

SAN DIEGO MESA COLLEGE

Accreditation 2017

Standard III

November 2nd Draft

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Standard III: Resources

A. Human Resources

- A1** *The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Description

The College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services. The college relies upon the integrated planning process to determine personnel needs. The integrated planning process is evaluative and prioritizes program and service area resources with needs in alignment with College mission, vision, values and strategic goals.

Minimum qualifications for faculty positions are established by the State Chancellor's Office and per board policy; the College and District office follow these requirements related to the discipline. Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs. All job announcements include these minimum qualifications; in addition, announcements also include information regarding request for equivalency by the applicant. When such a request is made, consistent with Education Code 87359 and AB 1725, and per current Procedures 4200.1, there is a formal protocol for establishing equivalency. An Equivalency Committee, per District Policy, determines this equivalency. At Mesa College, this committee is comprised of the discipline-area dean and chair and one other disciplinary faculty member, plus an Academic Senate appointee. The governing board relies on the "advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications." In cases where equivalency is not requested, and the applicant does not meet minimum qualifications, the District does not forward the applications to the department screening committee.

The District adopted Administrative Procedure 7211 [RA1]- Equivalency Determination Procedure, in 2010. According to this procedure, three committees will provide the protocol for evaluating equivalency: (i) Equivalency Subcommittee of the Screening Committee, (ii) Academic Senate Equivalency Committee, and (iii) District Equivalency Committee.

The same equivalency process is followed for both contract and adjunct faculty positions. Under this procedure, the Board of Trustees may grant equivalency based upon the recommendation of the Academic Senate Presidents in the District and work with the Academic Senate Equivalency Committee, when needed for clarification, to keep records of all equivalencies and to present the proposals for equivalency to the Board.

In addition to minimum qualifications, job descriptions include specific qualifications needed for the position that meet specific programmatic needs.

In the case of adjunct faculty, the hiring is done by the College. District Board Policy 4200.2 prescribes the application and employment of candidates for adjunct instructional positions. The District accepts applications via the District Employment website. The hiring Dean or Chair accesses the application data and screens the applications for program or service area needs and minimum qualifications. The hiring department makes the determination and recommends a candidate for hire to the College Employment Services and Payroll department who verifies the minimum qualifications and processes the employment paperwork accordingly.

The hiring for vacant management positions is guided by District procedure 4200.6. The Chancellor is responsible for the recruitment, selection, and recommendation to the Board, of candidates for vacant management positions (except for the Chancellor). The Board, acting upon the recommendation of the Chancellor, makes all appointments. This policy also defines and regulates the responsibilities applicable to employment of management staff, carrying out the District's employment program, its commitment to EEO (Equal Employment Opportunity), and its effort to consider and appoint the most highly qualified individuals available. As with academic positions, minimum qualifications, and affirmative action/equal opportunity principles along with specially developed job descriptions are used for the recruitment of qualified candidates. Screening committees are required for the performance of the manager's major duties and responsibilities. Applications are submitted to the District's Employment Office and then reviewed by a College Screening committee. Qualified candidates are forwarded for a second interview by the College President who makes a recommendation to the Chancellor, with the successful individual confirmed by the Board of Trustees.

Evaluation

The College integrated planning model helps define the staffing needs. These needs are then addressed in accordance with College and District methods which are also consistent with state education law, District policy, and bargaining agreements to ensure that personnel are qualified by education, training, and experience to provide and support programs and services. SDCCD Board Policy 7120, Recruitment and Hiring, states that the Chancellor will establish procedures

for the recruitment and selection of employees that will include the implementation of an Equal Employment Opportunity Plan. The Policy also states academic employees will possess the minimum qualifications prescribed for their positions by the Board of Governors and the SDCCD Board of Trustees. The criteria and procedures for hiring academic employees will be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making. Finally, the criteria and procedures for hiring classified employees will be established after affording classified organizations an opportunity to participate in the decision under the board's policies regarding local decision making.

Current practices have led to effective recruiting and selection procedures. At the faculty level, college program and service areas submit annual proposals to the Faculty Hiring Priority Committee (FHPC), which is a subcommittee of the college President's Cabinet. Each proposal addresses key criteria established by the college which the college seeks to fulfill in hiring new faculty, including plans to create a diverse applicant pool for the position, student-centered teaching techniques, and areas of the curriculum to be addressed. Proposals are evaluated using established criteria utilizing rubrics and positions are ranked for funding. The President's cabinet recommends the final list, and the President makes the final decision on the positions to hire.

