2014 Self Evaluation Report

San Joaquin Delta Community College District

5151 Pacific Avenue, Stockton, CA 95207

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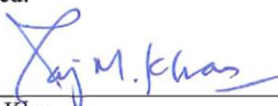Western Association of Schools and Colleges

January 8, 2014

This Self Evaluation Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed:

Taj Khan
President, Board of Trustees

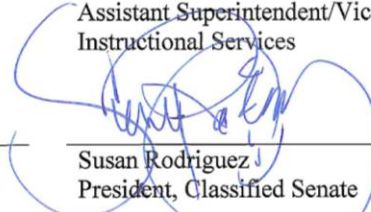Kathleen A. Hart, Ph.D.
Superintendent/President

Michael Kerns
Assistant Superintendent/Vice President of
Student Services

Matthew Wetstein, Ph.D.
Assistant Superintendent/Vice President of
Instructional Services

Diane Oren
President, Academic Senate

Susan Rodriguez
President, Classified Senate

Joe Gonzales
President, Management Senate

QuaNisha Smith
President, Associated Student Body
Government

San Joaquin Delta Community College District
Self Evaluation Report, March 2014

Table of Contents

San Joaquin Delta Community College District
Self Evaluation Report, March 2014

Certification of Continued Compliance with ACCJC Eligibility Requirements

Authority: The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, the institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education, affirms the San Joaquin Delta Community College District's legal authority to operate as a degree-granting institution under Education Code 74265.5. This authority is published annually in the *College Catalog*. The District operates three educational campuses recognized by the Commission to offer more than half of its degree or certificate programs at locations in Stockton (5151 Pacific Avenue) Manteca (5298 Brunswick Road), and Mountain House (2073 South Central Parkway), California.

Mission: The Board of Trustees (the Board) is committed to reviewing the District's Mission Statement annually. Following discussions facilitated through the Policies and Procedures Review Committee and the President's Council amongst all of the appropriate College governance groups the District's newly revised Mission Statement (Board Policy (BP) 1200) was reaffirmed by the Board on June 18, 2013. The Mission Statement is published in the *College Catalog* and appears on the District's website along with its Vision Statement (BP 1201), and other widely assimilated College documents. The Mission Statement includes "economic development" to demonstrate how the College serves the needs of students in the communities within the District's service area.

Governing Board: San Joaquin Delta College District, a single college district, is governed by a seven-member board, and includes one student representative. Trustees are elected to serve four year terms from each of the seven geographic areas within the District: San Joaquin County and parts of Calaveras, Solano, Sacramento, and Alameda counties. The Trustee terms are staggered for continuity of membership. Adopted Board Policies (BPs 2710, Conflict of Interest and 2711, Prohibited Interests in Contracts and Incompatible Activities) prohibit trustees from having any personal, family, or financial interests related to the College. Consistent with the constitution of the Associated Study Body Government (ASBG) the student representative is selected through an application process conducted by the ASBG to serve a one-year term. Board Policy 2015, Student Representative to the Board of Trustees, allows for the student representative to be seated on the Board each May 15th as a non-voting representative with an advisory vote on all agenda items except for those discussed in closed session. The Board meets once a month, typically on the third Tuesday evening. The agenda includes two opportunities for the public and the College senates and union presidents to address the Board and comment on items of concern to the District. The governance groups are scheduled on the agenda to present communications of interest to the Board. The Board also holds training retreats and special meetings as needed.

Chief Executive Officer: The superintendent/president is the chief executive officer of the District and is selected by the Board. On September 4, 2012, the Board appointed the District's tenth superintendent/president and the first female to the leadership position, Dr. Kathleen Hart.

Administrative Capacity: District administrators are selected according to competitive hiring policies and procedures (BP/AP 7120, Recruitment and Hiring) conducted by the Office of Human Resources and Employee Relations. The District employs a sufficient number of administrators who meet the determined qualifications and experience required to ensure the efficient daily operation of the District's services, programs and facilities.

Operational Status: The District offers enrollment opportunities to students in a wide variety of courses leading to two-year degrees, certificates, and/or are transferrable to four-year institutions. As stated in the District's Vision Statement (BP 1201) appropriate educational resources are available to all students. To the benefit of its student population there are various student support services available to students and healthy student-life activities at the College.

Degrees: The College offers 77 associate of arts degrees with concentrations in academic areas and associate of science degrees in different majors. Over 90 certificate programs are offered in various career and technical areas throughout the six academic divisions. Most of the course offerings are transferrable and/or meet the associate degree program requirements. The College continues to experience substantially high proportions of student enrollment.

Educational Programs: The degree and certificate courses offered at the College are parallel with the District's Mission Statement (BP 1200) to offer high quality instructional programs. All recommendations for courses from the College Curriculum Committee, except topics courses, are approved by the Board and, as appropriate, the California Community College Chancellor's Office. Course offerings are based on fields of study recognized throughout higher education. The College offers an array of general education courses many of which are applicable not only to college associate degrees but also transferrable to the California State University (CSU) and Intersegmental General Education Transfer Curriculum (CSU and University of California) and other institutions. Courses are approved through a curriculum review process that ensures sufficient content and rigor for the degree or program offered as described in the District's policies and procedures (BP 4020 and AP 4020, Program/Curriculum Development), and must offer educational value and contribute to the District's student learning outcomes. Most associate degree programs require two years of academic work. The College also offers several course levels of basic skills (reading, composition, mathematics, and English as a Second Language) designed to prepare students to succeed in certificate, degree, and transfer programs.

Academic Credit: Academic credit for course work is granted in compliance with requirements outlined in the California Code of Regulations, Title 5, and the U.S. Department of Education's regulations governing the integrity of federal student funding and the assessment and designation of program credit hours. Levels of credit are established through the curriculum review process.

Student Learning Achievement: The published *College Catalog* includes the expected student learning outcomes of students seeking degrees or certificates. Each degree and certificate program is highlighted by a statement describing the learning outcomes of the program and the sequence of course offerings recommended for the student. Course Learning Outcomes are required in the development and revision of courses and are accessible on the District's website. Data on student achievement for specific programs meet federal guidelines related to gainful employment and are made available to students and the public on various College webpages.

General Education: The *College Catalog* and *Schedule of Classes* for each term clearly list the general education requirements for the associate degree programs. Transfer requirements for general education are also clearly defined by the College as specified by the California State University (CSU) and Intersegmental General Education Transfer Curriculum (CSU and University of California). The District has policies in place to ensure a breadth of knowledge in various fields of academic inquiry, along with the acquisition of core competencies in writing, communication, and computational skills.

Academic Freedom: The District's long established policy, Policy 6620 Academic Freedom and Responsibility, specifies the Board's beliefs that "faculty and students have the right to pursue teaching and learning with full freedom of inquiry." To that end, the Trustees have outlined a statement of academic freedom and responsibility that clearly defines academic freedom for faculty and students, discusses the corresponding responsibilities this freedom carries, and insures that the administration and Board work to foster academic freedom.

Faculty: The District employs 203 tenured and tenure track full-time faculty and more than 400 adjunct faculty to provide high quality instructional services to nearly 19,000 students. Full-time faculty and their terminal degrees are annually listed in the *College Catalog*. Faculty responsibilities are outlined clearly in the collective bargaining agreement negotiated between the District and the teachers association and in District policies and procedures.

Student Services: The College provides a wide range of appropriate student service programs consistent with the mission of the District. The services include counseling, orientation, assessment/placement testing, financial aid, career and transfer advising, intercollegiate athletics, Puente, Math Engineering and Science Achievement (MESA/CCCP), CalWORKs, child care services, a cooperative work experience, Disabled Students Program and Services (DSPS), Early Childhood Education and Literacy Program, Extended Opportunity Programs and Services (EOPS), CARE, an international students

program, and a variety of student clubs affiliated with the Associated Student Body Government (ASBG).

Admissions: The District's admissions policies coincide with its mission and the qualifications necessary for students to enroll in courses are clearly specified. For most programs and courses, the College is an open enrollment institution. Select programs require students to meet prerequisite entry requirements (i.e., Nursing, POST, and Radiologic Technology).

Information and Learning Resources: The College operates a library and maintains information services of sufficient quality to support the educational programs of the District. The library offers students access to a wide range of books, periodicals, newspapers, recordings, and online databases. The campuses feature a variety of computer labs offering access to a host of software packages and access to the internet. Tutoring and writing assistance are available to all students through campus learning centers.

Financial Resources: The District utilizes funding from local property tax revenues, and state and federal government sources. The District's budget is approved annually by the Board. Spending and accountability is documented through the District's Fiscal Services Office. The District has maintained viable reserves over the years to protect the quality of educational offerings and its financial stability.

Financial Accountability: The District undergoes an annual independent audit of its financial operations by a certified public accounting firm. The results of the external audit are publicly reviewed at a regular meeting of the Board, and made available for public review on the District's website.

Institutional Planning and Effectiveness: The District has undertaken an extensive revitalization of its planning process to integrate planning for human, physical, technology and equipment resources into a financial plan tied to student learning outcomes and information gathered from program review. Through the retooled planning process the administration has worked with College constituency groups and members of the Board to develop five new strategic goals that overlap with the District's 2010 Educational Master Plan recommendations to improve institutional structures and processes and student learning. These processes and outcomes are communicated to constituency groups via campus announcements, shared governance committee meeting presentations and minutes, and emails. Throughout the planning, processes are examined and evaluated and adjustments are made accordingly.

Integrity in Communication with the Public: The *College Catalog* is published annually in print and electronic format for release on the District's website. The District's Mission Statement (BP 1200), Vision Statement (BP 1201), and the Academic Calendar are included in the catalog's opening pages which also include a welcome message from the superintendent/president, a listing of the current members of the Board and the District's

administrative leaders, the addresses and telephone numbers of the campus locations, and an invitation to visit the District's website (www.deltacollege.edu).

The Catalog provides concise information about the District's course offerings and requisites, educational programs, degrees and certificates, graduation and transfer requirements, and program lengths. The catalog features the regulations and requirements for admission, student fees and refund policies, and resources available to students through Student Services (e.g., financial aid, EOPS, counseling, tutoring and learning services, services for veterans and the disabled, and student life).

A wide selection of District policies and procedures are printed in the catalog along with a statement on academic freedom, students' catalog rights, and information on the Student's Right to Know (SRTK). The policies and procedures address student conduct and discipline (BP 5500 Student Conduct and Standards of Discipline and AP 5500 Student Conduct), academic rules and regulations affecting students including academic dishonesty, transfer credits from other institutions (AP 4042 Course Substitution), nondiscrimination (BP/AP 3410 Nondiscrimination), sexual harassment (BP/AP 3430 Prohibition of Harassment), and the appropriate grievance and complaint process (AP 3435 Unlawful Discrimination and Harassment Complaint Procedure and Investigative Process and AP 3435 Unlawful Discrimination/Harassment Complaint Form). The College Catalog also includes a statement on the rights and responsibilities of students and the College, and a listing of faculty and administrators and their credentials. The most current information and District changes are available on the District's website: www.deltacollege.edu.

Relations with the Accrediting Commission: The Board provides assurance to the Accrediting Commission that it adheres to the eligibility requirements and accreditation standards of the Commission. The District agrees to disclose any information to the Accrediting Commission necessary to establish its continued accreditation.

The District provides regular and timely reports to the Accrediting Commission and submits substantive change proposals to the Commission whenever necessary. The most recent substantive change proposal was delivered to the Commission in December 2013. Communications from the Commission are posted on the District's website.

Certification of Continued Institutional Compliance with ACCJC Policies

Policy on the Award of Credit
The College awards credit on the basis of institutional policies that comply with federal regulations and generally accepted norms in higher education. The College's Administrative Procedure 4020, Curriculum Development indicates that for the purposes of awarding one hour of credit, two hours of out of class work takes place. Through the course of curriculum committee review, the College ensures that credit units assigned to each course meet the rigor expected in higher education. The established meeting times set by instructional deans ensures that credit units match with the time assigned for instruction for each course.

Policy on Distance Education and on Correspondence Education
The College operates distance education courses via the internet in compliance with ACCJC Policies. As indicated in Standard II.A of the report, development, implementation and evaluation of courses, regardless of delivery method, takes place within the context of the College mission statement. Distance education courses serve the transfer, career technical and basic skills components of the College mission statement. Courses are taught by College faculty and are not "outsourced" to an independent educational provider. Faculty who teach online must meet the same minimum qualifications established for faculty teaching in a traditional mode.

Distance education courses must be taught using established student learning outcomes contained in the approved curriculum. Substantive change proposals are submitted to the Commission by the College whenever 50 percent or more of the courses in a degree or certificate program are offered online. The College's last submission for this purpose was in 2011.

The College uses generally accepted standards of authentication for student enrollment and participation in online courses. This is done through a secure log-in and password system for registration and entry into online courses and course platforms. Online courses will be made available to members of the visiting team to provide evidence that the College meets the Commission's Policy on Distance Education and Correspondence Education.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
The College exhibits integrity and responsibility when advertising and promoting itself to students and prospective students. As indicated in Standard II of the report, the College publishes accurate catalog information with sufficient information to allow students to enroll in programs of study, obtain information on college policies and procedures, and the list of courses and student services available at the College. The College represents its accredited status in an accurate manner and in compliance with ACCJC guidelines as shown on page 4 of the College Catalog. Communication to the public about job placement rates, transfer rates, and licensure examination pass rates is accurate and complies with federal regulations pertaining to gainful employment reporting (College Catalog Certificate Program pages).

In the case of all other policies that are relevant to the institution, the College has addressed compliance with those policies in the content of the self-evaluation reports when addressing specific standards.

Organization of the Self Evaluation Process

The institution organized its self evaluation process over a two year period that began with attendance of key leaders from the President's Council and Executive Cabinet at a 2012 ACCJC accreditation training session held at Las Positas College in Livermore, California. The President's Council serves as the key governance committee for accreditation-related processes, self evaluation, and oversight report.

In January 2013, working in collaboration with the Executive Cabinet, the College's Accreditation Liaison Officer (ALO) (assistant superintendent/vice president of Instruction Matt Wetstein), identified chairs and co-chairs for each of the four Accreditation Standards to begin organizing the writing of the self evaluation report. In most cases, the chairs and co-chairs were identified as key managers with appropriate responsibilities related to a standard and a faculty member who serves in a key committee capacity or faculty leadership position identified on the following page:

Standard Chair	Faculty Co-Chair	Principal Author(s)
Standard I A Michael Kerns Assistant Superintendent/Vice President of Student Services	Joel Beutel, Economics Professor, Chair, Policies and Procedures Review Committee	Matt Wetstein Assistant Superintendent/Vice President of Instruction
Standard I B Matt Wetstein Assistant Superintendent/Vice President of Instruction	Joel Beutel, Economics Professor, Chair, Policies and Procedures Review Committee	Matt Wetstein Assistant Superintendent/Vice President of Instruction
Standard II A Charles Jennings Dean, Student Learning and Assessment	Ginger Holden, English Professor, Chair, Curriculum Committee	Charles Jennings Dean, Student Learning and Assessment and Ginger Holden, English, Chair, Curriculum Committee
Standard II B Delecia Nunnally Dean, Counseling and Special Services	Dan Baker Counseling/Psychology Professor	Michael Kerns, Assistant Superintendent/VP of Student Services
Standard IIC Joe Gonzales Dean, Languages, Library and Learning Resources	Pauline "Nina" O'Connell Learning Resources Professor, Director, Tutoring Center	Joe Gonzales Dean, Languages, Library and Learning Resources Nina O'Connell Learning Resources Professor, Director, Tutoring
Standard III A Dianna Gonzales Director of Human Resources		Dianna Gonzales Director, Human Resources

Standard Chair	Faculty Co-Chair	Principal Author(s)
Standard III B Michael Garr Director, Facilities Planning	Chris Kim, Chemistry	Michael Garr Director, Facilities Planning
Standard III C Dave Sartain Director, Information Services	Steve Schermerhorn Librarian, CTA Executive Board Member	Dave Sartain Director, Information Services Steve Schermerhorn Librarian, CTA Executive Board Member
Standard III D Raquel Puentes-Griffith Controller	Harry Mersmann, Sociology Professors, Member, Planning and Budget Committee	Raquel Puentes-Griffith, Controller
Standard IVA and B Kathy Hart Superintendent/President	Diane Oren, English Academic Senate President	Kathy Hart Superintendent/ President Diane Oren, English Professor Academic Senate President

In spring 2013, the ALO organized a series of "Accreditation Summits" for the campus community. Using personal invitations and invitations via email to the entire campus community, the Accreditation Summits were designed to explain the accreditation self evaluation process, the purposes of accreditation, how to engage in a self evaluation, the characteristics of good evidence to document meeting the Accreditation Standards, and a working session that used the ACCJC prompting questions to engage participants in work to identify evidence and write brief "bulleted" statements about compliance or exceeding the ACCJC standards. Comments were captured on laptop computers at each table, allowing participants to provide statements and evidence guides for standard co-chairs. The summits used full Friday afternoons on February 8, March 8, April 12 and May 10, 2013, and provided chairs and co-chairs with the raw material necessary to start writing the draft self evaluation reports. Overall, more than 120 individuals from the campus community took part in the summits. The photograph below features some of the participants. More than 20 students took part in the summits, including representatives of the Associated Student Government leadership, students from MESA and PUENTE clubs, and students enrolled in the Middle College High School program.

Standard document templates were created for each chair and co-chair to populate their written draft in an electronic folder DocuShare folder. Screenshots of that site are provided on the following pages. The folders, organized by the four accreditation standards, were used to collect draft reports and accreditation summit documents with suggested evidence recommendations.
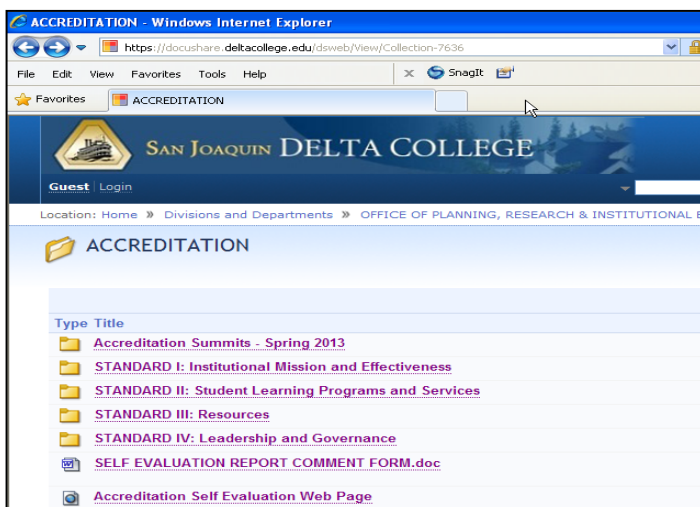
Participants at the May 12, 2013 Accreditation Summit – Standard III, Fiscal Resources Table, left to right, Accounting Professor Chris Wardell, Senior Financial Aid Specialist Silvia Calderon, Sociology Professor Harry Mersmann, Research Analyst Sabrina Sencil, Financial Technician Suzie Saiers, and Assistant Controller/Accounting Manager Jeff Menge

Over the summer 2013, chairs and co-chairs were directed to prepare a rough draft of their evaluation report. In September 2013, progress reports were provided to the President's Council, with several authors indicating they needed more time to complete their first draft. Except for two segments of the report, first drafts were submitted to the ALO and the Office of Planning and Research and Institutional Effectiveness (PRIE) in October and early November of 2013. The campus community was provided a draft report to comment on in mid-November 2013, with the comment period closing on December 2, 2013. In response to that call for comments, the PRIE Office received 139 distinct editorial suggestions from 13 different readers of the document. In response to those comments, a substantive round of edits was made in preparation for the December 17, 2013 meeting of the Board. Final editing was done on the report in early January of 2014 in order to forward copies of the report to the ACCJC and visiting team members well in advance of the planned team visit, March 10-14, 2014.

The creation of the report engaged a wide collection of faculty, staff, managers, trustees and students at the College across a calendar year of activities. The Accreditation Summits provided the most useful participation for many representatives because it provided information, training, and an opportunity for focused discussion of the Accreditation Standards and evidence in small groups. Heavy writing work was completed by faculty and management representatives who served as chairs or co-chairs. Final editing and evidence gallery work was completed by the ALO and staff in the PRIE Office. Many individuals could be singled out for their service in this initiative, but most noteworthy was the

confidential staff assistant in the PRIE Office, who organized the Accreditation Summits, designed the templates used at the summits, assisted with editing the evaluation report, collected the resulting comments during the comment period, and built the electronic evidence gallery. The administrative assistant to the assistant superintendent/vice president of Instruction was also instrumental in planning the Accreditation Summits. The College leadership group representatives have certified that the report is an accurate and candid description of the District's efforts to meet or exceed ACCJC standards of continuous quality improvement.

Screenshot: Accreditation DocuShare website for working folders and document templates related to the report writing process, developed spring 2013.

Screenshot: Accreditation Self Evaluation Comment Form – an online survey tool used to gather recommended feedback and editing suggestions for the draft self-evaluation report.

Organizational Information

SUPERINTENDENT/PRESIDENT
Kathleen Hart

Administrative Services
Vice President
Vacant

Director of Human Resources
Dianna Gonzales

Assistant Superintendent
Vice President Student Services
Michael Kerns

Assistant Superintendent/
Vice President of Instructional Services
Matt Wetstein

Controller
Raquel Puentes-Griffith

Payroll Officer
Norma Hunt

Dean of Counseling & Special Services
Delecia Nunnally

Financial Aid Director
Denise Donn

Facilities Mgmt Planning Director
Michael Garr

Student Learning & Assessment
Charles Jennings

Dean of CTE & Workforce Dev
Salvador Vargas

South Campus at Mountain House
Jessie Garza-Roderick

Accounting Manager
Jeff Menge

Director of Career/ Transfer Outreach Serv
Jazmin Amen

Financial Aid Assist. Dir
Tina Lent

Maintenance Energy Manager
Mark Showers

Director of IT & Data Center Services
Dave Sartain

Assistant Director of Information Technology
Vacant

Director of Student Support Serv
Danita Scott-Taylor

Academic Lab Support Director
Vacant

Arts & Communications
Meryl Wamhoff

Director Police Serv & Public Safety
David Main

Custodial Manager
Salvador Rodriguez

AS, Bus &Tech Division Dean
Gillian Murphy

SBDC Director
Nathan McBride

Assistant Director of System Development
Vacant

Admissions & Records
Vacant

Info Tech Manager
Chris Kirschenman

Info Tech Manager
Chris MacDannald

Registrar
Karen Marlin

Purchasing Director
Maria Bernardino

Facilities Plan/ Enviro & Grounds Manager
Stacy Pinola

Health Sciences Division Dean
Laurie Jensen

Humanities,Soc Sci & Educ/PERA Division Dean
Steven Graham

FKCE/YESS Project Coordinator
Jennifer Ajinga

Student Activities Director
Aja Butler

Purchasing Supervisor
Linda Kelso

Publications Manager
Gilbert Vanover

Athletic Director
Daryl Arroyo

Director of Auxiliary Services
Fidel Cabuena

Child Dev. Center Manager
Nancy Cook

Languages, Library & LR Division Dean
Joe Gonzales

Agri, Sci & Math Division Dean
Vacant

CalWorks Assessment Project Coordinator
Amy Courtright

CalWORKS Project Director
Tiffanie Panella

MESA Project Coordinator
Cassandra Hernandez-Vives

STEM Project Coordinator
Laura Ochoa-Sanchez

Farm Lab Manager
Jim Burkhard

Introduction

History and Recent Developments
San Joaquin Delta College traces its roots to the creation of Stockton Junior College, which was formed in the fall of 1935 with space and equipment rented from College of the Pacific. Faculty from College of the Pacific taught classes but were employed and responsible to the Stockton Board of Education. The two institutions shared facilities through World War II (this brief history is drawn from the 2013-14 College Catalog, pp. 6-8). Stockton Junior College became Stockton College in 1948, with Dr. Leon Minear as president and a total student body of just under 2,000. During that period, Stockton College moved its classes to a 43-acre site south of College of the Pacific's campus. The educational pattern changed as well, as the Stockton school system restructured into six years of elementary instruction, four years of junior high, and an additional four years combining the junior and senior years of high school with the freshman and sophomore years of college. The physical separation of Stockton College and College of the Pacific was followed in 1951 by the resumption of lower division class offerings at Pacific.

In the decade of the 1950s, the educational needs of the area became greater than the geographical focus of Stockton College. In 1952, Dr. Julio Bortolazzo took charge of the campus as the College began a different approach and expanded its vocational programs and implemented the 6-4-4 plan. Dr. Burke-Bradley, Jr. followed Bortolazzo as president after which San Joaquin Delta College became the successor to Stockton College. The College successfully achieved legal separation from the Stockton Unified School District in 1963, with the geographic scope of the service area encompassing virtually all of San Joaquin County and portions of three other counties. Dr. Burke-Bradley remained as superintendent/president of the newly formed San Joaquin Delta Community College District.

The separation from Stockton Unified School District (SUSD) made Delta College a tenant on land owned by SUSD. In 1966, a bond election failed to develop a multi-campus college district. In 1968-69, Dr. Bortolazzo returned for one year to head a successful bond campaign that provided funding for a portion of construction of a new $50 million campus. The Rio Vista-Isleton area in Solano County was annexed during this time as well.

Dr. Joseph Blanchard was named superintendent/president of Delta College in 1969. He combined $19.8 million in construction bonds with funds from six other sources, and over the next seven years directed the building of Delta's first permanent home on the Stockton campus at 5151 Pacific Avenue. In 1976, voters in portions of Calaveras County approved annexation to the District, increasing the size of the district to 2,300 square miles, larger than the states of Delaware or Rhode Island.

Dr. Blanchard's retirement in 1976 prompted college trustees to make a nation-wide search for a new leader that resulted in the selection of Dr. Dale Parnell, former Chancellor of the San Diego Community College District and Superintendent of Public Instruction in Oregon.

Dr. Parnell, resigned on July 1, 1981, to assume a position as president and chief executive officer of the American Association of Community and Junior Colleges.

In June of 1981, the Board chose Lawrence A. DeRicco as superintendent/president. Dr. DeRicco, a graduate of the old Stockton College, had been an educator and businessman throughout the District before serving as Delta College's business manager and vice president/management services for 18 years. Under Dr. DeRicco, the College entered a new era of limitations and consolidation with many foreseeable changes. During that time, DeRicco received an honorary Doctorate in Education from his alma mater, the University of the Pacific, for his contributions to the field of education. Dr. DeRicco retired in June of 1987 after 24 years of service to the District.

In 1987, Dr. L. H. Horton, Jr., was selected after a national search and appointed superintendent/ president. During his tenure, he oversaw the construction of a new central plant and Child Development Center, and initiated the development of a new learning center in Tracy. Horton, the longest serving president to date, retired from the College in 1999 after 13 years of service.

The millennium brought a new superintendent/president, Edward O. Gould, Ed.D, in February 2000 to guide the College into the 21st century. He had served as Vice Chancellor of Student Services at the California Community College Chancellor's Office where he developed and recommended policy for the state's 107 colleges and 71 districts in the areas of student services and services to special populations. He was also former superintendent/president of Victor Valley College and Monterey Peninsula College. Dr. Gould resigned in 2001.

Dr. Raúl Rodríguez joined Delta College in fall 2002 as the next superintendent/president. Under Dr. Rodríguez, a $250 million bond initiative was passed by the voters in 2004. The bond proceeds are being used to upgrade and expand the Stockton campus, help establish and extend education centers in the District's service area. In 2009, the District completed renovation of the outdoor athletic facilities and completed construction of the Lawrence and Alma DeRicco Student Services Building which houses all of the student services functions: Admissions and Records, Financial Aid and Veterans Services, Guidance and Counseling, and Assessment Services under one roof. The new building serves as a gateway to Delta College for students. In 2010, the College reopened the newly renovated Goleman Library, a state-of-the-art learning resources center, and dedicated a renovated softball complex in honor of long-time coach Bucky Layland. After eight years, Dr. Rodríguez left to assume a new position as Chancellor of the Rancho Santiago Community College District.

In spring 2011, after a national search, the Board named Dr. Jeff Marsee as the District's ninth superintendent/president. Dr. Marsee's tenure began on May 1, 2011. He served until February 2012 when the College's assistant superintendent/vice president of Instruction Dr. Kathleen Hart, was appointed acting superintendent/president. Eight months later, in October 2012, Dr. Hart was permanently appointed as the tenth superintendent/president of the District, and the first woman to hold the permanent post in the District's history.

Recent bond projects completed by the District have strengthened the facilities and services offered to students at the Stockton and South Campus at Mountain House campuses. The South Campus at Mountain House (SCMH), completed in 2011, serves over 1,200 full time equivalent students at 2073 South Central Parkway, Mountain House, CA 95391. The campus is recognized as a "grandfathered" center by the State Chancellor's Office and receives an allocation of just over $1 million in funds for operational costs (because it exceeds an annual FTES threshold of 1,000 students). Forty-two million dollars was used in late 2013 to complete work on a science and mathematics building that offers state of the art laboratory facilities, computerized classrooms, and a math learning resource center. Work was also recently completed on a $13 million expansion project for the college's heavy equipment and diesel technology programs in the Shima Building. The District also used $2 million to refresh and renovate all the restroom facilities in the instructional buildings on the Stockton campus.

In 2010-12, the District made moves to divest itself of existing property it had leased from the Bureau of Land Management (BLM) in Mountain Ranch, California for instructional lab purposes. In the 1960s and 1970s, this property had been used by biology faculty for field trips and extracurricular learning opportunities. In the 1990s and early 2000s, the property fell into disrepair and was infrequently used. Squatters were discovered to have vandalized the structures on the site, and in 2010, the District notified the BLM of its intent to return the lease back to the company. The BLM required that the property be cleared of any structures before accepting the land back. In January, the Board was notified of completion of demolition and clearing on the property (**Evidence:** Board Minutes, January 24, 2012, p. 39).

During the recession of 2008-2012, the College eliminated most of its course offerings at the Manteca Center that were not dedicated to agriculture offerings in animal husbandry. In 2013, the administrative leadership of the College began to explore the continued use of the Manteca Center as a dedicated instructional farm laboratory and classroom center. Currently, efforts are underway to examine the utility of that site as a future campus, or as surplus property that might garner additional resources through sale or lease, with agricultural classes envisioned at joint use facilities or a new location in the District. A final decision has not been made.

The 2008 economic downturn during the housing market crisis had a significant negative impact on the District's operating budget. College expenditures dropped from roughly one hundred million dollars in 2007-08 to roughly $82 million in 2012-13. The District shouldered a series of state budget reductions by initiating some layoffs in 2009, along with voluntary retirement incentives that reduced staffing levels most prominently for classified staff and managers. These employee reductions are described more fully in Standards I and III of this report. Services to students were scaled back through reduced section offerings, elimination of most weekend and evening classes, elimination of many regional education offerings at high schools in the District, and the proposed elimination of some programs in 2013. Only recently has the District been able to add back some positions through a strategic staffing plan that was implemented with the 2013-14 budget. This increase in staffing is due

to an improving state revenue picture that followed the passage of Proposition 30 by California voters in November 2012 and improving economic conditions in the state in 2013. The District intends to add 12 new faculty positions to the budget in 2014-15.

Instructional Sites

The District currently operates at the three locations listed below. At each of these locations at least 50 percent or more of a degree or certificate program can be completed.

Campus/Center	Address	Main Phone Contact
Stockton Campus	5151 Pacific Avenue, Stockton, CA 95207	209-954-5151
South Campus at Mountain House	2073 South Central Parkway, Mountain House, CA 95391	209-833-7900
Manteca Center	5298 Brunswick Road, Manteca, CA 95336	209-954-5151

Specialized accreditation recognitions have been obtained by several vocational programs (2013-14 Catalog, p. 4) from the following agencies:

- American Culinary Federation
- California Commission on Correctional Peace Officers Standards and Training
- California Commission on Peace Officers Standards and Training
- California State Board of Registered Nursing
- California State Board of Vocational Nursing and Psychiatric Technicians
- California State Department of Education
- California State Fire Marshall
- California State University System
- National Automotive Technician's Education Foundation
- National League of Nursing Accreditation Commission
- United States of America Immigration and Naturalization Service
- University of California

District Service Area
The District serves a wide geographic area with nearly a million residents contained within its borders. In the north, the District extends into Sacramento County following the boundary lines of Galt Unified School District (District 4). To the east, the District extends into large portions of Calaveras County that are contained in Calaveras Unified School District (District 5). This foothills region of the Sierra Nevada Mountains has the smallest population and because of its distance from Stockton, the lowest levels of adult participation in College offerings (just over 220 students from the Foothills enrolled in courses in the fall term of 2013, with many of them enrolled in online classes). The center of the District is composed of three trustee areas in the City of Stockton, with Districts 1, 2, and 3 running from south, to central to north Stockton. The bulk of the College's enrollment comes from the Stockton area, largely because of its population size and proximity to the College. The southern part of the District is represented by two trustee areas – District 7 (parts of southern San Joaquin County, Manteca and Lathrop – but not the Ripon School District) and District 6 (encompassing Tracy, Mountain House and much of the Delta region west of San Joaquin County). The northwest quadrant of the District is in District 4 and it envelopes the Delta community of Rio Vista and its school district.
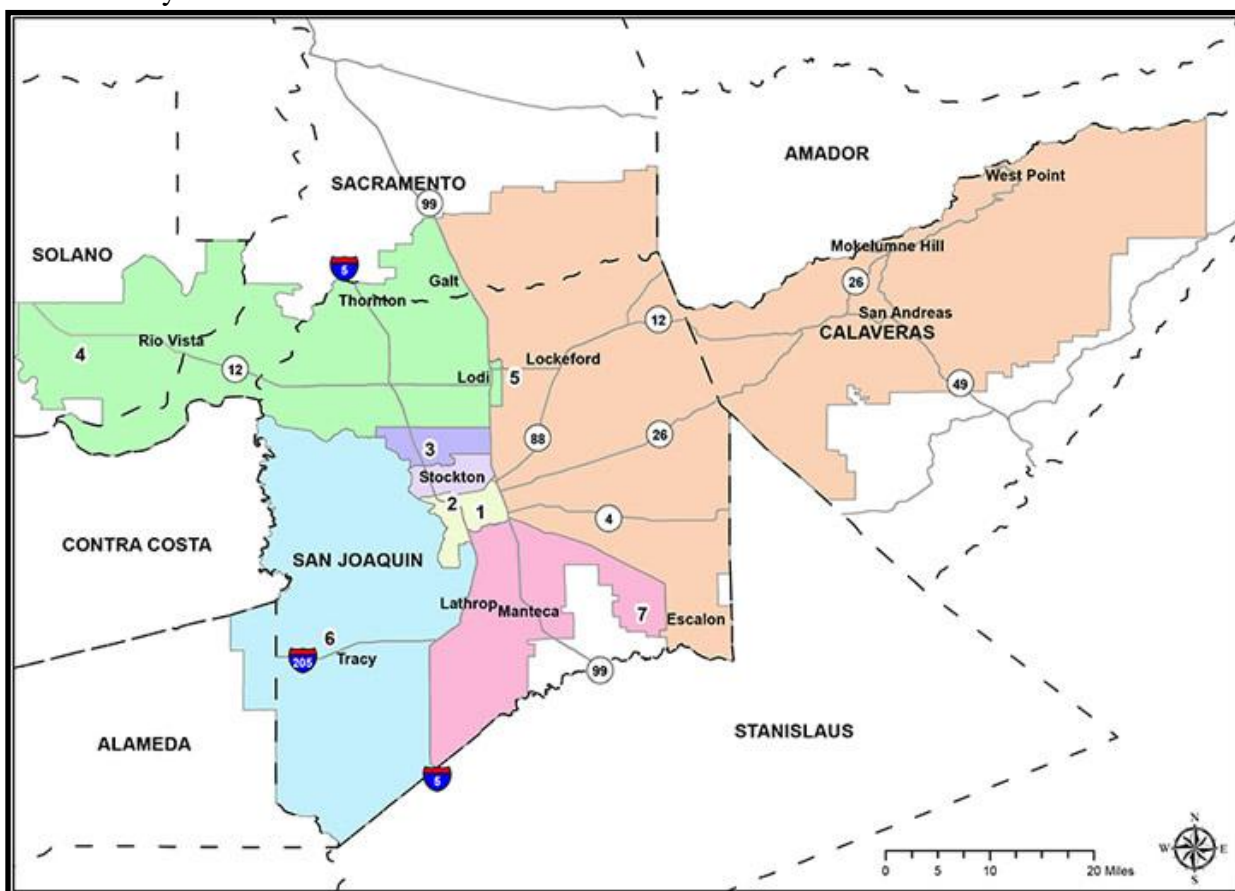
*District service area with identified trustee boundaries (District map established in 2012)
Source: PRIE Office, District website).*

Demographics of the Service Area

The service area of the District is composed of a large population dispersed across substantial urban/suburban cities: Stockton (291,707), Lodi (62,134), Manteca (67,096) and Tracy (82,922), smaller agricultural towns like Escalon (7,132) and Rio Vista (7,360), and communities in the Foothills. Calaveras County has a population of over 45,000. Serving a wide geographic area with a dispersed population has proven difficult. As stated earlier, the main College campus is located in Stockton in the heart of the city, and two "satellite" centers exist in or adjacent to two of the larger cities of the District (Tracy and Manteca).

For a number of years, the College also operated evening classes in several Lodi Unified schools, but eliminated all of those offerings during the recent recession. In the 2014-15 academic year, it is likely that additional state funding will allow for expansion of regional offerings once again, with late afternoon and evening classes planned for Calaveras High School and Lodi Unified school sites. There is pressure from voters and residents in the north county and Foothills communities for the College to open permanent educational centers in those regions. Currently, the College has property along Highway 99 at Liberty Road near the northern boundary of San Joaquin County that could serve as a future site for an educational center. The College abandoned another site just east of Lodi (on Victor Road) after contentious litigation and opposition to development emerged from local property owners.

The table below features some demographic, income, and educational attainment data for various communities served by the College, along with comparative data for the entire state of California. Delta College serves a population that mimics the state's distribution of racial/ethnic groups, although Blacks and Asians are over-represented in Stockton compared to the state average. Except for a few "bedroom" communities that have large concentrations of workers who commute to jobs in the Bay Area, most of the District's median household income trails state averages. Stockton has more than double the state average of residents who receive food stamps or federal food assistance support. The percentage of adults age 25 and over who possess a bachelor's degree or higher is far below the state average and is on par with many of the counties found in Appalachia.

Community	2010 Pop.	Pct. Hispanic	Pct. White	Pct. Black	Pct. Asian	Median Household Income	Pct. Food Stamps	Pct. BA +
San Joaquin Co.	685,306	38.9	35.9	7.1	13.8	$53,714	9.1	17.6
Stockton	291,707	40.3	22.9	11.5	20.7	$47,365	12.7	17.1
Tracy	82,922	36.9	36.2	6.8	14.2	$76,739	6.1	21.7
Manteca	67,096	37.7	46.9	4.0	6.8	$66,933	7.1	14.8
Lodi	62,134	36.4	53.4	0.6	6.7	$49,318	9.0	19.2
Lathrop	18,023	42.6	24.6	6.7	21.4	$65,256	3.8	14.8
Calaveras Co.	45,578	10.3	83.5	0.8	1.2	$55,256	3.9	20.7
Galt	23,647	42.8	48.7	1.6	3.2	$59,125	10.4	13.3
Rio Vista	7,360	12.4	74.3	4.9	4.9	$58,701	3.0	23.4
Escalon	7,132	27.0	68.8	0.4	1.2	$61,855	1.0	18.1
California	37,253,956	37.6	40.1	5.8	12.8	$61,632	6.2	30.2

Source: Census Bureau, 2010 Census (American Factfinder).

Employment in the region was particularly hard hit by the housing market crash. For months, Stockton was the foreclosure capital of the country at the height of the recession, and unemployment rates soared to rates near 19 percent. The halt to new home construction in 2008 crippled the city's budget and prior commitments to retirement benefits forced the City of Stockton to declare bankruptcy. Only recently has employment picked up in the region, driven by a rebound in home construction and tremendous growth in the health care sector (California EDD, Labor Market Information). The College has been well positioned to respond to emerging health care needs as a massive state prison hospital opened in the county in 2013, with the College graduating a large volume of psychiatric technicians to fill labor market needs at that facility. Near the close of 2013, the unemployment rate stood at 11.6 percent in San Joaquin County, down from a high of 18.7 percent in January of 2011.

The regional economy features a mix of diverse agricultural production, service and retail operations, manufacturing, education, public sector employment, health care providers, and a large concentration of warehousing, distribution and logistics facilities. Large quantities of agricultural products and wine are shipped from the region on a seasonal basis. Amazon has recently established distribution centers in Tracy and south of San Joaquin County in Patterson. The City of Stockton features California's most inland port with access to the San Francisco Bay Area, railroads that transport goods both on an east-west and north-south transit corridor, and two major highways that run north-south (Interstate 5 and State Highway 99). Major health care employment growth is being driven by the construction of the state's largest prison health care facility in south Stockton. The College has collaborated with state agencies to train more than 200 Psychiatric Technicians for that facility.

The diverse mix of employers has led the College to develop a wide range of career technical educational programs. The trades programs feature welding, automotive, diesel, heavy equipment, HVAC, industrial technology, electrical, electronics. These programs can be found in the College Catalog. Innovative partnerships have developed with Caterpillar dealers for a Caterpillar technician degree and certificate program that is offered through an apprenticeship program that ranks among the company's best in terms of completers with high marks. Thanks to the leadership of the College's new welding professor, vocational students have won state and national awards competing in Skills USA competitions. Students in the auto body program have recently showcased their work in collaboration with the Haggin Museum in Stockton by restoring a 1959 Nash Metropolitan that was raffled to a lucky winner.

Because of the concentrated levels of poverty in the District, many students seek out Delta College as an affordable option to launch their pursuit of a bachelor's degree. The College offers a comprehensive set of transfer course offerings, fields of study, and basic skills courses to help students pursue a transfer path. The College transfers roughly 1,400 students a year, with public state universities receiving the bulk of those transfers (around 900). Most transfer students end up attending regional universities such as California State University Stanislaus, Sacramento State University, University of the Pacific, and UC Davis, but transfers extend well beyond these four institutions. In light of the large numbers of students who seek to transfer, the College professors have been active in developing new AA-Transfer and AS-Transfer degrees that are aligned with SB 1440 degree programs at California State Universities. Articulation agreements with colleges across the region are maintained by a dedicated faculty member who serves as an experienced articulation officer.

Students and Outcomes Data

The College's research office (PRIE) has compiled an extensive number of tables identifying the students enrolled at the College, entering skill levels, educational goals, and retention and success data (**Evidence:** PRIE Student Data Tables). All data are disaggregated by ethnic group, gender, age range, and Board of Governor's (BOG) fee-waiver status between 2007-2008 and 2012-2013. For course enrollment data also disaggregated by course delivery method. Data are organized to provide readers with a profile of the student population: demographic makeup, enrollment patterns, academic performance, and achievements.

PRIE Student Data Tables include an Equity Index table illustrating the equity index for the most recent year (2012-2013) which is provided on the following page. For enrollment measures, the equity index is a standardized value used to describe the extent the percentages found in the target outcome for the target group is different or disproportionate from the percentage of that target group in the general population. For outcome measures, the equity index is the standardized value used to describe the extent the rates found in the target outcome for the target group is different or disproportionate from the overall rate for the year.

> For example, looking at educational goals, an enrollment-related outcome, Table 1a provides the total number of students in each category. Table 2a provides the percentages of those students in each category. In 2007-2008 there were 9,151 incoming students at the College. Of this total, 687 students or 7.5 percent of the incoming students indicated their goal was to obtain an associate's degree at the College. Of the 687 students, 1.6 percent self-identified as 2 or more races, 14.7 percent self-identified as African American, etc. The corresponding equity index for the group "2 or more Races" in the associate degree category in Table 2b is 0.74 suggesting that there is an equity gap for this group. In other words, students who self identify as "2 or more Races" are underrepresented in the group of students declaring an associate degree as a goal relative to their proportion in the overall student population.

Excerpt from PRIE Student Data Tables
Table 2b Incoming Students between 2007-2008 and 2012-2013: Educational Goal by Ethnic Group Percentages

Ed Goal by Ethnic Group	07-08	08-09	09-10	10-11	11-12	12-13	12-13 Equity Index
ASSOCIATE DEGREE	**7.5%**	**8.4%**	**8.4%**	**9.7%**	**9.2%**	**8.9%**	
2 or more Races	1.6%	0.8%	3.2%	2.8%	3.9%	3.8%	0.72
American Indian/Native Alaskan	0.6%	1.6%	0.1%	0.6%	0.5%	0.5%	1.29
Asian	9.9%	8.2%	11.5%	11.5%	10.0%	8.2%	0.66
Black/African American	14.7%	17.5%	17.7%	18.5%	17.9%	15.9%	1.41
Filipino	5.5%	5.1%	5.0%	2.8%	3.8%	2.9%	0.69
Hispanic	29.5%	28.9%	30.1%	32.4%	33.9%	36.6%	0.89
Pacific Islander	1.2%	1.8%	0.6%	0.7%	0.6%	1.1%	1.39
Unknown	6.8%	4.5%	2.7%	1.5%	1.1%	0.7%	1.54
White	30.1%	31.6%	29.0%	29.0%	28.3%	30.3%	1.25
CAREER-RELATED	**10.4%**	**9.4%**	**8.9%**	**9.1%**	**8.0%**	**7.2%**	
2 or more Races	0.9%	0.8%	4.3%	4.1%	4.4%	5.4%	1.03
American Indian/Native Alaskan	1.4%	1.2%	0.4%	0.5%	0.5%	1.1%	2.83
Asian	6.9%	7.4%	7.3%	8.0%	8.2%	7.6%	0.61
Black/African American	12.4%	13.2%	14.0%	15.1%	15.5%	12.3%	1.09
Filipino	4.3%	4.9%	4.1%	4.0%	2.4%	4.9%	1.16
Hispanic	28.0%	27.0%	28.1%	28.8%	31.8%	34.5%	0.84
Pacific Islander	0.6%	0.9%	0.8%	0.6%	0.5%	0.2%	0.25
Unknown	7.0%	7.7%	4.6%	0.6%	1.0%	0.4%	0.88
White	38.4%	36.8%	36.5%	38.2%	35.6%	33.4%	1.38
ED DEVELOPMENT	**8.9%**	**8.8%**	**7.4%**	**5.2%**	**5.6%**	**3.8%**	
2 or more Races	1.8%	1.6%	4.9%	4.2%	5.5%	4.7%	0.90
American Indian/Native Alaskan	0.9%	1.6%	0.2%	0.6%	0.3%	0.9%	2.32
Asian	15.5%	14.6%	14.7%	15.8%	15.3%	18.9%	1.52
Black/African American	13.9%	14.3%	13.7%	17.2%	17.0%	15.9%	1.41
Filipino	3.8%	5.0%	3.4%	1.9%	3.3%	3.4%	0.80
Hispanic	30.7%	29.8%	35.2%	33.3%	27.8%	34.8%	0.85
Pacific Islander	0.7%	1.1%	0.8%	1.1%	0.5%	1.7%	2.14
Unknown	8.3%	8.7%	3.5%	2.2%	0.8%	1.3%	2.87
White	24.3%	23.1%	23.6%	23.6%	29.8%	18.5%	0.76
TRANSFER	**32.7%**	**37.0%**	**42.8%**	**47.5%**	**48.3%**	**54.7%**	
2 or more Races	1.4%	1.6%	4.1%	5.0%	5.6%	5.3%	1.01
American Indian/Native Alaskan	1.0%	0.9%	0.3%	0.5%	0.3%	0.3%	0.77
Asian	12.8%	13.4%	14.1%	13.7%	14.3%	12.8%	1.03
Black/African American	11.9%	11.6%	10.5%	11.1%	11.1%	10.6%	0.94
Filipino	5.4%	5.9%	4.8%	4.5%	4.1%	3.7%	0.88

Ed Goal by Ethnic Group	07-08	08-09	09-10	10-11	11-12	12-13	12-13 Equity Index
Hispanic	29.3%	29.6%	35.5%	39.2%	40.1%	43.4%	1.06
Pacific Islander	1.5%	1.4%	0.7%	0.8%	0.5%	0.9%	1.13
Unknown	6.0%	6.2%	3.3%	0.6%	0.4%	0.5%	1.10
White	30.6%	29.4%	26.7%	24.6%	23.5%	22.4%	0.93
UNCOLLECTED/UNREPORTED	**22.1%**	**17.7%**	**12.8%**	**9.9%**	**11.3%**	**7.2%**	
2 or more Races	1.1%	2.0%	4.0%	5.0%	4.3%	5.4%	1.03
American Indian/Native Alaskan	0.8%	0.8%	0.1%	0.4%	0.5%	0.0%	0.00
Asian	11.5%	10.0%	17.1%	10.3%	16.0%	18.0%	1.45
Black/African American	10.3%	9.5%	10.6%	11.6%	10.9%	7.4%	0.66
Filipino	6.0%	6.4%	4.9%	4.3%	3.4%	10.3%	2.44
Hispanic	30.4%	28.4%	29.2%	32.4%	35.1%	37.5%	0.92
Pacific Islander	1.1%	0.7%	0.6%	0.6%	0.9%	0.4%	0.50
Unknown	7.3%	8.5%	3.9%	1.9%	0.6%	0.2%	0.44
White	31.5%	33.6%	29.6%	33.5%	28.3%	20.7%	0.86
UNDECIDED	**14.9%**	**14.9%**	**15.5%**	**14.4%**	**14.0%**	**14.1%**	
2 or more Races	1.8%	1.5%	3.1%	4.4%	4.4%	5.3%	1.01
American Indian/Native Alaskan	0.7%	1.1%	0.6%	0.2%	0.2%	0.3%	0.77
Asian	13.8%	13.5%	12.8%	16.4%	15.0%	13.4%	1.08
Black/African American	8.2%	10.3%	9.6%	12.0%	10.6%	8.4%	0.75
Filipino	4.2%	3.7%	3.9%	3.2%	2.4%	4.3%	1.02
Hispanic	33.9%	30.8%	37.9%	36.5%	41.3%	43.1%	1.05
Pacific Islander	1.0%	0.9%	0.9%	0.3%	0.1%	0.3%	0.38
Unknown	8.4%	6.3%	3.6%	0.8%	0.7%	0.1%	0.22
White	28.1%	32.0%	27.5%	26.2%	25.4%	24.7%	1.02
VOCATIONAL DEGREE/CERT	**3.5%**	**3.9%**	**4.2%**	**4.2%**	**3.8%**	**4.1%**	
2 or more Races	0.6%	1.7%	2.1%	4.5%	3.0%	7.6%	1.45
American Indian/Native Alaskan	1.2%	1.4%	0.3%	0.3%	1.1%	0.0%	0.00
Asian	5.6%	7.9%	6.9%	6.9%	7.4%	6.0%	0.48
Black/African American	14.9%	19.1%	17.4%	17.9%	12.2%	19.9%	1.77
Filipino	4.0%	4.5%	3.3%	2.4%	1.1%	2.4%	0.57
Hispanic	25.2%	30.1%	30.6%	33.7%	39.1%	34.3%	0.84
Pacific Islander	1.2%	1.4%	0.9%	1.7%	1.1%	0.4%	0.50
Unknown	6.5%	5.1%	4.2%	1.4%	0.7%	0.4%	0.88
White	40.7%	28.9%	34.2%	31.3%	34.3%	29.1%	1.20
Grand Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	

Data Source. San Joaquin Delta College, System 2000 – PRIE Student Data Tables, 2013

Student Characteristics
Demographics
From 2007-2008 to 2012-2013, the annual enrollment at the College decreased by 16 percent and the annual enrollment for first-time incoming students decreased by 33 percent (See Figure 1). This reduction in enrollments is attributable to the downturn in the economy and stems from changes that have taken place at the College in the last few years. To respond to state budget cuts affecting the District's operating budget, course offerings were reduced. To improve student completion rates, the registration process was revised to give high performing continuing students priority during registration. First-time entering students are usually lower on the list and as a result many may not be able to enroll in the classes they want or need. These processes impacted the first-time incoming student population rates, dropping from 32 percent to 26 percent of the overall student population in the last six years.

	07-08	08-09	09-10	10-11	11-12	12-13
■ All Students	28867	29519	28286	26012	26777	24120
■ Incoming Students	9151	9074	8022	6900	7206	6175
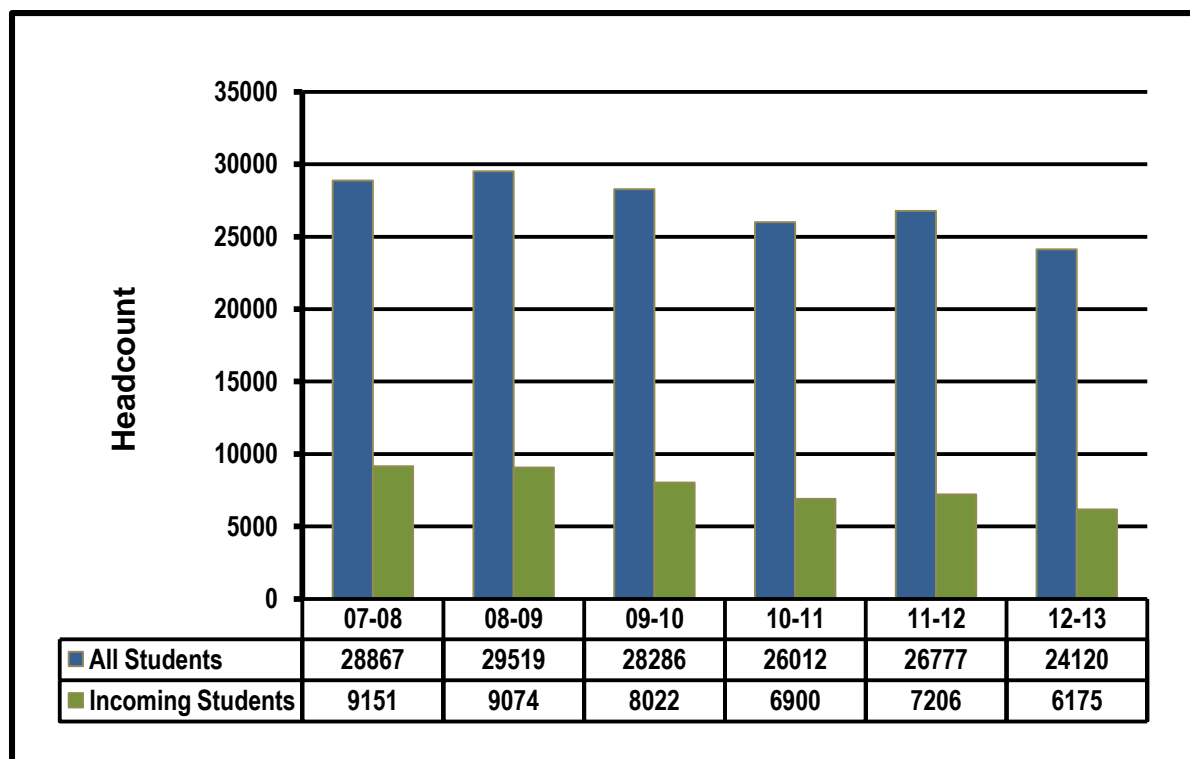
Source: System 2000, PRIE Student Data Tables

Based on fall enrollment data, the majority of the students (60 percent) are enrolled in less than 12 units at the College (See Table 1). The percentage of Hispanic students increased by 9 percent, while the percentage of White students decreased by 6 percent. In 2012-13, Hispanic students represented nearly 40 percent of the student population. A majority of the current (2012-2013) student population come from low socioeconomic backgrounds, 55 percent of all students qualify for a Board of Governor's (BOG) fee-waiver. The percentage of students receiving BOG fee waivers increased by 22 percentage from 2007-2008. Over the last six years, students between the ages of 20 and 24 have increased by almost 4 percent; while the percentage of students older than 24 has slightly decreased. Since 2007-08, the percentage of male students has slightly increased (2 percent); however, female students still

continue to represent nearly 60 percent of the student population. Internal factors at the College are affecting the profile of the student population, but external factors appear to be affecting the profile of the student population as well. High unemployment rates over the last couple of years in the diverse region has shifted the student population from mostly White students and students with higher socioeconomic status (SES) to mostly Hispanic students and students with lower SES. This rise in Hispanic enrollment coincides with higher fertility rates among Hispanics in the region. In addition, with tuition rates increasing dramatically at four-year institutions, many high school graduates may be opting to attend community colleges first as reflected in the growing number of students 19 years of age and younger student population at the College.

Table 1. Percentage of Enrolled Students by Demographics

	07-08	08-09	09-10	10-11	11-12	12-13
Ethnic Group						
2 or more Races	1.6%	1.7%	2.6%	3.3%	3.7%	4.2%
American Indian/Native Alaskan	1.0%	1.2%	0.8%	0.7%	0.6%	0.5%
Asian	12.6%	12.7%	13.5%	13.8%	14.2%	14.3%
Black/African American	10.6%	11.0%	10.8%	11.3%	11.8%	10.7%
Filipino	5.6%	5.5%	5.3%	4.8%	4.5%	4.5%
Hispanic	29.3%	29.7%	31.8%	33.8%	35.6%	38.5%
Pacific Islander	1.0%	1.0%	0.9%	0.8%	0.6%	0.6%
Unknown	7.0%	7.0%	5.0%	3.4%	2.4%	1.7%
White	31.2%	30.2%	29.3%	28.0%	26.6%	25.0%
Age Range						
19 OR YOUNGER	32.1%	33.6%	34.0%	32.2%	32.1%	32.4%
20 - 24	29.6%	29.8%	30.9%	31.8%	33.3%	33.6%
25 - 29	12.6%	12.2%	12.0%	12.5%	12.2%	12.5%
30 - 34	7.7%	7.4%	7.0%	7.3%	7.1%	7.0%
35 - 39	6.0%	5.6%	5.0%	5.0%	4.6%	4.5%
40 - 49	8.1%	7.8%	7.2%	6.9%	6.8%	6.3%
50 OR OLDER	4.0%	3.7%	3.9%	4.3%	3.9%	3.7%
Gender						
Female	58.7%	58.0%	57.0%	56.5%	57.6%	57.0%
Male	39.6%	40.3%	41.3%	42.2%	41.2%	41.8%
Other	1.7%	1.8%	1.6%	1.4%	1.2%	1.2%
BOG Status						
No	67.2%	63.9%	59.0%	50.7%	47.1%	45.4%
Yes	32.8%	36.1%	41.0%	49.3%	52.9%	54.6%
Fall Enrollment Status						
Full-Time	38.2%	38.2%	38.8%	41.5%	38.2%	36.7%
Part-Time	61.8%	61.8%	61.2%	58.5%	61.8%	63.3%
Grand Total	**28867**	**29519**	**28286**	**26012**	**26777**	**24120**

Data Source. **Source of data from San Joaquin Delta College, System 2000**

Educational Goals

In addition to demographic shifts in the student population, students' goals also appear to be changing. The percentage of incoming students declaring degree or certificate attainment and transfer increased from 2007-2008 while the percentage of incoming students entering for career-related and educational development has decreased from 2007-2008 (See Figure 2).

Figure 2. Comparison of Incoming Students' Declared Educational Goals (2007-2008 vs. 2012-2013)

	ASSOCIATE DEGREE	CAREER-RELATED	ED DEVELOPMENT	TRANSFER	UNCOLLECTED/ UNREPORTED	UNDECIDED	VOCATIONAL DEGREE/ CERTIFICATE
07-08	7.5%	10.4%	8.9%	32.7%	22.1%	14.9%	3.5%
12-13	8.9%	7.2%	3.8%	54.7%	7.2%	14.1%	4.1%
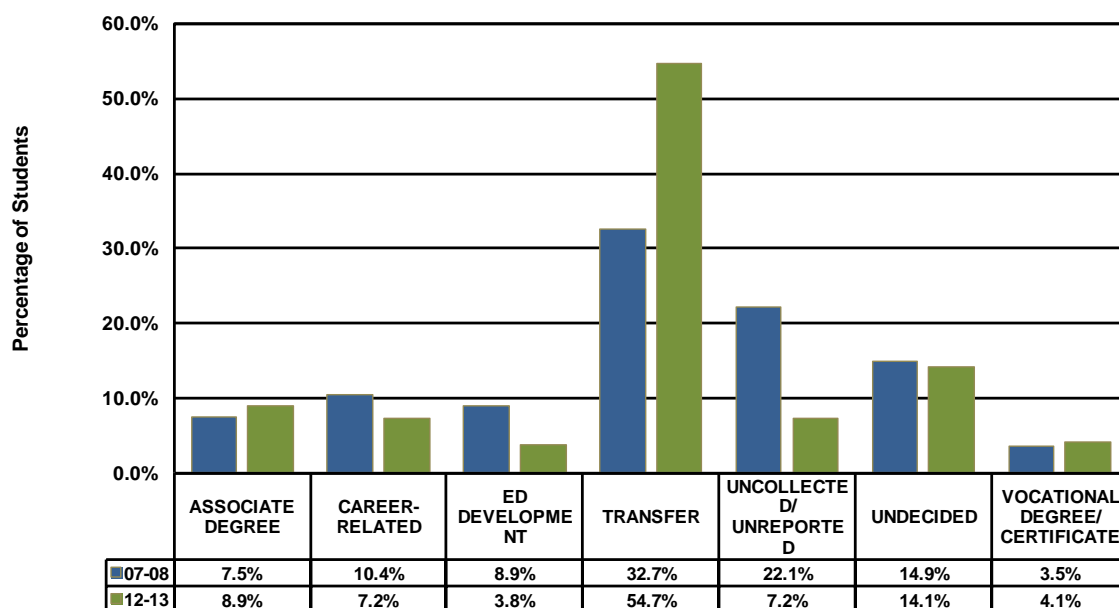
Source: System 2000, PRIE Student Data Tables.

Entering Placement Levels

In 2007, the institution switched from a paper and pen assessment test (ASSET) to a computerized adaptive test ACT-COMPASS. Similar to ASSET, ACT-COMPASS assessed students' skill levels in Reading, Writing, and Math and placed students into one of three levels. The lowest level, Level 1, placed students at three levels below college-level, whereas the highest level, Level 3 placed students in college-level English in reading and writing and Algebra in mathematics. In 2008, Math faculty and staff from the Office of Planning, Research, and Institutional Effectiveness conducted a series of studies to explore the validity of a more refined placement system in Math and in the summer of 2012, a six-level Math placement system was implemented, placing students from arithmetic to Calculus (See Table 2).

Table 2. ACT-COMPASS Revised Math Placement System

Placement Level	Skill Level
1	Arithmetic
2	Pre-Algebra
3	Algebra
4	Intermediate Algebra
5	College-Level
6	College-Level

Course placement data information reveal that although two thirds of the incoming student population assess below college-level in Reading, Writing, and Math, the percentage of students requiring remediation is gradually decreasing over time (See Figure 3).

Figure 3. Percentage of Incoming Students Requiring Remediation by Content Area

	07-08	08-09	09-10	10-11	11-12	12-13
READ	82.8%	82.2%	82.3%	84.1%	82.4%	81.4%
WRITE	71.6%	69.1%	69.5%	70.1%	68.4%	65.5%
MATH	90.4%	85.9%	86.0%	85.6%	83.4%	79.5%
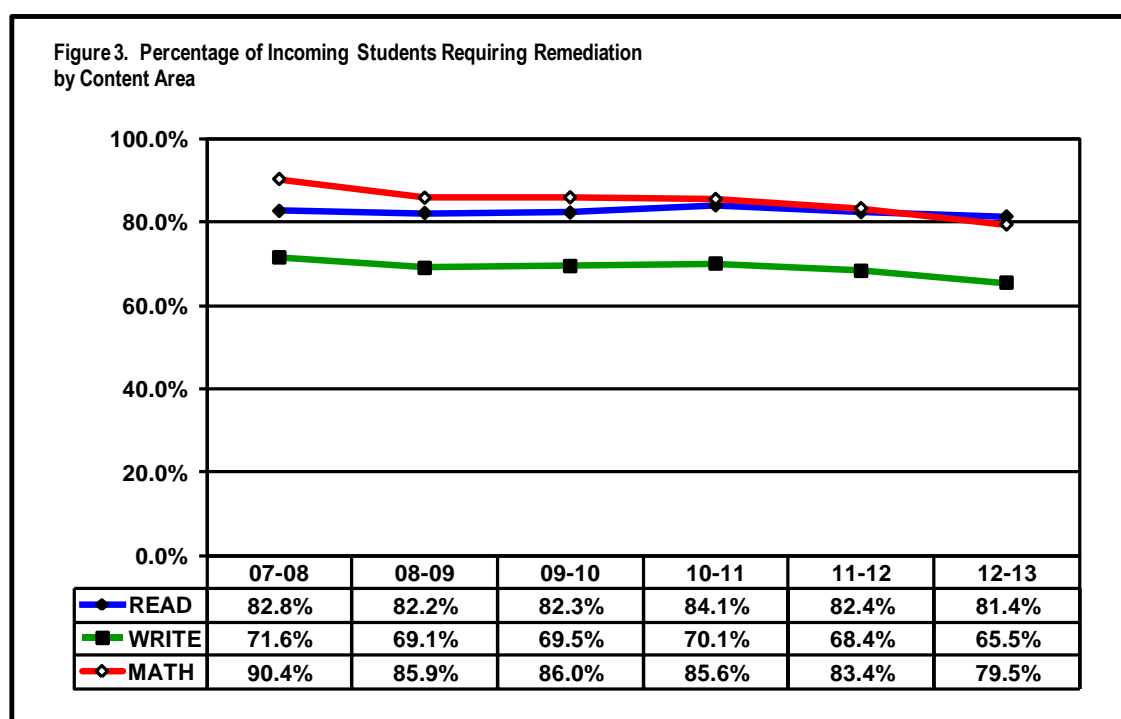
Source: System 2000, PRIE Source: System 2000, PRIE Student Data Tables.

The disaggregated data reveals entering skill level gaps among several groups. Over the past six years, a disproportionately high number of incoming African American students required remediation in both reading and math, while rates of college-level placement were highest for White students in all areas (See Tables 3a and 3b). Like many community colleges throughout the country, there are persistent inequities present across ethnic groups and this trend is evident at the institution as well.

Table 3a. Incoming Students by Ethnic Group: Percentage Requiring Remediation in Reading

	07-08	08-09	09-10	10-11	11-12	12-13
2 or more Races	88.1%	87.5%	78.3%	75.0%	81.6%	79.1%
American Indian/Native Alaskan	76.2%	82.5%	68.4%	72.7%	69.6%	83.3%
Asian	89.6%	89.8%	86.3%	91.1%	87.5%	84.3%
Black/African American	91.5%	93.4%	91.0%	91.8%	92.8%	92.5%
Filipino	86.7%	87.9%	83.6%	86.2%	85.2%	82.2%
Hispanic	87.8%	86.5%	85.9%	86.9%	85.7%	85.4%
Pacific Islander	97.8%	89.1%	84.6%	93.2%	91.2%	91.9%
Unknown	77.2%	71.4%	83.2%	82.1%	79.2%	64.7%
White	70.1%	69.2%	71.5%	72.6%	67.9%	66.3%
Overall	**82.8%**	**82.2%**	**82.3%**	**84.1%**	**82.4%**	**81.4%**

Notes. Source: System 2000, PRIE Student Data Tables. Remediation defined by placement test levels 1 and 2.
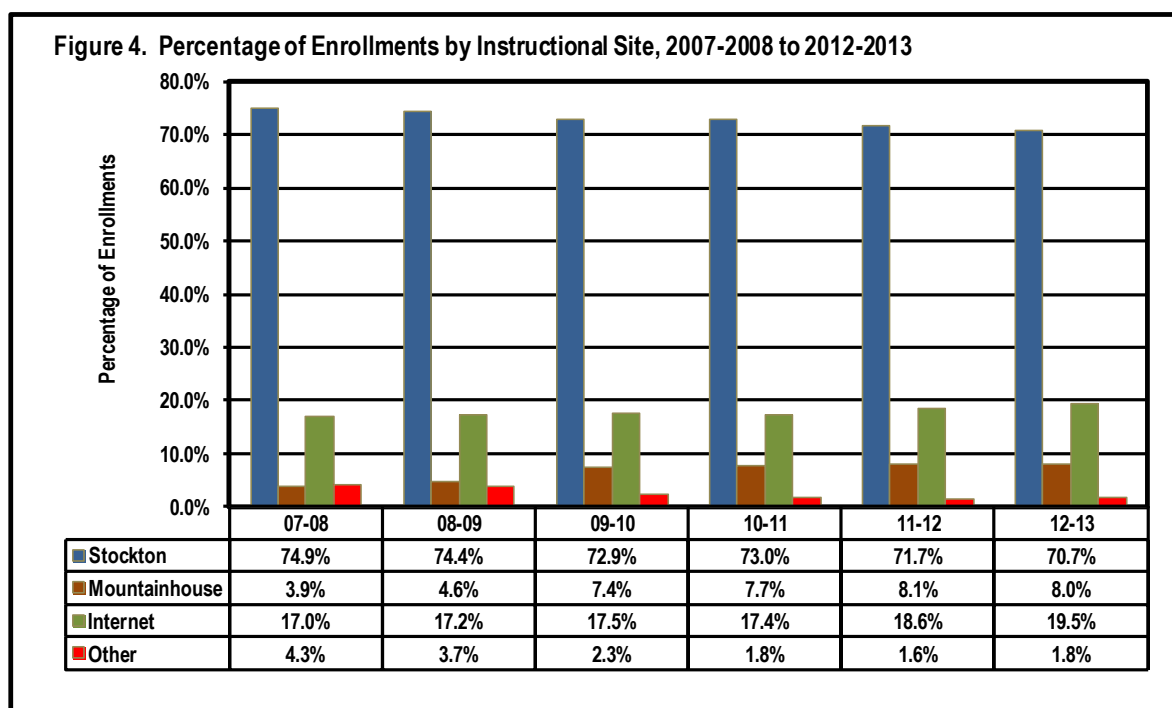
Figure 4. Percentage of Enrollments by Instructional Site, 2007-2008 to 2012-2013

	07-08	08-09	09-10	10-11	11-12	12-13
■Stockton	74.9%	74.4%	72.9%	73.0%	71.7%	70.7%
■Mountainhouse	3.9%	4.6%	7.4%	7.7%	8.1%	8.0%
■Internet	17.0%	17.2%	17.5%	17.4%	18.6%	19.5%
■Other	4.3%	3.7%	2.3%	1.8%	1.6%	1.8%

Source: System 2000, PRIE Student Data Tables

Table 3b.
Incoming Students by Ethnic Group: Percentage Requiring Remediation in Math

	07-08	08-09	09-10	10-11	11-12	12-13
2 or more Races	91.9%	87.3%	86.9%	77.9%	84.2%	83.0%
American Indian/Native Alaskan	100.0%	96.8%	88.9%	90.9%	87.0%	88.2%
Asian	80.0%	75.7%	75.0%	76.9%	72.7%	67.6%
Black/African American	97.0%	97.3%	95.5%	95.5%	95.2%	94.9%
Filipino	78.9%	79.6%	75.8%	75.6%	66.2%	65.8%
Hispanic	93.9%	89.0%	89.1%	88.5%	86.7%	81.9%
Pacific Islander	93.2%	96.8%	89.7%	81.8%	90.9%	73.7%
Unknown	85.8%	85.0%	84.8%	87.5%	87.0%	94.1%
White	89.0%	82.2%	84.5%	84.0%	79.9%	75.1%
Overall	**90.4%**	**85.9%**	**86.0%**	**85.6%**	**83.4%**	**79.5%**

Notes. Source: System 2000, PRIE Student Data Tables. Remediation defined by placement test levels 1 to 3.

