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San Joaquin Delta College

Mid-Term Report to the Accrediting Commission of Community and Junior Colleges

Submitted by:

San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

Submitted to:

Accrediting Commission of Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2017


**Mid-Term Report to the
Accrediting Commission of Community and Junior Colleges**

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

From: Dr. Kathy Hart, Superintendent/President
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

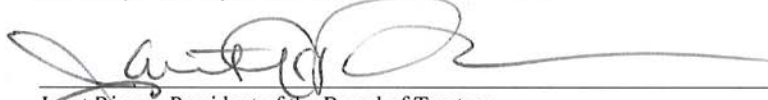
I certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



Dr. Kathy Hart, Superintendent/President
3/10/2017

Date



Janet Rivera, President of the Board of Trustees
3-10-17

Date



Dr. Matthew E. Wetstein, Assistant Superintendent/Vice President of Instruction
3-10-17

Date




Dr. Lisa Cooper-Wilkins, Assistant Superintendent/Vice President of Student Services
3-10-17

Date



Joel Beutel, President of the Academic Senate
3/13/17

Date



Susan Rodriguez, President of the Classified Senate
3/13/17

Date



Amy Courtright, President of the Management Senate
3/13/2017

Date



Alyssa Leiva, President of the Associated Students of Delta College
03/09/17

Date

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Part 4. Report Preparation

San Joaquin Delta College's Mid-Term Report was prepared in early 2017 under the direction of the Accreditation Liaison Officer, Dr. Matthew Wetstein, Assistant Superintendent/Vice President of Instruction and Planning, and Dr. Ginger Holden, Dean of Student Learning and Assessment. Dr. Wetstein and Dr. Holden engaged the campus community in the process of writing the report through campus updates that were presented in shared governance meetings. Specifically, the Planning and Budget Committee reviewed and commented on a draft version of the report at its February 6, 2017 meeting (see [Update on Accreditation](#)). Likewise, the Associated Students of Delta College received a draft of the report on February 6, 2017 and the College's Academic Senate was briefed on the report and provided comments at its February 15, 2017 meeting. The Board of Trustees received a progress report related to the College's accreditation status and action plans on November 15, 2016 and received a draft of the mid-term report at its February 21, 2017 meeting. Other campus governance groups were also invited to comment on the draft document (Classified Senate and Management Senate).

Accreditation is a standing agenda item on the President's Council Agenda for the College, and that council serves as the coordinating committee for accreditation reports and issues. Each governance group of the College has representation on President's Council, ensuring broad participation in the conclusions and narrative contained in the report. The mid-term report was formally adopted by the President's Council on March 2, 2017, and the Board of Trustees at their March 7, 2017 Board meeting.

Part 5. Report on Action Plans Arising from the 2014 Self Evaluation

The College's self evaluation report in 2014 identified 95 distinct action plans to help guide the College as it moved forward from the self evaluation study. A number of key themes identified in the action plans aligned with the visiting team recommendations, especially items referring to program review processes and the need to hire key administrative personnel. In the appendix, the College provides a table summary of the action plans that were in the 2014 self evaluation report and some steps that have been taken to initiate activities or plans associated with them (see [Action Plan Progress Report March 2017](#)). Some of the action plans will require on-going action over the next several years. Others require discrete activities that can be completed in a short time frame.

In February of 2014, the College came together at a Strategic Planning Summit to help prioritize strategic goals for the College and to prioritize the 95 action plans identified in the self evaluation report. The summit used a planning exercise that asked campus participants to rank their preferred plans, using blue dots for "blue ribbon ideas" that deserved highest priority, green dots for action plans that should be a priority, yellow dots for "maybe/lower priority" action plans, and red dots for plans they thought the College could avoid engaging (not a priority). The 35 participants at the session spanned different units and levels of the College, and the exercise allowed planners to create "weighted" scores for the various planning agendas identified in the self evaluation report (see [Actionable Improvement Plans, March 11, 2014](#)).

Members of the President's Council have reviewed these action plans and progress to date and endorse the descriptions of activity provided to the commission in the 2015 follow up report and in this Mid-Term Report (see [Report on 2014 ACCJC Action Plans](#)). In March 2015, more than 40 action plans had been completed or reflected sustained progress (27) on the part of the College. A follow up report on the progress of the action plans was conducted in the fall semester of 2016. At that time, the College reported that 54 of the action plans had been completed and another 15 had seen substantial progress ([November 15, 2016 Report on Action Plans](#)). Key action plans that have been completed are summarized in the list below:

<p>54</p> <p>of 95 action plans have been completed since the 2014 ACCJC report</p>
--

- Reform of the committee structure to eliminate defunct committees and inefficiencies in the governance process (2016-present)
- Hiring of a Dean of Planning, Research, and Institutional Effectiveness (now Director of Institutional Research and Effectiveness, 2014, 2017)
- The identification of program specific standards of student achievement for all academic programs (2014)
- The adoption of a Distance Education Plan and revised procedure related to distance education (2014-15)
- Review and implementation of an integrated biennial program review process (2015-present)
- Regular, structured dialogue about the quality of student success and services programs (2014-present)
- Customer service training for staff at the College (2015, 2016)

- Focused attention on MIS data submissions related to the Student Success and Support Program (SSSP) funding requirements (2014-15)
- Analysis of student satisfaction with programs and services through focus group interviews (2015)
- A marketing campaign designed to promote student use of counseling services (2014-15)
- Implementation of computer programming to collect revenue associated with the student activities fee (2015)
- A focus group conversation with students from the PRIDE Club to understand LGBTQ concerns – which resulted in the relocation of PRIDE meeting space and the hiring of a dedicated staff member using Equity funds (2015)
- Improved WI-FI services for students throughout the main campus (2014-15)
- Conversion of legacy personnel files to digital records through electronic records management (2015)
- Update of the College's Equal Employment Opportunity Plan (EEO Plan, 2016)
- The implementation of a new work order system for better tracking of facilities and technology work order requests (2015-present)
- Substantial progress in addressing custodial staffing constraints and concerns raised about the cleanliness of campus, through targeted hiring and a consultant's report on staffing/scheduling recommendations (2015-present)
- Roughly \$10 million in one-time funding sources have been identified in the last three budget cycles to address deferred maintenance and one-time improvement projects (2015-2017)
- Audit reports and progress on prior year findings are reported to the Planning and Budget Committee and Board of Trustees once a year (2015-present)
- Procedures related to cash handling, travel expenditures and purchasing were revised to strengthen internal controls on expenditures (2015)
- Recalibration and updating of the post-employment benefits (OPEB) obligation report through an audit every two years and the College has a plan to pre-fund the OPEB obligation to a designated level by 2022 (2014, 2016)
- Reduced the student loan default rate through close collaboration with the Chancellor's office and a consulting firm (2015-present)
- Adopted a revised shared governance system that highlights consensus as the standard mode for committee decision making (2016)
- Continuing professional development by the Board of Trustees, including regular training on ethics, open meetings requirements, and participation in the Governance Institute for Student Success and the California Community Colleges Trustees Excellence in Trusteeship Program
- Revision of the Board and Superintendent evaluation procedures (2017)
- Update and completion of the College's Educational Master Plan (2015) and Comprehensive Master Plan (2017) to address educational and facilities priorities for the next phase of the District's development

A complete listing and progress report on each action plan is provided in the appendix ([Action Plan Progress Report March 2017](#)). Many of the action plans have been completed because of the College's efforts to integrate the planning ideas into regular strategic plan updates to the President's Council. Other action plans were necessarily embedded within the College effort to

update the Educational Master Plan and the Facilities Plan – resulting in the 2017 Comprehensive Master Plan (see the [CMP Executive Summary](#)). Other action plans were addressed through the work of particular committees or functional staff having oversight over an issue of concern.

The sum total of this review provides evidence of a College that has made sustained progress on action plans that it believes are important to its institutional improvement. Coupled with the actions taken to address Commission recommendations, the College believes that it continues to meet the eligibility requirements and standards established for full accredited status.

Part 6. Institutional Reporting on Quality Improvements

Part 6A. Response to Team Recommendations

Recommendation 1:

In order to meet the Standards, the team recommends that the District implement an ongoing, systematic, sustainable program review for each program not currently in the program review process that informs integrated planning, resource allocation decisions, key processes to improve institutional effectiveness, and student achievement and learning. (II.A.2, II.A.2.e)

College Action in Response to the Recommendation

During the 2014 team visit, the College could not document that all administrative units had completed program reviews that informed planning and resource allocation processes. In the 2014-15 academic year, all administrative units received training on the administrative review process and completed administrative unit reviews in advance of a January 30, 2015 deadline to ensure full completion of the reports. Completed program review reports are centrally located in a DocuShare collection administered by the College's Planning, Research and Institutional Effectiveness Office (PRIE, see [Program Review DocuShare Collection](#)). In short, by the time of the one-year progress report, the College could report that all units of the College had completed a timely program review using a 2-year cycle of program review.

100
percent of
program
reviews were
completed on
time the last
two years

The College's ability to improve its program review processes and bring them into compliance with Commission standards in Standard I was enhanced by the hiring of an Interim Dean of Planning, Research, and Institutional Effectiveness (PRIE) in the fall of 2014. This position had been identified in the College's 2014 self evaluation report as a key action plan related to Standard I. Funding for the position was included in the 2014-15 budget and an internal hire was made to accelerate the position being filled. In October of 2014, Dr. Ginger Holden was hired to become the Interim Dean of PRIE. Then, in July 2016, the Board of Trustees approved Dr. Holden as the permanent Dean of PRIE. Dr. Holden is a long-time faculty member at the College who had years of experience serving as Learning Communities Coordinator and Curriculum Committee Chair.

The Assistant Superintendent/Vice President of Instruction and Planning and Dean of PRIE have worked with PRIE staff to revamp components of the Instructional Program Review Process. At the Fall 2014 Flex Day, faculty received training on setting program specific standards of achievement at the course completion and degree/certificate completion level. Faculty were trained to include specific goals in their program review documents (see [Fall 2014 Flex Day PowerPoint](#)). The embedding of program specific indicators of achievement within program review ensures that faculty, as a component of reviewing their academic programs, are engaged in the task of reviewing efforts at improving student learning and student achievement outcomes. Evidence of this connection in program review can be found in the prompts and narrative statements that require faculty to consider specific program learning assessment evidence in their program review documents (see [Sample Instructional Program Reviews](#) from the Program Review DocuShare Collection). While using a different document template, Student Services

reviews likewise exhibit a discussion of learning outcomes for students (see [Sample Non-Instructional Program Reviews](#)).

The College also revised its program review committee structure to move from three separate committees to one larger committee. In the past, instructional, student services, and administrative program review committees worked in isolation to gather and prioritize resource requests found in program review documents. The College's 2014 self-evaluation report identified this as an unsustainable approach that did not provide sufficient integration of program review information and resource requests. A change to the committee structure was introduced in fall 2014 and ultimately approved by the President's Council in early February 2015 (see [President's Council Minutes February 12, 2015](#)), with the consolidation of three former committees into one committee. Members of the committee were drawn from across the College's departments and engaged in a distributed workload that ensured reviews from one area of the College (e.g., student services) were read by at least two representatives from other areas of the College (student services, instruction, and administrative services). Through this mechanism of program review distribution, the program review reports and the resource requests found in them were evaluated by constituent group representatives from other departments.

The decision to move to one consolidated program review committee did face one bump in the road. In order to implement the new uniform committee approach, College administrators made the decision to implement the new committee structure two weeks before final adoption of the procedure at the February 12, 2015 President's Council meeting. Faculty leaders were critical of this pre-approval implementation but ultimately supported the revamping of the committee structure.

Attendant with the committee restructuring, the staff of PRIE established new program review rubrics and resource allocation rubrics that provided a coherent, sustainable structure for assessing the effectiveness of all program review documents and resource requests found in them. The program review rubrics allowed the College to close the loop on program review reports, providing written feedback to authors about the perceived quality of their program reviews. For administrative units, rubric elements addressed how well the program review communicated a sense of the core elements performed by the unit, whether the document featured administrative unit outcomes (AUOs) and a method for assessing them, identification of measurable key performance indicators (KPIs) rooted in the unit's core functions, and a resource allocation analysis that documented the need for each resource request (see [Non-Instructional Program Review Evaluation Rubric](#)). Similar rubrics were created for student services and instructional program reviews (see [Non-Instructional Program Review Evaluation Rubric](#) and [Instructional Program Review Evaluation Rubric](#)). These rubrics were discussed and approved by the Program Review Committee at a January 23, 2015 meeting.

While the rubrics mentioned above provided a feedback loop to report to authors, the College also implemented a uniform resource allocation rubric to review the proposals for resource allocations contained in program review documents. The rubric allowed Program Review Committee members, and others, to analyze requests for staffing, supplies, equipment, technology, or facilities using a 5-3-1-0 scoring system that provides clear direction on various scoring criteria (see the [Resource Allocation Prioritization Rubric](#)). Rubric elements analyze how strongly a resource request is tied to a program review justification, meets the mission or

strategic goals of the College, is associated with key planning documents of the College, is linked to direct assessment or improvement of learning outcomes (SLOs or AUOs,) meets a health, safety or liability need, is mandated legally or by accreditation requirements, and promotes greater fiscal stability for the College (see the [Resource Allocation Prioritization Rubric](#)). Staff, faculty, and managers serving on the committee use the rubric to rank the requests across all units of the College. Program Review Committee recommendations are forwarded to the Planning and Budget Committee and to the Executive Leadership Team to ensure broad participation in the prioritization process. To ensure transparency, scores from the various groups are uploaded to a PRIE DocuShare website. As a result, the College constituent groups are able to see all resource requests, how they are ranked using the rubrics, and how they are sorted in the prioritization process. High ranking requests are then folded into a budget model that gets presented to the Board of Trustees in June of each year. By August of 2015, PRIE synthesized the entire program review process and respective documents into a Program Review Handbook, which was approved by the Program Review Committee and published on the PRIE webpage.

In May of 2016, following its annual evaluation of the program review process, the Program Review Committee once again revised the College's program review templates. Additional content in the instructional program review report includes a reflection on strengths and challenges, and disaggregated data analyses. To increase the understanding of program review data, PRIE has developed several [Data Dashboards](#) on its webpage for faculty to examine student enrollment, characteristics, and achievement data through an equity lens by disaggregating in a multitude of ways (e.g., age, gender, ethnicity, and online status). A single template was developed for both administrative unit reviews and student services reviews, creating alignment and greater oversight of non-instructional program review. Non-instructional reports include a review of key performance indicators, outcomes assessment, and SWOT analysis. In addition, both reports now inquire about the ways in which previously funded resources impacted department operations or student achievement, as a means to ensure that College financial resources support “student learning programs and services and improve institutional effectiveness” (Standard III.D.1). The Program Review Committee also made corresponding changes to the instructional and non-instructional evaluation rubrics. To reflect changes in the program review templates and evaluation rubrics, PRIE updated the Program Review Handbook for fall 2016, which was published on the PRIE webpage.

In July of 2016, the College revised its shared governance committee structure to limit the number of committees and provide greater cohesion within its committee structure. As a result, the Program Review Committee has become a sub-committee of the Planning and Budget Committee. Members of the Program Review Sub-Committee derive from the Planning and Budget Committee, and are appointed by appropriate Senate leaders or respective employee group leaders (e.g., SJDCTA) on an as-needed basis. The sub-committee continues to evaluate program reviews and score resource recommendations. However, the process has been modified to include a feasibility review. After sub-committee members score resource submissions, a panel of subject matter experts review the recommendations for viability and ensure an accurate cost estimate. Recommendations are then forwarded to the Administrative Services Council, Student Services Council, Division Deans Council, and Planning and Budget Committee for prioritization. Next, the Executive Leadership Team (ELT) reviews the scoring and ranking of submissions by all groups before making its finalized endorsement. Fiscal Services incorporates

the recommended items into the College's preliminary budget, which is presented to the Board of Trustees in June. Once the finalized budget is presented and adopted by the Board in September, resource allocation takes place. The interrelatedness of the College's core planning activities (e.g., assessment, program review, resource allocation) can best be visualized in the recent development of the San Joaquin Delta College Integrated Planning Model ([Integrated Planning Model, 2017](#)). The graphic defines activities and plans, includes a timeline for completion, and illustrates the integration of College processes.

Evaluation

Through its actions since the spring of 2014, the College can demonstrate that it meets commission standards associated with an ongoing, systematic, and sustainable process for program review and integrated planning. Program review at the College is now firmly embedded into a 2-year cycle of review (see [AP 4015 Program Review](#)). Managers and faculty have stepped up to the plate and completed their reviews in a timely manner. While College faculty require continuing training on the setting of program-specific standards of student achievement, the instructional program review documents clearly feature discussion of the assessment of student learning and curriculum changes as vital elements of the program review process.

The College is using rubrics to evaluate the effectiveness of program review reports and providing that feedback to constituent authors. The College is employing a resource allocation rubric that helps committees and key leaders prioritize resource requests in a uniform manner. The results of that prioritization process are linked up with a budget development process that was revamped in the spring of 2015, and it is a system that is sustainable for future iterations of a planning and budgeting model for the College. The College's revised approach to program review and resource allocation has now gone through three annual cycles of review (2014-15, 2015-16, 2016-17) and consistent improvements in the process have been implemented.

The College meets the commission's standards in relation to program review and integrated planning.

Recommendation 2:

In order to increase effectiveness, the team recommends that the District establish a sound infrastructure of sufficient administrative personnel to ensure a consistent level of services that support the institution's mission and purpose. The team further recommends that the district expedite the process to fill vacant and interim administrative positions. (Standards II.A.2, III.A.6, IV.B)

College Action in Response to the Recommendation

The visiting team of March 2014 raised concerns about the administrative capacity of the College, especially in the area of oversight of program review processes. The team also noted the number of interim and vacant positions in the administrative ranks. The College's self evaluation report had identified key administrative personnel in its own action plans, most notably the need to review the decision to bring back a Dean of Planning, Research and Institutional Effectiveness that had been eliminated through a cost-savings move in 2012.

A number of administrative recruitments were initiated immediately after the March 2014 team visit. In the College's follow-up report, administrative positions that had been filled included:

- **Gerardo Calderón, Vice President of Operations**, effective January 2, 2015. Mr. Calderón came to the College with years of experience overseeing information technology and facilities bond projects with the Sacramento Public Library system. After graduating from San Joaquin Delta College, Mr. Calderón went on to earn his Bachelor's degree in Library Science from CSU Stanislaus, and a Master's degree from San Jose State University.
- **Dr. Lisa Cooper-Wilkins, Dean of Enrollment Services and Student Development**, effective April 7, 2014. Dr. Cooper came to the College after serving as a student personnel administrator at University of the Pacific and at the Community College of Philadelphia. She has a background in a variety of student services programs including DSPS and Equity programs. **Note** – Dr. Cooper-Wilkins **now serves as the Assistant Superintendent/Vice President of Student Services**, a post she was promoted to upon the retirement of Michael Kerns.
- **Dr. Ginger Holden, Dean of Planning, Research and Institutional Effectiveness**, effective November 3, 2014. Dr. Holden came to the position after years of service as a faculty leader in the Academic Senate, as Learning Communities Coordinator, and Chair of the Curriculum Committee. She earned a Ph.D. in English from UC Riverside. **Note** – Dr. Holden now serves as the **Dean of Student Learning and Assessment**, effective January 17, 2017. Dr. Holden transferred into that position upon the retirement of Dr. Charles Jennings.
- **William Deater, Assistant Information Technology Director**, effective November 3, 2014. Mr. Deater brought to the College 20 years of IT management experience, primarily in the public schools systems in Michigan. Mr. Deater earned his Bachelor of Business Leadership degree from Baker College and his MBA from the Baker College Center for Graduate Studies in Michigan. **Note** – Mr. Deater subsequently resigned from

his post and was replaced by Jeff Westbrook on November 1, 2016. Mr. Westbrook brings years of experience as an IT manager to the College.

- **Julie Kay, Dean of the Division of Health Sciences**, effective January 21, 2015. Ms. Kay first served in the position of Acting Dean starting in February 2014 and was hired to fill the permanent Dean position after a national search. Prior to serving as Dean she was the Acting Director of Health Sciences in the Division. Ms. Kay earned her Bachelor's degree from Cal Poly, and her Master's degree in Nursing from UC San Francisco and is also a licensed registered nurse.
- **Annabela Bettencourt, Fiscal Operations Supervisor**, effective April 1, 2015. Ms. Bettencourt came to the College with over 14 years of banking/management experience. After graduating with an AA in Computer Information from Cabrillo College, she went on to earn her Bachelor's in Business Administration from CSU Fresno. **Note** – Ms. Bettencourt subsequently separated from the College and was replaced on February 1, 2016, by Vanessa Rodriguez, an experienced fiscal analyst at the College. Ms. Rodriguez has a Master's degree in accounting and extensive experience working with the College and other state agencies in the field of fiscal operations.

Five of the six positions listed above were new positions for the College or newly re-established positions because of revenue increases after the 2008-2012 recession. The only continuing, budgeted position in the list above was the Dean of Health Sciences.

The College is currently engaged in recruitment for several other positions in the administrative ranks.

- The Division Dean of Languages, Library, and Learning Resources became vacant upon the retirement of Joe Gonzales, one of the longest serving employees in the District. Mr. Gonzales has been replaced with an Acting Dean, Ms. Sheli Ayers, an experienced English teacher and coordinator of the College's Learning Resource Centers.
- The Dean of Regional and Distance Education was established through a program review process in 2015-16. After a failed internal search, the College made an Acting appointment to the position on February 1, 2017, naming Martha Villarreal to the position. Ms. Villarreal is an accomplished faculty member with 17 years of teaching experience and more than a decade teaching online. She holds a J.D. Degree from the UCLA School of Law and has expertise in business, management, and entrepreneurship. In her new capacity, she will oversee the expansion of dual enrollment programs into high schools, oversee the South Campus at Mountain House, online education, and the College's Professional Development Center.
- Student Services Support Program (SSSP) and Student Equity funds from the State of California have allowed the College to strengthen its administrative capacity in student services programs. Recent additions to the administrative ranks include 1) SSSP Program Manager Hong Pham; 2) Manager of Foster Youth Support and Educational Programs Audrey Thomas; 3) Student Equity and Diversity Manager Ed Aguilar.
- Through a process of program review resource allocations, the College has also strengthened its marketing and outreach functions. Several key positions have been hired, most notably the Director of Marketing, Communications and Outreach (Shelly

Valenton). Ms. Valenton has a Bachelor’s degree in Communications, a Master’s degree in Business Administration and 17 years of experience in the areas of brand management, consumer research, marketing and communications. Prior to coming to Delta College, she was the Strategic Affairs Manager at San Joaquin Regional Transit District where she implemented marketing campaigns that earned top regional and national marketing awards.

The College’s administrative structure is identified in the organizational charts that are included in the Appendix.

Evaluation

Through its concerted actions to hire key administrative personnel, the College meets the commission’s standards. The College has relied on new grant dollars and program review analysis to establish or re-establish a host of new administrative positions. In 2014, at the time of the last comprehensive visit, the College identified 56 administrative positions in its organization chart (see [Organization Chart August 2014](#)). Today, the College identifies 63 administrative positions in its organizational chart (see [Organization Chart February 2017](#)).

63
administrative
positions exist
at the College,
up from 56 in
2014

The College meets the standards and has established a sound, expanded administrative structure.

Recommendation 3:

In order to increase effectiveness and to achieve consistency within educational modalities, the team recommends that the District integrate its distance education planning with institutional planning, update its policy that defines “regular and substantive interaction,” and develop and implement a faculty evaluation rubric that is relevant for faculty who teach online courses. (Standards II.B.1, II.A.1.b)

College Action in Response to the Recommendation

The College developed a distance education plan since the ACCJC team visit and this was reported on extensively in the 2015 progress report. The Distance Education Plan was the product of work completed by the Distance Education Committee of the Academic Senate. Faculty leaders met with academic leaders in early Fall of 2014 to review other examples of distance education plans from the California Community College system. Using best practice approaches from other colleges, the Distance Education Committee completed its draft plan in November of 2014. The plan was reviewed and approved by the College’s curriculum committee, the Academic Senate, and the President’s Council (see [Academic Senate Approval of DE Plan November 19, 2015](#); [Curriculum Committee Meeting Minutes of January 27, 2015](#); [President’s Council Agenda of February 12, 2015](#)). The plan includes a mission statement indicating that:

San Joaquin Delta College is committed to increasing access to excellent postsecondary education for the community it serves. In accordance with this mission, Distance Education (DE) courses offered at Delta College will adhere to the standards that they are equivalent to face-to-face courses in rigor, depth and breadth (see [DE Plan, 2](#)).

The DE Plan outlines the development of online courses at the College and traces their growth from a small portion of the College’s class schedule to roughly 15 percent of FTES in recent years ([DE Plan, 4](#)). Using guidelines from federal law and Title 5 of the California Code of Regulations, the plan defines the difference between distance education/online courses, correspondence courses, hybrid courses, and web-enhanced courses. In order to teach online, faculty must undergo training through the College’s Professional Development Center ([DE Plan, 6](#)). Standards of course design quality are monitored by the College’s curriculum committee and by the faculty member’s engagement with instructional support staff and peer instructors who have experience teaching online ([DE Plan, 6](#)). The DE Plan identifies the areas of instructional design review, including elements of curriculum alignment, appropriate technical design, compliance for student authentication and accessibility, rigor, depth, and breadth of content. The DE Plan also indicates that instructional design should focus on opportunities for student participation and interaction, effective policies relating to withdrawal from the course, class schedules, due dates, plagiarism and cheating, the variety of learning activities appropriate to course content, and regular effective professor-student contact ([DE Plan, 6](#)). In accordance with Title 5, regular, effective substantive contact is defined as professor initiated interaction and responsive interaction by the professor with students ([DE Plan, 7](#)). Different methods for maintaining professor-initiated contact are highlighted in the plan, along with recommended guidelines for engaging in responsive contact with students and for student-to-student interaction ([DE Plan, 7](#)).

Evaluation of faculty teaching online courses is mentioned as a subject of interest in the DE Plan. The Plan indicates that the “current evaluation form does not address the particular concerns of online students and faculty.” The committee “recommends the drafting of a new evaluation form, specifically addressing those concerns” (DE Plan, 8). Later in the Plan, the document recommends that the current evaluation process should be adapted to address specific distance education issues. “A new evaluation form, agreed upon through contractual negotiations, should be developed so that students can give direct and relevant feedback about their online course experiences” (DE Plan, 13). This sentiment aligns with the visiting team’s recommendation from March 2014.

The College addressed the evaluation of faculty in the collective bargaining talks that were completed in June of 2016. A new, omnibus faculty evaluation form was established in the contract, using collegial discussions between the faculty union and the administration. The student evaluation instrument was also revised to be uniform for all counselors, librarians, and teaching faculty (SJDCTA Contract, Appendix E). While the form is not distinct for online faculty, the administration of it in both online and face-to-face platforms ensures that faculty evaluation is consistent across all courses, regardless of teaching modality. Moreover, the contract spells out the requirement that when faculty teach in both modes, administrators have the right to examine both modes of instruction in the course of their evaluation, not just one (SJDCTA Contract, Article 16.1.4).

In addition to the DE Plan, the College revised its Distance Education Policy and Procedure after the 2014 ACCJC team visit to bring it in line with contemporary practice and to ensure that regular and substantive interaction is defined in the procedure. Administrative Procedure 4110, Distance Education, defines regular and substantive interaction as “professor-initiated interaction and responsive interaction by the professor to students” (AP 4110, 2). The procedure refers faculty and interested parties to the most recent version of the College’s DE Plan for more information on online courses. In the DE Plan, specific examples of professor-initiated interactions and responsive interactions with students are identified. The list includes the suggestion that, barring extenuating circumstances or holidays, responsive interaction occurs within 48 hours via email, private message, posting of answers to questions in an online forum, or telephone/voicemail contact (DE Plan, 7).

The College has taken steps to integrate the DE Plan into the College’s

revised Educational Master Plan. The prior EMP was adopted by the student focus groups in the fall term of 2014. Central concerns raised in the focus groups included the need to ensure robust wireless connectivity exists for students who visit the main Stockton campus. This is critical to the student population because a large majority of students who take online courses also take face-to-face courses and live within a 10 mile drive of the College. As a result, they can often work on DE courses between classes at the College campus. The College accelerated a study of wireless access points throughout the campus and worked to improve WIFI connectivity in Danner Hall in the summer of 2015. Since that time, a substantial pool of one-time funds (\$2 million) has been set aside for a computer refresh program, and other one-time funds were set-aside to transition from Etudes as a

200
faculty will be
trained in the
use of Canvas
as a learning
management
system in 18
months

learning management system (LMS) to Canvas. The College's Academic Senate recommended the LMS change-over in November 2016 and the College is in an 18-month implementation phase for that switch ([Academic Senate Minutes, October 5, 2016](#), [Canvas PPT BOT Action Item Nov. 15, 2016](#)). Faculty are currently being trained in the use of Canvas, and the Professional Development Center has a schedule in place to train more than 200 faculty over the next 15 months ([Canvas Training Schedule](#)).

The College recognizes the continuing need to focus on online instructional quality. The College has recently moved to hire an internal, experienced online faculty member to be Acting Dean of Regional and Distance Education. One of the charges for that new Dean is to work with the Academic Senate leadership to strengthen the DE Plan and DE Procedures for the College. One model that might be implemented is a quality review process that is modeled after Chaffey College's DE Procedures. Their procedure calls for internal review and a halt to online teaching if student success rates in online sections falls 10 percent below face to face sections.

Evaluation

Through concerted efforts to establish a DE Plan and a revised DE policy and procedure, the College improved its effectiveness in the area of distance education. The Distance Education Committee has done great work to identify distance education definitions and standards of course preparation, rigor, and breadth. The DE Plan provides clear directions to interested faculty on the best practices to use when teaching online. The revised AP 4110 provides a clear definition of regular and substantive interaction between faculty and students in online courses, with the DE Plan providing even more detailed examples of how that contact can and should take place. The College has hired an experienced online faculty member to spearhead the oversight of regional and online education courses. The College's new evaluation process for faculty is uniform in its application toward all faculty (teachers, counselors and librarians alike) and can be used for in-person and online evaluation processes. In short, the College leadership and its faculty have demonstrated a willingness to improve the effectiveness of online teaching procedures and the application of the student evaluation process to online courses.

The College meets the commission's standards and policies that are related to online and distance education.

Recommendation 4:

In order to meet the Standards, the team recommends that the District ensure that evaluation processes and necessary criteria are in place and evaluations are regularly and consistently conducted for all employee groups. (Standards III.A.1.b-c, III.A.2. III.A.3.a, III.A.5.a)

College Action in Response to the Recommendation

The College has taken steps to improve processes for evaluation of personnel and to prompt managers to complete personnel evaluations in a timelier manner. At the time of the progress report in 2015, the College was pursuing two strategies: exploration of a software platform for 1) tracking of evaluations and, 2) regular contact with managers through a workflow system that monitors evaluation timelines.

The procedures for evaluation are established in the collective bargaining agreements with the represented groups (classified, peace officer association, and faculty). For managers, the procedures for evaluation are outlined in [Procedure 2033](#). Readers should recognize that for faculty who have earned tenure, their evaluation can take place in either the fall or spring semester, and division deans frequently wait to conduct evaluations on experienced faculty in the spring term so that they can focus their energy on non-tenured faculty during the fall semester. In light of this caveat, the College's Human Resources Office uses a three-month benchmark, expecting evaluations to be completed within three months of the last scheduled due date entered into the MUNIS software system. In 2015, the College reported that 92 percent of evaluations were up to date or within three months of their due date (note – the College uses a three month metric because faculty evaluations can be completed any time during a semester after the 10th week of a term and still be considered “on time” for that term). As of March 1, 2017, the College can report the following statistics related to employee evaluations and due dates:

- 958 total head count employees are employed by the College that are mandated to have evaluations completed (according to data from the Human Resources Office)
- 756 employees had current evaluations on file, or were within three months of an evaluation due date on January 1, 2017 (79%)
- 202 employees had evaluations that were overdue by three months (21%)

At the time of the 2015 progress report, the departments that had the largest concentrations of overdue evaluations were drawn from areas of the College that had the most turnover in management since the recession, or featured relatively new managers who were catching up on evaluation backlogs because of department reassignments or vacancies that had been unfilled. These departments include the IT department (where a new manager was hired in November 2014), Agriculture, Science and Mathematics (where an Acting Dean had taken over because of an internal promotion of the prior dean), and Enrollment Services and Student Development (where a new Dean had been hired in April of 2014). In essence, the College's recommendation on personnel evaluations was in some ways integrally linked with the need to address the administrative infrastructure of the College. A similar pattern has emerged with the most recent findings on evaluations. Many of the overdue evaluations reported as of January 1, 2017 are related to departments with either acting managers, or recently appointed managers who have just come into their positions.

As indicated earlier, two key strategies are being deployed to enhance personnel evaluation processes at the College. First, the Staff Development Committee spent several months in 2014 reviewing and vetting software packages that might be used to implement a new evaluation tracking process. After months of due diligence, the committee and Human Resources staff recommended staying with MUNIS software solutions, but ensuring that all HR modules of the package were installed and operating at the College. The College initially explored the installation of those software upgrades, which would have featured better time and attendance tracking for employees, and a shift to paperless time card tracking. In the area of personnel evaluations, the MUNIS system, would have allowed for better online tracking, monitoring, and entry of personnel evaluations. The workflow system for notifications to managers will be automated, with pre-scheduled notices being sent out when evaluations are coming up, one month past due, two months, etc. This second process – an improved workflow monitoring system – would ensure that managers receive notification of schedules for evaluations and will ensure they stay within timelines of HR procedures related to evaluation.

Full implementation of MUNIS got delayed because the system does not integrate well with the District's enterprise record system (System 2020) and because the College made a strategic decision to begin researching the installation of a new enterprise record (ERP) system. This planned change away from System 2020 has been identified as a major planning activity in the College's strategic and master planning processes (see [CMP Executive Summary, p. 13](#)). The College has set aside roughly \$4 million in dedicated resources for the purchase and installation of a new integrated solution. Three firms (Ellucian-Banner, Oracle-Peoplesoft, and Workday) submitted proposals to compete for the College's software implementation, two vendors were invited to give demonstrations of their products to the College, and a vendor is scheduled to be selected after a review process in the spring of 2017 ([ERP Update to Board, January 10, 2017](#)).

Evaluation

The College has taken some steps to ensure that evaluation processes are followed and that evaluations are regularly and consistently completed for all personnel at the College. As reported in the 2015 progress report, the College's implementation of MUNIS software modules related to personnel evaluation might have enhanced the College's ability to follow existing evaluation processes and criteria. The decision not to implement MUNIS modules for evaluation and workflow tracking makes sense in light of the greater need to establish an integrated software solution for the entire College. While the College waits for the implementation of an integrated solution, tracking of evaluation due dates is exported out of MUNIS into an MS-Excel spreadsheet that HR staff and managers track on a quarterly basis. Data on evaluations suggest that they are being done for virtually all employees on a regularly scheduled basis.

In some ways, the College's standing on up-to-date evaluations was tied to its administrative capacity as it emerged from the 2008-2012 economic recession, where management positions were cut at a higher rate than classroom faculty and classified staff. The College's most recent data analysis suggests that 79 percent of evaluations are on time or within three months of being on time. Full implementation of an integrated enterprise software system will only help accelerate this institutional improvement.

The College meets the commission standards that relate to regular and systematic evaluation of all personnel.

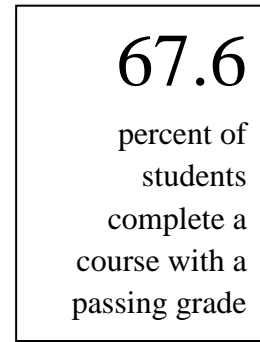
79
percent of
employee
evaluations are
on time or
within three
months of their
due date

Part 6B. Data Trends Since the 2014 ACCJC Self Evaluation

In accordance with the Commission’s guidelines, the College has completed a Mid-Term Data Report and provided a copy in the appendix ([ACCJC Mid-Term Data Trends Report](#)). The next few pages highlight some of the major trends the College has experienced since the 2014 comprehensive self evaluation and team visit.

Student Course Completion

Rates for successful course completion have remained high at the College over the last three years. Approximately two-thirds of all students earn a grade of A, B, C, or PASS, with Fall 2016 rates coming in at 67.6 percent. That rate is slightly above the College’s Institution Set Standard (ISS) for that metric. Rates are up slightly from prior year averages of 66 percent. This may be due to a shortened academic term in the fall 2016 semester, and the implementation of improved educational planning with increased counselors and more SSSP funding from the state.



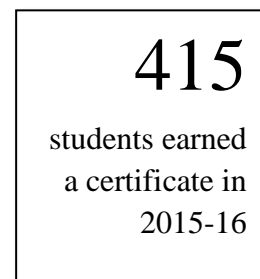
Degree Completion

The College’s rate of distinct students earning an Associate’s Degree was trending downward for two years but rebounded in the 2015-16 academic year to a level of 1,588. This was 130 higher than the prior year. Some of that increase is due to the increasing popularity of the Associate’s Degree for Transfer for CSU-directed transfer students. The College’s strong performance on degrees, certificates, and transfer is noteworthy in light of the low educational attainment of the region and the higher levels of families living at or below the poverty level. Despite having economic data that resemble parts of Appalachia, the College’s student performance on completion metrics places it consistently among the top 100 community colleges in the country for degrees and certificates for underrepresented students.



Certificate Completion

The College’s number of students who received a certificate has been trending downward over the last three years. In 2015-16, the count stood at 415, ten fewer than in 2013-14. The data are below the College’s ISS of 500, but economic conditions largely explain the downward trend. Many students are opting out of certificate completion because of job offers in an improving economy. This pattern is most pronounced in trades programs like welding, electrical, HVAC, industrial maintenance, and auto repair. In short, the improving economy in recent years has resulted in fewer certificate completions.



Transfer

The College’s transfer data continue to remain strong despite low educational attainment rates for the region and higher concentrations of poverty. In 2015-16, just over 1,400 students transferred to a four year university. This was up from prior year totals of 1,371 and 1,370. The College’s performance on this metric consistently places it among the top 100 colleges in the country for transfer by traditionally underrepresented students. Because of the College’s strong performance on this standard of student success, the College was eligible to compete for the Aspen Institute’s \$1 million Prize for Community College Excellence in 2014 and 2017.

1,407
students
transferred to 4-
year schools in
2015-16

Student Learning Outcomes Assessment

The College has an on-going assessment program that ensures nearly 100 percent completion of course, program and institutional learning outcomes assessment on an annual basis. In the most recent year, 85 percent of all courses in the College Catalog had active SLO’s assessed by the faculty. The only reason that rates of SLOA attainment fall below 100 percent is because a number of course “shells” exist in the College Catalog for honors, internship, and topics courses that are infrequently offered, or offered only for top level students in sections featuring one or two students in any given term. The College’s 13 Institutional Learning Outcomes (ILO’s) are tracked using an indirect survey method every year that is administered to students applying for graduation. ILO attainment is very strong, with greater than 85 percent of students providing strongly agree or agree ratings on Likert scale questions that tap various ILO domains (see [Graduation Survey Report, 2016](#)).

85
percent of all
College courses
have completed
SLO
assessments

Licensure Pass Rates

Licensure pass rates for the College’s two main programs – Nursing and Psychiatric Technician – have featured different data trends in recent years. The Nursing program saw its licensure exam pass rate jump to 93 percent in the most recent year (see [BRN Licensure Passage Rates](#)). Meanwhile, the Psychiatric Technician (PT) Program passage rate fell to 71 percent (see [PT Licensure Passage Rates](#)). Testing data reported to the College for the most recent cohort suggests that PT passage rate jumped to 86 percent in the last quarter of 2016 ([BVN-PT Appeal Letter 2017](#)). The College’s small 15 student Radiologic Technology Program features a 100 percent passage rate.

93
percent of
Nursing
graduates
passed their
licensure exams

Job Placement Rates

Job placement rates for various programs are tracked using the Perkins Core Indicators reports associated with the federal government’s CTE funding program. In recent years, placement rates for graduates have been impacted by the improving economy, with placement rates declining because the measure for graduates does not track early leavers. Still, some programs have retained strong levels of job placement, with the specific programs for manufacturing and industrial technology and diesel heavy equipment placing 95 percent of their graduates (2015 Perkins Core Indicators Report – Indicator 4). The California Community College system has started using a metric that tracks the one-year wage gains of “skills builders” – students who take one or two courses in a career oriented discipline and then leave the College with no degree or certificate. San Joaquin Delta College’s score on that metric has placed it among the top five performing colleges in the state, with a 36 percent median wage gain reported in the [Student Success Scorecard Report 2016](#).

95
percent job
placement rate
for
manufacturing
and diesel
heavy
equipment
programs

Fiscal Data

The fiscal data contained in the Mid-Term Report reflect a college with stable finances, relatively healthy end-of-year reserve rates, and an actuarial report that gets updated every two years. The College’s general fund revenues for the 2016-17 budget are \$97.4 million. The expenditures are \$97.3 million, with a net operating surplus of \$113,454 ([2016-17 Budget, Attachment 9a](#)). The College has a plan to address its post-employment obligations (OPEB) by setting aside an increasing allocation every year, along with a designated percentage of reserves. At the end of the 2016-17 academic year, the OPEB account will have more than \$7.9 million designated for future OPEB obligations ([2016-17 Budget, Attachment 9d](#)).

12
percent end of
year reserves
for 2016-17
academic year

Enrollment Data

Like many community colleges across the country, the College has seen a slight decline during the economic expansion. Full-time equivalent students peaked in the 2007-08 period, and the most recent high point was recorded in 2014-15, which featured 16,167 FTES. The current academic year is demonstrating an even further drop-off, with FTES likely to be around 15,100, down from 15,331 in 2015-16. The College is using a three-year budget model to address potential cuts that will need to be made.

15,331
FTES in the
2015-16
academic year

Student Loan Default Rates

The College has managed its student loan default rates in an effective manner over the last three years. The three-year rate has declined from 28.5 percent to 21.5 percent between 2013-14 and 2015-16. This has been accomplished through a partnership with the Chancellor’s Office and an external consultant to provide fiscal responsibility training to students and greater financial aid awareness.

21.5
percent student
loan default rate
– down from
28.5 two years
ago

Appendix – Alphabetical List of Evidence Documents



[2016-17 Adopted Budget - Attachments 9a and 9d](#)
[Academic Senate Approval of DE Plan November 19, 2015](#)
[Academic Senate Minutes October 5, 2016](#)
[ACCJC Mid-Term Data Trends Report](#)
[Action Plan Progress Report March 2017](#)
[Actionable Improvement Plans, March 11, 2014](#)
[AP 4015 Program Review](#)
[AP 4110, 2 Distance Education](#)
[BRN Licensure Passage Rates](#)
[BVN-PT Appeal Letter](#)
[Canvas BOT Action Item Nov. 15, 2016](#)
[Canvas BOT PPT Nov. 15, 2016](#)
[Canvas Training Schedule](#)
[CMP Executive Summary, p. 13](#)
[Curriculum Committee Meeting Minutes of January 27, 2015](#)
[Data Dashboards](#)
[Distance Education Plan Fall 2014](#)
[ERP Update to Board, January 10, 2017](#)
[Fall 2014 Flex Day PowerPoint](#)
[Graduation Survey Report](#)
[Instructional Program Review Evaluation Rubric](#)
[Integrated Planning Model](#)
[Non-Instructional Program Review Evaluation Rubric](#)
[November 2016 Report on Actionable Improvement Plans](#)
[Organization Chart August 2014 Final](#)
[Organization Chart February 2017 Final](#)
[President's Council Agenda of February 12, 2015](#)
[President's Council Minutes February 12, 2015](#)
[Procedure 2033 Management Evaluations](#)
[Program Review DocuShare Collection](#)
[PT Licensure Passage Rates](#)
[Report on 2014 ACCJC Action Plans](#)
[Resource Allocation Prioritization Rubric](#)
[Sample Instructional Program Reviews](#)
[Sample Non-Instructional Program Reviews](#)
[SJDCTA Contract, Appendix E](#)
[SJDCTA Contract, Article 16.1.4](#)
[Student Success Scorecard Report](#)
[Update on Accreditation](#)



San Joaquin Delta College Planning and Budget Committee

Monday, February 6, 2017
2:00 p.m.
Admin 103 (Board Room)
Lilia Lopez, Recorder

Members Present: Gerardo Calderon, Amy Courtright, Lisa Cooper Wilkins, Shelba Durston, Amal Elayyan, Danell Hepworth, Ginger Holden, Kathy Huff, Connie Martinez, Jeff Menge, Kristina Merlino, Harry Mersmann, Vicki Nicholson, Allison Rocili, Matt Wetstein,

Members Absent: Jeff Toney, Salvador Vargas, Evan Wade

Guests: Ed Aguilar, Maria Bernardino, Peter Longero

Minutes

Introduction: Jeff Menge called the meeting to order at 2:05 p.m. Mr. Menge welcomed the committee members and guests.

A. Action Item

1. Approval of January 6, 2017, Minutes
The committee reviewed and approved by consensus.

B. Informational/Discussion Items

1. Governor's Proposed Budget 2017-2018
Jeff Menge gave a report on the Governor's proposed budget for 2017-18. The Governor encourages the colleges to focus and restraint and reflects on the signs of an economic slowdown that may include uncertain federal funding. One-time money does not help with the on-going cost and STRS/PERS costs continue to increase. Enrollment continues to decline. The College will be a structural deficit next year.
 2. 2015-16 Audit Report
Jeff Menge gave a report on the District's 2015-16 Audit Report Findings & Recommendations. This is a standard review. Crowe Horwath conducted the review and gave an unmodified opinion. There were no audit findings. The Auditors will be presenting the audit report at the regular Board Meeting on February 21, 2017.
 3. Q2-17 Financial Report Update
Jeff Menge gave a report on the second quarterly financial report. There was slight change from the Adopted Budget to Q2 report. The projected revenue of \$97.2M, the projected expenditure including one-time uses of \$97.1M, and the projected fund balance of 10.3M. There are \$1.2M vacancy savings.
 4. Integrated Planning Model
Dr. Holden provided to the Planning and Budget Committee for review a copy of the draft Integrated Planning Model, and is requesting feedback from the committee by March 6, 2017.
-

5. Program Review Sub-Committee Workload
Dr. Holden provided a copy of the 2016-17 Program Review Committee Distribution Group. The deadline for the subgroups to complete the program review process is March 13, 2017.
6. ACCJC Mid-Term Report
Dr. Wetstein provided a draft copy of the ACCJC Mid-Term Report. The College is required to submit a mid-term report on how the College has addressed the ACCJC recommendations. The College received four (4) recommendations 1) Program Review; 2) infrastructure; 3) Distance Ed; and 4) Evaluation Process. Dr. Wetstein requested feedback/comments to the draft ACCJC Mid-Term by March 1, 2017. The ACCJC Mid-Term will be presented for acceptance at the regular Board Meeting on March 14, 2017. The ACCJC Mid-Term is due to ACCJC on March 15, 2017.
7. Strategic Goals Reports Schedule
Dr. Wilkins proposed a reporting schedule when the Strategic Goals Planning Reports to be presented to the Planning and Budget Committee. The schedule is as follows:

March 6, 2017 – Strategic Goal Plan 1 & 8
April 3, 2017 – Strategic Goal Plan 2, 5 & 6
April 17, 2017 – Strategic Goal Plan 3, 4 & 7
8. ERP System Update
Gerardo Calderon gave an update report on the ERP System. Ellucian and Oracle PeopleSoft are invited to do a demo of their products the week of February 27 and March 13, respectively. WorkDay will not be invited mainly because the Student Information System is not in production anywhere other than the Recruiting and Admission modules, and the District does not have the desire to be a development partner.
9. Redirection of Funds - Restructure District Police Chief Position
Dr. Wilkins gave a report on the redirection of funds and restructure of the District Police Chief position. Some concerns were raised related to educational requirements, work experience, and a concern that pool drawn from current recruitment may be too narrow. The District Police Chief Position was reviewed by AR&E in the areas of education requirement and work experience. Based on changes made; the position will be placed on the Management Salary Schedule at Range 5. The restructure of the position will provide a cost savings of \$8,087.

- C. Agenda Items for Future Meetings
1. Comprehensive Master Plan (Draft)

Meeting adjourned at 2:45 p.m.

Actionable Improvement Plans: A Midterm Update

Matt Wetstein,
Assistant Superintendent/Vice President of Instruction and Planning
Accreditation Liaison Officer

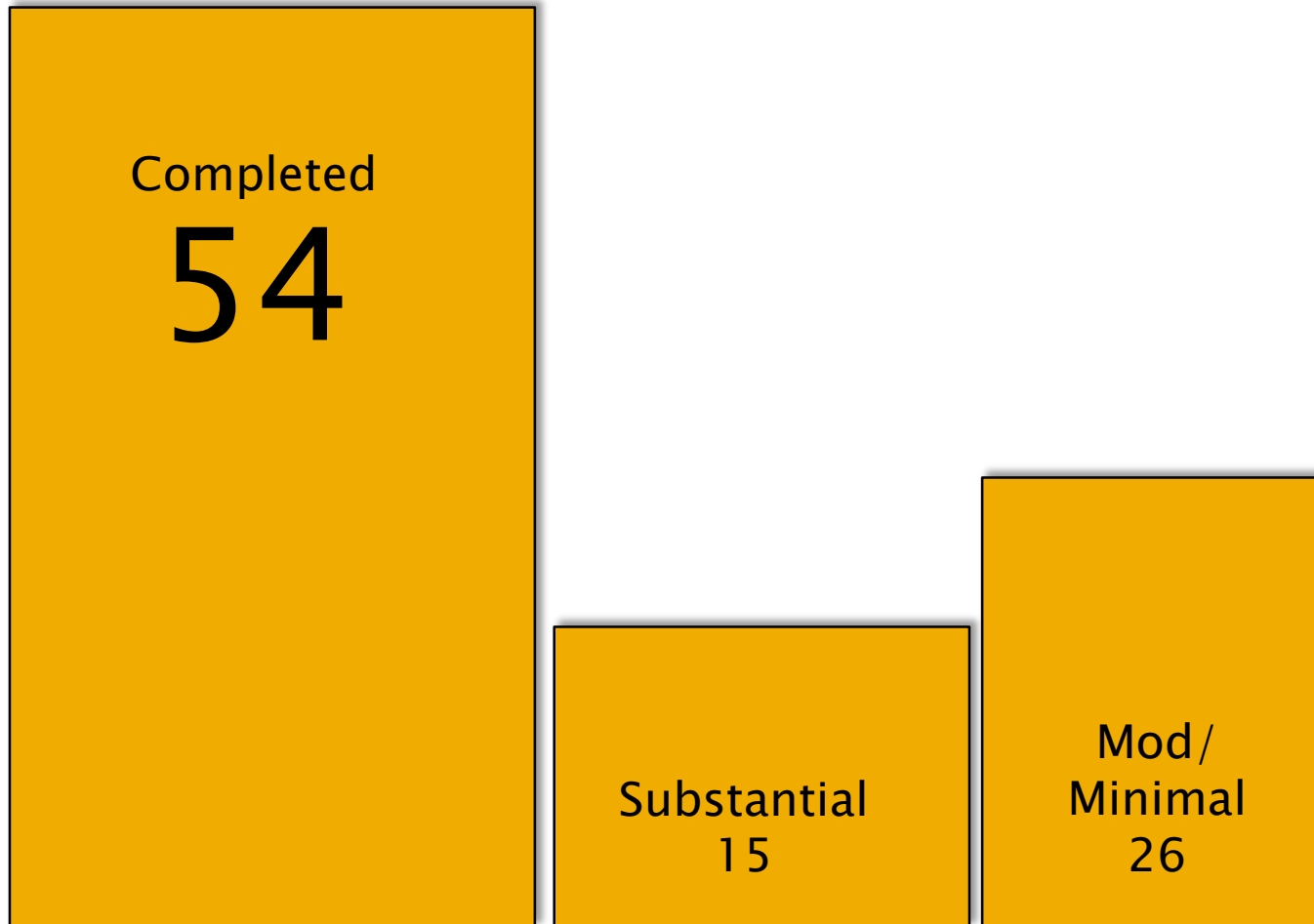
Ginger Holden, Dean
Office of Planning, Research, and Institutional Effectiveness
March 2017



Presentation Overview

- ▶ Overall progress of the District's 95 self-identified actionable improvement plans (AIPs) from the 2014 ACCJC Self Evaluation Report
- ▶ Highlights of AIPs in Standards 1-4
- ▶ Next steps toward completion of the ACCJC Midterm Report

Overall Progress on Self-Identified AIPs



Recommendation 1

- ▶ In order to meet the Standards, the team recommends that the District implement an ongoing, systematic, sustainable program review for each program not currently in the program review process that informs integrated planning, resource allocation decisions, key processes to improve institutional effectiveness, and student achievement and learning. (II.A.2, II.A.2.e)

✓ COMPLETED

Recommendation 2

- ▶ In order to increase effectiveness, the team recommends that the District establish a sound infrastructure of sufficient administrative personnel to ensure a consistent level of services that support the institution's mission and purpose. The team further recommends that the district expedite the process to fill vacant and interim administrative positions. (Standards II.A.2, III.A.6, IV.B)

✓ COMPLETED

Recommendation 3

- ▶ In order to increase effectiveness and to achieve consistency within educational modalities, the team recommends that the District integrate its distance education planning with institutional planning, update its policy that defines “regular and substantive interaction,” and develop and implement a faculty evaluation rubric that is relevant for faculty who teach online courses. (Standards II.B.1, II.A.1.b)

✓ COMPLETED

Recommendation 4

- ▶ In order to meet the Standards, the team recommends that the District ensure that evaluation processes and necessary criteria are in place and evaluations are regularly and consistently conducted for all employee groups. (Standards III.A.1.b–c, III.A.2. III.A.3.a, III.A.5.a)

✓ COMPLETED

ACCJC Midterm Report – Next Steps

- ▶ Finalize evidence that College has addressed all recommendations identified in the 2014 Report of the External Evaluation Team Visit
- ▶ Board Action on March 7, 2017
- ▶ Submit ACCJC Midterm Report by March 15, 2017

Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1A	(Collaboration & Communication) The College should place placards or appropriate signs featuring the mission and vision statement in high profile locations across the campus.				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; Facilities Manager. Timeline: Completed					
1A	(Collaboration & Communication) 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		✓		
Parties Responsible: Superintendent/President; President’s Council; Management Senate; Classified Senate; Academic Senate; Associated Student of Delta College; and, Program Review Committee. Shared governance handbook to be developed. Timeline: 2017–18					

Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1A	(Collaboration & Communication) 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				✓
Parties Responsible: President’s Council. Timeline: Completed					
1B	(Planning & Program Review) 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.				✓
Parties Responsible: Superintendent/President; Executive Leadership Team (ELT). Timeline: Completed					

Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1B	(Collaboration & Communication) College leaders should work to communicate more clearly the College’s integrated planning, budget, and program review model				✓
Parties Responsible: Planning and Budget Committee. Timeline: Completed					
1B	(Planning & Program Review) The President’s Council should actively pursue committee reports for 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	✓			
Parties Responsible: Superintendent/President. Timeline: Spring 2017					

Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1B	(Planning & Program Review) The College should monitor program reviews to determine whether professors have established program-specific standards for reasonable student achievement for <u>all</u> programs.				✓
Parties Responsible: Assistant Superintendent/Vice President of Instruction; Assistant Superintendent/Vice President of Student Services; Program Review Committee. Timeline: Completed					
1B	(Planning & Program Review) 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	✓			
Parties Responsible: Superintendent/President; President’s Council. Timeline: Spring 2017					

Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1B	(Planning & Program Review) The College’s institutional research office should implement a survey that assesses campus satisfaction with planning, evaluation, and institutional improvement processes at the College				✓
Parties Responsible: Office of Planning, Research, and Institutional Effectiveness (PRIE). Timeline: Completed.					

Standard 2A – Instructional Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2A	(Improved Student Learning) 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 from the CCLC				✓
Parties Responsible: Distance Education Sub-Committee Chair. Timeline: Completed					
2A	(Improved Student Learning) 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				✓
Parties Responsible: Curriculum Committee Chair. Timeline: Completed.					

Standard 2A – Instructional Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2A	(Improved Student Learning) 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			✓	
Parties Responsible: Dean of Student Learning and Assessment. Timeline: 2017–18					
2A	(Improved Student Learning) The General Education Sub-Committee should continue ongoing discussion to identify appropriate data elements to assess the general education and interdisciplinary degree programs		✓		
Parties Responsible: General Education Sub-Committee. Timeline: 2017–18					

Standard 2A – Instructional Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2A	(Planning & Program Review) Review of Program Review policies and procedures may require revision to support biannual program reviews for instructional programs				✓
Parties Responsible: Program Review Committee, Policies and Procedures Review Committee					
2A	(Improved Student Learning) 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 – Academic Freedom) for the policy and move it to Chapter 4, Academic Affairs, in its policies and procedures collection				✓
Parties Responsible: Assistant Superintendent/Vice President of Instruction and Planning					

Standard 2A – Instructional Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2A	(Improved Student Learning) The College needs to complete work on a definitive Distance Education policy that stipulates the requirements for distance education				✓
Parties Responsible: Distance Education Sub-Committee					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) 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				✓
2B	(Improved Student Success) The division should develop a process for structured dialogue with students who utilize its support services				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) A “Customer Service” training program should be developed for the non-teaching division staff (Improved Student Success)				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services					
2B	(Improved Student Success) The Student Success & Support Program Committee (formerly the Matriculation Committee) should review matriculation services to determine ways to increase student satisfaction				✓
Parties Responsible: Student Success & Support Program (SSSP) Committee					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) In planning for implementation of the Student Success and Support Program (SSSP), 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.				✓
Parties Responsible: Dean of Counseling and Special Services					
2B	(Improved Student Success) The College should explore different options and model catalogs from other institutions in order to streamline the online catalog for easier navigation by students	✓			
Parties Responsible: Dean of Student Learning and Assessment Timeline: Spring 2018					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) 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 College Life webpage				✓
Parties Responsible: College Webmaster					
2B	(Improved Student Success) 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				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; PRIE Office					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success & Communication) The College should develop a marketing campaign to encourage current students to schedule counseling appointments earlier in the semester				✓
Parties Responsible: Dean of Counseling and Special Services					
2B	(Improved Student Success) The College should make installation of the Degree Audit software a high priority (Improved Student Success)				✓
Parties Responsible: Director of Information Technology					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success & Communication) 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	✓			
Parties Responsible: Director of Auxiliary Services; PRIE Office Timeline: Spring 2018					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) 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					
2B	(Improved Student Success & Communication) 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 (ASDC)				✓
Parties Responsible: Director of Information Technology					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) The District should conduct a focus group with student club advisors, members of Inter 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				✓
Parties Responsible: Director of Student Activities; PRIE Office					
2B	(Improved Student Success & Communication) 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				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; PRIE Office					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) The College should conduct student focus groups to address the concerns expressed by students who identify as LGBT (Improved Student Success)				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; PRIE Office					
2B	(Improved Student Success) The College should continue to monitor improvement of assessment placement instruments and encourage faculty participation in statewide common assessment meetings			✓	
Parties Responsible: Assistant Superintendent/Vice President of Student Services; Assessment Director Timeline: Spring 2018					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) The College should research existing SLO tracking systems to determine whether SLO Assessment in Instruction and Student Services can be uniform			✓	
Parties Responsible: Executive Leadership Team (ELT) Timeline: Spring 2018					
2B	The College should conduct student focus groups to collect feedback about their experiences, whereas findings can be used to improve student support services				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; PRIE Office					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Use of Technology & Staff Dev.) To promote professionalism and a strong work ethic, HR will continue to electronically disseminate the Employee Handbook to District employees and maintain a link to the handbook on the department’s web page				✓
Parties Responsible: Vice President of Human Resources and Risk Management; HR Staff					

Standard 2C – Library and Learning Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2C	(Improved Use of Technology) The College needs to place a high priority on improving WiFi services for students				✓
Parties Responsible: Director of Information Technology					

Standard 3A - Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Improved Use of Technology & Staff Dev.) 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		✓		
Parties Responsible: Vice President of Human Resources and Risk Management; HR Staff Timeline: Spring 2019					

Standard 3A – Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Improved Use of Technology) 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				✓
3A	(Planning & Program Review) Human Resources should begin to convert the current District policies, Personnel Files, into one policy following the CCLC template		✓		
Parties Responsible: Vice President of Human Resources and Risk Management Timeline: Spring 2018					

Standard 3A – Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Planning & Program Review) 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				✓
Parties Responsible: Human Resources Staff					

Standard 3A – Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Staff Development & Planning) 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		✓		
Parties Responsible: Vice President of Human Resources and Risk Management Timeline: Spring 2018					

Standard 3A – Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Planning & Staff Development) 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			✓	
Parties Responsible: Vice President of Human Resources and Risk Management Timeline: Spring 2018					

Standard 3B – Physical Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3B	(Improved Use of Technology) The District should work to obtain and operate a better functioning work order system for collecting, storing, and evaluating the useful data				✓
Parties Responsible: Vice President of Operations and Director of Information Technology					
3B	(Planning & Program Review) The District should evaluate custodial staffing needs to address any deficiencies of existing personnel as new facilities are brought online		✓		
3B	(Planning & Improved Resource Allocation) The District should consider funding a way-finding and signage plan as envisioned in the 2010 FMP			✓	
Parties Responsible: Vice President of Operations Timeline: Spring 2018					

Standard 3B – Physical Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3B	(Planning & Program Review) In order to maintain the cleanliness of existing and new facilities, the District will investigate staffing levels for custodial functions		✓		
3B	(Planning & Improved Resource Allocation) The District needs to continue efforts to gain approval and funding for maintenance and improvement projects			✓	
3B	(Planning & Program Review) The District must investigate the need for staffing required to obtain the acceptable level of care for the maintenance and cleanliness of its facilities		✓		
Parties Responsible: Vice President of Operations Timeline: Spring 2018					

Standard 3B – Physical Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3B	(Planning & Improved Resource Allocation) The District needs to improve its efforts to fully integrate the Total Cost of Ownership into the long range planning process			✓	
Parties Responsible: Vice President of Operations Timeline: Spring 2019					

Standard 3C – Technology Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3C	(Planning & Improved Use of Technology) 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)				✓
Parties Responsible: Director of Information Technology					
3C	(Improved Use of Technology & Communication) Add the custodial staff to the campus e-mail system and provide regular access to a computer				✓
Parties Responsible: Director of Information Technology and Data Center Services					

Standard 3C – Technology Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3C	(Improved Use of Technology) 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				✓
Parties Responsible: Director of Information Technology					
3C	(Staff Development) 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: Professional Development Center (PDC) Staff					

Standard 3C – Technology Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3C	(Staff Development) 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	✓			
Parties Responsible: Executive Leadership Team (ELT); IT Managers Timeline: Spring 2018					
3C	(Improved Use of Technology) 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				✓
Parties Responsible: Director of Information Technology					

Standard 3C – Technology Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3C	(Planning & Improved Use of Technology) 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			✓	
Parties Responsible: Executive Leadership Team (ELT); IT Managers Timeline: Spring 2018					
3C	(Improved Use of Technology) Increasing and improving the wireless access to students and staff across the district is a very high priority				✓
Parties Responsible: Director of Information Technology					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Planning & Improved Resource Allocation) 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	✓			
Parties Responsible: Executive Leadership Team (ELT) Timeline: Abandoned – grant apps monitored through ELT and management team					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Planning & Improved Resource Allocation) 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				✓
Parties Responsible: Executive Leadership Team (ELT)					
3D	(Communication) 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				✓
Parties Responsible: Vice President of Fiscal Services					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Improved Resource Allocation & Communication) 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				✓
3C	(Improved Resource Allocation & Communication) 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				✓

Parties Responsible: Parties Responsible: Vice President of Fiscal Services; Fiscal Services Staff

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Improved Resource Allocation) 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				✓
Parties Responsible: Executive Leadership Team (ELT); Vice President of Fiscal Services					
3D	(Planning & Improved Resource Allocation) Recalibrate and update the OPEB plan based on annual contributions and findings from each new actuarial study every two years				✓
Parties Responsible: Vice President of Fiscal Services					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Planning & Improved Resource Allocation) 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				✓
Parties Responsible: Executive Leadership Team (ELT); Bargaining Group Leaders					
3D	(Improved Resource Allocation) The College will work with consultants from the CCCCCO to closely monitor default rates and will implement suggested financial aid workshops recommended by the consultant				✓
Parties Responsible: Vice President of Fiscal Services; Director of Financial Aid					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	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 by spring 2015 for the interim audit visit				✓
Parties Responsible: Vice President of Fiscal Services; Fiscal Services Staff					

Standard 4A – Decision-Making Processes

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4A	(Communication) The College should consider new and effective modes of communication to foster better understanding of governance processes		✓		
Parties Responsible: President’s Council Timeline: Fall 2018					
4A	(Collaboration & Communication) The governance committee structure and composition should be reviewed and revised to streamline deliberation and eliminate committees that are not meeting regularly				✓
Parties Responsible: President’s Council					

Standard 4A – Decision-Making Processes

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4A	(Collaboration) The ASDC and Administration should work to establish a meeting schedule that fosters greater student participation in planning and budget deliberations			✓	
Parties Responsible: Superintendent/President; ASDC Leadership		Timeline: Fall 2018			
4A	(Collaboration & Communication) 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				✓
Parties Responsible: President’s Council					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development) The trustees and the superintendent/president will continue to engage in professional development designed to reinforce their respective roles and responsibilities				✓
4B	(Planning) The Board has drafted a policy and they should consider writing formal procedures for the selection of future superintendent/presidents (Planning)		✓		
Parties Responsible: Trustees; Superintendent/President Timeline: Spring 2018					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development) Revise BP 2740, Board Education and Orientation and AP 2740, Board Education and Orientation to more adequately address continuing education for trustees				✓
4B	(Professional Development) Continued Brown Act and Roberts’ Rules training should be conducted on at least an annual basis				✓
Parties Responsible: Trustees; Superintendent/President					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Planning) 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	✓			
4B	(Planning) The Board will establish a schedule for reviewing the Board policies in Chapter 2	✓			
Parties Responsible: Trustees; Superintendent/President Timeline: Summer 2017					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development) The Board should continue development activities including the Excellence in Trusteeship training available through the Community College League of California (CCLC)				✓
4B	(Planning) The superintendent/president in collaboration with the Board will develop a calendar to provide for regular review of the Board’s policies	✓			
4B	(Professional Development) Develop a new trustee orientation program that supplements those available through CCLC and ACCT	✓			
Parties Responsible: Trustees; Superintendent/President Timeline: Summer 2017					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Collaboration & Professional Development) 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				✓
4B	(Planning) 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			✓	
Parties Responsible: Trustees; Superintendent/President Timeline: Summer 2017					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development & Collaboration) Each year the board president, vice president, and clerk should be trained in ways of administering the Code of Ethics policies so they are more effective in identifying and preventing unacceptable behavior when it first occurs		✓		
4B	(Professional Development & Collaboration) 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			✓	
Parties Responsible: Trustees; Superintendent/President Timeline: Summer 2018					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development & Collaboration) The superintendent/president and all members of the Board should have training in enforcing the Code of Ethics		✓		
4B	(Planning) Update the District’s strategic plan to reflect accomplishments and new strategic directions	✓			
4B	(Planning) Update the EMP and FMP to recognize changes in the labor market demands of the Central Valley and San Joaquin County in particular				✓
Parties Responsible: Trustees; Superintendent/President Timeline: Spring 2018					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Planning, Improved Resource Allocation) 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			✓	
Parties Responsible: Superintendent/President; Executive Leadership Team (ELT) Timeline: On-going					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Improved Resource Allocation) Meet the needs of the College community through the Foundation’s fundraising activity			✓	
Parties Responsible: Superintendent/President					
4B	(Planning) 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				✓
Parties Responsible: Superintendent/President; Vice President of Instruction and Planning Timeline: On-going					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Planning & Collaboration) 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	✓			
Parties Responsible: Trustees; Superintendent/President					
4B	(Planning & Collaboration) The superintendent/president and her leadership team will spend a portion of each ELT meeting reviewing the policies and procedures that are out for comment		✓		
Parties Responsible: Superintendent/President; Executive Leadership Team (ELT) Timeline: Fall 2017					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Collaboration) The superintendent/president will design a method to disseminate the policies and procedures after they have been passed or reviewed by the Board and or the President’s Council	✓			
Parties Responsible: Superintendent/President					
4B	(Planning & Improved Resource Allocation) Maintain processes for evaluating and acquiring staffing needs that demonstrate the best use of funds and most effective use of personnel			✓	
Parties Responsible: Superintendent/President; Executive Leadership Team (ELT) Timeline: Summer 2017 and on-going					

Actionable Improvement Plans – A Road Map for Strategic Planning Part 2

Dr. Matt Wetstein
Assistant Superintendent/Vice President of Instruction and Planning
Accreditation Liaison Officer
March 11, 2014



Highlights of the Presentation

- ▶ Highlight major themes in the ACCJC report's Actionable Improvement Plans
- ▶ Discuss the planning meeting of February 21, 2014
- ▶ Describe how the College's strategic planning process can flow from the ACCJC self evaluation
- ▶ Provide a few draft strategic goals and linked action plans

Tonight's Theme...



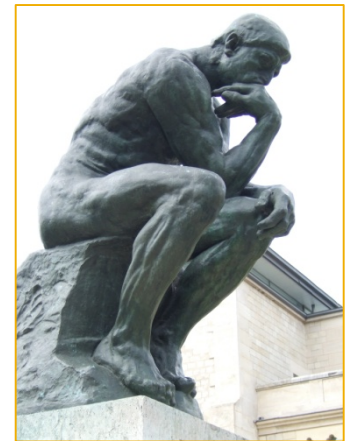
Action Plans & Goals

- ▶ Self evaluation contains 91 Action Plans
- ▶ Dr. Hart recently wrote 9 draft strategic goals

Proposed Goal	Proposed Goal
Develop a climate/culture that values compassion, forgiveness, and gratitude	Increase student retention, success, and overall achievement (degrees and certificates; employment)
Maintain and enhance fiscally-sound position with strong reserves	Clarify and articulate key institutional structures, organization, and leadership
Maintain commitments and develop new partnerships in the community	Identify and select key personnel for leadership, management, instruction, student services, fiscal services, human resources, facilities management, and information services positions
Maintain and foster high-level community engagement and outreach	Assess the need for, provide, and evaluate professional development activities for new and current employees
Locate functions on campus to achieve optimal interaction, collaboration, and cooperation	

Action Plans & Goals

- ▶ The Challenge/Opportunity:
- ▶ How best to merge the operational ideas identified in the ACCJC self evaluation with proposed strategic goals?
- ▶ Idea of the February Planning Summit – engage campus stakeholders with both sets of information
- ▶ Use the “Wisdom of the Crowd”
- ▶ What would emerge as important to the group?



Rodin's "The Thinker"

Planning Meeting, 2/21/14

- ▶ Invitation campus-wide
- ▶ Asked individuals to review Actionable Improvement Plans in the ACCJC Self Evaluation Report & proposed goals
- ▶ 36 individuals attended
- ▶ Diverse group of staff, managers, faculty
- ▶ GOAL – To prioritize some of the action plans and draft strategic goals proposed by Dr. Hart

Planning Meeting, 2/21/14

- ▶ Participants were given 6 dots of 4 colors each
- ▶ BLUE = Blue ribbon (high priority)
- ▶ GREEN = (Yes, priority)
- ▶ YELLOW = (Maybe, Less Priority)
- ▶ RED (Not a priority)

consultation process

Ranking: BLUE RIBBON (High Priority) Green (Yes, Priority) Yellow (Maybe, Less Priority) Red (Not a Priority)

Standard I - Mission & Institutional Effectiveness

Standard I.A. Mission	Parties Responsible	Ranking
Actionable Improvement Plan (Collaboration & Communication)		
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. (Collaboration & Communication)	President's Council	<p>2 green 1 red 1 blue 9 yellow</p>

Ranking: BLUE RIBBON (High Priority) Green (Yes, Priority) Yellow (Maybe, Less Priority) Red (Not a Priority)

Results (Top 5)

Top Ranked AIPs or Goals	Blue	Green	Yellow	Red	Weighted Score
Increase student retention, success, and overall achievement (degrees and certificates; employment, ACCJC 2a, 2b)	22	0	0	1	89
The College needs to place a high priority on improving WiFi services for students (2c)	12	5	2	0	67
The District must investigate the need for staffing required to obtain the acceptable level of care for the maintenance and cleanliness of its facilities (3b)	9	9	0	0	63
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 (3d)	11	5	1	1	62
Update the EMP and FMP to recognize changes in the labor market demands of the Central Valley and San Joaquin County in particular (1b, 4b)	11	1	0	0	47

Results (6-10)

Top Ranked AIPs or Goals	Blue	Green	Yellow	Red	Weighted Score
The College should make installation of the Degree Audit software a high priority (2b)	7	6	0	0	46
The College should develop a marketing campaign to encourage current students to schedule counseling appointments earlier in the semester (2b)	6	5	0	1	40
Increasing and improving the wireless access to students and staff across the district is a very high priority (3c)	5	6	0	0	38
Assess the need for, provide, and evaluate professional development activities for new and current employees (3a)	3	5	4	0	35
The Student Services Division should develop a process for structured dialogue with students who utilize its support services (2b)	7	2	0	0	34

Results (11-15)

Top Ranked AIPs or Goals	Blue	Green	Yellow	Red	Weighted Score
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 (2b)	5	4	1	0	34
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 (3a)	8	0	1	0	34
A "Customer Service" training program should be developed for the non-teaching division staff (2b)	6	2	1	0	32
The College should conduct student focus groups to collect feedback about their experiences, whereas findings can be used to improve student support services (2b)	2	8	0	0	32
The District needs to continue efforts to gain approval and funding for maintenance and improvement projects (3b)	6	2	1	0	32






Results (16-20)

Top Ranked AIPs or Goals	Blue	Green	Yellow	Red	Weighted Score
Maintain and enhance fiscally-sound position with strong reserves (3d)	6	1	2	0	31
The Student Success & Support Program Committee (formerly the Matriculation Committee) should review matriculation services to determine ways to increase student satisfaction (2b)	5	3	0	1	30
The District needs to improve its efforts to fully integrate the Total Cost of Ownership into the long range planning process (3b)	4	4	1	0	30
The College should explore different options and model catalogs from other institutions in order to streamline the online catalog for easier navigation by students (2b)	3	3	4	0	29
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 (1a)	2	2	5	5	29

Textual Analysis of Results

- ▶ Communication
- ▶ Community Engagement
- ▶ Deferred Maintenance/Campus Improvement
- ▶ Fiscal Planning & Operations
- ▶ HR Process Improvement
- ▶ Improve College Governance
- ▶ Improved Use of Technology
- ▶ Professional Development
- ▶ Strategic Planning
- ▶ Student Success & Achievement

Overall Themes

Themes in the AIP's & Goals	Number of Items	Overall Weighted Score	Average Weighted Score
Communication	6	90	15.0 
Community Engagement	3	35	11.7
Deferred Maintenance/Campus Improvement	7	244	34.9 
Fiscal Planning	9	69	7.7
HR Process Improvement	4	73	18.2 
Improve College Governance	19	174	9.1
Improved Use of Technology	9	84	9.3
Professional Development	13	124	9.5
Strategic Planning	6	90	15.0 
Student Success & Achievement	24	631	26.3 

What Next?



Suggested Goals & Action Plans

Proposed Goal – Student Success	Parties Responsible	Progress Report, Completed
1. The college will undertake efforts to increase student retention, success, and overall achievement (degrees and certificates; employment)		
AIP 1.1 – The college will place a high priority on improving WIFI services for students (2c)	Director of IT	Quarterly, 2015
AIP 1.2 – The college will place a high priority on installing and implementing degree audit software for students (2b)	Director of IT	Quarterly, 2015
AIP 1.3 – The college will develop a marketing campaign that encourages early use of counseling services during the semester (2b)	Dean of Counseling & Special Services	Quarterly, 2014
AIP 1.4 – The Student Services Division will implement focus groups and structured dialogues with students and use the results to improve student services (2b)	Assistant Supt. VP of Student Services	Quarterly, 2014

Suggested Goals & Action Plans

Proposed Goal – Deferred Maintenance/Campus Improvement	Parties Responsible	Progress Report, Completed
2. The college will address deferred maintenance needs on the Stockton Campus and improve the learning environment for students and staff		
AIP 2.1 – The district will investigate and work to hire the appropriate staffing levels needed to address the acceptable level of care and cleanliness needed to maintain facilities and campus grounds (3b)	Director of Facilities Management	Quarterly, Staffing by January 2015
AIP 2.2 – The college will identify and implement a long-range funding plan to address long-term deferred maintenance needs (3d)	Director of Facilities Management & Controller	Quarterly, 2015
AIP 2.3 – The college will take efforts to implement a total cost of ownership approach into its long range planning process (3b)	Director of Facilities Management & Controller	Quarterly, 2015–16

Suggested Goals & Action Plans

Proposed Goal – HR Process Improvement	Parties Responsible	Progress Report, Completed
3. The college will improve human resources processes and identify and select key personnel for leadership, management, instruction, student services, fiscal services, and human resources		
AIP 3.1 – The college will implement new processes for employee evaluation tracking and monitoring, either through systems developed in System 2020, a new software approach, or HR staff providing regular reports to managers (3a)	Director of HR	Quarterly, On-going
AIP 3.2 – The college will maintain processes for evaluating and acquiring staffing needs that demonstrate the best use of funds and most effective use of personnel (3a)	Director of HR and Executive Leadership Team	Quarterly, On-going
AIP 3.3 – The college will convert HR policies pertaining to personnel files into one policy following CCLC recommended language (3a)	Director of HR	Quarterly, 2015

Suggested Goals & Action Plans

Proposed Goal – Strategic Planning	Parties Responsible	Progress Report, Completed
<p>4. The College will engage in new planning processes to update the Educational Master Plan and Facilities Master Plan, focusing on labor market needs in the district, community partnerships, and demand for services in underserved areas</p>		
<p>AIP 4.1 – The college will update the EMP and FMP to recognize changes in the labor market for the college district and the Central Valley (4b, 1b)</p>	<p>VP of Instruction & Planning</p>	<p>Quarterly, 2015 EMP 2016 FMP</p>
<p>AIP 4.2 – The college’s institutional research office should implement a survey that assesses campus satisfaction with planning, evaluation and institutional improvement processes at the college (1b)</p>	<p>PRIE Staff</p>	<p>Quarterly, 2014</p>
<p>AIP 4.3 – The college should review the need for a director or dean of research to ensure that adequate leadership support exists to oversee significant institutional planning and program review processes (1b)</p>	<p>Executive Leadership team</p>	<p>2015–16</p>

Next Steps

- ▶ Complete the linkages between goals and action plans
- ▶ Share the draft goals and action plan linkages with Planning & Budget, President's Council
- ▶ Extensive vetting in shared governance
- ▶ Revise and resubmit to Board for approval in April or May
- ▶ Budget development for 2014–15 can be framed around existing goals, but work will begin to implement AIPs anyway

Questions?



Institution Progress on 2014 Actionable Improvement Plans

In the pages that follow, San Joaquin Delta College’s action plans from the 2014 ACCJC Self Evaluation Report are highlighted on the left. For each actionable improvement plan, the college’s accreditation liaison officer has made a judgment on the institution’s progress as of March 2015 (reflected in the middle column). Each assessment notes whether the action plan has been completed, seen sustained progress, some progress, or little progress. In a few cases, action plans have reached a completed stage if the actionable improvement plan has been abandoned by some governance decision. If the action plan requires on-going effort, it is noted in the far right column (anticipated completion). A review of the 96 action plan elements suggests that the College has made significant strides in addressing its self evaluation plans.