For classified positions, job classifications with established duties and responsibility help assure the quality and integrity of programs and services. In direct support of the hiring process for classified positions, the College and District HR department collaborate to ensure that qualifications for each position are closely matched to the specific programmatic needs by relying on (i) requirements identified by the hiring manager, (ii) requirements contained in bargaining agreements, (iii) review of work to be performed, and (iv) review of the job description and flyer.

Classified staffing needs by program and service areas are submit during the annual Program Review process thorough the Classified Hiring Priority Committee (CHPC), which is a subcommittee of the college President's Cabinet. The CHPC will assess each proposal using qualitative and/or quantitative data, reviewing the need for the position in terms of capacity to strengthen the program or service area. The request must also address challenges, external demands, and program/service area needs that have changed over time. Proposals are evaluated using established criteria utilizing rubrics and positions are ranked for funding. The President's cabinet recommends the final list, and the President makes the final decision on the positions to hire. Administration may fill vacated classified positons as necessary.

EVIDENCE

- Management Handbook
- AP 4200.1 – 4200.6
- BP 7120
- 14-15 FHP List/Minutes

- 14-15 CHP List/Minutes
- Other evidence still in progress
- Need campus evidence

A2 *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

In process

A3 *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

In Process

A4 *Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

In Process

A5 *The institution assures the effectiveness of its Human Resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Description

Mesa College assures effectiveness of its human resources by evaluating employees. Employee evaluations are determined by District policies and procedures, the Human Resources Instruction Manual[RA2], the various collective bargaining agreements, and the Meet and Confer Handbooks. Evaluations focus on performance effectiveness and encourage improvement. Personnel in each of the classification groups are evaluated on a cycle that is specified in the bargaining agreement or Meet and Confer Handbook. In the case of faculty, the cycle is related to tenure and rank: tenure track faculty are

evaluated annually during their probationary period (four years in most cases), tenured faculty are evaluated every two years after the award of tenure, and faculty with the rank of professor are evaluated every three years. Adjunct faculty are evaluated during their first year of employment and then at least once every six semesters after that.

The evaluation instruments and processes are position specific. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant. Evidence of effectiveness is determined through class visit and observation, and careful reading and evaluation of current syllabi, updated vita, self-evaluation, statistical profiles and written comment sheets from student evaluations. Other materials provided by the faculty member may include a brief description of all courses taught since initial assignment, course materials, description of teaching methods, description of grading practices, and description of committee professional, and public service activities.

Faculty are evaluated by administrators, peers, and students to assess teaching effectiveness, to encourage professional growth, and to make informed decisions regarding retention, tenure, promotion, and salary advancement. The actions taken are based on the outcomes of the evaluation. They are formal, timely, and documented. In the case of tenure and promotion evaluations, the Academic Senate's Tenure and Promotion Review Committee (TPRC) assures that correct procedure was followed and that College and District Standards were met.

Other groups are evaluated according to their bargaining agreements or handbooks. The Performance Appraisal Manual was created to assist the District's Performance Appraisal Program for the following four classified collective bargaining units: Office Technical, Confidential, Classified Supervisor, and Facilities employees. This manual is proactive in nature to assure an effective appraisal process[ra3].

Campus evidence – still in progress

EVIDENCE

- AFTG Contract
- All Contracts
- Evaluation forms

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- A6** *The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

In progress

- A7** *The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

In progress

- A8** *An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

Response

College practices in progress

There is a clear and precise District policy in effect for the evaluation of adjunct faculty. Adjunct faculty members receive a peer evaluation within the first year of employment and at least once every six regular semesters thereafter. Adjunct faculty peer evaluations are conducted by a tenured/tenure-track faculty member selected from a list of three candidates submitted by the faculty member being evaluated. If no campus tenured/tenure track subject matter expert is available, one can be recruited from one of the district colleges, an outside/community subject matter expert may be used, or the adjunct's department chair will conduct the peer evaluation. The subject matter expert makes at least one class observation and completes an appraisal form. Peer and student evaluation instruments are then reviewed by the department chair and appropriate manager and discussed with the adjunct faculty member if requested by the faculty member or manager. The appropriate manager maintains files of each adjunct faculty member's evaluation materials.

Need Mesa Specifics here

Each college is tasked with implementing its own particular tools for oversight, orientation, and professional development. In General, numerous professional development courses, including online only courses, are offered by each college for adjunct professional growth. Oversight of the quality of adjunct instruction, as well as accessibility to adjuncts of campus resources is provided by the department chair as well as the college division office. Each of our colleges is expected to and generally does encourage a full participation of adjuncts in the life of the university, including access to department and divisions meetings, participation in various campus organizations, and opportunities to voice their concerns and suggestions about how the campus is run and their role in the campus community.

