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



# SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT



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# 2017 COMPREHENSIVE MASTER PLAN

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# EDUCATIONAL PLAN

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## Renewing and Reinvesting in Delta College

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# OVERVIEW

## INTRODUCTION

Modeled on the 2009 planning process, the District once again engaged in collaboration to develop this current update of its Educational Plan (EP). Key overriding values coupled with the District's 2014-15 Strategic Plan and its related strategic goals (Strategic Goals and Strategic Plan, 2014-15, shown earlier) provided the foundation for the collaborative dialogue. The goals identified in this EP build upon those strategic goals.

As outlined earlier, the District has a proud history of committed, passionate people making a difference. As such, key values underlie the District's educational planning. These are:

1. An inclusive learning environment where all constituents receive fair and equal treatment.
2. Initiatives that foster professional growth and innovative service delivery.
3. The use of technology to advance student learning and to provide low-cost solutions for operations.
4. Effective and consistent communication through multiple media.
5. High-quality service in support of student learning and operational efficiency.
6. Regional centers that offer general education, transfer, and basic skills first, followed by selected marquee programs in career and technical education.
7. Community relationships with local educational institutions, employers, and workforce agencies that promote the region's intellectual, social, economic, and cultural vitality.

8. A vital and healthy campus community that promotes the holistic wellness and growth of its students and staff.
9. Career and technical programs that meet the labor market needs of employers in the region.
10. Organizational structures that deliver instructional and support services for students as efficiently as possible.

For this updated installment of the Education Plan, the District and a variety of constituents reviewed prominent themes from both current and prior planning documents and identified seven core themes as the focus for this updated Education Plan:

1. Rejuvenate the Stockton Campus
2. Reinvest in College Facilities
3. Institutionalize Equity
4. Update College Technology
5. Revitalize Community Engagement
6. Establish Marquee Programs for New Centers
7. Promote a Healthy and Safe Campus Community

It is easy to see the values reflected in the themes, which are presented (in no particular order) as strategic initiatives (starting on page 66) along with recommended action plans.



With these values and the themes framing the planning efforts, focus groups and community forums were queried on a number of topics including: the current state of the District, its facilities, and staffing; the condition and availability of technology; the organization of the District; growth areas for the future; and where remaining Measure L Bond funding should be spent. During the Fall Semester of 2014 a dozen focus group-style planning sessions were held on campus in Stockton and Mountain House to solicit stakeholder input with faculty, classified staff, managers, student services leaders, deans, cabinet members, student leaders, and members of the community (local leaders, employers, educators, and civic leaders). An additional forum was held to solicit the perspectives of the District's Career Technical Education advisory group members. The engagement of the community in these events resulted in the validation of many of the strategic themes identified by internal campus stakeholders.

In the pages that follow, the comments from the specific focus groups are presented by division to capture the feedback from various internal and external stakeholders. One prevailing sentiment among the groups was skepticism regarding the passing of a new bond, which impacted the views of participants on the development of new regional centers. This sentiment seems to echo the uncertainty that the 2008 Great Recession has caused in the minds of folks at the College and mirrors the uncertainty of a significant portion of the nation.

Closing out Part 1 of the Educational Plan is a more detailed description of the strategic initiatives that were derived from the themes, as well as the related recommended action plans. These, combined with an "Educational Plan Facilities Summits" in Spring 2015, served to frame the transition to facilities planning. At the summits held at both the Stockton and South Campus at Mountain House facilities, Delta constituents discussed the following:

- Highlights of facilities projects since the 2010 Educational Master Plan
- Current status of facilities projects
- Fall 2014 EP focus groups internal/external stakeholders
- Fall 2014 EP focus groups' facilities recommendations
- A North County Center
- Facilities ranking
- What happens next
- Online survey of facilities plans

Each summit included an exercise to allow participants to rank the District's list of proposed facilities and/or improvements. The facilities ranking exercise was also administered as an online survey to collect input from constituents who were unable to attend. In addition, participants were asked for ideas to increase enrollment for Summer and Fall 2015. The Appendix to this Educational Plan provides highlights from the EP Facilities Plan Summit presentations and outputs thereof.

Images at right:

**A** Commencement ceremony

**B** Students studying for finals

**C** Studying by the koi pond



# MAJOR THEMES FOR FUTURE EDUCATIONAL PLANNING

Based on a review of current and prior planning documents, the District identified seven core themes as the focus for this updated installment of the EP. Each theme addressed the concerns and interests of faculty, staff, students, administrators, and the greater public. Focus groups and community fora were queried on the current state of the College, its varied facilities, and the adequacy of its staffing. Groups were also asked about the condition and availability of technology, the organization of the College, growth for the future, and where remaining Measure L Bond spending should occur.

One prevailing sentiment among the groups was skepticism regarding the passing of a new bond, which impacted the views of participants on the development of new regional centers. In the following, the comments from specific focus group and the community forum discussions are highlighted to provide a sense of the needs as they were described by various internal and external College stakeholders. For now, the major themes are outlined as a statement of strategic principles that should guide the decisions related to educational programs:

## OVERRIDING VALUES THAT DRIVE THE EDUCATIONAL PLAN OF DELTA COLLEGE

- The institutionalization of a consensus about equity to ensure the promotion of 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 to advance student learning and to provide low-cost solutions for operations and innovation
- Effective and consistent communication through multiple mediums
- High quality service in the support of student learning and operational efficiency
- The opening of regional centers that offer general education, transfer, and basic skills educational offerings first, followed by selected marquee programs in the realm of 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 help achieve the efficient delivery of instructional and support services for students



# MAJOR FOCUS GROUP OUTCOMES

## ACADEMIC DIVISIONS

### AGRICULTURE, SCIENCE, AND MATH FACULTY

Agriculture, Science, and Math faculty shared a concern over understaffing and classroom availability to accommodate high enrollment. Computer science faculty, in particular, expressed the need for faculty entitlements. Given labor market demands, all disciplines anticipated growth in Science, Technology, Engineering, and Math (STEM) disciplines, but also expected expansion within supporting programs such as English.

While the new Science and Math building provided additional lab space, classroom space has remained inadequate. Throughout the District, some classrooms are over-capacity, some lack facilities or infrastructure, and others require upgraded furniture. In terms of other facilities, faculty also requested gender-neutral restrooms, bike lanes, pathways, sidewalks around the campus perimeter, handicap-accessible drop-off areas, and faculty/staff parking.

In addition, faculty would like to see aesthetic additions to the campuses, such as public art and a public garden. Finally, faculty recognized the need to upgrade the Math Engineering Science Achievement program's (MESA) equipment (e.g. computers, software), and discussed an electronic information kiosk for MESA.

When asked about general staffing needs, the faculty offered several specific suggestions. First, they expressed a strong desire for the return of Faculty Clerical Services, which had previously been housed in a single location. Faculty also saw the need for academic advisors in each instructional unit, a MESA administrative assistant, and lab aides in the Math and Science Learning Center. Finally, they would like to see improved career/vocational counseling in the Career Transfer Center. In terms of District organization, faculty would like to see more staff involved with Flex Day, better communication and consultation concerning District procedures, a current organizational chart of campus committees, debriefing fora where faculty share information they learned at conferences, and more regular Information Technology meetings.

The faculty members believed that consistent classroom technology and modern instructional resources, such as application-based learning, digital printers, tablets, and cloud-based software, would provide instructors with much-needed instructional support. Faculty would also like to see applications for students to navigate the campus, wireless access throughout campus, Delta website and DocuShare improvements, and refined email distribution lists.

Finally, when asked whether remaining Measure L Bond funding should be spent on the Stockton campus or the a center in North County, faculty preferred to invest in Stockton due to substantial deferred maintenance needs. In addition, faculty advocated for a permanent structure at South Campus Mountain House. However, there was consensus among the division that a center in North County would be a sensible location to invest in specialty programs that focused on the wine industry, solar, and possibly a place to expand the nursing/health programs.

## **APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY FACULTY**

Applied Science, Business, and Technology (ASBT) faculty perceived the importance of the District to students of various demographics, including first-time college students and immigrants. They recognize that many students enroll in general education courses, intending to transfer. However, they also emphasized the importance of serving regional employment needs. Faculty felt students lacked basic skills, especially mathematical abilities needed for the workforce, but they also discussed the increasing need for middle-level skills. Drawing upon labor market data, faculty anticipated growth in retail management, entrepreneurship, accounting, general business, engineering technology, telecommunications, information technology, electronics, renewable energy, logistics, and e-commerce. In addition, they intend to expand the newly created Pathway to Law School program and would like to develop a four-year Bachelor's Degree in a career technical education field.

Prominent concerns of the ASBT faculty revolved around staffing, technology, and facilities. Faculty would like to see more counselors, student workers, and maintenance and IT technicians in ASBT classrooms. Feeling that the division is too large, faculty also agreed upon the importance of an Assistant Division Dean and more staff to accommodate the needs of such diverse faculty. In terms of technology, faculty recommended eliminating CurricUNET as the District's curriculum management system and upgrading to a new, user-friendly platform. They also advocated for 3-D printers, more accessible printers, upgraded faculty computers, and computers in all SMART classrooms. Finally, faculty would like to see improved grounds and meeting spaces as well as additional electrical service to labs and classrooms.

Given the nature of ASBT disciplines, faculty desired more efficient work order procedures, upgraded forms, and instruction manuals for both work order and purchasing procedures. They also discussed the possibility of reorganizing the division and recommended the formation of a New Manager's Academy.

When asked whether remaining Measure L Bond funding should be spent on the Stockton campus or a North County Center, faculty advocated for investing in facilities at Stockton, especially a renovation of the Holt building. Some faculty expressed embarrassment when bringing community members on campus, emphasizing the importance of landscaping and facilities improvements. However, faculty also acknowledged the importance of serving the North County region with programs the District currently does not offer.

## ARTS AND COMMUNICATION FACULTY

Faculty from the Arts and Communication Division described the District as going through a period of change (e.g. student body, course offerings, enrollment, and policies). Thus, they perceived the College as currently unsettled on multiple levels. They also felt that class scheduling seemed random and hoped to see schedules that would better enable students to complete their degrees. To this end, they also advocated for better student orientation and more structure for students. Within the division, the faculty would like to see more consolidation of effort, with groups working together. Over the next five years, they anticipate growth in: media communications, 3-D animation, and digital imaging.

Faculty advocated for facilities improvements and staffing additions. They discussed the need for additional student lounges, extended library and lab hours, acting practice rooms, the renovation of lower Danner, additional public meeting places, and better drainage in the Shima building. They would also like to see production assistants and fine art technicians for the radio/television program. In terms of technology, the Arts and Communication faculty requested state-of-the-art equipment in the multimedia lab to simulate what students will utilize in the workplace. Faculty would also like a multimedia projection system, ergonomic podia, 3-D printers, high-definition (HD) radio/television equipment, updated lighting systems in the theaters, and wireless access

throughout campus. In addition, faculty would like to see a shared space available to night students, a building devoted to Languages and Learning Resources, and a fabrication lab that could be used by cross-disciplinary faculty.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty advocated for investing in the Stockton campus. They said a center in North County would be too close to other colleges, and funds should be focused on building and updating the existing campus.



## COUNSELING AND SPECIAL SERVICES FACULTY

Counseling and Special Services faculty echoed comments from other divisions regarding the District being in a state of transition. Faculty expressed a sense of disconnection and lack of collaboration among campus groups, especially between Student Services and Instruction. However, faculty also saw the District as being in a state of strategic recovery, with enrollment increasing and new buildings being constructed. A number of their comments referred to the Student Success and Support Program (SSSP), including scheduling enough classes and updating technology and software to support SSSP. The faculty addressed the large number of underprepared students and advocated for increased basic skills course offerings. They would also like to see growth in health services as well as a coordinated intern program.

Increasing diversity and equity was especially important to this division. While these concepts should be promoted in all areas of the College, faculty emphasized the need for more diversity within staffing, professional development, and curriculum (at both the course and program level). In addition, they were concerned about the District's image and suggested a public information office to publicize and showcase its Career Technical Education (CTE) programs in particular. Finally, the faculty felt the District should play a more active role in the community.

In terms of staffing and facility needs, faculty would like to see additional basic skills support services including basic skills instructors. Because foster youth tend to be academically at-risk, faculty would like the District to examine how this group is being served and find ways to improve outcomes. In addition, an Extended Opportunity Programs and Services (EOPS) tutoring and student study location is needed. Lack of classroom space was another issue voiced among faculty, and they expressed concern with the accessibility of campus facilities and the overall safety of personnel.

Faculty made a number of recommendations for the District's organizational structure and processes, including reexamining the administrative capacity for large divisions, rethinking the composition of instructional divisions, coordinating calendars within the District and with other school districts, and using data to drive the number of course sections and method of delivery. In terms of technology, faculty shared the concerns of other divisions in their recommendations for campus-wide wireless, student applications, and District website improvements. They also suggested an improved registration system and the development of a single platform for all online courses. Finally, they addressed the need for software and programming support for the SSSP.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty felt that the District would better serve the community by investing in the Stockton campus. However, they believed that donors should be sought to complete a North County Center.

## HEALTH SCIENCES FACULTY

Faculty members expressed several concerns regarding the state of the District's facilities. Among the most prominent needs expressed by faculty were a simulation lab and speech therapy observation rooms, a nursing skills lab update, and a health center. They also suggested an additional duplicating center to alleviate the workload at the Publication Center, and they recommended that a copier and Scantron machine be in every building. The well-being of students was a significant concern for this division. For example, they pointed out that many students need access to Disability Support Programs and Services (DSPS) at 7:30 a.m., yet the service does not open until 8:00 a.m. In addition, students have limited access to food services on every campus. Faculty also believed that students need more areas to gather in addition to the existing quad. Better maintenance of campus landscaping was a common theme among all divisions, including Health Sciences faculty. Concerned with safety, faculty also recommended the installation of sidewalks around the perimeter of campus. Finally, they would like to see a designated faculty/staff parking area.

The faculty believed the campus is significantly behind in technology, which is especially significant since nursing students are required to learn electronic record systems. Like faculty in other divisions, the faculty stressed the importance of campus-wide wireless as well as classroom tablets for student use. In addition, they would like to see a single portal for distance education and increased IT support. They recommend the replacement of desktop computers.

To strengthen the organization of the District, the faculty proposed stabilizing the hiring process, resolving payroll issues, hiring more staff and fewer managers, keeping campus email exchanges professional, and increasing the efficiency of work order procedures. Faculty would also like to bolster staff in the division, add dedicated IT support personnel, and hire an additional speech language pathology professor.

These additions are directly related to the anticipated growth of the division. With the number of retirees increasing and area hospitals actively recruiting, the Certified Nursing Assistant (CNA) and Associate Degree Nursing (ADN) programs will continue to expand. Over the next five years, nursing faculty would like to create cohorts between the ADN program and the Bachelor of Science in Nursing (BSN) program. Faculty also expected growth in occupational/physical therapy, psychiatric technician training, speech therapy, and home health aides.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty felt that money should be invested in the needs of faculty on the Stockton campus. However, if funding were allocated for a North County Center, faculty supported the offering of general education courses and quality labs.



## **HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS FACULTY**

When discussing the state of the District, faculty members in the Humanities, Social Science, Education, Kinesiology, and Athletics (HSSEKA) Division were particularly concerned about a lack of communication and a lack of full-time faculty. Given the high number of retirements throughout the District, they emphasized the need for automatic faculty replacements and additional faculty in the social sciences department. In addition, they voiced concern over reader budget allocations, stressing the importance of readers for a number of faculty members. Faculty expected to see increased enrollment in programs such as nursing, psychiatric technician training, gerontology, political science, and economics. However, they would like to see better marketing of programs such as Pathway to Law School – to the greater community. In addition, they anticipated an increasing proportion of adult education students.

There was consensus among faculty that in addition to rectifying the District's staffing discrepancies, it needed to update its facilities and technology. Specifically, faculty would like to see lab space for anthropology in the Science and Math Building, more classrooms allocated for history, upgraded equipment in SMART classrooms, efficiently-utilized classroom space, and better maintenance of campus grounds. The group reiterated the concerns regarding technology of other divisions. First and foremost, faculty would like to see the installation of campus-wide wireless and a faculty computer replacement program. They would also like to replace existing

classroom computers and upgrade all classrooms into SMART classrooms. Some faculty expressed the desire to use videoconferencing in class, which would require the installation of camera/video equipment. In general, HSSEKA faculty would like to improve access to computers on campus, given that a high percentage of students do not have computers at home. Finally, they were concerned about the lack of uniformity among distance education classes and the inability to evaluate online instruction.

In terms of the District's overall organization, faculty strongly recommended the re-evaluation of Delta's curriculum process, particularly its use of CurricUNET as the curriculum management system, and its faculty hiring process. Similar to other divisions, HSSEKA faculty expressed dissatisfaction with the current work order system and hoped to see a more efficient process in the future. They also raised concerns about the way in which District funds are managed, and they questioned the College's adherence to the District's policies and procedures.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty felt that the District should focus on repairing the Stockton Campus first. If a center in North County were constructed, they recommended the facility offer a general education program and specialty programs such as hospitality, culinary arts, and wine-related courses.

## **LANGUAGES, LIBRARY, AND LEARNING RESOURCES FACULTY**

Faculty in the Languages, Library, and Learning Resources (LLLR) Division were pleased to have a permanent Superintendent/President leading the District and no longer having to worry about a rotation of presidents. However, they described the District as struggling in the areas of student assessment and registration, technology, and facilities. They felt students were being incorrectly placed in Basic Skills classes without faculty input, and they believed students were having difficulty registering for appropriate classes in general. Faculty are also frustrated with the level of available technology and expressed dissatisfaction with the general condition of Delta's aging facilities. Over the next five years, faculty anticipated enrollment increases in the areas of interdisciplinary studies, public safety, foreign languages, psychology, health science, engineering, computer science, and English. There was a general consensus that Basic Skills course enrollments would also increase, as the District will continue to serve unprepared students. However, English faculty expressed frustration dealing with a program split between basic skills and transfer-level students. To better serve students, all faculty members recommended extending hours for the Reading/Writing Learning Center and other student labs, and they discussed the possibility of holding lab hours on Saturdays.

A prominent staffing concern for the LLLR faculty involved the imbalance between full-time and adjunct faculty. The English department, in particular, felt that a disproportionate number of classes are being taught by adjunct faculty members. While some full-time English faculty had limited contact with adjunct faculty, other faculty members are involved in an institutional peer mentoring program and interacted regularly with their adjunct counterparts. All LLLR faculty suggested hiring additional student workers, security personnel, and maintenance/custodial staff. Finally, they proposed the creation of department chairs and assistant division deans, but they felt the administration overall was top-heavy.

In terms of technology needs, faculty would like to see wireless internet available throughout campus, additional student access to computers, computer labs for distance education students, an increased number of SMART classrooms, additional computers in Goleman Library, and new computers throughout the District. Several faculty also recommended purchasing a license for VoiceThread or other videoconferencing technology. In order to utilize the latest innovations in technology, faculty emphasized the importance of training and professional development. Finally, they encouraged the updating of the Delta website.

The faculty made a number of facilities recommendations, and agreed that additional student lounges and study space should be a priority, as students have few places to gather throughout campus. Providing benches throughout campus, venues to showcase student work, and better options for food services, including food trucks, were also proposed. They recommended classroom upgrades (e.g. furniture and soundproofing), which would improve the learning environment for their students. Similar to faculty in other divisions, LLLR faculty members discussed the importance of a mass notification system in classrooms, and signage throughout campus. They stressed the need for conference space, at a more accessible location than lower Danner. Lastly, faculty recommended a health center, a languages lab, and a basic skills center.

To improve the organization of the District, faculty members would like to see more effective communication, including the use of smartphones to communicate with students. In addition, they proposed increasing social opportunities among personnel. They also suggested upgrading administrative procedures, especially the processing of work orders.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty from the LLLR division shared the opinion of faculty in other divisions. They advocated for the funding of renovations on the Stockton campus, but they also supported the development of specialty programs (like agriculture, business, and wine making) at a center in North County.



## ASSOCIATED STUDENTS OF DELTA COLLEGE

Student leaders praised Delta for the diversity of students, programs, and instructional delivery methods and emphasized that it was heading in a favorable direction. They were also pleased with the many resources provided for different groups. However, they felt that sometimes the District failed to advertise its services and resources in an effective manner. Similarly, group members expressed concerns regarding poor communications. For example, Associated Students of Delta College (ASDC) leaders felt students and faculty were inadequately informed about building and parking lot closures during recent construction. Being an open campus, security was another prominent concern among student leaders. While acknowledging a significant police presence on campus, they still believed the campuses experience a high number of incidents involving assault and theft. On a positive note, they were pleased with the new and renovated campus buildings (e.g., Science and Math Building, Goleman Library). They felt these changes improved the overall appearance of the District.

When asked about the direction of program growth, student leaders would like to see a focus on programs such as math, engineering, business management, radio/television, and the trades. In addition, they felt the District should reinstate the GED program. Student leaders also suggested additional financial aid staff and dedicated counselors in order to shorten the wait times. In terms of food services, they would like to see healthier choices, extended hours, and more locations to purchase items.

To improve the organizational effectiveness of the District, ASDC leaders re-emphasized the need for improved communication with the student body via email, text messages, and a public address system. They also suggested providing televisions in common areas to inform students of campus events. Similar to other focus groups, it was expressed that the work order, purchasing, and contract processes, create an impediment to ASDC activities for students.

In terms of technology and facility needs, they stressed the importance of campus-wide wireless access and functioning classroom technology. They also recommended that instructors be trained in the operation of classroom equipment and systems that they utilized on a daily basis. Other requests included updated equipment for the

radio/television program and the environmental comfort levels in the classrooms. Student leaders were concerned about campus lighting and safety, especially in the more remote locations. They would like to see improved restroom maintenance, additional study rooms in Goleman Library, more spaces for students to study and/or socialize (e.g. student lounges), and a campus health center.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, student leaders from the ASDC recommended that the District invest in the campuses that already exist rather than a new educational center. They also suggested the College consider selling the land it owns in North County.





## CLASSIFIED SENATE AND CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Classified Senate and California School Employees Association (CSEA) leadership described Delta as an evolving community resource, one that attracted a body of students from diverse areas, ages, and backgrounds. They also felt that the demographics of the District were changing, and should be done to meet the needs of special populations, including evening students. Classified professionals were especially concerned about deteriorating facilities and the first impression they made upon visitors. One focus group participant conveyed that the physical condition of the campus was a “poor representation” of the District. Similarly, they described the buildings as federal-looking and non-cohesive in design, and the campus as a whole as closed-in. It was proposed to create a more inviting and welcoming educational environment. To this end, they recommended signage or advertising of divisions and resources throughout the campus. They believed the campuses should be more efficiently structured so that buildings were associated with divisions. They also addressed the lack of communication with students compounded by disparate division and resource locations and inconsistencies and outdated information on the College website. Finally, they felt that students were confused about the DeRicco Student Services Building’s hours of operation.

Members of the Classified Senate and CSEA leadership saw significant opportunity to grow and add programs over the next five to ten years. They would like to see expansion in the areas of advanced communication/e-commerce, computer science, business, robotics, manufacturing, Certified Nursing Assistants (CNAs), and Career Technical Education (CTE) programs. They felt that students would greatly benefit from job shadowing and internship programs. Members also recommended an increased number of accelerated associate degree programs, where students could complete courses in nine-week sessions and evenings rather than in the traditional seventeen-week schedule. They would like to see additional counselors who can ensure students receive accurate, helpful information. To further facilitate student learning, members suggested more distance education tutoring and off-site tutoring opportunities. Emphasizing the needs of evening students, members stressed the importance of a night-time atmosphere where students could have access to counseling, tutoring, library, and food services.

To improve the organizational effectiveness of the District, members suggested consolidating all division dean offices into one centralized space. They would also like to see a student flow chart so that staff would have a bet-

ter understanding of how to help students. To alleviate safety/security concerns, they suggested the designation of specific buildings for night and weekend classes. Finally, they would like to see formal training in campus safety as well as professional development opportunities in customer service.

In terms of technology, members discussed the utilization of an integrated system, either committing to Quali or moving to another “out of the box” system. Like many other focus groups, the Classified Senate and CSEA leaders wanted a more efficient work order system and campus-wide wireless, which would enable personnel to utilize smart phones. They discussed the need for SMART boards, an improved digital phone system, and updated classroom audio-visual systems and equipment. The need for additional programmers was also emphasized. In addition, they recommended technology/software training for staff. Finally, members addressed the importance of updating computers throughout the District.

Along with technology, members of Classified Senate and CSEA leadership expressed a range of facility needs. Foremost among these was a concern with campus safety and security, especially during the early morning and

evening hours. This was underscored when discussing Middle College High School students. Some members addressed the need for appropriate drop off/pick up points for high school students. Members believed that the “blue” emergency phones are too far apart, and lighting is inadequate in a number of areas on campus. They also expressed interest in installing locking doors. In addition to safety, members discussed problems with the District’s aging infrastructure. They would like to see updated classroom furniture and flooring, electrical and sewage systems, HVAC/temperature control system, and building exteriors. They explained that such repairs and updates would enhance the professional atmosphere of the campuses. They also discussed the need for a cleaner, well-maintained campus. To help students and visitors navigate the campus, members recommended building directories, new and updated signage, a Student Welcome Center, or information kiosks. Finally, the group advocated for additional public gathering spaces, a multicultural center, a solar-covered staff parking lot, and a separate building for Community Education.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, the Classified Senate and CSEA leaders felt it was essential to maintain the Stockton campus. Returning to their opening remarks about the state of the District, members reiterated that areas of the campus were falling apart and needed substantial repairs. They wished to see the campus as inviting as it was in its glory days.

### **DIVISION DEANS COUNCIL**

Members of the Division Deans Council praised the District for its solid faculty and academics, and they recognized the responsibility of the District to serve multiple communities with diverse needs. At the same time, they voiced concerns about trying to be all things to all people. Council members described the District’s identity as ambiguous, and lacking a clear focus. They were uncertain who they should be serving and whether the emphasis was on transfer preparation or career technical education. One member believed that more basic skills should be offered. There was consensus among the Council that the mission of the College had fragmented into multiple missions. One member suggested that the College narrow its direction in order to become stellar in specific areas. They saw the potential to grow in the areas of criminal justice, occupational/physical therapy, and health services over the next ten years. They also discussed the possibility of developing a campus health care clinic and a career ladders/pathways model like the one implemented at Skyline College.

The Council members had a number of recommendations for the District’s organization and structure. On the one hand, they believed some functions should be centralized. On the other hand, they felt certain College functions needed to be decentralized, giving managers ownership of their areas. One member suggested a sys-

tem where managers would be responsible for maintaining their own “neighborhoods.” They also recommended simplifying the timecard signing process. Members emphasized the need for greater analysis before enacting any system-wide changes. They also voiced significant concern over inefficient communication. They said that telephones frequently went unanswered, and the hours of service on campus were inconsistent and needed to be standardized, for all services and terms. To improve the effectiveness of communication, they would like to see better signage across campus and an updated website. Members also discussed the need for improved customer service, and the assignment of a counselor to each instructional division to help ensure that program information is accurately conveyed to students. Overall, members would like to see greater integration between the instructional and student services divisions.

As part of the organizational changes, they recommended several staffing enhancements. With the consolidation of divisions, the deans discussed the need for assistant division deans. Similarly, they discussed the benefits of having a resource specialist within each division. Members also said it was important to have a technology and lab assistant in the Health Sciences Division. Finally, they recommended more custodial/maintenance personnel.

Like other constituent groups, Council members expressed strong dissatisfaction with CurricUNET, the District's curriculum management system, as well as with System 2020. One council member addressed the need for additional computers and technical support in the Goleman Library and tutoring centers. In terms of facilities, they pointed out the "gloominess" of campus classrooms. Learning environments were described as being devoid of color with poor acoustics, and they recommended replacing outdated technology and updating furnishings. They also expressed the need for additional classroom supplies such as whiteboards and markers. In addition, they said the HVAC system needed improvements. Members specifically discussed the desire to control temperature in individual buildings. Similar to other focus group participants, the Division Deans Council emphasized the importance of campus-wide wireless

access. They would like to see a revitalized Career Center, one that included job development. Finally, they expressed great concern over the deteriorating condition of the campuses, from its parking lots to the interior of its buildings. One member succinctly stated, "The place is falling apart."

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a center in North County, the Division Deans Council advocated for maintaining the Stockton campus. They emphasized that programs at the Stockton campus cannot wait for a second bond to pass before renovations take place. If the District scheduled classes at a center in North County, council members would like to see offerings in culinary arts and hospitality, and courses related to the wine industry.

## **SOUTH CAMPUS AT MOUNTAIN HOUSE FACULTY**

South Campus at Mountain House (SCMH) faculty provided significant input regarding the state of this regional center. There was significant concern that local high school students were not registering at SCMH due to priority blockages, and faculty believed these students should have priority registration. They said students who attend SCMH were happy, but those same students are forced to stop attending when they run out of course offerings. In their view, many students in the Tracy area chose to attend Las Positas Community College instead of SCMH. To help bolster enrollment at the campus and attract students, the faculty provided a number of suggestions beginning with improving registration and recruitment processes, increasing the number of general education course offerings, especially prerequisite courses for core programs, and conducting a public relations campaign for SCMH. Overall, faculty would like to see the campus grow in the areas of basic skills math and English, logistics, pre-health care, engineering, computer science, and solar. They would also like to offer core associate for transfer (AA-T/AS-T) degrees in the future. However, faculty stressed the importance of seeing a demonstrated commitment from senior administration towards the growth of the South Campus.



To improve the organizational effectiveness of the SCMH, faculty would like more autonomy from the Stockton campus. For example, they would like greater involvement in the hiring of faculty and the scheduling of classes. They stressed the need for a predictable schedule, and expressed their belief that an assistant dean would help in this capacity. They would also like District planning processes to consider SCMH faculty in the scheduling of meetings, the formation of shared governance committees, and the completion of program reviews. Additional staffing was recommended for recruitment, admissions and records/assessment, maintenance, and Middle College High School. In addition, two additional faculty members are needed to teach various biology and computer science courses.

In terms of facility needs, faculty would like to see an efficient HVAC system, the installation of HVAC in the restrooms, upgraded maintenance, social spaces for students, additional square footage and exterior space for the solar program, and improved food services.

Most significantly, they expressed the need to construct permanent buildings at the SCMH. Faculty believed that many of the facilities and technology problems would be resolved if permanent buildings replaced the existing modular classrooms. Like faculty at the Stockton campus, the SCMH faculty were extremely concerned with the limited access to wireless internet. They would also like a central marquee or other advertising space, where they could lease advertising space to local businesses.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty suggested another alternative. They felt that funding should be used for health and safety fixes at the Stockton campus as well as a permanent building on the South Campus. Faculty believed it would be more cost effective to construct a permanent structure than attempt to repair the facilities at SCMH. They also recommended moving the existing modular classrooms to a potential North County Center in order to avoid creating competition between two centers.

## STUDENT SERVICES COUNCIL

The Student Services Council presented a very positive perspective of the College. Council members said the District was experiencing student growth and positive change. They felt this was a period of restoration moving into advancement. They shared their belief that over the next five to ten years, growth would be needed in technology infrastructure, vehicles and equipment, grounds maintenance, and facilities. They also discussed how future students will have different expectations from Delta due to their experiences in K-12 with the Common Core State Standards. Members believe that District personnel will not only need to familiarize themselves with Common Core but also create advanced instructional and student services delivery. The Council also proposed that students will need more experiences learning outside the classroom. With this in mind, Council members recommended increased opportunities for internships and work experience. Finally, members anticipated growth in special populations such as AFFIRM and veterans. As such, the Student Services Council would like to see professional development opportunities in diversity and cultural competence. In addition, they recommended developing an instrument to assess inclusion and cultural competence efforts at the District.