Student Enrollment Trends
Instructional Sites
The College offers courses via four instructional sites: Stockton, Mountain House, Internet, and Other physical locations (i.e., a bowling alley for bowling courses). Over 70 percent of all enrollments occur at the Stockton campus (See Figure 4). The other 30 percent of the enrollments occur at the Mountain House center, other physical locations, or online. In the last six years, Mountain House enrollments have doubled and Internet enrollments have increased by 2.5 percent since 2007-2008.

Course Types
The College's course offerings can be categorized into three distinct categories: California State University and University of California transferrable, vocational/career technical education, and basic skills. The vast majority of enrollments at the College are found in the transferrable courses, with the rest of enrollments in vocational and basic skills courses (See Figure 5). The transfer and vocational enrollments figure mirror the needs of the students based on students' declared educational goals. A larger percentage of students reported transfer and degree attainment as their goal than students who reported vocational goals.
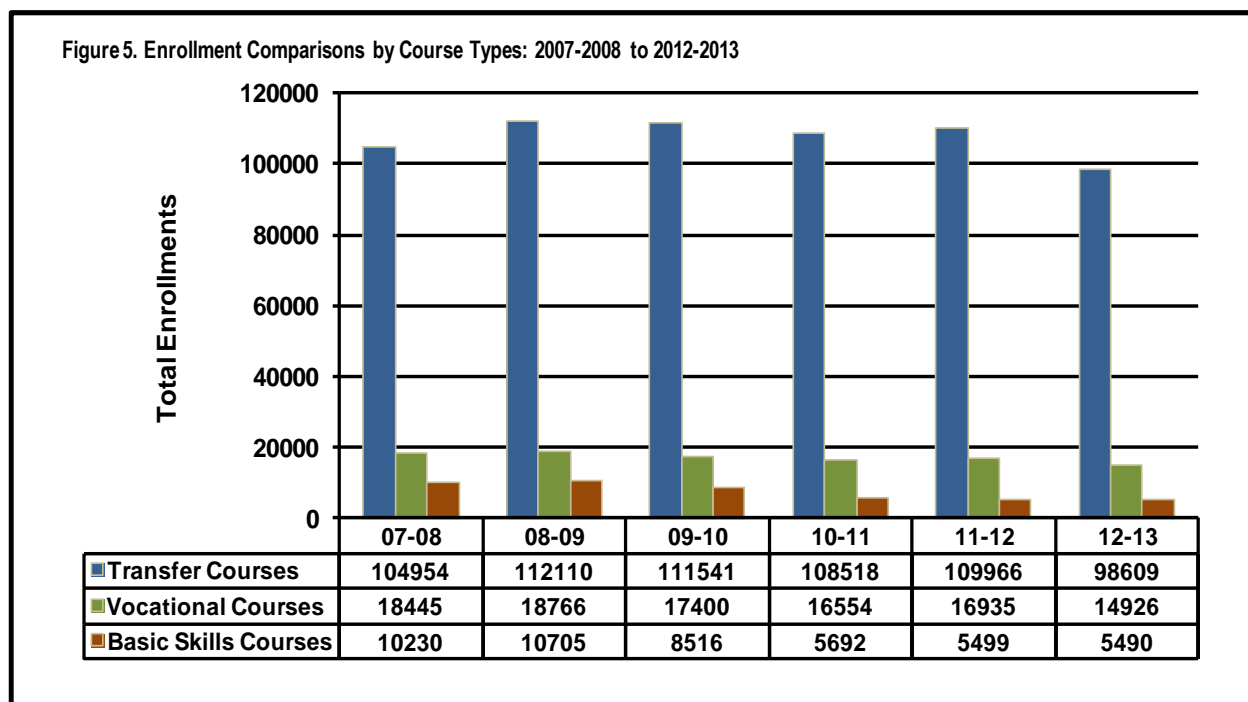
Figure 5. Enrollment Comparisons by Course Types: 2007-2008 to 2012-2013

	07-08	08-09	09-10	10-11	11-12	12-13
Transfer Courses	104954	112110	111541	108518	109966	98609
Vocational Courses	18445	18766	17400	16554	16935	14926
Basic Skills Courses	10230	10705	8516	5692	5499	5490

Source: System 2000, PRIE Student Data Tables.

Student Outcomes
Course Retention
Over the last six years, over 80 percent of all students enrolled in courses completed their courses at the College (See Figure 6). The most recent retention rate (2012-2013) shows an improvement by 9.2 percent over the retention rate in 2007-2008. The increases found in retention are likely due to the increased demand for courses while reductions in course offerings were occurring.
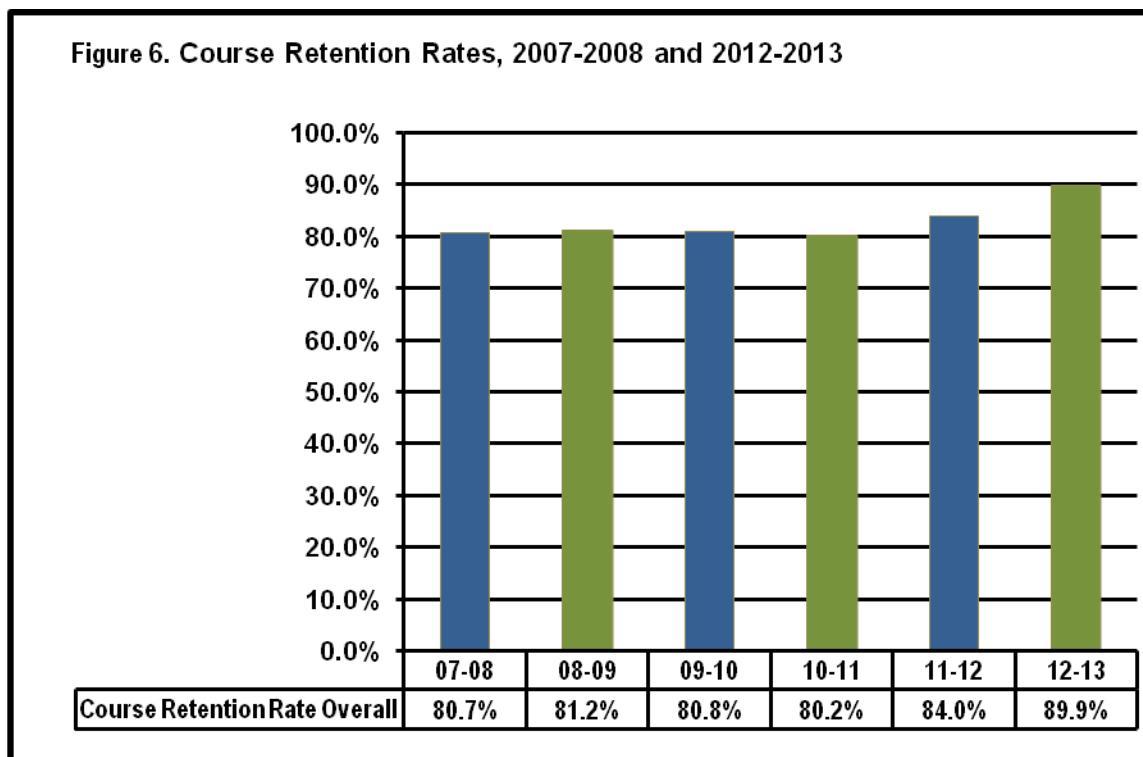
Figure 6. Course Retention Rates, 2007-2008 and 2012-2013

Course Retention Rate Overall	07-08	08-09	09-10	10-11	11-12	12-13
	80.7%	81.2%	80.8%	80.2%	84.0%	89.9%

Source: System 2000, PRIE Student Data Tables.

A comparison of retention rates by ethnic group revealed differences in retention rates. African American students' retention rates were lower than their peers; however, it should be noted that in 2012-13, the retention rate gap between African American students and their peers greatly decreased (3.4% in 2012-13 vs. 7.5% in 2007-08) [See Table 4].

Table 4. Course Retention Rate Comparisons by Ethnic Group: 2007-2008 to 2012-2013

	07-08	08-09	09-10	10-11	11-12	12-13
2 or more Races	74.8%	75.6%	75.7%	76.0%	82.4%	87.3%
American Indian/Native Alaskan	76.8%	77.4%	80.2%	82.4%	80.5%	87.5%
Asian	81.9%	83.2%	83.2%	82.1%	86.0%	91.2%
Black/African American	72.9%	73.4%	72.5%	72.2%	76.5%	86.5%
Filipino	83.7%	84.6%	83.0%	82.7%	87.1%	92.4%
Hispanic	80.7%	80.7%	80.5%	80.0%	84.1%	89.7%
Pacific Islander	78.4%	80.2%	80.7%	74.9%	82.9%	90.6%
Unknown	82.6%	82.6%	83.2%	83.5%	85.0%	90.3%
White	82.7%	83.3%	83.0%	82.6%	86.0%	91.0%
Overall Rate	**80.7%**	**81.2%**	**80.8%**	**80.2%**	**84.0%**	**89.9%**

Source: System 2000, PRIE Student Data Tables.

Course Success Rates

Course success rates hovered around 65 percent between 2007-2008 and 2011-2012 (See Figure 7). In 2012-2013 however, course success rates improved by 2.8% from 2007-08, jumping to 68 percent. Math courses saw the largest increase in success rates in response to an improved placement system.
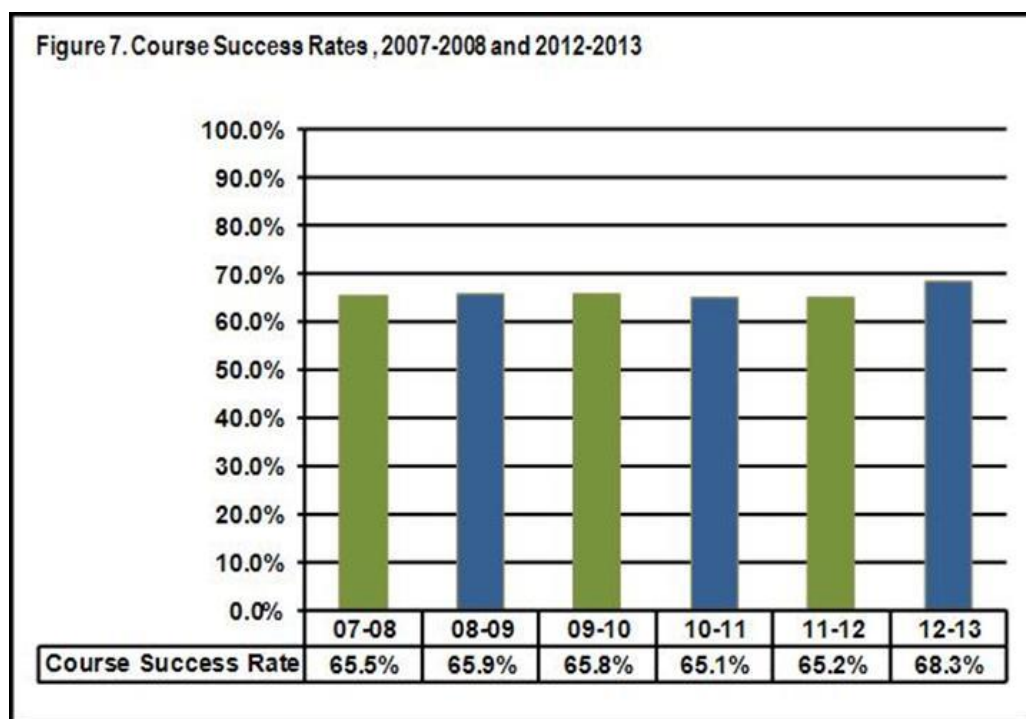
Figure 7. Course Success Rates, 2007-2008 and 2012-2013

	07-08	08-09	09-10	10-11	11-12	12-13
Course Success Rate	65.5%	65.9%	65.8%	65.1%	65.2%	68.3%

Source: System 2000, PRIE Student Data Tables.

Table 5 provides the course success rates for students by their ethnic group identification. Asian, Filipino, and White students consistently achieved higher success rates than their peers. Of all groups, African American students had the lowest course success rates.

Table 5. Course Success Rate Comparisons by Ethnic Group: 2007-2008 to 2012-2013

	07-08	08-09	09-10	10-11	11-12	12-13
2 or more Races	56.4%	57.2%	58.7%	59.0%	60.0%	61.4%
American Indian/Native Alaskan	59.6%	58.9%	65.0%	64.3%	59.0%	62.6%
Asian	68.3%	70.5%	70.6%	69.3%	69.3%	73.4%
Black/African American	52.0%	52.8%	52.4%	51.8%	51.5%	55.3%
Filipino	71.1%	71.0%	70.1%	69.0%	71.0%	73.8%
Hispanic	64.4%	64.0%	64.2%	63.6%	63.8%	66.7%
Pacific Islander	60.4%	63.9%	63.8%	55.7%	63.8%	66.6%
Unknown	68.3%	68.3%	69.4%	70.8%	69.5%	73.4%
White	69.3%	69.9%	69.8%	69.7%	70.5%	73.0%
Overall Rate	**65.5%**	**65.9%**	**65.8%**	**65.1%**	**65.2%**	**68.3%**

Source: System 2000, PRIE Student Data Tables.

Award Attainment

Figure 8. Total Number of Awards Conferred by Award Type: 2007-2008 to 2012-2013

	07-08	08-09	09-10	10-11	11-12	12-13
■ Associate of Arts	1971	1799	3167	2462	2286	1782
■ Associate of Science	273	288	266	472	620	677
■ Certificate	1092	729	782	604	519	628
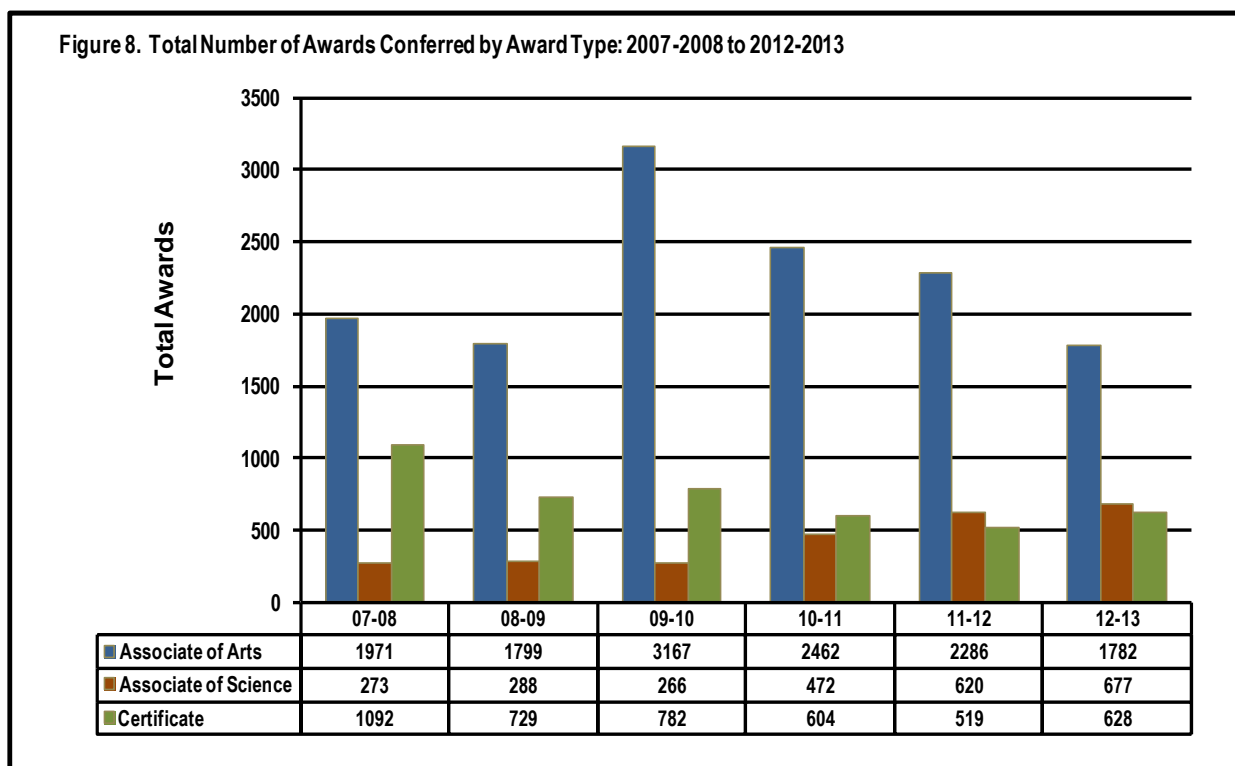
Source: System 2000, PRIE Student Data Tables.

Over the last six years the total certificates and degrees conferred to students have decreased seven percent (See Figure 8). However, these numbers are expected to improve when the College implements the degree audit software. The total number of certificates conferred decreased by 42 percent while the total number of degrees conferred increased by 10 percent. Most notable are the increases in Associate of Science (AS) degrees, the total number of AS degrees increased by 148 percent from 2007-2008 to 2012-2013. These increases are most likely due to initiatives from grants (MESA and HSI-STEM) to increase awareness and support students pursuing fields in Science, Technology, Engineering, and Mathematics (STEM) over the last couple of years.

Award attainment data revealed achievement gaps among several groups (See Table 6). Although the proportion of Hispanic students earning certificates and degrees has been increasing, their proportion relative to their representation in the incoming student population is still low. Of all groups, African American students had the lowest certificate and degree attainment rates relative to their proportion in the general population. Students who identified as Asian, Two or more Races, and Other earned a disproportionately higher number of certificates and degrees than their peers.

Table 6. Award Attainment by Ethnic Groups: 2007-2008 to 2012-2013

	07-08	08-09	09-10	10-11	11-12	12-13
Certificate	**32.7%**	**25.9%**	**18.6%**	**17.1%**	**15.2%**	**20.3%**
2 or more Races	4.5%	5.2%	5.5%	6.6%	6.6%	11.0%
American Indian	0.9%	1.2%	1.3%	1.3%	0.4%	1.3%
Asian	12.8%	14.5%	20.7%	12.7%	17.5%	17.5%
Black/African American	10.0%	6.2%	6.4%	7.6%	11.2%	7.5%
Filipino	8.2%	9.6%	7.0%	8.1%	7.7%	4.5%
Hispanic	22.1%	22.8%	21.6%	26.3%	21.8%	30.6%
Pacific Islander	0.5%	0.4%	1.0%	0.5%	0.8%	0.3%
Unknown	7.0%	7.5%	6.6%	5.6%	5.0%	3.5%
White	34.0%	32.5%	29.8%	31.1%	29.1%	23.9%
Degree	**67.3%**	**74.1%**	**81.4%**	**82.9%**	**84.8%**	**79.7%**
2 or more Races	3.4%	5.9%	5.0%	6.7%	6.5%	11.5%
American Indian	0.8%	0.6%	1.3%	1.1%	0.6%	0.2%
Asian	14.6%	18.3%	17.3%	16.3%	18.0%	17.6%
Black/African American	6.1%	6.4%	6.1%	6.3%	5.6%	5.1%
Filipino	7.9%	8.2%	8.1%	7.6%	8.3%	6.5%
Hispanic	20.8%	21.5%	22.9%	24.0%	27.0%	28.4%
Pacific Islander	0.5%	0.9%	1.3%	0.9%	0.9%	0.9%
Unknown	8.1%	8.0%	7.1%	5.9%	6.1%	3.7%
White	37.9%	30.1%	31.0%	31.3%	27.0%	25.9%

Source: System 2000, PRIE Student Data Tables.

Transfer Rates

The California Chancellor's Office of Community Colleges (CCCCO) Data Mart added a "transfer velocity" query tool that tracks a specific cohort of students over time (up to six years) to determine the "transfer velocity rate" for a given cohort over a given time period. Using this tool, transfer velocity rates for the institution's students were tracked for six different cohorts over a six year time period. Over the last six years, transfer rates for the College have increased 2.4 percent (See Table 7). Review of the transfer data disaggregated by ethnic group revealed gaps among students. Transfer rates have increased for Asian, Hispanic, and White students but have decreased for African American and Pacific Islander students. Although transfer rates have decreased over the past six years for African American students it should be noted that in several years (2008-2009 and 2011-2012) transfer rates for African American students exceeded many groups and were comparable to Asian students, the group with the highest transfer rates overall.

Table 7. Transfer Velocity Rates by Ethnic Group: 2007-2008 to 2012-2013

	07-08	08-09	09-10	10-11	11-12	12-13
American Indian/Native Alaskan	25.0%	22.7%	25.0%	19.2%	17.4%	37.9%
Asian	43.1%	45.2%	52.4%	46.9%	47.2%	47.9%
Black/African American	29.7%	42.9%	34.3%	21.5%	41.4%	26.2%
Filipino	37.8%	31.4%	36.4%	29.4%	44.7%	37.3%
Hispanic	29.1%	30.7%	31.4%	30.8%	30.0%	33.3%
Pacific Islander	44.0%	37.0%	35.7%	14.3%	25.0%	19.2%
Unknown	35.3%	30.8%	39.8%	35.6%	42.1%	35.5%
White	36.6%	36.6%	41.7%	36.2%	41.3%	40.2%
Overall Rate	**35.5%**	**36.5%**	**40.0%**	**34.3%**	**39.4%**	**37.9%**

Note. Data from CCCCO Data Mart – Transfer Velocity Tool. The year listed is for cohorts from six years prior.

Post –Graduation: Median Wages

In the summer of 2013 the CCCCO released a public online tool that allowed users to view aggregated median wage earnings of community college graduates by discipline area and award type. For degree earners between 2001 and 2008 at the College, the average median wage students earned three years after they graduated was $44,671 (See Figure 9). Of all the disciplines, Nursing and Administrative Justice degree graduates earned the highest wages.

Figure 9. Median Wages of Degree Earners Who Graduated, 2001 and 2008
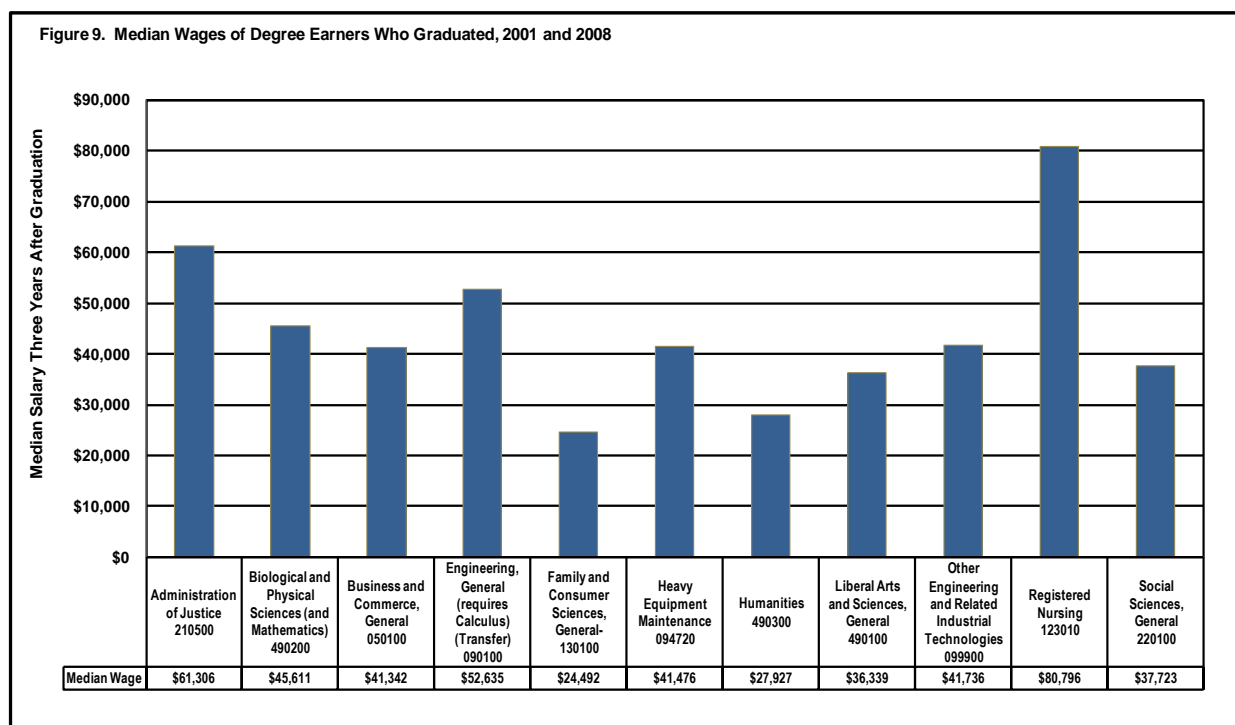
Source: CCCCO Data Mart – College Tracker

For certificate earners between 2001 and 2008 at the College, the average median wage students earned three years after they graduated was $44,660, roughly the same average found for degree earners (See Figure 10). Students graduating from an allied health program earned the highest wages of all programs (three years after graduating nursing students earned $80,796 and Radiologic Technology students earned $62,967.

Figure 10. Median Wages of Certificates Earners Who Graduated Between 2001 and 2008

	Accounting 050200	Child Development/Early Care and Education 130500	Electronics and Electric Technology 093400	Environmental Control Technology 094600	Licensed Vocational Nursing 123020	Management Development and Supervision 050630	Radiologic Technology 122500	Registered Nursing 123010
Median Wage	$23,293	$15,273	$54,802	$26,656	$45,509	$47,983	$62,967	$80,796

Source: **CCCCO Data Mart – College Wage Tracker**

Institutional Standards of Student Achievement
In 2013, the President's Council reached consensus on institutional set standards of student achievement (**Evidence:** Institutional Indicators of Student Achievement). These standards represent the College's first effort at defining benchmarks for the District and were developed by examining data trends over four prior years. The goals were agreed to in July of 2013 and slightly revised in October 2013 to adjust to readily available metrics. The institutional goals are available from sources like the Chancellor's Office Data Mart, Student Success Scorecard (identified in the table as ARCC – the Accountability Report for California Community Colleges), or internal College data obtained by PRIE researchers. Metrics tracked by the College include:

Successful course completion rates • transfers to four year institutions • term to term persistence • certificates awarded • degrees awarded; and, the percentage of:
- entering cohort who enroll in 3 successive terms
- entering cohort who complete 30 units
- entering cohort who complete a certificate, degree, or transfer related outcome within 6 years
- entering cohort who take remedial math and subsequently complete a college level math course within six years
- entering cohort who take remedial English or ESL and subsequently complete a college level English course within 6 years
- entering cohort of Career technical Education students who complete a certificate, degree, or transfer related outcome within 6 years

The reasonableness of the College's established goals can be traced to the recent trends and four year averages experienced by the College. It is important to note that these are not "aspirational" goals that are too lofty. Nor are they "soft" goals that are easily attained benchmarks. Rather, the goals set by the President's Council are attainable and reflect a past pattern of relative success as an institution with high performance outcomes for a college situated in a region with low educational attainment rates, high levels of poverty, and under-preforming public schools (as measured by state standardized test scores and college readiness indicators). The institution has received accolades from the Aspen Institute for qualifying as a top ten percent community college and considered eligible for the Aspen Prize for Community College Excellence (the College applied in 2011). Aspen Prize eligibility is driven – in part – by strong performance metrics on college completions across ethnic groups.

The establishment of institutional indicators of student achievement is a relatively new phenomenon at the District. Data will be tracked on an annual basis from 2013 onward. Additionally, program review processes are used to track indicators of achievement within specific programs (**Evidence:** Sample Instructional Program Review Report). Vocational placement rates are available for many of the College's CTE programs in the state-generated Perkins reports (**Evidence:** Perkins CTE Outcomes Data). Faculty use these reports to improve their programs or modes of instruction. For example, in 2012-13, several of the

programs used CTE reports to request funding that will help attract more minority and women candidates to their program. An example of an activity tied to this is a "Women in Engineering" workshop held recently at the College (November 2013). Additionally, 23 faculty in CTE disciplines attended a Special Populations Advisory Committee conference in Sacramento in December 2013 to identify some working practices that might boost enrollments and improved completion rates for special populations of students. Licensure pass rates are made available on the college's financial aid's web page (**Evidence:** Licensure Pass Rate Webpage).

SAN JOAQUIN DELTA COLLEGE DRAFT INSTITUTIONAL INDICATORS OF STUDENT ACHIEVEMENT, 2013 (for President's Council Discussion)								
Institutional Indicator of Student Achievement	2009-10	2010-11	2011-12	2012-13	4-Year Avg	Trend	Proposed Goal 2013-14	Method for Goal Setting
Successful Student Course Completion Rate (Fall Percentage)	63	63	68	68	66	up	66	President's Council discussion of indicators - based on 4 year averages and expected trends. In future years, external benchmarking on similar measures will be proposed using data from the Voluntary Framework of Accountability, sponsored by the American Association of Community Colleges (AACC). Delta College will join the VFA in 2013 and begin submitting data in the 2013-14 year.
Percent of Students Retained from Fall to Fall Term	51	54	50	*54*	52	even	52	
Number of Degrees Awarded	3433	2935	2905	*2462*	2934	down	*2500*	
Number of Students who Transferred	*1323*	*1519*	*1462*	na	1435	up	*1450*	
Number of Certificates Awarded	782	502	421	502	552	down	*500*	
Pct of Entering Cohort Enrolling in 3 Successive Terms (ARCC)	74	71	72	73	73	even	72	
Pct of Entering Cohort completing at least 30 units (ARCC)	67	67	68	68	68	even	67	
Pct of Entering Cohort Completing a Certificate, Degree or Transfer Related Outcomes (ARCC)	49	48	47	48	48	even	48	
Pct Taking Remedial Math who Complete a College-Level Course in 6 years (ARCC)	52	53	51	43	50	even	52	
Pct Taking Remedial English who Complete a College-Level Course in 6 years (ARCC)	50	52	50	50	51	even	50	
Pct Taking Remedial ESL who Complete a College-Level Course in 6 years (ARCC)	31	35	31	32	32	even	32	
Pct of 1st time CTE students completing a certif., degree or transfer related outcome in 6 years	57	62	55	55	57	even	57	
Bold Italics -- Changes in Data and Recommended Goals, October 2013								
Proposed July 2013 - Office of Planning, Research & Institutional Effectiveness; Revised October 2013								

Responses to Prior Accreditation Commission Recommendations
It is important to review the District's accreditation standing in view of the various recommendations from the 2008 Comprehensive visit:

Date of Visit	Type of Visit	Result of Visit
Spring 2002	Comprehensive	Reaffirm Accreditation
Spring 2008	Comprehensive	Warning
Fall 2008	Follow-Up Progress	Probation
March 2009	Follow-Up Progress	Reaffirm Accreditation
Spring 2011	Focused Mid-Term	Warning
Spring 2012	Follow-Up Progress	Reaffirm Accreditation

The most recent visit to the College by an ACCJC team required the College to report progress on Recommendation 3 (from 2008; Strategic Planning); Commission Recommendation 1 (from 2008, SLO assessment); and, Commission Recommendation 2 (from 2008, Evaluation in relation to SLOs). In light of the College's history of Follow-up visits and the number of recommendations identified in the 2008 Comprehensive Visit, the College addresses progress on all recommendations cited by the 2008 Team and Commission as follows:

2008 Recommendation 1
The Team recommends that the Board of Trustees develops a systematic process to review and revise existing Board policies, establishes and adheres to an acceptable code of ethics (Standard IVB.1; IVB.1.a; IVB. 1.b-h, ER 3).

Actions Taken/Response
As outlined in prior documents to the Commission and through follow-up visits, the Board acted swiftly to establish a code of ethics and to initiate a systematic process of review and revision of existing Board policies (**Evidence:** 2009 Follow-Up Report, p. 1-3). The code of ethics was adopted in January 2009 (**Evidence:** BP 2715, Board of Trustees Code of Ethics and Standards of Good Practice). Revisions have been made to the code of ethics on several occasions to ensure that the appropriate managers and staff are required to abide by the code of ethics, and to ensure the policy is in line with the Fair Political Practices Commission.

The Board and College engage in a regular, periodic review of Board Policies and Administrative Procedures. In recent months, the Board has been actively engaged in policy review during several workshops. On December 2, 2013, a special Board workshop focused on specific board policies (**Evidence:** Board Meeting Minutes, December 2, 2013). Tracking of policy and procedures proposals across multiple Policy and Procedures Review Committee, Board, and President's Council meetings suggest that the District has a healthy and active policies and procedures revision system in place (**Evidence:** Policies and Procedures Review Committee Agendas and Minutes, President's Council Minutes, Board Minutes).

Evaluation

The college meets this standard, and has responded to the recommendation of the 2008 visiting team. Policies have been revised on a regular basis, and the District has implemented an effective code of ethics with appropriate sanctions identified for violations.

Trustees are aware of the code of ethics, and take it seriously. Having said this, the self evaluation process has revealed some concern about consistent application of the sanctions when violations take place (addressed in Standard IV.B.1.h). An actionable improvement plan has been listed by the College to ensure there is follow-up on this Accreditation Standard.

2008 Recommendation 2

The visiting team recommends that the Board of Trustees establishes and monitors itself as a policy-making body, reaffirms delegation of operational authority to the Superintendent/President, and actively supports the authority of management for the administration of the College (addressed in Standard IVB; IVB.1.e).

Actions Taken/Response

In the wake of the 2008 ACCJC visiting team recommendation and a grand jury investigation that same year, the Board acted swiftly to establish itself as a policy-making body, has monitored its actions in accordance with that responsibility, and has established policies delegating appropriate authority to the superintendent/president. In 2008, the District saw four new trustees elected and a fifth resign in the wake of a potential felony prosecution for misuse of College funds (**Evidence:** 2009 ACCJC Follow-up Report, p. 5). A fifth trustee was quickly appointed by the Board following established procedures. The five new trustees took an oath of office that utilized language from the Association of Community College Trustees recommended oath of office (**Evidence:** 2009 ACCJC Follow-up Report, p. 5). Trustees undergo an orientation to the Board that was developed in 2008 and since utilized when new members are elected (**Evidence:** BP 2740, Board Education and Orientation).

The Board's Code of Ethics and Standards of Good Practice (**Evidence:** BP 2715, Code of Ethics and Standards of Good Practice, p. 1), adopted in early 2009, states:

> The Board shall maintain consistent oversight of the College as a policy-setting board with emphasis on the quality and integrity of student learning programs, operational efficiency, and fiscal stability. The Board shall enact and oversee policies consistent with the mission statement to ensure the quality, integrity and improvement of student learning programs and services and the resources necessary to support them.

> The Board shall delegate authority to the Superintendent/President as the Board's executive officer and confine Board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the District. Problems and issues that arise shall be referred to the Superintendent/President to be dealt with through administrative channels or be placed on the Board agenda for discussion. In this regard,

rather than dealing directly with staff, it is appropriate for Board members to take their concerns directly to the Superintendent/President.

The Board's Code of Ethics (**Evidence:** BP 2715, Code of Ethics and Standards of Good Practice, p. 2) also establishes the Board's support of the managers of the College:

> The Board shall promote a healthy working relationship with the Superintendent/ President through supportive, open, and honest communication and regular evaluation. The Board will employ a competent, productive administration and staff, giving them confidence and support.

Evaluation
While trustees undergo orientation and regular training on key issues, there is some sentiment within the Board that the orientation for new trustees needs to be improved (addressed in Standard IVB). An actionable improvement plan identified in this report suggests that BP 2740 and its associated administrative procedure should be revised to more adequately address ongoing board development and education (**Evidence:** BP 2740, Board Education and Orientation). The trustees have attended workshops and trainings in recent years and receive regular training on the Brown Act (California's Open Meetings law), along with other training on key issues important to board members and college governance. An extensive list of recent trainings is identified in Standard IV.B of this report.

For the most part, the trustees adhere to the policy guideline of letting the superintendent/president implement and administer board policies without interference. However, occasionally a trustee may attempt to interfere in College business or with the superintendent/president's authority. This is addressed by having either the Board President work to correct the behavior or through direct intervention by the superintendent/president. One actionable improvement plan mentioned later in the self evaluation report is that the Board's executive committee and superintendent/president receive training on how to enforce the Board's Code of Ethics and Standards of Good Practice (addressed in Standard IV.B.1).

The College meets this standard and has addressed this recommendation, but further action has been identified through the current self evaluation process.

2008 Recommendation 3
The visiting team recommends that the College decisively address the development and implementation of a comprehensive Strategic Plan closely focused on assessing institutional effectiveness. A systematic, continuous cycle of feedback and evaluative improvement must be critically and deliberately developed and put into effect. This Strategic Plan must incorporate student learning outcomes within all institutional efforts, resource allocations, and be supported by program and service reviews along with research data. Educational, fiscal, technological, physical, and human resources should be considered and integrated. As a whole, the planning document should also identify short and long-term directions for the District, timelines for implementation, the individuals responsible for each area, monitoring and follow-up strategies, and expected outcomes (addressed in Standard IA; IB). This was

noted in the 2002 recommendation item 3.1 and has yet to be resolved to meet Commission Standards.

Actions Taken/Response
Since 2008, and especially since the appointment of Dr. Kathy Hart in 2012, the College has undergone a transformation in strategic planning.

Prior efforts to ramp up the strategic planning process of the College were addressed in the April 2009 Follow-Up Report to the Commission (**Evidence:** 2009 ACCJC Follow-up Report, p. 10-26). In 2009, the College used an appreciative inquiry approach to solicit budget and resource requests that were linked to strategic planning themes, the College mission, and educational plan.

An environmental scan had been completed and the College was in the midst of completing a comprehensive Educational Master Plan using internal resources and support of the PRIE analyst (**Evidence:** Educational Master Plan, Shaping a Future Together). The visiting team report in April 2009 concluded that the College "has provided evidence of a planning and budgeting cycle that ensures critical linkages among planning objectives, program review and identification of human, physical and technology needs for budgeting decisions (**Evidence:** 2009 Visiting Team Confidential Follow Up Report, p. 4). The visiting team concluded at their 2009 visit: "The College has responded to Recommendation 3 and has addressed the major concerns in the recommendation." The College meets this standard (**Evidence:** 2009 Visiting Team Confidential Follow Up Report, p. 4).

Since that time, the College has established a Facilities Master Plan that is linked to the Educational Master Plan using important strategic themes including:

- clustering academic disciplines in campus "neighborhoods" that place faculty and staff from like-minded disciplines in close proximity;

- deploying strategies for regional expansion that emphasize the development of general education and transfer offerings first, followed by marquee career and technical education programs;

- phased development of campuses in outlying areas like Lodi and the Foothills contingent on population growth and state resources needed to sustain such an expansion;

- the introduction of new and advanced teaching technology in classrooms and labs; and,

- an emphasis on environmental stewardship and green technology (**Evidence:** Educational Master Plan and Facilities Master Plan).

Major facilities projects and policy actions have been completed that align with these themes. A new science and math building was completed in December 2013, allowing students to benefit from markedly improved lab learning spaces. Additionally, the faculty offices for Math and Science disciplines are now housed in one office complex, and the College used the relocation of office spaces to cluster other discipline faculty together. New audio visual/smartroom projects are scheduled to be installed in 2014 across the campus, with eight hundred thousand dollars in resources set aside for this improvement of learning spaces. A Leadership in Energy Efficiency and Design Silver (LEED) policy has been adopted by the Board for major construction projects to ensure that energy efficient buildings are constructed using District funds (**Evidence:** AP 6355, Sustainable Building Policy). Also, a purchasing procedure has been put into place to ensure the District investigates and purchases, whenever possible, energy efficient appliances (**Evidence:** AP 6330.1, Energy Star Purchasing Policy). A green technology emphasis has been planned for the South Campus at Mountain House, and equipment for an electrical technology program with solar power emphasis has been acquired through donations and grant funding.

The College's momentum on planning suffered in 2010-11 with the departure of superintendent/president Raúl Rodríguez and the controversial hiring of Jeff Marsee as superintendent/president in March of 2011. During Marsee's tenure he took some steps to revamp themes and sought to change course from ideas identified in the EMP. Several top administrators took early retirement packages and left the District in the summer of 2011 (the vice presidents of Information Technology and Human Resources, and the dean of Workforce and Economic Development). In the midst of completing the District's Focused Midterm Report, the PRIE dean took a different position at the College (division dean, Agriculture, Science and Math). Within months of his hiring, several actions taken by Marsee resulted in the Board placing him on administrative leave and ultimately his severance from the District in early 2012. Assistant superintendent/vice president of Instruction Dr. Kathy Hart was named acting superintendent/president in early 2012 in the wake of this turmoil.

The District's current Strategic Plan was adopted formally in early 2012 upon the hiring of superintendent/president Kathy Hart. A major planning retreat in early 2012 brought widespread consensus from various constituent groups to that document. Designated "champions" from the administrative ranks have been charged with implementing actions and providing periodic reports on progress to meet certain strategic goals. The goals and process are described more fully in Standard IB of this report, and a progress report can be found on the PRIE webpage (**Evidence:** Strategic Plan and Progress Report, May 2013). The identification of champions, timelines for action, and periodic reporting ensure that short and long-term strategies are implemented to improve College operations and meet strategic goals.

Even with substantial earlier progress on planning, following its Focused Midterm Report and site visit the College was placed on warning in 2011 by the Commission and directed to submit a Follow-Up Report, and engaged a team visit in March 2012. A concern voiced in the site visit team's report was that the strategic plan was so new and "not a mature one" it

was difficult for the visiting team to validate an "on-going and systematic" cycle of evaluation and planning (**Evidence:** Confidential Follow-Up Evaluation Report, March 27, 2012, p. 4). Specific advice was provided to "rename … the 2011-12 Educational Master Plan (EMP) Recommendations and Action Plans" and identify it as the College's Strategic Plan. In terms of College understanding and application, that is in fact how the EMP Action Plan is envisioned – it lists the strategic goals that are important to the College and identifies the champions and specific actions that are to be undertaken to meet the goals.

Later in this report, the College outlines the current status of planning and resource allocation linkages underway. Executive Cabinet members have used program reviews and major planning documents as a touchstone source for decisions about allocating resources in the recent years. For example, requests for faculty entitlements and replacements are required to have come from program review recommendations in order to be considered in the priority ranking process used by administrative leaders and the Executive Committee of the Academic Senate. Decisions about program expansion, creation or elimination are tied back to master planning documents and the District's mission. Learning assessments are embedded in the program review processes and get linked to resource requests through that process. The College has a planning and resource allocation model that works and is understood by staff and faculty.

Evaluation
The College took quick action to ramp up its planning process in 2008 and 2009. ACCJC review of those actions was positive. A comprehensive Educational Master Plan (EMP) was completed, along with a Facilities Master Plan (FMP). Despite the turmoil experienced from the hiring of a short-term superintendent/president in 2011, the College enacted an EMP Action Plan (essentially a focused strategic plan) and began taking action to address key areas identified in that plan. A subsequent visit by an ACCJC team took issue with the "newness" of the College's Strategic Plan of 2011-2012. College stakeholders who have long been engaged in planning efforts at the College see the 2011-12 plan as flowing from the prior work on the College's Educational Master Plan. In a sense, the "EMP Action Plans" undertaken in 2012 are best viewed as a dynamic Strategic Plan outlining the strategic actions necessary to bring into reality the vision of the earlier guiding principles of the EMP. The College's progress report of 2013 suggests that the College has completed several of these activities and made sustained progress on many others (**Evidence:** Strategic Plan and Progress Report, May 2013).

A lack of consistency and stability within the top management ranks has hampered the College's ability to sustain progress on planning agendas. The brief presidency of Jeff Marsee in 2011 was a critical juncture for the District. Administrative turnover accelerated during that period, and the College is only just now establishing a consistent run of stable administrative leadership where a Cabinet has been in place and working together for longer than two years. This instability is addressed more fully below in reference to Recommendation 4.

The College has addressed this recommendation and meets the standard.

2008 Recommendation 4

The visiting team recommends that the College meet the urgent need to establish a stable management team. Longevity of the team, particularly at the vice-presidential level, will help resolve the perceived deficiencies in effective communication, comprehensive planning, and collaborative dialogue (Standard IIIA.1 and IIIA.2). This was noted in the 2002 recommendations 7.1, 8.1 and 2.1 and has yet to be resolved to meet Commission Standards.

Actions Taken/Response

The College experienced turnover in the ranks of its vice presidencies during the mid to late 2000s. Particular turnover occurred in the Business Services vice presidency when a series of three different incumbents headed the department, with the last of the three being hired during the 2008-09 academic year and separating from the in District 2010. At that time the vice presidency was restructured to Administrative Services and a new vice president was hired in 2011 after one failed search process. The Board hired Chris Yatooma to oversee fiscal services and the grounds and maintenance departments. Yatooma left the District in 2012 for a position at Sierra College. Since that time, the District has held the position vacant and relied on the services of a consultant (Mike Hill) with decades of experience as vice president of Administrative Services to provide guidance and leadership on special projects. Daily oversight of the Administrative Services function is provided by the District's experienced Controller in the Fiscal Services area, Raquel Puentes-Griffith. The College is currently initiating a search for a vice president of Operations, who will oversee Information Technology (IT), Purchasing, Facilities, and bond projects, and hopes to have that administrative post filled by the summer of 2014.

At the last ACCJC team visit in March 2012, the team noted that too many of the College's top administrators were new to their positions, indicating that "essentially, no top level administrator at the College has been in his or her role for more than nine months" The report went on to conclude that "the team feels that if it was evaluating Recommendation 4 from 2002 and 2008, it would not be able to describe the administration of the College as stable or as having longevity" (**Evidence:** [Confidential Follow-Up Evaluation Report, March 27, 2012, p. 7](#)).

Since that time, the key administrative posts at the College have been stabilized and exhibit nearly three years of longevity as a team. Except for the vacant vice president of Administrative Services, the other two vice president positions have been in place since the summer of 2011. The current Executive Cabinet consists of a team that has been in place since the start of the 2012-13 academic school year. The cabinet acts in a collegial, team-oriented manner and has established strong working relationships across the functional lines of the members.

Executive Cabinet Members:
Kathleen Hart, superintendent/president
Michael Kerns, assistant superintendent/vice president, Student Services
Matthew Wetstein, assistant superintendent/vice president, Instruction
Dianna Gonzales, director of Human Resources
Raquel Puentes-Griffith, Controller
Dave Sartain, director of Information Technology.

Administrative Stability during the 2008-2014 Period

Position	2008	2009	2010	2011	2012	2013	2014
Supt/President	Rodríguez	Rodriguez	Cota (I)	Marsee	Hart (A)	Hart	Hart
VP Instruction	Hart (I)	Hart	Hart	Hart	Wetstein (I)	Wetstein	Wetstein
VP Student Service	Walton	Walton	Walton	Mekja./Kerns	Kerns	Kerns	Kerns
VP Business/Admin	Stephens	Stephens	Stephens	Yatooma	Yatooma	Restructured	
VP HR/Director HR	Brown	Brown	Brown	Brown	Gonzales	Gonzales	Gonzales
VP IT/Director	Belarmino	Belarmino	Belarmino	Belarmino	Sartain	Sartain	Sartain
Dean of Student Learning and Assessment	Jennings	Jennings	Jennings	Jennings	Jennings	Jennings	Jennings
Dean of Counseling	Nunnally	Nunnally	Nunnally	Nunnally	Nunnally	Nunnally	Nunnally
Dean of PRIE	Wetstein	Wetstein	Wetstein	Wetstein	Eliminated		
Dean of Workforce	Hill	Hill	Hill	Hill	Restructured		Vargas
Assoc Dean SCMH	Garza-Roderick	Garza-Roderick	Garza-Roderick	Garza-Roderick	Garza-Roderick	Garza-Roderick	Garza-Roderick
Controller			Puentes (A)	Puentes	Puentes	Puentes	Puentes

Source: College Catalog, MUNIS HR Software System; (I) denotes "Interim" and (A) denotes "Acting"

Evaluation
The College endured a rough period of turnover and has now stabilized its management structure. With the additional resources that are coming to the District from the improved state revenues, the College is adding back positions that had been eliminated or held vacant during the height of the recession to achieve cost savings. In December 2013, a dean of Career Technical Education and Workforce Development was hired. The incumbent is a long time employee of the District who has promoted from classified service, to faculty to a division dean position, and now to a dean with a full portfolio for workforce development and career programs (Salvador Vargas). Other institutional level deans have long term seniority at the College, guaranteeing solid knowledge of District policies and procedures and cycles of learning assessment (deans Charles Jennings and Delecia Nunnally).

The dean of PRIE has been vacant since October 2011 when the incumbent moved to pursue other administrative responsibilities within the District. Since that time, administrative oversight for planning and research functions has been handled by the assistant superintendent/vice president of Instruction formerly Kathy Hart, and now Matt Wetstein. Each has experience in the planning and research functions and has served on the executive board of the Research and Planning Group of California Community Colleges (RP Group), and Dr. Wetstein continues to be a member. While the College has two research analysts, one who serves as the senior analyst, and an administrative support position in place in the PRIE office, it may be challenged to provide adequate oversight over planning functions if a vice president continues to shoulder that task.

The College has responded to the recommendation and meets the eligibility requirement and standard.

2008 Commission Recommendation 1
The College should demonstrate that it has completed the identification of SLOs and begun the implementation of assessments that would bring the College to the Development level on the Rubric for Evaluating Institutions Part III.

Actions Taken/Response
The College has addressed this recommendation in full. As noted in prior communications with the Commission, the College has implement professional training on newly added Flex Days that allow faculty and staff to conduct focused work on student learning outcomes and assessment of outcomes. This has not always been the case, there had been faculty union resistance to SLO work as recent as 2010 and 2011. The breakthrough was a negotiated change in the collective bargaining agreement that ensured peer evaluation would take place on the assessment of SLOs and an acknowledgment in the contract that SLO creation and assessment was a responsibility of the faculty. SLO work accelerated in 2011 and 2012, with 100 percent of courses in the College's curriculum management system featuring SLOs in March 2012. Additionally, faculty had completed work on more than 30 percent of the program SLOs. The last March the ACCJC visiting team noted that the faculty's change in tone and attitude on SLO work was "profound" and that interviews with professors suggested

a "true believer" and "I've seen the light" mentality had taken hold at the College (**Evidence:** Confidential Follow-Up Report of March 27, 2012, p. 5).

Evaluation
Through the excellent, focused work of faculty during flex days and throughout the course of instruction, assessment of student learning has become commonplace and embedded in the College's planning and program review cycles. Cycles of course assessment have been established and data reports are available each calendar year. The College needs to devote more attention to high level discussion of those learning assessment reports to tease out common themes across the faculty's work. But program and discipline level assessment of learning is ongoing and results are being used to improve instruction and learning. One indirect indicator of overall improvement can be seen in the College's strong improvement over the last two academic years in course completion rates which have raised three percentage points since the last comprehensive site visit over the past two academic years. The improvement has occurred across all groups of students (**Evidence:** PRIE Student Data Tables).

The College has met this recommendation and is clearly exhibiting behavior and activity that reflects proficiency on the ACCJC rubric of SLO Assessment.

2008 Commission Recommendation 2
The College should provide evidence that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes (Standard III.A.1.c).

Actions Taken/Response
The faculty union (CTA) and management have decisively addressed this recommendation. A peer evaluation takes place that guarantees that during a formal evaluation process, faculty have, as a component of their evaluation, a discussion with peers about their participation and engagement in fostering student learning. This has been successfully implemented into the evaluation process. Both the CTA and management are satisfied with the process, and it is clear that improvements in student success are being noted at the College.

Evaluation
More extensive discussion of SLO assessment and the evaluation process at the College is addressed in Standard IB, IIA, IIIA of this report.

The College has met this recommendation and is clearly exhibiting behavior and activity that reflects proficiency on the ACCJC rubric of SLO Assessment.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

The overarching organizing principles of the District are identified in its mission and visions statements. The mission statement has been regularly reviewed by shared governance groups and has undergone two revisions in the last three years. For example, a revised mission statement was revised and adopted by the Board November 16, 2010 (**Evidence:** Board Minutes, November 16, 2010). A subsequent revision took place during the 2012-13 academic year. Discussions with the constituent groups started with a draft being written by a subcommittee of the President's Council in August of 2012. That draft was circulated to the President's Council in September 2012, the Policies and Procedures Review Committee in fall 2013, various shared governance forums in the fall of 2013 (Academic Senate, Management Senate, Classified Senate, associated Student Body Government), and ultimately the President's Council again on May 2, 2013 (**Evidence:** President's Council Minutes, May 2, 2013). Final adoption of the newest version of the mission statement by the Board occurred on June 18, 2013 (**Evidence:** Board Minutes, June 18, 2013). The revised mission statement is featured below:

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

The District also utilizes a vision statement in tandem with its adopted mission statement. The vision statement establishes key guiding principles that shape the implementation of college discussions about programs, services, and continuous improvement. The vision statement is provided below:

> *The faculty, staff, and students of San Joaquin Delta Community College District envision a community of lifelong learners, passionately pursuing and achieving ever-higher educational goals, and fully appreciating the diverse and dynamic world around them.*

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

- ***The Board of Trustees, faculty, staff, and students believe excellence requires***
  - *Open and honest communication,*
  - *Commitment to high academic standards,*
  - *Respect for intellectual and ideological diversity,*
  - *Appreciation of historical perspective,*
  - *Appropriate application of advancing technologies,*
  - *Investment in career and technical education, and economic and workforce development,*
  - *A vital connection to the arts,*
  - *Celebrating and embracing the cultural diversity of the community, and*
  - *Opportunities for physical development and competitive athletics.*
- ***Institutional renewal includes continuous improvement through***
  - *evidence-based institutional research concerning student access, retention, success,*
  - *effective methods of developing and revising educational programs and services,*
  - *the study and application of effective methods of teaching and learning,*
  - *commitment to clear outcomes and effective assessment to enhance student performance,*
  - *the enhancement of appropriate student-centered support services,*
  - *the effective application of technologies, and*
  - *the continual professional development of all faculty and staff.*

- *Student success and equity at the post-secondary level may require appropriate developmental instruction as well as instruction in English as a second language, through an institutionally-integrated developmental education program that leads directly toward completion of a degree, certificate, and/or to transfer to another post-secondary institution, or viable employment.*

- *Appropriate educational resources are available to all qualified students.*

- *Delta College commits to encouraging good citizenship, responsible leadership, and wise stewardship of resources through ethical leadership, and respect for education as a lifelong endeavor* (**Evidence:** BP 1201, District Vision Statement).

Evaluation

The 2012-13 changes to the mission and visions statements were largely cosmetic in nature. Some principles that were originally contained in the mission statement have been restructured and shifted to the vision statement. The mission statement has been amended slightly to make it clear that educational services at the College are "up to the associate degree level." The new mission statement also addresses the College's desire to offer "high quality" instructional and student services programs, and "efforts to enhance the public good." The last component mentioned refers to the College's efforts to promote the public good through artistic, literary, cultural, and athletic events, along with the promotion of life-long learning (elements that are highlighted in the vision statement quite directly). A side-by-side comparison of the old and new mission and vision statements indicate that the core mission of the College remains unchanged in terms of geographic or substantive scope. The changes make the mission statement brief, followed by a more enhanced vision statement. Many of the elements in the former mission statement have simply been moved into the vision statement.

The mission and vision statements have an appropriate focus on three primary elements of student learning in the California Community College mission (as defined in Education Code): 1) transfer and degree preparation, 2) career and technical education, and 3) the "development of intellectual autonomy." The latter statement refers to the need to offer courses that foster intellectual autonomy on two fronts: basic remediation that helps students prepare for college level work or entry into the workforce with basic skills, and instruction that develops the cultural, artistic, physical or emotional development of individuals. These principles get enshrined more fully in the vision statement, with its references to "appropriate developmental instruction" and an institutional commitment to factors like "a vital connection to the arts," "celebrating and embracing the cultural diversity of the community," and promoting "opportunities for physical development and competitive athletics."

Both the mission and vision statements reference the importance of "high quality" programs, a commitment to "high academic standards" and there is an explicit endorsement of institutional renewal efforts based on evidence and the "study and application of effective methods of teaching and learning." The programs offered by the College are appropriate post-secondary programs that help prepare transfer students for four year degrees, and certificates to help train students for regional (and sometimes national) opportunities in the workforce in chosen sectors of the economy. The College's instructional and Career Technical Education (CTE) programs are established through analysis of local labor market needs, articulation agreements, and alignments with regional and state universities.

A strong commitment to student learning is evident in the mission and vision statements. The vision statement references a commitment to "lifelong learning" and supporting those who are "passionately pursuing ever-higher educational goals." The improvement of student learning is referenced in the components of the vision statement that focus on continuous quality improvement, such as "the study and application of effective methods of teaching and learning," a "commitment to clear outcomes and effective assessment to enhance student performance," and "the enhancement of appropriate student-centered support services."

These principles come into action through the College's cycles of program review, student learning outcomes and assessment, and institutional research efforts that focus on student success.

The College's commitment to student learning also extends to providing "opportunities for physical development and competitive athletics." The College operates a robust athletics program that provides competitive opportunities for men and women across a variety of sports (**Evidence:** Athletics Webpage). Teams regularly vie for conference and state championships and a yearly banquet honors athletes with strong GPA's. The College's trend of placing athletes in transfer institutions has been increasing in the last few years. As such, the athletics program helps enhance the transfer function of the College by encouraging students to compete and build transferable credits for placement in four-year colleges and universities.

The College meets this standard.

Actionable Improvement Plan

No action is needed.

Standard I.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary
The main goal of the College is to provide high quality programs that prepare students for transfer, to attain two year degrees and certificates that allow them to enter the workforce, and to provide basic skills instruction that lead to these purposes. The programs that exist at the College serve these purposes. In the 2013-14 *College Catalog*, there are 77 associate degree programs, 94 certificates available to students, and a coherent basic skills program in English as a Second Language (ESL), Math, English and Reading (**Evidence:** 2013-14 College Catalog). These programs and services are described more fully in the report sections focused on Standard II A, Student Learning Programs and Services, Instructional Programs.

Also highlighted in the mission and vision are commitments to lifelong learning. The College meets this component of its mission through three primary vehicles: the Stockton Institute for Continuous Learning (SICL), the Community Education Program (which features adult community education offerings for no credit at low cost and "Kids College" activities), and through the arts and entertainment offerings it provides to the community. There are a host of cultural events that occur throughout the year at the College: Athletic events, drama productions, musical concerts, and visual arts exhibits. Many of these events are direct exhibitions of applied student learning, with some showcasing capstone performances or important portfolio productions of the students. The College is also the

performance home for the Stockton Symphony, now in its 79th year of continuous operation in Stockton.

Evaluation
When instructional programs are established at the College, they undergo curriculum review, and an extensive labor market analysis (for CTE programs). This ensures that the College's offerings are aligned well with regional needs. Relationships with nearby universities also help characterize some of the College's long-standing programs. For example, there are significant discussions and linkages that take place with Science, Technology, Engineering, and Mathematics (STEM) instructional programs in the region because of grant collaborations that are underway between the College, California State University, Stanislaus and the University of the Pacific. Similarly, the College has maintained strong industrial trade vocational programs that meet workforce needs that align with union apprenticeship programs. A pre-engineering program allows its graduates to enroll in four year engineering programs throughout the state, but there are clear curriculum alignments with the University of Pacific because of its proximity to the District's Stockton campus.

A large bulk of the College's student population in any given year is composed of traditional college-aged students (18-24). The size of the institution (nearly 17,000 FTES) indicates why there are so many transfer and CTE programs for this population. The College's faculty has been prompt in developing Associate degrees in key majors that will allow seamless transfer of 60 units to California state universities. These so-called "AA-T" and "AS-T" degrees exist in more than 12 disciplines and can be found in the College Catalog, with some of them listed as pending approval from the California Community College Chancellor's Office.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard I.A.2

> The mission statement is approved by the governing board and published.

Descriptive Summary
As suggested earlier, the District's Mission Statement was revised through a deliberative shared governance process and approved by the Board of Trustees. Two revisions have occurred since the last Accrediting Commission for Community and Junior Colleges (ACCJC) site visit (officially adopted by the Board on November 10, 2010 and June 18, 2013). Minutes of the first and second reading that occurred at the 2013 Board meetings suggest there was important discussion and input provided by the Board in the crafting and final approval of the mission and vision statement (**Evidence:** Board Minutes June 18, 2013).

The mission statement is published in a variety of formats. It is found in the College Catalog which is published online (**Evidence:** Online College Catalog; note the 2013-14 print catalog was printed prior to the adoption of the new mission statement); the College's shared governance webpage (**Evidence:** Shared Governance Webpage, BP 1200, District Mission and BP 1201, District Vision); and in the online collection of board policies and administrative procedures. The mission statement is also featured on the agendas and minutes of many of the shared governance committees, and the agendas of the Board.

Evaluation
The College has regularly revised its mission and vision statements and they are approved by the Board as formal policies. Publication of the mission statement is both online and in relevant publications produced by the District. The shared governance process has adopted a cultural norm of ensuring the mission statement is front and center on published agendas. Where the mission statement is not so visible is in campus buildings or centers. During the self evaluation process, College officials discussed adopting the practice of placing placards that feature the mission statement in various public spaces (such as the Bookstore, Danner Center, DeRicco Student Services Building, and the Goleman Library and Learning Resource Center).

The College meets this standard.

Actionable Improvement Plan
The College should place placards or appropriate signs featuring the mission and vision statement in high profile locations across the campus. *Responsible Party: Assistant Superintendent/Vice President of Student Services and Facilities Manager*

Standard I.A.3

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

Descriptive Summary
As indicated earlier, the College used an appropriate governance and decision making process to review its mission and vision statements. Each revision has occurred through a process of draft discussion in the President's Council, Policies and Procedures Review Committee, shared governance forums (Academic Senate, Classified Senate, Management Senate), and ultimately the Board of Trustees. Two revisions have been drafted since the last accreditation evaluation visit, suggesting that there has been regular review of the mission statement.

Evaluation
College action on the mission and vision suggests thoughtful, deliberative attention has been paid to the principle documents that guide the District's actions and planning. Evidence of thoughtful deliberation can be found in agendas and minutes of the President's Council, Policies and Procedures Review Committee, and Board of Trustees. An example of this can

be found in the addition of the vision statement's recent principle endorsing "respect for intellectual and *ideological* diversity." The element of ideological diversity was added at the suggestion of a CTA faculty leader who also serves the College as a professor of Philosophy. He led the subcommittee that drafted the proposed revised mission and vision statement in fall 2012 and provided ample justification for respecting not just "intellectual diversity" but also "ideological diversity" (**Evidence:** Policies and Procedures Review Committee Minutes, February 12, 2013).

The College meets this standard.

Actionable Improvement Plan
No action is necessary.

Standard I.A.4

The institution's mission is central to institutional planning and decision making.

Descriptive Summary
Over the last two years, the College's planning process has been guided by a Strategic Plan that was formulated upon the departure of an outgoing Superintendent/President (Dr. Jeff Marsee) and the Board's subsequent hiring of a long-serving administrator (Dr. Kathy Hart) as the chief executive officer. Dr. Hart led a series of planning retreats and discussions with constituent group leaders in early 2012 that focused attention on the mission of the College and asked representatives to identify what the strategic goals of the College should be. Evidence from the materials presented in those forums demonstrate that the College's mission was central to those discussions (**Evidence:** Summit Agenda, February 10, 2012, Reinventing our Future). The strategic goals and action plans that flowed from those planning sessions became the dynamic Strategic Plan for the College. Through 2012 and 2013, strategic plan champions have been focused on completing those goals. Regular progress reports have been provided in President's Council meetings, and some of the action plans have been completed. A summary report on that plan and the strategic goals was presented to the President's Council in May 2013 (**Evidence:** Strategic Plan and Progress Report, May 2013).

Evaluation
Six years ago, the College's recommendations from the ACCJC suggested that the College needed to focus attention on planning processes. As described in the earlier section of this report outlining responses to prior recommendations, the College has come a long way in institutionalizing its planning functions and ensuring that its mission is central to planning and decision making.

One way to see this centrality is in the placement of the District's mission statement in the College's planning and resource allocation model and recent planning actions that have used the mission as a key starting point. First, the strategic goals of the College were framed in late 2011 and February 2012 after a discussion of the mission, vision statement, and existing Educational Master Plan (EMP) principles (**Evidence:** EMP Strategic Goals 2012). Dr. Hart

used the strategic goal setting process to essentially shape a dynamic strategic plan, requiring Educational Master Plan (EMP) "champions" to work with ad hoc groups and committees to accomplish key tasks identified in the Strategic Plan. Regular reports on plan activities have been provided in the President's Council. All of this planning activity flowed from analysis and discussion of the mission statement.

Committee documents also reflect how the mission is central to planning and decision making. The College uses an agenda template that features the mission statement on the left banner (**Evidence:** Sample Shared Governance Agenda Template). That placement, at a minimum, ensures that committee members can have the mission statement at hand during their deliberations. The centrality of the District's Mission to institutional planning and decision-making is also reflected during the program review process. One of the items in the program review rubric asks reviewers to assess whether recourse requests are support by the Mission. This item is used in all three program review areas (Instruction, Student Services, and Administrative Services).

The Educational Master Plan of 2010 also used the mission as its jumping-off point for focus group discussions and the key EMP themes that emerged from those discussions (**Evidence:** EMP 2010, p. 1-22). The mission of the College and the Education Code description of the mission of California Community Colleges served as a major starting point and guide for review of core services that took place for instructional programs in 2012. Relying on the mission and a wide ranging set of data, those discussions culminated in focusing on roughly a dozen instructional programs that were proposed for possible elimination in November 2012 (**Evidence:** Core Services Memo, November 2012). Seven of the programs were eliminated by action taken by the Board of Trustees in April 2013 (**Evidence:** Board Minutes April 16, 2013). This process provides evidence of the mission 1) guiding discussion of core services; 2) a data driven process of discussing programs that may not be central to the mission of the College during a tight fiscal climate; and, 3) a resulting decision that eliminates those programs effective July 2014. Thus, this provides one high profile example of the mission statement leading to planning, a deliberative process, and action.

Moving beyond instructional programs, similar core services reviews were undertaken by student support programs, administrative services, and by instructional units including the instruction office, instructional divisions, and the professional development center. In May of 2013, each unit turned in its core services review to a respective Vice President or Cabinet member, along with Strategic Operational Plans requesting ongoing needs or staffing commitments Key elements of the core services process was the identification of programs and functions that are 1) central to the mission; 2) meet accreditation requirements; or 3) are required fiscal mandates or mandated services that have to be provided. Using a rubric to guide the discussions, each manager worked with staff in his or her unit to determine the centrality or remoteness of functions and services to the mission of the College (**Evidence:** Core Services Rubric Sheets; Core Services Strategic Operational Plans).

The Core Services Strategic Operational Plans were instrumental in establishing budget and staffing allocations for the 2013-14 year. As the California economy improved and as the

Cabinet and Board agreed to use vacancy savings to re-establish staffing positions that had been lost during the 2008-12 period, the Strategic Operational Plans became the guiding documents for new funding allocations. Out of those plans, the Planning and Budget Committee and Board were asked to allocate funding to address the following resources and services:

- Just under a million dollars in one-time savings to purchase smart room technology for classrooms that were in need of technology upgrades or entirely new systems;

- Out of the same million dollar allocation, some set-aside money for classroom furniture and desks to replace aging furniture throughout the campus and improve the learning environment for students;

- Three dedicated positions for custodians and grounds to ensure that the cleanliness of campus facilities could be improved to prior year levels of student and campus satisfaction;
- Two deans and clerical support staff for each to assist with the management of critical grant programs in Career Technical Education and in Enrollment Services;

- Money to fund identified staffing needs in the Information Technology (IT) department, once a review of IT operations was completed by an outside consulting firm.

- Staff funding to support the College's AFFIRM program for African American student success.

All of these budget enhancements were designed to deliver on the College's mission of promoting student success in high quality learning environments and through high quality student support programs.

The College meets this standard.

Actionable Improvement Plan
No action is necessary.

Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
Collegial dialogue is structured through the College's shared governance framework as outlined in AP 2430, Governance Committee Structure (**Evidence:** AP 2430, Governance Committee Structure, pp. 22-25). The President's Council is the main governance body that recommends policies, procedures and other governance issues to the superintendent/president and the Board. Key committees with advisory relationships to the President's Council include: the Planning and Budget Committee, Policies and Procedures Review Committee, and the Facilities Planning Committee. Recommendations to the President's Council flow from these key committees.

The President's Council also services as the final decision making body for the District's Administrative Procedures (APs).

Administrative Procedure 2340, Governance Committee Structure establishes the responsibilities, advisory relations, and the membership of each committee. The governance committees are composed of representatives appointed from the shared governance groups (classified, faculty, managers, and students) and District employees who are standing members by classification titles. Procedures for committee discussion and deliberation are outlined in AP 2430, Governance Committee Structure, and an emphasis is placed on reaching consensus and informal modes of operation. As a result, most of the committees operate in a collegial manner resulting in very few formal votes. Most decisions are reached by unanimous approval or consensus.

Dialogue about student learning and improvement of courses occurs through the curriculum process. Courses and programs are initiated and regularly reviewed every five years by discipline faculty using the District's CurricUNET system. The technical review and approval process in the CurricUNET system ensures collegial dialogue takes place between faculty and administrators. Through the curriculum process regular review of student learning outcomes and program learning outcomes occurs. Faculty discipline group chairs have a formal recommendation on curriculum in their area and serve as the final "check-off" on program or course revisions before they move forward to the Curriculum Committee for discussion (**Evidence:** AP 4260.1 Curriculum Review of Prerequisites, Co-requisites and Advisories Plan; BP/AP 4020 Curriculum Development Process (Credit, Noncredit, and Not-for-Credit)).

Several examples of policy change over the last few years demonstrate that the College has ongoing self-reflective dialogue about key issues: e.g., the establishment of priority registration processes is a procedure that has been revised 18 times since its adoption in 2002. Changes to AP 5055, Enrollment Priorities have included adding to the category of first-day registration those students who are identified as Extended Opportunity Programs Services (EOPS), Disability Support Programs and Services (DSPS), CalWORKs students, athletes participating in intercollegiate competition, active members or former members of the Armed Forces of the United States, and foster youth who are currently in foster care or emancipated foster youth (**Evidence:** AP 5055, Enrollment Priorities). This change was made in anticipation of the state Chancellor's Office Task Force's dialogue on priority registration. Course repetition procedures have also been revised by the Curriculum Committee, Academic Senate, Policies and Procedures Review Committee, and President's Council (**Evidence:** BP/AP 4220.1, Course Repetition). Finally, after years of discussion, the College's administration and shared governance groups reached agreement on a program discontinuance process (AP 4021, Remediation/Program Discontinuance).

The Academic Senate serves as the main shared governance committee for the faculty. Collegial dialogue is ensured by having wide representation across the instructional and student services divisions. The assistant superintendent/vice president of Instruction has a designated placement on the agenda of each senate meeting to share and discuss instructional or budget issues. Dialogue on key topics in recent years include the Academic Calendar, regular updates on the status of the budget, course repeatability issues, program elimination discussions, student learning outcomes and assessment, and start-up issues at the beginning of the academic term that allow the senate members to convey problems in terms of registration and enrollment are all good examples of this relationship (**Evidence:** Program Elimination: Academic Senate Minutes, April 3, 2013; Board Minutes, April 16, 2013).

