students/staff feeling safe	64% of staff and 84% of students in fall 2008	Clf Sen	3B
10. Information sharing	% surveyed satisfied with information sharing	DATA NOT AVAILABLE	Mg Sen/Clf Sen	2B, 3C
11. Information for students	% surveyed who are satisfied	82% of students in fall 2008	Mg Sen	2B

Table 3: Performance Indicator 3: Campus Environment that Fosters Learning

The third set of performance indicators were collated to assess a campus environment that fostered learning. These 11 concepts measure the degree to which students and employees feel the campus is clean, safe, and provides students with adequate learning resources. In order to obtain data on student perceptions, the Office of Planning, Research, and Regional Education created a 27-item survey containing sections measuring students' satisfaction with the campus appearance, learning resources, e-services, learning centers and campus safety. Each item was followed by a 7-point response scale ranging from 1 = *strongly disagree* to 7 = *strongly agree* and was totaled to get a composite satisfaction score to represent the indicators above.

In the fall of 2008, 500 students who previously enrolled in spring 2008 were randomly selected to complete the survey (see Appendix A). Of the 500 students, 63 students returned their surveys; a return rate of approximately 13%. The response rate for this survey was lower than we anticipated, and in future year, more persistent follow-up will strengthen the response rate.

Results from the survey suggested that 84 percent of the students believed the classrooms were clean and orderly and 90% of the students felt the grounds were free of litter. More than four out of every five (82%) students suggested they were satisfied with the information they found on college web pages and class schedules. In regards to the learning center however, a little more than half of the students (53%) expressed satisfaction with the Learning Centers operated by the college.

Measures of campus safety show substantial improvements over the past few years. The crime rate on the campus has been declining in recent years, perhaps due to the installation of cameras and monitoring software. Students are responding to that decline in crimes, with 84 percent saying they feel safe at the College. Staff perceptions of campus cleanliness and safety were measured using items from the Employee Questionnaire administered during fall 2008 (see Appendix B). Of the 256 staff that completed the survey, 54% felt the college was attractive and well-maintained, but only 37% felt the buildings were clean and well-maintained. In regard to campus safety however, 64% of employees felt that the campus was safe and secure. Thus, the results from the student and employee surveys suggest that students and staff have differing opinions of campus cleanliness and safety.

Performance Indicator 4: Promoting Lifelong Learning

Concept	Indicator	Results of Indicator	Proposing Party	ACCJC Standard
1. Non-traditional adult enrollment	Percent of student population over age 25	38% in 2007	Plan & Res	2B
2. Non-traditional adult enrollment	Percent of Internet enrollment over 25 years old	45% in 2007	Plan & Res	2B
3. Community Education	Number & enrollment in community education courses	125 courses & 1,247 enrollments Fall 2007	Plan & Res	2A/B

Table 4: Performance Indicator 4: Promoting Lifelong Learning

A fourth set of concepts gauge the college's efforts to promote lifelong learning. This factor is important because it ties in with the college's mission and vision statements. Table 4 displays the percentages of enrolled students who are at least 25 years of age, between 2005 and 2007 fall semesters. Over the last three years, course enrollments by students over the age of 25 have been consistently increasing, with many of these students enrolling in Internet courses (see Figure 4: Students over 25 years old Enrolling at SJDC). Returning adult students make up nearly 50% of all Internet students. The number of enrollments in community education courses have been increasing as well; between fall 2005 and fall 2007, the number of community education courses offered rose 5%, and enrollments in those courses were up by 5%, suggesting that the demand for these courses has risen over the last three years.