The Student Services Council requested dedicated positions in: student conduct, information technology, foster youth, veterans' services, maintenance/custodial, and purchasing. In addition, it was noted that the CalWorks program needs another academic advisor and Counseling needs an academic alert counselor. Finally, additional help desk/work order staff members were recommended for Facilities. To improve the organizational effectiveness of the District, Council members suggested examining the existing divisional alignment, the backfilling of division deans, and the development of assistant division deans. They also recommended improving the efficiency of work order procedures. In addition, they emphasized the need to improve communication throughout the District. They were dissatisfied with the way information is disseminated to students, staff, and faculty.

The Student Services Council also voiced a number of technology concerns. Foremost among them was the decision to retain home-grown programming or to make the move to more canned software systems. Members noted that many of the current systems do not communicate with all the programs used at District, although they acknowledged that the possibility of changing systems

will be analyzed further before a software decision can be reached. Council members also discussed the need for digital imaging for archived records, technology in the Child Development Center classrooms, and a computer replacement program throughout the District, including categorical programs. Because fewer books are being sold in the bookstore due to the increased number of online interactive texts, members questioned how the space should be utilized. They would also like to see an upgraded Academic Alert program, which plays an important role in the Student Equity Plan.

Along with technology, Council members addressed a number of facility needs, such as moving Purchasing/Receiving out of the Danner basement and into another location. They said that the area was built as a warehouse, but it was currently used by electricians and welders, and that it is routinely flooded with exhaust fumes from delivery trucks. Members concluded that Danner was prime real estate and should be utilized in a more effective manner. The discussion of Danner basement triggered a conversation about Food Services. Members were dissatisfied with the single dining area located in Danner and recommended multiple, smaller food service areas

throughout campus. A food truck, perhaps located in the DeRicco parking area, was also suggested. The Council would like to see additional meeting spaces, conference rooms, and student lounges with adequate technology. Because they anticipate growth among veterans and other special population students, members recommended expansion of the Veterans Resource Center and the development of a multicultural center. They would also like to see a health center with appropriate support staff. Finally, the Delta police recommended expanding their facilities at the Stockton campus and constructing a substation at South Campus at Mountain House.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, the Student Services Council strongly supported funding the Stockton campus to prevent further deterioration. However, when funding is available for a center in North County, they advocated offering specialized programs such as agriculture that emphasizes farm-to-fork, transportation/logistics, and a POST academy. They also supported the scheduling of general education courses.

## STRATEGIC INITIATIVES FOR DELTA COLLEGE – COMMON THEMES

*The following strategic themes are based on focus group discussions and their alignment with prior planning documents, particularly the District's Strategic Goals and Strategic Plan, 2014-15. The strategic initiatives provide a road map for Delta's future.*

### **REJUVENATE THE STOCKTON CAMPUS**

All constituents shared concern for the state of the Stockton campus facilities. The aging Stockton campus (45 years old) is home to many outdated buildings, and the grounds lack aesthetic appeal. One individual stated, "The place is falling apart." Specific concerns included basic maintenance and upkeep of the campus, restroom facilities, landscaping, exterior painting, power washing of buildings, and the need for refurbishing of classrooms. It remains clear that many of the staff take pride in the campus and would like to see it rejuvenated.

### **Recommended Action Plans:**

1. Refurbish core campus buildings: Locke, Shima, and Holt/Budd.
2. Implement a campus-wide landscaping improvement project, replacing current campus landscaping with xeriscaping and drought-tolerant plant selections.
3. Designate a special facilities fund for the renovation and retrofitting of the Stockton campus.





## REINVEST IN COLLEGE FACILITIES

Focus group participants pointed to numerous facilities needs at the various campuses. For the Stockton campus, the groups recommended updating wayfinding signage and directories, classrooms, and HVAC systems. There was also a desire to develop new facilities such as a multicultural center, a health and wellness center, and additional conference and student gathering space. For South Campus at Mountain House (SCMH), faculty and staff recommended the installation of HVAC in the center's restrooms, the development of a student social space, the addition of food services, and additional space to expand the solar program. Most significantly, they emphasized the need to replace the existing modular structures with permanent buildings, which would resolve many of current technological and facilities problems at SCMH. For the proposed center in North County, groups acknowledged needs related to the educational center's program offerings in agriculture, logistics, business, and pre-nursing (e.g., a barn and quality lab space). Constituents recognize the challenge of fulfilling such an extensive number of facility needs, and discussed passing a new bond.

### Recommended Action Plans:

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

## INSTITUTIONALIZE EQUITY

Composed of a richly diverse student body and responsible for serving a multitude of student needs, the District embraces the goals of the Student Equity Plan, and in particular the promotion of diversity, cultural competence, and equity. During focus group interviews, a number of constituents expressed the importance of increasing diversity in staffing and curriculum. Yet they also emphasized the difference between diversity and equity. Equity ensures that all College constituents receive fair and equal treatment. In order to create an inclusive learning environment, the College must embrace both diversity and equity, and these should belong to the entire College and not be the exclusive concern of the Student Equity Plan Committee. Widespread professional development of District personnel and updated policies, procedures, and practices are required to understand and apply the principles of equity which creates respectful and welcoming learning environments and enhances student achievement.

### Recommended Action Plans:

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







## UPDATE COLLEGE TECHNOLOGY

The faculty strongly expressed the desire for updated and standardized technology that is consistent across the teaching environments. Outdated computer systems and poorly functioning computer equipment make classroom set-up time-consuming. The faculty would like access to technological resources such as tablets, cloud-based software, and application-based learning devices. Student leaders also addressed the need for updated classroom technology, and every constituent group stressed the immediate need for campus-wide wireless internet. In addition, faculty, managers, student leaders, and staff expressed support for an Information Technology (IT) department that provides adequate training and support. Constituents also advocated for an improvement of District operations (e.g. work order procedures and an automatic faculty computer replacement program to ensure the timely upgrading of their office systems). Faculty desire responsive technology support for their computer use, and new technology in classrooms and lab spaces.

### Recommended Action Plans:

1. Complete the renovation of classrooms into AV/ smart rooms and provide adequate staff to train instructors in the use of new technology.
2. Replace existing software systems for critical campus services (System 2020, Quali, Munis, CurricUNET).
3. Develop an effective ADA-compliant student web portal that can provide a host of student services and assistance online.
4. Implement expanded wireless access throughout all campuses.
5. Provide consistent technology and computer support for labs, classroom instruction, and student support services.
6. Establish a computer replacement program that ensures staff, faculty and students benefit from up-to-date information technology.

## REVITALIZE COMMUNITY ENGAGEMENT

Delta maintains a strong reputation throughout the local community and is recognized for the high-quality educational and training programs it offers. Many community leaders express a great deal of pride in the events and artistic venues that the District provides to the community. Business leaders and internal stakeholders want the District to remain responsive to local needs in the labor market. Employers expressed strong interest in referrals of graduates who are job-ready and possess the interpersonal skills such as collaboration, listening, speaking, and a professional work ethic. Local educational leaders desired a greater degree of collaboration across all levels of education, including adult schools. In addition, they sought better connections among faculty and secondary teachers to ensure courses are aligned and students emerge from high schools with realistic expectations of college-level work. This collaboration is especially important given the K-Bachelors transition to Common Core State Standards. Members of the Board of Trustees also expressed a desire to foster greater collaboration between Delta and local school districts.

### Recommended Action Plans:

1. Promote and sponsor greater collaboration with faculty from high schools, adult schools, universities, and industry representatives to ensure curricula offerings are aligned for transfer, articulation purposes, and the needs of the regional workforce.
2. Strengthen interactions between elected trustees, superintendents, administrators, and staff across levels of the K-Bachelors education system.
3. Expand contract education programs to ensure that employer-training needs are being met in the region.





### **ESTABLISH MARQUEE PROGRAMS FOR NEW CENTERS**

Any new center should offer a wide a range of general education, transfer, and basic skills instruction to serve the needs of the region’s students and offer curriculum that reflects the District’s mission. In addition, constituents recognize the value of relevant, high-profile career technical programs in regional centers. As an example, a center in North County would offer a mix of general education transfer courses and career technical programs in areas such as agriculture (including sustainable and international agriculture), agriculture business, logistics, business, hospitality, and nursing/health sciences. Because of the existing facilities at SCMH, and its proximity to the Livermore Lab and the Bay Area, many faculty and staff support logistics, pre-health care, engineering, solar, and computer science offerings for that location. Additionally, many felt that the agriculture-based programs made sense as a curricular focus at the Manteca Center. Finally, a number of stakeholders recognized the importance of a Foothills-based regional educational center, working in collaboration with Columbia College and the Calaveras community. The marquee programs for each center are described in more detail in later portions of the Educational Plan.

#### **Recommended Action Plans:**

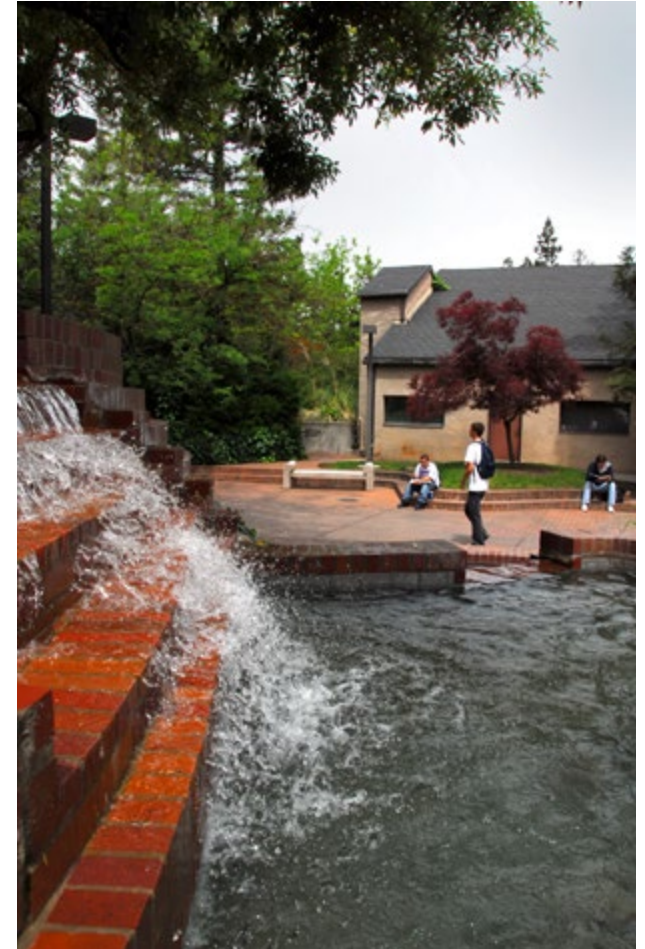
1. Implement marquee career and technical educational programs at new centers in addition to general education, transfer, and basic skills core offerings.
2. Use labor market research and community demand to drive decisions about new career technical offerings at regional centers.

## **PROMOTE A HEALTHY AND SAFE CAMPUS COMMUNITY**

Common suggestions emerged within the focus group sessions that support strategic initiatives related to the health, safety, and vitality of the campus. First, faculty, staff, managers, and students advocated for a health and wellness center, a place to meet basic student health needs and enhance the general wellness of the entire student population. This center would include space for exercise classes, health science classes, and a weight room. Constituent groups also agreed that the campuses should offer additional food venues featuring healthy food choices.

### **Recommended Action Plans:**

1. Explore the cost and feasibility of health, mental health, and wellness services that partner with local agencies for the District's students.
2. Explore changes in food services operations, which may include food trucks as a mobile option.
3. Ensure that new and existing regional centers feature adequate student services spaces and functions to foster students' physical and educational wellbeing.
4. Explore and implement technology and facilities enhancements that improve the safety of the District's grounds and facilities.



FORECASTING GROWTH



FORECASTING GROWTH

## NATIONAL EDUCATIONAL TRENDS: FEDERAL FUNDING AND ACCOUNTABILITY

The Obama Administration's focus on community colleges increased federal funding for job training programs and educational programs, specifically in the STEM fields. By 2020, America aspires to lead the world in college attainment with an additional five million degrees and certificates in the next ten years.<sup>1</sup> The focused discussion on community colleges and educational attainment has also highlighted the need to strengthen college readiness.<sup>2</sup> President Obama also put forth a budget proposal that would allocate eight billion dollars towards "Community College to Career Fund," which includes money for apprenticeships and other job training programs (June 2013). The President has proposed a plan to make community college tuition free for two years.

President Barack Obama's ambitious plan to infuse twelve billion dollars in federal funds to the nation's community colleges to continue to enable the community college systems to broaden and improve programs. Coupled with increased grants for job training and education pro-

grams and stimulus funding for infrastructure, the District is eligible for significant federal funding. Although this funding comes with significant reporting requirements, District leadership must uphold its fiscal policies and oversight procedures that can be monitored for effectiveness and accountability. The District should pursue external funding for programs that require new funding for start-up costs, programs that can deliver instruction and support services in critical areas, and in areas that meet federal grant conditions (i.e. STEM).

Not surprisingly, increased federal funding in the form of grants and financial aid has led to increased federal oversight of colleges and universities. A report of the Task Force on Federal Regulation of Higher Education<sup>3</sup> revealed that compliance costs utilize significant human and fiscal resources. Despite such findings, it is unlikely that accountability and regulatory pressures will significantly lessen in the future.

<sup>1</sup> White House Summit on Community College, June 2011.

<sup>2</sup> White House Press Release, August 13, 2014.

<sup>3</sup> "Recalibrating Regulation of Colleges and Universities," 2015.



## STATE FISCAL RECOVERY AND DELTA'S EVOLVING STUDENT AND STAFF POPULATION

The declining state revenue that negatively impacted the public education system from 2008-2011 has begun to improve. For example, the passage of Proposition 30 in November 2012 enabled public higher education systems to retain \$250 million in General Fund appropriations. The State approved an additional twelve billion dollars of expenditures in its 2014-15 budget<sup>1</sup> including a five percent increase for each university system (\$284 million total). The 2014-15 state budget included funding to the community college system in areas such as general-purpose apportionments, student success programs (i.e. Student Success and Support Program and Student Equity Plan), career technical education, technology infrastructure, and deferred maintenance and instructional equipment.<sup>2</sup> In the most recent budget year, community colleges received an additional \$200 million for workforce development training. The budgets of California Community Colleges also benefitted from the approval of the extended sales tax (Proposition 30) in November 2016.

While the fiscal health of public higher education in California is moving in a positive direction, it remains fragile and is tied to enrollment patterns and tax revenues. In recent years, slower-than-expected enrollment growth has forced many community college districts to rely on their summer schedule to meet annual attendance

<sup>1</sup> SJDC 2014-15 Adopted Budget.

<sup>2</sup> Governor's Enacted Budget 2014-15.

targets. While this strategy has helped districts in the short term, it is a strategy that can be used only fleetingly if consistent enrollment growth does not materialize. The District has enacted strategies to generate more public interest in the District's programs, including new marketing strategies and expanded enrollment opportunities in regional high schools.<sup>3</sup> Delta continues to offer an increased share of courses in transfer, general education, and career technical fields, decreasing the availability of remedial courses for students in need of skills improvement at the lowest level. This trend is only likely to continue if the State's fiscal picture does not improve dramatically.

The State's economic downturn forced the District to eliminate staffing positions in 2009-10 and to offer an early retirement incentive plan to its faculty, staff, and managers. The approval of a Supplemental Employee Retirement Program (SERP) in February 2010 and 2011 generated a significant departure of the College's faculty, staff, and managers who were eligible for the program. However, the College reinstated positions in 2012-14 through a core services review process and through the course of program review. For example, 13 new full-time faculty positions were added to the College in 2014-15.

<sup>3</sup> SJDC Budget Guiding Principles, Objectives and Updates 2015.



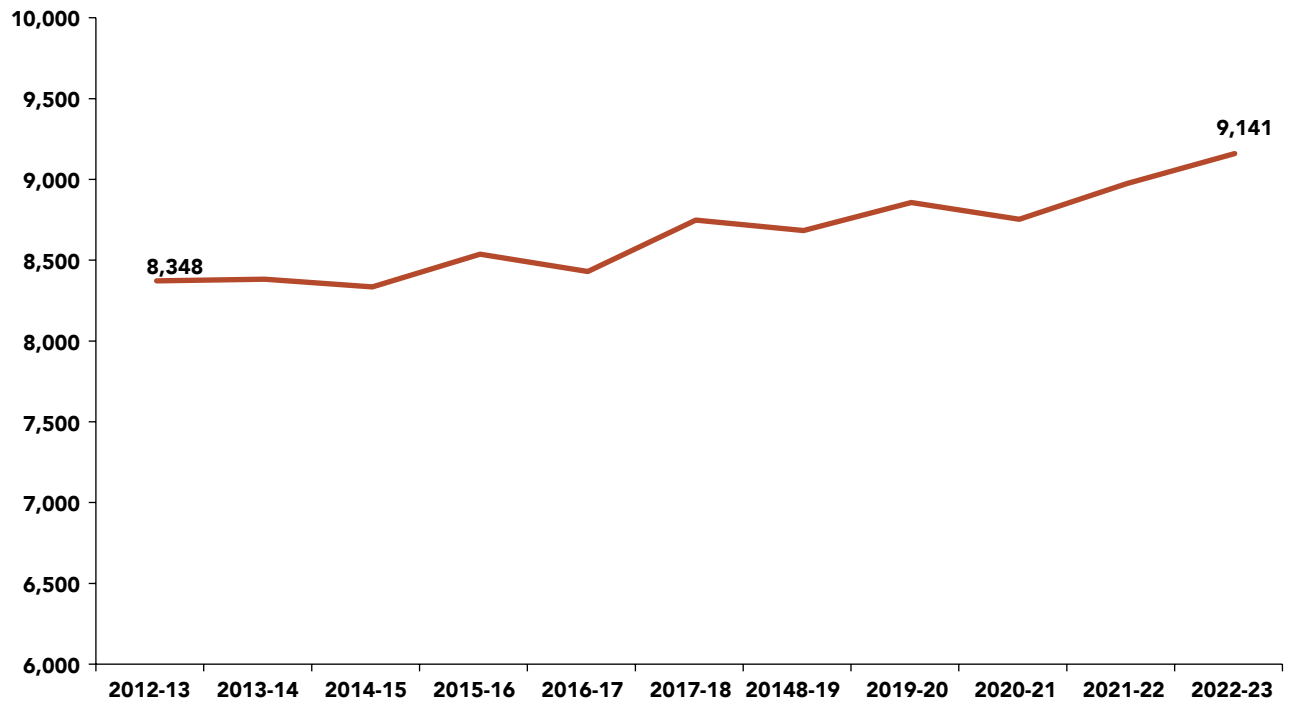




## POPULATION PROJECTIONS

The District's main service area is San Joaquin County, which has benefited over the last two decades from an infusion of population from the San Francisco Bay Area. For years, the County's growth was fueled by lower housing prices, lower living costs, and a residential construction boom. In tandem with that population migration, employment in the public education sector increased significantly between 1990 and 2008, adding 6,400 jobs to the County's K-12 school systems during that period.<sup>1</sup> Projections for 2012-2022 show a 17.3 percent job growth in the K-12 sector.<sup>2</sup> Similarly, K-12 enrollment projections for 2013-2023 reveal a 6.5 percent increase in local public schools.<sup>3</sup>

Despite rising enrollments in San Joaquin County public schools, projections indicate that the growth in high school graduation rates over the next ten years will be relatively modest. Between 2013 and 2023, state demographers project that the number of high school graduates in the County will increase by 9.5 percent, see Figure 1.



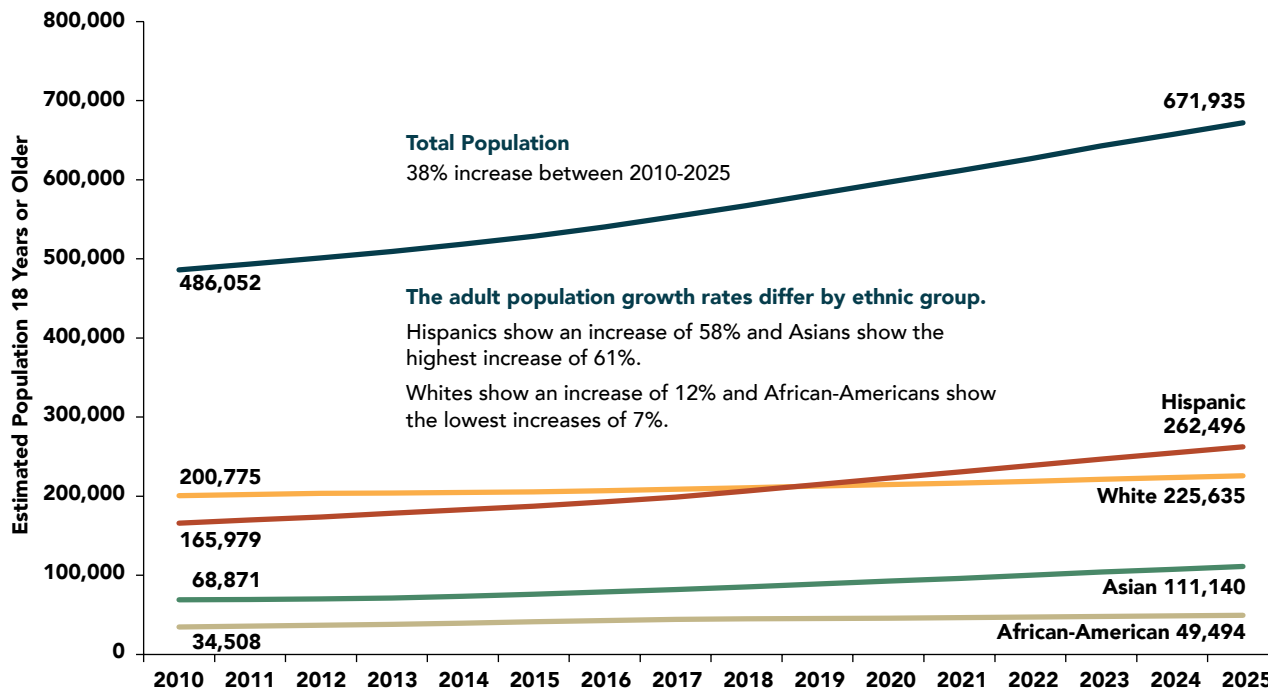
**FIGURE 1. PROJECTED PUBLIC HIGH SCHOOL GRADUATES IN SAN JOAQUIN COUNTY: 2013-2023**

Source: California Department of Finance Demography Unit, 2013

1 Center for Business and Policy Research, formerly Pacific Business Forecasting Center, 2009, p. 6.

2 EDD Occupational Employment Projections 2015.

3 California Department of Finance 2014.



**FIGURE 2. SAN JOAQUIN COUNTY ADULT POPULATION (18+) BY YEAR: 2010-2025**

Source: California Department of Finance Demography Unit, 2013

However, adult population estimates suggest that net migration into the region and birth rates for certain ethnic groups will continue to grow, with the Hispanic adult population growing by 58 percent between 2013 and 2023, a rate that is significantly higher than the county-wide growth rate of 38 percent. The population of Asian-Americans in the County is expected to increase by more than 40,000 during this period. The adult population data for the County indicate that the District will see substantial increases in Hispanic, Asian, and non-white students over the next ten years, and a decrease in white students of 5 percent (from 30 to 25 percent), see Figure 2.

## ENROLLMENT FORECASTS FOR THE DISTRICT

The following tables provide a history of fall term enrollments at the District since 1973, along with forecasts of enrollments and weekly student contact hours (WSCH), through 2022, see Figures 3 and 4. In Fall 2009, the District began to decrease its course offerings in response to reduced state funds. From 2009 to 2012, the District saw a decline in both enrollments and WSCH. However, with the passage of Proposition 30 in November 2012, the enrollment and WSCH increased by Fall 2013, which indicated that students took more units at the College. Since WSCH per enrollment will tend to be higher for transfer-directed students and lower for students enrolling in foundation skill development and lifelong learning courses, these data indicate an increasing percentage of students pursuing transfer courses.

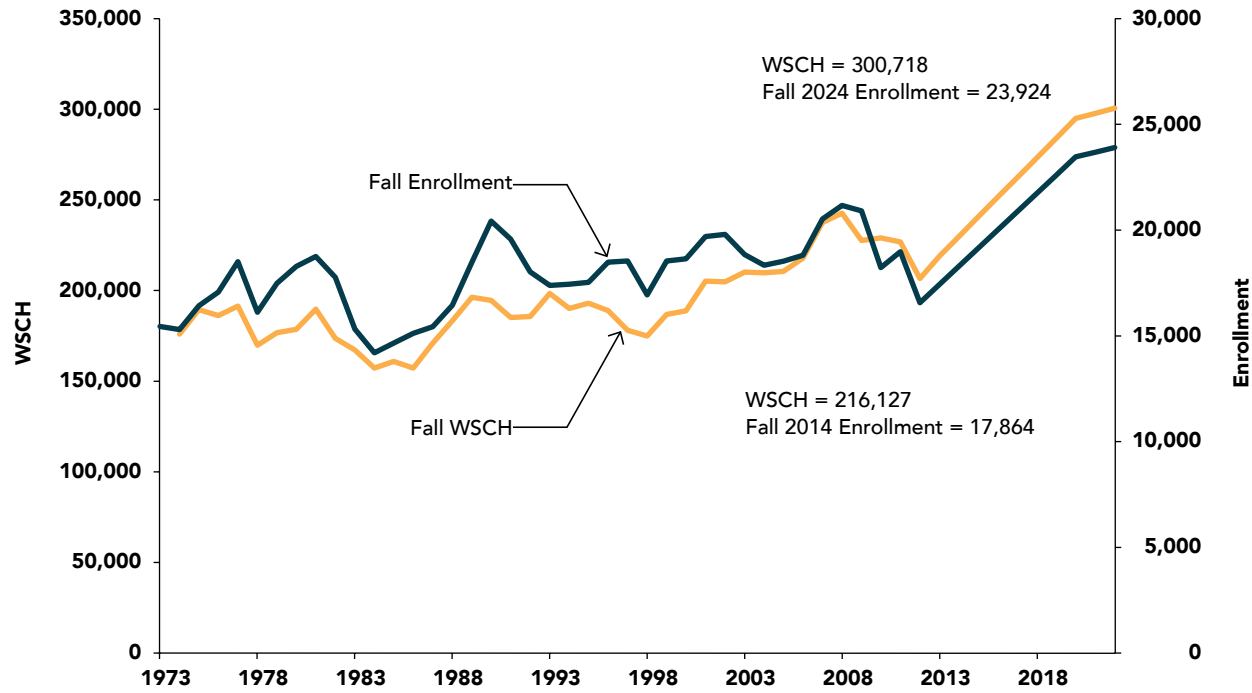
| YEAR | FALL ENROLLMENT | FALL WSCH | % CHANGE | WSCH PER ENROLLED |
|------|-----------------|-----------|----------|-------------------|
| 1973 | 15,427          |           |          |                   |
| 1974 | 15,271          | 175,704   |          | 11.51             |
| 1975 | 16,399          | 189,321   | 7.7%     | 11.54             |
| 1976 | 17,062          | 185,983   | -1.8%    | 10.90             |
| 1977 | 18,495          | 191,306   | 2.9%     | 10.34             |
| 1978 | 16,098          | 169,557   | -11.4%   | 10.53             |
| 1979 | 17,476          | 176,523   | 4.1%     | 10.10             |
| 1980 | 18,276          | 178,384   | 1.1%     | 9.76              |
| 1981 | 18,745          | 189,487   | 6.2%     | 10.11             |
| 1982 | 17,753          | 173,403   | -8.5%    | 9.77              |
| 1983 | 15,296          | 166,870   | -3.8%    | 10.91             |
| 1984 | 14,169          | 156,905   | -6.0%    | 11.07             |
| 1985 | 14,633          | 160,625   | 2.4%     | 10.98             |
| 1986 | 15,098          | 156,926   | -2.3%    | 10.39             |
| 1987 | 15,417          | 170,763   | 8.8%     | 11.08             |
| 1988 | 16,423          | 183,029   | 7.2%     | 11.14             |
| 1989 | 18,468          | 196,097   | 7.1%     | 10.62             |
| 1990 | 20,431          | 194,405   | -0.9%    | 9.52              |
| 1991 | 19,574          | 184,954   | -4.9%    | 9.45              |
| 1992 | 18,016          | 185,489   | 0.3%     | 10.30             |
| 1993 | 17,375          | 198,201   | 6.9%     | 11.41             |
| 1994 | 17,430          | 189,871   | -4.2%    | 10.89             |
| 1995 | 17,515          | 192,822   | 1.6%     | 11.01             |
| 1996 | 18,472          | 188,795   | -2.1%    | 10.22             |
| 1997 | 18,528          | 177,819   | -5.8%    | 9.60              |

**FIGURE 3. FALL ENROLLMENT AND WSCH AT DELTA COLLEGE:  
1973 TO 2022**

Source: California Community College Chancellor's Office, Facilities Planning Unit

| <b>YEAR</b> | <b>FALL ENROLLMENT</b> | <b>FALL WSCH</b> | <b>% CHANGE</b> | <b>WSCH PER ENROLLED</b> |
|-------------|------------------------|------------------|-----------------|--------------------------|
| 1998        | 16,925                 | 174,665          | -1.8%           | 10.32                    |
| 1999        | 18,530                 | 186,584          | 6.8%            | 10.07                    |
| 2000        | 18,639                 | 188,610          | 1.1%            | 10.12                    |
| 2001        | 19,698                 | 205,040          | 8.7%            | 10.41                    |
| 2002        | 19,793                 | 204,648          | -0.2%           | 10.34                    |
| 2003        | 18,835                 | 209,986          | 2.6%            | 11.15                    |
| 2004        | 18,327                 | 209,637          | -0.2%           | 11.44                    |
| 2005        | 18,525                 | 210,472          | 0.4%            | 11.36                    |
| 2006        | 18,802                 | 217,809          | 3.5%            | 11.58                    |
| 2007        | 20,532                 | 237,511          | 9.0%            | 11.57                    |
| 2008        | 21,169                 | 242,707          | 2.2%            | 11.47                    |
| 2009        | 20,907                 | 227,585          | -6.2%           | 10.89                    |
| 2010        | 18,221                 | 229,033          | 0.6%            | 12.57                    |
| 2011        | 18,968                 | 226,748          | -1.0%           | 11.95                    |
| 2012        | 16,548                 | 206,497          | -8.9%           | 12.48                    |
| 2013        | 17,414                 | 218,889          | 6.0%            | 12.57                    |
| 2014        | 18,280                 | 229,775          | 5.0%            | 12.57                    |
| 2015        | 19,146                 | 240,660          | 4.7%            | 12.57                    |
| 2016        | 20,012                 | 251,545          | 4.5%            | 12.57                    |
| 2017        | 20,878                 | 262,431          | 4.3%            | 12.57                    |
| 2018        | 21,744                 | 273,316          | 4.1%            | 12.57                    |
| 2019        | 22,610                 | 284,202          | 4.0%            | 12.57                    |
| 2020        | 23,476                 | 295,087          | 3.8%            | 12.57                    |
| 2021        | 23,700                 | 297,903          | 1.0%            | 12.57                    |
| 2022        | 23,924                 | 300,718          | 0.9%            | 12.57                    |

Using Fall 2014 enrollment and WSCH as the basis for forecasting, the Chancellor's Office forecasts that Fall Term enrollment will reach 23,924 by 2022 (Figures 3 and 4). These enrollment projections are based on mathematical models that take into consideration projected population growth, high school graduate counts, and economic factors. It should be noted that these projections may be generous because they are based on relatively high unit load ratios compared to the historical trend for Delta College (rates between 10 and 11 WSCH per student). Much of this analysis also depends on the levels of state funding.