STANDARD 1 ACTION PLANS		
Actionable Improvement Plan	Progress Report	Anticipated Completion
<p>The College should place placards or appropriate signs featuring the mission and vision statement in high profile locations across the campus. <i>Responsible Party: Assistant Superintendent/Vice President of Student Services and Facilities Manager</i></p>	<p>Completed – Vision and mission statement placards were printed and placed around the campus in spring 2014.</p>	
<p>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. <i>Responsible Parties: Superintendent/President, President’s Council, Management Senate, Classified Senate, Academic Senate, Associated Student Body Government, and Program Review Committee</i></p>	<p>Little progress – Planning and Budget Subcommittee will work to develop a better graphic and framework to explain decision making as it relates to planning, resource allocation and budgets. (Spring 2015)</p>	<p>Fall 2015</p>
<p>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. <i>Responsible Party: President’s Council</i></p>	<p>Sustained progress – Committee restructuring proposal has been launched in Policies and Procedures Process to streamline to 6 super-committees. (Spring 2015)</p>	<p>Fall 2015</p>

<p>The College should monitor program reviews to determine whether professors have established program specific standards for reasonable student achievement for <u>all</u> programs. <i>Responsible Parties: Vice President of Instruction, Vice President of Student Services, Program Review Committees</i></p>	<p>Sustained progress – Program Review training occurred at the Fall Flex Day in August 2014; faculty are asked to embed specific indicators of student achievement in program reviews as of 2014-15; Committee review suggests the need for more training.</p>	<p>Spring 2016</p>
<p>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. <i>Responsible Parties: Superintendent/President and Executive Cabinet</i></p>	<p>Completed – Position and budget allocation was established for the 2014-15 year; Interim Dean was hired as of November 2014.</p>	
<p>College leaders should work to communicate more clearly the College’s integrated planning, budget and program review model. <i>Responsible Party: Superintendent/President</i></p>	<p>Little progress – Planning and Budget Subcommittee will work to develop a better graphic and framework to explain decision making as it relates to planning, resource allocation and budgets. (Spring 2015)</p>	<p>Fall 2015</p>
<p>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. <i>Responsible Party: Superintendent/President</i></p>	<p>Sustained progress – President’s Council subcommittee has reviewed all committees and proposed a major restructuring of committees to a streamlined set of 6 super-committees; the proposal is in discussion stages in the shared governance framework.</p>	<p>Fall 2015</p>
<p>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. <i>Responsible Parties: Superintendent/President, President’s Council</i></p>	<p>Little progress – Planning and Budget Subcommittee will work to develop a better graphic and framework to explain decision making as it relates to planning, resource allocation and budgets. (Spring 2015)</p>	<p>Fall 2015</p>

<p>The College's institutional research office should implement a survey that assesses campus satisfaction with planning, evaluation, and institutional improvement processes at the College. <i>Responsible Parties: PRIE Office and the assistant superintendent/vice President of Instruction</i></p>	<p>Sustained progress – Some small program evaluation surveys were completed in Fall 2015; a systemic, global satisfaction survey is under development to assist all programs with program review information.</p>	<p>Spring and Fall 2015</p>
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STANDARD 2 ACTION PLANS		
Actionable Improvement Plan	Progress Report	Anticipated Completion
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 from CCLC. <i>Responsible Party: Distance Education Sub-committee Chair</i>	Completed – The Distance Education procedure was adopted by the President’s Council in early spring 2015.	
The College needs to complete work on a definitive Distance Education policy that stipulates the requirements for distance education.	Completed – The college has completed work on a Distance Education (DE) Policy, Procedure and 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. <i>Responsible Party: Curriculum Committee Chair</i>	Completed – The college has revised its curriculum procedure (AP 4020) to ensure that consensus has been reached within faculty discipline groups.	
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. <i>Responsible Party: Dean of Student Learning and Assessment</i>	Completed – The college has an up-to-date set of course and program learning outcomes assessment reports indicating that 96 percent of courses have on-going assessment of learning outcomes and 83 percent of programs have on-going assessment of learning outcomes taking place.	
Review of Program Review policies and procedures may require revision to support biannual program reviews for instructional programs. <i>Responsible Parties: Program Review Committees, Policies and Procedures Review Committee</i>	Completed – The program review policy and procedure have been revised to ensure a biannual review of instructional programs.	

<p>The General Education Sub-Committee should continue ongoing discussion to identify appropriate data elements to assess the general education and interdisciplinary degree programs.</p>	<p>Some progress – The GE sub-committee has met to discuss a framework of assessment for general education and interdisciplinary programs; a graduation survey uses indirect evidence of student assessment to provide evidence that overwhelming percentages of graduates believe the college’s programs have met institutional learning outcomes that align with GE standards.</p>	<p>On-going, soring graduation surveys</p>
<p>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 [on academic freedom] and move it to Chapter 4, Academic Affairs, in its policies and procedures collection.</p>	<p>Completed – The academic freedom policy and procedure has been relocated to Chapter 4 of the college’s policies and procedures manual.</p>	
<p>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." <i>Responsible Party: Director of Human Resources</i></p>	<p>Completed – Human Resources sends out annual notices in August to notify employees of the Employee Handbook on the District web site.</p>	<p>On-going</p>
<p>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. <i>Responsible Party: Assistant Superintendent/Vice President of Student Services</i></p>	<p>Completed – The Vice President of Student Services has held discussions to prioritize all student services resource recommendations together at one meeting.</p>	

<p>The division should develop a process for structured dialogue with students who utilize its support services. <i>Responsible Party: Assistant Superintendent/Vice President of Student Services</i></p>	<p>Completed – Focus group sessions with selected students took place in the Fall of 2014 to provide feedback on student services operations.</p>	
<p>A “Customer Service” training program should be developed for the non-teaching division staff. <i>Party Responsible: Assistant Superintendent/Vice President of Student Services</i></p>	<p>Completed – Several different customer service training workshops were provided to student services, fiscal, and instructional support personnel between September 2014 and January 2015; more than 70 staff attended these sessions.</p>	
<p>The Student Success & Support Program Committee (formerly the Matriculation Committee) should review matriculation services to determine ways to increase student satisfaction. <i>Responsible Parties: Student Success & Support Program Committee</i></p>	<p>Completed – Through the completion of the Student Support Services Program Plan, the college has begun implementing matriculation improvements and staffing enhancements.</p>	
<p>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. <i>Responsible Parties: Dean of Counseling and Special Services</i></p>	<p>Sustained progress – SSSP MIS Data elements are being collected and analyzed by a cross-functional team of college representatives.</p>	<p>Summer 2015</p>
<p>The College should explore different options and model catalogs from other institutions in order to streamline the online catalog for easier navigation by students. <i>Responsible Party: Dean of Student Learning and Assessment</i></p>	<p>Little progress – Different software packages will be studied to simplify the creation of the college catalog.</p>	<p>Spring 2016</p>

<p>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. <i>Responsible Party: College Webmaster</i></p>	<p>Completed – The college policies and procedures manual, and key excerpts from relevant policies, are linked on the Student Activities website.</p>	
<p>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. <i>Responsible Parties: Assistant Superintendent/Vice President of Student Services; PRIE Office</i></p>	<p>Completed – Focus group sessions with selected students took place in the Fall of 2015 to provide feedback on student services operations.</p>	
<p>The College should develop a marketing campaign to encourage current students to schedule counseling appointments earlier in the semester. <i>Responsible Party: Dean of Counseling and Special Services</i></p>	<p>Sustained progress – The college has used marketing dollars to encourage higher levels of enrollment and engagement with matriculation services; direct emails to students encourage returning students to make appointments and complete registration in a timely manner.</p>	<p>On-going initiative</p>
<p>The College should make installation of the Degree Audit software a high priority. <i>Responsible Party: Director of IT</i></p>	<p>Some progress – The complexity of installing all catalog information on degrees and certificates has required overtime work for admissions and records staff.</p>	<p>Fall 2016</p>
<p>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.</p>	<p>Some progress – Discussion of district food choice offerings was a component of Educational Master Plan Focus groups sessions in the fall of 2014; plans are underway to introduce food trucks as a future food-service approach at the college.</p>	<p>Fall 2016</p>

<p>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: <i>Assistant Superintendent/Vice President of Student Services; PRIE Office</i></p>	<p>Completed – Focus group sessions with selected students took place in the Fall of 2014 to provide feedback on student services operations.</p>	
<p>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 (ASDC). <i>Responsible Party: Director of IT</i></p>	<p>Completed – The student activity fee was implemented for the 2014-15 academic year, generating new revenue for the ASDC.</p>	
<p>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. <i>Responsible Parties: Director of Student Activities and PRIE</i></p>	<p>Completed – Two meetings were conducted with faculty supervisors and ICC members to provide training and communicate concerns about ICC operations. (May 2014 and August 2014)</p>	
<p>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. <i>Responsible Parties: Assistant Superintendent/Vice President of Student Services and PRIE Office</i></p>	<p>Completed – Focus group sessions with selected students took place in the Fall of 2014 to provide feedback on student services operations.</p>	

<p>The College should conduct student focus groups to address the concerns expressed by students who identify as LGBT. <i>Responsible Parties: Assistant Superintendent/Vice President of Student Services; PRIE Office</i></p>	<p>Little Progress – A special focus group discussion has yet to be held with PRIDE club members.</p>	<p>Fall 2015</p>
<p>The College should continue to monitor improvement of assessment placement instruments and encourage faculty participation in statewide common assessment meetings. <i>Responsible Parties: Assistant Superintendent/Vice President of Student Services; Assessment Director</i></p>	<p>Completed and on-going – The college is a pilot college in the statewide Common Assessment Initiative (CAI) and has several faculty participating in discussions of the CAI and its development.</p>	<p>On-going</p>
<p>The College should research existing SLO tracking systems to determine whether SLO Assessment in Instruction and Student Services can be uniform. <i>Responsible Parties: Executive Cabinet</i></p>	<p>Little progress – The college has not yet pursued a common SLO software system; a comprehensive analysis of all information technology solutions is just getting underway at the college.</p>	<p>Spring 2016</p>
<p>The College should conduct student focus groups to collect feedback about their experiences, whereas findings can be used to improve student support services. <i>Responsible Parties: assistant superintendent/vice president of Student Services and PRIE Office</i></p>	<p>Completed – Focus group sessions with selected students took place in the Fall of 2014 to provide feedback on student services operations.</p>	
<p>The College needs to place a high priority on improving Wi-Fi services for students. <i>Responsible Party: Director of IT</i></p>	<p>Sustained progress – Measure L Bond funds have been allocated to pursue a study of WIFI services and emergency notification services throughout the campus; the IT department is moving to improve WIFI capability in Danner Hall before the start of the 2015-16 academic year.</p>	<p>Danner Hall Summer 2015; Spring 2017 for the rest of campus</p>

STANDARD 3 ACTION PLANS		
Actionable Improvement Plan	Progress Report	Anticipated Completion
<p>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. <i>Responsible Parties: Human Resources Director and HR staff</i></p>	<p>Sustained progress – As described in the Progress Report, the college is implementing a software solution in MUNIS to improve employee evaluation tracking and workflow processes.</p>	<p>Fall 2015</p>
<p>The [HR] 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.</p>	<p>Little progress – The HR Department is awaiting the purchase of digital imaging systems to allow for more streamlined document imaging. The one-time funds are allocated in the 2014-15 budget for the purchase.</p>	<p>Fall 2015</p>
<p>Human Resources should begin to convert the current District policies, Personnel Files, into one policy following the CCLC template.</p>	<p>Little progress – The HR Department will address the personnel file policy in the 2015-16 academic year; addressing technology and payroll concerns have been the top priority for 2014-15.</p>	<p>Spring 2016</p>
<p>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.</p>	<p>Completed – The HR department has developed a new EEO training module and presented it to various groups across the campus to ensure equal employment representatives serve on each hiring committee.</p>	

<p>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. <i>Responsible Party: Director of Human Resources</i></p>	<p>Sustained progress – The Staff Development Committee developed a new employee training checklist and relevant departments have been providing training to new employees when they are hired; newly hired faculty continue to attend a year-long New Faculty Academy throughout their first year; program review trainings for each unit were conducted in Fall 2014.</p>	<p>On-going</p>
<p>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. <i>Responsible Party: Director of Human Resources</i></p>	<p>Sustained progress – The Staff Development Committee developed a new employee training checklist and relevant departments have been providing training to new employees when they are hired; newly hired faculty continue to attend a year-long New Faculty Academy throughout their first year; program review trainings for each unit were conducted in Fall 2014.</p>	<p>On-going</p>
<p>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.</p>	<p>Sustained progress – The Staff Development Committee developed a new employee training checklist and relevant departments have been providing training to new employees when they are hired; newly hired faculty continue to attend a year-long New Faculty Academy throughout their first year; program review trainings for each unit were conducted in Fall 2014.</p>	<p>On-going</p>
<p>The District should work to obtain and operate a better functioning work order system for collecting, storing, and evaluating the useful data. <i>Responsible Parties: Director of Facilities and Director of Information Technology.</i></p>	<p>Completed – The college has acquired and implemented a new work order system. Staff is in the process of developing metrics and reporting methods tied to service level commitments and priority levels.</p>	<p>Summer 2015</p>

<p>The District should evaluate custodial staffing needs to address any deficiencies of existing personnel as new facilities are brought online. <i>Responsible Party: Director of Facilities</i></p>	<p>Sustained progress – Resource requests for custodians were included in the 2014-15 staffing plan and budget; 1 full time custodian has been hired; four part-time custodians are in recruitment. Further analysis is underway to determine staffing levels based on square footage, emergency responses and tasks associated to internal/external events.</p>	<p>Fall 2015</p>
<p>The District should consider funding a way-finding and signage plan as envisioned in the 2010 FMP. <i>Responsible Party: Director of Facilities</i></p>	<p>Some progress – The issue of campus signage and improved way-finding was a highly ranked theme in Educational Master Plan Focus group sessions in 2014; the project is included in a list of facilities projects that will be prioritized in the Facilities Master Plan update of 2015.</p>	<p>Fall 2017</p>
<p>In order to maintain the cleanliness of existing and new facilities, the District will investigate staffing levels for custodial functions. <i>Responsible Party: Director of Facilities</i></p>	<p>Sustained progress – Resource requests for custodians were included in the 2014-15 staffing plan and budget; 1 full time custodian has been hired; four part-time custodians are in recruitment. Further analysis is underway to determine staffing levels based on square footage, emergency responses and tasks associated to internal/external events.</p>	<p>Fall 2015</p>
<p>The District needs to continue efforts to gain approval and funding for maintenance and improvement projects. <i>Responsible Party: Director of Facilities</i></p>	<p>Sustained progress – The college has used one-time reserves in the last two budget years to address deferred maintenance needs that had gone unaddressed. For example, \$1.7 million in one-time funds were set aside from the 2013-14 end of year reserves to address capital project and equipment needs in 2014-15. The college uses a guiding principle that one-time reserve surpluses should be used for one-time projects, including funding an OPEB obligation plan.</p>	<p>On-going</p>

<p>The District must investigate the need for staffing required to obtain the acceptable level of care for the maintenance and cleanliness of its facilities. <i>Responsible Party: Director of Facilities</i></p>	<p>Sustained progress – Resource requests for custodians were included in the 2014-15 staffing plan and budget; 1 full time custodian has been hired; four part-time custodians are in recruitment; a maintenance technician is also budgeted for hiring in the 2014-15 year.</p>	<p>Fall 2015</p>
<p>The District needs to improve its efforts to fully integrate the Total Cost of Ownership into the long range planning process. <i>Responsible Party: Director of Facilities</i></p>	<p>Sustained progress – Long-range planning for deferred maintenance needs and bond planning include estimates of Total Cost of Ownership costs tied to end-of-life and CIP depreciation cycle for equipment and furniture.</p>	<p>On-going</p>
<p>Add the custodial staff to the campus e-mail system and provide regular access to a computer. <i>Responsible Party: Director of IT and Data Center Services</i></p>	<p>Completed – Custodial staff have email accounts and can access email at a designated computer in the staff lounge. Increase efforts in use of technology and use of mobile devices linked to Help Desk, monitor HVAC systems, amongst other sources available with implementation of campus-wide wireless services.</p>	
<p>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). <i>Responsible Party: Director of IT and Data Center Services</i></p>	<p>Sustained progress – Revision of the shared governance committee structure that is underway would place information services under the consideration of the Facilities Planning Committee; the revision is likely to be completed spring 2015. The development of a sustainable 3-year technology plan linked to the District’s strategic goals will follow.</p>	<p>Spring 2015</p>
<p>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. <i>Responsible Party: Director of IT</i></p>	<p>Completed – The college’s help desk ticketing system was replaced with a new work order system in the spring of 2015.</p>	

<p>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. <i>Parties Responsible: PDC Staff</i></p>	<p>Little progress – The PDC staff have focused on other priorities in the 2014-15 year and will implement a new evaluation tool for workshops in the 2015-16 academic year; Staff will attend a professional development conference in Summer 2015 to learn more about industry standard methods of evaluating training programs.</p>	<p>Fall 2015</p>
<p>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. <i>Responsible Parties: Executive Cabinet, IT Managers.</i></p>	<p>Sustained progress – One new manager in the IT area brings considerable project management experience to the department; Continued efforts are underway to share project information, scope of work, progress updates, and completion dates with regular updates to the IT department’s website.</p>	<p>On-going</p>
<p>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. <i>Responsible: Director of IT</i></p>	<p>Some progress – The college has implemented a pilot test of virtual software delivery in its E-Services lab in DeRicco Student Services Building and will study the effectiveness of it before considering further implementation. The IT department will also make a number of initiatives to acquire software designed to improve installation of software and reduce configuration time using “imaging” software. IT will look at using remote desktop support tools, and other utilities to improve efficiencies and reduce equipment “down time”.</p>	<p>On-going</p>

<p>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. <i>Responsible Parties: Executive Cabinet and IT Managers.</i></p>	<p>Little progress – A comprehensive analysis of all information technology solutions is just getting underway at the college; technology solutions being considered includes hardware and software standardization, establishment of equipment refresh cycle, centralized management software patches and updates and timely installation of version releases, amongst other tools.</p>	<p>Spring 2017</p>
<p>Increasing and improving the wireless access to students and staff across the district is a very high priority. <i>Responsible Party: Director of IT</i></p>	<p>Sustained progress – Measure L Bond funds have been allocated to pursue a study of WIFI services and emergency notification services throughout the campus; the IT department is moving to improve WIFI capability in Danner Hall before the start of the 2015-16 academic year.</p>	<p>Danner Hall summer 2015; Spring 2017 for the rest of campus</p>
<p>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. <i>Responsible Parties: Executive Cabinet</i></p>	<p>Little progress – The Fiscal Services unit has focused its priority on reestablishing staffing levels in the department and addressing audit concerns.</p>	<p>Spring 2016</p>
<p>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. <i>Responsible Parties: Executive Cabinet</i></p>	<p>Completed – The college has used one-time reserves in the last two budget years to address deferred maintenance needs that had gone unaddressed. For example, \$1.7 million in one-time funds were set aside from the 2013-14 end of year reserves to address capital project and equipment needs in 2014-15. A deferred maintenance project list has been established and pooled resources across various funds have</p>	

	<p>been identified to address a long list of projects. An evaluation and inventory of Capital Assets will help determine the end-of-life cycle and develop equipment replacement timelines.</p>	
<p>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. <i>Responsible parties: Controller and Fiscal Services Staff</i></p>	<p>Completed – The college has migrated trust accounts and balances to the Auxiliary Foundation.</p>	
<p>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. <i>Responsible parties: Controller and Fiscal Services Staff</i></p>	<p>Some progress – The college has strengthened internal controls for cash handling and responded to external auditor requests and requests for review of procedures and practices by the civil grand jury. Physical site improvements for security upgrades have been recommended through the annual budget process. Trainings and informational workshops on internal controls and fraud prevention were conducted for internal staff and the Board of Trustees.</p>	<p>Spring 2016</p>
<p>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. <i>Responsible Parties: Executive Cabinet, Controller</i></p>	<p>Completed – The self-insurance fund has been stabilized to reach a 70 percent confidence level; safety awareness modules are available to employees via Keenan Associates.</p>	

<p>Recalibrate and update the OPEB plan based on annual contributions and findings from each new actuarial study every two years. <i>Responsible Party: Controller</i></p>	<p>Completed and on-going – The College updates its OPEB obligations every two years with an actuarial study; the OPEB plan is being funded in line with a board approved plan to increase contributions by \$150,000 each year for the next decade and by allocating 10% of surplus reserves each year. The administration will recommend establishing an irrevocable trust to allow for increased investment earnings on the current \$6 million OPEB set aside and on future contributions to meet GASB 45 standards and potentially reach our funding goal sooner.</p>	<p>On-going; May 2015</p>
<p>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. <i>Responsible parties: Executive Cabinet, Bargaining group leaders</i></p>	<p>Some progress – Benefit packages are a part of the collective bargaining agreements that must be negotiated with unions; Board principles for budgeting include the values of competitive compensation, predictability and fiscal responsibility.</p>	<p>On-going</p>
<p>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. <i>Responsible Parties: Controller and Financial Aid Director.</i></p>	<p>Completed – The college has contracted with two external consultants (private and CCCCO) to help monitor and reduce the loan default rate; implemented effective workshops; recent data indicate that the three year default rate declined from 28 percent to roughly 22 percent in the most recent DOE report.</p>	
<p>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</p>	<p>Some progress – The college has implemented new internal controls over cash handling procedures; revised the travel reimbursement process and implemented a new travel claim process. The college has strengthened internal controls</p>	<p>Spring 2016</p>

<p>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. <i>Responsible Party: Controller</i></p>	<p>for cash handling and responded to external auditor requests and requests for review of procedures and practices by the civil grand jury. Physical site improvements for security upgrades have been recommended through the annual budget process. Trainings and informational workshops on internal controls and fraud prevention were conducted for internal staff and the Board of Trustees.</p>	
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STANDARD 4 ACTION PLANS		
Actionable Improvement Plan	Progress Report	Anticipated Completion
The College should consider new and effective modes of communication to foster better understanding of governance processes. <i>Responsible Parties: President’s Council.</i>	Little progress – Improved understanding of shared governance decision making is an element of Strategic Goal 7 in the college’s new strategic plan (adopted for 2014-15). A subcommittee of the Planning and Budget Committee will work on a new graphic representation of the planning and budgeting model starting in the spring of 2015.	Spring 2016
The governance committee structure and composition should be reviewed and revised to streamline deliberation and eliminate committees that are not meeting regularly. <i>Responsible Parties: President’s Council</i>	Sustained progress – A streamlined committee restructuring proposal has been launched in Policies and Procedures; the proposal will streamline governance to 6 super-committees. (Spring 2015)	Fall 2015
The ASBG [ASDC] and Administration should work to establish a meeting schedule that fosters greater student participation in planning and budget deliberations.	Some progress – It is hoped that the streamlined committee structure mentioned above will reduce meeting conflicts and allow for greater student participation in college governance.	Fall 2015
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. <i>Responsible Parties: President’s Council members</i>	Sustained progress – The revision of the committee policy and procedure includes an emphasis on consensus and discourages formal voting; new committee bylaws and training will be implemented with the changes.	Fall 2015

<p>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.</p>	<p>Sustained progress – Board members have received regular training through the CCLC and through specialized workshops conducted at the college on the Brown Act and on specific issues of relevance to the college. The development of a policy to hire a superintendent/president has not been formalized – board members rejected the idea in summer 2014 and intend to adopt procedures for hiring a superintendent whenever the need arises.</p>	<p>On-going</p>
<p>The Board has drafted a policy and they should consider writing formal procedures for the selection of future superintendent/presidents.</p>	<p>Completed – The development of a policy to hire a superintendent/president has not been formalized – board members rejected the idea in summer 2014 and intend to adopt procedures for hiring a superintendent whenever the need arises.</p>	
<p>Revise BP 2740, Board Education and Orientation and AP 2740, Board Education and Orientation to more adequately address continuing education for trustees.</p>	<p>Completed – The BP and AP were revised in October 2014 and feature reference to on-going training and education of board members and a recommendation that they complete the CCLC Excellence in Trusteeship program.</p>	
<p>While the College meets this standard, continued Brown Act and Roberts’ Rules training should be conducted on at least an annual basis.</p>	<p>Completed and on-going – The Board has established a practice of receiving regular training on the Brown Act, Conflicts of Interest, and Robert’s Rules of Order.</p>	<p>On-going</p>
<p>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.</p>	<p>Completed – Discussion of area-based elections within the Board of Trustees indicates that the current Board is satisfied with the current election system.</p>	

<p>The Board should continue development activities including the Excellence in Trusteeship training available through the Community College League of California (CCLC).</p>	<p>Completed – Several members have completed the CCLC Excellence in Trusteeship program and it is recommended in Board Policy for new board members.</p>	
<p>The superintendent/president in collaboration with the Board will develop a calendar to provide for regular review of the Board’s policies.</p>	<p>Sustained progress – The Superintendent and Board have engaged in an extensive review of Board policies throughout the 2014-15 academic year through special workshop meetings and regular meetings.</p>	<p>On-going</p>
<p>Develop a new trustee orientation program that supplements those available through CCLC and ACCT.</p>	<p>Completed – With the election of two new board members in 2014, the college has implemented a new trustee orientation program that aligns with CCLC and ACCT programs.</p>	
<p>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.</p>	<p>Some progress – The college has begun the steps of revising the Board self-evaluation procedures, including eliminating the lengthy questionnaire from the procedure.</p>	<p>Spring 2016</p>
<p>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.</p>	<p>Little progress – After completion of the revisions to BP 2745 the college can then move toward establishing a 5 year calendar for board self evaluation.</p>	<p>Spring 2016</p>
<p>Each year the board president, vice president, and clerk should be trained in ways of administering these policies [code of ethics] so they are more effective in identifying and preventing unacceptable behavior when it first occurs.</p>	<p>Completed – The full Board has received training on the Code of Ethics.</p>	
<p>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.</p>	<p>Some progress – Policy and procedure revisions have not been completed; surveys for constituent group input have been distributed in March 2015 for the most recent Board self evaluation.</p>	<p>Spring 2016</p>

<p>The superintendent/president and all members of the Board should have training in enforcing the Code of Ethics.</p>	<p>Completed – The full Board has received training on the Code of Ethics.</p>	
<p>Update the District’s strategic plan to reflect accomplishments and new strategic directions.</p>	<p>Completed – The college adopted a new strategic plan and strategic goals on September 21, 2014; overall plan champions have been designated for each of seven goals; reports on progress were provided at the Planning and Budget Committee on March 2, 2015.</p>	
<p>Update the EMP and FMP to recognize changes in the labor market demands of the Central Valley and San Joaquin County in particular.</p>	<p>Sustained progress – The draft revision of the Educational Master Plan is 90 percent complete; plans for a Facilities Master Plan are under way; one of the marquee projects identified in the EMP focus groups was for a signature CTE building at the Stockton campus.</p>	<p>Fall 2015 for the FMP</p>
<p>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.</p>	<p>Completed and on-going – The college has addressed the administrative capacity by hiring new managers and filling interim and acting positions; the Student Success and Support Program (SSSP) Plan has been adopted and staffing allocations have been identified.</p>	<p>On-going</p>
<p>Meet the needs of the College community through the Foundation’s fundraising activity.</p>	<p>Sustained progress – The Foundation membership has been revitalized; focused fundraising is in the works to support CTE based field trips within the region; regional support from the business community has been strong in terms of opening doors to college students for field trips and work experiences.</p>	<p>On-going</p>

<p>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.</p>	<p>Sustained progress – The draft revision of the Educational Master Plan is 90 percent complete; plans for a Facilities Master Plan are under way; the college revised its strategic plan in September 2014; plans for a Facilities Master Plan are under way.</p>	<p>Fall 2015 for the FMP</p>
<p>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.</p>	<p>Some progress – The Board monitors policy proposals as they come to the Board agenda; board agenda items reflect whether there has been agreement or disagreement over policy proposals.</p>	<p>On-going</p>
<p>The superintendent/president and her Cabinet will spend a portion of each Cabinet meeting reviewing the policies and procedures that are out for comment.</p>	<p>Some progress – Attention to pivotal policies and procedures changes has been monitored and reviewed by the Cabinet before final discussion at President’s Council.</p>	<p>On-going</p>
<p>The superintendent/president will design a method to disseminate the policies and procedures after they have been passed or reviewed by the Board and or the President’s Council.</p>	<p>Little progress – Policy adoptions, once completed, are still done via the P&P website/DocuShare site maintained by the PRIE Office.</p>	<p>Spring 2016</p>
<p>Maintain processes for evaluating and acquiring staffing needs that demonstrate the best use of funds and most effective use of personnel.</p>	<p>Sustained progress – Revised program review and resource recommendation request processes ensure that all new requests are vetted simultaneously; filling vacancies goes through a multi-stage review of managers before a new hire can occur.</p>	<p>On-going</p>

Self-Identified Actionable Improvement Plans: A Midterm Update

Matt Wetstein,
Assistant Superintendent/Vice President of Instruction and Planning
Accreditation Liaison Officer

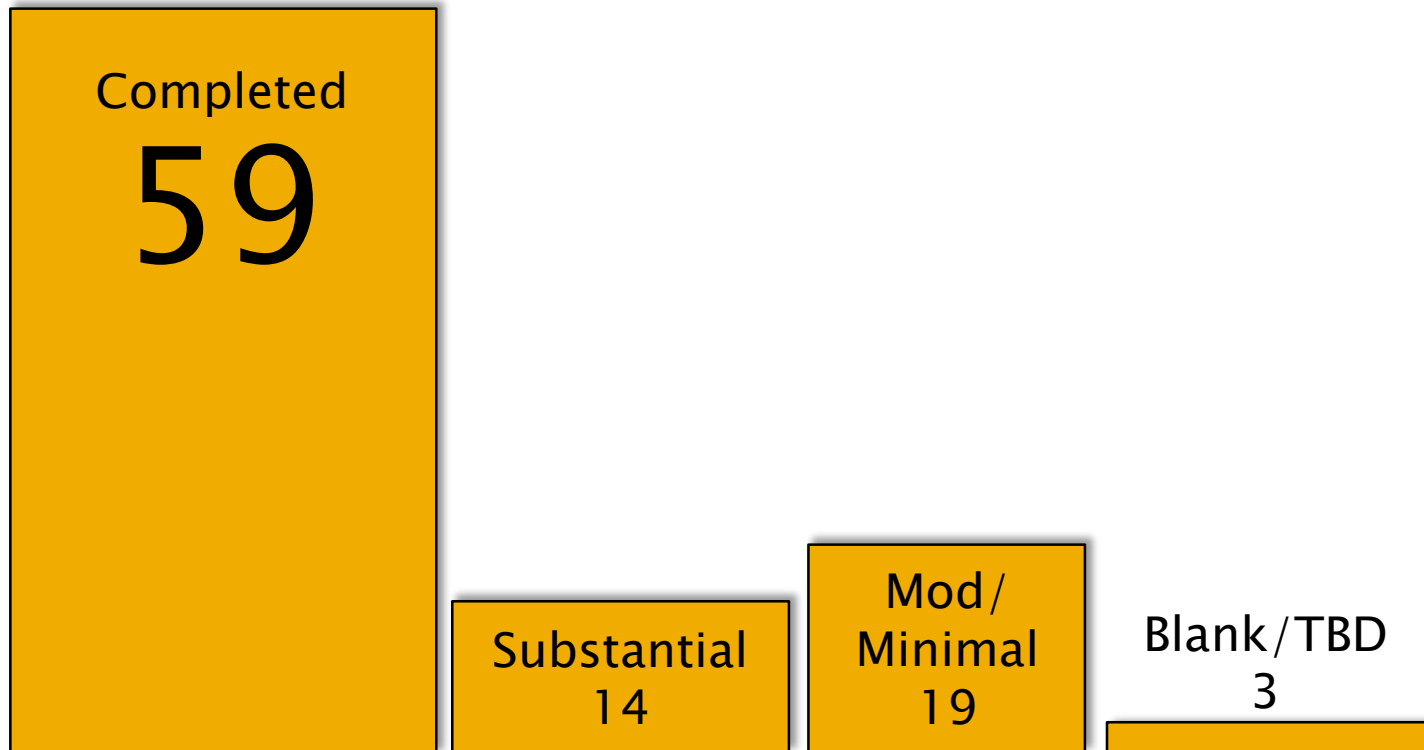
Ginger Holden, Dean
Office of Planning, Research, and Institutional Effectiveness
November 15, 2016



Presentation Overview

- ▶ Overall progress of the District's 95 self-identified actionable improvement plans (AIPs) from the 2014 ACCJC Self Evaluation Report
- ▶ Highlights of AIPs in Standards 1-4
- ▶ Next steps toward completion of the ACCJC Midterm Report

Overall Progress of Self-Identified AIPs



Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1A	(Collaboration & Communication) The College should place placards or appropriate signs featuring the mission and vision statement in high profile locations across the campus.				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; Facilities Manager					
1A	(Collaboration & Communication) 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		✓		
Parties Responsible: Superintendent/President; President’s Council; Management Senate; Classified Senate; Academic Senate; Associated Student of Delta College; and, Program Review Committee					

Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1A	(Collaboration & Communication) 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				✓
Parties Responsible: President’s Council					
1B	(Planning & Program Review) 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.				✓
Parties Responsible: Superintendent/President; Executive Leadership Team (ELT)					

Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1B	(Collaboration & Communication) College leaders should work to communicate more clearly the College’s integrated planning, budget, and program review model			✓	
1B	(Planning & Program Review) The President’s Council should actively pursue committee reports for 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	✓			
Parties Responsible: Superintendent/President					

Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1B	(Planning & Program Review) The College should monitor program reviews to determine whether professors have established program-specific standards for reasonable student achievement for <u>all</u> programs.				✓
Parties Responsible: Assistant Superintendent/Vice President of Instruction; Assistant Superintendent/Vice President of Student Services; Program Review Committee					
1B	(Planning & Program Review) 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	✓			
Parties Responsible: Superintendent/President; President’s Council					

Standard 1 – Mission & Institutional Effectiveness

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
1B	(Planning & Program Review) The College’s institutional research office should implement a survey that assesses campus satisfaction with planning, evaluation, and institutional improvement processes at the College				✓
Parties Responsible: Office of Planning, Research, and Institutional Effectiveness (PRIE)					

Standard 2A – Instructional Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2A	(Improved Student Learning) 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 from the CCLC				✓
Parties Responsible: Distance Education Sub-Committee Chair					
2A	(Improved Student Learning) 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				✓
Parties Responsible: Curriculum Committee Chair					

Standard 2A – Instructional Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2A	(Improved Student Learning) 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			✓	
Parties Responsible: Dean of Student Learning and Assessment					
2A	(Improved Student Learning) The General Education Sub-Committee should continue ongoing discussion to identify appropriate data elements to assess the general education and interdisciplinary degree programs		✓		
Parties Responsible: General Education Sub-Committee					

Standard 2A – Instructional Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2A	(Planning & Program Review) Review of Program Review policies and procedures may require revision to support biannual program reviews for instructional programs				✓
Parties Responsible: Program Review Committee, Policies and Procedures Review Committee					
2A	(Improved Student Learning) 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 – Academic Freedom) for the policy and move it to Chapter 4, Academic Affairs, in its policies and procedures collection				✓
Parties Responsible: Assistant Superintendent/Vice President of Instruction and Planning					

Standard 2A – Instructional Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2A	(Improved Student Learning) The College needs to complete work on a definitive Distance Education policy that stipulates the requirements for distance education				✓
Parties Responsible: Distance Education Sub-Committee					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) 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				✓
2B	(Improved Student Success) The division should develop a process for structured dialogue with students who utilize its support services				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) A “Customer Service” training program should be developed for the non-teaching division staff (Improved Student Success)				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services					
2B	(Improved Student Success) The Student Success & Support Program Committee (formerly the Matriculation Committee) should review matriculation services to determine ways to increase student satisfaction				✓
Parties Responsible: Student Success & Support Program (SSSP) Committee					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) In planning for implementation of the Student Success and Support Program (SSSP), 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.				✓
Parties Responsible: Dean of Counseling and Special Services					
2B	(Improved Student Success) The College should explore different options and model catalogs from other institutions in order to streamline the online catalog for easier navigation by students	✓			
Parties Responsible: Dean of Student Learning and Assessment					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) 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 College Life webpage				✓
Parties Responsible: College Webmaster					
2B	(Improved Student Success) 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				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; PRIE Office					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success & Communication) The College should develop a marketing campaign to encourage current students to schedule counseling appointments earlier in the semester				✓
Parties Responsible: Dean of Counseling and Special Services					
2B	(Improved Student Success) The College should make installation of the Degree Audit software a high priority (Improved Student Success)				✓
Parties Responsible: Director of Information Technology					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success & Communication) 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	✓			
Parties Responsible: Director of Auxiliary Services; PRIE Office					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) 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					
2B	(Improved Student Success & Communication) 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 (ASDC)				✓
Parties Responsible: Director of Information Technology					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) The District should conduct a focus group with student club advisors, members of Inter 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				✓
Parties Responsible: Director of Student Activities; PRIE Office					
2B	(Improved Student Success & Communication) 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				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; PRIE Office					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) The College should conduct student focus groups to address the concerns expressed by students who identify as LGBT (Improved Student Success)				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; PRIE Office					
2B	(Improved Student Success) The College should continue to monitor improvement of assessment placement instruments and encourage faculty participation in statewide common assessment meetings			✓	
Parties Responsible: Assistant Superintendent/Vice President of Student Services; Assessment Director					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Student Success) The College should research existing SLO tracking systems to determine whether SLO Assessment in Instruction and Student Services can be uniform			✓	
Parties Responsible: Executive Leadership Team (ELT)					
2B	The College should conduct student focus groups to collect feedback about their experiences, whereas findings can be used to improve student support services				✓
Parties Responsible: Assistant Superintendent/Vice President of Student Services; PRIE Office					

Standard 2B – Student Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2B	(Improved Use of Technology & Staff Dev.) To promote professionalism and a strong work ethic, HR will continue to electronically disseminate the Employee Handbook to District employees and maintain a link to the handbook on the department’s web page				✓
Parties Responsible: Vice President of Human Resources and Risk Management; HR Staff					

Standard 2C – Library and Learning Support Services

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
2C	(Improved Use of Technology) The College needs to place a high priority on improving WiFi services for students				✓
Parties Responsible: Director of Information Technology					

Standard 3A - Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Improved Use of Technology & Staff Dev.) 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		✓		
Parties Responsible: Vice President of Human Resources and Risk Management; HR Staff					

Standard 3A – Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Improved Use of Technology) 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				✓
3A	(Planning & Program Review) Human Resources should begin to convert the current District policies, Personnel Files, into one policy following the CCLC template		✓		
Parties Responsible: Vice President of Human Resources and Risk Management					

Standard 3A – Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Planning & Program Review) 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				✓
Parties Responsible: Human Resources Staff					

Standard 3A – Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Staff Development & Planning) 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		✓		
Parties Responsible: Vice President of Human Resources and Risk Management					

Standard 3A – Human Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3A	(Planning & Staff Development) 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			✓	
Parties Responsible: Vice President of Human Resources and Risk Management					

Standard 3B – Physical Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3B	(Improved Use of Technology) The District should work to obtain and operate a better functioning work order system for collecting, storing, and evaluating the useful data				✓
Parties Responsible: Vice President of Operations and Director of Information Technology					
3B	(Planning & Program Review) The District should evaluate custodial staffing needs to address any deficiencies of existing personnel as new facilities are brought online		✓		
3B	(Planning & Improved Resource Allocation) The District should consider funding a way-finding and signage plan as envisioned in the 2010 FMP			✓	
Parties Responsible: Vice President of Operations					

Standard 3B – Physical Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3B	(Planning & Program Review) In order to maintain the cleanliness of existing and new facilities, the District will investigate staffing levels for custodial functions		✓		
3B	(Planning & Improved Resource Allocation) The District needs to continue efforts to gain approval and funding for maintenance and improvement projects			✓	
3B	(Planning & Program Review) The District must investigate the need for staffing required to obtain the acceptable level of care for the maintenance and cleanliness of its facilities		✓		
Parties Responsible: Vice President of Operations					

Standard 3B – Physical Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3B	(Planning & Improved Resource Allocation) The District needs to improve its efforts to fully integrate the Total Cost of Ownership into the long range planning process			✓	
Parties Responsible: Vice President of Operations					

Standard 3C – Technology Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3C	(Planning & Improved Use of Technology) 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)				✓
Parties Responsible: Director of Information Technology					
3C	(Improved Use of Technology & Communication) Add the custodial staff to the campus e-mail system and provide regular access to a computer				✓
Parties Responsible: Director of Information Technology and Data Center Services					

Standard 3C – Technology Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3C	(Improved Use of Technology) 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				✓
Parties Responsible: Director of Information Technology					
3C	(Staff Development) 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: Professional Development Center (PDC) Staff					

Standard 3C – Technology Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3C	(Staff Development) 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	✓			
Parties Responsible: Executive Leadership Team (ELT); IT Managers					
3C	(Improved Use of Technology) 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				✓
Parties Responsible: Director of Information Technology					

Standard 3C – Technology Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3C	(Planning & Improved Use of Technology) 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			✓	
Parties Responsible: Executive Leadership Team (ELT); IT Managers					
3C	(Improved Use of Technology) Increasing and improving the wireless access to students and staff across the district is a very high priority				✓
Parties Responsible: Director of Information Technology					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Planning & Improved Resource Allocation) 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	✓			
Parties Responsible: Executive Leadership Team (ELT)					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Planning & Improved Resource Allocation) 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				✓
Parties Responsible: Executive Leadership Team (ELT)					
3D	(Communication) 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				✓
Parties Responsible: Vice President of Fiscal Services					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Improved Resource Allocation & Communication) 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				✓
3C	(Improved Resource Allocation & Communication) 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				✓

Parties Responsible: Parties Responsible: Vice President of Fiscal Services; Fiscal Services Staff

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Improved Resource Allocation) 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				✓
Parties Responsible: Executive Leadership Team (ELT); Vice President of Fiscal Services					
3D	(Planning & Improved Resource Allocation) Recalibrate and update the OPEB plan based on annual contributions and findings from each new actuarial study every two years				✓
Parties Responsible: Vice President of Fiscal Services					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	(Planning & Improved Resource Allocation) 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				✓
Parties Responsible: Executive Leadership Team (ELT); Bargaining Group Leaders					
3D	(Improved Resource Allocation) The College will work with consultants from the CCCCCO to closely monitor default rates and will implement suggested financial aid workshops recommended by the consultant				✓
Parties Responsible: Vice President of Fiscal Services; Director of Financial Aid					

Standard 3D – Fiscal Resources

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
3D	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 by spring 2015 for the interim audit visit				✓
Parties Responsible: Vice President of Fiscal Services; Fiscal Services Staff					

Standard 4A – Decision-Making Processes

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4A	(Communication) The College should consider new and effective modes of communication to foster better understanding of governance processes		✓		
Parties Responsible: President’s Council					
4A	(Collaboration & Communication) The governance committee structure and composition should be reviewed and revised to streamline deliberation and eliminate committees that are not meeting regularly				✓
Parties Responsible: President’s Council					

Standard 4A – Decision-Making Processes

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4A	(Collaboration) The ASDC and Administration should work to establish a meeting schedule that fosters greater student participation in planning and budget deliberations			✓	
Parties Responsible: Superintendent/President; ASDC Leadership					
4A	(Collaboration & Communication) 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				✓
Parties Responsible: President’s Council					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development) The trustees and the superintendent/president will continue to engage in professional development designed to reinforce their respective roles and responsibilities				✓
4B	(Planning) The Board has drafted a policy and they should consider writing formal procedures for the selection of future superintendent/presidents (Planning)				
Parties Responsible: Trustees; Superintendent/President					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development) Revise BP 2740, Board Education and Orientation and AP 2740, Board Education and Orientation to more adequately address continuing education for trustees				✓
4B	(Professional Development) Continued Brown Act and Roberts’ Rules training should be conducted on at least an annual basis				✓
Parties Responsible: Trustees; Superintendent/President					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Planning) 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				
4B	(Planning) The Board will establish a schedule for reviewing the Board policies in Chapter 2				
Parties Responsible: Trustees; Superintendent/President					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development) The Board should continue development activities including the Excellence in Trusteeship training available through the Community College League of California (CCLC)				✓
4B	(Planning) The superintendent/president in collaboration with the Board will develop a calendar to provide for regular review of the Board’s policies			✓	
4B	(Professional Development) Develop a new trustee orientation program that supplements those available through CCLC and ACCT				✓
Parties Responsible: Trustees; Superintendent/President					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Collaboration & Professional Development) 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				✓
4B	(Planning) 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		✓		
Parties Responsible: Trustees; Superintendent/President					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development & Collaboration) Each year the board president, vice president, and clerk should be trained in ways of administering the Code of Ethics policies so they are more effective in identifying and preventing unacceptable behavior when it first occurs				✓
4B	(Professional Development & Collaboration) 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				✓
Parties Responsible: Trustees; Superintendent/President					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Professional Development & Collaboration) The superintendent/president and all members of the Board should have training in enforcing the Code of Ethics				✓
4B	(Planning) Update the District’s strategic plan to reflect accomplishments and new strategic directions				✓
4B	(Planning) Update the EMP and FMP to recognize changes in the labor market demands of the Central Valley and San Joaquin County in particular				✓
Parties Responsible: Trustees; Superintendent/President					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Planning, Improved Resource Allocation) 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			✓	

Parties Responsible: Superintendent/President; Executive Leadership Team (ELT)

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Improved Resource Allocation) Meet the needs of the College community through the Foundation’s fundraising activity			✓	
Parties Responsible: Superintendent/President					
4B	(Planning) 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				✓
Parties Responsible: Superintendent/President; Vice President of Instruction and Planning					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Planning & Collaboration) 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		✓		
Parties Responsible: Trustees; Superintendent/President					
4B	(Planning & Collaboration) The superintendent/president and her leadership team will spend a portion of each ELT meeting reviewing the policies and procedures that are out for comment		✓		
Parties Responsible: Superintendent/President; Executive Leadership Team (ELT)					

Standard 4B – Board & Administrative Organization

		Progress			
Standard	Actionable Improvement Plan Parties Responsible	Minimal	Moderate	Substantial	Complete
4B	(Collaboration) The superintendent/president will design a method to disseminate the policies and procedures after they have been passed or reviewed by the Board and or the President’s Council	✓			
Parties Responsible: Superintendent/President					
4B	(Planning & Improved Resource Allocation) Maintain processes for evaluating and acquiring staffing needs that demonstrate the best use of funds and most effective use of personnel			✓	
Parties Responsible: Superintendent/President; Executive Leadership Team (ELT)					

ACCJC Midterm Report – Next Steps

- ▶ Report progress of self-identified AIPs to Planning & Budget Committee and President's Council
- ▶ Work with responsible parties to determine timelines for completion of in-progress AIPs
- ▶ Prepare evidence that College has addressed all recommendations identified in the 2014 Report of the External Evaluation Team Visit
- ▶ Submit ACCJC Midterm Report by March 2017



DRAFT 02.03.2017

**SAN JOAQUIN DELTA
COMMUNITY COLLEGE DISTRICT
2017 COMPREHENSIVE MASTER PLAN**

SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT



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2017 COMPREHENSIVE MASTER PLAN

LETTER FROM THE PRESIDENT



On behalf of the District's Board of Trustees and all of the institution's stakeholders, I am proud to present the 2017 Comprehensive Master Plan (CMP) for the San Joaquin Delta Community College District. The CMP presents the culmination of two significant planning activities: educational planning and facilities planning, the outputs of which you will find in this overall document.

With over 80 years of history, the College has a long track record of evolving and renewing itself to provide affordable, high quality education in relevant, effective facilities to improve the lives of the local population. From its beginnings as "The Junior College of the College of the

Pacific" in 1934 to the institution it is today, the District has mirrored the changes in our society and the world of work—continually adjusting its offerings and its facilities to educate our community's youth for the future or help adults retrain for realizing better opportunities. Our campus community and the community at large take great pride in our history of service, particularly to those who are considered economically or otherwise disadvantaged.

Though at times the pathway of change has been a little rough, our community has always shown great heart and passion related to our planning and the evolution of the College to meet the community's needs. In fact, many people do not realize that in the late 1960's, it took two attempts at passing a bond measure before the development of the initial and unique core campus here at Stockton could proceed. Literally hundreds of thousands of students have benefited from the decisions of the voters and college leaders from that period.

In 2004, the passage of the \$250 million Measure L enabled the renewal of some of these initial facilities and infrastructure, as well as the development of new facilities on the Stockton campus. Measure L also created South Campus at Mountain House (an educational center), plus acquired land to support future growth. The most popular improvements with faculty and students alike have been the full renovation of the Goleman Library into a modern learning resource center and a new \$73 million Science and Mathematics facility, a project that leveraged bond funds by acquiring \$22 million of funds by the State

of California through its competitive capital planning process. The combination of funds helps us to deliver a modern science and math complex that has heightened the quality of our science lab offerings. Over the 12 years since the passage of Measure L, we have managed to leverage the funding to acquire \$29.4 million of state funds, garner interest that has been incorporated into the planned improvements, and refinanced (refunded) approximately \$146.9 million of its Measure L Series 2005A and 2008B Bonds, resulting in a gross savings for District taxpayers of \$25.8 million in late 2015.

Other improvements enabled by the Measure L Bond Program include:

1. Critical infrastructure upgrades for the Stockton campus, including central plant renovations that helped support the new facilities and facilities renovated as a part of the bond program. This "backbone" type of improvements literally laid the groundwork for efforts that now need to be undertaken to operate more energy efficiently and sustainably;
2. The establishment of the Lawrence and Alma DeRicco Student Center, featuring a one-stop shop for critical student services functions;
3. The construction of state-of-the-art athletics facilities for track, football, softball, and baseball, along with the recent construction of a new organic infill soccer field;

4. A new data center that helped set the stage for expanded capacity needs in the future;
5. The acquisition of land and the development of a Chancellor's Office-approved Education Center to serve students at the South Campus at Mountain House: This formal approval allows the College to receive an additional annual budget appropriation of up to \$1,000,000 and allows the Education Center to compete for state capital outlay funds. As you will see in this CMP, the District intends to develop a permanent structure next, for which it will compete for state funding;
6. Modernization and repair of all of the legacy elevators in Stockton campus buildings;
7. Restroom modernization and ADA Compliance;
8. Shima Diesel and Heavy Equipment Center and equipment yard;
9. New greenhouse;
10. Lighting and safety improvements for the Stockton campus's theater performance spaces, as well as exterior lighting upgrades that have added to the safety of the overall campus;
11. The acquisition of land for potential future facilities that can serve north San Joaquin County.

But of course, even while implementing Measure L improvements, we have experienced plenty of change: the "dot-com" went bust, the housing market expanded into a bubble that ultimately burst, leading to "The Great Recession" and the "jobless recovery" that followed. Through these changes and all that came before, our commitment to education has not wavered. The institution has proven it can weather these storms, and it does so by evolving the areas of educational emphasis, staffing and support levels, modes of instruction, and the facilities in and through which our students receive instruction.

In 2015 the college community completed an update of its educational master plan. We relied on external data such as changes in our region, communities, and operating environment, as well as internal college and community stakeholders' voices to help shape the recommended educational programs and service improvements that will strengthen our college's offerings. We retained the combined expertise of architectural firms of Gensler and LDA Partners (a local firm) to assess our facilities against the needed educational facilities and infrastructure, and to help guide discussions and creation of plans for future campus construction and build-out. Consequently, the planned improvements highlighted in this document reflect the needs as articulated in the Education Plan, vital community input, and the requirements that are a function of our operational environment (i.e., being a public agency funded by the State of California, and influenced by the California Community College Chancellor's Office.) Acting on these plans will bring necessary changes to help facilitate and enable modern instruction in programs of value to our constituents.

For the most part, we are now in the final wave of Measure L improvements. Funds realized from one-time savings and state infusions have been dedicated to an initiative that introduces modern computer technology and audio-visual presentation systems to many classrooms. However, much work still needs to be done to bring the Stockton campus up to date and prepare it for the future. Moreover, expansion of modern facilities to South County and North County residents awaits the demonstrated growth of Full Time Equivalent Students in short-term facilities, and further funding.

In the pages that follow, the college community expresses its support for the programs, projects, and ideas that it believes will enable Delta College to maintain its role in, and provide enhanced offerings to, the community well into the future. We hope you, the reader and a valued member of our community, will join us in support for this CMP so we can continue to evolve and endure together.

It is my pleasure to present the CMP to the community, and to thank everyone for their ongoing support for San Joaquin Delta College.

Dr. Kathy Hart
 Superintendent/
 President

DOCUMENT ORGANIZATION

The *San Joaquin Delta Community College District Comprehensive Master Plan* is organized into three main sections: an initial section introducing the CMP and providing an overview of the educational and facilities planning considerations; then, the Educational Plan, provided by the District; and, finally, the Facilities Plan. The Facilities Plan begins with the Facilities Planning Data, and is then organized by teaching site. Each teaching site consists of an Introduction, Analysis, and Recommendations subsection.

The Analysis subsections document the existing conditions, while the Recommendations subsections document the planning solutions and development concepts. The Recommendations sections include a summary of projects for the teaching site categorized under new facilities, renovation and repurposing of facilities, and site improvements.

A Facilities Plan for the North County Center is intended as a future addendum to this document.



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EXECUTIVE SUMMARY

The Comprehensive Master Plan (CMP) for San Joaquin Delta College is the culmination of a systematic planning process over the last two years. The CMP is rooted in community input, analysis of changing demographic and labor market trends, and a systemic examination of District buildings, grounds, and infrastructure. While dedicated state budget resources can accomplish some components of the plan, the true success of the plan depends upon continuing community support for Delta College and a willingness to approve a second bond measure that implements the component parts of the plan.

This Executive Summary serves as a brief introduction to the way the plan was developed, the challenges and opportunities that face the District, the educational planning themes and facilities recommendations that emerged from the planning process, and a vision of how the District's campuses will evolve over the next twenty years if the plan is fully implemented. The Executive Summary is composed of three parts: 1) a discussion of the planning context that drove the development of the District's CMP; 2) specific recommendations for educational programs, staffing, and facilities that emerged from the Plan; and 3) a description of various renovation projects and new facilities that reflect the planning choices made by the District.

PART 1 – THE PLANNING CONTEXT – CHALLENGES & OPPORTUNITIES

The CMP features an Educational Master Plan (Chapters 1 through 4) and a Facilities Master Plan (Chapters 5 through 11). Master planning requires a set of value judgements and sound principles for making choices about program and services needs that drive future facilities and technology infrastructure investments. The District's staff, faculty, and managers met in various focus group meetings from Fall 2014 to Spring 2015 to formulate sound planning principles, to discuss major issues facing the District, to pinpoint areas of educational expansion projects, and to identify future renovation and construction projects. Summaries of those meetings are included in Chapter 1 of the CMP. A number of consistent planning principles and facilities concerns emerged from those discussions. The planning principles derived from those meetings are listed in part 2 of this Executive Summary.

OPPORTUNITIES

The Educational Plan for San Joaquin Delta College was last updated in 2009, and the environment for Delta and community colleges has changed since then. We have new opportunities and challenges ahead of us, and while some things change, some remain the same. When Delta College faculty and staff were surveyed in 2014 and 2015, they identified where opportunities for growth and expansion within the labor market were possible. The opportunities, discussed in some detail later in this plan are significant, and they include:

- **Greater Attention to the Success of Community Colleges and their Major Role in Workforce Development** – In response to a significant gap between employer demands and those who are prepared for “middle-skill” jobs, national attention to the mission and funding of community colleges has increased since the 2008-10 recession. Under the Obama Administration, community colleges saw a resurgence in their support from the federal government and in the recognition they receive for educating a skilled workforce. The State Legislature and Governor allocated \$200 million in new funding for community colleges to deliver more and better workforce training to California residents. Despite the attention to community college success stories in recent years, per-pupil funding rates for California Community Colleges still lag behind those of K-12 school districts, the California State University, and University of California systems. California Community Colleges receive only \$5,000 per full-time student, well below the \$9,700 per pupil in the K-12 system and the more than \$10,000 per pupil in the CSU system.
- **Job Growth** – The connection between community college training programs and job growth is well documented in the national literature. Labor market forecasts project growth in a variety of fields in the San Joaquin Delta College service area, with areas like health care and advanced manufacturing leading the way in job growth over the next decade. Also pivotal

to the region's economic growth are jobs in transportation and logistics (the shipping of goods and supply chain management), and agriculture-related businesses (sales, marketing, refined production, and distribution of agricultural commodities, food products, and wine). The area also will benefit from information technology growth resulting from: 1) the flight of IT companies to cheaper land in the greater urban Bay Area region, and 2) the increasing importance of the "internet of things" to all sectors of the modern U.S. economy. The expected areas of job growth and possible educational program development and expansion are summarized in the figure below.

- **Technological Innovations** – The emergence of newer, faster, and smaller computers, new software applications, powerful cellular phones, and multimedia delivery systems present promising future opportunities to revitalize the learning spaces for students who attend the District's campuses and for those who access its programs and services remotely. The District has already expanded its online program and is currently one of the largest in the state community college system, offering as many as 20 percent of its courses online during any given academic term.
- **Healthy, Sustainable Campus** – Students and community members want the District to place greater emphasis on healthy, sustainable approaches to college operations. This improved, healthier campus environment extends from green approaches to landscaping

and conservation, to food choices in the cafeteria, and to health and wellness facilities that can meet basic student physical and psychological needs.

- **Regional Education Pathways from High School to CCC to University** – Enrollment at the main Stockton campus is limited by the existing building footprint of the campus. Because of current space and building constraints imposed by the State, enrollment growth opportunities can only come from three sources: 1) an expansion of online enrollment; 2) regional educational growth (in various high schools and community sites); and 3) dual enrollment by high school students.

There is growing interest in pipeline or pathway programs that promise a seamless transition from high school to community college to four year university enrollment. New partnerships have been formed with K-12 districts with Delta College offering more than 40 course sections at local high schools each term. The District already has active articulation agreements with many colleges and universities, and has a unique set of programs that link engineering students to University of the Pacific's Engineering Program and law students with six four-year universities and law schools in California. These expanded partnerships will help the District increase its enrollment for the North County region and the South Campus at Mountain House.

SIGNIFICANT LABOR MARKET SECTORS WITH EXPECTED GROWTH IN THE REGION, 2015-2022

<p>Health Care & Public Safety Nursing Psychiatric Technician Respiratory Therapy Assistant Physical Therapy Assistant Home Health Care Public Safety & Police</p>	<p>Advanced Manufacturing Robotics Mechatronics Welding Manufacturing Technology</p>
<p>Business and Small Business Development Accounting Business Small Business/Entrepreneurship Retail Management</p>	<p>Engineering and Information Technology Engineering Information Technology Network Security Telecommunications Service & Repair</p>
<p>Education Science and Math Educators Education Paraprofessionals Early Childhood Education/Child Development</p>	<p>Other Sectors Renewable Energy Infrastructure Installation/Repair Logistics and Supply Chain Management Multimedia Communications</p>

CHALLENGES

- **Stable Funding** – The College’s funding is tied to California’s economy and the Legislature’s ability to deliver tax revenues. During boom times, the College’s funding capacity tends to grow, while in recessionary periods, the opposite occurs. In 2013, the state community college system benefited from the passage of Proposition 30, a one-time tax increase that supported public education programs as the state emerged from the recession. The extension of Prop. 30 by voters in 2016 has helped establish a more stable funding stream for the College. Significant additional investments have been made in student support programs and in career technical training programs in recent years, including \$200 million system-wide in the 2016-17 budget. Even with these new levels of investment, the District will be subject to the ebb and flow of state revenues that come with economic cycles of growth and recession.



- **Declining Enrollment in an Environment of Expected Growth** – The District has experienced flat or declining enrollment since the 2008-10 recession. This slight decline is natural during periods of economic expansion when jobs are more plentiful and the need for career re-training is less pronounced. Additionally, from 2012-2015, demographic shifts produced a slight drop in high school graduates in the surrounding areas. These twin forces have forced the District to rely on the summer enrollments to meet prior year state growth targets – a strategy employed by half of the community colleges in California.



- **Campus Safety and Security** – Interviews with students, staff, and faculty during the planning process identified a general concern for safety and security on campus. Concerns were voiced about lighting at night, compressed hallways, and doors that are not lockable from inside the classroom. Despite these concerns, crime reports suggest that Delta’s campuses are relatively safe when compared to other colleges and particularly in comparison to some nearby neighborhoods. The installation of a large number of video cameras, more and brighter LED lighting throughout the Stockton and Mountain House campuses, and a highly-trained police force have improved safety and security, yet concerns linger.



- **Equitable Access and Success** – With the infusion of Student Equity program funding, the District is investing in program interventions to increase access and successful completion for traditionally underrepre-



sented student demographics. Student Equity funding has helped finance more than \$2 million in ongoing staff and program investments, including direct assistance to students who need textbooks, improved student services for targeted groups, and professional development training throughout the institution. Gaps in achievement are largest for African American students, so there is still much work to be done. Investments in the District’s AFFIRM Program are improving the course completion and graduation rates.

- **Equity in Staffing and Faculty** – The District has improved the diversity of its employees in recent years, but the proportion of faculty who are non-white still trails the larger surrounding community and student population.
- **Aging Campus Facilities** – While Measure L Bond funds have been used to revitalize major components of the District’s facilities, the age of some of the original buildings has resulted in failing equipment, elevator malfunctions, and overall deterioration in the learning spaces that students use on a day-to-day basis. Carpets and furniture need to be replaced in many locations, painting is required to refresh buildings and offices, and many classrooms still lack reliable wireless connectivity and audio-visual presentation systems. White boards need to replace aging chalkboard in a number of Stockton campus classrooms.

• **Right-sizing of classrooms, labs, and meeting spaces**



meeting spaces – The CMP calls for right-sizing classrooms and labs to adjust for changing trends in education. Many District classrooms were not designed for flexible use or distance learning. Distance education options have also reduced the percentage of students who take classes in face-to-face classrooms. As a result, efficiency ratings for some of the largest rooms at the Stockton campus are low when compared to state standards – mainly because they are large lecture halls that do not fill to their full capacity. Because of this factor, the District appears to have too many teaching spaces, when in fact it merely has the wrong kinds of teaching spaces. An additional concern is that the District has a larger-than-average amount of office space but limited rooms for community meetings or student gatherings. The CMP attempts to address these problems over the next 20 years.

In light of these challenges and opportunities, campus constituent groups were interviewed in the 2015-16 academic year and asked to highlight major themes that should be addressed by the District in its new Educational Master Plan. These themes provide a strategic vision for the District’s Master Plan. They include the following overriding values:



STRATEGIC VALUES

An inclusive learning environment where all constituents receive fair and equal treatment

Initiatives that foster professional growth and innovative service delivery

The use of technology and innovation to advance student learning and to provide low-cost solutions for operations

Effective and consistent communication through multiple media

High-quality service in support of student learning and operational efficiency

Regional centers that offer general education, transfer, and basic skills first, followed by selected marquee programs in career and technical education

Community relationships with local educational institutions, employers, and workforce agencies that promote the region’s intellectual, social, economic, and cultural vitality

A vital and healthy campus community that promotes the holistic wellness and growth of its students and staff

Career and technical programs that meet the labor market needs of employers in the region

Organizational structures that efficiently deliver instructional and support services for students

PART 2 – PLANNING RECOMMENDATIONS IN THE EDUCATIONAL & FACILITIES MASTER PLANS

The District's internal analysis and focus group discussions among faculty, staff, and managers identified a number of strategic planning principles for the Educational Master Plan. The master planning principles are described on the following pages, with more detailed analysis in the Facilities Plans that follow, starting on page 155. Each of the facilities projects identified in the CMP connect to these planning principles in a coherent and logical way. Readers should note that the District has made progress on these planning principles if they feature a check mark at the start of the narrative element (see for example E1.1 and E4.1 below).

REJUVENATE THE STOCKTON CAMPUS (Education Planning Principle 1, or E1)

The main campus features buildings that are now 45 years old and in need of refurbishment (new paint, carpets, desks, chairs, mechanical, electrical, and audio-visual systems).

- ✓ **E1.1** Refurbish core campus buildings: Locke, Shima, and Holt and Budd (refurbishment of Holt-Budd vocational shops is currently under way).
- E1.2** Implement a campus-wide landscaping improvement project, replacing current campus landscaping with drought-tolerant plant selections and xeriscaping.
- ✓ **E1.3** Designate a special facilities fund through the program review and budgeting process to allow for stable allocation of funding for the renovation and retrofitting needs of the Stockton campus.

REINVEST IN COLLEGE FACILITIES (E2)

The Stockton campus requires significant facilities improvements that improve the health and wellness, safety, food service, and gathering spaces for students and the community. Significant investment is needed to establish a permanent building and improved learning spaces at the South Campus at Mountain House (SCMH). The Master Plan also calls for the future development of a North County campus.

- E2.1** Construct a permanent center at the SCMH.
- E2.2** Construct a permanent center in the North County.
- ✓ **E2.3** Include health, mental health, and wellness services and a student and/or multicultural center in the Facilities Plan (included in this CMP).
- ✓ **E2.4** Include wayfinding and signage improvements in the Facilities Plan (included in this CMP).
- ✓ **E2.5** Provide meeting, gathering, and conference spaces that improve student, staff, and community experiences (included in this CMP).
- E2.6** Complete the Food Services/Culinary Arts remodel project in Danner Hall as part of Measure L Projects.



INSTITUTIONALIZE EQUITY (E3)

The District constituent groups identified equity as a major access and completion concern that should be addressed by all sectors. Widespread professional development is required for staff, managers, and faculty.

- E3.1** Develop and implement a professional development plan that enhances understanding about equity and inclusion among all campus constituent groups.
- E3.2** Institute plans throughout the District that provide nurturing, caring, positive, and challenging learning opportunities for all students.

UPDATE COLLEGE TECHNOLOGY (E4)

As computer technology and software approaches change, the District will need to adapt to mobile telephone, application-based approaches to service delivery and access. Delta College needs updated technology in learning spaces that is standardized across all rooms and labs. Additionally, campus-wide wireless access services need to be improved. Meanwhile, critical software packages that drive the District's entire enterprise should be replaced.

- ✓ E4.1** Complete the renovation of classrooms into AV/smart rooms and provide adequate staff to train instructors in the use of new technology (more than \$1.5 million has been committed so far).
- ✓ E4.2** Replace existing software systems for critical campus services (System 2020, Quali, Munis, and CurricUNET – more than \$4 million has been committed so far).
- E4.3** Develop an effective ADA-compliant student web portal that can provide a host of student services and assistance online.
- ✓ E4.4** Implement expanded wireless access throughout all District locations (more than \$300,000 has been committed so far).
- E4.5** Provide consistent technology and computer support for labs, classroom instruction, and student support services through adequate staffing ratios.
- ✓ E4.6** Establish a computer replacement program that ensures staff, faculty, and students benefit from up-to-date information technology (more than \$2 million has been committed so far).

REVITALIZE COMMUNITY ENGAGEMENT (E5)

While the District maintains a strong reputation within the region for its high-quality educational offerings, many community leaders seek more extensive connections with other educational providers and industry sectors. These linkages could help strengthen the connection between Delta and students enrolled in the K-12 educational system, and with four-year university partners.

- ✓ E5.1** Promote and sponsor greater collaboration with faculty from high schools, adult schools, universities, and industry representatives to ensure curricula are aligned for transfer, articulation, and the needs of the regional workforce (dual enrollment options with local high schools have been expanded).
- E5.2** Strengthen interactions between elected trustees, superintendents, administrators, and staff across all levels of the K-Bachelor's education system.
- E5.3** Expand contract education programs to ensure that employer-training needs are being met in the region.

ESTABLISH MARQUEE PROGRAMS FOR NEW EDUCATIONAL CENTERS (E6)

The District's strategy in establishing new regional educational centers requires establishing general education, transfer, and basic skills course offerings to drive enrollment growth, followed by marquee career technical education programs at each teaching center. Specific examples of this strategy are described in detail in the Master Plan for the permanent centers at South Campus at Mountain House and the North County.

- E6.1** Implement marquee career and technical educational programs at new centers in addition to general education, transfer, and basic skills core offerings.
- E6.2** Use labor market research and community demand to drive decisions about new career technical offerings at regional centers.

PROMOTE A HEALTHY AND SAFE CAMPUS ENVIRONMENT (E7)

The District's focus group discussions in the planning process identified a keen interest in promoting a healthier environment and better food service options for students, as well as concerns regarding campus beauty and safety.

- E7.1** Explore the cost and feasibility of health, mental health, and wellness services that partner with local agencies.

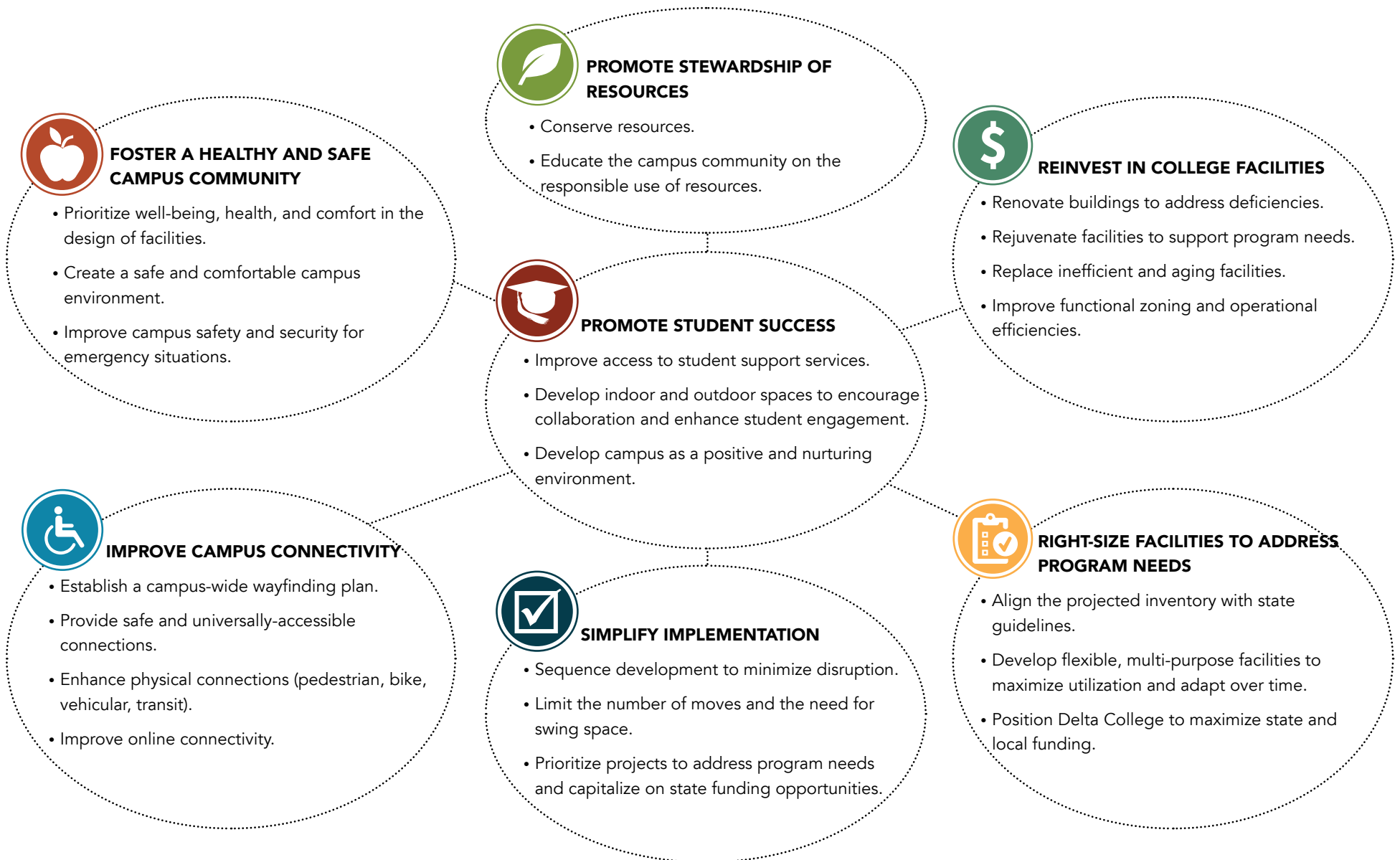
- E7.2** Explore changes in food services operations, which may include food trucks as a mobile option.
- E7.3** Ensure that new and existing regional centers feature adequate student services spaces and functions to foster students' physical and educational wellbeing.
- E7.4** Explore and implement technology and facilities enhancements that improve the safety and beautification of the District's grounds and facilities.

Once the Educational Plan was completed, the District embarked on a process of facilities planning in partnership with two architectural firms, Gensler (based in Los Angeles and San Francisco) and LDA (based in Stockton). A core facilities planning team—the "Comprehensive Master Plan Working Group"—met with stakeholders between Fall 2015 and Summer 2016 to identify facilities planning principles that connected to the themes and principles in the Educational Plan. The architects conducted an extensive analysis of the District's facilities at the Stockton campus, Manteca farm, and South Campus at Mountain House. The process included analysis of major infrastructure systems (e.g. water, sewer, storm, heating, ventilating, air conditioning, electrical) and other essen-

tial campus components including: ADA accessibility, vehicular access and travel, parking, campus wayfinding for different types of visitors, landscaping, educational program needs, space utilization of existing rooms and labs, enrollment trends, campus safety and security, sustainability, and perceived positive and negative attributes of existing campus facilities. Working from those analyses and the educational planning principles identified earlier, the architects and the CMP Working Group developed seven core facilities planning principles, which are highlighted in the graphic on the following page.

Along with the systems analysis mentioned above, the functional organization of each building of the Stockton campus was reviewed to identify programs that may be orphaned from like-minded programs or located in inefficient spaces. An example of these building summaries can be found on page 207 of the CMP, and are replicated on page 17.

FACILITIES PLANNING PRINCIPLES

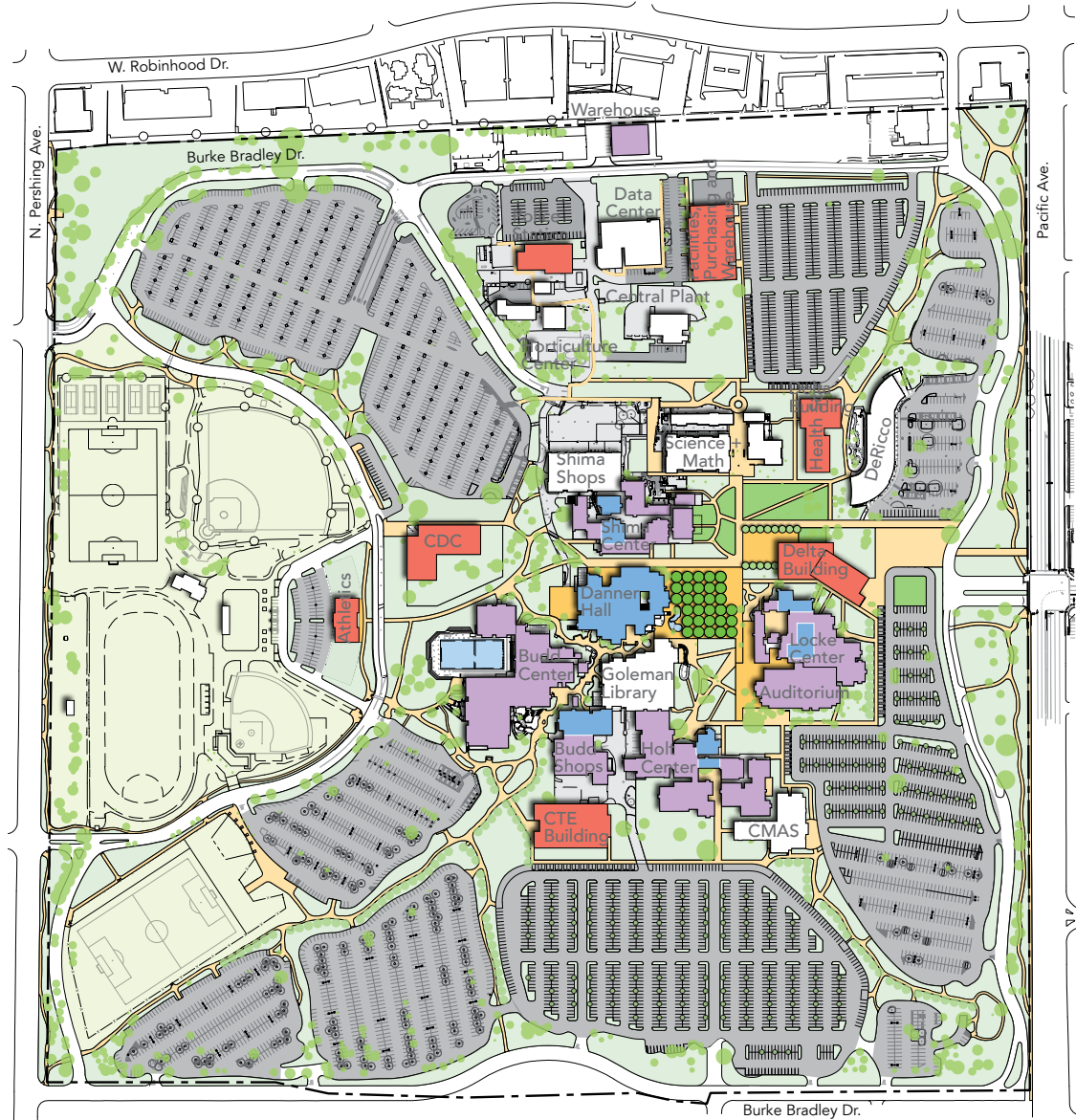
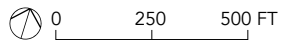


Each of the proposed projects identified in the subsequent planning is linked to these principles, resulting in a Comprehensive Master Plan that addresses the educational needs of the community and the need to revitalize existing District facilities.

STOCKTON CAMPUS 2017 FACILITIES PLAN

Legend

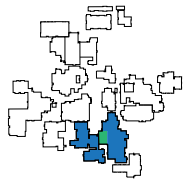
- New construction
- Renovation/Change of use
- Modernization



Legend

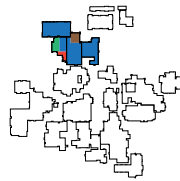
■ Student Services + Activities	■ Instructional - Office/Conference	■ Performing Arts / Gallery
■ Administration	■ Kinesiology + Athletics	■ Service
■ Instructional - Classrooms	■ Library + Study	■ Support
■ Instructional - Labs	■ Child Development	■ Middle College High School
		 Insufficient Information

HOLT CENTER



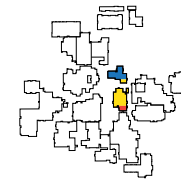
- The police academy is remote from the campus police location.
- The Reading/Writing Learning Center is remote from other tutorial services and difficult to find.
- The music spaces need revitalization and acoustical upgrades.

SHIMA CENTER + SHOPS

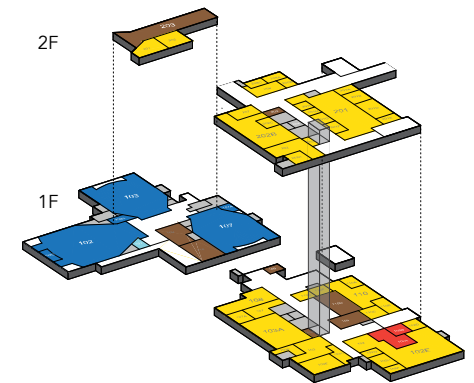
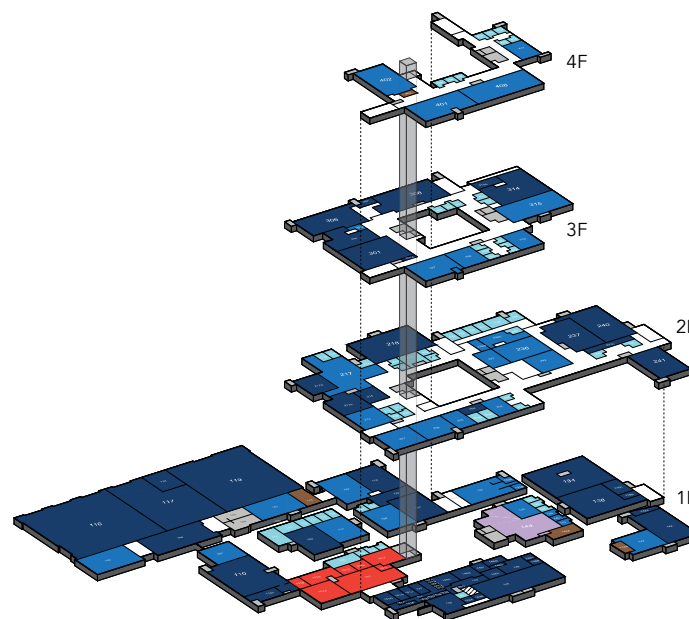
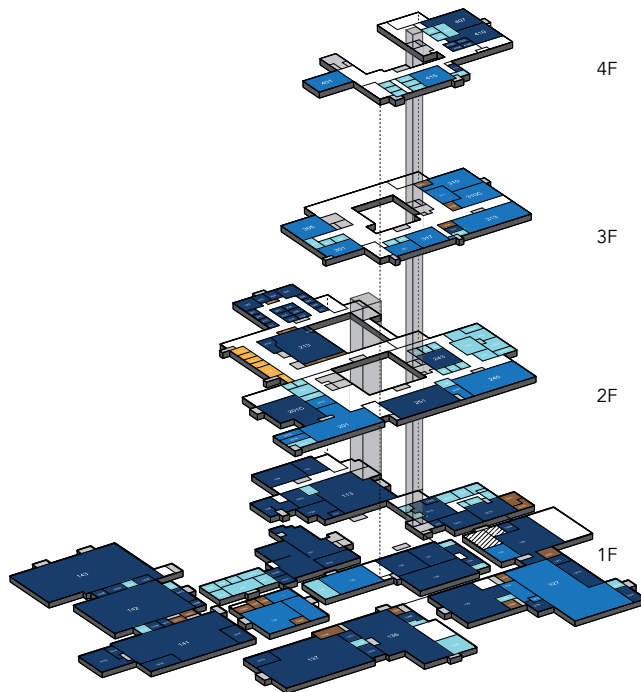


- Culinary programs on the 3rd floor are undersized and outdated.
- The Art Gallery is difficult to find.
- The student government office location is remote from the student center and difficult to find.
- Supplemental Instruction (Learning Center) is remote from other tutorial services and difficult to find.

ADMINISTRATION + FORUM



- Large classrooms in the Forum are oversized and difficult to schedule, resulting in low utilization.
- The Administration Building is inefficiently organized and has multiple access and deferred maintenance issues.
- There is inadequate conference and meeting room space to support program needs.
- The Board Room is small and ineffective for community meetings.



PART THREE – THE FUTURE OF SAN JOAQUIN DELTA COLLEGE – IMPLEMENTING THE CMP

THE STOCKTON CAMPUS

The Master Plan devotes a great deal of attention to the Stockton campus and its legacy buildings (starting at page 211). A comprehensive assessment of the four-decade old buildings revealed that while plumbing around the campus received an overall grade of “B,” most of the other assessments returned grades of C or D. The most significant areas for improvement include accessibility, fire and life safety systems, and security. Besides addressing these concerns in building renovation plans, the CMP makes a number of recommendations to improve learning spaces: increase space for student study, congregation, and community use; improve Career Technical Education (CTE) labs; improve signage and wayfinding; and enhance the natural landscape for both beauty and campus safety. The major facilities planning principles identified by the campus study are described on page 249. For each sector of the Stockton campus, a sketch of proposed projects is provided in the pages that follow. The rest of the Executive Summary addresses how the various zones of the Stockton campus can be improved, along with plans for the South Campus at Mountain House, Manteca Center, and a potential North County Center.