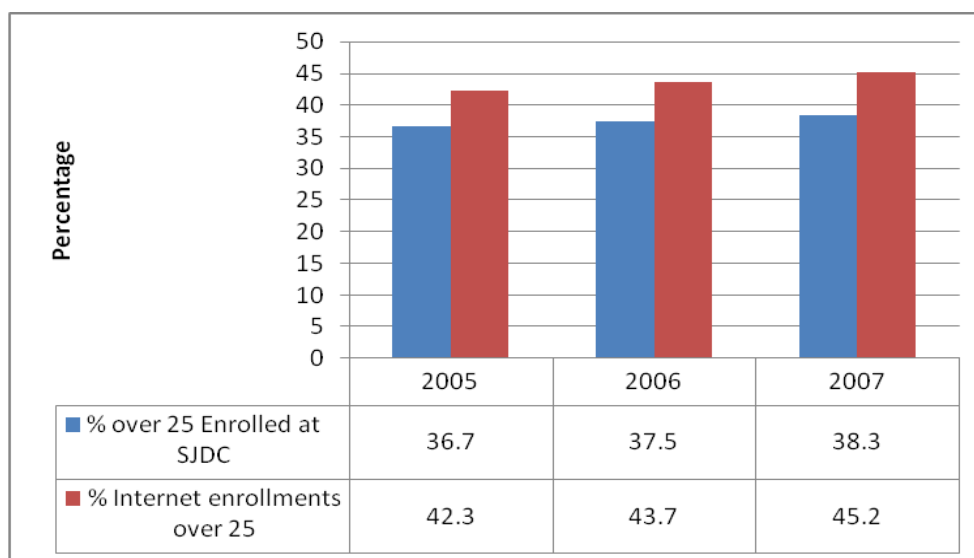


Figure 4: Students over 25 years old Enrolling at SJDC

Performance Indicator 5: Equitable Access

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Minority attendance	Percent of students by ethnicity	31% White in 2007/08 11% African American 28% Hispanic 20% Asian/Filipino/Pac. Isl.	Mg Sen	2B
2. Sex attendance	Percent of students by sex	58% female in 2007/08	Mg Sen	2B
3. Age Group attendance	Percent of students by age group	31% age 19 or less 41% ages 20-29 27% ages 30 and older in 2007/08	Mg Sen	2B
4. Scholarship support	Amount of scholarship funds	\$280,000 in 2007/08	Mg Sen	2B
5. Affordability	Annual increase in cost of education	~ 2 – 3 % increase between 2006/07 and 2007/08	Mg Sen	2B/3D
6. Affordability	Percent of students getting BOG fee waivers	45% in 2007/08	Mg Sen	2B/3D

Table 5: Performance Indicator 5: Equitable Access

A fifth set of indicators encompasses all the concepts thought to support the college's efforts for equitable access. Figure 5 through Figure 7 present data on enrollments by ethnicity, gender and age group. Of all student ethnic groups, African-American and Hispanic students are the only groups consistently growing each year. In the 2007-2008 academic year, African Americans made up nearly 11% of the student population, while Hispanics represented 28% (see Figure 5). As the data tend to indicate, the percentage of White students appears to be slowly declining each academic year, dropping from 32.4% to 30.6% in a three-year time frame. Over half of the student population has consistently been female and between the ages of 18 and 24 (see Figure 6 and Figure 7). As indicated by the data, SJDC's student population remains quite diverse in terms of ethnicity, gender and age group.