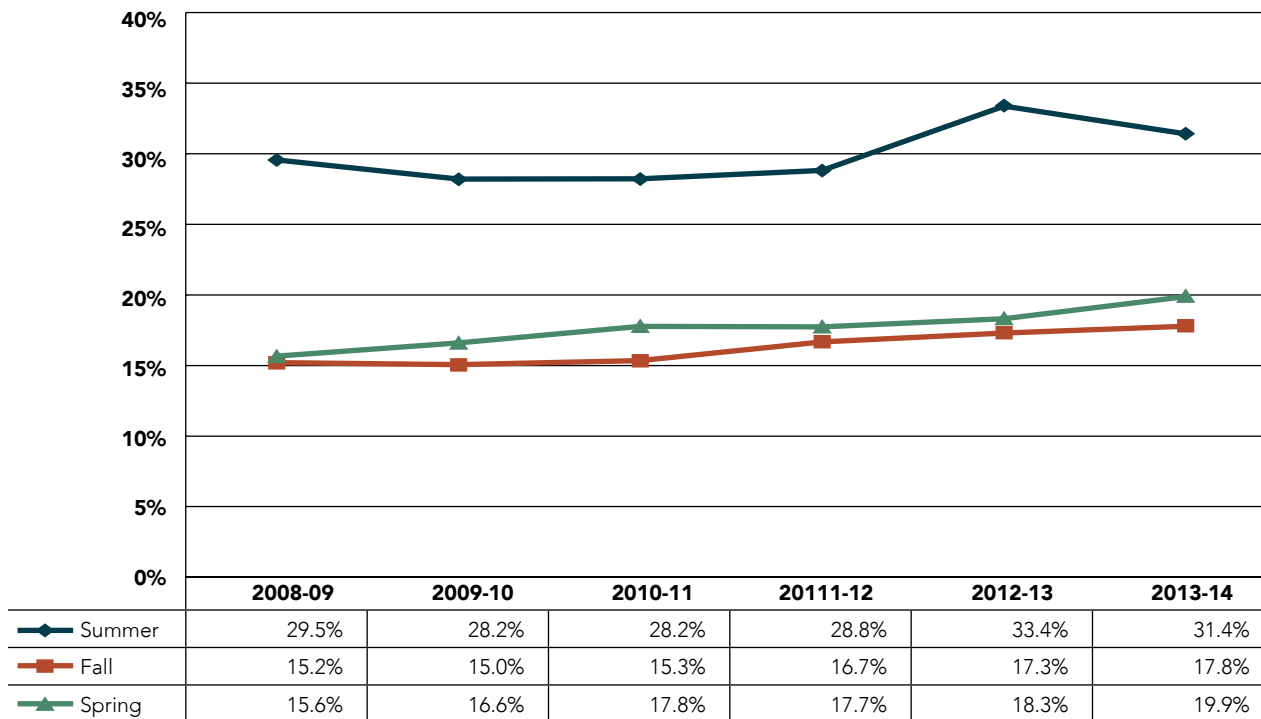


**FIGURE 4. SJDC ACTUAL AND FORECAST FALL ENROLLMENT AND WSCH, 1973-2022**

Source: California Community Colleges Chancellor's Office – Facilities Planning Unit, 2013

## FORECASTING ONLINE ENROLLMENTS

Delta's ability to increase its enrollment will also depend upon its course allocation between its primary campus in Stockton, its regional centers, and its online offerings. Between 2008 and 2014, the District increased its summer online offerings by two percent (from 29 to 31 percent), whereas its fall and spring online courses increased only slightly. Sustained growth of online courses is likely to continue into the future, allowing the District to adapt to growing enrollment pressures without the added cost of overbuilding for them. If 20 percent of all enrollments are online in the year 2025, then the District's facilities will only have to accommodate 28,000 students as opposed to 35,000. The District will be able to direct an increasing share of students to online courses.



**FIGURE 5. ONLINE ENROLLMENT AS A SHARE OF TOTAL ENROLLMENT, 2008-09 TO 2013-14**

Source: System 2000 Faculty Load Reports

# REGIONAL FORECASTS OF ENROLLMENTS

Although over the next decade the District will experience rapid enrollment growth, growth is not likely to be consistent across the various District regions, see Figure 6.

**FIGURE 6. ADULT POPULATION AND PARTICIPATION RATES IN DELTA COLLEGE CLASSES**

2012 Census Bureau estimates derived from the American Factfinder Website.

County Population Projections derived from California Department of Finance Website.

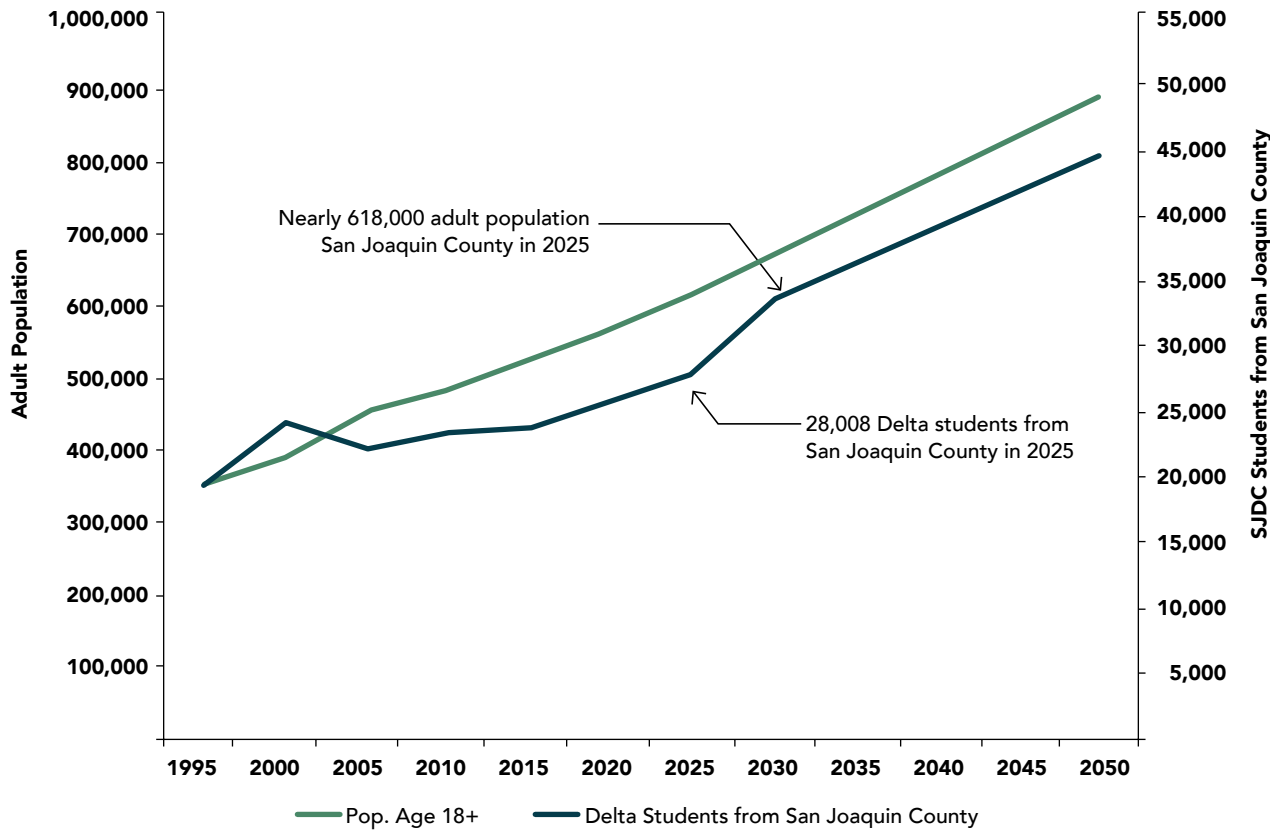
Enrollment Data derived from System 2020 Database.

Assumptions: 2025 Population projections based on annual growth rates from the California Department of Finance's Population Estimations. The participation rates represent the midpoint between the participation rates from 2007-08 (see Educational Master Plan, 2010) and 2014-15.



| CITY               | 2014 TOTAL | 2014 CENSUS ADULT | 2014 % ADULT (18+) | 2014-15 STUDENT COUNTS | 2014-15 PARTICIP RATE | 2025 POPULATION PROJECTION | 2025 ADULT PROJECTION | 2025 % ADULT (18+) | 2025 PROJECTED STUDENT COUNTS (18+) | PROJECTED PARTICIPATION RATE BY 2025 |
|--------------------|------------|-------------------|--------------------|------------------------|-----------------------|----------------------------|-----------------------|--------------------|-------------------------------------|--------------------------------------|
| Stockton           | 297,223    | 210,500           | 70.8%              | 16,257                 | 7.7%                  | 359                        | 267,655               | 74.5%              | 21,176                              | 7.9%                                 |
| Lodi               | 63,158     | 45,355            | 71.8%              | 2,036                  | 4.5%                  | 65,005                     | 49,059                | 75.5%              | 2,499                               | 5.1%                                 |
| Lathrop            | 19,163     | 13,558            | 71.6%              | 551                    | 4.1%                  | 31,548                     | 23,475                | 74.4%              | 1,029                               | 4.4%                                 |
| Manteca            | 70,693     | 50,322            | 70.7%              | 1,674                  | 3.3%                  | 86,585                     | 64,809                | 74.9%              | 2,536                               | 3.9%                                 |
| Tracy              | 84,573     | 58,021            | 67.9%              | 2,471                  | 4.3%                  | 100,614                    | 72,714                | 67.9%              | 3,039                               | 4.2%                                 |
| Escalon            | 7,252      | 5,352             | 77.1%              | 129                    | 2.4%                  | 6,960                      | 5,391                 | 72.3%              | 132                                 | 2.5%                                 |
| Rest of County     | 158,988    | 118,357           | 73.2%              | 831                    | 0.7%                  | 172,678                    | 134,787               | 77.5%              | 946                                 | 0.7%                                 |
| San Joaquin County | 701,050    | 501,465           | 70.8%              | 23,949                 | 4.8%                  | 822,755                    | 617,981               | 75.1%              | 31,357                              | 5.0%                                 |
| Calaveras County   | 44,921     | 36,523            | 80.7%              | 295                    | 0.8%                  | 45,140                     | 36,701                | 81.3               | 350                                 | 1.0%                                 |



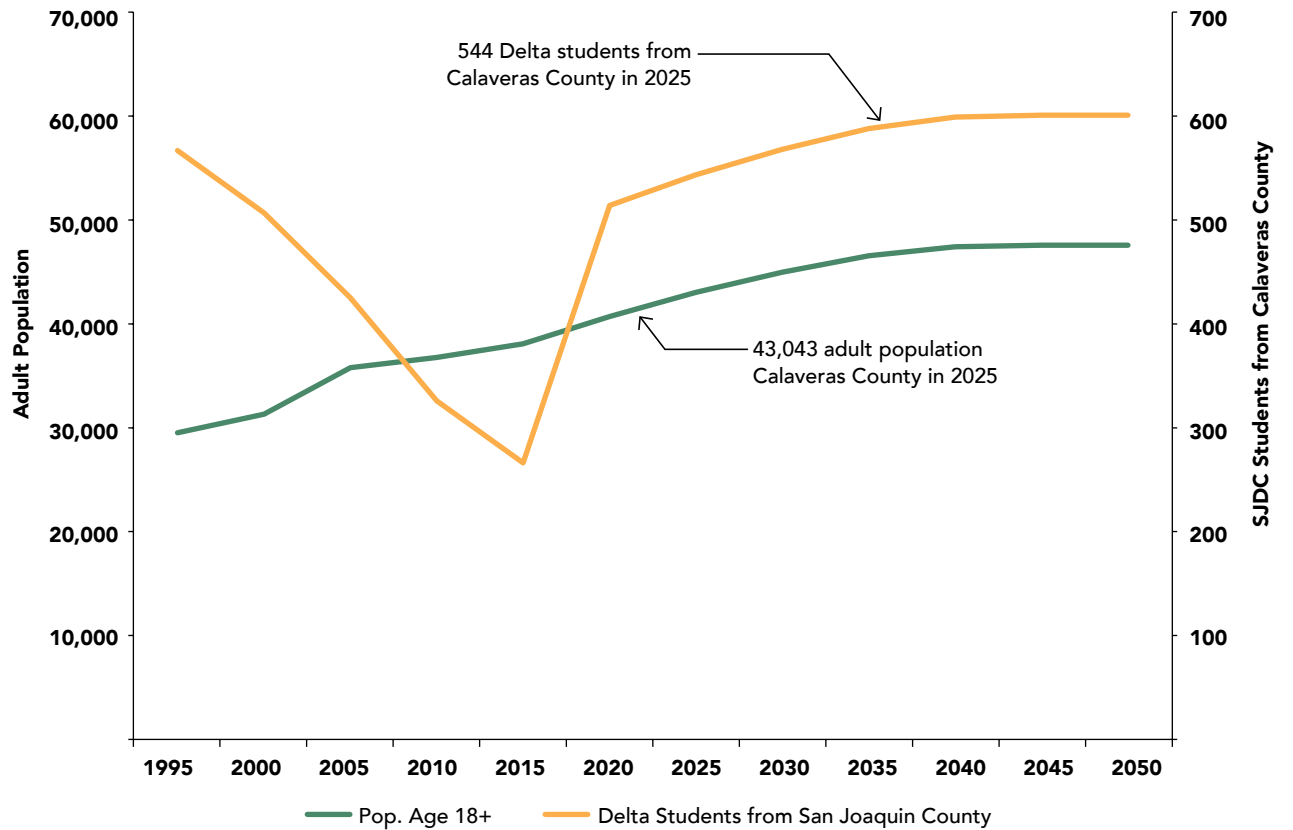


Enrollments at the main campus have always been higher than other regions. Rates of adult participation vary across the regions. Residents of Stockton attend Delta at the highest rate (7.7 percent of adults 18 and over in 2014-15), while adult residents from Tracy, Manteca, Lathrop, and Lodi attend at lower rates (from 3.3 to 4.5 percent). The Office of Planning, Research and Institutional Effectiveness (PRIE) estimates overall enrollment from San Joaquin County at more than 28,000 by the year 2025, nearly 4,000 more students than are currently attending Delta from its home county.

**FIGURE 7. PROJECTIONS OF SAN JOAQUIN COUNTY ADULT POPULATION & SJDC ENROLLMENTS FROM SAN JOAQUIN COUNTY BY 2060**

Sources: California Department of Finance Demography Unit, SJDC System 2020 database, Office of Planning, Research, and Institutional Effectiveness, August 2014

Figure 5 maps enrollment growth patterns<sup>1</sup> for resemble adult population and participation rates in Delta College classes for the major geographic regions. Enrollments from the San Joaquin County region are expected to reach a plateau at 28,000 in 2025.<sup>2</sup> Without expansion into the Foothills area, enrollments are forecast to hit 544 from Calaveras County in the year 2025, see Figures 7 and 8.



**FIGURE 8. PROJECTIONS OF CALAVERAS COUNTY ADULT POPULATION & SJC ENROLLMENTS FROM CALAVERAS COUNTY BY 2060**

Sources: California Department of Finance Demography Unit, SJC System 2020 Data Warehouse.

1 Various forecasting methods can be used to estimate future enrollments. One of the simplest is to project existing participation rates out into the future, using a proportion of the adult population as the denominator. The raw data for such calculations derive from the California Department of Finance’s Demography Unit.

2 The enrollment forecasts do not account for the count of students 17 and younger, such as Middle College HS students and special admit HS students from around the region.

# REGIONAL CENTERS – PLANNING FOR THE FUTURE

## NORTH COUNTY CENTER



In 2004 the voters passed Measure L, a \$250 million general obligation bond measure, for the District to provide needed improvements to the Stockton Campus, relocate the existing Tracy Center, pursue property acquisitions for other center locations in the District, modernize and expand existing facilities, and construct new facilities. In 2006, the District purchased a 140-acre parcel north of Lodi, near Galt (Liberty Road and N. Lower Sacramento Road parcels). District officials and consultants have completed a due diligence review of the site for use as an educational center. Delta has also requested proposals for other sites in the North County region that can accommodate 35,000 to 50,000 square feet of instructional space. The District recognizes the population growth within the region and its emerging labor market needs, and thus seeks to develop an educational center in the North County area.

The population of Lodi and the surrounding areas makes the North County area an excellent location for a regional center. In 2013-14, Lodi students alone made up the third largest number of students from a city within San Joaquin County (1,936). Combined with Sacramento, Galt, and neighboring towns, the number of students already enrolled at the college totals 2,732 students. An educational center in North County would expand

service offerings to students in Lodi, Acampo, Clements, Lockeford, Thornton, Woodbridge, Galt, Elk Grove, Isleton, and Sacramento. The college estimates that by the year 2025, roughly three-quarters of the District's Lodi area students will attend the North County Center. An estimated 60 percent of the District's students from Galt, Elk Grove, Isleton, and Sacramento would be expected to enroll in courses offered in the North County.

A center in North County would enable the College to accommodate more students in this region, target specific Career Technical Education (CTE) programs, and address the needs of an expanding workforce. As illustrated in the EP, labor market data shows a demand for skilled laborers; a North County center would help to train workers for the region's most prominent industries (e.g. business, logistics, and health services).

Community members and constituency groups support a center in North County. In Fall 2013, options for the property in the Lodi/Galt area were investigated, and a community group, Citizens for North Delta, emerged to advocate for planning and building a regional education center in Lodi. The group developed an educational proposal for the District that highlighted agriculture, farm-to-fork/sustainable food crops, and the wine industry as

potential education anchors for a center there. More recently, constituency groups were asked to consider the development of a center in North County where the District already owns property bordered by Lower Sacramento Road, Liberty Road, and Highway 99. Many recognize the advantages of providing an educational facility in this underserved region, as students must travel some distance to either the Stockton campus or one of the educational facilities in the Los Rios Community College District. In addition, constituency groups agreed that a center in North County would be a logical location to expand CTE programs in areas such as pre-nursing, agriculture, and business, given the prominent wine growers and the emerging hospitality and tourism emphasis in the region.

Feedback from community members and constituency groups, along with labor market data, reveal that a center in North County would best serve students in the region by offering a mix of general education transfer pattern courses and career technical programs in areas such as agriculture (including sustainable agribusiness), global trade, logistics, business, hospitality, and pre-nursing/health sciences.



**A** Lodi Chamber of Commerce, *Vision 2020 – Our Vision of Lodi’s Economic Future*

**B** The North County Center could potentially include an animal husbandry facility.

Agricultural offerings could be a significant feature of a center in North County. The campus could include a 6,000 square foot barn and animal husbandry facility to accommodate an animal science program, and classroom facilities for the nearly 70 percent of agriculture students at the Stockton campus who are from Stockton, Lodi/Galt, or Sacramento County. By enriching agricultural and other related programs, a center could create greater educational opportunities for students in the region. In addition, many of the course offerings in North County could be contextualized within the farm-to-fork industry, in collaboration with the Culinary Arts program at the Stockton campus.

Many of the proposed program offerings would also support local winemakers, restaurants, and the grape industry, which produces hundreds of locally-labeled wines and approximately 100,000 acres of premium wine grapes.<sup>1</sup> Nearly 80 wineries operate in the area, including internationally prominent wine producers such as Woodbridge by Robert Mondavi, Constellation Brands (Turner Road Vintners), Trinchero Family Estates (Sutter Home), Lange Twins, Michael-David, Lucas Winery, Oak Ridge Winery, Barsetti Vineyards, Grace Vineyards, and Vino Farms. Course offerings would support the wine industry by providing instruction in the business, marketing, transportation, management, and customer service components of

the wine business. While specialized instruction in enology and viticulture would not be offered, a center would provide enology and viticulture preparation for transfer, such as courses in soil science and chemistry. A center in North County could also feature a flexible wet-lab space that could serve as a biology, chemistry, and plant sciences laboratory as well as a space for community education offerings on wine tasting or the chemistry of wine.

In addition to CTE offerings, a center could also provide the following courses and services:

- General education transfer pattern courses: courses in the social sciences, business, mathematics, science (including chemistry, biology, and plant science labs), English, communications, and foreign language.
- Foundational skills instruction in English and mathematics to prepare students for general education course work.
- Library and student services spaces.

The District has tabulated current and future enrollments at a North County Center, see Figure 9.

The enrollment projections presume that population and enrollment will grow at a steady rate between 2018 and 2025, using long-range adult population estimates from

the California Department of Finance as a guide. Additionally, it is assumed that the rate of weekly student contact hours (WSCH) per student will grow from 11 units per student in Fall 2018 to 12.10 units per student in Fall 2025. The projections reflect that a center in North County could open in Fall 2018, with 53 percent of Lodi residents attending the center instead of the Stockton campus. Lodi participation is expected to grow to 74 percent by the year 2025. It is also projected that a center would receive 50 percent of the Galt and Sacramento County students who are projected to attend Delta College courses, with the other 50 percent attending online and Stockton campus courses. With proper sizing of classroom facilities and course scheduling, the center could anticipate an enrollment of roughly 1,223 students upon opening, translating into a full time equivalent student (FTES) estimate of 448. By 2025, FTES could reach 700 at a center in North County.

To establish an enrollment base in North County prior to the development of an educational center, the District could offer courses for students at public high school sites in Galt and Lodi. Representatives of the Galt School District have also expressed keen interest in developing an early high school program at a Galt location similar to Middle College High School.

<sup>1</sup> Lodi Wine and Grape Commission.

| FALL TERM | STUDENTS FROM LODI, ACAMPO, CLEMENTS, LOCKEFORD, THORNTON, AND WOODBRIDGE | STUDENTS FROM GALT, ELK GROVE, ISLETON, AND SACRAMENTO | TOTAL STUDENTS FROM LODI AREA, GALT AND SACRAMENTO | FALL TERM WSCH | N. COUNTY CENTER FORECAST ENROLLMENT | N. COUNTY CENTER FORECAST FALL WSCH | N. COUNTY CENTER FORECAST FALL FTES |
|-----------|---|--|--|----------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 2013      | 1,747   | 296  | 2,043  | 25,681         | -                                    | -                                   | -                                   |
| 2014      | 1,769   | 301  | 2,070  | 26,020         | -                                    | -                                   | -                                   |
| 2015      | 1,791   | 306  | 2,097  | 26,359         | -                                    | -                                   | -                                   |
| 2016      | 1,813   | 311  | 2,124  | 26,699         | -                                    | -                                   | -                                   |
| 2017      | 1,835   | 316  | 2,151  | 27,038         | -                                    | -                                   | -                                   |
| 2018      | 1,857   | 321  | 2,178  | 27,377         | 1,177                                | 12,945                              | 431                                 |
| 2019      | 1,879   | 326  | 2,205  | 27,717         | 1,248                                | 14,006                              | 467                                 |
| 2020      | 1,901   | 331  | 2,232  | 28,056         | 1,320                                | 15,114                              | 504                                 |
| 2021      | 1,923   | 336  | 2,259  | 28,396         | 1,394                                | 16,270                              | 542                                 |
| 2022      | 1,945   | 341  | 2,286  | 28,735         | 1,469                                | 17,475                              | 583                                 |
| 2023      | 1,967   | 346  | 2,313  | 29,074         | 1,545                                | 18,730                              | 624                                 |
| 2024      | 1,989   | 351  | 2,340  | 29,414         | 1,623                                | 20,035                              | 668                                 |
| 2025      | 2,014   | 353  | 2,367  | 29,753         | 1,702                                | 21,396                              | 713                                 |

Assumptions: Future student estimates based on population data from CA Department of Finance, US Census, and projected adult participation rates. Steady population and enrollment growth rates between 2013 and 2025, 53% of Lodi area students attend North County Center when it opens in 2018, growing to 74% by 2025, 60% of Galt/Sacramento students will attend North County Center when it opens in 2018.

WSCH per Enrollment will grow from 11 in Fall 2018 to 12.57 in Fall 2025

FTES = (WSCH\*17.5)/525

**FIGURE 9. FORECASTING ENROLLMENTS, WSCH & FTES FOR NORTH COUNTY CENTER, 2013-2025**

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

## SOUTH CAMPUS AT MOUNTAIN HOUSE

The educational center at South Campus at Mountain House (SCMH) is the result of a decade of efforts to expand service offerings to Tracy, Manteca, and South County students. Plans for SCMH called for an initial build-out of 85,000 square feet. The Board of Trustees postponed full-scale development of a large educational facility, and built 25 modular buildings that freed up bond money for other projects on the Stockton campus, and for the future purchase or lease of property in the District's northern region. The modular buildings have a useful shelf life of only 20 years, and the District needs to provide a more permanent structure that will serve the residents of the region more effectively.

The need for a permanent center at Mountain House has been exacerbated by three forces: the rebounding economy and housing boom; increased competition for students; and the aging modular facilities. Housing construction and home sales have increased in Mountain House, Tracy, Lathrop, and Manteca, adding more than 18,000 residents to the region. Between 2010 and 2015,

that growth is expected to continue well into the 2020's. While the District's SCMH facility has established a loyal following of students, roughly 500 students commute to a permanent college 18 miles away in the Chabot/Las Positas Community College District. The establishment of a permanent campus with modern classrooms and student support functions will help reduce that outflow of students to a neighboring college.

SCMH enrollment projections continue to indicate full-time-equivalent students (FTES) can be sustained well above 600 each fall term, rising to 718 FTES by Fall 2025, which is an increase of 11 percent from Fall 2013. This level of enrollment enables the District to establish center funding status beyond the 1,000 FTES level, see Figure 10. The District continues to meet the eligibility requirements to receive more than one million dollars annually in additional base revenue.

The SCMH facility has been targeted in the educational master planning process to feature three signature programs: renewable energy, computer science, and

engineering. The renewable energy emphasis is inspired by the adjacent wind turbines along the Altamont Pass just west of the SCMH property. The District's property at SCMH would be suitable for either a wind farm or solar photovoltaic array, which could provide students at SCMH with hands-on learning experiences. The secondary emphasis on computer science and engineering would allow the District to expand its educational offerings for high-paying technical careers. The SCMH site is within commuting distance of jobs in the information technology and engineering sector in the East San Francisco Bay area and South Bay communities. The Tracy and Mountain House region has become a bedroom community for technology workers who commute to jobs in Silicon Valley. The SCMH center is also close to the Federal Government's Lawrence Livermore Lab research facility. Because of the expected job growth in information technology and computer science, the District has placed a heavy emphasis on expanding programs in these fields at the SCMH center.

| FALL TERM | STUDENTS FROM TRACY | STUDENTS FROM LATHROP AND MANTECA | TOTAL STUDENTS FROM TRACY, LATHROP AND MANTECA | FALL TERM WSCH | MOUNTAIN HOUSE FORECAST ENROLLMENT | MOUNTAIN HOUSE FORECAST FALL WSCH | MOUNTAIN HOUSE FORECAST FALL FTES |
|-----------|---------------------|-----------------------------------|--|----------------|------------------------------------|-----------------------------------|-----------------------------------|
| 2013      | 1,813               | 1,603                             | 3,416  | 42,939         | 1,535                              | 19,299                            | 643                               |
| 2014      | 1,817               | 1,664                             | 3,481  | 43,756         | 1,550                              | 19,486                            | 650                               |
| 2015      | 1,821               | 1,725                             | 3,546  | 44,573         | 1,565                              | 19,673                            | 656                               |
| 2016      | 1,825               | 1,786                             | 3,611  | 45,390         | 1,580                              | 19,860                            | 662                               |
| 2017      | 1,829               | 1,847                             | 3,676  | 46,207         | 1,595                              | 20,047                            | 668                               |
| 2018      | 1,833               | 1,908                             | 3,741  | 47,024         | 1,610                              | 20,234                            | 674                               |
| 2019      | 1,837               | 1,969                             | 3,806  | 47,841         | 1,625                              | 20,421                            | 681                               |
| 2020      | 1,841               | 2,030                             | 3,871  | 48,658         | 1,639                              | 20,608                            | 687                               |
| 2021      | 1,845               | 2,091                             | 3,936  | 49,476         | 1,654                              | 20,795                            | 693                               |
| 2022      | 1,849               | 2,152                             | 4,001  | 50,293         | 1,669                              | 20,982                            | 699                               |
| 2023      | 1,853               | 2,213                             | 4,006  | 51,110         | 1,684                              | 21,169                            | 706                               |
| 2024      | 1,857               | 2,274                             | 4,131  | 51,927         | 1,699                              | 21,356                            | 712                               |
| 2025      | 1,870               | 2,330                             | 4,200  | 52,790         | 1,719                              | 21,604                            | 720                               |

Assumptions: Steady population and enrollment growth rates between 2013 and 2025; 2025 Population projections based on annual growth rates from Department of Finance's Population Estimations (Table2: E-4); Enrollment counts derived from historical patterns of adult participation rates; 67% of Tracy area students will attend Mountain House; 20% of Lathrop and Manteca students will attend Mountain House; WSCH per Enrollment is 12.57 per student (CCCCO WSCH Forecast Data); FTES = (WSCH\*17.5)/525

**FIGURE 10. FORECASTING ENROLLMENTS, WSCH & FTES FOR MOUNTAIN HOUSE, 2013-2025**

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)



## CALAVERAS

The District is increasing its limited course offerings in the Foothills region through collaboration with Calaveras County's local high school district and Columbia College. Most of the course offerings in Calaveras will be general education and/or transfer-level courses, although some career technical courses could be offered if they can be sustained by enrollment. By the year 2025, the District will have over 200 students from Calaveras, which is an increase of 10 percent over 2015 levels. Most of these students take courses online or commute to the Stockton campus. The rate of weekly student contact hours (WSCH) per student is expected to grow from six units per student in Fall 2018 to nine in Fall 2025. Even with some slight growth in enrollment and FTES, the low population totals for the Foothills and declining adult population do not make Calaveras County a feasible location for a regional center.<sup>1</sup> However, limited courses can be held in the evening in Calaveras Unified School District classrooms, and through new dual enrollment opportunities, see Figure 11.

<sup>1</sup> Labor Market Overview: Central Valley North Sub-Region, Centers of Excellence 2015, p. 4.

| FALL TERM | STUDENTS FROM CALAVERAS | FALL TERM WSCH | FORECAST ENROLLMENT AT CALAVERAS | CALAVERAS FORECAST FALL WSCH | CALAVERAS FORECAST FALL FTES |
|-----------|-------------------------|----------------|----------------------------------|------------------------------|------------------------------|
| 2013      | 159                     | 1,999          | -                                | -                            | -                            |
| 2014      | 164                     | 2,059          | 41                               | 164                          | 5                            |
| 2015      | 169                     | 2,119          | 44                               | 198                          | 7                            |
| 2016      | 173                     | 2,180          | 48                               | 236                          | 8                            |
| 2017      | 178                     | 2,240          | 52                               | 278                          | 9                            |
| 2018      | 183                     | 2,300          | 56                               | 324                          | 11                           |
| 2019      | 188                     | 2,361          | 60                               | 375                          | 12                           |
| 2020      | 193                     | 2,421          | 64                               | 430                          | 14                           |
| 2021      | 197                     | 2,481          | 68                               | 490                          | 16                           |
| 2022      | 202                     | 2,542          | 73                               | 554                          | 18                           |
| 2023      | 207                     | 2,602          | 77                               | 624                          | 21                           |
| 2024      | 212                     | 2,662          | 82                               | 699                          | 23                           |
| 2025      | 217                     | 2,728          | 87                               | 781                          | 26                           |

Assumptions: Future student estimates base on population data from CA Department of Finance; Enrollment counts derived from historical patterns of adult participation rates; Steady population and enrollment growth rates between 2013 and 2025; 25% of Calaveras area students will enroll in Delta courses offered in Calaveras; with the increase in course offerings, 40% will enroll in Delta courses offered in Calaveras by 2025; WSCH per Enrollment in Calaveras will grow from 4 in Fall 2014 to 9 in 2025; FTES = (WSCH\*17.5)/525

**FIGURE 11. FORECASTING ENROLLMENTS, WSCH & FTES FOR CALAVERAS, 2013-2025**

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

## STOCKTON CAMPUS

The Stockton campus offers a rich array of academic programs for its students. The completion of bond construction projects guided by the 2005 Stockton Campus Master Plan has transformed the campus's physical footprint. The renovated or newly constructed buildings include:

- The Lawrence and Alma DeRicco Student Services Building consolidates student services programs in a 69,000 square foot space.
- The Goleman Library Learning Center accommodates the District's library holdings and provides larger study spaces for students.
- The completed 125,000 square foot Science and Math Building provides new and larger laboratory spaces for science classes.
- A 40,000 square foot consolidated Data Center for information technology services.
- The Loun Phelps Police Services Building allows the District to meet the safety needs of the College 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.
- Improvements to the Tillie Lewis Theater and Atherton Auditorium for seating and safety features.
- Renovation and expansion of the Shima Building to create dedicated space for heavy equipment and large diesel engine programs.