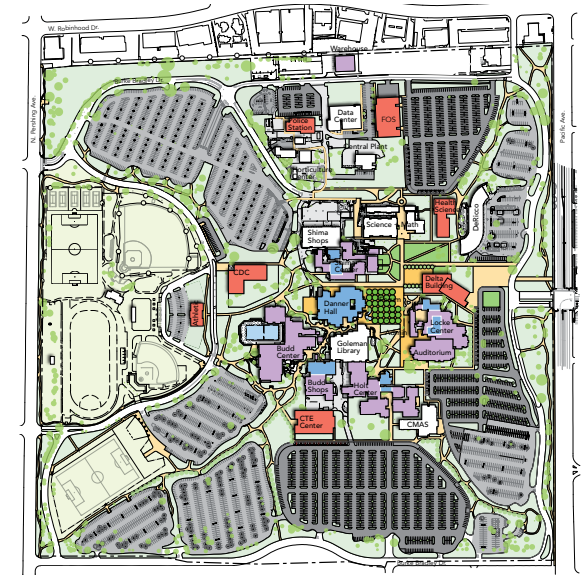
FACILITIES PLANS FOR THE STOCKTON CAMPUS

Access and Parking (in gray)

- Realignment of Burke Bradley Drive on the north side of campus
- Improvement of the main campus entry off Pacific Avenue
- Solar arrays in parking lots
- Improvements to all campus parking lots and construction of new ones
- Completion of path of travel improvements to the campus borders
- Bicycle plan developments and improvements

Landscape (in green and gold)

- Parking lot berm improvements that improve sightlines and safety
- Improvements to the main campus entry that beautify the campus gateway
- Streetscape improvements that enhance the college’s visibility and improve vehicular circulation
- Improvements to the campus core, including a Great Lawn and Amphitheater, Confluence Plaza, Heritage Grove, and Goleman Glade



Infrastructure Projects

- Improved emergency egress at each campus entry

Signage and Wayfinding

- Development of a campus wayfinding plan that aids navigation
- Implementation of a signage program

New Construction (in red)

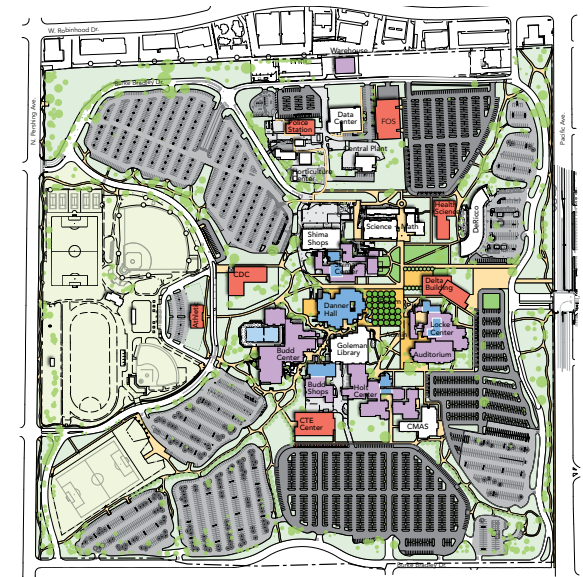
- Delta Building – Administrative offices, community meeting space, and classrooms to replace the Forum lecture halls
- Health Science – Modernized learning spaces for the growing health science programs, and wellness facilities for students
- CTE Center – New and modernized technical training labs for high-demand industries, such as welding, robotics, mechatronics, and multimedia
- Child Development Center – A better, safer location away from the main entry
- Police Station and POST Program – Relocation that provides better campus security and academic facilities for police training
- Facility for Operations Support (FOS Building) – Consolidation of services away from the campus core
- Athletic Fieldhouse Building – A new classroom and training space located in close proximity to athletic fields

Renovation/Change of Use (in blue)

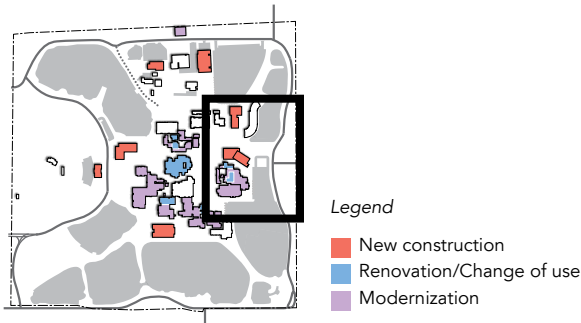
- Danner Hall – A true student center at the heart of the campus with improved food service, study spaces, learning labs for tutoring and supplemental instruction, and Culinary Arts facility
- Shima Center – Partial renovation of vacated Culinary Arts and student government spaces
- Holt Center – Partial renovation of vacated POST Academy and learning support spaces
- Locke Center – Partial renovation of vacated health science spaces for social sciences and arts lectures and labs

Modernization (in purple – addressing electrical, mechanical, HVAC, accessibility, security, safety, new flooring, paint, AV systems, and furniture)

- Shima Center
- Budd Center
- Budd Vocational Shops
- Holt Center
- Locke Center
- Atherton Auditorium
- Central Plant Capacity Upgrade (for future buildings)



EAST ZONE



The East Zone of the campus is the front door to Delta College along Pacific Avenue. First impressions of Delta College are formed here – for visitors, students, faculty, and the general Stockton community. Recommendations for the East Zone include improved vehicular and pedestrian circulation and the development of ‘front door’ facilities to serve the campus and the community.

EAST ZONE PROJECTS

HEALTH SCIENCE

The growing need for health care professionals coupled with the District’s desire to provide health services to students resulted in a recommendation to construct a new Health Science facility. The new facility is strategically located between the Science and Math Building and the DeRicco Center, and will link to related functions housed on either side.

Functions to be housed in the new facility include instructional space for nursing, psychiatry, physical therapy, and medical office administration. Nursing, Speech Language Pathology Assistant (SLPA), and

Nutrition programs will be relocated from Locke Center into this new facility to support program needs. Additionally, a new Student Health Center located in the new building will provide physical health, mental health, and wellness services.

Secondary Effects

Following the construction of the Health Science building, spaces will be vacated in Locke Center and re-purposed to accommodate Arts and Communications program needs and classrooms for transfer preparation.

DELTA BUILDING

The new Delta Building will create a welcoming front door to the campus, address critical issues, and improve access to key college and community functions. Student support services will complement the functions located in the adjacent DeRicco Center and allow for expansion space to address growing demands and current space limitations. New instructional space will replace inefficient and underutilized areas on campus to address program needs, improve room utilization, and enhance learning environments. Administrative functions currently located in the campus core will move to the new Delta Building to improve the community’s access to these functions. A variety of meeting and conference spaces, including a multi-purpose board room and professional development center, are recommended. In addition, a new art gallery is proposed to improve visibility and access.

Functions include:

- 60-seat flexible, interdisciplinary classrooms
- Music and Social Science instruction

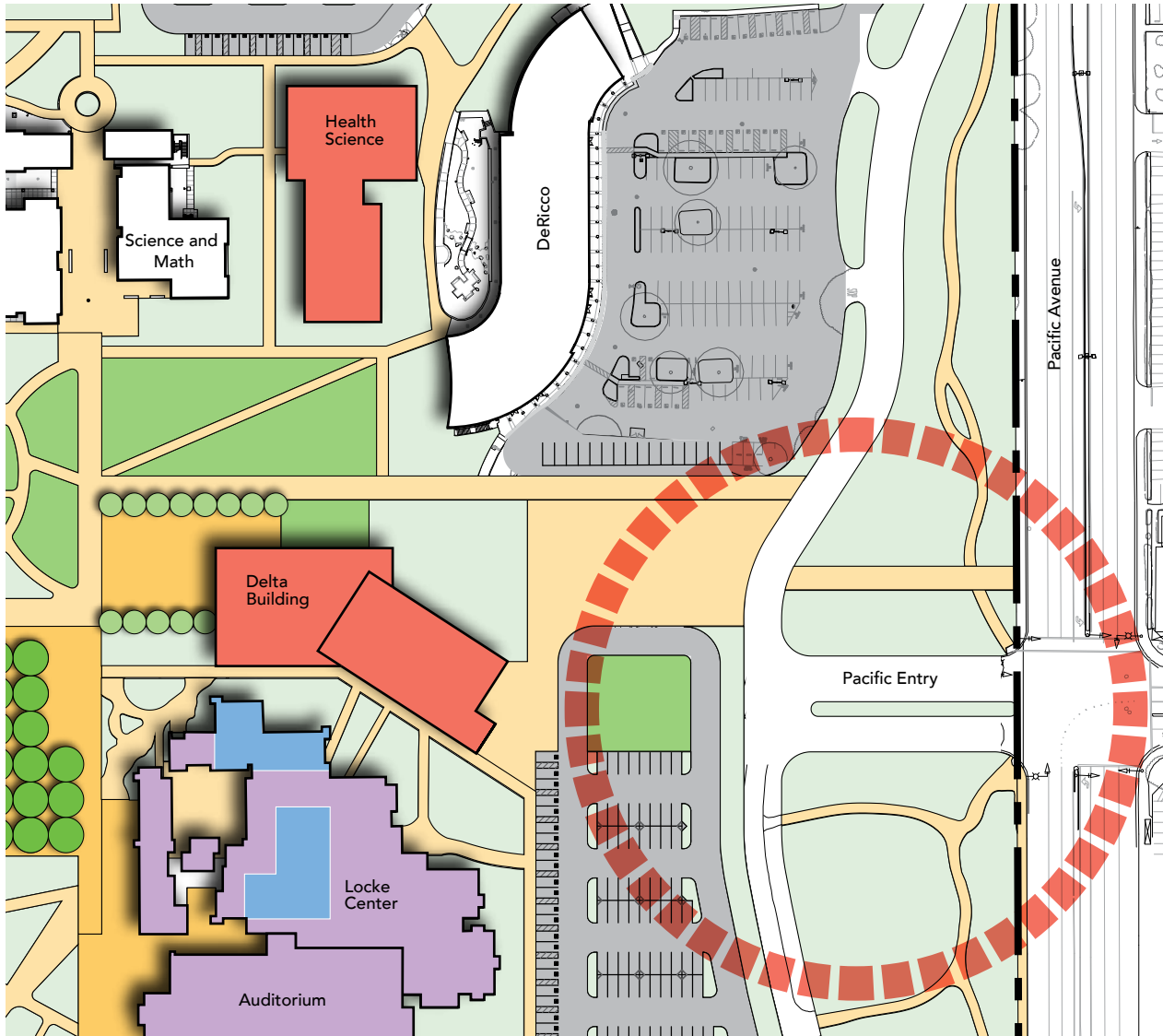
- First-contact student services (to complement DeRicco)
- Community meeting rooms (multi-purpose board room)
- Administrative Services
- Professional Development Center
- Art Gallery

Secondary Effects

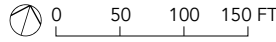
Following the construction of the Delta Building, the Administration and Forum Buildings and portions of the Holt Center will be demolished. The classrooms in the Forum Building will be replaced with more efficient multi-purpose classrooms in the Delta Building that will allow for more classes to be scheduled for students. The demolition of these buildings will eliminate a number of access and deferred maintenance issues and open up the center of campus to improve circulation and relieve congestion.

PACIFIC ENTRY

Reconfiguration of the main entrance on Pacific Avenue is recommended to improve access to the campus, alleviate traffic congestion, and improve pedestrian and vehicular flow. A new pedestrian path will create a safe connection from the bus stop into the campus core. Realignment of the roadways along with clear signage will provide intuitive cues and enhance wayfinding. A detailed traffic study is recommended for this area of the campus following the approval of the CMP.



EAST ZONE RECOMMENDATIONS

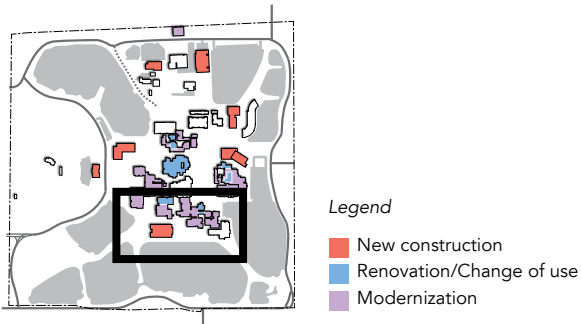


The **Health Sciences Building** will provide modern facilities for growing health science programs like nursing, psychiatric technician training, physical therapy assistants' training, medical records administration, speech language pathology assistant's training (SLPA), and nutrition. The building could also feature a student health and wellness center, including mental health services.

The revised **Pacific Avenue entry** to the campus and parking lot access will improve vehicular circulation and community access to the District's arts, entertainment, and community meeting spaces. The interior campus bus stop could be moved to this area of campus (instead of the Shima Parking Lot)

The **Delta Building** will serve multiple purposes: 1) provide new 60-seat lecture classrooms to replace the existing lecture halls in the Forum building; 2) provide community meeting spaces (board room and meeting rooms for campus and community groups); 3) expand some student services functions adjacent to the DeRicco Building; 4) relocate administrative offices to replace the Administration Building. The Delta Building and Health Sciences Center will frame the Great Lawn planned for the Campus Core.

SOUTH ZONE



Recognizing the outstanding Career Technical Education (CTE) programs currently offered at the Stockton campus, the South Zone of campus is identified as a location to address regional employment needs, current facilities deficiencies, and the need for improved and expanded facilities.

These recommendations include the development of flexible learning environments with specialized equipment to support evolving workforce needs. Interdisciplinary 'maker spaces' are proposed to support interactive, project-based learning that enhances student's ability to collaborate, create, test and share.



Existing Budd Shops

CTE RENOVATION AND EXPANSION

This project provides the opportunity to support evolving CTE program needs, explore program synergies, and improve interdisciplinary collaboration. This project includes the renovation and expansion of CTE areas currently located in the Budd Shops and the construction of additional space to consolidate additional CTE programs currently located in other areas on campus.

The Budd Shops should be analyzed in order to identify opportunities to improve the functionality and efficiency of the building. Renovation of existing space and the addition of new space will address current program needs and expand offerings to prepare students for transfer or employment, and provide training in the use of current industry equipment, digital media, and platforms.

Additional CTE programs recommended to be included in this project include:

- TV/Radio
- Graphic Arts
- Photography
- Recording Arts
- Journalism
- CIS/BIM

The development of the South Zone of the campus includes site development improvements that will define a clear pathway from the south parking areas into the campus core.



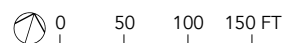
Existing Budd Shops



Existing Budd Shops



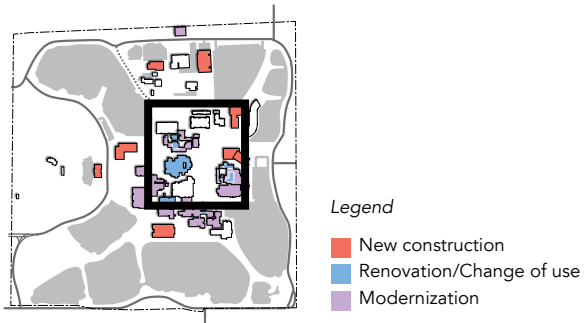
SOUTH ZONE RECOMMENDATIONS



THE SOUTH ZONE will feature a signature **Career Technical Education Center** south of the existing Budd Center. This new facility will provide state-of-the-art learning spaces for digital media technology classes. Enhanced program offerings will build interconnections between fields like **print journalism, radio/television, digital photography, graphic design, the recording arts, computer information systems, business information systems, engineering, robotics, and mechatronics**. The CTE Center may also house expanded and new facilities for high-demand trades in **advanced manufacturing**, such as welding and industrial machining.

Some renovation of spaces in Holt and Budd will occur as programs relocate to new facilities in other parts of the campus. For example, the Reading, Writing & Learning Center in Holt will move to a renovated Danner Hall, allowing for refreshed classroom space in Holt 201. Music practice rooms and learning spaces can be moved out of Holt to Locke or the New Delta Building. A similar renovation could occur with the move of the POST Academy office and classes to the North Zone of the campus. Certain program like Robotics/Mechatronics will move from the third floor of Budd into the new CTE Center. The construction of a new CTE building will also allow the College to reconstruct its parking lots and provide a new entry focal point for the south side of the campus.

CAMPUS CORE



The CMP recommends that the Central Zone of the campus be developed as a vibrant campus core with a series of indoor and outdoor spaces designed to engage the campus community, support collaboration, and enhance student success.



Koi pond at Campus Core

DANNER HALL

The Campus Core recommendations include several projects that will address key campus issues identified during the planning process, such as:

- **Culinary Arts**, a Delta College marquee instructional program, is housed in underperforming space that does not support program needs.
- **Instructional support services** such as the Writing Center (Holt) and the Learning Center (Shima) are dispersed in cramped and hard-to-find locations.
- **Associated Students Delta College (ASDC) and student activities** are far from the center of campus.
- Students **need more space to collaborate and engage** in student support and learning support services.
 - **This was the primary issue raised by students.**
- **Food services** are limited, and students leave campus to find options.
- **Danner Hall** is aging, and needs renovations to address maintenance concerns.

A complete reconstruction of Danner Hall is recommended to create a “real Student Center” for the Stockton Campus. The improved Danner Hall will be designed to engage students, improve access to instructional support programs, and create spaces for students to collaborate, study, and engage in student life. Functions include:

- Student activities
- Student government
- Learning support activities
- Writing center

- Improved food services
- Bookstore renovations
- Improved culinary arts program space

1. Relocate non-essential functions out of Campus Core.

- Relocate Facilities, Purchasing and Warehouse from Danner Hall into the North Zone of campus.

2. Relocate Culinary Arts, Learning Centers, ASDC, and Student Activities into Danner Hall.

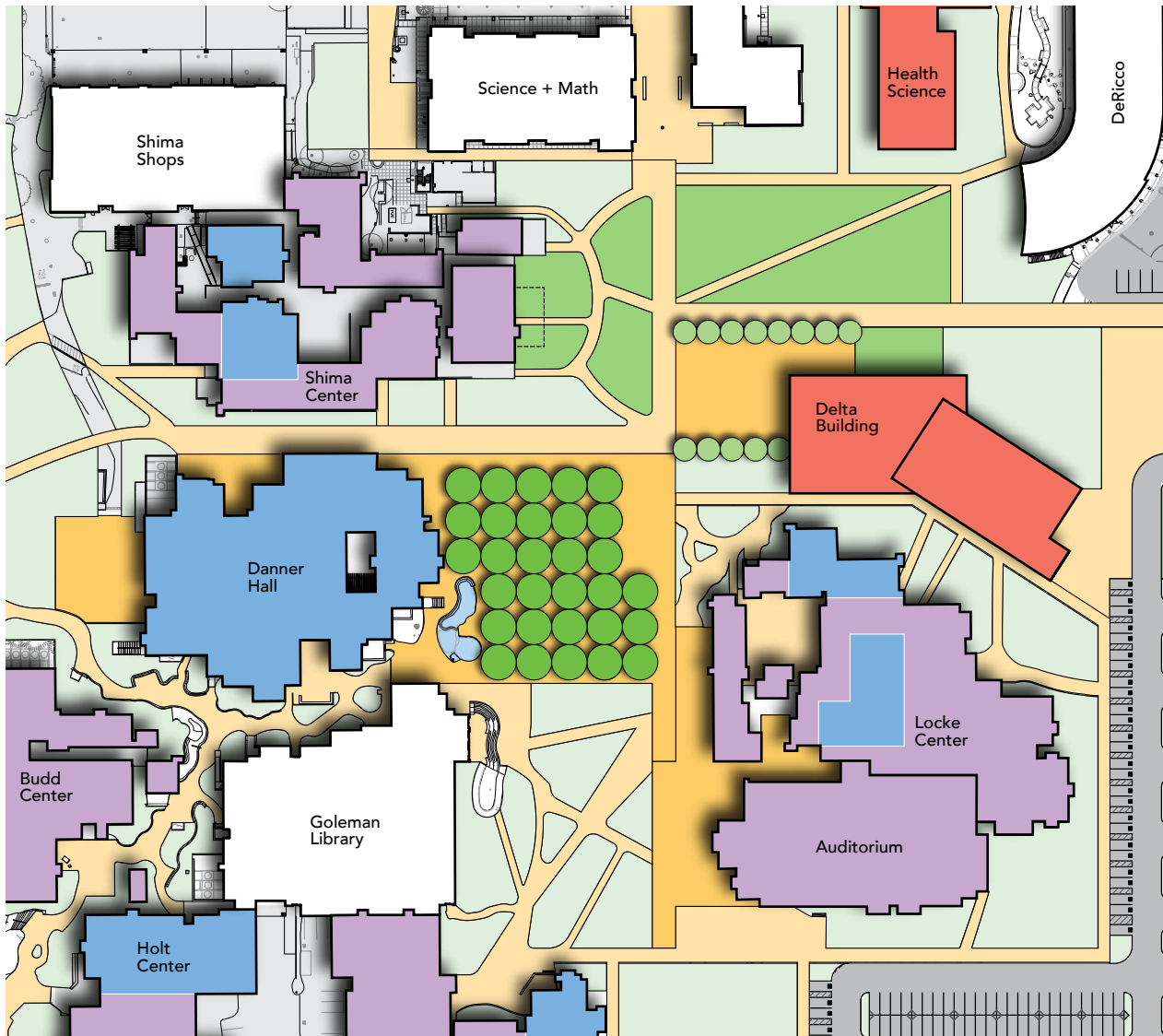
- Renovate Danner Hall to provide improved instructional lab space.
- Showcase Culinary Arts as a marquee program.
- Improve students’ access to instructional support services.
- Co-locate services and programs to support synergies and improve operational efficiencies.
- Relocate student activities and student government offices out of Shima and into Danner Hall.

3. Develop Danner Hall as a “real Student Center.”

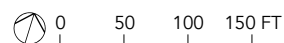
- Renovate and repurpose entire building.
- Address deferred maintenance issues.
- Provide collaboration and engagement space.
- Improve and expand food services.

Secondary Effects

Following the reconstruction of Danner Hall, vacated areas in Holt and Shima may be repurposed to improve instructional spaces and add meeting rooms.



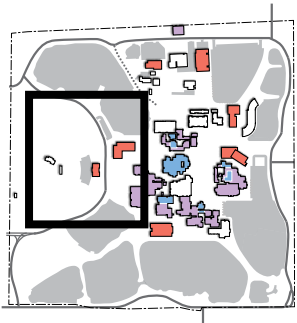
CAMPUS CORE RECOMMENDATIONS



THE CAMPUS CORE redesign will establish **Danner Hall as the heart of the campus for students**. Instructional support services that are currently dispersed throughout the campus will be relocated into a renovated Danner Hall basement and first floor. **Culinary Arts programs** will be consolidated into a new state-of-the-art kitchen and restaurant complex within Danner Hall. **Bookstore and food services improvements** will allow for healthier food options for students and staff. In order to make Danner Hall the hub of student government, student life, and student support services, operations currently housed in the basement of Danner Hall will need to be relocated to the North Zone of Campus in a District Facility for Operation Support (FOS Building).

A second feature of the campus core renovation will be the establishment of outdoor spaces for student and community use, including the **Great Lawn and Amphitheatre, Confluence Plaza, Heritage Grove, and Goleman Glade**. These outdoor spaces will be collection points for study, reflection, and community gatherings that make Delta more accessible to the wider public. The renewed outdoor spaces will provide a venue for campus fairs, graduation events, and public events like outdoor concerts, movies, and festivals. The campus core will be an inviting community space for the Stockton and San Joaquin region.

WEST ZONE



Legend

- New construction
- Renovation/Change of use
- Modernization

The West Zone of the campus will support the Child Development Center and kinesiology program needs and improve pedestrian connections with the Campus Core.

WEST ZONE PROJECTS

CHILD DEVELOPMENT CENTER

This project includes the relocation of the existing Child Development Center, currently located at the front door to the campus along Pacific Avenue. A new location on the west side is recommended to improve learning environments and provide a secure and sheltered playground. Classrooms currently located in the Locke Center will be incorporated into the new center.

Secondary Effects

Vacated classrooms in the Locke Center can be repurposed to support other program needs. The former playground in the interior of campus can be developed into part of the new Delta Plaza.

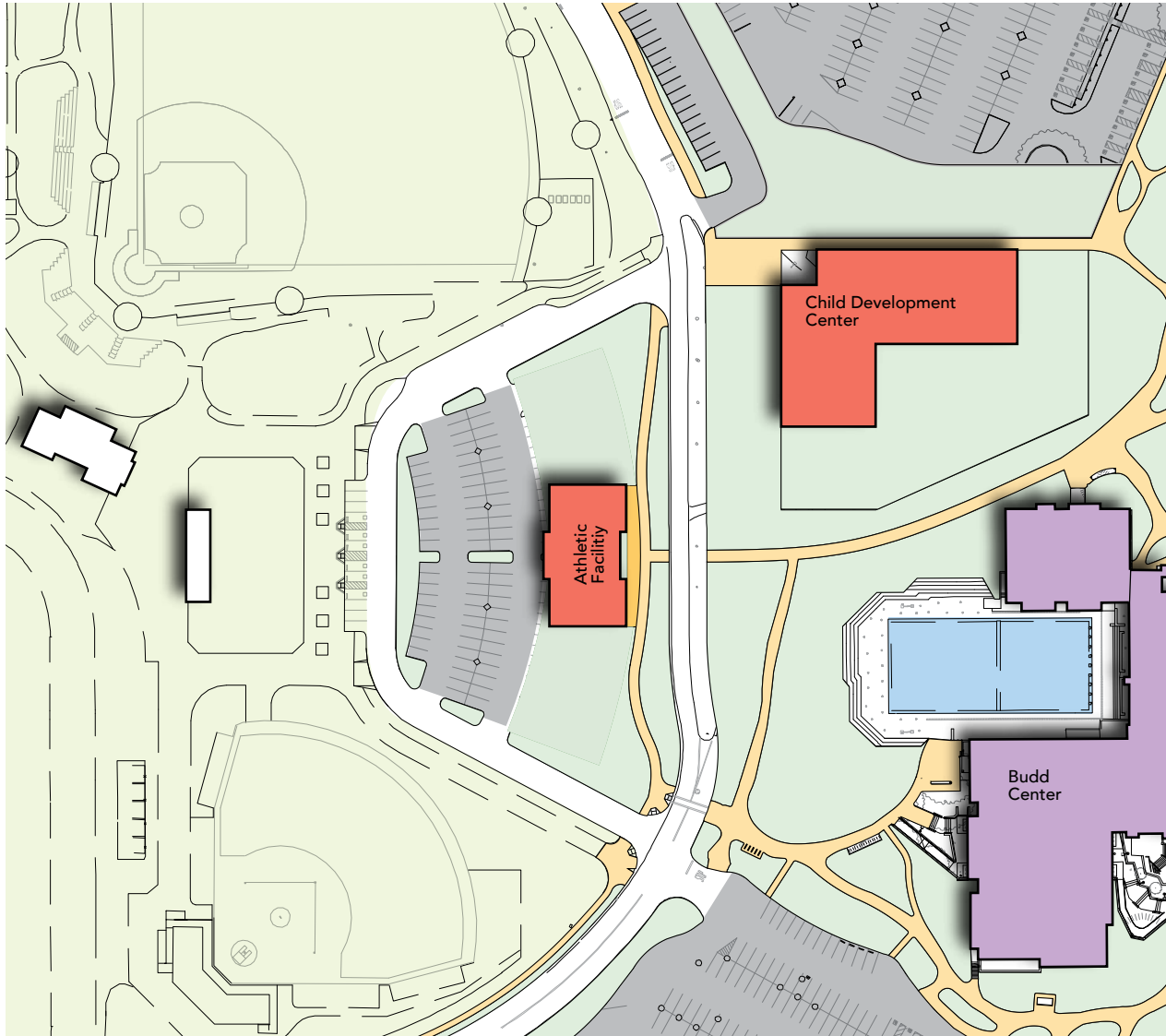
KINESIOLOGY

A new athletic facility is recommended to support the kinesiology program needs and provide additional athletic support facilities close to the fields. Functions include:

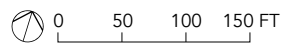
- Training Room
- Team Room
- Weight Room
- Locker Room
- Equipment/Storage
- Public Restrooms
- Concessions

Renovations to the existing athletic fields is recommended to extend their useful life and lower maintenance costs. In addition, improved pathways are proposed to improve access to the athletic fields from the Campus Core.





WEST ZONE RECOMMENDATIONS

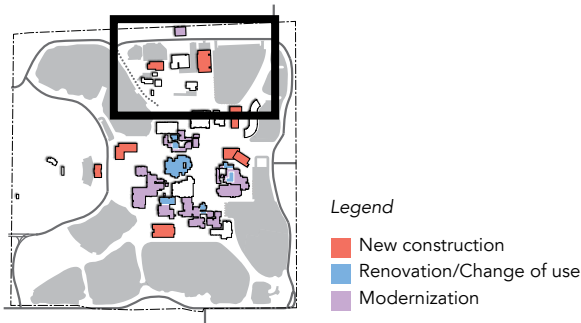


THE WEST ZONE changes feature two major projects: 1) the relocation of the **Child Development Center** (CDC) to the west side of the campus (away from the main Pacific Avenue entry), and 2) the establishment of an **Athletics/Kinesiology Fieldhouse** adjacent to the playing fields for soccer, football, baseball, softball, and track and field.

The new CDC would provide better security, upgraded classrooms for the CDC students and Delta College students who rely on the Center for practicum learning experiences, and a safer drop-off point for parents and families.

The Athletics Fieldhouse will bring team meeting rooms, locker rooms, training facilities, and classrooms in closer proximity to the learning and competition fields used by student-athletes. Changing rooms will be available for game officials, along with better concessions and restroom facilities to support community members who attend sporting events. The CMP also envisions new turf facilities for major sports in the second bond campaign, once the existing fields reach the end of their competitive life cycle.

NORTH ZONE



This North Zone of the campus will become the centralized location for all campus services and operations. Functions currently located in the center of campus will move to this zone, freeing up space for instructional and student support program needs. Consolidation of these campus services will improve access and operational efficiencies.

NORTH ZONE PROJECTS

FACILITY FOR OPS SUPPORT

Campus support services currently housed in the center of campus will be consolidated into the new Facility for Ops Support (FOS) to support collaboration and improve operational procedures. The new facility will include a loading dock for large truck deliveries and a shared service yard to maximize efficiencies in the delivery of equipment, distribution of supplies, and asset management.

Secondary Effects

Vacated space in the basement level of Danner Hall will be repurposed as part of consolidation of Danner into a new Student Center. See page 282 in this chapter for more Facilities Plan recommendations regarding Danner Hall.

POLICE

A new shared facility for Campus Police and the Police Academy instructional program will house functions currently located in the Police portables and Holt Center. Plan the facility to support two separate uses, with clear identification of both.

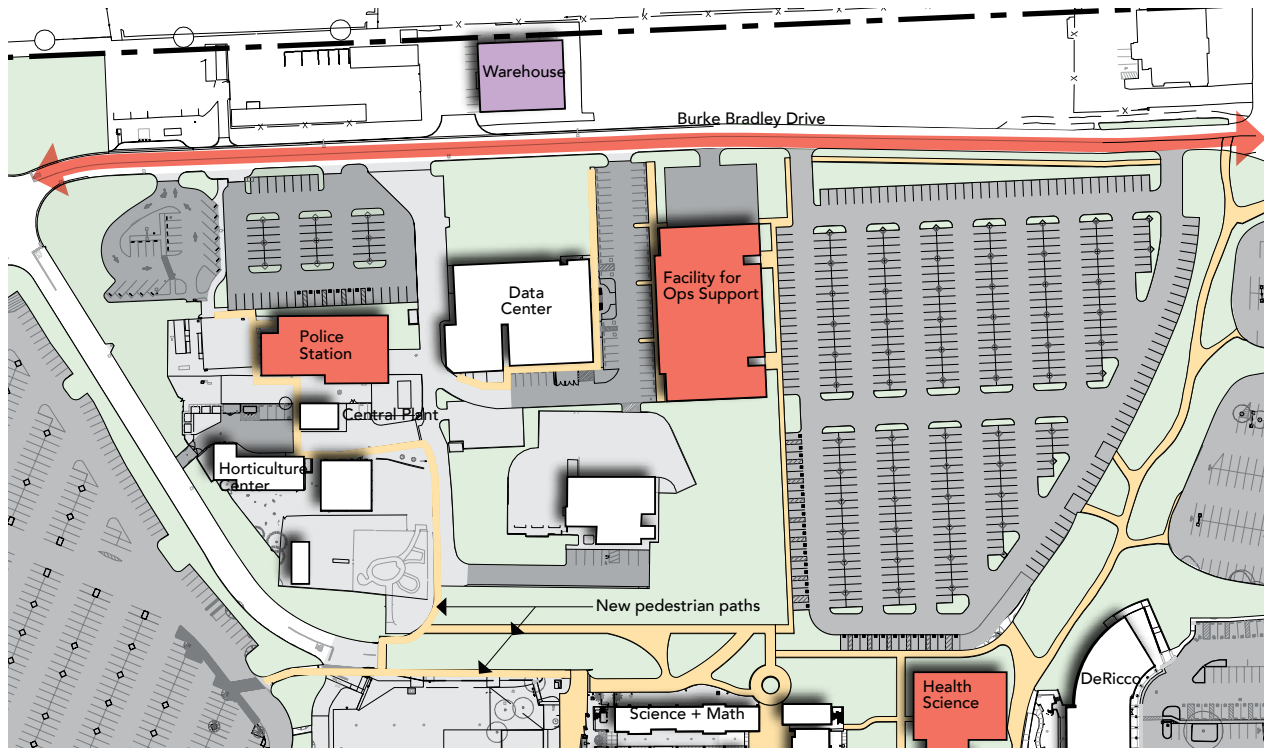
Secondary Effects

Vacated space in Holt Center will be repurposed for instructional use.

REALIGN ROAD

Burke Bradley Drive will be realigned to the north side of Campus Operations to improve vehicular and pedestrian circulation between the Campus Core and the Horticulture Center, Central Plant, and the Data Center. This space will be developed as additional outdoor learning space and will connect the Campus Core to all instructional areas of the campus.





NORTH ZONE RECOMMENDATIONS

THE REDEVELOPED NORTH ZONE of the Stockton Campus will feature three major projects: 1) a joint use facility for **Campus Police Services and the POST Academy Training program**; 2) A Facility for Operations Support that will house functions currently located in the basement of Danner Hall; and, 3) the relocation of **North Burke Bradley Drive** away from the core of the campus. Parking will be enhanced by adjusting this roadway to the north, and the existing horticulture program and greenhouse will be more coherently tied into the campus.

The establishment of an FOS Building will allow deliveries by large trucks to be made to the Campus Warehouse or FOS Building, rather than the Danner Hall loading docks, reducing potential vehicular-pedestrian conflicts at the Campus Core.

REGIONAL CENTERS

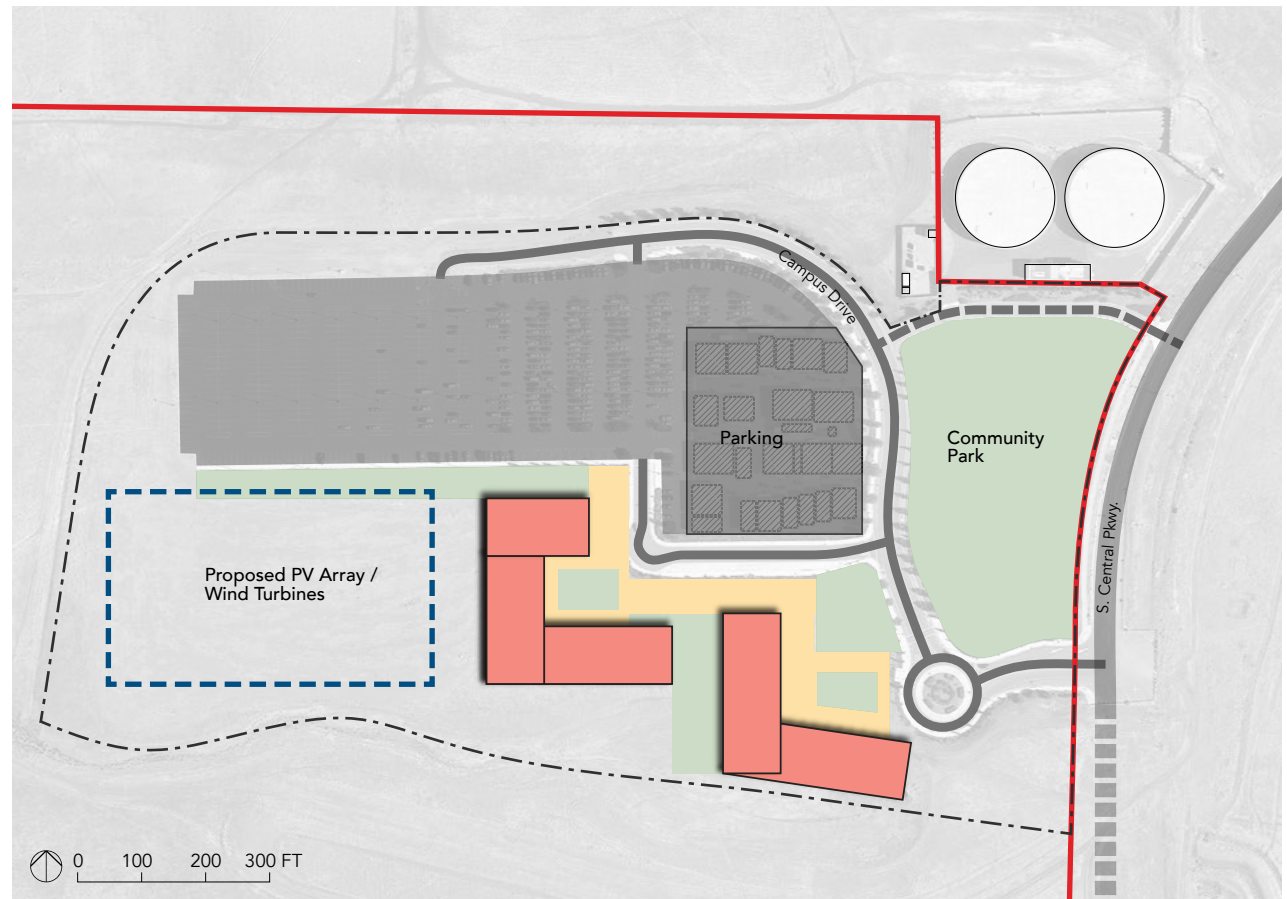
Proposed regional educational centers are discussed in two segments of the Master Plan: The Educational Plan starting at page 43 and the Facilities Plan starting at page 157. The conceptual plans for each region and campus are summarized here for simplicity – readers wanting a more detailed description of each center’s plans should focus on the more detailed discussions of the master plans in the pages that follow.

SOUTH CAMPUS AT MOUNTAIN HOUSE

The current campus at the Mountain House site is situated on 126 acres adjacent to Interstate 205. Modular classrooms and support buildings occupy about 30 acres of the site, supporting 1,100 full-time-equivalent students each year. Construction of a permanent campus facility is envisioned in two phases. Phase 1 provides a permanent building and the establishes learning spaces for general education, transfer, basic skills, and academic and student support services, along with marquee CTE programs in renewable energy, engineering, and computer science. The new site will be proximate to the existing modular buildings, capitalizing on the existing infrastructure.

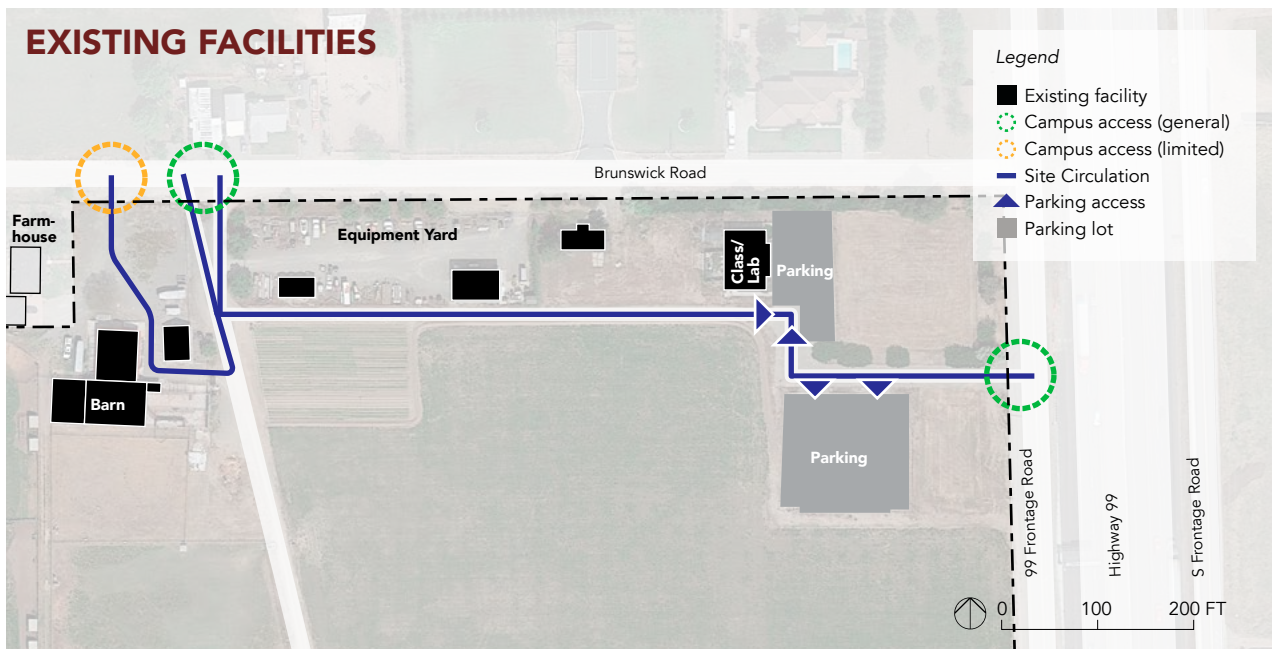
PHASE 2

If needed for program growth, an additional facility will be constructed as Phase 2. The proposed location for the second facility is between the Phase 1 facility and the roundabout, creating a more public face for South Campus at Mountain House to the surrounding community. A new community park will be built alongside South Central Parkway. The modular facilities will be removed to allow for an expanded parking lot. Photovoltaic arrays and/or wind turbines may be provided for self-generated energy. More study of the regulatory issues and environmental impacts will be required in this location.

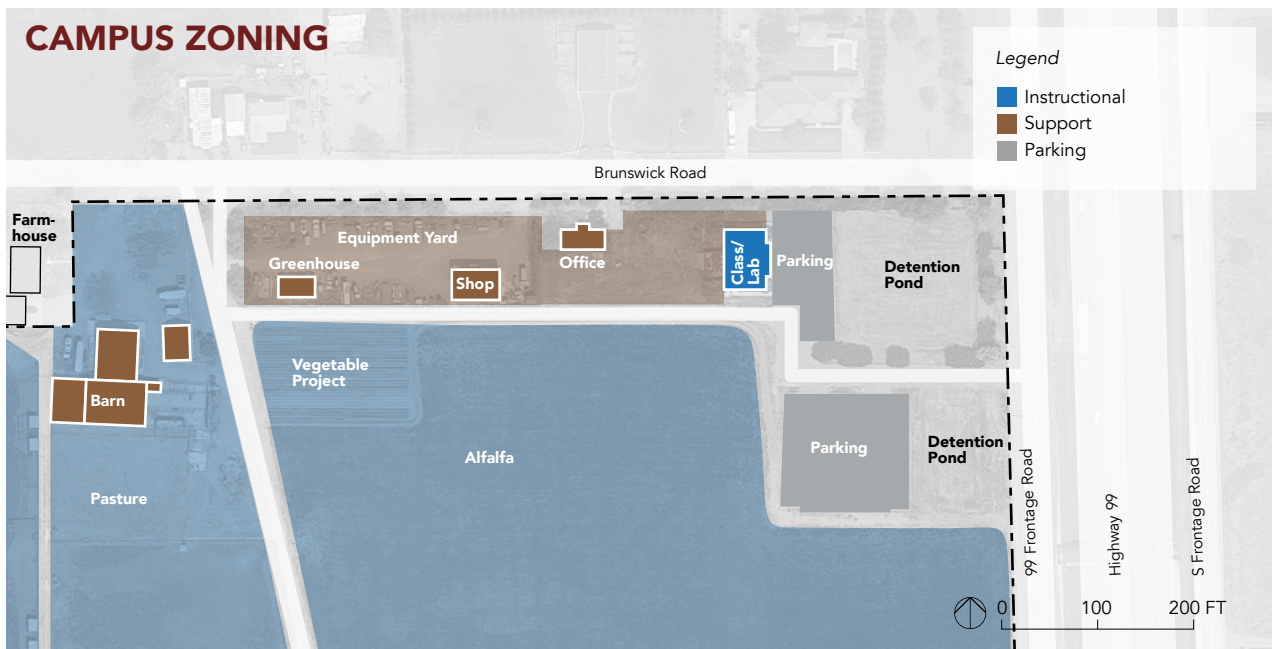


Legend

- New facility
- Demo facility
- Open Space
- Parking
- Path
- Proposed PV array



THE MANTECA CENTER serves as the marquee site for the District's instructional programs related to **agriculture and animal science**. Course offerings at this location are mainly limited to the animal husbandry program. Interest in purchasing the property has been expressed, in part because the property is surrounded by housing developments in the Manteca general plan. In late 2016, the Board of Trustees and the administrative leadership expressed a desire to maintain farm operations and improve the barn and classroom building. Existing Measure L funds can be used for major improvements to the barn, animal pens, and fencing around the property. Significant classroom improvements will require other fund allocations and are expected to begin in the 2017-18 academic year.



THE NORTH COUNTY CENTER

The District's plans for a North County Center are the result of planning decisions and land purchases that were made by the Board of Trustees in the wake of Measure L's approval in 2004. In 2006, the District acquired a 140-acre parcel – the Liberty Road site – north of Lodi near Galt, to secure property for a future center in the North County region.

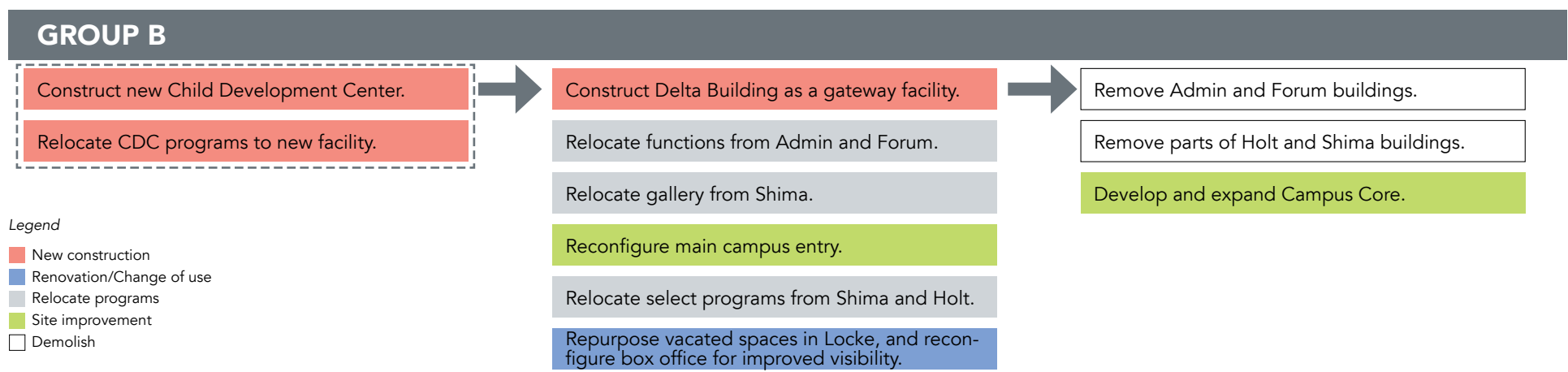
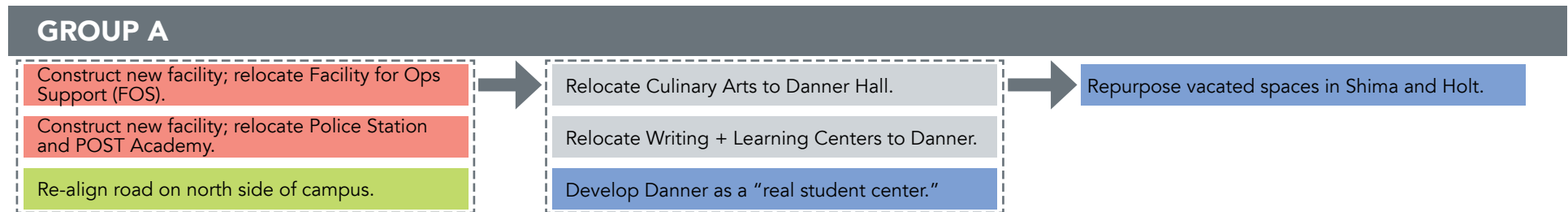
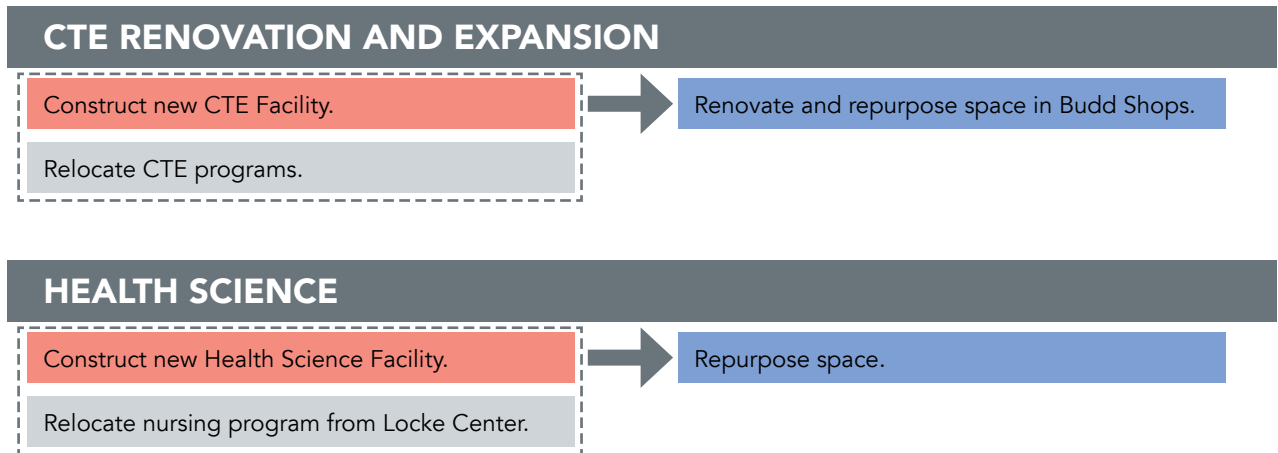
Educational planning for that center has focused on the idea of growing general education enrolments, transfer and basic skills courses, followed by the establishment of marquee career technical programs. The District has identified certain CTE programs for this center, including agriculture-based courses, agri-business, international trade and logistics, business, hospitality, and pre-nursing/health science courses.

The District has continued to evaluate the feasibility of using the Liberty Road site as a future campus. Initial plans for re-establishing Delta's animal science program there were developed, but opposition to that idea surfaced in late 2016. The District is currently re-thinking that site as a possible future center without re-locating agricultural course offerings. The District intends to grow enrollments over a period of years, using existing educational facilities provided by the Galt School District and Lodi Unified School District. Once enrollments meet or exceed 500 full-time-equivalent students per academic term, the District can advance to a planning stage for a permanent center in the region, possibly using the Liberty Road site. Current plans for the campus envision several phases of build-out over a 30-year time horizon.



**PROJECT SEQUENCING
AT THE STOCKTON CAMPUS**

The various projects identified in this plan – demolition, renovation and new construction – require a thoughtful sequence of phased projects that minimize interruption to instructional offerings. For example, the construction of a new CTE Center requires the College to build the new facility first, relocate the CTE programs into their new spaces, followed by renovation and re-purposing of the vacated spaces that would be left in the Budd Vocational labs. The District’s intended sequencing of projects is identified in the following graphic. The sequence of projects will require significant bond measure funding and voter support, and is likely to extend into a 20-year time horizon.



- Legend*
- New construction
 - Renovation/Change of use
 - Relocate programs
 - Site improvement
 - Demolish

SUCCESS STORIES SINCE THE PASSAGE OF MEASURE L

- The Lawrence and Alma DeRicco Student Services Building provides a one-stop location that consolidates student services programs in a 69,000 square foot space.
- The \$37 million renovation of Goleman Library Learning Center provides expanded quarters for the District's library holdings and larger study spaces for students.
- The \$69 million, 125,000 square foot Science and Math Building provides new and larger laboratory spaces for science classes.
- The District's Data Center provides a 40,000 square foot consolidated space for its information technology services.
- The police services building allows the District to more adequately meet the safety needs of the campus community and provides much-needed operational space for the department.
- State-of-the-art facilities for student athletes and physical education classes, including a world-class track facility, new turf for the softball, baseball, and football fields, a new soccer pitch, and improved parking facilities.
- The Tillie Lewis Theater and Atherton Auditorium renovations improved seating and safety features.
- Renovations and a \$13 million expansion of the Shima Building created dedicated space for the District's heavy equipment and large diesel engine programs.
- The District is currently completing a \$2 million path-of-travel project that improves walkways and building entries, enhancing ADA accessibility throughout the campus.
- The District is currently completing \$22 million in renovations to vocational laboratory spaces in the Budd and Holt Buildings that will modernize learning spaces for students in the electrical, HVAC, welding, machine technology, engineering, and automotive programs.



A description of how the major projects reflect Educational and Facilities planning principles:



REJUVENATE & REINVEST IN COLLEGE FACILITIES

(E1, E2, F1)



INSTITUTIONALIZE EQUITY

(E3)



UPDATE COLLEGE TECHNOLOGY

(E4)



REVITALIZE COMMUNITY ENGAGEMENT

(E5)



ESTABLISH MARQUEE PROGRAMS AT NEW CENTERS

(E6)



HEALTHY & SAFE CAMPUS COMMUNITY

(E7, F2)



IMPROVE CAMPUS CONNECTIVITY

(F3)



PROMOTE STUDENT SUCCESS

(F4)



PROMOTE STEWARDSHIP OF RESOURCES

(F5)



RIGHT-SIZE FACILITIES & SIMPLIFY IMPLEMENTATION

(F6)

PROPOSED PROJECT	(E1, E2, F1)	(E3)	(E4)	(E5)	(E6)	(E7, F2)	(F3)	(F4)	(F5)	(F6)
Campus Access and Parking Improvements	●						●		●	
Improved Path of Travel into Campus	●					●	●			
Emergency Egress	●					●				
Campus Signage and Wayfinding	●			●			●			
Parking Lot Berm Removal	●					●	●			
Landscaping Improvements at the Stockton Campus	●					●	●		●	
Streetscape Improvements	●			●			●			
Delta Building (administration, community meeting spaces, classrooms)	●	●		●			●	●		
Health Science Building	●		●		●	●		●		●
Career Technical Education Center	●		●		●			●		●
Child Development Center	●	●				●	●	●		●
Police Station & POST Program	●		●		●	●		●		●



REJUVENATE
& REINVEST
IN COLLEGE
FACILITIES

(E1, E2, F1)



INSTITUTIONAL-
IZE EQUITY

(E3)



UPDATE
COLLEGE
TECHNOLOGY

(E4)



REVITALIZE
COMMUNITY
ENGAGEMENT

(E5)



ESTABLISH
MARQUEE
PROGRAMS AT
NEW CENTERS

(E6)



HEALTHY &
SAFE CAMPUS
COMMUNITY

(E7, F2)



IMPROVE CAM-
PUS CONNec-
TIVITY

(F3)



PROMOTE
STUDENT
SUCCESS

(F4)



PROMOTE
STEWARDSHIP
OF RESOURCES

(F5)



RIGHT-SIZE
FACILITIES &
SIMPLIFY IM-
PLEMENTATION

(F6)

PROPOSED PROJECT	(E1, E2, F1)	(E3)	(E4)	(E5)	(E6)	(E7, F2)	(F3)	(F4)	(F5)	(F6)
Facility Operations Center	●					●	●		●	●
Athletic Building (Fieldhouse)	●							●		●
Renovate Danner Hall – True Student Center	●	●	●		●		●	●		●
Partial Renovation of Shima Center	●						●	●		●
Partial Renovation of Holt Center	●						●	●		●
Partial Renovation of Locke Center	●						●	●		●
Modernize Infrastructure and Improve Accessibility	●	●	●			●	●			
Campus Irrigation Improvements	●		●						●	
Atherton Auditorium Renovations	●			●		●	●			
Mountain House Permanent Facility	●		●	●	●	●		●	●	
North County Center	●		●	●	●	●		●	●	



REJUVENATE & REINVEST IN COLLEGE FACILITIES

(E1, E2, F1)



INSTITUTIONALIZE EQUITY

(E3)



UPDATE COLLEGE TECHNOLOGY

(E4)



REVITALIZE COMMUNITY ENGAGEMENT

(E5)



ESTABLISH MARQUEE PROGRAMS AT NEW CENTERS

(E6)



HEALTHY & SAFE CAMPUS COMMUNITY

(E7, F2)



IMPROVE CAMPUS CONNECTIVITY

(F3)



PROMOTE STUDENT SUCCESS

(F4)



PROMOTE STEWARDSHIP OF RESOURCES

(F5)



RIGHT-SIZE FACILITIES & SIMPLIFY IMPLEMENTATION

(F6)

PROPOSED PROJECT	(E1, E2, F1)	(E3)	(E4)	(E5)	(E6)	(E7, F2)	(F3)	(F4)	(F5)	(F6)
Manteca Center (Barn and Classroom Building Renovations)	●		●	●	●	●		●	●	
Demolish Forum and Administration Building	●		●	●			●			●
Establish Campus Core & Landscaping	●			●		●	●	●	●	

CONTRIBUTORS TO THE 2017 CMP EXECUTIVE SUMMARY

Kathy Hart, Ph.D., Superintendent/President

Matthew E. Wetstein, Ph.D., Assistant Superintendent/Vice President of Instruction & Planning

Ginger Holden, Ph.D., Acting Dean of Student Learning and Assessment

Deborah Shepley, AIA, LEED AP, Director of Higher Education, Gensler

Eric Wohle, AIA, LEED AP, Partner, LDA Partners

Kathy Roach, SJDC Bond Program Manager, Managing Member, MurphyTate LLC

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“The faculty and staff are committed to offering high quality instructional programs, student services, and efforts to enhance the public good.”





Program Review Committee

Edit Selected... Go Add... Go

<input type="checkbox"/>	Type	Title
<input type="checkbox"/>	Folder	0. Program Review Committee Agendas
<input type="checkbox"/>	Folder	00. Program Review Committee Minutes
<input type="checkbox"/>	Folder	0000. 2014-2015 PROGRAM REVIEW RESOURCES AND MATERIALS
<input type="checkbox"/>	Folder	00000. 2015-16 Administrative Unit Reviews
<input type="checkbox"/>	Folder	00000. 2015-16 Instructional Program Reviews
<input type="checkbox"/>	Folder	00000. 2015-16 Student Services Program Reviews
<input type="checkbox"/>	Folder	00000. 2015-16 WORK GROUP DISTRIBUTION - WORKING MATERIALS
<input type="checkbox"/>	Folder	01. 2016-17 WORK GROUP DISTRIBUTION - WORKING MATERIALS
<input type="checkbox"/>	Folder	02. 2016-17 PROGRAM REVIEW RESOURCES
<input type="checkbox"/>	Folder	2016-17 INSTRUCTIONAL PROGRAM REVIEWS
<input type="checkbox"/>	Folder	2016-2017 NON-INSTRUCTIONAL PROGRAM REVIEWS
<input type="checkbox"/>	Folder	PROGRAM REVIEW ARCHIVES
<input type="checkbox"/>	Folder	Program Review Funded Resource Allocations
<input type="checkbox"/>	Folder	Program Review Prior Years Committee Structure (per 2015)

Screen Shot of Program Review DocuShare Collection

<https://docushare.deltacollege.edu/dsweb/View/Collection-14070>

Setting Program Specific Goals of Student Achievement

Matt Wetstein
Assistant Superintendent/Vice President of Instruction and Planning
San Joaquin Delta College
October, 2014



6

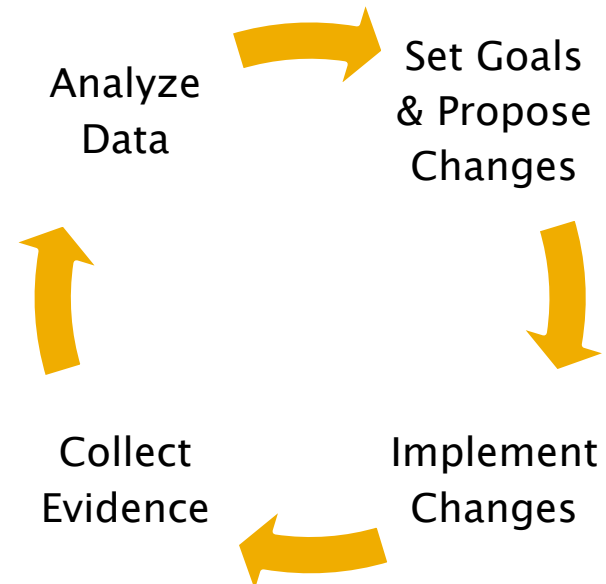
Outline of the Presentation

- ▶ The importance of program goals
- ▶ Identifying the data
- ▶ Three methods of setting program goals
- ▶ Examples
- ▶ Questions & answers



Why this is important...

- ▶ Student learning → student achievement
- ▶ Student achievement → transfer/degree or certificate/employment
- ▶ Establishing goals implies that we reflect on our expectations of student success



Why this is important

- ▶ **Federal Regulations that apply to accreditation:**
- ▶ **34 CFR 602.16(a)(1)(i) – Accrediting standards must effectively address “success with respect to student achievement in relation to the institution’s mission...as established by the institution, including, as appropriate consideration of course completion, State licensing examinations, and job placement rates.”**
- ▶ **34 CFR 602.17(f) – The accrediting agency must provide a report to the college that assesses, among other things, “the institution’s performance with respect to student achievement.”**
- ▶ **Teams are instructed to look for these items during the team visit**

Source: ACCJC. 2012. “Implementation of New U.S. Department of Education Regulations, New Evaluation Team Responsibilities.” Novato: ACCJC; US Code of Federal Regulations

1 Goal of the Day...

- ▶ To get faculty in discipline groups to identify program specific standards of student achievement
- ▶ Course Retention
- ▶ Successful Course Completion
- ▶ Certificates Awarded
- ▶ Degrees Awarded

Finding the Data

In Program Review...

Launch or open your program review

Select the right TOP Code for your program

This will ensure you get the right data for your courses and program

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Program and Services Review

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Review
Edit Review

Program Review
Edit Program Review

Links

- 1. CurricUNET Quick Start Guides
- 2. Curriculum Resources
- 3. PLO Analysis Form

Alphabetical CA
Community Colleges
Alphabetical List of CSUs
Alphabetical List of UCs
Approved Online Courses
C-ID NET
CCCCO Program and Course Approval Handbook
CCCCO References
California labor market information
Course Challenge
Options
Course Expiration Date
Report
Course Learning Outcomes by Division
Course Outline of Record

Please Remember To Save Work Before Navigating Off Of Page.

Program Description & Scope	
Division	SS Humanities Social Science Education Ki ?
Program	POST Academy ?
Review Year	2013-14 ?
TOP Codes <small>[ctrl] + Click selects/deselects</small>	1181-210550 - Police Academy ? 010100 - Agriculture Technology and Science 010200 - Animal Science 010210 - Veterinary Technician (Licensed) 010300 - Plant Science 010400 - Viticulture, Enology, and Wine B 010900 - Horticulture ?
Review Type	Instructional ?
Advisory Information	
Does your program have an advisory committee?	<input type="radio"/> Yes <input type="radio"/> No ?
Vocational Programs Only	
Does your program have a vocational programs?	<input type="radio"/> Yes <input type="radio"/> No ?

Save Finish Cancel

Course Information

Main

- Program Overview
- Enrollment Information
- Full-Time Equivalency
- Course Outcomes
- SLO
- Award Information
- Program Learning Outcomes
- Strategic Goals/Changes
- Resource Requests
- Attach Files

Legend

- Word Report
- Edit
- Delete
- * Indicates Required Field

Help

There is currently no help available for this page.

Edit More

Finding the Data

In the Course Outcomes Tab...

You will find success and retention data for 5 years

The data allow for program specific data to be compared against the college average

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- California labor market information
- Course Challenge
- Options
- Course Expiration Date
- Report
- Course Learning

Please Remember To Save Work Before Navigating Off Of Page.

Course Outcomes

Course Outcomes

What does this data tell you about your program?

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
College Success	65%	64%	65%	64%	67%
Retention	81 %	80 %	80 %	81 %	91 %
Program Success	96%	96%	95%	99%	84%
Retention	98 %	100 %	95 %	99 %	86 %

Success and Retention Rates

Courses

Which of the program's courses need to be updated?

-- Select Courses--

- Administration of Justice A J 095C - Basic Police Academy I
- Administration of Justice A J 095B - Basic Police Academy I
- Administration of Justice A J 095A - Basic Police Academy I
- Administration of Justice A J 094 - Peace Officer Academy I

Course Information

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- Program Learning

Outcomes

- Strategic Goals/Changes
- Resource Requests
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Legend

- Word Report
- Edit
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- * Indicates Required Field

Help

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Edit More

Setting the Goals

- ▶ Use the five year trend data to set program specific indicators of student achievement for retention and course success. 3 proposed methods:
- ▶ A. The 5-year average: **SUCCESS = 94%**
- ▶ B. Set an aspirational target slightly above recent year trends, **SUCCESS = 96%**
- ▶ C. The lowest value in the five years of data, **SUCCESS = 84%**

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Course Outcomes

Course Outcomes

What does this data tell you about your program?

Success and Retention Rates

Outcome	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
College Success	65%	64%	65%	64%	67%
Retention	81%	80%	80%	81%	91%
Program Success	96%	96%	95%	99%	84%
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Legend

- W Word Report
- E Edit
- D Delete
- * Indicates Required Field

Help

There is currently no help available for this page.

Edit More

Finding the Data – Awards

In the Award Information Tab...

You will find degree and certificate data for 5 years

Follow the same steps...set a goal using one of the 3 approaches

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DELTA COLLEGE

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- Course Learning Outcomes by Division
- Course Outline of Record Guidelines
- Curriculum Deadlines for 2014-2015
- Delta College
- Delta College Articulation

Award Information

Please Remember To Save Work Before Navigating Off Of Page.

What does the award information data tell you about the program?

How have the degree(s) and certificate(s) changed during the last three years?

Awards for Award List

[ctrl] + Click selects/deselects

Degrees	2008-09	2009-10	2010-11	2011-12	2012-13
Law Enforcement AS	27	21	33	30	
Certificates	2008-09	2009-10	2010-11	2011-12	2012-13
Law Enforcement Cert	2	12	9	8	

Course Information

Main

- Program Overview
- Enrollment Information
- Full-Time Equivalency
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- Resource Requests
- Attach Files

Legend

- Word Report
- Edit
- Delete
- Indicates Required Field

Help

There is currently no help available for this page.

[Edit](#) [More](#)

Setting the Goals

- ▶ Use the five year trend data to set program specific indicators of student achievement for degrees and awards. 3 proposed methods:
 - ▶ A. The 4-year average: **DEGREES = 28**
 - ▶ B. Set an aspirational target slightly above recent year trends, **DEGREES = 35**
 - ▶ C. The lowest value in the five years of data, **DEGREES = 21**

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Please Remember To Save Work Before Navigating Off Of Page.

Award Information

What does the award information data tell you about the program?

How have the degree(s) and certificate(s) changed during the last three years?

? S

? S

[Save](#) [Finish](#) [Cancel](#)

Awards for Award List

[ctrl] + Click selects/deselects

- Correctional Science AS
- Correctional Science Cert
- Early Childhood Education Associate Teach
- Early Childhood Education AA
- Early Childhood Education Assistant Cert
- Early Childhood Education Associate Teach

Award List

Degrees	2008-09	2009-10	2010-11	2011-12	2012-13
Law Enforcement AS	27	21	33	30	
Certificates	2008-09	2009-10	2010-11	2011-12	2012-13
Law Enforcement Cert	2	12	9	8	

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- Attach Files

Legend

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- Edit
- Delete
- Indicates Required Field

Help

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Setting the Goals in Program Review

- ▶ Every program review should have a “NEW” Strategic goal in 2014–15 or 2015–16 that establishes program specific goals of student achievement, and “plans” to attain the goals

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Course Challenge

Options

- Course Expiration Date

Report

- Course Learning Outcomes by Division
- Course Outline of Record
- Guidelines

Strategic Goals/Changes	
Edit	Program Goals
Year	2013-14
Status	New
Based on your program's data, what strategic goal or change needs to be implemented for the program to improve and be more effective in the next two years?	
The POST Academy faculty have established the following program specific goals for student achievement: 95% course retention rate, 94% course success rate, 28 AA Awards per year, 10 certificates per year.	
What steps need to be taken in order to achieve this goal or change?	
The faculty in the program will continue to implement a supportive cohort environment for students. Study space will be made available. Faculty will continue to emphasize hands-on exercises for each learning domain.	
Comments	
Award and certificate counts may be increased in future years with the addition of a second POST Academy class starting in Fall 2014.	

add

Course Information

Main

- Program Overview
- Enrollment Information
- Full-Time Equivalency
- Course Outcomes
- SLO
- Award Information
- Program Learning
- Outcomes
- Strategic Goals/Changes
- Resource Requests
- Attach Files

Help

There is currently no help available for this page.

Edit More

Other thoughts

- ▶ CTE programs might use Perkins CTE reports and data to set goals
- ▶ Licensure pass rates for Nursing, Psych Tech
- ▶ Reports of employment for programs (see CTE Perkins data)
- ▶ Other Data sources
 - Data Mart
 - Salary Surfer
 - College Wage Tracker

Questions & Answers

- ▶ Expected time to complete the task: 1 hour
- ▶ PRIE Office – “we’re the government, we’re here to help you!”
- ▶ Sabrina Sencil, Research Analyst 954–5688
- ▶ Matt Wetstein, 954–5047

San Joaquin Delta Community College

Instructional Program Review

Accounting



Program Review Year: 2016-2017
Division Name: Applied Science, Business & Technology
Division Dean: Gillian Murphy

Instructional Program Review

Program review involves ongoing, collaborative evaluation and reflection. It provides a valuable opportunity to showcase a program's achievement, analyze its progress, and develop goals designed to improve operational efficiency and/or student success. Each instructional and non-instructional program (i.e., student services, administrative services, and instructional services) completes program review every two years in order to examine how well it serves the needs of the District. The completion of program review also satisfies accreditation and state mandates.

Program Overview

Program Review Submitted by:

Name: Chris Wardell

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Telephone Number: 209-954-5493

Additional Contributors

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Contributor 3 Name:	Email Address:
Contributor 4 Name:	Email Address:
Contributor 5 Name:	Email Address:
Contributor 6 Name:	Email Address:
Contributor 7 Name:	Email Address:
Contributor 8 Name:	Email Address:
Contributor 9 Name:	Email Address:
Contributor 10 Name:	Email Address:

Program Mission

The programs within the Business Education disciplines are designed to provide each student with the knowledge and analytical skills needed to compete in the ever-changing business and technology-rich environment. San Joaquin Delta College is proud to be able to offer courses in Accounting-- one of the areas where skilled workers are in constant demand. Our courses help to prepare the student for entry into the accounting field in positions as bookkeepers, account clerks, payroll clerks, accounts receivable or payable clerks, and similar positions. Accounting requires an ability to work with numbers, solve problems, pay attention to details, and to work well with others.

The primary goal of the Business Education disciplines is to train students for careers in management, accounting, computer science applications, office technology, real estate, logistics/transportation, and related areas of business. Students are able to enroll in classes that lead to a certificate, associate of arts or science degree or for transfer credit. Upon completing their programs of study, students will have the skills necessary to meet the dynamic and rapidly changing technologies of the 21st century working environment.

Program's Support of District Mission/Strategic Goals

The Accounting discipline provides both excellent post-secondary education to the associate degree level, preparing students for transfer to other post-secondary institutions as well as preparing students for entry into accounting careers. The courses in Accounting teaches students to solve problems, pay attention to details and work well with others. Which in turn creates productive members of society to enhance the public good.

Is the program a Career Technical Education (CTE) Program? Yes

Career Technical Education Programs are required to appoint and meet with advisory committees (Title 5, Section 55601). They are also required to review course prerequisites and co-requisites at least once every two years (Title 5, Section 55003).

Advisory Committee Members:

Michael Basua (Moss Adams CPA), Ken Couvillion (SJDC), Dean Danielson (SJDC), Lorinda Forrest (Doing What MATTERS for Jobs and the Economy), Kathy Huff (SJDC), Andrew Kobylanski (SJDC), Jasmine Leek (Third City Coalition/The Huddle), Rafael Medina (SJDC Student Trustee), Gillian Murphy (SJDC ASBT Dean), Ron Northup (Superior Court Judge, San Joaquin County), Muhammad Rizvi (San Joaquin County Assessor), Chris Wardell (SJDC), Jon Garzoli (Private Practice Attorney), Martha Villarreal (SJDC), Nate McBride (SBDC Director), Gail Wardell (Controller San Joaquin Electric), Sunny Williams (Iacopi, Lenz CPA)

Frequency of advisory committee meetings per year: Once per semester

Description of the impact the advisory committee has upon the program. Include specific changes that have been made as a result of the committee's recommendations:

Advisory committee members have expressed the need for potential employees to have Excel and QuickBooks skills. As a result Excel and QuickBooks classes are currently being offered. We have also added a course offering in payroll accounting.

Results of the advisory committee's review of course prerequisites within the required two-year time frame:

Not applicable

Course prerequisites continue to meet industry standards?

Yes

Description of what CTE LaunchBoard data reveals about the local/regional workforce for the program (e.g., projected job openings, median regional annual salary):

According to the data retrieved from the CA EDD the annual job openings in our service area is 159 and in the state is 38,640 per year projected over the next 10 years. Occupations with the most job openings and the fastest growing occupations in both the state of California and our service area included bookkeeping, accounting and auditing clerks as well as accountants and auditors.

Enrollment Information

Addresses the rates of Full-Time Equivalent Student (FTES) and Full-Time Equivalent Faculty (FTEF) along with the FTES/FTEF ratio for the College, division, and program; Student Characteristics addresses College and program student demographics; Student Achievement addresses success/retention rates, and awards.

Enrollment information that stands out compared to the College:

FTES for the college has decreased over the last five years by approximately 6%. Accounting FTES has increased over the same period of time by approximately 2%. FTES/FTEF for the college has declined by 18% while accounting has declined by 9.2% for the same period.

Examination of any trends or changes in the program's enrollment information since the last review cycle:

Accounting continues to attract students even when overall enrollment is declining. Accounting faculty continue to demonstrate their ability to be efficient.

Student Characteristics

Student characteristics that stand out in the program compared to the College:

The accounting program ethnicity breakdowns compared to the College are greater for Asian and White groups, but less for Hispanic and Black groups. However, none of the 2015-16 variances reflected are greater than 3%.

Explanation of populations that seem disproportionately represented in the program and what strategies will be or are currently being implemented to provide more equitable or increased access:

In 2015-16 none of the groups were either higher or lower than the College by more than 3%. Therefore, none of the groups are considered to be disproportionately represented in the program.

Student Achievement

Examination of student achievement data - strengths and weaknesses of the program (i.e., what stands out):

Both the accounting program and the College have seen improvements in this area from 2011-12 through 2015-16. In 2011-12 the accounting program was approximately 4.6% below the college. However, in 2015-16 the accounting program is approximately 2.2% higher than the College.

Identify the populations that are disproportionately impacted in terms of student achievement. In areas where students are disproportionately impacted, what strategies will be or are currently being implemented to narrow gaps in equity:

In 2015-16 the accounting program success rate was lower for American Indians by 12.9% and for students identifying as two or more races it was lower by 4.5% . Strategies to narrow gaps in equity include setting goals to have 75% of all students be successful in all course learning outcomes. Faculty will continue to implement a supportive environment for students. Tutoring services will continue to be made available and faculty will encourage students to use those services.

Illustration of the desired level of improvement, numerical goals which will help increase the program's course success rate and the number of degrees and/or certificates as well as reduce any equity gaps:

The accounting faculty have established the following program specific goals for student achievement: 77% program retention rate, 65% program success rate, 50 AS Awards per year, 30 certificates per year.

Curriculum

Are courses within the program currently being articulated with high schools? Yes

Listing of Courses within the program that are currently being articulated with high schools:

BUS 003 Financial Accounting, BUS 004 Managerial Accounting, BUS 001A Principles of Accounting, BUS 001B Principles of Accounting, BUS 010A Bookkeeping, BUS 011 Income Tax Procedures

Description of planned changes to the curriculum, including areas of revision, development, and deactivation:

No immediate plans.

Student Learning Outcomes

Course Learning Outcomes

Have all course learning outcomes in the program been assessed during the last two-year assessment cycle and an explanation for those course learning outcomes that were not assessed: Yes

Overview of significant findings and actions the program has taken to improve course learning outcomes, reduce equity gaps in learning outcomes, and/or narrow gaps in online vs. face-to-face achievement:

100% of CLO assessments have been completed during the last two-year assessment cycle. With the exception of a couple of outcomes, students are performing above our expected outcome levels. Our findings indicated that our program has equity gaps in the success rates for two or more races and native american ethnic groups. Faculty will continue to stress that our students apply for accounting/business scholarships for minority students. We will also continue to encourage students to attend the AICPA Accounting Scholars Summer Program for minority students.

Results of these actions (changes) on student achievement of course learning outcomes:

Students continue to achieve at high levels in the program. Faculty will continue to support students and encourage them to utilize resources available.

Program Learning Outcomes: (Note: The following programs do not have Program Learning Outcomes and are not required to complete this section: BIOLOGY, CERTIFIED NURSING ASSISTANT (CNA), CHEMISTRY, HEALTH EDUCATION, HUMANITIES, LIBRARY (COURSES), PHILOSOPHY, and RELIGION.)

Have all program learning outcomes for each degree and/or certificate been assessed during the last two-year assessment cycle and an explanation for those program learning outcomes that were not assessed: Yes

Overview of significant findings and actions the program has taken to improve program learning outcomes, reduce equity gaps in learning outcomes, and/or narrow gaps in online vs face-to-face achievement:

100% of PLO assessments have been completed during the last two-year assessment cycle. With the exception of a couple of outcomes, students are performing above our expected outcome levels. Our findings indicated that our program has equity gaps in the success rates for two or more races and native american ethnic groups. Faculty will continue to stress that our students apply for accounting/business scholarships for minority students. We will also continue to encourage students to attend the AICPA Accounting Scholars Summer Program for minority students.

Results of these actions (changes) on student achievement of program learning outcomes:

Students continue to achieve at high levels in the program. Faculty will continue to support students and encourage them to utilize resources available.

Program Strengths and Challenges

Reviewing the strengths of the program addressed in this program review, describe additional strength(s) of the program:

The program has dedicated faculty. We have increased course offerings by scheduling courses that had not been offered in many years. While the overall College enrollment has declined the enrollment in the Accounting program has increased. Our accounting students have won many scholarships from national organizations including the AICPA, TACTYC. We have implemented an articulated program with both University of the Pacific and CSU, Stanislaus. Several of our former students have been in contact with faculty to let us know they received Masters in Accountancy degrees and jobs with Big Four CPA firms. Faculty started a Business and Entrepreneurship Club. We created a Business Plan Challenge competition where students win cash prizes and get opportunities to meet with bankers and venture capitalists.

Challenges the program has encountered:

With two full time faculty we did not have enough qualified individuals to teach courses that needed to be offered. Our program has an older population and we would like to see more students come into our program directly from high school.

Strategies to be or are being implemented by the program to minimize or eliminate these challenges:

We recruited local CPA's to join our faculty as adjuncts and we are currently in the process of hiring a full time faculty. In order to increase the number of recent high school graduates in our program, we plan to promote the AS-T Business Learning Community to high school students and their parents.

Strategic Goals

Status of Previous Goals

Prior Strategic Goal 1: Develop common assessment strategies for courses with multiple sections and different teachers.

Status of the Strategic Goal: In progress

Specific actions being taken to achieve this goal:

Full time faculty and some adjunct faculty are currently using common assessment strategies for classes with multiple sections. Full time faculty will be updating all Program courses this semester and will update CLO's and assessment strategies .

Prior Strategic Goal 2: Update the Federal and California income tax course curriculum and apply to be approved as a California Tax Education Council Qualifying Education Provider. CTEC approval would qualify students that finish our income tax course(s) to take the California Tax Preparer examination and become a California Registered Tax Preparer.

Status of the Strategic Goal: In progress

Specific actions being taken to achieve this goal:

The Federal and California courses have been combined and updated. Faculty are in the process of completing the CTEC application.

Prior Strategic Goal 3: Continue to integrate technology into our courses.