A9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

In progress

A10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

In progress

A11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

San Diego Community College District systematically develops personnel policies and procedures that are available for information and review. Policies are developed and updated by the Human Resources Department, and then discussed and evaluated by the District Governance Council before Chancellor's Cabinet review. Policies that require dialogue and feedback from the bargaining units or campuses are not implemented until the participatory-governance process is completed. The District makes every effort to administer its procedures equitably and consistently. This includes Student Rights and Responsibilities, Policy 3100, which was recently (December 2014) updated to align with the requirement of the Violence Against Women Reauthorization Act of 2013 and changes to state statute. All District policies, including those affecting personnel, are posted to the District website. Members of the College and community at large have full open access to these

policies via the internet. Administrative Procedures are posted to the District intranet and are accessible from any District computer.

When a policy or procedure is implemented or changed it is consistently communicated to the college by way of notice to the Academic and Classified Senates and the District's Governance Council (DGC) which includes all stakeholders such as students, faculty, staff, and administration. The Mesa College President is a member of DGC and will communicate procedure changes or implementations through President's Cabinet and management groups.

Evidence

- Policy 3100
- Link to SDCCD board policy website
<http://www.sdccd.edu/public/district/policies/index.shtml?menu=sub7>
- Link to DGC website page
- Link to PCAB page on website
- Other evidence in progress

A12 *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission*

Mesa College's mission, vision, and values include diversity and equity as core attributes for student success. Therefore, the Educational Master Plan incorporates diversity and equity training and professional development programs. Faculty and staff express an appreciation for the College's diversity in its practitioners, perspectives, and experiences, and in terms of the student body.

Mesa College fosters a campus environment that welcomes and respects diverse life experiences and identifies and eliminates barriers to achieve a diverse workforce. This can be seen through the work of the Mesa College Diversity Committee.

Get more info here on prof dev etc

Evidence

- Ed Master Plan – 2013-2109
- Diversity Committee Website Link (get new website link)
-

A13 *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

San[ra4] Diego Community College District has long had policies that address professional ethics; however, they were dispersed according to subject, such as conflict of interest, sexual harassment and civility and mutual respect. In 2009, the Vice Chancellor, Human Resources, began the process of drafting a formal centralized written code of professional ethics for all personnel. The draft policy is currently proceeding through the approval process. (III.A-24) _____ College has a rich history of supporting professional ethics among all of its personnel. This is deeply integrated into the EEO process on campus and on screening committees and in the role of the Site Compliance Officer, who reports directly to the President. Professional development workshops have included Workplace Ethics and MEET on Common Ground: Respect in the Workplace. A subcommittee of President's Cabinet worked on civility issues, and in 2009 a Diversity Committee was created. The written code of professional ethics codifies the practices of the campus. In the 2015 Employee Perception Survey, ??% of respondents agreed or strongly agreed that they were treated with respect at this college (Q62). (III.A-16) The College meets this standard

The college has communicated specific codes of conduct for staff, faculty, administrators, and students in handbooks and the catalog – [get more here](#)

Based on interviews with District and College staff and review of relevant documents the visiting team validates the self study and concludes that the College is in compliance with this standard with exception of the need for the District to adopt a District wide Code of Ethics. The draft was completed in May 2010 and is being considered for Board approval during fall 2010. The District needs to complete a centralized written Code of Professional Ethics for all personnel and that it is approved by the Board (III.A.1.d). The college meets this standard.[ra5]

Evidence

A14 *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

In progress

- A15** *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

San Diego Community College District secures and keeps confidential all personnel records. The Director of Employee Services is responsible for safekeeping the District's personnel records in the Payroll Office of the District Human Resources Department. A personnel file is maintained on each employee in a secure, locked room in the Payroll Office. Information contained within the personnel file is considered confidential and as such is shared only as required and to those with a need access to such information. The personnel file room is open to Human Resources/ Payroll Department employees from 8:00 a.m. through 5:00 p.m. during the work week and remains locked during all other times. All personnel files are kept in confidence and are available for inspection only to authorized administrative employees of the District when necessary in the proper administration of the District's affairs or supervision of the employee. Faculty evaluations are maintained on campus and are kept locked in the Office of the Dean of Learning Resources (update this with current info). Consistent with Education Code Section 87031, every employee has the right to inspect personnel records pursuant to Section 1198.5 of the Labor Code. SDCCD follows this law. In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. Employees must initiate this process with a request for an appointment to view their file. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at this time.

This process works well for the employees of the District. Every effort is made to secure and keep confidential District personnel files. Written procedures exist for what can be placed in the file and for access to the file. Checks and balances remain in place to assure the integrity of the file. The College meets this standard.