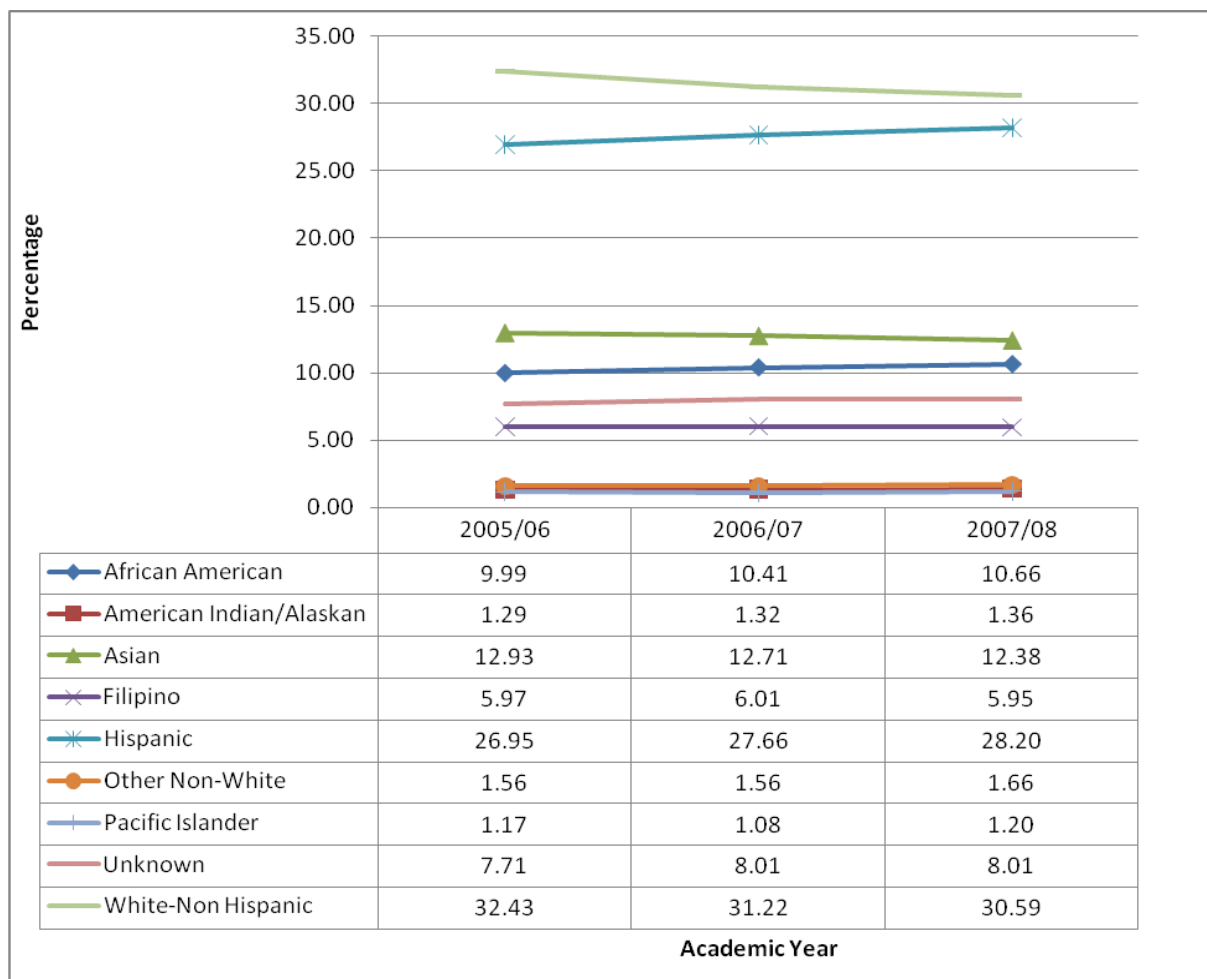


Figure 5: Student Enrollments by Ethnicity

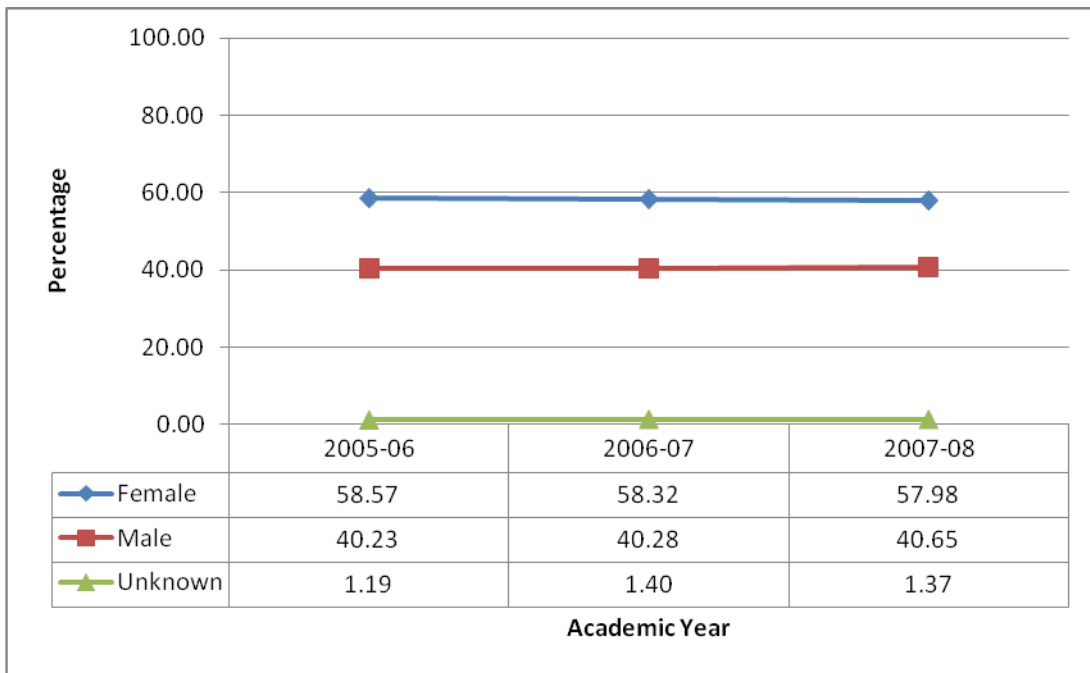


Figure 6: Student Enrollment by Gender

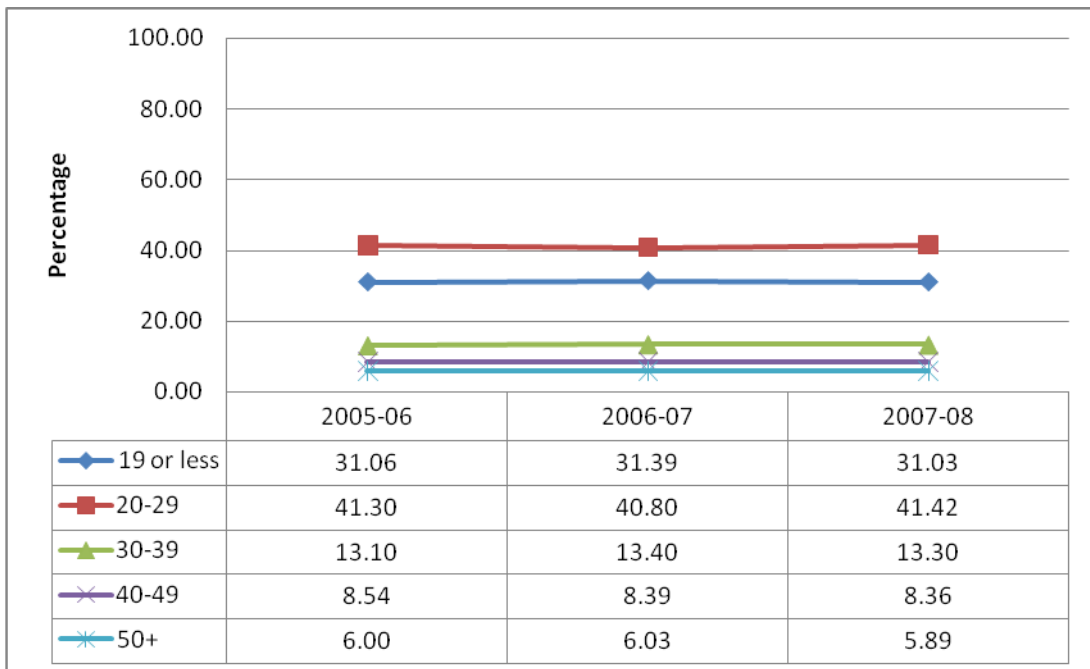


Figure 7: Student Enrollment by Age Group

Another way of assessing equity focuses on the cost of college for low-income students. In 2007-2008 the amount of scholarship funds provided to students at SJDC exceeded \$280,000 and more than 13,400 students received Board of Governors (BOG) fee-waivers to pay for their courses. Compared to 2006-2007, the average cost of education for a student living at home will increase about 3% by 2008-2009. For students living on their own, the increase will be even larger, rising by 9% by the academic year 2008-2009 (see Figure 8).

