Follow-Up Report

San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

A Confidential Report Prepared for the Accrediting Commission
For Community and Junior Colleges

This report represents the findings of the evaluation team that visited
San Joaquin Delta College
On
Friday, April 24, 2009

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Introduction and Overview

The purpose of the special visit for San Joaquin Delta College on April 24, 2009, was to review the progress made since the follow-up visit and report of December 15, 2008. At its meeting of January 7-9, 2009, the Commission acted to put San Joaquin Delta College on probation status. Based on the Commission’s letter of February 3, 2009, the college was to address six recommendations by April 1, 2009. Three of the recommendations are from the comprehensive visit of March 24-27, 2008, and three of the recommendations are from 2002.

The visiting team met with the Superintendent/President, the President of the Board of Trustees, the two Board of Trustee members who are on the Board’s Accreditation Committee, the Assistant Superintendent/Vice President of Instruction, the Dean of Research and Planning, a Human Resources Manager, and the Academic Senate President. In addition, the team had read and studied the Follow-up Report of April 1, 2009, and the college’s evidence all leading to the following conclusions for each of the six recommendations.

It should be noted that the membership of the Board of Trustees has been significantly altered since the last visit. The November 2008 election resulted in the election of four new members, and shortly thereafter, a fifth incumbent resigned from the Board.

The college has made significant and meaningful progress on each of the identified six recommendations to be addressed. Please note that the visiting team responded to Recommendation 3 (2008) and Recommendation 8.1 (2002) identically since the recommendations address effective and systematic planning similarly. The recommendations which were addressed by the College are as follows:

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

**Recommendation 2:** The visiting team recommends that the Board of Trustees establishes and monitors itself as a policy-making body, reaffirms delegation of operational authority to the Superintendent/President, and actively supports the authority of management for the administration of the college (Standard IVB; IVB.1.e).

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

**Recommendation 5.1 (2002):** It is recommended that the College enact a plan to resolve the issue of the counseling department schedules to ensure that the counseling needs of students are being met.
Recommendation 7.1 (2002): As called for in the 1996 Accreditation Evaluation Report recommendation 4.1, the college should ensure that evaluations of staff are conducted at agreed-upon intervals and provide training on evaluation procedures to managers, faculty, and classified staff. (Standards 7B1 and 7.B2)

Recommendation 8.1 (2002): A comprehensive strategic plan should be developed with input from all key constituencies, which integrates educational programs and facilities needs for the entire San Joaquin Delta College District including the main campus in Stockton, the Tracy Learning Center, the proposed Mountain House Center, and other centers and sites. The plan should build in contingencies for short and long-term demographic trends and shifts, anticipate and balance needs at the main campus with needs at regional centers and outlying sites, maximize the use of distance education strategies, project expansion and investment in centers and sites as needed and consider development of collaborative agreements with neighboring college districts to help address educational needs in outlying areas.
Discussion of Response to the Recommendations

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

**Observations and analysis:** The College has an established set of procedures for reviewing policy and procedure language and revising them through a shared governance process that ensures widespread participation and dialogue. The Policies and Procedures Review Committee serves as the initial forum for discussions of new policy and procedure ideas. The revised Board Policy 2010.1 clearly assigns the Superintendent/President the responsibility for overseeing the policies and procedures process, as well as delegating to the Superintendent/President the approval of procedures.

Since the March 2008 Accrediting Team visit, the Board of Trustees adopted a new code of ethics (Board Policy 2715) on January 20, 2009; revised the procedures for self-evaluation (Board Policy 2745); revised the procedures for evaluating the Superintendent/President (Board Policy 2746); approved an updated and stronger conflict of interest policy (imbedded in Board Policy 2715); and directed college staff to complete a thorough review of all Board policies for renumbering into the Community College League of California (CCLC) template and to complete revisions to update language.

**Conclusion:** The College has exceeded the intent of the recommendation and has corrected all deficiencies related to the recommendation; therefore this recommendation has been completely satisfied.

**Recommendation 2:** The visiting team recommends that the Board of Trustees establishes and monitors itself as a policy-making body, reaffirms delegation of operational authority to the Superintendent/President, and actively supports the authority of management for the administration of the college (Standard IVB; IVB.1.e).

**Observations and analysis:** The five new members of the Board of Trustees were sworn in as public officials using a new oath of office. The first part of this new oath of office contains the traditional oath of office provided to public officials in the State of California. The second part of the oath of office is the oath of office that is recommended by the Association of Community College Trustees (ACCT) as a model oath of office. The ACCT oath stresses ethical behavior and reinforces key concepts like the policy-making function of the Board, Board authority being vested in the entire Board and not in individual Board members, and the delegation of operational authority to the Superintendent/President.

The San Joaquin Delta College Board of Trustees changed significantly with the election of November 2008. Four trustee seats were up for election and four new individuals were elected to those positions. Shortly thereafter, another trustee seat was vacated, and the newly constituted board moved swiftly to fill that seat with a provisional appointment. With only two continuing members on the Board of Trustees, the entire tenor of the Board of Trustees has changed. The new Board of Trustees has taken great pains to be transparent in its deliberations and to be inclusive of the public in its meetings. Through the new oath of office, the five new trustees swore to honor the division of responsibility between the Board and the Superintendent/President and staff, to exemplify ethical behavior, and to engage in an ongoing process of in-service education and continuous improvement.