Enrollment projections which mirror the population growth of the county and region for the Stockton campus over the next decade were provided by the College's PRIE Office. By the year 2025, the District will have nearly 13,000 students from Stockton alone, an increase of approximately nine percent over 2013. Growth is expected to occur evenly across all general education and transfer programs, see Figure 12. Such an increase will require the District to increase online course offerings in order to handle the demand for services.



**A** Students studying the in Science and Math courtyard.



**B** Students enrolled in the heavy equipment and diesel engine programs.

| FALL TERM | STUDENTS FROM STOCKTON | OTHER STUDENTS | TOTAL  | WSCH    | FORECAST ENROLLMENT AT STOCKTON CAMPUS | STOCKTON CAMPUS FORECAST WSCH | STOCKTON CAMPUS FORECAST FTES |
|-----------|------------------------|----------------|--------|---------|--|-------------------------------|-------------------------------|
| 2013      | 11,544                 | 5,540          | 17,084 | 214,746 | 13,160                                 | 165,416                       | 5,514                         |
| 2014      | 11,634                 | 5,622          | 17,256 | 216,908 | 13,282                                 | 166,950                       | 5,565                         |
| 2015      | 11,724                 | 5,704          | 17,428 | 219,070 | 13,404                                 | 168,483                       | 5,616                         |
| 2016      | 11,814                 | 5,786          | 17,600 | 221,232 | 13,526                                 | 170,017                       | 5,667                         |
| 2017      | 11,904                 | 5,868          | 17,772 | 223,394 | 13,648                                 | 171,550                       | 5,718                         |
| 2018      | 11,994                 | 5,950          | 17,944 | 225,556 | 13,770                                 | 173,084                       | 5,769                         |
| 2019      | 12,084                 | 6,032          | 18,116 | 224,718 | 13,892                                 | 174,617                       | 5,821                         |
| 2020      | 12,174                 | 6,114          | 18,288 | 229,880 | 14,014                                 | 176,151                       | 5,872                         |
| 2021      | 12,264                 | 6,196          | 18,460 | 232,042 | 14,136                                 | 177,684                       | 5,923                         |
| 2022      | 12,354                 | 6,278          | 18,632 | 234,204 | 14,258                                 | 179,218                       | 5,974                         |
| 2023      | 12,444                 | 6,360          | 18,804 | 236,366 | 14,380                                 | 180,752                       | 6,025                         |
| 2024      | 12,534                 | 6,442          | 18,976 | 238,528 | 14,502                                 | 182,285                       | 6,076                         |
| 2025      | 12,621                 | 6,527          | 19,148 | 240,690 | 14,622                                 | 183,804                       | 6,127                         |

Assumptions: Steady population and enrollment growth rates between 2013 and 2025; 2025 Population projections based on annual growth rates from Department of Finance's Population Estimations (Table2: E-4); Enrollment counts derived from historical patterns of adult participation rates; 90% of Stockton area students will attend the Stockton campus; 50% of all other students from the rest of San Joaquin County will attend the Stockton campus; WSCH per Enrollment is constant at 12.57 per student (CCCCO WSCH Forecast Data); FTES = (WSCH\*17.5)/525

**FIGURE 12. FORECASTING ENROLLMENTS, WSCH & FTES FOR STOCKTON, 2013-2025**

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

# LABOR

LABOR MARKET TRENDS

# LABOR MARKET TRENDS

## LABOR MARKET TRENDS

The District's planning for educational programs is informed by enrollment trends and projections, and national, state, and local labor market information. Programs are determined by examining the regional unemployment and job growth trends, as well as projections of future industrial and occupational employment demand. Delta currently provides education and training for over half of the occupations with the most job openings in the next five years, and will continue to respond to the rising demand.

In December 2014, the County's unemployment rate was one of the highest in the state (10.4 percent) and close to twice the national rate. During the Great Recession, the housing market retrenchment caused declining property values, jobs losses in banking and real estate, and ancillary losses stemming from reduced consumer spending in the local economy. While much of the state has recovered from the recession, counties in the San Joaquin Valley region have recovered more slowly. Among other factors, the statewide drought continues to affect the agricultural production in the Valley. Despite the slower recovery, the population in the region has been increasing, unemployment has been decreasing (-5 percent since 2009), and the labor market has stabilized.

Even with all of these challenges, Delta is geographically positioned to contribute to regional growth and vitality by providing job training/retraining.

Internal and external stakeholders value Delta's contribution to the region's economic and job growth, and employers and education leaders agree that the District should focus its new programs on areas of the economy most likely to see future job growth. Industry estimates over the next five years forecast that most job openings will be in the areas of agriculture, food and beverage processing, retail, health care services, hospitality and tourism, labor, freight stock and material movers, and personal care aides, see Figures 13, 14 and 15.

Since the last iteration of the EP in 2010, the industries with the highest number of nonfarm jobs have consistently been trade, transportation and utilities, state and local government, educational and health services, and health care and social assistance.<sup>1</sup> Regional industry cluster analyses indicate that 12 of 13 nonfarm industries in the county are projected to grow by a total of over 46,000

<sup>1</sup> EDD, 2014; Initial Background Report for Stockton Economic Development Strategic Plan, The Natelson Dale Group, 2014, p.5.

jobs by 2022,<sup>2</sup> with the highest growth rates expected in the educational services, health care and social assistance fields. In July 2013, the State of California's prison health care system expanded into Stockton, which will increase demand for nurses, psychiatric technicians, physical therapy and medical office administration to keep up with the high demand in the health care services industry. Agriculture remains one of the more significant job sectors for the region. The large number of food and wine production facilities in the county drives the manufacturing and transportation sectors of the local economy.

<sup>2</sup> EDD, 2015.



**FIGURE 13. INDUSTRY EMPLOYMENT PROJECTIONS 2012-2022**

Source: California Employment Development Department Labor Market Division, January 2015; System 2020

|                 |   | 2012-2022 Industry Employment Projections   |                           |                          | Employment Development Department |                               |  |
|-----------------|---|---|---------------------------|--------------------------|-----------------------------------|-------------------------------|--|
|                 |   | Stockton-Lodi Metropolitan Statistical Area |                           |                          | Labor Market Information Division |                               |  |
|                 |   | (San Joaquin County)                        |                           |                          | Published: February 2015          |                               |  |
| NAICS CODE*     | INDUSTRY TITLE  | ESTIMATED EMPLOYMENT 2012**                 | PROJECTED EMPLOYMENT 2022 | NUMERIC CHANGE 2012-2022 | PERCENT CHANGE 2012-2022          | ANNUAL AVERAGE PERCENT CHANGE |  |
|                 | <b>Total Employment</b>                                 | <b>226,600</b>                              | <b>274,100</b>            | <b>47,500</b>            | <b>21.0%</b>                      | <b>2.1%</b>                   |  |
|                 | <b>Self Employment (A)</b>                              | <b>15,400</b>                               | <b>16,000</b>             | <b>600</b>               | <b>3.9%</b>                       | <b>0.4%</b>                   |  |
|                 | <b>Unpaid Family Workers (B)</b>                        | <b>400</b>                                  | <b>300</b>                | <b>-100</b>              | <b>-25.0%</b>                     | <b>-2.5%</b>                  |  |
|                 | <b>Private Household Workers (C)</b>                    | <b>500</b>                                  | <b>400</b>                | <b>-100</b>              | <b>-20.0%</b>                     | <b>-2.0%</b>                  |  |
|                 | <b>Total Farm</b>                                       | <b>15,700</b>                               | <b>16,700</b>             | <b>1,000</b>             | <b>6.4%</b>                       | <b>0.6%</b>                   |  |
|                 | <b>Total Nonfarm</b>                                    | <b>194,600</b>                              | <b>240,700</b>            | <b>46,100</b>            | <b>23.7%</b>                      | <b>2.4%</b>                   |  |
|                 |   |   |                           |                          |                                   |                               |  |
| <b>113, 321</b> | <b>Mining and Logging</b>                               | <b>100</b>                                  | <b>200</b>                | <b>100</b>               | <b>100.0%</b>                     | <b>10.0%</b>                  |  |
| <b>23</b>       | <b>Construction</b>                                     | <b>7,600</b>                                | <b>12,600</b>             | <b>5,000</b>             | <b>65.8%</b>                      | <b>6.6%</b>                   |  |
| 238             | Specialty Trade Contractors                             | 5,000                                       | 8,800                     | 3,800                    | 76.0%                             | 7.6%                          |  |
| <b>31-33</b>    | <b>Manufacturing</b>                                    | <b>17,800</b>                               | <b>18,700</b>             | <b>900</b>               | <b>5.1%</b>                       | <b>0.5%</b>                   |  |
|                 | <b>Durable Goods Manufacturing (321,327,331-339)</b>    | <b>7,200</b>                                | <b>8,800</b>              | <b>1,600</b>             | <b>22.2%</b>                      | <b>2.2%</b>                   |  |
|                 | <b>Nondurable Goods Manufacturing (311-316,322-326)</b> | <b>10,600</b>                               | <b>9,900</b>              | <b>-700</b>              | <b>-6.6%</b>                      | <b>-0.7%</b>                  |  |
| 311             | Food Manufacturing                                      | 6,200                                       | 5,000                     | -1,200                   | -19.4%                            | -1.9%                         |  |
| <b>22,42-49</b> | <b>Trade, Transportation, and Utilities</b>             | <b>50,600</b>                               | <b>62,500</b>             | <b>11,900</b>            | <b>23.5%</b>                      | <b>2.4%</b>                   |  |
| <b>42</b>       | <b>Wholesale Trade</b>                                  | <b>10,700</b>                               | <b>13,500</b>             | <b>2,800</b>             | <b>26.2%</b>                      | <b>2.6%</b>                   |  |
| <b>44-45</b>    | <b>Retail Trade</b>                                     | <b>24,900</b>                               | <b>29,700</b>             | <b>4,800</b>             | <b>19.3%</b>                      | <b>1.9%</b>                   |  |
| 448             | Clothing and Clothing Accessories Stores                | 2,100                                       | 2,600                     | 500                      | 23.8%                             | 2.4%                          |  |
| 452             | General Merchandise Stores                              | 6,300                                       | 7,600                     | 1,300                    | 20.6%                             | 2.1%                          |  |
| 4521            | Department Stores                                       | 3,800                                       | 4,800                     | 1,000                    | 26.3%                             | 2.6%                          |  |
| <b>22,48-49</b> | <b>Transportation, Warehousing, and Utilities</b>       | <b>14,900</b>                               | <b>19,300</b>             | <b>4,400</b>             | <b>29.5%</b>                      | <b>3.0%</b>                   |  |
| <b>48-49</b>    | <b>Transportation and Warehousing</b>                   | <b>13,600</b>                               | <b>17,700</b>             | <b>4,100</b>             | <b>30.1%</b>                      | <b>3.0%</b>                   |  |
| 484             | Truck Transportation                                    | 6,000                                       | 7,100                     | 1,100                    | 18.3%                             | 1.8%                          |  |



| NAICS CODE*  | INDUSTRY TITLE  | ESTIMATED EMPLOYMENT 2012** | PROJECTED EMPLOYMENT 2022 | NUMERIC CHANGE 2012-2022 | PERCENT CHANGE 2012-2022 | ANNUAL AVERAGE PERCENT CHANGE |
|--------------|---|-----------------------------|---------------------------|--------------------------|--------------------------|-------------------------------|
| 493          | Warehousing and Storage   | 5,200                       | 7,000                     | 1,800                    | 34.6%                    | 3.5%                          |
| <b>51</b>    | <b>Information</b>  | <b>2,100</b>                | <b>2,000</b>              | <b>-100</b>              | <b>-4.8%</b>             | <b>-0.5%</b>                  |
| <b>52-53</b> | <b>Financial Activities</b>   | <b>7,500</b>                | <b>9,200</b>              | <b>1,700</b>             | <b>22.7%</b>             | <b>2.3%</b>                   |
| <b>52</b>    | <b>Finance and Insurance</b>  | <b>4,900</b>                | <b>5,900</b>              | <b>1,000</b>             | <b>20.4%</b>             | <b>2.0%</b>                   |
| 522          | Credit Intermediation and Related Activities                                    | 2,200                       | 2,800                     | 600                      | 27.3%                    | 2.7%                          |
| <b>54-56</b> | <b>Professional and Business Services</b>                                       | <b>16,500</b>               | <b>23,600</b>             | <b>7,100</b>             | <b>43.0%</b>             | <b>4.3%</b>                   |
| <b>56</b>    | <b>Administrative and Support and Waste Management and Remediation Services</b> | <b>10,300</b>               | <b>14,600</b>             | <b>4,300</b>             | <b>41.7%</b>             | <b>4.2%</b>                   |
| <b>61-62</b> | <b>Educational Services (Private), Health Care, and Social Assistance</b>       | <b>32,800</b>               | <b>43,500</b>             | <b>10,700</b>            | <b>32.6%</b>             | <b>3.3%</b>                   |
| <b>61</b>    | <b>Educational Services (Private)</b>   | <b>5,300</b>                | <b>6,500</b>              | <b>1,200</b>             | <b>22.6%</b>             | <b>2.3%</b>                   |
| <b>62</b>    | <b>Health Care and Social Assistance</b>  | <b>27,500</b>               | <b>37,000</b>             | <b>9,500</b>             | <b>34.5%</b>             | <b>3.5%</b>                   |
|              | Health Care (includes 621-623)  | 20,500                      | 26,300                    | 5,800                    | 28.3%                    | 2.8%                          |
| <b>71-72</b> | <b>Leisure and Hospitality</b>  | <b>17,000</b>               | <b>21,300</b>             | <b>4,300</b>             | <b>25.3%</b>             | <b>2.5%</b>                   |
| <b>71</b>    | <b>Arts, Entertainment, and Recreation</b>                                      | <b>2,000</b>                | <b>2,300</b>              | <b>300</b>               | <b>15.0%</b>             | <b>1.5%</b>                   |
| <b>72</b>    | <b>Accommodation and Food Services</b>  | <b>15,100</b>               | <b>19,000</b>             | <b>3,900</b>             | <b>25.8%</b>             | <b>2.6%</b>                   |
| 722          | Food Services and Drinking Places   | 14,000                      | 17,900                    | 3,900                    | 27.9%                    | 2.8%                          |
| <b>81</b>    | <b>Other Services (excludes 814-Private Household Workers)</b>                  | <b>6,500</b>                | <b>8,000</b>              | <b>1,500</b>             | <b>23.1%</b>             | <b>2.3%</b>                   |
|              | <b>Government</b>   | <b>36,100</b>               | <b>39,100</b>             | <b>3,000</b>             | <b>8.3%</b>              | <b>0.8%</b>                   |
|              | <b>Federal Government</b>   | <b>3,900</b>                | <b>3,300</b>              | <b>-600</b>              | <b>-15.4%</b>            | <b>-1.5%</b>                  |
|              | <b>State and Local Government</b>   | <b>32,200</b>               | <b>35,800</b>             | <b>3,600</b>             | <b>11.2%</b>             | <b>1.1%</b>                   |
|              | <b>State Government</b>   | <b>3,600</b>                | <b>4,300</b>              | <b>700</b>               | <b>19.4%</b>             | <b>1.9%</b>                   |
|              | <b>Local Government</b>   | <b>28,600</b>               | <b>31,500</b>             | <b>2,900</b>             | <b>10.1%</b>             | <b>1.0%</b>                   |
|              | Local Government Education  | 17,500                      | 19,800                    | 2,300                    | 13.1%                    | 1.3%                          |
|              | Other Local Government  | 11,100                      | 11,700                    | 600                      | 5.4%                     | 0.5%                          |

EDUCATIONAL PLAN

**FIGURE 14. OCCUPATIONS WITH THE MOST JOB OPENINGS – MOTHER LODE REGION 2012-2022**

Source: California Employment Development Department Labor Market Division, January 2015; System 2020

| Employment Development Department |   | 2012-2022 Occupations With the Most Job Openings     |                              |               |                                   |                 |                     |
|-----------------------------------|---|--|------------------------------|---------------|-----------------------------------|-----------------|---------------------|
| Labor Market Information Division |   | Mother Lode Region                                   |                              |               |                                   |                 |                     |
| Published: January 2015           |   | (Amador, Calaveras, Mariposa, and Tuolumne Counties) |                              |               |                                   |                 |                     |
| SOC CODE*                         | OCCUPATIONAL TITLE  | TOTAL JOB OPENINGS 2012-2022 [1]                     | 2014 FIRST QUARTER WAGES [2] |               | EDUCATION AND TRAINING LEVELS [4] |                 |                     |
|                                   |   |  | MEDIAN HOURLY                | MEDIAN ANNUAL | ENTRY LEVEL EDUCATION             | WORK EXPERIENCE | ON-THE-JOB TRAINING |
| 41-2011                           | Cashiers  | 840  | \$10.53                      | \$21,911      | 8                                 | NONE            | ST OJT              |
| 35-3031                           | Waiters and Waitresses  | 620  | \$8.98                       | \$18,672      | 8                                 | NONE            | ST OJT              |
| 41-2031                           | Retail Salespersons   | 510  | \$10.77                      | \$22,405      | 8                                 | NONE            | ST OJT              |
| 33-3012                           | Correctional Officers and Jailers   | 450  | \$36.74                      | \$76,410      | 7                                 | NONE            | MT OJT              |
| 35-3021                           | Combined Food Preparation and Serving Workers, Including Fast Food              | 410  | \$9.53                       | \$19,831      | 8                                 | NONE            | ST OJT              |
| 39-9021                           | Personal Care Aides   | 400  | \$9.29                       | \$19,317      | 8                                 | NONE            | ST OJT              |
| 29-1141                           | Registered Nurses   | 370  | \$49.34                      | \$102,618     | 4                                 | NONE            | NONE                |
| 37-2012                           | Maids and Housekeeping Cleaners   | 360  | \$10.03                      | \$20,848      | 8                                 | NONE            | ST OJT              |
| 43-9061                           | Office Clerks, General  | 250  | \$14.42                      | \$29,992      | 7                                 | NONE            | ST OJT              |
| 37-2011                           | Janitors and Cleaners, Except Maids and Housekeeping Cleaners                   | 240  | \$12.44                      | \$25,877      | 8                                 | NONE            | ST OJT              |
| 11-1021                           | General and Operations Managers   | 230  | \$35.36                      | \$73,561      | 3                                 | <5 YEARS        | NONE                |
| 47-2031                           | Carpenters  | 230  | \$26.20                      | \$54,503      | 7                                 | NONE            | APP                 |
| 37-3011                           | Landscaping and Groundskeeping Workers  | 220  | \$13.23                      | \$27,529      | 8                                 | NONE            | ST OJT              |
| 43-6014                           | Secretaries and Administrative Assistants, Except Legal, Medical, and Executive | 200  | \$16.61                      | \$34,539      | 7                                 | NONE            | ST OJT              |
| 49-9071                           | Maintenance and Repair Workers, General   | 200  | \$19.33                      | \$40,203      | 7                                 | NONE            | LT OJT              |
| 33-3051                           | Police and Sheriff's Patrol Officers  | 190  | \$42.28                      | \$87,938      | 7                                 | NONE            | MT OJT              |
| 35-2014                           | Cooks, Restaurant   | 190  | \$12.48                      | \$25,967      | 8                                 | <5 YEARS        | MT OJT              |
| 41-1011                           | First-Line Supervisors of Retail Sales Workers                                  | 190  | \$17.25                      | \$35,890      | 7                                 | <5 YEARS        | NONE                |
| 43-5081                           | Stock Clerks and Order Fillers  | 190  | \$10.63                      | \$22,115      | 8                                 | NONE            | ST OJT              |
| 35-3022                           | Counter Attendants, Cafeteria, Food Concession, and Coffee Shop                 | 180  | \$9.26                       | \$19,266      | 8                                 | NONE            | ST OJT              |
| 43-3031                           | Bookkeeping, Accounting, and Auditing Clerks                                    | 180  | \$17.03                      | \$35,430      | 7                                 | NONE            | MT OJT              |
| 33-2011                           | Firefighters  | 170  | \$21.45                      | \$44,629      | 5                                 | NONE            | LT OJT              |
| 35-2021                           | Food Preparation Workers  | 170  | \$9.37                       | \$19,488      | 8                                 | NONE            | ST OJT              |
| 43-1011                           | First-Line Supervisors of Office and Administrative Support Workers             | 170  | \$23.42                      | \$48,725      | 7                                 | <5 YEARS        | NONE                |
| 35-9021                           | Dishwashers   | 160  | \$9.24                       | \$19,226      | 8                                 | NONE            | ST OJT              |
| 45-2092                           | Farmworkers and Laborers, Crop, Nursery, and Greenhouse                         | 160  | \$9.97                       | \$20,745      | 8                                 | NONE            | ST OJT              |
| 25-2021                           | Elementary School Teachers, Except Special Education                            | 150  | [3]                          | \$66,874      | 3                                 | NONE            | I/R                 |
| 25-9041                           | Teacher Assistants  | 150  | [3]                          | \$28,014      | 6                                 | NONE            | NONE                |
| 31-1014                           | Nursing Assistants  | 150  | \$14.18                      | \$29,494      | 5                                 | NONE            | NONE                |
| 35-1012                           | First-Line Supervisors of Food Preparation and Serving Workers                  | 150  | \$14.74                      | \$30,663      | 7                                 | <5 YEARS        | NONE                |
| 35-3011                           | Bartenders  | 140  | \$9.00                       | \$18,712      | 8                                 | NONE            | ST OJT              |
| 43-4051                           | Customer Service Representatives  | 130  | \$14.08                      | \$29,284      | 7                                 | NONE            | ST OJT              |
| 43-6013                           | Medical Secretaries   | 130  | \$17.10                      | \$35,572      | 7                                 | NONE            | MT OJT              |

| SOC CODE* | OCCUPATIONAL TITLE   | TOTAL JOB OPENINGS 2012-2022 [1] | 2014 FIRST QUARTER WAGES [2] |               | EDUCATION AND TRAINING LEVELS [4] |                 |                     |
|-----------|--|----------------------------------|------------------------------|---------------|-----------------------------------|-----------------|---------------------|
|           |  |                                  | MEDIAN HOURLY                | MEDIAN ANNUAL | ENTRY LEVEL EDUCATION             | WORK EXPERIENCE | ON-THE-JOB TRAINING |
| 19-4093   | Forest and Conservation Technicians                                      | 120                              | \$15.73                      | \$32,729      | 4                                 | NONE            | NONE                |
| 25-2031   | Secondary School Teachers, Except Special and Career/Technical Education | 120                              | [3]                          | \$68,139      | 3                                 | NONE            | I/R                 |
| 31-9092   | Medical Assistants   | 120                              | \$15.47                      | \$32,174      | 5                                 | NONE            | NONE                |
| 35-9011   | Dining Room and Cafeteria Attendants and Bartender Helpers               | 120                              | \$9.11                       | \$18,934      | 8                                 | NONE            | ST OJT              |
| 43-4081   | Hotel, Motel, and Resort Desk Clerks                                     | 120                              | \$11.22                      | \$23,330      | 7                                 | NONE            | ST OJT              |
| 13-2011   | Accountants and Auditors   | 110                              | \$26.24                      | \$54,579      | 3                                 | NONE            | NONE                |
| 25-2022   | Middle School Teachers, Except Special and Career/Technical Education    | 110                              | [3]                          | \$66,470      | 3                                 | NONE            | I/R                 |
| 35-9031   | Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop                 | 110                              | \$10.44                      | \$21,715      | 8                                 | NONE            | NONE                |
| 43-3071   | Tellers  | 110                              | \$13.28                      | \$27,633      | 7                                 | NONE            | ST OJT              |
| 51-8031   | Water and Wastewater Treatment Plant and System Operators                | 110                              | \$22.27                      | \$46,320      | 7                                 | NONE            | LT OJT              |
| 21-1093   | Social and Human Service Assistants                                      | 100                              | \$14.96                      | \$31,110      | 7                                 | NONE            | ST OJT              |
| 33-1011   | First-Line Supervisors of Correctional Officers                          | 100                              | \$41.70                      | \$86,719      | 7                                 | <5 YEARS        | MT OJT              |
| 41-2021   | Counter and Rental Clerks  | 100                              | \$13.02                      | \$27,071      | 8                                 | NONE            | ST OJT              |
| 47-2152   | Plumbers, Pipefitters, and Steamfitters                                  | 100                              | \$26.82                      | \$55,768      | 7                                 | NONE            | APP                 |
| 53-3032   | Heavy and Tractor-Trailer Truck Drivers                                  | 100                              | \$19.30                      | \$40,131      | 5                                 | NONE            | ST OJT              |
| 13-1051   | Cost Estimators  | 90                               | \$23.35                      | \$48,584      | 3                                 | NONE            | NONE                |
| 35-2011   | Cooks, Fast Food   | 90                               | \$9.16                       | \$19,055      | 8                                 | NONE            | ST OJT              |

\* The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

"Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2013 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data."

Occupational employment projections include self-employed, unpaid family workers, private household workers, farm, and nonfarm employment.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

The use of occupational employment projections as a time series is not encouraged due to changes in the occupational, industrial, and geographical classification systems; changes in the way data are collected; and changes in the OES survey reference period.

[1] Total jobs are the sum of new jobs and replacement needs.

[2] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2014 first quarter and do not include self-employed or unpaid family workers.

[3] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.

[4] The Bureau of Labor Statistics develops and assigns education and training categories to each occupation. For more information on these categories, please see [http://www.bls.gov/emp/ep\\_education\\_training\\_system.htm](http://www.bls.gov/emp/ep_education_training_system.htm)

#### ENTRY LEVEL EDUCATION

|   |                                   |
|---|-----------------------------------|
| 1 | Doctoral or professional degree   |
| 2 | Master's degree                   |
| 3 | Bachelor's degree                 |
| 4 | Associate's Degree                |
| 5 | Post-secondary non-degree award   |
| 6 | Some college, no degree           |
| 7 | High school diploma or equivalent |
| 8 | Less than high school             |

#### WORK EXPERIENCE CODES

|           |   |
|-----------|---|
| ≥ 5 years | 5 years or more experience in a related occupation of field is common   |
| ≤ 5 years | Less than 5 years experience in a related occupation or field is common |
| None      | No work experience is typically required                                |

#### ON-THE-JOB-TRAINING

|        |                                   |
|--------|-----------------------------------|
| I/R    | Internship/Residency              |
| APP    | Apprenticeship                    |
| LT OJT | Long-term on-the-job training     |
| MT OJT | Moderate-term on-the-job training |
| ST OJT | Short-term on-the-job training    |
| None   | None                              |

**FIGURE 15. PROJECTED OCCUPATIONS WITH THE MOST JOB OPENINGS IN SAN JOAQUIN COUNTY, 2012-2022**

Source: California Employment Development Department Labor Market Division, January 2015; System 2020

| 2012-2022 Industry Employment Projections   |   | Employment Development Department |                          |               |                               |                                  |
|---|---|-----------------------------------|--------------------------|---------------|-------------------------------|----------------------------------|
| Stockton-Lodi Metropolitan Statistical Area |   | Labor Market Information Division |                          |               |                               |                                  |
| (San Joaquin County)                        |   | Published: February 2015          |                          |               |                               |                                  |
| SOC CODE*                                   | OCCUPATIONAL TITLE  | TOTAL JOB OPENINGS 2012-2022      | 2014 FIRST QUARTER WAGES |               | EDUCATION AND TRAINING LEVELS | COLLEGE HAS EDUCATIONAL PROGRAMS |
|   |   |                                   | MEDIAN HOURLY            | MEDIAN ANNUAL |                               |                                  |
| 412031                                      | Retail Salespersons   | 4,050                             | \$10.10                  | \$20,994      | OJT                           | x                                |
| 537062                                      | Laborers and Freight, Stock, and Material Movers, Hand                          | 3,760                             | \$12.05                  | \$25,071      | OJT                           |                                  |
| 399021                                      | Personal Care Aides   | 3,510                             | \$9.50                   | \$19,760      | OJT                           | x                                |
| 412011                                      | Cashiers  | 3,210                             | \$9.72                   | \$20,207      | OJT                           | x                                |
| 353021                                      | Combined Food Preparation and Serving Workers, Including Fast Food              | 3,200                             | \$9.20                   | \$19,125      | OJT                           | x                                |
| 452092                                      | Farmworkers and Laborers, Crop, Nursery, and Greenhouse                         | 2,860                             | \$8.87                   | \$18,458      | OJT                           | x                                |
| 533032                                      | Heavy and Tractor-Trailer Truck Drivers   | 2,490                             | \$20.21                  | \$42,042      | OJT                           | x                                |
| 291141                                      | Registered Nurses   | 1,930                             | \$45.24                  | \$94,120      | AA/AS                         | x                                |
| 353031                                      | Waiters and Waitresses  | 1,710                             | \$9.04                   | \$18,813      | OJT                           |                                  |
| 435081                                      | Stock Clerks and Order Fillers  | 1,460                             | \$11.07                  | \$23,016      | OJT                           | x                                |
| 111021                                      | General and Operations Managers   | 1,380                             | \$42.81                  | \$89,037      | BA/BS                         | x                                |
| 439061                                      | Office Clerks, General  | 1,350                             | \$15.73                  | \$32,706      | OJT                           |                                  |
| 372011                                      | Janitors and Cleaners, Except Maids and Housekeeping Cleaners                   | 1,240                             | \$13.49                  | \$28,073      | OJT                           |                                  |
| 411011                                      | First-Line Supervisors of Retail Sales Workers                                  | 1,090                             | \$18.70                  | \$38,883      | Work Exp.                     | x                                |
| 434051                                      | Customer Service Representatives  | 1,050                             | \$17.59                  | \$36,584      | OJT                           |                                  |
| 352021                                      | Food Preparation Workers  | 990                               | \$10.29                  | \$21,392      | OJT                           | x                                |
| 431011                                      | First-Line Supervisors of Office and Administrative Support Workers             | 990                               | \$24.55                  | \$51,084      | Work Exp.                     |                                  |
| 537064                                      | Packers and Packagers, Hand   | 990                               | \$9.50                   | \$19,766      | OJT                           |                                  |
| 311014                                      | Nursing Assistants  | 970                               | \$12.34                  | \$25,675      | Non-Degree Award              |                                  |
| 252021                                      | Elementary School Teachers, Except Special Education                            | 950                               | N/A                      | \$66,723      | BA/BS                         |                                  |
| 472061                                      | Construction Laborers   | 940                               | \$19.17                  | \$39,860      | OJT                           |                                  |
| 436014                                      | Secretaries and Administrative Assistants, Except Legal, Medical, and Executive | 900                               | \$16.82                  | \$34,984      | OJT                           | x                                |
| 399011                                      | Childcare Workers   | 890                               | \$9.73                   | \$20,254      | OJT                           | x                                |
| 537051                                      | Industrial Truck and Tractor Operators  | 880                               | \$16.69                  | \$34,694      | OJT                           | x                                |
| 119013                                      | Farmers, Ranchers, and Other Agricultural Managers                              | 860                               | \$38.43                  | \$79,928      | HS Dip. or equiv.             |                                  |

| SOC CODE* | OCCUPATIONAL TITLE   | TOTAL JOB OPENINGS 2012-2022 | 2014 FIRST QUARTER WAGES |               | EDUCATION AND TRAINING LEVELS | COLLEGE HAS EDUCATIONAL PROGRAMS |
|-----------|--|------------------------------|--------------------------|---------------|-------------------------------|----------------------------------|
|           |  |                              | MEDIAN HOURLY            | MEDIAN ANNUAL |                               |                                  |
| 259041    | Teacher Assistants   | 850                          | N/A                      | \$27,549      | OJT                           | x                                |
| 311011    | Home Health Aides  | 810                          | \$10.53                  | \$21,916      | OJT                           | x                                |
| 433011    | Bill and Account Collectors  | 800                          | \$14.34                  | \$29,820      | OJT                           |                                  |
| 414012    | Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | 770                          | \$27.60                  | \$57,387      | OJT                           | x                                |
| 433031    | Bookkeeping, Accounting, and Auditing Clerks   | 770                          | \$17.33                  | \$36,037      | OJT                           | x                                |
| 519111    | Packaging and Filling Machine Operators and Tenders  | 760                          | \$15.42                  | \$32,079      | OJT                           |                                  |
| 499071    | Maintenance and Repair Workers, General  | 750                          | \$19.01                  | \$39,541      | OJT                           |                                  |
| 435071    | Shipping, Receiving, and Traffic Clerks  | 740                          | \$16.67                  | \$34,671      | OJT                           |                                  |
| 352014    | Cooks, Restaurant  | 720                          | \$9.77                   | \$20,334      | OJT                           | x                                |
| 351012    | First-Line Supervisors of Food Preparation and Serving Workers                               | 680                          | \$14.50                  | \$30,159      | Work Exp.                     | x                                |
| 292061    | Licensed Practical and Licensed Vocational Nurses  | 660                          | \$25.10                  | \$52,215      | Non-Degree Award              | x                                |
| 132011    | Accountants and Auditors   | 640                          | \$31.24                  | \$64,987      | BA/BS                         | x                                |
| 252031    | Secondary School Teachers, Except Special and Career/Technical Education                     | 620                          | N/A                      | \$61,087      | BA/BS                         |                                  |
| 352011    | Cooks, Fast Food   | 610                          | \$9.00                   | \$18,722      | OJT                           |                                  |
| 433071    | Tellers  | 610                          | \$12.69                  | \$26,388      | OJT                           | x                                |
| 373011    | Landscaping and Groundskeeping Workers   | 600                          | \$11.53                  | \$23,972      | OJT                           | x                                |
| 252022    | Middle School Teachers, Except Special and Career/Technical Education                        | 580                          | N/A                      | \$62,312      | BA/BS                         |                                  |
| 412021    | Counter and Rental Clerks  | 580                          | \$10.71                  | \$22,274      | OJT                           |                                  |
| 472111    | Electricians   | 550                          | \$29.31                  | \$60,959      | APP                           | x                                |
| 493023    | Automotive Service Technicians and Mechanics   | 550                          | \$17.88                  | \$37,190      | OJT                           | x                                |
| 533033    | Light Truck or Delivery Services Drivers   | 530                          | \$15.07                  | \$31,351      | OJT                           |                                  |
| 537061    | Cleaners of Vehicles and Equipment   | 530                          | \$10.00                  | \$20,802      | OJT                           |                                  |
| 353022    | Counter Attendants, Cafeteria, Food Concession, and Coffee Shop                              | 500                          | \$9.13                   | \$18,994      | OJT                           | x                                |
| 434171    | Receptionists and Information Clerks   | 470                          | \$12.20                  | \$25,385      | OJT                           |                                  |
| 372012    | Maids and Housekeeping Cleaners  | 460                          | \$10.40                  | \$21,634      | OJT                           |                                  |

## PROJECTED PROGRAM GROWTH

Two major factors contribute to the growth of academic programs: 1) demand for employees in particular vocations, and 2) the demand for transfer and basic skills courses to serve students in the community. The PRIE analyst first examined anticipated regional population growth to establish baseline of growth. For CTE programs, PRIE utilized the projected local and statewide demand for employees, as projected by the California Employment Development Department (EDD).<sup>1</sup> For programs that typically call for a four-year degree to obtain an entry-level position (e.g. accounting), the statewide figures were augmented with local data.