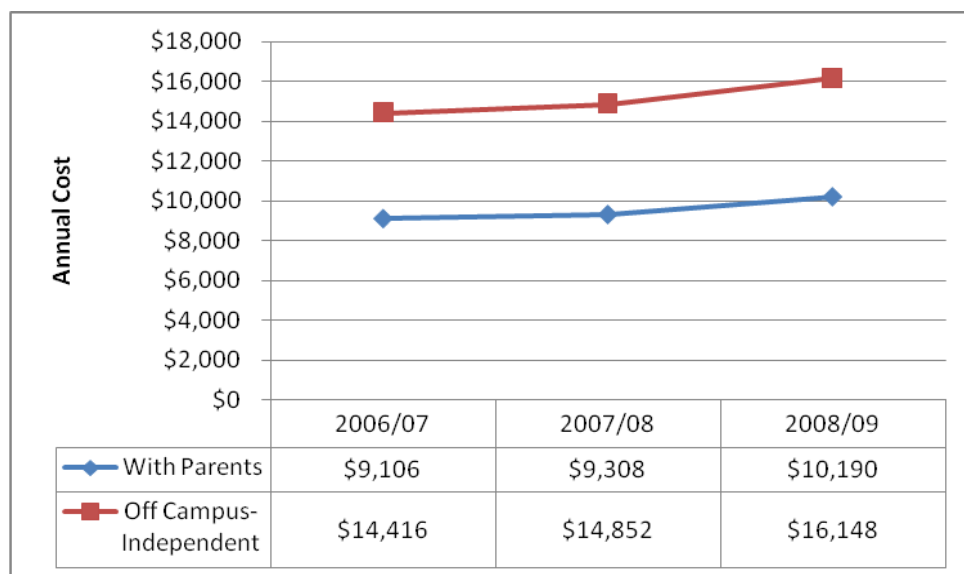


Figure 8: Annual Cost of Education

Performance Indicator 6: Cultural Diversity and Enrichment

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Drama offerings	Number and attendance at plays	35 offerings, 4,445 attended in 2007/08	Plan & Res	2A
2. Art gallery offerings	Number and attendance at art gallery	6 gallery shows, 7,013 attended in 2007/08	Plan & Res	2A/B
3. Music performances	Number and attendance at musical events	19 events, 4,930 attended in 2007/08	Plan & Res	2A
4. Student enrichment	Number enrolled in core arts courses	2,951 students in 2007/08	Plan & Res	2A
5. Cultural awareness	Number and attendance at CAPs programs	8 events, 970 attended in 2007/08	Plan & Res	2A