The Classified and Management senates are two other venues where there is collegial discussion. Both groups serve as an excellent feedback mechanism to discuss College wide initiatives and changes, District policies and procedures, debate ideas, and to distribute information to representatives to share with their constituent groups. The College's shared governance committee appointments are made by individual senates: Management Senate appoints managers and the Classified Senate, in collaboration with their bargaining unit

(CSEA) per AP 2430, appointment classified professionals (**Evidence:** AP 2430, Governance Committee Structure, p. 22).

In both the Classified and Management senates, representation is spread across various units of the College.

Perhaps one of the most significant changes since the last accreditation cycle is the increased number of Flex Days (from two to five days) that have been included in the faculty collective bargaining agreement for faculty professional development. The College now requires five mandatory days of flex activity by faculty (**Evidence:** CTA Collective Bargaining Agreement, Article XIII). The Flex Days have been instrumental in accelerating and institutionalizing the faculty's work on student learning outcomes, program learning outcomes, and a continuous cycle of discussion and improvement of student learning. Flex Days have allowed faculty to gather in discipline groups to formulate cycles of course learning outcomes assessment, time to gather, reflect on and interpret data from assessments of course learning, and to institutionalize a data gathering process associated with student success. Evidence of this dialogue and commitment to improving student learning can be seen in the agendas of the mandatory Flex Days in the discipline and division meeting minutes and assessment reports (**Evidence:** Flex Day Agendas August 10, 2012, October 12, 2012, August 12, 2013, October 18, 2013; Course Assessment Report, March 2013).

The College's work on Flex Days has resulted in 100 percent of courses featuring Student Learning Outcomes (SLOs) and the professors have engaged in robust assessments of learning and extensive dialogue of course and program assessments. Results of assessments are captured in the College's CurriUNET database, allowing for comprehensive learning assessment reports at an institutional level (**Evidence:** Course Assessment Report, March 2013). Several examples of this assessment cycle in action are featured below:

- In ENGLISH 70 (Basic Writing Skills I), the faculty assessment report indicates that the wide range of entering skill levels creates challenges in completing four short compositions (i.e., letters, summaries, responses to articles, and revised compositions). The faculty expressed a desire to do a better job of linking this class to vocational outcomes and readings that have meaning for possible vocational connections. Since that time, faculty have begun piloting a new approach to the lowest level English classes that features readings related to working, employability screenings, and diagnostic assessments to accelerate students through the basic skills sequence (**Evidence:** Course Assessment Report, March 2013, p. 110; Leading from the Middle Academy Report).

- In MATH 12, the large enrollment probability and statistics class, faculty have a course learning outcome that requires students to be able to demonstrate the ability to calculate a mean from a set of data in a homework assignment, quiz or test. Math faculty reported that 88 percent of 355 students met this learning outcome in spring 2013. However, faculty discussion of the results suggested they were "expecting a higher success rate" and that students appeared to be making basic calculation errors. (**Evidence:** Course Assessment Report, March 2013, p. 217).

- In PHYSICS 2A (General Physics), students are expected to solve mechanical and wave problems associated with the physical world. Four key concepts from test questions are used to test knowledge in this area, and the learning assessment reports suggested strong knowledge of constant acceleration and conservation of energy, but weaker student performance on more difficult properties like conservation of momentum and torque. The professor who teaches the course plans to spend more time on these more difficult concepts and incorporate more homework assignments and problem solving sessions related to them (**Evidence:** Course Assessment Report, March 2013, p. 265).

- In POLSC 1 (American Government) assessment data suggest that of 770 students tested on knowledge of basic checks and balances in the U.S. constitutional system, students exhibited only a weak understanding of judicial review (62 percent got this incorrect). There are specific recommendations made by the faculty to help boost understanding of this concept, including the use of case studies and multimedia (**Evidence:** Course Assessment Report, March 2013, p. 277).

In each of the examples above, student learning outcomes have been identified, faculty have worked collegially to develop appropriate assessments, data have been gathered, faculty have met to discuss the data, and plans for change have been developed and implemented because of the assessment results. The large scale sweep of the College's Flex Days and assessment activities have resulted in discussions within faculty groups and the collection of assessment reports throughout the institution.

Flex days have also incorporated institutional improvement workshops for staff and managers as well. Recent activities have included sessions on campus safety and emergency crisis training, creating a campus free of discrimination and harassment, and establishing a safe zone for gay and lesbian students.

The Board has also established a recent pattern of receiving regular presentations from the administration to learn about existing instructional and student support programs. These presentations provide a venue for the Board and administration to have ongoing discussions about student access, performance, and programmatic initiatives that have been launched. The superintendent/president has asked vice presidents to plan roughly one of these reports per Board meeting to have a continuous dialogue about programs and services with the Board, and to showcase student success across the College.

Evidence: Board of Trustee Presentations

January 18, 2013
　　AFFIRM Program for African American Students
　　Senate Bill (SB) 1440 Transfer Degrees
　　Grant Program: Promoting Contextualized Learning of English and Math in Career
　　Technical Education Programs (funded by a Fund to Improve Postsecondary Education
　　Grant)
March 12, 2013
　　Puente Program
　　CalWORKs
　　Campus Safety Concerns
June 18, 2013
　　Online Instructional Programs and Success in Online Courses
　　A report on the CalWORKs Assessment program and services
July 16, 2013
　　Career Technical Education (CTE) Programs and Degrees Awarded

Other evidence of widespread dialogue in the planning process can be found in the District's *Educational Master Plan of 2010*. The Educational Master Plan was written after a series of focus group discussions with faculty, staff and students (**Evidence:** Educational Master Plan of 2010, pp. 8-24). The major themes identified in those focus group discussions became the organizing principles of the document. Highlights included the need for updated technology in classrooms and learning spaces, increased and sustained community engagement, promoting a vital and healthy campus community, interest in sustainability and green technology initiatives, a compressed calendar for instruction, marquee vocational programs for regional centers after the establishment of a transfer-directed curriculum, identifying the core mission of the College and limits on basic skills instruction, revitalizing the Stockton campus, and organizing the College for better collaboration (**Evidence:** Educational Master Plan of 2010, pp. 24-30).

Many of the specific elements of the Educational Master Plan have been addressed with projects and initiatives that have since been undertaken. While resource constraints have put some limits on the College's ability to address all of the plan elements, several prominent accomplishments include:

- The identification of $800,000 in technology money in 2013 for the installation of new smart room technology in classrooms throughout the Stockton Campus.

- A compressed calendar has been studied by the Office of Planning, Research and Institutional Effectiveness (PRIE), and there have been preliminary discussions with faculty leaders about possible implementation of a 16-week calendar once the new

Science and Math Building is complete (**Evidence:** 2008 PRIE Report on Compressed Calendar).

- Using the Educational Master Plan to build a Facilities Master Plan, the Stockton campus has been revitalized with several high profile Measure L Bond Projects, including the Forum Classroom renovations, Campus wide Restroom Renovations, the Shima Heavy Equipment Program Expansion, a new Greenhouse, renovated campus travel paths, and renovation plans are underway for the Holt and Budd Vocational Center.

- Regional education sites were explored and rejected during the economic downturn because of state funding reductions for apportionment revenue.

- A green technology emphasis has been planned for the South Campus at Mountain House, and equipment for an electrical technology program with solar power emphasis has been acquired through donations and grant funding.

- Collaboration between and among faculty has been enhanced with the opening of the new Science and Math Building and the redeployment of faculty offices to bring faculty together within discipline specific "networks" of offices.

Another way that decisions are discussed in a collegial manner is through the budget development process. In recent years, the use of program review information, Educational Master Plan values, and core services reviews has resulted in better alignment of decisions with key planning documents. This has invariably occurred in meetings of the Facilities Planning Committee, Planning and Budget Committee, and the President's Council, where discussions have resulted in consensus decisions about prioritized projects.

One of the important ways that dialogue occurs with students about the importance of student learning is through the faculty's credit course outlines and the College Catalog's new content featuring Program Learning Outcomes (PLOs) for every degree and certificate program. The inclusion of PLOs in the catalog was introduced in the 2013-14 publication along with the stated Institutional Learning Outcomes (ILOs) (**Evidence:** 2013-14 College Catalog pp. 92-202; p. 4).

The College has been using a graduation survey to gather information from students as they complete their degrees and certificates. The survey helps the institution gauge student satisfaction with their learning experiences and allows them to report on their understanding of institutional learning outcomes. Graduation surveys from 2010 through 2013 are available on the College website (**Evidence:** Graduation Surveys).

The Campus Climate and Student Satisfaction Survey also helps the institution gauge current student satisfaction with their learning experiences and quality of instruction. Students generally had a positive perception about the quality of education they receive at Delta College (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results).

College representatives also have exhibited a pattern of participating in broader discussions beyond the confines of the College, participating in statewide meetings of the Academic Senate, management conferences, Chancellor's Office task forces, and national meetings, intersegmental faculty discipline review groups related to the AA-T, AS-T and Course-ID programs, not to mention articulation discussions with K-12 and CSU/UC/private college colleagues. This is funded through faculty travel grants that are built into the budget via collective bargaining agreements, and through designated budget allocations for travel in division budgets.

Evaluation
While dialogue is common within the shared governance framework, one frequent concern voiced is that decisions occur amongst a small number of individuals who are "committee regulars." A common complaint is that many on campus don't know how a decision got made or how resources are allocated. This could be repaired with more frequent communication out of committees to a forum like the President's Council. Another way to tackle this concern is by requiring faculty and staff to rotate through appointments on committees, allowing for greater understanding of shared governance processes by the whole.

A great deal of progress has been made on curriculum reforms and on SLOA processes, yet there is an unequal distribution of workload that exists in the College, with single-faculty programs bearing a much heavier curricular workload than faculty from multi-faculty disciplines. For example, a Fashion Design professor may have to revise and assess learning for eight courses on a regular basis, as well as for several degrees and certificates, while an English faculty member may rarely engage in this curriculum work. Some discussion of faculty workload may be necessary to solve the inequities associated with this work for single-faculty programs throughout the College.

In a similar vein, the SLOA report that the College has developed represents strong work that has been done by the faculty to accelerate the cycle of assessment, but a broader institutional dialogue of the report has not taken place. The discussion of SLOA results has been done in a compartmentalized manner, with specific discipline faculty groups engaging in meaningful dialogue, but the larger themes or cross-disciplinary discussions have yet to take place. One way to achieve this is through broader discussion in the Academic Senate, cross-disciplinary meetings, and possible presentations to the President's Council and/or Broad of Trustee.

Professors have voiced concerns about how the new program review process is working and how decisions about recommendations and resource allocations are made. While appropriate review processes occur within specific committees, and rubrics exist for the program reviews, the results of the process are not widely communicated. Perhaps a model of

communication could be drawn from the College's program elimination discussions and processes that were used in 2012-13 to recommend some program eliminations. In that case, regular dialogue and discussion took place first within an ad hoc committee, then with the Academic Senate, and finally with particular faculty through an appeal process.

The College's shared governance framework needs to be overhauled. There are too many committees, too many with overlapping membership and several that do not meet regularly. Within committees that do meet, discussion of issues is too focused on addressing the current crisis or need for the day, and not enough time is allocated to thinking ahead or regular review of existing procedures that have been in place too long. The calendar of the committees also needs to be addressed as well, something that President's Council and CTA leadership have recognized. For example, Associated Student Body Government (ASBG) leaders are unable to attend Planning and Budget committee meetings because they are scheduled to take place at the same time as ASBG meetings. Similarly, for several years there was a time conflict between Facilities Planning and CTA or Academic Senate depending on the Wednesday in question.

The College's graduation survey provides a nice set of findings about institutional learning outcomes, but in the past it has not been used to gather specific program information. The PRIE Office will be addressing this limitation in 2014 and plans to introduce discipline specific questions that faculty can ask of their graduates.

The College meets this standard.

Actionable Improvement Plan
Communication of how the shared governance process works and how key decisions are made should be improved to ensure the entire campus community is aware of decisions and the collegial consultation process. *Responsible Parties: Superintendent/President, President's Council, Management Senate, Classified Senate, Academic Senate, Associated Student Body Government, and Program Review Committee*

The President's Council should work collaboratively to reform the committee structure and timetable of meetings to allow for greater campus collaboration and increased student involvement in shared governance. *Responsible Party: President's Council*

Standard I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The College establishes goals and broad standards of student achievement through several processes. Strategic goals for the College have been established through a goal setting framework led by the Superintendent/President and shared governance leaders. The most recent goals were established at a shared governance summit in February 2012. Twelve different strategic goals and initiatives were established across several themes, and institutional leaders were designated as champions to track progress and report on the achievement of the goals to the President's Council on a periodic basis. The themes addressed in those goals called for institutional improvement in the areas of integrated planning, external engagement, budget and institutional effectiveness, curriculum alignment and articulation, educational planning, personnel and hiring processes, revitalizing the Stockton campus, regional centers, improved communication, professional development for staff, and employee orientations (**Evidence:** Strategic Goals 2012). A comprehensive report on the goals was provided to the President's Council in May of 2013 (**Evidence:** SJDC Strategic Plan Progress Report May 2013). That report suggested the College has completed work on three of the sub-goals, made sustained progress on six of the sub-goals, and some initial progress on the other goals.

Institutional standards of student achievement are tracked by the President's Council through two mechanisms: 1) a biennial report on institutional effectiveness conducted by the PRIE Office and 2) periodic reports to the council on key data metrics. Standards of achievement pertaining to course success, retention, and persistence match with the State Chancellor's Office Data Mart indicators and the Student Success Scorecard (**Evidence:** SJDC Student Success Scorecard 2013; SJDC Scorecard Media Release). College personnel have been active participants in the development and refinement of the data metrics, with the assistant superintendent/vice President of Instruction serving on the CCCCO Student Success Scorecard Task Force as an appointee of the The Research & Planning Group for California Community Colleges (RP Group). Reasonable standards of achievement have been established by the President's Council for a number of these benchmark indicators, including expected levels of successful course completion, fall-to-fall persistence, and transfer/degree/or certificate completion within six years. Using five years of data as a guide for benchmarking purposes, the expected overall standards were set at a meeting of the President's Council in July 2013 (**Evidence:** President's Council Minutes July 11, 2013; Institutional Indictors of Student Achievement). Discussion at the meeting indicated that council members were interested in seeing data disaggregated by ethnicity and other relevant categories, an approach that is in line with ACCJC standards and a hallmark of a college interested in continuous improvement for all of its students. Data were disaggregated and

presented to the President's Council at a meeting in October 2013 (**Evidence:** President Council Minutes, October 24, 2013; PRIE Presentation of Scorecard and Accreditation Tables).

The College's has established Institutional Learning Outcomes (ILO's) that it expects all graduates to attain before leaving the College with a degree (**Evidence:** ILOs). The College uses an indirect method of tracking success in meeting these ILOs through a survey of students applying for graduation. To this date, five surveys have been conducted, and students express overwhelming satisfaction with the College's efforts to meet these ILOs. For example, 93 percent of graduates reported that the College increased their ability to "critically analyze theories, principles, beliefs and knowledge" and 91 percent indicated that their experiences at the College helped develop their ability to "evaluate information for accuracy and validity." Similarly, large percentages agreed that their experiences at the College had prepared them for a job in their field or for upper-division course work (**Evidence:** 2013 Survey of Graduates).

Other program level standards of student achievement are established as well, particularly for vocational programs that collect data in the course of licensing exam pass rates and Career Technical Education (CTE) Perkins funding reporting and review (**Evidence:** Perkins CTE Outcomes Data; Licensure Pass Rate Webpage). Gainful employment disclosure data as required by the federal government for certificate programs also provide standards of student achievement and are made available to the public via the electronic College Catalog (html version) for many of the College's certificate programs, which includes the on time graduation rates (**Evidence:** Gainful Employment Data for Psychiatric Technicians).

Evaluation
The pattern of tracking standards of institutional performance is not new to the College. Annual reports of institutional effectiveness have been in place since 2008. What is new to the College is a pattern of establishing actual goals or benchmarks to meet for various indicators. This setting of clear goals flowed from ACCJC trainings attended by the Accreditation Liaison Officer and attention to US Department of Education Regulations pertaining to accreditation and student outcomes. The College's PRIE Office has established a pattern of tracking information by ethnicity and other relevant student categories, including age, gender, and socio-economic status (as measured by the Board of Governors' fee waiver eligibility).

Numerous PRIE reports provide analysis of these student categories as "predictors" of student success and completion (**Evidence:** Topical Reports by the PRIE Office). PRIE is also planning to explore participation in the American Association of Community College's Voluntary Framework of Accountability (AACC VFA) in order to select peer benchmarking institutions from across the country. Participation in the VFA will allow the College to track high level outcome metrics like completion within six years and course success rates in comparison to similarly situated institutions of a similar size across the nation. This will complement the IPEDS institutional benchmark report the college receives every fall that

places the College within a peer group of 19 California Community Colleges.

Program performance in particular vocational programs subject to gainful employment reporting has been relatively strong. The College has some low on time completion rates in particular programs like automotive technology and auto body repair (11 and 12 percent), but those rates are low because students are landing jobs in the local employment sector even before completing certificates (**Evidence:** Automotive Body and Intermediate Repair and Restoration Program Disclosure Data, College Catalog 2013-14). According to research by Peter Bahr and the RP Group on "Skill Builders", such "non-completing" success stories reflect the "skill builder" students identified in that study. In other programs like Registered Nursing, POST Academy, and Psychiatric Technicians, licensure pass rates are extremely high. The most recent nursing exam pass rate was 91 percent and has grown from just 72 percent just five years ago (**Evidence:** Board of Registered Nursing NCLEX Pass Rates, 2008-2012). The Psychiatric Technician pass rate was listed as 77 percent for the 2012 year (**Evidence:** Board of Vocational Nursing and Psychiatric Technicians, 2012). The significant expansion of the program in 2012 is likely to result in higher pass rates in the very near future. A full listing of reported pass rates by certificate can be seen at the College's Financial Aid's webpage (**Evidence:** Licensure Pass Rate Webpage).

As of 2012-13, program review reports for the College's academic programs require faculty to examine data on course success rates and degree and certificate completion. The data on course success are disaggregated by age, ethnicity and gender. Training offered by the PRIE analysts to faculty also recommends setting specific goals for course and degree completion (**Evidence:** Program Review Guide). The College leadership will need to monitor how successful the faculty are at setting reasonable goals of achievement at the program level.

The College meets this standard.

Actionable Improvement Plan
The College should monitor program reviews to determine whether professors have established program specific standards for reasonable student achievement for all programs. *Responsible Parties: Vice President of Instruction, Vice President of Student Services, Program Review Committees*

Standard I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The College's cycle of planning, program review, resource allocation and evaluation is illustrated on the following pages. Program review serves as the main mechanism for regular assessment of institutional and program effectiveness. On the instructional side, the College has recently adopted a standard of conducting reviews every other year, with half the programs up for review in any odd year (in the fall term) and the other programs up for review in even numbered years. Program review recommendations can be made for either human, physical, technical, or fiscal resources. These recommendations get forwarded to the Planning and Budget Committee and Executive Cabinet in the spring semester of each year. In a similar manner, other units engage in regular program review cycles, including student services programs and the administrative units.

INSTITUTIONAL PLANNING
Mission, Master Plans, Research, and Data

Implement changes

ASSESSMENT ACTIVITIES

PROGRAM REVIEW

STRATEGIC PLAN

Revise/define changes

RESOURCE ALLOCATION

Budget for changes

BUDGET DEVELOPMENT

Mission, Master Plans, Strategic Plans, Research and Data

Assessment Activities

Assessment of learning and unit outcomes occurs on an annual basis. Professors engage in assessment discussions during flex days in August, October and March. Dedicated days allow for collegial discussion of learning assessment results, strategies for improvement, and assessment changes. Administrative and support units conduct assessment inquiries in the course of program review. Assessment activity for professors, counselors and librarians is year-round, while assessment for other programs occurs in summer and fall.

Program Review

Program Review occurs on a two-year cycle for each program (6 years for non CTE instructional programs). For instruction, the report encompasses a review of the curriculum, need for the program, program goals, analysis of enrollment and success data, and resource recommendations (educational, human, technical, physical, and financial). Similar processes exist for student services and administrative units. Program review requests are prioritized by program review committees and referred to Planning & Budget Committee (winter).

Resource Allocation

Decisions about resource allocation are the province of the Planning and Budget Committee (PBC) and President's Executive Cabinet. The PBC serves as a clearinghouse for all requests for resources made in the course of program review or from the Facilities Planning Committee, Entitlement Committees, or Information Services Committee. PBC sets priorities on an annual basis and recommends allocations or re-allocations to the Cabinet for annual budget development (winter and spring).

Budget Development

Budget assumptions are developed early in the spring on the basis of several inputs: The Governor's proposed budgets, apportionment reports, resource priorities identified in the program review process, and key proposals emerging from the Strategic Plan. The PBC endorses planning assumptions in January or February, and refers resource recommendations to the Cabinet in April. Vice Presidents work with the Budget Office to finalize resource levels for the coming year before a tentative budget is presented to the Board in June.

Strategic Plan

Strategic Planning is an on-going process that occurs on a 3-year basis. Implementation strategies to reach the current strategic goals are calendared and can span one to three years.

In addition, "champions" are assigned to each goal. These individuals are responsible for carrying out the strategies, monitoring the progress, and reporting the progress to the Planning and Budgeting Committee.

Every program review follows a template designed by the senior analyst in the PRIE Office and adopted by Instruction. Research analysts in the PRIE Office provide regular training on how to write program reviews, develop key performance measures, and how to write recommendations for resources (**Evidence:** Program Review Guide). Evaluations of programs are based on quantitative and qualitative measures. In the area of instructional program reviews, quantitative measures include indicators like enrollments, course completion rates, degrees and certificates awarded, full time equivalent students (FTES), full time equivalent faculty (FTEF), productivity rates (FTES per FTEF), and courses with SLOs (**Evidence:** Sample Instructional Program Review Report).

Qualitative assessments can be made in the reports by faculty in their description of student preparation, resources available to support the program (such as library and learning center support), and in the assessment of learning environments available to faculty and students in the program. Examples of this qualitative assessment, are seen in many of the instructional program reviews which cite a continuing need for smart classroom technology and wireless connectivity throughout the campus to enhance the learning environment for students and the need for reserve textbooks that can be made available to students in the library, especially for the start of academic terms when financial aid checks may be late arriving for some students.

When the College programs underwent an extensive review of core services in 2012-13, data analyzed for the instructional programs also focused on both quantitative and qualitative data. Besides some of the metrics mentioned in the prior paragraph, instructional programs were examined for their qualitative contribution to the general education/transfer mission of the College, or for their contribution to other vocational programs. An ad hoc committee worked to "score" programs on these criteria by highlighting the number of general education components that a program's courses qualified for, or for their appearance in one or more other programs as required courses for completion of a particular program. This type of qualitative analysis helps identify program offerings, like welding, that may have significance not only for a welding degree but also for HVAC and auto body students. Likewise, the importance of accounting program classes can be demonstrated as having particular qualitative significance for certificates in bookkeeping, business, agricultural business, among others.

The College maintains progress toward strategic goals identified in 2012 through regular progress reports to the President's Council. As described in an earlier section of this report, those progress updates indicate that three of the goals had been completed by spring 2013, and that sustained progress could be identified for six other goals (**Evidence:** SJDC Strategic Plan Progress Report May 2013).

Recent evidence demonstrating that resource allocation decisions are tied to program reviews and a regular cycle of evaluation can be found on numerous levels. First, as described earlier, the College has committed some $800,000 in funds to smart room technology to address requests for teaching technology that appeared in a number of instructional program reviews. Second, facilities requests and modifications have been vetted in the Facilities

Planning Committee to establish a hierarchy of priorities that either align with accessibility requirements, safety, or align with educational master plan needs (**Evidence:** Facilities Planning Committee Minutes, August 28, 2013; February 27, 2013). Third, the 2013-14 budget for the College was developed by the Executive Cabinet to reflect commitments that reinstate staffing positions that meet the College's strategic goals, the President's goals for the year, and/or program review requests (**Evidence:** 2013-14 District Budget). In a few cases, recommendations flow from surveys completed by students and employees including comments about the perceived need for security on campus and declining numbers of staff saying they were satisfied with the cleanliness of the campus (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey, p.3; 2013 Campus Climate Employee 2013 Survey, p.2-4).

The College's PRIE Office is staffed with two research analysts who provide institutional support to programs seeking assistance with program review and program evaluation data. The office has developed a system of using an in-take form that helps guide users in the definition of the data they need for evaluation. This system allows the research analysts to engage in a triage analysis of requests that may be more timely and significant than others. In tandem with a regular series of reports that are required for federal grants, state Chancellor's Office submission, and federal IPEDS reporting, the analysts provide a diverse array of data analysis and program evaluation expertise to the campus community. As a result, a strong institutional research office has helped the College develop its processes for regular review of programs and a culture of inquiry that informs departments with data to engage in more effective practices. Examples of the significance of the PRIE Office's work can be seen in its reports for the STEM Academy grant (demonstrating the early successes of that federal grant intervention), evaluations of the tutoring center and supplemental instruction (demonstrating the greater effectiveness of supplemental instruction for student success), its assistance in revamping the nursing and College graduation application process to a web-based platform, and a report demonstrating the contribution that compressed academic calendars can make to improved rates of course completion (**Evidence:** Topical Reports, PRIE Webpage).

Evaluation

The College's program review cycle and processes have matured to a level of sustainable quality improvement. Processes have been analyzed and revamped so they better integrate with the resource allocation process and streamlined to be more easily written by faculty using the standardized report template. Some faculty have been critical of the move to a two-year program review cycle, contending that it comes around too quickly for some programs that are unlikely to change their curriculum (programs like philosophy or history for example). However, the shorter time period between program reviews ensures that information considered in the resource allocation process is "fresher" and more in line with the current state of the College and its programs. The significance of this comes through when the Executive Cabinet is considering human resource allocations across the College. When program review recommendations include requests for new or replacement faculty, a recent program review is more informative than one that is five years old.

The PRIE Office has recently been downsized with the elimination of the Dean of PRIE (between 2012 and 2013 the position was held vacant when the incumbent dean became the Interim and then permanent vice president of Instruction). PRIE is staffed by a senior research analyst, a research analyst, and a confidential administrative assistant III who are now supervised by the vice president. The loss of a dean may negatively impact the office's ability to engage in long-range planning and the completion of key documents like an updated Education Master Plan.

The membership of the Executive Cabinet has now been in place for more than two years, and the leadership group has maintained a focus on making resource allocation decisions that are faithful to planning documents, strategic goals, and program review processes. When staff were added back in the 2013-14 budget, the decisions were not a mere aggregation of what had been lost in past years of the budget crisis. Instead, staff positions were brought forward as part of a core review exercise, and cabinet members engaged in lengthy discussions of the positions to ensure they fit the strategic needs of the College. Most of the non-faculty additions were for classified support staff positions with a focus on campus safety, maintaining campus grounds, and support staff for a dean of enrollment services and student development and a dean of career technical education and workforce development. The College's staffing plan calls for significant faculty hiring that will add at least ten new professors to the College in the 2014-15 academic year (**Evidence:** 2013-14 Budget Documents).

The College meets this standard.

Actionable Improvement Plan

The College should review the need for a director or dean of research and planning in the next two years to ensure that adequate leadership support exists to oversee significant institutional planning and program review processes. *Responsible Parties: Superintendent/President and Executive Cabinet*

Standard I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

Board participation in planning is ensured through two mechanisms: 1) appointment of shared governance representatives on the Planning and Budget Committee, Facilities Planning Committee, and the President's Council; and 2) through a program review process that allows any individual or program to put forward ideas for resource allocation or program improvement. Diverse membership on key committees ensures that all groups have a say in the discussion of prioritization of resources and improving programs at the College. Designated committee membership ensures that classified support staff, faculty, students and managers have an appropriate amount of input into the decisions of these committees. While the committee system is ultimately advisory to the superintendent/president and the President's Council, recommendations of the committees and Council are rarely different from the will of the superintendent/president.

Any member of the campus community can advance ideas for new or better resource allocations, either via the program review process or by direct communication to the College leadership. In the 2009-10 period, ideas for budget savings were solicited from the entire campus community and collated into a formal document by the then Dean of Planning, Research and Institutional Effectiveness. The ideas were included in a web-based employee and student survey to determine whether campus support existed for the various ideas submitted (**Evidence:** Budget Solution Survey, March 2011).

Evaluation

Evidence that there is broad based participation in the committee deliberation of planning and resource allocation decisions can be found in the minutes of various committees (**Evidence: Minutes:** Planning and Budget Committee; Facilities Planning Committee; President's Council). Attendance at these meetings is regularly strong and the debate can be robust. Even so, the committees tend to operate using a consensus mode of operation that rarely requires formal voting on matters of interest.

Evidence that the institution allocates resources in a responsible way is discussed more fully in the College's self evaluation report in the area focusing on Standard III, Resources; however, a few points are provided here. The College's planning and resource allocation framework requires that program review recommendations get reviewed and consolidated into a master calendar of requests in the spring term of each year as the budget building process begins (**Evidence:** Integrated Planning, Budget and Program Review Model). Even so, the planning and resource allocation model is not well understood outside of the contours of regular committee participants who engage in the committee processes that are a part of the model. As a result, repeat players in the committee process – so called "regulars" – are very knowledgeable about resource allocation decisions and regularly participate in the

governance processes dealing with them, but other College employees may know very little about the process or how their input matters through program review.

Recent examples of broad input into the planning and decision processes include the following:

- More than 60 people participated in the February 2012 Strategic Planning Summit which helped identify the Strategic Goals for the College and set the boundaries for strategic plan priorities for 2012-13 (**Evidence:** Summit Agenda February 10, 2012; 2012, Strategic Goals).

- More than 100 individuals took part in the Educational Master Plan focus groups conducted in 2009 (**Evidence:** Shaping a Future Together, Educational Master Plan of 2010).

- The Facilities Planning Committee members have been active participants in endorsing the priorities for facility renovation using Measure L Bond dollars. The committee meets regularly to deliberate on facilities modification requests, to discuss facilities projects, and priority lists.

- In the spring of 2011, the College used a survey of students and staff to solicit opinions on various cost-cutting ideas. That survey generated a set of recommended reductions that included, among other things, offering a retirement incentive package, terminating an off campus office space lease for the fiscal services unit, eliminating the College's contract with eCollege (an online provider), and making $1.5 million in operational cuts to College department budgets. Following the principle outlined in the "*Wisdom of the Crowd*," all of these ideas ended up being implemented because of widespread support within the campus.

The College meets this standard.

Actionable Improvement Plan
College leaders should work to communicate more clearly the College's integrated planning, budget and program review model. *Responsible Party: Superintendent/President*

Standard I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

There are several ways that the College communicates matters of quality assurance to appropriate internal and external audiences. They include the Accountability Report for California Community Colleges (ARCC – now renamed the Student Success Scorecard), an annual survey of graduates, a biennial report on institutional effectiveness, gainful employment data in the online College Catalog as required by the federal government, licensure exam pass rates, and reports on student learning assessment which are also made available on the College's website.

The ARCC/Student Success Scorecard is an annual report required by legislation that tracks various student success metrics for all California Community Colleges. Under law, each college must present its student success data to the Board of Trustees at least once a year and file the minutes of that meeting and discussion with the CCCCO (**Evidence:** SJDC Student Success Scorecard 2013). The scorecard data on college course passage rates, transfer or degree/certificate completion within six years, ESL and basic skills math progression rates, and vocational course completion rates provide a standard set of benchmarks for students, institutions and the mass public to assess the effectiveness of learning at the colleges. College representatives have been active participants in statewide task forces that developed the Student Success Scorecard and have presented the data to the Board of Trustees on an ongoing basis, and frequent reports have given to the Academic Senate as well.

The College's annual survey of graduates, mentioned earlier, provides another mechanism for communicating to the public and campus community about matters of quality assurance. This survey of students who apply for graduation or certificate completion allows the College to track self-reported rates of satisfaction on several institutional learning outcomes. Results from the 2013 survey are provided below, with a score of five indicating that a student agrees with the statement "to a great degree" while a zero would reflect "not at all." Across the various response prompts, students report overwhelming agreement that their experiences at Delta College met the statement to a great degree. The statements align well with general education and institutional learning outcomes identified in the College mission statement and ILOs approved by the Academic Senate (**Evidence:** Institutional Learning Outcomes). The Superintendent/President has adopted the survey of graduates as a "talking point" public relations tool that is easily handed out at community forums and speaking engagements when she is asked to present at organizations like the Chamber of Commerce, Rotary, Lions, etc. (**Evidence:** 2013 Graduation Survey).

Mean Survey Item Response 2009 - 2013
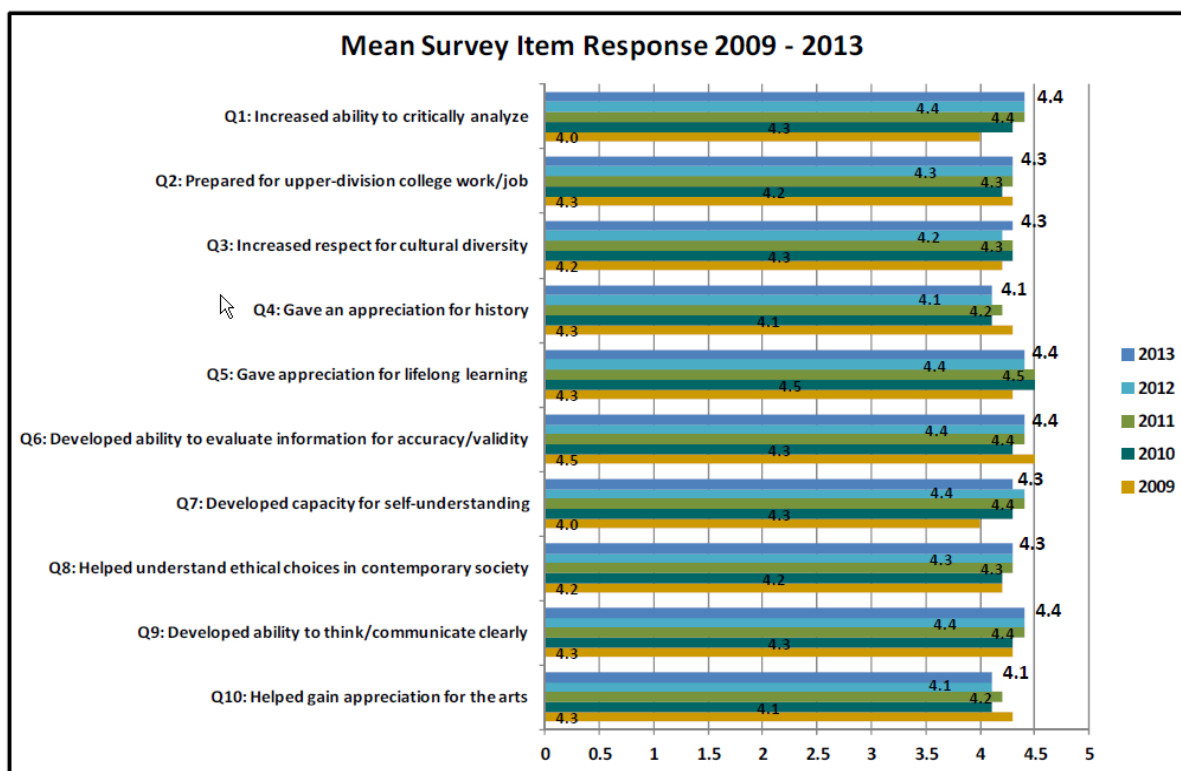
The biennial report on institutional effectiveness is produced by the PRIE Office. Using roughly 60 indicators the report tracks outcomes data and indicators of institutional performance, ranging from promoting student success, improving student skills, campus climate statistics, promoting lifelong learning, equitable access, cultural diversity and enrichment, and financial stability. The report is made available to the campus community and the community at large on the PRIE webpage (**Evidence:** Institutional Effectiveness Report).

The College's learning assessment efforts at the course and program level are made available to the campus community and general public on the Student Learning Outcomes (SLO) webpage (**Evidence:** SLO Webpage). Visitors to the site can retrieve the College's institutional learning outcomes, various resources for effective learning assessment, and reports of learning assessment outcomes within a variety of courses and programs.

Another vehicle for communicating learning assessments and student learning outcomes is through regular reports to the Board of Trustees. A number of these specific reports were listed in Section 1.B.1 of this report. Recent reports have focused on the success of students in the Affirm Program (designed to benefit African American students in learning communities courses), the College's creation of transfer degrees, services provided in a contextualized learning CTE grant program, the success of Puente students, the College's

student success scorecard data, CalWORKs programs and services, student success in online courses, and CTE degree and certificate programs. While these reports do not focus directly on student learning assessments at the course level, they do reflect the College's commitment to conduct regular dialogue with the Board, the College community, and the general public about student achievements and patterns of success on a variety of metrics.

The PRIE webpage features a number of studies that have been conducted in recent years that provide support for the argument that a strong culture of evidence and analysis has emerged at the College. PRIE studies have helped individual faculty in programs to analyze the success of new program interventions (in several grant-funded programs), and have provided analysis of statewide trends during the height of the recent recession resulting in state and national awards (from the Research and Planning Group of California Community Colleges and the National Council of Community College Research and Planning, (**Evidence:** Higher Education Enrollments and Student Success in Times of Budget Scarcity). These PRIE presentations are not only available internally and on the College website, many have been presented at regional, state and national conferences as well.

Evaluation
The College has a collection of data and resources that have been made available to the internal campus community and external audiences as well. Documented assessment results range from direct course level assessments to indirect assessments of student learning, from program specific reports to statewide analyses of student success trends and patterns. The diversity of reports completed by College faculty, grant managers, and the institutional researchers is impressive. The College wins regular positive coverage of its success stories in the local media, particularly the *Stockton Record*. The Student Success Scorecard, which rolled out in spring 2013, received widespread media coverage around the state and from local media outlets in the District's major outlets.

The College meets this standard.

Actionable Improvement Plan

Standard I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The College has several processes in place to guide the regular assessment of the effectiveness of its planning and resource allocation process. First, the Planning and Budget Committee is charged with reviewing "matters relating to planning for the College" (**Evidence:** AP 2430, Governance Committee Structure, p. 14). The committee is also charged with coordinating program recommendations from various program reviews and to "ensure coordination between planning and budgeting." The committee has been active in developing planning documents and reviewing planning processes in recent years. It has been a sounding board for proposed strategic reviews of core services (in 2012-13) and has received regular reports from various committees, particularly the Facilities Planning Committee and Program Review Committees.

Program review serves as a formal mechanism to ensure that programs are participating in the planning and resource allocation process. The program review committees meet at the end of each year to assess their pattern of meetings and how to improve the process of collecting reviews and disseminating program review requests to the Planning and Budget Committee and to the Superintendent/President's cabinet members. As a results of these review processes, in recent years the Instructional Program Review Committee has worked to streamline the document submission process to make the reviews shorter and easier for faculty to complete using CurricUNET (2009-10), make the analysis of data a seamless process that requires no intervention by the PRIE Office (2010-11), and worked to incorporate student learning assessment information into the program review process (2012-13). In 2010-11, the PRIE Office developed a new program review template and user guide for the administrative services units. Unit managers from every non-instructional and non-student services department received training in the new program review process, and program reviews were completed for every unit (**Evidence:** Administrative Unit Review Toolkit). These program review enhancements provide evidence of a college that is seeking continuous quality improvement in its process of program review, data analysis and resource recommendations.

A third mechanism for systematic review and modification of processes occurs through the shared governance reporting process. According to College procedures, each committee is required to submit an annual review of committee activities to the President's Council (**Evidence:** AP 2430, Governance Committee Structure, p. 25). The President's Council thus serves as a clearinghouse for all recommendations presented to it and as a sounding board for review of committee activities on an annual basis. As a result, College procedures ensure that the President's Council can review the workings of committees and their contribution to the planning and resource allocation process.

In 2012-13 the College engaged in a comprehensive review of units using a core services review model. As described earlier, each department was asked to examine its work and its contribution to the core services of the College. This collection of core service documents resulted in a set of staffing and resource recommendations that were given to the Executive Cabinet for consideration in the construction of the 2013-14 Budget. The result was a strategic staffing plan that was included in the 2013-14 Budget and approved by the Board of Trustees. The strategic staffing plan included 20 new positions, some of which replaced staffing positions lost during the recession. The entire core services review process flowed from the Executive Cabinet level analysis of the planning and budget process and was animated by a need to rethink staff positions in the wake of an upward turn in state budget allocations.

The institutional research agenda for the College has been regularized over the last five years. While College research analysts provide data to meet particular internal and external ad hoc requests including those from the media, they also meet demands for annual requests and data mandates. For instance, the PRIE Office serves as the conduit for major annual reports to the federal government (IPEDS, assistance with Financial Aid Title IV funding reports), the accrediting commission (ACCJC Annual Report, data for Accreditation Self Evaluation), the Chancellor's Office (MIS data validation, Scorecard Reporting), and local annual reports. More significantly for planning and resource allocation purposes, the PRIE Office maintains a regular schedule for program review data uploads into the CurricUNET database that allows for the dynamic creation of up-to-date program review reports on key program metrics. The PRIE research analysts also provide key program evaluation reports for grant managers, faculty interested in particular learning assessment studies, and data and research support to the Executive Cabinet through the assistant superintendent/vice president of Instruction. In addition, analysts are also instrumental in providing data and written support for the College's major planning documents (**Evidence:** Educational Master Plan and Facilities Master Plan).

Evaluation
The College has a strong research office with a solid reputation for conducting relevant studies for campus constituencies and for program review purposes. The analysis of program review processes in recent years has resulted in stronger connections between program review documents, the included recommendations, and the decision to allocate resources to particular projects and programs. Some of these connections can be seen in resource decisions surrounding the 2013-14 budget allocations (funding for smart classrooms, classroom furniture, improvements in Danner Hall, the decision to hire additional grounds-keeping staff, to increase funding for information technology staff, and to hire more faculty and counselors). All of these flowed from program review recommendations or strategic staffing plans, which all benefitted from or resulted in changes implemented in the planning and evaluation stages of the College's planning process.

The requirement for shared governance committee reports has been a useful procedural change but actual reporting on committee activities has not been consistent. For example, 2012 committee reports are not current, and the President's Council did not receive written reports after the 2012-13 academic year. Instead, the Council and Planning and Budget Committee devoted more time and energy to strategic core services reviews and staffing plans during the spring 2013 time frame leading up to the adoption of the 2013-14 budget. While this energy and focus on core services is vital, the President's Council neglected to harness reports from all committees at the end of the 2012-13 academic year.

The President's Council should also consider adopting as part of its charge a regular review of planning and resource allocation models that have been adopted by other colleges while also reviewing the model the College uses. The current model, illustrated in a graphic flowchart is posted in major meeting rooms on campus including the Board Room, may not serve the public or campus community very well as a depiction of a planning model that is easily understood (this was a point made by an ACCJC visiting team member during the 2012 Follow-Up Site Visit). In short, a more effective model and graphic design might prove useful for campus constituents and the public at large. Regular review of the planning cycle – written in procedure – would help ensure that the College consistently meets the standard.

Actionable Improvement Plan
The President's Council should actively pursue committee reports from each standing committee in the shared governance structure and ensure that committees undergo a regular cycle of review of their charge, relevant procedures, and work product in relation to the College's planning and resource allocation process. *Responsible Party: Superintendent/President*

The President's Council should adopt a procedural change that requires regular review of the College's planning, evaluation, and resource allocation model and models from similar institutions. *Responsible Parties: Superintendent/President, President's Council*

Standard I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The College has a strong recent history of engaging in self-reflection that focuses on the strategic goals it sets for itself and the processes that are in place to foster institutional improvement. Examples of this kind of activity can be found in the college's reconsideration of strategic goals and action plans in the early part of 2012. Coming on the heels of the departure of a Superintendent/President, the acting Superintendent/President called shared governance leaders and faculty together to revisit and review the effectiveness of the existing strategic goals of the College (**Evidence:** 2012 Strategic Goals and EMP Recommendations and Action Plans). That strategic analysis established a new process for responsibility-centered planning and regular reports to the President's Council on progress toward meeting those goals (**Evidence:** Periodic Reports to the President's Council, including November 7, 2013).

The College also has in place a regular review of programs and services through the program review process. Those processes themselves are reviewed by the three substantive committees charged with leading program review cycles: the Instructional Program Review Committee, the Administrative Services Review Committee, and Student Services Program Review Committee. Each of the committees has initiated some form of revision or improvement in recent years. For example, Student Services program reviews have been re-built using the FileMaker platform. The completed reports are captured on a Student Services webpage, making them accessible to the Delta College community (**Evidence:** Student Services Program Reviews). Since 2009, the Instructional Program Reviews have been transformed from an old, cumbersome paper MS-Word document to a dynamic report that is built in the CurricUNET software system (**Evidence:** Sample Instructional Program Review Report). Administrative Unit Reviews (AURs) are a relatively new feature at the College and this cycle of unit reviews has not yet matured into an on-going cycle of quality improvement, but the seeds of a new system have been built since 2011 (**Evidence:** Administrative Unit Reviews of 2011-12). The new system of AUR's is guided by a well-designed tool kit and description of how to develop key performance indicators for tracking and program improvement over time.

Regular review of the student learning outcomes assessment process is led by a team of faculty, managers and staff who assemble learning assessment reports and plan the college's Flex Day activities that center on student learning outcomes assessment. Managerial leadership for this team comes from the Dean of Student Learning and Assessment. Their work has ensured that a more systematic cycle of course learning outcomes reports are in place and that regular reports are made available to the college on an annual basis (**Evidence:** Course Assessment Report, March 2013). This group also advises the Instructional Program Review Committee of enhancements that might provide better linkages between learning

assessment and resource allocation decisions. One recommended change that came from this group and the Instructional Program Review Committee is a data linkage that draws learning assessment information into the program review document to prompt faculty to respond to on-going cycles of learning assessment in their program reviews (**Evidence:** Sample Instructional Program Review Report).

Another way that the College tracks its effectiveness in reviewing programs is through customer satisfaction surveys, student evaluations, and the college's campus climate survey. Customer satisfaction surveys are common across the campus. They are frequently delivered at the point of service and are focused on particularized programs. Examples can be found in the Student Services and Instructional areas (**Evidence:** International Student Program Survey and 2013 STEM Student Needs Survey), Community Education, and programs such as STEM Academy and Puente. Similarly, student evaluations administered for library services, counseling, and instruction also feature student evaluations of the courses and services received (**Evidence:** sample student evaluations form, CTA Collective Bargaining Agreement, Appendix E – In Class and Online versions). The campus climate survey, administered in spring 2013, featured a large battery of questions that are designed to tap student utilization of programs and services and satisfaction with them. Students at the College have overwhelmingly positive things to say about a host of services at the College as exhibited in the following table, with the highest favorability ratings for the online application and registration system, access to computers and computer labs across campus, and the library and study spaces available at the main campus.

Some of the lowest marks in terms of satisfaction are given to particularized programs like MESA, AFFIRM and Puente (which many students do not belong to or know little about). There were also negative sentiments expressed about courses being available at times that students want them (only 34 percent said they were satisfied). This low mark is most likely attributable to the recession's impact on state funding and the decreased ability to offer as many sections as in the past.

Percentage of Students Satisfied excluding Don't Know responses	Overall	
	N	%
Online (Internet) admission application process	716	82.0%
Online course registration process	715	80.8%
Access to computers/computer labs	649	80.3%
Library Services	662	80.1%
Study spaces and tutoring at the Goleman Library	629	76.2%
Bookstore	741	74.2%
E-Services Lab	564	73.0%
The "Schedule of Classes"	731	71.7%
Assessment testing process	693	68.7%
The "College Catalog"	671	68.6%
Financial Aid	594	67.5%
Reading and Writing Learning Center	516	66.9%
Math and Science Learning Center	541	63.8%
Student orientation program	584	62.5%
Career/Transfer Center	525	61.9%
Early Alert process	551	61.0%
Academic advising/counseling services	688	60.6%
Personal counseling and advising services	640	59.7%
Food Services (Danner Cafeteria)	607	58.0%
EOPS (Extended Opportunity Programs and Services)	311	54.7%
"The Zone"	370	49.7%
Disability Support Programs and Services (DSPS)	263	48.7%
WorkNet	263	44.9%
CalWORKs	256	44.5%
Veterans Services	239	44.4%
Mobility/Health Services (First Aid)	241	44.4%
CalWORKs Assessment	246	43.1%
CARE	231	42.9%
WiFi (Internet) Services	666	42.6%
Learning Disability Services	244	42.6%
Child Care Center	231	40.7%
MESA	222	36.9%
Availability of the courses you want at times you want them	739	33.6%
Puente	210	33.3%
Affirm	203	32.0%

Source: **Campus Climate and Student Satisfaction 2013 Survey Results**

Evaluation

The College has a good deal of on-going activity related to program effectiveness measurement and tracking. Program review processes have been implemented, analyzed, and reformed in recent years. This suggests that a healthy level of meta-analysis is underway when it comes to not just data driven decision making but also analysis of the processes for program review and data analysis. Having said this, there is some room for improvement. Missing from the data analysis is a systematic review of the processes engaged to review effectiveness. In other words, while a lot of assessment, program review and analysis is ongoing, the College has done little to step back and analyze whether the processes themselves are effective. Take for example the student evaluation instrument embedded in the faculty collective bargaining agreement. That document, and the process used to implement student evaluations, has not been changed for years, perhaps a decade. Likewise, the Human Resources personnel evaluations seem outdated for an institution as mature as Delta College. Many questions in the climate survey are asked every other year to ensure that trend data can be gathered and compared across years. This results in some poorly worded questions being asked just to gather another data point. The College would be well-served by a survey that asks participants to review how effective processes are at the College. For instance, the College should ask its constituent groups: "in your view, how effective are the following processes at the college for helping to foster institutional improvement?" A list of response prompts might include instructional program review, student services program review, the college's budget and resource allocation process, the planning and budget committee, the College's personnel evaluation process, etc.

Actionable Improvement Plan

The College's institutional research office should implement a survey that assesses campus satisfaction with planning, evaluation, and institutional improvement processes at the College. *Responsible Parties: PRIE Office and the assistant superintendent/vice President of Instruction*

Standard II: Student Learning Programs and Services

> The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A. Instructional Programs

> The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II.A.1

> The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

The College has developed an integral alignment of student learning outcomes at the course, program, and institutional level to make certain students receive excellence in all areas of education: "associate degree level, general education and preparation for transfer to other post-secondary institutions, career and technical education, economic development, and the development of intellectual autonomy" (**Evidence:** BP 1200, District Mission). Within the curriculum management system (CurricUNET), all course outcomes map to appropriate program and institutional outcomes. In addition, program outcomes map to institutional outcomes (**Evidence:** SLO Webpage, Student Learning Outcomes and Assessment Process).

The College utilizes various methods to assess its programs, beginning with the assessment of student learning outcomes at the course level, as courses are the foundation on which thriving programs are built (**Evidence:** Course Learning Outcomes Assessment Report-March 2013). Numerous transferrable courses have received Course Identification Designators (numbers) (C-ID), signifying their rigor and the appropriateness of their content and outcomes. Assessment also occurs at the program level, where the integration of course and program outcomes is verifiable (**Evidence:** Program Learning Outcomes Assessment Report-March 2013). One of the responsibilities of the Curriculum Committee is to "review and verify student learning outcomes and assessments for courses and programs, and ensure alignment with institutional student learning outcomes" (**Evidence:** AP 2430, Governance Committee Structure, p. 7). The curriculum management system tracks and records all assessment data, facilitating the evaluation of outcomes in particular and research for

program review in general. All programs are reviewed on a two-year cycle (**Evidence:** PRIE Webpage, Accountability Framework).

Student achievement outcomes are frequently showcased in program review. Reports from the PRIE Office highlight the success and retention rates of each program as well as the number and type of awards given. Career Technical Education (CTE) programs also analyze labor market data and utilize advisory committees in determining the viability of their programs. Finally, student achievement is demonstrated through Accountability Reporting for the California Community Colleges, Data Mart, the Student Success Scorecard, and the College's the Institutional Effectiveness Reports (**Evidence:** PRIE Webpage, Institutional Effectiveness Reports).

Curricular procedures and policies play a significant role in achieving the mission of the College. For example, the Curriculum Development Process (**Evidence:** BP/AP 4020, Program, Curriculum and Course Development (Credit, Noncredit, and Not-for-Credit)) details the required standards in course and program development as well as the role of the Curriculum Committee in the curriculum review process. In addition, the Curriculum Review of Prerequisites, Co-requisites and Advisories Plan (**Evidence:** AP 4260.1, AP 4260.1 Curriculum Review of Prerequisites, Co-requisites and Advisories Plan) ensures appropriate recommended preparation for courses and emphasizes the required review cycle for all courses and programs. The College also possesses a separate Distance Education policy (**Evidence:** Policy 6510, Distance Education).

The curriculum management system monitors the currency of courses and programs. All courses have a five-year review cycle. Discipline Chairs remind faculty of renewal dates, and curriculum deadlines are annually posted in the curriculum management system (CurricUNET) and DocuShare (**Evidence:** Curriculum Deadlines for 2013-2014). If courses are no longer current, the Course Deactivation procedure (**Evidence:** AP 4023 Course Deactivation) enables the College to remove courses from the College Catalog.

Evaluation
The interconnectedness of outcomes at the course, program, and institutional level provide cohesion for the College's instructional programs. The curriculum management system simplifies the review of course and program outcomes, making evaluation more meaningful. Program review also provides an in-depth, thoughtful examination of the status and viability of College programs in which student achievement outcomes are highlighted.

The College prides itself on articulate, thorough, and highly functional policies and procedures to uphold both the rigor of instructional programs and the integrity of the College. A significant function of the Curriculum Committee is to "ensure consistency of operation with District and/or statewide policies and regulations and to "recommend instructional policies and procedures." The committee utilizes such policies and procedures in its review of each course and program, making certain the mission of the College is upheld. A technical examination of the course outline of record (e.g., objectives, outcomes, content) enables the committee to approve well developed and meaningful courses and programs for

the College.

Even though a Distance Education policy currently exists, much of its content, terminology, and references are outdated. Therefore, a revision of the Distance Education policy is needed at this time, and the revision should include the recommendations from Community College League of California (CCLC).

Despite this suggestion for improvement, **the College meets this standard**.

Actionable Improvement Plan
The College will draft a Distance Education administrative procedure with plans for adoption by the end of the 2013-2014 school year, that includes recommended language form CCLC.
Responsible Party: Distance Education Sub-committee Chair

Standard II.A.1.a

> The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary
The PRIE Office continually conducts research and analysis to ascertain student learning needs. For example, division deans and the Vice President of Instruction utilize Enrollment Trend reports to examine fill rates and impacted areas. Over the past several years, the Basic Skills program has directed PRIE to examine the percentage of students enrolled in pre-college math and English, the achievement of course outcomes, and the progression to higher-level courses. In 2009, 85 percent of students enrolled at the College assessed in pre-college reading, English, or math (**Evidence:** PRIE Webpage, Topical Reports, Basic Skills). With such a sizable segment of underprepared students, the College has secured significant grants and funded projects to ensure students receive specific services such as tutoring and supplemental instruction.

In 2007, the College received a Hispanic Serving Institutions (HSI) institutional development grant and began offering learning communities, targeting first-year and traditionally underserved students. A learning community consists of two or more classes linked together by a common theme or context, with integrated assignments and the same cohort of students. "The program was designed to assist historically underserved students in reaching their academic goals by building a sense of community, social support, and student engagement." Since its onset, the learning communities program has been "effective in enrolling traditionally underserved students, including a disproportionately high number of Hispanic and African American students. In addition, the program appears to enroll a relatively high number of first-year students, indicating that the program is indeed serving two major groups in its target population" (**Evidence:** Learning Communities Webpage, Research, Spring

2011 Student Profile Report). Near the conclusion of every semester, the PRIE Office conducts an online student survey for the Learning Communities program in order to assess the achievement of its program learning outcomes and provide faculty with qualitative feedback.

Another funded project to increase student achievement of program learning outcomes is the *Building a Better Workforce through Contextualized Teaching and Learning* Fund for Improvement of Post-Secondary Education (FIPSE). Beginning in 2010 and utilizing learning communities, supplemental instruction, and contextualized teaching and learning courses, the FIPSE project is designed to increase certificate and degree completion among career technical education students. Between 2010 and 2012, a "total of 956 students participated in one or more of the FIPSE-funded services," and the "rates of degree completion were higher for FIPSE participants than non-FIPSE participants (19.3 percent vs. 6.6 percent respectively)" (**Evidence:** FIPSE Student Profile (fall 2010 to spring 2012), prepared by PRIE Office).

In 2011, the District was awarded a five-year Hispanic Serving Institution (HSI) grant, funded by the U.S. Department of Education, to increase certificate/degree completions and transfers in the fields of science, technology, math, and engineering (STEM). Outcomes for the STEM program include the following: "Increase the rate of successful course completion by Hispanic and low-income students in STEM courses by five percent over five years; increase the rate of successful course completion by all students in STEM courses by five percent over five years; increase the number of Hispanic and low income students completing STEM degrees and certificates by 43 percent over five years" (**Evidence:** STEM Grant Webpage). To help attain these outcomes, the program has provided students with supplemental instruction, tutoring, and new equipment.

The latest grant received by the District which directly meets its students' learning needs, as well as the needs of the community, is the Central California Community Colleges Committed to Change or C6 Consortium grant. The Department of Labor grant is being utilized to increase psychiatric technician certificates by over 200 for the prison hospital recently built in San Joaquin County. Outcomes for the Psychiatric Technician program include "improve retention and achievement rates to reduce time to completion." To help attain these outcomes, the program has implemented eight guiding principles or inter-related and inter-dependent elements: "integrated program design, cohort enrollment, compressed classroom instruction, embedded remediation, increase transparency, transformational technology, and innovative student support services" (**Evidence:** Board Agenda, August 13, 2013, C6 Grant).

Along with the examination of enrollment trends, two means of determining student learning needs and whether or not those needs are being met are program reviews and Institutional Effectiveness Reports. Within program reviews for career and technical education, advisory committee and labor market information are included to reflect a program's labor market demand. The Institutional Effectiveness Report presents comprehensive "data documenting the College's progress towards fulfilling its stated mission," including how the mission is

related to the District's strategic goals (**Evidence:** PRIE Webpage, Institutional Effectiveness Reports). Program reviews are central to the determination of whether new faculty positions are established in the budget before recruitment can begin.

Evaluation
Through the examination of enrollment trends, labor market analysis, and institutional studies, the College continually reviews the educational needs of students and seeks to meet those needs through appropriate programs. All program reviews occur on a 2-year rotation, ensuring that outcomes are assessed on a regular basis and plans are developed to improve the achievement of student outcomes. Programs funded by grant monies are assessed through surveys, focus groups, success and persistence rates, and degree/certificate completion rates. In this way, the College chooses relevant programs for its students and evaluates student progress in achieving learning outcomes.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.1.b

> The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students:

Descriptive Summary
The first responsibility of the Curriculum Committee is to "advise on the planning and coordinating of curriculum development to include course classification, certificate and degree programs, general education transfer programs, credit, non-credit, and not-for-credit courses, and recommend approval of all certificate, degree, and/or course revisions and new certificates, programs, and/or courses" (**Evidence:** AP 2430, Governance Committee Structure, p. 7). As stated earlier, all courses must go through a curricular review process every five years minmum. During this review, the Curriculum Committee examines all components of the course outline of record, including the modes or methods of instruction and the delivery systems. The CCCCO *Program and Course Approval Handbook*, Fifth Edition, specifies that the "content of the course, methods of instruction, assignments, and methods of evaluation must be described in the COR in a manner that is integrated and leads to the achievement of the course objectives" (**Evidence:** CCCCO PCAH, p. 20). The Curriculum Committee ensures this interrelatedness during the review process. The importance of this integration is also stressed in the College's own glossary of curricular terms (**Evidence**: CurricUNET: Glossary of Terms).

Delivery methods and modes of instruction are examined by faculty during the regular assessment cycle. As part of the assessment process, course learning outcomes data is examined to determine whether the specific outcomes are being met. However, faculty also assess how effectively students are learning course content and whether the course delivery

system and/or mode of instruction is conducive to student learning (**Evidence:** Curriculum Committee: CLO Assessment Analysis Info). The findings and plans for improvement are then entered in the curriculum management system.

Extensive dialogue occurs throughout the College concerning methods of instruction and online delivery. The Distance Education Sub-committee holds regularly scheduled monthly meetings to discuss the role of distance education and the direction of the online learning management system, Etudes. Last fall, the Distance Education Chair presented to the Curriculum Committee "Recommendations on Best Practices for Teaching Online" (**Evidence:** Curriculum Minutes, September 25, 2012). The Online Instruction Coordinator also gave a presentation to the Academic Senate, regarding online instruction tools and resources (**Evidence:** Academic Senate Minutes, October 3, 2012). The online instruction coordinator and professional development center coordinator (both Etudes board members) gave an online instructional program presentation to the Board later in the academic year (**Evidence:** Board Minutes, June 18, 2013).

In the spring, the Chair of the Distance Education Sub-committee distributed a draft of the revised Distance Education policy, which distinguishes between correspondence and distance education courses (**Evidence:** Curriculum Minutes, February 26, 2013). In addition, the Distance Education Chair collaborated with a Curriculum Sub-committee in the development of a Course Syllabus/Class Information Sheet Checklist, which requires web-enhanced or hybrid courses to explain what course work will be completed online (**Evidence:** Curriculum Committee, Course Syllabus). The checklist is being drafted as administrative procedure 4020.1, with plans for adoption by the end of the 2013-2014 school year.

The Professional Development Center (PDC) provides workshops throughout the year, concerning the accessibility and effective utilization of the College's online learning management system. In order to adopt Etudes in their courses, faculty must successful complete either a four-week training course in the PDC or a two-week training course online. Etudes itself provides additional training and support for faculty. The Professional Development Center also offers Distance Education workshops that highlight best practices and online resources, such as EduStream and YouTube (**Evidence:** PDC: On-Campus Software Workshops).

Evaluation
Since 2000, advances in technology have changed the face of delivery systems at the College. On average, courses utilizing distance education (i.e., online, hybrid, and web-enhanced) have increased by 24 percent each year and span a diversity of disciplines. In a recent Board report, the Online Instruction Coordinator and the Professional Development Center Coordinator compared success and completion rates for distance education courses vs. on-campus courses taught by the same instructor. Findings revealed that the gap between the delivery systems has dramatically closed due to improved online teaching and the evolution of the learning management system (**Evidence:** Board Minutes, June 18, 2013, Online Instructional Program Report, June 18, 2013).
During the curricular review process, the Curriculum Committee examines the course

delivery method in relation to the course objectives and content to ensure the appropriateness of the delivery system. In addition, faculty members play a key role in the evaluation of the delivery method and mode of instruction for their courses. Using course outcomes data, faculty assess the effectiveness of delivery methods and modes of instruction. Course success and completion rates, provided by the PRIE Office, also assist faculty in the evaluation of these methods and modes.

The PDC and the Distance Education Sub-committee have greatly contributed to the campus-wide online delivery dialogue. The Distance Education Sub-committee plays an integral role in the creation and dissemination of distance education knowledge and resources. Likewise, with its online and face-to-face workshops, the Professional Development Center is a vital teaching and learning resource for the College community.

The College meets this standard.

Actionable Improvement Plan
The College needs to complete work on a definitive Distance Education policy that stipulates the requirements for distance education.

Standard II.A.1.c

The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
The curriculum management system (**Evidence:** CurricUNET) houses all course, program, and institutional learning outcomes. Within CurricUNET, faculty map course outcomes to program outcomes and program outcomes to institutional outcomes, as illustrated through the Outcomes Mapping Reports. Institutional learning outcomes are published in the opening pages of the online College Catalog (**Evidence:** 2013-2014 College Catalog, p. 4-5). Outcomes for programs, degrees, and certificates follow each program description in the online College Catalog (**Evidence:** 2013-2014 College Catalog: Nursing, Associate in Science, p. 168). These outcomes, along with general education outcomes, are also published on the Student Learning Outcomes webpage (**Evidence:** SLO Webpage, Institutional Learning Outcomes; General Education Learning Outcomes; Associate Degree/Certificate Program Learning Outcomes). Faculty from across the disciplines include student learning outcomes on course syllabi. By promoting the visibility of student learning outcomes at the course, program, and institutional level, the College emphasizes the importance of student learning to the community at large.

While faculty are ultimately responsible for the creation of student learning outcomes, many others contribute to their development, such as the Student Learning Outcomes Coordinator, the Dean of Student Learning and Assessment, the Curriculum Committee, and the Deans Council. Three mandatory flex days a year are either fully or partially devoted to student learning outcomes activities. For example, the October 12, 2012 flex day focused on the revision of course learning outcomes and the assessment reporting process. Discipline group faculty had the opportunity to discuss and assess courses in uninterrupted breakout sessions. On the January 11, 2013 flex day, faculty focused on the assessment of program learning outcomes (**Evidence:** SLO Webpage, Delta SLO Toolbox, Flex Day Packet, January 11, 2013). Discipline groups not only had the opportunity to analyze student achievement of program outcomes through course assessment data, but they also had the chance to explore other direct and indirect assessment tools (e.g., licensing examination results, employer surveys, exit surveys, pre-test/post-test evaluations) for future implementation.

Course assessment is an ongoing, dynamic process, where each course is assessed in a two-year cycle. The Student Learning Outcomes Coordinator continually works with faculty on the development and assessment of outcomes at both the course and program level then reports to the Curriculum Committee on faculty progress (**Evidence:** Curriculum Minutes, November 27, 2012). During course assessment, faculty examine whether outcomes are attained and analyze key elements of the assessment process (e.g., methods, tools, outcomes). Each assessment cycle, the findings, analysis, and plans for improvement are entered in the curriculum management system and published in the Course Learning Outcomes Assessment Report (**Evidence:** SLO Webpage, Course Learning Outcomes Assessment Report, March 2013).

Evaluation
From Mandatory Flex Days to Deans Council Meetings, the topic of student learning outcomes and assessment is prominent across the College. This dialogue is fueled by the ubiquitous presence of outcomes language in college policy, procedures, and planning. The District Vision Statement emphasizes a "commitment to clear outcomes and effective assessment to enhance student performance" (**Evidence:** BP 1201, District Vision). Curriculum development standards "require that courses should provide for a measurement of student performance in terms of the stated course student learning outcomes" (**Evidence:** BP/AP 4020, Curriculum Development Process). In addition, course student learning outcomes are a required component of each course outline of record   Strategic Goal 2 also aims to "increase student access, student success, and the number of students who successfully achieve positive student learning outcomes" (**Evidence:** PRIE Webpage, Strategic Goals 2011-2012).

Scheduling Mandatory Flex Days' workshops devoted to outcomes development, mapping, and assessment has enabled faculty to better understand the entire assessment process while providing valuable time to collaborate within discipline groups. On-site training and technical support from the Dean of Student Learning and Assessment, the Student Learning Outcomes Coordinator, the Curriculum Chair, the Curriculum Support Specialist, and others have helped to enhance the effectiveness and productivity of these workshops. Overall, the

positive impact is evident in both the Course Learning Outcomes Assessment Report and the Program Learning Outcomes Assessment Report, as faculty commentary reflects a deep commitment to student learning.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary
Administrative Procedure 4020, Curriculum Development Process outlines the process by which all courses and programs are reviewed and approved prior to being offer as part of the College's instructional program (**Evidence:** AP 4020, Curriculum Development Process). All courses and programs are required to adhere to standards defined by California Education Code, Title 5 Regulations, and Board Policy. The Procedure requires that all courses should contribute to one or more of the institutional learning outcomes; fulfill demonstrable need that meets the stated goals and objectives in the region; and be of value to students as part of a program, Career Technical Education curriculum, a transfer curriculum, a specialized interest such as personal development, or basic skills. The procedure speaks to minimum standards in the definition of learning outcomes, minimum hours of instruction, critical thinking, pre and co-requisites, qualification of discipline faculty, and other specific information required in the course outline. Standards and criteria for designation as General Education courses are also included as well as criteria for courses meeting the California State University General Education (CSUGE) and Intersegmental General Education (IGETC) Curriculum.

The Procedure also defines the curriculum approval process and how faculty work through Discipline Groups to propose courses and programs to the Curriculum Committee which provides general oversight of the process. After review by a technical review team that includes the Curriculum Committee Chairperson, Articulation Officer, and Dean of Student Learning and Assessment, the Curriculum Committee reviews proposal then forwards courses and programs to the Academic Senate and finally to the Board.

Courses and programs may not be offered unless they are published in the College Catalog. When the Curriculum Committee approves courses, it is for a limited five-year period. Administrative Procedure 4023, Course Deactivation (**Evidence:** AP 4023, Course Deactivation) stipulates that courses not offered in 48 months and those courses that are due to expire will be submitted to the Curriculum Committee for deactivation. Courses that are to remain in the curriculum system must be updated within one year.

Community education courses are also operated by the College in accordance with state law requirements that maintain community education should be a self-supporting program. Courses are taught by adjunct faculty at a rate of pay that is lower than the credit-bearing courses of the College (typically at $25 per hour, see the CTA Collective Bargaining Agreement Salary Schedule). Quality of course offerings is monitored by a classified staff member and the assistant superintendent/vice president of Instruction via student evaluations and surveys completed by students. Some of the community education offerings are provided to students in online platforms through contracts with Boston Reed. Courses are only offered if they do not duplicate or compete with existing College offerings in the credit curriculum.

Evaluation
The curriculum development process has evolved over the years and a new curriculum management system is currently under development that will improve the efficiency of curriculum review. Both courses and programs are reviewed regularly to maintain currency and integrity.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.2.a

> The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
Curricular policies, procedures and processes guide the development, approval, implementation, and evaluation of courses and programs. The Program, Curriculum and Course Development (Credit, Noncredit, and Not-for-Credit) policy ensures that the "recommendations of the Curriculum Committee are reviewed by the Academic Senate, which recommends to the Superintendent/President or designee, who recommends to the Board for approval." In addition, "[n]o course, except for a topics course, may be offered to students unless it has been previously approved by the District's Board of Trustees and, if necessary, the California Community College Chancellor's Office" (**Evidence:** BP/AP 4020, Program, Curriculum and Course Development (Credit, Noncredit, and Not-for-Credit)).

The District alone approves credit stand-alone courses pursuant to Title 5, § 55100. These locally approved courses are then "submitted to the CCCCO via the CCC Curriculum Inventory to receive a unique course control number and interface with the CCCCO Management Information Systems (MIS)" (**Evidence:** CurricUNET: CCCCO Program and Course Approval Handbook, p. 73).

In compliance with the CCCCO, all courses and programs are reviewed every five years. Faculty play a central role in the development, updating, and evaluation of all course and program components. As part of the curriculum approval process, Discipline group members review course and program proposals while the Discipline Group Chair approves all proposals before being forwarded to the Curriculum Committee for recommendation. As part of the curriculum review process, the Curriculum Committee conducts a thorough examination of each course and program as well as the integration of their core components (e.g., description, objectives, outcomes). New "courses, programs and degrees, revisions to courses, programs and degrees, and other curricular matters" are part of the Committee's regular meeting agenda (**Evidence:** AP 4020, Curriculum Development Process).

Most significantly, curriculum development standards "require that courses should provide for a measurement of student performance in terms of the stated course student learning outcomes." In addition, course student learning outcomes are a required component of each course outline of record (AP 4020, Curriculum Development Process). Utilizing standards established by licensing agencies (e.g., the National Council Licensure Examination or NCLEX), governing bodies, and transfer institutions, faculty develop and assess student learning outcomes at the course and program level. The Student Learning Outcomes Coordinator, the Dean of Student Learning and Assessment, and the Curriculum Committee oversee the implementation of outcomes and assessments, ensuring their appropriateness. Course and program outcomes and their corresponding assessments are published on the Student Learning Outcomes webpage (**Evidence:** SLO Webpage, Course Learning Outcomes Assessment Report, March 2013; Program Learning Outcomes Assessment Report, March 2013).