Status of the Strategic Goal: Modified

Specific actions being taken to achieve this goal:

We have adapted the accounting courses to both live as well as fully online formats by using Etudes, McGraw Hill Connect and Wiley Plus. The Quickbooks course has been staffed by adjunct faculty and is now offered each semester using technologically integrated classroom. Students in that class, can now access Quickbooks and utilize the software to prepare assignments in real time with the instructor. In our Principles of Accounting and Financial Accounting courses being able to integrate QuickBooks demonstrations into the Accounting Information Systems lessons in the would greatly increase students understanding of modern accounting procedures. In addition our Advisory Committee has requested students understand the importance of learning QuickBooks. It would greatly benefit our students if we had access to the Quickbooks software in the accounting classrooms.

Prior Strategic Goal 4: Upgrade the existing computers, media desks and projection systems in the primary Accounting classrooms (Locke 421, Locke 417 and Locke 220B). Provide faculty with technology that will enable them to move around our large classrooms while still controlling the media center.

Status of the Strategic Goal: Modified

Specific actions being taken to achieve this goal:

We request to have licensed QuickBooks software installed in Locke 421 and 220B. We request funding to upgrade the audio visual, computer hardware, and media desk (i.e. HDMI cabling), and projector system including screen (which currently retracts without warning) installed in Locke 421. We request funding for each full time faculty to have a Samsung Tablet with built in stylus, Chromecast wireless dongle, with Microsoft Office Suite installed.

Prior Strategic Goal 5: The accounting faculty have established the following program specific goals for student achievement: 77% program retention rate, 65% program success rate, 50 AS Awards per year, 30 certificates per year

Status of the Strategic Goal: Modified

Specific actions being taken to achieve this goal:

The faculty in the program will continue to implement a supportive environment for students. Tutoring services will continue to be made available and faculty will encourage students to use those services. Faculty will continue to emphasize hands on exercises for each learning domain. We exceeded our goals with respect to program retention, program success and AS awards and expect continued improvement.

Prior Strategic Goal 6: Emphasize student success and achieve higher degree and completion rates for our Accounting degree and certificate programs by ensuring that all our Accounting students know the resources that are available to them.

Status of the Strategic Goal: In progress

Specific actions being taken to achieve this goal:

Many of our students are not aware of the resources that are available to them. Consequently they often do not seek tutoring, counseling, or other students services. Faculty will continue to ensure that all students know the resources available at SJDC such as the Counseling programs, Childcare Center, DSPS, Tutoring, and Financial Aid by attaching the Basic Resources to the course syllabi. Faculty will introduce students to professional organization websites, including the AICPA, IMA and California Society of CPA's as well as regularly discussing educational and professional opportunities. Inform students of the date for degree and certificate application deadlines within our classes and programs. Faculty has, and will continue to, encourage students to attend the California Society of CPA's and IMA Student

nights and to apply for scholarships awarded by Accounting and Finance professional organizations.

Prior Strategic Goal 7: Increase the number of program completers for our degree and certificate programs by adding enough course sections so that students can complete the programs in a two year cycle.

Status of the Strategic Goal: Completed

Specific actions being taken to achieve this goal:

Prior Strategic Goal 8: The accounting, bookkeeping and tax preparation certificates need to be updated to ensure that they are current and offer maximum value to students.

Status of the Strategic Goal: In progress

Specific actions being taken to achieve this goal:

Faculty added the distance education option to the BUS 089 and BUS 070 and updated the Bookkeeping Certificate. Faculty will continue to evaluate the degree and certificate programs to be certain that courses are currently offered and reflect the needs of Delta students and their prospective employers.

New Strategic Goals

Based on the information reported in this program review, at least one new strategic goal that needs to be implemented in the program must be defined. **NOTE:** At least one goal must involve the improvement of student achievement. Goals should be consistent with the mission of the program.

Goal 1: Develop a series of contextualized bookkeeping courses for entrepreneurial ventures. Faculty will develop curriculum for common types of businesses. We would plan to teach them after completion of the common foundation section of the course.

Specific actions needed to achieve this goal:

Faculty plans to explore the student needs from our CTE faculty to determine which CTE areas would benefit the most.

Goal 2: Provide a safe classroom for students in Locke 220B and Locke 421.

Specific actions needed to achieve this goal:

Replace carpeting that is a tripping and safety hazard.

Resource Allocations and Recommendations

This area provides an opportunity to describe the use of prior resources the program received. In addition, any new resources needed to improve achievement of student learning outcomes and/or other student success indicators are prioritized.

Previous Resource Allocations

Prior Program Review Resource Allocation:

New AV equipment, computers and accounting software.

Brief description of how the resource was used:

Received AV equipment and computers for two of the requested three classrooms. Locke 421 was not updated. QuickBooks software was provided for the QuickBooks course (located in Shima), but not installed in our accounting classrooms, Locke 220B and Locke 421

Explanation of the impact the resource had on student achievement:

We believe part of the increases in student achievement is attributable to faculty not needing to use instruction time trying to get technology to function properly.

Prior Program Review Resource Allocation:

Recruit adjunct accounting faculty pool.

Brief description of how the resource was used:

Adjunct faculty has been hired.

Explanation of the impact the resource had on student achievement:

We are offering BUS 089 (QuickBooks) and BUS 070 (Payroll Accounting) and additional evening sections in our foundation accounting courses.

Resource Recommendations

In order of required priority, resources needed for the program to improve achievement of student learning outcomes and/or other student success indicators. **NOTE:** Feasibility and estimated cost of recommended resources will be verified internally.

Are there any new resource recommendations for the program: Yes

Resource Recommendation 1: Computer, media desk, AV equipment in Locke 421. Samsung Tablets with built in sylvus, Chromecast wireless dongle, and Microsoft Office Suite installed.

Estimated Cost: \$28,000

Funding Type: One-time

If One-time cost to the District associated with the resources recommendation includes annual extended costs (e.g., 1. license fee, 2. maintenance, etc.):

Yes

Extended Cost - Type/estimated amount (e.g., license fee, maintenance, etc.):

Annual Extended Costs		
	Type of Cost	Estimated Amount
1.	Software License	\$1,500
2.		
3.		
4.		
5.		

Resource Type: Technology

Description of resource recommendation and its relationship to the program's mission, its student learning outcomes (SLOs), and the District's mission and operational plans (e.g., Educational Plan, Student Equity Plan, student achievement, outcome assessment):

We request funding to upgrade the audio visual, computer hardware, and media desk (i.e. HDMI cabling), and projector system including screen (which currently retracts without warning) installed in Locke 421. We request funding for remote computer controls. Faculty believe that accounting students deserve to have access to current technology. Due to the large size of our classrooms, faculty believe that having the ability to move about the classrooms using remote control devices to operate the computer and advance PowerPoint slides, will capture and engage the students attention. Our inability to adequately demonstrate how to properly navigate and complete assignments leaves students at a significant disadvantage. This request aligns with the 2015 Educational Plan to "Update College Technology".

Are there any safety/liability concerns related to this resource recommendation? No

Specific description of any related safety/liability concerns:

Are there any legal and/or accreditation mandates associated with this resource recommendation? No

Specific description of any associated legal and/or accreditation mandates:

Resource recommendation supports District strategic goal(s):

Goal 5 - Student Achievement



Resource Recommendation 2: QuickBooks software installed in Locke 220B and Locke 421

Estimated Cost: \$1000

Funding Type: One-time

If One-time cost to the District associated with the resources recommendation includes annual extended costs (e.g., 1. license fee, 2. maintenance, etc.): Yes

Extended Cost - Type/estimated amount (e.g., license fee, maintenance, etc.):

Annual Extended Costs		
	Type of Cost (1)	Estimated Amount (2)
1.	License	\$500
2.		
3.		
4.		
5.		

Resource Type: Technology

Description of resource recommendation and its relationship to the program's mission, its student learning outcomes (SLOs), and the District's mission and operational plans (e.g., Educational Plan, Student Equity Plan, student achievement, outcome assessment):

We request to have licensed QuickBooks software installed in Locke 421 and 220B. In our Principles of Accounting and Financial Accounting courses being able to integrate QuickBooks demonstrations into the Accounting Information Systems lessons in the would greatly increase students understanding of modern accounting procedures. In addition our Advisory Committee has requested students understand the importance of learning QuickBooks. It would greatly benefit our students if we had access to the Quickbooks software in the accounting classrooms. This aligns with the College Educational Plan to "Update College Technology".

Are there any safety/liability concerns related to this resource recommendation? No

Specific description of any related safety/liability concerns:

Are there any legal and/or accreditation mandates associated with this resource recommendation? No

Specific description of any associated legal and/or accreditation mandates:

Resource recommendation supports District strategic goal(s): Goal 5 - Student Achievement



Resource Recommendation 3: New carpeting in Locke 220B and Locke 421

Estimated Cost: \$10,000

Funding Type: One-time

If One-time cost to the District associated with the resources recommendation includes annual extended costs (e.g., 1. license fee, 2. maintenance, etc.): No

Extended Cost - Type/estimated amount (e.g., license fee, maintenance, etc.):

	Annual Extended Costs	
	Type of Cost (1)	Estimated Amount (2)
1.	N/A	N/A
2.	N/A	N/A
3.	N/A	N/A
4.	N/A	N/A
5.	N/A	N/A

Resource Type: Physical

Description of resource recommendation and its relationship to the program's mission, its student learning outcomes (SLOs), and the District's mission and operational plans (e.g., Educational Plan, Student Equity Plan, student achievement, outcome assessment):

Are there any safety/liability concerns related to this resource recommendation? Yes

Specific description of any related safety/liability concerns:

Students and faculty tripping and falling.

Are there any legal and/or accreditation mandates associated with this resource recommendation? No

Specific description of any associated legal and/or accreditation mandates:

Resource recommendation supports District strategic goal(s): Goal 1 - Planning



San Joaquin Delta Community College

Non-Instructional Program Review

Admissions and Records



Program Review Year: 2016-2017
Division Name: Student Services
Area Administrator: Lisa Cooper

Non-Instructional Program Review

Program review involves ongoing, collaborative evaluation and reflection. It provides a valuable opportunity to showcase a program's achievement, analyze its progress, and develop goals designed to improve operational efficiency and/or student success. Each instructional and non-instructional program (i.e., student services, administrative services, and instructional services) completes program review every two years in order to examine how well it meets the needs of the College and the students we serve. The completion of program review also satisfies accreditation and state mandates.

Profile

Program Review Submitted by:

Name: Karen Sea

Title: Registrar

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Please list any additional contributors and their email addresses.

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Contributor 4 Name:	Email Address:
Contributor 5 Name:	Email Address:
Contributor 6 Name:	Email Address:
Contributor 7 Name:	Email Address:
Contributor 8 Name:	Email Address:
Contributor 9 Name:	Email Address:
Contributor 10 Name:	Email Address:

Department/Unit Overview

The Admissions and Records Department, (also referenced as A & R Department) has some distinct functions that not encapsulated by the current department title.

The Admissions and Records Department is located organizationally within the Enrollment Services and Student Development (ESSD). The Director of Admissions and Records reports directly to the Dean of Enrollment Services and Student Development. Organizational units within the department include Admissions, Registration, Student Records, Evaluations, the International Student Program, Campus Operators and Information Desk.

The primary services provided by the A & R Department are admissions, records, and registration assistance to students and faculty. Nearly 70% of the Department's functions are provided outside the customer service arena. These "behind the scenes" services include processing of payments received by mail, online applications, registration, petitions, transcripts, evaluations, document imaging, faculty support, etc.

The A & R Department provides access for students admission to the college, enrollment, collection of fees, access to student records, and eligibility for degrees and certificates. For providing these services is the A & R Department. Also, the A & R Department is responsible for the systematic collection, processing, and input of student registration and record information in the student information system (System 2020). The information collected is reflected in the College's MIS data submission to the State Chancellor's Office, from which apportionment is derived.

Additionally, the Registrar is the institution's custodian of records and is responsible for ensuring the protection of student records and guarding the confidentiality of all student data.

Department/unit's current mission statement:

The mission of the Admissions and Records Department is to facilitate student access to the educational opportunities offered by San Joaquin Delta Community College through comprehensive enrollment services and to assist and serve faculty in support of institutional goals and objectives. The support of these goals is provided through state-of-the-art technology and high- quality service that is delivered in a timely and effective manner.

Description of the relationship between the department/unit's mission and the District's mission and strategic goals:

The Admissions & Records Department is responsible for ensuring the policies described in California Education for the awarding of associate degrees, general education certification, preparation for transfer to other post-secondary institutions and certificates are strictly followed. Program awards are directly related to the District's mission of 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 career and technical education.

Students are served by the Admissions and Records Department at the beginning, middle and end of their educational journey by delivering high-quality services which increase access, student success, and the number of students who successfully achieve positive student learning outcomes (Strategic Goal 2).

Additionally, the staff in the Admissions and Records Department are engaged in on-going staff development related to customer service, student equity, mandatory human resources training and the shared governance process (Strategic Goal 5).

Description of the department/unit's user population (e.g., students, faculty, staff, vendors, community members):

The Admissions & Records Department provides services to virtually every population both within and outside of the institution such as students, faculty, staff, community members and outside vendors with regards to input and decision-making related to student related software purchases.

List of current staff, faculty, and/or management positions and the total FTE for each position.

Department/Unit Staff Positions (1)	FTE (1)
Director of Admissions & Records	1
Registrar	1
Admissions & Records Assistant IV	2
Admissions & Records Assistant III	1
Admissions & Records Assistant II	6
Admissions & Records Assistant I	2.25
Administrative Assistant II	1
Office Assistant	1.125
International Student Program Specialist	1

Department/Unit Core Functions

Area 1: Admissions & Residency

Area's core functions:

Admissions:

The Student Success & Support Program was designed to increase California Community College student access and success through the provision of core services. The Application for Admission is the first step in this process, and online applications are accepted on a 24/7 basis. The application is also available in Spanish, and the College offers an online International Student application as well.

Upon final processing of a student's application, they are welcomed to the college via email and given information on how to retrieve their student identification number, student e-mail address, and a document that provides information with embedded links to assessment, counseling/orientation, financial aid, and registration.

Residency:

Residency classification is determined at the time the application for admission is processed. Students are notified via their student e-mail address if they have been categorized as a non-resident and provided with the procedure and a list of recommended documents to support the request for residency reclassification.

All correspondence, except appeals of denial of residency classification, are sent to the student's e-mail address. All residency documentation is document imaged with the highest security so that only authorized personnel can access these documents.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

The Admissions & Residency area's most significant accomplishment was the conversion of the Application for Admission in October 2016 from a cost-based, corporately owned application to the application developed by the CCTechnology Center, owned by the CCC Chancellor's office and offered free of charge to all California Community Colleges.

Converting to CCCApply resulted in cost savings to the District of \$11,000.00 per year for the Standard Application, Spanish Application, International Application and BOG Fee Waiver Application. This change is also part of an overall statewide Community College trend as more than 100 colleges now use CCCApply.

The impact to the Admissions & Residency area is a shorten processing time, better residency algorithms, which ensures accurate residency determinations, the ability to disseminate detailed

information to students who apply and a faster process overall. In turn, this has allowed for better follow-up with students who may have difficulty completing the application and need one-on-one assistance.

Area 2: Registration

Area's core functions:

Students must be officially enrolled in classes for the College to collect apportionment funds from the State of California. The process for registering students resides within the Admissions and Records Department. Registration services are offered via the Internet during established registration cycles and at other times throughout the academic year.

During regular business hours, registration staff provide assistance to students experiencing difficulty with registration via an online help service known as Live Help.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

Since the last program review, online assistance moved from being done via Absolute "Live Support" to "Live Help" an instant messaging service offered by Spark, the instant messaging service currently used across campus. This change allows greater flexibility regarding the addition of staff to particular areas within the system such as admissions, registration or evaluations to provide more assistance with increased contact volume.

Area 3: Records

Area's core functions:

Transcripts:

Requests for official transcripts initiated by students, other schools, and employers are processed by the A & R Department. Transcripts may be requested by mail, in person, or via the Internet. Delta College has contracted with the Student Clearinghouse to accept online transcript requests. The Clearinghouse provides process tracking capability and student

notification and is offered as a free service to the District, transcripts requested online are processed the following day.

Pre-83 records are archived so must be printed by using a microfiche machine or by photocopying the original hard-copy transcript. Processing times for transcripts, not including pre-83 transcripts, is generally one to three days. Pre-83 records are sent out within a week.

Processing of Incoming High School Transcripts:

The Admissions and Records Department processes all incoming high school transcripts. The weighted high school GPA and specific coursework entered into Sys2020 are used for meeting course prerequisites and for assessment purposes.

Petitions:

There are a number of non-registration related petitions that are handled within the A&R Department. These fall into the category of General Petitions, Credit by Exam Petitions, AP/IB/CLEP Credit Petitions, 2+2 Articulation Petitions, Petitions for Change to Academic Record, Academic Renewal, Course Repetition Petitions and Loss Of BOG Appeals.

General petitions are used for requests for which a specific petition is not needed. Requests for changes in priority for registration, removal or correction of application information, etc. are initiated by the student on a General Petition.

Petitions for Change to Academic Record are also student-initiated requests. These petitions are sent to the instructor of record who provides the last date of attendance, answers questions concerning grading and is provided an area for comment. The petition is then granted or denied based on this information. Changes in college policy limited the period a student can submit a request for a grade change to 12 months after a grade is posted.

The Course Repetition Petition, is initiated by the student and requires counselor approval after they meet with the student and provide advice on how to best be successful for their final attempt at completing the course. Students are allowed two attempts and must petition for a third.

The newest addition to the list of petitions handled by the Admissions and Records Department is the Loss of Enrollment (Registration) Priority and BOGW Fee Waiver Appeal. This form is used to appeal enrollment (registration) priority and loss of BOG Fee Waiver which is a new state mandate that began with the Fall 2016 term, but for which the petition process started in May 2016.

The procedure implemented in 2011 whereby petitions are emailed as a PDF to instructors and has proven invaluable resulting in timelier responses from faculty. The formatting and wording recently updated for clarity may further improve the turn-around time for processing of petitions.

A database is maintained to track all petitions. Completed petitions become part of the student's permanent record and are maintained in the document imaging system.

Records Management:

Most of the documents related to student records handled by the Admissions and Records Department are classified as Class 1 or permanent records. These records are securely stored in WebXtender, our document imaging system. Up to 100,000 documents per year are scanned into the Admissions and Records area within the document imaging system.

Some documents are shared with other departments. For example, student evaluations with the counseling staff. However, residency information and highly confidential documents have the highest level of security which allows only authorized Admissions and Record's personnel to view them.

Subpoena of Records:

The Admissions and Records Department handles all requests for records done via the subpoena process. Upon receipt of a subpoena, the student information is provided, generally by an official transcript, to the subpoenaing party within 15 days of receipt. On occasion, it may be required to have the records presented in person to the court. When required, the Registrar appears in court as the Records Custodian.

Confidentiality of Student Records:

Maintaining the confidentiality of student records is the responsibility of every College employee. Board Policy and Education Code define the conditions under which student records are accessed, who can access them, and how to challenge records contained therein. The Admissions and Records Department is responsible for the majority of data in the student information system and assumes primary responsibility for maintaining their confidentiality. The Registrar is the designated custodian of records.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

Transcripts:

The possibility of converting to electronic transcript was explored several times, but due to staffing issues and a backlog of programming requests in the IT Department, this has not been possible. A new ERP will resolve this issue as most offer electronic transcript solutions with a variety of partners or will at least have viable options that will work with vendors of such a service.

Incoming High School Transcripts:

Entering specific coursework information from incoming high school transcript is a long-standing practice, but with the change in testing systems and the addition of the Basic Skills Initiative requirements, the A & R Department must now enter the weighted high school GPA as well.

Petitions:

The student notification process was changed for the Course Repeat Petitions as a PDF copy is emailed directly to the student from the database resulting in an instant notification to the student upon approval by the Director of Admissions & Records. This change means students are notified sooner.

The addition of the Loss of Enrollment (Registration) Priority and BOGW Fee Waiver Appeal form has added to the number of petitions received and processed by the Admissions and Records Department. The finalization of programming for "auto appeals" will directly benefit students and lessen the burden placed on the department by the addition of yet another state mandated petition.

Records Management:

During the past year the document imaging system underwent software and hardware upgrades which added additional security to the system used to document image student records.

Area 4: Evaluations & Commencement

Area's core functions:

The A & R Department is responsible for evaluating official transcripts from other colleges and universities for the purpose of determining the transferability of courses to Delta College or course prerequisite requirements. In addition to certificate and degree evaluations, the Evaluations personnel also process General Education and IGETC certifications.

Following the reclassification of several staff members additional assistance has been provided to this area of the department, and where the completion of evaluations took as long as six to eight weeks during peak periods, it now takes three to four weeks. The addition of personnel and the re-engineering of procedures has resulted in a significant decrease in lag time.

Additional improvements to the online application for certificates and degrees has allowed staff to download application information into the database saving hours of manual data entry. Five different databases were redesigned and compressed into one database for tracking of all evaluation types.

Commencement:

The annual commencement ceremony is coordinated by the Vice President of Student Services Office with assistance provided by the Admissions and Records evaluations staff. The evaluation's staff are responsible for determining a student's eligibility for graduation, informing the student of the status of their evaluation for graduation, and commencement participation procedures (an online process provides students with the ability to confirm their participation

24/7). The evaluations area provides the final list of candidates to various offices on campus (bookstore, print shop, divisions) as needed.

The evaluations staff work with the Office of the Vice President, vendors, and others on campus to prepare for the ceremony including coordinating volunteers, assisting with set-up at the venue for students and faculty, and attendance at the ceremony to ensure it's success.

Once grades are posted to the system, and all degrees/certificates are finalized, a list and request for printing are sent to the Print Shop and the evaluations staff ensure the printed certificates and degrees are distributed by mail to qualified students.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

The implementation of SSSP in the Fall 2014 term created a need for nearly immediate evaluation of coursework used to establish assessment levels as this is a critical component of the SSSP requirements and necessary for students to obtain priority status for registration as well as the development of a Student Education Plan (SEP).

Because of this need and it's association with SSSP the Admissions and Records Department was granted funding for a full-time staff member to be hired to process incoming college transcripts for students to be given assessment levels based on coursework completed in English and Math from other institutions. As a direct result of the addition of this staff member, incoming transcripts are processed within one day and the processing time for degrees and certificate evaluations has decreased.

Area 5: Roster and Faculty Support

Area's core functions:

All rosters (drop, waitlist, census, positive attendance, and grade) are submitted electronically by instructors and tracked by the Registrar. Faculty are advised of submission deadlines and assisted with registration and roster support by A&R Department personnel. The Manual for Student Attendance and Grade Reporting is an online document and linked to the electronic Roster System.

At the end of each semester, faculty members submit an auditor-approved Roster Certification form that declares they submitted all electronic rosters and petitions. The printed, signed form is presented to the Admissions and Records Department, along with any Academic Grade Change forms and Assignment of Incomplete Grade forms.

Electronic Grade Change forms are completed online when the grade roster is submitted. However, the change is not made in the student system until the signed hard-copy is received.

Submission of required documents to support changes to the student record is necessary to remain in compliance with audit requirements.

To assign an Incomplete Grade faculty must complete the Assignment of Incomplete Grade in hard copy format. The faculty member and student are provided with a copy of the form once the grade is changed. This form constitutes a contract between the faculty member and the student and clearly delineates the work that must be completed for a passing grade to be received.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

All rosters (drop, waitlist, census, positive attendance, and grade) are submitted electronically by instructors and tracked by the Registrar. Faculty are advised of submission deadlines and assisted with registration and roster support by A&R Department personnel. The Manual for Student Attendance and Grade Reporting is an online document and linked to the electronic Roster System.

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Area 6: MIS Student Data

Area's core functions:

The majority of MIS data submitted to the Chancellor's Office for computation of apportionment funding, research, and student records is produced and managed by the Admissions and Records Department. Edits for the areas under A&R Department responsibility are provided to the Department for correction, but the IT Department runs the actual MIS reports.

Processes and procedures have been developed to ensure the accuracy of MIS data. For example, students admitted under the age of 18 are required to provide proof of graduation within one semester of enrolling at the College. College Early Start students are required to provide evidence of graduation or apply for admission again to update their student records. This requirement has significantly improved the accuracy of the information provided to the Chancellor's Office.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

Changes in California Education Code and Title 5 continue to impact MIS reporting. Specific data elements require additional follow-up and collection of information from students and departments on campus. The Registrar works closely with the Instruction Office, special programs such as MESA, MCHS, SECA, AFIRM and PUENTE to collect and report this data.

Area 7: Academic and Progress Dismissals

Area's core functions:

The Admissions and Records Department sends notifications of dismissal for failure to make satisfactory academic progress or course completion progress and information regarding the process for requesting an appeal. The Director of Admissions and Records reviews such appeals and decides upon the reinstatement of students after dismissal.

The Admissions and Records Department sends notifications of academic and progress probation placement. Once grades are finalized at the end of the semester this process begins. Students are sent email notifications under the signature of the Counseling Department and referred to this department for counseling intervention.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

Due to the new regulations regarding Loss of BOG, all probation/dismissal letters were updated to include information about the changes and provide students advanced notice to help them make better decisions regarding educational planning.

Area 8: Virtual Campus

Area's core functions:

Virtual Services:

The A&R Department has endeavored to ensure that the same services are available online for students as those that are available in person. In fact, the focus of process development has been on internet access to ensure that students can request service from anywhere at any time. Live Help is an example of a service that is provided twenty-four hours per day in that if a staff member unavailable to answer Live Help, the inquiry becomes an email answered when time allows or at the latest the following business day.

Other than the resetting of passwords, all other services provided by the A&R Department are available through the virtual campus.

Student Portal (MyDelta):

The Admissions and Records staff were unable to update, add, or delete information, nor was anyone assigned to maintain the Student Portal. This lack of access and upkeep resulted in the portal's removal from the campus website.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

Password Recovery:

The Admissions and Records Department determined that a web-based password recovery program was needed for virtual campus services as well as to allow students to reset their passwords without having to go to the Admissions and Records Department; this programming request is still pending.

Area 9: International Student Program

Area's core functions:

The International Student Program office offers personalized, individual assistance as well as referrals to other campus support services, including computer labs, library, free tutoring, bookstore, cafeteria, and a variety of student clubs and activities. The functions of the program are to provide coordinated services, implement and maintain the Student and Exchange Visitor Information System (SEVIS) as mandated by the Department of Homeland Security (DHS), United States Citizenship and Immigration Services (USCIS) and the Department of State.

The International Student Program Specialist advises faculty, staff, and students regarding immigration and admissions issues as they relate to international students. Interprets a variety of pertinent and complex laws, codes, and regulations and conveys this information to students, parents, and staff. The ISP Specialist also serves as the Principal Designated School Official

(PDSO) with associated duties as mandated by SEVIS. The International Student Program Specialist processes data and generates reports as necessary to ensure compliance with the appropriate agency and maintains, tracks and submits appropriate documentation for SEVIS. Responsible for SEVIS recertification and audits.

An International Student Handbook is provided to all incoming students as well as a comprehensive orientation session where the handbook is reviewed; students introduce themselves to their program peers and counseling services are offered.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

In October 2016 the International Student Application was converted to the CCCApply version. This conversion improved the process of applying for admissions as the collection of data specifically related to international students is now possible through the application.

The International Student Program has seen a 12.7% increase from 2014-2015 to 2015-2016 in the number of students in the program and who enrolled in at least 12 units at the College.

Area 10: Campus Operators

Area's core functions:

The Campus Operators are responsible for answering the main campus phone lines and directing calls to the appropriate resources on campus.

The operators also assist students and the public with questions specifically related to the A & R Department by providing information regarding procedures, related to the Admissions and Records Department; such as the application process, requesting records, evaluations services, and registration.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

There has been a 19% reduction in the number of incoming calls where repetitive questions are answered hundreds of times per day with the introduction of the [24]7 (formerly known as IntelliResponse) customer self-service virtual agent. This technology allows students or the public to ask questions using natural language matched to machine language with answers developed in cooperation with other departments on campus. Built into [24]7's technology is the ability to map variants in posed questions to one accurate answer and recommend related questions to assist students or the public with finding additional information.

Upon development of the full library of responses by other users on campus, this new feature would realize a higher percentage of users. At this writing, this has not been done, and only the

A & R Department is engaged with the vendor to update the library of questions and make adjustments to the responses provided.

The management of "Ask the Mustang" would best reside with the Marketing and Outreach area since this is an institutional tool designed to assist students with questions regarding all areas of the campus.

Area 11: Information Desk

Area's core functions:

The first point of contact that students have within the DeRicco Student Services is the Information Desk, which is staffed by part-time student workers. Information Desk staff are responsible for directing students and community members to the appropriate resources campus-wide.

Staff hired to work at the Information Desk are interviewed before being hired and informed of the high standards of customer service expected of them. Information Desk staff are included in customer service training sessions whenever possible.

Brief summary of the area's major accomplishments and any industry trends/changes that may have impacted its operations and/or outcomes since the last program review:

Delta College shirts, name tags, and help buttons are now provided to all Information Desk staff to help identify them as employees of the district and provide greater visibility to our student and the public when they are visiting DeRicco Student Services Building.

Additionally, the Information Desk staff have become an integral part of the "Start-Up" activities that occur at the beginning of each term and provide assistance at Help Stations as well as across campus.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. A SWOT analysis enables a department/unit to identify its internal strengths and weaknesses and its external opportunities and threats. From these findings, a department/unit may develop strategies to build on existing strengths while minimizing weaknesses. Similarly, it may capitalize on outside opportunities (e.g., grant funding) while defending itself against threats such as increased state and federal accountability.

Department/Unit SWOT:

Strengths: The A & R department collaborates, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes such as with the contract for services with the local high schools and the dual enrollment program.

The A & R department is responsive to the needs of individual students, faculty and all relevant constituencies.

The A & R office establishes, maintains and promotes understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the program and services.

The A & R department collaborates, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes such as with the contract for services with the local high schools and the dual enrollment program.

Weaknesses: The ability to effectively gather evidence through assessment to create strategies for improvement. Reporting and auditing features are sorely lacking and often require the development and creation of a new "job" by the IT Department to extract data from the current legacy system. Additionally, communication with students is limited at best because the only delivery method currently in place is by emails sent to the student's college email account.

Staffing levels have yet to return to the level that existed before the 2009 layoffs, but student and faculty demand for services continue to increase. Reduced staffing levels affect the department's ability to support its services to students and staff--many of which are mandated, and directly support the mission of the department and the institution. The dependence on

special funding to staff service windows and other key areas of the department is risky as these sources are not guaranteed on a year-to-year or in some cases a month to month basis.

Opportunities: To implement the use of the newly developed customer service survey for both internal and external groups to receive feedback on services received as part of the continuous improvement process.

Work with IT to find a text notification solution, which would be an effective way of communicating with students and make dissemination of important information easier and more effective.

As part of a new ERP, the implementation of a degree audit program will provide better and more comprehensive information to students and counselors without requiring manual processes to be done by the evaluations staff.

Threats: The A & R Department budget continues to be eroded. This affects the department's ability to meet mandated services and support for students and staff and accomplish its mission and goals.

In spite of the decrease in the College's FTES, services and service requests continue to increase. Students are still applying, requesting evaluations, transcripts, verifications of enrollment, are submitting greater numbers of petitions and requesting assistance with all aspects of the matriculation process.

The Dual Enrollment Program is a perfect example of a service that has created additional demand on the Admissions & Records Department. The program has resulted in an increase in the number of applications received from high school students, the number of College Early Start forms and Add forms received and the constant communication with school sites and the coordinator, all without additional funding/support.

Currently there is no budget set aside for staffing, technology needs, or supplies that are needed to support a fully operational Information Desk. The Admissions and Records Department has been responsible for supplying computers, furniture (chairs), shirts for staff and office supplies. The Information Desk is a "shared" service and assist students with questions related to ALL departments housed within the DeRicco Student Services building as well as across campus.

There are several safety concerns with the current design of the information desk and services windows. The lack of fob accessed doors, panic buttons at the information desk and service windows and additional security cameras leave staff vulnerable to the possibility of physical harm and leaves the district open to liability.

Several institution-wide projects currently underway will significantly impact the technology used by the A & R Department and to support its mission and goals such as; electronic transcripts,

redesign of the college website and most significantly a new ERP. However, until these projects are completed, in particular, a new ERP, the department is at risk for a major system failure which has the potential to halt the majority of its processes.

Key Performance Indicators (KPI) KPI data help track operational efficiency, demand for services, unit achievements, and other data pertaining to department/unit performance. A KPI example is included in the Non-Instructional Program Review Guide.

KPI 1. Performance Indicator: Applications for Admission - Online applications received and processed for new and returning students.

Fiscal Year Results for the Indicator (use the last two fiscal years):

	Prior Year (1)	Last Year (2)	Target (3)
	18,404	26372	28,000

Comments: The number of Applications for Admission have increased 43.2% from 2014-2015 to 2015-2016. The target number represents a 5% increase in the number of applications processed into our system.

The numbers noted in years 14-15 represent students who filed an Application for Admission using the previous vendor's application (XAP Corp.), and years 15-16 represent the number submitted mostly via CCCApply, which was implemented in October 2015.

The increase in Applications for Admission may be due, at least in part to the conversion to CCCApply as student's find the application process and ease of use much more satisfactory than the Xap application. Additionally, the increase in high school contract education offerings and launch of the Dual Enrollment Program could have added to this growth.

Additional Data:

New applicants for 2014-2015 = 10,316 Returning applicants for 2014-2015 = 8,088

New applicants for 2015-2016 = 12,488 Returning applicants for 2015-2016 = 13,883

KPI 2. Performance Indicator: College Early Start Enrollment Forms - Forms submitted by high school students seeking classes at Delta College. Must be approved by parent and high school principal or counselor. Limitation on enrollment - physical education classes, remedial classes, and units allowed.

Fiscal Year Results for the Indicator (last two fiscal years):

	Prior Year (1)	Last Year (2)	Target (3)
	3,284	3,732	4,100

Comments: The number of College Early Start forms have increased 15.1% from 2014-2015 to 2015-2016. The target number represents about a 10% increase in the number of College Early Start forms received.

The increase in College Early Start forms can be directly attributed to the increased number of high school contract courses and the target number represents a likely upward trend in the enrollment of students in both high school contract and Dual Enrollment courses.

The goal of the college is to expand the Dual Enrollment Program to help increase FTES, which would also result in an increase in the number of College Early Start students and forms.

KPI 3. Performance Indicator: Transcripts - Transcripts produced at student request to be sent to other colleges. EDI transcripts are sent to CSU Sacramento and Stanislaus. All others are hard copy.

Fiscal Year Results for the Indicator (use the last two fiscal years):

	Prior Year (1)	Last Year (2)	Target (3)
	19,364	19024	21,000

Comments: Request for transcripts decreased slightly (1.7 %), but remained fairly consistent from the 2014-2015 to 2015-2016 years. The target number represents an increase in transcript production of just over 10%.

The hope is that enrollment trends will take a positive turn and with an increase in the student population there will be an increase in transcript requests signifying more students are transferring or completing programs and entering the workforce.

KPI 4. Performance Indicator: Petitions - Petitions includes general, academic grade change, matriculation appeal, residency reclassification, excessive W's, course repetition, academic renewal, 30 unit limitation, and course audit.

Fiscal Year Results for the Indicator (use the last two fiscal years)

	Prior Year (1)	Last Year (2)	Target (3)
	4,761	5,296	2,100

Comments: The number of petitions received have increased 10.7% from 2014-2015 to 2015-2016. The target number represents a 5.5% decrease in the number of petitions submitted.

Upon researching specific petitions there was an increase of 10.7% in Course Repeat Petitions and 5.9% increase in Academic Renewal Petitions. The increase in Course Repeat Petitions

directly correlates with the change in Title V regulations which restricts the number of repeats a student is allowed.

With increased focus on student retention, it is hoped that students will seek services to aid in the successful completion of the courses they enroll in, thus decreasing the number of Course Repeat and Academic Renewals petitions. While this is not an area the Admissions and Records Department has direct control over, retention and successful completion of courses will positively affect the workload of the department by decreasing the need for these petitions.

KPI 5. Performance Indicator: Evaluations - Requests submitted by students for degrees, certificates, in-progress, and general education certification.

Fiscal Year Results for the Indicator (use the last two fiscal years):

	Prior Year (1)	Last Year (2)	Target (3)
	1,731	1,992	2,100

Comments: Requests for student evaluations have increased by 15.1% from the 2014-2015 to 2015-2016 years. The target number represents an increase of just over 5%.

This trend may be due to increased interest in the programs offered by Delta College and the work done by various divisions, instructors, and others on campus to promote their programs during a time of decreasing FTES.

The number of certificates and degrees awarded also increased from 2015 to 2016. This increase is consistent with the number of evaluation requests.

KPI 6. Performance Indicator: College Transcripts - Transcripts submitted by students for admission, prerequisites, assessment levels, degree and certificate coursework, transfer requirements, and articulation purposes.

Fiscal Year Results for the Indicator (use the last two fiscal years):

	Prior Year (1)	Last Year (2)	Target (3)
	2496	3127	3,450

Comments: The number of incoming transcripts has seen a 25.3% increase from the 14-15 year to 15-16. The target number represents an increase of around 10%.

Several factors may have contributed to the increase in the number of incoming college transcripts including; changes to course prerequisites, the change in policy which now requires

the submission of official transcripts for purposes of establishing assessment levels, and student movement between institutions.

The target number is based on the requirement of students needing to submit official transcripts for the purposes noted above and the hope that a greater number of students will transfer to Delta College.

KPI 7. Performance Indicator: Email Assistance - Responses to student requests for assistance at major communication points on the web such as; Admissions, Residency, Registration, Petitions, International Student Program, SJDC Help, Evaluations, and Transcripts.

Fiscal Year Results for the Indicator (use the last two fiscal years):

	Click to write Column 1		
	Prior Year (1)	Last Year (2)	Target (3)
	7,615	9,031	8,580

Comments: In total, these areas have seen an 18.6% increase in student emails from 2014-2015 to 2015-2016. The target number represents a 5% decrease in student emails overall.

The hope is that with the redesign of the Delta College website, students and the public will have greater ease of use and access to information about the school and the processes associated with becoming a student.

The addition of text messaging would greatly enhance communication with students and would result in a dramatic drop in emails used as the main form of communication between the College and students.

KPI 8. Performance Indicator: Email Assistance to Faculty - Responses to faculty requests for services such as; student adds/drops, student reinstatements, policy clarification regarding student enrollment and attendance as well as communications regarding apportionment issues (submission of rosters).

Fiscal Year Results for the Indicator (use the last two fiscal years):

	Click to write Column 1		
	Prior Year (1)	Last Year (2)	Target (3)
	4901	5307	4750

Comments:

Student Learning Outcomes, Program Learning Outcomes, and/or Administrative Unit Outcomes

List each Student Learning Outcome (SLO), Program Learning Outcome (PLO), and/or Administrative Unit Outcome (AUO) for the department/unit. Outcomes must be measurable and directly relate to the department/unit's mission statement and core functions. Description of each outcomes' standard/criterion used to determine success, the method of assessment, and any current assessment results and implications.

Student Learning Outcomes describe the knowledge, skills, behaviors, or feelings students (i.e., any group of individuals who engage in learning) demonstrate as a result of an educational experience. SLOs assess student learning as a result of participation in a workshop or other mode of delivery (e.g., online module).

Program Learning Outcomes (PLOs) and Administrative Unit Outcomes (AUOs) describe the knowledge, skills or experiences clients (e.g., students, faculty, staff, community members, and vendors) receive as a result of interacting with the department/unit. PLOs/AUOs assess how well client needs are being met. An outcome example is included in the Non-Instructional Program Review Guide.

Outcome 1: International students will demonstrate a better understanding of the information presented at the International Student Orientation workshop.

Type of Outcome: Student Learning Outcome (SLO)

Standard/Criterion for Success (Identify the minimum expected value or standard for the outcome to be considered successful):

85% of students will leave the orientation workshop with a better understanding of the regulations and processes necessary to maintain satisfactory status as an International Student Program participant and to be successful in reaching their educational goals while attending Delta College.

Assessment Method (Identify the activity/tool used to assess the outcome):

A post orientation survey or quiz will be developed and provided to students who attend the workshop each term.

Results and Implications (Describe current assessment results, if available, and how these results have impacted the department/unit): This is a new Student Learning Outcome, no data has been collected.

Outcome 2: Students will demonstrate technical competency by investigating and completing a re-designed, web based online Degree & Certificate application.

Type of Outcome: Program Learning Outcome (PLO)

Standard/Criterion for Success (Identify the minimum expected value or standard for the outcome to be considered successful):

95% of students applying for a degree/certificate will be able to complete the process online, without intervention by the Evaluations staff.

Assessment Method (Identify the activity/tool used to assess the outcome):

Data will be extracted to show the number of students who use the online application. With the re-design, new data will be collected from the application, and a post-application survey will be sent to students to gather feedback to assist with the continuous improvement process.

Results and Implications (Describe current assessment results, if available, and how these results have impacted the department/unit): The development of this SLO is the result of changes to an existing process which was filled with flaws and technical issues. After modifications are made, and survey results collected data will be available.

Outcome 3: To increase student awareness of registration timelines thereby increasing timely student registration. Additional email reminders or text notifications can be used to remind students of their registration date and time with the hope of increasing enrollment early-on in the registration cycle.

*The preferred method is via text notification as students are much more likely to read a text message than an email.

Type of Outcome: Program Learning Outcome (PLO)

Standard/Criterion for Success (Identify the minimum expected value or standard for the outcome to be considered successful): That 65% of students will register on their assigned registration date.

Assessment Method (Identify the activity/tool used to assess the outcome): Information from internal data sources regarding student registration patterns will allow us to determine the percentage of students who register at least on their assigned registration date.

Results and Implications (Describe current assessment results, if available, and how these results have impacted the department/unit): This is a new Student Learning Outcome, no data has been collected.

Strategic Goals

Status of Previous Goals

Prior Strategic Goal 1: Implement new Live Help online instant chat (an upgrade from the previous product used). Expand access to online chat services related to registration, admissions, evaluations, records, College Early Start, and other Admissions and Records related services.

Status of the Strategic Goal: Completed

Specific actions being taken to achieve this goal:

Prior Strategic Goal 2: Create the option of “On Demand” transcripts & verifications of enrollment, which allows a student to request and obtain their official college transcripts at the A & R Service windows rather than having to wait transcripts to be mailed. This option to allow students to obtain their transcripts without waiting has proven to be wildly successful and students are extremely pleased that this option is available to them.

Status of the Strategic Goal: Completed

Specific actions being taken to achieve this goal:

Prior Year's Strategic Goal 3: Improved the application for degrees and certificates to simplify the process and to increase the efficiency of the application. Wording was changed and more information provided on the application to make the process easier for students to understand so they apply for the correct award.

Status of the Strategic Goal: In progress

Specific actions being taken to achieve this goal:

A new online application is currently being developed by the IT Department and will use a web interface rather than an online application connected to a FileMaker Pro database which resides on an internal server. This process continues to be problematic, and while changes were made to attempt to increase online applications being submitted successfully without intervention from the evaluations staff, this proved to be elusive as there were major problems with the FM Pro database during the Spring 2016 application period.

Prior Year's Strategic Goal 4: Develop and implement new processes for course repetitions in order to comply with recent Title 5 changes.

Status of the Strategic Goal: Completed

Specific actions being taken to achieve this goal:

New Strategic Goals

Based on the information reported in this program review, define at least one new strategic goal that needs to be implemented in the department/unit. Goals should be consistent with the mission and core functions of the department/unit.

Goal 1: Continue to comply with all relevant federal, state & Chancellor's Office mandates.

Specific actions that need to be taken to achieve this goal:

1. Ensure that practices within the department of Admissions and Records comply with California Education Code, particularly Title 5
2. Assist the District in remaining in compliance with FERPA by updating pertinent campus/board policies and relevant forms
3. Continue to support and implement Chancellor's Office SSSP efforts in collaboration with other District Student Services units.

Goal 2: Continue to update the [24]7 (IntelliResponse) customer self-service virtual agent library to provide the highest level of assistance possible to students with questions about Delta College as well as increase efficiencies throughout the department

Specific actions that need to be taken to achieve this goal:

Continue to meet with [24]7 representative monthly to review the software's "health scores" and ensure student questions are being answered correctly. The name of this feature may change as student sometimes misinterpret the "Ask the Mustang" question box to be related only to athletic events on campus.

Goal 3: To finalize all Loss of BOGW/Loss of Priority processes to ensure compliance with Title V regulations.

Specific actions that need to be taken to achieve this goal:

1. Work with IT Department to ensure completion of programming for Loss of BOGW including the auto appeal process.
2. Reformat the Loss of BOG/Loss of Priority Petition to account for the completion of programming for the auto appeal process.
3. Update FileMaker Pro database, which houses all student petitions, to allow the sending of emails regarding granted/denied petitions from within the database.
4. Keep Admissions and Records staff abreast of any changes regarding the Loss of BOGW/Loss of Priority appeal process.
5. Meet with and update counseling staff to ensure they are aware of changes and updates to the processes and the petition itself.

Resource Allocations and Recommendations

Previous Resource Allocations

Prior Program Review Resource Allocation:

One .625 FTE Admissions and Records Assistant II.

Brief description of how the resource was used:

The staff member for this position is responsible for doing a preliminary review of incoming college transcripts to look for courses completed by a student at a previous institution that would result in the establishment of assessment levels and could be used to meet course prerequisites.

Also, this staff member assists with the processing of student petitions that relate to their overall academic success (i.e. Matriculation Appeals, Petition for Change to Acad. Record, BOG Fee Waiver Appeals, Course Repetitions, Academic Renewals, etc.). The staff member also provides services to students at the Admissions and Records Service Window as well as via Live Help.

Explanation of the impact the resource had on department/unit operations and/or student achievement:

The addition of this .625 position decreased the processing time for incoming transcripts from other colleges. This means students can establish assessment levels and prove satisfactory completion of course prerequisites sooner, thus speeding up the registration process and adding to overall student satisfaction.

Resource Recommendation 1: Admissions and Records Service Window Re-design

Estimated Cost: \$10,881.70

Funding Type: One-time

Are there any annual extended costs associated with the resource recommendation? No

If One-time cost to the District associated with the resources recommendation includes annual extended costs (e.g., 1. license fee, 2. maintenance, etc.):

Extended Cost - Type/estimated amount (e.g., license fee, maintenance, etc.):

Annual Extended Costs		
	Type of Cost	Estimated Amount
1.	N/A	N/A
2.	N/A	N/A
3.	N/A	N/A
4.	N/A	N/A
5.	N/A	N/A

Resource Type: Physical,Fiscal,Equipment/Supplies

Description of resource recommendation and its relationship to the department/unit's mission, its outcomes (SLOs, PLOs, and/or AUOs), and the District's mission and operational plans. Includes a reference to the program review data (e.g., KPI, outcome assessment) that informed the recommendation:

The Admissions and Records Service Windows are poorly designed and do not meet FERPA requirements which mandate all educational institutions safeguard the privacy of the students they serve.

For the student and staff member to communicate, they must do so in raised voices over electronic speakers. As a result, students in the lobby and all staff working behind the windows hear confidential conversations. The "broadcasting" of such information constitutes an FERPA violation and may put the district at risk for a complaint to be filed with the Family Policy Compliance Office.

Furthermore, for the staff to hear the students, they must shout above one another just to have a conversation. This noise level can at times create an intolerable working environment. The service windows/counter area would need to be renovated to correct these issues. However, realizing the inordinate amount of money this would cost the district, we (the Financial Aid and A & R Departments) request the following as a temporary solution: 5 New Windows (\$1,609.70), Noise canceling ceiling tiles (\$4,500) and a Partition (\$4,772).

Are there any safety/liability concerns related to this resource recommendation? No

Specific description of any related safety/liability concerns:

Are there any legal and/or accreditation mandates associated with this resource recommendation? Yes

Specific description of any associated legal and/or accreditation mandates:

Family Educational Rights and Privacy Act (FERPA).

Resource recommendation supports District strategic goal(s):

Goal 2 - Climate, Goal 6 - Equity



**President's Council
Minutes
February 12, 2015
2:00 p.m. – Board Room**

San Joaquin Delta College
Office of the President
5151 Pacific Avenue
Stockton, California 95207-6370

Council Members Present:

Michael Kerns, Assistant Superintendent/Vice President of Student Services
Matt Wetstein, Assistant Superintendent/ Vice President of Instructional Services
Gerardo Calderon, Vice President of Operations
Dianna Gonzales, Director of Human Resources and Risk Management
Diane Oren, Academic Senate President
Elizabeth Maloney, CTA President
Susan Rodriguez, Classified Senate
Nancy Cook, Management Senate
Connie Martinez for Dana Baker, CSEA
Robin Sadberry-Recorder

Members Absent:

Kathleen Hart, Superintendent/President
ASDC Representative, Yvonne Flores
Brian Doty, POA President

Guests: None

V.P. Kerns facilitated on Dr. Hart's behalf.

I. Review of the Board of Trustees Meeting Agenda

The Council reviewed the Board of Trustees February 17, 2015 agenda and reports. Dr. Wetstein gave his report on the Accreditation Progress Update. Gerardo Calderon gave his board report on IT support.

II. Review of the President's Council Agenda

The Council reviewed the February 12, 2015 President's Council meeting agenda.

III. Approval of President's Council Minutes

The Council reviewed and approved by consensus the January 14, 2015 minutes as presented.

IV. General Business/New Business

A. Distance Education Policy—Dr. Elizabeth Maloney

Dr. Maloney addressed her concerns with the council regarding Board Policy/Administrative Procedure 4105 Distance Education. She said that many faculty members have concerns with some of the online platforms such as Etudes. Also accessibility is an issue since the platforms do not allow others to access an online class should an emergency cause the instructor of record to become temporarily unavailable. Dr. Maloney informed the council that she had also shared her concerns with V.P. Wetstein.

B. Policy Implementation Review—Diane Oren

Diane Oren addressed her concerns with the council regarding the program review process. The Program Review process has already begun without an approved policy in place. Elizabeth Maloney also voiced her concern regarding the implementation of the policy before it has been approved.

C. Committee Restructure Project Update—Michael Kerns

Michael Kerns gave an update on the Committee Restructure Update. The committee has continued to work on the restructuring project and it is now ready to be presented at the next Policy & Procedures meeting on February 26. This would mean the consolidation of twenty-one standing committees with the end result being six standing committees.

D. Policies/Procedures

November 13, 2014

1. Proposed Deletion Policy 6510 Distance Education

The council reviewed and approved by consensus.

2. Proposed Adoption BP/AP 4105 Distance Education

The council reviewed and approved by consensus.

3. Proposed Deletion Policy 6140 Instructional Program Review

The council reviewed and approved by consensus.

4. Proposed Deletion Procedures 6141 Instructional Planning and Review Process

The council reviewed and approved by consensus.

5. Proposed Adoption BP/AP 4015 Program Review

The council reviewed and approved by consensus.

January 22, 2015

1. Proposed Changes AP 2430 Governance Committee Structure

The council reviewed and agreed to the suggestion made by the CTA President, Dr. Maloney to move the policy forward but add an additional faculty and classified member to the Planning & Budget Committee. There was also a title include in the Planning & Budget Committee structure that did not exist and will be removed.

V. **Informational Items**

None mentioned.

VI. **Agenda Items for Future Meetings**

A. Campus beautification-Elizabeth Maloney

VII. **Council Member General Questions/Announcements/Informational Items**

Meeting was adjourned at 3:20 p.m.

San Joaquin Delta College Non-Instructional Program Review Evaluation Rubric

Department/Unit Name:
Evaluator:

Use the following criteria to determine whether or not the program review is acceptable.

The program review:	Yes	Somewhat	No	NA
1. is complete, thorough, and clearly communicated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. provides an overview of the unit/department (e.g., mission statement, core functions, user population, major accomplishments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. conducts a SWOT analysis of the department/unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. lists measurable key performance indicators (KPIs) drawn from the unit/department's core functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. develops student learning outcomes (SLOs), program learning outcomes (PLOs), and/or administrative unit outcomes (AUOs), specifies the assessment method and criterion used to determine success, and describes current assessment results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. states previous department/unit goals and reports on their status; describes new strategic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. identifies elements in the report that inform the development of resource recommendation and explains how the resource would support the District mission, one or more of its operational plans, and at least one of its strategic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Findings:				
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Nominate for Excellent Program Review		

Comments:

San Joaquin Delta College Instructional Program Review Evaluation Rubric

Program Name:	Division Name:
Evaluator:	Program Review Year:

Use the following criteria to determine whether or not the program review is acceptable.

The program review:	Yes	Somewhat	No	N/A
1. is complete, thorough, and clearly communicated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. includes the program’s mission statement and explains how the program supports the District’s mission and strategic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. presents an analysis of enrollment information, student characteristics, and student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. provides an overview of CLO and PLO findings and actions taken to improve outcomes; describes results of changes on student achievement of learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. addresses additional program strengths and challenges; includes strategies to help minimize challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. develops at least one new strategic goal and at least one goal designed to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. explains how each resource recommendation would support the program’s SLOs, the District’s mission, one or more of its operational plans, and at least one of the District’s strategic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Findings: <input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable <input type="checkbox"/> Nominate for Excellent Program Review				
Comments:				

Comments:

San Joaquin Delta College - Resource Allocation Prioritization Rubric

District Mission Statement
<p>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.</p> <p>Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</p>
Strategic Goals
<p>Goal 1 Planning: The Board, administration, faculty, staff and students agree on the strategic direction for the College District and the long term plans for its effective operation and growth.</p>
<p>Goal 2 Climate: The College community promotes a climate and culture that values compassion, forgiveness and gratitude.</p>
<p>Goal 3 Fiscal Responsibility –The College maintains a fiscally sound position with strong budget reserves.</p>
<p>Goal 4 Engagement: The College fosters high-level community engagement by developing outreach efforts, maintaining commitments, and developing new partnerships in the District community with business, industry, government, education, and non-profit organizations.</p>
<p>Goal 5 Student Achievement: The College increases student retention, success and overall achievement (degrees, certificates, transfer, and employment) and develops and implements student success programs to achieve those goals.</p>
<p>Goal 6 Equity: The College community launches and sustains a College-wide effort to increase equitable outcomes for students and promote diversity among staff and students.</p>
<p>Goal 7 Structure & Personnel Development: The College clarifies and articulates key institutional structures, organization, and leadership positions; and seeks out, selects, and develops high-quality, experienced, talented key personnel for leadership and management for all positions and constituency groups; provides personal and professional development and training for all staff.</p>
<p>Goal 8 Regional Planning: The Operations Management Team develops and implements plans for a North County Center that promotes collaboration with our north and east county partners; develops plans for providing education in the Foothills by leveraging resources and collaborating with Columbia College and the Calaveras community; develops plans for a permanent building at the South Campus at Mountain House</p>

Recommending Program/ Unit/Service Area: _____

Recommendation No.: _____


Evaluator: _____

SJDC

	Strong (5 points)	Adequate (3 points)	Marginal (1 point)	Nil (0 points)	
Resource Criteria	Resource Recommendation				Score
Program Review	Substantially addressed in program review	Moderately addressed in program review	Minimally addressed in program review	Not addressed in program review	
District Mission and Strategic Goals	Fully aligns with the District's mission and strategic goals	Moderately aligns with the District's mission and strategic goals	Minimally aligns with the District's mission and strategic goals	Does not align with the District's mission and strategic goals	
Operational Plans: Basic Skills Initiative Plan Strategic Plan Distance Education Plan Student Equity Plan Educational Plan Student Success Facilities Plan and Support Info Technology Plan Program Plan	Fully supports two or more of the District's operational plans	Moderately supports one or more of the District's operational plans	Minimally supports one or more of the District operational plans	Does not support any of the District's operational plans	Uncertain
Student Learning Outcomes (SLOs) or Administrative Unit Outcomes (AUOs)	Directly and significantly impacts the achievement of student learning outcomes or administrative unit outcomes	Moderately impacts the achievement of student learning outcomes or administrative unit outcomes	Minimally impacts the achievement of student learning outcomes or administrative unit outcomes	Does not support the achievement of student learning outcomes or administrative unit outcomes	
Health, Safety, and Liability	Addresses an immediate health, safety and/or liability need	Addresses an impending health, safety and/or liability need	Addresses a minor health, safety and/or liability need	Does not address a health, safety and/or liability need	
Legal or Accreditation Mandate	Addresses an immediate legal or accreditation mandate	Addresses an impending legal or accreditation mandate	N/A	Does not address a legal or accreditation mandate	
Fiscal Stability/Responsibility	Resource recommendation would generate revenue or savings for the District	Resource recommendation would generate no fiscal impact (budget neutral) on the District	Resource recommendation would generate low to minimal fiscal impact on the District	Resource recommendation would generate a substantial fiscal impact on the District	

	Strong (5 points)	Adequate (3 points)	Marginal (1 point)	Nil (0 points)	
Resource Criteria	Resource Recommendation				Score
TOTAL SCORE					
OVERALL RESOURCE PRIORITY RANKING:					
24-35 High		12-23 Medium		0-11 Low	

Comments:



SAN JOAQUIN DELTA COLLEGE

Home About Delta Athletics Campus Life Courses & Programs Student Services Search

Institutional Research And Effectiveness (IRE)

- Accreditation
- Data Dashboards
- Data Requests
- Enrollment Data & Trends
- Planning Information
- Program Review
- Strategic Planning
- Student Right to Know
- Topical Reports & Resources
- Related Departments
- Academic Assessment Center
- Bond Program
- Facilities Master Planning
- Middle College
- Office of Instructional Services
- SJDC Policies & Procedures
- Professional Development Center

Data Dashboards

Program Review Data

- Enrollment Information [↗](#)
- Student Characteristics [↗](#)
- Student Achievement [↗](#)




Student Equity

"Equity Plan Data 2015"

- Access [↗](#)
- Course Completion [↗](#)
- ESL & Basic Skills Completion [↗](#)
- Degree & Certificate Completion [↗](#)
- Transfer [↗](#)

Transfer Information by Major

UIC Transfers by Major [↗](#)



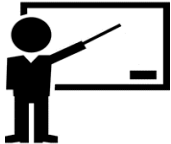






Screenshot of Data Dashboards webpage. Link below

<https://www.deltacollege.edu/div/planning/dashboards/index.html>

DRAFT

San Joaquin Delta College Integrated Planning Model

TIMELINE		<u>Mission, Long-Term Plans, Ongoing Institutional Research and Data Analysis</u> ↓ ↓ ↓
		Integrated Planning Activities
	<i>Three-Year Cycle</i>	<i>Strategic Planning</i> Strategic planning is an ongoing process that occurs on a three-year basis. Implementation strategies to achieve the current strategic goals are spearheaded by action plan “champions.” These individuals convene existing or ad hoc work groups to address specific goal attainment, monitor the progress of action plans, and provide regular reports to the Planning and Budget Committee. Strategic goals are also supported through resource allocation, as identified in program review.
	<i>Course Level: Ongoing</i> <i>Program Level: Bi-Annual</i>	<i>Assessment Activities</i> Assessment of student learning outcomes occurs annually at the course level and biannually at the program and institutional level. During mandatory flex days, faculty discuss outcomes assessment results and strategies to improve student achievement of learning outcomes. Non-instructional units conduct outcomes assessment in program review. Outcomes assessment is designed to increase operational efficiency and overall institutional effectiveness. Evidence on the attainment of outcomes informs course- and program-level improvements, College-wide planning and budgeting, and resource allocation decisions.
	<i>Two-Year Cycle</i>	<i>Program Review</i> Program review occurs on a two-year cycle for all instructional programs and non-instructional units. Instructional programs are split into even and odd years. Instructional program review reports encompass a disaggregated data analysis of enrollment and success patterns, a review of curriculum, and a reflection on strengths and challenges. Non-instructional unit reports include a review of key performance indicators, outcomes assessment, and a SWOT analysis. All program reviews require goal setting and resource recommendations, and are evaluated by the Program Review Sub-Committee, which oversees the process.
	<i>Spring/Summer</i>	<i>Budget Development</i> Budget assumptions are developed early in the spring on the basis of several inputs: The Governor’s proposed budget, apportionment reports, resource priorities identified in the program review process, and key proposals emerging from the Strategic Plan. The Planning and Budget Committee endorses planning assumptions in January and refers resource recommendations to the Executive Leadership Team (ELT) in May. The ELT works with Fiscal Services to finalize resource levels for the coming year before a tentative budget is presented to the Board of Trustees in June.
	<i>Summer/Fall</i>	<i>Resource Allocation</i> Resource allocation decisions are determined by a series of College stakeholders. Originating in program review reports, resource recommendations are scored by the Program Review Sub-Committee and undergo feasibility review. Recommendations are then prioritized by the Administrative Services Council, Division Deans Council, Student Services Council, and Planning and Budget Committee. Upon review of the feasibility report, the Executive Leadership Team provides final resource endorsement. Resource allocation follows the Board of Trustees’ adoption of the final budget in September.

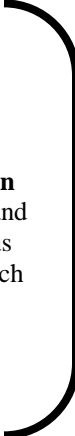
District Mission
Serves as the foundation for all College planning

Strategic Plan/Goals
Guides College efforts and resources to ensure institutional effectiveness

Educational Plan/Facilities Plan/Comprehensive Master Plan
Provides long-term direction for the College, aimed at fulfilling its mission and vision



District Plans
Assist College in attaining its mission



Basic Skills Initiative Program Plan
Provides access and success goals to improve student completion rates for ESL and basic skills

Distance Education Plan
Guides the curriculum, training, and instructional support for online education

Information Technology Strategic Plan
Charts strategic initiatives and major projects related to improving IT operations and functionality

Strong Workforce Program Plan
Helps to increase CTE enrollment and outcomes such as completion, transfer, and job placement

Student Equity Plan
Addresses the need to close student achievement gaps and identifies efforts to ensure equitable outcomes

Student Success and Support Program Plan
Helps to ensure access and success through various core student services such as orientation and counseling

Instructional Program Review
Enhances quality of instruction and student achievement through ongoing, collaborative evaluation and reflection

Resource Recommendations
Link program review and District planning to resources needed to improve student learning outcomes and/or operational efficiency as well as support achievement of District strategic goals

Non-Instructional Program Review
Enhances learning outcomes and/or operational efficiency within administrative and student services departments/units

Student Learning Outcomes Assessment
Reveals progress of student learning at the course, program, and institutional level

Budget Development
Involves the formulation of budget assumptions that contribute to the creation of a tentative budget, submitted to the Board of Trustees in June

Department/Unit Outcomes Assessment
Reveals progress of student learning and/or operational efficiency within administrative and student services department/units

Resource Allocation
Follows the Board of Trustees' approval of final budget in September



Administrative Procedure 4015 Program Review

AP 4015 Program Review

Reference Education Code Sections, 70902 and 78106; Title 5, Section 51022(a); Unemployment Insurance Code, Section 10553; Accreditation Standard I

For purposes of this process, the term "instructional program" is broadly defined to be certificate or associate degree programs or related sets of courses. For the purpose of an administrative or student services department/unit a "program" is any District functional unit operating under the direction/supervision of a manager of the College.

Each Administrative Services department/unit, Instructional program, and Student Services department/unit will complete a program review every two years. By July 1 of each academic year, the Program Review Committee shall develop a calendar of program reviews scheduled for review and notify the respective Assistant Superintendent/Vice President to initiate the review for the academic year.

Career technical education or occupational training programs offered by the College shall be reviewed every two years by the governing board of the District to assure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10553 of the Unemployment Insurance Code, or if this program is not available in the labor market area, or other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand.
2. Does not represent unnecessary duplication of other training programs in the area.
3. Is of demonstrated effectiveness as measured by the employment and completion of its students. Instructional programs which did not the program review may be subject to additional review during the scheduled cycle. Any program commenced subsequent to July 28, 1983, that does not meet the requirements of this subsection and the standards promulgated by the governing board shall be terminated within one year.

All Instructional Program Reviews will include, at a minimum:

- a. Description of the program objectives and contribution to College Mission Statement.
- b. Description of the program curriculum.
- c. Information about program faculty
- d. Enrollment trend information for at least ~~three~~ two years.
- e. Community (and labor market) need information as appropriate.
- f. Demographic information about the students who enroll in the program.
- g. Student outcomes information.
- h. Cost effectiveness of the program.

Administrative Procedure 4015 Program Review

AP 4015 Program Review

**Reference Education Code Sections, 70902 and 78106; Title 5, Section 51022(a);
Unemployment Insurance Code, Section 10553; Accreditation Standard I**

- i. Description of facilities and equipment.
- j. Resources requests for budget and planning process.

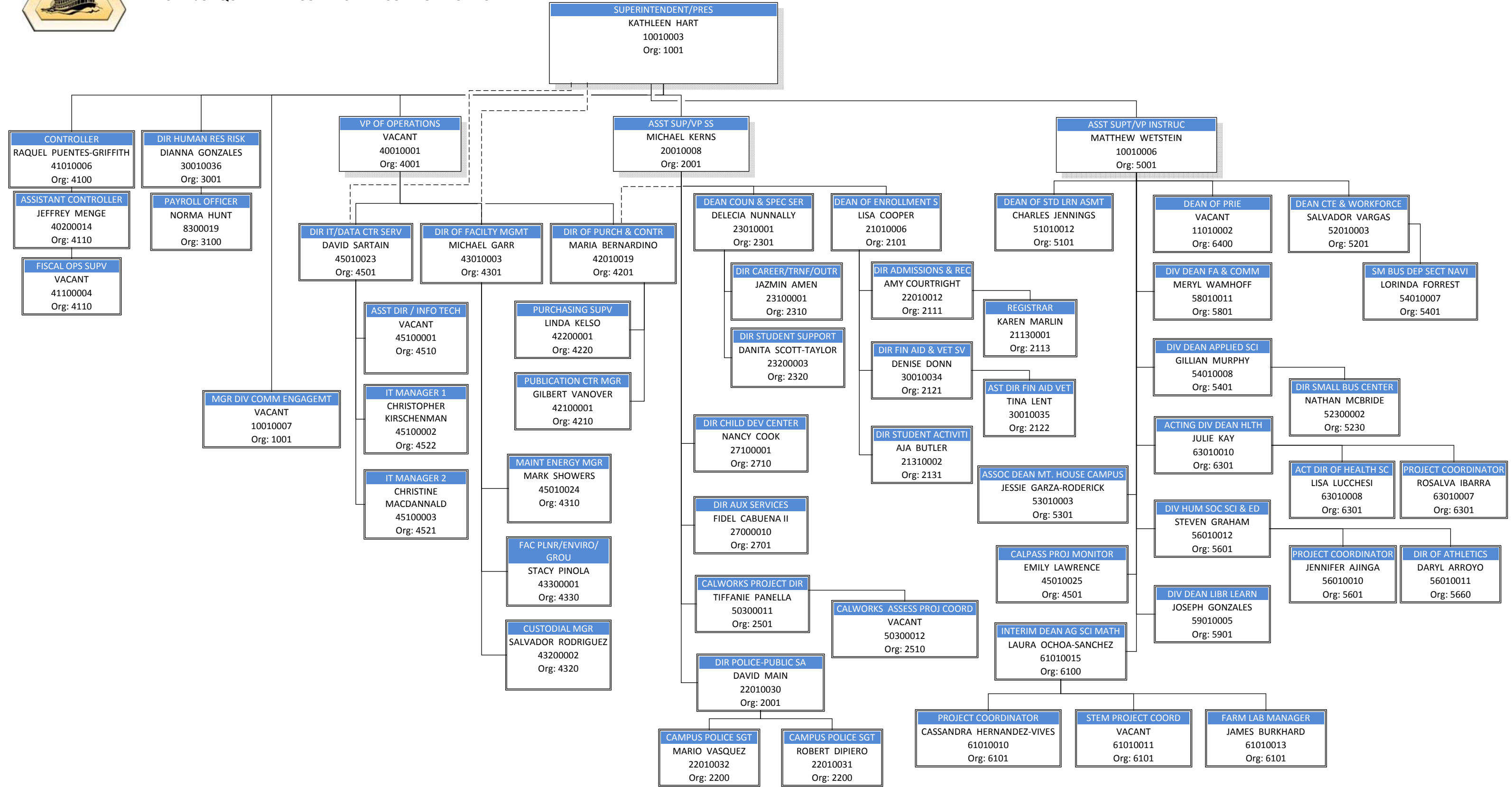
Administrative Services and Student Services minimum requirements will be developed as appropriate to the unit under review.

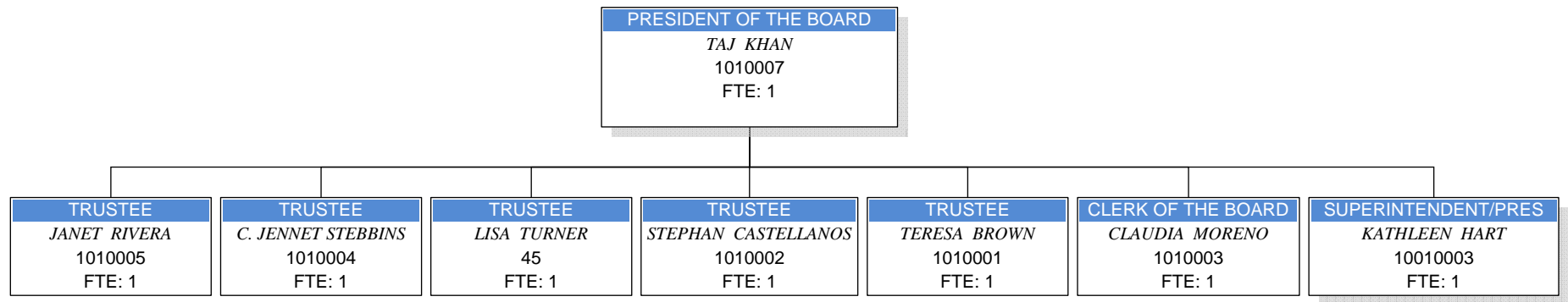
Instructional programs that are examined for possible remediation or discontinuance will be reviewed in accordance with procedures established in AP 4020 Program Remediation/Discontinuance.