Table 6: Performance Indicator 6: Cultural Diversity and Enrichment

One of the elements contained in the College's mission statement is the goal of promoting cultural diversity and a vital connection to the arts among SJDC students. As Table 7 shows, the attendance of individuals at the College art gallery, drama, music, dance, and Cultural Awareness Program (CAPS) events exceeded 100 people per event on average. Appreciation of the arts is not just evident in the event attendance figures; during the 2007-2008 academic year. An average of 421 students took a core arts course in Art, Music or Drama (see Table 8).

Event Offerings	2005/06		2006/07		2007/08	
	#	Attendance	#	Attendance	#	Attendance
Gallery	6	8,793	6	6,382	6	7,013
Drama	32	5,728	32	5,059	35	4,445
Music	15	4,945	15	3,747	19	4,930
Dance	1	251	1	72	2	273
CAPS	6	1,728	8	2,553	8	970
Totals	60	21,445	62	17,813	70	17,631

Table 7: Number of Events Offered and Corresponding Attendance Figures

Core Art Courses	Total Enrolled 2007/08
Art 1A	600
Art 1B	584
Art 4	119
Drama 10	407
Music 1	283
Music 4	746
Music 8	212

Table 8: Enrollment in Core Arts Courses

Performance Indicator 7: Community Involvement

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Educational partnerships/grants	# of educational partnerships	17 in 2007/08	Ac Sen	2A
2. Vocational grants/contracts	# of vocational agreements	8 in 2007/08	Ac Sen	2A

Table 9: Performance Indicator 7: Community Involvement

In addition to SJDC's commitment to foster appreciation for the arts, SJDC is actively establishing educational partnerships/grants and vocational grants/contracts with the community. In 2007-2008, SJDC had eight active vocational agreements and 17 active educational partnerships with organizations from the community such as CISCO Academy and the CA Department of Forestry. These on-going partnerships represent SJDC's commitment to enhance student learning by getting the community involved.

Performance Indicator 8: High Quality Programs

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Student-teacher ratio	FTES/FTEF ratio	18 in 2006/07	Ac Sen	2A/3A
2. Faculty with terminal degrees	% of faculty with Master's or Doctorate Degree	93% in 2007/08	Ac Sen	3A
3. National/State recognition	# of programs with national/state accreditation	11 in 2007/08	Ac Sen	2A

Table 10: Performance Indicator 8: High Quality Programs

SJDC is also committed to providing students with high quality programs. Several indicators were selected to reflect the quality of instructional programs. For the last three years, the average student-to-teacher ratio has remained stable (approximately 18 full-time equivalent students per full-time faculty) and 11 SJDC programs continued to receive national/state recognition. Another factor demonstrating the quality of SJDC's programs is the percentage of faculty with graduate degrees; 93 percent of all tenured faculty hold a Master's or Doctorate degree.

Performance Indicator 9: Stability of Management

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Manager retention	% continuing in management positions Fall 2006 – Fall 2007	88% continuing managers listed in Fall 2007 Staff report	Clf Sen	3A/4B
2. Manager retention	# of new managers	4 in 2007 Chancellor's Office Staff report	Clf Sen	3A/4B
3. Executive tenure	# of months in position	President & VP tenure Avg. number of months = 16.5	Clf Sen	3A/4B

Table 11: Performance Indicator 9: Stability of Management

For concepts and measures reflecting the stability of management, the number of employees who were recently hired or appointed was used as an indicator of manager retention. In 2007-2008, this number was 12 with 25% of these managers holding executive positions. Listed in Table 12 are the number of months each vice president and the President/Superintendent has been in a particular position since their initial hire dates. The average figure across the various positions is 16.5 months, but is skewed by not including the prior years of service by the current Vice President of Information Services in job classifications with the same types of functions, and by excluding prior years of service established at the College by the current Vice President of Instruction. The recent hires of many of the top management staff does indicate that management tenure at SJDC has not been stable in recent years.