Figure 15 identifies key sectors of the labor market that are anticipated to see major job growth over the next decade. High-growth jobs in the region include health care, business, and food services. The aging of the region's elderly population and the establishment of a major

health care facility for the State of California in the region will fuel job growth for nurses and associated health care positions (such as home health aides, psychiatric technicians, speech-language pathologists, respiratory therapists, and physical therapists). Delta will continue to prepare students for entrepreneurship and management with expanded course offerings in business and accounting, including certificates in small business development and entrepreneurship. Agriculture remains a prominent employment sector, even though job growth will plateau with increased mechanization. Because of its prominence in the region, agri-business classes will be important to the regional employers. Because of the region's significance as a producer and distributor of finished goods and food products, training will be needed in robotics, mechatronics, and the maintenance and set-up of programmable logic controllers. In light of these regional labor market needs, Figure 16 identifies a number of

targeted programs at each of the campuses operated by the District. Other high growth areas include education and advanced manufacturing. Delta is well-positioned to produce graduates for the teacher training pipeline, education paraprofessionals, and early childhood educators, as well as welders and maintenance technicians.

Also identified in Figure 16 are programs that should be launched in the near future to meet Delta's strategic goals. These new programs require grants or new funding allocations. Business, logistics, and agriculture/agriculture-business programs are planned for a future center in North County. Some of these programs are integral to Delta's efforts to pursue a greener footprint that reduces carbon emissions, and the desire to train a new body of "green collar" workers for the region. Other planned programs respond to increasing demands for health services as the County's population ages.

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<sup>1</sup> EDD projections of labor market demand are based on surveys of employers conducted through the Occupational Employment Statistics (OES) program over a three year period. Employers report on the survey how many individuals they employ in each occupation. Though limited to employer response data, EDD data provide a useful set of figures from which to forecast future labor market needs in the region.



**NEW AND/OR EXPANDING PROGRAMS  
ANTICIPATED AS STRATEGIC GROWTH AREAS  
FOR THE DISTRICT AT REGIONAL CENTERS**

| <b>NORTH COUNTY</b>  |
|--|
| Agriculture  |
| Agribusiness   |
| Business and Logistics   |
| Health Sciences (e.g., Physical Therapy, Respiratory Therapy, Nursing, Psych Tech) |
| <b>SOUTH CAMPUS AT MOUNTAIN HOUSE</b>  |
| Computer Science/CIS   |
| New Energy Technician  |
| <b>STOCKTON</b>  |
| Digital Media Technologies   |
| Foreign Language Interpreter   |
| Health Sciences (e.g., Physical Therapy, Respiratory Therapy, Nursing, Psych Tech) |
| New Energy Technician  |
| Transportation Logistics   |
| Welding  |
| Robotics   |
| Mechatronics   |
| Public Safety  |
| Information Technology   |
| Network Security   |
| Small Business/Entrepreneurship  |
| Education Paraprofessionals  |
| Early Childhood Education  |

**FIGURE 16. PROGRAM GROWTH PROJECTIONS**

## MARQUEE PROGRAMS AT REGIONAL CENTERS

*The development of new marquee educational programs at regional centers is a central recommendation of the EP. New centers should first focus on transfer and general education course offerings, coupled with some basic skills and a limited range of vocational offerings. However, the Education Plan calls for the development of marquee career and technical education programs after the District has established a solid base of transfer-directed enrollments. Some potential programs are sketched out below for each of the main regional centers envisioned by the District over the next decade.*

### **SOUTH CAMPUS AT MOUNTAIN HOUSE (SCMH)**

#### **Renewable Energy Technologies (wind/solar)**

Capitalizing on the SCMH's proximity to the Altamont wind energy farms, Delta developed a career technical emphasis on wind and solar energy installers and technicians. Open space at the SCMH has served as a prime location for wind or solar arrays that reduce the District's reliance on the existing electrical grid. The projected FTEF needed for this program is 1.0, and grant funding helped the College obtain initial start-up money. The program was expected to serve roughly 25 FTES per year upon its establishment, but enrollments have been lower than anticipated.

#### **Engineering and Computer Science**

SCMH's focus on energy technology and science careers dovetails with engineering and computer science. The introduction of engineering into the SCMH curriculum along with computer science courses fit future labor market needs for the County (computer software specialists and computer engineers: Projected FTEF needed = 1.5, with the number of FTES served reaching 60 per year).

### **NORTH COUNTY CENTER**

#### **Agribusiness/Business/Logistics**

With the natural correlation between the production of agriculture and the business, marketing, and distribution of agricultural products, a center in North County might offer programs that address the transfer of goods and services from manufacturers to consumers. Such programs might also include course offerings that support the local wine and grape industry, providing instruction in global trade, business, transportation, winery management, and customer service. Specific degrees and certificates might include accounting, marketing, business, and logistics (Projected FTEF needed = 1.5, serving about 40 FTES per year).



**Health Sciences Certificates**

A North County Center might be relied upon for new specialized offerings in health careers, such as physical therapy and respiratory therapy assistants. These entry-level career offerings address labor market demands and the allergy and air quality issues found in the region. They also might serve as alternatives to the competitive nursing program (Projected FTEF needed = 1.5, serving about 30 FTES per year).

**Nursing**

The growth of the nursing program is limited by space constraints on the Stockton campus. Any major expansion in nursing course offerings would most likely have to be done through re-allocation of space at the Stockton campus, or by opening new learning spaces elsewhere. A long-term vision for new nursing space might include a nursing class at a center in North County if established hospital links and support could sustain clinical learning experiences for such a group. The installation of the State of California's prison health care facilities (CHCF) in the County may justify new nursing and health science admissions programs before 2020 (Projected FTEF needed = 3.0, serving roughly 25 FTES per year at a center in North County).

**MANTECA**

The Manteca Center property is bordered by Highway 99 on the east and Lathrop Road on the south. The State recently completed an interchange project at the site that resulted in a small loss of property that is dedicated to orchard plantings. The Manteca Center features two portable classrooms, a barn, and crop land that provide training to students in agriculture, agribusiness, and animal husbandry. With agriculture remaining one of the major economic industries of the region, the Center's importance for local training cannot be overstated. While there has been interest in the Manteca property from regional housing developers, Board members have expressed no interest in selling the Manteca Center. Plans are underway to build a new barn, refurbish the classroom building, and improve the security of the campus with new fencing.

## CALAVERAS

The development of educational offerings in the Foothills region has always been hindered by low enrollments, due to the region's small population levels. The Yosemite Community College District has established a facility in Angels Camp, offering distance education classes affiliated with Columbia College. Also limiting the development of a site in Calaveras County is its relatively low rural population density. Current estimates of population decline within the region do not support the development of a brick-and-mortar presence in the near future.<sup>1</sup> However, when the expansion is feasible, some of the educational offerings that address regional occupational needs include the following:

**Environmental Studies (phase 3, 2025)** Community groups, educators, and business leaders have suggested that a focus on the environment and resource management are ideal programs for the Foothills region. Courses in science and environmental studies can help prepare students for jobs related to watershed or parklands management, and as transfer preparation for careers as park scientists and naturalists (Projected FTEF needed = 0.5, serving 20 FTES per year).

**Sustainable Forestry (phase 3, 2025)** In line with the approach described above, a small program that focuses on sustainable timber harvesting techniques would be useful for jobs in the timber sector (Projected FTEF needed = 0.5, serving 10 FTES per year).

**Native American Studies (phase 3, 2025)** Community representatives voiced an interest in bringing a Native American Studies emphasis to the Foothills region in order to capitalize on its distinctive history and cultural legacy. Such an approach might justify an early full-time

hire in the general education sector with a background in Native American studies. An ideal instructor would be able to offer introductory courses in anthropology and/or sociology, in tandem with the regular offering of a course that might be titled introduction to Native American Studies (Projected FTEF needed = 1.0, serving roughly 30 FTES per year).

**Health Sciences (phase 3, 2025)** Community representatives have voiced a need for more extensive health services for the Foothills population, including mental health services. This suggests the need for future psychiatric technicians and human services counselors (Projected FTEF needed = 1.0, serving roughly 30 FTES per year).

**Public Safety & Fire (phase 3, 2025)** The District might expand its existing programs in fire science and POST Academy training at this Center because of the regional need for firefighter training (Projected FTEF needed = 0.5, serving 30 FTES per year).

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<sup>1</sup> Estimates of population growth suggest that Fall Semester FTES may reach a level of just 14 by 2020.

## STOCKTON

The Stockton campus offers a variety of CTE programs that will continue to thrive because of exceptional faculty and local labor market demands. These programs include, but are not limited to, the Caterpillar dealer service technician program, automotive repair, electron microscopy, engineering & industrial technology, nursing, welding technology, HVAC, the POST Academy, culinary arts, early childhood education, and speech-language pathology assistant. Delta also has a strong presence in the arts, ranging from music, art, drama, and dance.

Continuing space demands with the current facilities make it difficult to offer new programs on a larger scale in Stockton, but focus group discussions and recent decisions by District leadership point to several promising fields for educational expansion at the Stockton campus.

**Transportation Logistics (phase 1, 2015)** San Joaquin County is a hub of several large transportation distribution centers, and the County has a growing need for workers trained in transportation management, logistics, and warehousing. A small number of courses geared toward such a certificate can be planned for the Stockton campus. One full-time professor was hired to launch this program for the 2015-16 year (Projected FTEF needed = 1.0, serving FTES = 15 per year).



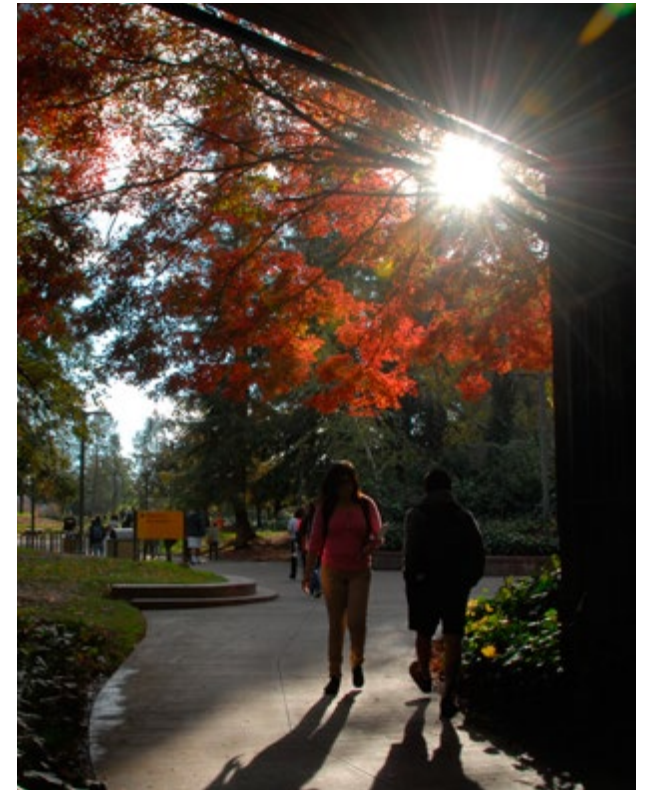
Construction of Delta's New Science and Mathematics Building

**Digital Media Technologies (phase 2, 2017)** Faculty across several disciplines have voiced a need for educational offerings in digital media and platforms with an emphasis on creating, capturing, and disseminating information in the new digital era. Mass communications and radio and television instruction would benefit from greater training in web-based platforms for publishing and information dissemination. Music department faculty expressed an interest in a properly-equipped recording space. These changes will require significant investment in technology, software, faculty, and instructional support staff (Projected FTEF needed = 0, Projected Classified Staff needed = 1.5, with an anticipated enrollment of 35 FTES).

Faculty across different disciplines advocated for a shared multimedia lab space similar to that at Diablo Valley College. Faculty or task force representatives may want to explore the feasibility of such a change by visiting model programs and talking to staff at those facilities about their experiences.

**Health Sciences (phase 2, 2018)**

Aging population drives the continued need for health care professionals (home health aides to CNAs). In addition, the State's prison health facility (CHCF) located in South Stockton has increased local demand for nurses, psychiatric technicians, physical therapists, and medical office administrators. Labor market information also reveals the potential need to bolster the speech-language pathology and audiology programs (Projected FTEF needed = 2.0, serving approximately 65 FTES per year).



EDUCATIONAL PROGRAMS +  
STAFFING

EDUCATIONAL PROGRAMS  
+ STAFFING

## STAFFING ANALYSIS

Staffing is an important link to the Educational Plan that enables the District to realize its plans for new program development and to maintain existing operations. The following section provides historical patterns of staffing, along with an analysis of factors that influence staffing ratios and projections based on program needs and the future budgets.



### EXTERNAL AND INTERNAL IMPACTS ON STAFFING

Staffing levels at the District since the last update to the Educational Master Plan in 2009 follow the cyclical nature of the U.S. economy. During the 2009 global economic downturn, Stockton led the nation in home foreclosures<sup>1</sup>; the College was not insulated from the impacts of The Great Recession.<sup>2</sup>

In response to the economic downturn, the District implemented two early retirement incentives: Supplemental Employee Retirement Program (SERP I) in 2009-10, and SERP II in 2010-11. With the need for further reductions, a Voluntary Separation Incentive (VSI) plan was implemented in 2012. All of these incentives were designed to accelerate attrition and reduce staffing costs. A total of 104 employees participated in the three programs, with the SERP netting the highest number (80 participants). The breakdown of participants by employee group is as follows:

| EMPLOYEE GROUP | NO. OF PARTICIPANTS |
|----------------|---------------------|
| Classified     | 50                  |
| Faculty        | 35                  |
| Management     | 19                  |

<sup>1</sup> *Forbes*, February 6, 2009.

<sup>2</sup> Ben Bernanke, former Head of the Federal Reserve; *CNN Money* August 27, 2014.

With the continued downturn of the economy in 2012 and the uncertainty of State funding, the District continued its hiring freeze and prepared for potential mid-year reductions. Fortunately, Proposition 30 passed in November 2012 and the State's economy rebounded more quickly and robustly than anticipated. Less than a year later, at the August 2013 Board of Trustees meeting, the Strategic Operational and Staffing Plan was presented to the Board for adoption for Fiscal Year 2013-14. Departments conducted a "core services review" to identify funding priorities and strategically identify positions to add to the budget and backfill positions lost to the SERP and VSI.

The core services and program review required managers to assess the operation of their respective departments, focusing on delivering core services that further the District's Strategic Goals. The core services and program review resulted in the 2013-14 District Staffing Plan, which increased the District's FTE by 16.625 positions

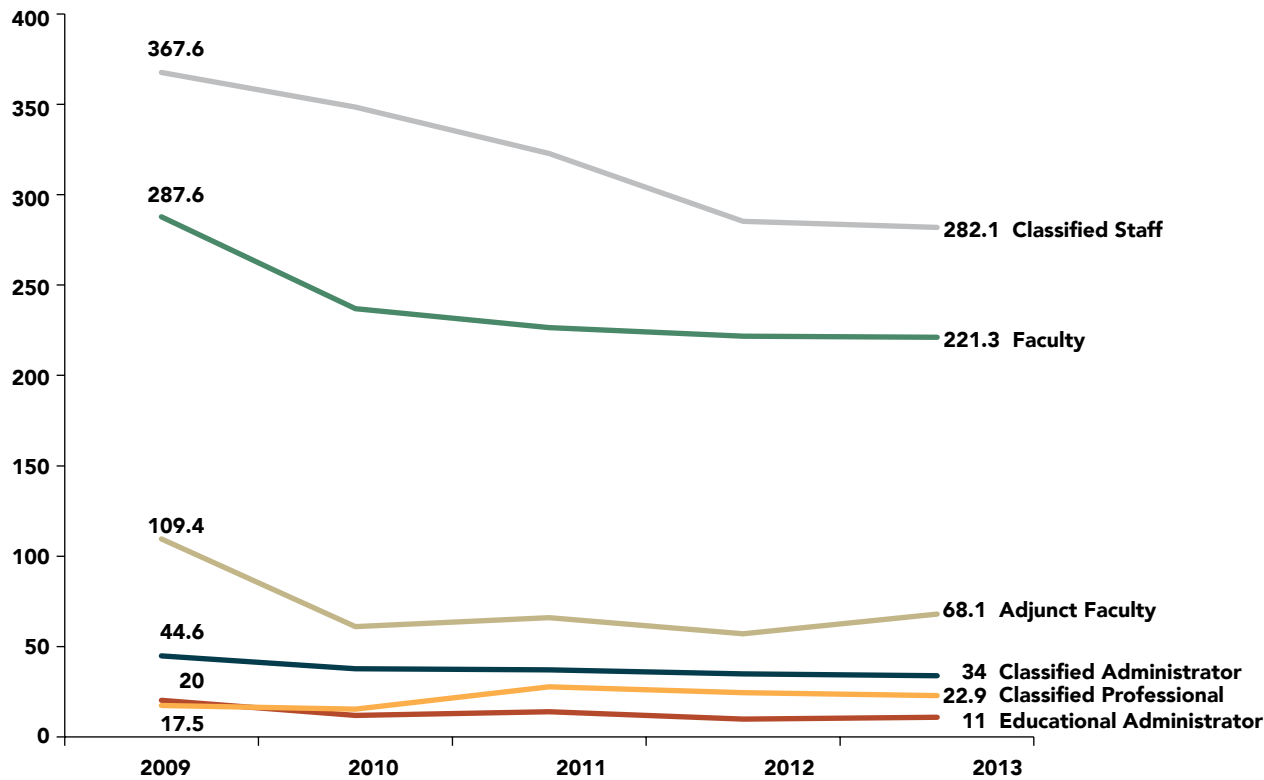
(14.625 FTE classified and 2.0 FTE management). Faculty positions were also increased due to funding from the state for workload restoration. For 2013-14 and 2014-15, spending for faculty positions increased by \$1.8M from the General Fund, the majority for full-time tenured positions (\$1.56M).

Delta also received significant increases from the State to fund specific initiatives such as the Student Success and Support Program (SSSP) and Student Equity Plan (SEP). Each of these programs also contains staffing plans that conform to the program's spending guidelines that will enhance the District's ability to meet goals established for SSSP and SEP. Positions funded from these sources include faculty (classroom and counseling), classified, and management positions.

While the District takes advantage of increased state funding for growth, departments continue to engage in core services and program reviews to identify staffing priorities.







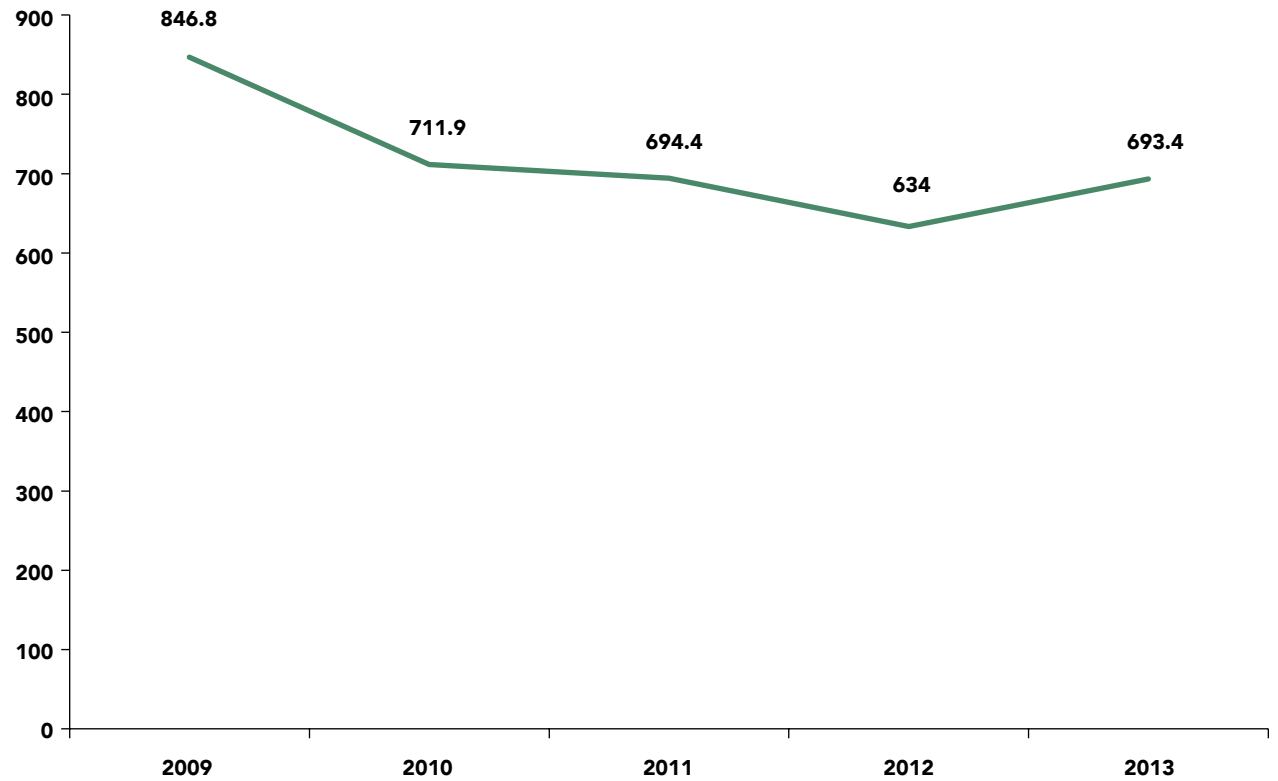
## HISTORICAL TRENDS IN STAFFING

Delta has decreased its staffing levels in recent years in tandem with the general reduction in State budget allocations. The 2008 economic recession significantly impacted the State and the District. In 2008 and 2009, the District was forced to reduce course sections, which profoundly affected members of the adjunct faculty and caused the elimination of 70 permanent positions in the summer of 2009. These cuts had the largest impact on classified staff, with a 23 percent reduction in staffing, see Figure 17.

**FIGURE 17. FULL-TIME EQUIVALENT STAFFING TRENDS AT SAN JOAQUIN DELTA COLLEGE: 2009-2013**

Source: California Community Colleges Chancellor's Office – Data Mart

However, with the passage of Prop 30 in November 2012, the District increased its staffing levels in 2013. As a result, the projected FTE count is currently near the level of 700, and this figure is expected to increase, Figure 18.



**FIGURE 18. TOTAL FULL-TIME EQUIVALENT STAFF: 2009-2013**  
Source: California Community Colleges Chancellor's Office – Data Mart

## ANALYSIS OF STAFFING RATIOS FOR DEPARTMENTS AND UNITS

The Chancellor's Office staffing reports provide an extensive data source for comparisons to statewide and regional averages. Each California Community College (CCC) District is required to assign employees to particular instructional units (if their work is directly tied to classroom or lab-based learning environments) or to Administrative Support Areas (ASAs). The instructional assignment of staff is organized by the Chancellor's Office Taxonomy of Program Codes (TOP Codes), see Figure 19.

When Delta's data is compared to staffing percentages found in the entire system, it can help identify areas

where the College is heavily staffed or under-staffed, in comparison to the average college in the system. There are some limitations to such comparisons. For example, if a college like Delta offers a unique or exceptional program by choice (e.g. agriculture or electron microscopy), the college will necessarily appear to be over-staffed relative to the state average because such programs are rare across the community college system. In such cases, apparent over-staffing reflects the distinctiveness and quality of programs. On the other hand, under-staffed programs (e.g. fashion/interior design and political science) may mask the high quality of instructional services

delivered by a small staff. The staffing analysis may be most useful in the larger ASA units typically found across all CCC Districts. In those areas, head-to-head comparisons may help identify areas of the college where staffing reallocations are prudent.

The Fall 2013 data on programs at the instructional and ASA level require a great deal of contextual analysis before implementing staffing plan changes. For example, while the ASA data suggest that the District exceeds state averages in the support areas of child development, financial aid, and community use of facilities, there are good reasons for these staffing disparities, such as the nature of Delta's Child Development Center (CDC), the size of Delta's theaters and athletic facilities, and the volume of financial aid disbursements. Other areas of the District that tend to exceed statewide averages for staffing fall in the categories of logistical services (public safety, duplicating, warehousing, and purchasing), counseling and guidance, bookstore operations, food services, and student personnel administration.