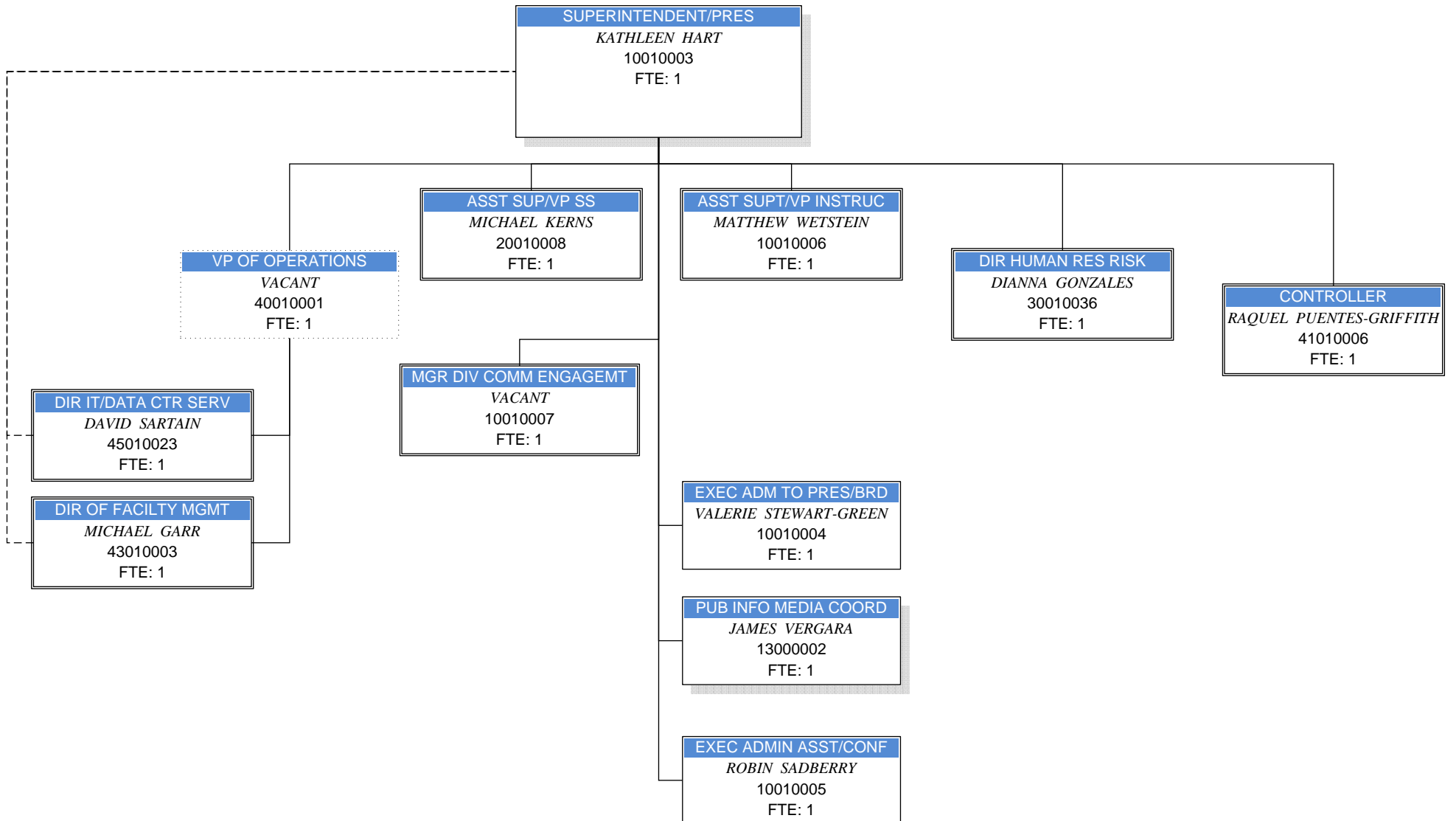
See BP 4015, Program Review; AP 4020, Program Remediation/Discontinuance; AP 2430, Governance Committee Structure

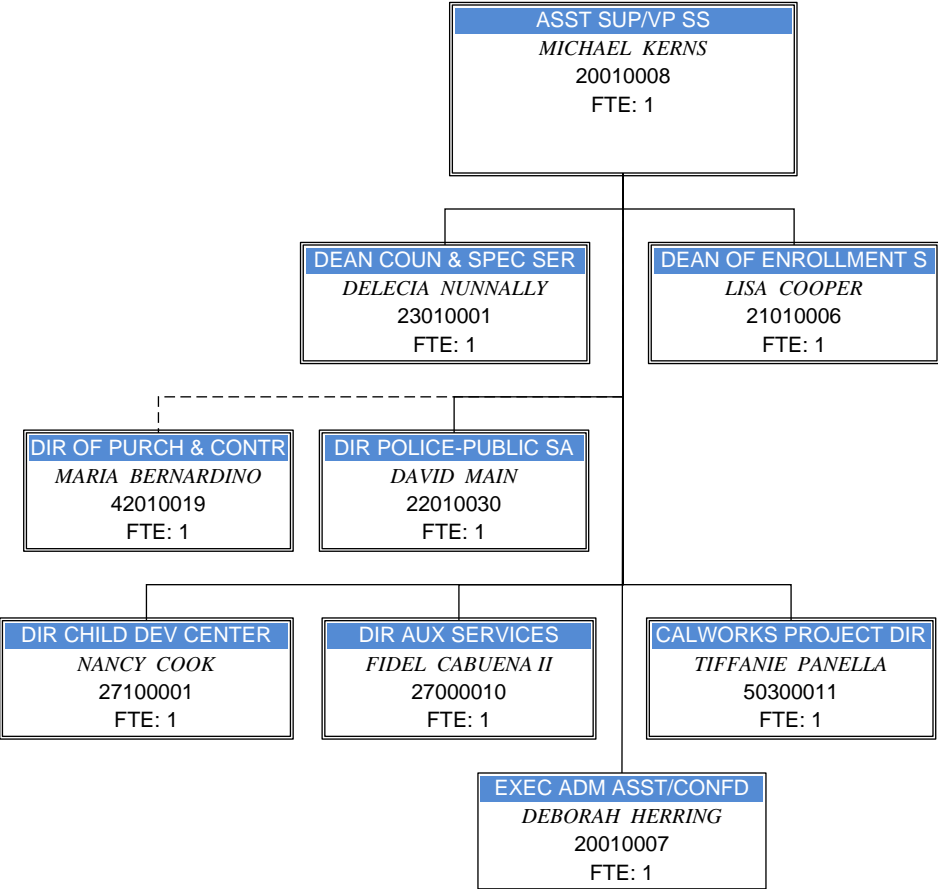


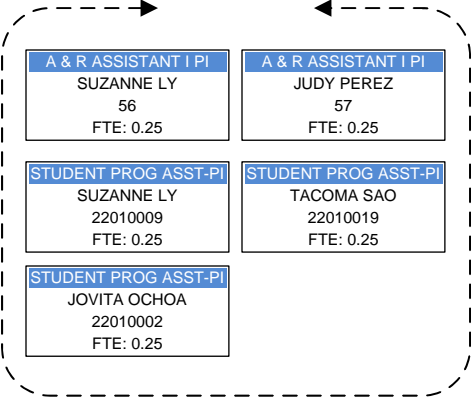
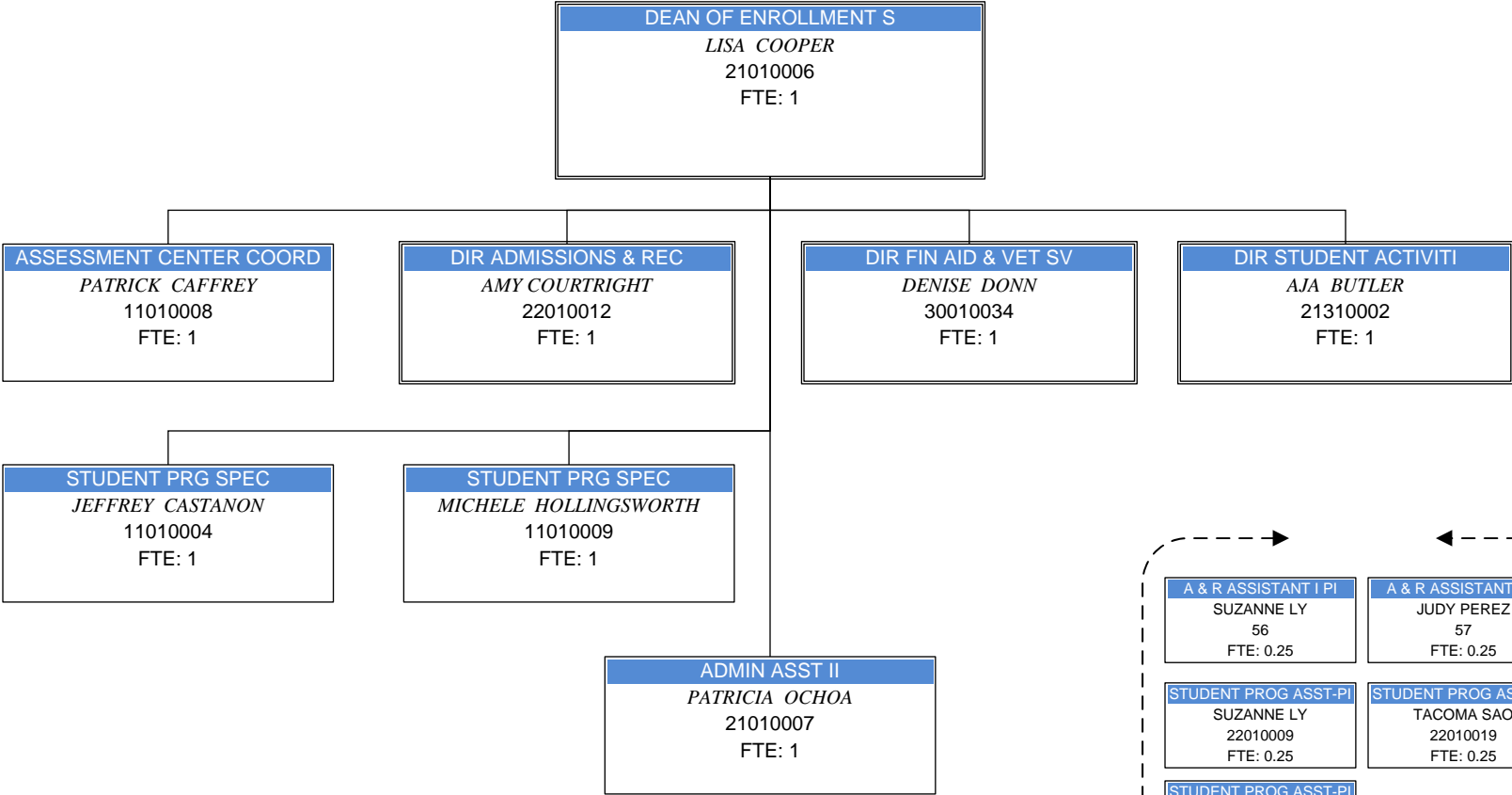
SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT



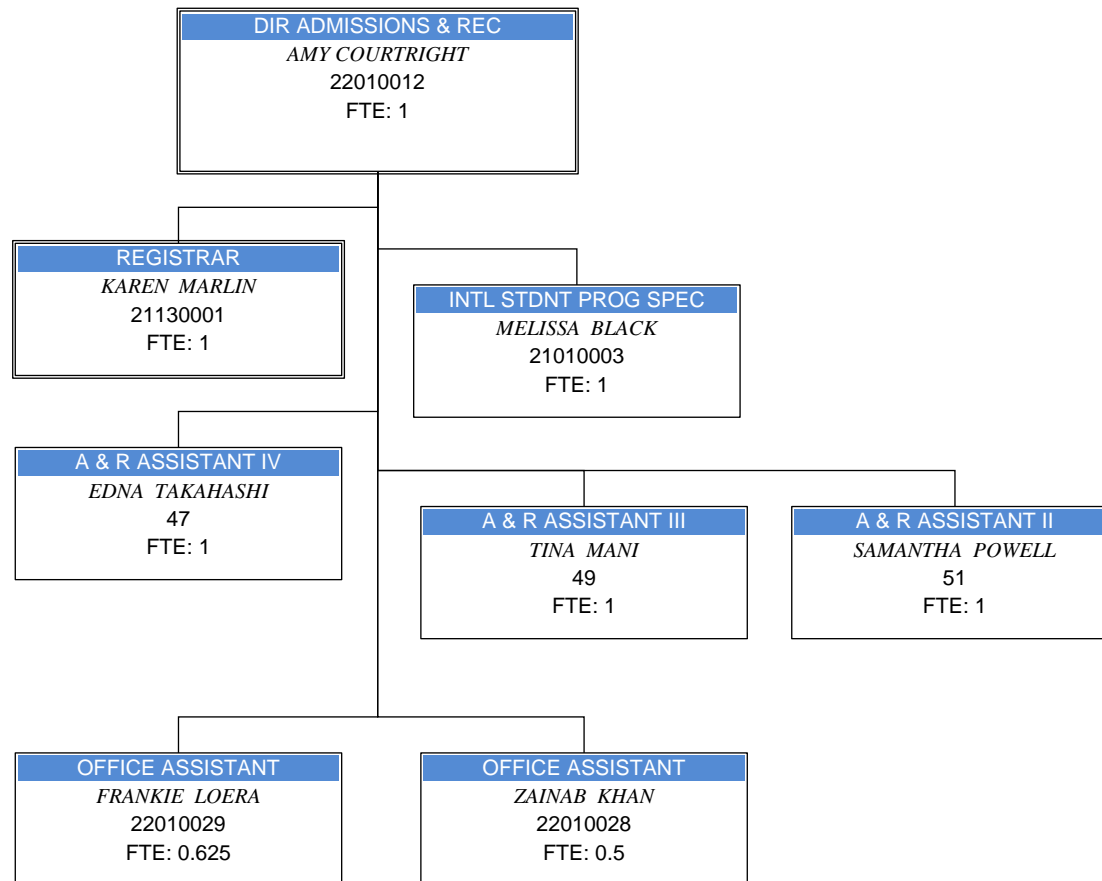


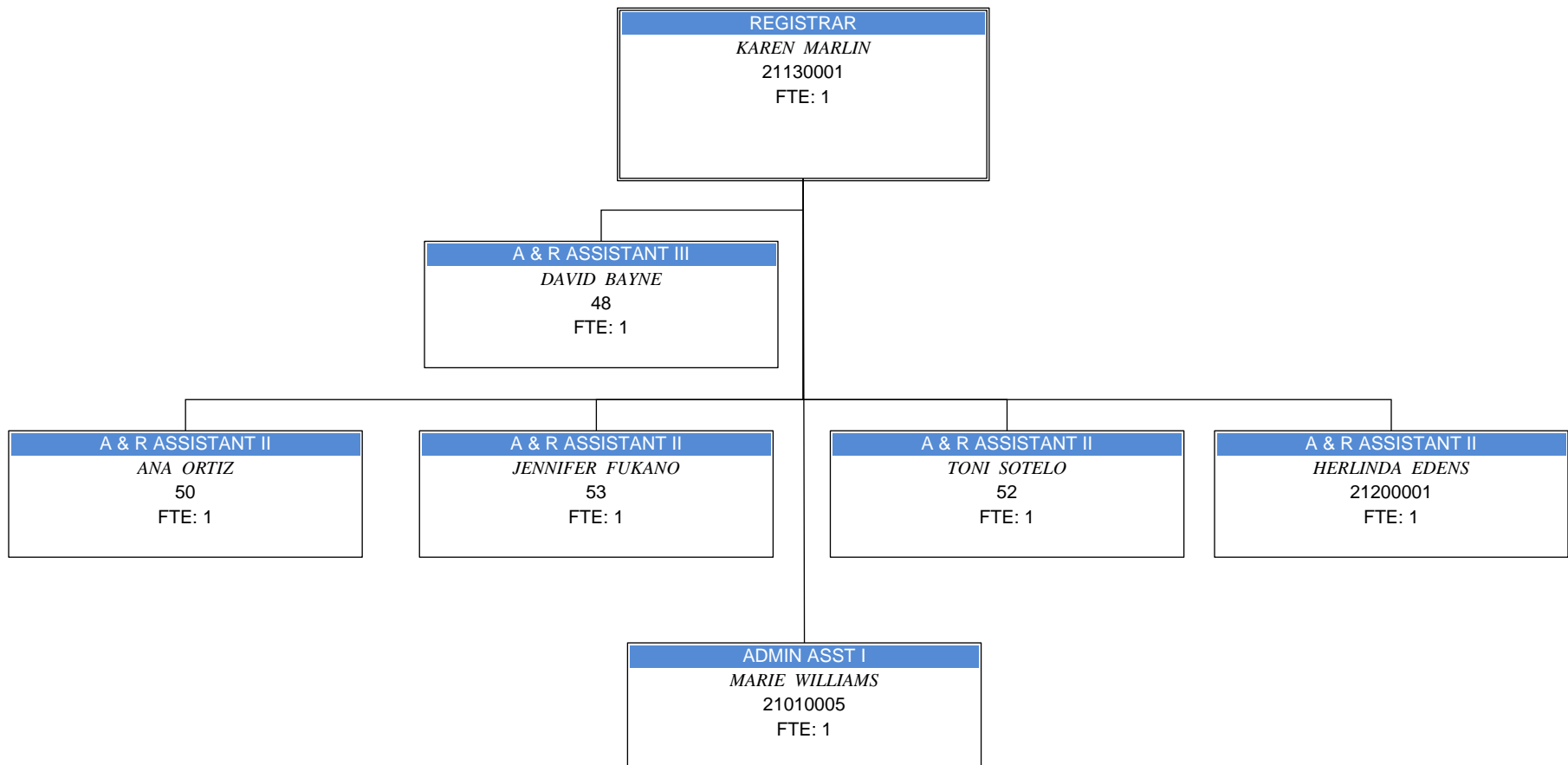


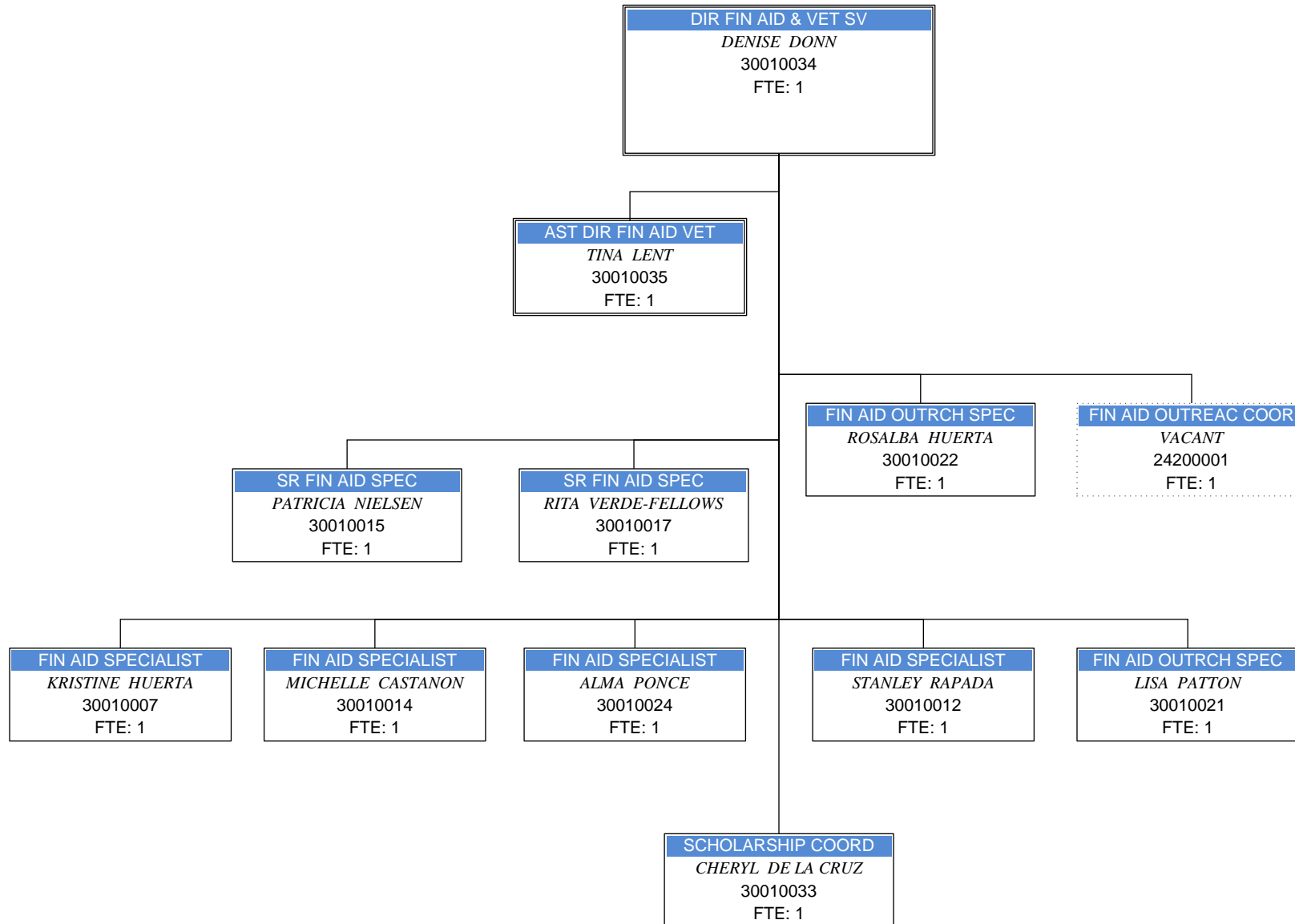


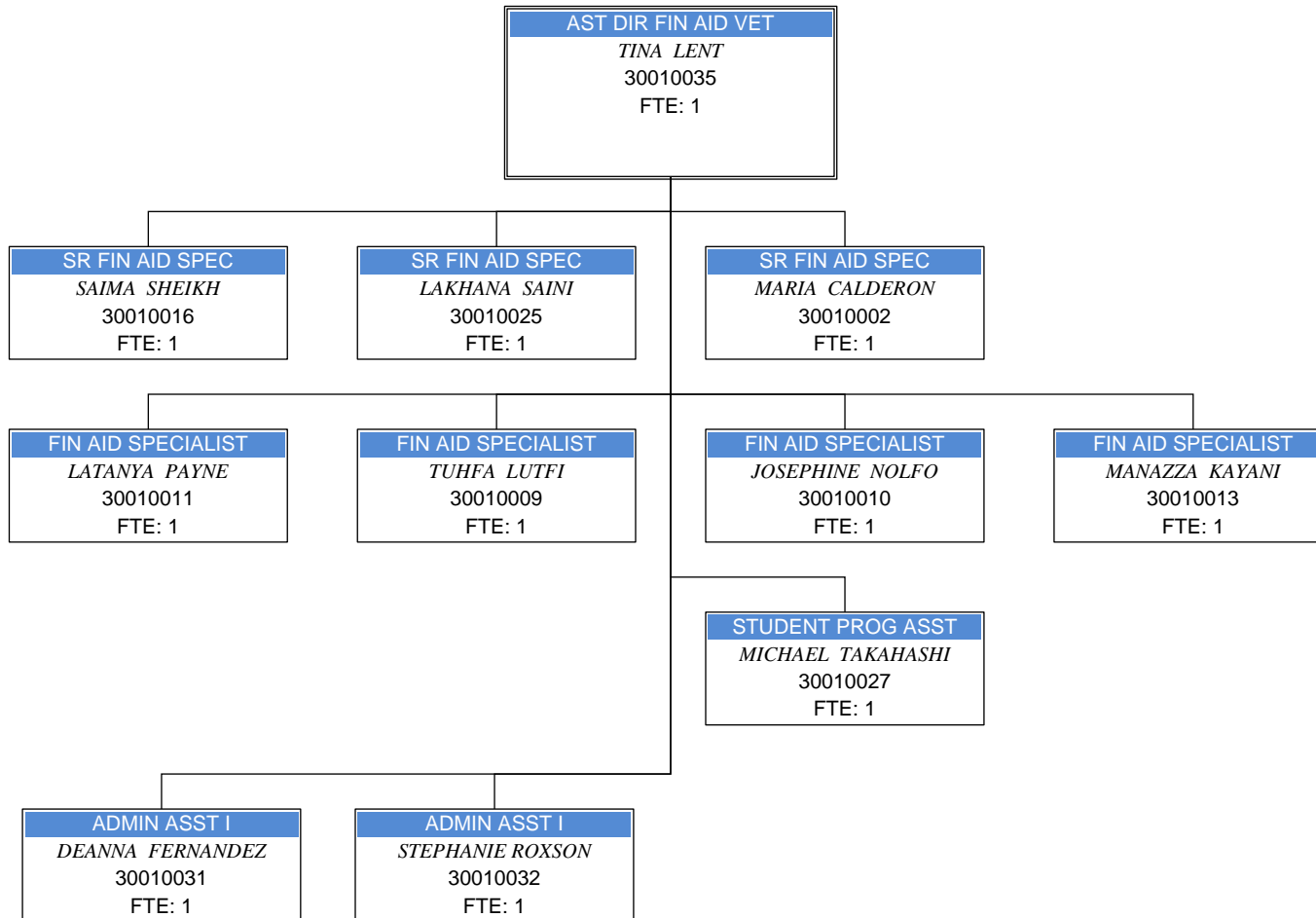


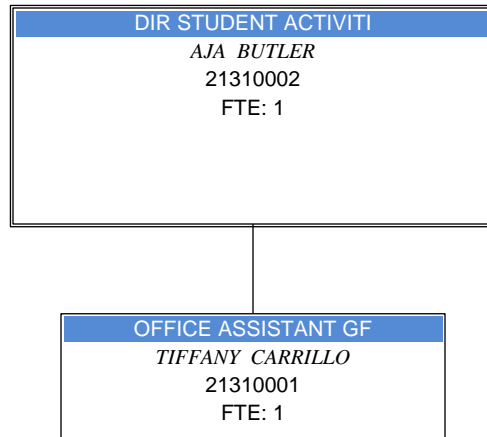
Permanent Intermittent Employees











DIR POLICE-PUBLIC SA
 DAVID MAIN
 22010030
 FTE: 1

CAMPUS POLICE SGT
 MARIO VASQUEZ
 22010032
 FTE: 1

CAMPUS POLICE SGT
 ROBERT DIPIERO
 22010031
 FTE: 1

CAMPUS POLICE OFFICR
 CRAIG WOOD
 24010014
 FTE: 1

CAMPUS POLICE OFFICR
 PETER LONGERO
 24010011
 FTE: 1

CAMPUS POLICE OFFICR
 KIRIYA THIPHANEP
 24010013
 FTE: 1

CAMPUS POLICE OFFICR
 JAMES BOCK
 24010002
 FTE: 1

CAMPUS POLICE OFFICR
 BRIAN DOTY
 24010005
 FTE: 1

CAMPUS POLICE OFFICR
 DANIEL HARRIS
 24010007
 FTE: 1

CAMPUS POLICE OFFICR
 SUPHEAK KIM
 24010015
 FTE: 1

CAMPUS POLICE OFFICR
 GEFF GREENWOOD
 24010004
 FTE: 1

CAMPUS SAFETY OFFICE
 SUSAN MCANELLY
 24010016
 FTE: 1

DISPATCHER II
 MARY MOREHEAD
 24010009
 FTE: 1

DISPATCHER II-T
 SANDRA NUSS
 24010019
 FTE: 1

DISPATCHER
 JESUS HUERTA
 22000013
 FTE: 1

DISPATCHER
 VACANT
 24010020
 FTE: 1

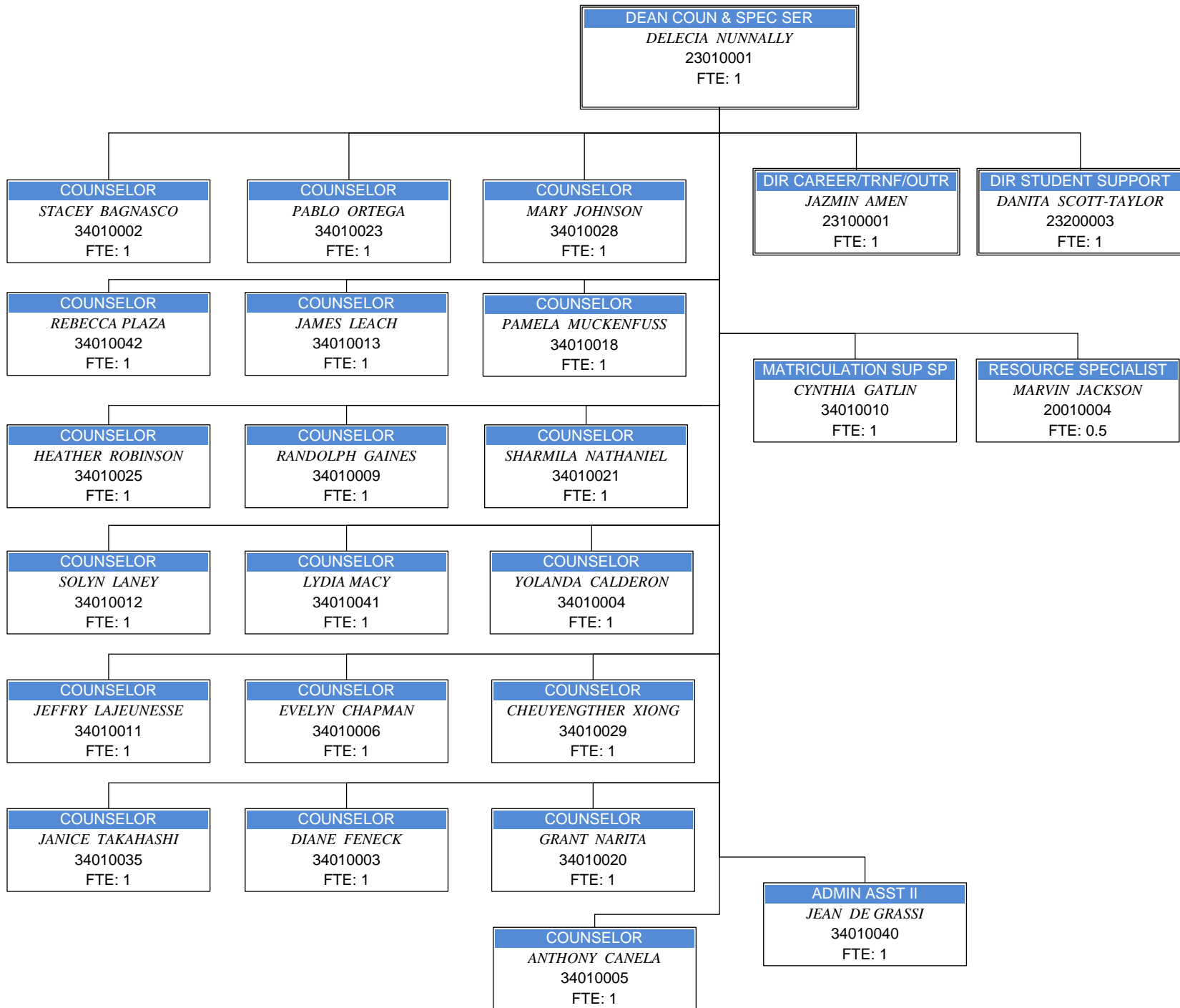
DISPATCHER
 ALEXSANDRA GARZA
 22000014
 FTE: 1

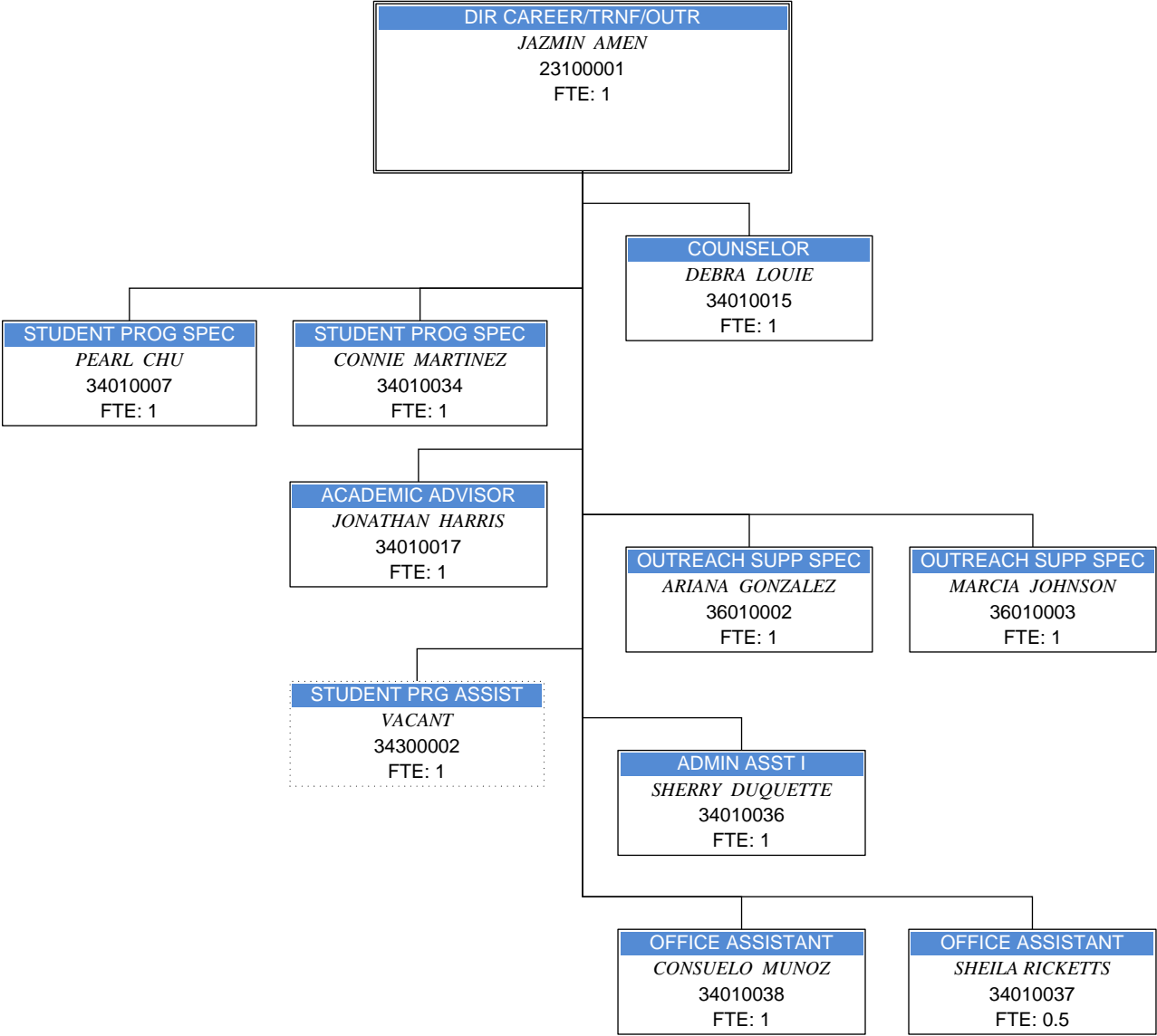
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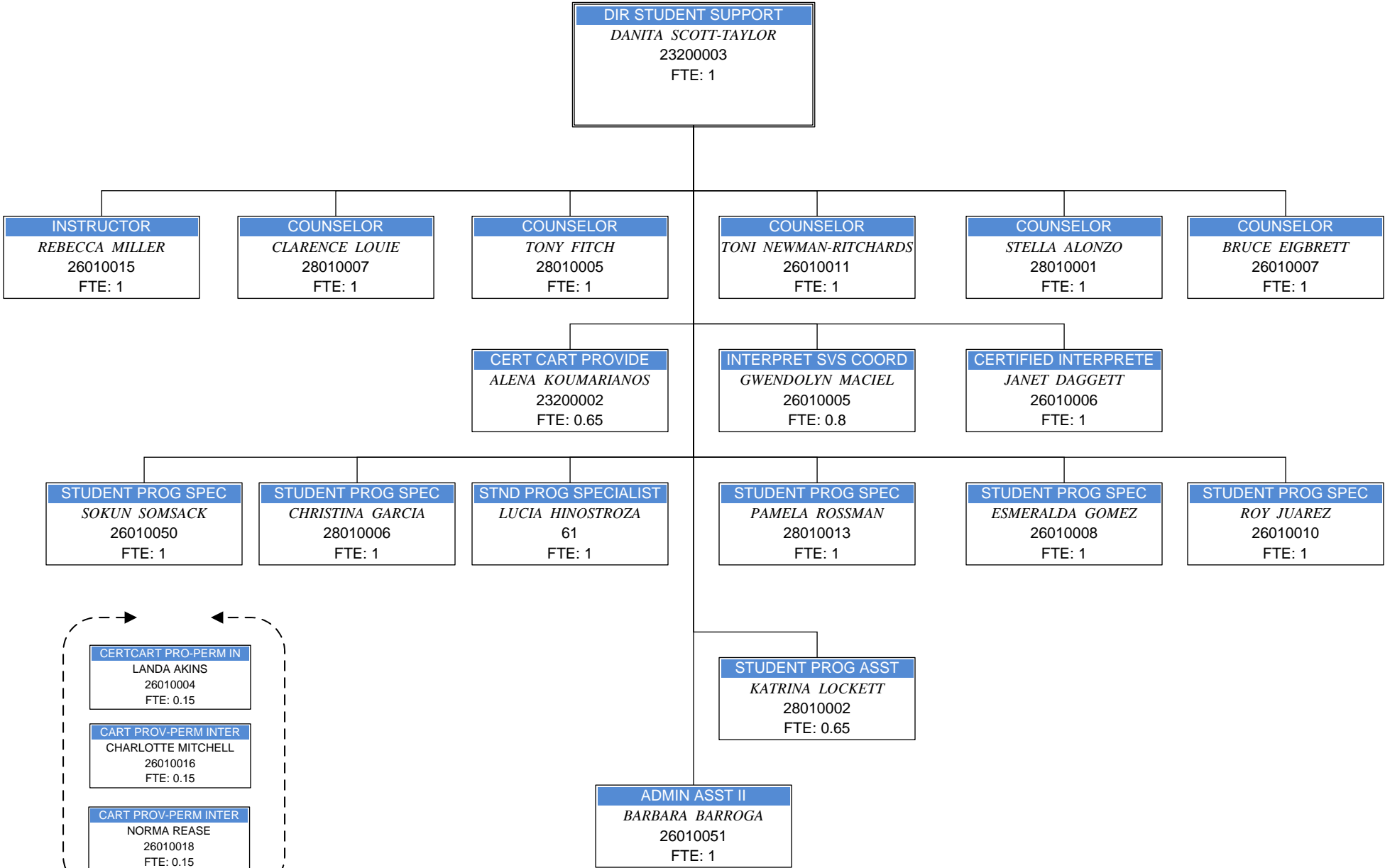
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 JENNIFER HOFFMAN
 24010021
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CAMPUS SFTY OFCR PI STEPHANIE LIBHART 21 FTE: 0.625	CAMPUS SFTY OFCR PI VACANT 22000005 FTE: 0.625	CAMPUS SFTY OFCR PI CHESTER HARRISON 22 FTE: 0.625
CAMPUS SFTY OFCR PI MICHAEL REITER 24 FTE: 0.625	CAMPUS SFTY OFCR PI JAY XIONG 23 FTE: 0.625	CAMPUS SFTY OFCR PI KEITH ANENSON 15 FTE: 0.625
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CAMPUS SFTY OFCR PI JIMMY KITAVEELAIH 19 FTE: 0.625	CAMPUS SFTY OFCR PI JEFF GARDNER 16 FTE: 0.625	COMPUTER SUPPORT TEC ABEL PALACIO JR 22000016 FTE: 0.625

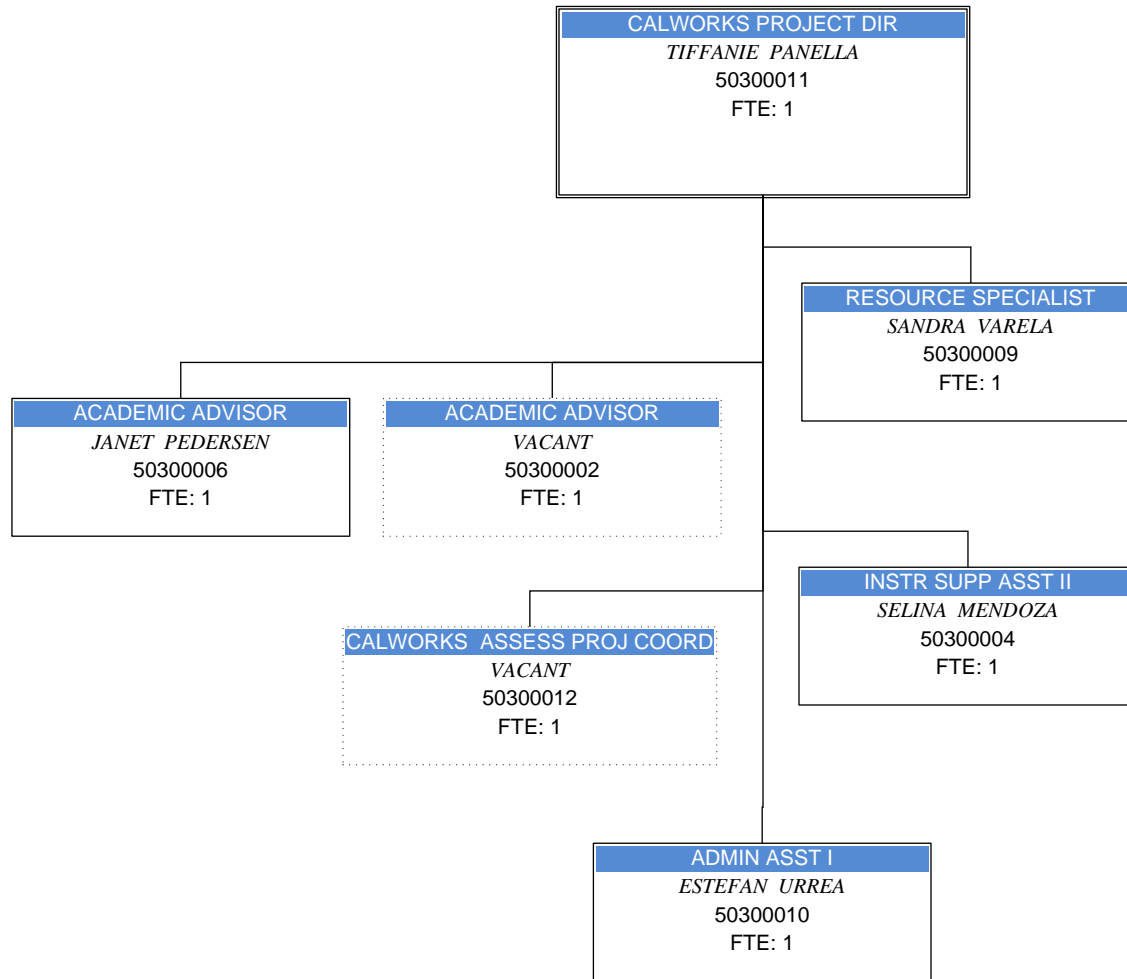
Permanent Intermittent Employees

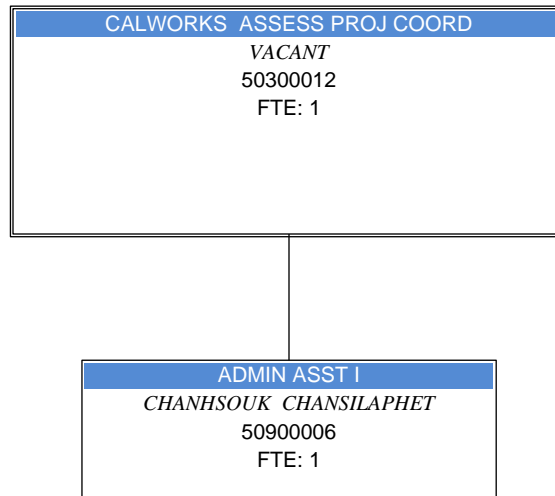






Permanent Intermittent Employees





DIR AUX SERVICES
FIDEL CABUENA II
 27000010
 FTE: 1

AUXILIARY SRV COORD
MICHAEL DUNNIGAN
 27000006
 FTE: 1

ASST TEXTBOOK COORD
MARI AVANZADO
 38010008
 FTE: 0.625

TEXTBOOK COORDINATOR
ALVA DONATO
 38010007
 FTE: 1

ACCOUNTING ASST
CYNTHIA GRAFIUS
 27000009
 FTE: 1

BOOKSTORE OPRS ASST
SHARLA PERRY
 27000004
 FTE: 1

FOOD SERV ASST III
JANICE PALMER
 39010011
 FTE: 1

FOOD SERV ASST III GF
DARLENE SULAMO
 39010013
 FTE: 1

BOOKSTORE ASST
KRISTINE BECERRA
 38010015
 FTE: 0.625

MARKET ASSISTANT
GENA EXPOSE
 27000008
 FTE: 0.5

MARKET ASSISTANT
CHARLES FREGOSO
 27000007
 FTE: 0.5

LEAD BOOKSTORE ASST
RAUL MANINGDING
 27000002
 FTE: 1

LEAD BOOKSTORE ASST
LINDA RENNEN
 27000005
 FTE: 1

FLEA MARKET CASHIER
SHEREE LOZANO
 37300003
 FTE: 0.25

FLEA MARKET CASHIER
THARITH VONG
 37300002
 FTE: 0.25

FOOD SERV ASST II GF
LORI AUBIN
 39010001
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FOOD SERV ASST I
CANDIS BISHOP
 39010004
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FOOD SERV ASST I
KATHLEEN BEAN
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LINDA GREENMYER
 39010007
 FTE: 0.5

FOOD SERV ASST I
 VACANT
 39010002
 FTE: 1

BKSTORE HELPER I-PI DANIELA AGUIRRE 38010001 FTE: 0.49	BKSTORE SALES I-PI NINA ARAGON 38010002 FTE: 0.49	BOOKSTORE HELPER II MATTHEW DE LA TORRE 38010006 FTE: 0.49
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BOOKSTORE SALES I JOY VAN 38010026 FTE: 0.49	BOOKSTORE SALES I CLAUDETTE VAUGHN 38010027 FTE: 0.49	

Permanent Intermittent Employees

DIR CHILD DEV CENTER
NANCY COOK
27100001
FTE: 1

LEARNING ADVISOR I
SUSAN FARR
69010021
FTE: 1

LEARNING ADVISOR I
STEPHANIE CHRISTENSEN
69010089
FTE: 0.5

LEARNING ADVISOR I
SOKUNTHEARY SREY
69010042
FTE: 0.5

LEARNING ADVISOR I
SHAWNA DAIS
69010080
FTE: 0.5

LEARNING ADVISOR I
RENEE RAMIREZ
69010035
FTE: 0.5

LEARNING ADVISOR I
EUNICE NADONGA
32
FTE: 1

LEARNING ADVISOR I
JULIETA SANDOVAL
69010040
FTE: 1

LEARNING ADVISOR I
TAMARA VAN HOOK
69010047
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LEARNING ADVISOR I
REINA KAVANAGH
69010070
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VACANT
69010075
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KAYLA BLANCO
69010069
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VACANT
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LEARNING ADVISOR I
TAMMY WHITE
36
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LEARNING ADVISOR I
THANHTRUY NGUYEN
69010033
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LEARNING ADVISOR I
CYNTHIA BENTLEY
35
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LEARNING ADVISOR I
MARIA LOPEZ
69010081
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GUADALUPE COBIAN
69010090
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LEARNING ADVISOR I
KATHERINE ALVAREZ
34
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MICHELLE MENCUSO
69010029
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LEARNING ADVISOR I
ROSALIE ROMERO
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33
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MARIA GRANADOS
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LEARNING ADVISOR I
MICAELA DOMINGUEZ
31
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LEARNING ADVISOR I
FELICIA MCNEAL
69010027
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LORI FADDIS
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LEARNING ADVISOR I
MARY RUIZ
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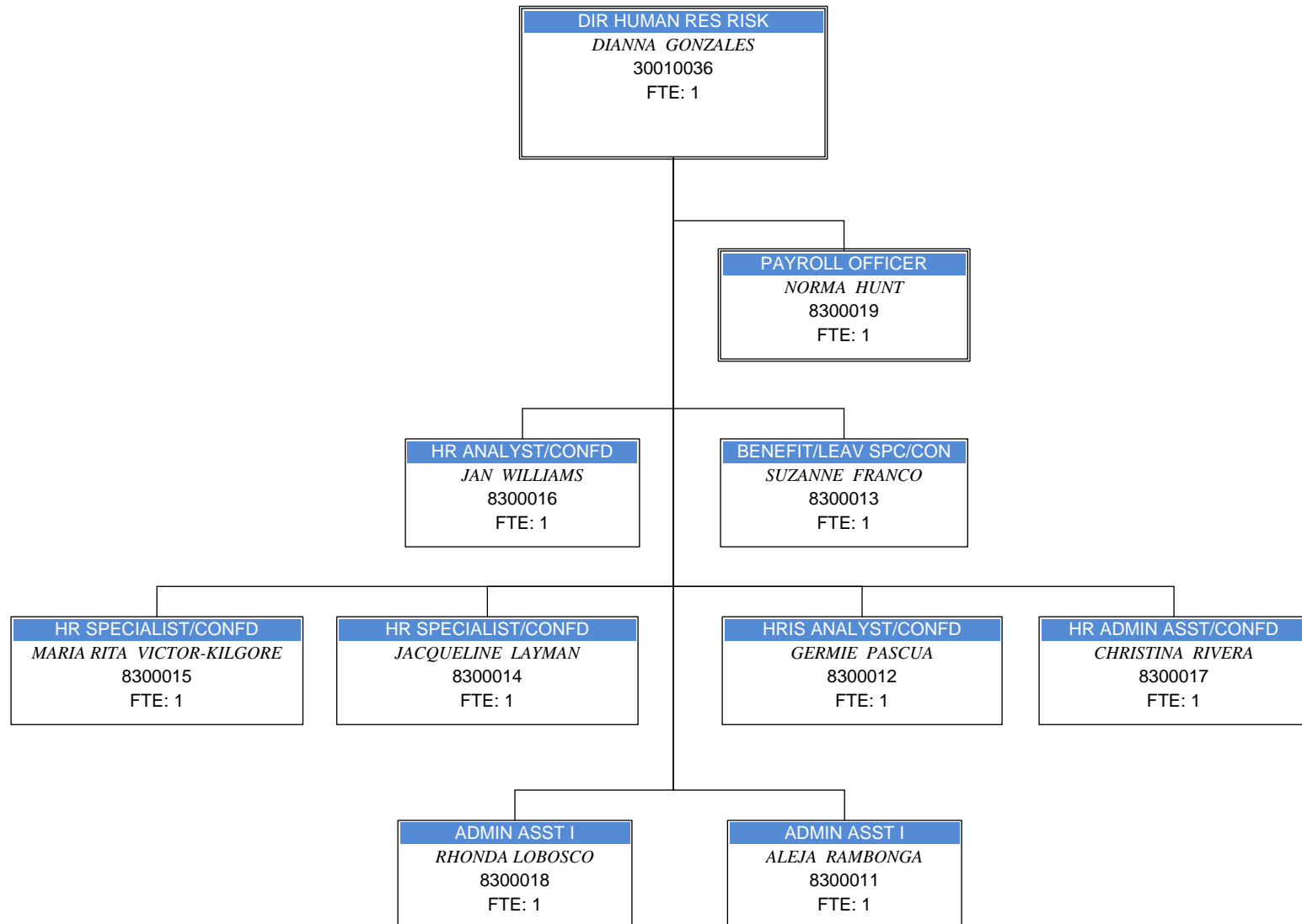
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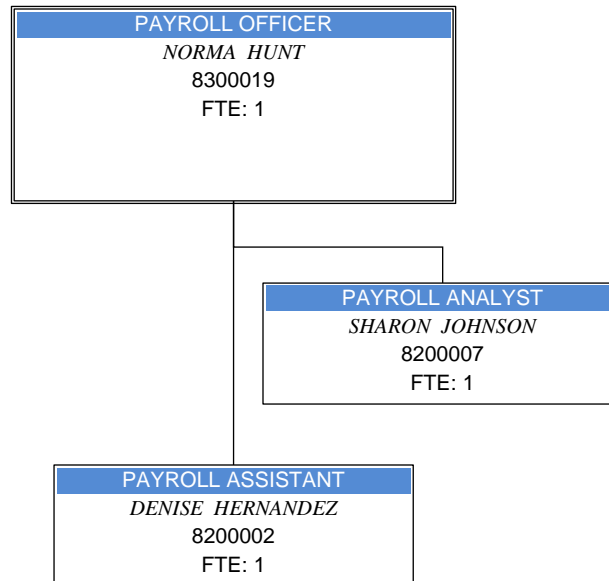
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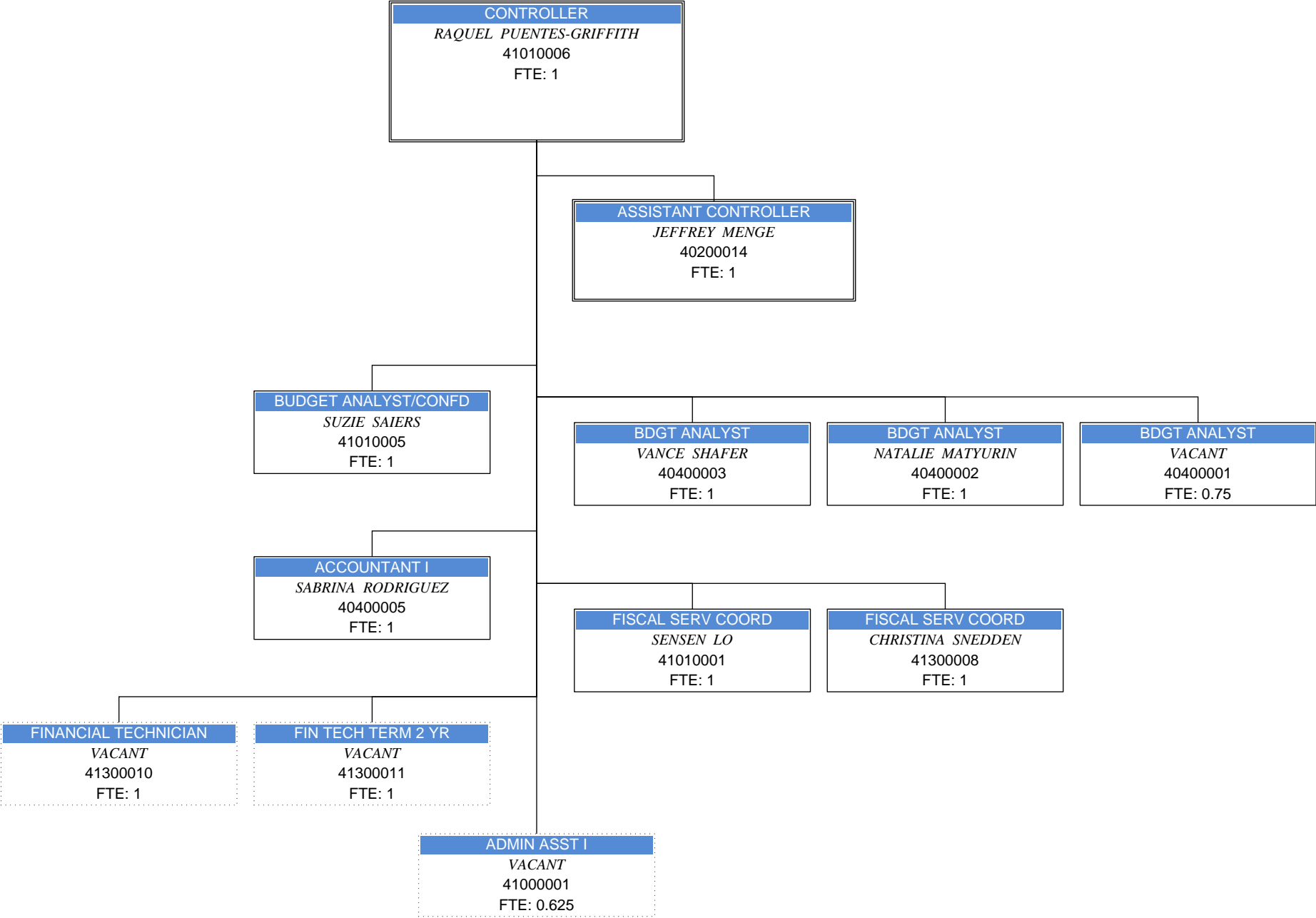
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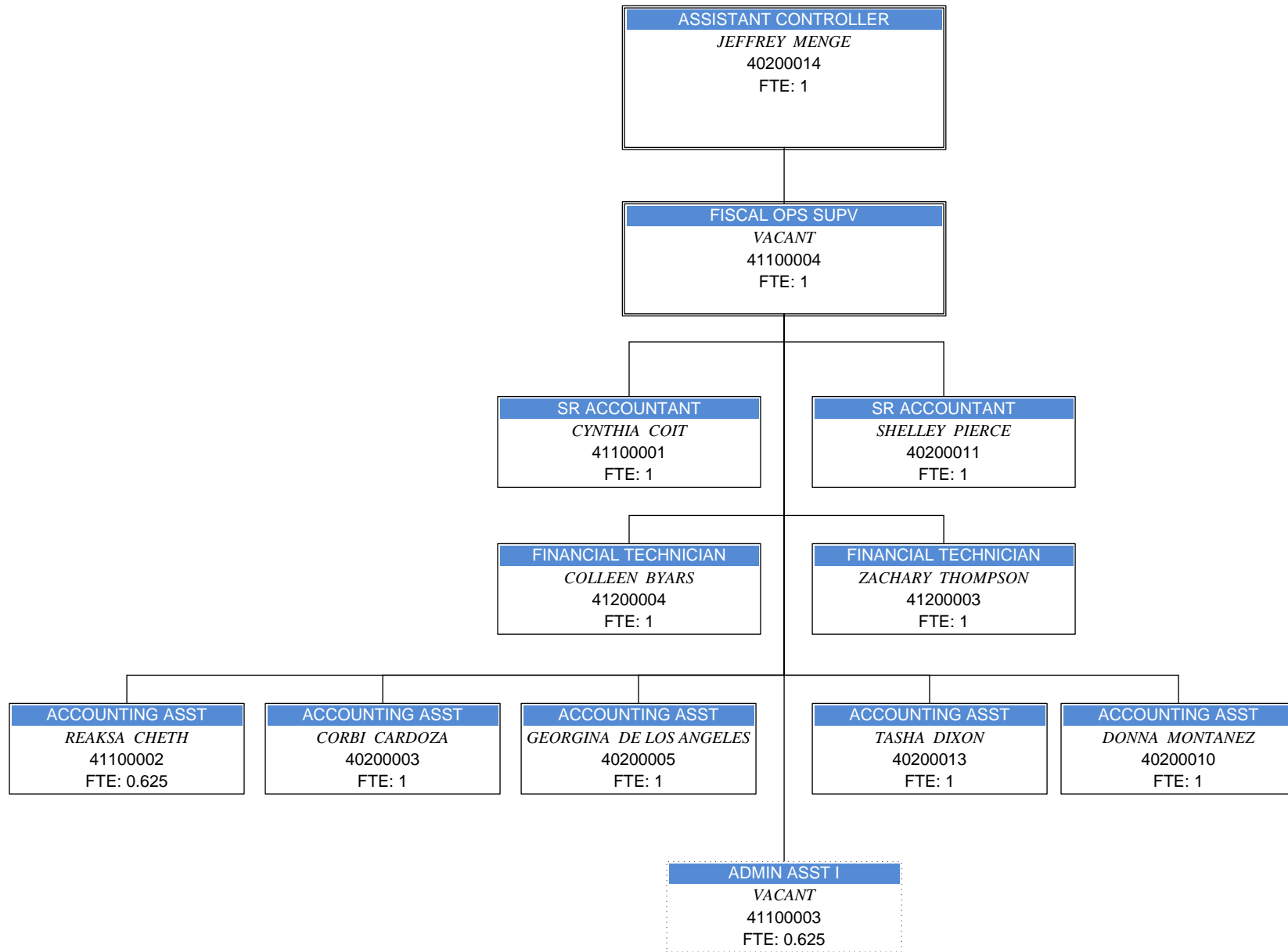
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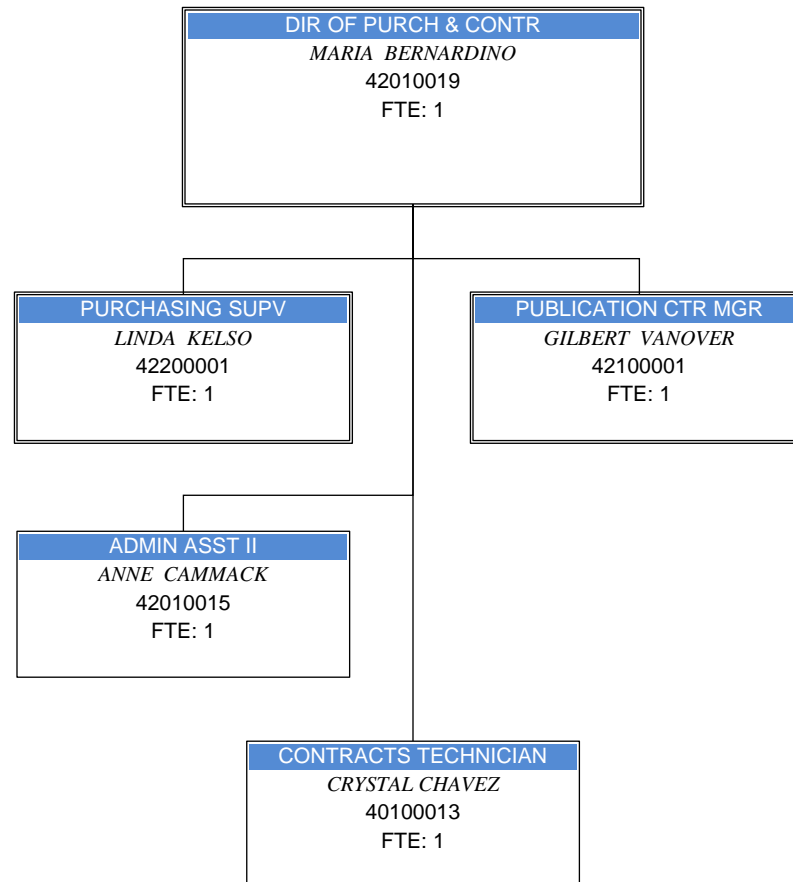
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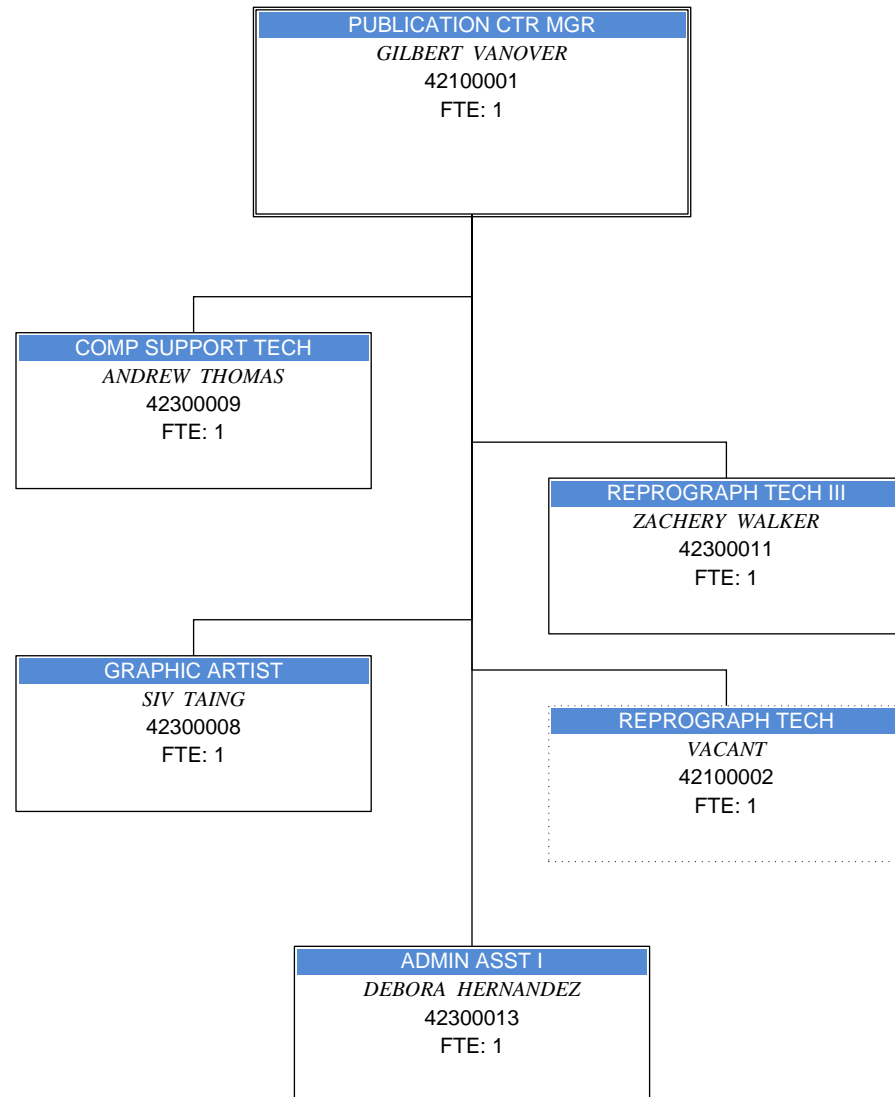


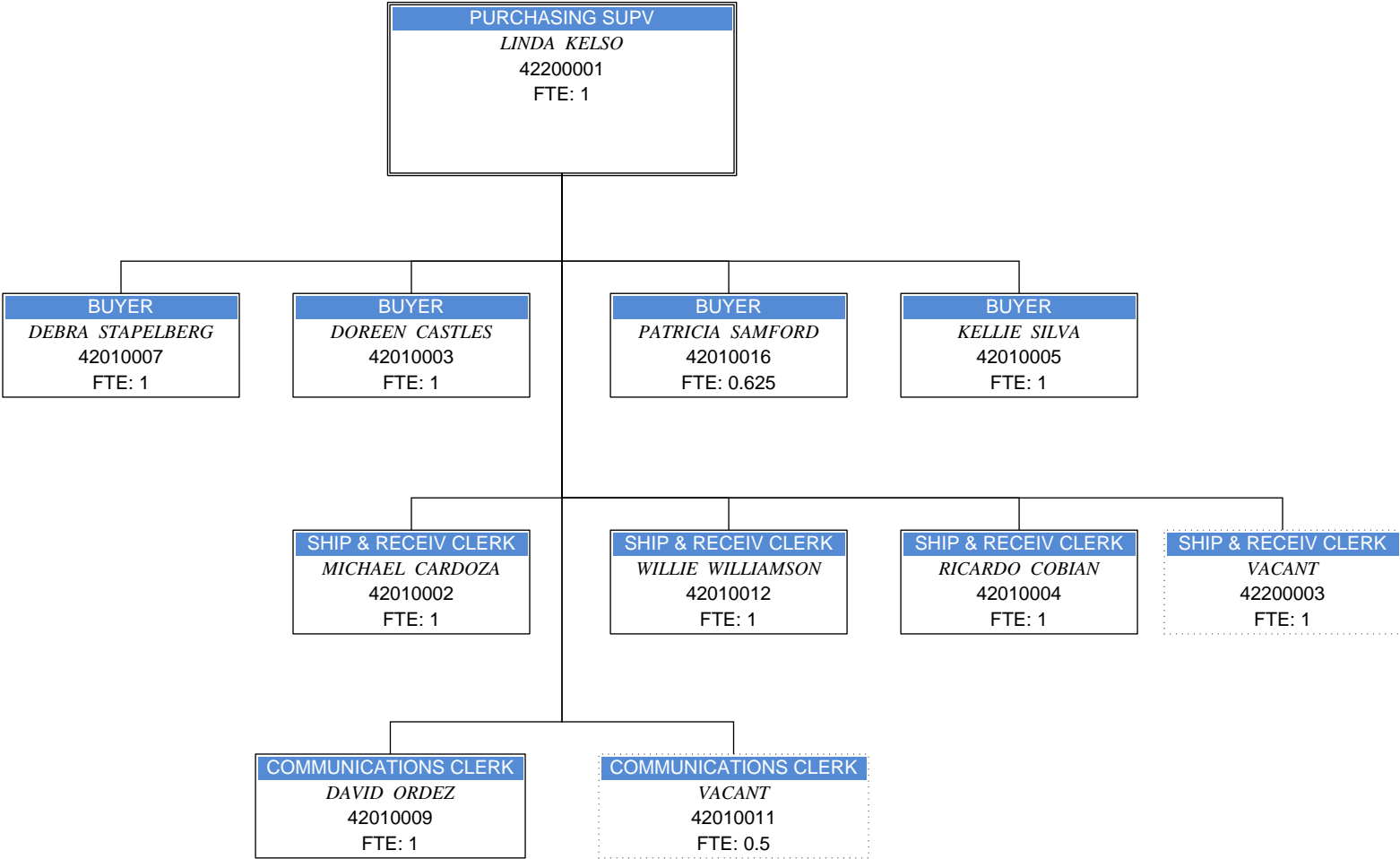


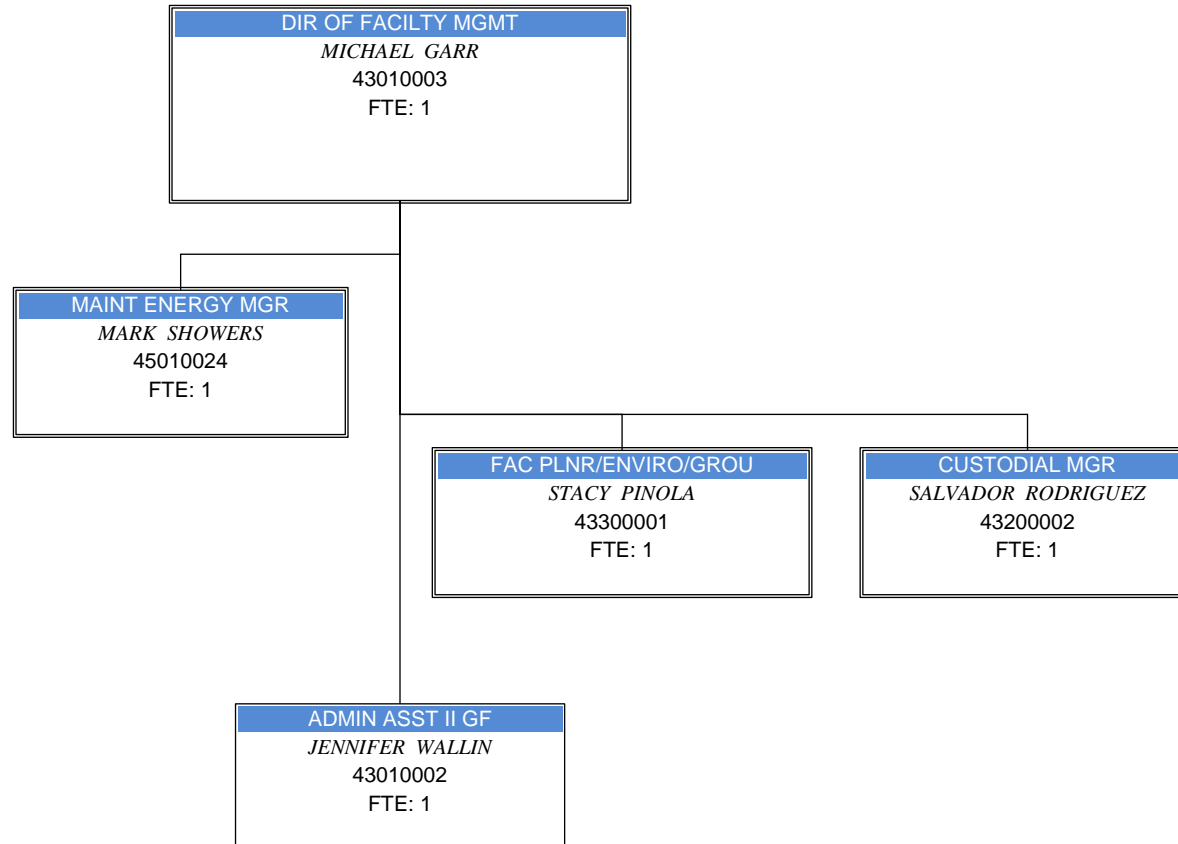


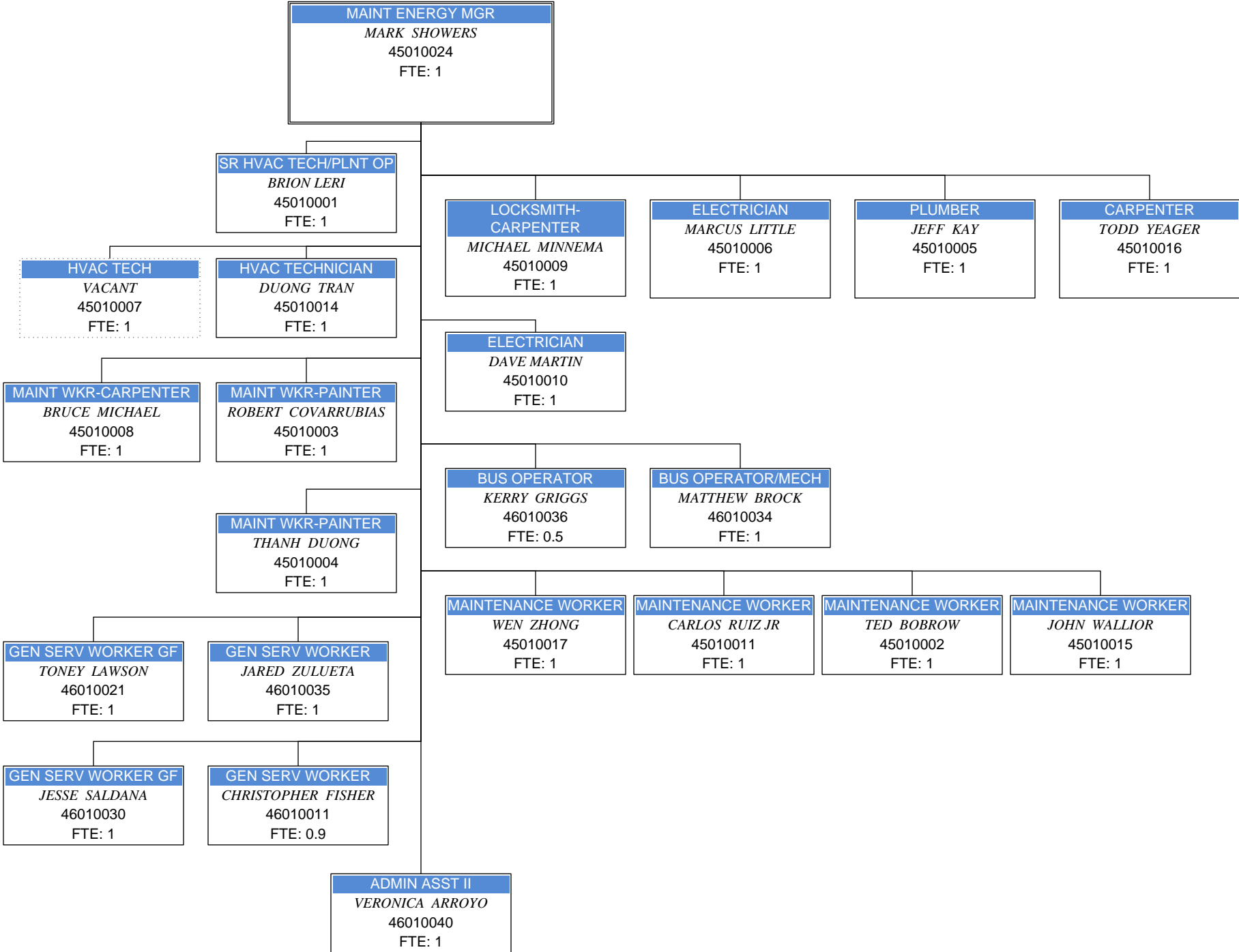


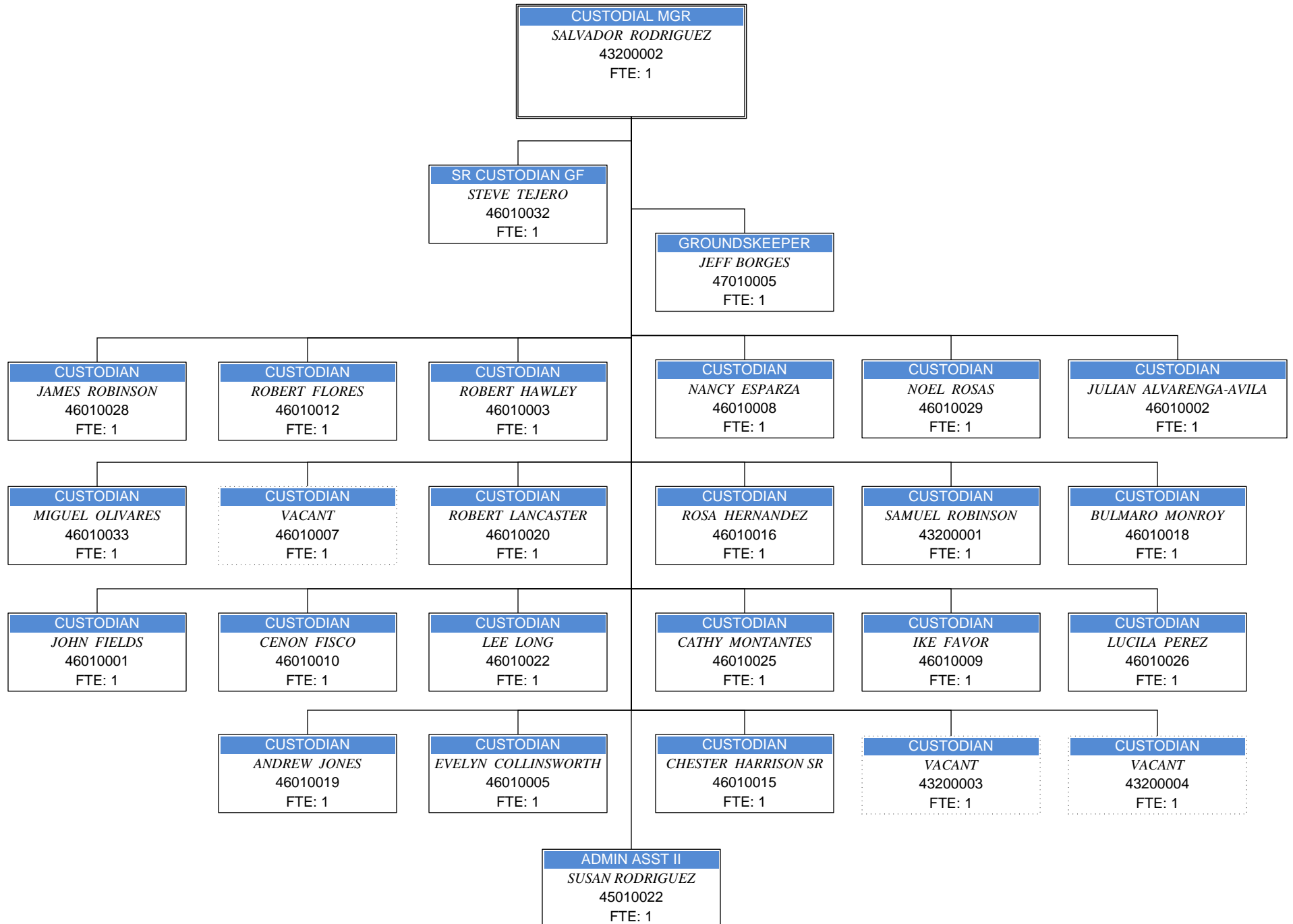


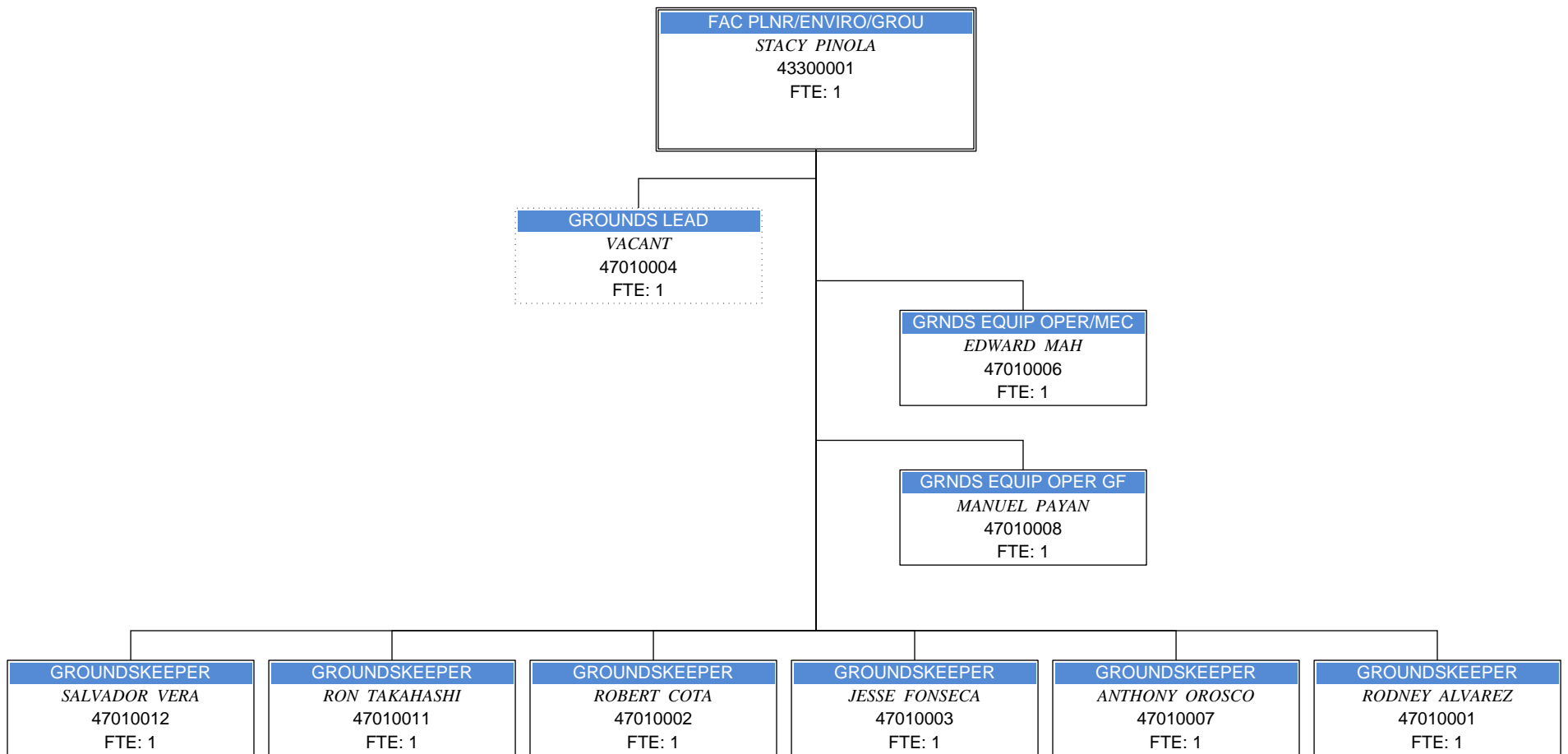




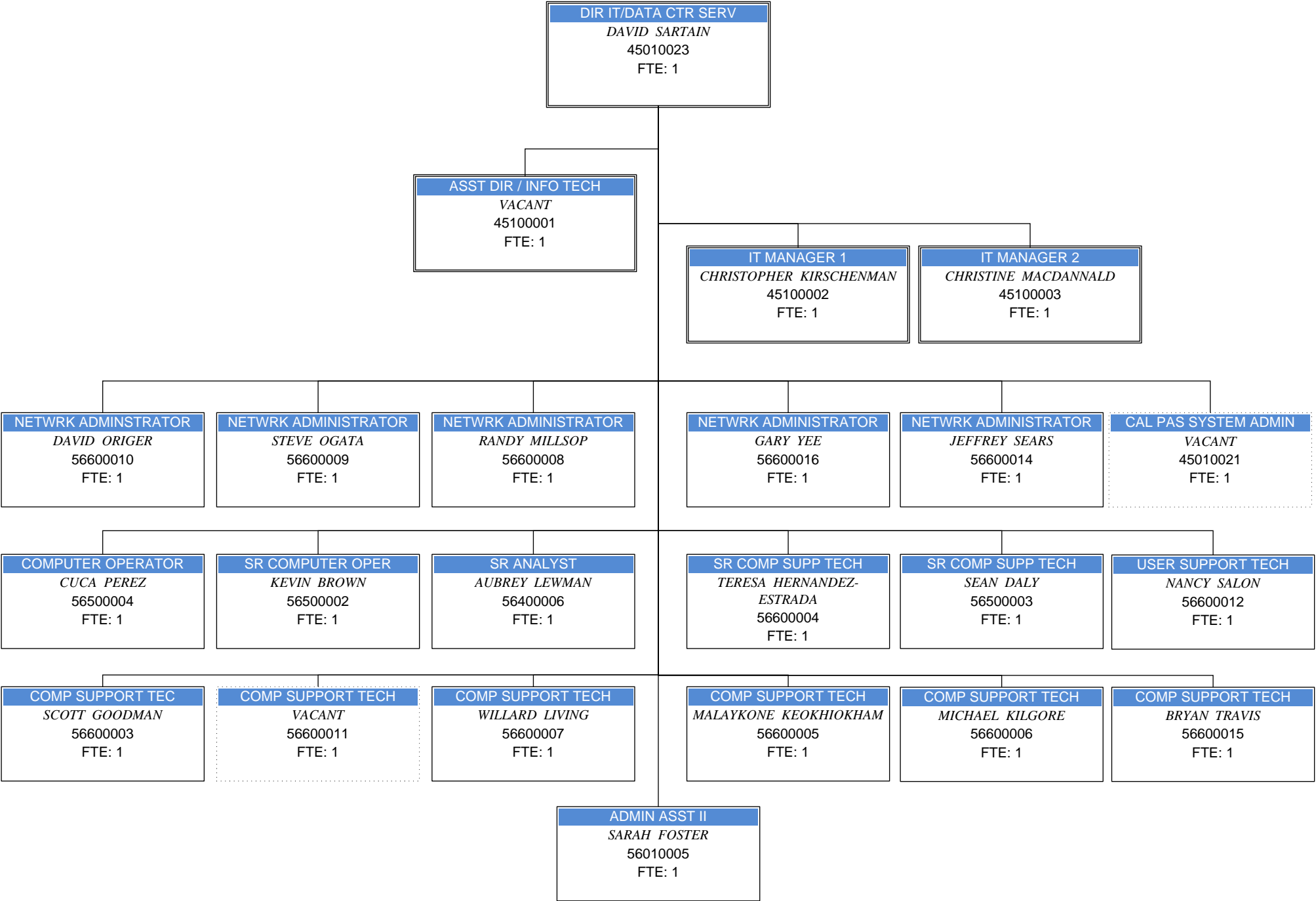




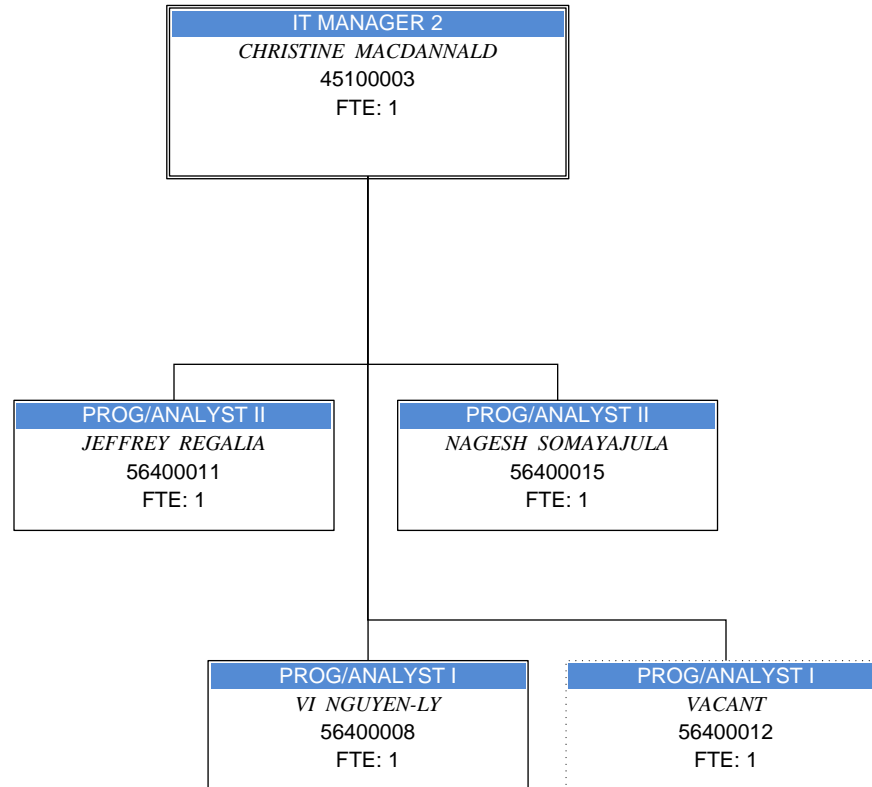


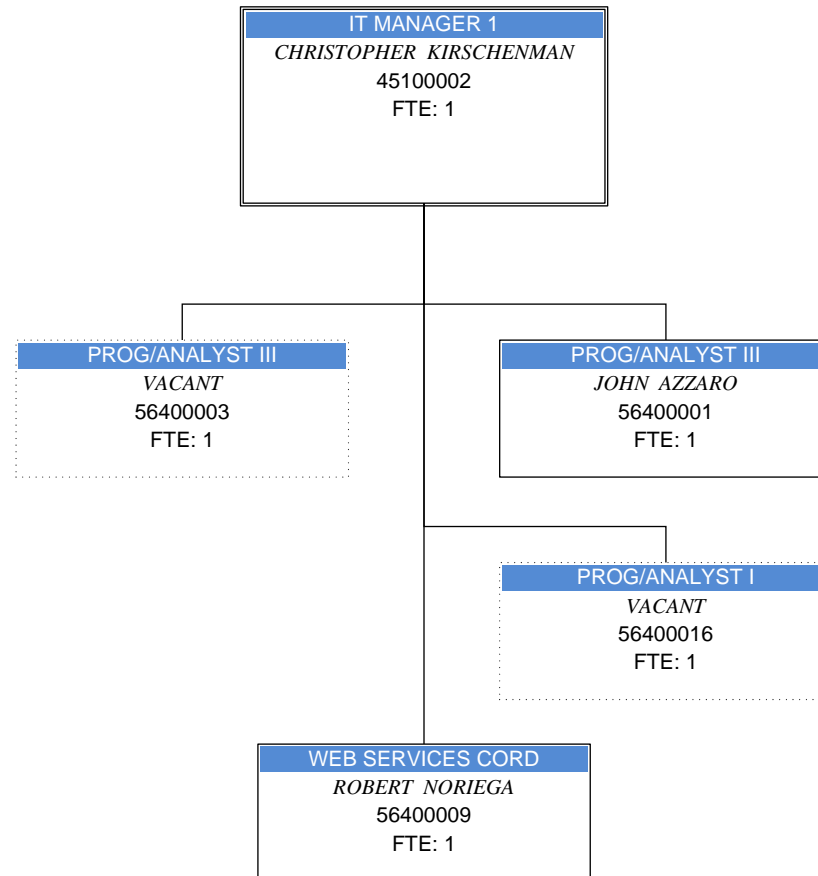


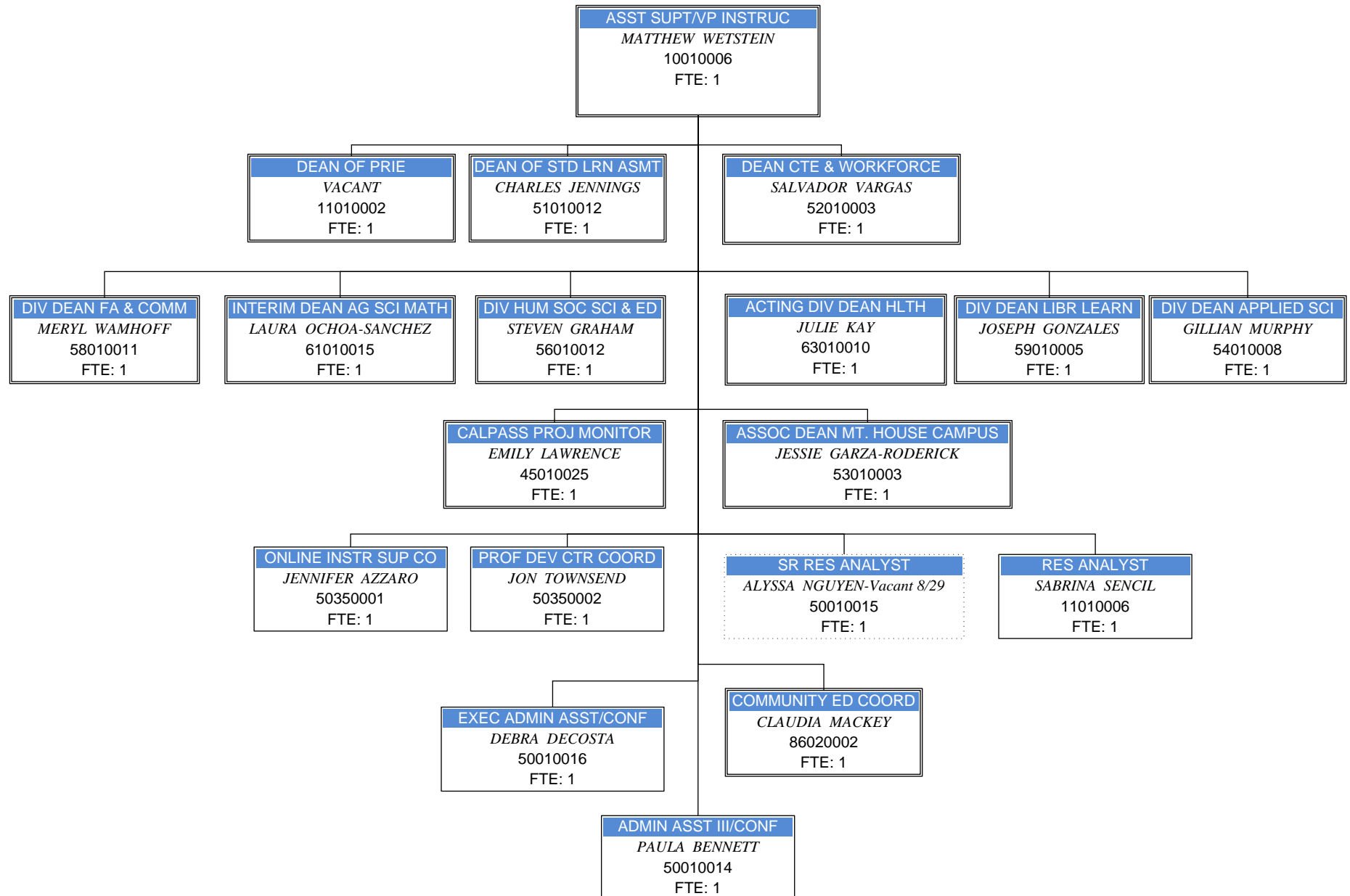
ORG 4501 INFO TECH & DATA CENTER SERVICES