Position	Months
President	72
VP of Instruction*	8
VP of Student Services	1
VP of Business	2
VP of Human Resources	3
VP of Information Services*	13

Table 12: Executive Tenure

*Does not include months of service in prior classifications
Data reflect employment tenure as of July 2008

Performance Indicator 10: Continuous Improvement

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Student learning outcomes	% of courses with SLOs	56% of active courses 2007/08	Ac Sen/Mg Sen	1B/2A
2. Student learning outcomes	% of programs with SLOs	0% in 2007/08	Ac Sen/Mg Sen	1B/2A
3. Professional development	# of professional development activities	289 activities in 2006/07	Plan & Res	1B/3A
4. Program review	% of program reviews up to date	90% in 2007/08	Plan & Res	1B
5. Accountability data review	ARCC report discussions/approvals	1 to Board of Trustees	Plan & Res	1B

Table 13: Performance Indicator 10: Continuous Improvement

In the 2002 Accreditation Standards manual put forth by the Accrediting Commission for Community and Junior Colleges (ACCJC), one of the standards that all accredited colleges must satisfy is its ability to provide “evidence of the achievement of student learning outcomes” (p. 3). The need for more objective measures of learning has spurred a plethora of resources designed to help colleges implement this process. On August 6, 2008 the entry of “Student Learning Outcomes” in the Google search engine produced 605,000 results; this number is expected to grow as more and more

colleges fully implement this process. Currently, only 56% of all active courses at SJDC have student learning outcomes (SLOs) in place, an indication that the college needs to make more effort to incorporate this process into its system of planning and evaluation. Under the ACCJC guidelines, SJDC is still in the “Developmental” stage of student learning outcomes. Likewise, the number of program-level SLOs is non-existent at this time, but this will change in the near future as the Academic Senate pioneers new approaches to SLO assessment in the 2008-2009 academic year. Conscious efforts are being made to help faculty and staff design and implement SLOs on every level. SLO training sessions are on-going and being offered in the Professional Development Center, and the Office of Planning, Research and Regional Education has offered assistance to the effort as well.

As for the current status of program reviews; a regular cycle of instructional program reviews has been in place for several years, and most programs are up-to-date. A number of instructional program reviews are scheduled for completion in 2008-2009 (5 full program reviews and 21 mini program review).

Although the college is still in the process of integrating SLOs and the process of program reviews needs refining, the Professional Development activities at the college are burgeoning. Between 2004-2005 and 2006-2007, the number of Professional Development activities increased by 9.9% (263 to 289) demonstrating the institution’s continuing and expanded effectiveness at providing its faculty and staff with opportunities for professional growth.

Performance Indicator 11: Competitive Athletics

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Team performance	% of games won by teams	48% in 2007/08	Plan & Res	2B
2. Student graduation rates for athletes	% transfer to 4-year schools	32% from a cohort between 2005/06 and 2006/07	Plan & Res	2A/B
3. Individual performances	# of all-conference/all tournament honors	23 students in 2007/08	Plan & Res	2A/B

Table 14: Performance Indicator 11: Competitive Athletics

SJDC places high value on competitive athletics as evident from its inclusion as part of the mission statement. In 2007-2008, teams at SJDC had an average win-loss record of 48% for the year (see Figure 9). Five of the teams had winning records that exceeded 70%, including the SJDC’s men’s and women’s basketball teams with winning records of 82% and 86% respectively. Of notable mention are the individual achievements of student athletes. Twenty-three student athletes were honored at several local, regional and state conferences and tournaments. In addition to success with athletic endeavors, student athletes also succeed in reaching academic goals. In 2008, 32 percent of all student athletes from 2005-2006 and 2006-2007 academic years transferred to a 4-year university. This transfer figure for student athletes over a 2-year span is substantially high when compared to the transfer rates of the overall student population here at SJDC over a 6-year span (50%).