Evaluation
The College has created an effective curricular review process, supported by policy and procedures. This process ensures the development and implementation of high-quality courses and programs. Currently, the College's administrative procedure does not require dialogue among Discipline Group members during the course and program approval process. However, consensus among Discipline Group faculty would strengthen the curriculum review process and uphold rigorous curricular standards.

Despite this suggestion for improvement, **the College meets this standard.**

Actionable Improvement Plan
The College will revise AP 4020, Curriculum Development Process so that during the course
and program approval process consensus must occur among faculty within a Discipline
Group, as verified by the Discipline Group Chair and the Division Dean. *Responsible Party:*
Curriculum Committee Chair

Standard II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when
appropriate to identify competency levels and measurable student learning outcomes for
courses, certificates, programs including general and vocational education, and degrees. The
institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
The Instructional Planning and Review Process defines the membership of a program review
team to include "the appropriate dean; Division Dean/Director; at least two faculty where
appropriate, representation from advisory committees" (**Evidence:** Procedure 6141,
Instructional Planning and Review Process). Further, it stipulates that program review will
include, at a minimum, the description of the program objectives, description of the program
curriculum, information about program faculty, enrollment trend information for at least
three years, community (and labor market) need information as appropriate, demographic
information about the students who enroll in the program, student outcomes information, cost
effectiveness of the program, and description of facilities and equipment.

Policy 6140, Instructional Program Review (**Evidence:** Policy 6140, Instructional Program
Review) mandates that each program be reviewed at least once each six years. Vocational or
occupational programs are reviewed every two years. However, recent changes have been
made to the program review process so that effective fall 2013, all programs will be reviewed
on a two-year cycle.

Evaluation
Faculty are responsible for course and program development as stipulated in Administrative
Procedure 4020, Curriculum Development. Through the Career Technical Education (CTE)
funding model, CTE programs require regular input from advisory committees. As a result,
all CTE programs meet regularly (**Evidence:** CTE Advisory Meeting Minutes, available in
division offices) with their respective advisory committee to discuss pertinent issues
including competency levels and student learning outcomes. The overall plan has been that
course and program outcome assessments are folded into the program review and that
program review is used to drive the College's strategic planning processes. Considerable
effort has been made to rely primarily on program review to demonstrate need for resource
allocation in many areas including budget development.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.2.c

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The College offers programs which are in compliance with the California Community Colleges Chancellor's Office development criteria for credit and noncredit programs. For example, program objectives are "consistent with the mission of the [District] as established by the Legislature in Education Code §66010.4." In addition, programs demonstrate a need "that meets the stated goals and objectives in the region" the District serves (**Evidence:** Program and Course Approval Handbook, Fourth Edition, pp. 17-18). Program synthesis is illustrated through the Outcomes Mapping Reports, as course outcomes map to program outcomes and program outcomes map to institutional outcomes. While the recommended sequence of courses is determined by individual programs, as some must comply with state agency requirements, the Curriculum Development Process provides required standards to ensure the development and sustainment of high-quality programs. As the foundation on which thriving programs are built, courses

- provide for measurement of student performance in terms of the stated course student learning outcomes and culminates in a formal, permanently recorded grade based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, problem solving exercises, or skills demonstrations.

- require a minimum of 48 hours of lecture, study, or laboratory work for each unit of credit.

- provide instruction in critical thinking and generally treat subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework.

- require prerequisites and corequisites that are established, reviewed, and applied in accordance with the Education Code.

- be described in a course outline of record that is maintained in the official District files and made available to each professor of the course.

- be taught by qualified professors in accordance with a set of objectives and with other specifications defined in the course outline of record.

The quality of instructional programs is verifiable in a myriad of ways: UC and CSU articulation agreements; General Education requirements (**Evidence:** AP 4020, Curriculum Development Process); C-ID approval; AA/AS-T approval (eight Associate Degrees for Transfer have received approval, and three are nearing completion); public information made

available by the California Community Colleges Chancellor's Office, such as Accountability Reporting for the California Community Colleges (ARCC 2.0), MIS Data Mart, and Student Success Scorecard; program reviews; and Institutional Effectiveness Reports (**Evidence: PRIE Webpage, Institutional Effectiveness Reports**).

The College is dedicated to the enhancement of its programs, as demonstrated by ongoing department and division meetings, committee meetings (e.g., Academic Senate, Curriculum Committee, Deans Council), Discipline Group Chair meetings, and Mandatory Flex Days devoted to topics such as course and program learning outcomes assessment, general education assessment, program review, and Completion by Design principles, and outcomes mapping. For example, the January 11, 2013 flex day focused on the assessment of program learning outcomes (**Evidence: SLO Webpage: Delta SLO Toolbox, Flex Day Packet, January 11, 2013**). Discipline groups not only had the opportunity to analyze student achievement of program outcomes through course assessment data, but they also had the chance to explore other direct and indirect assessment tools (e.g., licensing examination results, employer surveys, exit surveys, pre-test/post-test evaluations) for future implementation. Among other activities, the August 16, 2013 flex day enabled faculty to attend training workshops on the newly revised program review module as well as student learning outcomes and assessment data entry.

Discipline group faculty play a primary role in the development, implementation, and assessment of programs. While CCCCO guidelines and curriculum procedures ensure the breadth, depth, and rigor of programs, it is the program faculty who evaluate outcomes and enact needed modifications to improve student achievement. Discipline faculty, along with the Curriculum Committee, also determine the collegiate or pre-collegiate status of a program by examining its comparable courses. As part of the curriculum review process, comparable courses are listed within the curriculum management system. A course is collegiate (i.e., transferrable) when it articulates with a CSU or UC or is featured on a baccalaureate list. A course is pre-collegiate (i.e., non-transferrable) when it does not articulate with a CSU or UC or is not featured on baccalaureate list. (Programs consisting of non-transferrable courses, such as Basic Skills, are pre-collegiate). To determine the definition of "baccalaureate" and whether a course is baccalaureate level, the College also utilizes the CSU Academic Senate approved document, "Considerations Involved in Determining What Constitutes a Baccalaureate Level Course" (**Evidence: Articulation Office Webpage, Faculty**).

Evaluation
Through varied processes and procedures, the College continues to provide high-quality, rigorous programs designed to meet the varied needs of both students and the community. The College utilizes CCCCO reports—such as ARCC 2.0, the Student Success Scorecard, and MIS Data Mart—as well as its own internal research from the Office of Planning, Research, and Institutional Effectiveness to verify the effectiveness of instruction and student achievement. Moreover, an overwhelming percentage of employees and student respondents from the 2013 Campus Climate surveys both agreed that "Students receive a high quality education" at the institution (79.9 percent students and 80.7 percent employees) (**Evidence:**

Campus Climate Employee 2013 Survey, p.3; Campus Climate and Student Satisfaction 2013 Survey, p.2). AA/AS-T approval, C-ID approval, and articulation agreements also illustrate the intensity and rigor of course and program offerings. Dialogue concerning program effectiveness is prominent across the College, as demonstrated by Mandatory Flex Day workshops, committee agenda items, and program reviews. At least three times a year, the Curriculum Committee Chair along with the Dean of Assessment and Learning organizes informational meetings for Discipline Group Chairs. These meetings cover topics such as C-ID approval, program and course assessment analysis, the course outcomes report, and the course outline of record.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
In recognition of the diverse learning needs and styles of its student population, the College offers courses in various delivery modes (e.g., face-to-face, online, hybrid, web-enhanced). Distance Education has significantly gained popularity among both faculty and students within the last decade. In fact, since 2000 courses utilizing distance education have increased by 24 percent each year and span a diversity of disciplines (**Evidence:** Board Agenda, Report, Online Instructional Program, June 18, 2013). Being a prominent concern among faculty, delivery modes and methods of instruction are examined during the regular assessment cycle. As part of the assessment process, course learning outcomes data is examined to determine whether the specific outcomes are being met. However, faculty also assess how effectively students are learning course content and whether the course delivery mode and/or method of instruction is conducive to student learning (**Evidence:** Curriculum Committee, CLO Assessment Analysis Info). The findings and plans for improvement are then entered in the curriculum management system.

Evaluation
The College has examined student success through the lens of instructional delivery modes, particularly in comparing online versus face-to-face rates of successful course completion. While online rates are lower, the gap in successful completion has narrowed over the past few years. According to data from the CCCCO Data Mart, online course completion rates were 55.4 percent in the 2008-09 academic year. In 2012-13, the rate was up to 60.7 percent, reflecting a five percent improvement in online course completion. Across those same years, the gap in completion rates for online versus face-to-face classes had dropped from 12 percent to 9 percent (**Evidence:** Chancellor's Office Data Mart, Query Tool). The PRIE Office and online support staff in the PDC have conducted analyses of online instruction by

professors who teach the same class in online and traditional formats. A recent report to the Board indicated that in the last academic year, success rates across those courses, taught by the same professor, are virtually identical. The gap has dramatically closed due to improved online teaching and the evolution of the learning management system used by the College.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.2.e

> The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
All courses go through a curricular review process every five years minimum, as specified in the curriculum management system. During this review, the Curriculum Committee examines all components of the course outline of record, including student learning outcomes and assessments. One of the primary functions of the Curriculum Committee is to "advise on the planning and coordinating of curriculum development to include course classification, certificate and degree programs, general education transfer programs, credit, non-credit, and not-for-credit courses, and recommend approval of all certificate, degree, and/or course revisions and new certificates, programs, and/or courses" (**Evidence:** AP 2430, Governance Committee Structure, p. 7). A separate Technical Review Sub-committee scrutinizes "completion, language conformity, general education requirements, comparable courses, correct units, student learning outcomes, distance education criteria, and criteria for prerequisites, corequisites, limitation on enrollment and other relevant aspects" of each course and program proposal (**Evidence:** AP 4020, Curriculum Development Process).

The District Vision Statement emphasizes a "commitment to clear outcomes and effective assessment to enhance student performance" (**Evidence:** BP 1201, District Vision). Thus, all course outcomes are assessed in a two-year cycle (**Evidence:** SLO Webpage, Course Learning Outcomes Assessment Cycle Report). Assessment also occurs at the program level (**Evidence:** SLO Webpage, Program Learning Outcomes Assessment Report, March 2013). During course and program assessment, faculty examine whether outcomes are attained and analyze key elements of the assessment process (e.g., methods, tools, outcomes). Each assessment cycle, the findings, analysis, and plans for improvement are entered in the curriculum management system and published in the both the Course Learning Outcomes Assessment Report and the Program Learning Outcomes Assessment Report.

Like course outcomes assessment, program review also occurs in a two-year cycle. Programs begin by describing their goals along with their strategies for attaining those goals. Each program examines student achievement data and describes student learning outcomes

assessment plans. Programs examine student achievement trends data illustrating the success and retention rates of the program, the number and type of awards given, FTES and FTEF information, and disaggregated information on students by age, gender, and ethnicity. CTE programs also analyze labor market data and utilize advisory committees in determining the viability of their programs. All data is analyzed within the review, resulting in recommendations to strengthen programs through resource allocations. As part of the review process, the Program Review Committee assists "in the development of a regular cycle of program review and student learning outcomes assessment."

Evaluation
Through its curricular process, policies and procedures, and program review, the College makes sure that courses and programs "contribute to one or more of the institutional student learning outcomes, fulfill a demonstrable need that meets the stated goals and objectives in the region to District proposes to serve, be of value to students." Program review enables data analysis and reflection on each program's appropriateness and relevance within the District. In some cases, the results of such review have led to the elimination of programs. When programs are no longer viable or become inconsistent with the mission of the District, a recently developed Program Remediation/Discontinuance procedure may be utilized (**Evidence:** AP 4021, Program Remediation/Discontinuance). An example of this process occurred in fall of 2012 when a number of programs were discontinued after a review of the labor market trends and internal data of all programs at the College. This process was initiated in part by the Educational Master Plan, Action Plan Recommendation 2.2 to align program offerings with labor market and community needs.

Faculty have developed outcomes at the course and program level, and they have made substantial strides in the assessment process. The College is entering the second year of its two-year course assessment cycle, which means by the spring of 2014 every course will have been assessed. Programs are also being assessed at this time, yet the College has not established a program learning outcomes assessment cycle. Having an assessment cycle for program learning outcomes would help ensure continuous improvement within this segment of curriculum.

Despite this suggestion for improvement, **the College meets this standard**.

Actionable Improvement Plan
Since all courses within the Course Learning Outcomes Assessment Cycle will have been evaluated by spring 2014, providing comprehensive assessment data to assess student achievement of program outcomes, the College will create a Program Learning Outcomes Assessment Cycle by fall 2014. *Responsible Party: Dean of Student Learning and Assessment*

Standard II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Student learning outcomes are defined and published at the institutional (ILOs), program (PLOs), and course (CLOs) level. A framework is established that includes ILOs supported by PLOs which are in turn supported by CLOs. In some cases, course outcomes may directly relate to institutional outcomes. (**Evidence:** CurricUNET SLO Maps). Mandatory faculty flex days include time for the assessment of student learning. Mechanisms are in place to assure that the results of that assessment are brought into the program review cycle and ultimately to strategic planning for the institution.

Assessment of student learning is incorporated into the program review process within the curriculum management system which also manages the program review process for all instructional courses and programs (**Evidence:** CurricUNET Program Review Module). The institution relies heavily on Program Review to drive many initiatives on campus that lead directly to fostering student success and improving student learning. The Program Review Committee is a standing committee in the Administrative Procedure 2430, Governance Committee Structure (**Evidence:** AP 2430, Governance Committee Structure) and includes representation from the various constituency groups of the College.

Administrative Procedure 6200, Budget Preparation indicates that the District's financial planning for annual budgeting is organized through a budget development process that integrates institutional planning to the District's mission statement, strategic goals, and requires managers to provide rationales for spending and justification based on program reviews (**Evidence:** AP 6200, Budget Preparation).

Program Review is used in establishing prerequisites, co-requisites, advisories, and limitations on enrollment (**Evidence:** AP 4260, Prerequisites and Co-requisites, Advisories and Limitations on Enrollment) for courses during the curriculum development process. Program review is a key component in identifying at-risk programs when considering program remediation/discontinuance (**Evidence:** AP 4021, Program Remediation/Discontinuance). Replacement of full time faculty entitlements also relies on program review recommendations (**Evidence:** AP 7210, Replacement of Full Time Academic Entitlements).

Evaluation

The College has a history of using program review to drive institutional initiatives and resource allocations. More recently it has made significant strides toward creating a culture that includes the assessment of student learning into the program review process. The intent

has been to incorporate assessments into the program review and continue using program review to drive institutional decision-making. For a long time, all constituency groups have come together to discuss college-wide issues and the inclusion of student learning outcomes assessment has added depth to the conversation.

Recent discussions have recognized the need for more timely data in the decision-making process. Existing policy requires that program reviews for all non-vocational programs occur every six years. Career Technical Education (CTE) programs require biannual review. Recently the College has shifted its cycle of instructional program review for all programs to a biannual cycle. This would coincide with the biannual assessment plan in place for all courses and programs.

The College meets the standard.

Actionable Improvement Plan
Review of Program Review policies and procedures may require revision to support biannual program reviews for instructional programs. *Responsible Parties: Program Review Committees, Policies and Procedures Review Committee*

Standard II.A.2.g

> If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
The College has created a procedure whereby a student may earn credit for a course by examination. As part of this process, the "student must provide written evidence, i.e., transcripts, letters of recommendation, etc. that substantiates the knowledge base or experience the student has which warrant approving the petition to challenge the course" (**Evidence:** AP 4235, Credit by Examination). The Discipline Group Chair or Division Dean must approve of the petition and select a qualified faculty member approved in the discipline area of the examination to serve as the examiner. The examination instrument must also be approved by either the Discipline Group Chair or Division Dean.

Evaluation
During the curriculum review process, the Curriculum Committee examines whether or not a course has been identified as challengeable. When a course is challengeable, the academic rationale indicates a student's ability to achieve the course objectives and learning outcomes via an examination. When a course is not challengeable, the academic rationale indicates a student's inability to achieve the course objectives and learning outcomes via an examination (**Evidence:** Curriculum Committee, Curriculum Committee Course Review Guide). Between the administrative procedure and Curriculum Committee review, credit by examination functions as an effective means to measure student learning.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.2.h

> The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
As a required component of the course outline of record, student learning outcomes are an integral part of each course and used to determine student proficiency. This standard of curriculum development is specified in the Curriculum Development Process: "courses should provide for measurement of student performance in terms of the stated course student learning outcomes and culminates in a formal, permanently recorded grade based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, problem solving exercises, or skills demonstrations" (**Evidence:** AP 4020, Curriculum Development Process).

The Curriculum Development Process awards academic credit based on accepted standards that include one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for one semester unit of credit. In addition, at least three hours of other academic activities, including laboratory work, internships, and studio work is required for the award of one semester unit of credit.

Evaluation
All courses are reviewed by the Curriculum Committee, which verifies that the academic standards and rigor are maintained throughout all courses at the College. Administrative procedure ensures that credit is awarded based on the achievement of student learning outcomes.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.2.i

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary
Within the curriculum management system, course learning outcomes map to program learning outcomes and program learning outcomes map to institutional learning outcomes (**Evidence:** SLO Webpage, Student Learning Outcomes and Assessment Process). This integration of outcomes creates cohesion within programs. Discipline faculty have developed thoughtful program outcomes by examining course and institutional outcomes, consulting with advisory committees and/or licensing agencies, and considering the transferability of their degrees and certificate. Discipline faculty have received training on the development of program learning outcomes, which describe the actual skills, knowledge, abilities, behaviors, or attitudes students demonstrate upon completion of a program. Achievement of these outcomes leads to the awarding of degrees and certificates.

Three mandatory flex days a year include discussion of student learning outcomes to promote greater student achievement. On the January 11, 2013 flex day, faculty focused on the assessment of program learning outcomes (**Evidence:** SLO Webpage, Delta SLO Toolbox; Flex Day Packet, January 11, 2013). Discipline groups not only had the opportunity to analyze student achievement of program outcomes through course assessment data, but they also had the chance to explore other direct and indirect assessment tools (e.g., licensing examination results, employer surveys, exit surveys, pre-test/post-test evaluations) for future implementation. In addition, faculty discipline groups complete program review in a two-year cycle that includes assessment of student learning outcomes as well as in discussions that occur at Career Technical Education Advisory Committee meetings.

Evaluation
Program learning outcomes are assessed to promote improved instruction based on student achievement. All program learning outcomes are published in the College Catalog as well as the Student Learning Outcomes webpage (**Evidence:** SLO Webpage, Program Learning Outcomes Assessment Report, March 2013). Student expectations are identified so that program awards are consistently based on achieved outcomes. Two thirds of student and employees respondents from the 2013 Campus Climate surveys agreed that students at the institution must meet high achievement standards to attain a degree or certificate.

The College meets the standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Standard II.A.3.a

General education has comprehensive learning outcomes for the students who complete it, including the following: a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education defines the essential elements of the College's general education program and provides a basis for Administrative Procedure 4025 (**Evidence:** BP/AP 4025, Philosophy and Criteria for Associate Degree and General Education). The administrative procedure defines criteria for determining general education courses and criteria for judging courses within the areas of language and rationality, natural sciences, humanities (including the arts), American institutions, social and behavioral sciences, awareness of self and society, and ethnic studies.

The interdisciplinary General Education sub-committee reviews and makes recommendations regarding courses and student learning outcomes for the general education program to the Curriculum Committee and Academic Senate. Outcomes are defined for each of the associate degree general education areas. Those outcomes are published in the online catalog (**Evidence:** 2013-2014 College Catalog) as well as on the Student Learning Outcomes webpage (**Evidence:** SLO Webpage, General Education Learning Outcomes).

The curriculum development process is defined in Board Policy and Administrative Procedure (**Evidence:** BP/AP 4020, Curriculum Development) and assigns primary oversight of curriculum to the Curriculum Committee and Academic Senate. Individual faculty working through their Discipline Groups propose new and revised courses and programs. The General Education Sub-Committee, chaired by the College's faculty articulation officer is composed of interdisciplinary faculty from across the College and acts in a capacity similar to that of the Discipline Group for general education programs (**Evidence:** AAGE, CSUGE, IGETC Checklists).

Evaluation

The General Education sub-committee meets throughout the year to consider new and revised courses for inclusion in the Associate degree general education program. Courses deemed appropriate for inclusion in the California State University General Education program and the Intersegmental General Education Transfer Curriculum are forwarded to the appropriate CSU or UC committee for consideration and inclusion in those programs. In addition, the committee reviews, and considers assessment data for courses within the general education program. The chair of the sub-committee reports to the Curriculum Committee the status of the group's findings to improve student success in general education. (**Evidence:** GE Sub-Committee Minutes, Curriculum Committee Minutes).

The College meets this standard.

Actionable Improvement Plan

No action is needed

Standard II.A.3.b

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

The College demonstrates its commitment to developing lifelong learners in a myriad of ways. The College's defined Institutional Learning Outcomes speak directly to fostering awareness and appreciation of social institutions and the environment; knowledge and application in an academic or career/technical field; skills in quantitative, scientific, and communication competency; personal, civic, social, and intercultural responsibility; along with competency and engagement in technology and lifelong learning (**Evidence:** SLO Webpage, Institutional Learning Outcomes). As courses and programs are developed, focus is always maintained on the connection between course outcomes, program outcomes, and the institution's outcomes as a component of the curriculum development process. The CurricUNET system tracks mapping of student learning outcomes between courses, program, and the institution, and provides a means of reporting assessment of these outcomes.

To assure that courses maintain the appropriate rigor and collegiate level of content, credit course outlines include references to comparable courses at other institutions of higher education, including the California State University (CSU) and University of California (UC) for all transfer-level courses. The College's articulation officer submits new and revised courses to CSU and UC for transfer articulation with approved courses being so noted in the College Catalog. In addition, the College's courses are included on the statewide transfer articulation webpage, www.assist.org.

During the October 2011 semester the College held its first mandatory flex day for the sole purpose of developing the student learning outcomes and assessment process. Extensive training and discussion occurred to refine methods to more effectively address the institution's implementation. Course outcomes were mapped to program outcomes which in turn were mapped to institutional outcomes. Courses and programs are assigned to a defined triennial review cycle and the assessment of student learning began to take a more integrated and systematic approach. Plans and mechanisms were developed to incorporate student learning outcomes more closely into program review cycles which in turn tie into strategic planning.

Evaluation
Assessment of student learning has become an integral part of College processes including curriculum development, program review, and strategic planning. The collection of data has become much more systematic and leads discussion that leads to program improvement and student success. The PRIE Office acts as the central repository of data and makes information available to staff, faculty and administrators.

The CurricUNET system has developed online reporting tools for course and program outcomes assessment. The system includes a Program Review module that collects and transfers relevant data from course and program assessments and allows for consideration during regular program reviews.

Discussions focused on the assessment of student learning in general education and interdisciplinary programs have led to the need to identify more quantitative data elements so that data can be collected in a more systematic way. Methods to collect qualitative as well as quantitative data are being refined so that conclusions may be drawn in a manner that will more clearly effect positive change for these broad programs.

Despite this suggestion for improvement, **the College meets this standard.**

Actionable Improvement Plan
The General Education Sub-Committee should continue ongoing discussion to identify appropriate data elements to assess the general education and interdisciplinary degree programs.

Standard II.A.3.c

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

A task force was convened in early 2010 to develop Institutional Learning Outcomes which were reviewed using the shared governance process. Ultimately, the Institutional Learning Outcomes were presented to the Board in February 2011 (**Evidence:** Board Minutes, February 1, 2011).

Institutional Learning Outcomes, Area IV focuses on personal and social development including ethical behavior, civic and social responsibility, as well as interpersonal and intercultural responsibility (**Evidence:** SLO Webpage, Institutional Learning Outcomes). In addition, the District's Mission Statement includes the institution's commitment to encouraging good citizenship, responsible leadership, ethical behavior. The District's vision statement speaks to fully appreciating the diverse and dynamic world (**Evidence:** BP 1200, District Mission and BP 1201, District Vision).

Evaluation

The College consistently takes positive steps to remain cognizant of Institutional Learning Outcomes as well as the mission and vision of the College in its planning and decision-making processes. One example of focus on the District's mission is the inclusion of the mission statement on all shared governance committee agendas. It is intended that all planning and decision-making must be focused on student achievement and success especially in regard to achieving the defined outcomes and goals of service to both the students and our community.

The institution has done an effective job in maintaining focus on student success and does consistently promote ethical behavior and the development of good citizenship among its students, faculty, staff, and the community.

The College meets this standard.

Actionable Improvement Plan

No action is needed.

Standard II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
The College maintains comprehensive degree programs in both the arts and sciences that focus on both transfer and career-technical education. Since the passage and implementation of the Student Transfer Achievement Reform Act (**Evidence:** California Senate Bill 1440, Padilla), the College has developed several Associate Degrees for Transfer. As required by Title 5 regulation, all degree programs must include three components of coursework; general education; a major or area of emphasis, and additional requirements or electives to require no fewer than 60 semester units. Along with degrees in specific majors, the College offers several interdisciplinary degrees.

Evaluation
Programs in career-technical education as well as those in science, technology, engineering, or mathematics are classified as Associate in Science degrees. All other programs including those in the arts and humanities are classified as Associate in Arts degrees. Those programs that fulfill the requirements agreed upon by the Academic Senate of the California Community Colleges and the Academic Senate of the California State University through the development of the Transfer Model Curriculum are designated as Associate in Science for Transfer or Associate in Arts for Transfer degrees. These degrees provide community college students with priority admission to the California State University (CSU). As of fall 2013, the College currently offers eleven such degrees. One is awaiting California Community College Chancellor's Office approval, and six are under development. These degrees provide for the majority of transfer programs.

Delta College was among the first group of California Community Colleges to offer transfer degrees. The faculty has embraced the task of creating these degrees and has or is in the process of defining transfer degrees for all of our current majors that have developed Transfer Model Curriculum standards. At the statewide level, the California Community College Academic Senate as well as the Academic Senate of the CSU has been working as quickly as possible to develop the Transfer Model Curriculum in those programs that are most common among students. The College has effectively responded to development at the statewide level and will continue to develop degrees that are appropriate for our region.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
Student learning outcomes have been identified for vocational and occupational degree and certificate programs in collaboration with advisory groups associated with the various Career Technical Education (CTE) areas. The faculty meets regularly with experts from the industry in program-specific advisory groups to define program goals, outcomes, and expectations for students. The industry experts advise on the latest trends, skills, and requirements to prepare students to become successful and effective workers in the particular field.

Particular attention is paid to developing appropriate skills and competencies in students to successfully meet licensing and certification standards. Pass rates of examinations administered by external licensing agencies including the Board of Registered Nursing and the Board of Vocational Nursing and Psychiatric Technicians, have shown positive results (**Evidence:** Board of Registered Nursing NCLEX Pass Rates, 2008-2012; Board of Vocational Nursing and Psychiatric Technicians, 2012).

The P.O.S.T Academy which starts with a class of 70 students has had successful completion and graduate rates over the past three years and improved from 42 to 56 of 70 between 2009 and 2013.

Evaluation
Examination pass rates have been published only for the registered nursing, licensed vocational nursing, and psychiatric technician programs. Data indicates that pass rates for registered nursing certification have increased from 72 percent to 91 percent over five years. Psychiatric Technician examination pass rates have increase from 58 percent to 77 percent during the same period. Effective fall 2012, the Licensed Vocational Nursing program has been suspended to focus additional resources on developing Psychiatric Technician candidates to meet growing demand.

The College continues to require regular meetings with Advisory Committees for all CTE programs in order to discuss with employers and industry professionals about the success of our students in the workforce.

The College meets the standard.

Actionable Improvement Plan
No action is needed

Standard II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

The College publishes annually, both in print and electronic form, a catalog that includes degree and certificate requirements, course descriptions for all programs and courses offered by the institution, and transfer policies with sections devoted specifically to University of California and California State University transfer. Each program listing includes a program description, program learning outcomes, and listing of course as well as other requirements.

The Curriculum Development Process governs the procedure by which all College courses and programs are reviewed and submitted for approval by the Board of Trustees (**Evidence: AP 4020, Curriculum Development Process (Credit, Noncredit, and Not-for-Credit)**). All members of the College community, in the development of both courses and programs, utilize the CurricUNET curriculum management system. The approval process requires proposing faculty to collaborate within discipline groups and receive input from other areas of the College such as library resources, articulation, Curriculum Committee, and the Academic Senate before courses and programs are finally submitted to the Board of Trustees for approval. Title 5 regulations also require that courses and programs be submitted to the California Community College Chancellor's Office for final approval. In addition to the College Catalog, the CurricUNET system is available to the public via a link from the District's website and includes detailed information about all active courses and programs (**Evidence: CurricUNET**).

Evaluation

In 2010 Procedure 6151, Curriculum Development was rewritten and renumbered to AP 4020, Curriculum Development Process (Credit, Noncredit, and Not-for-Credit). Procedure 6151e included a course information sheet template what was inadvertently deleted from the College procedures at that time at the direction of the Academic Senate. While faculty continue to provide students with course syllabi, an institutional template is no longer mandated. In spring 2013 the Academic Senate took steps to reinstate a mandated template that will include course learning outcomes. AP 4020.1 is under development and is expected to be fully implemented by spring 2014.

The College meets this standard.

Actionable Improvement Plan

No action is needed.

Standard II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary
Under the leadership of the Articulation Officer, the College participates fully in the Course Identification Designators (numbers) (C-ID) as well as ASSIST, the online student-transfer information system. As courses and programs are developed and revised they are forwarded to University of California (UC) and California State University (CSU) systems as appropriate. Courses numbered 1-69 are designated as transferrable as indicated in the College Catalog (**Evidence:** 2013-2014 College Catalog, p. 204). In addition, those courses specifically approved at UC and CSU are so noted in the published course description.

Students are encouraged to refer to the ASSIST (www.assist.org) website for detailed transfer information about specific UC and CSU campuses. The College regularly submits courses through the statewide articulation database. Since the implementation of the Student Transfer Achievement Reform Act, faculty from the College have played a key leadership role in the development of the Transfer Model Curriculum project and C-ID, which includes the establishment of common course descriptors. The College Articulation Officer served on the Intersegmental Curriculum Workgroup and was one of two articulation officers in California to advise on articulation implementation issues. The C-ID system serves to ensure common learning outcomes for courses among multiple institutions (www.c-id.net).

Evaluation
The College is committed to maintaining a high-quality curriculum that transfers universally to other systems of higher education within California. In addition to articulation with California's public education institutions, the College maintains articulation agreements with many private institutions. Because of the proximity and attendance of Delta College students at University of the Pacific, agreements are in place for many of our courses that facilitate transfer. Similar agreements exist for other private university in California and beyond. Access to articulation agreements is made through the Articulation Office webpage (**Evidence:** Articulation Webpage, Student Transfer Information).

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

The College has implemented Administrative Procedure 4021, Program Remediation/Discontinuance to guide decision making for programs that may be considered at-risk (**Evidence:** AP 4021, Program Remediation/Discontinuance). It establishes the process and criteria by which programs should be measured to determine if it is a candidate for possible discontinuance.

Once a program has been identified for discontinuance, the procedure requires action by the Board of Trustees and that all students, staff and faculty be notified within ten (10) days of the Board's decision. The procedure further stipulates that the program will be phased out in such a way to allow current students in the program an opportunity to complete the program if possible.

Evaluation

The procedure for program discontinuance came into effect after the College had initiated a review of several programs for possible discontinuance (in 2012-13). The new process has not been used, but administrators worked to follow the steps outlined in the procedure when examining programs in 2012-13. It has been implemented and applied to the following seven programs: Banking, Carpentry the Emergency Medical Services, Fire Technology, Insurance, Mill and Cabinet Work, and Motorcycle and Outboard Engine Repair. The program eliminations followed extensive review of both qualitative and quantitative data concerning the programs and an appeal process that allowed faculty to make a case for maintaining a program (**Evidence:** Board Agenda, April 16, 2013). In all cases of program elimination students, faculty and staff were identified and notified in advance of the program being discontinued. In each case, already enrolled students were allowed to continue to pursue coursework to complete the program. A substantive change report to the ACCJC has been completed by the College to outline the program eliminations but the report is awaiting deferred consideration until the completion of this comprehensive evaluation (**Evidence:** Draft Substantive Change Report, December 2013, see ALO). In summary, the procedure for program remediation/discontinuance has been working effectively.

The College meets this standard.

Actionable Improvement Plan

No action is needed.

Standard II.A.6.c

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The College Catalog is published annually in both print and electronic formats and covers the summer, fall, and spring terms of each academic year. Current as well as archived copies are available electronically on the College website (**Evidence:** College Catalog). Each edition of the College Catalog includes the latest information for students regarding campus policies and procedures, expectations, and all course and program revisions are included in each year's update. The print and online versions of the catalog are prepared using

The Schedule of Classes is published electronically for each term, summer, fall, and spring. The Current Class Listings includes course description, prerequisites, and other scheduling information. The Schedule of Classes is searchable by campus location and discipline showing all currently scheduled courses. A hyperlink to the college bookstore provides information about required textbooks for each course section.

The curriculum management system is used to develop new courses and revise existing ones. Once courses have completed the review and approval process, they are imported electronically into the Student Information System (SIS). The SIS processes all course scheduling and student registration and serves as the data source for the College Catalog and Schedule of Classes.

Evaluation

The preparation and review process for the College Catalog begins each spring. All sections of the document are initially reviewed by their respective area staff with revisions forwarded back to the Dean of Student Learning and Assessment who coordinates the entire publication. Course information is exported from the Student Information System (SIS) into the Catalog to guarantee consistency between all college publications. The SIS also serves as the data source for the preparation and publication of the Schedule of Classes.

The shared governance process drives all revisions of college policy and procedures. New and revised policies related to student progress and achievement are updated with each edition of the College Catalog.

The College meets this standard.

Actionable Improvement Plan

No action is needed.

Standard II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
The Academic Freedom and Responsibility policy demonstrates the College's commitment to the free pursuit and dissemination of knowledge (**Evidence:** Policy 6620, Academic Freedom and Responsibility). This policy is published in the College Catalog (**Evidence:** 2013-2014 College Catalog, p. 45).

The policy protects both faculty and students in their ability to inquire, express, and defend views and ideas in an environment that is free from authoritative repression or scholastic penalization.

Evaluation
The College has been well served by a comprehensive academic freedom policy for over 40 years. The academic community understands the rights and responsibilities associated with such a policy and abides by its standards.

Results from the Campus Climate Employee 2013 Survey show an increase of a little over eight percent in employee respondents' agreement rating to the following statement: "The College supports and protects academic freedom" from 2007 to 2013 (**Evidence:** Campus Climate Employee 2013 Survey Results, p. 2).

The College meets this standard.
Actionable Improvement Plan
No action is needed.

Standard II.A.7.a

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Board Policy 6620, Academic Freedom and Responsibility, recognizes that academic freedom carries with it corresponding responsibility (**Evidence:** BP 6620, Academic Freedom and Responsibility). The policy emphasizes the obligation to study, to investigate, to present and interpret, and to discuss facts and ideas concerning man, human society, and the physical and biological world in all branches and fields of knowledge. Since human knowledge is limited and changeable, the instructor will acknowledge the facts on which controversial views are based and show respect for opinions held by others. While striving to avoid bias, the instructor will, nevertheless, present the conclusions to which he or she believes the evidence points.

Evaluation

There have been no allegations of infringement of academic freedom or responsibility by either students or faculty since the last comprehensive ACCJC visit. A review of faculty's responses who completed the 2013 Campus Climate survey (N = 97) reveal over three fourths of the faculty agreed that the College supported and protected their academic freedom.

The College meets this standard.

Actionable Improvement Plan

Through the continued conversion of policies and procedures to the recommended language and numbering sequence from the Community College League of California (CCLC), the District should adopt the recommended number (BP 4030) for the policy and move it to Chapter 4, Academic Affairs, in its policies and procedures collection.

Standard II.A.7.b

> The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

According to the statement on student conduct in the College Catalog, a "student enrolled at San Joaquin Delta Community College District assumes an obligation to conduct him/herself in a manner compatible with the District's function as an educational institution. This includes the obligation to act with honesty and integrity" (**Evidence:** 2013-2014 College Catalog, p. 58). Academic dishonesty and related forms of student misconduct are clearly defined in the College Catalog online and in print (**Evidence:** 2013-2014 College Catalog, p. 44-45). The Student Handbook also contains a section identifying the District's policies and procedures for student conduct and discipline, which defines misconduct including academic dishonesty, explains discipline, outlines the discipline hearing process, and identifies the time limits. (**Evidence:** Student Handbook, p. 46-53). Links to the Student Handbook are available in multiple locations from the homepage of the District's website and the Student Services Division's webpage. (**Evidence:** Services and Support, New, Returning, and Current Students; Student Life; and, Academics).

The College holds this expectation very seriously, as illustrated in its policy and procedures which also provides for the students' rights for due process under state and federal law (**Evidence:** BP 5500, Standards of Conduct and Standards of Discipline/AP 5500, Standards of Conduct, AP 5520, Student Discipline, and AP 5510, Report Form: Academic Dishonesty/Non-Academic Violation Student Complaint and Incident).

The District's standards of conduct and discipline policies and procedures are readily available from the homepage of its website and featured in the tabs About Delta and Student Life, and on the Student Services Division webpage (**Evidence:** About Delta, Student Life and Student Services Division). Finally, faculty across the disciplines support AP 5500, Standards of Conduct by including academic dishonesty policies or expectations on course syllabi.

Evaluation

The District's website, College Catalog, course syllabi, and policy and procedures, emphasizes the importance of academic honesty to its students and the community. The College has done an effective job of informing students about the meaning and consequences of academic dishonesty in its various forms. In addition, it continues to combat plagiarism through activities such as Plagiarism Prevention Awareness Week (an annual activity conducted by the College library) and online plagiarism resources (**Evidence:** Library Services: Plagiarism Prevention).

The Campus Climate and Student Satisfaction 2013 Survey collected students' perception of cheating at Delta College, and when compared to previous survey cycles, the perception that cheating is a problem at Delta has decreased (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results, p.3).

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.A.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
Being an integral part of a student's educational experience, the Student Code of Conduct is included in the Student Handbook (**Evidence:** Student Handbook, p. 46), the online College Catalog (**Evidence:** 2013-2014 College Catalog, p. 58), and the District's website (**Evidence:** Student Services Webpage, Student Conduct & Discipline Policies). The Student Code of Conduct reflects both board policy and administrative procedures (**Evidence:** BP 5500, Standards of Conduct and Standards of Discipline/AP 5500, Standards of Conduct; AP 5520, Student Discipline). Links to the Student Handbook are available in multiple locations on the District's website (**Evidence:** District Website: New and Returning Students and Current Students).

The Employee Handbook covers professional behavior in the completion of one's work assignment, attendance and punctuality, and attire and grooming" (**Evidence:** Human Resources Webpage, Employee Handbook, p. 37).

District Policy 3100, Duties and Responsibilities of Faculty which is included in the Faculty Handbook clearly outlines the professional expectations of all faculty and their responsibilities to the District and students (**Evidence:** Policy 3100, Duties and Responsibilities of Faculty). The union has worked with the District to designate student contact and professional responsibilities to the District. In addition, the Academic Senate's Faculty Professional Growth Committee works to insure that faculty obligation to professional development is fulfilled.

Evaluation
A clear Student Code of Conduct is provided through multiple venues to all Delta students, and expected employee behavior is specified in the Employee Handbook. Human Resources ensures that all employees receive an electronic copy of the Annual Employee Notice via email at the beginning of each school year and maintains a link to the notice and handbook

on the department's webpage, "Your Work Assignment" (**Evidence:** Human Resources Webpage, Annual Employee Notice and Employee Handbook).

The Campus Climate and Student Satisfaction 2013 Survey collected students' perception of different conduct issues such as sexism, racism, bullying, and sexual harassment, and additional questions were asked to gauge whether students felt respected regardless of their ethnicity, gender, sexual orientation, or religious affiliation. Employees surveyed were asked similar questions, which also found that they generally felt that individuals from their own ethnicity, gender, sexual orientation and beliefs were respected at the College (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results, p.3-4; Campus Climate Employee 2013 Survey Results, p.3-5).

The College meets this standard.

Actionable Improvement Plan
To promote professionalism and a strong work ethic, HR will continue electronically disseminate the Employee Handbook to District employees and maintain a link to the handbook on the departments webpage, and emphasize the section "Your Work Assignment." *Responsible Party: Director of Human Resources*

Standard II.A.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary
The College does not offer curricula in foreign locations.

Evaluation
Not applicable.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

The College admits diverse students who are able to benefit from its programs, consistent with the District's mission of serving "the needs of students and the District community by providing excellent post-secondary education to the associate degree level, general education and preparation for transfer to other post-secondary institutions, career and technical education." The College determines that enrolled students are able to benefit from its programs through the assessment process, which includes scores from English, Composition and Math to determine the appropriate course placement level.

To enhance the cultural diversity of the student population, the College recruits and admits international students through an admission process consistent with federal regulations. The International Student Program staff (a specialist and a designated counselor) address the needs of those students to increase their academic success, including transfer to four year universities.

The Student Services Division provides quality programs and services that recognize diversity, facilitate access, and foster academic, career and personal success for all students. This is accomplished through various departments within the Student Services Division. Additionally the College offers support programs that also enhance this learning environment including:

- New Student Group Advising (NSGA) orientations sessions for new students or enrolling in their first semester at Delta. Students are provided the opportunity to learn about campus resources and services, programs of study, registration processes and transfer information to support their academic and career goals. Students also meet with a counselor to develop an abbreviated student education plan. The College also administers a pre/post survey to assess the student's knowledge of services.

- A variety of programs and services are available which specifically target groups of students based on interest, identified as at-risk, or students with special needs: Extended Opportunities Programs and Services (EOPS), Disability Support Programs and Services (DSPS), AFFIRM, a Science, Technology, Engineering, and Mathematics (STEM) program, and Mathematics, Engineering, Science, Achievement (MESA) program.

- The Career Technical Transition committee meets regularly and is composed of College staff, high school counselors, faculty and other staff from local high schools to discuss the needs of students, the District and the community through continuing, transfer, career and technical education and workforce development.

A "Steps to Success Checklist" featuring the services described below is available to all students from a direct link on the Admissions & Records webpage, New & Returning Students, (**Evidence:** District Website, New & Returning Students, Key Documents, Steps to Success):

1. **Financial Aid & Veterans Services**
   Financial Aid is designed to help meet direct educational expenses including tuition, books, supplies, transportation, and related living costs. Students may apply for grants, student loans, employment programs, and scholarships.

2. **Applications for Admission**
   Students are encouraged to complete the CCC Apply online application on the Admissions webpage.

3. **Assessment**
   New and non-exempt students are required to take the Reading, English and Mathematics assessment, Assessment-COMPASS Evaluation (ACE).

4. **Course Planning**
   New Student Group Advising (NSGA) sessions and/or meetings are provided through the Counseling and Special Services Departments.

5. **Registration**
   Registration is conducted online and computers are available in the E-Services Lab.

The Student Services mission states, "The Student Services Division provides quality programs and services that recognize diversity, facilitate access, and foster academic, career and personal success for all students." Departments within the division have individual mission statements which support the department's purpose, goals and philosophy, these individual statements are prominently placed on each department's webpage. Student services and support programs are provided by the departments listed on the following page, with each listing serving as a hypertext link to the program's webpage.

Student Services Departments
Admissions, Records & Registration
Assessment Center
Bookstore (Auxiliary Services)
CalWORKs
CalWORKs Assessment
Career/Transfer Center – ReEntry Services
Child Development Center (CDC)
Counseling & Special Services (Career Transfer Outreach, DSPS & EOPS)
Disability Support Programs & Services (DSPS)
Extended Opportunity Programs & Services (EOPS)/CARE
Financial Aid & Veterans Services
Food Services (Auxiliary Services)
The Market at Delta College (Auxiliary Services)
Outreach & Community Relations
Passport to College
Police & Public Safety
Student Activities, Associated Student Body Government (ASBG) and Student Clubs

Student Support Programs

2 + 2 Articulation
Academic Computing Lab
AFFIRM Program
Articulation Office
Assessment Center
Center for Academic Preparation (CAP Center)
College Early Start
Cultural Awareness Program Committee (CAP)
Employment Services
English as a Second Language (ESL)
E-Services Lab
Foster and Kinship Care Education (FKCE) Program
Foster Youth Success Initiative
Fund for the Improvement of Postsecondary Education (FIPSE)
General Education Development (GED) Services
International Student Program
Kids College
Reading/Writing Learning Center
Small Business Development Center
STEM Grant/STEM Academy

Learning Communities
Math Engineering Science
Achievement (MESA)
Math/Science Learning Center
Middle College High School
Nursing Success Center
Orientation
Puente Program
Transfer Center
Troops to College
Veterans Programs
Student Success
Veteran Resource Center
Veteran Services
Work Experience Program
WorkNet
Youth Empowerment
Strategies for Success (YESS)
Program

Evaluation

The College's breadth of support services provides evidence of a College committed to student access and success. Programs are in place to foster easy application, enrollment and registration in courses. Students have expressed positive views of the College's online application and registration systems in the Campus Climate and Student Satisfaction 2013 Survey (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey, pp. 5 and 19-29). Special programs exist to provide a supportive learning environment for a diverse array of students. The comprehensive list identified above suggests the College is dedicated to helping students meet the goals they seek. These programs include those designed to serve first generation college students, the economically disadvantaged, students with identified disabilities, veterans or active military students, individuals needing training for the workforce and government assistance, and students who are enrolled simultaneously in high school and college (to name a few). Moreover, specially targeted groups of students receive support services through programs like AFFIRM (for African American students), Puente, and the STEM Academy (low income and Hispanic students pursuing STEM degrees).

Recently, the College compiled student ratings of various support services through the Accreditation Climate Survey (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey). Some of those results reflected a lack of knowledge of some programs and the need for improvement in others. The College intends to gather feedback from students using focus group interviews in order to improve services. Student ratings were likely influenced by the economic recession and its impact on service levels and course reductions. The scope and quality of student support services is best seen through personal visits to the various offices and locations at the College.

Evaluation of the quality of services is accomplished through satisfaction surveys, program review, and attention to key metrics that track service delivery and quality. Discussion of program review and improvement for various programs is presented in later sections of this standard.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

The College offers Student Services on the main campus, at the South Campus at Mountain House (SCMH), and online. In December 2009, most Student Services' departments were centralized into a new 50,000 gross square foot one-stop center, the Lawrence and Alma DeRicco Student Services Center. The completion of the $27.5 million center was locally-funded as part of the District's Measure L Bond funds and allows the District to offer centralized student services in one location

The DeRicco Student Services Center houses the Admissions & Records, Assessment, Financial Aid & Veterans Services, Counseling, DSPS, EOPS, CARE, Career Transfer Center, E-Services functions, computer labs and classrooms, and the newly dedicated Veterans Resource Center (VRC), (**Evidence:** Student Services, Veterans Center Dedication, November 2012). A General Information desk in the main lobby is staffed by Student Ambassadors to provide information and directional assistance to students and visitors. Student services are provided at the South Campus at Mountain House (SCMH), as well as access to computers for online student services.

Online services are available to students including access to the College Catalog, admission applications, class schedules, registration, and financial aid services. "Live Support" is provided for students to submit questions to Counseling and Financial Aid & Veterans Services staff. Students can also schedule counseling appointments by using eSARS and ask questions by email at "Ask a Counselor." General admissions and records related questions can also be asked on "Live Help," a chat session available during business hours, and after hours assistance is available at "Email Help" which responds to questions the following business day. (**Evidence:** Live Support, Ask a Counselor, and Email Help)

Student Services' programs are assessed to assure quality and support of the District's Mission Statement, Strategic Plan and the Student Services' Mission Statement. A comprehensive program review is completed every other year, and during the alternate year, a mini program review is completed. Each department uses an approved Student Services Program Review template, and is part of a comprehensive integrated planning model, aligned with the Instruction and Administrative Services processes. (**Evidence**: Student Services Program Reviews). The program review includes evaluation and assessment of previously established Student Learning Outcomes (SLOs) and the development of two-to-five new SLOs is completed each year.

To ensure the program is accurately reviewed, a peer evaluation committee, the Student Services Program Review Committee, which includes the assistant superintendent/vice president of Student Services, dean of Counseling and Special Services, representatives from

Associated Student Body Government (ASBG), the Management, Academic, Classified senates, the California School Employees Association (CSEA), and planning and research staff, reviews Student Services program reviews for thoroughness and submits recommendations to the Planning and Budget Committee for consideration. The primary goal is to use the data to improve the effectiveness of the programs and support student needs and learning.

Evaluation
The quality of support services is documented through annual, comprehensive program reviews. The program review process has been aligned with the Instruction and Administrative Services program review processes. During fall 2012, the Student Services Division held a SLO Retreat and department managers developed SLOs which were followed up with an SLO assessment retreat during spring 2013 (SLO Retreat and SLO Assessment Retreat).

The Campus Climate and Student Satisfaction 2013 Survey results reflect that students are generally satisfied with the enrollment registration and financial aid services. Other components of the matriculation process, such as assessment testing, academic advising, and the student orientation program received lower rates of satisfaction (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results, p.5). Students also indicated they were satisfied with the Bookstore , which has been reduced due to budget reductions during 2008-13, but indicated they are not happy with the attitudes of the non-teaching employees towards students (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results, p.4-5).

Adequate time has not been devoted to discuss the outcomes of individual Student Services department program reviews with the entire Student Services Division in great detail.

Actionable Improvement Plan
To further strengthen the dialogue, analysis and awareness of Student Services department program reviews and SLOs, an annual Student Services Division forum should be scheduled to discuss the recommendations of the student services department program reviews and SLOs. *Responsible Party: Assistant Superintendent/Vice President of Student Services*

The division should develop a process for structured dialogue with students who utilize its support services. *Responsible Party: Assistant Superintendent/Vice President of Student Services*

A "Customer Service" training program should be developed for the non-teaching division staff. *Party Responsible: Assistant Superintendent/Vice President of Student Services*

The Student Success & Support Program Committee (formerly the Matriculation Committee) should review matriculation services to determine ways to increase student satisfaction. *Responsible Parties: Student Success & Support Program Committee*

In planning for implementation of the Student Success and Support Program, the College needs to place a high priority on programming the new required MIS Data Elements, as this data collection must be completed due to its major impact on the District's funding.
Responsible Parties: Dean of Counseling and Special Services

Standard II.B.2.a, b, c, and d

> The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary

a. General Information

The College Catalog is published annually in print and electronic format for release on the District's website. In the opening pages, the District's campus locations, addresses and phone numbers are listed, along with an invitation to visit the District's website: www.deltacollege.edu. The catalog includes welcome remarks by the President, current members of the Board of Trustees, and the District's Administrative Leaders, the District's Mission and Vision statements, the Academic Calendar, general information on accreditation, student learning outcomes, institutional learning outcomes, how to use the catalog and a history of the District, a Table of Contents (**Evidence:** College Catalog, pp. 2-10).

The College Catalog also features pertinent information on the specific pages listed below:

Admission Regulations and Requirements, Application Procedures, Assessment, Registration, and Fees (pp. 11-24)	Degree and Program requirements (pp. 61-81)
District Policies and Regulations (pp. 41-60)	Course Equivalence (pp. 83-91)
College divisions and departments (pp. 92-194),	Course Descriptions (pp. 205)
Index (p. 323)	Appendices (p. 311)
Frequently Called Numbers (p. 328)	Campus Map is on the inside back cover.
Services and activities available to students (pp. 25-40)	

b. Requirements

The College Catalog provides concise information about the District's course offerings and requisites, educational programs, degrees and certificates, graduation and transfer requirements, and program lengths. The Catalog features the academic calendar, regulations and requirements for admission, student fees and refund policies, and resources available (e.g., financial aid, EOPS, counseling, tutoring and learning services, services for veterans and the disabled, and student life).

c. **Major Policies Affecting Students**
    A wide selection of District policies and procedures are printed in the catalog along with a statement on academic freedom, students' catalog rights, and information on the Student's Right to Know (SRTK). The policies and procedures address student conduct and discipline (BP 5500 Student Conduct and Standards of Discipline and AP 5500 Student Conduct), academic rules and regulations affecting students including academic dishonesty, transfer credits from other schools (AP 4042 Course Substitution), nondiscrimination (BP/AP 3410 Nondiscrimination), sexual harassment (BP/AP 3430 Prohibition of Harassment), and the appropriate grievance and complaint process (AP 3435 Unlawful Discrimination and Harassment Complaint Procedure and Investigative Process and AP 3435 Unlawful Discrimination/Harassment Complaint Form). The College Catalog also includes a statement on the rights and responsibilities of students and the College, and a listing of faculty and administrators and their credentials. The most current information and District-wide changes are available on the District's website: www.deltacollege.edu.

d. **Locations or Publications Where Other Policies May be Found**
    The College Catalog is current, complete, clear, easy to use, and well-structured. The catalog is reviewed and updated on an annual basis for accuracy and currency. The College ensures that the information in its publications is easily accessible to students, prospective students, and the public by publishing both an online and print version of the College catalog each academic year. It includes all of the required components specified by Accreditation Standards. The Catalog is available for purchase at the Bookstore, for viewing in the Library, as well as in department and division offices throughout the campus. The electronic version is accessible online from the home page at www.deltacollege.edu. The Catalog information on the College website is identical to the printed version. District policies that are not included in the Catalog, are easily accessible on the College website under Policies and Procedures (**Evidence**: District Policies and Procedures Manual).

Evaluation
The institution believes that the catalog provides timely and accurate information in each year's publication. Through an online publication software input from various units of the College are included in the annual revision process. Although the online catalog can be difficult to navigate, the Campus Climate and Student Satisfaction 2013 Survey results revealed that students were generally satisfied with the catalog (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey, page 5).

Actionable Improvement Plan
The College should explore different options and model catalogs from other institutions in order to streamline the online catalog for easier navigation by students. *Responsible Party: Dean of Student Learning and Assessment*

As suggested by a student government leader at a session of the accreditation summits last spring, the College should include a link to the District's Policies and Procedures Manual on the Student Life webpage. *Responsible Party: College Webmaster*

Standard II.B.3

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

Descriptive Summary
The District researches and identifies the learning support needs of its student population through program reviews of its three major divisions every two years and mini-reviews in alternate years. The College also conducts an annual Campus Climate and Student Satisfaction 2013 Survey (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results).

Student learning support is available through Instruction and Student Services labs, tutoring centers and special programs including the Academic Computing Lab, E-Services Lab, Goleman Content Tutoring, English as a Second Language (ESL) Tutoring, Math/Science Learning Center (MSLC), Math Engineering Science Achievement program (MESA), Puente Program, Reading/Writing Learning Center (RWLC), Science Technology Engineering Mathematics (STEM) program, AFFIRM, The Zone Athletics Tutoring, and the Veteran Resource Center (VRC). These resources are available at convenient locations throughout the Stockton campus on a walk-in basis and/or appointment basis and available through Frequently Called Numbers, Catalog, and the Student Handbook and have been recently accessed by the planning and research staff (**Evidence:** Campus Climate and Student Satisfaction Survey 2013 Results, p.6).

Counseling and Special Services, which consists of four program areas: Counseling Center, Career Transfer Center (CTC) and Outreach Services, Disability Support Programs and Services (DSPS), and Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), provides students with academic, career, transfer, personal and crisis counseling services to assist students in completing certificate, associate degree or transfer goals. The development of a Student Education Plan (SEP), providing career life planning services, to facilitate a smooth transition for students transferring to a four year college and instruction are core functions within counseling. The counseling department also provides special services such as academic probation/early alert support services, orientation counseling, services for non-credit students, and services specific to student athletes, veterans and international students. Career assessment and interpretation, transcript review, matriculation services, outreach services and programs dedicated to the needs of underrepresented students are also available.

The Counseling, Career Transfer and Outreach departments offer direct focus on counseling and advising services for the general student population with an emphasis on the development of a student education plan, career life planning services to assist students in identifying career goals by providing a variety of career, personality and interest based assessments, and assists potential students, community organizations, and businesses to become better acquainted with the educational opportunities and services available at the College. State funded programs such as DSPS and EOPS provide services and support to students with verified disabilities and assistance to students who may otherwise not attempt higher education as they work to complete certificate, associate degree or university transfer requirements, and the CARE program provides supportive services to EOPS students who are transitioning from cash aid to self-sufficiency. Instruction services are provided in various course offerings to assist these students with orientation, career exploration, and college success.

Evaluation
The College thoroughly evaluates its Student Services programs and Student Leaning Outcomes, using a comprehensive program review process, analysis from the District's research office (PRIE), and the results of the Campus Climate and Student Satisfaction 2013 Survey (**Evidence**: Student Learning Outcomes and Assessment Cycle.

Students have expressed frustration when scheduling counseling appointments, as often the wait time is at least two weeks. During peak registration periods, summer months for fall registration, there is a high demand for counseling appointments since the counseling faculty are off schedule; therefore, the availability is limited to counselors who are working on overload assignment. The current student to counselor ratio is approximately 778 students per counselor, which adds to the difficulty for students to see a counselor. The new Student Success and Support Program (SSSP), which requires every student to have a comprehensive complete Student Education Plan (SEP) will increase the challenge of providing counseling services to students in a more timely manner (**Evidence**: Fall Enrollment/Comparison, PRIE Webpage). It has been recommended to hire two new counseling faculty during the 2014-15 academic year.

The planned installation of Degree Audit software, a tool that allows students to have a greater understanding of program requirements, students and advisors will be able to easily access progress using the U.achieve portal. This newly acquired software provides interactive audit, question scenarios and the ability to quickly compare alternate programs, majors, and certificates. Implementation of the software is scheduled to occur in 2014.

Actionable Improvement Plan
The College should hold multiple student focus groups to collect feedback from students about their learning experiences, and apply the findings to improve student learning support services and students' educational experiences. *Responsible Parties: Assistant Superintendent/Vice President of Student Services; PRIE Office*

The College should develop a marketing campaign to encourage current students to schedule counseling appointments earlier in the semester. *Responsible Party: Dean of Counseling and Special Services*

The College should make installation of the Degree Audit software a high priority. *Responsible Party: Director of IT*

Standard II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

The College provides equitable access to all students to comprehensive and reliable services, through the following delivery methods which are primarily located in the DeRicco Student Services Center which maintains an information desk and walk up window services: Admissions, Records and Registration, Assessment Center, Auxiliary Services (Bookstore, Food Services, The Market at Delta), Campus Computer Labs, CalWORKs, Child Development Center, Counseling and Special Services (Career Transfer Center, EOPS/CARE/DSPS), Financial Aid, Scholarships and Veterans Services, International Students, Orientation, and Outreach Services. Auxiliary Services (Bookstore and Food Services), the Child Development Center, Police Services, and Student Activities are located in various locations on the Stockton campus (**Evidence:** Stockton Campus Map).

The Bookstore, Food Services and The Market at Delta College were recently combined into one department, Auxiliary Services. The Bookstore offers textbooks, classroom and computer supplies, web links to Apple, Dell and HP products under its educational institutional discount programs, convenient hot and cold foods and beverages while still maintaining a cafeteria featuring a hot grill, salad bar, and coffee shop (Java Jitters) in a separate location (Danner Hall). The Market at Delta College (the former Flea Market) is open to the District community every Saturday and Sunday from 6:00 a.m. – 3:00 p.m., where vendors sell a variety of merchandise including fresh produce, food, apparel, cosmetics, and crafts. Proceeds from The Market at Delta College support the District's foundation (Delta College Foundation).

Online services are offered to students through "System 2000" a web based data system that allows students to access applications for admission, class schedules, the College Catalog, registration, and financial aid services. In addition, "live support" is available for students to pose questions to Counseling and Financial Aid & Veterans Services staff. Students can schedule counseling appointments by using eSARS and also ask a counselor questions by email at "Ask a Counselor." General questions related to admissions and records can be asked on "Live Help" a chat session available during College business hours and evenings and weekends via "Email Help" where students receive a response the next business day. The Child Development Center (CDC) is located at the Pacific Avenue entrance to the main

campus, adjacent to the DeRicco Student Services Center, and provides quality child care and preschool programs to children of students and District employees. The CDC also serves as an optimal learning environment for early childhood education, nursing, and other student disciplines.

The Student Activities Office is located on the ground floor of the Shima Building, and provides an environment for students to cultivate student organizations and clubs, and houses the student government and student leadership (ASBG).

The District's Police Department is a full service, Police Officer Standards and Training (POST)-certified police agency, that provides daily 24-hour primary general law enforcement for the District campuses (21,000 students, employees, and visitors), to assure a safe educational environment. Police personnel enforce criminal federal, state and local laws and vehicle code violations, and investigate all criminal and traffic cases that occur within the District. The department also provides policing for a variety of College events held within the District for the community at large, and officer escorts to vehicles is also available. Additional measures have been implemented recently to enhance safety at the Stockton campus which includes more cameras, lighting, and mirrors have been positioned in campus stairwells. The department has increased officer presence throughout the campus and an officer has been assigned to a safety awareness program to provide classroom presentations to students and safety information to the campus community.

The Student Services departments maintain webpages outlining contact information, various forms and resources, and SLO information.

Evaluation
The quality of support services is documented through annual, comprehensive program reviews (**Evidence:** Student Services Program Reviews). The results of the Campus Climate and Student Satisfaction 2013 Survey revealed that, students were generally satisfied with the enrollment registration and financial aid services. Other components of the matriculation process (assessment testing, academic advising and the student orientation program) received lower rates of satisfaction (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results, p.5).

The Campus Climate and Student Satisfaction 2013 Survey revealed that students were satisfied with the College's Bookstore but not satisfied with its Food Services, which has been reduced due to budget reductions during 2008-2013, and the smaller customer base at the South Campus at Mountain House only sustains food choices from vending machines at this time (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results).

Actionable Improvement Plan
The District should review vending food choices to expand selections, including availability of hot food items to students and employees at the South Campus at Mountain House, and hold a student focus group to discuss food choices, with a goal to better meet the needs of students and employees at the Stockton campus.

To better meet the needs of students and address the low rates of satisfaction in the matriculation area, the District should conduct an online student focus group to review components of the matriculation process and evaluate the assessment testing, academic advising, and the student orientation program. Parties Responsible: *Assistant Superintendent/Vice President of Student Services; PRIE Office*

Standard II.B.3.b

> The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
The College encourages personal and civic responsibility as stated in the District's Vision Statement. The Student Activities Office provides students with various programs, services, and activities designed to promote student learning, intellectual, aesthetic and personal development. Many of the College's student clubs and organizations engage in volunteer programs throughout the county to foster civic responsibility and personal development in the areas of leadership, diversity, ethics, and public service. Past activities include park clean-ups, blood and canned food drives, participating in reading programs at local elementary schools, and serving meals at local dining halls. The student body government (ASBG) proudly operates a food pantry providing non-perishable items to students in need. The student pantry has served over 500 students since opening in the spring of 2013. ASBG officers also volunteered with Habitat For Humanity to help rebuild homes damaged by Hurricane Katrina with the St. Bernard Project in New Orleans, Louisiana (**Evidence:** ASBG Website).

Intellectual, Aesthetic, and Personal Development
Through participation in student government and the Learn Advocate Explore and Discuss (L.E.A.D) a program designed to properly train students to know how to participate in the shared governance process, utilize principles of parliamentary procedures, apply the Brown Act, research and discuss proposed legislation, and discuss student concerns with government representatives students gain valuable decision-making, conflict management, team building, and advocacy skills that contribute to their overall growth and development. Students also afforded opportunities to participate in leadership conferences and workshops where they are able to network, gain motivation and personal leadership style, witness government processes and professional etiquette (**Evidence:** ASBG Website, LEAD Program).

Social activities to build community, promote diversity, and encourage students to engage more with the campus community include monthly College Hour events (concerts, health fairs, games, etc.), a Marriage Equality event hosted by the Gay Lesbian Bisexual Transgender (GLBT) Club along with Delta Pride events; Fashion Shows hosted by the Fashion Club in partnership with the Fashion Program; Black History Month celebration hosted by the Black Student Union; a symposium on AB540 students hosted by Puente Club in collaboration with the Outreach department; and student art shows hosted by the Art Club. These and other activities reflect the rich diversity of campus life activities available for students to experience at Delta College (**Evidence:** Student Life and ASBG Website).

The College is known throughout the community for its beautiful grounds that include diverse collections of trees and foliage, numerous water features, and sculptures located in building courtyards and pathways. The District joined the Stockton Chapter of the Japanese American Citizens League and the Stockton Japanese American community to dedicate the Elizabeth Humbargar Tolerance Garden located on the DeRicco Student Services Center grounds on Saturday, April 14, 2012 (**Evidence**: Humbargar Garden Dedication).

Through the College's Arts & Communications Division's Delta Center for the Arts, students and the District community have opportunities to further develop an appreciation of aesthetics by attending multicultural events, concerts including the Stockton Symphony, performances, presentations and showings at the Stockton campus in the College's theatres (Atherton and Tillie Lewis) and art gallery (L. H. Horton Gallery). The College's English department releases a regular publication of writings through *Delta Winds*, a magazine of student essays, and the *Artifact* which features poems, short stories, recipes, and other writings submitted by students, alumni, faculty, and classified employees (**Evidence:** Arts & Communications Division Webpage, Delta Center for the Arts; and English Department, Student Publications Webpage: Delta Winds and Artifact).

The extended student activities have been limited due to reduced revenue when the former Flea Market was transferred to the Delta College Foundation in 2011. To enhance student programming and generate a new funding source to support campus life and scholarships, the Student Activities Office identified and recommended an optional ten dollar Student Activity Fee per semester to the Board. Although students can opt out of paying the fee it does afford benefits to students (i.e., a student identification card or validation sticker, apply for scholarships funded by ASBG, access to the ASBG Food Pantry, and discounts at local businesses and on-campus events (**Evidence:** Board Minutes, April 16, 2013; BP 5030, Fees).

Evaluation
Programming of the new student activity fee still needs to be completed by the College's
Information Technology department before students who opt in can be assessed the fee.
Several club advisors, who are faculty members and volunteer their time, have expressed
concerns about student club operations and the College engaged in dialogue to address them.

Actionable Improvement Plan
The District needs to place a higher priority for Information Technology to provide
programming so students can be assessed the student activity fee, therefore generating
revenue to support the student activities programs (ASBG). *Responsible Party: Director of
IT*

The District should conduct a focus group with student club advisors, members of Inner Club
Council (ICC), and other appropriate College staff, including the director of Student
Activities, to discuss concerns about student clubs and streamline operations within the
department. *Responsible Parties: Director of Student Activities and PRIE*

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising
programs to support student development and success and prepares faculty and other personnel
responsible for the advising function.

Descriptive Summary
The Student Services division utilizes various methods to assess and evaluate the counseling
and academic advising programs to support student development and success. Each program
area is assessed by developing student learning outcomes, distributing department surveys,
compiling learning community data, analyzing data in the SARS database system, reviewing
the annual graduation ceremony questionnaire results, program reviews, and minutes from
monthly division meetings. The College also assesses guidance and counseling courses by
developing student learning outcomes, curriculum updates, and individual class surveys are
also assessed. Program evaluations include evidence of how student development and
success can be enhanced by analyzing pre/post surveys results from students participating in
orientation sessions (DSPS and EOPS annual persistence reports, TAG agreements and
number of students receiving AA/AS degrees and certificates with completed student
education plans). The College prepares faculty and other personnel responsible for the
advising function through annual evaluations of Counseling faculty that include student
classroom evaluations and student appointment observations (**Evidence**: Counseling and
Special Services Department Meeting Agendas/Minutes). Counseling faculty attend UC and
CSU annual conferences to stay current on counseling practices.

Evaluation
Student Services support services are documented through annual, comprehensive program reviews (**Evidence**: Student Services Program Review). As identified in the results of the Campus Climate and Student Satisfaction 2013 Survey, areas such as academic advising and the student orientation programs received lower rates of satisfaction than other areas (**Evidence**: Campus Climate and Student Satisfaction 2013 Survey Results, p.5).

Actionable Improvement Plan
To better meet the needs of students, the District should conduct a student focus group to review components of the matriculation process, such as academic advising and the student orientation program, which received lower rates of satisfaction. *Responsible Parties: Assistant Superintendent/Vice President of Student Services and PRIE Office*

Standard II.B.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
The District is committed to programs, practices and services that support and enhance diversity, and continuous improvement, as stated in the District's mission and vision statements (**Evidence:** BP 1200, District Mission Statement; BP 1201, District Vision Statement).

The District is fortunate to serve a very diverse population and provides enrichment opportunities to students through various programs, practices and services which enhance student understanding and appreciation of diversity. The Student Services Division provides quality programs and services that recognize diversity, facilitate access, and foster academic, career and personal success for all students. These opportunities are provided through student activities and clubs, the international student program, and community outreach and relations, as well as through services provided by other Student Services departments.

Several College standing shared governance committees focus on issues of equity and diversity including the College's Diversity Committee Cultural Awareness Programs (CAP) Committee as described in the committee's charge (**Evidence:** AP 2430, Governance Committee Structure, College Diversity Committee and CAP). Additionally, the College conducts a survey to evaluate the campus climate wherein issues of diversity and equity are specifically identified (**Evidence:** Campus Climate Employee 2013 Survey Results , p.3-5).

The Student Activities department, the ASBG, and student clubs provide social activities which build community, promote diversity, and encourage student engagement with the campus community. Some of these events include College Hour events (concerts, health fair, games, guest lecturers); a Marriage Equality event hosted by the Gay Lesbian Bi-sexual Transgender (GLBT) Club and Delta Pride Club; Fashion Shows hosted by the Fashion Club in partnership with the instructional fashion program; Black History Month celebrations

hosted by the Black Student Union; a symposium for students on AB540 Residency Reclassification hosted by the Puente Club in collaboration with the Outreach and Community Relations department; and student art shows hosted by the Art Club. These and other activities reflect the rich diversity of campus life activities available for students to experience at Delta College (**Evidence**: Department Webpages: Outreach, Student Activities and Student Clubs).

The College recently implemented a Safe Zone for the LGBT community, providing a designated space where students can meet and share diverse thoughts and beliefs. The Delta Pride Club received the Program of the Year Award for Marriage Equality at the ASBG's 2013 Leadership Ceremony. The "Program of the Year" award recognizes an activity, event, or program that complements the co-curricular events at Delta College by promoting student learning and development, diversity, a sense of campus community, or explores a current social issue (**Evidence:** Associated Student Body Government 2013 Leadership Ceremony). Annually, the Delta Pride Club hosts events that promote gay rights and increase student awareness of issues facing the GLBT community. Past events include a Marriage Equality ceremony, Movie Night(s), Day of Silence, and National Coming-Out Day. Events celebrating African American culture have also been presented through the Student Activities Office and the Black Student Union including lectures on the Black Suffrage Movement and Classical Egyptian Civilizations and a film on the life and legacy of Bob Marley. In recognition of Women's History month, the ASBG sponsored an exhibit on Emma Goldman that was displayed in the Goleman Library and Danner Hall

In addition, there are various types of media available to students which promote and enhance student understanding and appreciation of diversity including *Facebook* and *Twitter links, Delta College TV (DCTV), Delta Winds Magazine, The Collegian Newspaper,* and The *D-Zone 89.5 FM* radio station.