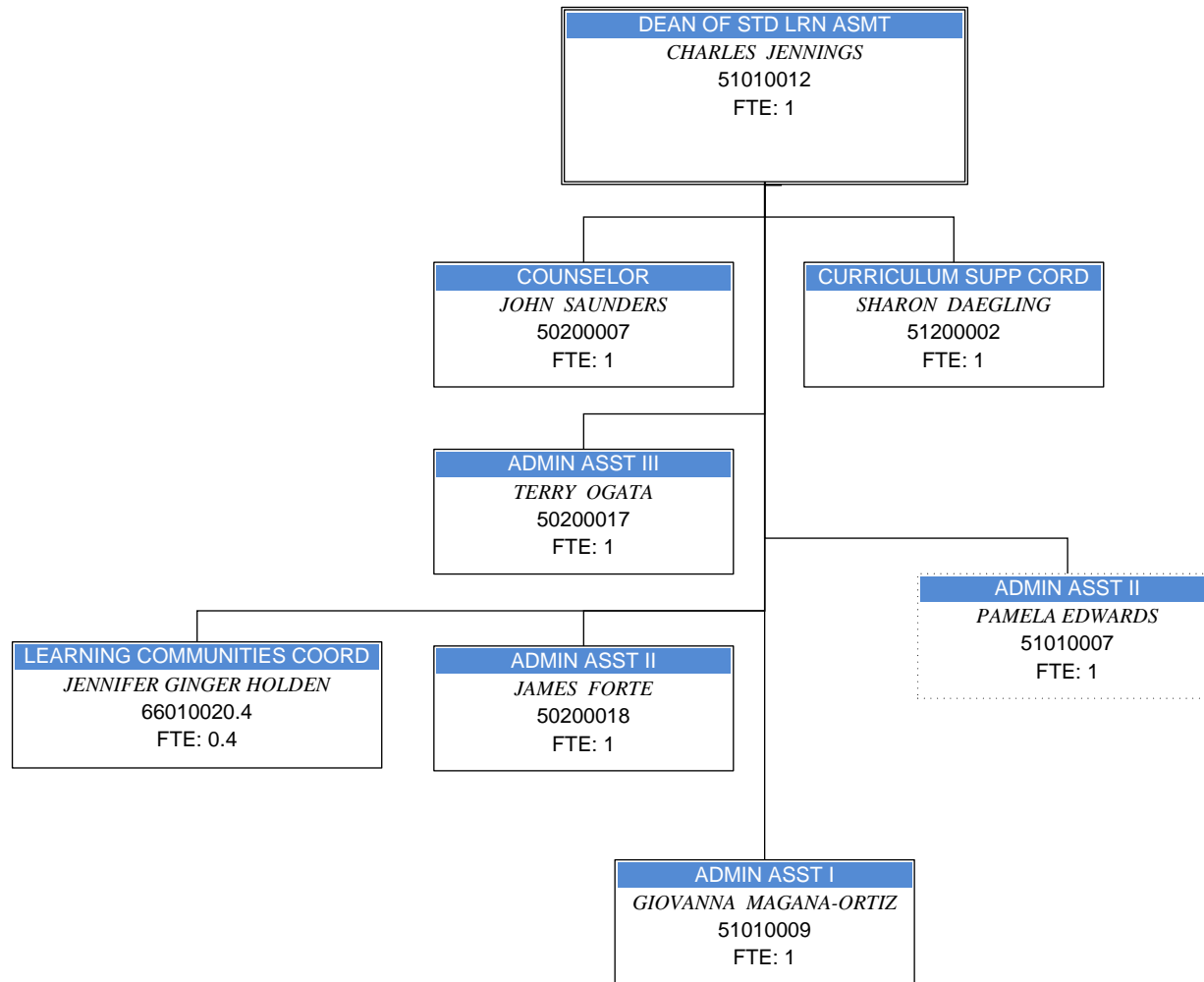


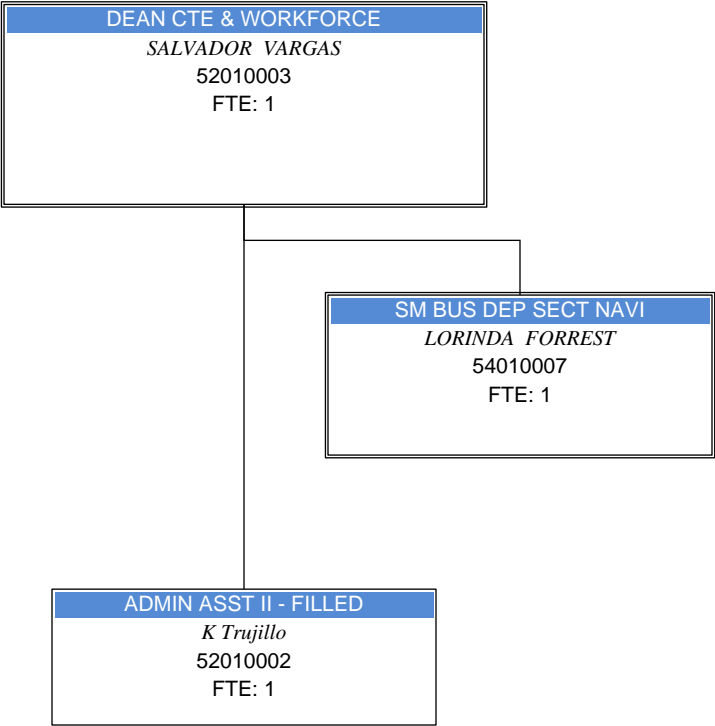
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FTE: 1

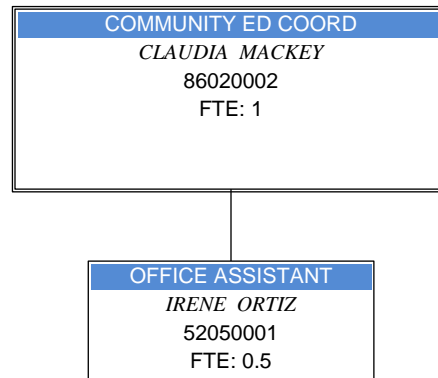


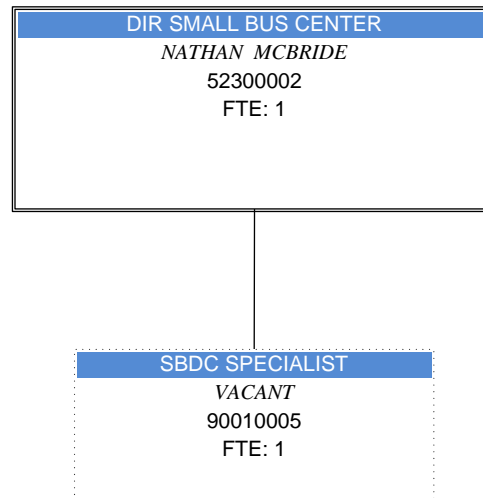


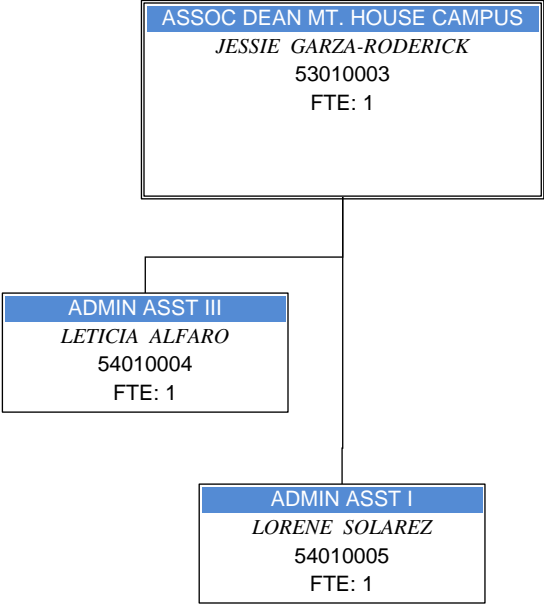




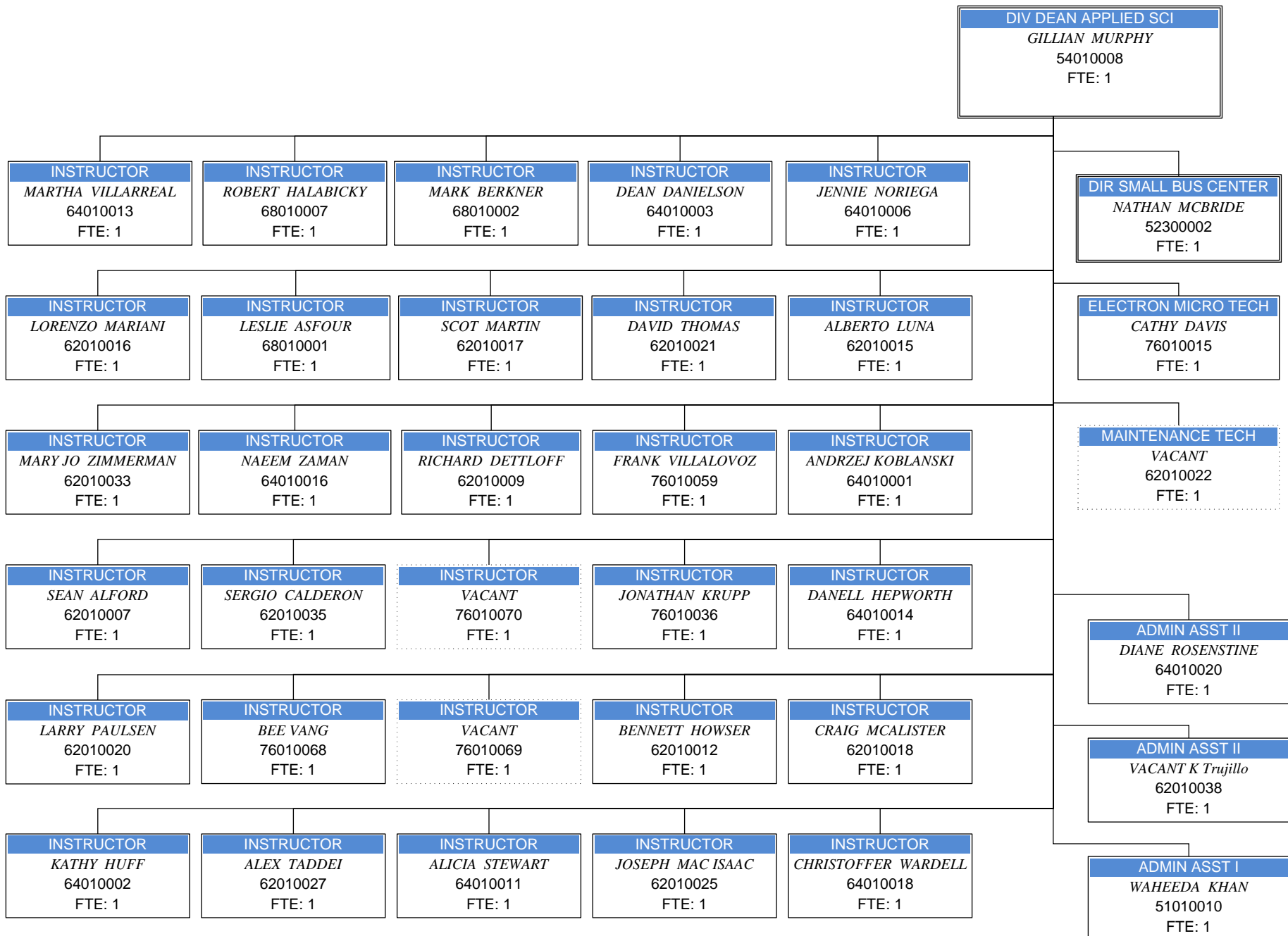




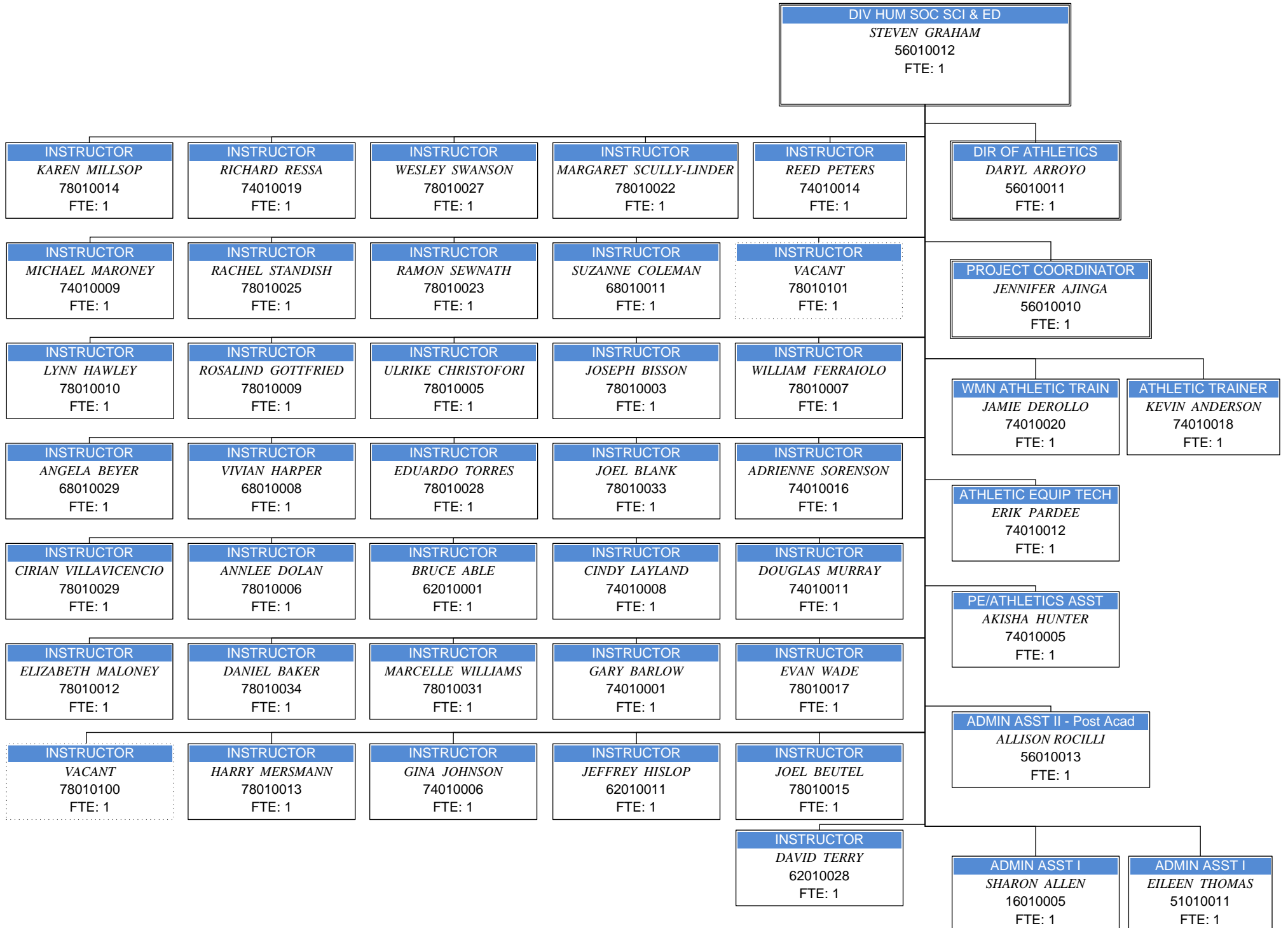


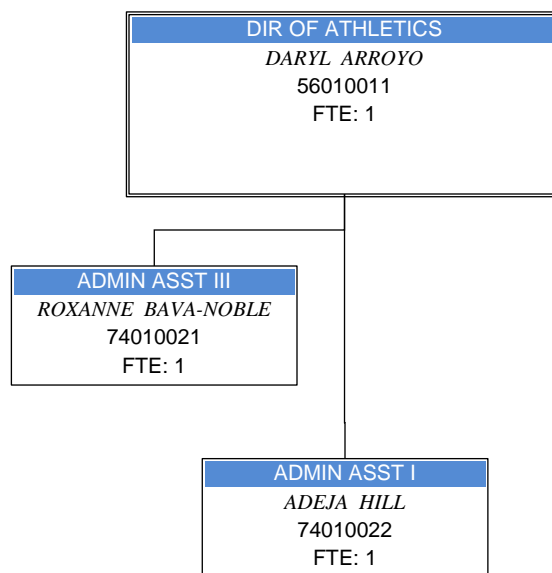


ORG 5401 APPLIED SCIENCE, BUSINESS & TECHNOLOGY



ORG 5601 HUMANITIES, SOCIAL SCIENCE AND EDUCATION





DIV DEAN FA & COMM
MERYL WAMHOFF
 58010011
 FTE: 1

RESIDENT STAGE COORD
KISHOR PATEL
 70010068
 FTE: 1

ART GALLERY TECH
JAN MARLESE
 70010055
 FTE: 1

FACILITIES COORD
TINA LEAL
 58010002
 FTE: 1

INSTRUCTOR
HARVEY JORDAN
 70010037
 FTE: 1

INSTRUCTOR
MARIO MORENO
 70010062
 FTE: 1

INSTRUCTOR
KIRSTYN RUSSELL
 70010080
 FTE: 1

INSTRUCTOR
MELANIE MARSHALL
 70010056
 FTE: 1

AUDIO TECHNICIAN
MEGAN KIMURA
 70010088
 FTE: 1

PIANO ACCOMPANIST
MATTHEW BAER
 70010004
 FTE: 0.8

BOX OFF COORD GF
KAY KING
 70010039
 FTE: 1

INSTRUCTOR
BRUCE SOUTHARD
 70010010
 FTE: 1

GEN SERV WORKER
PAUL TSAMPIS
 70010096
 FTE: 1

INSTRUCTOR
TERRY PETERSEN
 70010073
 FTE: 1

INSTRUCTOR
RUTH SANTEE
 70010144
 FTE: 1

DRAMA ASST
MARK SHEASLEY
 70010106
 FTE: 1

COSTUME DESIGN ASST
JENNIFER BARKER GATZE
 70010097
 FTE: 1

INSTRUCTOR
VACANT
 70010156
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INSTRUCTOR
VACANT
 70010157
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INSTRUCTOR
VACANT
 70010158
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INSTRUCTOR
VALERIE GNASSOUNOU
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INSTRUCTOR
VICKI MARIE
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 FTE: 1

INSTRUCTOR
WILLIAM STORY
 70010091
 FTE: 0.625

INSTRUCTOR
AARON GARNER
 70010025
 FTE: 1

INSTRUCTOR
KATHLEEN BRUCE
 70010028
 FTE: 1

INSTRUCTOR
BRIAN KENDRICK
 70010038
 FTE: 1

INSTRUCTOR
GARY CARLOS
 70010013
 FTE: 1

INSTRUCTOR
KEVIN BAUTCH
 70010145
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INSTRUCTOR
JOSEPH MARISCAL
 70010054
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INSTRUCTOR
ARTHUR HOLTON
 70010033
 FTE: 1

INSTRUCTOR
JENNIFER ANN BARROWS
 70010026
 FTE: 1

INSTRUCTOR
JOANN CATALDO
 70010014
 FTE: 1

ADMIN ASST II
EVA MARTINEZ
 68010033
 FTE: 1

ADMIN ASST II
DEBORAH KININMONTH
 70010154
 FTE: 1

INSTR SUPP ASST II
VACANT
 70010155
 FTE: 0.8

INSTR SUPP ASST II
JACQUES MUNGER
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INSTR SUPP ASST II
DAWN CHAMBERS
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 FTE: 1

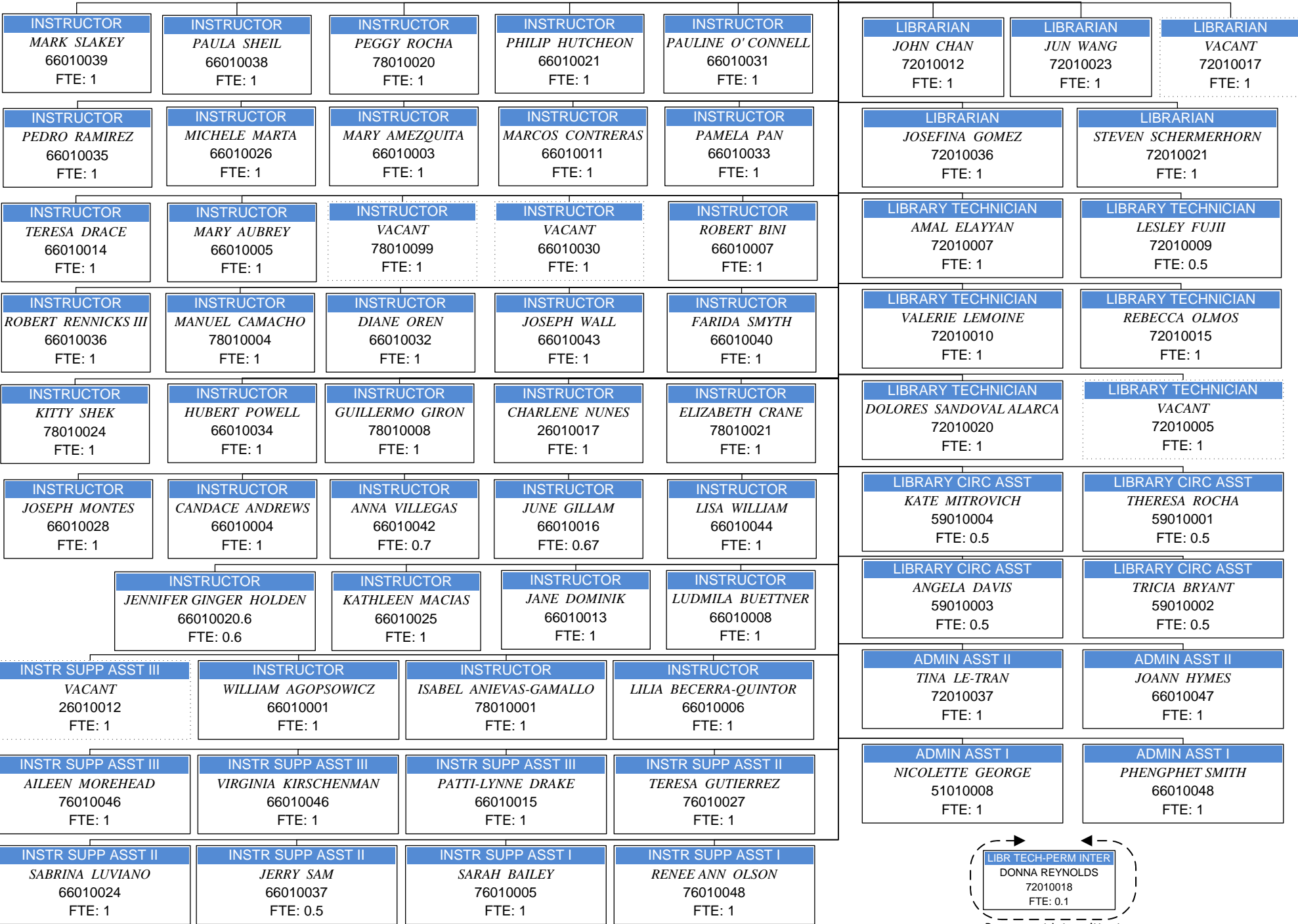
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MICHAEL OLIVA
 70010107
 FTE: 0.5

HOUSE MANAGER-PI SHARON FARNSWORTH 70010022 0.1	USHER-PERM INTER SHARON FARNSWORTH 70010023 0.1	USHER-PERM INTER ROSA GARIBAY-RODRIGUEZ 70010122 0.1	STAGEHAND II-PERM IN THAO NGUYEN 70010116 0.1	
PROD ASST-PERM INTER BABBETTE THOMPSON 70010093 0.1	USHER-PERM INTER MODINE BLALOCK 70010007 0.1	HOUSE MANAGER MIKE POE 70010076 0.1	USHER-PERM INTER DEBRA DUFFETT 70010128 0.1	USHER-PERM INTER MARSHA SANGER 70010081 0.1
PROD ASST-PERM INTER STEVEN SUE 70010092 0.1	CASHIER-PERM INTER CHRISTINE LEE 70010108 0.1	USHER-PERM INTER MIKE POE 70010065 0.1	HOUSE MANAGER-PI EUNICE SCHUETZ 70010085 0.1	USHER-PERM INTER DOROTHY BURKNER 70010012 0.1
PROD ASST-PERM INTER STEVEN SIMPSON 70010090 0.1	DRAMA ASST MARK SHEASLEY 70010106 1	USHER-PERM INTER JUDITH BOONE 70010009 0.1	USHER-PERM INTER GERALD SCHUETZ 70010087 0.1	USHER-PERM INTER DAVID FARNSWORTH 70010021 0.1
PROD ASST-PERM INTER DAVID DRUM 70010020 0.1	USHER-PERM INTER GRACE SATO 70010082 0.1	USHER-PERM INTER BETTY COLLIER 70010018 0.1	USHER-PERM INTER EDNA KITCHIN 70010041 0.1	USHER-PERM INTER DEBORAH DE LA CRUZ 70010121 0.1
PROD ASST-PERM INTER EMILY JENNINGS 70010035 0.1	USHER-PERM INTER ROBERT BAVA 70010006 0.1	USHER-PERM INTER EUNICE SCHUETZ 70010086 0.1	USHER-PERM INTER ALICE REYES 70010123 0.1	CASHIER-PERM INTER DEANNA SCHUETZ 70010083 0.1
STAGEHAND II-PERM IN ADAM CHESIRE 70010016 0.1	USHER-PERM INTER PAULA SAUBOLLE 70010124 0.1	USHER-PERM INTER HELEN TROTTER 70010095 0.1	USHER-PERM INTER HELEN PAUWELS 70010069 0.1	USHER-PERM INTER ALBERTA GUTIERREZ 70010029 0.1
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PROD ASST-PERM INTER ROBERT KUSAMA 70010044 0.1	STAGEHAND II-PERM IN ROBERT KUSAMA 70010043 0.1	CASHIER-PERM INTER LISA OWENS 70010110 0.1	USHER-PERM INTER DEANNA SCHUETZ 70010084 0.1	CASHIER-PERM INTER THERESA BASCHAL 70010077 0.1
PROD ASST-PERM INTER ERIC AFFLECK 70010001 0.1	STAGEHAND II-PERM IN LEROY DAVIS 70010113 0.1	USHER-PERM INTER JOHN CLARKE 70010017 0.1	USHER-PERM INTER JOELLA SHOWERS 70010089 0.1	USHER-PERM INTER COLLEEN WALTON 70010099 0.1
STAGEHAND II-PERM IN NICHOLAS NICHOLSKY III 70010117 0.1	STAGEHAND II-PERM IN NOELIA LARKEY 70010052 0.1	USHER-PERM INTER MICHAEL WRIGHT 70010127 0.1	USHER-PERM INTER LORETTA WILSON 70010105 0.1	USHER-PERM INTER RICHARD ALVAREZ 70010120 0.1
	Usher VACANT 70010051 0.1	STAGEHAND II-PERM IN ALEKSEY MAKASARASHVILI 70010115 0.1		

Permanent Intermittent Employees

DIV DEAN LIBR LEARN
JOSEPH GONZALES
 59010005
 FTE: 1

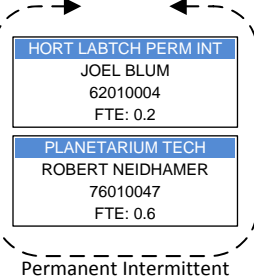
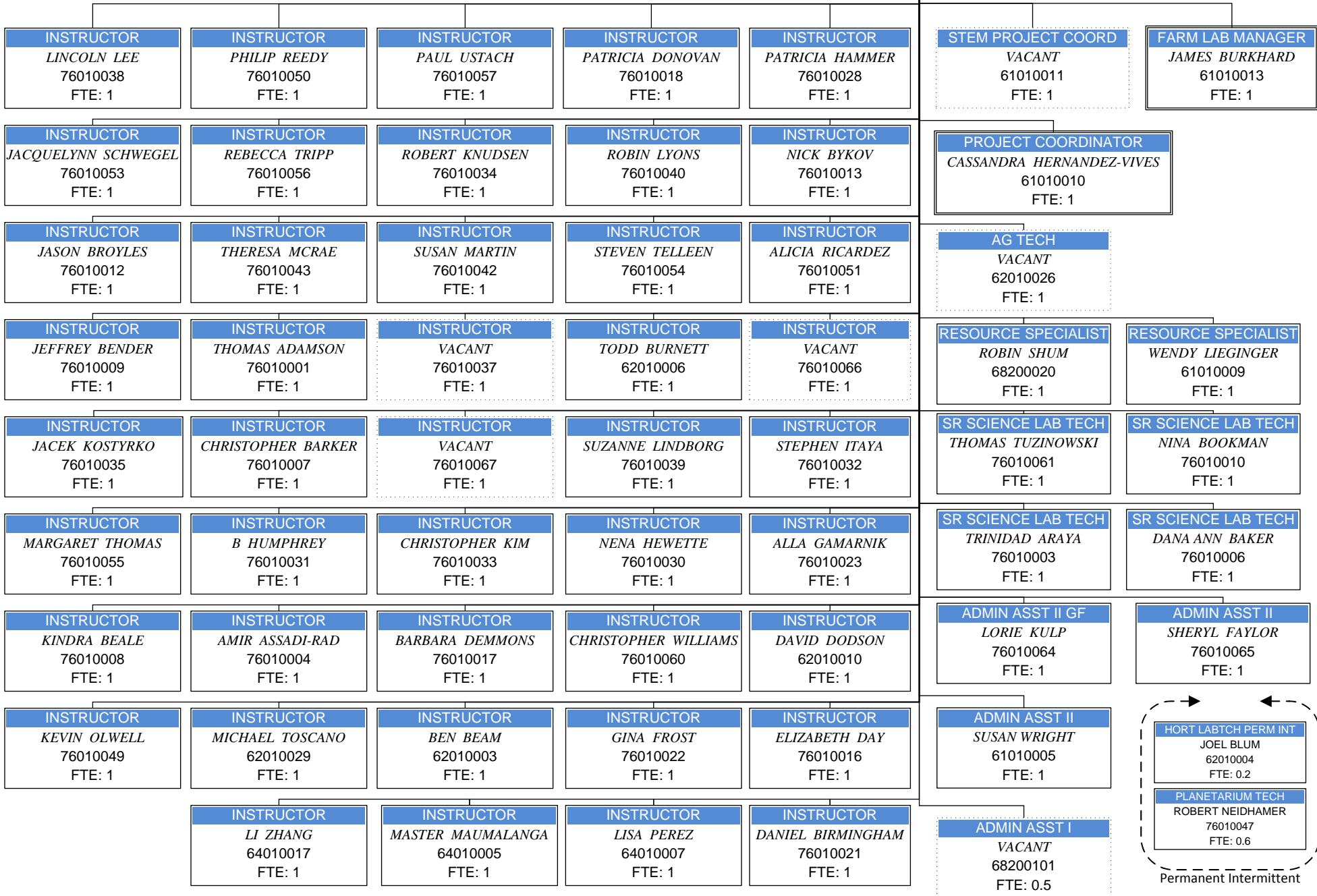
ORG 5901 LANGUAGES, LIBRARY & LEARNING RESOURCES

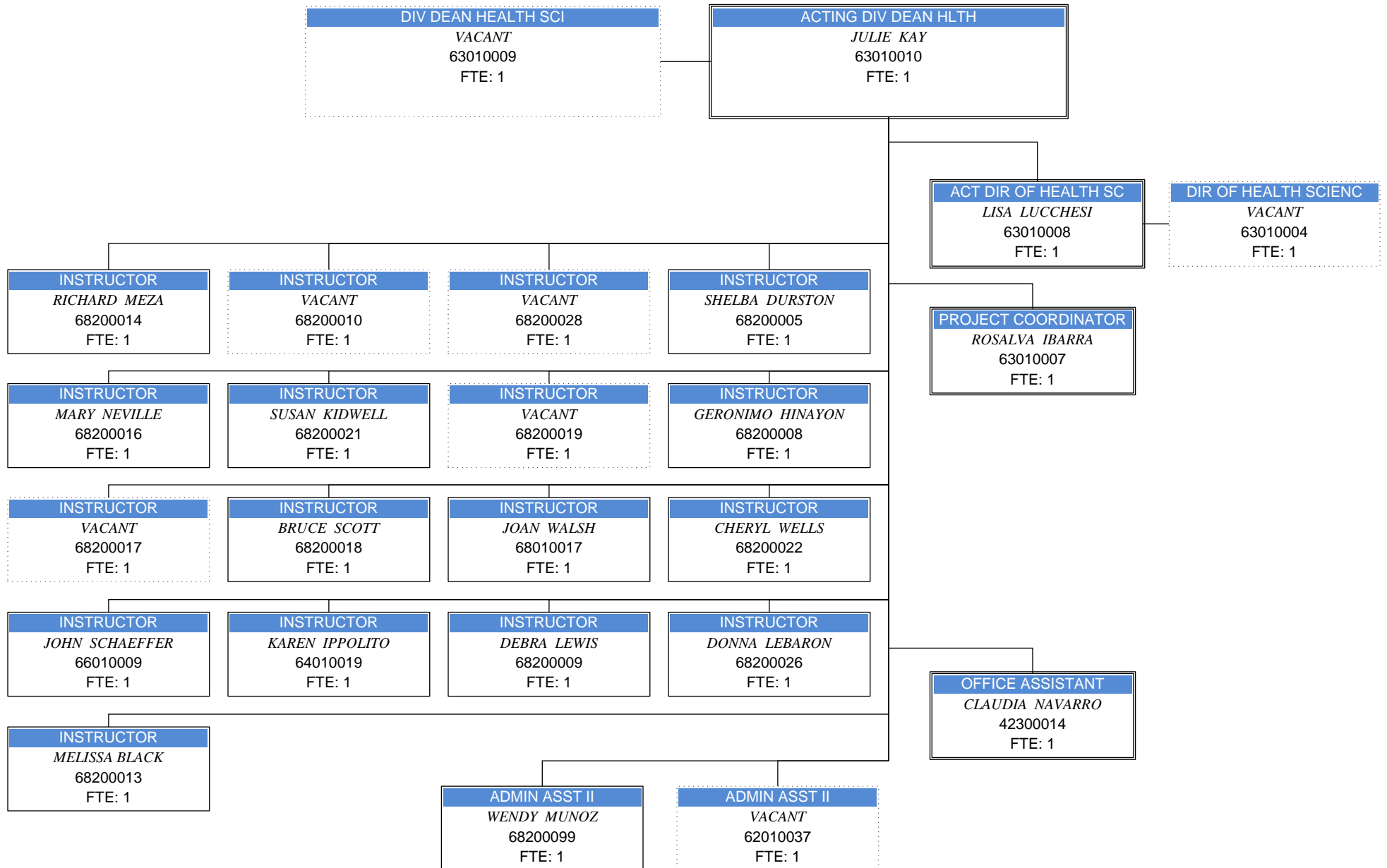


LIBR TECH-PERM INTER
 DONNA REYNOLDS
 72010018
 FTE: 0.1
 Permanent Intermittent

ORG 6101 AGRICULTURE, SCIENCE & MATH

DIV DEAN SCI & MATH VACANT 61010014 FTE: 1	INTERIM DEAN AG SCI MATH LAURA OCHOA-SANCHEZ 61010015 FTE: 1
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DEAN OF PRIE
VACANT
11010002
FTE: 1

Organization Chart February 2017

San Joaquin Delta College

Academic Senate

November 19, 2014

3:30 PM

Location: Locke Lounge
Pamela Edwards, Recorder

Attendees: Kevin Bautch, Kindra Beale, Joe Bisson, Darin Brown, Sergio Calderon, JoAnn Cataldo, Gina Frost, Josefina Gomez, Caesar Jiminez, Sue Kidwell, Jon Krupp, Solyn Laney, James Leach, Larry Mariani, Doug Murray, Charlene Nunes, Diane Oren, John Schaeffer, Pamela Whitehead

Absent: Joel Beutel, Suzanne Coleman, Jeff Hislop, Elizabeth Maloney, Mary Jo Zimmerman

Excused: Michael Duffett

Guests: Lisa Cooper, Lynn Hawley

College Mission Statement BP 1200)

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.

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

Academic Senate

The Senate's primary function, as the representative of the faculty, is to make recommendations to the Administration and Board of Trustees on policy development and implementation matters concerning:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Academic Senate Executive Board

Diane Oren, Academic Senate President (2014-2016)
Kindra Beale, 1st Vice President (2014-2016)
Joel Beutel, 2nd Vice President (2014-2016)
Joe Bisson, Executive Secretary (2014-2016)
MaryJo Zimmerman, Parliamentarian (2014-2016)
Vacant, Vice President of Adjuncts (2014-2016)

MINUTES

1. Public Comments – None

2. Agenda Review

3. Reports

- A. Dr. Lisa Cooper – FERPA Plan
 - i. System 2020 background information was given.
 - ii. Academic Senate will be provided with handouts and Pamela Edwards to put on DocuShare.
- B. Professor Lynn Hawley – Draft Distance Ed Plan
 - i. Reported on the Distance Ed committee's progress on the *Draft Distance Ed Plan. Section 4, Course Quality Standards*, was discussed (including effective and regular contact). The Recommendations Section (in the very back) is the meat of the draft. The committee discussed training of administrators to be able to evaluate distance education, and that said motion would be part of the Master Education plan.

Motion: Move that authorized administrators have training to appropriately evaluate distance education courses (not necessarily "Etudes" training). **Motion seconded. Approved with one no and one abstention.**

 - ii. Recommendation for DE plan – Put together a handbook for distance education instructors, along with a checklist.
 - iii. The proposed DE plan will be housed in DocuShare, available through the Curriculum Committee, labeled "Draft," with whom to contact with comments. **Plan due 12/1/14.**

Motion: Academic Senate committee endorses the draft Distance Education Plan. **Motion seconded. Approved with one no and one abstention.**

SAN JOAQUIN DELTA COLLEGE
MINUTES
Academic Senate
November 19, 2014

4. Consent

A. Minutes from Senate meeting of November 5, 2014

Motion: To approve minutes of November 5, 2014. **Motion seconded. Unanimously approved.**

B. Reports from

- i. Faculty Professional Growth Committee
- ii. Policies and Procedures
- iii. Curriculum report
- iv. Other

5. Non-Consent:

A. Old Business

- i. Academic Senate President stated there's a curriculum issue in one of the departments with processes and is working with the Union on this one (a very complicated issue with nothing definitive to tell you right now), monitoring and making suggestions and recommendations about how certain processes are done.
- ii. Dr. Hart commended our faculty at the Board of Trustees' meeting yesterday for our full-time students by keeping students in class. She attributed our progress in that area to faculty specifically. Dr. Hart also asked for us to remind students to register for Spring classes so we can anticipate what we can add to those classes or reassign.
- iii. Cash internal control discussed at yesterday's Board of Trustees meeting. New safety precautions are now implemented, along with measures to prevent an innocent person from being left up for suspicion about money coming up short and charged for something they did not do.
- iv. Teresa Drace Valencia is retiring in December and Debra Lewis is retiring in May. Management has hired two positions: An Assistant Director of Information Technology and a CalWorks Assessment Project Coordinator.
- v. Curriculum Committee

B. New Business (will need motion to approve)

- i. Classroom noise levels – Professor Darin Brown.
- ii. Academic Senate President investigated noise in the quads and noise generally. Dir. David Main to send a Student Services Officer (SSO) to areas where there is disruption, so notify him. Loud profanity is a common occurrence on campus and a serious problem.
- iii. Library noise level – Josephina Gomez
 - Library becoming a WiFi lounge where students are eating food. Library staff has to hush groups of loud students.
 - Out of 48 computers only 9 are fully functioning in the Library.
- iv. Noise levels will be addressed at our next meeting. Come back with prioritized recommendations, starting with the Library.

SAN JOAQUIN DELTA COLLEGE

MINUTES

Academic Senate

November 19, 2014

- C. Parking Lot Topics
 - i. Grievances
 - a. CTA will discuss
 - ii. Building names
 - a. Nothing to report. Dr. Jon Krupp welcomes any input.
- 6. Executive Board: Informational Items
 - A. FPG—Secretary
 - B. Policies and Procedures—Second Vice President
 - C. Curriculum—First Vice President
 - D. CTA—President
 - E. President’s Report—Senate President
 - i. Outstanding Student Ceremony (Atherton Auditorium, Mon., Dec 1st). Diane Oren needs some volunteers on **Mon., Dec. 1st, prior to 1:00 p.m. briefly, and then from 2:30 to 7:00 p.m.**, to assist in picking up food and beverages from Catering for the reception in Danner Hall.
 - ii. Delta College is currently recruiting to hire 2 full-time custodians and 3 part-time custodians. 1 engineer has been hired (along with 1 HVAC employee hired last year). Analysis is being done on what the campus needs are.
 - iii. Minimum Quals
 - a. Trainings will be provided because of the need to hire full-time and part-time instructors.
 - iv. Evaluation Forms
 - i. For administrators
 - v. Fall Plenary Conference – Report of significant issues from the Fall Plenary – Academic Senate President commented on 2014 Fall Plenary session concerning Distance Ed:
 - a. There should be no personal e-mails used in communicating with students. It should always be through the college website. No personal information in the subject line (i.e., name, ID number, etc.). Do not use your private communication system.
 - b. A recommendation: It is important that faculty participate in the evaluation of those who are doing online instruction. It should be some kind of peer evaluation with each other.
 - c. 78% of the colleges use some kind of a proctored exam situation, so that students either have a place to go or that somebody on the campus does that proctoring.
 - d. Online teaching conference June 16 -June 18, 2015. Getting involved in the online educational institutes are important.
 - e. March 20 & 21, 2015 – One day conference. More information will be given as it is received.
 - f. Issues concerning authenticating students (i.e., ideas of unique typing patterns).
 - g. Many schools have a separate evaluation tool for online/Distance Education.
 - h. Title 5, 55204, requires regular and effective contact. It should be in the college’s board policies. It is part of the peer review process.
- 7. Next Meeting:
 - Outstanding Student Ceremony: December 1, 2014, Atherton, 6:00 p.m.**
 - Academic Senate: December 3, 2014
 - Board of Trustees: December 9, 2015

MEETING ADJOURNED 4:56 P.M.

San Joaquin Delta College

Curriculum Committee Meeting

January 27, 2015
3:30 p.m.

Holt 121, Large Training Room
Sharon Daegling, Recorder

Attendees: Kindra Beale, Sheli Ayers, Gerry Hinayon, Dr. Charles Jennings, Jack Saunders, Dr. Rachel Standish, Dr. Jun Wang, Dr. Matt Wetstein, Dr. Cheuyengther Xiong
Absent: Chrystale Giacomatti, Alberto Luna, Salvador Vargas
Guests: Lynn Hawley

Minutes

The meeting was called to order by the Academic Senate 1st VP at 3:32 p.m.

Agenda

College Mission Statement (BP 1200)

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.

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

COMMENTS FROM THE PUBLIC

None

CONSENT AGENDA - 3:30 P.M.

- Approval of the November 25, 2014 Curriculum Committee minutes

MOTION to approve the minutes of the November 25, 2014 Curriculum Meeting as presented. Second. (R. Standish/J. Saunders)

Motion Carried: 6/0

Yes - Sheli Ayers, Gerry Hinayon, Dr. Charles Jennings, Jack Saunders, Dr. Rachel Standish, Dr. Jun Wang

ACTION AGENDA

None

ITEMS FOR DISCUSSION, ANNOUNCEMENT, OR ACTION

1. Review of proposed Distance Education Plan – Lynn Hawley, Distance Education Committee

MOTION to endorse the Distance Education Plan with edits discussed. Second. (R. Standish/G. Hinayon)

Motion Carried: 7/0

Yes - Sheli Ayers, Gerry Hinayon, Dr. Charles Jennings, Jack Saunders, Dr. Rachel Standish, Dr. Jun Wang, Dr. Cheuyengther Xiong

CURRICULUM COMMITTEE MEMBERS QUESTIONS/INFORMATION

ITEMS

None

AGENDA ITEMS FOR FUTURE MEETINGS

.

ADJOURNMENT

MOTION: To adjourn the meeting at 4:00 p.m. Second. (J. Wang/R. Standish)

Motion Carried: 7/0

Yes - Sheli Ayers, Gerry Hinayon, Dr. Charles Jennings, Alberto Luna, Dr. Rachel Standish, Dr. Jun Wang, Dr. Cheuyengther Xiong



San Joaquin Delta College Community College District

Distance Education Plan 2014

Presented to the Academic Senate, Nov. 19, 2014 SJDC

Distance Education Sub---Committee

Lynn Hawley, Chair

Members: Gina Frost, Chris Barker, Gerry Hinayon, Bob Rennicks, Ludmila Buettner, Karen Millsop, Sheli Ayers, Suzanne Lindborg, Jackie Schwegel, Jon Townsend, Jenn Azarro, Wes Swanson, Carol McCandless

I. Distance Education Mission Statement

San Joaquin Delta College is committed to increasing access to excellent post---secondary education for the community it serves. In accordance with this mission, Distance Education (DE) courses offered at Delta College will adhere to the standard that they are equivalent to face---to--- face courses in rigor, depth and breadth.

II. Background of DE at SJDC

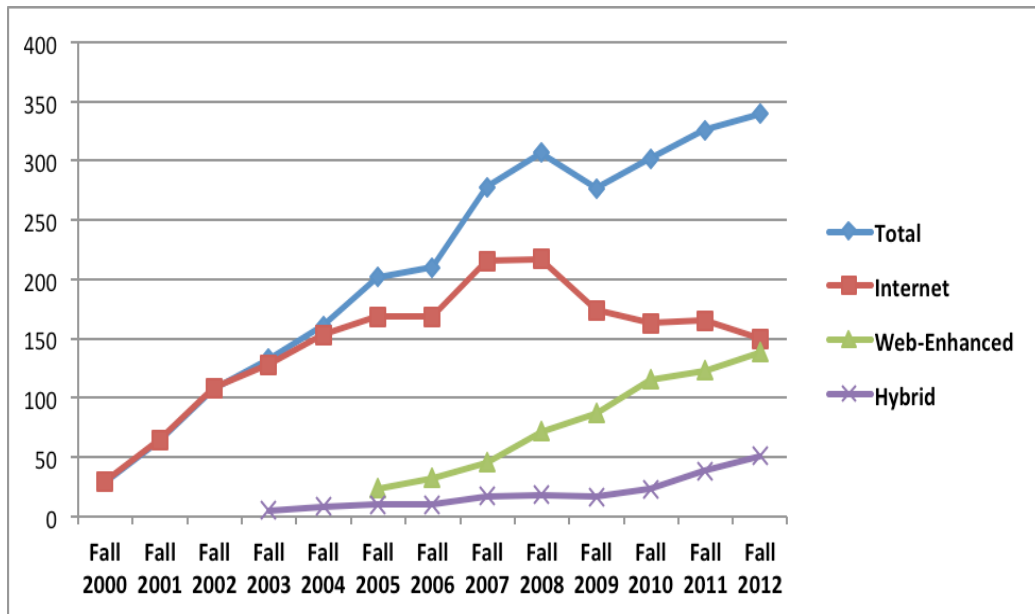
Delta College offered its first online courses in the Fall semester of 1998, when two professors cobbled together resources to see if teaching online was feasible. In Fall 1999, Delta expanded its online offerings and turned for support to the RealEducation learning management system, which later changed its name to ECollege. A few years later Delta began migrating its courses to the Etudes learning management system. With the exception of mathematics courses, nearly all distance education courses at Delta are now taught on the Etudes system.

In 2001 the Chancellor’s Office honored Delta College’s pioneering achievements in online education with its “Technology 2001 Focus Award.”

Online Disciplines: Over thirty disciplines, spread across the college, offer distance education sections, including: Business, Child Development, Computer Science, Guidance, Health Education, Mathematics, and Nursing, as well as:

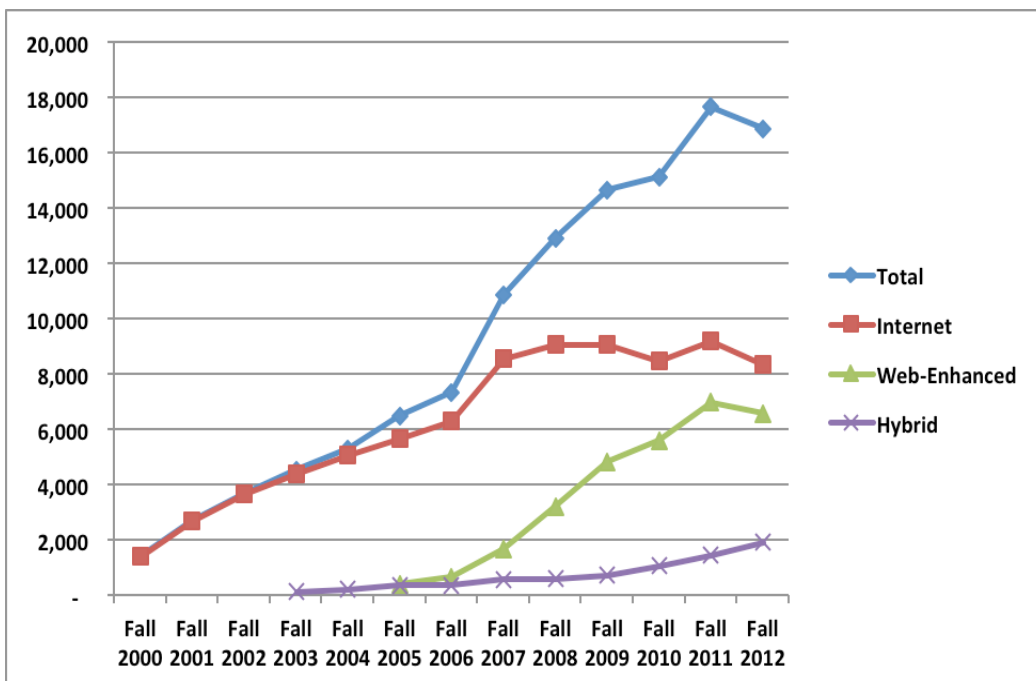
Sciences:	Astronomy, Biology, Chemistry, and Physics
Social Sciences:	Anthropology, Education, History, Humanities, Political Science, Psychology, Religion, and Sociology
Language & the Arts:	Chinese, Japanese, Communication Studies, Drama, English, Journalism, and Music
Applied Programs:	Administration of Justice, Culinary Arts, Mechanical Technology, and Horticulture

Online Sections Offered: The chart below traces the growth in the number of online sections offered at Delta College. Note the relatively steady number of fully online (“internet”) offerings, and a growing number of web---enhanced and hybrid sections:



These numbers continue to grow. In the fall of 2014 Delta offered a total of 463 online sections, with increases in all three components (235 online; 65 hybrid, and 163 web--- enhanced).

Student Enrollments and FTES: Below are the enrollment numbers in all distance education courses at Delta. These are not unique student counts (some students were enrolled in multiple online classes).



Below charts the percentage of Online FTES—the online share of student enrollments at Delta College. Note the steady increase that rises to 15% of the total:

Term	Percent of Total FTES
Fall 2000	2.23%
Fall 2001	4.57%
Fall 2002	6.11%
Fall 2003	7.74%
Fall 2004	8.83%
Fall 2005	9.76%
Fall 2006	10.57%
Fall 2007	12.95%
Fall 2008	12.87%
Fall 2009	13.01%
Fall 2010	13.64%
Fall 2011	14.69%
Fall 2012	15.14%

Clearly, the steady rise in the number of distance education courses offered necessitates the creation and ongoing revision of a formal Distance Education Plan.

III. Definitions (AP 4110, Distance Education)

- A. Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Distance education courses have regular and substantive interaction between the students and the instructor. (Title V, Section 55200)

Distance Education is NOT Online Correspondence Education.

Correspondence Education provides instructional material to students who are separated from the instructor, typically in a self-paced course. There is limited interaction between student and instructor, and the interaction is primarily initiated by students. [34 C.F.R. § 602.3] San Joaquin Delta College does not offer Correspondence Education.

- B. Online course: Students are not required to physically visit the campus. All course instruction is delivered over the Internet.
- C. Hybrid course: Students are required to physically visit the campus. Some course content is delivered online, and some course content is delivered on campus. The online tasks reduce seat time in the classroom.
- D. Special Case: Any fully online section of a course with a required on-campus

final exam or a required on---campus lab should be listed in the Schedule of Classes as a Hybrid section.

- E. Web---enhanced course: Students are required to physically visit the campus as in a traditional, face---to---face class. Students will access some course materials online, but online tasks do not replace seat time in the classroom.

IV. Curriculum

A. DE Course Approval

No online or hybrid course shall be taught until it has been submitted to and approved by the SJDC Curriculum Committee.

All courses to be taught utilizing distance education shall contain the same content, rigor, and course quality as face---to---face courses as outlined in the policies for the SJDC Curriculum Committee curriculum approval process.

Each proposed or existing course offered by distance education shall be reviewed and approved separately, in accordance with Title V.

Documentation of distance education specifications will be reviewed whenever the course comes up for regular curricular review. The Distance Education Committee Chair and Designees will participate in the curricular review of distance education courses.

B. Course Quality Standards

To ensure course quality standards, ideally all distance education courses will be developed by faculty who have taught the course face---to---face and who are interested in teaching the course online. Faculty will be trained as online instructors by the Professional Development Center before teaching any distance education courses (refer to III. E). The initiating faculty member will begin course development with the assistance of instructional support staff as needed.

To support the development of distance education (DE) courses at San Joaquin Delta College, that 1) quality courses will be derivative of professor expertise 2) students will be provided with opportunities to have a unique and substantive experience with both their professor and classmates 3) DE courses will conform to the curriculum standards as outlined in the credit course outlines, and 4) DE courses will contain the same content, rigor, and course quality as the face---to---face courses taught at Delta College. Experienced online instructors will serve as mentors to help fellow faculty members with the instructional design of their courses.

Faculty assisting with instructional design of online courses may include experienced online professors ideally from the same discipline and /or faculty members of the Curriculum Committee and/or Distance Education Committee. The following areas may be addressed in an instructional design review:

- Curriculum alignment
- Appropriate technical design
- Compliance for authentication, Title 5, and accessibility
- Rigor, depth, and breadth of content
- Opportunities for student participation and interaction
- Effective policies including drop policy, schedules, due dates, plagiarism/cheating, etc.
- Variety of learning activities appropriate to the content
- Regular effective Professor---Student contact

As distinct from correspondence courses and automated, homogenized publisher developed classes, all distance education courses are required to maintain regular effective substantive contact between the professor and students, in accordance with Title V. Regular effective substantive contact is defined as professor---initiated interaction and responsive interaction by the professor to students.

Professor---initiated interaction shall occur at least weekly and may include one or more of the following contact methods:

- e---mail
- private message
- announcements
- chat rooms
- individualized feedback to students to tests and assignments
- individual forum / threaded discussion responses
- telephone / voicemail
- webcam / webcast

Barring extenuating circumstances, responsive interaction shall occur within 48 hours of student---initiated contact (weekends and holidays excluded) and may include:

- e---mail/private message
- posting answers to questions raised in online forums
- telephone/voicemail
- Regular effective Student---Student contact

It is recommended that all distance education courses contain a general forum for student---to---student contact.

C. Schedule of Classes

The Schedule of Classes will identify all fully online, hybrid, and web-enhanced sections, and clearly indicate any required on-campus meetings.

D. Determining the Number of Students in an Online Section

Class size for online and face-to-face sections should be comparable. Establishing the class size for online sections must be mutually agreed upon by the instructor and the Division Dean, in line with collective bargaining agreements.

E. Faculty Training and Support

Regardless of the Learning Management System used, distance education faculty must be trained as online instructors by the Professional Development Center before teaching online. At a minimum, training will include best practices in regular effective contact, accessibility, and effective online course design.

A pool of volunteer mentors defined as faculty who have been teaching online for a minimum of three years shall be established to assist new online faculty who request help beyond the required distance education faculty training.

All distance education faculty should remain up to date in their knowledge of their Learning Management System.

For faculty training in the campus-wide learning management system contact the Professional Development Center. Faculty members are encouraged to use the resources available at the Professional Development Center.

Professional Development Center -
<http://www.deltacollege.edu/dept/facdev/index.html>

F. Evaluation of Faculty Teaching in DE Courses

The evaluation of faculty teaching in DE Courses will be through SJDC and CTA mutually agreed upon methods. The current evaluation form does not address the particular concerns of online students and faculty. The committee recommends the drafting of a new evaluation form, specifically addressing those concerns (see Section VII.).

G. Verification of Student Identity

This is addressed in the District's Distance Education Policy (AP 4105) as follows:
"In accordance with Title 34 CFR § 602.17, the District requires verification of the identity of a student who participates in class or coursework by using the following methods:

- i) A secure login and pass code;
- ii) Proctored examinations; or
- iii) New or other technologies and practices that are effective in verifying student identity; and makes clear in writing that the District uses processes that protect student privacy and notify students of any projected additional charges associated with the verification of student identity at the time of registration or enrollment."

H. Academic Dishonesty Policy

Students taking distance education courses are bound by the same academic dishonesty policy as students taking face-to-face courses.

I. College-Wide Online Learning Management System

The primary Learning Management System used by the District cannot be changed without consulting the Distance Education Committee.

J. Measuring the Last Date of Attendance in a Fully Online Course

Effective October 2014, the U.S. Department of Education has defined a student's last date of attendance as an academically-related activity that is documented. 34 C.F.R. § 668.22(c)(3)

For online courses, "attendance at an academically-related activity" includes, but is not limited to, submission of an academic assignment or exam, completion of an interactive tutorial or other computer-assisted instruction, participation in an online discussion about academic matters, or initiation of contact with a faculty member to ask a question about the academic subject studied in the course. 34 C.F.R. § 668.22(l)(7)(i)(A) current as of October 9, 2014.

The last date of attendance is not defined as the last date of course log in without active participation, and is not the same as the drop date. 34 C.F.R. § 668.22(l)(7)(i)(B)(3), current as of October 9, 2014.

K. Excessive Absenteeism for fully online students

Students in distance education courses are required to “attend” class and participate just as if they were in a traditional face-to-face class. This means that instructors need to clearly define in the syllabus how online activities, such as submission of an academic assignment or exam, completion of an interactive tutorial or other computer-assisted instruction, participation in an online discussion about academic matters, or initiation of contact with a faculty member to ask a question about the academic subject studied in the course, qualify as attendance at a “class meeting” during the course of a week or learning unit.

Attendance for distance education courses must comply with policy regarding no show, attendance at the first three class sessions, and excessive absenteeism. BP 5075 Course Registration, Adds, and Drops adopted June 19, 2012, or current.

Records of online activities that qualify for attendance must be retained for each student according to policy. AP 3310 amended November 30, 2010, or current; 5 CCR Section 59020 through Section 59026 of Article 1 of Subchapter 2.5 of Chapter 10 of Division 6 of Title 5 of the *California Code of Regulations*, current through September 26, 2014 Register 2014, No. 39 .

Faculty will clearly specify in the syllabus what “excessive absenteeism” means, consistent with college policy (BP 5075 Course Registration, Adds, and Drops adopted 6-19-2012, or current).

L. Online faculty and students limited to California

Effective July 1, 2014, San Joaquin Delta College will no longer be able to offer Internet courses to out-of-state students and faculty. State residents serving in the military are not affected.

Under regulations stemming from the Higher Education Opportunity Act, SJDC will be required to obtain legal authorization from the home states of all students and faculty residing outside of California in order to offer online courses to those students, or offer online courses to be taught by those faculty (34 C. F. R. § 668.43(b) and 600.9(c)).

As the primary mission of SJDC is to serve students within our District community, we will not be pursuing approval to operate out of state.

V. Student Training and Support

Orientation for Online Students

How to Use Etudes Videos	http://www.deltacollege.edu/info/helpdesk/etudesng_videos.html
Etudes Student Help and Tutorials	https://myetudes.org/portal/site/!gateway/page/d1c7e1aa---efa9---4c63---8019---72a431b4046c
Online Student Readiness Assessment (borrowed from Foothill College, where Etudes was written.)	http://www.foothill.edu/fga/pre_assessment.php
Online Student Orientation (borrowed from Foothill College, where Etudes was written.)	http://www.foothillglobalaccess.org/orientation/
Online Courses Podcast (must have iTunes to access)	http://itunesu.deltacollege.edu/

VI. Online Student Services

A. Counselling

The Counselling Center provides information and support to students in pursuit of their educational achievements.

Counselling Services (Main)	http://www.deltacollege.edu/dept/guidance/index.html
Online "Ask a Counseling Question"	http://form.deltacollege.edu/counseling/view.php?id=2

B. Tutoring

Tutoring services provides academic strategies to help student understand content and improve their skills.

Getting tutoring is a 2---step process:	Content Tutoring:
<p>Students MUST request tutoring using the online "Request Tutoring" form. This can be done from any computer. The link is available on the Services & Support page - ---- on the right side, click "Request Tutoring".</p> <p>An instructor MUST approve students for tutoring. This can be done from the Roster page, select Learning Assistance Request, log in, and approve students for each of your classes</p>	<p>http://www.deltacollege.edu/dept/content/index.html ESL Tutoring</p> <p>http://www.deltacollege.edu/dept/esl/lab.html Math/Science Learning Center</p> <p>http://www.deltacollege.edu/dept/tutor/index.html Reading/Writing Learning Center</p> <p>http://www.deltacollege.edu/dept/rwlcenter/index.html Veterans Resource Center</p> <p>http://www.deltacollege.edu/dept/troops/VeteranResourceCenter.html</p>

Online writing tutoring for students in Eng 79 and above information at this link:

<http://www.deltacollege.edu/dept/rwlcenter/OnlineTutoring.html>

C. Library

Library Services	http://www.deltacollege.edu/dept/library/
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D. Admission and Records

Admissions and Records offers comprehensive enrollment services in support of SJDC goals and objectives.

Admissions and Records	http://www.deltacollege.edu/dept/ar/index.html
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E. Disability Support Program and Services (DSPS)

Whether students with disabilities are enrolled in them or not, all distance education courses must meet federal accessibility guidelines in accordance with Section 508 and the Americans with Disabilities Act.

The link below connects to the document, Distance Education Accessibility Guidelines for Students with Disabilities, issued by the Distance Education Accessibility Guidelines Task Force of the California Community Colleges Chancellor's Office, dated January 2011.

- <http://extranet.cccco.edu/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/DistanceEducation.aspx>

Disability Support Program and Services (DSPS)	http://www.deltacollege.edu/dept/dsps/index.html
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F. Financial Aid

Delta's Online Financial Aid System	https://faowww.deltacollege.edu/NetPartnerStudent/Logon.aspx?ReturnUrl=/NetPartnerStudent/PgHome.aspx
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VII. Recommendations

- A.** In order to ensure high-quality distance education instruction, the current evaluation process should be adapted to address specific distance education issues. A new evaluation form, agreed upon through contractual negotiations, should be developed so that students can give direct and relevant feedback about their online class experiences.
- B.** In order to ensure that online classes have the same rigor, depth and breadth as face-to-face courses, it is recommended that authorized administrators receive training on what constitutes a well-developed online course.
- C.** In order to ensure that online courses are equivalent to their face-to-face counterparts, it is highly recommended that there be additional training in instructional design for faculty who are currently teaching online and who wish to be online instructors. Experienced online instructors could lead workshops and serve as mentors for professors developing new DE classes.
- D.** It is recommended that SJDC investigate the use of tutoring services by distance education students. A review of services used by DE students may lead to further

recommendations of offering online tutoring services in math, writing and content as other community colleges are currently doing. Online faculty could also survey their students to find out the need for online tutoring services.

- E.** It is recommended that the DE subcommittee develop a DE handbook that would give practical guidelines and resources for distance education instructors. Since teaching online is a very different experience from teaching in a face---to---face modality, this handbook would address issues that many instructors encounter. The handbook would include a checklist of instructional design ideas for faculty creating new courses, suggestions on how to deal with issues that arise in the online environment, how to address course policies within the syllabus, and practical examples of regular and effective contact.

- F.** It is recommended that a dedicated testing center for the purpose of proctored examinations be made available on campus.

APPENDIX E
EVALUATION FORMS
 FACULTY EVALUATION FORM

Faculty Name	Contract Year		Regular <input type="checkbox"/>	Adjunct <input type="checkbox"/>	Division
Evaluation Domain	Strong	Competent	Marginal	Unsatisfactory	
Methodology	Professor demonstrates superior knowledge of current teaching, counseling, or library methodology and applies it in ways that stimulate independent learning in the students <input type="checkbox"/>	Professor adequately applies current teaching, counseling, or library methodology to stimulate independent student learning <input type="checkbox"/>	Professor may be aware of some new teaching, counseling or library methodology but does not use the approaches effectively to foster student learning <input type="checkbox"/>	Professor appears to be lacking knowledge of new methodologies for teaching, counseling or librarianship <input type="checkbox"/>	
Subject Matter Expertise	Professor demonstrates superior knowledge of the subject matter and explains it in a way that fosters student growth and development <input type="checkbox"/>	Professor has adequate knowledge of the subject matter and can explain it in a way that fosters student growth and development <input type="checkbox"/>	Professor knows the subject matter somewhat but is unable to explain it in a way that fosters student growth and development <input type="checkbox"/>	Professor appears to be lacking in knowledge of relevant subject matter and is unable to foster student growth and development <input type="checkbox"/>	
Organization and Use of Time	Professor is very well organized and consistently maximizes use of student contact time <input type="checkbox"/>	Professor has planned activities and uses contact time effectively <input type="checkbox"/>	Professor has planned activities that may not be well organized and/or does not use time effectively <input type="checkbox"/>	Professor is disorganized, rambles on and on, goes off topic, and/or does not stick to scheduled contact time <input type="checkbox"/>	
Professional Responsibilities (includes the submission of forms, paperwork, required training, rosters, grades)	Professor consistently demonstrates responsible action in completing professional obligations without prompting or reminders <input type="checkbox"/>	Professor demonstrates responsible action in completing professional obligations; requires occasional prompting or reminders <input type="checkbox"/>	Professor needs frequent reminders from multiple sources to complete professional obligations <input type="checkbox"/>	Professor rarely meets professional obligations <input type="checkbox"/>	
Student Involvement/ Learning Environment (questions, activities, and opportunities for reflection; rapport with students; atmosphere of respect)	Professor consistently provides opportunities for student involvement and demonstrates rapport with students that consistently fosters an atmosphere of respect and collegiality in a variety of settings <input type="checkbox"/>	Professor provides opportunities for student involvement and demonstrates good rapport with students and builds an atmosphere of respect and collegiality in the learning environment <input type="checkbox"/>	Professor provides few opportunities for students to become involved in their own learning or development and does not interact sufficiently with students to build a strong, comfortable atmosphere of respect <input type="checkbox"/>	Professor does not develop opportunities for students to become involved in their own learning; learning atmosphere is not engaging, and lacks respect for students <input type="checkbox"/>	
Collegiality with the Campus Community	Professor exhibits considerable respect of others and models exceptional collaborative behavior <input type="checkbox"/>	Professor exhibits collegial respect for others and works adequately well with others <input type="checkbox"/>	Professor exhibits some collegial behavior but does not engage in collaborative behavior consistently <input type="checkbox"/>	Professor does not collaborate with others and engages in behavior that is frequently counterproductive or disrespectful <input type="checkbox"/>	
Presentation/Delivery	Professor presents in a clear, professional and eloquent manner; delivery demonstrates passion for the subject and interest in student growth and development <input type="checkbox"/>	Professor presents in a clear and direct manner; delivery is adequate and engaging for students <input type="checkbox"/>	Professor presents in an unclear and confusing manner; delivery fails to convey passion for the subject <input type="checkbox"/>	Professor presents in an ineffective and confusing manner; delivery is unenthusiastic and fails to engage students <input type="checkbox"/>	

Evaluation Domain	Strong	Competent	Marginal	Unsatisfactory
Campus Involvement	Professor participates actively in campus life in multiple ways and participates in campus governance or student development opportunities <input type="checkbox"/>	Professor is adequately engaged in campus life and participates in some campus governance or student development opportunities <input type="checkbox"/>	Professor takes few opportunities to participate in campus life and shows little interest in campus governance or student development outside of the classroom <input type="checkbox"/>	Professor is not engaged in campus activities and avoids committee work and opportunities to interact with students and others <input type="checkbox"/>
Professional Community Involvement/Achievement	Professor is actively involved in community projects, research efforts or other related professional activities and regularly represents the College in external meetings or venues <input type="checkbox"/>	Professor is involved in community and professional projects and is willing to attend community events as a College representative <input type="checkbox"/>	Professor takes very little initiative to represent the College in external meetings or communities of practice and spends little time on community work outside of regular responsibilities <input type="checkbox"/>	Professor does not engage with the community beyond the College <input type="checkbox"/>
Overall rating	Strong <input type="checkbox"/>	Competent <input type="checkbox"/>	Marginal <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

Unsatisfactory ratings must be accompanied by a performance improvement plan, see Appendix E

Evaluator Comments:

Pre-Conference Notes (Date/Time/Room):

Formal Visitation (Date/Time/Room):

Post-Conference Notes (Date/Time/Room):

Professor's Comments:

Instructor Review/Signatures: I have reviewed this evaluation, but my signature does not necessarily indicate my agreement with the evaluation. I acknowledge the receipt of a copy at this time and understand I will receive a completed copy after signature by the Assistant Superintendent/Vice President indicating review of the original prior to placement in my personnel file. I understand that a copy of the evaluation will be shared with the tenure review committee in the tenure process.

_____ Date

_____ Instructor

Response Attached Yes No

_____ Date

_____ Evaluator

Review by Assistant Superintendent

_____ Date

_____ Assistant Superintendent/Vice President

original to file
copy to Professor
Revised November 16, 2015

_____ Date to File

_____ Date to Professor

APPENDIX E
EVALUATION FORMS

STUDENT FACULTY EVALUATION QUESTIONNAIRE
FACULTY (PROFESSOR, LIBRARIAN, COUNSELOR)

Name of Faculty Member: _____
Course/Session: _____ Date: _____

Select the appropriate response for each statement with a number 2 pencil. Erase changed responses completely.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree	A	B	C	D	E	Does Not Apply
1. The faculty member promotes and supports a positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Course materials and assignments apply to the course/workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Questions are answered and explained clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The faculty member answers questions in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The faculty member presents materials in an organized way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The faculty member remains focused and on topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The faculty member encourages an atmosphere of mutual respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The faculty member presents information clearly and professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The faculty member demonstrates an interest in student growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The faculty member demonstrates knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMENTS:						
Overall rating of this faculty member: A) Excellent B) Good C) Average D) Below average E) Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX E
EVALUATION FORMS
 PEER REVIEW VERIFICATION FORM

The undersigned verify that peer review was completed per Article XVI. No other material shall accompany this form when submitted upon completion of peer review.

Please initial the following to indicate completion:

Faculty	Peer Reviewer
_____ Pre Review conference	_____
_____ Peer Review	_____
_____ Review of Course(s) (where applicable)	_____
Course Name	Date

_____ Review of participation in collaborative SLOA process	_____
_____ Post Review Discussion (including written suggestions)	_____
_____ Self-Evaluation	_____
_____ Classroom Visit (To be completed if administrative visit is done)	_____

 Faculty Name (Please Print)

 Peer Reviewer Name (Please Print)

 Faculty Signature (Date)

 Peer Reviewer Signature (Date)

APPENDIX E
EVALUATION FORMS

FACULTY PERFORMANCE IMPROVEMENT PLAN (PIP) – SECTION I

Faculty Name: _____ Contract Regular Adjunct Division: _____

Area(s) of improvement as indicated on the Faculty Evaluation Form dated _____

Evaluation Domain	Improvement Plan	Review Date
<i>EX: Professional Responsibilities</i>	<i>Faculty member shall submit all rosters by due date. Faculty member shall exclude students who have not enrolled. Faculty member shall drop students as outlined by college policy.</i>	

Specific actions the supervisor/manager will take to improve employee performance in each area:

*EX: Division Dean will review attendance policies with the faculty member to encourage timely submission of rosters.
Faculty member will receive technical assistance from the Admissions & Records Office.
Division Dean will identify and assign a peer mentor to assist the faculty member with this improvement plan.*

How will improvement in each area be measured?

EX: Division Dean will verify submission of required rosters.

ARTICLE XVI
EVALUATION OF FACULTY

16.1 General and Administrative Evaluation

16.1.1 Objectives of the Evaluation Program

16.1.1.1 "Evaluation" in an education institution has two geneses: (1) It is a legal requirement, and (2) it is a professional responsibility.

16.1.1.2 The ultimate goal of all faculty evaluation is to promote high quality instruction, counseling, and library services and active engagement in helping the District achieve its mission, vision and strategic goals with a focus on student success and service excellence.

16.1.1.3 The evaluation procedure shall demonstrate clear and reasonable evidence for determining retention and tenure.

16.1.2 Premises Basic to the Evaluation Program

16.1.2.1 Management has the right and the responsibility to observe personnel.

16.1.2.2 Evaluation requires consideration of a faculty member's total performance and should not be limited simply to classroom visitations.

16.1.2.3 It is recognized that there is no single way to teach effectively, no single blueprint for every course of instruction or delivery of services, and that quality does not necessarily imply uniformity. Therefore, evaluation requires participation of the person being evaluated.

16.1.2.4 Changes indicated in the faculty evaluation regarding performance must include constructive suggestions for improvement.

16.1.2.5 No faculty member's administrative evaluation shall contain any reference to the development, writing or assessment of Student Learning Outcomes.

16.1.3 Definitions

- 16.1.3.1 Authorized evaluators include Division Deans, Directors, Immediate Supervisors, Deans, Assistant Superintendent /Vice President of Student Services, Assistant Superintendent/Vice President of Instruction, and outside evaluators.
- 16.1.3.2 A visitation is a specific observation of a faculty member's assigned activities.
- 16.1.3.3 A follow-up conference is a meeting with a faculty member following an evaluation by an authorized evaluator.
- 16.1.4 Plan for Evaluating Personnel
 - 16.1.4.1 Contract faculty members will be evaluated at least once each year in accordance with Section 87663 of Education Code, as follows:
 - 16.1.4.1.1 All contract faculty members will be initially evaluated by their immediate supervisors. Subsequent evaluations may be made by other authorized evaluators.
 - 16.1.4.1.2 An individual or group pre-conference will be held to discuss contract provisions regarding evaluation.
 - 16.1.4.1.3 A minimum of one visitation must be made. For online assignments a visitation is defined as the observation of any communication platform such as live chat rooms, listservs, discussion forums and class and/or service materials excluding email.
 - 16.1.4.1.4 A follow-up conference must be held and shall include (a) discussion of the evaluation including the student evaluation; (b) notification of the faculty member's right to respond in writing; and (c) mutual signing of the form(s).
 - 16.1.4.1.5 A follow-up conference must be held within twenty (20) duty days of the visitation or pre-conference (if no visitation is being made).
 - 16.1.4.1.6 If the immediate supervisor questions the subject matter competence of a contract faculty member and is not competent in that subject area, the contract faculty member may request another evaluation by

someone competent in the area. In this case, the evaluator will be selected by the Assistant Superintendent/Vice President of Instruction (for instructors and librarians) or the Assistant Superintendent/Vice President of Student Services (for counselors) from a list of recommendations agreed upon by both parties. The individuals recommended shall not be members of the Bargaining Unit.

16.1.4.2 Regular faculty members will be evaluated at least once every three years in accordance with Section 87663 of Education Code, as follows:

16.1.4.2.1 All regular faculty members will be initially evaluated by their immediate supervisors. Subsequent evaluations may be made by other authorized evaluators.

16.1.4.2.2 An individual or group pre-conference will be held to discuss contract provisions regarding evaluation.

16.1.4.2.3 A minimum of one visitation must be made each six years. For online assignments a visitation is defined as the observation of any communication platform such as live chat rooms, listservs, discussion forums and class and/or service materials excluding email.

16.1.4.2.4 A follow-up conference must be held within twenty (20) duty days of the visitation or pre-conference (if no visitation is being made) and shall include (a) discussion of the evaluation including the student evaluation; (b) notification of faculty member's right to respond in writing; and, (c) mutual signing of the form(s).

16.1.4.2.5 A copy of the evaluation and any written comments by the faculty member will be placed in the personnel file. The faculty member shall be provided a copy of any written evaluation to be placed in the personnel file and have the opportunity to discuss the report with the evaluator before signing it.

16.1.4.2.6 If the immediate supervisor questions the subject matter competence of a regular faculty member and is not competent in that area, the regular faculty

member may request another evaluation by someone competent in the area. In this case, the evaluator will be selected by the Assistant Superintendent/Vice President of Instruction (for instructors and librarians) or the Assistant Superintendent/Vice President of Student Services (for counselors) from a list of recommendations agreed upon by both parties. The individuals recommended shall not be members of the Bargaining Unit.

16.1.4.3 In the same manner as outlined above, adjunct faculty members will be evaluated in their first year of employment and at least once every six (6) semesters thereafter.

16.1.5 Performance Improvement Process

If a faculty member's evaluation form indicates unsatisfactory performance in any area, a performance improvement plan is required. The plan will enable the Division Dean or Director to assist the faculty member to improve performance and provide a fair and equitable procedure that will be carefully documented.

Four points that are to be addressed in the performance improvement plan include:

16.1.5.1 An explanation in detail of the problem or problems involved so that the faculty member may understand the deficiencies.

16.1.5.2 A detailed assistance plan which will be given the faculty member to assist in the improvement desired to correct the unsatisfactory performance. The first effort must be to help people improve.

16.1.5.3 A written timeline that will indicate the date(s) when improvements are expected. At that time an evaluation of whether the faculty member should be given additional time or assistance with specific explanation of things to be achieved will be considered.

16.1.5.4 A written notice shall be given to the faculty member outlining 16.1.5.1 – 16.1.5.3 above. This written notice may follow the form of the optional due process attachment to the evaluation form.

16.1.6 All forms related to evaluation are in Appendix E.

16.2 Peer Review

16.2.1 All contract and regular faculty will be given a peer review the same year as their regular administrative evaluation.

16.2.2 The peer review process will be a review in the "formative" style. All persons involved in this process need to be especially sensitive to the cultural, ethnic and gender diversity of the college staff.

16.2.2.1 The peer reviewer(s) will be selected according to procedures established by a committee within each division and may not be a member of the tenure review committee.

16.2.2.2 A faculty member may refuse to serve as a peer reviewer, but in the event all faculty refuse, the Division Dean or Director will appoint one or more reviewers (as necessary) and these appointments may not be refused.

16.2.2.3 If more than two (2) reviews are to be done by a reviewer in any academic year, the reviewer will be compensated at a rate equal to their hourly rate on the hourly salary schedule for two hours of pay for each person above two (2) reviewed. This will be in addition to any other hourly assignment. The Division Dean or Director shall approve peer reviews in excess of two.