The data for the instructional units point to a similar picture, in which some departments exceed statewide averages while others are much lower than average. Humanities staffing is higher than average, in large part because of the inclusion of the English department. Other departments that have higher instructional ratios than the state average include Engineering and Industrial Technologies, Education, Health, Agriculture and Natural Resources, and Biological Sciences. Once again, these ratios are probably high because Delta has made a commitment to specialized high-quality programs (in fields like animal husbandry, nursing, and electron microscopy). The understaffed departments relative to state averages include interdisciplinary studies, mathematics, computer sciences, social sciences, business and management, and media and communications. It should be kept in mind that some departments may be over-staffed because of distinctive program offerings that are less likely to be found in the statewide system. Even so, the TOP Code comparisons hint at areas that might be considered for programmatic funding improvements and reallocations in periods of difficult budgets. These data, combined with labor market projections and population growth factors, helped shape the enrollment and staffing projections found in other sections of the EP.

| TOP CODE | DESCRIPTION                            | HEAD COUNT FALL 2013 | COLLEGE FTE TOTAL FALL 2013 | STATEWIDE FTE TOTAL FALL 2013 | % OF FTE FOR COLLEGE FALL 2013 | % OF FTE FOR STATE FALL 2013 | COLLEGE FTE DIFFERENCE FROM STATE |
|----------|--|----------------------|-----------------------------|-------------------------------|--------------------------------|------------------------------|-----------------------------------|
| 6830     | Community Use of Facilities            | 54                   | 15.1                        | 92.2                          | 4.31%                          | 0.33%                        | 3.99%                             |
| 6770     | Logistical Services                    | 35                   | 32.8                        | 1,568.8                       | 9.37%                          | 5.57%                        | 3.80%                             |
| 6920     | Child Development Centers              | 28                   | 19.0                        | 707.1                         | 5.43%                          | 2.51%                        | 2.92%                             |
| 6910     | Bookstores                             | 21                   | 14.3                        | 384.2                         | 4.09%                          | 1.36%                        | 2.73%                             |
| 6450     | Student Personnel Administration       | 12                   | 13.4                        | 331.3                         | 3.81%                          | 1.18%                        | 2.64%                             |
| 6460     | Financial Aid Administration           | 22                   | 21.5                        | 1,000.4                       | 6.14%                          | 3.55%                        | 2.59%                             |
| 6030     | Academic/Faculty Senate                | 8                    | 8.0                         | 136.3                         | 2.29%                          | 0.48%                        | 1.81%                             |
| 6940     | Food Services                          | 8                    | 6.5                         | 258.4                         | 1.85%                          | 0.92%                        | 0.93%                             |
| 6510     | Building Maintenance and Repairs       | 21                   | 18.7                        | 1,269.4                       | 5.33%                          | 4.51%                        | 0.82%                             |
| 6120     | Library                                | 17                   | 14.0                        | 956.1                         | 4.00%                          | 3.39%                        | 0.61%                             |
| 6750     | Staff Development                      | 2                    | 2.0                         | 43.6                          | 0.57%                          | 0.15%                        | 0.42%                             |
| 6730     | Human Resources Management             | 9                    | 9.0                         | 623.0                         | 2.57%                          | 2.21%                        | 0.36%                             |
| 6330     | Transfer Programs                      | 4                    | 3.5                         | 185.3                         | 1.00%                          | 0.66%                        | 0.34%                             |
| 6490     | Miscellaneous Student Services         | 9                    | 7.4                         | 524.0                         | 2.12%                          | 1.86%                        | 0.26%                             |
| 6140     | Museums and Gallery                    | 1                    | 1.0                         | 15.3                          | 0.29%                          | 0.05%                        | 0.23%                             |
| 6930     | Farm Operations                        | 1                    | 1.0                         | 16.8                          | 0.29%                          | 0.06%                        | 0.23%                             |
| 6780     | Management Information Systems         | 20                   | 20.0                        | 1,564.3                       | 5.71%                          | 5.55%                        | 0.16%                             |
| 6720     | Fiscal Operations                      | 20                   | 17.3                        | 1,346.5                       | 4.94%                          | 4.78%                        | 0.16%                             |
| 6890     | Other Community Services and Economics | 1                    | 1.0                         | 57.2                          | 0.29%                          | 0.20%                        | 0.08%                             |

| TOP CODE | DESCRIPTION                              | HEAD COUNT FALL 2013 | COLLEGE FTE TOTAL FALL 2013 | STATEWIDE FTE TOTAL FALL 2013 | % OF FTE FOR COLLEGE FALL 2013 | % OF FTE FOR STATE FALL 2013 | COLLEGE FTE DIFFERENCE FROM STATE |
|----------|--|----------------------|-----------------------------|-------------------------------|--------------------------------|------------------------------|-----------------------------------|
| 6470     | Job Placement Services                   | 3                    | 1.8                         | 140.7                         | 0.50%                          | 0.50%                        | 0.00%                             |
| 6430     | Extended Opportunities Programs/Services | 6                    | 5.3                         | 462.6                         | 1.52%                          | 1.64%                        | -0.13%                            |
| 6190     | Other Instructional Support Services     | 4                    | 4.0                         | 360.6                         | 1.14%                          | 1.28%                        | -0.14%                            |
| 6820     | Community Services Classes               | 1                    | 1.0                         | 121.8                         | 0.29%                          | 0.43%                        | -0.15%                            |
| 6550     | Grounds Maintenance and Repairs          | 8                    | 6.3                         | 571.4                         | 1.80%                          | 2.03%                        | -0.23%                            |
| 6310     | Counseling and Guidance                  | 18                   | 17.6                        | 1,150.8                       | 5.04%                          | 5.36%                        | -0.33%                            |
| 6010     | Academic Administration                  | 33                   | 33.6                        | 2,798.8                       | 9.61%                          | 9.94%                        | -0.33%                            |
| 6590     | Other Operation and Maintenance of Plant | 1                    | 0.7                         | 171.4                         | 0.20%                          | 0.61%                        | -0.41%                            |
| 6130     | Media                                    | 3                    | 3.0                         | 372.5                         | 0.86%                          | 1.32%                        | -0.47%                            |
| 6320     | Matriculation and Student Assessment     | 2                    | 1.9                         | 290.7                         | 0.54%                          | 1.03%                        | -0.49%                            |
| 6960     | Student and Co-Curricular Activities     | 4                    | 2.1                         | 337.3                         | 0.59%                          | 1.20%                        | -0.60%                            |
| 6440     | Health Services                          | 1                    | 1.0                         | 285.0                         | 0.29%                          | 1.01%                        | -0.73%                            |
| 6530     | Custodial Services                       | 24                   | 21.0                        | 1,911.4                       | 6.00%                          | 6.79%                        | -0.79%                            |
| 6420     | Disabled Students Programs and Services  | 7                    | 6.5                         | 747.4                         | 1.86%                          | 2.65%                        | -0.80%                            |
| 6710     | Community Relations                      | 1                    | 0.6                         | 314.9                         | 0.17%                          | 1.12%                        | -0.95%                            |
| 6600     | Planning, Policymaking and Coordination  | 7                    | 7.0                         | 902.5                         | 2.00%                          | 3.20%                        | -1.20%                            |
| 6200     | Admissions and Records                   | 14                   | 11.3                        | 1,310.9                       | 3.21%                          | 4.65%                        | -1.44%                            |
| 6020     | Course and Curriculum Development        | -                    | -                           | 191.0                         | 0.00%                          | 0.68%                        | -                                 |
| 6390     | Other Student Counseling and Guidance    | -                    | -                           | 93.0                          | -                              | 0.33%                        | -                                 |

**FIGURE 19. INSTRUCTIONAL HEAD COUNT AND FTE COMPARISONS BY TOP CODE TO THE STATEWIDE AVERAGE, FALL 2013**

Source: California Community Colleges Chancellor's Office – Data Mart

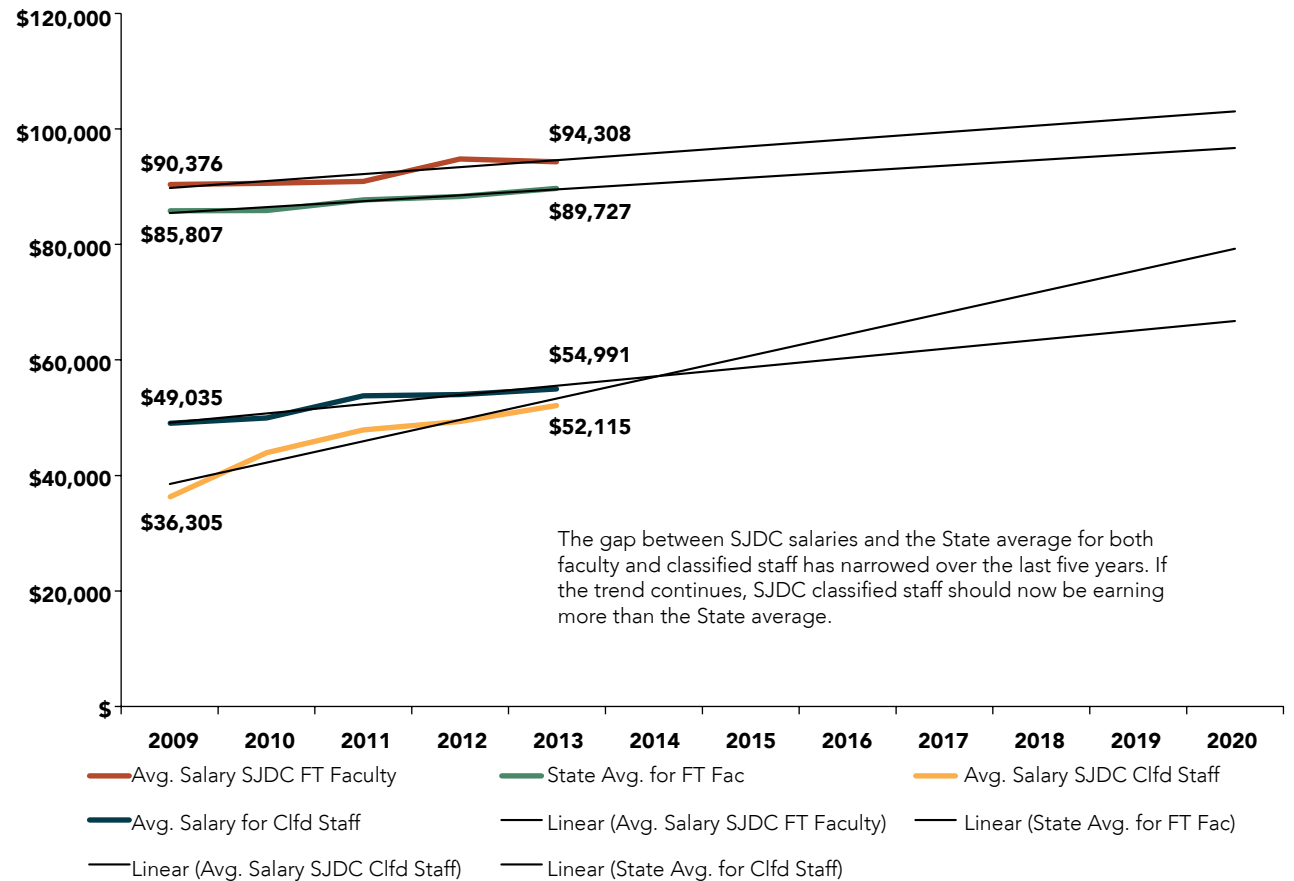
| 2-DIGIT TOP CODE | PROGRAM                                 | COLLEGE HEADCOUNT | COLLEGE FTE   | COLLEGE FTE% | STATE FTE% | FTE% DIFFERENCE |
|------------------|---|-------------------|---------------|--------------|------------|-----------------|
| 15               | Humanities                              | 116               | 54.22         | 18.9%        | 15.2%      | 3.7%            |
| 09               | Engineering and Industrial Technologies | 21                | 19.03         | 6.6%         | 4.4%       | 2.2%            |
| 08               | Education                               | 45                | 23.50         | 8.2%         | 6.1%       | 2.1%            |
| 12               | Health                                  | 34                | 22.71         | 7.9%         | 6.8%       | 1.1%            |
| 01               | Agriculture and Natural Resources       | 8                 | 5.38          | 1.9%         | 0.8%       | 1.1%            |
| 04               | Biological Sciences                     | 20                | 16.82         | 5.9%         | 4.8%       | 1.1%            |
| 13               | Family and Consumer Sciences            | 30                | 12.87         | 4.5%         | 3.8%       | 0.7%            |
| 10               | Fine and Applied Arts                   | 47                | 26.81         | 9.4%         | 8.7%       | 0.7%            |
| 11               | Foreign Languages                       | 14                | 9.10          | 3.2%         | 3.0%       | 0.2%            |
| 16               | Library Science                         | 0                 | 0.15          | 0.1%         | 0.2%       | -0.1%           |
| 02               | Architecture and Related Technologies   | 3                 | 0.40          | 0.1%         | 0.3%       | -0.2%           |
| 06               | Media and Communications                | 6                 | 2.72          | 0.9%         | 1.7%       | -0.8%           |
| 22               | Social Sciences                         | 38                | 20.19         | 7.0%         | 7.8%       | -0.8%           |
| 07               | Computer Sciences                       | 8                 | 6.00          | 2.1%         | 2.9%       | -0.8%           |
| 20               | Psychology                              | 10                | 4.25          | 1.5%         | 2.3%       | -0.8%           |
| 21               | Public and Protective Services          | 10                | 3.88          | 1.4%         | 2.2%       | -0.8%           |
| 19               | Physical Sciences                       | 17                | 12.03         | 4.2%         | 5.2%       | -1.0%           |
| 05               | Business and Management                 | 18                | 8.76          | 3.1%         | 4.8%       | -1.7%           |
| 17               | Mathematics                             | 35                | 23.46         | 8.2%         | 10.0%      | -1.8%           |
| 49               | Interdisciplinary Studies               | 15                | 14.37         | 5.0%         | 8.1%       | -3.1%           |
|                  | <b>TOTAL</b>                            | <b>495</b>        | <b>286.64</b> |              |            |                 |

**FIGURE 20. INSTRUCTIONAL HEAD COUNT AND FTE COMPARISONS BY TOP CODE TO THE STATEWIDE AVERAGE, FALL 2013**  
 Source: California Community Colleges Chancellor's Office – Data Mart

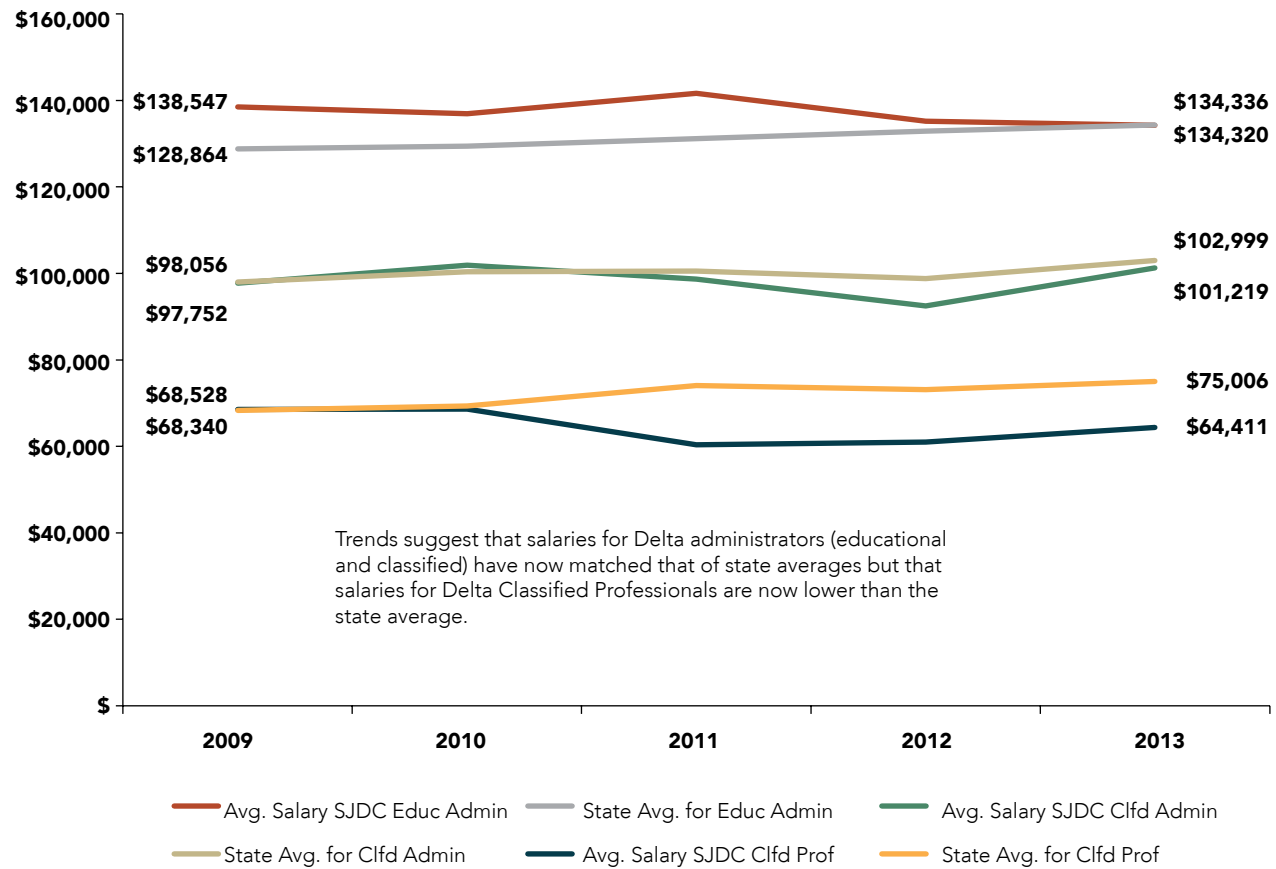
## HISTORICAL TRENDS IN SALARIES

In past decades, salaries for District faculty and administrators often ranked among the top five in the California Community College system. The same cannot be said for classified staff. In 2009, average classified salaries at Delta trailed the statewide system average by roughly \$12,730 (\$36,305 versus \$49,035 for the State average). By 2013, the District still trailed the statewide system average by \$2,876. This salary gap has served to undermine the economic purchasing power of the lowest paid workers at the College. The faculty salary has remained slightly above the State average over the last five years, and administrative salaries have generally kept pace with increases throughout the state system.

In response to these salary gaps, the District’s Human Resources department initiated compensation studies in 2014 and 2015 to recalibrate job classifications and salaries for classified, police, and administrative employees. To ensure that Delta maintains a competitive compensation system, it will be necessary to track salaries after the completion of these compensation studies, see Figures 21 and 22.



**FIGURE 21. AVERAGE SALARIES FOR SAN JOAQUIN DELTA COLLEGE FULL-TIME FACULTY AND CLASSIFIED STAFF COMPARED TO STATE CCC AVERAGES: 2009-2013**



**FIGURE 22. AVERAGE SALARIES FOR SAN JOAQUIN DELTA COLLEGE ADMINISTRATORS AND CLASSIFIED PROFESSIONALS COMPARED TO STATE CCC AVERAGES: 2009-2013**





## DIVISIONS AND ACADEMIC PROGRAMS

### AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION

**Division Dean:** Laura Ochoa-Sanchez, M.S.W., SCMA 338, (209) 954-5354

*Farm Lab Manager:* James Burkhard, (209) 239-5814

*MESA Director:* Cassandra Hernandez-Vives, SCMA 163, (209) 954-5318

*Acting STEM Grants Project Coordinator:* Rosalva Ibarra, M.A., SCMA 233, (209) 954-5473

Math Science Learning Center, SCMA 162, (209) 954-5546

**Faculty:** Thomas Adamson, Ph.D.; Amir Assadi-Rad, Ph.D.; Christopher Barker, M.A.; Kindra Beale, M.A.; Scott Bender, M.A.; Savita Bhagi, M.A.; Daniel Birmingham, Ph.D.; Darin Brown, Ph.D.; Jason Broyles, M.A.; Todd C. Burnett, M.S.; Nick Bykov, Ph.D.; Elizabeth Day, Ph.D.; Barbara Demmons, M.S.; David L. Dodson, M.S.; Patricia Donovan, M.A.; Gina Frost, Ph.D.; Alla Gamarnick, Ph.D.; Patricia Hammer, M.A.; Nena Hewette, M.S.; Helene Humphrey, M.S.Ed.; Stephen Itaya, Ph.D.; Rajanpreet Kaur, M.S.; Christopher Kim, Ph.D.; Christopher Kirschenman, M.S.; Robert Knudsen, Ph.D.; Jacek Kostyrko, M.S.; Khanh-Tuoc Le, Ph.D.; Lincoln Lee, Ph.D.; Suzanne Lindborg, Ph.D.; Robin Lyons, Ph.D.; Van Ma, M.S.; Master Anthony Maumalanga, M.S.; Theresa McRae, Ph.D.; Kevin Olwell, Ph.D.; Lisa B. Perez, B.S.; Philip Reedy, Ph.D.; Alicia Ricardez, Ph.D.; Jacquelyn Schwegel, M.S.; Gurmukh Singh, M.S.; Steven Telleen, Ph.D.; Jennifer Terpstra, M.S.; Margaret Thomas, M.A.; Michael A. Toscano, M.S.; Rebecca Tripp, M.A.; Paul Ustach, Ph.D.; Christopher Williams, M.A.; Li Zhang, Ph.D.

**Staff:** Trinidad Araya, Senior Science Lab Technician; Dana Ann Baker, Senior Science Lab Technician; Nina Bookman, Senior Science Lab Technician; James Burkhard, Manager Farm Laboratory; Sheryl Faylor, Administrative Assistant II; Zainab Khan, Resource Specialist; Lorie Kulp, Administrative Assistant II; Wendy Lieginger, Resource Specialist; Nicholas Lucchesi, Instruct Support Assistant II-Agriculture; Robin Shum, Resource Specialist; Thomas Tuzinowski, Senior Science Lab Technician; Susan Wright, Administrative Assistant II



## AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION

| <b>DISCIPLINES</b>   |  |
|--|--|
| Agricultural Business<br>Animal Husbandry Sciences<br>Astronomy<br>Biology<br>Chemistry<br>Computer Science<br>Computer Science Programming<br>Computer Science Web Design   | Geography<br>Geology<br>Horticulture<br>Mathematics<br>Natural Resources<br>Physical Science<br>Physics<br>Plant Science   |
| <b>DEGREE PROGRAMS</b>   |  |
| Agriculture Business, AS<br>Computer Information Systems, AS<br>Computer Science, AS<br>Geology, AS-T<br>Horticulture, AS  | Interdisciplinary Studies: Mathematics and Science Option, AS<br>Mathematics, AS<br>Mathematics, AS-T<br>Physics, AS-T   |
| <b>CERTIFICATE PROGRAMS</b>  |  |
| Agriculture Business<br>Agriculture Business - Animal Science<br>Agriculture Business - Plant Science<br>Computer Networking Competence<br>Computer Networking Essentials<br>Computer Networking Software<br>Computer Operations<br>Computer Programming<br>Computer Programming Competence<br>Computer Programming Essentials | Computer Science<br>Computer Support<br>Computer Support Technician<br>Computer Web Developer<br>Computer Web Developer Technician<br>Horticulture -Landscape Basics<br>Horticulture -Landscape Management<br>Horticulture - Nursery Management<br>Horticulture - Turf Grass |

## AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION

### PROGRAM FTES & FTEF

Current

Projected

2013-14

2018-19

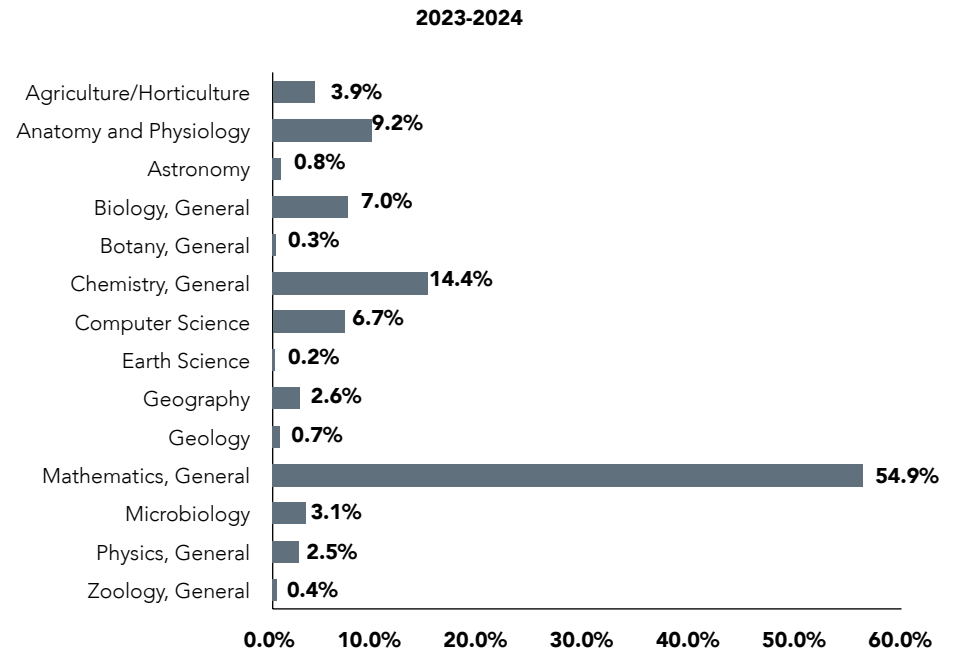
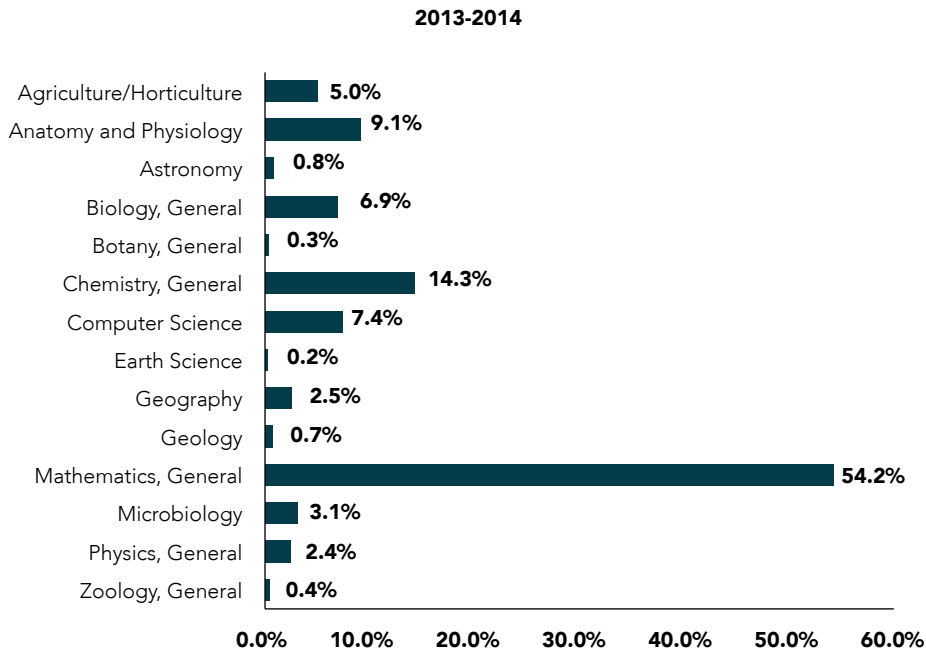
2023-24

2018-19

2023-24

| AREA                                 | Current |         |         |            | Projected |         |        |        | 5 YEAR FTES CHANGE |
|--------------------------------------|---------|---------|---------|------------|-----------|---------|--------|--------|--------------------|
|                                      | FTES    | FT FTEF | PT FTEF | TOTAL FTEF | FTES      | FTES    | FTEF   | FTEF   |                    |
| Agriculture, Science and Mathematics | 3670.98 | 118.88  | 38.99   | 157.87     | 4059.09   | 4568.89 | 174.11 | 195.47 | 12.6%              |
| Agriculture/Horticulture             | 184.37  | 10.12   | 1.17    | 11.30      | 180.58    | 176.87  | 11.07  | 10.84  | -2.1%              |
| Anatomy and Physiology               | 335.09  | 15.47   | 1.35    | 16.81      | 372.76    | 422.11  | 18.70  | 21.18  | 13.2%              |
| Astronomy                            | 29.44   | 1.60    |         | 1.60       | 32.75     | 37.09   | 1.78   | 2.02   | 13.2%              |
| Biology, General                     | 253.09  | 7.24    | 3.00    | 10.24      | 281.54    | 318.81  | 11.39  | 12.90  | 13.2%              |
| Botany, General                      | 11.60   | 0.72    |         | 0.72       | 12.90     | 14.61   | 0.80   | 0.91   | 13.2%              |
| Chemistry, General                   | 523.90  | 19.96   | 5.44    | 25.40      | 582.79    | 659.95  | 28.25  | 32.00  | 13.2%              |
| Computer Science                     | 270.70  | 10.30   | 0.80    | 11.10      | 287.35    | 305.02  | 11.78  | 12.51  | 6.2%               |
| Earth Science                        | 7.50    | 0.60    |         | 0.60       | 8.34      | 9.45    | 0.67   | 0.76   | 13.2%              |
| Geography                            | 93.06   | 1.92    | 0.72    | 2.64       | 103.52    | 117.23  | 2.94   | 3.33   | 13.2%              |
| Geology                              | 25.00   | 1.32    | 0.40    | 1.72       | 27.81     | 31.49   | 1.91   | 2.17   | 13.2%              |
| Mathematics, General                 | 1990.39 | 50.31   | 23.15   | 73.46      | 2214.12   | 2507.26 | 81.72  | 92.54  | 13.2%              |
| Microbiology                         | 112.42  | 4.61    | 1.67    | 6.28       | 125.06    | 141.62  | 6.99   | 7.91   | 13.2%              |
| Physics, General                     | 89.84   | 3.00    | 2.10    | 5.10       | 99.94     | 113.17  | 5.67   | 6.42   | 13.2%              |
| Zoology, General                     | 15.27   | 2.00    |         | 2.00       | 16.98     | 19.23   | 2.22   | 2.52   | 13.2%              |

## PROPORTION OF FTES BY PROGRAM – AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION



## APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION

**Division Dean:** Gillian Murphy, M.B.A., Holt 140, (209) 954-5230, FAX: (209) 954-5283

**Faculty:** Sean Alford, B.A.; Leslie H. Asfour, B.A.; Mark Berkner, A.A.; Sergio Calderon, A.S.; Johnathan Cardiel, M.A.; Dean L. Danielson, M.B.A.; Richard W. Dettloff, B.V.E.; Robert Halabicky, B.A.; Danell Hepworth, M.S.; Bennett Howser, Ph.D.; Kathleen Huff, M.A.; Andrezej Kobylanski, Ph.D.; Jonathan Krupp, Ph.D.; Alberto Luna, A.A.; Joseph MacIsaac, A.S.; Lorenzo Mariani, A.A.; Scot F. Martin, M.S.; Craig McAllister, B.S.; Jennie L. Noriega, M.A.; Kamran Sedighi, M.S.; Alicia Stewart, M.B.A; Alex Taddei, A.A.; David Thomas, M.A.; Bee Vang, A.A.; Frank R. Villalovoz, B.A.; Martha Villarreal, J.D.; Christoffer E. Wardell, C.P.A.; Mary Jo Zimmerman, M.A.

**Staff:** Kelly Arceo, Administrative Assistant II; Cathy Davis, Electron Microscopy Technician; Britney Howard, Instructional Support Assistant II-Culinary Arts; Waheeda Khan, Administrative Assistant; Diane Rosenstine, Administrative Assistant II

| DISCIPLINES  |   |  |
|--|---|--|
| Agricultural Engineering<br>Architectural Drafting<br>Auto Body<br>Automotive Technology<br>Automotive Technology: Apprenticeship<br>Business Administration<br>Business Information Management<br>Computer Science Applications<br>Computer Science Networking<br>Culinary Arts   | Diesel Technology<br>Electrical Technology<br>Electrical Technology: Apprenticeship<br>Electron Microscopy<br>Electronics Technology<br>Engineering<br>Engineering Technology<br>Fashion<br>Fluid Power Technology  | Heating and Air Conditioning<br>Industrial Technology<br>Industrial Technology: Apprenticeship<br>Interior Design<br>Machine Technology<br>Mechanical Technology<br>Mechanical Technology: Apprenticeship<br>Refrigeration<br>Small Engine Mechanics   |
| DEGREE PROGRAMS  |   |  |
| Accounting, AS<br>Apparel Design, AA<br>Architectural Drafting, AS<br>Automation Technician – Mechantronics, AS<br>Automotive Technology, AS<br>Baking and Pastry, AS<br>Business, AS<br>Business Administration, AS-T<br>Caterpillar Dealer Service Technician Apprenticeship, AS<br>Computer Science, AS-T<br>Computer Network Security Technology, AS | Computer Networking Technician, AS<br>Culinary Arts, AA<br>Culinary Arts - Advanced, AS<br>Diesel Equipment Technician, AS<br>Electrical Technology, AS<br>Electron Microscopy – Biology, AS<br>Electron Microscopy – Materials, AS<br>Engineering, AS<br>Engineering Computer-Aided Drafting, AS<br>Engineering Technology, AS<br>Fashion Merchandising, AS<br>Fluid Power and Automation Technology, AS | Heating and Air Conditioning - Refrigeration, AS<br>Heavy Equipment Technician, AS<br>Interdisciplinary Studies: Business Option, AA<br>Interior Design, AA<br>Machining Technology, AS<br>Office Management, AS<br>Real Estate, AS<br>Retail Management and Merchandising, AS<br>Transportation, AS |

## APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION

| CERTIFICATE PROGRAMS                                |   |  |
|---|---|--|
| Accounting  | Construction Management Technology                      | Industrial Technology: Maintenance Apprenticeship Option |
| Administrative Assistant                            | Culinary Arts   | Industrial Technology: Mechanical Apprenticeship Option  |
| Agriculture Mechanics                               | Diesel Automotive Equipment Technician                  | Industrial Technology: Operations Apprenticeship Option  |
| Apparel Design                                      | Diesel Equipment Technician                             | Interior Design  |
| Architectural Drafting                              | Electrical Technology                                   | International Business                                   |
| Automation Technician – Mechatronics                | Electrical Technology: Apprenticeship Option            | Logistics and Transportation Supervisor                  |
| Automotive Body Basic Repair and Restoration        | Electrical Technology – General Electrician Trainee     | Machinist: Entry-Level                                   |
| Automotive Body Intermediate Repair and Restoration | Electron Microscopy - Biological                        | Medical Office Assistant                                 |
| Automotive Body Advanced Repair and Restoration     | Electron Microscopy - Crystalline Material              | Merchandising  |
| Automotive Dealer Technician                        | Electronics Technology                                  | Municipal Clerk  |
| Automotive Electric Technology                      | Engineering Fundamentals                                | Office Assistant   |
| Automotive Lubrication Technician                   | Engineering: Computer-Aided Drafter                     | Office Management  |
| Automotive Master Technician                        | Engineering Technology                                  | Real Estate  |
| Automotive Mechanics Technology                     | Fashion Merchandising                                   | Refrigeration  |
| Baking and Pastry                                   | Fluid Power and Automation Technology                   | Retail Management  |
| Basic Business                                      | General Office  | Small Business   |
| Bookkeeping   | Heating and Air Conditioning                            | Solar Photovoltaic Installation Technician               |
| Computer Networking Technician                      | Heavy Equipment Mechanic                                | Supervision and Management                               |
| Computer Network Security Technician                | Heavy Equipment Technician                              | Tax Preparation  |
| Computer Numerical Control Operator/Programmer      | Industrial Technology                                   | Traffic Shipping and Receiving Technician                |
|   | Industrial Technology: Electrical Apprenticeship Option | Welding Technology                                       |

## APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION PROGRAM FTES & FTEF

Current

Projected

2013-14

2018-19

2023-24

2018-19

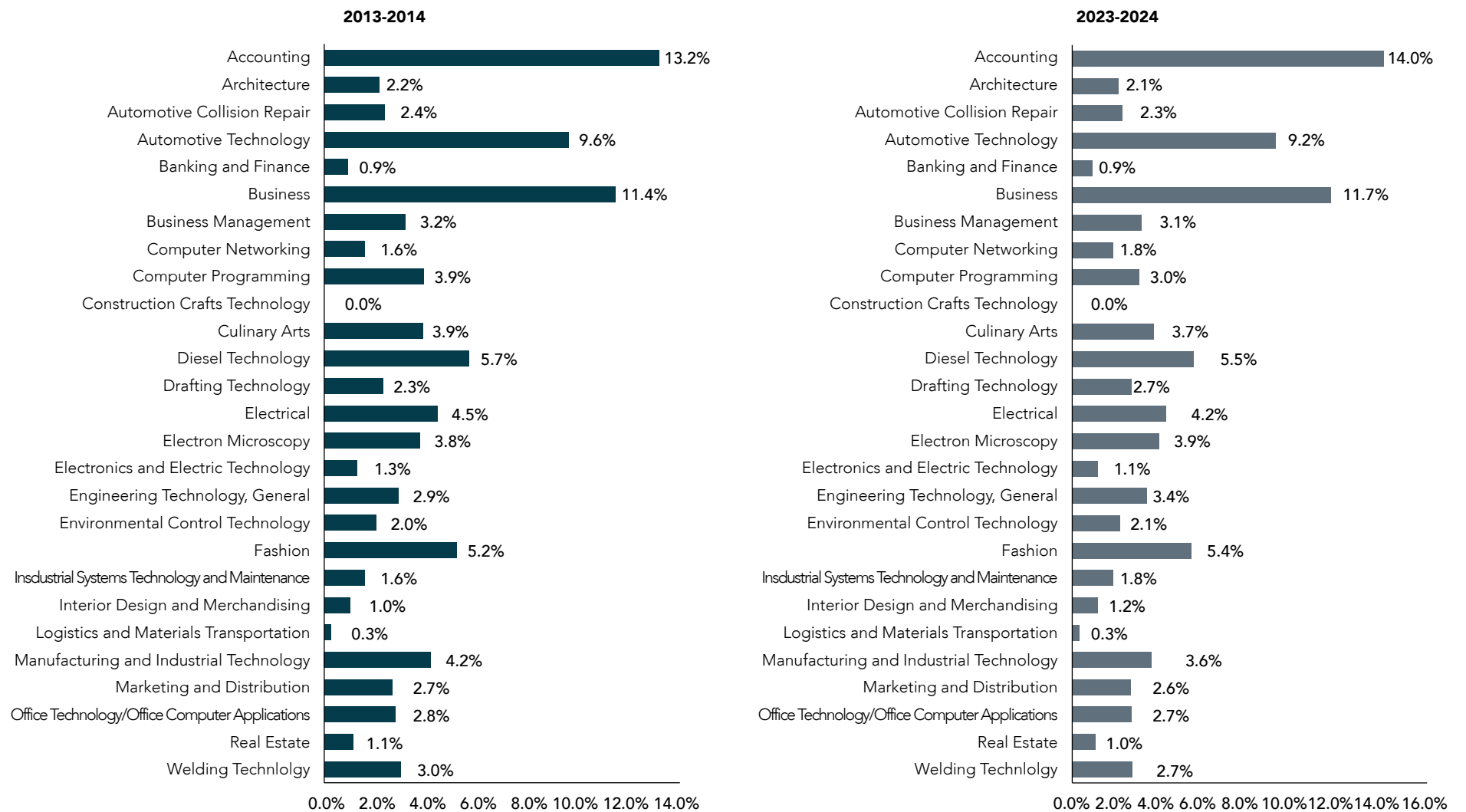
2023-24

| AREA   | Current |         |         |            | Projected |         |        |        | 5 YEAR FTES CHANGE |
|--|---------|---------|---------|------------|-----------|---------|--------|--------|--------------------|
|  | FTES    | FT FTEF | PT FTEF | TOTAL FTEF | FTES      | FTES    | FTEF   | FTEF   |                    |
| Applied Science, Business, and Technology      | 2003.09 | 83.30   | 24.88   | 118.12     | 2081.77   | 2171.08 | 122.06 | 126.62 | 4.3%               |
| Accounting                                     | 263.80  | 6.53    | 5.00    | 11.53      | 283.58    | 304.85  | 12.40  | 13.33  | 7.5%               |
| Architecture                                   | 43.26   | 0.23    | 3.21    | 3.44       | 44.29     | 45.34   | 3.52   | 3.61   | 2.4%               |
| Automotive Collision Repair                    | 47.32   | 3.64    |         | 3.64       | 48.20     | 49.09   | 3.71   | 3.78   | 1.9%               |
| Automotive Technology                          | 192.79  | 8.45    | 2.28    | 10.73      | 196.09    | 199.44  | 10.92  | 11.10  | 1.7%               |
| Banking and Finance                            | 18.50   | 0.60    |         | 0.60       | 19.12     | 19.75   | 0.62   | 0.64   | 3.3%               |
| Business                                       | 229.33  | 6.25    | 3.80    | 10.05      | 241.03    | 253.32  | 10.56  | 11.10  | 5.1%               |
| Business Management                            | 63.80   | 1.80    | 0.40    | 2.20       | 65.93     | 68.13   | 2.27   | 2.35   | 3.3%               |
| Computer Networking                            | 31.68   | 2.01    | 0.43    | 2.44       | 35.24     | 39.91   | 2.71   | 3.07   | 13.2%              |
| Computer Programming                           | 78.09   | 4.40    |         | 4.40       | 71.58     | 65.61   | 4.03   | 3.70   | -8.3%              |
| Construction Crafts Technology                 | 0.18    | 0.00    |         | 0.00       | 0.20      | 0.22    | 0.00   | 0.00   | 13.2%              |
| Culinary Arts                                  | 77.90   | 5.41    | 2.01    | 7.42       | 78.95     | 80.02   | 7.52   | 7.62   | 1.4%               |
| Diesel Technology                              | 114.25  | 7.71    | 1.97    | 9.68       | 116.60    | 118.99  | 9.87   | 10.08  | 2.1%               |
| Drafting Technology                            | 46.07   | 2.53    | 0.69    | 3.23       | 51.25     | 58.03   | 3.59   | 4.06   | 13.2%              |
| Electrical                                     | 89.43   | 4.55    | 1.13    | 8.88       | 90.79     | 92.16   | 9.01   | 9.15   | 1.5%               |
| Electron Microscopy                            | 75.15   | 5.28    |         | 5.28       | 79.85     | 84.84   | 5.61   | 5.96   | 6.3%               |
| Electronics and Electric Technology            | 25.95   | 0.53    | 0.77    | 2.42       | 25.38     | 24.83   | 2.37   | 2.32   | -2.2%              |
| Engineering Technology, General                | 58.30   | 2.71    | 0.65    | 3.36       | 64.85     | 73.44   | 3.74   | 4.23   | 13.2%              |
| Environmental Control Technology               | 41.01   | 2.69    |         | 2.69       | 43.74     | 46.66   | 2.87   | 3.06   | 6.7%               |
| Fashion  | 104.26  | 2.96    | 2.80    | 5.76       | 110.39    | 116.89  | 6.10   | 6.46   | 5.9%               |
| Industrial Systems Technology and Maintenance  | 31.58   | 2.11    |         | 2.37       | 35.13     | 39.78   | 2.64   | 2.99   | 13.2%              |
| Interior Design and Merchandising              | 20.15   | 0.24    | 1.33    | 1.57       | 22.42     | 25.39   | 1.75   | 1.98   | 13.2%              |
| Logistics and Materials Transportation         | 5.30    |         | 0.20    | 0.20       | 5.90      | 6.68    | 0.22   | 0.25   | 13.2%              |
| Manufacturing and Industrial Technology        | 84.04   | 4.69    |         | 9.49       | 80.96     | 78.00   | 9.15   | 8.81   | -3.7%              |
| Marketing and Distribution                     | 53.50   | 1.20    | 0.40    | 1.60       | 55.28     | 57.13   | 1.65   | 1.71   | 3.3%               |
| Office Technology/Office Computer Applications | 56.15   | 1.51    | 1.75    | 3.25       | 57.29     | 58.45   | 3.32   | 3.39   | 2.0%               |
| Real Estate                                    | 22.59   |         | 1.40    | 1.40       | 22.59     | 22.59   | 1.40   | 1.40   | 0.0%               |
| Welding Technology                             | 60.32   | 3.57    |         | 4.13       | 59.56     | 58.80   | 4.08   | 4.03   | -1.3%              |

Proportion of FTES by Program – Applied Science, Business and Technology Division



## PROPORTION OF FTES BY PROGRAM – APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION



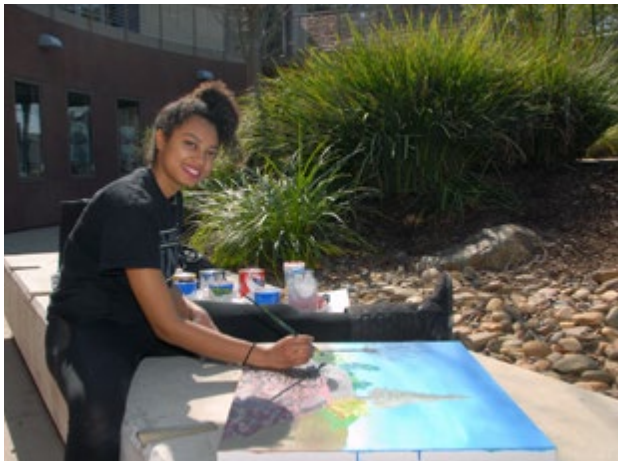
## ARTS AND COMMUNICATION DIVISION

**Interim Division Dean:** Chris Guptill, M.F.A., Holt 242, (209) 954-5209, Fax: (209) 954-3747

Music Lab/Library, Holt 105, (209) 954-5250

**Faculty:** Allen Amundsen, M.A.; Jennifer Barrows, Ph.D.; Kevin Bautch, M.F.A.; Adriana Brogger, M.A.; Kathleen Bruce, M.A.; Gary S. Carlos, M.A.; Shenny Cruces, M.F.A.; Tara Cuslidge-Staiano, M.A.; Greg Foro, M.F.A.; Aaron Garner, M.M.; Valerie Gnassounou-Bynoe, M.A.; Brian Kendrick, M.A.; Melanie A. Marshall, M.A.; Mario Moreno, M.A.; Terry Petersen, M.A.; Kirstyn Russell, M.F.A.; Ruth Santee, M.F.A.; Bruce Southard, D.M.A.; Ashlee Temple, M.F.A.; Jeff Toney, M.A.; M.J. Wamhoff, M.A.

**Staff:** Matthew Baer, Piano Accompanist; Jennifer Barker Gatze, Costume Design Assistant; Dawn Chambers, Instructional Support Assistant II; Megan Kimura, Audio Technician; Kay King, Box Office Coordinator; Deborah Kininmonth, Administrative Assistant II; Tina Leal, Facilities Coordinator; Jan Marlese, Art Gallery Technician; Eva Martinez, Administrative Assistant II; Jacques Munger, Instructional Support Assistant II; Michael Oliva, Instructional Support Assistant II; Kishor Patel, Resident Stage Coordinator; Mark Sheasley, Drama Assistant; Paul Tsampis, General Services Worker



## ARTS AND COMMUNICATION DIVISION

| <b>DISCIPLINES</b>   |   |
|--|---|
| Art<br>Communication Studies<br>Dance<br>Drama<br>Graphic Arts   | Journalism<br>Mass Communication<br>Music<br>Photography<br>Radio/Television  |
| <b>DEGREE PROGRAMS</b>   |   |
| Art, AA<br>Art History, AA-T<br>Communication Studies, AA<br>Communication Studies, AA-T<br>Dance, Associate in Arts<br>Graphic Arts, AA<br>Interdisciplinary Studies: Arts and Humanities Option, AA<br>Interdisciplinary Studies: Communication Option, AA | Journalism, AA-T<br>Music, AA<br>Photography, AA<br>Radio/Television, AA<br>Studio Art, AA-T<br>Theatre Arts, AA-T<br>Theater Arts - Acting, AA<br>Theatre Arts - Technical Theatre, AA |
| <b>CERTIFICATE PROGRAMS</b>  |   |
| Graphic Arts<br>Media Studies with Concentration in Radio<br>Media Studies with Concentration in Television<br>Multimedia<br>Stagecraft  |   |

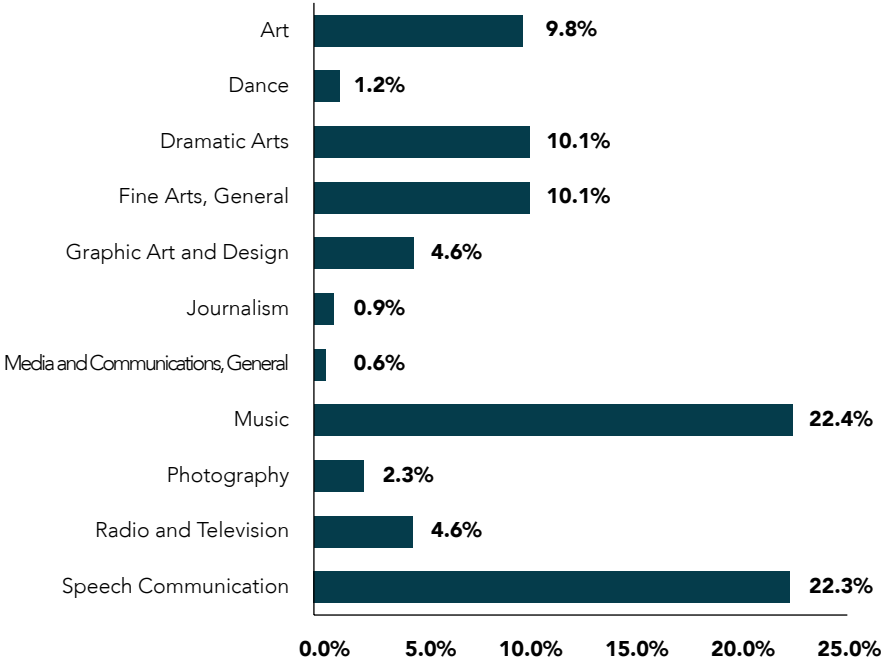
## ARTS AND COMMUNICATION DIVISION

### PROGRAM FTES & FTEF

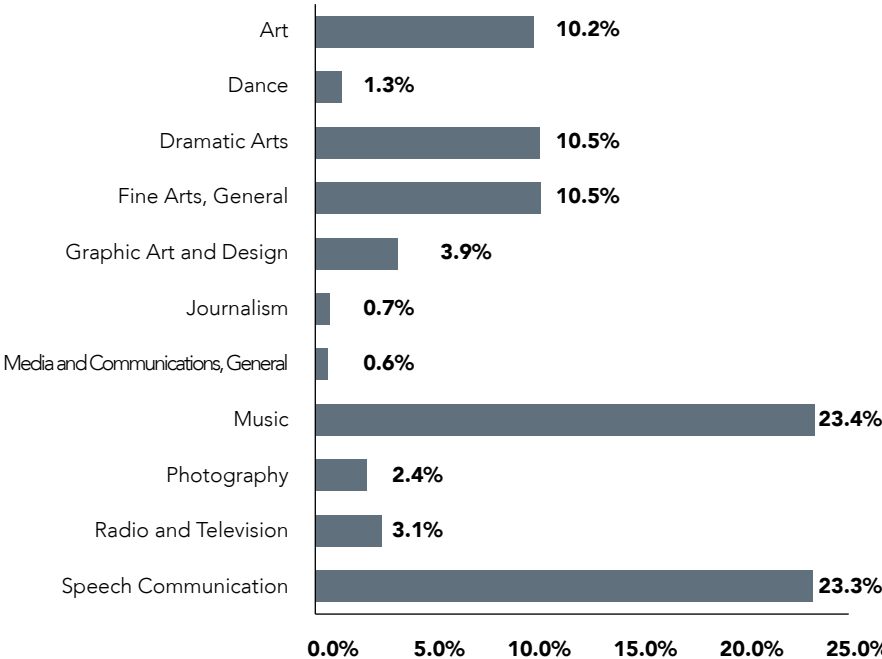
| AREA                              | Current |         |         |            | Projected |         |         |        | 5 YEAR FTES CHANGE |
|-----------------------------------|---------|---------|---------|------------|-----------|---------|---------|--------|--------------------|
|                                   | 2013-14 | 2018-19 | 2023-24 | 2018-19    | 2023-24   | 2018-19 | 2023-24 |        |                    |
|                                   | FTES    | FT FTEF | PT FTEF | TOTAL FTEF | FTES      | FTES    | FTEF    | FTEF   |                    |
| Arts and Communication            | 1832.07 | 58.46   | 50.75   | 109.21     | 1994.19   | 2208.65 | 118.43  | 130.67 | 10.8%              |
| Art                               | 179.15  | 6.24    | 3.17    | 9.41       | 199.29    | 225.68  | 10.47   | 11.86  | 13.2%              |
| Dance                             | 22.02   | 2.39    |         | 2.39       | 24.50     | 27.74   | 2.65    | 3.01   | 13.2%              |
| Dramatic Arts                     | 184.79  | 4.37    | 7.05    | 11.41      | 205.56    | 232.78  | 12.70   | 14.38  | 13.2%              |
| Fine Arts, General                | 184.96  | 4.13    | 3.00    | 7.13       | 205.75    | 233.00  | 7.94    | 8.99   | 13.2%              |
| Graphic Art and Design            | 85.14   | 3.47    | 0.64    | 4.11       | 85.14     | 85.14   | 4.11    | 4.11   | 0.0%               |
| Journalism                        | 16.74   | 0.40    | 2.25    | 2.65       | 15.70     | 14.72   | 2.49    | 2.33   | -6.3%              |
| Media and Communications, General | 10.10   | 0.20    | 0.20    | 0.40       | 11.24     | 12.72   | 0.44    | 0.50   | 13.2%              |
| Music                             | 410.73  | 13.65   | 9.75    | 23.39      | 456.89    | 517.39  | 26.02   | 29.46  | 13.2%              |
| Photography                       | 42.47   | 2.05    | 0.64    | 2.69       | 47.24     | 53.49   | 3.00    | 3.39   | 13.2%              |
| Radio and Television              | 84.82   | 2.20    | 2.91    | 5.10       | 76.34     | 68.71   | 4.59    | 4.13   | -10.0%             |
| Speech Communication              | 408.83  | 10.76   | 15.00   | 25.76      | 454.78    | 515.00  | 28.66   | 32.45  | 13.2%              |

### PROPORTION OF FTES BY PROGRAM – ARTS AND COMMUNICATION DIVISION

2013-2014



2023-2024



## COUNSELING AND SPECIAL SERVICES DIVISION

**Division Dean:** Delecia Nunnally, M.B.A., DeRicco 265, (209) 954-6265

*Director of Student Support Services:* Danita Scott-Taylor, M.S., DeRicco 229, (209) 954-6229

*Director of Career/Transfer/Outreach Services:* Jazmin Amen, M.S., DeRicco 217, (209) 954-6217



### General Counseling Center

DeRicco 234  
(209) 954-5151, ext. 6276  
FAX: (209) 954-3758

### Career Transfer Center

DeRicco 218/219  
(209) 954-5151, ext. 6338  
FAX: (209) 954-3760

### Outreach Services

DeRicco 141  
(209) 954-5151, ext. 6144 or 6145  
FAX: (209) 954-3769

### EOPS/CARE Counseling Center

DeRicco 234  
(209) 954-5151, ext. 6296  
FAX: (209) 954-3762

### DSPS Counseling Center

DeRicco 234  
(209) 954-5151, ext. 6272  
FAX: (209) 954-3762

### South Campus at Mountain House Counseling

Office: 301  
(209) 833-7900

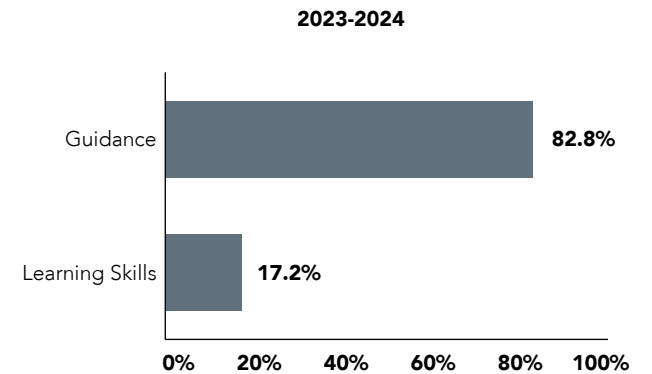
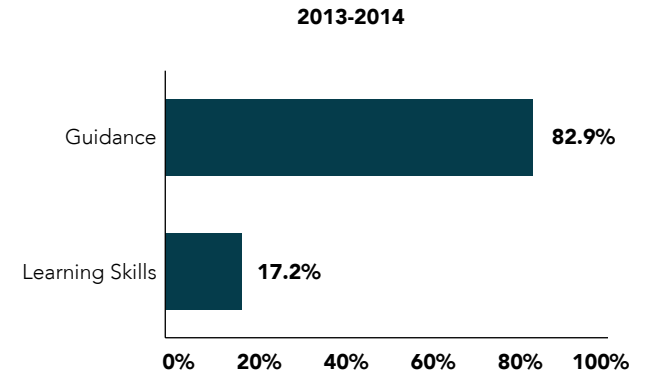
**Faculty and Counselors:** Stella Alonzo, Ed.D.; Stacey Robles Bagnasco, Ed.D.; Yolanda Calderon, M.S.W.; Anthony Canela, M.S.; Roy Desmangles, M.S.; Guadalupe Diaz, M.A.; Bruce Eigbrett, J.D.; Diane Feneck, M.A.; Daniel Fernandez, M.S.; Tony Fitch, M.S.W.; Virginia Franco, M.S.; Randolph E. Gaines, M.Ed.; Anita Gautuam, M.S.W.; Mary Sheila Johnson, M.A.; Jeffrey La Juennesse, M.S.; Solyn Laney, M.A.; James B. Leach, M.S.; Debra Louie, M.S.; Lydia Macy, M.S.; Becky Miller, M.A.; Pam Muckenfuss, M.S.; Grant Narita, M.A.; Sharmila Nathaniel, M.A.; Pablo Ortega, M.A.; Becky Plaza, M.S.; Heather Robinson, M.A.; Alina Sala, Ed.D.; Shaun Suy, M.S.; Janice Takahashi, M.A.; Cheuyengther Xiong, Ed.D.

**Staff:** Barbara Barroga, Administrative Assistant II; Pearl Chu, Student Programs Specialist; Janet Daggett, Certified Interpreter; Sherry Duquette, Administrative Assistant I; Christina Garcia, Student Programs Specialist; Cynthia Gatlin, Matriculation Support Specialist; Esmeralda Gomez, Student Programs Specialist; Ariana Gonzalez, Outreach Support Specialist; Jonathan Harris, Academic Advisor; Lucia Hinostroza, Student Programs Specialist; Marcia Johnson, Outreach Support Specialist; Roy Juarez, Student Programs Specialist; Alena Koumarianos, Certified Cart Provider; Gwendolyn Maciel, Interpretation Services Coordinator; Connie Martinez, Student Programs Specialist; Consuelo Munoz, Office Assistant; Sheila Ricketts, Office Assistant; Dianna Rodriguez, Student Programs Assistant; Pamela Rossman, Student Programs Specialist; Sokun Somsack, Student Programs Specialist; Angela Williams, Resource Specialist

## COUNSELING AND SPECIAL SERVICES DIVISION

| DEPARTMENTS   |  |
|---|--|
| Guidance  |  |
| Learning Skills                                     |  |
| Special Education                                   |  |
| COUNSELING SERVICES                                 |  |
| Academic, career, and personal counseling           | Development of student education plans |
| Academic probation and early alert support services | Support for student athletes           |
| Financial aid advising                              | Career assessment and interpretation   |
| Orientation counseling                              | Transcript review                      |
| Services for non-credit students                    | Services for international students    |
| SPECIAL SERVICES AND COUNSELING PROGRAMS            |  |
| AFFIRM Program                                      | Middle College High School Counseling  |
| Athletic services                                   | Matriculation/Student Success Program  |
| Puente Project                                      |  |
| Teacher Prep Pipeline                               |  |
| CAREER TRANSFER CENTER SERVICES                     |  |
| Career  |  |
| Employment Reentry                                  |  |
| Transfer Services                                   |  |

## PROPORTION OF FTES BY PROGRAM



## PROGRAM FTES & FTEF

**Current**

**Projected**

2013-14

2018-19

2023-24

2018-19

2023-24

| AREA                            | Current |         |         |            | Projected |        |       |       | 5 YEAR FTES CHANGE |
|---------------------------------|---------|---------|---------|------------|-----------|--------|-------|-------|--------------------|
|                                 | FTES    | FT FTEF | PT FTEF | TOTAL FTEF | FTES      | FTES   | FTEF  | FTEF  |                    |
| Counseling and Special Services | 166.30  | 8.95    | 4.47    | 13.42      | 185.00    | 209.49 | 14.93 | 16.90 | 13.2%              |
| Guidance                        | 137.78  | 7.83    | 3.35    | 11.18      | 153.27    | 173.56 | 12.44 | 14.08 | 13.2%              |
| Learning Skills                 | 28.53   | 1.12    | 1.12    | 2.24       | 31.73     | 35.93  | 2.49  | 2.82  | 13.2%              |

## HEALTH SCIENCES DIVISION

**Division Dean:** Julie D. Kay, M.S.N. Locke 203, (209) 954-5441, Fax: (209) 954-5798

*Acting Director of Health Sciences:* Lisa Lucchesi, M.A., Locke 203, (209) 954-5454

**Faculty:** Melissa Black, M.S.N.; Roy Blanco, M.S.N.; Shelba Durston, M.S.N.; Caitlynn Hansen, M.S.; Geronimo Hinayon, M.S.N.; Sue Kidwell, M.A.; Donna LeBaron, M.S.N.; Richard Meza, M.S.N.; Mary Neville, M.S.N.; Allison Pieretti, M.S.N.; Lori Riley-Weigel, M.S.N.; John Schaeffer, M.S.; Lisa Stoddart, M.S.N.; Carole Vance, M.A.; Cheryl Wells, M.S.N.

**Staff:** Tiffany Carrillo, Office Assistant; Wendy Munoz, Administrative Assistant II; Claudia Navarro, Administrative Assistant II

## HEALTH SCIENCES DIVISION

| DISCIPLINES   |  |
|---|--|
| Communication Disorders<br>Family and Consumer Sciences<br>Health Science     | Nursing<br>Psychiatric Technology<br>Radiologic Technology             |
| DEGREE PROGRAMS   |  |
| Family and Consumer Sciences, AS<br>Nursing, AS<br>Psychiatric Technician, AS | Radiological Technology, AS<br>Speech Language Pathology Assistant, AS |
| CERTIFICATE PROGRAMS  |  |
| Psychiatric Technician  |  |

## PROGRAM FTES & FTEF

**Current**

**Projected**

2013-14

2018-19

2023-24

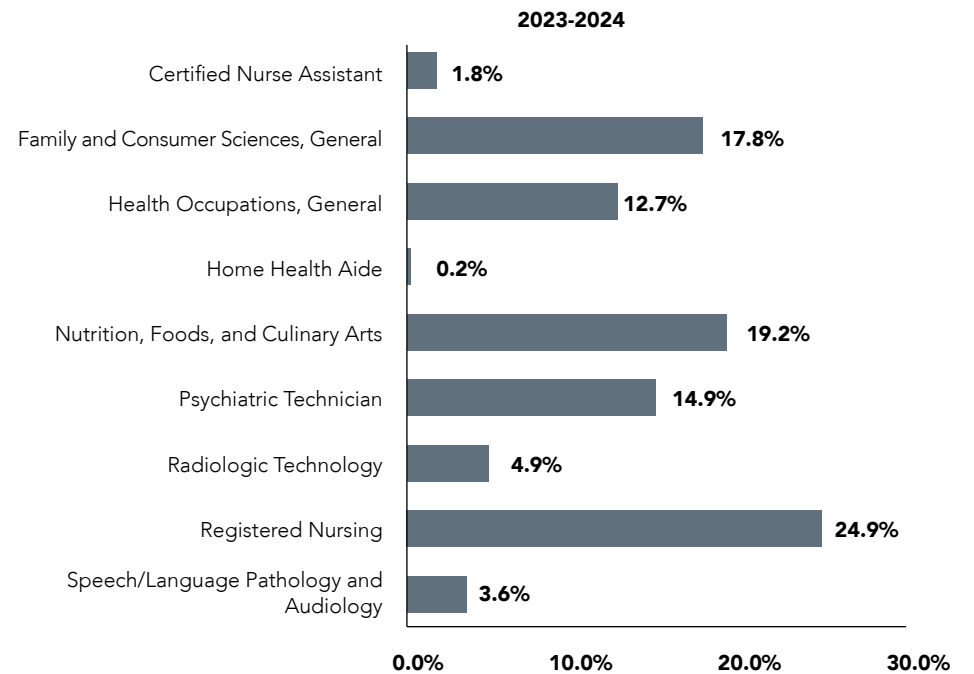
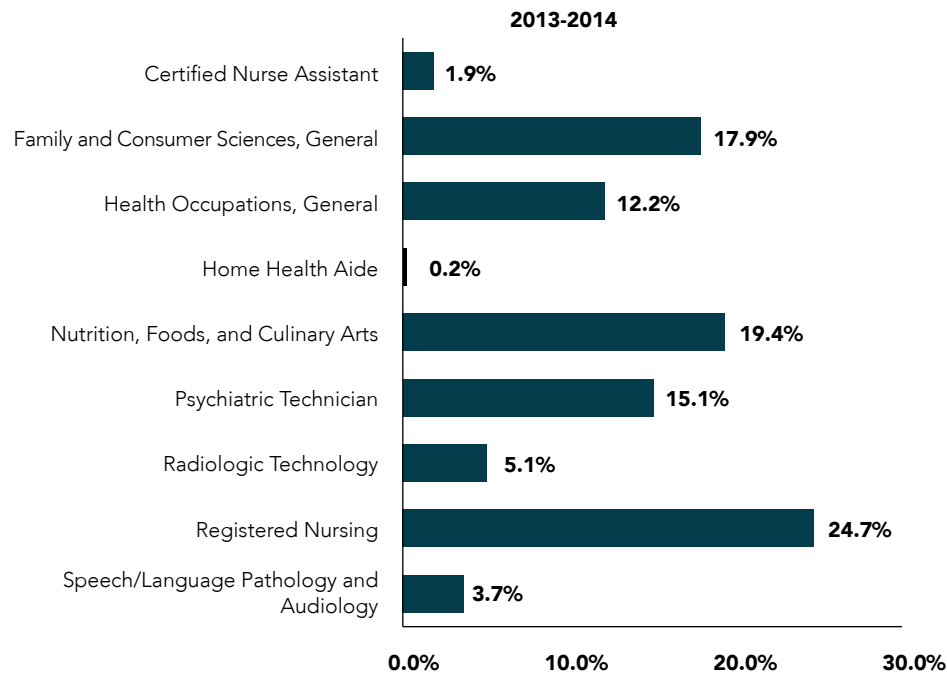
2018-19

2023-24

| AREA                                    | Current |         |         |            | Projected |         |        |        | 5 YEAR FTES CHANGE |
|---|---------|---------|---------|------------|-----------|---------|--------|--------|--------------------|
|   | FTES    | FT FTEF | PT FTEF | TOTAL FTEF | FTES      | FTES    | FTEF   | FTEF   |                    |
| Health Sciences                         | 1269.02 | 37.76   | 48.61   | 103.59     | 1423.36   | 1611.50 | 116.03 | 131.01 | 13.2%              |
| Certified Nurse Assistant               | 23.63   |         | 3.07    | 3.07       | 26.01     | 28.62   | 3.38   | 3.72   | 10.1%              |
| Family and Consumer Sciences, General   | 227.37  | 2.20    | 4.80    | 7.00       | 252.92    | 286.41  | 7.79   | 8.82   | 13.2%              |
| Health Occupations, General             | 154.27  | 2.69    | 0.40    | 3.09       | 177.41    | 204.02  | 3.56   | 4.09   | 15.0%              |
| Home Health Aide                        | 2.61    |         | 0.52    | 0.52       | 3.10      | 3.69    | 0.62   | 0.73   | 18.9%              |
| Nutrition, Foods, and Culinary Arts     | 245.69  | 1.60    | 4.00    | 5.60       | 273.30    | 309.49  | 6.23   | 7.05   | 13.2%              |
| Psychiatric Technician                  | 191.17  | 10.33   | 19.57   | 33.83      | 212.66    | 240.82  | 37.64  | 42.62  | 13.2%              |
| Radiologic Technology                   | 64.25   |         |         | 10.12      | 71.23     | 78.98   | 11.22  | 12.44  | 10.9%              |
| Registered Nursing                      | 313.47  | 18.57   | 14.19   | 35.93      | 354.99    | 402.00  | 40.69  | 46.08  | 13.2%              |
| Speech/Language Pathology and Audiology | 46.55   | 2.37    | 2.05    | 4.42       | 51.72     | 57.47   | 4.91   | 5.46   | 11.1%              |



## PROPORTION OF FTES BY PROGRAM – HEALTH SCIENCES DIVISION



## HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION

**Division Dean:** Steven Graham, Ed.D., Budd 319, (209) 954-5262

*Director of Athletics:* Daryl Arroyo, Ph.D., Budd 119, (209) 954-5176

*Director of Public Safety:* David Main, M.A., Lourn Phelps Police Building, (209) 954-5000

*P.O.S.T. Academy Supervisors:* Bruce Able, B.S., Kim Castro, B.A., Budd 319, (209) 954-5262

**Faculty:** Bruce Able, B.S.; Daniel Baker, M.A.; Gary T. Barlow, M.A.; Joel Beutel, M.A.; Angela Beyer DaCruz, M.S.; Joseph E. Bisson, Ph.D.; Joel Blank, J.D., Ph.D.; Nena Bush, M.S.; Kim Castro, B.A.; Ulrike G. Christofori, M.A.; Suzanne Coleman, M.A.; Annlee Dolan, Ph.D.; William D. Ferraiolo, Ph.D.; Rosalind Beth Gottfried, Ph.D.; Vivian Harper, Ph.D.; Lynn A. Hawley, M.A.; Jeffrey R. Hislop, B.A.; Gina C. Johnson, M.A.; Lauryn Jordan, M.A.; David Main, M.A.; Elizabeth Maloney, Ed.D.; Michael Maroney, M.A.; Steven McCarty, J.D.; Harry J. Mersmann, Ph.D.; Karen Jade Lee Millsop, Ph.D.; Douglas Murray, M.A.; Melissa Neal, Ph.D.; Reed Peters, M.S.; Richard Ressa, M.A.; Margaret Scully-Linder, Ph.D.; Ramon Sewnath, Ph.D.; Adrienne Sorenson, M.A.; Rachel Standish, Ph.D.; Wesley A. Swanson, Ph.D.; David A. Terry, M.A.; Eduardo Torres, M.A.; Cirian Villavicencio, M.A.; Evan Wade, M.A.; Marcelle P. Williams, M.A.