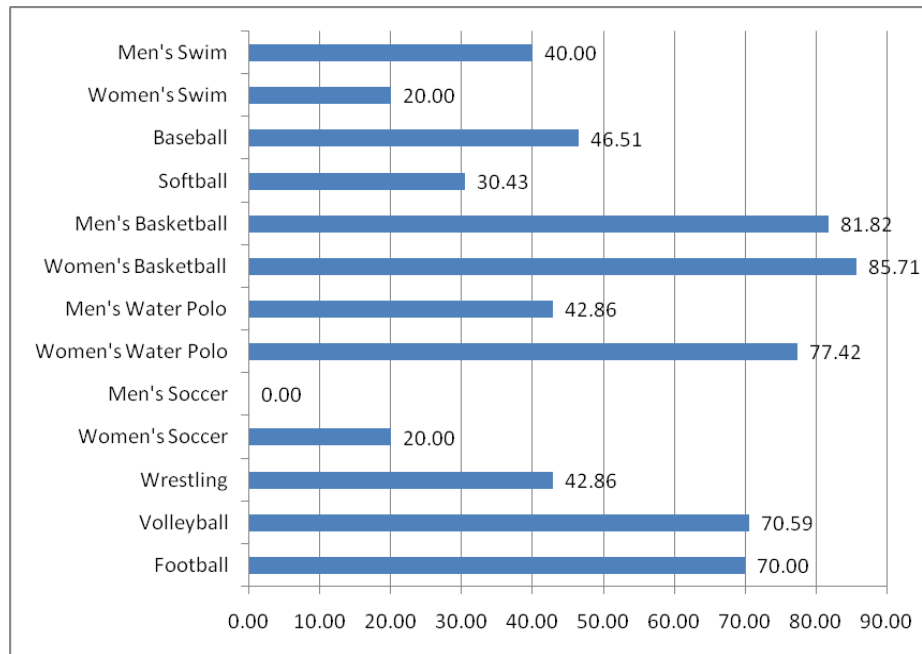


Figure 9: Percentage of Wins by SJDC Athletic Teams

Performance Indicator 12: Campus Communication

Concept	Indicator	Indicator Results	Proposing Party	ACCJC Standard
1. Leadership communication	% of email updates from president	15 in 2006/07	Clf Sen	4A
2. Governance Communication	# of committee reports to Presidents council	0 in 2007/08	Clf Sen	4A
3. Bond project communication	# of bond updates	12 in 2007/08	Clf Sen	4A
4. Community communication	# of media releases	62 in 2007/08	Clf Sen	4A

Table 15: Performance Indicator 12: Campus Communication

Transparent and open dialogue is actively encouraged at SJDC by providing its constituencies with information through internal media such as the “Delta Express”, “e-bulletins” and Presidential/Superintendent e-mail updates. Campus communication is important because it highlights the types of dialogue that have been occurring internally and externally. Between 2004-2005 and 2006-2007, 15 to 17 email updates were sent out to the campus by the President. During the 2007-2008 academic year, 62 different media releases were published by the College’s Office of Public Information. In addition, 12 bond updates were released through “e-Bulletin” updates to the campus community in the 2007-2008 year.

Summary/Future Directions

The compilation of these 12 indicators into one report was intended to provide readers with an overview of the institutional performance of San Joaquin Delta College. Based on the data from these 12 indicators, the College earns strong marks across a wide variety of measures, particularly in terms of student satisfaction and the quality of its instructional and support programs. It is also clear that the College is making progress towards aligning its curriculum and activities with its mission and vision statements and strategic goals. Even so, there are areas of improvement that emerge from the report:

- The College needs to focus on program interventions to increase student success beyond the standard 50 percent baseline to ensure more students are successful. Improvements in student success are particularly critical for basic skills students and for those for whom English is not their native language.
- The establishment of Student learning outcomes (SLOs) and cycles of assessment of those outcomes must be a top priority for the institution. The college is currently embarking on an ambitious effort to validate the effectiveness of courses, programs, and institutional goals more objectively.
- Future reports of institutional effectiveness should examine a finer breakdown of these indicators by ethnicity, age, and gender. Such an analysis is planned in future iterations in order to more effectively target groups for specific interventions.

During the process of data collection it was apparent that the list could be expanded to cover more topics on staff, students and programs in order to provide a more in-depth analysis of the progress of the institution's effectiveness. It is recommended that the next report include the following indicators to supplement the findings of this report:

- Reports on the climate of the college indicate that minorities are under-represented in the management and faculty ranks; therefore the college needs to track annual demographic data on all staff classifications to ensure diversity is not only present in the student population but in the staffing population (on every level)
- As suggested above, gender, ethnic, and age breakdowns on student success indicators such as transfer-directed, transfer rates and degree completions to ensure that all groups are equally succeeding
- The current set of performance indicators does not take into account the financial stability of the College. Subsequent reports should include a 13th performance indicator measuring effective use of financial and physical resources.

APPENDIX A: Student Survey

As an on-going effort to provide you, our students with the best academic services, we would like to get your opinion on a few items. Remember, this survey is completely anonymous so please do not hesitate to let us know what you really think. Thank you for your time.