Evaluation
The College encourages a diverse campus culture, providing numerous opportunities for students to engage in various activities and programs that promote cultural awareness and understanding. The Campus Climate and Student Satisfaction 2013 Survey included specific questions pertaining to campus climate and diversity. As identified in the survey results, students felt the campus was not safe and a small minority of students, specifically students who identified as Lesbian, Gay, Bisexual, Transgender (LGBT), perceived bullying, sexism and lack of respect for individuals of their sexual orientation as areas of concern (**Evidence**: Campus Climate and Student Satisfaction 2013 Survey Results, p.3-4).

Actionable Improvement Plan
The College should conduct student focus groups to address the concerns expressed by students who identify as LGBT. *Responsible Parties: Assistant Superintendent/Vice President of Student Services; PRIE Office*

Standard II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Embedded in Program Review for both Admissions and Records (A&R) and the Assessment Center, is the evaluation of the current processes used in order to ensure continuous improvement and that best practices are followed. The constant analysis and re-engineering of processes in the A&R department has resulted in faster, more efficient services to students, with less turn-around time for processing of transcripts, evaluations, and verifications. (**Evidence**: A&R Program Review). Validation of placement processes is accomplished through an evaluation of assessment instrument components to determine compliance with state law as outlined in the *Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges, 4th Edition* (**Evidence: Academic Assessment Webpage**).

Evaluation

The California Community College Chancellor's Office (CCCCO) governs statewide assessment. The College participates in regional discussions of common assessment. The assessment components evaluated for compliance establishes guidelines that govern as follows: content validity, consequential validity, cut-scores, disproportionate impact, reliability, test bias, and ADA accommodations. Cultural and linguistic bias is minimized by administering assessment instruments that have been validated using criteria stipulated in the standards and approved by the Chancellor's Office. The College's COMPASS test was last validated in 2008-2009.

The District's student information system, "System 2000" is currently being updated to "System 2020" and will include an enhanced electronic transcript feature.

Actionable Improvement Plan

The College should continue to monitor improvement of assessment placement instruments and encourage faculty participation in statewide common assessment meetings. *Responsible Parties: Assistant Superintendent/Vice President of Student Services; Assessment Director*

Standard II.B.3.f

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The District strictly adheres to all FERPA regulations, Education Codes and Title 5 regulations regarding the release of student information. All records are protected in order to maintain student confidentiality. All students are assigned a Delta College Student Identification (SID) number and all transactions related to student records are done using the assigned number. Student records are only released with written authorization and validation of the SID, and student's wishing to have their records released to anyone other than themselves must complete and sign an "Authorization of Release of Information" form. The form is valid for a specified amount of time and must be submitted with a valid SID to verify the student information and signature. A Personal Identification Number (PIN) established by each student is used to authenticate the student's identification when logging in to the student information system and student portal.

All post-1983 student records are stored on the student information database. All pre-1983 permanent hard copy records are stored in a secured storage area, which is equipped with a fire suppression unit. There are also microfilm copies of pre-1983 records located in a secured area in A&R. Student records from other institutions are scanned and stored electronically via a document imaging process or stored in a locked file room until they are document imaged and the originals disposed of properly.

Evaluation

Records Retention is under the supervision of the District's Purchasing Department and the District Board Policies and Administrative Procedures are strictly followed and all College departments abide by them (**Evidence:** BP/AP 3310, Records Retention and Destruction).

Actionable Improvement Plan

None

Standard II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Student Services programs are assessed to assure quality and support of the District's Mission Statement, Strategic Plan, and the Student Services' Mission Statement, using the approved Student Services Program Review template a comprehensive program review is conducted every other year and a mini program review is completed in alternate years.

The program review process results in a set of goals to improve the effectiveness of the program in supporting student needs and learning including the development and assessment of departmental SLOs. These programs are accurately reviewed for thoroughness and to submit recommendations to the Planning and Budget Committee for consideration by a peer evaluation committee. The Student Services Program Review Committee is composed of the assistant superintendent/vice president of Student Services, dean of Counseling and Special Services, representatives from Associated Student Body Government (ASBG), Management Senate, Academic Senate, Classified Senate, California School Employees Association (CSEA), and PRIE staff. The program review includes the evaluation and assessment of the previously established SLOs and the development of two to five new SLOs.

The program review process includes updating SLOs using data for program improvement. The Student Services program review process is part of a comprehensive integrated planning model, which is aligned with Instruction and Administrative Services processes.

Evaluation

The quality of support services is documented through annual, comprehensive program reviews (**Evidence:** Student Services Program Review), including the development of SLOs and SLO Assessments.

As noted in the Campus Climate and Student Satisfaction 2013 Survey results, students were generally satisfied with the enrollment registration and financial aid services. Other components of the matriculation process such as assessment testing, academic advising and the student orientation program received lower rates of satisfaction. The survey results also revealed that students were satisfied with the College's Bookstore, but not satisfied with Food Services, which has been reduced due to budget reductions during 2008 to 2013. (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results, p.4-6). Students indicated they are not happy with the attitudes of the non-teaching employees towards students (**Evidence**: Campus Climate and Student Satisfaction 2013 Survey Results, Appendix B, Table B7).

Actionable Improvement Plan
The College should research existing SLO tracking systems to determine whether SLO Assessment in Instruction and Student Services can be uniform. *Responsible Parties: Executive Cabinet*

The College should conduct student focus groups to collect feedback about their experiences, whereas findings can be used to improve student support services. *Responsible Parties: assistant superintendent/vice president of Student Services and PRIE Office*

Standard II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary
The College supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The College provides adequate staff, resources, and organizational structures to provide sufficient academic support for students to achieve the specified learning outcomes through library, learning centers, and the campus computing lab. Through the general budget, lottery funds, and federal STEM Grant funds, the College provides the library, learning centers, and campus computing lab with adequate funding for resources, facilities and staff to operate the facilities and work with students. All of these areas need staff who can work cooperatively with discipline faculty to develop more effective programs and services to help achieve the desired student learning outcomes.

District Library and Learning Support Services are comprised of the Goleman Library, the Reading Writing/ESL Lab Learning Center, the Math Science Learning Center, the Content Tutoring Learning Center, The Zone Athletes Learning Center, and the Campus-wide Computer Lab, and the South Campus at Mountain House also provides tutoring services. A comprehensive listing of learning spaces with technology and computer services has been compiled by the College and is provided in a detailed table in Standard IIIC, Information Technology of this report.

The Goleman Library is currently located in the Goleman Building, a shared multi-service location at the hub of the Stockton campus activity. Housed in the same building as the heavily visited Content Tutoring Learning Center, the Goleman Library is immediately across from the Bookstore and Danner Hall where Food Services draw students, faculty and staff. The Languages, Library, and Learning Resources (LLLR) staff includes a division dean, three division administrative assistants, four full-time library faculty, seven adjunct library faculty, four part-time library circulation assistants and three and a half full-time and part-time library technicians. Student workers are also employed to shelve and perform routine tasks under general supervision, and serve to greet library users on entry to the library. The library at South Campus at Mountain House consists of one full-time library faculty member and one full-time library technician. Library classified staff are essential to making the collection, circulation, reference, online services, and instruction available to

patrons. The library services occur on the second floor in the Goleman Library where most of the collection is housed and the periodicals are stored on the first floor.

The Learning Resources Centers are staffed by a full-time faculty coordinator who oversees all of the centers along with instructional support assistants as listed below:

Reading Writing/ESL Lab Learning Center	3 Instructional Support Assistants (I, II and III)
Math Science Learning Center	2 Instructional Support Assistants (I and III)
Content Tutoring Learning Center	1 Instructional Support Assistant III
The Zone Athletes Learning Center	1 Instruction Support Assistant II

The Reading Writing Learning Center is located on the second floor of the Holt Building. It includes the Reading Lab, the Writing Lab, the ESL lab, and a shared computer lab classroom use for ESL classes, Reading classes, and Writing workshops.

The Math Science Learning Center, which used to occupy Shima 217, Shima 217A, and Shima 215 on the second floor of the Shima Building, recently moved into the new Science and Math Building on the first floor. All math and science tutoring is conducted in the Math Science Learning Center.

The Content Tutoring Learning Center occupies part of the first floor of the Goleman Library. It was formerly located within the Reading/Writing Learning Center and was moved to the newly expanded Goleman Library in fall 2010. The Center provides tutoring for all non-Math, Science and English tutoring subjects, offers Study Skills workshops and manages 10 group study rooms.

The Zone Athletes Learning Center located in the Budd Building was created in 2010 by the Athletics Department was brought under the LLLR Division in fall 2010. It provides a dedicated space for athletes to fulfill their weekly three hour guided support and/or tutoring requirement. The Center provides special attention to content development, study skills such as note taking, textbook reading, problem solving, test-taking, and tutoring is available in math and English courses. The goal of the Center is to help the students become a self-sufficient, independent learner.

Each individual center maintains a webpage which details information to students about tutoring services and operational hours (**Evidence:** Learning Resources Webpage).

The second floor of the refurbished Danner Building is home to the campus Academic Computing Lab, which is open to any student to use College computer equipment. In addition, there are many other computer labs across the campus that are tied to particular courses or programs such as Engineering, Computer Science, GED or Business Information Management, and the eServices and Assessment labs are available for completing applications and assessment/placement testing.

Tutoring has also been provided at the South Campus at Mountain House since fall 2013.

Evaluation
The College believes that institutional evaluation and improvement is necessary for students to learn more effectively. The Goleman Library management, faculty, and classified staff undergo regular evaluation during which they are urged to discuss ways of improving library's services.

The library and learning centers have had ongoing reviews and discussions amongst faculty about ways to improve SLOs and the library's improvement development plan, and students and staff have been engaged in dialogue on the future development of library services. Learning resources are provided in the following centers: the Reading Writing Center (RWLC), the English and a Second Language (ESL) Lab, the Math Science Learning Center (MSLC), Content Tutoring, and the Zone Athletics Learning Center will need to complete future program reviews.

Satisfaction ratings for library and learning resources from students who completed the 2013 Campus Climate and Student Satisfaction Survey revealed high satisfaction ratings for library services (80 percent) and lower satisfaction ratings for the Reading, Writing, Learning Center (67 percent), Math and Science Learning Center (64 percent), and "The Zone" (50 percent, (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results, p.5-6). Lower scores may have appeared for "The Zone" because fewer students are familiar with its existence and the close proximity to the weightlifting rooms and the distracting noise levels in that area.

Learning center reports have been collected for the RWLC and MSLC over the past two years to assess the utilization of centers (2011-12 and 2012-13). In addition, an online student survey was administered to learning center users during the fall 2013 to obtain feedback on their experiences with tutoring. Results from this survey will provide valuable information for the learning center coordinator to help gauge the effectiveness of the services from a student perspective.

Actionable Improvement Plan
No action needed

Standard II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

The library occupies approximately 54,670 square feet of area and offers a collection of 105,155 print books; 280 periodicals; 1889 DVD/videos; 326 audio recordings, and 58 individual subscription heavily used databases which allow access to millions of articles and thousands of eBooks. The library services collection is sufficient in quantity and currency. (**Evidence:** Library Utilization Report). Based upon the gate count, Goleman Library accommodated about 382,000 visits in 2012-13.

Online database access allows students to review recent academic journal articles, current newspaper articles, and eBooks, the breadth of which is evaluated and updated every year. Standing orders of print materials allow the library to ensure that the physical collection is up-to-date. Different sections of the collection are inventoried constantly, weeded, and replenished to ensure that materials on the shelf are relevant.

To ensure that the collection is sufficient in depth and variety, the collection development librarian employs a number of tools. The collection development policy provides the standards by which the librarian abides by when making collection decisions. It is transparent and on the library's webpage (**Evidence:** Collection Development Policy). The librarian also uses a number of catalogs from reputed publishers and university presses to select academic materials. Publications, such as Booklist, Publishers Weekly, New York Times's Review of Books, Doody's Core Titles, and Choice cards, are used to ensure a variety of quality materials are purchased. One of the most important methods for ensuring library materials are of a sufficient depth and variety is the library liaison program that allows faculty to recommend resources for purchase (**Evidence:** Library Materials Purchase Suggestion).

The library collection provides transparency in materials acquired and databases are present for the campus community to use and see. All disciplines are covered equivalently, and life-long learning and popular-interest materials are also included. Timely and accurate information regarding requested materials, fines, and research materials are available online. The Library Handbook and webpage include library policies and guidelines (**Evidence:** Library Handbook, Library Webpage). Equivalent access to e-resources, regardless of location, are organized and made available in a manner that supports the entire campus community in the library. The library has taken a leadership role in plagiarism prevention and awareness by attempting to increase student awareness of the importance of academic honesty, and safety and maintenance issues have also been addressed.

The learning centers and campus computer labs maintain high standards of conduct for staff and students. Academic honesty is stressed, and tutors and lab aides are trained to ensure

that students do their own work and understand appropriate citation conventions.

Evaluation
The breadth and quality of a library collection are probably best evaluated when seen in person. College librarians will work with members of the accreditation visiting team to assist with the onsite inspection of the collection.

The collection development coordinator and the division dean review all new and revised courses to assess the appropriate resource support. The coordinator invites faculty to select and de-select materials, and to request materials for instruction and research in their areas of expertise. The library seeks input from faculty on new acquisitions from direct contact with the coordinator. The library staff have engaged in significant planning for layout and design for the public service area of the Goleman Library and its services.

Students have remarkable access to library materials regardless of the location or means of course delivery. Students who attend the South Campus at Mountain House (SCMH) have less open study space to utilize than their Stockton campus peers, but the College has established a library presence at that campus. Books are delivered on a regular basis to the site when requested by library patrons. The SCMH campus has a dedicated librarian (35 hours per week) and a library technician, which, ensures on a per capita basis that SCMH students have more than equitable staff assigned for their library and learning resource needs. Students who take online classes have access to library check-out privileges and 58 electronic databases via the internet.

Actionable Improvement Plan
No action is needed.

Standard II.C.1.a

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary
The College relies on the expertise of faculty, including librarians and other learning support services professionals to select and maintain educational equipment and materials to support student learning and enhance the achievement of its mission.

Relying on faculty, the collection development librarian selects materials to support student learning. The main way that faculty enriches the library's collection is by putting their own personal copies of textbooks on reserve in the library. This allows students to access course required reading material before their financial aid funds are available or provides supplemental reading materials. Professors also contribute to the library collection through the library liaison program. The program allows faculty of multiple departments to regularly participate in collection development. Catalogs and Choice cards are regularly sent to the

liaisons to select materials which faculty use to suggest purchases. This relationship allows faculty to comfortably submit request for materials.

Other faculty members are also involved in collection development, and individual requests from faculty, students, and staff are also honored. Departmental faculty and their students participate in trials to ensure relevancy and consistent usage once a purchase is made. Other librarians are also instrumental in accessing appropriate resource support.

Since librarians work the reference desk, they are very aware of new course assignments and how well the collection supports these assignments, and are in contact with a number of professors on campus and forward a number of requests to the collection development librarian. The technical services librarian works closely with the collection development librarian on inventory projects as well as circulation reports to check up on the health of the collection. The technical services librarian is the linchpin for all the electronic services that support the collection.

Support services professionals, including the library technicians and circulation assistants, keep a pulse on what sort of library materials are requested, and checked out or not out. Their observations provide the collection development librarian with anecdotal reports on materials needed in the library at which point, the librarian can confirm in the catalog what should be done on an item level.

In addition to the collection development, there are other ways that the library enhances the achievement of the District's mission. The College values the library by including a librarian as a required member of the Curriculum Committee to review curriculum in CurricUNET to advise, recommend, and verify that the library maintains a variety of appropriate and required materials to ensure that students can effectively complete course assignments and learning outcomes (**Evidence**: AP 2430, Curriculum Committee).

The library's mission supports the District's mission statement and states that the staff are committed to excellence in providing instructional support services throughout the District (**Evidence**: Library Mission Statement). The online e-books and databases provide all Delta College students, regardless of their location, with reference, periodical, and book support for all Delta College courses and around the clock daily student access to materials.

The Reading Writing/ESL Lab Learning Center, the Math Science Learning Center, the Content Tutoring Learning Center, The Zone Athletes Center, South Campus tutoring, and the campus Computer Labs are also staffed by full-time and adjunct faculty, classified staff, and student workers. Faculty members select appropriate equipment, materials and software for effective student use. Funds from the Basic Skills grant and regular departmental/program sources are used to update some materials and equipment. Library budget allocations and lottery proceeds help to ensure that the College maintains appropriate equipment and materials for student learning.

Evaluation

The library assures the quality of its services by:

- Employing librarians who have Master's degree preparation;
- Reviewing/approving the Collection Development Policy which is updated every five years;
- Monitoring the accreditation of individual programs (such as Nursing) for library approval;
- Allowing general review of statistics on its resources use; and,
- Surveying how well its constituents can achieve success when using the library's resources monitoring the collection closely to ensure that it contains sufficient depth and variety of materials.

In addition, the library solicits feedback from its staff and students, administers periodic surveys to improve workshops and customized bibliographic instruction classes, and employs statistics on database use and materials circulation (**Evidence**: Library Satisfaction Survey Sample, Library Circulation Statistics). Regular meetings are held and include agenda items related to planning, training, and policy and procedures discussions. Notes and minutes of these meetings are posted on a secure internal webpage for all library staff (**Evidence:** Library Department Meeting Minutes (Secure Login See Library Staff) .

The library further assures quality by acquiring, implementing and maintaining high quality technology. The library has a collection of integrated systems as listed below, and the College is in the process of integrating Enterprise and EDS to enable content from both systems to be accessed with one search.

Sirsi's Symphony:	a suite of applications and databases - user, acquisitions, bibliographic, circulation, and serials databases that form the service backbone
Sirsi's Enterprise	a cloud-based system for public access
Ebsco's Discovery Service (EDS):	a primary portal for search articles, magazines, newspapers, and Ebsco e-books
OCLC's EZproxy	provides off-campus access to subscription content which is integrated with the District's LDAP server
Envisionware's PC Reservation	manages public-access PCs

Evaluation of the tutoring and learning centers services derive from a 2010 reorganization goal of improved customer service through efficiency planning was established, and a major effort was made to consolidate learning center services including registering students for tutoring, tracking attendance within each center, and maximizing customer service by centralization within the Languages, Library, and Learning Resources Division (**Evidence**: Efficiency Improvement Proposal: Learning Centers and Labs).

Actionable Improvement Plan
No action needed.

Standard II.C.1.b

> The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
The College provides ongoing instruction for users of library and other learning support services to enable students to develop skills in information competency. The College teaches all elements of information competencies (IC) through Information Competency (LIBRY3). Information Competency was designed based on the components of Association of College and Reference Librarians (ACRL) "Information Competency Standards for Higher Education," as listed in the Associate Degree general education course, Area 6 – Awareness of Self and Society (**Evidence**: ACRL Information Competency Standards, College Catalog, page 69).

Research strategies, types and formats of information, information retrieval skills, information for critique and evaluation, plagiarism prevention, and writing styles and citations are infused in Library Information Literacy (LIBRY 1) and Advanced Information Literacy (LIBRY 2), as well as in library workshops and course-integrated library instruction sessions. Textbooks and materials for library courses are developed and updated, as are information literacy resources.

English 1A and 1D faculty require a variety of information materials to support argumentative research essays and term reports and request librarians to offer their students orientation and abbreviated information competency instruction sessions in the library. Faculty of other English courses and other disciplines also take advantage of these library sessions prepared for specific courses.

Computer literacy, for the most part, has been taught through the Computer Science and Business Information Management Programs in the Business Education Division. Basic computer skills for information retrieval are also covered in the three University of California/California State University transferrable library courses (LIBRY 1, LIBRY 2, and LIBRY 3) and workshops, as well as in course-integrated, hands-on library instruction sessions and tours.

Course level outcomes for LIBRY courses have been developed and the assessment of students' competencies in information retrieval/use is done through hands-on exercises in each of the library courses, workshops, and in hands-on, course-integrated library instruction sessions. Assessment of students' competencies is also reflected in students' research projects/papers for courses throughout the curriculum. Evaluation of the effectiveness of information literacy instruction has been done through survey questionnaires provided to the students at the end of LIBRY courses (1, 2, and 3), and at the end of each library workshop. Feedback from students and faculty on the outcomes of the workshops or course-integrated library instruction are also recorded and taken into consideration.

Evaluation
Students evaluate library courses, workshops, and course-integrated instruction on a regular basis, and improvement plans have been discussed and fully implemented. However, there is not an institutional mechanism to evaluate all students' levels of information competency or an institutional plan for implementing information competency instruction to all students.

Librarians have regular staff meetings to discuss policies and procedures, and the library conducts customer satisfaction surveys on a regular basis to determine service satisfaction. Librarians work within the library, sit on a variety of committees including the Curriculum Committee, and have a Collection Development Plan.

Evaluations in the learning centers and the campus computer services lab occur are also conducted. Faculty and staff who serve in these areas also undergo regular evaluation and discuss program and service improvements. Faculty who use the learning center have regular weekly or bimonthly staff meetings to discuss ways of improving student learning outcomes. Learning center faculty members use student feedback to improve instruction also. Plans have been formulated and developed so students can more effectively use resources and staff more.

Actionable Improvement Plan
No Action needed

Standard II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
The College provides students and District personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Electronic access to library materials is available through several online tools via the library's webpage 24 hours a day on a daily basis (**Evidence:** Library Webpage). Students enrolled in the College's distance learning courses and those at all other instructional locations are provided electronic access to support their educational needs. The College libraries and learning centers maintain regular operational hours which are posted on the department's webpage:

Location	Day	Time
Goleman Library	Monday thru Thursday	8:00 a.m. to 6:30 p.m.
	Fridays	8:00 a.m. to 3:00 p.m.
*Learning Centers	Monday thru Thursday	8:00 a.m. to 4:30 p.m.
	Fridays	8:00 a.m. to 3:00 p.m.
So. Campus at Mountain House	Monday thru Thursday	8:00 a.m. to 6:00 p.m.
	Friday	8:00 a.m. to Noon

The Content Learning Center closes at 6 p.m.

Online tutoring services are available around the clock on a daily basis throughout each semester as described on the Learning Resources webpage (**Evidence:** Reading/Writing Learning Center, Online Tutoring Webpage). South Campus at Mountain House tutoring services are available at scheduled times.

Evaluation

Students who are familiar with the resources in the library and learning resource centers appear to be very satisfied. The table below highlights the difference between "satisfied" and "dissatisfied" students when prompted to respond to services provided by the College in the Campus Climate and Student Satisfaction 2013 Survey, and the ratings are very positive – satisfied students outnumber dissatisfied students by a wide margin, with library services receiving the strongest satisfaction score. Students are clearly not satisfied with WiFi services, as equal numbers of students satisfied and dissatisfied with these services. This issue is discussed more fully in Standard III.C of this report.

Service/Learning Center	Pct. Satisfied	Pct. Dissatisfied	Satisfaction Ratio
Math Science Learning Center	46	6	7.6 to 1
Reading Writing Learning Center	47	4	11.8 to 1
Study Spaces in Goleman Library	64	8	8.0 to 1
The Zone – Athletics Study Center	25	4	6.2 to 1
Library Services	71	4	17.8 to 1
WiFi Services	38	38	1.0 to 1

Source: Campus Climate and Student Satisfaction 2013 Survey Results – "Neither" and "Blank" responses omitted

Actionable Improvement Plan

The College needs to place a high priority on improving WiFi services for students.
Responsible Party: Director of IT

Standard II.C.1.d.

> The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The College provides effective maintenance and security for its library and other learning support services through its Maintenance and Campus Police departments. Campus Police officers respond to calls from the library in a timely manner when needed. They also assist with closing in the evenings and walking students and staff to the parking lot. Security is more effective in the rebuilt Goleman library because of the security cameras throughout the building. When service or repairs are needed in the library, work orders are placed with the Maintenance and Operations Department. Additionally, electronic devices collect intake information and provide security against theft.

Evaluation

The College's recent renovation of the Goleman Library provided a significant improved learning environment for students. As a result, deferred maintenance needs for the building are minimal.

Actionable Improvement Plan

No Action needed.

Standard II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The College contracts with several outside vendors to provide learning support services in the Library. A list of those contracts is provided below. When contracts are up for renewal, the dean and appropriate staff engage in an evaluation of price, terms of service, quality and continuing utility to students as ways to ensure the contract is still meaningful and appropriate for the College. Similar approaches are used to support software service agreements in the tutoring center, Math Science Learning Center and Reading Writing Learning Center.

Purpose	Vendor (Contract Number)	Annual Amount
Purchase of new books	Midwest Library Services (98-078)	$75,000
Purchase of new books	Baker & Taylor (98-301)	$9,999
Automation services	SIRSI (formerly DRA) (01-417)	$32,835
Digital archive	The Gale Group (02-280)	$66,543
Virtual reference library	The Gale Group (04-256)	$37,411
Security gate detection	3M (10-233)	$541
Merck Index unlimited user license	Cambridge Soft (11-235)	$700
Hand-held RFID reader maintenance	3M (11-107)	$1,120

Source: Library Open Contracts List, Dean Languages, Library & Learning Resources

Evaluation

The library has a variety of contracts for materials security, cataloging support, the integrated library information system, and online databases. These contracts are evaluated on an annual basis to ensure that the services are meeting the needs of the library and its patrons, and the College takes responsibility to assure their reliability either directly or through the contractual arrangements.

Actionable Improvement Plan
No action needed.

Standard II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The College effectively produces student learning by developing SLOs at the course, program, and degree level as well as assessment to determine how well students are learning. Goleman Library has developed SLOs for its workshops, courses, and course-integrated instruction. The library provides the materials, means, and instruction for students to use as they attempt to achieve the SLOs specified by the courses. The library offers one-on-one library instruction at the reference desk, and a librarian is always available during operating hours. Using library resources including its broad, diverse collection, students are able to complete assignments, assignment sheets, and gather anecdotal evidence. Faculty and student requests identify areas needing attention.

The Reading Writing/ESL Lab Learning Center, the Math Science Learning Center, the Content Tutoring Learning Center, the Zone Athletes Center, and the Campus Computing Lab also provide academic support for student learning and success in the form of tutoring and access to technology. Supplemental instruction is also used to support student learning as part of the Title 5 Hispanic-Serving Institution grant (STEM). Faculty and qualified learning support staff are available during the day and some evening hours, and individual as well as group tutoring is provided. Specific learning outcomes and assessments need to be developed for the learning centers. Student surveys need to be continued in order to develop reliable data measuring student outcomes related to tutoring.

Evaluation
The College evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of SLOs and the College uses the results of these evaluations as the basis for improvement.

Library courses and workshops provide evaluation tools to participants--students, faculty and staff. The College provides guidelines for evaluation through its mission and vision statements, and strategic goals. The Library Services program provides guidelines for evaluation through the library's mission statement and the SLOs.

The Learning Centers are evaluated according to their mission statement and goals. The Reading Writing Learning Center (RWLC), and Math and Science Learning Center (MSLC) collect student satisfaction data from on a regular basis. RWLC and MSLC staff also review

data collected by PRIE for the Learning Centers Utilization Report (**Evidence:** Learning Center Utilization Report, 2012-13). MSLC and RWLC coordinators meet monthly with corresponding area deans to facilitate communication regarding learning center activities, planning, and evaluation. In addition, the centers' tutor training program is certified by the College Reading and Learning Association which operates the International Tutor Training Program Certification (**Evidence:** Certificate Sample).

Actionable Improvement Plan
No action needed.

Standard III: Resources

> The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

Standard III.A. Human Resources

> The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Descriptive Summary
Qualified Personnel

The District recently collaboratively engaged in a thorough review of its hiring practices, resulting in an overhaul of the administrative procedures for recruitment and selection (**Evidence:** AP 7120, Recruitment and Selection Procedures). The updated procedure takes into account not only the minimum requirements for each position, but also best practices to ensure an effective recruitment and selection process which include increased coordination between Human Resources (HR), the hiring manager, and the selection committee by reviewing and updating when necessary, the job descriptions and creating a recruitment plan. The recruitment plan not only establishes a timeline to attract the best candidates in a timely manner, but also to design effective outreach efforts to increase diversity and excellence of the candidate pool.

Human Resources also recently implemented an online application system, NeoGov (**Evidence:** Human Resources Webpage). NeoGov, a web-based application and applicant tracking system which allows access to candidates, selection committee members, or HR around the clock. NeoGov also allows HR staff access to demographic data to evaluate the diversity of the applicant pool at each step of the process (**Evidence:** Hiring Reports, available from HR Staff). Prior to NeoGov, evaluation of candidate demographic information was a manual process; reviewing each application and manually tracking the information. With NeoGov, HR staff can seamlessly pull the report from NeoGov for analysis to determine if additional outreach efforts are necessary before closing the recruitment. If additional outreach efforts are necessary, HR works with the selection committee to develop targeted recruitment initiatives.

In addition to implementing the improved recruitment and selection procedures designed to increase diversity, the District completed and submitted to the state Chancellor's Office, the District Equal Employment Opportunity (EEO) plan (**Evidence:** EEO Plan, Human Resources Webpage). Although a true workforce analysis cannot be completed as the state has yet to define the availability pool for various classifications, the plan provides the framework to ensure diversity is achieved in all recruitment and selection processes. One of the reasons a workforce analysis was not completed is because prior guidance from the Chancellor's Office did not define the availability of the data. New Title 5 regulations put into effect in October 2013 shift the focus away from the availability of data. The District's EEO Plan will need to be updated to comply with the new regulations.

Human Resources recently improved the evaluation process by working in closer coordination with the area vice presidents and the superintendent/president to ensure evaluations are completed in a timely manner. To date, most required evaluations have been completed (**Evidence:** Evaluations Report). Human Resources is exploring other evaluation tools to make the evaluation process more efficient, but more importantly, more meaningful. One component of the evaluation that currently exists, but will be emphasized with the new tool is employee professional development, especially for classified staff.

The need for a systemic approach to professional development for classified staff was made apparent when HR conducted a classification and compensation study of the clerical groups throughout the District. As a result, HR, working with the College's Staff Development Committee, has designed a training matrix for all faculty and staff. The training matrix identifies required training for specific classifications (**Evidence:** New Employee Handbook, Appendix 2).

Human Resource planning was at the core of the District's Strategic Operational and Staffing Plan. After three years of budget reductions and position eliminations, in spring 2013, with the state's economy improving, the District revisited prior requests for staffing submitted through the program review process. Through program reviews and identifying each department's core services, staffing plans were submitted to the Executive Cabinet to integrate into the overall budget development process. The implementation of the Strategic Operational and Staffing Plan was presented to the Board and adopted in September 2013 after going through the participatory governance process. (**Evidence:** Minutes: Planning and Budget Committee, August 5, 2013; President's Council, August 8, 2013; and Board of Trustees, August 13, 2013, September 10, 2013).

The College meets this standard.

Evaluation

Actionable Improvement Plan
No action is needed.

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

Hiring procedures at the District are governed by Administrative Procedure (AP) 7120 (**Evidence:** AP 7120, Recruitment and Selection Procedures). A job description outlines the minimum qualifications for each position at the District, faculty job descriptions are based on minimum state standards, and developed by examining comparable positions at similar agencies or colleges. For teaching positions, the College abides by the minimum qualifications for particular positions identified by the Chancellor's Office (**Evidence:** CCCCO Minimum Qualifications for Faculty). Job descriptions and qualifications are reviewed by department heads before a recruitment process begins to ensure that the qualifications are appropriate to the position. The qualifications are also reviewed by the appropriate vice president, dean or hiring manager, the hiring committee chair, and the director of HR.

Screening for candidate minimum qualifications takes place within the HR Office once a job application period has closed. An in-depth screening and interview process by a College hiring committee is done to ensure candidates have the appropriate education, training, and skills needed to perform the job.

Evaluation

Administrative Procedure (AP) 7120, Recruitment and Selection Procedures was fundamentally rewritten through the shared governance process in 2012. Prior to that time, the District's policies and procedures manual featured three separate hiring procedures for each employee classification: managers, instructors, and classified employees. The rewriting of AP 7120 established some standardized approaches to the hiring process and has brought all procedures into one coherent document. The revision of the hiring procedures was a lengthy process that resulted in healthy and robust debate among constituent group representatives in the Policies and Procedures Review Committee. Through a series of meetings during fall 2012, the revisions of the procedure took shape and compromise language was finalized in the committee on December 11, 2012 (**Evidence:** Minutes: Policies and Procedures Review Committee, October 9, 2012, October 23, 2012, November 20, 2012, and December 11, 2012). A number of successful recruitments have now been conducted utilizing the revised process.

In recent months, an extensive review of job descriptions has occurred at the College as HR has engaged in classification studies of its clerical support positions and management structure. Over a series of months spanning 2011-2012, job descriptions for secretaries, office assistants, senior office assistants, administrative secretaries, and staff assistants was undertaken. Detailed job analysis questionnaires were completed by each incumbent, and supervisors were asked to provide background information on the job descriptions and duties

as well. An outside consultant was contracted to interview incumbents to determine how well their duties aligned with existing job descriptions. The resulting study of the clerical groups transformed the District's positions into a classification scheme that reflects more accurate job descriptions, reconfigured salary steps to create a meaningful progressions of administrative assistants I, II and III, and resulted in slight pay increases for some employees using a new salary structure. The extensive review of this clerical series suggests the District is concerned about the quality of its job descriptions and classifications. Examples of the new job descriptions for the clerical groups are found on the HR webpage (**Evidence:** Human Resources Webpage, Job Descriptions).

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary
District job descriptions have clear statements of minimum qualifications, desirable qualifications, and representative duties that are performed by the incumbent. All job descriptions are publicly available online (**Evidence:** Human Resources Webpage, Job Descriptions). As position vacancies occur, or as new positions are established, AP 7120, Recruitment and Selection Procedure, requires that the job descriptions be reviewed and developed by HR "in consultation with the area vice president, division dean, area manager, and appropriate faculty and/or staff." Final approval of job descriptions for managers resides with the superintendent/president; and the assistant superintendent/vice president of Instruction has final approval of faculty job descriptions. Classified job descriptions are finalized by the College's Classified Classification and Reclassification Committee (**Evidence:** AP 7120, Recruitment and Selection Procedures, p. 6).

District procedures require the participation of three faculty members with expertise in the discipline or from the division when faculty are hired, and that the Academic Senate President appointment faculty members to the screening committees (**Evidence:** AP 7120, Recruitment and Selection Procedures, p. 10 and p. 18). The representation of subject matter experts ensures that appropriate qualifications are identified in the screening and interview process. In addition to faculty subject matter experts, a faculty member is required to serve as the Equal Employment Opportunity (EEO) representative on faculty committees. This ensures that during the first stage of screening and interviews of potential faculty, professors represent more than a majority of the voting body in the selection process.

The District requires candidates for employment as professors and administrators to provide copies of official transcripts during the employment process, and the referenced degrees must be awarded by regionally accredited universities (**Evidence:** AP 7120, Recruitment and Selection Procedures, p. 6).

Evaluation
The District's newly revised employment procedures ensure faculty play a significant role in the hiring of new faculty. Through their presence as dominant majorities in the initial screening process, the establishment of interview and screening criteria, and the recommendation of finalists for positions, faculty play a vital role in the selection of their colleagues.

A perusal of the College Catalog provides ample evidence that the faculty hired by the District clearly possess degrees from appropriate, accredited institutions. As of June 30, 2013, the District's featured 60 faculty and academic administrators who possess a doctorate or Juris Doctorate degree, with the balance of the 210 holding appropriate degrees that meet the minimum qualifications for the positions (Masters degrees). Six professors have terminal degrees from colleges or universities outside of the United States, including the University of Leon in Spain (Spanish Professor Isabel Anievas-Gamallo), Trinity College of Dublin (Physics Professor Daniel Birmingham), Kharkov University (Math Professor Nick Bykov), University of Toronto (Anthropology Professor Annlee Dolan), University of East Anglia (English Professor Jane Dominik), and University of Wales-Bangor (English Professor Mark Slakey) which represents the terminal degree course work far exceeds the number of units required for minimum qualifications) (**Evidence:** 2013-14 College Catalog, pp. 311-321). In each case, the hiring process identified the equivalence of these degrees to meet minimum qualifications for the particular position

Evidence that the District's hiring process requires effective teaching, scholarly activity, and potential to contribute to its mission can be found in the employment screening criteria used by faculty screening committees and the interview questions presented to candidates. Sample screening criteria, rating sheets and interview questions are available from HR upon request.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard III.A.1.b

> The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary
The collective bargaining agreements in effect for faculty and classified staff contain provisions for evaluations and Board Policy and Administrative Procedures contain provisions for management and confidential employees. The various agreements and policies and procedures also provide for feedback from peers and subordinates, as appropriate, as well as a self-evaluation.

Evidence:

CTA Bargaining Agreement	Article 16.1.5, pp. 48-49
	Article 16.2, pp. 49-52
	Article 16.4, p. 54
CSEA Bargaining Agreement	Article 4.2.1, 4.2.3, pp. 8-9
Procedure 2033	Evaluation of Managers
BP 7240	Confidential Employees

For faculty, the tenure process is described in the collective bargaining agreement (**Evidence:** CTA Bargaining Agreement, Article XXXIII – Tenure Determination, Appendix I – Tenure Review Guidelines), and in Policy 3060, Contract and Regular Status of Faculty.

Once tenure is obtained, faculty were evaluated every three years. The faculty evaluation is focused on effective teaching with the goal "to provide the student with improved instruction, counseling, and library services" (**Evidence:** CTA Bargaining Agreement, Article XVI, 16.1.1.2). Student learning outcomes are addressed through a Peer Review process (**Evidence:** CTA Bargaining Agreement, Article XVI, 16.2). For classified staff, if an employee's performance is below standard, a performance improvement plan must be jointly developed by the supervisor and employee (**Evidence:** Classified Evaluation Forms and Performance Improvement Plan).

Evaluation
As of November 2013, there are a total of 129 evaluations overdue, 12 of which are more than two years overdue, 38 are more than a year overdue, and 79 were due in 2013 that have not been completed. Managers were asked to complete overdue evaluations in December 2013 and January 2014. The current system to alert managers that employee evaluations are due is a very labor intensive process. In the past two years, HR staff has worked to make a number of process improvements. However, due to the nature of the systems, or rather, lack thereof, there was no process improvement implemented to remind managers of overdue evaluations. The "system" has been to send occasional email reminders from the HR staff.

The College will be exploring alternatives to automate this portion of the process (alerts and tracking capability) either through the conversion from the current HR/Payroll system – MUNIS – to System 2020, or to a separate, web-based solution. The conversion to System 2020 is scheduled for February 2014. Improved systems will automate the notification and tracking to ensure evaluations are completed in a timely manner, as well as provide a tool for managers and their employees to conduct a gap analysis to focus the discussion during the evaluation process on the areas that need improvement. The content of the evaluation must be negotiated with the employee bargaining groups, and the process itself will be developed through the College's participatory governance committee (**Evidence:** AP 2430, Governance Committee Structure, Staff Development Committee).

Staff perceptions of the evaluation process are not overwhelmingly positive as reflected in the results of the Campus Climate Employee 2013 Survey; less than 50 percent of employee respondents agreed that "Employee evaluations assess effectiveness and encourage improvement." (**Evidence:** Campus Climate Employee 2013 Survey Results, p.4).

The College needs improvement in this area.

Actionable Improvement Plan
The College needs to implement new processes for employee evaluation tracking and monitoring, either through systems developed in System 2020, a new software approach, or via HR staff providing regular reports to managers and the Executive Cabinet. The District needs to establish a procedure for the evaluation of confidential employees consistent with Board Policy 7240, Confidential Employees. *Responsible Parties: Human Resources Director and HR staff*

Standard III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

In late 2010, the California Teachers' Association (CTA) representing the District's faculty, filed a grievance and cease and desist demand regarding the implementation of student learning outcome assessments (SLOA) as a component of faculty evaluations. On December 14, 2010, an agreement was reached on guidelines for SLOAs as jointly developed by members of the Curriculum Committee (**Evidence:** Memorandum of Understanding, December 14, 2010). As a result of the agreement, Article XVI, Evaluation of Faculty and Appendix E of the CTA collective bargaining agreement expressly contains requirements of peer review and participation in collaboration of SLOA process (**Evidence:** CTA Collective Bargaining Agreement, Peer Review Verification Form, Appendix E).

Evaluation

Cycles of assessment and evaluation of data pertaining to course-level learning outcomes were implemented during the 2010-11 academic year. The faculty ensures that assessment of learning outcomes occurs and is part of the evaluation process by embedding the discussion of learning outcomes data in the peer evaluation process (**Evidence:** CTA Collective Bargaining Agreement, Article XVI 16.2.3.1.6; p. 50). A "check-off" form with signatures is used during the evaluation process to ensure faculty "sign off" on the discussion and evaluation of learning outcomes evidence. This will guarantee that the refinement of learning objectives and curriculum is based on learning outcomes assessment and flows from a peer-driven, faculty-led process.

Additionally, the Student Services Division, with the assistance of the PRIE Office, created an SLO matrix that is tied to the District's mission and strategic goals (**Evidence:** Student Services Division SLO Matrix). The Student Services Division staff and faculty have established and are measuring the division's SLOs. Some departments are on their third year of the assessment cycle while others are measuring outcomes for the first time. The Counseling faculty are now fine-tuning their SLOs and will select those that will be measured in the upcoming year. The need for revision of the SARS service tracking identifiers – a task that was recently completed –and the implementation of SARS across all three counseling programs will be helpful in tracking services and will assist in the measurement of Counseling SLOs.

The College meets this standard.

Actionable Improvement Plan

No action is needed.

Standard III.A.1.d

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The District was not immune to the effects of the Great Recession of 2008, and as public funding sources declined, the District was faced with reducing expenses, including elimination of positions. The table below captures the decline in staffing over the last several years:

Employee Group	2009	2010	2011	2012	% Change
Classified	493	471	449	395	20%
Faculty	233	214	204	200	14%
(FT/PT)	338	285	280	248	27%
Management	65	50	52	45	31%

With the decline in state funding, the District's funded FTEs dropped from 16,638 in 2008-09 to 15,003 in 2011-12. As a result, the District's Faculty Obligation Number (FON) also dropped from 223 to 204. For the first time since 2008, the state has funded COLA and restoration for 2013-14, although the funded FTES is still well below 2008-08 figures.

Evaluation

The Board adopted the District's Strategic Operational and Staffing Plan (**Evidence:** Strategic Plan) at its September 10, 2013 meeting. The Strategic Staffing Plan provides funding for new, restored, and replacement positions based on priorities developed through program review and a review of the District's Core Services (**Evidence:** Board Presentation August 13, 2013 and Board Minutes, September 10, 2013). Recruitment began for non-faculty positions upon the Board's adoption of the Strategic Staffing Plan, (September 10, 2013). Recruitment for 12 additional full-time faculty positions began in December 2013 for the fall 2014 academic year.

The Strategic Staffing Plan was adopted by the Board as a result of the leadership of the District's new superintendent/president and her Executive Cabinet. While Dr. Hart was new to the position of superintendent/president effective February 2012, she certainly wasn't new to the District. Dr. Hart has held leadership positions during her tenure with the District, which began in August 1994. The two assistant superintendents/vice presidents are also long-term District employees with a history of successful leadership roles. Additional members of the core executive team include the controller and director of HR, each bringing considerable experience and knowledge to their roles. The core executive team not only serves as technical experts in their respective areas of responsibility, but provides functional support to the Board as policy-makers and leading the District in strategic planning.

As the District continues implementation of the Strategic Staffing Plan, HR will work with the screening committees to ensure qualified candidates are hired and positions are filled in a timely manner.

The College meets this standard.

Actionable Improvement Plan
No Action is needed; however, the Executive Cabinet will continue to guide the College's use of program review and strategic planning.

Standard III.A.2

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary
In accordance with Education Code 70902, Board Policy (BP) 2410, Board Policies and Administrative Procedures provides: The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction. Administrative Procedures (APs) are to be issued by the superintendent/president as statements of method to be used in implementing board policy. Such procedures shall be consistent with the intent of board policy. Administrative procedures may be revised as deemed necessary by the superintendent/president. Additionally, BP 2500, 2505 and 2510 recognize the Academic, Management, and Classified Senates in the participatory governance process (**Evidence:** BP 2500, Academic Senate of San Joaquin Delta College, BP 2505, Management Senate of San Joaquin Delta Community College District, and BP 2510, Classified Senate of San Joaquin Delta Community College District).

To operationalize the foregoing board policy, the District's AP 2430, Governance Committee Structure establishes standing committees. One such standing committee is the Policy and Procedure Review Committee. The AP states the committee's responsibilities are to "Review suggestions for additions and changes to the San Joaquin Delta College Board of Trustees Policies and Procedures Manual. Solicit and review comments from other College committees, offices, and constituency groups, regarding policy proposals, and recommend changes to the District's Policies and Procedures Manual as appropriate." Additionally, AP 2601 and AP 26012.1 further establishes procedures for consideration by the campus community of new or revised policies (**Evidence:** AP 2430, Governance Committee Structure, Policies and Procedures Review Committee; AP 2601, Policy and Procedures Processing; AP 2602.1, Proposal for Policy and Procedure Review).

Evaluation

The Policy and Procedure Review Committee is one of the most active committees on campus. Not only has the committee's participation level been high, but feedback from the campus community has been as well. Through the participatory governance structure the College is able to update policies and procedures, as well as implement new policies and procedures, to ensure compliance with all applicable laws as well as ensure relevancy. An example is the recently adopted AP 7120, Recruitment and Selection Procedures which overhauled the procedures for recruitment and selection. The process further ensures that policies and procedures have been fully vetted prior to adoption and/or implementation.

The committee's minutes are kept and available for viewing online, as are all District policies and procedures. The process required in the BPs and APs as well as the transparency of the committee's work (e.g., posting of minutes, comments received during the comment period, minutes from President's Council, and Board of Trustee meetings) ensures the policies and procedures are equitably and consistently administered (**Evidence:** AP 2430 Governance Committee Structure, Policies and Procedures Review Committee, DocuShare Collection; District Policies and Procedures Manual).

The College meets this standard.

Actionable Improvement Plan

No action is required.

Standard III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The District maintains Board Policies and Administrative Procedures, which are regularly updated through the District's Policy and Procedure Review Committee. Staff ensures the policies are consistent with state and federal requirements as well as changes to collective bargaining agreements that may impact adopted policies and/or procedures. The District's policies and procedures are incorporated into the New Employee Handbook as well as the District's Annual Notice which all employees must review and sign as received.

Evaluation

The recruitment and selection process provides an excellent example of how well the participatory governance process can work. While the process is administered by HR, AP 7120, Recruitment and Selection Process, sets forth a collaborative process involving all employee groups which ensures fairness in the employment procedures. The goal and procedures for all selection committees, the committee's responsibilities, the process for appointments of committee members by the respective employee constituency groups and a trained Equal Employment Opportunity (EEO) representative are detailed in AP 7120 (**Evidence:** AP 7120, Recruitment and Selection Process, pp. 8-13).

An EEO representative is selected from a pool of trained District employees to serve on every hiring committee to ensure that the hiring process is sound an equitable. Plans are in place to provide a more comprehensive training to the EEO representative pool to broaden their understanding of employment practices and to assure compliance with applicable laws including those related to discrimination.

Each selection committee member is required to sign a Confidentiality Agreement to protect the integrity of the process (**Evidence:** Confidentiality Statement, available from Human Resources Staff). If there are any concerns raised by a committee member or members, the procedures allows for the director of HR to be immediately notified and investigate the concern in order to take appropriate steps to ensure the integrity of the process.

Approximately 50 percent of respondents from the Campus Climate Employee 2013 Survey agreed that the "District adheres to written policy to ensure fairness in its employment practices." Despite the low agreement ratings, this represents an eight percent increase from 2007, suggesting that the perception among employees is improving and perhaps will continue to with the changes that have been implemented in hiring and recruitment practices in AP 7120 (**Evidence:** Campus Climate Employee 2013 Survey Results, p.4).

The College meets this standard.

Actionable Improvement Plan
No action is required.

Standard III.A.3.b

> The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
Human Resources and the department's Payroll/Benefits functions and the respective files are in two different locations (first and second floors of the L. H. Horton Administration Building). The records are kept in cabinets that are secure and accessible only with the assistance of an HR and/or Payroll/Benefits staff person. Effective October 1, 2013, HR began working with a document imaging company, also used by other District departments (i.e., Admissions and Records, Financial Aid and Veteran Services, Purchasing and Contracts), to migrate from paper files to an electronic, paperless system. The scanning and document imaging system has been successfully tested for security for the department's use to ensure compliance with all applicable privacy laws and the District policies (**Evidence:** Policy 2038, 3670, and 4000, Personnel Files – Managers, Classified and Certificated employees), as well as being accessible only to authorized personnel, and the department's staff have been trained in its appropriate use. The system provides access in accordance with applicable laws. The document imaging is expected to be completed by the end of December 2013.

Evaluation
Based on the success of the imaging system in other District departments, HR has implemented the document imaging and the paper files are expected to be completely digitized by the end of December 2013. The department is committed to this streamlined process which will eliminate the need for most paper files.

The College meets this standard.

Actionable Improvement Plan
The department will continue to monitor the document imaging work started in October 2013, and include the new document imaging system as a reliable HR tool to streamline its paper files, and secure personnel files and records in compliance with applicable laws and District policies.

Human Resources should begin to convert the current District policies, Personnel Files, into one policy following the CCLC template.

Standard III.A.4

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

Descriptive Summary
There are several standing shared governance committees that focus on issues of equity and diversity. Two of these committees have direct charges to engage in efforts to heighten diversity and sensitivity for individual groups – College Diversity Committee and the Cultural Awareness Programs Committee (CAP) (**Evidence:** AP 2430, Governance Committee Structure, College Diversity Committee, CAP Committee):

The College Diversity Committee recently updated its responsibility to read: *Promote, implement, and maintain training programs and professional development activities for District employees that further understanding and sensitivity of individual and group diversity. Monitor, develop and communicate policies, procedures, and practices that support a diverse campus community. Make recommendations for the promotion of equal employment and educational opportunities within the College including HR practices and student equity. Monitor achievement of the goals of the Student Equity Plan."*

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

The District conducts a survey of the campus climate wherein issues of diversity and equity are specifically identified (**Evidence:** Campus Climate Employee 2013 Survey Results, p.3-5; Campus Climate and Student Satisfaction 2013 Survey Results, p.3-4).

Evaluation

The College is fortunately located in a richly diverse community, and the College has embraced the diversity, as reflected in its recently updated vision statement (**Evidence:** BP 1201, District Vision Statement). The recent update to the College Diversity Committee's responsibilities enable the committee to be more action oriented towards issues of diversity. Presentations have been made to the Board specifically focusing on equity and diversity (**Evidence:** Board of Trustees Meeting, March 12, 2013, Report on Employee Diversity). Prior to the development of the 2013 campus climate surveys, the committee was consulted to help outline language that more broadly defined diversity. Through the committee, the District recently completed the Equal Employment Opportunity (EEO) Plan, which was adopted by the Board on May 21, 2013 and submitted to the CCCCO as required by Title 5 (**Evidence:** EEO Plan, Diversity Committee Minutes/Agendas).

The College has also implemented a Safe Zone for the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex (LGBTQQI) community, provided several trainings during faculty flex day activities and mandatory orientation to the Safe Zone for classified employees. While these committee initiatives are relatively new, the PRIE Office has regularly conducts surveys of the campus community addressing equity and diversity and provide reports on the findings to the Board, including the 2013 campus climate surveys. The work of the PRIE staff is invaluable as the College is able to disaggregate the data, whether the data is for the campus climate surveys, the EEO report, etc., to better address the issues facing the College and develop action plans accordingly.

The College has also taken a more proactive approach to its Americans with Disabilities Act (ADA) interactive processes, working with a consultant (Shaw HR Consulting) in developing a consistent process resulting in documented accommodation plans. The first activity for Shaw Consulting was a training for all managers on the requirements of the ADA, and the consulting firm recommended that HR representation be present in meetings where access issues are discussed, such as participation on the College's Bond Team. The recommendation has been implemented and HR regularly participates in those meetings.

The revised hiring and recruitment procedure also demonstrates the District's commitment to issues of equity and diversity, as well as changes in the HR operations. With the implementation of NeoGov, HR is now able to determine the efficacy of specific recruitment initiatives. When investments in particular initiatives don't result in desired results, HR now has the capability to asses and redesign its recruitment strategies to form a diverse applicant pool.

The College meets this standard.

Actionable Improvement Plan
No action necessary.

Standard III.A.4.a

> The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
There are several standing shared governance committees that focus on issues of equity and diversity and the College Diversity Committee is one that plays an important role (**Evidence:** AP 2430, Governance Committee Structure, Diversity Committee). The recent revisions to the responsibilities of the Diversity Committee enable the committee to be more action oriented towards issues of diversity and assume a greater role in addressing College initiatives. Additionally, there are numerous services, as well as employee groups on campus to support the diverse personnel of the District

The recent update to the College Diversity Committee's responsibilities enable the committee to be more action oriented towards issues of diversity. Presentations have been made to the Board specifically focusing on equity and diversity (**Evidence:** Board of Trustees Meeting, March 12, 2013, Report on Employee Diversity). During the development of the campus climate surveys which address issues of diversity and equity, the Diversity Committee was consulted to help develop a broader diversity definition (**Evidence:** Diversity Committee Agenda March 14, 2013). The Diversity Committee was also instrumental in helping to complete the District's EEO Plan, which was adopted by the Board on May 21, 2013 and submitted to the CCCCO as required by Title 5 (**Evidence:** EEO Plan; Board Agenda, May 21, 2013).

Evaluation
In addition to established policies and practices, the District has implemented and maintained programs and services in support of its diverse personnel. An example is the implementation of a more formalized and consistent approach to addressing issues under the Americans with Disabilities Act (ADA). The first step in implementing this process was District training for all managers of the requirements of the ADA. As a result of the training, initially focused on addressing employee issues under the ADA, there is better coordination between Instruction, Student Services, Facilities, and HR to address facilities issues that present challenges for disabled employees and students. The discussions are ongoing through a variety of venues, such as the District's Bond Team, Facilities and Planning Committee, and Division Dean and Student Services Councils.

Various employee groups have also been established to promote the District's rich employee and student diversity populations. Examples of the employee organizations include the African-American Employee Council (AAEC), Asian & Pacific Islander American Staff Association (APIASA), and LaRaza. These employee groups not only engage in a variety of activities designed to support the diverse personnel on campus, but also raise funds to

provide scholarships to the District's student population. Annual cultural events that have helped raise funds for scholarships include the AAEC's chicken and waffle dinner, APIASA's scholarship banquet, and the La Raza Employees' breakfast. These functions are very well attended by the College community.

While the Diversity Committee's responsibilities are more focused on ensuring the appropriate policies and procedures are in place, the Cultural Awareness Program Committee (CAP) mission directs the committee to create and maintain programs that support a campus environment where cultural awareness leads to understanding and valuing diversity." Examples of the programs sponsored by CAP are Black History Month, Night of China, the San Joaquin Labor Fest, and a Gospel Fest. The District has provided funding to the CAP program annually in order to support its activities.

Other shared governance committees and groups that help to support the District's efforts to create and maintain appropriate programs, practices and services for its diverse personnel include: the Campus Health and Safety Committee, Staff Development Committee, Staff Social Committee, Flex Day Planning Committees, and the various senates and divisions through retreat day opportunities (**Evidence:** AP 2430, Governance Committee Structure: Campus Health and Safety Committee, Cultural Awareness Programs (CAP) Committee, Staff Development Committee, Staff Social Committee; Flex Day Program Agendas, and Classified Retreat).

The College offers various events hosted by the Fine Arts Division that reflect varying ideas, cultures, and traditions through drama, music, dance, and art to the campus community to attend and experience, many of which are open to the general public (**Evidence:** Arts and Communications Division, Delta Center for the Arts Webpages).

In addition to the District's commitment to diversity framed in its vision statement, it is also defined in Board Policy 2715, Board of Trustees Code of Ethics and Standards of Good Practice which states: *"The primary responsibilities of the Trustees are maintaining the fiduciary integrity of the District and serving the educational needs of the citizens of the District, with special emphasis on providing learning opportunities to each student regardless of gender, race, ethnicity, color, religion, ancestry, age, marital status, sexual orientation, national origin, or physical or mental disability"* (**Evidence:** Board Policy 2715, Board of Trustees Code of Ethics and Standards of Good Practice).

Presentations have been made to the Board specifically focusing on equity and diversity (**Evidence:** Board Minutes, March 12, 2013, Report on Employee Diversity). The College's recent implementation of the Safe Zone for the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex (LGBTQQI) community is also another example of the its commitment to diversity, along with several trainings offered during faculty flex day activities, and a mandatory orientation to the Safe Zone for classified employees that have been provided in the past year.

The College meets this standard.

Actionable Improvement Plan
No action necessary.

Standard III.A.4.b

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary
As described in Standard III.A.1, hiring procedures at the College are governed by Administrative Procedure 7120 (**Evidence:** AP 7120, Recruitment and Hiring Process). This procedure incorporates Title 5, §53000, et seq., of the California Code of Regulation specifically addressing equal employment. The implementation of an online applicant tracking system (NeoGov), HR is better able to assess the efficacy of expenditures aimed at increasing diversity, as well as determining and the assessing the level of diversity of the candidate pool at each step of the recruitment and selection process (including promotional opportunities).

Evaluation
The College recently presented information to the Board regarding employee diversity (**Evidence:** Report on Employee Diversity, Board of Trustees Agenda, March 12, 2013). The purpose of the report was to provide an overview to the Board about the requirements of Title 5, as well as inform the Board of the District's recruitment and selection process, including the outreach efforts during the recruitment and selection process, the activities of the Diversity Committee, and the diversity of the District's employee population. The following comparative data points were provided:

Fall 2012 Data	Student	Employee
Hispanic	38%	22%
Asian/Pacific Islander	20%	12%
African-American	10%	8%
Native American	1%	1%
Undisclosed/Unknown	2%	15%
Two or more races	4%	N/A
White	26%	42%

Employee Diversity, 2008 and 2013

	2008	2013
Hispanic	22%	22%
Asian/Pacific Islander	11%	12%
African-American	7%	8%
Native American	2%	1%
Undisclosed/Unknown	10%	15%
White	48%	42%

The completed EEO Report (May 2013) which requires staff to regularly review its workforce and take action as appropriate, as well as providing regular updates to the Board followed this presentation.

In addition, the District has results from the Campus Climate Employee 2013 Survey on employment equity that reveals over 70 percent of respondents agreed that women and ethnic minorities were welcomed and supported in leadership positions (management and faculty) (**Evidence:** Campus Climate Employee 2013 Survey, pp.2-3).

The College meets this standard.

Actionable Improvement Plan
In October 2013, the new EEO regulations were adopted by the Board of Governors of the California Community Colleges, with revisions to portions of Title 5. Human Resources staff will update the District's EEO Plan and provide training on the new regulations.

Standard III.A.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The District's policies and procedures contain several statements of its commitment to the integrity in the treatment of all staff and students. There are several recent updates to the policies and procedures, as well as recently implemented programs and initiatives that further demonstrate the District's advocacy and commitment to this standard.

Evaluation

The District's Vision Statement, Board Policy 1201, Vision Statement states:

> *"The faculty, staff, and students of San Joaquin Delta Community College District envision a community of lifelong learners, passionately pursuing and achieving ever-higher educational goals, and fully appreciating the diverse and dynamic world around them. In fulfilling its mission and vision, San Joaquin Delta College acts upon the following principles: "Delta College commits to encouraging good citizenship, responsible leadership, and wise stewardship of resources through ethical leadership, and respect for education as a lifelong endeavor."*

Additionally, Board Policy 2715, Board of Trustees Code of Ethics and Standards of Conduct states:

> *"The primary responsibilities of the Trustees are maintaining the fiduciary integrity of the District and serving the educational needs of the citizens of the District, with special emphasis on providing learning opportunities to each student regardless of gender, race, ethnicity, color, religion, ancestry, age, marital status, sexual orientation, national origin, or physical or mental disability. The Board shall promote a healthy working relationship with the Superintendent/ President through supportive, open, and honest communication and regular evaluation. The Board will employ a competent, productive administration and staff, giving them confidence and support. All Board members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Board's Code of Ethics and Standards of Good Practice."*

Similar statements can be found in the New Employee Handbook, which was collaboratively developed through the Staff Development Committee and implemented in 2013 (**Evidence:** Employee Handbook, p. 37). A proposed policy developed by the Diversity Committee to promote professional civility is currently under shared governance discussion through the Policy and Procedure Review Committee, "Principles of Community."

The recent HR classification and compensation study of the clerical series staff, all confidential employees and all management staff throughout the District, allowed HR to successfully work in collaboration with the respective employee groups to develop a new structure and process to evaluate classifications. The new structure is based on a point factor system and the process included opportunity for peer review and appeal. The structure and process created a consistent and objective method to evaluate new positions, and requests for reclassifications. In working with the bargaining unit, California School Employees Association (CSEA), HR will complete the District's compensation study of remaining classifications represented by CSEA by June 2014.

The District has updated its policies and procedures for student discipline to ensure consistency and due process (**Evidence:** BP 5500, Standards of Conduct and Standards of Discipline/AP 5500, Standards of Conduct, AP 5520, Student Discipline). The Board recently authorized a new Student Services management position, Dean of Enrollment Services and Student Development. Along with the existing Dean of Counseling and Special Services, this addition will enable the Student Services Division to create a structure and develop procedures to further enhance delivery of student services in an equitable manner, including ensuring the integrity in the treatment of students.. (**Evidence:** Board of Trustees Agenda, September 10, 2013)

The College meets this standard.

Actionable Improvement Plan
No action is required.

Standard III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary
In February 2012, the following Strategic Goals were assigned to the HR to champion:

Educational Master Plan Recommendation 5.1 Design and implement a basic orientation program for all new employees and a "curriculum" of regular required periodic training for all employees regarding topics such as workplace safety, sexual harassment, nondiscrimination, diversity, and the personnel selection process.

Educational Master Plan Recommendation 5.2 Provide mandatory training as needed to faculty and instructional staff, student services staff, and administrators/managers regarding the effective use of student learning outcomes and assessment to improve institutional effectiveness including instruction, student services, and administrative services.

In collaboration with the Staff Development Committee, including data from a needs assessment previously conducted by the Committee, action plans were designed to operationalize the strategic goal's training (**Evidence:** Strategic Goal 5, EMPs).

The three senates (Academic, Classified and Management) have responsibility for their constituents (**Evidence:** AP 2430, Governance Structure, p. 21). The Faculty Professional Growth Committee (FPG) works in collaboration with the faculty union to promote professional development for faculty by adhering to the Chancellor's requirements for faculty professional development, and by providing opportunities for the professional growth of faculty through variable flex opportunities throughout the academic year. In addition, the FPG evaluates and recommends sabbatical proposals and reviews and recommends sabbatical reports. Requests for travel for professional growth are reviewed and recommended for funding by the FPG.

Evaluation
When the work began on designing the steps to implement Strategic Goal 5.1, it became apparent that developing an orientation and a curriculum should be bifurcated into two separate goals. Thus, 5.1.(a) – Orientation, and 5.1.(b) – Curriculum of Required Training For All Employees, were developed and action plans were created for each. Updates on progress were initially presented to the Planning and Budget on April 8, 2013 and further updates were provided to the President's Council in November 2013. The action plan for 5.1.(a) included getting feedback from recently hired employees through surveys and a focus groups conducted by the PRIE Office to design a new employee orientation. Work on 5.1.(a) was completed and implemented August 2013, including a New Employee Handbook.

Action plans were also developed for Strategic Goals 5.1.(b) and 5.2. However, with the focus on completing 5.1(a), the action plans were only partially completed by fiscal year 2012-2013. A training matrix was created and work continues on identifying not only required training, but the most effective way to deliver them.

Despite the need to improve in this area, results from the Campus Climate Employee 2013 Survey showed that 73 percent of respondents felt that the "Employees are provided opportunities for continued professional development" (up 11.5 percent from 2007) (**Evidence:** Campus Climate Employee 2013 Survey Results, p.4).

Actionable Improvement Plan
Continue work on Strategic Goals 5.1(b) – Curriculum of Required Training For All Employees and 5.2 – Mandatory training, as needed to faculty and instructional staff, student services staff, and administrators/managers regarding the effective use of student learning outcomes and assessment to improve institutional effectiveness including instruction, student services, and administrative services. *Responsible Party: Director of Human Resources*

Standard III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
The College regularly plans professional development activities to meet the needs of District personnel. In addition to planned professional growth activities for faculty, consistent with the Chancellor's Flexible Calendar or Flex program, there are a variety of professional development activities for classified employees and managers.

The Flex Program is administered through the Academic Senate's FPC Committee, in collaboration with the Instructional Division. District funds are budgeted within each division to provide professional development needs for faculty specific to operational and programmatic needs, and professional growth activities are also planned and funded for classified staff (**Evidence:** CTA Collective Bargaining Agreement, Article XXII; CTA Professional Growth Webpage).

The College also provides support for faculty, classified staff, and managers for professional growth opportunities through the Professional Development Center (PDC). The PDC is staffed with qualified classified employees to provide professional development activities in various formats: training online and on-campus in the center, and one on one training/consultation. Faculty trainings have evolved to keep the materials used by faculty up-to-date and relevant, including creating YouTube instructional videos, Student Success webinars, developing online courses and hybrid courses. The PDC also provides classes in software applications, (i.e., Microsoft Office (Power Point, Excel, and Word)), the District's financial system (Kuali), and the email and meeting-maker system (Zimbra). Also available through the PDC or from individual employee computers is a safety training module (**Evidence:** PDC Keenan Safety Modules).

Safety training including environmental safety, hazardous materials handling, lifting techniques to avoid injury, and emergency management (NIMS/SEMS) is planned and implemented throughout the year for all employees. Curriculum for required training, such as harassment training for supervisors, will be supplemented through implementation of Strategic Goal 5.1(b) and the work of the Staff Development Committee, referenced in the prior Standard.

Evaluation
The College has a healthy collection of Flex activities and PDC trainings offerings for District employees. Classified staff expressed concerns in the past that they do not have adequate release time from their regular assignments to obtain training. PDC staff suggest that attendance at some activities could be stronger. The Staff Development Committee has been working on building a list of activities for all newly hired employees that would result in better informed and trained staff.

Actionable Improvement Plan
Continue work on Strategic Goals 5.1(b) – Curriculum of Required Training For All Employees and 5.2 – Mandatory training, as needed to faculty, student services and instructional staff, and administrators/managers regarding the effective use of SLOs and assessment to improve institutional effectiveness in those areas. *Responsible Party: Director of Human Resources*

Standard III.A.5.b

> With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The College has the structure in place to collect data and evaluate the professional development programs. However, with the focus in the last four to six years on diminishing resources and elimination of programs and services, the College has not taken advantage of the structure and resources to design and implement effective evaluation tools emphasizing professional development for all personnel. Even so, the College does track overall assessment of the training offered by the PDC. Results from the Campus Climate 2013 Employee Survey reveal that the majority of respondents (67 percent) agreed the "Professional Development Center provides relevant high quality training." (**Evidence:** Campus Climate Employee 2013 Survey, p.4).

Evaluation
Each training session offered by the PDC concludes with a satisfaction survey to obtain feedback from the participants (**Evidence:** PDC Satisfaction Surveys). PDC staff use the evaluations and attendance counts to help determine what workshops to offer in future terms.

The College has incredible resources available to evaluate professional development programs and has utilized these resources, but primarily for faculty professional development. With the Flex Program requirements from the Chancellor's Office and the focus on SLOs, through structures such as the Faculty Professional Growth Committee, the Professional Development Center and the PRIE Office, the College has systematically evaluated the professional development programs for faculty. Due to high turnover among the classified (caused by attrition as well as displacing less senior employees through the budget reduction process) and management staff, there have not been as many opportunities for professional development for these employee groups as has been provided for faculty. With the leadership of the superintendent/president and the Executive Cabinet, the Board adopted the Strategic Operational and Staffing Plan. This provides a framework in which to help prioritize professional development needs among the classified and management staff.

In the last two years, the Staff Development Committee has maintained consistency among its members, allowing the committee to work with other groups, such as the Faculty Professional Growth Committee, PRIE, and members of the Executive Cabinet to conduct a needs assessment and develop professional development activities and programs accordingly.

Through the negotiation process with the California School Employees' Association (CSEA) HR, has implemented a district-wide classification and compensation study. The study incorporates working with department managers and their employees, to also design a succession plan or career ladders for employees within the divisions. Implementation of the succession plan will include identifying professional development and other training requirements that will allow employees to grow into various classifications within the College.

Actionable Improvement Plan
Continue work on Strategic Goals 5.1(b) – Curriculum of Required Training for All Employees, including developing feedback and evaluation instruments. Also, through the Staff Development Committee, develop action plans designed to regularly assess the professional development needs of the workforce.

Standard III.A.6

Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The District consistently integrates human resources planning with institutional planning. Beginning in late 2011, human resources planning became even more critical as the District developed processes designed to identify its core functions to establish funding priorities. This necessitated a review of not only WHAT programs and services the College provided, but also HOW those programs and services are delivered. For example, as positions became vacant, managers were no longer authorized to simply back fill or recruit for a replacement position. Rather, managers were required to evaluate the operation to determine whether the service or function performed by the now vacant position was critical, and if so, was there a more efficient and effective way to deliver those services.

Evaluation
The budget adopted by the Board at its September 13, 2011 meeting provided for a multi-year plan to address the reduction in revenues and increased costs the District was facing. A key component of the budget was a plan to reduce expenses by approximately $2.5 million in fiscal year 2012/13 and another $2.7 million in fiscal year 2013/14. The former superintendent/president, Dr. Marsee, convened a committee of managers from various functional areas to begin working on the plan to reduce expenses. The committee commenced with reviewing and implementing Guiding Principles and Priorities for Budget Reduction. On September 19, 2011, communication was sent by the HR director to all employees updating the community on the District-wide Reorganization plan. Because the majority of the costs were due to personnel costs, HR planning was an integral part of the overall budget and institutional planning. A critical component of the cost reductions were voluntary separation incentives implemented by the College.

The separation incentives were designed to accelerate attrition in order to reduce overall compensation costs while minimizing layoffs. The College has applied two phases of a Supplemental Retirement Plan incentive (SERP) (2009 and 2010) and a Voluntary Separation Incentive (VSI) (2012) which succeeded in gaining the retirements of a substantial number of employees as show in the following tables (**Evidence:** Board Agenda, Item Non Con F 1.1, February 16, 2010; Board Agenda, Item 1.G.1, May 17, 2011; Board Agenda, Item XI.A.3, April 17, 2012).

SERP I – 2009/2010 - Total participants: 56

Employee Group	SERP Participants	Total Headcount*
Classified	22	493
Faculty (FT/PT)	22	238/338
Management	12	65

SERP II – 2010/2011 - Total participants = 24

Employee Group	SERP Participants	Total Headcount*
Classified	7	471
Faculty	11	214/285
Management	6	50

VSI – 2011/2012 - Total participants: 24

Employee Group	VSI Participants	Total Headcount*
Classified	22	449
Faculty	2	204/280
Management	0	52

*Chancellor's DataMart Fall 2009, 2010, 2011

The work started by Dr. Marsee continued under the leadership of the current superintendent/president, as the fiscal condition of the District was still precarious pending the results of a state initiative - Proposition 30. Rather than focus on reducing costs across the board by a specific percentage, the District engaged in a core function analysis of all areas – Instruction, Student Services, and Administration. Templates were developed for departments within each division to use to ensure consistency in review, including the review of staffing needs vis-à-vis the department's core functions (described in detail in Standard I). Upon the passage of Proposition 30 in November 2013, the District began working on restoration of positions eliminated through the voluntary separation incentives, as well as implementation of a classification and compensation system throughout the District.