16.2.2.4 Peer review is to be comprehensive of all the faculty member's responsibilities including work on curriculum development, review, and revision and participation in the collaborative student learning outcomes and assessment process that leads to improvement of student learning.

16.2.2.5 No peer reviews will be done for adjunct faculty members.

16.2.3 The Process for Peer Review

16.2.3.1 The review for faculty shall include:

16.2.3.1.1 A pre-review conference between the faculty to be reviewed and the reviewer.

16.2.3.1.2 A review of materials, in particular the stated objectives.

16.2.3.1.3 A review of use of equipment, if any.

16.2.3.1.4 A review of student grade determination procedures if appropriate.

16.2.3.1.5 A review of other professional work including but not limited to committees, Academic Senate, professional organizations, curriculum and course development, review, and revision, participation in the collaborative student learning outcomes and assessment process that leads to improvement of student learning, review of relationships with students, and work with advisory groups.

16.2.3.1.6 A post-review discussion, at which time the reviewer will give the reviewed faculty written suggestions as to how the reviewed instructor's performance may be improved, if needed. Also, positive comments should be included.

16.2.3.2 A peer review visitation will be made if an administrative visitation is to be done. Time and day will be agreed upon at the pre-review conference.

16.2.3.2.1 The Peer Review Verification Form is contained in Appendix E.

16.3 Student Evaluation

Student evaluations will be conducted in conjunction with each administrative evaluation for all faculty, and shall be coordinated by the Division Dean, Director or other authorized evaluator.

16.3.1 The appropriate Student Evaluation Form in Appendix E shall be used for this purpose.

16.3.2 The student evaluation for teaching faculty shall not be completed before the eighth week of the semester (or, for short-term classes, not before one-half of the scheduled class meetings has passed). The student evaluations for all classes taught by a faculty member shall be distributed by a student volunteer in each class. The student volunteer shall collect and return the completed Student Evaluation Forms to the Division Office in a sealed envelope.

16.3.3 Student evaluation forms for counseling faculty will only be given to students who have a scheduled appointment during the month of October. Individually addressed student evaluation forms generated

from counseling appointment schedules will be provided to each student upon arrival for his/her appointment by the counseling receptionist. Completed forms shall be returned to the appropriate counseling division office and placed in a secured box.

- 16.3.4 Student evaluation forms for library faculty will be distributed by the Librarian after providing the student with library services. Forms will be distributed during the month of October. Completed forms will be returned to a secured box located at the library circulation desk.
- 16.3.5 A summary of student ratings will be shared with the faculty member at the follow-up conference.
- 16.3.6 The evaluator may consider the student evaluation in the development of the administrative evaluation. Where a minimum of 25% of the returned evaluations contain similar negative comments or ratings (Column D or E ratings of the Student Evaluation Form(s)) about the classes, faculty member, or services provided, the Division Dean, Director or other authorized evaluator shall document, in writing, the negative ratings and comments. The documentation will be placed in a separate secured file in the faculty member's personnel file.
 - 16.3.6.1 In the case of regular faculty, the secured file documentation shall be opened and used by the District only in preparation for a notice of unprofessional conduct or unsatisfactory performance pursuant to Education Code Section 87734 or in preparation for a dismissal or the imposition of a penalty pursuant to Education Code Section 87672.
 - 16.3.6.2 In the case of contract faculty, the secured file shall be opened and used by the District only in the event that (1) the faculty member's first or second contract is not renewed and a challenge is filed by the faculty member or (2) in anticipation of the denial of tenure.
 - 16.3.6.3 The secured file shall not be placed in the faculty member's personnel file until the faculty member is given notice and an opportunity to review and comment thereon. A faculty member shall have the right to have such comments entered and attached to the evaluator's documentation to be sealed. Except as provided herein, the provisions of Article XII shall not otherwise apply.
 - 16.3.6.4 The provisions of Section 16.3.6.1, 16.3.6.2 and 16.3.6.3, however, do not preclude the right of the Division Dean, Director or other authorized evaluator, to include comments in

the administrative evaluation based on the ratings or comments contained in the student evaluation.

- 16.3.7 The Division Dean or Director will return the student evaluation forms, including all student comments to the faculty member upon completion of the evaluation process.

16.4 Self-Evaluation

In conjunction with the peer review, a self-evaluation will be done by all faculty. This evaluation shall be shared with the peer reviewer but shall not be given to any other person, or placed in any file, except in the case of contract faculty. Contract faculty shall share the self-evaluation with their evaluator who will provide it to the Tenure Review Committee. See Appendix E for the form.

AP 4110 Distance Education

References: Title 34 CFR § 602.17; § 668.22(c)(3)(i); Section 409 of the Procedures and Standing Orders of the Board of Governors; Title 5, §53200; Title 5 Sections 55200 et seq.; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; SJDC Distance Education Plan

1. Definition of Distance Education

Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

- a. Online Courses: The predominant means of distance education delivery. Students are not required to physically visit the campus.
- b. Hybrid Courses: Instruction in which the required number of instructional hours are divided between online coursework and mandated on-ground instructional activities. Students are required to physically visit the campus.
- c. For clarification, web-enhanced courses are face-to-face courses that require the student to access the internet and/or a learning management system as part of the coursework, but online activities do not replace scheduled classroom seat time. Therefore, web-enhanced courses do not constitute distance education.

2. Course Quality

- a. All courses to be taught utilizing distance education shall contain the same content, rigor, and course quality as traditional courses as outlined in the policies for the SJDC Curriculum Committee curriculum approval process. As such, all distance education is subject to the general requirements of AP 4020, Curriculum Development Process (Credit, Noncredit, and Not-for-Credit), et al, and must be offered in compliance with the District's Distance Education Plan (DE Plan).
- b. As distinct from correspondence courses, all distance education courses are required to maintain regular effective substantive contact between the professor and students, in accordance with Title V. Regular effective substantive contact is defined as professor-initiated interaction and responsive interaction by the professor to students.
- c. Documentation of distance education specifications will be reviewed whenever the course comes up for regular curricular review. The Distance Education Committee Chair and designees will participate in the curricular review of distance education

AP 4110 Distance Education

References: Title 34 CFR § 602.17; § 668.22(c)(3)(i); Section 409 of the Procedures and Standing Orders of the Board of Governors; Title 5, §53200; Title 5 Sections 55200 et seq.; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; SJDC Distance Education Plan

courses.

3. District Responsibilities

In order to assure that distance education is characterized by the same quality, integrity, effectiveness, and concern for student learning that apply to more traditional modes of instruction, the District shall integrate distance education into the normal program review process in all areas of the College with a focus of maintaining services to students in distance education courses, including, but not limited to:

- a. Library and Learning Resources
- b. College Support Services for Students
- c. Facilities and Finances

4. Federal Accessibility Guidelines

Whether students with disabilities are enrolled in them or not, the College shall abide by federal accessibility guidelines in accordance with Government Code Section 508 and the Americans with Disabilities Act for all distance education courses.

5. Distance Education Faculty Training

Regardless of the Learning Management System (LMS) used, distance education faculty must successfully complete approve training for online instructors through the Professional Development Center before teaching online. Approved, training will include best practices in regular contact, accessibility, and effective online course design and other aspects.

AP 4110 Distance Education

References: Title 34 CFR § 602.17; § 668.22(c)(3)(i); Section 409 of the Procedures and Standing Orders of the Board of Governors; Title 5, §53200; Title 5 Sections 55200 et seq.; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; SJDC Distance Education Plan

6. Verification of Student Identity

- a. In accordance with Title 34 CFR § 602.17, the District requires verification of the identity of a student who participates in class or coursework by using the following methods:
 - i. A secure login and pass code;
 - ii. Proctored examinations; or
 - iii. New or other technologies and practices that are effective in verifying student identity; and,
 - iv. Authentication that the online student who registers is the same as the participant
- b. Makes clear in writing that the District uses processes that protect student privacy and notifies students of any projected additional charges associated with the verification of student identity at the time of registration, enrollment, or the Catalog.

7. Learning Management System (LMS)

The primary LMS used by the District cannot be changed without consulting the Distance Education Committee.

The primary LMS adopted by the District must be used as the initial access point (student portal) for all distance education courses and programs. This does not preclude the use of other LMSs so long as access by authorized administrative personnel is made available.

AP 4110 Distance Education

References: Title 34 CFR § 602.17; § 668.22(c)(3)(i); Section 409 of the Procedures and Standing Orders of the Board of Governors; Title 5, §53200; Title 5 Sections 55200 et seq.; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; SJDC Distance Education Plan

8. Measuring the Last Date of Attendance in Distance course

Effective July 2011, the U.S. Department of Education has defined “Last Date of Attendance” as an academically-related activity that is documented. Title 34 CFR § 668.22(c)(3)(i).

For distance education courses, an “academically-related activity” includes but is not limited to: a quiz, test or assignment submission, meaningful participation in an online discussion, and student initiation of contact with the instructor to ask a course-related question via email or chat. Title 34 C.F.R. § 668.22(c)(3)(ii)

The Last Date of Attendance is not defined as the last date of course log in, and is not the same as the drop date.

For the purposes of the procedure, information on the matter can be found in the current DE Plan.

See BP 4110 Distance Education

San Joaquin Delta College

Academic Senate

Attendees: Allen Amundsen, Joel Beutel, Roy Blanco, Sergio Calderon, Josefina Gomez, Andrew Kobylanski, Jon Krupp, Rocky La Jeunesse, Lydia Macy, Doug Murray, Charlene Nunes, Backy Plaza, Jeff Toney **Guests:** Elizabeth Maloney, Dave Thomas, Danell Hepworth

Absent: Caesar Jimenez, Larry Mariani **Excused:** Kindra Beale, Sheli Ayers, Donna LaBaron, Mary Neville

October 5, 2016
3:30 PM

Location: Mustang Room
Donna Montanez, Recorder

College Mission Statement (BP 1200)

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.

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

Academic Senate

The Senate's primary function, as the representative of the faculty, is to make recommendations to the Administration and Board of Trustees on policy development and implementation matters concerning:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Academic Senate Executive Board

Joel Beutel, Academic Senate President (2016-2018)
Kindra Beale, 1st Vice President (2016-2018)
Rocky La Jeunesse, 2nd Vice President (2016-2018)
Mary Neville, Executive Secretary (2016-2018)
Jonathan Krupp, Parliamentarian (2016-2018)
Vacant, Vice President of Adjuncts (2016-2018)

MINUTES

- I. CALL TO ORDER @ 3:34 p.m.
- II. CONSENT
 - A. Minutes from the Senate meeting of September 21, 2016
 - B. Curriculum Report to Senate from meeting of September 27, 2016

Motion: to by Rocky LaJeunesse to approve Consent. **Motions seconded by Josefina Gomez. Motion unanimously approved.**
- III. PUBLIC COMMENTS (3 minute limit per speaker)

Dave Thomas announced that the La Raza Employee Association will be having their El Día de los Muertos Scholarship Breakfast on Tuesday November 1st from 7:30 a.m. to 12:00 p.m. in the Locke lounge. The money raised will be used to fund student scholarships. The pazole and tomale breakfast also includes pan dulce, hot chocolate and coffee. Information for the [La Raza Employees Association El Día de los Muertos Scholarship Breakfast](#) can be found on DocuShare.
- IV. OFFICER REPORTS (5 minute limit per report)
 - A. [President's Report](#) – Joel Beutel, *Academic Senate President*
Written report is available on DocuShare.
 - B. [Curriculum Report](#) - Kindra Beale, *Academic Senate 1st Vice President*
No report was given. Refer to written Curriculum Committee report.
 - C. [Policies and Procedures Report](#) – Rocky La Jeunesse, *Academic Senate 2nd Vice President*
The proposed policy changes can be viewed on DocuShare and will be out for comment until November 7, 2016. Senators were asked to discuss these proposals with their constituents and come back to Senate with any questions or comments. The Policies and Procedures Committee will meet again on October 13, 2016.
 - i. BP 2140, Personal Necessity Leave for Managers
 - ii. BP 2746 (Revision), Evaluation of the Superintendent/President & BP 2746.1 (Deletion), Superintendent Evaluation Questionnaire
 - D. Faculty Professional Growth Report – Mary Neville, *Academic Senate Secretary*
 - i. Travel Fund - The Academic Senate President reported that the FPG Travel fund balance has been spent down considerably. The fund has

already paid out close to \$9,000 for travel expenses and has allocated over \$35,000. At this rate it is expected that the fund could exceed \$100,000 in travel expenses in this year. The FPG Committee will be having discussions on how best to allocate funding for the 2017/18 school year.

- ii. Flex Coordinator – Kathleen Bruce is the new Flex Coordinator. Flex forms can also be turned in at the Academic Senate Office, Locke 109 or they can be emailed to the Flex email account at Flex@deltacollege.edu. Faculty can also turn in their Flex forms with Giovanna Magana-Ortiz. Giovanna is in the Instruction Office, Admin 102. Her desk is right outside Dr. Wetstein’s office. Kathleen will be working on putting together a menu of flex activities/options. President Beutel asked that faculty be thorough when filling out their forms and include descriptions and category numbers of their reported activities.
 - iii. Sabbaticals – The deadline for the 2017-18 sabbatical applications was September 30th. The maximum number of sabbaticals that the District will grant in one year is seven (7). This year there were three (3) submissions. The Committee will be reviewing the submissions and forwarding their recommendations to Dr. Wetstein. Funding for sabbatical leaves will not be greatly impacted in 2017-18. Therefore, the committee will ask that the surplus of funds be rolled over into the FPG travel fund.
- E. [Planning and Budget](#) Committee Report– The written report is available on DocuShare.
- F. [Distance Education](#) Committee Report– The written report is available on DocuShare. See Attachment 1 of the Curriculum Committee Report for Senate Agenda – October 5, 2016.
The Distance Education Committee has made a formal recommendation that the College migrate from Etudes to Canvas.
- G. Facilities Committee Report - Dave Thomas, *Associate Professor, Electric/Solar*
- i. Updates on projects – Hand Rail Project is 50% complete. New parking permit machines are being installed. Elevator repairs are complete. The Holt/Budd Shops Increment I Project is reported to be complete and Increment II will soon be starting. The Soccer Field Relocation Project is complete and the dedication ceremony will be on October 11th. It was reported that the Pathways Project would be completed by November 22nd.
 - ii. Family restroom – The one family restroom on campus is located on the 4th floor of Shima. There was a discussion at the meeting regarding the need for not only more family restrooms on campus but for the restrooms to be more accessible.
 - iii. Earth Day – There was a proposal to have Earth Day activities on campus. To be on April 20, 2017.
- H. [Student Success and Equity Committee](#) Report – The written report is available on DocuShare.

V. ACTION

- A. Distance Education Report
Motion: by Becky Plaza to endorse the Distance Education Committee’s recommendation and put it forward as our own. **Motion seconded by Lydia Macy. Motion unanimously approved.**
- B. [Committee Appointments](#) – hand out of committee appointments is available on DocuShare.
Motion: by Lydia Macy to approve the committee appointments. **Motion seconded by Becky Plaza.**
Discussion: Some senators had concerns regarding the emergency hiring process. The Academic Senate President will speak with deans about these concerns and report back to Senate. Senators were asked to refer to AP 7120 for more information concerning emergency hiring. Senator Nunes recommended that in the future when an interview committee has been stopped for an emergency hiring, the same committee appointments be appointed to the emergency hiring committee. **Motion unanimously approved.**

VI. DISCUSSION (10 minute time limit)

A. Multiple Measures - PRIE Data Presentation

Due to the recent [Chancellor's Office directive](#), the presentation on Multiple Measures was cancelled.

According to the directive, the Compass test can no longer be used after November 30, 2016. The Chancellor's Office has provided a grant of up to \$75,000 for campuses in need of technical assistance – the District has applied for this funding. There may be IT limitations that could hinder our ability to implement a new testing platform within the limited time constraints. If we are not able to run a test, then the other option is to use more than one of the multiple measures outlined by the Chancellor's Office. The administration has no recommendation at this time. The senators were asked to report this information to their constituent groups. Tina Merlino will be able to present the results of her research on multiple measures. President Beutel has seen the data and reported that the local math recommendations had students placing lower than our current methods while the English recommendation outcomes were almost equal to the state's recommendations.

B. Open Source Materials

Open Source Materials or Open Educational Resources (OERs) are free or reduced educational resources for students. The administration has inquired about what the Academic Senate is doing to promote OERs. The Senate President asked for volunteers to sit on a sub-committee that will be charged with exploring this topic and coming back to Senate with a recommendation. Volunteers were Josefina Gomez and President Beutel.

C. Outstanding Students Awards

The Academic Senate President announced the proposed changes for Outstanding Student nomination criteria.

- Division realignment to balance the size of awards ceremonies
- Academic requirement - the Student must be in good academic standing
- Maximum of three (3) nominations per instructor (rank order their nominations)
- The student has already successfully completed the class

D. CCCAOE Report – Jon Krupp, *Parliamentarian*

Senator Krupp gave a report to the Senate on the CCCAOE meeting that he recently attended. The college is to receive \$2.1 million for CTE improvement. It was reported that 60% is to be allocated locally and 40% regionally. The administration will soon be meeting to plan on how to utilize the funds. Some faculty were contacted by administrators and were asked to make proposals for these funds. Senators were concerned with limited time they were given to prepare grant proposals and the lack of shared governance.

Dr. Maloney announced that CTA will fund faculty interested in traveling to Solano Community College to attend a meeting. This is a follow-up meeting from a Tech Education Summit that happened over the summer. Faculty interested in gaining insight into how other colleges are planning on using their CTE funding were encouraged to attend. The event is on October 21, 2016. Interested faculty can email Dr. Maloney.

Senator Krupp also announced that the CCCAOE has developed a launch board that accesses a database of student success statistics. Access can be gained with a Cal-PASS account that identifies you as an employee. Senator Krupp asked that those interested in learning more to contact him.

VII. NON-SENATE REPORTS/INFORMATION (10 minute time limit per report, maximum of 2 reports per meeting)

A. Report – Dr. Matt Wetstein, *Assistant Superintendent/Vice President-Instruction*

Dr. Wetstein was not available to give his report.

B. Multiple Measures and Common Assessment – Amy Courtwright, *Acting Dean, Enrollment Services and Student Development*

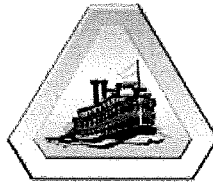
Amy Courtwright postponed her report for the October 19, 2016 Academic Senate meeting.

C. Next Senate Meeting: October 19, 2016

D. Next Board of Trustee Meeting: October 18, 2016

VIII. ADJOURNMENT @ 4:50 p.m.

Motion: by Lydia Macy to adjourn. **Motion seconded by Rock La Jeunesse. Motion unanimously approved.**



Delta College Board of Trustees Agenda Item

Agenda Item Details

Meeting	Nov 15, 2016 - Regular Meeting of the Board of Trustees
Category	H. Consent Agenda
Subject	8. Approval of Change to the Learning Management System (LMS) for Online Classes from Etudes to Canvas
Access	Public
Type	Action, Consent
Fiscal Impact	Yes
Budgeted	Yes
Budget Source	General Fund
Recommended Action	The Administration recommends the Board of Trustees approval, on the advice of the Distance Education Committee of the Academic Senate, to direct the Administration to take steps to implement the adoption of Canvas as the Learning Management System (LMS) for Delta College.
Goals	<p>Strategic Goal 1 PLANNING - The Board, administration, faculty, staff and students agree on the strategic direction for the College District and the long term plans for its effective operation and growth.</p> <p>Strategic Goal 5 STUDENT ACHIEVEMENT - The College increases student retention, success and overall achievement (degrees, certificates, transfer, and employment) and develops and implements student success programs to achieve those goals.</p>

Public Content

Background:

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges to increase both access to, and success in, high-quality online courses. The OEI is sponsored by the Foothill-De Anza CCD, in partnership with Butte-Glenn CCD and the California Community College Technology Center as recipients of a \$56.9M five-year grant disbursed by the Chancellor's Office.

In July 2015, Instructure's Canvas was selected as a "Common Learning Management System" to be made available to all California Community Colleges at no cost, through fiscal year 2018-2019. This selection was made following a 14-month procurement process involving the OEI steering committee, a system-wide Request for Proposal (RFP), and consultation with faculty, students and Distance Education leaders. Since then, 74 California Community Colleges have signed agreements with Canvas through the OEI, with another 20 colleges having expressed their intent to adopt Canvas.

Budget Impact:

No additional LMS cost through fiscal year 18-19. As a foundational system initiative, the OEI anticipates renewed funding at an amount that will allow Canvas to be subsidized at a minimum of two thirds the cost for all CCCs. For SJDC, the remaining one third cost to the District is estimated at \$52,000/year.

Etudes is \$129,000/year so the net savings would be approximately \$77,000 annually, following migration of all online courses and closing the District's Etudes contract. The OEI recommends that any savings realized from adopting Canvas be put into Professional Development efforts to improve student success in Distance Education.

PowerPoint presentation is also attached.

[Canvas PPT 11-15-16.pptx \(230 KB\)](#)

Materials related to an item on this Agenda submitted to the Board of Trustees after distribution of the agenda packet are available for public inspection in the Office of the Superintendent/President in the Administration Building, Room 103, 5151 Pacific Avenue, Stockton, CA.

"Etudes to Canvas" Training -- RSVP by March 1!**From :** Jennifer Azzaro <jennazzaro@deltacollege.edu>

Thu, Feb 23, 2017 05:18 PM

Subject : "Etudes to Canvas" Training -- RSVP by March 1!

2 attachments

To : Jennifer Azzaro <jennazzaro@deltacollege.edu>**Cc :** Martha Villarreal <mvillarreal@deltacollege.edu>, Matt Wetstein <mwetstein@deltacollege.edu>, Salvador Vargas <svargas@deltacollege.edu>, Ginger Holden <gholden@deltacollege.edu>, Delecia Robertson <drobotson@deltacollege.edu>, Laura Ochoa-Sanchez <lochoa-sanchez@deltacollege.edu>, Christopher Guptill <cguptill@deltacollege.edu>, Gillian Murphy <gmurphy@deltacollege.edu>, Sheli Ayers <sayers@deltacollege.edu>, Steve Graham <sgraham@deltacollege.edu>, Daryl Arroyo <darroyo@deltacollege.edu>, Julie Kay <jkay@deltacollege.edu>

Dear Etudes Faculty,

We would like to invite you to attend the first of many "Etudes to Canvas" training sessions that will be offered over the next 12-18 months.

This invitation is being extended to faculty who have been identified as having online or hybrid course assignments in Summer 2017. Our hope is that upon completion of training, you will begin to migrate and/or develop one of your Summer courses in Canvas so that if needed, we may call upon you to be a part of our tentative Summer pilot of "live" courses on Canvas.

Please note -

While completion of training will prepare you to teach in Canvas, it **does not guarantee** that you will be selected to pilot a live course this Summer. Software pilot programs are designed to be kept small, to test certain technical scenarios and assess large scale implementation. That said, we will need an adequate pool of potential course sections and trained faculty to choose from, though **you may have to wait until a future semester to teach live on this new system**. If you are not chosen to pilot in Summer, you will simply keep the practice Canvas site you are given in training and may request additional practice sites to develop other courses.

With the above understanding, please review the following two options in detail and respond to this email with your preference, **no later than Wednesday, March 1 at 5:00pm. Seating is limited. Your space in these sessions will be confirmed by Wednesday, March 1 at 5:00pm, if not sooner**. If you do not get into the session you want, there will be many additional opportunities for training in both hybrid and online formats. These additional sessions will be scheduled and announced on a rolling basis over the next year+.

For more information on this project, please scroll down to see prior announcements and FAQs released by your Distance Ed team, and be sure to attend any upcoming DE Committee and Academic Senate meetings.

Thank you for your willingness to attend this early training and for volunteering to be a potential pilot user!

- The following options are Flex eligible. Please choose only one. -

Option 1: "Etudes to Canvas" – Hybrid through the Professional Development Center (PDC)

Dates: March 3 - 24

Length: 3 weeks

Format: Hybrid with 3 face-to-face class sessions in PDC plus reading and tasks to completed online.

Cost: \$0

Requirements: Attend all 3 class sessions in full; submit all assigned work; earn 400/500 points (80%).

Required class sessions: Fridays, March 3, 10, 17. 2:30pm - 4:30pm in the PDC's "Large Training Room" - Holt 121.Target Audience: Faculty who have used Etudes previously and prefer once weekly, live, facilitated training in addition to online work.

Facilitators: Jennifer Azzaro and Jim Marteney

Option 2: "Etudes to Canvas" – Fully Online through the Online Teaching Academy (scheduled through the PDC)

Dates: March 27 - April 17

Length: 3 weeks

Format: Fully online; all reading and tasks to be completed online.

Cost: \$0

Requirements: Submit all assigned work; earn 400/500 points (80%).

Target Audience: Faculty who have used Etudes previously and prefer to do all work online with asynchronous facilitation/help.

Facilitator: Jim Marteney

--

Jennifer Azzaro, M.S.
Professional Development & Distance Education Coordinator
Professional Development Center, Holt 121
209.954.5784

From: "Jennifer Azzaro" <jennazzaro@deltacollege.edu>
To: "Faculty" <faculty@deltacollege.edu>
Cc: "Martha Villarreal" <mvillarreal@deltacollege.edu>, "Matt Wetstein" <mwetstein@deltacollege.edu>, "Salvador Vargas" <svargas@deltacollege.edu>, "Ginger Holden" <gholden@deltacollege.edu>, "Gillian Murphy" <gmurphy@deltacollege.edu>, "Laura Ochoa-Sanchez" <lochoa-sanchez@deltacollege.edu>, "Steve Graham" <sgraham@deltacollege.edu>, "Sheli Ayers" <sayers@deltacollege.edu>, "Daryl Arroyo" <darroyo@deltacollege.edu>
Sent: Friday, February 10, 2017 6:20:36 PM
Subject: Canvas Training FAQs

Dear Faculty,

Due to the volume of inquiries I have received regarding Canvas training, I wanted to send a follow up message in hope of addressing the FAQs. The following questions and answers are arranged according to the four training options outlined in our email update of February 6 (scroll all the way down to review that message).

ETUDES TO CANVAS (Training Options 1 and 2)

Who should take this training?

This training is designed to help experienced Etudes users understand the differences between Etudes and Canvas and migrate their content from one system to the other. We will look back on Etudes tools and see how that functionality can be accomplished in Canvas. Finally, we will learn about the tool Canvas has built to export your content out of Etudes and into Canvas.

When can I sign up?

The first sessions will be offered in both hybrid and fully online formats, **starting** in March 2017. Dates and times for the March sessions will be announced later this month. Seats may be reserved **after** the dates have been finalized. That said, first priority on these seats will be given to faculty participating in a small Canvas pilot this summer.

Is the training face-to-face or online?

Training will be offered in both formats. March will include one hybrid track and one fully online track. The hybrid track is designed for anyone who prefers once weekly, live, facilitated training in the PDC in addition to online work. The fully online track would suit anyone who prefers to complete all of the work online with asynchronous help (private message; discussion forum Q&A).

What if I can't get into the session I want?

The March sessions are only the **first** of many, many opportunities for Etudes to Canvas training that will be available in the coming year+ (SP17, SU17, FA17, SP18). Additional dates for hybrid and online sessions will be announced on a rolling basis, as new sessions are scheduled. You may also sign up for the "Introduction to Canvas" training detailed below and then take an "Etudes to Canvas" session later if you feel you would benefit from both. You only have to pass one session to be certified!

Who will be my training facilitators?

Jennifer Azzaro and Jim Marteney. Both have been Etudes trainers and DE Coordinators for over 10 years and are experienced with Etudes to Canvas migrations.



INTRODUCTION TO CANVAS (Training Option 3)

Who should take this training?

This training is designed for anyone who has not used Etudes at all, or only minimally, and who has little to no content to migrate from another system. The training will focus on Canvas alone, with no mention of Etudes.

When can I sign up?

Now! And well into the future. There are several sessions starting Feb 27 and April 10. Additional sessions will be announced on a rolling basis.

Reserve your seat here: <http://www.onefortraining.org/online-courses>

This training usually costs \$65 but is available for free with a coupon code you can get from Jennifer Azzaro - jennazzaro@deltacollege.edu

What if the coupon code doesn't work for me?

The code is only good for one use and requires that you register with your Delta College email address. If you are following these guidelines and it still doesn't work, please contact @One directly at <http://www.onefortraining.org/contact>

Is the training face-to-face or online?

This training is fully online.

What if I can't get into the session I want?

New sessions are added on a rolling basis, based on both demand and trainer availability. With most of the California Community Colleges migrating to Canvas, I see this training continuing for a long time to come. Watch the website linked above for additional sessions.

Who will be my training facilitators?

Experienced @One trainers and members of the Online Education Initiative (OEI). @One is a long standing professional training organization funded by the Chancellor's Office.



EVIDENCE OF CANVAS CERTIFICATION PREVIOUSLY RECEIVED (Training Option 4)**What if I have already completed Canvas training elsewhere?**

Training certificates from professional training organizations such as @One, or from other accredited institutions of higher learning should be sent to the Professional Development Center. Please scan and send your certificate to prodevcenter@deltacollege.edu -- you may also send a hard copy to the Pro Dev Center (Holt 121), or email a picture of it. If you don't have your certificate, please check with the organization or institution you received it from.

Chances are they have a record of your training and can reproduce your certificate. All outside training certificates must be approved by the Professional Development Center.

OTHER RELATED QUESTIONS**How soon can I start teaching with Canvas?**

No classes will "go live" on Canvas until the official pilot, which we anticipate starting in Summer 2017 following necessary technical integration work with System 2020 (outlined in Martha Villarreal's message, below). This will likely be a small pilot, with more classes to go live on Canvas in the Fall. Faculty must successfully complete one of the four training options prior to teaching live courses on this system.

How long can I continue to teach with Etudes?

Etudes and Canvas will be used in parallel through June 2018, when our Etudes contract ends. After this time, Canvas will become the college's official Learning Management System for online instruction. This allows well over a year for existing Etudes faculty to complete training and course content migration, the standard period used by most California Community Colleges.

What happens after June 2018?

Training will shift from an "Etudes to Canvas" focus to basic "Intro to Canvas" and will continue to be offered on a

regular basis to accommodate any faculty who wish to use this system. "Intro to Canvas" is likely to be offered through the Professional Development Center starting in Spring 2018, based on demand.

Where can I get more info?

Watch for periodic email updates and please attend your Distance Education Committee and Academic Senate meetings where these topics will be further discussed. Dates for these meetings will be announced through campus email.

More information is also available in the project update below, including a brief history, current status and anticipated timeline. Thank you for your continued patience as we work on the many moving parts of this 18-month migration with I.T., Etudes, Canvas, the OEI, and of course, our users. There will be many training opportunities along the way and you will have over a year in which to learn this exciting new system. We don't plan on losing anyone. :)

Jennifer

--

Jennifer Azzaro, M.S.
Professional Development & Distance Education Coordinator
Professional Development Center, Holt 121
209.954.5784

From: "Martha Villarreal" <mvillarreal@deltacollege.edu>
To: "Faculty" <faculty@deltacollege.edu>
Cc: "Matt Wetstein" <mwetstein@deltacollege.edu>, "Salvador Vargas" <svargas@deltacollege.edu>, "Ginger Holden" <gholden@deltacollege.edu>, "Gillian Murphy" <gmurphy@deltacollege.edu>, "Laura Ochoa-Sanchez" <lochoa-sanchez@deltacollege.edu>, "Steve Graham" <sgraham@deltacollege.edu>, "Sheli Ayers" <sayers@deltacollege.edu>, "Daryl Arroyo" <darroyo@deltacollege.edu>, "Jennifer Azzaro" <jennazzaro@deltacollege.edu>
Sent: Monday, February 6, 2017 8:42:11 PM
Subject: Canvas Training Certification Options

Dear Faculty,

The Professional Development Center and Distance Education team would like to share an update with you on the college's migration from Etudes to Canvas as our official Learning Management System for online instruction. The following memo will include a brief history, current status of the project, anticipated timeline and detailed information on Canvas training certification. We appreciate your patience and look forward to supporting you through this process!

The decision to adopt Canvas under the statewide Online Education Initiative (OEI) received unanimous approval in Fall 2016 by the Distance Ed Committee, Curriculum Committee and Academic Senate. Following Board approval in November, the college registered with the OEI and obtained an Institution Participation Agreement (IPA) with Canvas. At this stage, the technical portion of our migration has begun.

The college's I.T. department and Distance Education team are now collaborating with the Canvas technical team to complete important foundational steps in Spring before any courses "go live" on Canvas. In particular, they are working on processes for obtaining course shells, mapping student rosters and updating adds and drops.

In addition, both course sites and student/faculty accounts will need to follow certain naming conventions for two reasons: to ensure proper roster mapping, and because Federal regulations and ACCJC accreditation mandates require that the college have a process for documenting that students who take Internet classes are the same students who registered for them. Finally, the Online Education Initiative (OEI) has requirements that each college must follow in order to use Canvas. One of these is devoting the first few months of implementation to student authentication, student support, and integration with our System 2020. Until the college officially goes live with piloting Canvas, all Internet courses will need to continue on Etudes to ensure a smooth and compliant process for our students.

Training in both hybrid and fully online formats will begin in mid-Spring 2017, with the hope of piloting live courses on Canvas in Summer 2017. Four training options are outlined below. The college anticipates running Etudes and Canvas in parallel through June 2018, allowing 18 months to fully migrate, the standard period used by most colleges. That said, the first several months need to be dedicated to the above technical work.

We encourage any interested faculty to attend Distance Ed Committee and Academic Senate meetings where these processes will be further discussed. You may also direct questions to Professional Development & Distance Education Coordinator, Jennifer Azzaro.

Thank you for your understanding as we get this project underway!

Canvas Training Certification Options:

1. "Etudes to Canvas" – Hybrid through the Professional Development Center

Starting: March 2017 (dates TBA in late February)

Length: 3 weeks

Format: Hybrid; face-to-face class sessions in PDC once/week plus reading and tasks to complete at home. Class sessions will be held in the late afternoon, during business hours, on different days of the week to accommodate the most faculty.

Cost: \$0

Requirements: Attend all 3 in-class sessions in full; submit all assigned work; earn 400/500 points (80%).

Target Audience: Faculty who have used Etudes previously and prefer live, facilitated training in addition to online work.

2. "Etudes to Canvas" – Online through the Online Teaching Academy (scheduled through the PDC)

Starting: March 2017 (dates TBA in late February)

Length: 3 weeks

Format: Fully online; reading and tasks to be completed at home.

Cost: \$0

Requirements: Submit all assigned work; earn 400/500 points (80%).

Target Audience: Faculty who have used Etudes previously and prefer to do all work online with asynchronous facilitation/help.

3. "Introduction to Canvas" -- Online through @One

Available:

2/27/17 - 3/24/17: 3 waitlisted sections; 1 new section added Feb 10th: <http://onefortraining.org/node/907>

4/10/17 – 5/5/17: 3 open sections.

See here: <http://www.onefortraining.org/online-courses>

Length: 4 weeks

Format: Fully online; reading and tasks to be completed at home.

Cost: \$0 with coupon code (get code from PDC)

Requirements: Submit all assigned work with "passing performance".

Target Audience: Faculty who have NOT used Etudes previously (adjuncts, new hires).

4. Evidence of Canvas certification previously received from an accredited institution of higher learning or professional training organization and approved by the Professional Development Center.

I'd like to thank Jennifer Azzaro and the I.T. staff for all the work they've done toward this migration to Canvas.

In the spirit of collaboration,

Martha Villarreal, J.D.
Acting Dean of Regional and Distance Education
San Joaquin Delta College
5151 N. Pacific Ave.
Stockton, CA. 95207



Jenn and Jim.jpg

7 KB



@One.jpg

5 KB

2033 Evaluation of Managers

- A. It is the policy of San Joaquin Delta College that an evaluation will be completed for each manager at least every two years. New managers will be evaluated every year for the first three years and at least once every two years thereafter. The evaluation process will include a self-evaluation, an evaluation by the manager's supervisor, and may also include an optional peer review.

- B. Evaluation Participants
 - 1. All current employees immediately supervised by the manager (regular, contract and adjunct faculty, classified staff, and managers) will receive an evaluation form from the Human Resources Office.

 - 2. Where appropriate, with the mutual agreement of the manager and the supervisor, students and/or other faculty and staff may participate in the evaluation process.

- C. Self-Evaluation and Evaluation by the Manager's Supervisor
 - 1. The evaluation will include:
 - a. A review of the self-evaluation.
 - b. A review of the goals and objectives for the previous year and the upcoming year.
 - c. A discussion of the manager's responsibilities and how they are carried out.
 - d. A review of professional work including participation on committees and professional organizations, and involvement in the community.
 - e. Input collected from evaluation participants. A summary of the input, but not identifiable individual responses, will be shared with the manager being evaluated.
 - f. A classroom observation for those managers with teaching assignments will follow the faculty peer evaluation process.

 - 2. The supervising manager will meet with the manager to discuss the content of the evaluation. The evaluation will include recommendations and suggestions for improvement including information on how the supervisor will assist the manager in implementing the suggestions.

2033 Evaluation of Managers

3. Only the self-evaluation and the evaluation by the manager's supervisor, will be included in the personnel file.

D. Optional Peer Review

1. In addition to the self-evaluation and the evaluation by the manager's supervisor, the manager may select a volunteer peer reviewer.
2. The peer review may include a review of the goals and objectives for the previous year and the upcoming year, a discussion of the manager's responsibilities and how they are carried out, a review of professional work, including participation on committees and professional organizations, relationships with the college community, especially students, and other appropriate information as determined by the manager.

- E.** In the event that other attempts at resolving perceived problems fail, the evaluation process shall be initiated if the majority of current faculty, classified and management staff being supervised send a request to the supervising manager.

Enterprise Resource Planning System Selection Process

Board of Trustees Meeting
January 10, 2017



Gerardo Calderón, Vice President of Operations

Background

- ▶ FY 2015–16 Program Review included a recommendation to look for an integrated Enterprise Resource Planning (ERP) System to replace existing and legacy core systems.
- ▶ On May 17, 2016, the Board approved staff's recommendation to contract with Strata Information Group (SIG) to provide consulting services to assist in the search, evaluation, selection and procurement of the ERP.

Legacy Systems

The three core systems are stand-alone systems designed, developed and maintained in-house, including:

- ▶ System 2020 – Student Information System
- ▶ Kualu – Financial & Purchasing System
- ▶ Munis – Human Resources & Payroll System

Functional Features of Legacy Systems

Student Information (System 2020)	Finance / Purchasing (Kuali)	Human Resources (MUNIS / NeoGov)
<ul style="list-style-type: none"> ✓ Student Registration ✓ Faculty Rosters ✓ Schedule of Classes ✓ College Catalog ✓ Reporting ✓ Payroll module (but not used) 	<ul style="list-style-type: none"> ✓ General Ledger ✓ Accounts Payable ✓ Accounts Receivable ✓ Purchasing 	<p><u>MUNIS:</u></p> <ul style="list-style-type: none"> ✓ Employee Information <ul style="list-style-type: none"> • Accruals • Certifications • Evaluation tracking • Benefit Tracking • Time and Attendance ✓ Payroll ✓ Financials (Chart of Accounts) <p><u>NeoGov:</u></p> <ul style="list-style-type: none"> ✓ Applicant Tracking ✓ Requisitions ✓ Job descriptions ✓ Job postings ✓ Online applications ✓ Performance Evaluations

New ERP: Integrated System

Improve User Experience and Operational Efficiencies

- ▶ User friendly portal for students, faculty and staff
 - Accessible via mobile device and desktop computer
 - Internet based
 - Accessible while on or off campus
 - Integrated functionality
 - Real-time transaction processing
 - Improved workflow
 - Robust reporting with dashboard capabilities

Compliance

- ▶ Adhere to functional and reporting requirements from the Chancellor's Office
- ▶ Meet accessibility requirements, such as:
 - US Section 508 Standards
 - Web Content Accessibility Guidelines 2.0, Level AA

Consultant's Role

Provide expertise in two key functional and technical areas:

- ▶ Conduct internal business process analysis workshops in the use of existing legacy systems
- ▶ Assistance in the Acquisition of an Enterprise Resource Planning System

Business Process Analysis (BPA)

The objectives of the BPA include:

- ▶ Map and analyze existing processes
- ▶ Identify obstacles and potential opportunities for improvement
- ▶ Design new process to enhance service, improve efficiency, and maximize use of technology

Acquisition of ERP system

- ▶ Establish teams representing each functional area to play an integral role in the development, evaluation, selection and implementation of the Enterprise Resource Planning System
- ▶ Identify functional and operational needs
- ▶ Develop Request for Qualifications / Proposal
- ▶ Script development for vendor demonstrations
- ▶ Evaluations
- ▶ Selection

Next Steps

- ▶ Request for Qualifications released on Dec. 19th
- ▶ Finalization of Catalog and Course Schedule Development BPA
- ▶ SIG/Evaluation teams to develop scripts for qualifying vendors to demonstrate software functionality
- ▶ Evaluation teams to select top vendor(s) for further consideration
- ▶ Vendor selection and contract negotiation
- ▶ Present vendor software to Board for review and approval

Questions?





San Joaquin DELTA COLLEGE

Graduates Survey Results

Class of 2016





San Joaquin Delta College Graduating Class of 2016

Results Delta College Experience Survey

Background and Methodology

In April 2016, the Vice President of Student Services sent a letter inviting each of the 1,687 students eligible to graduate in spring 2016 to confirm their participation in the 2016 Commencement Ceremony through an online confirmation form. Of those students who received the letter via email and U.S. Mail, a total of 648 (38%) students confirmed their participation in the District’s commencement ceremony.

In order to assess campus-wide student learning experiences at Delta College, the graduating class was also asked to participate in a brief online survey administered by the College’s Office of Planning, Research, and Institutional Effectiveness (PRIE). The results from the 846 (50%) participants are presented here.

Items on the survey were derived from the District’s mission statement and were intended to serve as indirect indicators of institutional student learning outcomes.

The survey consisted of ten five-point Likert scale items, with a response of 5 indicating ‘not at all’ and a response of 1 indicating ‘to a great degree.’ Specific items on the survey pertained to students’ perceptions of skills and abilities gained while at Delta College, personal development, preparation for future course

work or employment, and appreciation for art, history and culture. Students were asked to rate each item as it related to their experiences with courses in their programs or majors, and the student services they accessed.

A final item asked students if a particular instructor, counselor, librarian or staff member helped to inspire or encourage them during their experiences at Delta College.

Results

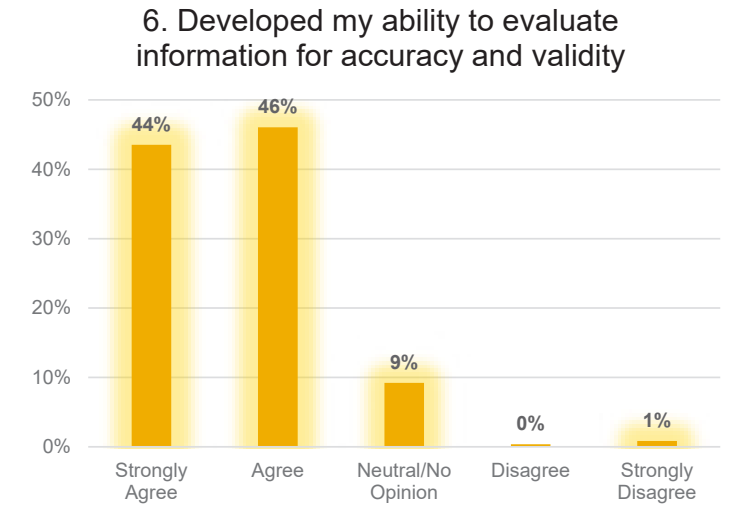
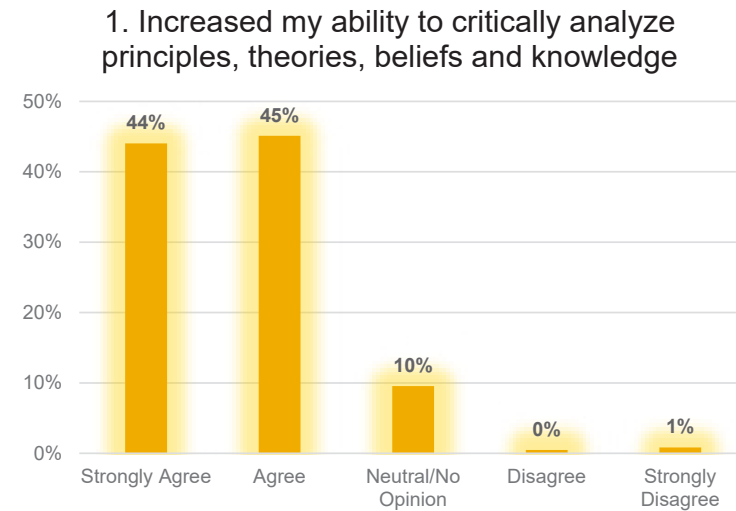
The overall results from the survey remain consistent with prior years and extremely positive. The 2016 class rated their learning experiences at Delta College highly.



- Julien Cyrill Atayan
- Belen
- Rachelle Patricia Beck
- Cynthia Leanne Bice
- Cody Joseph Butterfield
- Ricky Chin
- Ed Kingsly T. Dungo
- Amber D. Feng
- Lisa Huang
- Samuel B. Johnson
- Marisa Angelene Kautz
- Kirstin Rose Kielhold

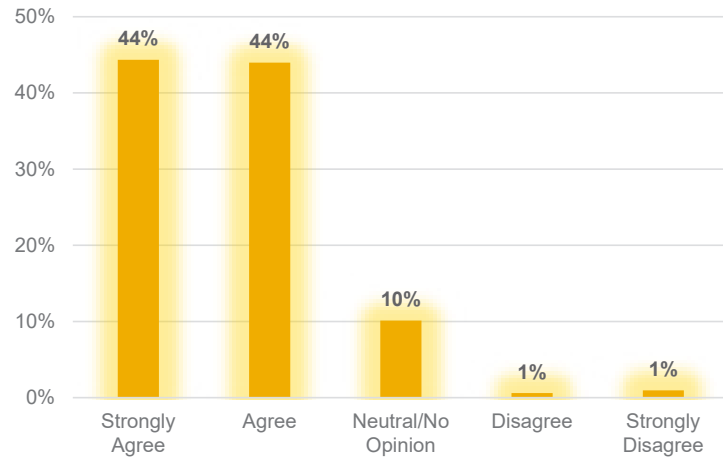
- Kara L. Lavagnino
- Hannah Louise Lee
- Allen Elfis McFarland
- Tin Thanh Pham
- Karen Ramirez
- Jason Allen Robinson
- Dillon Joseph Shea
- David Stefanik
- Nicholas N. Werblun
- Hafsa Zulfiqar

The majority of graduates indicated their experiences at the College enhanced their critical thinking and analytical skills. Forty-four percent of students believed their experiences at the College developed their ability to critically analyze principles, theories, beliefs and knowledge to a great degree. Nearly 90% rated this survey item with a 1 or 2. A similar number said their experiences at the College developed their ability to evaluate information for accuracy and validity (44% saying this fit them to a “great degree,” and 90% rating this statement with a 1 or 2).

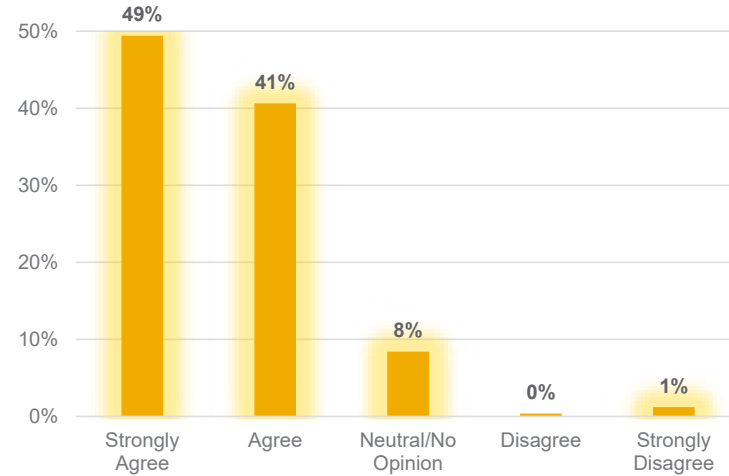


1 = To A Great Degree 5 = Not at All

2. Prepared me for upper division college work or to get a job in my chosen field



9. Developed my ability to think and communicate clearly and effectively through the use of oral, written and mathematical skills

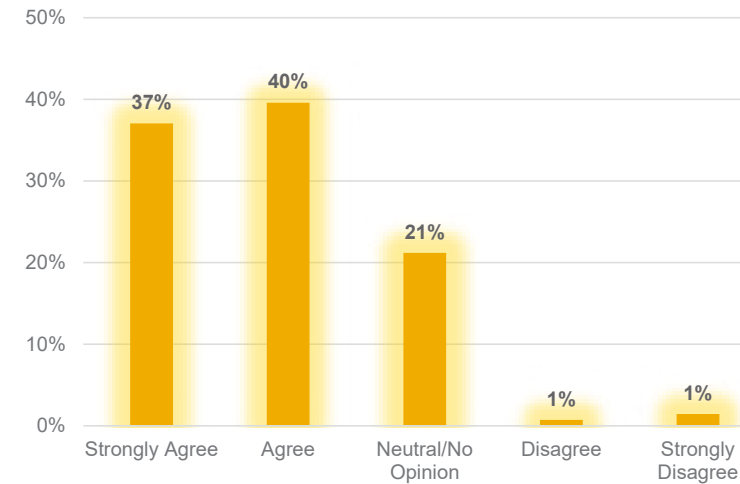


Graduates indicated that their experiences at Delta College helped them prepare for future endeavors. Forty-four percent of students believed their experiences at Delta College prepared them to a great degree for upper division college work or for a job in their chosen field. Forty-nine percent of students believed that, to a great degree, their experiences at the College developed their abilities to think and communicate effectively using oral, written and mathematical skills. On this question, 90% of students provided a 1 or 2 ranking.

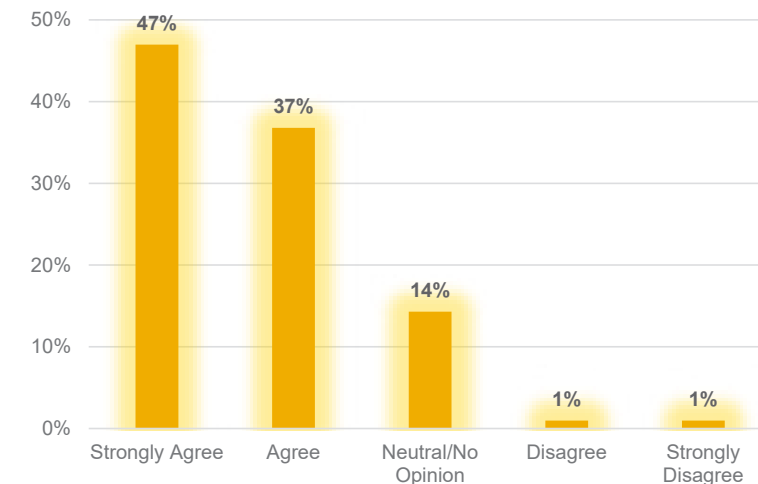
1 = To A Great Degree 5 = Not at All

Forty-seven percent of the graduates indicated, to a great degree, that their College experience helped them to achieve a deeper understanding about ethical choices that individuals face in contemporary society; and 37% indicated that, to a great degree, their education had given them an appreciation for the value of history. Ratings of 1 and 2 for these two statements equal 84 and 77 percent respectively.

4. Gave me an appreciation of the value and importance of history



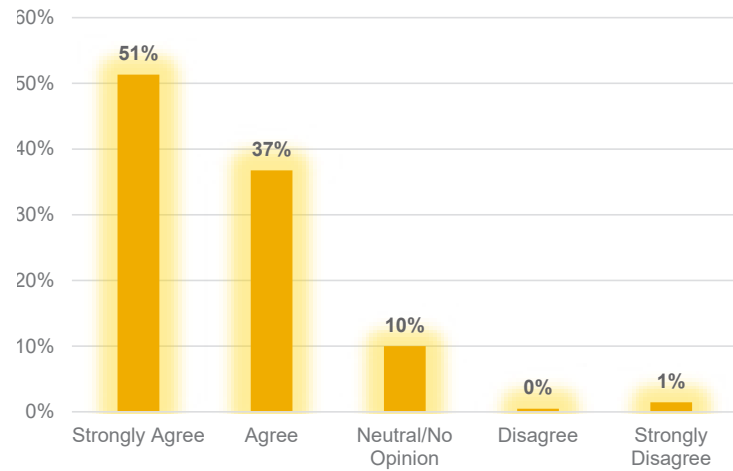
8. A deeper understanding about the ethical choices that individuals face in contemporary society



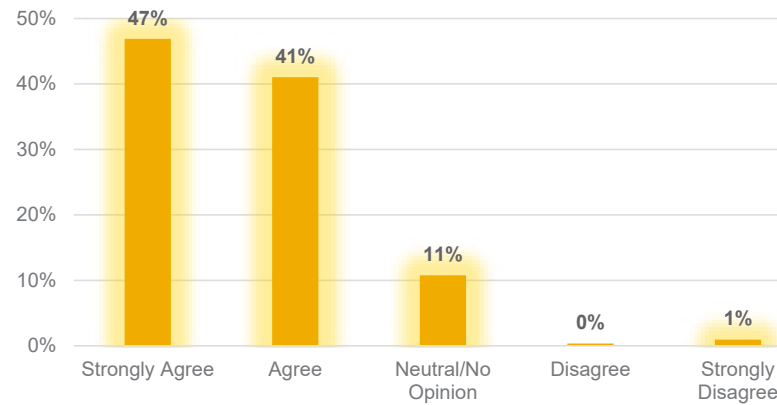
1 = To A Great Degree 5 = Not at All

Students indicated their experiences at the College enhanced their own personal development. Half of the graduates provided the strongest agreement to the statement that their experiences at Delta College gave them an appreciation for lifelong learning. In combined ratings, nearly 90% believed their experiences at the College developed their capacity for self-understanding to a great degree rating that statement a 1 or 2.

5. Gave me an appreciation for lifelong learning

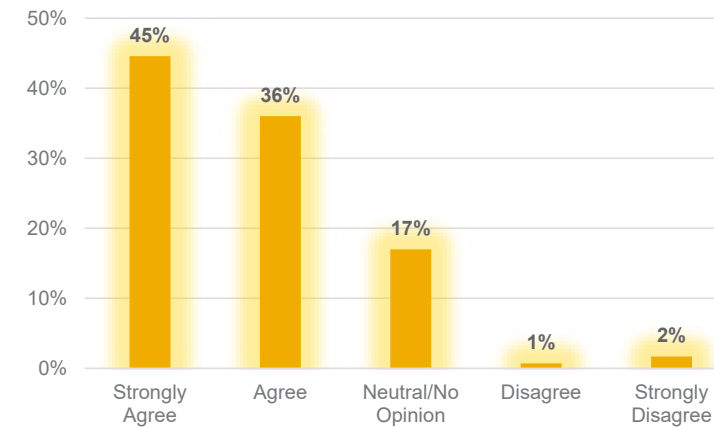


7. Developed my capacity for self-understanding

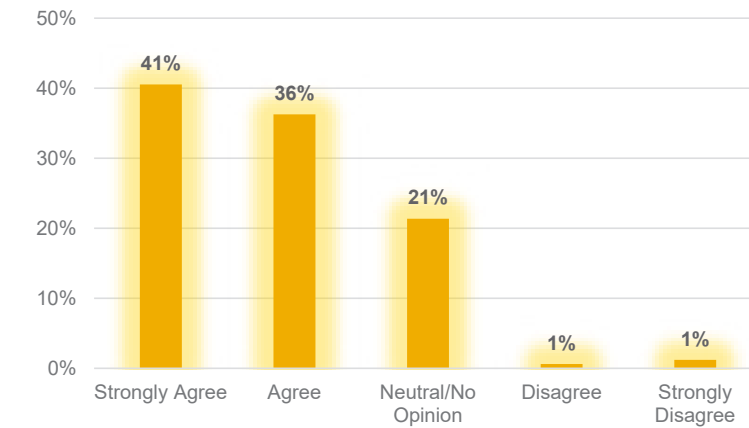


1 = To A Great Degree 5 = Not at All

3. Increased my respect for cultural diversity



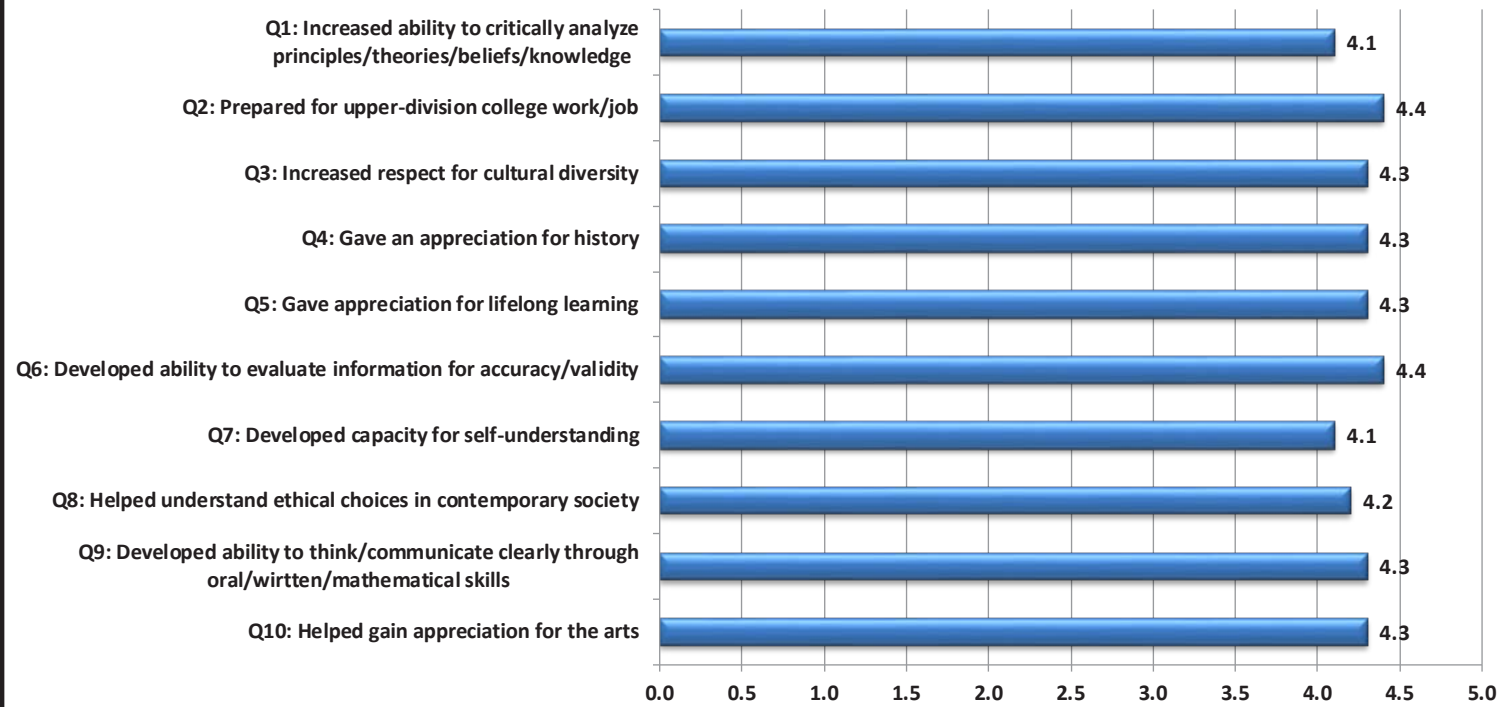
10. Helped me gain an appreciation for the arts



1 = To A Great Degree 5 = Not at All

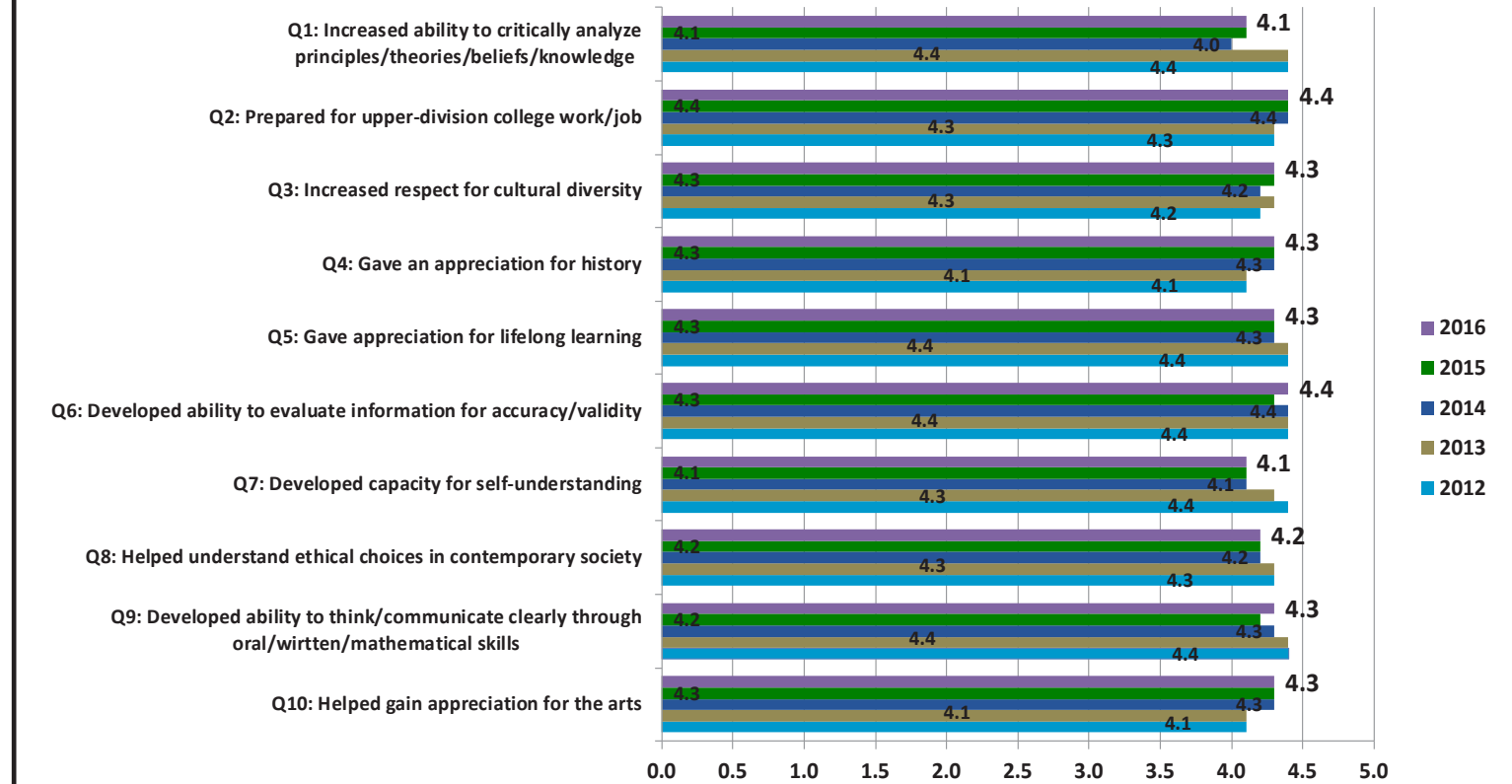
Forty-one percent of the graduates were in agreement that their Delta College experiences helped them gain appreciation for the arts, and over 80% agreed that their experiences increased their respect for cultural diversity with combined rankings of 1 and 2.

Mean Survey Item Response 2016



When the response categories are flipped to make positive answers a 5 and weaker answers a 1, the mean ratings for each of the key items were extremely positive. On average graduates rated Questions 2, 3, 4, 5, 6, and 10 most highly (Mean = 4.3 on a 5 point scale). Ratings on these measures have been consistently strong over the last five years.

Mean Survey Item Response 2012 - 2016



Quotes from Students

My experiences at Delta.....

SJDC has allowed me to achieve my educational goals while maintaining a full time job to support myself. The convenience of having the option of hybrid, online, evening, or weekend courses gave me the flexibility I needed to not give up my dreams of furthering my educational career simply because I had to work . . . I entered SJDC with nothing but self-doubt, but I am now leaving SJDC with an abundance of confidence. I am the only person from my immediate family to have graduated from college, and it is because of SJDC, it's supportive professors, affordable tuition, and convenient class options that I was able to do it.

Delta's staff, faculty, and administrators exuded a spirit of camaraderie, support, and guidance that all students could thrive, achieve, and attain success. When utilized, this opportunity has the potential to change the trajectory of all lives. For all of the support, academically, emotionally, and financially (I received financial aid and other support services), I am eternally grateful . . .

It's been a long journey but **D**elta never let me quit.

Delta College was a wonderful experience and I strongly recommend that high school students (not only go to Delta) attend a junior college. High school, did not prepare me for college but Delta did. Delta taught me to take responsibility to register for classes on my own, taught me to communicate with other students and instructors, taught me to never give up on achieving [my] goals, and helped me grow from being a young teen to a young adult.

All my teachers were exceptional. If any were not, then I didn't keep them. Education is an investment and I liked the instructors who brought humor as well as their great knowledge. I would not have made it without their quick wit and ready smiles. They taught us to open our minds and think critically about all that we see, from the outer depths of the universe, to things unseen by naked eyes. I made vegetables with my own hands. Wow!

My experience at Delta College was great. I met wonderful people, and the instructors, counselors and staff are dedicated, helpful, and knowledgeable. I am very glad to have been part of this community college. I know that what I learned during these years at Delta will help me achieve my goals. I just feel grateful for have been part of this community.

*Faculty and Staff Members Acknowledged by 2016 Graduates
for Their Inspiration and Encouragement*

Thomas Adamson, Professor, Biology
 Sean Alford, Associate Professor, Heavy Equipment /Diesel /CAT
 Monica Ambalal, Adjunct Associate Professor, Music
 James Anderson, Adjunct Associate Professor, Communication Studies
 Sara Antinora, Professor, English
 Julie Artesi, Professor, English
 Leslie Asfour, Professor, Fashion
 Amir Assadi-Rad, Professor, Biology
 Stacey Robles Bagnasco, Professor/Counselor
 Chris Barker, Professor, Mathematics
 Dan Baker, Professor, Psychology
 Kate Bautch, Adjunct Associate Professor, Music
 Kevin Bautch, Professor, Drama
 Ben Beam, Professor, Animal Science
 Lilia Becerra-Quintor, Professor Foreign Languages
 Scott Bender, Professor, Biology
 Angela Beyer, Professor, Child Development
 Joe Bisson, Professor, History
 Lori Black, Adjunct Associate Professor, Physical Education
 Mary Blackford, Adjunct Associate Professor, English
 James Boyle, Adjunct Associate Professor, Art
 Adrianna Brogger, Adjunct Associate Professor, Radio/Television
 Jason Broyles, Professor, Mathematics
 Kathleen Bruce, Associate Professor, Communication Studies
 Ludmilda Buettner, Professor, English/ESL
 Campbell Bullock, Adjunct Associate Professor, Sociology
 Sergio Calderon, Professor, Cisco/Electronics /Electrical Technology
 Yolanda Calderon, Professor/Counselor
 Manuel Camacho, Professor, Spanish
 Ulrike Christofori, Professor, Humanities
 Suzanne Coleman, Professor, Child Development
 Shenny Cruces, Professor, Art
 Antonio Cruz, Adjunct Associate Professor, Administration of Justice
 Raymon Cuneo, Adjunct Associate Professor, Nursing
 Tara Cuslidge-Staiano, Professor, Mass Communication
 Elizabeth Day, Professor, Chemistry
 Paula DeBoard, Adjunct Associate Professor, English
 Anitra DeBose, Tutor, Math Science Learning Center

Richard Dettloff, Professor, Fluid Power/CAT
 David Dodson, Professor, Agriculture
 Ann Lee Dolan, Professor, Anthropology
 Michael Duffett, Adjunct Associate Professor, English
 Yvette Early, Adjunct Associate Professor, Nursing
 Mary Ellison, Adjunct Associate Professor, Chemistry
 Eric Emmett, Adjunct Associate Professor, Fire Science
 William Ferraiolo, Professor, Philosophy
 Rashonne Founts, Professor, Agriculture Business
 Elinor Fox, Adjunct Associate Professor, English
 Steven Gallo, Adjunct Associate Professor
 Anita Gautam, Adjunct Associate Professor/Counselor
 Guillermo Giron, Professor, Spanish
 Marilyn Glaser, Adjunct Associate Professor, Speech
 Kelly Graham, Adjunct Associate Professor/Counselor
 Steve Graham, Division Dean, H.S.S.E.K.A. Division
 Bao Guan, Adjunct Associate Professor, Mathematics
 Barbara Guzman, Adjunct Associate Professor, Anatomy
 Rex Hamilton, Adjunct Associate Professor, Religion
 Patricia Hammer, Professor, Mathematics
 Shelley Hanna, Professor, English
 Brad Hannan, Professor, Diesel Technology/Ag Engineering
 Vivian Harper, Professor, Early Childhood Education
 Sam Hatch, Professor, English
 Lynn Hawley, Professor, History
 Jennifer Held, Adjunct Associate Professor, Communication Studies
 Judy Hemington, Adjunct Associate Professor, English
 Danell Hepworth, Associate Professor, Engineering
 Cassandra Hernandez-Vives, Director, MESA
 Nena Hewette, Professor, Biology
 Gerry Hinayon, Professor, Nursing
 Jeff Hislop, Professor, Administration of Justice
 Art Holton, Professor, Music
 Karen Holly, Professor, Biology
 Kathy Huff, Associate Professor, Accounting
 Phil Hutcheon, Professor, English
 Steve Itaya, Professor, Biology
 Marvin Jackson, Adjunct Associate Professor, History/Coaching

*Faculty and Staff Members Acknowledged by 2016 Graduates
for Their Inspiration and Encouragement*

Pam Rossman, Student Program Specialist, EOPS/CARE
 Josie Rotert, Adjunct Associate Professor/Counselor
 Danilo Sanchez, Adjunct Associate Professor, Biology
 Gina Johnson, Professor/Head Coach, Women's Basketball
 Shelia Johnson, Professor/Counselor
 Lauryn Jordan-Seales, Professor/Head Coach, Cross Country (M/W)
 Roy Juarez, Student Program Specialist/ EMT, Mobility Supervisor
 Brian Kendrick, Professor, Music
 Susan Kidwell, Professor, Communication Studies
 Robert Knudsen, Professor, Biology
 Jon Krupp, Professor, Electron Microscopy
 Solyn Laney, Professor/Counselor
 Rocky LaJeunesse, Professor/Counselor
 Lincoln Lee, Professor, Astronomy
 Michael Leonard, Adjunct Associate Professor, Art
 Suzanne Lindborg, Professor, Mathematics
 Carie Loker, Adjunct Associate Professor, Interior Design
 Lisa Lopes, Adjunct Associate Professor, Psychology
 Debra Louie, Professor/Counselor
 Clarence Louie, Professor/Counselor
 Lisa Lucchessi, Director of Health Sciences
 Alberto Luna, Professor, Auto Mechanics
 Sabrina Luviano, Instructional Support Assistant III, ESL
 Robin Lyons, Professor, Geography
 Joseph Mac Issac, Professor, Machine Shop Technology
 Carol McCandless, Adjunct Associate Professor Religion
 Cera Macy, Adjunct Associate Professor, Graphic Arts
 Elizabeth Maloney, Professor, Psychology
 Matthew Marconi, Adjunct Associate Professor, English
 Melanie Marshall, Professor, Graphic Arts
 Michelle Marta, Professor, Education/Reading
 Scot Martin, Professor, Heating and Air Conditioning
 Harry Mersmann, Professor, Sociology
 Nathan Milnik, Adjunct Associate Professor, Philosophy

Becky Miller, Professor/Counselor
 Karen Millsop, Professor, Psychology
 Nathan Milnik, Adjunct Associate Professor, Philosophy
 Rachel Moraes, Adjunct Associate Professor, English
 Richard Moraes, Adjunct Associate Professor, English
 Mario Moreno, Professor, Art
 Pamela Muckenfuss, Professor/Counselor
 Tammie Murrell, Adjunct Associate Professor, Administration of Justice
 Doug Murray, Professor, Assistant Coach, Football
 Sharmila Nathaniel, Professor/Counselor
 Claudia Navarro, Administrative Assistant II, Health Sciences
 Melissa Neil, Associate Professor, Psychology
 Hannah Nelson, Adjunct Associate Professor, Photography
 Charlene Nunes, Professor, Sign Language
 Ysaura Olivo, Professor/Counselor
 Michael O'Rourke, Adjunct Associate Professor, Architecture
 Pablo Ortega, Professor/Counselor
 Diane Oren, Professor, English
 Al Ortiz, Professor, History/Political Science
 Lisa Perez, Professor, Computer Science
 Nancy Petersen, Adjunct Associate Professor, Speech
 Terry Petersen, Professor, Communication Studies
 Heidi Plath, Adjunct Associate Professor, Nutrition
 Rebecca Plaza, Associate Professor/Counselor
 Billy Pollard, Adjunct Associate Professor, Accounting
 Zack Prince, Adjunct Associate Professor, English
 Nadine Pruitt, Professor, Nursing
 Pedro Ramirez, Professor, English
 Stan Rapada, Financial Aid Specialist, Financial Aid & Veterans Services
 Phil Reedy, Professor, Chemistry
 Bob Rennicks, III, Professor, English
 Alicia Ricardez, Professor, Chemistry
 Lillian Rich, Professor, Spanish
 Sabiha Rizvi, Adjunct Associate Professor, English

*Faculty and Staff Members Acknowledged by 2016 Graduates
for Their Inspiration and Encouragement*

Heather Robinson, Professor/Counselor
 Peggy Rocha, Professor, French
 Martin Rojas, Adjunct Associate Professor, English
 Manuel Roman, Adjunct Associate Professor, History
 Nicole Sandoval, Professor Communication Studies
 John Schaeffer, Associate Professor, Psychiatric Technician
 Kathy Schick, Adjunct Associate Professor, Biology
 Robert Schumacher, Adjunct Associate Professor, Art
 Ramon Sewnath, Professor, Religion
 Kitt Shek, Professor, Foreign Language
 Travis Silvers, Adjunct Associate Professor, Music
 Karen Snell, Adjunct Associate Professor, Psychology
 Jacquelyn Schwegel, Professor, Mathematics
 Peggy Scully-Linder, Professor, Archaeology/Anthropology
 Paula Sheil, Professor, English
 Kitty Shek, Professor, Chinese/Japanese
 David Shrope-Austin, Adjunct Associate Professor, Speech
 Rachel Standish, Professor, History
 Alicia Stewart, Professor, Business Administration
 William Story, Professor, Radio/Television
 Barron Sudderth, Adjunct Associate Professor, English
 Janice Takahashi, Professor/Counselor
 Steve Telleen, Professor, Biology
 David Terry, Professor, Administration of Justice

Jeffrey Toney, Associate Professor, Communication Studies
 Eduardo Torres, Professor, Economics
 Jeff Topping, Adjunct Associate Professor, Psychology
 Tony Troncale, Adjunct Associate Professor, Physical Education
 Tyffani Upton Benton, Adjunct Associate Professor,
 Communication Studies
 Paul Ustach, Professor, Biology
 Carol Vance, Professor, Child Development
 James VanDyke, Adjunct Associate Professor, English
 Katie Vang, Professor, Electron Microscopy
 Martha Villarreal, Professor, Business Administration
 Cirian Villavicencio, Associate Professor, Political Science
 Anna Villegas, Professor, English
 Evan Wade, Associate Professor, History
 Christoffer Wardell, Professor, Accounting
 JoAnne Weston, Adjunct Associate Professor, Nursing
 Rudy Willey, Adjunct Associate Professor, Real Estate
 Christopher Williams, Professor, Mathematics
 Marcelle Williams, Professor, Anthropology/Sociology
 Cathy Wong, Adjunct Associate Professor, Sociology
 Len Wynn-Summers, Adjunct Associate Professor, Sociology
 Ashley Yu, Adjunct Associate Professor, Mathematics
 James Zeller, Adjunct Associate Professor, Religion

Congratulations!

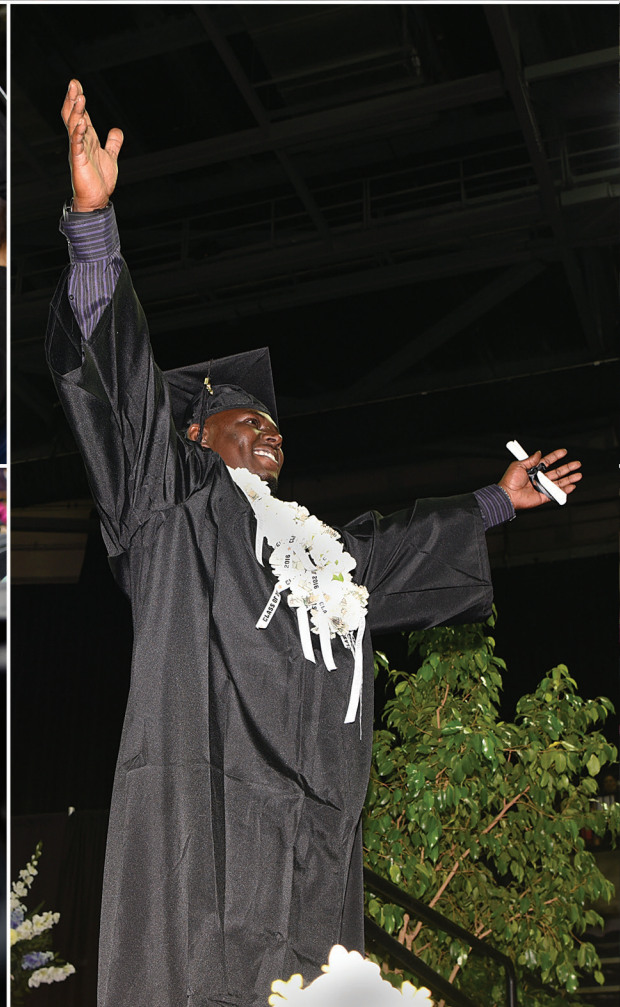




SAN JOAQUIN DELTA COLLEGE

Class of 2016





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NCLEX Pass Rates

The table below is categorized by academic year (e.g., July 1st - June 30th) and reflects the results of all graduates who have taken the NCLEX examination for the first time within the last five years (including those students who graduated more than five years ago). Due to possible changes in this data, the BRN asks that you contact the individual programs directly for the most accurate and up-to-date information. Please refer to [RN Programs](#) for a contact list of all BRN accredited programs.