**Staff:** Jennifer Ajinga, Project Coordinator; Sharon Allen, Administrative Assistant II; Kevin Anderson, Athletic Trainer; Roxanne Bava-Noble, Administrative Assistant III; Jamie Derollo, Women Athletic Trainer; Adeja Hill, Administrative Assistant II; Akisha Hunter, P.E./Athletics Assistant; Erik Pardee, Athletic Equipment Technician; Allison Rocili, Administrative Assistant II; Eileen Thomas, Administrative Assistant I



## HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION

| DISCIPLINES   |  |
|---|--|
| Administration of Justice<br>Anthropology<br>Athletics<br>Early Childhood Education<br>Economics<br>Education<br>History  | Humanities<br>Kinesiology<br>Philosophy<br>Political Science<br>Psychology<br>Religion<br>Sociology  |
| DEGREE PROGRAMS   |  |
| Administration of Justice, AS-T<br>Anthropology, AA-T<br>Correctional Science, AS<br>Early Childhood Education, AS<br>Early Childhood Education, AS-T<br>Elementary Teacher Education, AA-T<br>History, AA<br>History, AA-T<br>Interdisciplinary Studies: Arts and Humanities Option, AA<br>Interdisciplinary Studies: Communication Option, AA | Interdisciplinary Studies: Teacher Education Preparation Option, AA<br>Interdisciplinary Studies: Social and Behavioral Sciences Option, AA<br>Kinesiology, AS-T<br>Law Enforcement, AS<br>Physical Education, AS<br>Political Science, AS<br>Psychology, AA<br>Psychology, AA-T |

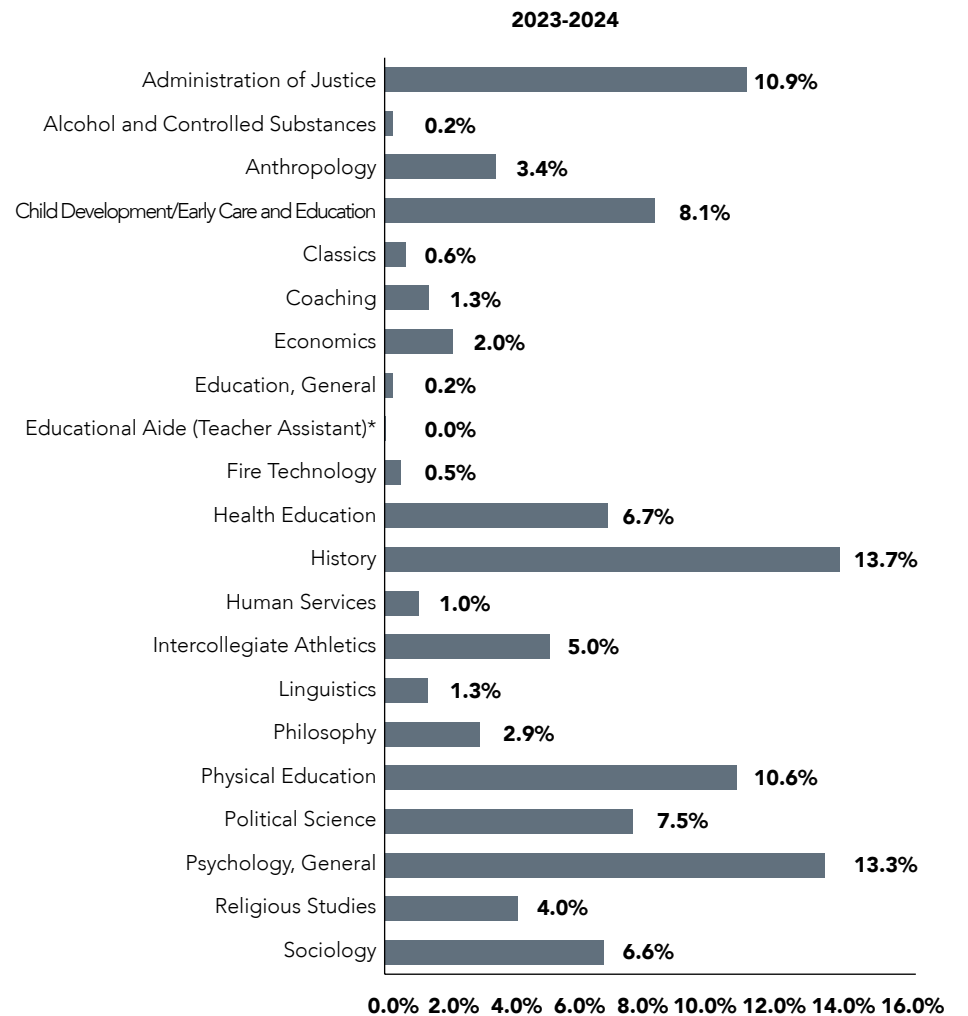
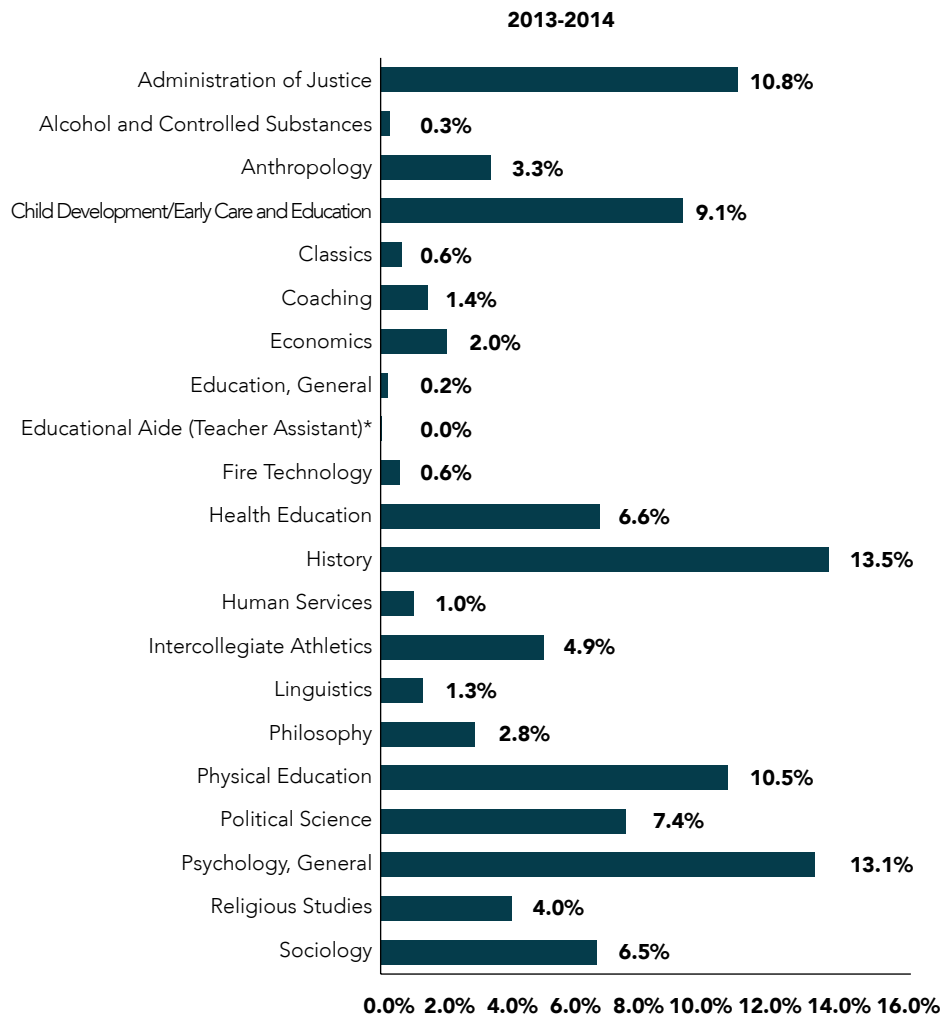
| CERTIFICATE PROGRAMS  |  |
|---|--|
| Basic Peace Office Academy<br>Correctional Science<br>Early Childhood Education Associate Teacher<br>Early Childhood Education Master Teacher<br>Early Childhood Education Site Supervisor<br>Early Childhood Education Teacher | Fitness Specialist<br>Law Enforcement<br>Mental Health Specialist<br>Recreation Assistant<br>Substance Abuse Counselor |
| CERTIFICATE PROGRAMS  |  |
| Baseball-M<br>Basketball-M/W<br>Cross Country- M/W<br>Football-M<br>Golf-M/W<br>Soccer- M/W   | Softball-W<br>Swimming-M/W<br>Track & Field-M/W<br>Volleyball-W<br>Water Polo-M/W<br>Wrestling                         |

## HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION

### PROGRAM FTES & FTEF

| AREA   | Current |         |         |            | Projected |         |         |         | 5 YEAR FTES CHANGE |
|--|---------|---------|---------|------------|-----------|---------|---------|---------|--------------------|
|  | 2013-14 | 2018-19 | 2023-24 | TOTAL      | 2018-19   | 2023-24 | 2018-19 | 2023-24 |                    |
|  | FTES    | FT FTEF | PT FTEF | TOTAL FTEF | FTES      | FTES    | FTEF    | FTEF    |                    |
| Humanities, Social Sciences, Education, Kinesiology, and Athletics | 4561.38 | 85.55   | 90.95   | 176.50     | 5046.16   | 5672.75 | 195.56  | 219.82  | 12.4%              |
| Administration of Justice  | 491.05  | 6.90    | 5.00    | 11.90      | 546.24    | 618.56  | 13.24   | 14.99   | 13.2%              |
| Alcohol and Controlled Substances                                  | 12.30   |         | 0.40    | 0.40       | 13.11     | 13.97   | 0.43    | 0.45    | 6.6%               |
| Anthropology   | 151.22  | 6.24    | 1.00    | 7.24       | 168.21    | 190.49  | 8.05    | 9.12    | 13.2%              |
| Child Development/Early Care and Education                         | 415.20  | 8.80    | 7.57    | 16.36      | 437.64    | 461.30  | 17.25   | 18.18   | 5.4%               |
| Classics   | 28.81   |         | 1.60    | 1.60       | 32.05     | 36.30   | 1.78    | 2.02    | 13.2%              |
| Coaching   | 65.29   | 1.40    | 1.16    | 2.56       | 70.38     | 75.85   | 2.76    | 2.97    | 7.8%               |
| Economics  | 91.86   | 4.20    | 0.60    | 4.80       | 102.18    | 115.71  | 5.34    | 6.05    | 13.2%              |
| Education, General   | 10.81   | 0.20    | 0.40    | 0.60       | 12.02     | 13.62   | 0.67    | 0.76    | 13.2%              |
| Educational Aide (Teacher Assistant)*                              | 2.11    | 0.33    |         | 0.33       | 2.14      | 2.17    | 0.33    | 0.34    | 1.4%               |
| Fire Technology  | 25.92   |         | 0.80    | 0.80       | 27.19     | 28.53   | 0.84    | 0.88    | 4.9%               |
| Health Education   | 302.20  | 2.60    | 7.44    | 10.04      | 336.16    | 380.67  | 11.17   | 12.65   | 13.2%              |
| History  | 617.26  | 11.27   | 9.60    | 20.87      | 686.64    | 777.56  | 23.21   | 26.29   | 13.2%              |
| Human Services   | 46.25   | 1.00    | 1.00    | 2.00       | 51.44     | 58.25   | 2.22    | 2.52    | 13.2%              |
| Intercollegiate Athletics  | 224.27  | 9.80    | 12.27   | 22.07      | 249.47    | 282.50  | 24.55   | 27.80   | 13.2%              |
| Linguistics  | 58.20   | 0.80    | 0.20    | 1.00       | 64.74     | 73.31   | 1.11    | 1.26    | 13.2%              |
| Philosophy   | 129.06  | 2.20    | 2.80    | 5.00       | 143.56    | 162.57  | 5.56    | 6.30    | 13.2%              |
| Physical Education   | 478.26  | 13.35   | 8.33    | 21.68      | 532.02    | 602.46  | 24.12   | 27.31   | 13.2%              |
| Political Science  | 337.37  | 4.20    | 7.20    | 11.40      | 375.30    | 424.98  | 12.68   | 14.36   | 13.2%              |
| Psychology, General  | 597.46  | 7.60    | 12.19   | 19.79      | 664.62    | 752.61  | 22.01   | 24.92   | 13.2%              |
| Religious Studies  | 180.19  | 1.40    | 4.60    | 6.00       | 200.44    | 226.98  | 6.67    | 7.56    | 13.2%              |
| Sociology  | 297.17  | 3.60    | 6.80    | 10.40      | 330.58    | 374.34  | 11.57   | 13.10   | 13.2%              |

### PROPORTION OF FTES BY PROGRAM – HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION



## LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

**Division Dean:** Joe Gonzales, M.A., Goleman Library 101, (209) 954-5190

**Learning Centers Coordinator:** Nina O'Connell, M.A., Shima 217, 209-954-5256

Division Office, Goleman 101, (209) 954-5252 or (209) 954-5139, FAX: (209) 954-3745

Goleman Library, (209) 954-5139

Goleman Library Reference/Information Desk, (209) 954-5145

Goleman Library Circulation/Reserve Book/Audio-Visual Desk, (209) 954-5143

Athletic Learning Center, "The Zone", Budd 205, (209) 954-5111

Content Tutoring Center, Goleman Library - First Floor, (209) 954-5584

Reading and Writing Learning Center, Holt 201, (209) 954-5297 or (209) 954-5586

Math/Science Learning Center, Science and Mathematics 162, (209) 954-5542

**Faculty:** William J. Agopsowicz, Ph.D.; Isabel C. Anievas-Gamallo, Ph.D.; Sarah Antinora, Ph.D.; Julie Artesi, M.A.; Mary Victoria Aubrey, M.A.; Sheila Ayers, M.F.A.; Lilia Becerra-Quintor, M.A.; Robert V. Bini, M.A.; Nicole Brown, M.A.; Ludmila Buettner Ed.D.; Manuel Camacho, M.S.; John Chan, M.L.I.S., J.D.; John Clanton, M.A.; Jane Dominik Ph.D.; Cassandra Dulin, Ed.D., Ph.D.; June Gillam, Ph.D.; Guillermo Giron, M.A.; Josefina Gomez, J.D.; Shelly Hanna, M.A.; Phillip Hutcheon, Ph.D.; Keyy Kadi, M.A.; Eric MacDonald, M.A.; Jessica Morrow, M.A.; Michele Marta, M.A.; Kathleen McKilligan, M.A.; Gabrielle Meyers, M.A.; Charlene Nunes, M.A.; Jessica Morrow, M.S.; Pamela L. Pan, Ph.D.; Jeff Pressnell, M.A.; Pedro Ramirez, M.A.; Robert Rennicks, M.A.; Peggy Rocha, M.A.; Steven M. Schermerhorn, M.L.S.; Paula Sheil, M.A.; Kitty W. Shek, M.L.S.; Mark D. Slakey, Ph.D.; Farida K. Smyth, M.A.; Patrick Wall, Ph.D.; Jun Wang, Ed.D.; Lisa William, Ph.D.; Amber Wolak, M.A.

**Librarians:** John Chan; Josefina Gomez; Steven Schermerhorn; Jun Wang

**Library Technicians:** Amal Elayyan; Lesley Fujii; Rebecca Olmos; Dolores Sandoval Alarca

**Staff:** Sarah Bailey, Instructional Support Assistant II; Tricia Bryant, Library Circulation Assistant; Angela Davis, Library Circulation Assistant; Patti-Lynne Drake, Instructional Support Assistant III; Manuel Garcia, Instructional Support Assistant III; Nicolette George, Administrative Assistant I; Jordan Giannoni, Instructional Support Assistant III; Teresa Gutierrez, Instructional Support Assistant II; Joann Hymes, Administrative Assistant II; Virginia Kirschenman, Instructional Support Assistant III; Valerie Lemoine, Library Technician; Tina Le-Tran, Administrative Assistant II; Sabrina Luviano, Instructional Support Assistant II; Kate Mitrovich, Library Circulation Assistant; Renee Ann Olson, Instructional Support Assistant I; Theresa Rocha, Library Circulation Assistant, Jerry Sam, Instructional Support Assistant II



## LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

| <b>DISCIPLINES</b>   |  |
|--|--|
| Arabic<br>Chinese<br>Developmental Education<br>English<br>English as a Second Language (ESL)  | French<br>Japanese<br>Literature<br>Reading<br>Spanish   |
| <b>DEGREE PROGRAMS</b>   |  |
| Chinese Language, Associate in Arts<br>English, Associate in Arts<br>English, Associate in Arts for Transfer<br>French Language, Associate in Arts<br>German Language, Associate in Arts<br>Interdisciplinary Studies: Arts and Humanities Option, Associate in Arts | Interdisciplinary Studies: Communication Option, Associate in Arts<br>Italian, Language, Associate in Arts<br>Japanese Language, Associate in Arts<br>Spanish Language, Associate in Arts<br>Spanish, Associate in Arts for Transfer |
| <b>CERTIFICATE PROGRAMS</b>  |  |
| American Sign Language   |  |

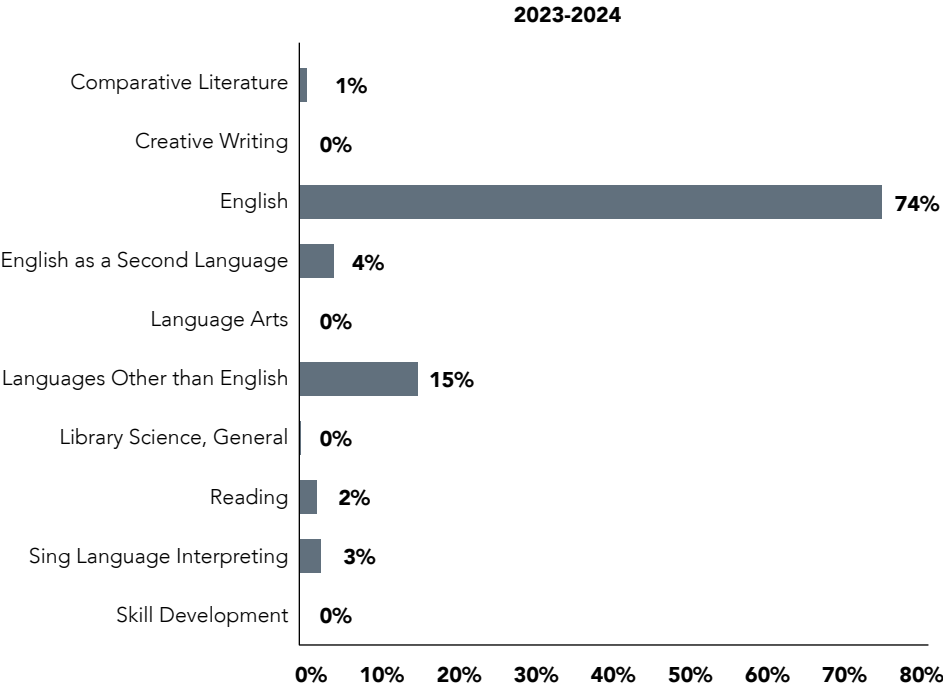
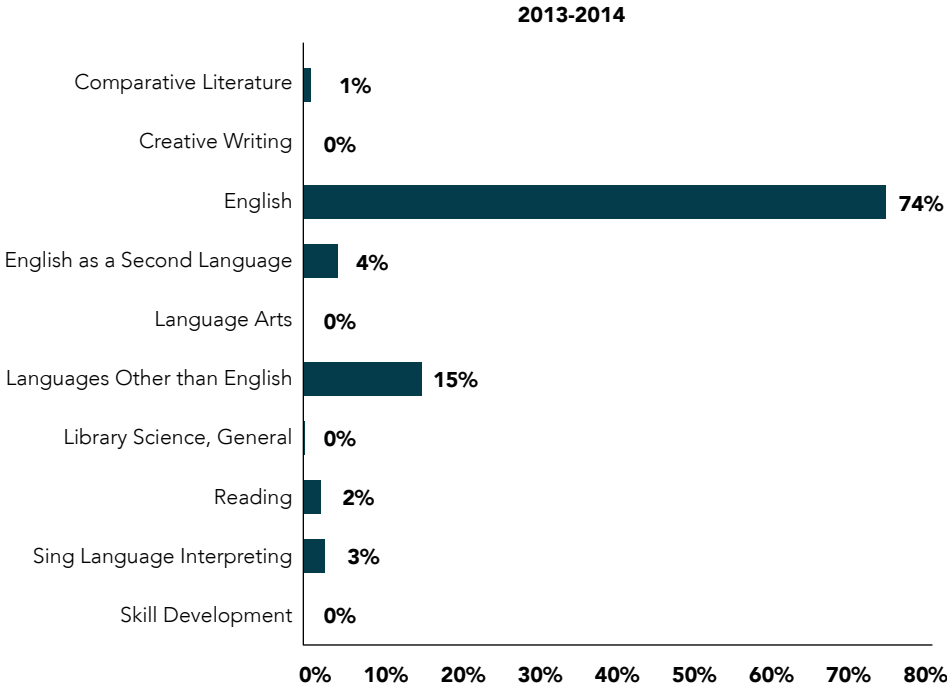
## LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

### PROGRAM FTES & FTEF

| AREA                                       | Current |         |         |            | Projected |         |         |        | 5 YEAR<br>FTES<br>CHANGE |
|--|---------|---------|---------|------------|-----------|---------|---------|--------|--------------------------|
|  | 2013-14 |         |         |            | 2018-19   |         | 2023-24 |        |                          |
|  | FTES    | FT FTEF | PT FTEF | TOTAL FTEF | FTES      | FTEF    | FTEF    | FTEF   |                          |
| Languages, Library, and Learning Resources | 2406.21 | 77.62   | 87.65   | 165.27     | 2673.92   | 3024.53 | 183.36  | 207.40 | 13.1%                    |
| Comparative Literature                     | 25.06   | 1.20    | 0.60    | 1.80       | 27.88     | 31.57   | 2.00    | 2.27   | 13.2%                    |
| Creative Writing                           | 2.70    | 0.20    |         | 0.20       | 3.00      | 3.40    | 0.22    | 0.25   | 13.2%                    |
| English                                    | 1778.32 | 47.87   | 68.92   | 116.79     | 1978.21   | 2240.12 | 129.92  | 147.12 | 13.2%                    |
| English as a Second Language               | 104.79  | 8.45    | 0.32    | 8.77       | 116.57    | 132.00  | 9.76    | 11.05  | 13.2%                    |
| Language Arts                              | 3.28    | 0.40    |         | 0.40       | 3.65      | 4.13    | 0.44    | 0.50   | 13.2%                    |
| Languages Other Than English               | 360.98  | 14.17   | 11.33   | 25.50      | 401.56    | 454.72  | 28.37   | 32.12  | 13.2%                    |
| Library Science, General                   | 6.22    | 0.91    |         | 0.91       | 6.92      | 7.83    | 1.02    | 1.15   | 13.2%                    |
| Reading                                    | 54.62   | 0.96    | 4.64    | 5.60       | 60.76     | 68.80   | 6.23    | 7.05   | 13.2%                    |
| Sign Language Interpreting                 | 69.22   | 2.96    | 1.84    | 4.80       | 75.24     | 81.79   | 5.22    | 5.67   | 8.7%                     |
| Skill Development                          | 0.14    | 0.16    |         | 0.16       | 0.15      | 0.17    | 0.18    | 0.20   | 13.2%                    |



### PROPORTION OF FTES BY PROGRAM – LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

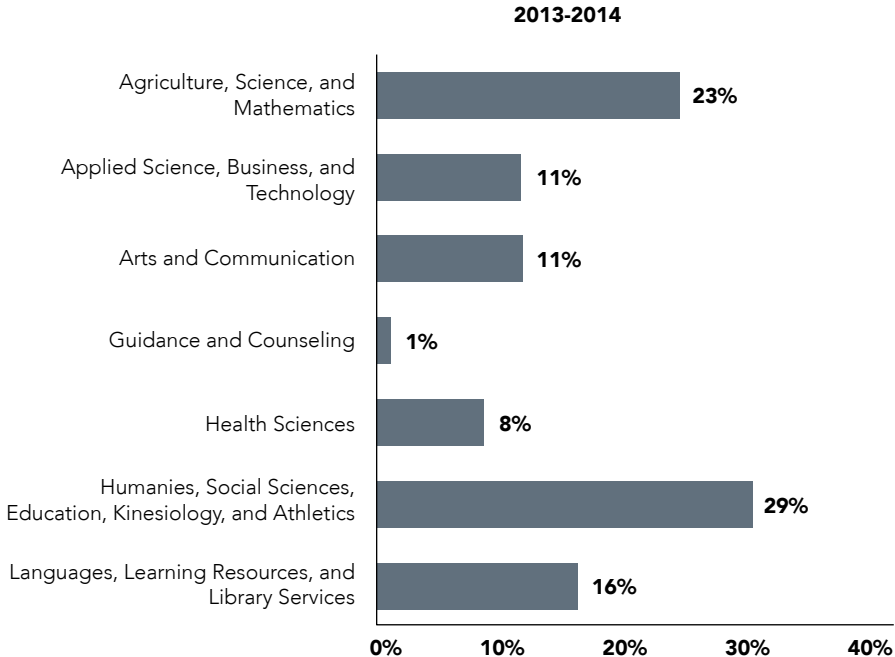
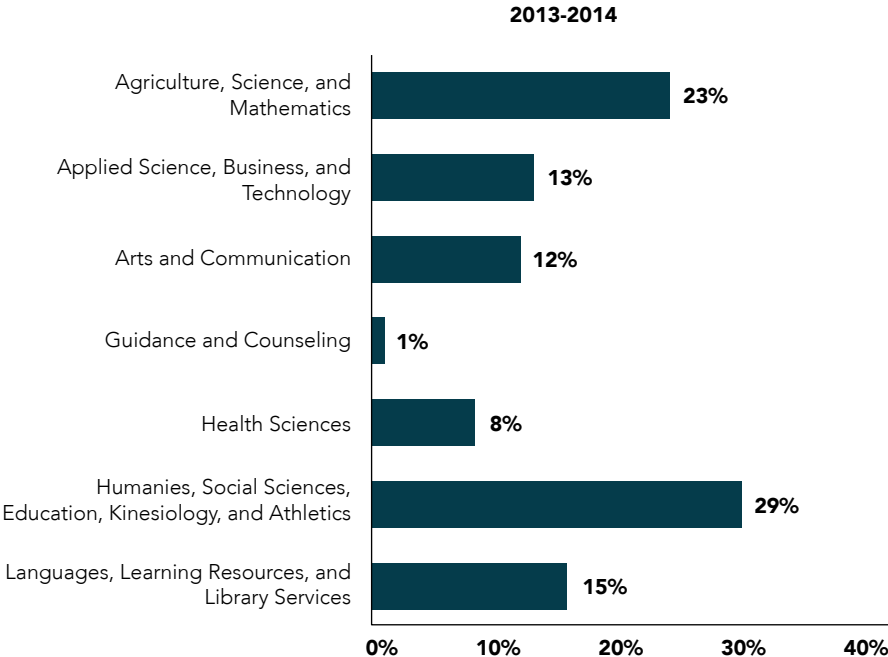


## 2015 SUMMARY OF PROJECTED FTES AND FTEF BY DIVISION

| DIVISION  | Current Annual Data |               |               |               | Projected Annual Data |                 |               |               | 5 YEAR<br>FTES<br>CHANGE |
|---|---------------------|---------------|---------------|---------------|-----------------------|-----------------|---------------|---------------|--------------------------|
|   | 2013-14             |               |               |               | 2018-19               | 2023-24         | 2018-19       | 2023-24       |                          |
|   | FTES                | FT FTEF       | PT FTEF       | TOTAL FTEF    | FTES                  | FTEF            | FTEF          | FTEF          |                          |
| Agriculture, Science, and Mathematics                             | 3670.98             | 59.44         | 19.50         | 78.94         | 4059.09               | 4568.89         | 87.06         | 97.74         | 13.1%                    |
| Applied Science, Business, and Technology                         | 2003.09             | 41.65         | 12.44         | 54.09         | 2081.77               | 2171.08         | 61.03         | 63.31         | 13.2%                    |
| Arts and Communication  | 1832.07             | 29.23         | 25.37         | 54.60         | 1994.19               | 2208.65         | 59.22         | 65.34         | 13.2%                    |
| Guidance and Counseling   | 166.30              | 4.47          | 2.24          | 6.71          | 185.00                | 209.49          | 7.46          | 8.45          | 13.2%                    |
| Health Sciences   | 1269.02             | 18.88         | 24.30         | 43.18         | 1423.36               | 1611.50         | 58.01         | 65.51         | 13.2%                    |
| Humanities, Social Science, Education, Kinesiology, and Athletics | 4561.38             | 42.77         | 45.48         | 88.25         | 5046.16               | 5672.75         | 97.78         | 109.91        | 13.2%                    |
| Languages, Learning Resources, and Library Resources              | 2406.21             | 38.81         | 43.83         | 82.64         | 2673.92               | 3024.53         | 91.68         | 103.70        | 13.2%                    |
| <b>Total</b>  | <b>15909.06</b>     | <b>235.26</b> | <b>173.15</b> | <b>408.41</b> | <b>17463.49</b>       | <b>19466.89</b> | <b>462.24</b> | <b>513.95</b> | <b>13.2%</b>             |

Note. Percent changes estimated for each division are based mainly on the projected population changes from the CA Department of Finance and EDD Data for Labor Market Changes

### PROPORTION OF FTES BY DIVISION



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“In the end, the Educational Plan is the product of deliberative and collaborative internal and external assessments of the strengths of the College and its future direction.”