District-wide Strategic Operation and Staffing Plan

With new revenue allocated by the state to community colleges, the District relied on the core services analysis performed in the event of further economic down-turn to prioritize positions to be created or restored. Justification for new or restored positions was required of all departments and reviewed by Executive Cabinet for recommendation to the Board. The justifications were identified and prioritized with ADA/Safety requirements ranking number 1, and other mission critical objectives such as educational/instructional, green technology, support services and community need also taking top priority. The analysis culminated in a District-wide Strategic Operation and Staffing Plan (The Plan), which was presented for input and feedback to the following participatory governance committees prior to presentation to the Board: Administrative Reclassification and Entitlement Review Committee, Classified Entitlement and Review Committee, Planning and Budget Committee, and President's Council, and The Plan was initially presented at the August 13, 2013 Board meeting. Further discussion and feedback from the College community and the trustees was presented during the August 22, 2013 Board of Trustees' Workshop (**Evidence:** District-wide Strategic Operation and Staffing Plan). The Plan was ultimately adopted by the Board at its September 10, 2013 meeting. Though there is no longer a hiring freeze in effect, the District continues to employ the core function analysis when positions become vacant. Rather than simply replace what's been lost, managers are still required to evaluate the operation and determine whether the resources for the vacant position should be reallocated before a requisition to fill a vacant position is approved through the online NeoGov system.

Classification and Compensation Study

As positions became vacant, most were not back-filled, and the duties were often reallocated to existing staff, creating situations of employees working out of class. Human Resource worked with the employee bargaining group (CSEA) for the majority of the classified staff, to conduct a study of all of the District's clerical classifications. The result was updated job descriptions, a market study and, using a point factor system, implementation of a new and objective structure and process to conduct job audits and determine appropriate salary placement.

In addition to the clerical series, the confidential unit and all management positions were also studied as part of the District classification and compensation review. Like the clerical series, committees were established comprised of confidential employees and managers to work with HR to develop the structure and process for a new salary schedule and point factor system. The committees developed the criteria to be evaluated (i.e., the factors) and a scoring rubric for each factor. The committees "practice-scored" newly updated job descriptions to test out whether the definitions for each level within the factors were clear prior to implementation. Additionally, new salary schedules were developed based on market data. The committees also served as the appeal panel for employees to appeal the initial point factor scoring for the position which they occupied.   Prior to implementation by the Board the confidential unit classification and compensation study was approved

September 10, 2013. The management classification and compensation study was approved on December 17, 2013. As with the District's Strategic Operation and Staffing Plan, the classification and compensation studies were presented to the appropriate shared governance committees: Administrative Reclassification and Entitlement Review Committee, Classified Entitlement and Review Committee, Planning and Budget Committee, and President's Council for feedback prior to adoption by the Board.

The College meets this standard.
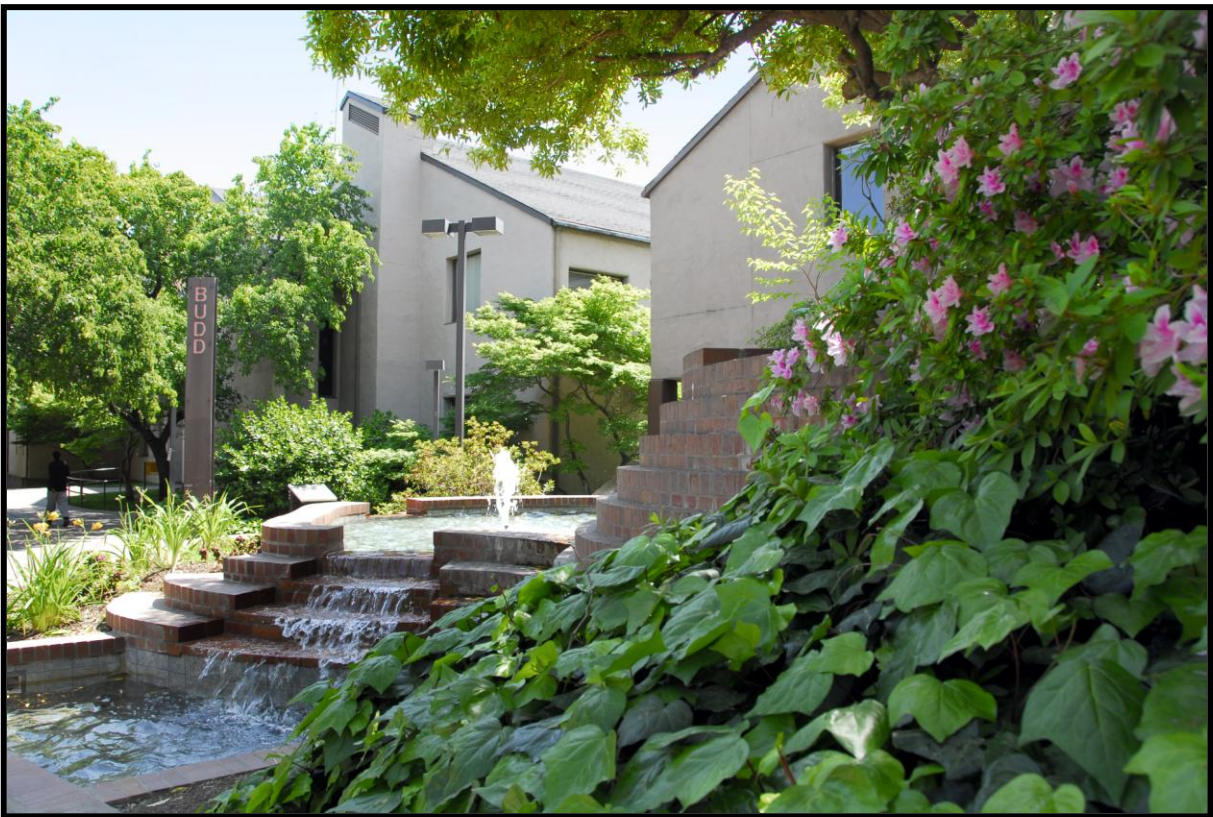
Actionable Improvement Plan
No action is required.

Standard III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary

San Joaquin Delta College is a single-college district encompassing 2,534 square miles, centered in San Joaquin County, extending into the majority of Calaveras County, and parts of four other adjacent counties. The main campus, of 165 acres, is located in the city of Stockton, California. The campus has five multi-story classroom and office buildings, a large lecture classroom building, an administration building, a student services building, three performing arts theaters, and an array of impressive athletic facilities. In addition, the District also operates South Campus at Mountain House, a center on 140 acres in the southwest region of the District. The center is made up of portable classroom buildings: 14 classrooms, 4 labs, and administrative office space. Additionally, the District operates a 160 acre active farm laboratory with two classrooms in Manteca. A 140 acre parcel north of Lodi, near Galt, was purchased by the District, in 2006, for future growth potential **(Evidence:** District Map, Stockton Campus map, South Campus at Mountain House map, Manteca Farm map, Liberty Road Property Map/Aerial Photo).

In 2004, the voters passed Measure L, a $250 million general obligation bond measure, for the District. The intent of the bond was to provide needed improvements to the Stockton Campus, relocate the then existing Tracy Center, pursue property acquisitions for other center locations in the District, modernize and expand existing facilities, and construct new facilities. Proposed projects for the bond funds included property acquisition and relocation of the Tracy Center, several construction projects at the Stockton Campus, including a new Student Service Building, reconstruction of the Cunningham Building, and an extensive remodel of the Goleman Library and Learning Resource Center.

The College embraces a shared governance approach to the development of their Educational and Facilities Master Plans (FMP). This same approach is utilized in the committees and councils that review and make recommendations for projects that navigate through the process to obtain approval for funding and implementation. The membership of these committees and councils represent the diverse constituency groups represented on the campus. All projects also have steering committees composed of faculty, staff, administrators of the departments that will be affected, and students of the departments. The steering committees are involved with the preliminary planning, design development, and preparation of the construction documents. After a steering committee has recommended a project proposal for funding, it is presented to the Facilities Planning Committee (FPC). The FPC reviews and recommends projects to move forward for approval. The next step in the process is consideration by the Planning and Budget Committee, who reviews and recommends projects onto the President's Council who make recommendations to the superintendent/president. The projects are ultimately presented to the Board for approval if required (**Evidence:** Committee Organizational Chart).

The primary document used in planning for physical resources is the FMP. The FMP was first updated in 2005. The main conclusions that affected the physical aspects of the campus were:

- Build a strong community that is supported by the creation of academic neighborhoods;
- Implement logical and sequential phasing of projects;
- Consolidate child development activities to one location;
- Create a campus that meets ADA, is easily navigated by all students, improves way finding to buildings, and allows for large group activities in a central location;
- Creates additional parking and reorganize traffic patterns;
- Build a strong relationship with off campus community; and,
- Move activities from the Stockton campus to potential centers.

The plan also established five, ten, and fifteen-year Development Plans for the physical plant (**Evidence:** Facility Master Plan 2005).

Another significant tool used in planning of physical resources is the Educational Master Plan (EMP). The new EMP was developed and approved by the Board in 2010. It established planning themes for all of the District's educational services, organization of the College, facilities, and technology. The new plan forecasted District population growth, student enrollment, online enrollment, and labor market trends. It explored plans for regional centers, and the development of marquee programs at these centers. Staffing needs were evaluated and forecasts were developed (**Evidence:** Educational Master Plan 2010).

The FMP was again updated again in 2010. The 2005 FMP conclusions were revised with more current direction provided from the new EMP and input from the campus constituency groups. New five, ten, and fifteen year Development Plans were developed for the physical plant (**Evidence:** Facility Master Plan 2010). The FMP of 2010 was linked up to the EMP to ensure that the values in the educational planning process drove the District's facilities decisions.

Evaluation
The District plans its physical resources with a process that is integrated with the institutional planning. The EMP and FMP concluded that future growth would be focused and accommodated at several potential center locations throughout the District. These centers were also to allow growth of marquee programs. The massive decline in the California economy reduced the District's funding and student population was decreased as a result. The additional centers have not materialized. Measure L Bond funding was used to develop the South Campus at Mountain House. Priorities were established by the Board for additional development at that site, and possible development of a future North County Center in the Lodi/Galt area. Projects at the Manteca Center are planned as well, but currently on hold while the administration investigates options for the future of the Manteca Farm site.

Concurrently options for the property in the Lodi/Galt area are being investigated, and in recent months a community group, Citizens for North Delta, has emerged to advocate for planning and building a regional education center in the north part of the District. This group has developed a two page educational proposal for the District that highlights agriculture, farm to fork - sustainable food crops, and the wine industry as potential education anchors for a north county center (**Evidence:** Citizens for North Delta Vision Paper). The superintendent/president has met with this group on two occasions and the College is investigating how it can establish a center in the north part of the District.

The Stockton Campus has also undergone some expansion and modernization of its existing 1970's facilities. Additional modernization of existing facilities will continue based upon the FMP and the availability of funding. Completed construction projects include the new DeRicco Student Services Building, a new Science and Mathematics Building to replace the old location in the Cunningham Building, which is slated to be demolished after investigation revealed it was too costly to modify, and an extensive renovation of the Goleman Library and Learning Resources Center. The College recently completed construction and renovation work for the Shima Diesel and Heavy Equipment Shop Expansion, and a Restroom Renovation project. Planned projects include the modernization of the Holt Building and Budd Building shops, as well as several much needed building maintenance and repair projects for the remaining buildings (**Evidence:** Board Agenda, Facilities Projects, October 15, 2013).

The District meets this standard.

Actionable Improvement Plan
No action required.

Standard III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary
The District evaluates the sufficiency of its classrooms, lecture halls, laboratories, offices, and other facilities by utilizing data from the Facilities Utilization Space Inventory Option Net (FUSION). FUSION is a program offered and supported by the California Community Colleges Chancellor's Office (CCCCO). The District annually submits a Five-Year Construction Plan Update to the CCCCO which is used as a tool to acquire state funding, and also helps measure the adequacy of District facilities using various formulas. The District also submits a yearly Space Inventory Report to the CCCCO which determines the capacity/load ratio for various space categories. The capacity/load ratio is the primary mechanism used to determine if space is adequate and if the District is eligible to request state funding for new facilities or modernization projects for that type of space (**Evidence:** FUSION - login required, see Facilities staff; Five Year Construction Plan).

The District's Facilities Management department (Facilities) works to assure that planning, modernization, and ongoing maintenance of the facilities occur within state, federal, and local regulations. All aspects of planning, new construction, modernization, general facilities and grounds maintenance, and daily cleaning operations are monitored and evaluated to ensure compliance with these regulations. Hazardous material used on campus for educational or operational purposes are also monitored, and safety training and monitoring of potential hazards are performed on a regular basis. There are also inspections performed by governing agencies.

Access to any facility is maintained by Facilities, and includes all traditional mechanical lock keys, proprietary keys, and Omnilock codes. Stringent guidelines are followed for the distribution of these keys and codes. The District maintains strict access control system for all of its facilities. Key issuance and retrieval is tracked by Facilities; however, the authorization for keys falls under the purview of the division dean or site administrator for each program. Without the appropriate authorization, keys are not issued. Campus Police, who are responsible for responding to the alarms, issue the necessary intrusion alarm codes as required.

Some additional activities performed by Facilities demonstrating the District's commitment to safety are the following:

- Safety training programs for all employees involved in maintenance, custodial, grounds, and construction-related activities (some training is performed by outside agencies).
- Annual safety inspection by the District's property and liability insurance provider.
- Yearly inspections of District vehicles by California Highway Patrol.

The District maintains a police department that serves the District 24 hours a day 365 days a year. Police emergency phones ("Blue" phones) are located throughout the Stockton campus. Options are currently being investigated to upgrade and expand the system, as well as provide a system at the South Campus at Mountain House. Surveillance cameras are installed on the Stockton campus and at the South Campus at Mountain House. To increase the success in apprehending and prosecuting criminals, additional locations for cameras are always being evaluated. Pursuant to the Kristen Smart Campus Safety Act of 1998, the District's Police Department collaborates with the local police departments in Stockton, Tracy, and the San Joaquin County Sheriff's Office, through inter-agency operational agreements. These agreements establish clear operational responsibilities for the investigation of crimes occurring on the main campus and at other remote locations. These municipal police agencies provide patrol and investigative services to the South Campus at Mountain House and the Manteca Center. Incidents involving campus facilities that are investigated by other agencies are routed to District Police Department for information and operational follow-up.

The Campus Health and Safety Committee (CHSC) is composed of a membership that includes Student Services, Instruction, Campus Police, Facilities Management, Environmental Health, Disability Services, Health Unit, faculty, classified staff and students and serves as a focal point for safety-related issues. The CHSC develops, monitors, and evaluates District policies and procedures related to maintaining a safe campus environment at all of the District's facilities (**Evidence**: AP 2430, Governance Committee Structure, Campus Health and Safety Committee Responsibilities).

The Safe Environment Action Team, as identified in Board Policy and Administrative Procedure 3500, serves as an immediate support team to staff and students who encounter situations that may be potentially violent (**Evidence:** BP/AP 3500, Campus Safety, B. Safe Environment Action Team).

The District evaluates the safety of its facilities by monitoring the crime statistics for the Stockton campus and off-site facilities. The District's Clery Act Report suggests that very low levels of crime occur on campus. Continual evaluation of the safety needs of the Stockton campus, South Campus at Mountain House, and Manteca Center occurs in collaboration with various departments and committees such as the Campus Health and Safety Committee, Safe Environment Action Team, Facilities Planning Committee, and the Facilities Management departments, with primary responsibility by the Campus Police. The District applies the same criteria and processes used at the Stockton campus to evaluate safety at all of the District's sites.

Other activities performed by the District Police that demonstrate the District's commitment to safety are the following (**Evidence:** Clery Act Report 2012-2013, NIMS/SEMS Training):

- Training by managers, faculty, and key staff, in emergency management and command systems;
- "Live" incident training conducted by Campus Police to prepare for life-threatening events such as active shooter scenarios; and,
- Security camera monitoring by Campus Police in select exterior and interior locations.

Campus Police are also responsible for the developing and maintaining the Emergency Response Procedures and Flip-Chart instructions are affixed in all the facilities throughout the District.

Facilities interacts daily with the District's constituency in addressing facility needs. The department has a functioning work order system that is available to campus end users. The existing system has become inadequate for departmental purposes. As a result, there is not a well-coordinated tracking method for collecting data to assist in developing preventative maintenance measures. Work-order reporting, processing, and completion data is difficult to input and retrieve (**Evidence**: Sample Work Orders). Other software systems are being researched which may provide a higher level of support and compatibility with the Internet.

This in turn will improve the work order system and preventative maintenance program. Facilities continues to work in collaboration with Information Services to obtain a system that will meet the needs of the department and maintain compatibility with existing campus technology standards. The department continues to be responsive to the needs of the campus via the existing work order system, email, and phone messages.

Departmental managers are responsible for evaluating and assessing department equipment needs. If the needs can be fulfilled by utilizing existing departmental budgets, the normal procurement process is then followed with the District Purchasing office. The Program Review process allows departments the opportunity to request needed physical assets. Equipment, furniture, and other items included in the review are considered. A review process by the administration prioritizes and recommends the items for funding. The Instruction Office has a separate process to identify the needs and expenditures of State Instructional Equipment and Vocational Technology and Education funds. The Strategic Planning and Budget Processes are utilized annually to identify the needs that are funded (**Evidence**: 2013-14 Adopted Budget, Program Reviews). Recent examples of this process include funding for:

- AV/Smart room technology in roughly 15 classrooms
- New furniture for Danner Hall
- New Carpet cleaning machines for the custodial department
- New mechanical lift for use by maintenance and grounds departments

The District continues to make facilities more accessible in all locations. Projects often go beyond the basic requirements of California Title 24 and Americans with Disabilities Act (ADA). Due to the age of the facilities on the Stockton Campus, there still remains a great deal to be accomplished to fully comply with the intent of the ADA. With Measure L funding, the District completed an ADA Transition Plan in 2010 (Available for review in the Facilities Management Office). During the process, input was sought by District constituent groups and community members. A recently approved pathway project for the Stockton Campus will make improvements to the areas identified in the Transition Plan (**Evidence:** ADA Transition Plan (Available for review in the Facilities Management Office); Board Agenda, Item X1.C.2, October 15, 2013).

Evaluation
Various criteria are used to evaluate the sufficiency of the District facilities. Criteria are also in place to ensure that facilities planning efforts take into consideration current and future needs, and incorporate planning while accomplishing the District mission objectives.

There are growing concerns that buildings on the Stockton campus are not as clean and well-maintained as they should be, or have been in the past. Staffing in Facilities (maintenance, grounds, and custodial) has continuously decreased since 2000, making it increasingly more difficult to serve the campus adequately.

Concerns have also been expressed in the campus climate surveys about campus safety. However, these concerns may be fueled by the required method of reporting incidents under the Clery Act. In terms of actual crime data, the campus resources are very safe for students and staff. Lingering problems with the work order system create some dissatisfaction from the campus users (**Evidence:** Campus Climate Employee 2013 Survey Results, p. 2; Campus Climate and Student Satisfaction 2013 Survey Results, p.3).

The District successfully provides safe and sufficient physical resources to support its mission statement objectives. There are numerous practices and procedures in place to ensure both safety and continued renewal of the facilities.

The District meets this standard.

Actionable Improvement Plan
The District should work to obtain and operate a better functioning work order system for collecting, storing, and evaluating the useful data. *Responsible Parties: Director of Facilities and Director of Information Technology.*

The District should evaluate custodial staffing needs to address any deficiencies of existing personnel as new facilities are brought online. *Responsible Party: Director of Facilities*

San Joaquin Delta Community College District
Self Evaluation Report, March 2014

Standard III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The District's programs and services evaluate existing departmental physical resources as part of the Program Review process. This process provided data for the EMP and FMP Update in 2010, and capital outlay needs are identified in both of the plans. The CCCCO validates these needs based upon established formulas. Capital outlay funds for the are dispersed by respective assistant superintendent/vice president (Instruction and Student Services) for departmental needs. This is followed by a comprehensive review process involving the faculty, division deans, and department directors. (**Evidence:** Program Reviews, EMP 2010; FMP 2010).

Funded projects have a steering committee that includes faculty, staff, and administrators from all areas that may be affected by the project. The steering committees are involved with the preliminary planning when a proposal is submitted for state funding. This involvement continues through the preliminary design and construction of the project. After a steering committee has recommended a project proposal for funding, it is presented to the Facilities Planning Committee, Planning and Budget Committee, and the President's Cabinet; if recommended for approval and funding it moves to the superintendent/president; and, ultimately presented to the Board for approval if required (**Evidence:** Committee Organizational Chart).

The FMP provides the basic strategic plan for the short and long-term schedule to modernize and construct new facilities to meet the educational and service program needs. The District is addressing these needs by utilizing funding that was made available through the passage of Measure L. The Measure L bond funds are being leveraged with state-matching funds. In some instances projects are funded entirely with the Measure L Bond funds, and General Fund and other funding resources available to the District are sometimes used. The District's Bond Team was assembled to identify, evaluate, and prioritize projects for funding.
The following projects recently completed or still under way on the Stockton campus provide high quality, state of the art, modern facilities, learning, and support spaces for the District's programs and services (**Evidence:** FMP 2010, Measure L Bond language, Measure L Bond Team project priority list) as described.

PROJECT	COMPLETED	UNDERWAY
Goleman Library and Learning Resource Center	X	
DeRicco Student Services Center	X	
Science and Mathematics Building	X	
Shima Heavy Equipment and Diesel Expansion project		X
Restroom Renovation		X
Pathways (ADA Requirements)	X	

The Goleman Library and Learning Resource Center
The District was successful in receiving 50 percent matching funds from the state for this modernization project. The District provided the matching funds from the Measure L bond. The project was completed in July 2010 at $21.2 million. This project completely renovated the interior of the existing 30-year-old, 54,670 gross square foot Goleman Library. The project completely upgraded the technology to current standards and increased the library's space by relocating services and/or departments that were housed in the original building. This project was completed and closed out through the Division of the State Architect (DSA).

Goleman Library and Resource Center

The DeRicco Student Service Center
At approximately 50,000 gross square feet the building was entirely locally-funded at $27.5 million. Completion of the new building allowed the District to centralize Student Services departments that previously had been dispersed throughout the Stockton campus. At the planning stage for this project, the District had no state eligibility for additional office spaces; therefore, the decision was made to fund it locally through Measure L. The CCCCO approved the project under the AB1000 regulations for design-build, and the project was completed in December 2009.

DeRicco Student Services Center

Science and Mathematics Building

This new 114,346 gross square foot building was completed in December 2013, with a project cost of $62 million. This new facility provides a combined mathematics and science academic program in modern laboratory spaces. It includes a learning resource area that is dedicated to these academic disciplines. It is located adjacent to the Shima Center, which houses programs dependent upon mathematics and science. As a result of the CCCCO approving the project, the existing Cunningham Center is to be demolished. One of the major factors in deciding to build a new building was that the ceiling to floor height of the existing building could not accommodate the new infrastructure requirements of modern science laboratory facilities being proposed as a part of the remodel.

Science and Math Building

The Shima Heavy Equipment and Diesel Expansion project. The first phase of the project is addition of a new six bay shop to the Shima Building. The old three-bay shop was demolished to make room for the new building wing. Occupancy of the first phase took place in early 2014. The second phase will remodel the existing Diesel and Heavy Equipment shop, Auto Body, Electrical, and Diagnostics shops, located in the Holt and Budd buildings. The anticipated completion and occupancy of this phase is August 2014.

The Restroom Renovation Project. This multi-phased project remodel was completed in January 2014. It remodeled the main restrooms in all the classroom and office buildings

Pathway. The Stockton Campus Pathway Project, completed in December 2013, as required by Access Compliance requirements from Division of the State Architect (DSA) for several renovation projects. In addition, the project scope was increased to address other adjacent paths of travel concerns.

(**Evidence:** ADA Transition Plan - Available for review in the Facilities Management Office; Board Agenda October 15, 2013: Consent Item X.C.5; Non-Consent Item XI.C, October 15, 2013).

The FMP outlines strategies to create academic neighborhoods and centralize academic programs. Following this plan, the District submitted a Final Project Proposal (FFP) to the CCCCO in 2006 in the amount of $61.2 million for the planning and modernization of the Holt Building. This project will create a modernized facility for the Fine Arts and Applied Sciences Business and Technology divisions. The CCCCO has tentatively indicated that this project would be approved for state-matching funds of 85 percent, provided another state wide bond is passed by the voters of California. As state funding is not currently available, the District is moving forward with programming, planning, and preliminary design (**Evidence:** EMP 2010; FMP 2010; Holt/Budd Project FPP (Available for review in the Facilities Management Office)).

The District also submitted a FPP to the CCCCO in 2006 for a new Planetarium including two lecture classrooms. The CCCCO has again tentatively indicated that this project would be approved for state-matching funds dependent on a state wide bond passage by California voters. The Board recently voted to resubmit the FPP to the CCCCO in anticipation of a state bond election (**Evidence:** Planetarium FPP).

A Board of Trustees Workshop devoted to facilities needs and projects was held during the summer of 2013 and a presentation was made by Facilities, showcasing progress of the Measure L Bond projects, reviewing bond language, identifying current facility needs and possible funding sources. (**Evidence:** Board Workshop Presentation, Summer 2013). The Board requested that additional work go into developing criteria to prioritize the identified projects. The District's Bond Team worked to achieve a fair and acceptable system. A follow up presentation was made to the Board in September 2013 (**Evidence:** Board Workshop Presentation, September 2013; Board Agenda, October 15, 2013). The potential projects were prioritized and options were reviewed to achieve the necessary funds to implement the projects. The Board approved funding for several high priority projects at the Stockton Campus. The projects include.

- Comprehensive review and preliminary design for the Stockton Campus pathways, incorporating items from the ADA Transition Plan
- Replacement of the existing irrigation well
- Renovation and repair of the Stockton Campus elevators
- Replacement of deteriorating security fencing
- Repair and replacement of several problem roof areas on the Stockton Campus

Sustainability and energy efficiency have become a priority in facility project development. Board policy requires that all new major construction projects be designed and built to the Leadership in Energy and Environmental Design (LEED) silver standard level. The District is making advances to adhere to the Chancellor's Office Sustainability template guidelines (**Evidence:** Board Policy 6355, Sustainable Building Policy).

Facilities also oversees the operation and maintenance of the District's transportation fleet. The vehicles and buses utilized by District employees for College travel activities are limited. Currently, there are five vehicles, two full-size buses, and one mini-bus. All vehicles are maintained both in-house and by outside service companies, depending upon the need. Most of the vehicles are near the end of their useful life. The District is in the process of approving new policies that will allow the aging automobile fleet to be surplused and College travel needs will be then be accommodated through a rental car service. The current older bus (1990) was recently retrofitted with a new engine and brought up to new state smog requirements. The District also recently purchased a 2009 Setra bus. The 2004 mini bus currently is in good operating condition. The buses are used by the District for a variety of educational, extra-curricular, and athletic activities. In addition, the District has a policy for chartering if the need arises. The District also operates and maintains approximately 40 other departmental vehicles by maintenance, grounds, and custodial staff, as well as vehicles used at the Manteca Farm. The District's three busses are inspected and certified by California Highway Patrol (**Evidence:** CHP Reports).

Evaluation
The District plans, builds, maintains, upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services although this has not always been the case. In 2008, the County's Grand Jury was critical of bond spending practices and Board behavior. Since that time, a bond steering committee has refocused project spending and has accomplished the task of getting Measure L spending under control and in conformance with the bond language.

Expansion and renovation projects that are associated with the passage of the Measure L Bond have ensured that quality facilities remain an integral part of the educational offerings of the District. The process for identifying needs and fulfilling them draws from a wide variety of constituent groups and adheres to the spirit of shared governance to insure that planning considers the full spectrum of institutional needs.

Previous funding formulas from the CCCO included an incentive for construction projects that had District funding. The District has been able to meet these requirements due to the passage of the Measure L bond, and availability of funds. Due to the budget crisis in California and lack of available state funds in recent years, the Chancellor's Office has been unable to fund projects for the last several years. The District continues to identify needs and prepare project proposals for future funding.

College meets this standard.

Actionable Improvement Plan
No action required.

Standard III.B.1.b

> The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

All buildings used for educational purposes are designed and constructed to meet the California Building Code standards and are approved by the Division of the State Architect (DSA). Services of DSA inspectors are retained during new construction and modernization projects to ensure projects are built in accordance with the approved plans and specifications. To assure adequate access for all students, the District completed an ADA Transition Plan in 2010. The plan was funded from the local Measure L Bond. The District has been implementing components of the Transition Plan in conjunction with new capital construction and modernization projects. The Transition Plan will also be used as a tool to identify and prioritize the most critical needs on the Stockton campus. It will also aid in identifying appropriate funding to address these needs. All new buildings and modernizations are fully accessible and meet ADA standards (**Evidence:** ADA Transition Plan - Available for review in the Facilities Management Office).

At their October 15, 2013 meeting, the Board approved funding to study and develop the preliminary plans for a campus wide pathway renovation project. Participation from Student Services, Disability Support Programs and Services (DSPS), Police Services, Facilities Planning, Environmental Health, students, faculty, and staff, will be solicited in the development of this project using the ADA Transition Plan as a basis for what is to be incorporated. Completion of this project will ensure that all areas of the campus meet and/or exceed the ADA standards (**Evidence:** Board Agenda, October 15, 2013).

Preventative and scheduled maintenance projects are conducted and coordinated by Facilities. These projects are representative of input from the campus community, Program Reviews of the educational and service departments of the College, and data provided from the FUSION system that is utilized by the department. The planning process, through the shared governance philosophy, ensures input from the diverse campus user groups. Work is conducted on a routinely scheduled basis for (**Evidence:** Program Reviews, FUSION - login required, see Facilities staff):

Heating Equipment	Ventilation Equipment
Air-Conditioning Equipment	Elevators
Interior and Exterior Lighting	Roadways
Walkways	Parking Lots
Plumbing Fixtures	Roofing
Door Hardware	Wall Finishes

The District has installed automated door operators throughout the Stockton campus at main entrances to buildings, restrooms, and other high traffic doorways. All facilities have elevator access and ramping. Where required, restroom facilities have been modified to provide appropriate access. A restroom renovation project was will be completed in early 2014. This project modernizes the majority of the restrooms used daily by the campus community. The remaining restrooms will be evaluated, and a renovation project will be proposed. As other modernizations have occurred, where accessibility issues exist, they are identified and addressed. An example of this is the Stockton Campus Pathway Project, completed in December 2013; this project completed the required Access Compliance requirements from DSA for several renovation projects. In addition, the project scope was increased to address other adjacent path of travel concerns (**Evidence:** ADA Transition Plan - Available for review in the Facilities Management Office; Board Agenda, Item XI.C.3, April 16, 2013; Board Agenda, Item XI.C.2, May 17, 2013).

Issues that may arise related to classroom configurations are addressed by DSPS in conjunction with Instruction to ensure that students and staff access needs are met. For example, when elevators are down and under repair, DSPS and Instruction staff work together to find replacement rooms for students who may have mobility restrictions that prohibit attendance on higher floors.

Facilities uses its maintenance, grounds, and custodial staff to ensure the facilities of all locations are a safe, clean, and healthy. The grounds and custodial managers each conduct periodic visits to these facilities to ensure that the level of daily cleaning and grounds maintenance meet the District's standards, and the interior and exterior of each of these facilities as well. In addition, maintenance needs for the facilities are addressed by the Facilities staff. At the South Campus at Mountain House and Manteca Farm, the District provide maintenance support for HVAC and plumbing systems and equipment. Facilities works closely with the local site administrators to address any concerns.

Evaluation
Newly constructed facilities, or existing facilities that are planned to be modernized, will be in compliance with ADA regulations. In many instances, the District has intentionally exceeded the applicable regulatory codes in order to make the facilities more accessible to individuals with disabilities. The DSPS department provides input and consultation in identifying the areas of concern, and have assisted with developing permanent and temporary measures to ensure students, staff, and the public have full access to programs and services offered by the District (**Evidence:** ADA Transition Plan - Available for review in the Facilities Management Office).

Several items on the Campus Climate Employee 2013 Survey asked respondents to rate their level of agreement to areas related to the work environment. Results from the survey revealed that although a majority (59.4 percent) felt that "Office equipment provided is suitable for their intended purposes," only a third of respondents felt that the "College provided ergonomic furniture and equipment that were healthy for users." In addition, when asked if respondents felt that the "campus facilities are well maintained and clean" only 23.4

percent respondents agreed to this statement. Over the last couple of years the College has had many position vacancies due to three retirement incentive packages offered to employees. Facilities has been hindered by these vacancies. However, entitlements are being filled in these areas in the coming year as a result of a Core Services Review that took place last year and restroom and pathway restorations are underway to update the facilities (**Evidence:** Campus Climate Employee 2013 Survey, p.4; 2013-14 Budget and Staffing Plan).

Concerns have been raised by those who are new to the Stockton campus that because all the buildings have a very similar appearance it is difficult to find one's way around the campus and back to the appropriate parking areas. Although signage has improved since the campus was built, a better method of way-finding is still needed to assist all who come to the campus. The District utilizes a variety of resources to assure the accessibility, safety, security and healthfulness of the learning and working environments.

Despite these concerns, the College meets this standard.

Actionable Improvement Plan
The District should consider funding a way-finding and signage plan as envisioned in the 2010 FMP. *Responsible Party: Director of Facilities*

In order to maintain the cleanliness of existing and new facilities, the District will investigate staffing levels for custodial functions. *Responsible Party: Director of Facilities*

Standard III.B.2

> To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
The College provides for regular evaluation of its equipment and facilities. The Facilities Utilization Space Inventory Option Net (FUSION) system is utilized for the Space Inventory Report, Five Year Construction Plan, and Scheduled Maintenance Report submitted to the Chancellor's Office.

Facilities annually updates and submits the Five Year Construction and Scheduled Maintenance Plan to the California Community College Chancellor's Office. Regular assessments by the department staff routinely examine the condition of the many building systems including: roofing, mechanical, electrical, and plumbing, door hardware, carpets, and paint. Information compiled in the FUSION system provides the Facilities Condition Assessment for the District. The current maintenance needs of an aging facility are significant. FUSION is an effective tool for providing information to make informed decisions about how to best allocate the available funding. The District's facility condition index is 22.21 percent, which indicates the need for increasing amounts of ongoing

maintenance funding as the facility continues to age and deteriorate. Like most community college system, the District has not received this type of funding since 2009. Scheduled Maintenance funding was added back into the budget in 2013-14 at allocation levels reduced from previous years (**Evidence:** FUSION - login required, see Facilities staff; Five Year Construction Plan).

The District also updates and submits an annual Space Inventory Report to the state. Classroom utilization is scheduled by each instructional division and overseen by the assistant superintendent/vice president of Instruction in conjunction with the Enrollment Management Committee. The Instruction staff work regularly with deans to track room utilization, especially when building the semester schedule and during the first few weeks of the year. Annual desk counts also occur for each classroom (**Evidence:** FUSION - login required, see Facilities staff; Instructional Services Office Desk Counts, December 2013).

A Measure L Bond Citizens Oversight Committee was established to ensure that the bond funds are appropriately expended in accordance with state guidelines and the bond project list. The committee has been meeting quarterly. Facilities, Fiscal Services, and the District's consulting construction management firm, Kitchell CEM, regularly present reports to the committee to ensure they are well informed. Many of the priority projects identified in the 2010 FMP Update have been or are nearing completion (**Evidence:** Citizens Oversight Committee Guidelines, COC Committee Presentations, FMP 2010).

Evaluation
The projects identified in the 2010 FMP Update represented a need in excess of the remaining Measure L bond funds. Project priorities established by the Board are a reflection of the input of the campus community, the service areas of the District, and needs as identified by the EMP. Potential updates to the previously established project priorities will be driven by information from departmental program reviews, the Space Inventory Report, and the Facilities Condition Assessment from FUSION (**Evidence:** FMP 2010, Measure L Bond Project Priority List; FUSION - login required, see Facilities staff).

The Citizens Oversight Committee publishes an annual report evaluating the District's performance administering Measure L Bond funds. Compliance with the state regulations and approved bond language are carefully scrutinized. The committee's reports have been received favorably over the last several years (**Evidence:** Citizens Oversight Committee report for 2011-12, COC Minutes 2011-13).

San Joaquin Delta College meets this standard.

Actionable Improvement Plan
No action required

Standard III.B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The long rang capital planning process is comprised of several components. The EMP, FMP, and Five Year Construction and Scheduled Maintenance Plans, all combine to make a successful long range plan for the District.

The EMP forecasted projections for district population, student enrollment, state funding, program expansion, and staffing needs. These assumptions were used in establishing plan conclusions that shaped the decisions regarding the District's facilities needs. The FMP took the conclusions and decisions provided by the EMP to develop an outline for facility improvement, modernization, and expansion. The five, ten, and fifteen year Development Plans provide the long range look ahead for fulfilling the facility needs of the District. The Five Year Construction and Scheduled Maintenance Plans take this long range outlook and put it into an actionable plan for consideration for funding. These plans utilize the information and direction given from the EMP and FMP to help maintain and improve the District's physical plant. Yearly updates to the Plans, required to be submitted to the state, provide the opportunity to identify new projects, and readjust priorities, based on current developing conditions (**Evidence:** EMP 2010; FMP 2010; Five Year Construction Plan and Scheduled Maintenance Plan (see Facilities staff)).

Passage of the Measure L Bond contributed significantly to fulfilling aspects of the Districts long range planning efforts. Bond funds leveraged with state funds have been able to successfully complete major elements of the FMP Five Year Development Plan. Projects include the South Campus at Mountain House, DeRicco Student Services Center, the new Math and Science Building, Shima Heavy Equipment and Diesel Shop Expansion, and the Restroom Renovation project (**Evidence:** Measure L Bond language).

Facilities continues to investigate, develop, and present, maintenance and improvement projects for the existing facilities, as well as new planned expansion projects, to be considered for funding. The FMP, the Five Year Construction Plan, and the Scheduled Maintenance Plan, provides direction for large projects. Direction for smaller projects comes from the recommendations of the Facility Planning Committee (**Evidence:** Facility Planning Committee Meeting Minutes).

Total Cost of Ownership is an ongoing discussion for the District, and completion of several major Measure L funded projects has fuelled the discussions. The costs for planning, constructing, and furnishing the facilities are only one piece of what must be considered. The costs for faculty and staff that occupy and use the classrooms and offices, as well as the personnel necessary to maintain and clean the entire facility, need to be considered. Additional costs for routine maintenance and replacement of equipment, life cycle replacement costs of building components, and the ongoing utility costs to operate the

facilities must also be included. A comprehensive understanding of total cost of ownership can contribute greatly to the process for long range planning decisions.

Evaluation
Effective long range planning has helped the District shape the physical environment of all its locations; Stockton Campus, South Campus at Mountain House, and the Manteca Farm. Decisions relative to the Manteca Farm property and the north county property in the Lodi/Galt area are part of the future long range planning efforts that are taking place. The EMP provides the themes and basis for the discussions and the FMP provides an outline and schedule for how it can be accomplished. Changing conditions of the economy, state funding availability, and market trends that drive what is needed educationally at the College, are the basis for the continuous evaluation of the District's long range plan. The Total Cost of Ownership must also be an integral part of the discussion for the District's physical resources. Added square footage to the facilities combined with a decline in the work force is making the topic more relevant as the level of care for the facilities has decreased (**Evidence:** EMP 2010, FMP 2010, Farm Investigation Information, Liberty Road Investigation Information).

Funding from the passage of the Measure L Bond has helped the District complete the majority of the projects listed in the FMP Five Year Development Plan. The District continues to make efforts to investigate, plan, develop, and complete projects listed in the Five, Ten, and Fifteen Year Development Plans from the FMP.

San Joaquin Delta College meets this standard.

Actionable Improvement Plan
The District needs to continue efforts to gain approval and funding for maintenance and improvement projects. *Responsible Party: Director of Facilities*

The District must investigate the need for staffing required to obtain the acceptable level of care for the maintenance and cleanliness of its facilities. *Responsible Party: Director of Facilities*

The District needs to improve its efforts to fully integrate the Total Cost of Ownership into the long range planning process. *Responsible Party: Director of Facilities*

Standard III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Committees were formed to revise the EMP and the FMP in 2009-10. During the EMP process, focus group interviews and an extensive environmental scan conducted by the PRIE Office to determine the educational needs of the students and community were held. Later, during the FMP process, consultants were hired and performed interviews with faculty, staff, administrators, students, and the community, to determine how the educational needs could be tied with appropriate facility projects. All constituency groups were engaged during this process as part of the shared governance philosophy. The information collected was reviewed and analyzed, resulting in the updated EMP and FMP that were approved in 2010. The FMP outlined a plan for the District to expand and improve its physical plant (**Evidence:** EMP 2010; FMP 2010).

The District submits updates to their Five Year Construction Plan and Schedule Maintenance Plan to the CCCCO annually. Certain assumptions were made during the EMP and FMP planning process based on forecasts for state funding, district population, student enrollment, and program expansions. The yearly updates to these plans allow the District to assess and redirect resources for maintenance and improvement of the physical plant based on information gathered from Program Reviews and planning documents (**Evidence:** Five Year Construction Plan, Program Reviews, EMP 2010, FMP 2010).

Evaluation

The District uses a variety of resources to ensure that facilities decisions originate from institutional needs. The primary resources are the departmental Program Reviews, Strategic Plan, the EMP, and the 2010 FMP Update. Information derived from the Strategic Planning and Budget Process provides direction for needs and improvements that are on-going and on a smaller scale than those contained in the FMP.

San Joaquin Delta College meets this standard.

Actionable Improvement Plan

No action needed.

Standard III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Descriptive Summary

The District has a long history of using all manner of technology to support student learning programs and services and to improve institutional effectiveness. The College has committed substantial human and technical resources to the implementation and support of dynamic systems in all aspects of learning and management functions. Technology can be found in almost every aspect of the College: from public safety to grading, and from classroom lecture to meetings of the Board.

The most recent technology plan for the District was written in September of 2011. The plan featured a number of strategic initiatives and progress has been made on a number of projects which include (**Evidence:** Information Technology Strategic Plan 2011-2014):

- Migrating Human Resources and Payroll from MUNIS software to an enhanced home-grown software system (System 2000 – now re-named System 2020, scheduled for completion spring 2014).

- Supporting the relocation of the Fiscal Services functions from an off-site location (Pershing Avenue, Stockton, California) back into the L. H. Horton Administration Building 201 on the Stockton campus (**completed**).

- Updating Cognos reporting functions to improve data driven decision making at the College (incomplete).

- Updating System 2000 student database functions to System 2020 to better meet student and campus needs (scheduled for completion in spring 2014).

- Install new communications systems and migrate key functions into the new Lee Belarmino, Sr., Data Center (**completed**).

- Pilot decentralized "cloud based virtual; desktop" computing system to improve access for campus users and replace single point of access machines (in progress).

- Support academic computing needs by installing and maintaining smart classrooms (major project underway in 2014 with $800,000 in one-time reserves).

- Consider a new student portal system using open source LifeRay system to integrate online student services (abandoned).

- Seek potential sources of revenue by offering hosting and other technology-related services to non-profit organizations and other institutions of higher education (in progress, as described below (**Evidence:** Information Technology Strategic Plan 2011-2014, p. 4).

The District's new designed and built a new data center, which opened in 2011 (**Evidence:** Press Release, Lee Belarmino, Sr., Data Center, March 23, 2010). The Data Center was built to house District's programmers and technical support employees, and features excess server capacity to allow the District to pursue data/server hosting contracts with other agencies. Currently the College provides data hosting services for San Jose State University and the CalPASS Plus grant. The College just recently completed the migration of all technology and servers to the new facility from the Cunningham Building.

Technology services and infrastructure permeate the institution. Every classroom and work area at the College has access to a powerful, sophisticated high speed data network. New buildings such as the DeRicco Student Services Center and the Goleman Library and Learning Center have networked-enabled security and HVAC systems. The library has wireless network access points throughout the building for secure student use. The Board meetings are audio recorded and served via the web, and other important public meetings are as well. Etudes and a variety of publisher e-platforms are integrated and supported for teaching and learning. The library provides a wealth of e-content via the web and a smart phone app. The District's website provides access to a wealth of campus information and services for students and the general public. Technology planning is integrated with institutional planning through program review, the work of governance committees including the President's Council, and institutional grants.

Computer labs across the campus are stocked with up-to-date computers for student learning use. Specific labs, classrooms and computer counts are provided in the following table.

Learning/Lab Space	Number of Stations	Typical Computer
Academic Computing Lab Danner 2nd Floor	87	Dell desktop computer
Ag/Natural Resources Lab (Shima 109)	24	Dell
Auto Body (Holt 141)	6	Dell
Auto Electric (Holt 142)	9	Dell
Auto Mechanics (Holt 143)	4	Dell
ASBT Classroom (Shima 128)	6	Dell
ASBT Classroom (Shima 218)	55	Dell
ASBT Classroom (Shima 237)	45	Dell
ASBT Classroom (Shima 240)	37	Dell
ASBT / Nursing Classroom (Locke 220B)	60	Dell
Assessment Center Testing (DeRicco 110)	50	Dell
Biology (Cunningham 108)	10	Dell
Biology (Cunningham 212)	20	Dell
Biology (Cunningham 214)	20	Dell
CAD Classroom/Lab (Holt 130)	49	Dell
CalWORKs JSBS Lab (Danner 204)	30	Dell
Career Transfer Center (DeRicco 219)	10	Dell
Caterpillar Classroom (Shima 109)	24	Dell
CDC (Locke CDC)	6	PC's
Chemistry (Cunningham 219)	8	Dell
CMAS	80	Lab/Class/controllers
Collegian Paper (Shima 203)	10	6 Apple & 4 Dell
Computer Science Classroom (Shima 408)	48	Dell
DSPS Classroom (Danner 202B)	19	Dell
DSPS Laptop loaners (DeRicco 224)	13	Dell
E-Services Lab (DeRicco 149)	33	Cisco terminals
Electrical Classroom (Budd 106)	17	Dell
Electronics Classroom (Budd 221G)	73	For use in repair & need to be repaired
Engineering Lab (Holt 126)	10	PC's
ESL (Holt 201c)	33	Dell
Fashion Design (Shima 305)	24	Dell Desktops
Fashion Design (Shima 306)	16	6 Apple & 10 Lenovo Laptops
Geology (Cunningham 218)	18	Dell
GED LAB (Holt 243)	28	Dell
Goleman Library Classrooms	32	Dell desktop computer
Goleman Library Computers	19	Dell desktop computer
Graphic Arts (Shima 241)	30	15 Dell & 15 Apple
High Tech Center	10	In storage

Learning/Lab Space	Number of Stations	Typical Computer
HVAC (Holt 136)	3	Dell
LD Lab DSPS & testing computers (DeRicco 115)	16	Dell
Machine Shop CAD Lab (Holt 127J)	8	Dell
Math Lab (Science and Math) (Shima 217a)	40	Classroom
Math Science Learning Center (Science and Math Building) (Shima 217)	6	Tutor Center
MCHS 1 (Holt 208)	10	Apple
MCHS 2 (Budd 105)	11	Apple
MCHS 3 (Holt 204)	6	Apple
MESA	7	Dell
Mountain House Assessments (MH-106)	50	Dell
Mountain House Cisco Lab (MH-401)	54	Dell
Mountain House Engineering Lab (MH-105)	50	Dell
Mountain House Library (MH-402)	4	Dell
Mountain House Office & Mini Lab (MH-301D)	20	Dell
Mountain House Physics Lab (MH-305)	13	Dell
Music Lab (Holt 105)	15	Apple
Nursing Simulation Lab (Locke 220)	3	Dell
Nursing Lab (Locke 228)	46	Dell
Physics Lab (Cunningham 411c)	8	Apple
Physiology Lab (Cunningham 112)	12	Dell
Reading Writing Learning Center (Holt 201)	10	Dell
RTV Journalism/Collegian (Shima 146)	29	22 Apple & 7 Dell
Speech Classroom (Holt 410)	3	Dell
STEM Classroom/LAB (Holt 407)	30	Dell
Telecom Lab (Budd 221)	43	Dell & Tahoe
Veterans Resource Center in DeRicco	9	6 Dell & 3 HP Terminals
The Zone (Budd 205)	16	

Evaluation

Overall, the District has done an outstanding job of identifying, implementing and supporting technology for student learning programs and services, and in improving institutional effectiveness. This work has been driven by a combination of administrative prerogative, implementation of faculty-defined program review goals, individual creative initiative and committee work.

Many elements of the Information Technology (IT) Strategic Plan have been accomplished or are near completion at the time of the comprehensive team visit. One key achievement in recent years has been the implementation of Kuali Finance software for College use. Kuali is an open-source solution that the College's programmers contributed to via programming development and testing. The College was the first community college in the country to implement Kuali Finance and one of the pioneers in its implementation, along with major universities (USC, Indiana University, Cornell, Colorado State, Hawaii and University of British Columbia) (**Evidence**: Kuali Introduction Webpage; IT Strategic Plan 2011-2014, pp. 24-39). The success of the Kuali Finance implementation allows the District to avoid high priced utilization of software programs like Oracle financials.

The College's involvement in other Kuali projects like Kuali Student has been hampered by the recession and delays in production work for that product. Programming resources in the last year have been directed toward System 2020's revision and implementation.
The principal shared governance committee charged with technology review is the Campus Information Services Committee (**Evidence**: AP 2430, Governance Committee Structure, Campus Information Services Committee), although the committee has not met for over two years. This committee either needs to be reinvigorated or re-constituted as an important governance committee. Without shared governance review, much of the IT planning has been dependent on staff or key champions to implement projects identified in the IT Strategic Plan.

The College's uses Zimbra as its email platform which contains a meeting calendar function that is used widely by District employees. One challenge that faces the College is maintaining new and active accounts for faculty and staff as they get hired or retire/separate from the District. The District provides almost universal access to email to its employees. However, some staff, such as custodians, do not have regular access to a computer and lack email accounts. Moreover, it was recently discovered that 20 new part time faculty were not issued email addresses in 2013, and some retired part time faculty were deemed to have active email accounts well after their last semester of teaching. Typically IT receives word of new hires from the department manager or dean overseeing the new employee, but clearly this has not been uniform. The College will need to institute better protocols for email account assignment that tighten up this functionality.

Faculty have voiced concerns during the self evaluation process that the District does not have a well-publicized plan for technology, and for updating and replacing classroom equipment and computers for faculty and staff use. This suggests that the IT Strategic Plan has not been widely publicized and that faculty are not aware of new purchases and computer "push down" practices that are coordinated between Instruction and IT staff. Faculty and staff throughout the College are very aware of the $800,000 allocation of one-time funds for AV Smart Room installations that are built into the 2013-14 budget and planned for 2014 installation.

The College meets this standard.

Actionable Improvement Plan
Add the custodial staff, to the campus e-mail system and provid regular access to a computer.
Responsible Party: Director of IT and Data Center Services

The Campus Information Services committee will convene at least once per semester (Note: the director of IT envisions a new committee replacing this structure which encompasses the District's technology needs. This should be completed by fall 2014). *Responsible Party: Director of IT and Data Center Services*

Standard III C.1

> The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary
The College has consistently focused on technology for learning, teaching, communications, research and operations. The College has done an outstanding job with information and computer technologies. Virtually all aspects of learning, teaching, communication, research and operations are supported and enhanced by robust technologies.

The IT Strategic Plan places an emphasis on providing technology solutions that "enhance teaching and learning and improve operational efficiency" (**Evidence:** IT Strategic Plan 2011-2014, p. 3). Evidence of technology solutions that deliver on this promise can be found in the working classrooms and labs where technology is used to enhance learning, as shown in the previous table listing locations of many of these learning environments that have been enhanced with technology.

The College ensures various types of technology needs are identified through a range of planning and support processes. There are four principal processes:

- Faculty, Deans, and Staff who make requests for relevant technology through program reviews or grant proposals (**Evidence:** Program Reviews);

- Information Technology Department research of technology solutions;

- Committee endorsement of technology solutions, most frequently from the Campus Information Services Committee or Facilities Planning Committee (**Evidence**: Minutes: Campus Information Services Committee and Facilities Planning Committee Committee).

- The President's Cabinet, where resource allocation decisions are finalized and prioritized.

The faculty has important input into the process through Program Review and the Student Learning Outcomes (SLOs) processes. For example, program reviews were instrumental in identifying an institution-wide need for improved smart room AV systems in campus classrooms (**Evidence:** Program Reviews, 2013-14 Budget). As division managers/deans have the primary responsibility for ensuring that technology choices are being clearly defined and funded. Grant programs often include technology funding and specific service goals. Career Technical Education (CTE) Perkins funding is an example of this type of technology allocation for specific instructional needs.

The Information Technology (IT) department analyzes and coordinates technology requests and deployments throughout the District. The department has the primary responsibility of supporting technology.

Some staff and faculty in the various divisions serve as technology advocates. In this role, these individuals help define a technological vision, bring consensus to a group decision, and work closely with IS staff to implement and maintain systems.

Committee meetings provide another means to identify institutional technology needs. Such meetings include: Departmental and divisional, the Campus Information Services Committee, and President's Council. All of these venues provide ways to define technology needs for the District.

The President's Cabinet considers all technology as part of its ongoing oversight function. Often, a plan that has been well considered at other levels will get one last read through at this level. Governance groups get a chance to consider a decision from multiple perspectives. The superintendent/president is responsible for signing all contracts (including those related to technology). In all these processes, the College considers these criteria to make decisions: safety, cost, usability, mandated requirements (i.e., ADA and DSPS),

curriculum, CTE reporting, and program review.

For many distance education offerings, the District provides Etudes (which is a Chancellor's Office-approved DE solution). Other courses utilize a publisher's platforms for student access. The College has procured and implemented a variety of technologies in support of distance education. These include authentication and encryption services to secure student data and offsite recovery, as well as highly-redundant backup systems for emergency situations. Specific supporting technologies for distance learning include: SSL (privacy), LDAP login (privacy), Network security, VMWare backup (stability), website hosted off-site (in Texas), Tape backup (recovery), Disaster recovery site, robust Uninterrupted Power Supply (UPS) systems, batteries, backup air conditioning, fiber links, multiple switches and other Cisco equipment, power generators, a backup system at Mountain House campus, and EZproxy (for off-campus access to Library subscription e-content).

The College provides many technology training options for all employees. The primary venue for training is the Professional Development Center (PDC). The PDC assesses all training requests, and develops and delivers a variety of technology trainings (**Evidence**: PDC Webpage).

There are also faculty travel funds available to support the use of technology which are budgeted and allocated by the division deans. Various departments provide informal training to staff involved in the related functions in other departments (Purchasing is a good example of being a leader in informal training); this process is highly effective in promoting best-practice and esprit-de-corp.

Evaluation
Some College projects, such as System 2000 and the updated System2020, have been developed in-house. This has saved money and improved the connection between institutional needs and software functionality. Purchasing policies are designed to help assure that the institution purchases exactly the right technology for the best possible price. The institution often issues Request for Quotations (RFQs) to technology vendors.

The College is committed to ensuring that technology support needs are met. In 2013 the superintendent/president contracted with the College Brain Trust group to review the operational aspects of the IT department. The recommendations from the study suggested the need to strengthen the leadership in the department by back-filling vacant management positions, training up current leadership, and updating and monitoring a more comprehensive technology plan. As result of this study, two mid-level management positions were proposed and vetted through the appropriate shared governance committees (**Evidence**: Minutes, Administrative Reclassification and Entitlement Review Committee and Planning and Budget), and were ultimately approved by the Board on October 15, 2013 (**Evidence:** Board of Trustee Minutes, October 15, 2013). In addition, plans are in place to update the Technology Plan that was last completed in 2011.

While the College has done many things well, there are areas for improvement. Students and staff are concerned about the consistency of wireless access across the campus. This is a concern that showed up in the survey of students (**Evidence**: Campus Climate and Student Satisfaction 2013 Survey Results, p.5).

While the College has maintained an outstanding record in information and computer technologies for teaching and management, other applications of technology ("green" technologies, for example) have not been emphasized to nearly as great an extent. The College has much room for improvement in adopting solar energy for electric and water heating, and in promoting mass transportation. The College leadership has explored energy efficiency contracts with outside consulting firms, but a final decision has not been made. Any decision to expand into solar power for electrical power or water heating is likely to require an IT component for management of system operations, tie-ins to HVAC systems, and public education displays of energy use and savings.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard III C.1.a

> Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
One of the main IT links for improved technology service is the IT "Hotline" support desk. Staff for the support desk receive support requests via email, in person or by phone. The Help Desk Technician assigns an IT technician to each ticket as they arrive. IT technicians specialize in varied types of technologies, and have primary responsibility for certain campus locations; at the same time, all the IT staff can assemble as an ad-hoc team to address any technical question. Information Technology also relies on informal end-user feedback to assess support. Occasional end-user satisfaction surveys have been conducted. IT staff also relies on their own anecdotal observations to assess the effectiveness of technology support.

The College also uses other departments to provide critical IT support to the College, i.e., the Publication Center staff provides support for District copiers/printers. There is a dedicated IT support staff person assigned at the South Campus at Mountain House. The Audio-Visual Department provides support for a wide variety of digital and analog A/V equipment throughout the College, including 120 smart classrooms consisting of projection systems and computers.

In 2011, the new Lee Belarmino, Sr., Data Center opened and delivers a substantial upgrade in District network capability, and improved staff communications and customer service.

Evaluation
Help desk ticket reports are generated that support the number of requests and solutions to technical service requests. While most users appear to be satisfied with help desk responses and service, the system does not have a great deal of reporting functionality for end users. For instance, self-service features that allow for querying of response times and locations of service would be useful to monitor quality of service and "hot spots" that receive repeated requests for service.

Actionable Improvement Plan
An update to the District's Helpdesk ticketing system is needed to provide more self-service features and to provide better reporting capabilities to the end administrators and end users alike. *Responsible Party: Director of IT*

Standard III C.1.b

> The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
Students applying to and enrolling at Delta College are using information technology from their very first interaction with the College. Most students do not need assistance with the application and registration systems because the systems are intuitive. New students do, however, have information shared with them on important technology systems when they take part in New Student Group Advising sessions.

For assessment/placement testing, students register via the internet for testing appointments. The reading, writing and math placement test is preceded by a short computer based training on how to take the test and answer the questions (**Evidence:** Assessment Center Webpage).

Information on how to use the computer to register for classes is published in the College Catalog and readily available for students on the District's website (**Evidence:** College Catalog, p. 21, Admissions and Records Webpage). Students can use the support and computers provided in the E-Services lab located in the DeRicco Student Services Building to get assistance with registration for classes.

Students who have an interest in online classes have the opportunity to gauge their readiness or need for training by consulting the Catalog for a twenty question quiz. The questions were developed by Vivi Sinou as part of a CCCCO grant in 2000 (**Evidence:** Catalog, pp. 35-37). Technology support is provided for the Etudes online learning platform for online classes by the online instructional support coordinator who provides assistance via the online student helpdesk, and over the phone. Student feedback on the Campus Climate and Student Satisfaction 2013 Survey suggests that students are very satisfied with online services and

registration processes at the College (**Evidence:** Campus Climate and Student Satisfaction 2013 Survey Results, p. 5).

Training for District personnel is provided in the Professional Development Center (PDC) on all major software used on campus, both applications installed on office computers as well as web supported applications. This covers a very broad range of uses (**Evidence:** PDC Annual Workshop Schedule).

Desk Top Computer Applications
  Microsoft Office 2010 (Windows): MS Word, Excel, PowerPoint
  Microsoft Office 2011 (Macintosh): Word, Excel, PowerPoint, Audacity (audio editing),
  Movie Maker (video editing), iMovie (video editing), MicroGrade, Adobe Contribute CS5
Web-based applications:
  DocuShare, Zimbra Email & Calendar, Kuali Financials, Cognos Reports, Turnitin.com,
  Teaching online with Etudes, Refresher workshops for faculty who teach online, iTunes U,
  Google Drive, YouTube, Online ordering of office supplies

Many other training events are held in the PDC throughout the year. A number of these deal with curriculum development or revision and the use of CurricUNET. The PDC is also used as a site to host call-in webinars for faculty, managers and staff (**Evidence:** PDC Events Online Calendar).

Evaluation
For students, the College provides access to computers in many locations, along with the staff and training to help them meet their goals. Student evaluation of technology resources is very strong: 7 0 percent of students recently said they were satisfied with the access to computers and computer labs provided by the College. (**Evidence**: Campus Climate and Student Satisfaction 2013 Survey Results, p.23). The presumption is that higher levels of dissatisfaction would appear if adequate training and support was not in place for students.

The PDC participated in the Core Services Evaluation process of May 2013 and the results were presented to the assistant superintendent/vice president of Instruction. The fact that most faculty uses available technologies and systems (e.g., rosters, Etudes, DocuShare, eReserves, Clickers, etc.) without any problems indicates that systems are being used effectively.

The two member PDC staff (professional development center coordinator and online instructional support coordinator) are both skilled trainers, each holding multiple certificates in training, principally from the American Society for Training and Development (ASTD), and keep current with training trends by attending professional training conventions including the ASTD International Convention. Level 1 evaluation is performed for all training provided by PDC staff. At the conclusion of training, participants fill out satisfaction surveys. Future training sessions are adjusted according to feedback received. (**Evidence**: PDC Satisfaction Surveys).

A "Computer and Technology Training Matrix" has been developed by the Staff Development Committee that outlines desirable training for each group of employees (managers, classified, and faculty). This matrix has been folded in to the "Appendix 2 – Required Training By Job Group" in the Employee Handbook, August, 2013 and available both in print and online (**Evidence:** Employee Handbook).

Each fall the vice president of Instruction hosts a three-day New Faculty Orientation at the PDC for new full-time faculty. A large part of orientation includes technology training by the PDC staff on the use of various District resources: e-mail, voicemail, online instruction, DocuShare, MicroGrade, System 2000 Lite, and the Roster System (**Evidence:** New Faculty Orientation Schedule).

In order to experience continuous improvement, training provided in the PDC needs evaluation beyond the first level, or "reaction evaluation." PDC staff members have received training in Kirkpatrick's Four Levels of Training Evaluation, and are interested in expanding evaluation beyond Level 1. Implementation of Level 2, or Learning Evaluation, can be performed by PDC staff as part of the training workshops. The other two levels of evaluation require participation by the managers of those being trained, and may be more challenging to implement.

The College meets this standard.

Actionable Improvement Plan
Using Kirkpatrick's Four Levels of Training Evaluation as a guide, PDC staff will explore the implementation of a more sophisticated evaluation of training workshops. *Parties Responsible: PDC Staff*

Standard III C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
The 2011 IT Plan featured a planning agenda for key information services projects in the 2011-2014 period (**Evidence**: IT Strategic Plan). Key projects identified in that plan envisioned continued development of open source software solutions like System 2020 and Kuali Finance (**Evidence**: IT Strategic Plan, pp. 11-12). The plan also featured a discussion of needed infrastructure improvements, including the relocation of telecommunication lines migration of virtual machines to VM ware servers, and the relocation of non-virtual server hardware to the new data center (**Evidence**: IT Strategic Plan, pp. 18-19). The IT Strategic Plan was developed in the wake of the 2010 EMP and 2011 FMP. Because of this sequence, the IT Strategic Plan draws upon planning themes evident in the Educational Master Plan.

The IT Strategic Plan provides evidence of a department that plans, acquires, creates and upgrades a variety of mission-critical systems and services for the District which include: a robust network, access to campus servers, and a dedicated team of professionals who possess a wide array of technology skill sets. IT staff has principal responsibility to coordinate the diverse needs of the District employees with the limited resources available.

Information Technology also maintains "hotline" support that coordinates end-users' requests for support and tracks status of work, a JIRA database (which is an industry-standard way of tracking complex programming tasks). The department prioritizes technology in the following order: legal mandate, safety, instructional need, and grant funding.

When faculty are involved in writing funding requests for Career Technical Education (CTE) Perkins grant funds, IT staff are involved in vetting the CTE requests for suitability and ongoing licensing, and support costs (**Evidence**: IT CTE Review Forms). The department's input ensures that technology purchases using grant funds do not overburden the general fund with unsustainable operating costs in subsequent years.

The IT department works closely with technology implementers and end-users around the District to make certain that technology is implemented and maintained. Additionally, there are technically-minded employees in departments throughout the institution who collaborate with IT staff. Such individuals include the Career Technical Education and Workforce Development dean (a former network technician at the College), researchers in the PRIE Office (who run SQL queries on the District's data base System 2000), and faculty and staff in various departments who are "power users" of technology (i.e., computer science, graphic arts, and staff in financial aid and admissions and records).

Evaluation
The IT Strategic Plan is not widely known throughout the College. It was written largely in-house by IT staff and a research analyst, and not many beyond the IT staff have seen it or know of its existence. In large part, the projects outlined in that the Plan have been the projects that IT staff have focused on in the last three years to ensure the College has technology infrastructure in place to meet the District's operation and student learning needs. A number of the projects in that Plan are linked with EMP themes, most notably a devotion to technology support for campus users, continued development of open source software solutions, and advanced technology for campus classrooms (**Evidence**: Educational Master Plan, pp. 24-25).

Based on the program review recommendations and themes identified in the EMP, an overwhelming number of instructional programs described the need for "smart room" technology. In the 2013-14 budget development process, $800,000 in one-time reserves were allocated to address these recommendations in at least 14 classrooms. Classrooms were identified using criteria such as student enrollment patterns, age of existing equipment, and whether the room would receive modernization in the near future using Measure L funding (**Evidence**: 2013-14 Budget, AV/Smart Room List of Classrooms).

The scope of projects envisioned in the IT Strategic Plan has been difficult to manage during a period of resource constraints in the 2008-2012 period. Like other departments on campus, the IT organizational unit has endured reduced staffing through retirement and attrition. The long-serving vice president of Information Technology took an early retirement incentive in 2011, resulting in the departure of a technology champion. Project management of ongoing projects suffered from lost staff and a declining number of IT managers in the District. Project management is an ongoing need for the IT staff to be able to implement key components of the IT Strategic Plan. This need for project management and additional managers to harness projects was identified in the College Brain Trust Report on IT operations in 2013 (**Evidence**: College Brain Trust Report).

Despite these evaluative comments, **the College meets this standard.**

Actionable Improvement Plan
As part of a campus wide initiative, project management training is being developed to provide more in-depth reporting on IT projects in the district. *Responsible Parties: Executive Cabinet, IT Managers.*

Standard III C.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
The department uses varied processes to distribute technology across campuses, such as using the VM (Virtual Machine) server technology. Another approach is application licensing management software to make the most use of applications that require a license; this allows spreading the application resources more evenly across District computers. The department also designs and implements distributed based in-house developed software for the District's Student Information System (SIS – System 2000). This design allows for the users to use only the modules they need and allocate the authentication required for the modules. A "Push Down" process has also been implemented by IT where computer resources that are still of value are reallocated to replace other out dated computer resources. This cycle allows expanding the longevity of the overall investment made by the District.

Information Technology has taken its support services one step further by allocating support staff in strategic areas on the campus to allow for faster service. For instance, professors teaching in the Holt Building can benefit from an audio visual assistance or the help of a computer support technician based in that building, rather than having IT staff dispatched from just one location.

The District's Vision Statement (**Evidence:** BP 1201, District Vision) includes the words "Institutional renewal includes continuous improvement through … the effective application of technologies." The District's Information Security policy (**Evidence:** BP 3725, Information Security) includes states: "San Joaquin Delta Community College District will *implement appropriate procedures to insure compliance with all state and federal*

regulations regarding security and privacy of information related to all business and service functions of the District. All users of District supplied information and resources will abide by all applicable District, state, and federal guidelines, policies, regulations, statutes, and procedures pertaining to confidentiality and privacy, including, but not limited to, the Family Educational Rights and Privacy Act of 1974 (FERPA)."

Evaluation
The College's move to Virtual Machine (VM) technology has resulted in better "up time" for server resources and reduced calls to the IT help desk. Providing a more global licensing process has allowed IT to fill end user requests more timely. Reduced help desk calls also suggest that faculty are generally satisfied with the response time on classroom based calls placed to IT staff distributed across the campus. Taking the Virtual Machine a step further to the desktop environment would allow for timelier deployments of upgrades to the end user desktop servers. It could also allow adding the capability of "Desktop Anywhere" to other nontraditional desktops.

Network services to the South Campus at Mountain House are sufficient, but the connection speed should be increased.

The College meets this standard.

Actionable Improvement Plan
Information Technology staff should explore the utility of taking the Virtual Machine concept further to the desktop environment, allowing for quicker upgrades to the end user desktop servers. *Responsible: Director of IT*

Standard III C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
The District's IT Strategic Plan represents one effort to integrate themes in the Educational Master Plan into the IT planning agenda. As was suggested earlier, many of the initiatives identified in the IT Strategic Plan have been completed or are near completion.

One way that the District systematically assesses the effectiveness of technology resources is through the program review process. In that process, faculty take the opportunity to document a technological vision for their courses and programs, and program review recommendations can be made related to technology resources (**Evidence**: Program Reviews). A common request is for improved smart room technology, AV systems, and the District has integrated those requests into the 2013-14 budget allocation (**Evidence**: 2013-

14 Budget). The Student Learning Outcomes and Assessment (SLOA) process, in part, provides feedback to faculty that informs technology planning. The division deans have the opportunity to help shape an overall vision and be an advocate for implementing it. The assistant superintendent/vice president of Instruction has maintained a commitment to seeing that technology requests borne out of program review receive a high priority for funding.

Determining that program and service area technology needs are being met is mostly the responsibility of the Deans, Faculty, and end-users. If technology is inadequate to the task, this needs to be documented through program review. Technologies that bring substantive improvement to instruction and services are greatly preferred and pursued.

Prioritizing which technologies to fund has become more challenging, as funding of technology has been in flux in recent years. Five years ago, a great deal of division-specific technology was often funded via the Instructional Capital Outlay process (ICO). With ICO, the direct connection between program review and technology acquisition was often very clear. The loss of ICO due to state budget cuts has led to increased pressure on division budgets. The deans have the primary responsibility for ensuring that the College develops and funds its technology priorities, as determined primarily through program review.

Evaluation
The result of capital outlay cuts has severely limited the adoption of new technologies. These cuts also impede replacement of older equipment. Even with this fiscal reality, several new technological improvements have been made in the last several years:

- A new wireless internet service (WiFi) for student-use was established in the Goleman Library in 2011; this service has been extremely popular with students.

- The Academic Computing Lab was moved from the Cunningham Building to the more centralized Danner Hall, second floor location in 2012 which now houses 89 computers. The former lab contained 67 Windows Desktops and 22 Mac computers. The decision was made to increase the Windows based computers to 89 and retire the aging Mac computers.

- The Library increased its public-access computers from 12 to 54 in 2011, and added a public-access digital scanning system in 2012. Library staff also introduced a smartphone application for accessing the its catalog in 2012.

- New student cards have been introduced since 2011. Student Services enhanced the student identification card and Financial Aid introduced the "Higher One" card in order to disburse student funds to an "ATM" card.

- The District launched an official Facebook Page in fall 2013. Many departments and groups have had active Facebook pages for several years. The College's deployment of the Facebook Page has been studied by the Research and Planning Group of California Community Colleges (RP Group) as an innovative use of social media for student recruitment and retention (**Evidence**: Facebook SJDC, RP Draft Primer).