On January 20, 2009, the Board of Trustees considered and approved Board Policy 2715, Board of Trustees Code of Ethics and Standards of Good Practice. With the adoption of this Board Policy, the Board members have reaffirmed their commitment to establishing themselves as a policy-making body and to delegating operational authority to the Superintendent/President along with supporting the authority of management for the administration of the College. This policy states, “The Board shall
delegate authority to the Superintendent/President as the Board’s executive officer and confine Board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the District. Problems and issues that arise shall be referred to the Superintendent/President to be dealt with through administrative channels or be placed on the Board agenda for discussion. In this regard, rather than dealing directly with staff, it is appropriate for Board members take their concerns directly to the Superintendent/President.”

**Conclusion:** The College has completely met this recommendation.

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

**Observations and analysis:** The College has updated its Strategic Plan and has a coherent framework in place that describes a continuous planning, budgeting and assessment model. The college created an extensive environmental scan which was incorporated into its Strategic Plan and has initiated an annual report on institutional effectiveness using benchmark indicators. The college has also developed several important Strategic Initiatives which address such issues as student and operational learning outcomes and assessment. The College has provided evidence of a planning and budgeting cycle that ensures critical linkages among planning objectives, program review and identification of human, physical and technology needs for budgeting decisions.

**Conclusion:** The College has responded to Recommendation 3 and has addressed the major concerns in the recommendation. The College meets this standard.

**Recommendation 5.1 (2002):** It is recommended that the College enact a plan to resolve the issue of the counseling department schedules to ensure that the counseling needs of students are being met.

**Observations and analysis:** Counseling services include a wide variety of activities: academic planning, developing student educational plans, orientation, outreach, assessment, career planning, transfer services, transcript evaluation, special services to special populations (EOPS, DSPS, etc.), as well as individual personal and academic counseling appointments. San Joaquin Delta College believes that, for the most part, students should be provided counseling services by full-time counselors if possible. In an attempt to provide optimal counseling services to students, since at least 1993, the San Joaquin Delta College counselors have worked on a staggered schedule.

The staggered schedule was considered necessary in order to ensure that full-time counselors were on duty year round and to reduce the need to supplement the counselors’ schedule with overload and hourly counseling expenditures. The schedule reflects a three-stage scheduling approach. The full-time counseling staff is divided into three groups, and each group is assigned to work during various periods throughout the year based on the need to provide counseling or counseling-related services to students as needed.

The College has extensive evidence demonstrating that the number of counseling-related services provided to students has significantly increased since 2002-03. Students received greater numbers of
counseling services in 2007-08 than in 2002-03 in each of the three annual terms: summer, fall, and spring. Moreover, these services occurred at “peak” demand periods such as the critical registration months of summer (for summer and fall registration) and in November, December and January (for the spring registration cycle). While the staggered schedule may contribute in part to this increase; it may also be attributed to the hiring of additional full-time counseling faculty and particularly due to hiring full-time counseling faculty who work overload during the summer months.

**Conclusion:** The College has met the recommendation.

**Recommendation 7.1 (2002):** As called for in the 1996 Accreditation Evaluation Report recommendation 4.1, the college should ensure that evaluations of staff are conducted at agreed-upon intervals and provide training on evaluation procedures to managers, faculty, and classified staff. (Standards 7B1 and 7.B2)

**Observations and analysis:** The evaluation situation is 100% improved over the November 2008 results. As of March 17, 2009, the College is up-to-date in completing all overdue evaluations, current evaluations are occurring within agreed upon deadlines and Human Resources and Employee Relations (HRER) and managers’ records have been reconciled. In addition, managers and HRER have agreed to work cooperatively on a variety of issues related to the overdue evaluation problem.

The College has corrected all deficiencies related to the completion of staff evaluations at agreed-upon intervals. As of January 5, 2009, HRER has been working cooperatively with all of the College managers to correct their performance evaluation data and provide accurate information to the managers. Managers are assisting HRER in correcting their data, validating that they have completed evaluations, and completing due and overdue evaluations. The HRER staff continues to develop plans for implementing MUNIS, the new human resources data management system, which is expected to facilitate the timely evaluation-completion process.

**Conclusion:** This recommendation has been completely satisfied.

**Recommendation 8.1 (2002):** A comprehensive strategic plan should be developed with input from all key constituencies, which integrates educational programs and facilities needs for the entire San Joaquin Delta College District including the main campus in Stockton, the Tracy Learning Center, the proposed Mountain House Center, and other centers and sites. The plan should build in contingencies for short and long-term demographic trends and shifts, anticipate and balance needs at the main campus with needs at regional centers and outlying sites, maximize the use of distance education strategies, project expansion and investment in centers and sites as needed and consider development of collaborative agreements with neighboring college districts to help address educational needs in outlying areas.

**Observations and analysis:** The College has updated its Strategic Plan and has a coherent framework in place that describes a continuous planning, budgeting and assessment model. The college created an extensive environmental scan which was incorporated into its Strategic Plan and has initiated an annual report on institutional effectiveness using benchmark indicators. The college has also developed several important Strategic Initiatives which address such issues as student and operational learning outcomes and assessment. The college has provided evidence of a planning and budgeting cycle that ensures critical linkages among planning objectives, program review and identification of human, physical and technology needs for budgeting decisions.

**Conclusion:** The College has responded to Recommendation 8.1 and has addressed the major concerns in the recommendation. The College meets this standard.