	Strongly Disagree	Disagree	Slightly Disagree	Unsure N/A	Slightly Agree	Agree	Strongly Agree
Campus Cleanliness							
1. The classrooms are clean and orderly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The hallways and walkways are free of litter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The campus is well-maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The facilities are clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The buildings are free of debris and dust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The overall appearance of the campus meets my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Resources							
1. The library provides me with enough e-services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The e-services available meet my academic needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Overall, the student learning e-services on campus meet my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Sharing							
1. I am able to find all the information I need on the college's website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. It is easy for me to find the information I need on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am satisfied with the information in the class schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Overall, the information available to me by the campus meets my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Centers							
1. Learning center staff members are friendly and courteous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I always walk out of the learning centers feeling satisfied with the help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The learning centers provide me with the resources I need to do well in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The learning centers' hours are convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have done better in my classes after visiting the learning centers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall, the learning centers meet my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Safety							
1. I feel safe walking around the campus during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel safe walking around campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Overall, I feel safe at Delta College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B: SJDC Employee Questionnaire

Thank you for participating in the Fall 2008 online employee survey. The results of this survey will be used as evidence for the college's response to the recommendations provided by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges, and for planning purposes. The survey will allow us to chart the opinions of staff, faculty and administrators and to compare responses to prior year results. The survey takes about 10 minutes to complete and will provide valuable feedback on the state of the campus and employee perceptions about the college. The survey is completely anonymous so there will be no direct link between you and the opinions that you provide. If you come across questions where you are unfamiliar with the topic, feel free to select "Not Sure".

Please submit your completed survey no later than August 22, 2008

1. What is your opinion on the following statements related to campus climate at San Joaquin Delta College?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Don't Know
1. The atmosphere of the college is one that welcomes and supports women in management positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The atmosphere at the college is one that welcomes and supports women in faculty positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The atmosphere at the college is one that welcomes and supports ethnic minorities in management positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The atmosphere at the college is one that welcomes and supports ethnic minorities in faculty positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Delta College supports and protects academic freedom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The campus is safe and secure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The college is committed to high standards of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The administration promotes an effective teaching and learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The college community is provided with opportunities to understand and experience the value of diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The institution is administratively organized and staffed to reflect its mission, size and complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is your opinion on the following statements?

- A. Racism is not a problem at Delta College.
☐ Yes ☐ No ☐ Don't Know
- B. Sexism is not a problem at Delta College.
☐ Yes ☐ No ☐ Don't Know
- C. Sexual harassment is not a problem at Delta College.
☐ Yes ☐ No ☐ Don't Know

3. What is your opinion on the following statements related to students at San Joaquin Delta College?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Don't Know
1. Students must meet high standards of achievement to be awarded a degree and/or certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most students at Delta are academically well prepared for college work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students receive a high quality of education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cheating is not a problem at Delta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The college seeks to meet the diverse educational needs of its students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The college provides adequate opportunities for students to upgrade their basic skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The college provides effective transfer services to four-year institutions of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What is your opinion on the following statements related to San Joaquin Delta College's Board of Trustees?

- A. The Board of Trustees effectively balances the requests and proposals of competing interest groups.
☐ Yes ☐ No ☐ Don't Know
- B. The Board of Trustees is effective in setting the overall policy direction for the college.
☐ Yes ☐ No ☐ Don't Know

5. What is your opinion on the following statements related to San Joaquin Delta College's equipment and facilities?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Don't Know
1. Office equipment and furniture are suitable for their designated purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Delta College grounds are attractive and well-maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Delta College buildings are clean and well maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintenance equipment and vehicles are suitable for their designated purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What is your opinion on the following statements related to employee resources at San Joaquin Delta College?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Don't Know
1. The faculty and staff evaluation process assesses effectiveness and encourages improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All faculty and staff are provided with opportunities for continued professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Professional Development Center provides high quality training and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The college provides adequate computer facilities and computer support staff to faculty, staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The college adheres to written policies ensuring fairness in all employment practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What is your opinion about the following statements related to your overall satisfaction at San Joaquin Delta College?

- A. All things considered, Delta College is a great place to work.
☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree
- B. All things considered, I am satisfied with my job at Delta College.
☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

DEMOGRAPHIC INFORMATION

Gender

☐ Male ☐ Female

Classification

- ☐ Classified Staff
- ☐ Full-Time Faculty
- ☐ Part-Time Faculty
- ☐ Manager

Ethnicity

- ☐ African American
- ☐ Native American
- ☐ Asian
- ☐ White
- ☐ Filipino
- ☐ Hispanic
- ☐ Pacific Islander
- ☐ Other

Years Worked at Delta College

- ☐ 0 – 5
- ☐ 6 - 10
- ☐ 11 –1 5
- ☐ 16 – 20
- ☐ More than 20