- Servers have been established to house and disseminate recordings from a variety of District activities (e.g., Board meetings and other important gatherings).

- The College has championed program review requests for improved classroom technology and presentation systems by allocating $800,000 for roughly 15 "smart" classrooms. Almost all of these will be new smart rooms that will be highly used (**Evidence:** AV/Smart Room List of Classrooms).

Routine replacement of desktop computers has slowed due to lack of ICO funding. Perhaps in response to this lost revenue source, there has been a trend in the last few years to "spend out" operating budgets as early as possible in each school year. Information Technology managers find that this trend has had the effect of giving the Fiscal Services Office too much influence on technology purchases, especially as compared to the past. In some cases this has led to less service for students. An example of this has been the long delay in implementing campus holds and credit card payments in the libraries.

Systematic assessment and improvement could be enhanced through increased integration of employees engaged in technology planning, District wide. All too often, campus departments miss opportunities to work closely to develop technology solutions that are well-integrated. There are exceptions to this; for example, the implementation of the student LDAP has been leveraged in powerful ways for registration and library services. But, in key areas, such as the implementation of credit/debit card systems and student identification cards, there are likely ways to achieve more integration to benefit many District stakeholders.

Input from students on their educational technology needs, and a systematic assessment of this input, might also yield other areas for improvement in integrated planning. This could be achieved through focus group discussions with informed students who are "power users" of technology resources.

The wireless improvements in the Goleman Library need to be extended to other sectors of the campus. A common concern voiced by students and staff is that wireless services are not available or reliable. The IT is currently working with CISCO to correct these deficiencies, but substantial progress is not likely before the ACCJC team visit.

The College substantially meets this standard.

Actionable Improvement Plan
District administrators should work to establish an integrated approach to the assessment of improved technology solutions that brings together end-users and IT staff to design and implement solutions. *Responsible Parties: Executive Cabinet and IT Managers.*

Increasing and improving the wireless access to students and staff across the district is a very high priority. *Responsible Party: Director of Responsible*

Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

Descriptive Summary

The College operates under an Integrated Planning, Budget and Program Review Model. This model represents the cycle for assessment, program review and resources allocation priorities within the annual budget cycle. The assessment is two-fold and encompasses the instructional and support programs and services (**Evidence:** Integrated Planning, Budget and Program Review Model).

The College has identified five strategic goals (**Evidence:** EMP Recommendations and Action Plans) with related actions plans that are based on the District's Educational Master Plan. The annual budget is developed according to six guiding principles (**Evidence:** Guiding Principles – 2013-14 Adopted Budget). These models and plans are the focus and priority of financial planning and are parallel with the District's mission.

The budget is developed and managed according to Board Policy and Administrative Procedure 6200, Budget Preparation, and Administrative Procedure, 6250, Budget Management (**Evidence:** BP/AP 6200, Budget Management and AP 6250, Budget Preparation). These policies support the budget documents that reflect the framework under which the budget is developed with guiding principles, assumptions, and goals (**Evidence:** Attachment 1, Guiding Principles, - 2013-14 Adopted Budget). It is within this context that the distribution of resources with priority to instructional and student services is illustrated on both a short and long-term basis to ensure financial stability.

The District has been proactive in establishing sound fiscal management principles to ensure finances are managed with integrity to ensure stability. Fiscal management is governed by Board Policy and Administrative Procedure 6300, Fiscal Management (**Evidence:** BP/AP 6300, Fiscal Management). An additional measure to ensure prudent fiscal management is Board resolution to maintain reserves at no less than the recommended five percent level set by the Chancellor's Office.

The College employs a rolling three year budget planning model and a three year FTES planning model. The FTES planning model is completed first to determine if resources are adequate to support the expenditure targets. Budget is adjusted accordingly, and the results are reflected in the Board approved budget, specifically in the Budget Overview – Three Year Planning Scenario in both summary and detailed format (**Evidence:** Attachment 6a and 6b – Budget Overview Three Year Planning Scenario 2013-14 Adopted Budget).

Evaluation
The District has experienced difficult financial times due to the state's actions to reduce workload and funding. The College responded quickly to adjust expenditures while maintaining a solid educational platform. For a number of years during the downturn, the College was above the funded level of FTES even when reducing expenditures. This was due to excellent productivity by the instructional faculty which directly benefited students.

The short-term focus has been reducing expenditures with the long-term goal of achieving a balanced budget, addressing operating deficits while meeting the strategic goals and carrying out the mission. Efforts were made to become more efficient but at the same time keep the impact on instruction to a minimum. The three year budget planning model provides significant insights into the direction the finances are trending. In addition, the three year FTES model links FTES targets based on productivity numbers to budget ensuring that resources are adequate to achieve the level of funded FTES available. Both planning models include assumptions that are monitored and updated as new data become available for decision making purposes. Instruction staff work closely with Fiscal Services to establish and monitor FTES and spending targets throughout the year.

As resources are restored through the state funding system, the College is being strategic and mindful to determine where and how to add back to the expenditure budget. A new assessment tool, core services evaluation, was initiated in 2012-13 (**Evidence:** Board Agenda, April 16, 2013 and PowerPoint Presentations). This was initially developed in preparation for potential budget reductions to protect the institution's core programs and services. The tool proved to be valuable in restoring resources with priority to the institution's core support programs and services. This core services evaluation tool will be used for the upcoming program review cycle for resource requests and allocations. Requests for budget must be linked to this assessment.

The stable financial position of the District is a result of the use of the FTES and budget planning models and assessment tools. The stable position is also attributed to the integrated planning and budget model that address long-term and short-term goals while following established sound fiscal management practices. This is evidenced by the fact that reserves have remained strong averaging between 15.9 to 12.6 percent during the last four fiscal years.

The College meets the standard.

Actionable Improvement Plan
No action is needed.

Standard III.D.1

The institution's mission and goals are the foundation for financial planning.

Descriptive Summary
The College has identified five strategic with related action plans that are based on the District's Educational Master Plan (EMP) goals (**Evidence:** EMP Recommendations and Action Plans). The annual budget is developed according to six guiding principles (**Evidence:** Attachment 1 Guiding Principles – 2013-14 Adopted Budget). The District operates under the Integrated Planning, Budget and Program Review Model (**Evidence:** Integrated Planning, Budget and Program Review Model). This model represents the cycle for assessment, program review, and resources allocation priorities within the annual budget cycle. These models and plans are the focus and priority of financial planning and are in concert with the District's mission. Resources are allocated based on resource requests submitted via program review for the support programs that flow through to strategic operating and staffing plans (**Evidence:** Board Agenda, August 19, 2013 and September 10, 2013).

Evaluation
As resources are restored, the District is prudent in funding only those things most needed to maintain balance and a solid support structure while protecting the integrity of the instruction programs and services. During the first series of resource restoration in 2013-14, College departments were required to complete strategic operating plans for both one-time and ongoing needs. The plan was completed after the core services evaluation (**Evidence:** Board Agenda, April 16, 2013 and PowerPoint Presentations) was performed. Those resource requests also referenced prior program review requests that were not funded in the previous year. The requests were prioritized and clearly cited both the related strategic goal(s) and the President's goal(s) for funding.

Furthermore, the review of instructional programs was also part of the resource allocation plan. Action was taken to ensure efficient use of resources and protect the integrity and effectiveness of the instructional program. A program review assessment was conducted and resulted in instructional program eliminations (**Evidence:** Board Agenda, Item XI.B.1, April 16, 2013). This was in conjunction with the strategic operating and staffing plan (**Evidence:** Board Agenda, Item X1.A.1, August 13, 2013 ; Board Agenda, Item XII,A.1, September 10, 2013), and evidence of the effort to tie mission and goals to financial planning.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard III.D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary
The College ties its financial planning in with other institutional planning processes through an Integrated Planning, Budget and Program Review Model, and the use of guiding principles for budget development (**Evidence:** Integrated Planning, Budget and Program Review Model; Attachment 1 Guiding Principles, 2013-14 Adopted Budget).

Evaluation
The District has leveraged all the integrated planning tools during times of resource reductions and restoration. The focus when facing budget reductions was to protect the integrity of the instructional program and services. The focus as resources are restored is to be strategic in funding priorities in line with core services and strategic goals. This approach is outlined in the (**Evidence:** 2013-14 Tentative Budget Memo and echoed in the 2013-14 Adopted Budget Memo).

The College has demonstrated the integration with the resource allocation for one-time and ongoing funds in the strategic operating and staffing plan. The review of instructional programs was also part of the resource allocation plan. Action was taken to ensure efficient use of resources and protect the integrity and effectiveness of the instructional program. A program review assessment was conducted and resulted in program eliminations (**Evidence:** Board Agenda, Item XI.B.1, April 16, 2013). This is in conjunction with the strategic operating and staffing plan (**Evidence:** Board Agenda, Item X1.A.1, August 13, 2013 ; Board Agenda, Item XII,A.1, September 10, 2013) are evidence that financial planning is integrated with and supports institutional planning.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The three year budget planning model and the FTES planning model are key tools the District uses to gauge a realistic assessment of financial resource availability, development of financial resources, and expenditure requirements. The model reflects key revenue drivers for the current year and assumptions for the subsequent years in terms of estimated FTES, projected percentage of restoration and projected inflationary cost-of-living (COLA) adjustment (**Evidence:** Attachment 6a and 6b – Budget Overview Three Year Planning Scenario 2013-14). Comparatively, the key drivers of expenditure requirements are forecasted out for the three years. These models, in addition to the budget assumptions provide a backdrop for institutional planning (**Evidence:** Attachment 1 Major Budget Assumptions – 2013-14 Adopted Budget).

Evaluation

The District understands the limits on financial resources. These restrictions are anticipated and projected based on the budget and FTES planning models. The College has recently taken a different approach to making operational decisions including partnership arrangements, and has embraced the concept of evaluating opportunities in terms of risk and reward. The College has developed a greater awareness of cost and return in terms of making operational decisions. A comprehensive grant preliminary package is in development with a front end document that requires responses to the strategic consideration. This will ensure that resource commitments, terms, and impacts are known up front. This document should demonstrate the grant's alignment with the College's strategic goals, and acknowledge short and long-term financial obligations including level of operational impact. Grants have indirect obligations attached and the College has come to realize that those indirect obligations need to be evaluated in light of costs, ongoing mandates at grant expiration and the limited resources the College has to administer grants.

The College also looks more carefully at instructional service agreements in terms of costs to the College for such arrangements versus traditional college offerings. Most recently the College was approached by a local law enforcement agency to run an additional academy who wanted a substantial percentage of the apportionment revenue. The College is limited on funded FTES. If it chose to utilize a portion of its restoration FTES to support this request, the College would have to give up other opportunities which would generate more revenue. The College attempted to work with the agency to mitigate the cost to a more reasonable level. The process is ongoing but illustrates the new approach to evaluating such requests.

The College recently examined instructional programs (**Evidence:** Board Agenda, Item XI.B.1, April 16, 2013) and made a decision to eliminate certain programs based on poor outcomes performance and weak student demand. This frees up resources to be better utilized in the instructional program.

The College partially meets this standard.

Actionable Improvement Plan
The College is in the process of implementing a grant evaluation form with strategic planning consideration criteria and implementation procedures. The document has been developed and is in the early stages of review for consensus by the shared governance committees. The target date for implementation is spring 2014. *Responsible Parties: Executive Cabinet*

Standard III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary
The College has employed a three year budget planning model which takes into account known and anticipated future costs and revenues. Assumptions for the model are identified and qualified by the level of certainty. If warranted, and as was the case at the beginning of the 2012-13 fiscal year, multiple budget planning scenarios may be prepared to identify potential outcomes (**Evidence:** Attachments 6a -7b Best and Worst Case Scenarios - 2012-13 Adopted Budget). Quarterly financial reports and projections are performed throughout the fiscal year to identify resources available for one-time uses that may have favorable long-term benefit (**Evidence:** Q1, Q2, Q3 and Q4 Financial Reports). These quarterly financial reports are presented to the Board with discussions about impact in the board items (**Evidence:** Board Agenda, Item XII.C.1, November 20, 2012; Board Agenda, Item XI.B.1, February 19, 2013; Board Agenda, Item X.C.1, May 21, 2013; and Board Agenda, Item X.C.2, August 27, 2013) of each quarterly financial report.

Evaluation
The District has benefited from unanticipated one-time savings during the last few years and has parlayed those savings to benefit both short-term and long-term obligations. For example, indications of one-time savings began to appear at the Q2-13 financial reporting period. They were tracked and monitored through year-end via the Q2, Q3 and Q4-13 Financial Projections and Budget Update PowerPoint (**Evidence:** Q1, Q2, Q3 and Q4 Financial Reports).

These one-time resources have been leveraged to provide ongoing relief to the operating budget. They were identified and used for much needed one-time reinvestment efforts that had long-term benefits. These efforts include instructional equipment such as "smart classrooms" that include audio/visual/data upgrades, classroom furniture, and computers for

labs. Funds are also being earmarked for campus site improvements such deferred building maintenance, safety projects, as well as OPEB (other post-employment benefits liability). The District's only such OPEB liability is retiree medical benefits. The most notable one-time use is a loan for $2.25 million to the District's Foundation to address the District's Passport to College obligation. These actions were approved by the board in June and July 2013 (**Evidence:** Board Agenda, Item X.C.1, June 18, 2013 and Board Agenda, Item X.C.3 July 16, 2013).

There are other examples of addressing extended obligations that generated ongoing budget savings and stability. The District provided two retirement incentive programs that yielded short-term savings, but had a five year payoff. In both instances, the District was able to pay those off within two years to reduce the long-term obligation. As an additional example, the District had a lease purchase agreement for a bus which it was also able to pay off early and relieved a long-term obligation.

The District is self-insured for workers compensation and liability claims at a coverage limit of up to $500,000 per claim for worker's compensation and $150,000 per claim for property and liability claims. The College has established a solid funding program based on actuarial studies, which are maintained in the Self-Insurance fund. The current reserve is in excess of the minimum level identified by the actuarial reports and nearing the 70 percent confidence level (**Evidence:** Board Agenda, Item X.C.2 Q4-13, Summary of Financial Statements Self Insurance Fund p.22).

One area of the operation needing further attention is deferred maintenance. An analysis was recently completed and presented to the Board (**Evidence:** Board Agenda, Item VI.A.1, September 17, 2013) of the capital needs highlighting priority projects. A short-term funding plan has been identified for priority projects and approved. A long-term funding plan for deferred maintenance needs over a ten (10) year period has been introduced that identifies multiple funding sources to address $29 million of specific deferred maintenance projects. (**Evidence:** Board Agenda, Item IX.A, and PowerPoint October 15, 2013). Further planning and evaluation is currently underway to update the College's approach to deferred maintenance needs.

Actionable Improvement Plan
Identify and implement a long-range funding plan for deferred maintenance. While funds have been allocated for capital needs, a more specific schedule of maintenance and equipment replacement should be established and funding identified to support that schedule. Target date for implementation is during the budget development process for 2014-15.
Responsible Parties: Executive Cabinet

Standard III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary
The District's budget is developed and managed according to Board Policy 6200, Budget Preparation and Administrative Procedures 6250, Budget Management (**Evidence:** BP/AP 6200, Budget Preparation and AP 6250, Budget Management). The budget documents reflect the framework under which the budget is developed with guiding principles, assumptions, and goals (**Evidence:** Attachment 1 Guiding Principles, Major Budget Assumptions and Goals, 2013-14 Adopted Budget). The District has a defined budget process and according to the budget planning timeline (**Evidence:** District Budget Process and Budget Planning Timeline). The College operates under the Integrated Planning, Budget and Program Review Model. This model cites the cycle for assessment, program review and resources allocation priorities within the annual budget cycle (**Evidence:** Integrated Planning, Budget and Program Review Model).

Evaluation
The College's planning and budget development has occurred within the prescribed guidelines and regulations. The annual budget was posted for public inspection in the requisite time and a public hearing (**Evidence:** Board Agenda, Item VII.A., September 10, 2013) was held before the adoption of the final budget. These planning documents are widely shared and brought forward to the Planning and Budget Committee (**Evidence:** Budget Summary and Points, April 2013). Both iterations of the Tentative and Final Adopted Budget are available on the College's Budget Updates webpage. The budgets are presented to the Planning and Budget Committees, the President's Council, and to the Board for final approval (**Evidence: Minutes:** Planning & Budget Committee Minutes: June 10, 2013 and September 3, 2013; President's Council Minutes: June 13, 2013 and September 5, 2013; Board Agenda, Item XI.C.1, June 18, 2013 and Board Agenda, Item VIII.B, September 10, 2013).

In addition to widely sharing budget planning and development information in the aforementioned areas, internal communication for budget development and planning involvement occurs via inter-office memo between Fiscal Services and the campus community. After the Governor's 2013-14 Budget was released in January 2013, a memo was released as an overview of the budget (**Evidence:** Preliminary Report on the Governor's 2013-14 Budget). As new information became available an updated summary was prepared and shared with the Planning and Budget Committee and the management leadership (**Evidence:** 2013-14 Budget Summary and Points). District management receives updates and requests for action on the budget planning and development (**Evidence:** Tentative Budget 2013-14 and Upcoming Initiatives, May 14, 2013; and, Planning for 2012-13, July 18, 2012). College representative have an opportunity to participate with the budget process through program review recommendations or through the governance committee process.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary
The College has been proactive in establishing sound fiscal management principles to assure the financial integrity of the College. Fiscal management is governed by Board Policy and Administrative Procedure 6300, Fiscal Management (**Evidence:** BP/AP 6300, Fiscal Management) in accordance with the principles contained in Title 5, §58311, including:

  a. Adequate internal controls exist.

  b. Fiscal objectives, procedures and constraints are communicated to the Board and employees.

  c. Adjustments to the budget are made in a timely manner, when necessary.

  d. The management information system provides timely, accurate and reliable fiscal management.

  e. Responsibility and accountability for fiscal management are clearly delineated.

The College follows the standardized Budget and Accounting Manual reporting requirements in accordance with Education Code, §70901 and §59011for required use by California Community Colleges. An annual financial audit that includes an evaluation of internal controls that report findings and recommendation pursuant to Education Code, §84040(b) is conducted annually.

The College follows Title 5,§58310 which states that each district shall regularly report in detail to the governing board the district's financial condition and shall submit reports showing the financial and budgetary conditions of the District at least once every three months. These quarterly reports include budget adjustments, financial statements by fund and financial projections. The quarterly reports also include the certified 311Q financial report. The 311 Annual is submitted each October and reports financial status by fund and also demonstrates compliance with the so called 50% Law.

Evaluation
The Board and Planning and Budget Committee receive periodic quarterly financial reports every three months in November, February, May and August (**Evidence:** Board Agenda, Item XII.C.1, November 20, 2012; Board XI.B.1, February 19, 2013; Board Agenda, Item X.C.1, May 21, 2013; and Board Agenda, Item X.C.2, August 27, 2013 with PowerPoints).

These financial reports include the financial status of each fund as of the quarter end date, a narrative overview of the fund performance, and a recap of the budget adjustments by fund for each major object classification. Most importantly, the report includes projections of the unrestricted general fund. These projections are based on current financial information and project to June 30th revenues, expenditures, and fund balance. The projections are used for decision making purposes. For example, in 2012-13, the quarterly projections started to display expenditures trending lower than budgeted figures at the second quarter report in February. Planning began to identify needs for potential one-time savings. The trends were monitored and eventually materialized to yield substantial one-time savings. The funds were approved as one-time transfers from the unrestricted general fund for much needed one-time uses (**Evidence:** Board Agenda, Item X.C.1, June 18, 2013 and Board Agenda, Item X.C.3, July 16, 2013).

The annual audit report is completed and submitted to the Chancellor's Office by December 31st as set forth Title 5, §59102, § 59104 and § 59106 regulations. The audit report is presented to the Board for acceptance each January and February (**Evidence:** Board Agenda, Item X1.B.2, February 19, 2013).

In addition to the quarterly financial reports, 311Q/Annual and audit reports, there are various single milestone budget and financial reports prepared and presented to the Planning and Budget Committee, President's Council, and the Board including the following hyperlinked as evidence:

Report	Evidence
Governor's Budget	Board Agenda, Item IX.C, January 22, 2013
Tentative Budget	Board Agenda, Item XI.C.1, June 18, 2013
Final Adopted Budget	Board Agenda, Item VIII.B, September 10, 2013
Sound Fiscal Management Self-Assessment Checklist	Board Agenda, Item X.C.2, May 21, 2013
Bond Disclosure Report	Board Agenda, Item X.C.1, April 16, 2013

Each of these reports represent an accurate reporting of the District financial position, and were filed and delivered timely for use in decision making processes. The milestones are illustrated on the Budget Planning Timeline and the Fiscal Services Reporting Calendar which are widely shared and available on the District's Budget Updates webpage. The key reports and PowerPoint presentations are also publicly available on the webpage.

The College meets this standard.

Actionable Improvement Plan
No action needed.

Standard III.D.2.a

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary
Financial documents are produced on an annual and quarterly basis as prescribed by the various Title 5 and Education Code requirements. The College records financial activity in accordance to GASB, US GAAP, and the State Budget and Accounting Manual requirements. The annual financial audit is performed in accordance with the State Contracted Audit Manual (CDAM) and Title 5 §59102, §59104 and §59106 regulations. The state required CCFS 311 and 323 to report financial activity and student fees are submitted on quarterly and annual basis. The Tentative Budget and Final Adopted Budget (**Evidence:** Board Agenda, Item XI.C.1, June 18, 2013; Board Agenda, Item VIII.B, September 10, 2013) are issued and posted for public inspection within Title 5 requirements. Budget changes are submitted for approval by major object classification and by fund on a quarterly basis by Board Resolution (**Evidence:** Board Agenda, Item XII.C.1, November 20, 2012, Resolution 12-61; Board Agenda, XI.B.1, February 19, 2013, Resolution 13-05; Board Item X.C.1, May 21, 2013, Resolution 13-11; and, Board Agenda, Item X.C.2, August 27, 2013, Resolution 13-32).

Financial reporting for individual state and federal grants, and categoricals are submitted on quarterly, annual, and ad-hoc basis whenever required. Annually, the College submits financial information to Integrated Postsecondary Education Data System (IPEDS) and to the ACCJC for assessment and monitoring. All reports are certified by the College business official, the superintendent/president, and/or another executive level manager, and the area manager.

The District has outstanding general obligation bond debt. Every twelve to eighteen months, the District undergoes a bond surveillance credit rating review with one of the three major ratings agencies - Fitch, Standard & Poor's and Moody's. The most recent reports were summarized in a report to the Board (**Evidence:** Board Agenda, Item X.C.1, April 16, 2013). The College has an organized Citizens' Oversight Committee per the requirements of Proposition 39 to ensure that bond expenditures are spent for authorized voter intended purposes. The Citizens' Oversight Committee meets quarterly (**Evidence:** COC Agenda and Minutes 2012-13).

Quarterly reporting to the Board and the College's Planning and Budget Committee includes quarterly financial status, reports changes in the annual budget assumptions, and projections to estimate year-end operating results and fund balance(**Evidence:** Board Agenda, Item XII.C.1, November 20, 2012; Board Agenda, Item XI.B.1, February 19, 2013; Board Agenda, Item X.C.1, May 21, 2013; and Board Agenda, Item X.C.2, August 27, 2013).

Evaluation
The College has worked diligently to ensure a high degree of credibility and accuracy by producing the documents as required by statutes. As previously identified, periodic reporting to the Board of Trustees, the Planning and Budget Committee, and postings on the Budget webpage occur regularly.

As noted in previous sections, quarterly financial reports that include an update on budget assumptions, a summary status of each fund's performance, financial statements by fund, budget adjustments, and general fund projections to year-end based on current data. Each report also includes a certification page signed by the College's business official and the superintendent/president, and representatives from the Fiscal Services Office to confirm the figures (**Evidence:** Board Agenda, Item XII.C.1, November 20, 2012; Board Agenda, Item XI.B.1, February 19, 2013; Board Agenda, Item X.C.1, May 21, 2013; and Board Agenda, Item X.C.2, August 27, 2013). The reports are provided to the Board in a public meeting identifying changes in the assumptions and the impact upon the budget.

The budget is actively monitored and quarterly reports outline current activity, but more importantly, the College projects year-end results. The District employs budget projections tools which are critical to both a better understanding of the budget and establishing credibility and confidence in the numbers. The annual budget performance monitoring tool provides an early alert to the administration and Board if the budget is not performing as anticipated so decisions and adjustments can be made in a timely manner.

The District has received positive reports from outside oversight authorities. Audit reports have rendered unqualified audit opinions. Over the past years, audit findings and recommendations have decreased steadily to four (4) in the most recent report (**Evidence:** District Audit Opinions and Findings and Recommendation from 2008-09, 2009-10, 2010-11, and 2011-12). All required state and federal reports were filed in a timely manner without exceptions. State compliance requirements were met such as the Full-Time Faculty Obligation and 50% Law (2011-12 and 2012-13, Annual 311 Report). The District received affirmation of its credit ratings with a stable and/or positive outlook from all three agencies. This was a welcomed result especially under the backdrop of the state financial crisis. The Standard & Poor's report stated that a positive key driver was good management practices and sound fiscal operations (**Evidence:** Board Agenda, Item X.C.1, April 16, 2013).

All required state categorical, federal, and local reports were submitted timely and certified accordingly to ensure integrity and accuracy.

The College meets this standard.

Actionable Improvement Plan
No action needed.

Standard III.D.2.b

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary
The College adheres to the State Contracted Audit Manual (CDAM) and §59102, §59104 and §59106 regulations. The District' has an independent firm conduct an annual audit, review internal controls, issue an audit opinion, issue findings/recommendation on internal controls, and state/federal compliance to communicate areas where internal controls or process and procedures should be strengthened to avoid exceptions that may affect the financial statements.

The findings and recommendations include a College response about how the finding will be addressed to eliminate the exception. The audit findings are numbered and tracked to ensure the recommendations are implemented and not repeated in the subsequent years. The audit report is presented to the Board of Trustees annually (**Evidence:** Board Agenda, Item X1.B.2, February 19, 2013).

The CCCCO also monitors audit findings. If a College has a repeat finding for two consecutive years, the College president is contacted for a written response from the administration to ensure the deficiency is remedied in the following year.

Evaluation
Audit reports have rendered unqualified audit opinions. Over the past years, audit findings and recommendations have decreased steadily to four (4) in the most recent report. Current year and historical audit reports are posted on the Budget Updates webpage (**Evidence:** District Audit Opinions and Findings and Recommendation from 2008-09, 2009-10, 2010-11, and 2011-12). The findings are presented as part of the audit report to the Board and are referenced in summary within the Board Item (**Evidence:** Board Agenda, Item X1.B.2, February 19, 2013). However, the monitoring of the responses, implementation of the recommendation and plan are coordinated with the area manager, executive cabinet, and Fiscal Services. These points are communicated out to the executive cabinet and to the Board. However, they are not communicated out formally to a wider group in detail. This could be accomplished with reports to the Planning and Budget Committee or President's Council, and would serve as a status follow up to other stakeholders to confirm the finding was remedied.

The College meets this standard.

Actionable Improvement Plan
Current year findings, the College's response, implementation plan, and status on prior year audit findings will be reported out to the Planning and Budget Committee annually, at minimum. *Responsible Party: Controller*

Standard III.D.2.c

Appropriate financial information is provided throughout the institution, in a timely manner.

Descriptive Summary
The College adheres to the various Title 5 and Education Code requirements already mentioned throughout the responses in this document. Most of these requirements call for specific dates that actions and/or report filings must be completed. Following is a summary of the requirements by frequency:

• Every 3 months	CCFS 311Q Report on Financial Condition (Title 5 §58310)
• July 1st annually	Tentative Budget (Title 5, §58305)
• September 15th annually	Final Budget (Title 5, §58300)
• October 10th annually	CCFS 311 Annual Report on Financial Condition (Title 5 §58305)
• December 31st annually	Audit report due to Chancellor's Office (Title 5, §59106)

Evaluation
As stated earlier, the planning and budget development occurred within the prescribed timelines. The annual budget was posted for public inspection in the requisite time and a public hearing (**Evidence:** Board Agenda, Item VII.A. September 10, 2013) was held before the adoption of the final budget. These planning documents are widely shared and brought forward to the Planning and Budget Committee before being presented to the Board. Both the Tentative and Final Adopted budgets are available on the District's Budget Updates webpage (Budget Website, Board Agenda, Item XI.C.1, June 18, 2013 and Board Agenda, Item VIII.B, September 10, 2013).

Financial status reports are prepared on a quarterly, annual, and ad-hoc basis and submitted to the Planning and Budget Committee and to the Board. The quarterly financial report includes an update on budget assumptions, a summary status of each fund's performance, financial statements by fund, budget adjustments, and general fund projections to year-end based on current data. (**Evidence:** Board Agenda, Item XII.C.1, November 20, 2012; Board Agenda, Item XI.B.1, February 19, 2013; Board Agenda, Item X.C.1, May 21, 2013; and Board Agenda, Item X.C.2, August 27, 2013).

Internal communication for budget development and planning involvement occurs via inter-office memo between Fiscal Services and the campus community. After the Governor's 2013-14 Budget was released in January 2013, an internal memo was drafted as an overview of the budget (**Evidence:** Preliminary Report on the Governor's 2013-14 Budget). As new information became available an updated summary was prepared and shared with the Planning and Budget Committee and the management leadership (**Evidence:** 2013-14 Budget Summary and Points). District management receives updates and requests for action on the budget planning and development (**Evidence:** Tentative Budget 2013-14 and Upcoming Initiatives dated May 14, 2013; Fiscal and Purchasing Management Memo dated February 14, 2013; and, Planning for 2012-13, July 18, 2012).

Furthermore, two date oriented references are available to the College community. The first, Fiscal Reporting to the Board is an annual calendar of Board dates where financial information will be presented to the Board. The second is the Budget Planning Timeline that cites all financial and budget milestone tasks and reports by month in a chart format. These are both posting on the Budget Updates webpage (**Evidence:** Budget Update Webpage, Fiscal Reporting and Budget Planning Timeline).

The quarterly reports and associated PowerPoint presentations along with the College's Adopted Budget, Tentative Budget, audit reports, other ad-hoc reports, and calendars are available on the budget webpage and the documents are posted in a timely manner (**Evidence:** Budget Update Webpage).

The College meets this standard.

Actionable Improvement Plan
No action plan needed.

Standard III.D.2.d

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

The District adheres to the standardized Budget and Accounting Manual reporting requirements in accordance with Education Code, §70901 and §59011 for required use by California Community Colleges. Per the Budget and Accounting Manual:

Because of the varied sources of revenue, some with restrictions and some without restrictions, governmental accounting systems should be organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. [GASB Codification Section 1300, NCGA-1]

Fund accounting, therefore, is used as a control device to separate financial resources and ensure that they are used for their intended purposes with the fund as the basic recording entity for reporting specified assets and liabilities and related transactional movements of its resources. Fund accounting, therefore, is used as a control device to separate financial resources and ensure that they are used for their intended purposes with the fund as the basic recording entity for reporting specified assets and liabilities and related transactional movements of its resources.

The College has established two main systems to track these restricted sources with their intended regulatory use. Separate codes are used within its accounting system to track funds, sub-funds, sources, and accounts to monitor restricted resource activity applicable to the College such as general obligation bonds, lease-purchase arrangements, auxiliary enterprises, grants and the foundation. Furthermore, specific policies and procedures have been established for the processing of restricted funds to ensure use with their intended purpose.

Evaluation

The College is very careful to separate activities that have special characteristics and restrict the use of funds from the unrestricted general fund activities. The College has various program and fiscal staff assigned to monitor the various activities of auxiliaries, special revenue funds, general obligation bond, donations from fundraising, and grants. This ensures that resources are used for their intended purpose and reported accordingly. Activities that fall under the College purview are reported to the Board on a quarterly basis by fund for separate evaluation (**Evidence:** Board Agenda, Item XII.C.1, November 20, 2012; Board Agenda, Item XI.B.1, February 19, 2013; Board Agenda, Item X.C.1, May 21, 2013; and Board Agenda, Item X.C.2, August 27, 2013).

The District has outstanding general obligation bonds restricted for capital improvements. The College has an organized Citizens' Oversight Committee per the requirements of Proposition 39 to review that bond expenditures are spent for authorized voter intended purposes. The Citizens' Oversight Committee meets quarterly (**Evidence:** COC Agenda and Minutes 2012-13). There are no certificates of participation issued which could be expenses to the unrestricted general fund.

An OPEB funding plan has been developed and adopted by the Board of Trustees (**Evidence:** Board Agenda, Item XI.C2 April 16, 2013) to meet the OPEB obligation. After fiscal staff evaluation, an accounting change was implemented to create a new fund and separate financial statement for quarterly and annual reporting. The change took effect beginning in the year-end Q4 financial report (**Evidence:** Board Agenda, Item X.C.2 August 27, 2013), and was reflected in the 2013-14 Adopted Budget (**Evidence:** Board Agenda, Item VIII.B September 10, 2013). This ensures more transparent reporting of the College funds set aside to meet this obligation.

The College's Auxiliary Foundation was reconstituted in 2012-13. Its status was confirmed with the CCCCO as an auxiliary under the Education Code and its financial activity is managed by College staff. Activities for fundraising, donations, investments, and expenditures are presented on a quarterly basis to the Foundation Board of Directors (**Evidence:** Foundation Board Webpage).

During the hiatus period when the College Auxiliary Foundation was not active, fundraising activities were temporarily setup in the College's trust accounts. A report was provided to the Planning and Budget Committee about the difference between Trust and Foundation accounts per the State Budget and Accounting Manual (**Evidence:** Memoradum, Trust vs. Foundation Accounts to Planning and Budget Committee, January 2013). The College identified certain trust accounts that should be accounted and reported under the College Auxiliary Foundation due to the fundraising revenue, activity and account purpose. The transfer of those accounts and their balances from the temporary trust accounts into the District Auxiliary Foundation began in 2012-13. The undertaking is significant with analyzing accounts, determining possible consolidations, consulting with stakeholders, and processing the accounting entries. The College projects to complete the final transfer of accounts and balances in 2013-14.

College staff revised the current donation policy and procedure because it acknowledged and expected increased donation activity from the Foundation. This project also ensured appropriate reporting of donations including the donor intended purpose as well as compliance with IRS regulations. Administrative Procedure 3820, Gifts and Scholarships, was revised to include language in support of a new donation form and was submitted for review by the constituency groups through the Policies and Procedures Review.

The College meets this standard.

Actionable Improvement Plan
The College will complete the migration of trust accounts and balances to the College's Auxiliary Foundation to accurately report the purpose and activity contained in those accounts as outlined in the State Budget and Accounting Manual by year end 2013-14.
Responsible parties: Controller and Fiscal Services Staff

Standard III.D.2.e

> The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary
The annual audit report is completed and submitted to the Chancellor's Office by the required date of December 31st within Title 5, §59102, §59104 and § 59106 regulations. The audit report is presented to the Board of Trustees for acceptance each January/February (**Evidence:** Board Agenda, Item X1.B.2, February 19, 2013). As part of the audit, the auditors perform procedures related to documenting and testing internal controls. The review assesses whether the controls are properly designed and working effectively. If needed, the year-end auditors will make recommendations on how to improve internal controls.

The College completes the Sound Fiscal Management Self-Assessment Checklist (**Evidence:** Board Agenda, Item X.C.2, May 21, 2013) issued by the CCCCO. The checklist contains fifteen (15) standards of evaluation that would provide early indication of fiscal concern areas and allow time for appropriate response and correction. The report is presented to the Planning and Budget Committee and the Board.

Evaluation
The College has received positive reports from outside oversight authorities. Audit reports have rendered unqualified audit opinions. Over the past years, audit findings and recommendations have decreased steadily to four (4) in the most recent report (**Evidence:** District Audit Opinions and Findings and Recommendation from 2008-09, 2009-10, 2010-11, and 2011-12).

The Sound Fiscal Management Self-Assessment Checklist revealed that there were two of the fifteen (15) areas cited as not acceptable, position control and enrollment. Based on later information from year-end reviews, the College fiscal staff self-identified other areas for improvement. These were later supported by the audit and cited as findings for cash handling/purchasing internal controls.

The College has self-identified certain operational areas that warranted improved internal controls. In the spirit of full disclosure, fiscal staff self-identified these areas of improvement and brought them to the auditors during the 2012-13 audit. Fiscal Services is developing a multi-objective plan to strengthen internal controls. Internal reviews were performed on cash handling, banking, travel reimbursement, petty cash reimbursement, purchasing, and credit card usage. The first round of improvements includes travel reimbursement processing and

cash handling procedures. The goal in the coming months is to strengthen the fiscal internal controls in these areas. Changes to the District's travel policies and procedures have been submitted to the Policies and Procedures Review Committee, and are currently in the public comment review period. The cash handling recommendations are targeted to move forward via Policies and Procedures Committee by early 2014.

Preliminary discussions have taken place and short-term changes implemented in certain departments that were considered high-risk. As time and resources allow, further and more permanent recommendations will be proposed to improve processing and provide the appropriate segregation of duties needed.

The College meets this standard.

Actionable Improvement Plan
The District will propose revisions to policy and procedures to strengthen internal controls surrounding travel reimbursement, cash handling, and purchasing by the end of 2013-14 with full implementation of the procedures and processes in place by spring 2015 for the interim audit visit. Responsible parties: *Controller and Fiscal Services Staff*

Standard III.D.3

The institution has policies and procedures to ensure sound financial practices and financial stability.

Descriptive Summary
The College has been proactive in establishing sound fiscal management principles to ensure finances are managed with integrity to ensure stability. Fiscal management is governed by board policy and administrative procedures (**Evidence:** BP/AP 6300, Fiscal Management 6300). Another measure to ensure prudent fiscal management is a Board resolution to maintain reserves at no less than five percent per recommendation by the CCCCO.

The budget is developed and managed according to board policy and administrative procedures (**Evidence:** BP/AP 6200, Budget Preparation and BP/AP 6250, Budget Management). The budget documents reflect the framework under which the budget is developed with guiding principles, assumptions and goals (**Evidence:** Attachment 1 Guiding Principles, Major Budget Assumptions and Goals - 2013-14 Adopted Budget). It is within this context that the distribution of resources with priority to instructional and student services is illustrated on both a short and long-term basis to ensure financial stability.

Additionally, the College employs a rolling three year budget planning model and a three year FTES planning model. The FTES planning model is first completed to determine if resources are adequate to support the targets. Budget is adjusted accordingly and the results are reflected in the Board approved budget, specifically in the Budget Overview – Three Year Planning Scenario in both summary and detailed format (**Evidence:** Attachment 6a and 6b – Budget Overview Three Year Planning Scenario 2013-14 Adopted Budget).

Quarterly financial projections are prepared for the unrestricted general fund. These projections are based on current financial information and project to year-end revenues, expenditures and fund balance. These projections are used for decision making purposes.

Evaluation
The fiscal management tools such as the three-year budget model and quarterly financial projections play a key role in monitoring financial stability throughout the year. These allow for timely adjustments that affect the final budget outcome and provide resources to meet significant obligations. The administration is better informed at earlier points in the fiscal year allowing for timely actions that might be warranted. This was evidenced by the District resolving two considerable fiscal obligations by approving the funding plan for the OPEB obligation (**Evidence:** Board Agenda, Item XI.C2, April 16, 2013) and providing a loan to the College Auxiliary Foundation for the passport program (**Evidence:** Board Agenda, Item XI.C.1, April 16, 2013).

The stable financial position of the District is a result of the following its established policies and procedures along with using planning models and assessment tools. The stability is also attributed to the integrated planning and budget model used to address long and short-term goals while following established sound fiscal management practices. This is evidenced by the fact that reserves have remained strong averaging between 15.9 to 12.6 percent during the last four fiscal years.

The College meets this standard.

Actionable Improvement Plan
No action needed.

Standard III.D.3.a

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The College has utilized tax revenue anticipation notes (TRANS) for a number of years through participation in the CCLC program to provide needed cash flow due to the State's deferral of apportionment payments. In addition, the college has passed annual resolutions allowing for internal borrowing (**Evidence:** Board Agenda, Item X.C.1 July 16, 2013) as allowed under Education Code §42603 to plan for short-term cash shortages.

In terms of risk management regarding statutory insurance issues, the District participates in Statewide Association of Community Colleges (SWACC) and has established a Self Insurance Fund for the College funded deductible costs of claims related to the workers compensation and property/liability programs.

Evaluation

The District has monitored cash flow and managed to meet its financial obligations even through the most difficult financial times. At one point, the District anticipated needing two TRANS in the 2013-14 fiscal year, but it was ultimately decided it was not needed as the state began to reduce the level of deferred apportionment owed to the community college system. The District has a fiscal monitoring tool that's primary purpose is projecting annual activity and provides information about monthly expenditure patterns which helps with cash flow management. These actions, along with a healthy fund balance have enabled the District to meet operational commitments while the state steadily increased deferments for apportionment payments.

While the District did approve budgets that reflected deficits in recent years, through careful budget management it has been able to greatly mitigate those deficits. The actual results were favorable and had less impact on the fund balance. Each subsequent budget in the three-year budget model (**Evidence:** Attachment 6a and 6b – Budget Overview and Three Year Planning Scenario 2013-14 Adopted Budget) was constructed to further lower anticipated deficits using the fund balance as a tool to allow more time for better decision making and assessment of the state financial situation. The District's unrestricted fund balance, ranging from 15.9 to 12.6 percent during the last four years, has provided a cushion to mitigate unforeseen circumstances and allow time to make on-going adjustments if warranted.

The term risk management is most often used in regards to insurance issues both for worker's compensation and property/liability claims. The College participates in the SWACC program and is moving to be more proactive in worker's compensation claim management under the direction of the Human Resources director. The District's Self Insurance Fund has resources to fund at greater than the expected loss values (**Evidence:** Board Agenda, Item

X.C.2, August 27, 2013) based on the most recent actuarial study for both workers comp and property/liability losses.

As the state funding picture has improved, the College has moved away from a deficit budget but must stay vigilant to manage increased operating costs that exceed new revenues.

The College meets this standard.

Actionable Improvement Plan
The District will target the Self-Insurance Fund reserve to reach a 70 percent confidence level in 2013-14. This should occur in conjunction with administration working to lower claims costs through better claims management, improved safety awareness, and greater attention to risk factors. *Responsible Parties: Executive Cabinet, Controller.*

Standard III.D.3.b

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary
The College complies with the various financial regulations under law and District policies and procedures to demonstrate effective oversight of finances. These requirements call for sound and timely fiscal management, budget preparation, budget monitoring, financial condition reporting, and audit. They are mainly focused on the unrestricted general fund, but also apply to the correct reporting of auxiliary operations, bond funds, grants/categorical, enterprise funds, and investments.

The budget documents reflect the framework under which the budget is developed with guiding principles, assumptions, and goals (**Evidence:** Attachment 1 Guiding Principles, Major Budget Assumptions and Goals - 2013-14 Adopted Budget). The Tentative Budget and Final Adopted Budget are issued and posted for public inspection within Title 5 requirements. Budget changes are submitted for approval by major object classification by Fund on a quarterly basis through Board Resolution (**Evidence:** Board Agenda, Item XII.C.1, November 20, 2012; Board Agenda, Item XI.B.1, February 19, 2013; Board Agenda, Item X.C.1, May 21, 2013; and Board Agenda, Item X.C.2, August 27, 2013).

Financial reporting for individual state/federal grants and categorical funds are submitted on quarterly, annual, and ad-hoc basis whenever required. Annually, the College submits financial information to IPEDS and to the ACCJC for assessment and monitoring. All reports are certified by the College fiscal official, the superintendent/president, and/or another executive level manager, and the area manager

The District has outstanding general obligation bond debt. Every twelve to eighteen months, the District undergoes a bond surveillance credit rating review with one of the three major

ratings agencies - Fitch, Standard & Poor's and Moody's. The recent reports were summarized in a report to the Board (**Evidence:** Board Agenda, Item X.C.1 April 16, 2013). The College has an organized Citizens' Oversight Committee per the requirements of Proposition 39 to review that bond expenditures are spent for authorized voter intended purposes. The Citizens' Oversight Committee meets quarterly (**Evidence:** COC Agenda and Minutes 2012-13).

The District adheres to the standardized Budget and Accounting Manual reporting requirements in accordance with Education Code §70901 and §59011 required by California Community Colleges. Furthermore, Title 5, Code §58310 which states that each district shall regularly report in detail to the governing board the district's financial condition and shall submit reports showing the financial and budgetary conditions of the college at least once every three months. These quarterly reports include budget adjustments, financial statements by fund, and financial projections. The quarterly reports also include the certified CCFS 311Q financial report. The CCFS 311 Annual is submitted each October for all funds of the College.

The District submits the Fiscal Operations Report and Application to Participate (FISAP) report annually. Colleges report these data to the Department of Education when applying to participate in the federal campus-based financial aid programs (Work-Study, Perkins loans, and Supplemental Educational Opportunity Grants).

Evaluation
Due to the recent state fiscal crisis, the District has been forced to adopt budgets that reflected deficit spending, but through careful budget management, those deficits have been mitigated. As a result, the District maintains a sound ending balance and at the same time has used one-time funds to pay off ongoing costs of specific line items such as the retirement incentive programs and lease-purchase of a bus. One-time funds were also redirected to address the significant passport program obligation.

Grants and instructional agreements are monitored closely to ensure that all costs are properly charged and that the program stays within the funding allocation. Categorical programs are monitored by assigned staff and charged to operate within their allocations (**Evidence:** Major Budget Assumption #6 2013-14 Adopted Budget). Any use of unrestricted general fund dollars is determined on a case-by-case basis and not assumed to be ongoing. The College is developing a grant evaluation document to ensure the grant has met the College's strategic planning criteria. The document will make the oversight of grants stronger and better define which grants to pursue. The College has moved to curtail instructional service agreements that had cost components to the College or multi-year commitments; agreements having those attributes in the current environment are not advantageous to the College.

The College has improved upon its oversight of grants, categorical programs, enterprise, and auxiliary operations in the last three years. There is a clear understanding of expectations, performance monitoring and mid-year adjustments, if warranted. Subsidy by the unrestricted general fund has greatly decreased and is now at a minimal level primarily for the child development center.

Bookstore and Food Services operations are expected to cover their operating costs and indirect College support in terms of occupancy and accounting services (**Evidence:** Major Budget Assumption #7 2013-14 Adopted Budget). Bookstore and Food Services operations were directed to prepare multi-year budget planning documents to better assess performance and allow time to make appropriate operational decisions.

In addition to annual submission of the FISAP, the District practices active oversight of loans, and begins default prevention as students apply for student loans. Students are required to participate in Entrance Loan Counseling and multiple references are required throughout the loan application process. The College also monitors each active default cohorts on a monthly basis.

The College meets this standard.

Actionable Improvement Plan
The College is in the process of implementing a grant evaluation form with strategic planning consideration criteria and implementation procedures. The document has been developed and is in the early stages of review for consensus by the shared governance committees. The target date for implementation is spring 2014. *Responsible Party: Controller*

Standard III.D.3.c

> The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary
The College records all liabilities, including employee obligations, in compliance with the GASB and the State Budget and Accounting Manual. This includes vacation, compensated absences, and instructional load banking. Annually, a liability is accrued and recognized on the financial statements for liabilities that are considered current.

The District has language in the classified employees' collective bargaining agreement (CSEA) regarding the earning, use, and payout of compensated absences. Additionally, there are provisions in the faculty collective bargaining agreement (CTA) that addresses the earning, use, and payout of load bank. Load banking occurs when a full time faculty member elects to teach a course for overload service and "banks" the units for pay later when the faculty member retires or leaves the District. Up to seven units worth of instruction can be banked by a professor.

The District has performed the actuarial analysis of other post-employment benefits (OPEB) as required by regulation. The only benefit offered by the District is medical coverage. This program has been closed to new hires effective 2007.   Presently, medical premiums for retirees are handled on a "pay-as-you-go" basis out of the unrestricted general fund. In April 2013, the Board approved a funding plan that will eventually level out the amount of annual cost of post employment medical benefits from the unrestricted general fund (**Evidence:** Board Agenda, Item XI.C2, April 16, 2013).

All regular employee groups participate in a defined employer contribution plan as established either in their union contracts or board policy for non-represented employees. This health benefit structure has proven to be costly to the College to maintain. The cost fluctuates substantially. The annual increase has ranged from $840,000 to $1.2 million increase over the past three years.

Evaluation
The District correctly recorded all liabilities, including employee related obligations within the cited regulations. Details are included in the notes to the College financial statements (**Evidence:** Audit Reports – see Notes to Basic Financial Statements).

The administration encourages the use of leave and limits the accrual of vacation and comp time to avoid an increased liability. The District used one-time savings in 2012-13 to pay off vacation time accrued in excess of 320 hours. This was done after analysis by the HR department with a plan to hold future accruals to the limits of the contract. The payoff of excess time earned was intended as a reset and to bring down the liability to the District.

Compensatory time is also being more closely monitored and requires prior management approval (VP Memo to Staff December 19, 2011). Improved reporting and monitoring has been instituted and managers are being held accountable for keeping the compensatory time down.

The OPEB funding plan approved by the Board (**Evidence:** Board Agenda, Item XI.C2, April 16, 2013) is unique in its approach and is very attainable as compared to the typical methodologies recommended in the actuarial reports. The College's funding plan began with a sizable $4.7 million allocation from prior years. In 2012-13 a one-time contribution from current year savings was added. The Board also earmarked at least ten percent of annual one-time savings be directed to the OPEB obligation. In addition, the main ongoing contribution structure began on an ongoing basis with a $250,000 annual contribution that will increase by $150,000 for the next 11 years through 2025 to achieve $21.1 million which will cap the annual cost for retiree benefits at $7.2 million. This is based on current actuarial figures and assumptions. The data will be updated annually as the contributions are made and as new actuarial data are available. The plan and charts illustrating the contributions made and projected to be made are available on the District's Budget Updates webpage under "OPEB" (**Evidence:** OPEB).

The current College defined employer contribution plan structured hampers the ability to plan for and allocate resources, and also limits any ability on the part of the District to achieve cost efficiencies. When health care benefits were restructured through negotiations in 2007 from a defined benefit plan to a defined contribution, the agreement also provided for an increase to the contribution annually based on the composite rate for one of two benchmarked plans, "whichever is more expensive." Based on the fluctuation in the market, it is virtually impossible to accurately forecast and allocate resources to provide for the employer contribution. Additionally, the difference of the employer contribution amount less the employee selected plan cost is added to the employee's salary payments. This benefit creates a challenge in restructuring the overall total compensation plan for employee groups to work with the College to look for ways to keep program costs within resources allocated to the District. The rate of annual increase on the current plan structure is substantial and consumes more resources with each passing year. It is in the long-term interests of employees and the College to gain control over the ever increasing rapid rise in costs. If that cannot be accomplished, then the drain on resources will take away from the College's ability to sustain its operations.

The College meets this standard.

Actionable Improvement Plan
Recalibrate and update the OPEB plan based on annual contributions and findings from each new actuarial study every two years. *Responsible Party: Controller*

Bring a focused attention to the impact of the current defined benefit plan to the employee groups and establish a commitment by all parties to develop a better and fiscally sustainable structure. *Responsible parties: Executive Cabinet, Bargaining group leaders*

Standard III.D.3.d

The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

The District adheres to the standardized Budget and Accounting Manual reporting requirements in accordance with Education Code §70901 and §59011 required by California CCCCO. Those reporting requirements in conjunction with Governmental Accounting Standards Board pronouncements outline the standards for reporting long-term liabilities, and specifically state:

> *Costs associated with post-employment benefits are recognized as employees are rendering the service to earn or be eligible to receive the post-employment benefit. If the district uses the accrual basis of accounting for post-employment benefits, categorical programs may be charged for the cost of providing future benefit to employees who are working in categorically funded programs if the allocation is consistent across all categorical programs. An actuarial study is to be conducted every two to three years to determine the present value of the district's total future post-employment benefit cost for all eligible district employees and the related cost associated with an individual employee. The amount of the funded liability may be set aside in an Internal Service Fund or may be set aside in an irrevocable trust.*

Evaluation

The District engages an actuarial firm to prepare an OPEB liability report bi-annually. The most recent report was completed in 2012 by Total Compensation Systems (**Evidence:** Actuarial Report 2012). The data and total liability from that report were used to develop the OPEB Funding Plan approved by the Board of Trustees (**Evidence:** Board Item XI.C2, April 16, 2013). The College's funding plan began with a sizable $4.7 million allocation from prior years and calls for increased contributions each year until 2025 when a balance of $21.1 million will allow the College to cap annual OPEB expenditures at $7.2 million per year (**Evidence:** OPEB Funding Plan).

The College meets this standard.

Actionable Improvement Plan

No action is needed.

Standard III.D.3.e

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

The College engages in an annual budget development process based on the Integrated Planning, Budget and Program Review Model (**Evidence:** Budget Planning Timeline). The development process calls for the compilation of guiding principles and major budget assumptions. In the 2013-14 Adopted Budget, guiding principle number five states that one-time funds will be allocated for one-time uses, such as equipment, facilities, technology, and addressing long-term liabilities. It is under this framework that the allocation and evaluation of resources for the upcoming year are made. Additionally, quarterly financial reports and projections are performed throughout the fiscal year to identify resources available for one-time uses that may have favorable long-term benefit (**Evidence:** Q1, Q2, Q3 and Q4 Financial Reports, Projections and PowerPoints).

Evaluation

During the past two fiscal years, the College has examples of addressing long-term debt obligations that affect the financial condition. By using the quarterly fiscal projection tools, the College was able to identify one-time budgetary savings that could be applied to paying off long-term debt. In certain instances, the one-time debt pay down provided ongoing budget relief. These include the payoff of two supplemental employee retirement plans (SERP) that had a five year payoff and an outstanding 10 year capital bus lease. Furthermore, the college was able to implement a volunteer separation agreement (VSI) to achieve targeted savings in 2012-13 pending possible future budget cuts (**Evidence:** 2012-13 Adopted Budget Assumptions). It was also able to address a long-term employee benefit obligation per the bargaining unit contract and payoff accrued compensated absences to the required contractual level in 2012-13.

The College meets this standard.

Actionable Improvement Plan

No action is needed.

Standard III.D.3.f

> Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

Default prevention consists of activities, techniques and tools utilized by schools to promote student financial awareness and to reduce student loan default rates. The U.S. Department of Education (USDE) requires schools to monitor their cohort default rate (currently a two-year and three-year cohort default rate) and ensure that the cohort default rate does not increase above 25 percent for the two-year and 30 percent for the three-year rates. A Cohort Default Rate Guide has been published by the USDE. This guide helps in understanding the rules and regulations with regard to the cohort default rate. If the default rate does increase above these amounts then the school can be subject to sanctions.

The College begins default prevention as students apply for student loans. Students are required to participate in Entrance Loan Counseling and multiple references are required throughout the loan application process. Students are also to go through a Debt Management process if they have a large outstanding student loan debt and/or are applying for the unsubsidized student loan. Once the student stops attending at least half-time and/or graduates, the school sends them an exit counseling packet.

The College also monitors each active default cohort group on a monthly basis, and those students who are currently delinquent and subject to go into default on their student loans receive communications from the College via email, letters, and phone calls monthly to alert them. The school works with them to explore different payment options and/or deferment options to assist in getting their loans back on track.

Once the Draft Cohort Default Rate guide is given to the school from the USDE there is a period in which the school is able to challenge any incorrect data in the cohort. The College does participate in this Incorrect Data Challenge each year.

Evaluation

The last official published cohort default rates were for the 2010 two-year and 2009 three-year cohorts. The College's official cohort default rates were published at 16.20 percent for the 2010 two-year cohort and 22.90 percent for the 2009 3-year cohort. In comparison, California two-year community colleges that have similar enrollment (within 10,000 students) to the College had an average 2010 two-year cohort default rate of 13.48 percent and the 2009 three-year cohort default rate of 19.22 percent. The 2011 two-year and 2010 three-year draft cohort default rates came out this past spring and the College's draft rate is at 21.90 percent for the 2011 two-year and at 29.20 percent for the 2010 three-year. The

College did participate in the Incorrect Data Challenge again this year and will know the effect of this challenge when the official cohort default rates are published this fall.

As a result of the increasing cohort default rate for the College, the Financial Aid & Veterans Services Department has made some changes to the process. In fall 2011 the Debt Management process was created for those students that have a high student loan debt and/or are applying for an unsubsidized loan. This has allowed the College to ensure that students are borrowing "smarter" when applying for student loans. It is believed that this will help reduce the school's future cohort default rate as students are more understanding of the consequences related to borrowing student loans.

There have also been some changes to the monthly monitoring of the cohort default rate. Recent changes in the USDE Data retrieval have caused schools to receive the data in a new format. The schools are also now required to work with each of the 22 loan servicers for accurate defaulted student information. In addition, the use of email is being utilized in an attempt to contact students which has been very successful. When students go into repayment, they are often confused on how to contact their lender. The College now includes this information in the monthly notifications that are sent out to students.

Although the College is currently meeting the regulatory threshold of less than 30 percent, the three-year cohort default rate is getting close to the 30 percent. The national rate has increased every year since 2007. This trend is expected to continue due to the state of the economy and recent changes in the way in which cohort default rates are calculated (moving from a two-year cohort to a three-year cohort). The College wants to do everything possible to ensure that the three-year cohort default rate stays as low as possible.

The Debt Management process was updated for the 2013-14 academic year to include more budgeting exercises for the students. This will allow them to get a realistic view of what their monthly budget will look like once they begin their career in their chosen profession, and how their student loans will affect their monthly budgets.

Changes are also being made to the monthly report that is created to monitor the current cohort default rate that will allow the school to see a more accurate reflection on what the current default rate is for any of the active three cohorts. This will allow the school to have a more accurate list of delinquent students with which to work with on a monthly basis.

The CCCCO has contracted with Parker, Pierson and Associates to assess student loan default risk in California community colleges; and, based upon that assessment, make available to colleges a menu of free default prevention coaching and consulting services to address compliance problems and/or to reduce both default rates and default risk. The director of Financial Aid & Veteran's Services will work closely with the CCCCO and/or this agency as appropriate.

The College meets this standard.

Actionable Improvement Plan
The College will work with consultants from the CCCCO to closely monitor default rates and will implement suggested financial aid workshops recommended by the consultant.
Responsible Parties: Controller and Financial Aid Director.

Standard III.D.3.g

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
The types of agreements entered into by the District within this standard include:
- instructional service agreements;
- partnership agreements with high school and middle school entities; and,
- memorandum of understanding agreements with higher education to guarantee transfer of students and various instructional software programs provided by third parties.

The agreements are completed in accordance with Board Policy 6340, Purchasing and Education Code, §81645, which authorizes the superintendent/president or authorized delegate to sign contracts, following Board ratification. As outlined in the District's Administrative Procedure 6340, Bids and Contracts, procurement of goods and services shall not excess the annual authorized formal bid limit threshold in accordance with Public Contract Code, §20651 as well as professional service contracts in excess of $100,000 which are approved by the Board prior to final execution by the superintendent/president or authorized delegate (**Evidence:** BP 6340, Bids and Contracts; AP 6340, Bids and Contracts).

Evaluation
Contract agreements are reviewed to ensure the District is protected from liability exposures, per the Contract Guidelines and Contract Process Flow Chart posted on the Purchasing and Stock Control, Contracts webpage (**Evidence:** Purchasing and Stock Control, Contracts Webpage). The Contract terms are written in accordance with Education Code §81644, which specify that contracts for work and services cannot exceed a maximum of five (5) years and procurement of materials and supplies cannot exceed three (3) years. Liability Insurance is also a requirement for all services being performed on campus. In addition, the District has implemented the requirement of requesting an Indemnification Form for non-employee Subject Matter Experts (SMEs) performing services on campus such as referees, judges, speakers, etc.

Two years ago the College modified the language of its instructional service agreements to ensure compliance with state requirements. The process was amended to assure the signing of instructional contracts by external instructors prior to the beginning of instruction. Electronic signatures have been implemented, which will benefit the processing timeline at both ends. In addition, the Contracts Office is now distributing the fully executed contract

electronically. The original contract is also sent by U.S. mail. This additional step has been an efficient improvement in the process.

The College has greatly reduced the number of active instructional service agreements and has decided to enter into new agreements on a very limited basis and for not more than one fiscal year, as allowed by Education Code §81644.

The College meets this standard.

Actionable Improvement Plan
No action plan needed.

Standard III.D.3.h

The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary
The annual audit report is completed and submitted to the CCCO by the required date of December 31st within Title 5 §59102, §59104 and §59106 regulations. The report is presented to the Board for acceptance each January/February (**Evidence:** Board Agenda, Item X1.B.2, February 19, 2013). As part of the audit, the auditors perform procedures related to documenting and testing internal controls. They assess whether the controls are properly designed and working effectively. If needed, the auditors make recommendations on how to improve internal controls.

The District completes the Sound Fiscal Management Self-Assessment Checklist (**Evidence:** Board Agenda, Item X.C.2, May 21, 2013) issued by the CCCCO. The checklist contains fifteen (15) standards of evaluation that would provide early indication areas of fiscal concern and allow time for appropriate response and correction.

Evaluation
The District has received positive reports from outside oversight authorities. Audit reports have rendered unqualified audit opinions. Over the past years, audit findings and recommendations have decreased steadily (**Evidence:** District Audit Opinions and Findings and Recommendation from 2008-09, 2009-10, 2010-11, and 2011-12). All required state and federal reports were filed in a timely manner without exceptions. (**Evidence:** 2011-12 and 2012-13 Annual 311 Report). The District received affirmation of its credit ratings with a stable and/or positive outlook from all three agencies. The Standard & Poor's (**Evidence:** Board Agenda, Item X.C.1, April 16, 2013) report stated that a positive key driver was good management practices and sound fiscal operations.

The College has self-identified certain operational areas that warranted improved internal controls. In the spirit of full disclosure, fiscal staff self-identified these areas of improvement and brought them to the auditors during the 2012-13 audit. Fiscal Services is developing a

multi-objective plan to strengthen internal controls. Internal reviews were performed on cash handling, banking, travel reimbursement, petty cash reimbursement, purchasing, and credit card usage. The first round of improvements includes travel reimbursement processing and cash handling procedures. The goal in the coming months is to strengthen the fiscal internal controls in these areas. Changes to the District's travel policies and procedures have already been submitted to the Policies and Procedures Review Committee, and are currently in the public comment review period. The cash handling recommendations are targeted to move forward via Policies and Procedures Committee by early 2014.

The College meets this standard.

Actionable Improvement Plan
The College will perform a review and analysis of targeted processes, identify weaknesses, and develop steps to strengthen them. As a result, the College will propose revisions to policy and procedures to strengthen internal controls surrounding travel reimbursement, cash handling, and purchasing by the end of 2013-14 with full implementation of procedures and process in place by Spring 2015 for the interim audit visit. *Responsible Party: Controller*

Standard III.D.4

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary
The College operates under an Integrated Planning, Budget and Program Review Model (**Evidence:** Integrated Planning, Budget and Program Review Model). This model represents the cycle for assessment, program review, and resource allocation priorities within the annual budget cycle. The assessment is two-fold and encompasses instructional and support programs and services. These models and plans are the focus and priority of financial planning and are in concert with the District's mission.

The College has identified five strategic goals (**Evidence:** EMP Recommendations and Action Plans) with related actions plans that are based on the District's Educational Master Plan. The annual budget is developed according to six guiding principles (**Evidence:** Attachment 1 Guiding Principles, 2013-14 Adopted Budget).

The budget is developed and managed according to board policy and administrative procedures (**Evidence:** BP/AP 6200, Budget Preparation and BP/AP 6250, Budget Management). The budget documents reflect the framework under which the budget is developed with guiding principles, assumptions and goals (**Evidence:** Attachment 1 Guiding Principles, 2013-14 Adopted Budget). It is within this context that the distribution of resources with priority to instructional and student services is illustrated on both a short and long-term basis to ensure financial stability.

The College employs a rolling three year budget planning model and a three year FTES planning model. The FTES planning model is first completed to determine if resources are adequate to support the target expenditures. Budget is adjusted accordingly and the results are reflected in the Board approved budget, specifically in the Budget Overview – Three Year Planning Scenario in both summary and detailed format (**Evidence:** Attachment 6a and 6b – Budget Overview Three Year Planning Scenario, 2013-14 Adopted Budget).

Evaluation
The stable financial position of the District is a result of the effective use of the planning models and assessment tools. It is also attributed to the integrated planning and budget model to address long-term and short-term goals while following established sound fiscal management practices. This is evidenced by the fact that reserves have remained strong averaging between 15.9 to 12.6 percent during the last four fiscal years.

The College meets the standard.

Actionable Improvement Plan
No action needed.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A. Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

College leadership encourages an atmosphere for institutional excellence by providing venues for shared governance and by stressing ethical stewardship. Student Success is a prominent value expressed in the District's Mission Statement. The mission statement has been revised once within the last five years and again in the spring of 2013 as discussed in Standard IA. Participants in the mission statement revisions included interested members of the College and greater community including administrators, students, faculty, and staff. The draft was submitted to a subcommittee of the President's Council and to the President's Executive Cabinet. The language was reviewed by appropriate governance committees through the Policies and Procedures Review Committee and adopted by the Board on June 18, 2013 (**Evidence:** BP 1200, District Mission Statement).

Included in the Mission Statement is the Vision Statement that expresses the values that are important to the institution among which are the values of "institutional renewal" and "continuous improvement" (**Evidence:** BP 1201, District Vision Statement). This notion of improvement is given a wide scope of participation, encompassing the "Board of Trustees, faculty, staff, and students," who "believe excellence requires:

- Open and honest communication,
- Commitment to high academic standards,
- Respect for intellectual and ideological diversity,
- Appreciation of historical perspective,
- Appropriate application of advancing technologies,
- Investment in career and technical education, and economic and workforce development,
- A vital connection to the arts,
- Celebrating and embracing the cultural diversity of the community, and
- Opportunities for physical development and competitive athletics."

Ethical and effective leadership is also cited in the closing portion of the Vision Statement, which indicates that "Delta College commits to encouraging good citizenship, responsible leadership, and wise stewardship of resources through ethical leadership, and respect for education as a lifelong endeavor" (**Evidence:** BP 1201, District Vision Statement). Students are held to high ethical standards in the Student Code of Conduct and faculty members are not only expected to abide by the principles in the Vision Statement, but also the Faculty Statement of Ethics derived from the American Association of University Professors (AAUP) which is available on the Academic Senate's webpage. The District also has an established ethics policy for managers (**Evidence**: Faculty Statement of Ethics; Policy 2035, Ethics Standards for Professional Managers). The Board's code of ethics and standards of good practice clearly states the expectations of trustees. (**Evidence**: BP 2715 Board of Trustees Code of Ethics and Standards of Good Practice).

The College Catalog, the District's website and Policies and Procedures Manual state the institution's commitment to student success and educational excellence through ethical and effective leadership from all staff members and from the committees on which staff serve.

Evaluation
The District's policies and procedures set a climate of expectation of ethical and effective leadership throughout the institution.

The College meets this standard.

Actionable Improvement Plan
No action needed.

Standard IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary
The leadership's commitment to transparency and to shared governance can be found in readily accessible documents. The institution's goals and values are found in the Vision Statement, specifically lines 8 through 18. The expectation that employees exhibit behaviors reflective of the Mission and Vision is demonstrated in student surveys and in staff evaluations. The Mission and Vision statements appear in the left hand margin of agendas and minutes of governance committees using the adopted template. In addition, the Institutional Learning Outcomes (ILOs) demonstrate performance toward achieving these goals. These appear extensively and are indicators of performance as well. Obvious efforts by constituent groups are evidenced by participation in standing and ad hoc committees.

Participation in governance committees requires an understanding of the institution's goals and values, so it can be assumed that there is an understanding or that participants will gain an understanding through participation. Access to institutional goals and values is readily available to all who wish to access that information (**Evidence**: BP 1200, District Mission Statement; BP 1201 Vision Statement; Shared Governance Agenda Template).

Staff comprehension of their roles in assisting the institution in achieving its goals is best measured by staff performance. Faculty can describe their roles because they must participate in Program reviews, in Program Learning Outcome assessments (PLOs) and Course Level Outcomes (CLOs) in addition to their committee responsibilities within divisions and departments, and/or College standing and ad hoc committees (**Evidence**: 2013-2014 Committee Book).

Opportunities to participate in standing and ad hoc committees are available to classified staff also, in addition to the annual retreat hosted by the Classified Senate which provides an opportunity to engage classified staff in experiences and/or classes that increase or improve skills and the climate and success of students. Opportunities are afforded through self and peer evaluations of understanding of the institution's goals and values. The Professional Development Center (PDC) provides ample opportunities to engage in change within the institution through trainings offered at the center.

The District's website provides information about institutional performance. Program and Course Learning Outcomes (PLOs and CLOs), program reviews and statistical data from the PRIE Office. Furthermore, DocuShare allows individuals to access supporting documents, committee minutes and agendas, and department and division meeting notes. The Board's webpage provides information with supporting documents of public meetings and agendas for these meetings. Trainings are regularly given in the use of electronic retrieval of data. Advisory committees for instructional programs are yet another venue for various programs to disseminate information about performances and progress (**Evidence**: Shared Governance Webpage, DocuShare).

Opportunity is provided for participation in planning through the shared governance process. The Planning and Budget Committee serves as a key consultative forum for planning and budgeting discussion. It is composed of representatives from the Executive Cabinet, faculty, staff, managers and two students. Non-voting members include a representative from the San Joaquin Delta College Teachers Association (CTA), a representative from the California School Employees Association (CSEA), and a representative from the Peace Officers Association (POA). This attention to pervasive representation is replicated in most campus committees and every standing committee. Committee meetings, particularly President's Council, Planning and Budget, Facilities Planning, and Policies and Procedures Review, are announced to the campus community via email communication and everyone is encouraged to attend. (**Evidence:** Committee Book; Shared Governance Webpage).

When the District endured a series of budget cuts in recent years, the superintendent/president solicited ideas for budget savings from the entire campus community. It is common for the College leadership to ask for ideas from all corners of the institution. One of the most prominent ideas for budget savings (early retirement incentives) came from the grassroots of the institution and was ultimately vetted by appropriate governance committees, the Executive Cabinet and the Board (**Evidence:** Budget Savings Survey, Budget Savings Survey Results, 2011). The College has a history of empowering its constituents to suggest ideas for change and innovation.

Evaluation
The College has a legacy of fostering participation in governance committees and in soliciting ideas and innovations from all sectors of the College. Despite this, more emphasis could be made through specific events that explain how each staff could improve responsibility for achieving these institutional goals. For example, a series of Brown Bag lunches could develop ideas to further promote the District's goals. Another suggestion might be regular recognition from the superintendent/president of those who are promoting student success in unique or interesting ways.

The District's Mission and Vision Statements might be made more visible to community members. Greater visibility and prominent signage of the District's mission and goals could help facilitate awareness by all the employees as well as the public.

Meeting times of some committees have prevented some faculty and students from participating in the committees. An attempt is being made to schedule meetings after the prime teaching time so students and faculty can attend. In addition, with some meetings conflicting with other meetings days and times, an effort is being made to rotate meeting schedules with definite days and times. A new schedule of committee meetings was worked out by the superintendent/president in fall 2013 and it seems to be working well for the most part.

There have been calls for governance reform by both faculty and management leaders to streamline the number of College committees. Too many committees meet too infrequently, raising questions about their purpose in advancing institutional improvement. This has been an ongoing topic of discussion within the President's Council over the last two years.

The College meets this standard.