School	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	#	%	#	%	#	%	#	%	#	%
	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass
Allan Hancock College	37	86.49%	35	82.86%	34	79.41%	36	80.56%	32	84.38%
American River College	80	95%	55	94.55%	49	85.71%	67	94.03%	62	93.55%
American University of Health Sciences	26	73.08%	36	50%	60	80%	39	84.62%	62	91.94%
Antelope Valley College	105	90.48%	112	91.96%	100	81%	99	82.83%	86	89.53%

School	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	#	%	#	%	#	%	#	%	#	%
	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass
Azusa Pacific University - BSN	152	80.26%	273	87.18%	248	83.46%	276	84.06%	287	82.23%
Azusa Pacific University - MSN	30	80%	18	94.44%	N/A	N/A	N/A	N/A	N/A	N/A
Bakersfield College	145	93.10%	99	97.98%	93	91.4%	125	91.20%	133	92.48%
Biola University	37	91.89%	23	82.61%	29	79.31%	44	77.27%	27	88.89%
Brightwood College	133	90.98%	171	75.44%	169	63.91%	134	78.36%	151	73.51%
Butte College	99	87.88%	122	86.07%	59	83.05%	83	81.93%	76	81.58%
Cabrillo College	53	77.36%	58	86.21%	56	75%	49	69.39%	66	78.79%
California Baptist University - BSN	44	90.91%	71	78.87%	76	72.37%	130	83.85%	134	81.34%
California Baptist University - MSN	15	100%	19	84.21%	22	86.36%	31	80.65%	35	74.29%
CSU Bakersfield - BSN	95	96.84%	78	97.44%	N/A	N/A	49	83.67%	59	96.61%
CSU Bakersfield - MSN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSU Channel Islands	33	100%	25	96%	32	100%	47	93.62%	40	100%
CSU Chico	89	96.63%	80	92.5%	71	91.55%	69	95.65%	76	94.74%
CSU Dominguez Hills	40	80%	20	70%	12	66.67%	23	69.57%	19	78.95%
CSU East Bay	109	91.74%	122	82.79%	111	88.29%	127	84.25%	88	82.95%
CSU Fresno - BSN	125	91.20%	105	91.43%	156	81.41%	100	77%	108	87.96%
CSU Fresno - MSN	N/A	N/A	N/A	N/A	1	100%	17	76.47%	2	100%
CSU Fullerton - BSN	30	66.67%	43	93.02%	38	89.47%	49	87.76%	52	92.31%
CSU Fullerton - MSN	10	80%	25	80%	19	89.47%	11	100%	11	100%

School	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	#	%	#	%	#	%	#	%	#	%
	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass
CSU Long Beach - BSN	182	96.7%	194	95.88%	160	89.38%	116	94.83%	118	98.31%
CSU Long Beach - MSN	N/A	N/A	N/A	N/A	N/A	N/A	68	89.70%	13	84.62%
CSU Los Angeles - BSN	97	89.69%	77	96.1%	38	86.84%	64	95.31%	80	95%
CSU Los Angeles - MSN	24	95.83%	21	100%	18	88.89%	21	95.24%	1	100%
CSU Northridge	34	97.06%	38	94.74%	36	91.67%	55	89.09%	55	87.27%
CSU Sacramento - BSN	144	98.61%	176	97.73%	153	97.39%	112	97.32%	189	95.24%
CSU Sacramento - MSN	1	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSU San Bernardino	152	80.92%	110	89.09%	104	81.73%	127	77.95%	104	90.38%
CSU San Marcos	194	93.81%	153	97.39%	144	95.83%	170	97.06%	154	94.81%
CSU Stanislaus	60	100%	67	94.03%	86	94.19%	81	95.53%	54	96.3%
Carrington College	29	82.76%	35	85.71%	35	74.29%	56	82.14%	50	82%
Cerritos College	99	85.86%	90	87.78%	83	83.13%	70	87.14%	100	78%
Chabot College	55	98.18%	27	96.3%	45	97.78%	38	100%	38	97.37%
Chaffey College	50	98%	60	98.33%	37	86.49%	65	84.62%	73	97.26%
Charles Drew University	1	100%	20	95%	63	47.62%	87	55.17%	37	45.95%
Citrus College	30	80%	29	100%	30	86.67%	28	89.29%	32	81.25%
City College of San Francisco	80	92.50%	71	76.05%	78	75.64%	100	88%	58	74.14%
CNI College	N/A	N/A	N/A	N/A	N/A	N/A	14	92.86%	79	65.82%
College of Marin	47	91.49%	15	93.33%	61	95.08%	38	97.37%	27	81.48%
College of San Mateo	52	82.69%	33	87.88%	65	80%	50	84%	43	79.07%
College of the Canyons	109	84.40%	135	88.15%	104	80.77%	121	85.12%	114	86.84%
College of the Desert	107	90.65%	66	81.82%	51	74.51%	53	90.57%	57	84.21%

School	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
College of the Redwoods	45	84.44%	46	82.61%	38	84.21%	48	83.33%	45	93.33%
College of the Sequoias	129	79.07%	124	88.71%	109	76.15%	96	89.58%	72	88.89%
College of the Siskiyous	22	100%	26	88.46%	12	91.67%	42	97.62%	24	95.83%
Concordia University Irvine	49	97.96%	67	97.01%	72	94.44%	70	94.29%	68	92.65%
Contra Costa College	61	91.80%	46	93.48%	20	85%	33	75.76%	34	88.24%
Copper Mountain College	21	90.48%	27	81.48%	22	86.36%	22	81.82%	30	83.33%
Cuesta College	44	95.45%	44	97.73%	30	93.33%	30	100%	45	100%
Cypress College	83	93.98%	84	85.71%	68	91.18%	66	86.36%	74	86.49%
De Anza College	60	90%	59	88.14%	52	69.23%	55	90.91%	49	89.8%
Dominican University of California	118	74.58%	89	83.15%	132	71.97%	103	62.14%	81	83.95%
East Los Angeles College	124	82.26%	114	62.28%	91	49.45%	120	61.67%	102	64.71%
El Camino College	46	97.83%	59	96.61%	83	95.18%	71	88.73%	76	88.16%
El Camino College - Compton Education Center	59	84.75%	54	81.48%	60	73.33%	54	59.26%	62	82.26%
Evergreen Valley College	72	83.33%	65	90.77%	54	81.48%	53	94.34%	52	84.62%
Fresno City College	230	82.61%	341	78.01%	354	65.82%	367	67.30%	221	76.02%
Gavilan College	13	92.31%	15	100%	19	89.47%	26	69.23%	11	63.64%
Glendale Community College	84	94.05%	79	89.87%	69	89.86%	72	90.28%	68	94.12%
Golden West College	134	92.54%	101	92.08%	85	87.06%	85	90.59%	86	91.86%

School	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	#	%	#	%	#	%	#	%	#	%
	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass
Grossmont College	59	96.61%	71	95.77%	64	98.44%	61	95.08%	57	91.23%
Hartnell College	34	94.12%	32	100%	30	96.67%	25	92%	32	100%
Holy Names University	N/A	N/A	3	66.67%	43	62.79%	33	42.42%	50	68%
Humboldt State University	64	93.75%	21	90.48%	2	100%	N/A	N/A	N/A	N/A
Imperial Valley College	40	95%	34	100%	43	93.02%	44	88.64%	43	93.02%
Loma Linda University - ADN	91	87.91%	10	90%	1	100%	N/A	N/A	1	100%
Loma Linda University - BSN	22	81.82%	61	83.61%	121	82.64%	154	85.71%	139	84.17%
Long Beach City College	114	96.49%	120	91.67%	91	92.31%	83	90.36%	84	90.48%
LA City College	43	97.67%	46	97.83%	60	86.67%	72	80.56%	78	83.33%
LA County College of Nursing & Allied	104	97.12%	74	98.65%	90	93.33%	85	91.76%	91	96.7%
LA Harbor College	102	97.06%	57	98.25%	59	100%	64	96.88%	76	97.37%
LA Southwest College	60	73.33%	34	79.41%	39	76.92%	30	70%	39	76.92%
LA Trade-Tech College	38	97.37%	43	86.05%	38	65.79%	25	76%	54	88.89%
LA Valley College	73	95.89%	74	90.54%	63	92.06%	80	95%	78	89.74%
Los Angeles Pierce College	56	91.07%	48	95.83%	49	89.8%	40	85%	68	88.24%
Los Medanos College	46	86.96%	12	75%	41	90.24%	33	81.82%	41	87.8%
Mendocino College	20	95%	19	94.74%	19	100%	15	100%	3	100%
Merced College	51	84.31%	49	91.84%	43	86.05%	55	87.27%	57	84.21%
Merritt College	25	92%	38	100%	9	100%	15	100%	33	93.94%
Mira Costa College	42	92.86%	55	100%	43	97.67%	44	100%	47	93.62%
Mission College	40	82.50%	40	85%	37	64.86%	37	75.68%	30	76.67%

School	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	#	%	#	%	#	%	#	%	#	%
	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass
Modesto Junior College	108	89.81%	129	91.47%	111	90.09%	97	88.66%	135	86.67%
Monterey Peninsula College	21	100%	30	86.67%	23	95.65%	30	93.33%	23	100%
Moorpark College	47	100%	76	96.05%	66	87.88%	61	90.16%	87	93.1%
Mount St. Mary's University - Los Angeles - ADN	84	78.57%	98	83.67%	86	69.77%	78	70.51%	89	78.65%
Mount St. Mary's University - Los Angeles - BSN	145	86.21%	128	85.94%	150	65.33%	142	60.56%	164	75%
Mt. San Antonio College	135	91.11%	92	81.52%	93	82.8%	105	85.71%	102	85.29%
Mt. San Jacinto College	57	85.96%	57	96.49%	45	91.11%	43	95.35%	45	91.11%
Napa Valley College	93	88.17%	73	91.78%	36	80.56%	33	72.73%	31	67.74%
National University - ADN	N/A	N/A	2	100%	N/A	N/A	N/A	N/A	N/A	N/A
National University - BSN	179	81.56%	261	92.34%	212	92.92%	235	94.04%	285	93.68%
Ohlone College	34	94.12%	32	93.75%	36	97.22%	28	89.29%	41	73.17%
Pacific Union College	66	84.85%	90	87.78%	80	83.75%	78	83.33%	89	86.52%
Palomar College	50	98%	50	98%	46	97.83%	33	87.88%	40	95%
Pasadena City College	130	95.38%	141	95.74%	108	85.19%	138	80.43%	133	84.21%
Point Loma Nazarene College	74	100%	50	80%	49	87.76%	45	91.11%	98	87.76%
Porterville College	8	100%	17	76.47%	16	81.25%	9	66.67%	18	94.44%
Reedley College at Madera Community College Center	4	100%	5	100%	10	80%	5	80%	6	100%

School	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	#	%	#	%	#	%	#	%	#	%
	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass
Rio Hondo College	99	89.90%	85	94.12%	70	85.71%	77	90.91%	79	91.14%
Riverside City College	177	90.40%	171	97.66%	146	91.78%	160	91.88%	174	91.38%
Sacramento City College	97	98.97%	107	95.33%	104	97.12%	69	94.20%	84	92.86%
Saddleback College	124	93.55%	112	98.21%	90	97.78%	100	94%	96	92.71%
Samuel Merritt University - BSN	361	89.75%	352	85.23%	358	79.32%	378	85.98%	376	89.36%
Samuel Merritt University - MSN	82	92.68%	87	94.25%	82	81.7%	89	82.02%	85	92.94%
San Bernardino Valley College	84	82.14%	86	82.56%	71	74.65%	58	79.31%	68	77.94%
San Diego City College	62	96.77%	58	96.55%	52	92.31%	56	87.50%	68	86.76%
San Diego State University	198	88.38%	158	87.97%	122	90.98%	151	92.72%	128	95.31%
San Francisco State University - BSN	104	85.58%	119	87.39%	126	76.98%	109	87.16%	168	78.57%
San Francisco State University - MSN	19	100%	36	88.89%	50	82%	33	90.91%	11	63.64%
San Joaquin Delta College	163	91.41%	154	92.21%	92	85.87%	97	79.38%	72	93.06%
San Joaquin Valley College	68	60.29%	77	67.53%	60	76.67%	42	80.95%	100	76%
Santa Ana College	102	92.16%	96	82.29%	98	72.45%	88	84.09%	90	83.33%
Santa Barbara City College	37	94.59%	56	91.07%	41	97.56%	68	92.65%	57	94.74%
Santa Monica College	55	96.36%	54	98.15%	54	87.04%	54	100%	67	85.07%
Santa Rosa Junior College	126	92.86%	90	88.89%	115	88.7%	124	88.71%	78	93.59%
Shasta College	58	87.93%	52	92.31%	53	77.36%	53	84.91%	59	84.75%
Shepherd University	55	72.73%	66	60.61%	43	44.19%	64	29.69%	38	65.79%

School	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	#	%	#	%	#	%	#	%	#	%
	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass
Sierra College	30	100%	37	100%	26	92.31%	11	100%	64	96.88%
Simpson University	N/A	N/A	17	70.59%	22	95.45%	32	100%	37	91.89%
Solano Community College	54	98.15%	25	84%	29	96.55%	42	64.29%	57	94.74%
Sonoma State University - BSN	22	100%	43	97.67%	18	100%	12	83.33%	24	100%
Sonoma State University - MSN	21	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Southwestern College	61	80.33%	61	80.33%	53	79.25%	53	90.57%	53	94.34%
Stanbridge University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	100%
The Valley Foundation School of Nursing at San Jose State University	156	94.23%	132	93.94%	119	86.55%	104	80.77%	126	92.06%
United States University - BSN	N/A	N/A	N/A	N/A	N/A	N/A	12	83.33%	19	68.42%
United States University - MSN	58	68.97%	76	56.58%	4	0%	2	100%	3	33.33%
Unitek College	81	81.48%	71	91.55%	82	73.17%	86	75.58%	106	73.58%
UC Irvine	46	78.26%	44	88.64%	50	78%	49	79.59%	42	88.1%
UC Los Angeles - BSN	46	91.30%	56	92.86%	60	65%	51	74.51%	56	83.93%
UC Los Angeles - MSN	45	88.89%	61	93.44%	60	90%	83	77.11%	88	89.77%
UC San Francisco	87	95.40%	65	90.77%	64	96.88%	52	90.38%	61	96.72%
University of Phoenix at Modesto	41	75.61%	51	80.39%	41	65.85%	27	51.85%	34	76.47%
University of San Diego/Hahn	43	95.35%	32	84.38%	46	78.26%	34	91.18%	49	91.84%

School	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
University of San Francisco - BSN	154	83.12%	140	85%	143	83.22%	168	85.12%	184	90.22%
University of San Francisco - MSN	61	86.89%	61	96.72%	73	87.67%	74	81.08%	60	78.33%
Ventura College	81	96.30%	61	95.08%	82	97.56%	88	89.77%	82	89.02%
Victor Valley College	54	90.74%	73	94.52%	99	93.94%	63	98.41%	52	98.18%
West Coast University	324	82.40%	764	76.57%	884	72.73%	1,041	82.80%	1,040	87.5%
Western Governors University	15	100%	27	81.48%	24	87.5%	42	66.67%	31	77.42%
Western University of Health Sciences	53	94.34%	50	100%	55	92.73%	58	86.21%	59	88.14%
West Hills College Lemoore	34	91.18%	36	100%	27	85.19%	41	95.12%	67	79.1%
Yuba College	32	90.63	46	91.3%	50	84%	56	82.14%	52	82.69%



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Department of Consumer Affairs

Board of Vocational Nursing and Psychiatric Technicians

The table below represents the performance of all **first - time program graduates** who completed the California Psychiatric Technician Licensure Examination during the last five (5) years.

School	QTRS. 1 - 4 2011		QTR. 1-4 2012		QTR 1-4 2013		QTR 1-4 2014		QTR 1-4 2015	
	# Tested	% Pass	# Tested	% Pass	# Tested	% Pass	# Tested	% Pass	# Tested	% Pass
American College of Nursing, formerly Healthcare Career College	0	NA	3	67%	2	100%	2	100%	9	56%
Cypress College	39	54%	45	84%	35	86%	34	74%	30	83%
Department of State Hospitals-Atascadero/Questa College	66	94%	71	94%	65	92%	87	93%	51	96%
Gurnick Academy of Medical Arts, Concord	0	NA	6	83%	12	83%	19	79%	11	73%
Hacienda La Puente Adult Education, Willow Campus	56	73%	42	71%	34	74%	54	57%	58	64%
Mission Community College	21	86%	24	67%	15	60%	26	62%	22	64%
Mt. San Antonio Community College	65	78%	72	90%	66	91%	73	89%	36	83%
Napa Valley Community College – Fast Track	0	NA	6	67%	No graduates tested		No graduates tested		No graduates tested	
Napa Valley Community College - Generic	62	79%	47	75%	23	91%	43	91%	49	86%
Porterville Community College	71	73%	46	72%	25	72%	32	72%	9	55%
San Bernardino Valley College	36	92%	43	95%	32	91%	34	97%	36	86%
San Joaquin Delta College	15	80%	39	77%	63	87%	101	79%	51	71%
West Hills Community College	71	79%	65	72%	84	85%	118	79%	71	62%
Yuba Community College	12	83%	0	N/A	9	100%	No graduates tested		7	100%



San Joaquin Delta College

February 14, 2017

Jessica Gomez MSN, RN
Nursing Education Consultant
Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833-2945

Dear Ms. Gomez,

This letter is in response to the Board Decision Regarding Continued Approval received by San Joaquin Delta College (SJDC) on December 29, 2016. During the site visit and in follow-up communication the program is pleased to have received continued approval. It is our belief that we continue to offer an excellent opportunity for students to gain the necessary knowledge, skills, and attitude to be effective Psychiatric Technicians.

We have reviewed the letter received and are not in agreement with the decisions made by the Board regarding our admission process to reduce the number of students admitted for Summer 2017. By means of this letter, we are requesting the ability to admit our full cohort of 40 students on May 30, 2017, with an expected graduation of June 22, 2018.

Rationale: The program successfully completed the reaccreditation process with a very successful unannounced site visit. Following the visit the program responded to all request and have successfully implemented several program changes.

Our pass rate for the last quarter, September- December 2016 is 89% with an Annual pass rate of 72%. Not only does our most recent quarter and annual pass rate emphasize our success, our pass rate averaged over the last five years is 79%. The program pass rate for the 2016 academic year is up over the previous year. The Board's decision to decrease our enrollment in half based only on the results of one quarter seems out of alignment with the success of our program.

The community served by our program has a high demand for our graduates. In our local community, we serve both the county mental services and the extensive needs at the California Health Care Facility. The California Health Care Facility has currently 30 positions available. San Joaquin County Mental Health facility is continually seeking Psychiatric Technicians to maintain staffing.



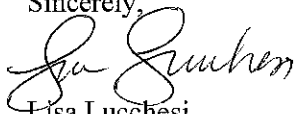
The most recent Occupational Employment Statistics indicate that Psychiatric Technicians projected 260 jobs were available in the local region for 2015. The demand outnumbers our current enrollment of 40, cutting the enrollment to 20 would not meet employment needs.

Faculty has met to discuss the process of curriculum revision and the development of a specific PT review course.

It is the SJDC PT program's belief that our program offers a strong academic and clinical experience to produce students ready to handle the challenges of a Psychiatric Technician. We look forward to the BVN/PT Board's approval of the Summer 2017 Cohort of 40 students with a review of the cohort admission for Summer 2018.

If you have any questions or concerns, please don't hesitate to call.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lisa Lucchesi".

Lisa Lucchesi

Director of Health Sciences

Cc: Julie Kay, Dean of Health Sciences

Dr. Wetstein, Vice President of Instruction & Planning

Dr. Hart, Superintendent/President



STUDENT SUCCESS SCORECARD

San Joaquin Delta College

[Click here to select a different college](#)

CURRENT PROFILE

MOMENTUM POINTS

REMEDIAL/ESL

PERSISTENCE

30 UNITS

DEGREE/TRANSFER OUTCOMES

DEGREE/TRANSFER

CAREER TECHNICAL EDUCATION METRICS

CAREER TECHNICAL EDUCATION

SKILLS BUILDER

Disciplines

Demographics

Skills Builder

[Click here to view trend data](#)

The median percentage change in wages for students who completed higher level CTE coursework in 2012-2013 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change

+35.9%

N=457

Disciplines with the highest enrollment	Median % Change	Total N
Child Development/Early Care and Education	18.3%	66
Administration of Justice	47.3%	44
Police Academy	82.6%	38
Accounting	3.5%	36
Manufacturing and Industrial Technology	77.1%	29
Electrical	52.2%	24
Information Technology, General	47.1%	22
Marketing and Distribution	45.6%	22
Nutrition, Foods, and Culinary Arts	128.6%	21
Computer Programming	115.3%	19

*: Cohort fewer than 10 students

Screenshot CCCC Student Success Scorecard – Skills Builder

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=551#home>



San Joaquin Delta Community College District

Adopted Budget

Fiscal Year 2016 - 2017





Office of Fiscal Services
San Joaquin Delta Community College District

September 13, 2016

To: Board of Trustees
Superintendent/President and Executive Leadership Team
Campus Leadership

From: Jeff Menge, Vice President, Administrative Services

Re: 2016-17 Final Adopted Budget

This memo provides a brief summary of the funding allocations released by the Chancellor's Office based on the state budget signed by the Governor on June 27, 2016. This document highlights only the major changes and updates from the 2016-17 District's Tentative Budget to Final Adopted Budget. For an in-depth discussion and analysis of the state and District revenue outlook, expenditure categories, full-time equivalent students (FTES) status, and reserves, please refer to the budget memo dated June 14, 2016, included in the District's Tentative Budget.

Executive Summary

The 2016-17 budget is built on the reality of minimal growth in revenue, due primarily to declining FTES, while at the same time encountering significant increases in operating costs. The results are spending deficits, which become evident as we model the next several years. A considerable amount of work has been done to reduce the on-going discretionary spending. These efforts to address budget deficits have resulted in a transition from deficit spending for 2016-17 tentative budget to a balanced budget for 2016-17 adopted budget and with smaller deficits in future years. However, additional planning and reductions are needed for long term stability.

To date, the District has begun implementing phase 1 of planned budget reductions. \$750k was reduced from discretionary line items for 2016-17. An additional \$750k has been identified and will be removed in 2017-18. In addition, a concentrated effort is underway to increase classroom productivity numbers to both avoid costs beyond budgeted amounts and reduce the budget by \$250,000. Phase 2 discussion and planning is underway, the scope will be dependent on enrollment trends in 2016-17. Phase 2 adjustments will be more challenging, and will have a greater impact upon program and services.

Additionally, the 2016-17 budget reflects removal of the \$2.3 million set aside. True to the plan set forth in 2015-16, once it was determined that the District would not make its enrollment goals, the \$2.3M was deemed for one-time use and subsequently funded the labor negotiations settlement.

Net Additions

Revenues

- \$3,376,000
 - Base allocation increase, Apprenticeship, Lottery, and On Behalf Payments (GASB 68)

Expenditures – Ongoing

- \$680,200
 - Lottery, Apprenticeship, Program Review, ADA/Risk Assessment, On Behalf Payments (GASB 68), and Stability Fund/Allocation Based on Future Outcomes.

The budget reflects over \$5 million of new one-time funding budgeted mostly in the Capital Fund along with other funds to support one-time projects consistent with our budget guiding principles. The sources of the new one-time funding are from state mandated reimbursement, state scheduled maintenance, instructional capital outlay, Prop 39 energy, redevelopment agency residual funds, parking and on-time transfers from the unrestricted general fund. The District has tremendous unmet needs in the facilities, maintenance, campus improvements, ADA accessibility and technology areas. These funds will allow substantial strategic reinvestment to enhance the student and staff experience. The hope for these changes will translate into increased enrollment and retention.

We remain cautious in our planning and our ability to generate the FTES that are required to meet our funded target and recognizing that the District will need to consider a possible FTES decline in future years. The magnitude of decline will be determined after we have 2016-17 enrollment numbers. The long-term planning approach will protect our core service until we are confident that FTES growth has returned at sustainable levels. In the interim, we are committed to our mission and continuing to provide high-quality education to our students.

The following attachments are part of the Adopted Budget package presented to the Board.

Attachment

1. Planning Documents
 - a. Guiding Principles, Major Budget Assumptions
 - b. Strategic Goals and President's Goals
2. FTES Review
3. Changes in Revenues, 2015-16 Adopted to 2016-17 Tentative Budget
4. Changes in Expenditures, 2015-16 Adopted to 2016-17 Tentative Budget
5. Projected Fund Balance
6. Three-Year Fiscal Planning Scenarios
 - a. Summary
 - b. Detail
 - c. Notes
7. All Funds Description
8. Table of Inter-fund Transfers
9. All Funds (Detail Sheets)
10. All Funds Summary
11. Glossary of Terms

San Joaquin Delta Community College District
Guiding Principles, Major Budget Assumptions and Goals

2016-17 Adopted Budget
 September 13, 2016

Guiding Principles

1. *Responsible stewardship of available resources will serve as the foundation for sound fiscal management.*
2. *The budget will be developed within the parameters of board policy, meet state requirements, and adhere to accreditation principles of integrated planning.*
3. *The District will strive to reach and maintain a balanced budget (ongoing revenues = ongoing expenses), to avoid a structural deficit, maintain a prudent reserve, and identify the total cost of ownership for new and continued commitments.*
 - *Due to the decline in FTES and the growth in annual operating costs, the district will be faced with structural deficits in the near term which will necessitate a multi-year plan to address.*
 - *To the degree revenues improve the plan may be of shorter duration and have less of an impact on expenditures and use of reserves.*
4. *Resources will first be allocated to support the required level of instructional and student support services necessary to achieve the state funded enrollment target.*
5. *Resources will be allocated or reallocated to support the District's strategic goals, program review core services priorities, and contractual obligations.*
6. *One-time funds including operational savings will be allocated only for one-time uses, such as equipment, facilities, technology, and addressing long-term liabilities.*
7. *As a means to implement the principles above, the District will continue to utilize a three-year fiscal planning model to identify current and future financial implications to help sustain sound financial operations.*

Assumptions

1. The District will be in FTES stability funding for 16-17 meaning no growth revenues. District will enter restoration starting with the 17-18 fiscal year.
2. The state has provided no COLA but a base adjustment of 1.2% was approved by the State Senate. This is represented by the \$1 million of new revenue.
3. The 16-17 budget includes \$250k to support District's strategic goals and program review resource requests. An additional \$500k will be allocated towards required ADA/risk assessment projects.
4. The 16-17 budget reflects removal of \$2.3M from allocation based on future outcomes and stability fund. These funds were contingent upon sustained enrollment growth. When the District did not meet enrollment goals, the funding was designated as one-time. Funding was subsequently utilized to settle labor negotiations. The full \$4.6M was paid out in 15-16 to save the District on pending PERS/STRS rate increases.
5. The District, beginning with the 16-17 budget, will recognize anticipated salary savings of \$1M annually.
6. All categorical and auxiliary programs are expected to be self-supporting, aside from required General Fund match. To ensure compliance and increased reporting efficiency.
7. The District will maintain a prudent reserve of at least 5% consistent with Chancellor's Office and ACCJC recommended fiscal standards.

San Joaquin Delta Community College District
Guiding Principles, Major Budget Assumptions and Goals

2016-17 Adopted Budget
 September 13, 2016

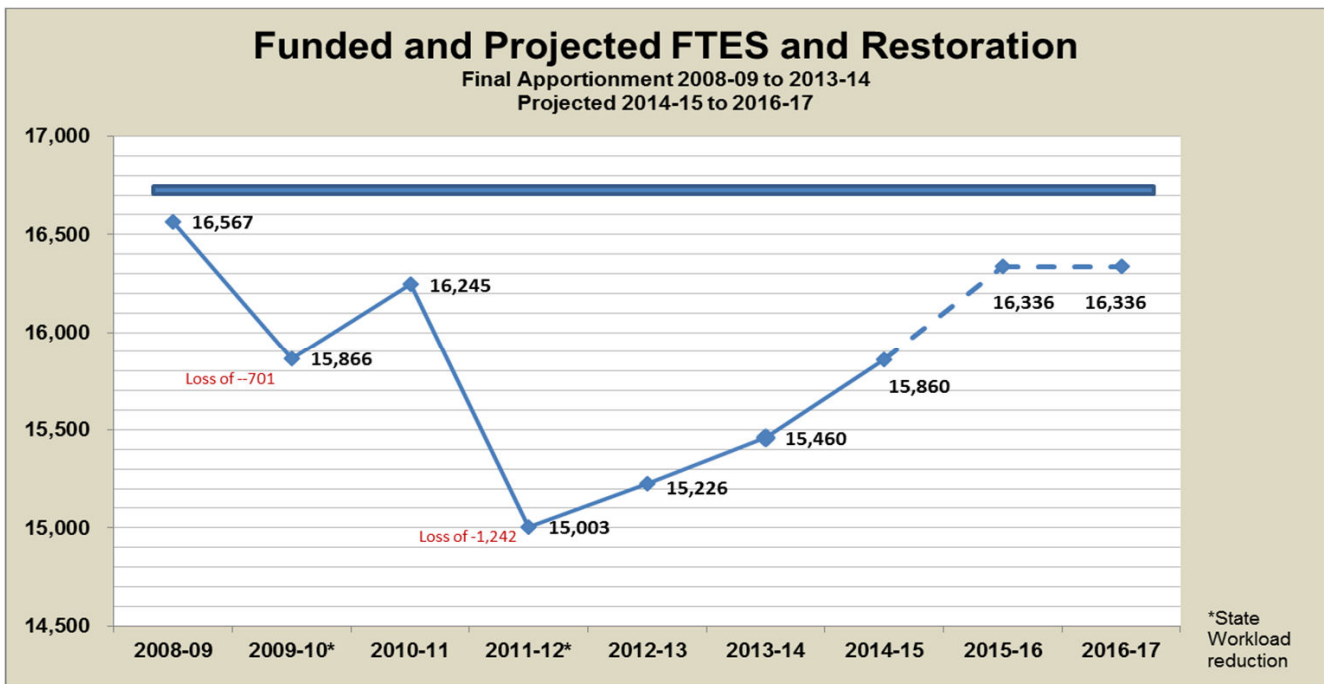
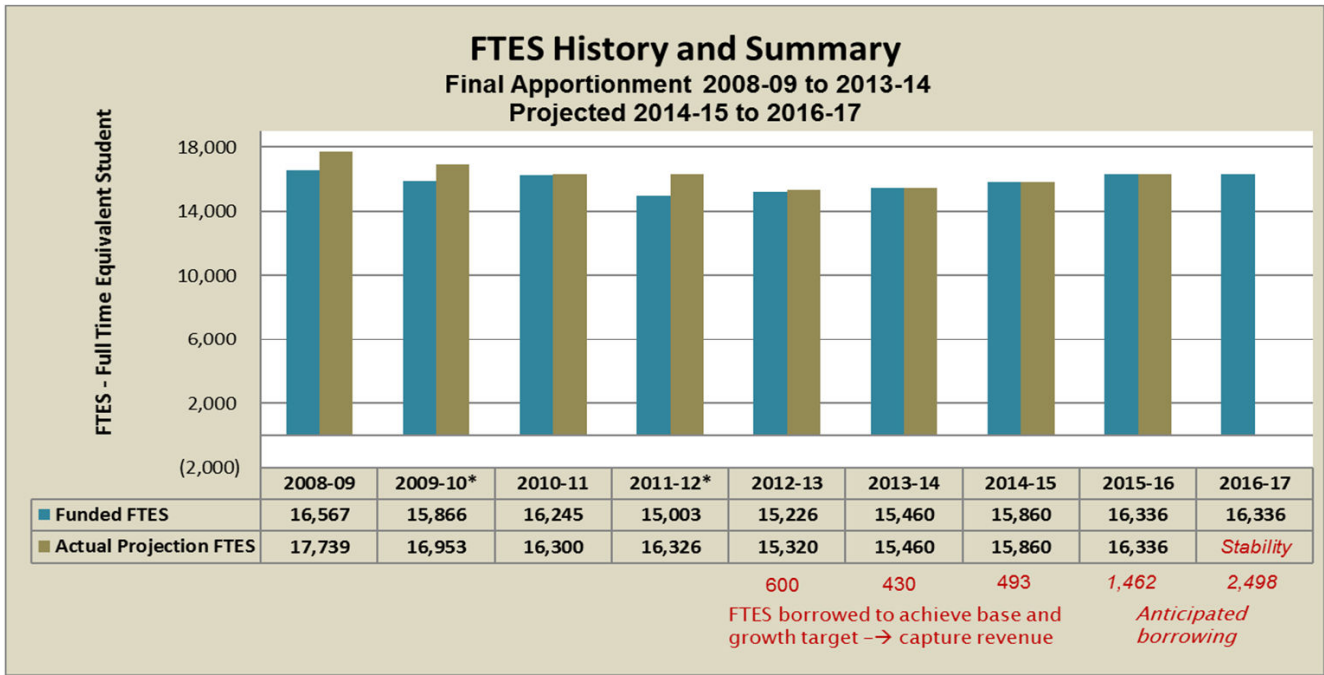
Strategic Goals

1. The Board, administration, faculty, staff and students agree on the strategic direction for the College District and the long term plans for its effective operation and growth.
2. Develop a climate and culture at the College that values compassion, forgiveness and gratitude.
3. The College will maintain a fiscally sound position with strong budget reserves.
4. The College will foster high level community engagement by developing outreach efforts, maintaining commitments and developing new partnerships in the District community with business, industry, government, education, and non-profit organizations.
5. The College will increase student retention, success and overall achievement (degrees, certificates, transfer, and employment) and will develop and implement student success programs to achieve those goals.
6. Develop a College-wide effort to increase equitable outcomes for students and promote diversity among staff and students.
7. Clarify and articulate key institutional structures, organization, and leadership positions and seek out, select, and develop high-quality, experienced, talented key personnel for leadership and management for all positions; provide development and training for all staff.
8. Develop and implement plans for a North County Center that promotes collaboration with our north and east county partners; develop plans for providing education in the Foothills by leveraging our resources and collaborating with Columbia College and the Calaveras community; develop plans for a permanent building at the South Campus at Mountain House.

President's Goals

1. Develop a climate/culture that values compassion, forgiveness, and gratitude.
2. Maintain and enhance fiscally-sound position with strong reserves.
3. Maintain commitments and develop new partnerships in the community; enhance and reinvigorate CTE advisory committees and create advisory committees for Centers and GE Degree disciplines.
4. Maintain and foster high-level community engagement and outreach.
5. Increase student retention, success, and overall achievement (degrees and certificates; employment). Develop and implement student success programs task force/study committee.
6. Develop a college-wide effort to increase equity and promote diversity among staff and students.
7. Clarify and articulate key institutional structure, organization, and leadership.
8. Seek out, select, and develop high quality, experienced, talented key personnel for leadership and management for all positions.
9. Assess the need for, provide, and evaluate continued professional development activities for new and current employees.
10. Locate functions on campus to achieve optimal interaction, collaboration, and cooperation.
11. Develop plans for a center in the North County that promotes collaboration with our north and east county partners.
12. Develop plans to prioritize and complete bond projects and fund deferred maintenance for the Stockton campus.
13. Explore the possibility of a Bond Measure for Delta in the near future (2016/2018).

San Joaquin Delta Community College District Full Time Equivalent Student (FTES) Review September 13, 2016



San Joaquin Delta Community College District
Changes in Revenues - Unrestricted General Fund

2016-17 Adopted Budget
 September 13, 2016

Changes in Revenue		
2016-17 Tentative Budget Revenues	\$	94,073,700
Increases to Revenue		
Base Allocation Increase	\$	1,006,900
Apprenticeship		275,500
Lottery		131,700
Misc. Local Revenue		3,200
On Behalf Payment (GASB 68) **		1,958,700
Decreases to Revenue		
	\$	-
Net Change from 2015-16 Tentative to Adopted Budget	\$	3,376,000
2016-17 Adopted Budget Revenues	\$	97,449,700

***GASB 68 now requires Districts to report their "share" of payments made by the state directly to STRS. Although actual funds are not received or spent by Districts, the amounts are posted within each District's financials.*

San Joaquin Delta Community College District
Changes in Expenditures - Unrestricted General Fund
 2016-17 Adopted Budget
 September 13, 2016

Changes in Expenditures

2016-17 Tentative Budget Expenditures	\$	96,656,000
Increases to Expenditures		
Lottery	\$	131,700
Apprenticeship		247,500
Small Business - District Match		37,400
Confidential Class/Comp Implementation		75,800
Program Review		250,000
ADA/Risk Assessment		500,000
On Behalf Payment (GASB 68) **		1,958,700
Decreases to Expenditures		
Faculty Travel - Carry-over Adjust	\$	(40,400)
Position Control Adjustment		(181,200)
Remove Stability Fund and Allocations Based on Future Outcomes		(2,299,300)
Net Change from 2016-17 Tentative to Adopted Budget	\$	680,200
2016-17 Adopted Budget Expenditures	\$	97,336,200

***GASB 68 now requires Districts to report their "share" of payments made by the state directly to STRS. Although actual funds are not received or spent by Districts, the amounts are posted within each District's financials.*

San Joaquin Delta Community College District
Projected Fund Balance/Reserve - Unrestricted General Fund
2016-17 Adopted Budget
September 13, 2016

Projected Fund Balance/Reserve

Fund Balance/Reserve June 30, 2016	\$	9,862,500
Adopted Budget Revenues		97,449,700
Adopted Budget Expenditures		<u>96,336,200</u>
Net Operating Results for 2016-17 Adopted Budget	\$	<u>1,113,500</u>
Projected Ending Fund Balance/Reserve June 30, 2017	\$	<u>10,976,000</u>

San Joaquin Delta Community College District
Three-Year Fiscal Planning Scenario Summary

Adopted Budget 2016-17 - Unrestricted General Fund
 September 13, 2016

	Actual FY 15-16	<i>Tentative to Adopted FY 16-17</i>	<i>Projected FY 17-18</i>	<i>Projected FY 18-19</i>	<i>Projected FY 19-20</i>
State Resident Funded FTES Target	16,336	16,336	16,336	16,336	16,336
Projected % Restoration/Growth	3.00%	0.00%	0.00%	0.00%	0.00%
Projected Inflationary COLA	1.02%	0.00%	1.00%	1.00%	1.00%
Total Revenue	\$ 95,616,000	\$ 97,449,700	\$ 97,449,700	\$ 99,205,900	\$ 100,097,200
Total Expenditures - Ongoing & Temporary	96,372,300	97,336,200	98,710,000	100,962,000	\$ 103,219,000
Operating Results (Rev - Exp Ongoing - Exp Temporary)	(756,300)	1,113,500	(386,600)	(1,756,100)	(3,121,800)
Beginning Fund Balance	\$ 10,618,800	\$ 9,862,500	\$ 10,976,000	\$ 10,589,400	\$ 8,833,300
Fund Balance Change (+/-)	\$ (756,300)	\$ 1,113,500	\$ (386,600)	\$ (1,756,100)	\$ (3,121,800)
Ending Fund Balance/Reserve	\$ 9,862,500	\$ 10,976,000	\$ 10,589,400	\$ 8,833,300	\$ 5,711,500
Fund Balance as a % of Expenditures	10.23%	11.28%	10.62%	8.66%	5.48%

San Joaquin Delta Community College District
Three-Year Fiscal Planning Scenario Detail

Adopted Budget 2016-17 - Unrestricted General Fund

September 13, 2016

	Actual FY 15-16	Tentative to Adopted FY 16-17	Projected FY 17-18	Projected FY 18-19	Projected FY 19-20
State Resident Funded FTES Target	16,336	16,336	16,336	16,336	16,336
Projected % Restoration/Growth	3.00%	0.00%	0.00%	0.00%	0.00%
Projected Inflationary COLA	1.02%	0.00%	1.00%	1.00%	1.00%
Revenues	\$ 93,073,700	\$ 94,073,700	\$ 97,449,700	\$ 98,323,400	\$ 99,205,900
Growth			-	-	-
Inflationary COLA			873,700	882,500	891,300
RDA payable to State	(670,000)				
Apportionment Adjust, FTES, and Full Time Faculty	204,200				
Base Allocation Increase		1,006,900			
Apprenticeship	400,000	275,500			
Lottery	120,000	131,700			
Misc. Local Revenue	329,400	3,200			
On Behalf Payment (GASB 68)	1,958,700	1,958,700			
Contract Instructional Services	200,000				
Total Revenue	\$ 95,616,000	\$ 97,449,700	\$ 98,323,400	\$ 99,205,900	\$ 100,097,200
Ongoing Expenditures	\$ 94,413,600	\$ 96,656,000	\$ 97,336,200	\$ 99,710,000	\$ 101,962,000
Changes Increases/(Decreases)					
Health Benefits - Active (est. 3yr avg 4%)			241,200	252,300	268,800
Step, Column, Longevity - Class/Comp			1,192,300	677,800	670,400
CalPERS			770,000	391,000	389,000
CalSTRS			920,300	655,900	653,800
OPEB (other post employment benefits)			150,000	150,000	150,000
Total Compensation for Current Active Employees	-	-	3,273,800	2,127,000	2,132,000
Retiree Health Benefits			100,000	125,000	125,000
Lottery		131,700			
Apprenticeship		247,500			
Small Business - District Match		37,400			
Confidential Class/Comp Implementation		75,800			
Program Review		250,000			
ADA/Risk Assessment		500,000			
On Behalf Payment (GASB 68)	1,958,700	1,958,700			
Faculty Travel Carryover		(40,400)			
Position Control Adjustment		(181,200)			
Stability Reserve Fund and Allocations Based on Future Outcomes		(2,299,300)			
Productivity Increase			(250,000)		
Discretionary Budget Cuts			(750,000)		
Total Expenditures - Ongoing & Temporary	\$ 96,372,300	\$ 97,336,200	\$ 99,710,000	\$ 101,962,000	\$ 104,219,000
Vacancy Savings		\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
Total Expenditures	\$ 96,372,300	\$ 96,336,200	\$ 98,710,000	\$ 100,962,000	\$ 103,219,000
Operating Results (Rev - Exp Ongoing - Exp Temporary)	(756,300)	1,113,500	(386,600)	(1,756,100)	(3,121,800)
Beginning Fund Balance	\$ 10,618,800	\$ 9,862,500	\$ 10,976,000	\$ 10,589,400	\$ 8,833,300
Fund Balance Change (+/-)	\$ (756,300)	\$ 1,113,500	\$ (386,600)	\$ (1,756,100)	\$ (3,121,800)
Ending Fund Balance/Reserve	\$ 9,862,500	\$ 10,976,000	\$ 10,589,400	\$ 8,833,300	\$ 5,711,500
Fund Balance as a % of Expenditures	10.23%	11.28%	10.62%	8.66%	5.48%

San Joaquin Delta Community College District

All Funds Description

2016-17 Adopted Budget

September 13, 2016

The following fund description overview is based on the California Community College Budget and Accounting Manual that prescribes the accounting practices and uniform coding for all colleges in the California Community College System.

General Fund (11)

The General Fund is the primary operating fund of the district. It is used to account for those transactions that, in general, cover the full scope of operations of the district (instruction, administration, student services, maintenance and operations, etc.). All transactions shall be accounted for in the General Fund unless there is a compelling reason (e.g., legal or contractual requirement) to report them in another fund. Revenues received by or for a community college district from State apportionments or county or local taxes (other than moneys required to be placed in another fund) shall be deposited in the General Fund of the district.

For purposes of flexibility, the district may establish any number of subfunds or accounts to constitute its General Fund; however, for financial reporting, these must be consolidated into either the Unrestricted Subfund (11) or Restricted Subfund (12). Division of the General Fund into two subfunds reflects the need to differentiate truly discretionary revenue from restricted revenue, while preserving a complete accounting of the financial operation and support of educational programs. Accordingly, restricted revenues (such as those for categorically-funded programs) are accounted separately from other general purpose moneys, but classified as a component of the total fund that provides instructional and support services. The General Fund is held in the treasury of the county having jurisdiction over the community college district.

General Fund – Restricted (12) and Parking (13)

The Restricted Subfund is used to account for resources available for the operation and support of the educational programs that are specifically restricted by laws, regulations, donors, or other outside agencies as to their expenditure. Such externally imposed restrictions are to be contrasted with internally created designations imposed by the governing board on unrestricted moneys. In general, unrestricted moneys can be used for any legal purpose deemed necessary. Restricted moneys are from an external source that requires the moneys be used for specific purpose(s).

Moneys such as matching contributions for categorical programs are unrestricted, but may be designated by the governing board for those purposes. Moneys designated as matching contributions should be maintained in the General Fund, Unrestricted Subfund. Circumstances and evidence relative to restrictions may not always be clear. The district should seek Chancellor's Office, legal, and/or contracted auditor consultation as needed.

The Parking Fund is used to account for the revenues received from parking fees collected as authorized by Education Code Section (EC §) 76360 and expenditures in support of parking services provided to students and employees.

Bond Interest and Redemption Fund (21)

The Bond Interest and Redemption Fund is the designated fund referred to in EC § 15146, 15234, 15235, 15250, 15251, and 15253 as the interest and sinking fund. This fund is to be used only to record transactions related to the receipt and expenditure of local revenues derived from the property tax levied for the payment of the principal and interest on outstanding bonds of the district. The fund is typically maintained by the County Treasury as the county assessor's office accounts for property tax receipts and the related principal and interest payment to the bond holders. Any other money remaining in this fund in excess of that needed to pay off all unpaid bonds and coupons payable from this fund, shall be transferred to the district's General Fund - Unrestricted upon the order of the county auditor. (EC §15234) Responsibility for this fund is vested with the county auditor.

Other Debt Service Fund - OPEB (29)

This fund is used for the accumulation of resources for, and the payment of, other types of general long-term debt principal and interest. For example, fees collected for use of parking facilities built with student body funds under the authority of EC §76064 would be deposited in the General Fund and transferred to this fund to repay the debt. After all obligations have been paid, any unexpended balance may be expended for the purpose established in the original obligation or, if no restriction is placed on the unexpended balance, may be transferred to the General Fund-Unrestricted for expenditure. Responsibility for this fund vests with the Board.

Other Debt Service Fund - Passport Loan (2950)

This fund is used for the accumulation of resources for, and the payment of, other types of general long-term debt principal and interest. For example, fees collected for use of parking facilities built with student body funds under the authority of EC §76064 would be deposited in the General Fund and transferred to this fund to repay the debt. After all obligations have been paid, any unexpended balance may be expended for the purpose established in the original obligation or, if no restriction is placed on the unexpended balance, may be transferred to the General Fund-Unrestricted for expenditure. Responsibility for this fund vests with the Board.

Child Development Fund (33)

The Child Development Fund is the fund designated to account for all revenues for, or from the operation of, child care and development services, including student fees for child development services. Costs incurred in the operation and maintenance of the child care and development services are paid from this fund. This fund is established and maintained in the appropriate county treasury.

Redevelopment Fund (39)

This fund is used to account for all other specific revenue sources that are legally restricted to expenditures for specified purposes that are not an integral part of the district's instructional or administrative and support operation (e.g., dormitory replacement). This fund may be established and maintained in the county treasury or, as an alternative, the governing board may establish a bank account with a financial institution for each such fund established.

Capital Projects Fund (41)

The Capital Outlay Projects Fund is used to account for the accumulation and expenditure of moneys for the acquisition or construction of significant capital outlay items, and Scheduled Maintenance and Special Repairs (SMSR) projects. The Capital Outlay Projects Fund is used to account for the receipt and expenditure of proceeds from the sale of district bonds authorized pursuant to Education Code Section 15100 et seq. In general, this fund shall be established and maintained in the appropriate county treasury and moneys shall be used only for capital outlay purposes.

Measure L Bond Fund (42)

The Revenue Bond Construction Fund is used for acquisition or construction. The Revenue Bond Construction Fund is the fund designated in EC §81961 for the deposit of proceeds from the sale of all community college revenue bonds authorized under the provisions of EC §81901. Such deposits are used to meet the costs of acquisition or construction and all expenses of authorized projects (i.e., dormitories or other housing facilities, boarding facilities, student union or student activity facilities, vehicle parking facilities, or any other auxiliary or supplementary facilities as authorized). Proceeds from the sale of such bonds are deposited with the county treasurer and, upon order of the county auditor, credited to the district's Revenue Bond Construction Fund.

Bookstore Fund (51)

The Bookstore Fund is the fund designated to receive the proceeds derived from the district's operation of a community college bookstore pursuant to EC §81676 when it is the intent of the governing board to recover, in whole or in part, the costs of providing the services. All necessary expenses, including salaries, wages, and cost of capital improvement for the bookstore may be paid from generated revenue.

Food Service Fund (52)

The Cafeteria Fund is the fund designated to receive all moneys from the sale of food or for any other services performed by the cafeteria when it is the intent of the governing board to recover, in whole or in part, the costs of providing the services. Costs incurred in the operation and maintenance of such cafeteria are paid from this fund. The term "cafeteria" as used in this section is considered synonymous with the term "food service."

Self Insurance Fund (61)

The Self-Insurance Fund is the fund designated by EC §81602 to account for income and expenditures of self-insurance programs authorized by EC §72506(d). This fund is maintained in the county treasury and used to provide for payments on deductible types of insurance policies, losses or payments arising from self-insurance programs, and losses or payments due to noninsured perils.

Associated Students Trust Fund (71)

The Associated Students Trust Fund is used to account for moneys held in trust by the district for organized student body associations (excluding clubs) established pursuant to EC §76060. In a multi-college district, such a fund may be established for each college's student body. Organized student body associations formed as auxiliary organizations under EC §72670 et seq., fall under the Auxiliary Organizations Requirements for Accounting, Reporting, and Auditing manual.

Student Representation Fee Trust Fund (72)

The Student Representation Fee Trust Fund is used to account for moneys collected pursuant to EC §76060.5 that provides for a student representation fee of one dollar per semester if approved by two-thirds of the students voting in the election. The election shall not be sufficient to establish the fee unless the number of students who vote in the election equals or exceeds the average of the number of students who voted in the previous three student body association elections. The fee is to be expended to provide for the support of governmental affairs representatives who may be stating their positions and viewpoints before city, county, and district governments and before offices and agencies of the State government. The district may charge a fee to recover its actual cost of administering these fees up to, but not more than, 7 percent of the fees collected and deposited.

Other Trust Funds (79)

Other Trust Funds are used to account for all other moneys held in a trustee capacity by the college or district for individuals, organizations, or clubs. Such funds may be established and maintained in the appropriate county treasury, or as an alternative, the governing board may establish a bank account for each trust. Refer to Special Accounting Applications for requirements concerning separate bank accounts.

San Joaquin Delta Community College District
Table of Inter-Fund Transfers
 2016-17 Adopted Budget
 September 13, 2016

Transfers Out from Unrestricted General Fund Totaling	\$	852,000
1 Transfer to Child Development Fund for operational support costs.		
Increase to Fund 33 Child Development Fund	\$ 75,000	
Decrease to Fund 11 General Unrestricted Fund		\$ (75,000)
2 Transfer to Redevelopment District Agency Fund for ADA/Risk Assessment Projects		
Increase to Fund 39 Redevelopment District Agency Fund	\$ 500,000	
Decrease to Fund 11 General Unrestricted Fund		\$ (500,000)
3 Transfer to Capital Projects for Program Review		
Increase to Fund 41 Capital Projects Fund	\$ 250,000	
Decrease to Fund 11 General Unrestricted Fund		\$ (250,000)
4 Transfer to Capital Projects Fund for athletic facilities maintenance support costs.		
Increase to Fund 41 Capital Projects Fund	\$ 27,000	
Decrease to Fund 11 General Unrestricted Fund		\$ (27,000)
Transfers Out from Bookstore Fund Totaling	\$	301,500
5 Transfer to Food Service Fund for operational support costs.		
Increase to Fund 52 Food Service Fund	\$ 115,000	
Decrease to Fund 51 Bookstore Fund		\$ (115,000)
6 Transfer to Other Trust for state playoffs, promo, competitions and intramurals.		
Increase to Fund 79 Other Trust	\$ 186,500	
Decrease to Fund 51 Bookstore		\$ (186,500)

San Joaquin Delta Community College District
Adopted Budget - Unrestricted General

2016-17 Adopted Budget
September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Federal	\$ 38,718	\$ 89,300	\$ 87,700	-1.8%
State	57,432,146	60,387,390	57,275,362	-5.2%
Local	38,095,529	32,577,022	40,066,631	23.0%
Transfers In-Other Sources	49,605	20,000	20,000	0.0%
Total Revenue	\$ 95,615,998	\$ 93,073,712	\$ 97,449,693	4.7%
Certificated Salaries	\$ 37,174,808	\$ 35,336,817	\$ 36,297,989	2.7%
Classified Salaries	22,305,470	20,805,106	21,974,503	5.6%
Benefits	23,588,604	22,574,173	26,502,804	17.4%
Supplies	1,249,198	1,519,947	1,315,525	-13.4%
Other Operating Expense	8,658,746	9,095,273	9,612,668	5.7%
Capital Outlay	718,618	697,505	780,750	11.9%
Transfers Out-Other Uses	2,676,886	670,500	852,000	27.1%
Allocation Based on Future Outcomes	-	1,149,304	-	-100.0%
Stability Reserves	-	1,150,000	-	-100.0%
Total Expenditures-Ongoing & Temporary	\$ 96,372,330	\$ 92,998,625	\$ 97,336,239	4.7%
Vacancy & Operational One-Time			\$ (1,000,000)	
Net Operating Results				
Revenue - Expenditures				
() denotes a deficit	\$ (756,332)	\$ 75,087	\$ 1,113,454	*
Beginning Fund Balance	\$ 10,618,837	\$ 10,618,837	\$ 9,862,505	
Ending Fund Balance				
After operating results				
() denotes a deficit	\$ 9,862,505	\$ 10,693,924	\$ 10,975,959	

*One time payment for labor negotiations was funded with Allocation Based on Future Outcome and Stability Reserves budgeted in fiscal years 15-16 and 16-17. In an effort to save the District money associated with future STRS/PERS rate increases, the full amount was paid out in fiscal year 15-16 resulting in a net \$1M decrease to the fund balance in 15-16 and a corresponding \$1M add to fund balance in 16-17.

San Joaquin Delta Community College District
Fund Summary - Restricted General

2016-17 Adopted Budget

September 13, 2016

	Actual		Adopted		Adopted		Variance Adopted
	2015-16		2015-16		2016-17		2016-17
Federal	\$ 3,341,148	\$	3,466,955	\$	3,046,151		-12.1%
State	15,955,712		12,646,211		22,597,047		78.7%
Local	1,131,942		2,756,370		1,293,480		-53.1%
Transfers In-Other Sources	1,500		-		-		0.0%
Total Revenue	\$ 20,430,302	\$	18,869,536	\$	26,936,678		42.8%
Certificated Salaries	\$ 2,240,353	\$	2,053,406	\$	1,811,564		-11.8%
Classified Salaries	4,002,622		4,415,258		5,578,122		26.3%
Benefits	1,801,263		2,280,109		2,892,673		26.9%
Supplies	1,149,185		693,074		810,767		17.0%
Other Operating Expense	7,357,812		5,943,225		12,281,488		106.6%
Capital Outlay	2,308,362		2,681,584		2,246,135		-16.2%
Transfers Out-Other Uses	1,630,362		802,880		1,315,929		63.9%
Total Expenditures	\$ 20,489,959	\$	18,869,536	\$	26,936,678		42.8%
Net Operating Results							
Revenue - Expenditures							
() denotes a deficit	\$ (59,657)	\$	-	\$	-		
Beginning Fund Balance	\$ 162,219	\$	162,219	\$	102,562		
Ending Fund Balance							
After operating results							
() denotes a deficit	\$ 102,562	\$	162,219	\$	102,562		

San Joaquin Delta Community College District
Fund Summary - Parking
 2016-17 Adopted Budget
 September 13, 2016

		Actual 2015-16		Adopted 2015-16		Adopted 2016-17	Variance Adopted 2016-17
Local	\$	739,069	\$	750,000	\$	770,000	2.7%
Total Revenue	\$	739,069	\$	750,000	\$	770,000	2.7%
Classified Salaries	\$	549,102	\$	443,447	\$	470,195	6.0%
Benefits		143,980		129,271		144,230	11.6%
Supplies		3,908		14,001		14,001	0.0%
Other Operating Expense		31,081		79,055		43,285	-45.2%
Capital Outlay		22,094		12,000		28,289	135.7%
Total Expenditures	\$	750,165	\$	677,774	\$	700,000	3.3%
Net Operating Results							
Revenue - Expenditures							
() denotes a deficit	\$	(11,095)	\$	72,226	\$	70,000	
Beginning Fund Balance	\$	590,708	\$	590,708	\$	579,613	
Ending Fund Balance							
After operating results							
() denotes a deficit	\$	579,613	\$	662,934	\$	649,613	

San Joaquin Delta Community College District
Fund Summary - Other Debt Service Fund (OPEB)

2016-17 Adopted Budget

September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Transfer In-Other Sources	\$ 550,000	\$ 550,000	\$ 700,000	27.3%
State Revenue	-	-	-	0.0%
Local	457,036	-	-	0.0%
Interest	-	-	-	0.0%
Total Revenue	\$ 1,007,036	550,000	\$ 700,000	27.3%
Other Operating Expense	\$ 4,687	\$ -	\$ -	0.0%
Transfers Out-Other Uses	-	-	-	0.0%
Total Expenditures	\$ 4,687	\$ -	\$ -	0.0%
Net Operating Results				
Revenue - Expenditures				
() denotes a deficit	\$ 1,002,349	\$ 550,000	\$ 700,000	
Beginning Fund Balance	\$ 6,277,329	\$ 6,277,329	\$ 7,279,678	
Ending Fund Balance				
After operating results				
() denotes a deficit	\$ 7,279,678	\$ 6,827,329	\$ 7,979,678	

San Joaquin Delta Community College District
Fund Summary - Other Debt Service Fund - Passport Loan
 2016-17 Adopted Budget
 September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Loan Servicing \$	12,992	\$ -	\$ -	0.0%
Interest	-	-	-	0.0%
Total Revenue \$	12,992	\$ -	\$ -	0.0%
Transfers Out-Other Uses \$	-	\$ -	\$ -	0.0%
Total Expenditures \$	-	\$ -	\$ -	0.0%
Net Operating Results				
Revenue - Expenditures () denotes a deficit	\$ 12,992	\$ -	\$ -	
Beginning Fund Balance \$	2,256,750	\$ 2,256,750	\$ 2,269,742	
Ending Fund Balance				
After operating results () denotes a deficit	\$ 2,269,742	\$ 2,256,750	\$ 2,269,742	

San Joaquin Delta Community College District
Fund Summary - Child Development Center

2016-17 Adopted Budget
September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Federal Food Program	\$ 82,222	\$ 97,000	\$ 85,084	-12.3%
Federal/State Other Grants	-	-	-	0.0%
State Meal Reimbursement	4,328	5,000	5,000	0.0%
General Childcare	339,885	360,000	360,000	0.0%
State Preschool	547,829	620,000	580,000	-6.5%
Interest	904	500	1,000	100.0%
Parent Fees	13,117	20,000	15,000	-25.0%
Transfer From General Fund	75,000	75,000	75,000	0.0%
Transfer From Other Fund	100,000	100,000	125,000	25.0%
Total Revenue	\$ 1,163,285	\$ 1,277,500	\$ 1,246,084	-2.5%
Salaries	\$ 779,445	\$ 794,358	\$ 829,855	4.5%
Benefits	282,356	370,280	337,417	-8.9%
Supplies	793	1,558	1,558	0.0%
Food Supplies	53,458	56,000	56,000	0.0%
Operating Expenses	2,174	24,754	19,754	-20.2%
New Equipment	22	-	1,500	0.0%
Parent Pay Subsidy	13,136	1,500	-	-100.0%
Total Expenditures	\$ 1,131,384	\$ 1,248,450	\$ 1,246,084	-0.2%
Net Operating Results				
Revenue - Expenditures				
() denotes a deficit	\$ 31,901	\$ 29,050	\$ -	
Beginning Fund Balance	\$ -	\$ -	\$ 31,901	
Ending Fund Balance				
After operating results				
() denotes a deficit	\$ 31,901	\$ 29,050	\$ 31,901	

San Joaquin Delta Community College District
Fund Summary - Farm

2016-17 Adopted Budget
September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Crop Sales	\$ 423,782	\$ 287,500	\$ 284,000	-1.2%
Total Revenue	\$ 423,782	\$ 287,500	\$ 284,000	-1.2%
Classified Salaries	\$ 53,427	\$ 47,262	\$ 55,194	16.8%
Benefits	20,651	27,631	22,750	-17.7%
Supplies	10,993	13,250	13,895	4.9%
Crop Costs	152,360	163,000	159,661	-2.0%
Other Operating Expense	29,212	33,857	31,000	-8.4%
Capital Outlay	3,860	2,500	1,500	-40.0%
Total Expenditures	\$ 270,502	\$ 287,500	\$ 284,000	-1.2%
Net Operating Results				
Revenue - Expenditures				
() denotes a deficit	\$ 153,280	\$ -	\$ -	
Beginning Fund Balance	\$ 619,580	\$ 619,580	\$ 772,860	
Ending Fund Balance				
After operating results				
() denotes a deficit	\$ 772,860	\$ 619,580	\$ 772,860	

San Joaquin Delta Community College District
Fund Summary - Redevelopment District Agency (RDA)

2016-17 Adopted Budget

September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Local	\$ 457,691	\$ 245,750	\$ 245,750	0.0%
Interest	-	-	-	0.0%
Transfer In-Other Sources	-	-	500,000	
Total Revenue	\$ 457,691	\$ 245,750	\$ 745,750	203.5%
Supplies	\$ -	\$ -	\$ -	0.0%
Other Operating	90,294	125,154	741,789	492.7%
Capital Outlay	262,694	952,451	824,514	-13.4%
Total Expenditures	\$ 352,988	\$ 1,077,605	\$ 1,566,303	45.4%
Net Operating Results				
Revenue - Expenditures				
() denotes a deficit	\$ 104,703	\$ (831,855)	\$ (820,553)	
Beginning Fund Balance	\$ 3,605,563	\$ 3,605,563	\$ 3,710,266	
Ending Fund Balance				
After operating results				
() denotes a deficit	\$ 3,710,266	\$ 2,773,708	\$ 2,889,713	

San Joaquin Delta Community College District Fund Summary - Capital Projects

2016-17 Adopted Budget
September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
State Construction Grant	\$ 40,431	\$ 330,714	\$ -	-100.0%
Scheduled Maintenance	1,427,257	3,007,856	2,679,720	-10.9%
State Mandated	1,934,787	8,712,083	8,281,713	-4.9%
Prop 39	199,271	450,365	1,113,924	147.3%
Local	33,012	-	-	0.0%
Interest	18,724	20,000	20,000	0.0%
Transfer In-Other Sources	1,601,886	568,500	277,000	-51.3%
Total Revenue	\$ 5,255,368	\$ 13,089,518	\$ 12,372,357	-5.5%
Supplies	\$ 31,094	\$ 3,274,988	\$ 4,260,000	30.1%
Other Operating	601,411	3,324,460	4,781,448	43.8%
Capital Outlay	4,822,233	7,651,523	5,338,246	-30.2%
Transfers Out-Other Uses	-	-	152,110	0.0%
Total Expenditures	\$ 5,454,738	\$ 14,250,971	\$ 14,531,804	2.0%
Net Operating Results				
Revenue - Expenditures				
() denotes a deficit	\$ (199,370)	\$ (1,161,453)	\$ (2,159,447)	
Beginning Fund Balance	\$ 3,731,656	\$ 3,731,656	\$ 3,532,285	
Ending Fund Balance				
After operating results				
() denotes a deficit	\$ 3,532,285	\$ 2,570,203	\$ 1,372,838	

San Joaquin Delta Community College District
Fund Summary - Measure L Bond

2016-17 Adopted Budget
September 13, 2016

	Actual	Adopted	Adopted	Variance Adopted
	2015-16	2015-16	2016-17	2016-17
Measure L Bond - Future				
Series Release \$	-	\$ 33,234,418	\$ 33,234,418	0.0%
Interest	141,239	-	-	0.0%
Total Revenue \$	141,239	\$ 33,234,418	\$ 33,234,418	0.0%
Supplies \$	51,414	\$ 168,495	\$ 117,031	-30.5%
Other Operating	640,589	3,769,583	2,938,417	-22.0%
Capital Outlay	8,677,523	59,509,283	51,103,240	-14.1%
Total Expenditures \$	9,369,527	\$ 63,447,361	\$ 54,158,688	-14.6%
Net Operating Results				
Revenue - Expenditures				
() denotes a deficit	\$ (9,228,288)	\$ (30,212,943)	\$ (20,924,270)	
Beginning Fund Balance	\$ 30,212,943	\$ 30,212,943	\$ 20,984,655	
Ending Fund Balance				
After operating results				
() denotes a deficit	\$ 20,984,655	\$ -	\$ 60,385	

**San Joaquin Delta Community College District
Fund Summary - Bookstore**

2016-17 Adopted Budget
September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Book Sales	\$ 4,427,719	\$ 4,490,000	\$ 4,585,000	2.1%
Merchandise Sales	836,199	700,000	725,000	3.6%
Other Revenue	147,008	100,000	5,000	-95.0%
Total Revenue	\$ 5,410,925	\$ 5,290,000	\$ 5,315,000	0.5%
Cost of Goods Sold	\$ 3,565,999	\$ 3,410,000	\$ 3,380,000	-0.9%
Salaries	751,634	665,310	645,135	-3.0%
Employee Benefits	245,209	308,830	286,178	-7.3%
Supplies	19,603	17,000	17,000	0.0%
Freight Out	76,553	75,700	72,700	-4.0%
Banking, Travel, Dues	31,659	39,000	43,000	10.3%
Credit Card Fees	63,534	65,000	65,000	0.0%
Equipment / Site Improvement	-	70,000	70,000	0.0%
Rental Expense	200,000	200,000	-	-100.0%
Other Expense	184,192	119,000	119,000	0.0%
Capital Improvement	-	-	-	0.0%
Total Operating Expenditures	\$ 5,138,383	\$ 4,969,840	\$ 4,698,013	-5.5%
Food Service	\$ 145,382	\$ 115,000	\$ 40,599	-64.7%
Admin. Fees	-	-	372,000	0.0%
Donation to Basketball	1,000	-	-	0.0%
Promotion	127,556	150,000	150,000	0.0%
Intramurals	900	900	900	0.0%
Competitions	35,600	35,600	35,600	0.0%
Total Bookstore Transfers Out	\$ 310,438	\$ 301,500	\$ 599,099	98.7%
Total Expenditures	\$ 5,448,821	\$ 5,271,340	\$ 5,297,112	0.5%
Net Operating Results				
Revenue - Expenditures				
() denotes a deficit	\$ (37,896)	\$ 18,660	\$ 17,888	
Beginning Fund Balance	\$ 1,431,911	\$ 1,431,911	\$ 1,394,015	
Ending Fund Balance				
After operating results				
() denotes a deficit	\$ 1,394,015	\$ 1,450,571	\$ 1,411,903	

San Joaquin Delta Community College District
Fund Summary - Food Service

2016-17 Adopted Budget
September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Food Sales \$	647,151	\$ 670,000	\$ 640,000	-4.5%
Catering Sales	35,465	41,000	41,000	0.0%
Other Revenue	-	500	500	0.0%
Total Revenue \$	682,616	\$ 711,500	\$ 681,500	-4.2%
Cost of Sales \$	326,696	\$ 233,772	\$ 233,772	0.0%
Salaries	268,544	271,191	231,932	-14.5%
Employee Benefits	93,069	122,678	89,720	-26.9%
Supplies	18,685	71,000	71,000	0.0%
Sales Tax	5,115	4,400	4,400	0.0%
Repairs	-	1,200	1,200	0.0%
Uniforms	-	1,000	1,000	0.0%
Rental Expense	79,184	79,184	-	-100.0%
Indirect Costs	-	-	47,000	0.0%
Other Expense	30,480	28,850	28,850	0.0%
New Equipment non capitalized	-	7,000	7,000	0.0%
Depreciation	1,225	1,225	1,225	0.0%
Total Expenditures \$	822,998	\$ 821,500	\$ 717,099	-12.7% 0.0%
Net Operating Results				
Revenue - Expenditures				
() denotes a deficit	\$ (140,382)	\$ (110,000)	\$ (35,599)	
Transfer Out To Foundation-Passport	\$ (5,000)	\$ (5,000)	\$ (5,000)	
Transfer In From Bookstore	\$ 145,382	\$ 115,000	\$ 40,599	
Beginning Fund Balance	\$ -	\$ -	\$ -	
Ending Fund Balance				
After operating results				
() denotes a deficit	\$ -	\$ -	\$ -	

San Joaquin Delta Community College District Fund Summary - Self Insurance

2016-17 Adopted Budget
September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Interest	\$ 21,065	\$ 14,000	\$ 23,000	64.3%
Contributions from Other Funds	<u>2,927,336</u>	<u>1,900,000</u>	<u>2,120,000</u>	11.6%
Total Revenue	\$ 2,948,401	\$ 1,914,000	\$ 2,143,000	12.0%
Supplies	\$ 1,980	\$ 5,000	\$ 5,000	0.0%
Claims and IBNR	567,602	600,000	665,000	10.8%
Claims Admin	74,590	86,369	93,000	7.7%
Insurance Premiums	1,575,446	1,526,709	1,676,972	9.8%
Other Operating Expense	44,260	30,027	102,400	241.0%
Equipment	<u>4,722</u>	<u>12,895</u>	<u>17,628</u>	36.7%
Total Expenditures	\$ 2,268,601	\$ 2,261,000	\$ 2,560,000	13.2%
Net Operating Results				
Revenue - Expenditures () denotes a deficit	\$ 679,800	\$ (347,000)	\$ (417,000)	
Beginning Fund Balance	\$ 1,486,529	\$ 1,486,529	\$ 2,166,329	
Ending Fund Balance After operating results () denotes a deficit	<u>\$ 2,166,329</u>	<u>\$ 1,139,529</u>	<u>\$ 1,749,329</u>	

San Joaquin Delta Community College District
Fund Summary - ASB, Student Fees, ID Cards

2016-17 Adopted Budget
September 13, 2016

	Actual 2015-16	Adopted 2015-16	Adopted 2016-17	Variance Adopted 2016-17
Contributions Food Pantry	\$ 325	\$ 500	\$ 500	0.0%
Events Income/Flea Mkt (partial)	231	1,000	1,000	0.0%
Student ID Cards	-	-	-	0.0%
Student Rep Fees	16,167	23,070	23,070	0.0%
Student Activity Fee	107,331	93,890	93,890	0.0%
Other Local Revenue	175	-	-	0.0%
Total Revenue	\$ 124,229	\$ 118,460	\$ 118,460	0.0%
Supplies	\$ 23,130	\$ 20,454	\$ 20,454	0.0%
Other Expense	67,662	75,511	75,511	0.0%
Capital Outlay	508	2,302	2,302	0.0%
Other Outgo	14,273	-	-	0.0%
Total Expenditures	\$ 105,573	\$ 98,267	\$ 98,267	0.0%
Net Operating Results				
Revenue - Expenditures () denotes a deficit	\$ 18,656	\$ 20,193	\$ 20,193	
Beginning Fund Balance	\$ 380,477	\$ 380,477	\$ 399,133	
Ending Fund Balance				
After operating results () denotes a deficit	\$ 399,133	\$ 400,670	\$ 419,326	

San Joaquin Delta Community College District
Fund Summary - Other Trust
 2016-17 Adopted Budget
 September 13, 2016

	Actual		Adopted		Adopted		Variance Adopted
	2015-16		2015-16		2016-17		2016-17
Local	\$ 685,387	\$	750,000	\$	620,000		-17.3%
Interest	-		-		-		0.0%
Transfer In-Other Sources	165,056		186,500		186,500		0.0%
Total Revenue	\$ 850,443	\$	936,500	\$	806,500		-13.9%
Classified Salaries	\$ 166,756	\$	163,145	\$	171,643		5.2%
Benefits	20,928		51,205		42,234		-17.5%
Supplies	70,205		13,700		13,700		0.0%
Other Operating Expense	294,687		283,450		313,010		10.4%
Capital Outlay	13,363		350,000		-		-100.0%
Transfers Out-Other Uses	318,561		75,000		265,913		254.6%
Total Expenditures	\$ 884,500	\$	936,500	\$	806,500		-13.9%
Net Operating Results							
Revenue - Expenditures							
() denotes a deficit	\$ (34,057)	\$	-	\$	-		
Beginning Fund Balance	\$ 293,663	\$	293,663	\$	259,606		
Ending Fund Balance							
After operating results							
() denotes a deficit	\$ 259,606	\$	293,663	\$	259,606		

San Joaquin Delta Community College District

All Funds Summary

2016-17 Adopted Budget

September 13, 2016

Fund	Fund Description	Beginning Fund Balance	Budgeted Revenues	Budgeted Expenditures	Ending Fund Balance
1100	Unrestricted General	\$ 9,862,505	\$ 97,449,693	\$ 96,336,239	\$ 10,975,959
1200	Restricted General	102,562	26,936,678	26,936,678	102,562
1300	Parking	579,613	770,000	700,000	649,613
2100	Bond Interest and Redemption	24,889,107	-	-	24,889,107
2900	Other Debt Service (OPEB - Other Post Employment Benefits)	7,279,678	700,000	-	7,979,678
2950	Other Debt Service (Passport Loan)	2,269,742	-	-	2,269,742
3300	Child Development	31,901	1,246,084	1,246,084	31,901
3400	Farm	772,860	284,000	284,000	772,860
3900	Redevelopment	3,710,266	745,750	1,566,303	2,889,713
4100	Capital Projects	3,532,285 *	12,372,357	14,531,804	1,372,838
4200	Measure L Bond	20,984,655 *	33,234,418	54,158,688	60,385
5100	Bookstore	1,394,015	5,315,000	5,297,112	1,411,903
5200	Food Service	-	791,500	717,099	74,401
6100	Self Insurance	2,166,329	2,143,000	2,560,000	1,749,329
7100 & 7200	Associated Students	399,133	118,460	98,267	419,326
7400	Student Financial Aid	(221,454)	-	-	(221,454)
7500	Scholarship and Loan	2,115,800	-	-	2,115,800
7900	Other Trust Fund	259,606	806,500	806,500	259,606
	Totals	\$ 80,128,602	\$ 182,913,440	\$ 205,238,774	\$ 57,803,268

Glossary of Terms

Accounting - The process of identifying, measuring and communicating financial information to permit informed judgments and decisions by users.

Accounts Payable - Accounts due and owing to persons, business firms, governmental units or others for goods and services not yet paid.

Accounts Receivable - Amounts due and owing from persons, business firms, governmental units or others for goods and services provided, but not yet collected.

Allocation - Division or distribution of resources according to a predetermined plan.

Apportionment - A state allocation to each district based on a funding formula. The three types of revenues that comprise the allocation amount are enrollment fees, local property taxes and state funds.

Apportionment Attendance Report (CCFS 320) - A report submitted three times a year for summer, fall and spring terms to report full-time equivalent student (FTES) attendance at Period 1 (P1), Period 2 (P2) and Annual. It is the primary basis of District's funding by the state.

Audit - An examination of documents, records and accounts for the purpose of determining; 1) that all present fairly the financial position of the district; 2) that they are in conformity with prescribed accounting procedures; and 3) that they are consistent with the preceding year.

Auxiliary Foundation - A separate entity created by a district as an auxiliary organization to receive, raise and manage funds from private sources.

Auxiliary Operations - Service activities indirectly related to teaching and learning. Food service and bookstore are considered auxiliary operations.

Backfill - Funds allocated by the Legislature to make up for revenues (e.g. student fee, property taxes) that were projected but not received.

Beginning Fund Balance - The funds that the district begins the year with, that include cash, accounts receivable, less accounts payable.

Block Grant - A fixed sum of money, not linked to enrollment measures, provided to a college district by the state.

Bonds - Investment securities or notes sold by a district through a financial firm for the purpose of raising funds for various capital expenditures. Prop 39 general obligation bonds are the most significant and require at least 55% vote of the electorate.

Board of Governors - The statewide governing board of the community colleges. The members are appointed by the Governor. The Board hires the Chancellor of the California Community Colleges System and makes policy decisions that affect all districts. The Board may be directed by the Legislature to regulate certain matters and it may choose to regulate others.

Board of Trustees - The local governing board of each community college district. Its members are

elected by the voters in the District. The board hires the chief administrator of the district and directs the operations of the district. It makes policy decisions that are permitted or mandated at the local level.

Budget - A plan of financial operation for a given period for a specified purpose consisting of an estimate of revenue and expenditures.

Budget and Accounting Manual - Education Code Section 70901 enumerates the responsibilities of the Board of Governors, which includes the establishing, maintaining, revising, and updating the uniform budgeting and accounting structures and procedures for the California Community Colleges. This responsibility is embodied in the California Community Colleges Budget and Accounting Manual (BAM).

Capital Projects - Capital Projects Funds are used for the acquisition or construction of capital outlay items, e.g. buildings, major equipment.

Categorical Funds - Also called restricted funds, these are monies that can only be spent for the designated purpose. Examples: funding to serve students with disabilities (DSPS) or the economically disadvantaged, low-income (EOPS), scheduled maintenance, instructional equipment, and student success (formerly matriculation).

Chart of Accounts - A systematic list of funds and accounts developed according to the California Community Colleges Budget and Accounting Manual (BAM) to uniformly capture revenues, expenditures and balance sheet activity.

Cost of Living Adjustment (COLA) - An increase in funding for revenue limits or categorical programs. Current law ties COLA to indices of inflation, although different amounts are appropriated in some years. There is no mandate that requires the state to provide COLA funding.

Deficit - In the context of a budget, a deficit is when revenues for the year are less than planned expenditures.

Disabled Student Programs & Services (DSPS) - Categorical funds designated to support and assist disabled students into the general college program.

Encumbered Funds - Obligations in the form of purchase orders, contracts, salaries, and other commitments for which budget are reserved.

Ending Balance – The funds remaining once the fiscal year end is closed and available for the new fiscal year.

Enrollment Cap – The state limits how many full-time equivalent students (FTES) that it will fund for the Community College System, and in turn, individual districts.

Estimated Income - Expected receipt or accruals of monies from revenue or nonrevenue sources (abatements, loan receipts) during a given period.

Expenditures - Amounts disbursed for all purposes.

Extended Opportunity Programs and Services (EOPS) - Categorical funds designated for supplemental services for disadvantaged students.

Fifty-Percent Law – State compliance requirement that mandates fifty percent of district expenditures in certain categories be spent for classroom instruction salaries and benefits.

Final Budget - The district budget that must be approved by the board by September 15th, generally after the state allocation is determined. The Final Budget is also referred to as the Adopted Budget.

Fiscal Year - In California, it is defined as the period beginning July 1 and ending June 30. Some federal grants use a fiscal year beginning October 1 and ending September 30.

FON (Full-Time Faculty Obligation Number) - State compliance requirement that a district's full-time faculty meet a mandated figure based on various measurements, including FTES growth. The goal established by AB1725 for the ratio for full-time faculty to part-time faculty is also known as 75/25.

Full Time Equivalent Students (FTES) - A standardized measure used to indicate enrollment and workload. The State General Apportionment is primarily based on FTES.

Fund – A self-balanced set of accounts for recording cash and other financial resources, together with all related liabilities as permitted by the Budget and Accounting Manual (BAM).

Fund Balance - The difference between assets and liabilities.

Gann Limitation - A ceiling on each year's appropriations supported by tax dollars. The limit applies to all governmental entities, including school districts. The base year was 1978-79. The amount is adjusted each year, based on a price index and the growth of the student population.

Governor's Budget - The Governor proposes a budget for the state each January for the fiscal year beginning the next July. It is the starting point for the budget development at the state level.

Growth - Enrollment growth is expressed in terms of FTES. Growth in FTES and growth in revenue both refer to an increase in excess of the prior year's funded enrollment level. When referring to the growth rate, the reference is to the rate at which the State will provide funding for FTES in excess of the prior year's funded enrollment.

Headcount - An unduplicated count of enrolled students.

Interfund Transfer - An interfund transfer is a transfer of monies from one fund to another fund. As an example, a transfer from the unrestricted general fund to the child development fund is an interfund transfer.

Lottery Funds - The minimum of 34 percent of lottery revenues distributed to public schools and colleges must be used for "education of pupils". Lottery income has added about 1-3 percent to community college funding. The funding has two components unrestricted (Non-Prop 20) and restricted (Prop 20).

Mandated Costs - College district expenditures that occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.

May Revise - The Governor revised budget proposal in May for the next fiscal year in accordance with up-to-date projections in revenues and expenses.

Noncredit FTES - FTES earned in noncredit courses, generally Adult Education. These courses are paid at a lower rate than credit FTES.

Nonresident Tuition -A student who is not a resident of California is required, under the uniform student residency requirements, to pay tuition. The fee shall not be less than the average statewide cost per student, and is set by the board of trustees annually.

Object Code - Classification category of an item or a service purchase. Major object levels are presented in the financial statements and the CCFS 311 reports.

Other Post Employment Retiree Benefit (OPEB) - Post-employment benefits that an employee will begin to receive at the start of retirement. This does not include pension benefits paid to the retired employee. Other post-employment benefits that a retiree can be compensated for are life insurance premiums, healthcare premiums and deferred-compensation arrangements.

PERS - Public Employee's Retirement System. State law requires school district classified employees, school districts and the State to contribute to the fund for full-time classified employees.

Proposition 13 - An initiative amendment passed in June 1978 adding Article XIII A to the California Constitution. Tax rates on secured property are restricted to no more than 1 percent of full cash value. Proposition 13 also defined assessed value and required a two-thirds vote to change existing or levy new taxes.

Proposition 98 - An initiative passed in November 1988, guaranteeing at least 40 percent of the state's budget for K-12 and community colleges. The split was proposed to be 89 percent (K-12) and 11 (CCC), although the split has not been maintained.

Reserves - Funds set aside in a college district budget to provide for future expenditures or to offset future losses, for working capital, or for other purposes. There are different categories of reserves, including contingency, general, restricted and reserves for long-term liabilities.

Restricted Funds - Money that must be spent for a specific purpose either by law or by local board action.

Revenue - Income from all sources.

Revenue Limit -The specific amount of student enrollment fees, state and local taxes a college district may receive per student for its general education budget. Annual increases are determined by Proposition 98 formula or the Legislature.

State Deferrals - When apportionment revenue payments due to the district from the state for the fiscal year are delayed and paid later.

STRS - State Teacher's Retirement System. State law requires that school district employees, school districts and the State contribute to the fund for full-time certificated employees.

Student Financial Aid Funds - Funds designated for grants and loans to students. Includes federal Pell grants, College Work-Study, and the state funds EOPS grants and fee waiver programs.

Subfund - A fund may have multiple accounts that are also established as funds. Subfunds are combined for reporting purposes under the primary fund category. As an example, the Debt Service Fund has two funds; one for repayment of debt and the second for payment of the retired employee medical benefit costs.

Title 5 - The Section of the State Administrative Code that governs community colleges. The Board of Governors may change or add regulations to Title 5.

TOP Code - Taxonomy of Programs. Numbers assigned to programs to use in budgeting and reporting expenditures. The program code details the area of operations and specifies if a program is instructional or non-instructional.

TRANS - Districts finance short-term cash flow needs by issuing Tax Revenue Anticipation Notes (TRANS) through bond underwriters. The notes are paid off as cash is received by the district from enrollment fees, property taxes and state apportionment.

Transfers - Monies that are transferred from one object level account to another or fund one fund to another. Example: Transfer from supplies to equipment or transfer from the general fund to the capital projects fund.

Unfunded FTES - FTES that are generated in excess of the enrollment/FTES cap.

Warrants - A written order drawn to pay a specified amount to a designated payee, also referred to as checks.

Workload Reduction – Reduced level of FTES for which districts are funded.

Workload Restoration – Increased level of FTES for which districts are funded for previous workload reduction.

WSCH - Weekly Student Contact Hours is part of the formula used to calculate FTES.

*** List of terms was compiled from the following sources: "Understanding Funding, Finance and Budgeting" from the Chancellor's Office of the California Community Colleges, "Trustee Handbook" from Community College League of California and "California Postsecondary Education Commission –Glossary of Terms".*