Actionable Improvement Plan
The College should consider new and effective modes of communication to foster better understanding of governance processes. *Responsible Parties: President's Council.*

The governance committee structure and composition should be reviewed and revised to streamline deliberation and eliminate committees that are not meeting regularly. *Responsible Parties: President's Council*

Standard IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special- purpose bodies.

Descriptive Summary

The District's Administrative Procedure, AP 2430, Governance Committee Structure, establishes the shared governance process. Committee membership is comprised of administrators, faculty, staff, students, and community (**Evidence**: AP 2430, Shared Governance). The shared governance process and the committee structure provide opportunity for faculty and staff to contribute ideas. The most formal of these is the Program Review Process where staff analyses of data identify problems and provide solutions. Program review documents and the planning and budgeting process serve as the venues for finding solutions or suggesting new approaches. The Policies and Procedures Review Committee is also an example of wide participation in the establishment and/or revision of District policies and procedures. As described in AP 2601, Policies and Procedures Processing a policy or procedure can be initiated by any individual or constituency group including the Board; it is then vetted and scrutinized throughout the College community (**Evidence**: AP 2601, Policies and Procedures Processing). During this process, changes and discussions provide opportunity to alter the proposal. For example, the ASBG proposed an optional ten dollar student fee to offset losses incurred when the group lost its biggest fund raiser, the flea market. Another example is the analysis of outcomes that resulted in tutoring provided through STEM money for the South Campus Mountain House.

The Academic Senate's unique role in the governance process is recognized in Board Policy 2500. The policy outlines the 10+1 policy provisions wherein the District relies primarily on the advice of the Academic Senate for guidance (in line with California Code of Regulations §53200-53205). The District's policy ensures that the administration works to reach mutual agreement with the Academic Senate on key professional matters, and when there is persistent disagreement, the Board receives two competing recommendations and rationales for action: one from the Administration and one from the Academic Senate (**Evidence**: BP 2500, Academic Senate).

Principles that shape the Management and Classified senates participation in governance matters are outlined in Board Policies 2505 (Management Senate) and 2510 (Classified Senate). The principles of governance participation are outlined in AP 2430, Governance Committee Structure and Policy 2600, Basic Principles of Staff Participation in Policy Making, emphasizes "effective two-way communication" between the administration and constituent group representatives. Committee meetings are typically directed to reach consensus. AP 2430 indicates that "most committee determinations can be achieved through consensus, and not require reliance on formal voting procedures. Where formal votes become necessary each committee member shall have one vote" (**Evidence**: AP 2430, Governance Committee Structure, p. 24).

The charge for each committee is listed along with the committee membership and responsibilities in the College Committee Book and is also available in AP 2430, Governance Committee Structure. The standard template for the committee agendas and minutes lists the membership and the committee's responsibilities along with the District's Mission Statement (**Evidence:** Governance Committee Template).

The Board allows for Public Comments before Regular and Special Board Meetings. At that time, recommendations, questions, and concerns can be presented. This is another venue for College constituents to provide input or ask for consideration of additional issues.

Agendas and minutes for all standing committees are available on the District's website which allows interested parties or individuals to be aware of the business of the shared governance committees and to bring forth issues or concerns. Print copies are also distributed to the committee members (**Evidence:** Shared Governance/Standing Committees Collection). Constituency groups have appropriate designated appointments on committees, each senate has designated representatives on committees, and the collective bargaining groups appoint members to some committees as well. The Committee Book and AP 2430 include descriptions, membership, and which constituent group makes the appointments.

Evidence of the effectiveness of the College's governance processes can be found in the minutes of all of the active College committees including the Planning and Budget Committee, Policies and Procedures Review Committee, Facilities Planning Committee, Campus Health and Safety, President's Council, College Diversity Committee, Curriculum Committee, and the Culture Awareness Programs (CAPs) to name a few. The Board has had the concept of shared governance explained and clarified at several workshops (**Evidence:** Board Minutes, Special and Regular Board Meeting, June 19, 2012).

Evaluation
Some concerns have been voiced about whether all committees in the shared governance framework are necessary. Additionally, concern has been expressed about summer meetings of some committees. Summer session is optional for students and faculty; however, meetings still occur. There needs to be some incentive for participation when faculty and students are not available.

The President's Council is working on an improvement plan for shared governance committees. Even with these plans for improvement, **the College meets this standard.**

Actionable Improvement Plan
The governance committee structure and composition should be reviewed and revised to streamline deliberation and eliminate committees that are not meeting regularly. *Responsible Parties: President's Council*

Standard IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The District's Administrative Procedure (AP) 2430, Governance Committee Structure (**Evidence:** AP 2430, Governance Committee Structure) establishes the shared governance process. Committee membership is shared by administrators, faculty, staff, students, and the community, and all of the committee agendas are published and accessible electronically (**Evidence:** Shared Governance Webpage, Shared Governance/Standing Committees). As stated in the AP 2430, committee business is normally conducted in a spirit of open communication, and does not rely on formal parliamentary procedures except when required to keep order. When required, the latest edition of *Roberts' Rules of Order* governs the proceedings. Each committee's responsibilities, membership, and advisory relationship are listed in the College Committee Book and AP 2430 from which the Committee Books is derived. The standard template for committee agendas and minutes also lists the membership and the charge to the committee in the left or bottom margin.

Evidence that the faculty, staff, and students have a substantial voice in planning and budgeting decisions can be seen in the minutes of the Planning and Budget Committee. The adopted budget indicates that items that relate to the District's fiscal performance are examined by the Board, faculty, staff, and administrators. The budget report is provided quarterly to the Planning and Budget Committee, the President's Council, and the Board, and examined by constituent groups at each opportunity (**Evidence**: Budget Reports, Planning and Budget Committee Minutes). These key groups were instrumental in the development of the Strategic Plan, and the ad hoc committees formed around the EMP give regular progress reports to the Planning and Budget Committee.

Evaluation

Each constituent group has mechanisms for participating in budget and planning deliberations at the College. Student participation has not always been regular due to class conflicts or vacancies on committees that were not filled by the Associated Student Body Government (ASBG). In the past year, student attendance has improved at President's Council and the Policies and Procedures Review Committee, but the ASBG's executive board meetings often conflict with the timing of the Planning and Budget Committee.

The College meets this standard.

Actionable Improvement Plan

The ASBG and Administration should work to establish a meeting schedule that fosters greater student participation in planning and budget deliberations.

Standard IV.A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Standards II.A and IV.A address the exercised purview over curriculum and program development by faculty. The Curriculum Committee serves as the primary committee charged with approving student and program learning outcomes. The committee is composed of faculty representatives and two instructional deans who have voting rights, and the assistant superintendent/vice president of Instruction serves in an ex officio capacity. Curriculum Committee decisions are ratified by the Academic Senate, and then forwarded to the Board by the assistant superintendent/vice president of Instruction and the superintendent/president. The Board's policies ensure that the Academic Senate recommendations are relied upon primarily by the Board in matters pertaining to academic and professional issues of relevance to faculty (**Evidence**: BP 2500, Academic Senate).

The other structure that ensures faculty participation in the establishment of programs and services is program review. Program review recommendations relating to resource allocations are collected in program review documents. The program reviews are read and scored according to a rubric created by the Instructional Program Review Committee (**Evidence:** Program Review Evaluation Tool). Recommendations are collected by the assistant superintendent/vice president of Instruction for consideration in the budget development process. Faculty make up a majority of the Program Review Committee (**Evidence:** Program Review Committee).

Official responsibilities and authority of faculty and academic administrators can be found in the College's compliance with Title V, §53200-53205. Specifically, the College abides by AB 1725 principles that rely on the advice of the Academic Senate for matters pertaining to academic and professional concerns (**Evidence**: BP 2500 Academic Senate). In addition the District's academic freedom policy and the Faculty Ethics Statement support the policy of faculty, staff, administration, and students working together for institutional improvement. In addition, job descriptions clearly delineate responsibilities of the faculty (**Evidence:** Policy 6620, Academic Freedom; Faculty Ethics Statement). These descriptions are substantiated in the bargaining units contracts.

Evaluation

Faculty play an appropriate and vital role in governance processes relating to programs and learning outcomes. Mutual agreement is the standard used by the Academic Senate and administration when referring instructional program and curricular items to the Board for final approval. The Curriculum Committee minutes reflect a collegial body that engages in appropriate levels of debate with minimal discord (**Evidence:** Curriculum Committee Minutes). Disagreements between faculty leaders and administrators over curriculum and learning outcomes are rare and usually resolved in an amicable manner.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary
Governance structures attempt to provide equivalent roles for various constituent groups in decision making. Each group's role and representative participation in governance can be found in AP 2430 Governance Structure. The charge of each committee and the membership are described by indicating appointments by the appropriate senate or collective bargaining group. Committees typically operate by following a practice of reaching informal consensus without the need for formal voting (**Evidence**: AP 2430, Governance Committee Structure). Such an approach fosters healthy discussion and effective communication among governance group members.

The California Code of Regulations (AB 1725) establishes the Academic Senate's primary role in certain professional areas and the District complies with that regulation. The District's established policies address the roles and responsibilities of the three active senates (**Evidence:** BP 2500, Academic Senate of San Joaquin Delta College; BP 2505, Management Senate of San Joaquin Delta Community College District; BP 2510, Classified Senate of San Joaquin Delta Community College District). Board Policy 4020, Program, Curriculum and Course Development (Credit, Noncredit, and Not-for-Credit) directs that the curriculum development and renewal process be faculty driven. Constituent group members understand the Academic Senate's unique role in such governance issues (**Evidence:** BP/AP 4020 Program, Curriculum and Course Development (Credit, Noncredit, and Not-for-Credit)).

Staff and students are informed of roles in shared governance through their respective governance bodies. The first meetings of governance groups each year typically deal with the group's functions and rules of processes. Representation comes from faculty, students, administration and staff. It has at times been difficult to find students to serve on committees because interest and/or availability are not there; there are conflicts with student work and class schedules. The College is examining changing the start times of committees to a later time in the day to improve representation on committees by both students and faculty.

At the student government level, the ASBG plays a functional role in gathering student interests, needs and demands through weekly meetings (every Monday afternoon). The Interclub Council of the ASBG works collaboratively to facilitate student participation and to instruct students in their responsibilities to the College's shared governance process.

Board meetings are designed to allow for input from the public and constituency groups. Each meeting features a particular agenda item allowing for comments from constituent group representatives, including the three senates (Academic, Classified, and Management), the three bargaining units (CSEA, CTA and POA), and the ASBG. Board meetings are recorded and the recordings are available online (**Evidence:** Board Audio Archive).

The Academic Senate, President's Council, Planning and Budget, Curriculum Committee, and Policies and Procedure Review committees regularly post their agendas and minutes online to ensure the College community is informed of key governance discussions.

The College uses several mechanisms for communication to inform staff of efforts to improve the College and its institutional effectiveness as listed below:

- Flex days are obvious opportunities to disseminate information, communicate broadly to the campus community, or recognize that information or skills can be obtained through the Professional Development Center. Faculty members have variable flex day obligations according to the CTA Contract; the College provides three mandatory Flex days where all faculty, staff and administrators meet to work on specific College related issues. This is not only important for facilitating a cooperative work environment, but it also brings cohesiveness by promoting a singular vision.

- The PRIE Office publishes institutional reports that provide information about efforts and results of improved learning. Divisions and department meetings are another venue where goals of the institution and successful outcomes from improving learning are available.

- DocuShare provides access to a variety of key documents. The system-wide Data Mart and the Student Success Scorecard (formerly the Accountability Reports for California Community College, a.k.a, ARCC reports) are available resources to enhance institutional effectiveness, and updates are regularly provided on the District's website. The PRIE Office also informs the College about innovations such as the Chancellor's Office Wage Tracker tool, which communicates wage and earning information about specific programs offered at the College (**Evidence**: Chancellor's Office Data Mart, Wage Tracker Website in the Data Mart).

- The College provides venues for staff to review the institution's performance. The College community can find information on the District's website where official documents are posted along with Board and committee meeting minutes and agendas; program reviews.

- The College newspaper is available electronically and in print. It does an effective job of communicating key issues to the campus and also serves as a learning experience for students enrolled in the mass communications program (**Evidence**: *The Collegian*).

- Students receive regular email updates about various changes at the College particularly dates and events. In addition, safety concerns are communicated through TipSoft, a cell phone application, and other systems for emergency communication are currently being investigated. College safety concerns are addressed to comply with state and federal regulations, and the annual Security Report which includes Clery Act statistics is published annually and made available on the Campus Police department's webpage (**Evidence:** Campus Police Webpage). In addition, a safety fair was hosted by the Campus Health and Safety Committee in fall 2013 to informed students and staff of good practices to maintain a safe campus as well as safe conduct throughout the community.

- The Board has identified replacement and updating of the campus emergency phone (Blue Phone) system as a high priority facilities project for the near future.

Evaluation

Minutes from various meetings exhibit participation and equitable representation from all constituent groups occurs. There are no outright examples of governance issues being diverted away from any particular governance body. Consistent student representation at key committees may be lacking, resulting in actions going to President's Council without student voices being heard. In recent months however, student body representatives have shown strong attendance at meetings of the President's Council, Planning and Budget, and Policies and Procedures Review Committees. A recent example of strong, healthy debate among all constituent groups can be seen in the discussion and ultimate approval of a no smoking policy initiated by the Campus Health and Safety Committee (**Evidence**: BP/AP 3570, Smoking on Campus, Policies and Procedures Review Committee Minutes, October 17, 2013; President's Council Minutes, October 24, 2013; Board Minutes, December 16, 2013 (not published to date) – available in the Superintendent/President's Office).

Communication is always problematic in a large organization; nevertheless, headways toward better communication are being implemented for open and regular discourse. Representatives are expected to report to constituents and request views and opinions for change and then bring those back to governance meetings. Some are more diligent at this than others. Email has made this process very efficient but sometimes overused. There are regular postings of meeting announcements, agendas, and minutes by email and in the governance collection (**Evidence:** Shared Governance Webpage).

Some students shared concerns about their voice in the governance of the College. More than a third of students who responded in the Campus Climate and Student Satisfaction 2013 Survey indicated they did not know when asked how satisfied they were with their

representation in College policies and procedures and the ASBG's effectiveness in representing their needs; and, of those who were aware, less than half were satisfied (**Evidence**: Campus Climate and Student Satisfaction 2013 Survey, p.6). This suggests that the ASBG may need to improve communication to its members. However, in many ways, the College is a commuter school where student engagement in College governance is always going to prove difficult.

A concern of some is the amount of change taking place when there are fewer representatives of faculty and students on campus (for example during the summer months). This "downtime" offers opportunity to problem solve but does not permit enough discussion by faculty and student groups who may or may not be available to offer input. During the summer months the Policies and Procedures Review Committee does not meet since the membership includes faculty and students (four faculty and two students). At that time policies and procedures that come to the committee in May will generally be out for comment until the committee reconvenes in the fall. A concern regarding this practice is the appearance that there is an extended amount of time for policies and procedures to go through the process Still others point out that quickly dispensed policies and procedures may live long and unpleasant lives.

Despite these evaluative comments, **the College meets this standard.**

Actionable Improvement Plan
The College should consider a uniform orientation for committees on the principles of "consensus" so that all groups agree on the concept and its implementation in the governance process. *Responsible Parties: President's Council members*

Standard IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
The District has had regular communication with and review of College progress by the ACCJC since the 2008 comprehensive visit. College progress in responding to the Commission is outlined in the introduction of this report (see Responses to Commission Recommendations, pp. 35-45). The College has submitted the requisite reports to ACCJC to show progress and to demonstrate concentrated attention to the recommendations. To that end in 2012 the Commission found the institution in compliance and reaffirmed its accreditation status. The College completes annual accreditation reports in a timely manner.

The District has submitted substantive change reports to the Commission when necessary. However, the College's authority to operate the Mountain House campus in 2009 was questioned by the U.S. Department of Education (USDE) when the College was in the act of renewing its application to administer financial aid for various certificate and degree programs (**Evidence**: USDE Letter, Application for Participation, December 2009). The upshot of the federal action was the claim that the District had not obtained prior approval through a substantive change proposal to open the Mountain House Center (a.k.a., South Campus at Mountain House). It is important to note that the substantive change was the relocation of the Tracy Center to a new site just several miles away in summer 2009.

In the context of the federal review in late 2009, USDE officials requested documentation of Title IV financial aid funds for students attending the South Campus at Mountain House going back to August 2009. In a subsequent letter, the department requested data on financial aid disbursement going back to the opening of the Tracy Center in 1999 (**Evidence:** USDE Letter, January 12, 2010). Almost simultaneously, the District received formal approval from the ACCJC to "move" its Tracy Center to the new campus: South Campus at Mountain House (**Evidence**: January 14, 2010, Approval of Substantive Change). ACCJC Commission staff members were instrumental in helping the College document prior approval of the Tracy Center (in the 2002 Comprehensive Report), and the subsequent Mountain House facility. Direct communication between the College and ACCJC staff helped the College demonstrate its authority to offer degrees and certificates at the "grandfathered" Mountain House Center.

A substantive change report was submitted to the Commission in December of 2013 to document the planned elimination of seven instructional programs (**Evidence:** Substantive Change Report, December 2013, available from the ALO). This proposal resulted from research and planning efforts that identified programs to eliminate that were deemed obsolete during a core services review of instructional programs throughout 2012-13. Since the Commission's policies prevent action on a substantive change when a comprehensive visit is scheduled within six months or a college is on a sanction, the District expects deferred action on the Report until after the June 2014 Commission meeting.

Commission actions on the College's accreditation status are posted publicly on the PRIE Office webpage and includes action letters and copies of confidential team reports once the Commission has taken formal action (**Evidence**: PRIE Office, Accreditation Webpage).

Evaluation
The College is a very different institution from five years ago. Besides the changed atmosphere, there are explicit procedural and policy changes that reflect this. The fact that the College was removed from probation status (2009) and from warning (2012) indicates the College's expeditious response to the Commission and its focused recommendations. Taking steps to remedy the conditions that the Commission identified, the College has continued on a path to institutional excellence and exhibits through this self evaluation report that it complies with Commission standards, policies, and requirements for public disclosure.

Commission and College interactions have been regular and helpful to the College. The College benefitted from the assistance of experienced staff at the Commission when federal inquiries emerged (in late 2009). The College has hosted a regional ACCJC training for other California community colleges (October 2013), and representatives of the College have attended numerous presentations and workshops hosted by ACCJC.

The College meets this standard.

Actionable Improvement Plan
No action is needed.

Standard IV.A.5

> The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
The ACCJC report is a public demonstration of the College's evaluation of its governance and decision-making structures. The self evaluation process is reviewed by the constituency groups and presented to the President's Council. It is then reviewed by the Board. The result is posted in the Board's documents that are publicly accessible online (**Evidence:** Board Minutes, November 19, 2013; Board Minutes, December 16, 2013 (not published to date) – available in the Superintendent/President's Office).

As outlined in AP 2430, Governance Committee Structure, committees are expected to engage in an annual evaluation of the group's effectiveness and the work performed during that period, and report to the President's Council on their activities. From the report the Council evaluates the effectiveness of the committee based on specific criteria included in AP 2430 (**Evidence:** AP 2430, Governance Committee Structure, p. 25; Shared Governance Committee Webpage, Committee Annual Reporting Template).

There are several instruments used to self evaluate and determine strengths and weaknesses of the College, one being program review. All sectors of the College engage in a program review. The institution has developed a more transparent and thorough method of program review that is also more user friendly, and allows the two-year review cycle to be the College standard. These changes make scrutiny of all aspects of the College more relevant and timely to stakeholders in addressing College needs and deficiencies. Program reviews are not widely disseminated, but are readily available on the Instruction Office's webpage (**Evidence:** DocuShare, Shared Governance/Standing Committees, Program Review). Program review recommendations that result in budget allocations are disseminated through the President's Council and Executive Cabinet, and the annual budget process

Personnel and faculty evaluations are another means to identify strengths and weaknesses, and provide recommendations to improve individual performances and identify solutions to institutional problems even on a division level. The evaluation processes for the Board and superintendent/president are described in Board Policies 2745 and 2746 and thoroughly discussed in Standard IV.B. Faculty and peer evaluations are done formally but also informally. Formal faculty/peer evaluations are part of the formal/contractual evaluation process. Instructional strength and opportunities for improvement provide for discussion; recommendations and/or suggestions have shown to improve instruction and make positive contributions to the greater institution. The process of developing and analyzing SLOs and assessments provides valuable information that leads to changes within the curriculum or institutional practices.

The process of designating new faculty positions for recruitment is dependent upon program review. Programs demonstrate need and the experts within that program make recommendations appropriate for the remedy. This usually means that hiring needed faculty is a decision that is based on data provided in the program review.

Students are given surveys about instructional delivery and services. The results give insight into the their perceptions of institutional strengths and weaknesses, which lead to changes for improvement or for more accurate communication. Widespread dissemination of student surveys occurs through the publication and presentation of the annual Graduation Survey, Campus Climate Survey, and reports prepared by the PRIE Office on specific programs (**Evidence:** Graduation Survey, Spring 2013; Campus Climate Survey, Spring 2013; PRIE Topical Reports).

Evaluation
The College has mechanisms in place for self evaluation, evaluation of its governance processes, and for the dissemination of that information. Knowledge of governance processes and their effectiveness is often the province of committee "regulars" who are actively engaged in institutional governance. As addressed in Standard I.B., the College could improve communication about its key governance processes, planning process, and committee decisions to the entire campus community. Additionally, committees need to return to the practice of providing annual reports to the President's Council. The President's Council also needs to take action to streamline the number of committees to ensure that the governance structure is manageable and composed of committees and councils that are productive and meet regularly.

Despite these areas for improvement, the **College meets this standard**.

Actionable Improvement Plan
The College should consider new and effective modes of communication to foster better understanding of governance processes. *Responsible Parties: President's Council*

The governance committee structure and composition should be reviewed and revised to streamline deliberation and eliminate committees that are not meeting regularly. *Responsible Parties: President's Council*

Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.

Descriptive Summary
The District recognizes the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Chapter 2, Board of Trustees, in the District's Policies and Procedures Manual, contains policies that clearly outline and describe the designated responsibilities of the governing board for setting policies (**Evidence:** Board Policies, Chapter 2, Board of Trustees). Board Policy (BP) 2000, Board Legal Authorization and Organization identifies the Board's legal standing; BP 2010.1, Duties and Responsibilities of the Board details the Board's specific duties and responsibilities; and, BP 2012, Authority of Members of the Board reminds Board members that they only have authority when acting as a Board legally in session.

Chapter 2 of the policy collection specific to the Board also contains policies related to the recognition of constituency groups and their roles, conflict of interest, prohibited interests in contracts and incompatible activities, code of ethics and standards of good conduct, education and orientation, the annual evaluations of the Board and the superintendent/president.

Evidence:
BP 2600, Basic Principles of Staff Participation in Policy Making
BP 2500, Academic Senate of San Joaquin Delta Community College
BP 2505, Management Senate of San Joaquin Delta Community College
BP 2510, Classified Senate of San Joaquin Delta Community College
BP 2710, Conflict of Interest
BP 2711, Prohibited Interests in Contracts and Incompatible Activities
BP 2715, Board of Trustees Code of Ethics and Standards of Good Conduct
BP 2740, Board Education and Orientation
BP 2745, Board Self-Evaluation and BP 2745.1, Board Self-Evaluation Questionnaire
BP 2746, Superintendent/President Evaluation and BP 2746.1, Superintendent/President Evaluation Questionnaire)

The shared governance structure and the role of constituency groups in advising the President's Council and the superintendent/president is outlined in AP 2430, Governance Committee Structure (**Evidence:** AP 2430, Governance Committee Structure).

Through BP 2430, Delegation of Authority to Superintendent/President (**Evidence:** BP 2430, Delegation of Authority to Superintendent/President) the Board delegates the executive responsibility for administering its policies and executing all its decisions that require administrative action. This policy also details the superintendent/president's empowerment

to interpret board policy, to act and inform the Board in the absence of board policy, and to perform the duties outlined in the superintendent/president's job description as well as in the annual goals and objectives that are developed by the Board in consultation with the superintendent/president.

Evaluation
Policies and procedures are effectively in place to establish the roles and authorities of both the District's Board and superintendent/president. The Board has established principles of staff participation and the advisory role of constituency groups to both the Board and the superintendent/president. Occasionally, individuals or members of constituency groups contact individual trustees about concerns to them or their groups. Under most circumstances trustees pass these concerns on to the superintendent/president to research or investigate which is as it should be; however, occasionally an individual trustee will engage with these individuals which can be damaging because it undermines the appropriate structures and roles.

The Board has a handbook that outlines the process for selecting a superintendent/president and is considering language for a draft policy that will make its way through the shared governance process in the coming months (**Evidence:** ACCT President Search Committee Handbook 2010; Suggestion from Trustee Brown for Board Policy).

The College in large part meets this standard.

Actionable Improvement Plan
The trustees and the superintendent/president will continue to engage in professional development designed to reinforce their respective roles and responsibilities. The Board has developed and a policy specific to hiring a superintendent/president and it will be making its way through the policies and procedures process in the coming months.

Standard IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The District has a governing board that is responsible for establishing policies to assure the quality, integrity and effectiveness of the student learning programs and services and the financial stability of the institution. The Board exists under and derives its powers from the Constitution of the State of California and the acts of the state's legislature; it derives its authority from the California Education Code, Title 5, California Administrative Code, the District's policies and procedures, and the expressed will of the electorate (**Evidence:** BP 2000, Board Legal Authorization). The Board's duties include adopting the broad general policies which govern the operation of the District. The Board also has written procedures for suspending or amending policies and for notifying staff of these changes (**Evidence:** BP 2410, Board Policies and Administrative Procedures).

The Board assures the quality, integrity, and effectiveness of the student learning programs and services through provisions of BP 2010.1, Duties and Responsibilities of the Board (to be renumbered to BP 2011) and BP 2715 Board of Trustees Code of Ethics and Standards of Good Practice (**Evidence:** BP 2010.1, Duties and Responsibilities of the Board (to be renumbered to BP 2011; BP 2715, Board of Trustees Code of Ethics and Standards of Good Practice).

Specifically, BP 2010.1 states that the Board "considers and passes upon curricular offerings upon recommendation of the superintendent/president and the Academic Senate," approves comprehensive plans including current and long-range academic and facilities plans and programs that promote the orderly growth and development of the District, approves rules and regulations governing student conduct, academic standards and graduation requirements consistent with the standards of the Board of Governors of the California Community Colleges, requires and considers reports from the superintendent/president concerning programs and condition of the College, ensure the right of the Academic Senate to assume primary responsibility for making recommendations regarding curriculum and academic standards, and appoints or dismisses employees upon the recommendation of the Superintendent/President.

Board Policy 2010.1, Duties and Responsibilities of the Board also details the Board's responsibility for the financial stability of the institution including approving the annual budget and expenditure of funds, fixes the rate of compensation and benefits for employees, provides necessary procedures to assure proper accounting and the annual audit of District and other funds under the supervision of the District, approves student fees as required and authorized by law, and receives and administers gifts, grants, and scholarships.

Board Policy 2715, Board of Trustees Code of Ethics and Standards of Good Practice states that "the Board shall maintain consistent oversight of the College as a policy-setting board with emphasis on the quality and integrity of student learning programs, operational efficiency, and fiscal stability. The Board shall enact and oversee policies consistent with the mission statement to ensure the quality, integrity and improvement of student learning programs and services and the resources necessary to support them" (**Evidence:** BP 2715, Board of Trustees Code of Ethics and Standards of Good Practice).

The Board has a handbook that outlines the process for selecting a superintendent/president and is considering language for a draft policy that will make its way through the shared governance process in the coming months (**Evidence:** ACCT President Search Committee Handbook 2010; Suggestion from Trustee Brown for Board Policy).

Board Policy 2476, Evaluation of the Superintendent/President describes the Board's expectations and outlines a process for the superintendent/president's annual evaluation which includes a written self evaluation, a list of accomplishments, and the proposed goals and objectives for the next academic year; this policy also prescribes the use of a questionnaire by each trustee, and to retain the services of a mutually agreeable consultant for the evaluation (**Evidence:** BP 2746, Evaluation of the Superintendent/President and BP 2746.1, Superintendent/President Evaluation Questionnaire).

Board Policy 2715, Board of Trustees Code of Ethics and Standards of Good Practice underscores the relationship between the Board and the superintendent/president and indicates that it "shall delegate authority to the Superintendent/President and confine Board action to policy determination, planning, performance evaluation, maintaining the fiscal stability of the District" (**Evidence:** BP 2715, Board of Trustees Code of Ethics and Standards of Good Practice).

Evaluation
The expected board policies related to this standard are in place and are adhered to by the Board. A written policy that outlines the process for hiring a superintendent/president that includes careful scrutiny of the candidates' past performance might have better guided the Board in the hiring of the previous superintendent/president. The Board should continue to work toward putting the basic elements of the superintendent/president selection process in policy for the future.

Most trustees participate fully in Board educational opportunities by attending conferences and meetings, and giving their attention to Board specific reports and workshops, but some should be encouraged to participate more frequently (**Evidence:** 2012-2013 Trustee Travel). All seven trustees enrolled in the CCLC Effective Trustee Workshop in Sacramento in January 2014.

Board Policy 2740, Board Education and Orientation and AP 2740, Board Education and Orientation adequately outlines a robust orientation process for newly-elected trustees, but this area could be strengthened with regard to continuing or reelected trustees (**Evidence:** BP 2740, Board Education and Orientation and AP 2740, Board Education and Orientation).

The College meets this standard.

Actionable Improvement Plan
The Board has drafted a policy and they should consider writing formal procedures for the selection of future superintendent/presidents.

Revise BP 2740, Board Education and Orientation and AP 2740, Board Education and Orientation to more adequately address continuing education for trustees.

Standard IV.B.1.a

> The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The governing board is an independent policy-making body that reflects the public interest in Board activities and decisions. The Board is elected according to Board Policy 2100, Board Elections (**Evidence:** BP 2100, Board Elections). Redistricting occurred in 2011 and reconfigured areas were accepted by the San Joaquin County Office of Education's Board of Education (**Evidence:** Minutes of County Board of Education Action, March 14, 2012). As required by policy trustees must reside in and be registered to vote in their voting "area" and may not be employees of the District (**Evidence:** BP 2010, Board Membership); they are elected "at large" by all voters in the District. The Board also has a policy that prescribes a method of filling a vacancy on the Board (**Evidence:** BP 2110 Vacancies on the Board).

The Board has policies to protect against conflict of interest (**Evidence:** BP 2710 Conflict of Interest) and a code of ethics and standards of good conduct (**Evidence:** BP 2715 Code of Ethics and Standards of Good Conduct). On an annual basis, the trustees complete a "Form 700"—Disclosure of Financial Interests (**Evidence:** Form 700 Statement of Economic Interests) as required by law. No members of the Board are "owners" of the institution.

Once the Board reaches a decision, it acts as a whole. The Board advocates for and defends the institution and protects it from undue influence or pressure. The Board retains specialized attorneys to deal with legal issues such as construction and property litigation (Lodi property and the Science and Math Building).

Evaluation
The California Voting Rights Act of 2002 was adopted to ensure that minority candidates had optimal opportunity to be elected to office including as community college trustees. Recent lawsuits directed at Boards that elect at-large for Trustee Areas, as does the District, prompted the San Joaquin County Office of Education Board to delay approving the District's new voting maps until court rulings indicated that the SJCOE Board would not also be exposed to potential litigation for approving the maps. The threat of these lawsuits also caused the College California Teachers' Association (CTA) leadership to warn the Board that it might be sued for maintaining the current election process--at large for Trustee Areas.

Despite these concerns, the Board has upheld its policy been threatened with a lawsuit. Current Board members who favor the current practice point rightly to the considerable diversity of the Board members and warn that election by area could lead to individual trustees advocating only for their specific areas rather than acting in the best interest of the entire District. CTA leaders have raised concerns in 2012 and in 2013 during discussion of revision of BP 2100, and continue to raise a concern about the potential threat of a legal challenge to the District's election system. This issue could arise again as trustee elections approach in November 2014. In any case, the Board has to revised BP 2100, Board Elections to reflect the new trustee district maps.

A majority of trustees have supported maintaining at-large representation and there are powerful arguments that can be made to continue that practice. At-large elections help reinforce the notion that trustees must act for the good of the entire district, not a prescribed geographic subset of the district. In other words, changing to area based elections could foster more localized behavior on the part of trustees and constituents. The thinking is that because trustees represent the full District, they should stand for election before all of the voters in the District. Moreover, the College's history of electing minorities and women to the Board, suggests that any arguments about irregularity or dissension by voters is suspect.

The Board does not always vote unanimously on issues; however, for the most part, differences of opinion are not aired outside Board meetings in public or in the press. The trustees care deeply about the College, its students, staff, and their constituents, and always try to keep institutional well-being and the best interests of students, staff, and the public in mind as they hear issues and make decisions. The Board allows the superintendent/president to explore, review, and/or investigate issues that individuals in the community bring to them privately or through "comments from the public." There is a concern that one trustee uses the vote to "abstain" inappropriately and too frequently.

The College meets this standard.

Actionable Improvement Plan
While the College meets this standard, continued Brown Act and Roberts' Rules training should be conducted on at least an annual basis.

The College should consider hiring an external consultant to research and evaluate the

demographic patterns of voters in the District and whether the College should change its election practice to area-based elections.

Standard IV.B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
To remind the Board of their duty to uphold the mission and vision of the District, the policies are prominently displayed on the inside cover of the Board meeting agendas (**Evidence:** Board Book Cover). Board Policy 2010.1, Duties & Responsibilities of the Board (to be renumbered to BP 2011) outlines specific duties and responsibilities that speak to ensuring quality, integrity, and improvement of student learning programs and services, and the resources necessary to support them (**Evidence:** Board Policy 2010.1 Duties & Responsibilities of the Board (to be renumbered to BP 2011).

These duties and responsibilities include the selection, employment of the superintendent/president, the appointment or dismissal of employees on the recommendation of the superintendent/president, the requirement and consideration of reports concerning the programs and condition of the College, the consideration and approval of curricular offerings of the College based on the recommendation of the superintendent/president and the Academic Senate, the approval of academic standards, probation, dismissal, readmission policies and graduation requirements, and the approval of short and long-term educational plans.

The Board's duties and responsibilities also include fiscal responsibilities such as approval of the annual budget and the expenditure of funds, provisions of procedures to assure proper accounting, disbursement, and annual auditing, long and short-term facilities plans, the rate of compensation and benefits of employees, the establishment of student fees as required and authorized by law, and the receipt and administration of gifts, grants, and scholarships (as described in Standard III, D. Financial Recourses).

Evaluation
The Board's policies are consistent with the District's mission and vision statements and are designed to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The District meets this standard.

Actionable Improvement Plan
No action needed.

Standard IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity. All matters related to legal issues, financial integrity, or educational quality are vetted through the various internal departments and governance committees before they are forwarded to the Board for formal approval. For example, prior to the hiring of any new employee, the Board must first approve the position before the recommended applicant can begin employment. Additionally, any major changes to the District's operating budget must be reviewed and approved by the Board. The District has established policies which govern the legal authority and responsibilities of the Board as prescribed by the California State Constitution, Education Code, Title V, California Administrative Code (**Evidence:** BP 2000, Board Legal Authorization, BP 2010, Board Membership, and BP 2010.1, Duties and Responsibilities of the Board (to be renumbered BP 2011).

Evaluation

Understanding the seriousness of their role, the Board has enacted, reviewed, and abides by the policies giving them ultimate responsibility for educational quality, legal matters, and financial integrity.

The College meets this standard.

Actionable Improvement Plan

No action needed.

Standard IV.B.1.d

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The governing board publishes policies on the District's website specifying the Board's size, duties, responsibilities, structure, and operating procedures. Chapter 2, Board of Trustees of the Policies and Procedures Manual is devoted to all aspects of the board and its operations (**Evidence:** Policies and Procedure Manual, Chapter 2, Board of Trustees). The Board's webpage is updated on a regular basis, before and after each meeting and contains agendas and minutes of current and archived meetings and workshops (**Evidence:** Board of Trustees' Webpage, Board Meeting Dates, Agenda, Minutes and Reports).

Evaluation
The Board has reviewed and revised these policies where necessary during 2012-13, summer 2013, and fall 2013 and referred them to the appropriate shared governance committee (**Evidence:** Policies and Procedures Review Committee Agenda/Minutes, September 26, 2013 and November 14, 2013).

Actionable Improvement Plan
The College will meet this standard by the time of the Accreditation site visit; the Board will also establish a schedule for reviewing the Board policies in Chapters 3.

Standard IV.B.1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
The governing board acts in a manner consistent with its policies and bylaws. The agendas and minutes of the Board are published regularly on the Board's webpage and indicate that the Board generally acts consistent with its policies (**Evidence:** Board of Trustees' Webpage). Occasionally, one trustee or another may lean toward micromanagement, but the trustees correct themselves or correct one another when necessary consistent with BP 2715, Board of Trustees Code of Ethics and Standards of Good Conduct (**Evidence:** BP 2715, Board of Trustees Code of Ethics and Standards of Good Conduct).

The Board regularly evaluates the District's policies and practices and makes revisions as necessary. The Board conducted a full review and revision of the District's policies in 2009 in order to comply with recommendations to the District's Midterm Report to the Commission (**Evidence:** Policies and Procedure Manual, Chapter 2, Board of Trustees). In summer 2013, the Board began another thorough review and revision of the policies in Chapter 1, District and Chapter 2, Board of Trustees which should be completed by the time of the Accreditation site visit (**Evidence**: Special Board Meetings of July 10, 2013, December 2, 2013).

Evaluation
Most of the trustees participate in professional development activities, usually involving frequent conference attendance, to help them to stay cognizant and behave consistently with their own policies frequently, and all of trustees registered to attend the CCLC's Effective Trustees Workshop in January 2014. All trustees have actively participated in the policy revision process (**Evidence:** 2012-2013 Trustee Travel; Special Board Meeting Minutes, June 19, 2013). Ordinarily, the Board schedules two retreats per year: one is a follow-up to the prior year evaluation and is usually held in January; the other focuses on the Board's self evaluation. Both are facilitated by experienced community college board consultants who emphasize the Board's duties and responsibilities and the boundaries between them and the administration (**Evidence:** 2012-2013 Trustee Travel; Special Board Meeting Minutes, August 22, 2013; Special Board Meeting Minutes, October 7, 2013).

Five items in the Campus Climate Employee 2013 Survey were used to assess employees' perception of how effective the governance of the District is by the Board. Results from the survey suggest ambivalence from the campus community. A larger percentage agreed that the Board was familiar with the general strategic and master plans of the District but disagreed that the Board applied Measure L bond funds wisely or effectively balanced the requests and proposals of competing groups. There was a divide among employee respondents in their perception of how effective the Board was in setting the overall policy direction for the District and whether they acted responsibly to ensure the financial stability of the District; a third agreed and another third disagreed (**Evidence:** Campus Climate Employee 2013 Survey Results, p.4).

Despite some expressed concerns within the constituent groups, **the College meets this standard**.

Actionable Improvement Plan
The Board should continue development activities including the Excellence in Trusteeship training available through the Community College League of California (CCLC).

The superintendent/president in collaboration with the Board will develop a calendar to provide for regular review of the Board's policies.

Standard IV.B.1.f

> The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
The governing board has a program for board development and new member orientation (**Evidence:** BP 2740, Board Education and Orientation). The Board and the District have a membership in ACCT and CCLC. Annually, the board president and vice president have attended at least one to two ACCT Conferences, and they usually attend the Legislative Advocacy Conference, held in Washington, DC in February of each year, with the superintendent/president. They have also been invited to avail themselves of training through CCLC's Excellence in Trusteeship program, all of them have enrolled. New trustees are especially encouraged to take advantage of these training opportunities, and the superintendent/president plans to take a more active role in developing an orientation program for new trustees prior to the 2014 elections which could produce three new trustees. (**Evidence:** 2012-2013 Trustee Travel).

However, in 2009 the Board voted to suspend out-of-state travel because of budget cuts. In recent years the Board has been able to resume some participation in conferences and workshops held out of the state as evidenced below:

Event	Board Participant
ACCT Conference, Dallas October, 2011	Board President and Vice President
ACCT Legislative Advisory Conference Washington, D.C February 2012 and 2013	Board President and Vice President
ACCT Congress, Seattle October 2013	Board President and a Trustee (The Trustee was a presenter at one of the Congress Sessions)

All trustees are invited to attend the annual events sponsored by the Community College League of California: The Effective Trustee Workshop, Board Chair Workshop, and Legislative Advocacy Conference, all in January; the Trustee Conference, usually in May, and the League Convention in November. Trustees are encouraged to enroll in and complete the League's Excellence in Trusteeship Program, a two-year, competency-based program of ongoing education in areas of importance to community college trustee, and three trustees are participating in that program. In addition, trustees have attended conferences on Student Success, Accreditation, and Hispanic Serving Institutions, and one trustee has been elected to serve on the CCCT Board and one serves on the League's Advisory Committee for Education Services.

The Board has a policy which provides for continuity of board membership and staggered terms of office which specifies that the term of office of each trustee shall be four years, and that terms of trustees are staggered so that four are elected at one election and three are elected at the election two years later (**Evidence:** BP 2100, Board Elections). Chapter 2, Board of Trustees includes a policy and procedure for filling vacancies on the Board. (**Evidence:** BP/AP 2110, Vacancies on the Board).

Evaluation
Trustees have ample opportunities and funds to attend professional development conferences on the state and national level. New trustees are especially encouraged to take advantage of these opportunities. However, the board president and the superintendent/president should prepare a more formal local training for new trustees. The newest seated trustee should also be helpful in developing this program.

The Board meets this standard.

Actionable Improvement Plan
Develop a new trustee orientation program that supplements those available through CCLC and ACCT.

Standard IV.B.1.g

The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The governing board's self evaluation processes for assessing its performance are clearly defined, implemented, and published in the District's policies and procedures collection. Board policies 2745, Board Self-Evaluation and 2745.1, Board Self-Evaluation Questionnaire have been used since 2009 (**Evidence:** BP 2745, Board Self-Evaluation and BP 2745.1, Board Self-Evaluation Questionnaire). The Board prepares for its evaluation by selecting a facilitator who administers to the survey to constituency groups and the trustees. The facilitator then joins the Board in a workshop setting (open session) to discuss the results of the self evaluation and the constituency group evaluation (**Evidence:** Special Board Meeting Minutes, October 7, 2013).

Evaluation
Prior to 2013, the Board has conducted its self evaluation during the summer months, creating some angst amongst the constituency groups. In 2013, the Board began the self evaluation process later than specified in Board Policy and did not have an opportunity to revise the questionnaire tool before it was sent to constituency groups; however, they did accommodate the constituency groups including the two administrative vice presidents in the process, and with the assistance of their facilitator, they did conduct a comprehensive self-evaluation (**Evidence:** Special Board Meeting Minutes, August 22, 2013; Special Board Meeting Minutes, October 7, 2013).

The Board meets this standard.

Actionable Improvement Plan
Revise BP 2745, Board Self-Evaluation and BP 2745.1, Board Self-Evaluation Questionnaire for the 2014 Self-Evaluation so that the evaluations occur in the late spring and all constituencies can participate.

Set the self-evaluation calendar for the next five years so that the Board accommodates its own needs as well as the convenience of the constituency groups.

Standard IV.B.1.h

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code (**Evidence:** BP 2715 Board of Trustees Code of Ethics and Standards of Good Practice). In addition, policies are also in place to define conflict of interest and the prohibition of interests in contracts and incompatible activities (**Evidence: BP 2710, Conflict of Interest** and BP 2711, Prohibited Interests in Contracts and Incompatible Activities). Together these three policies outline requirements for trustee behavior including standards for good behavior as behaviors they should avoid. The Code of Ethics policy contains a process for dealing with unacceptable behavior.

Evaluation

The District meets this standard, but the Board does not always apply the policy when trustees violate it or verge on doing so. They are reluctant to discipline one another.

The District meets this standard

Actionable Improvement Plan

Each year the board president, vice president, and clerk should be trained in ways of administering these policies so they are more effective in identifying and preventing unacceptable behavior when it first occurs.

Standard IV.B.1.i

The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The governing board is informed about and involved in the accreditation process. Both the superintendent/president and the assistant superintendent/vice president of Instruction, who also serves as the College's ALO, inform the Board about the accreditation process on a regular basis (**Evidence:** Board Minutes, November 19, 2013; December 17, 2013 [minutes not yet available]). In addition, Board retreats and self-evaluation session topics are related to appropriate Accreditation Standards (**Evidence:** Special Board Meeting Minutes, August 22, 2013; Special Board Meeting Minutes, October 7, 2013). On an individual basis, trustees attend accreditation sessions at conferences such as CCLC and ACCT (**Evidence:** 2012-2013 Trustee Travel). Prior to submission of key accreditation reports such as the self study, follow up, and midterm, trustees are enlisted to read and comment on the reports. For this institutional self evaluation report, trustees were invited to participate in each of the four accreditation summits to understand the process and provide input. In addition, a small committee of trustees has read and commented on the report (Trustee Lisa Turner, Board Vice President Janet Rivera, Board Clerk Steve Castellanos, and Trustee Teresa Brown).

Evaluation
Board members understand and are involved in the accreditation process.

The District meets this standard

Actionable Improvement Plan

Standard IV.B.1.j

> The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
The governing board has the responsibility for selecting and evaluating the superintendent/president. The Board delegates full responsibility and authority to him/her to implement and administer board policies without Board interference and holds him/her accountable for the operation of the District.

Although the Board traditionally invites the participation of the constituency groups including students in the process for selecting the superintendent/president, the Board takes full responsibility for the final selection. In fact, after they selected a new superintendent/president in 2011 and realized their selection was not beneficial for the District, they took swift and appropriate action in removing the incumbent—even though this meant taking considerable public criticism for the initial hiring. After removing the former superintendent/president, they replaced him with a long-time employee of the District assistant superintendent/vice President of Instruction Dr. Kathy Hart as interim superintendent/president. Soon after, they began the process of a second national search for a permanent superintendent/president without the services of a consultant. This search was abruptly abandoned as the Board realized the District had a confident candidate in Dr. Kathy Hart and hired her as the permanent superintendent/president.

The Board has also always taken responsibility for evaluating the superintendent/president through a process outlined in policy and the tools to be used (**Evidence:** Board Policy 2746, Superintendent/President Evaluation and BP 2746.1, Superintendent/President Evaluation Questionnaire).

Evaluation

The Board is in the process of drafting a policy for selecting a superintendent/president in the future and should develop consistent procedures. The Board does have policies and procedures for evaluating the superintendent/president. These policies and procedures include the input of each trustee and the leadership of the constituency groups including the two assistant superintendent/vice presidents. In order to avoid conducting this evaluation during the summer when the faculty and students are unavailable, the policy needs to be changed to allow the Board to begin the process early in the spring semester to accommodate the process. The Board discussed this at its workshop on November 5, 2013, and the policy will be revised to reflect this discussion.

Overall the Board delegates responsibility and authority to the superintendent/president to implement and administer board policies without interference and holds him/her accountable for the operation of the District. Occasionally, an individual trustee may attempt to interfere in College business or with the responsibility or authority of the superintendent/president, but usually other trustees or the superintendent/president him/herself can provide correction. If the problem becomes persistent, the Board president and executive officers can and should invoke the Code of Ethics (**Evidence:** BP 2715, Board of Trustees Code of Ethics and Standards of Good Practice).

Actionable Improvement Plan

The Board will develop and implement a policy for selecting a future superintendent/president.

The Board will revise the current superintendent/president evaluation policies and procedures to better accommodate input from the constituency groups, and include the superintendent/president's goals in the evaluation process.

The superintendent/president and all members of the Board should have training in enforcing the Code of Ethics.

Standard IV.B.2

> The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

The superintendent/president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The superintendent/president provides effective leadership in planning. Having served the College for more than ten years in the capacities of dean of Planning, Research, and Regional Education, assistant superintendent/vice president of Instruction, and ALO, the superintendent/president has both training and extensive experience in planning. She was also instrumental in implementing the New Faculty Academy which welcomes new faculty to the College and guides them through rigorous information sharing sessions over several weeks to acclimate them to the College, its services and resources.

Under the previous superintendent/president and while the interim superintendent/president, Dr. Hart led the institutional planning summits that ultimately yielded the College's Integrated Planning Process and Strategic Plan, both of which were requirements for full accreditation for the 2012 Accreditation Follow-up Report and site visit. Since that visit, she has insisted upon regular reports on progress toward the strategic goals and operating plans to the Planning and Budget Committee that each area of the College developed (**Evidence:** Planning and Budget Committee Meeting Minutes May 21, 2012 and April 8, 2013). As a result, some of the strategic goals have actually been achieved; others reflect substantial progress; and the strategic plan now needs to be updated with achieved goals removed, progress noted, and new goals established including the identified goals for student achievement. The College community will review the Educational Master Plan to update it in the coming months, particularly in the area of growing the agriculture programs in the north county to support the superintendent/president's belief that the College's agriculture programs be strengthened substantially to reflect the changes in the industry.

The superintendent/president is working toward an effective organizational structure for the College following the severe budget cuts that the District has experienced. In 2009, the District experienced severe budget cuts resulting in layoffs and the need to determine ways to reduce its payroll while not impacting students. Under past superintendent/president Rodríguez, the College began these cuts, program reductions, and layoffs. In addition, the College developed a robust retirement incentive. The College has applied two phases of a Supplemental Retirement Plan incentive (SERP) (2009 and 2010) and a Voluntary Separation Incentive (VSI) (2012) which succeeded in gaining the retirements of a substantial number of employees as show in the following tables (**Evidence:** Board Agenda, Item NonCon F.1.1, February 16, 2010; Board Agenda, Item 1.G.1, May 17, 2011; Board Agenda, Item XI.A.3, April 17, 2012).

SERP I – 2009/2010 - Total participants: 56

Employee Group	SERP Participants	Total Headcount*
Classified	22	493
Faculty (FT/PT)	22	238/338
Management	12	65

SERP II – 2010/2011 - Total participants = 24

Employee Group	SERP Participants	Total Headcount*
Classified	7	471
Faculty	11	214/285
Management	6	50

VSI – 2011/2012 - Total participants: 24

Employee Group	VSI Participants	Total Headcount*
Classified	22	449
Faculty	2	204/280
Management	0	52

*Chancellor's DataMart Fall 2009, 2010, 2011

Following these separations department units were expected to find ways to reorganize and accommodate the workload with fewer staff, and to develop strategic operating plans.

Currently, each of the units continue to engage in reviewing and reconceptualizing its organizational structure and staffing, and putting forward comprehensive reorganizations to tighten the unit's operations and to meet statutory and other obligations (**Evidence:** Student Services Reorganization). Many departments remain deficient in staff and funds, but the structures remain in place and the assistant superintendent/vice presidents are overseeing functions that are ordinarily handled by others.

The superintendent/president relies on the expertise of the Fiscal Consultant and the Fiscal Services department to monitor budget developments in the state and through the Chancellor's Office, and to conduct appropriate budget scenarios to present to the superintendent/president and the Board. Fiscal Services has developed three-year budget/planning scenarios; ten-year plans that accommodate OPEB, deferred maintenance, bond projects, and Passport to College obligations (**Evidence:** Fiscal Services Webpage). These plans have been presented to the Board and reflect long-term planning and comprehensive thinking about the future of the District. They are described in more detail in Standard III.

The superintendent/president participates in the selection and development of personnel and serves on all second-level hiring committee for management and faculty positions (**Evidence:** BP/AP 7120, Recruitment & Hiring Procedures). At the second-level, consensus with the second-level committee is met, but the superintendent/president is

ultimately responsible for making the final selection for these positions and recommending them to the Board. While dean of PRIE, the superintendent/president established the College's Professional Development Center (PDC), and continues to actively promote and support professional development for all employees (**Evidence:** PDC Webpage; Classified Retreat, Classified to CCLC, Management Development for D. Sartain and M. Garr, Positive Leadership for all Managers (available from the superintendent/president), Team Work Presentation for August 2012 Flex Day, Soft Skills presentation for October 2012 Flex Day).

As a former institutional researcher the superintendent/president supports all College efforts to assess institutional effectiveness. While dean of PRIE, she implemented the College's first ARCC Report (**Evidence:** Accountability Reporting for the Community Colleges—AB 1417, 2007). She now supports others in presenting and monitoring these data which are now reflected in the Student Success Scorecard. With an institutional team, she also participated as the institutional researcher in the Equity for All research project sponsored by the University of Southern California's Center for Urban Education (**Evidence:** Equity for All Presentation). In fall 2013, she sent another team to participate in the Center for Urban Education's latest equity effort (**Evidence:** Center for Urban Education Flyer). The superintendent/president supports and promotes the assessment of institutional effectiveness by scheduling quarterly reports to the Planning and Budget Committee on the progress on strategic action plans (**Evidence:** Planning & Budget Committee Minutes), working with the Measure L team to make data-driven Board presentations (**Evidence:** Facilities Board Presentation September 17, 2013; Manteca Farm/North County Board Presentation, October 15, 2013), and regular presentations to the President's Council and the Board that highlight measures of institutional effectiveness (**Evidence:** President's Council Minutes, see for example October 24, 2013; Various Board Reports).

Evaluation
The superintendent/president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. There is ample evidence as detailed above that the District meets this standard.

Actionable Improvement Plan
Update the District's strategic plan to reflect accomplishments and new strategic directions.

Update the EMP and FMP to recognize changes in the labor market demands of the Central Valley and San Joaquin County in particular.

Standard IV.B.2.a

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The superintendent/president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Planned budget cuts, retirement incentives, and an enforced hiring freeze (only lifted as deemed absolutely necessary) have significantly reduced the staff in all the District's classifications (described in more detail in Standard III.A.). These actions were necessary in order to remain fiscally responsible and maintain healthy reserves for the future. The College once had five vice presidents; it now operates with one in Instruction and one in Student Services. The Human Resources/Risk Management, Fiscal Services, Information Services, and Facilities/Measure L departments are now overseen by director-level positions (**Evidence:** Organization Charts). Plans are in place and a job description is being finalized to hire a vice president of operations to oversee and provide leadership for Information Services, Purchasing and Contracts, and Facilities/Measure L (**Evidence:** Job Description for Vice President of Operations) which are being overseen by experienced consultants who also provide management training for the directors of Information Technology and Facilities (**Evidence:** Fred Sherman, Michael Hill/Kathy Roach--contracts).

In order to relieve the inordinate number of direct reports to the assistant superintendent/vice president of Student Services, the department is being reorganized and a second dean position is being added to oversee enrollment services (**Evidence:** Dean of Enrollment Services Job Description). The assistant superintendent/vice president of Instruction is also reorganizing and recently added a second dean position who will provide leadership and oversight for Career Technical Education (CTE) to complement the dean of Student Learning and Assessment who provides leadership in student learning and assessment, curriculum matters, and general education and transfer (**Evidence:** Dean of CTE and Dean of Student Learning and Assessment Job descriptions).

One of the goals for the Information Services director and the consultant will be to reorganize and establish two assistant director positions (one for technical services and one for software/programming development) which will allow the director to provide vision and leadership for this area and ensure effective project management and delivery of services (**Evidence:** Assistant Director of IT and Assistant Director of Systems Development Job Descriptions). A similar goal is in place at the beginning stages for the Facilities director and the consultant.

Evaluation
The superintendent/president is working with her current Cabinet to rebuild and reorganize their areas to provide greater leadership and oversight in each and to relieve the superintendent/president's post of many day-to-day duties to align the rest of the organization. Identified plans are established to developed current directors (Information Services and Facilities) and to fill key positions such as the Operations vice president. The superintendent/president is also working to rejuvenate the College Foundation. She recently invited prominent community members to serve on the Foundation Board and is soliciting ideas from the campus community for suitable fundraising projects.

Actionable Improvement Plan
Rebuild the District's administrative/management organizational structure to grow enrollment throughout the District, accommodate the needs of the outlying communities and the requirements of the Student Success Act, meet achievement targets in transfer, degrees, and certificates, complete the Measure L and deferred maintenance projects, and maintain a prudent cash reserve.

Meet the needs of the College community through the Foundation's fundraising activity.

The District meets this standard.

Standard IV.B.2.b

> The president guides institutional improvement of the teaching and learning environment by the following: 1. establishing a collegial process that sets values, goals, and priorities; 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and, 4.establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary
The District's superintendent/president guides institutional improvement of the teaching and learning environment by the following:

1. Establishing a collegial process that sets values, goals, and priorities;

2. Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

3. Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and

4. Establishing procedures to evaluate overall institutional planning and implementation efforts.

Evaluation

The superintendent/president is intimately involved in establishing and maintaining a collegial process that sets values, goals, and priorities. Meeting templates, including the Board's, include the College mission and vision statements to guide plans and actions on a day-to-day basis throughout the College (**Evidence:** BP 1200 District Mission and BP 1201 District Vision Statement). The superintendent/president's Annual Opening Day message and periodic messages to the campus also reflect the values, goals, and priorities of the organization along with occasional appearances at Academic Senate meetings, regular attendance at Measure L team meetings, weekly Executive Cabinet and biweekly President's Council agendas conducted in a collegial, respectful manner (**Evidence:** Flex Day Team Work Presentation August 2012; Academic Senate Meeting Minutes and Measure L Citizens Oversight Committee minutes).

A former dean of Planning, Research, and Regional Education and member of the RP Group Board, the superintendent/president designated the assistant superintendent/vice president of Instruction, also formerly the dean of PRIE, as the chief planning and research officer. With a staff of two highly competent researchers, he directs the planning and research function and ensures that the District uses the best available planning and research data for decision-making.

Maintaining the Integrated Strategic Planning Process, the superintendent/president ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes. The program review process identifies educational, student services, and administrative needs reflected in budget allocations on an annual basis (**Evidence:** Integrated Planning and Budget Model, District Budget Process and Budget Planning Timeline).

The superintendent/president and the Executive Cabinet evaluate overall institutional planning and implementation efforts and seek solutions when problems arise. Currently, the Educational Master Plan (EMP), the Facilities Master Plan (FMP), and the Strategic Plan need updating in light of changes in the local economy, labor market, financial condition of the state and college, enrollment growth targets, and the progress made in reaching the stated goals.

The College meets this standard.

Actionable Improvement Plan

The superintendent/president and the assistant superintendent/vice president of Instruction will begin the process of updating the EMP, FMP, and the Strategic Plan in the spring 2014 to reflect changes in the internal and external environment.

Standard IV.B.2.c

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
The superintendent/president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional the mission and policies. Implementation of statutes, regulations, and governing board policies are carried out administratively by delegating them to the appropriate College administrators. Communications from the CCCCO are passed to the appropriate executive cabinet members. For example, both the assistant superintendent/vice presidents of Instruction and Student Services identified the dean of Counseling and Special Services to lead the implementation of the Student Success Act. All three of these individuals served on the Chancellor's implementation committees and gave periodic reports on the Act to College governance groups and the Board (**Evidence:** Academic Senate Minutes; President's Council Minutes; Board Agendas/Minutes).

Governing board policies are handled through the Policies and Procedures Review Committee who recommends them to the superintendent/president through the President's Council. From the President's Council, Board Policies (BPs) are forwarded to the Board for First and Second Reading; Administrative Procedures (APs) are forwarded for Board review. Once passed or reviewed, policies and procedures are forwarded to the appropriate area for implementation.

Evaluation
On November 5, 2013, the Board reviewed BP 2410, Board Policies and Administrative Procedures and AP 2601, Policy and Procedure Processing at the request of a trustee. The trustee had pointed out that a new travel policy was coming forward, but the Board had no knowledge of this although the Policies and Procedures Review Committee agendas are regularly released to the entire campus community via email.

When the superintendent/president reviewed AP 2601, Policy and Procedure Processing, she discovered that the process as described in the procedure did not include several key reviewers at the beginning of the process: the superintendent/president, the Board, administrative council, the affected manager and that there was no consistent methodology specified in the AP for disseminating the policies and procedures after they had been passed or reviewed by the Board. To rectify this, the superintendent/president has proposed revisions to AP 2601 to the Policies and Procedures Review Committee which include adding the superintendent/president, the Board, and any affected manager in the early process of policy/procedures initiation (**Evidence:** AP 2601, Policy and Procedures Processing).

Actionable Improvement Plan

The superintendent/president and the Board will monitor policies and procedures as they are submitted to the Policies and Procedures Review Committee to make certain all constituencies are aware of new and revised policies and procedures as they move through the process.

The superintendent/president and her Cabinet will spend a portion of each Cabinet meeting reviewing the policies and procedures that are out for comment.

The superintendent/president will design a to method disseminate the policies and procedures after they have been passed or reviewed by the Board and or the President's Council.

The College meets this standard.

Standard IV.B.2.d

The president effectively controls budget and expenditures.

Descriptive Summary

With the assistance of a Financial Consultant, the Controller, and the Fiscal Services staff the superintendent/president effectively controls budget and expenditures and successfully implemented a three year-budget and expenditure model that accommodates enrollment growth, the instructional and student services success needs, reinvigorated the District's Foundation, and found a means to begin to funding the Other Post Employment Benefits liability (OPEB), Passport to College, and the significant deferred maintenance needs that went unattended to during the budget crisis. Measure L Bond Financials are in good order, and Bond Ratings have remained positive. With the assistance of the Director of Human Resources and Risk Management, the superintendent/president has also been able to work collaboratively with the College's labor groups to keep the District in good financial stead. (**Evidence:** Budget Updates Webpage; Delta College Foundation Webpage; Board Minutes (workshops and October 15, 2013 meeting minutes).

Evaluation

With the passage of Proposition 30, the cooperation of the District's labor groups, and the very diligent work of the District administrators, especially Fiscal Services and Human Resources and Risk Management, the District is in good financial stead with a healthy reserve. The key will be for the state financial system to improve by the end of Proposition 30 and for relationships with the labor groups to continue to be effective. Working with District administrators and the Board, the superintendent/president will have to resist the urge and the internal pressure to add back positions and give raises that could outpace income growth.

Actionable Improvement Plan

Maintain processes for evaluating and acquiring staffing needs that demonstrate the best use of funds and most effective use of personnel.

Standard IV.B.2.e

The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The superintendent/president works and communicates effectively with the communities served by the District which encompasses most of San Joaquin County, most of Calaveras County, and parts of three other counties (Alameda, Sacramento, and Solano).

The District is large in capacity, ethnically diverse, and partly urban with Stockton, being the largest population center and encompasses smaller cities as well: Tracy, Manteca, Lathrop, Lodi, Linden, San Andreas, Valley Springs, and Galt. Much of the District is rural, agriculture or includes agricultural-related industries with growing, manufacturing, processing, shipping, transportation/logistics providing the economic engine for the District. Health care, government, education, social services, and a gigantic prison hospital that opened in the summer 2013 are other significant employers. With over a 38 percent Hispanic student population the College serves as a Hispanic-Serving Institution with a significant Asian/Pacific population (nearly 15 percent), and an equally significant number of African-Americans (more than ten percent). The student population is 56 percent female, and 65 percent are 24 years of age or younger. There are many communities that are served by the College, and the current superintendent/president has continued to make a significant outreach effort during her tenure (since February 2012).

Through her relationship with the San Joaquin County Office of Education superintendents and her support for participating the Chancellor's Office CalPASS project, she has reestablished relationships with the school districts (**Evidence:** Cal-PASS Press Release). A recent trip to Calaveras County with the assistant superintendent/vice presidents renewed contact with Calaveras County and offered the promise of scheduled classes at Calaveras High School in fall 2014. The superintendent/president attended a function in Galt in early November to celebrate their Race to the Top grant and provide support to the Galt community (**Evidence:** Race to Top Galt Letter). She is currently pursuing partnerships with Manteca Unified, and will be pursuing similar ones with Tracy Unified, Lodi Unified, and Stockton Unified.

She has reached out to the retirees of the District through the annual family reunion event and the 50th Anniversary event (**Evidence:** District Webpage, Delta News and Features, 50th Anniversary). Through a variety of partnering events, she has supported the African American community, Asian/Pacific Islander community, and Hispanic Community and many others (i.e., LINKS, NAACP, Hispanic Chamber, LULAC). The superintendent/president is involved with the San Joaquin Partnership, the San Joaquin

Business Council, the Lodi Chamber of Commerce, Community Health Leadership Council and Community Health Leadership Forum, University of the Pacific's Beyond our Gates, and the Workforce Investment Board. She is on the Board of Directors of the Stockton Symphony, Suz Finanzas, the Haggin Museum, Phi Delta Kappa, the Stockton Arts Commission, and Stockton Arts Foundation. She was recently selected and received the Greater Stockton Chamber's Athena Award (**Evidence:** Athena Awards).

Evaluation
Clearly the current superintendent/president is engaged with the communities that the District serves and has reignited the District's Foundation as another means to reach out to the public and the District's service areas.

The District meets this standard.

Actionable Improvement Plan

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The following remaining standards apply to Multi-College Districts

Standard IV.B.3.a, b, c, d, e, f, and g

APPENDIX I EVIDENCE

115.   Board Agenda, Item VII.A. September 10, 2013

116.   Board Agenda, Item VIII.B September 10, 2013

117.   Board Agenda, Item X.C.1, April 16, 2013

118.   Board Agenda, Item X.C.1, June 18, 2013

119.   Board Agenda, Item X.C.1, May 21, 2013, Resolution 13-11

120.   Board Agenda, Item X.C.2 August 27, 2013

121.   Board Agenda, Item X.C.2 Q4-13, Summary of Financial Statements Self Insurance Fund p.22

122.   Board Agenda, Item X.C.2, August 27, 2013, Resolution 13-32

123.   Board Agenda, Item X.C.2, May 21, 2013

124.   Board Agenda, Item X.C.3 July 16, 2013

125.   Board Agenda, Item X1.A.1, August 13, 2013

126.   Board Agenda, Item X1.B.2, February 19, 2013

127.   Board Agenda, Item X1.C.2, October 15, 2013

128.   Board Agenda, Item XI.A.3, April 17, 2012

129.   Board Agenda, Item XI.B.1, April 16, 2013

130.   Board Agenda, Item XI.B.1, February 19, 2013, Resolution 13-05

131.   Board Agenda, Item XI.C.1, June 18, 2013

132.   Board Agenda, Item XI.C.2 April 16, 2013

133.   Board Agenda, Item XI.C.2, April 16, 2013

134.   Board Agenda, Item XI.C.2, May 17, 2013

135.   Board Agenda, Item XI.C.3, April 16, 2013

136.   Board Agenda, Item XII.A.1, September 10, 2013

137.   Board Agenda, Item XII.C.1, November 20, 2012, Resolution 12-61

138.   Board Agenda, June 18, 2013, Online Instructional Program Report

139.   Board Agenda, May 21, 2013

140.   Board Agenda, Minutes April 16, 2013

141.   Board Agenda, October 15, 2013

142.   Board Agenda, Report, Online Instructional Program, June 18, 2013

143.   Board Agenda, September 10, 2013

144.   Board Agendas/Minutes

145.   Board Audio Archive

146.   Board Book Cover

147.   Board Meeting Minutes, August 22, 2013 (Special)

148.   Board Meeting Minutes, December 2, 2013

149.   Board Meeting Minutes, December 2, 2013 (Special)

150.   Board Meeting Minutes, July 10, 2013 (Special)

151.   Board Meeting Minutes, June 19, 2013 (Special)

152.   Board Meeting Minutes, October 7, 2013 (Special)

153.   Board Minutes (Workshops)

466. [Planetarium FPP](#)
467. [Planning & Budget Committee Minutes](#)
468. [Planning and Budget Committee Meeting Minutes May 21, 2012](#)
469. [Planning and Budget Committee Meeting Minutes, April 8, 2013](#)
470. [Planning and Budget Committee Minutes, August 5, 2013](#)
471. [Planning and Budget Committee Minutes, June 11, 2013](#)
472. [Planning and Budget Committee Minutes, September 3, 2013](#)
473. [Planning for 2012-13, July 18, 2012](#)
474. [Police & Public Safety](#)
475. [Policies and Procedures Committee Minutes, December 11, 2012](#)
476. [Policies and Procedures Committee Minutes, November 20, 2012](#)
477. [Policies and Procedures Committee Minutes, October 23, 2013](#)
478. [Policies and Procedures Review Committee](#)
479. [Policies and Procedures Review Committee Agenda/Minutes, November 14, 2013](#)
480. [Policies and Procedures Review Committee Agenda/Minutes, September 26, 2013](#)
481. [Policies and Procedures Review Committee Agendas and Minutes](#)
482. [Policies and Procedures Review Committee Minutes, February 12, 2013](#)
483. [Policies and Procedures Review Committee Minutes, October 17, 2013](#)
484. [Policies and Procedures Review Committee Minutes, October 9, 2012](#)
485. [Policy 2035, Ethics Standards for Professional Managers](#)
486. [Policy 2038, 3670, and 4000, Personnel Files – Managers, Classified and Certificated Employees](#)
487. [Policy 3100, Duties and Responsibilities of Faculty](#)
488. [Policy 6140, Instructional Program Review](#)
489. [Policy 6510, Distance Education](#)
490. [Policy 6620, Academic Freedom and Responsibility](#)
491. [Preliminary Report on the Governor's 2013-14 Budget](#)
492. [President's Council Minutes](#)
493. [President's Council Minutes, October 24, 2013](#)
494. [President's Council Minutes July 11, 2013](#)
495. [President's Council Minutes, June 13, 2013](#)
496. [President's Council Minutes, September 5, 2013](#)
497. [President's Council, August 8, 2013](#)
498. [Press Release, Lee Belarmino, Sr., Data Center, March 23, 2011](#)
499. [PRIE Office, Accreditation Webpage](#)
500. [PRIE Student Data Tables](#)
501. [PRIE Topical Reports](#)
502. [PRIE Webpage, Accountability Framework](#)
503. [PRIE Webpage, Institutional Effectiveness Reports](#)
504. [PRIE Webpage, Topical Reports, Basic Skills](#)

505.   Procedure 2033 Evaluation of Managers

506.   Procedure 6141, Instructional Planning and Review Process

507.   Program and Course Approval Handbook, Fourth Edition., pp. 17-18

508.   Program Elimination, Academic Senate Minutes, April 3, 2013

509.   Program Elimination, Board Minutes, April 16, 2013

510.   Program Learning Outcomes Assessment Report, March 2013

511.   Program Review Committee

512.   Program Review Evaluation Tool

513.   Program Review Guide

514.   Program Reviews
515.   Puente Program

516.   Purchasing and Stock Control, Contracts Webpage

517.   Race to Top Galt Letter
518.   Reading/Writing Learning Center

519.   Scheduled Maintenance Plan (see Facilities Staff)

520.   Scorecard PRIE Presentation

521.   Shared Governance Agenda Template (Sample)

522.   Shared Governance Committee Book

523.   Shared Governance Webpage

524.   Shared Governance/Standing Committees Collection

525.   SJDC Strategic Plan Progress Report May 2013

526.   SLO Toolbox

527.   SLO Webpage

528.   SLO Webpage, Course Learning Outcomes Assessment Cycle Report

529.   SLO Webpage, Program Learning Outcomes

530.   SLO Webpage, Program Learning Outcomes Assessment Report, March 2013
531.   Small Business Development Center

532.   Staff Development Committee, Staff Social Committee

533.   STEM Grant Webpage
534.   STEM Academy

535.   Strategic Goal 5, EMPs

536.   Strategic Goals 2012

537.   Student Activities

538.   Student Clubs

539.   Student Handbook, p. 46

540.   Student Handbook, p. 46-53

541.   Student Learning Outcomes and Assessment Cycle

542.   Student Life Webpage

543.   Student Services Department Webpages