Evidence:

- Education Code Section 8703
- Section 1198.5 of the Labor Code

B. Physical Resources

- B1** *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

The San Diego Community College District ensures that all institutions within the District are provided safe and sufficient physical resources necessary to execute their educational mission. They are constructed and maintained to assure access, safety, security and a healthful learning and working environment. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum to address the District's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet district requirements.

- Need to discuss how this fits into the District strategic planning
-

Evidence: MSC mtg minutes

The second is the use of facility master plans. At the beginning of our bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission. These plans, which included participation from faculty and staff in their creation, have provided the blueprints for the facility modernization that has occurred throughout the district.

Evidence: Facilities Master Plan

The third is the bond capital improvement program. This program allocated 1.5B dollars to build and renovate facilities to support the educational mission. These funds, coupled with the facilities master plan, allows us to ensure that the facilities we build are in compliance with codes and regulations.

Evidence: Facilities Master Plan, Rainbow Report, COC??

The fourth is through a district wide security plan which identifies processes and procedures to be followed to ensure the safety and security of all who frequent our campuses. The plan also offers a phased approach to further enhancing both safety and security. This plan identifies areas of risk that need to be addressed. It also maps out a plan to achieve improvement in the identified risk areas. This allows decision makers to evaluate the information and make decisions the will facilitate the best allocation of resources. **Evidence: District Security Master Plan (not completed)**

The fifth is the district safety plan. In an effort to standardize our safety plans across the district, a comprehensive plan was developed that addressed district requirements as well as the unique activities that take place at each campus. The plan identifies policy and procedures that create a synergy of responsibilities and

reporting across the districts while recognizing the uniqueness of each campus. Additionally, the plan clearly identifies requirements necessary for an effective plan so that resources can be allocated properly. **Evidence: District Safety Plan (not completed)**

The sixth is through the automated work order process employed throughout the district. Megamation, the automated worker order tool used by the district, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues. **Evidence: District Services Priority of work matrix (what is this??)**

Campus specifics – in progress

- Safety committee
- Facilities Committee
- CERS reporting with County
- Facilities operations under VPA office

Evidence

- Need campus evidence
- Overall weakness is lack of District safety plan and continuity with campuses
- There is no district security plan
-

B2 *The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

The San Diego Community College District is constantly assessing the physical resources necessary to accomplish our educational mission. This assessment includes the planning, acquisition, construction, maintenance, refurbishing and replacement of physical resources. The assessment looks at facilities, equipment, land and other assets in a manner that assures effective utilization and the continued quality necessary to support its services and programs to achieve our educational mission. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where districtwide staff and facilities institutional administrative representatives meet to review matter concerned with the district's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet district requirements. **Evidence: MSC mtg minutes**

The second is the use of campus facility master plans. At the beginning of our bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission. These plans have provided the blueprints for the facility modernization that has occurred throughout the district and included participation from faculty and staff in their creation. The plan, when coupled with each campus' master education plan, provides the road map for success to meet current and future educational goals. **Evidence: Facilities Master Plan**

The third is the bond capital improvement program mentioned above. This program allocated 1.5B dollars to build and renovate facilities to support the educational mission. This money, coupled with the facilities master plan, allows us to ensure that the facilities we build are in compliance with all codes and regulations.

Evidence: Facilities Master Plan, Rainbow Report

The fourth is the district's five year capital improvement plan. Required by the State Chancellor's office, this plan highlights the district's planned capital improvements over the next five years. Currently this plan highlights the bond program's planned five year outlook. Because of our bond capital improvement program, our eligibility for additional state funding is limited under this program.

Evidence: 5 year Capital improvement plan, Rainbow report. Does the 5 yr capital improvement plan exist?

The fifth method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the district. Each year the district submits to the State Chancellor's office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years funding is allocated to the district to support its scheduled maintenance efforts. Though there is never enough funding allocated to do everything we want, there is usually enough to provide the proper resource allocations to maintain and replace assets as required. **Evidence: State Scheduled funding List**

Need to discuss campus operations in this area.

- B3** *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Response

Need discussion on campus process, educational master plan, and integrated planning.

The San Diego Community College District is a complex organization in a very dynamic environment. In order to ensure we accomplish our educational mission, the district uses data driven tools to provide critical information to decision makers. In our continual assessment of our physical resources, we use established benchmarks to measure our effectiveness and a total cost of ownership process to establish the feasibility of resource allocation. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where districtwide staff and facilities institutional administrative representatives meet to review matter concerned with the district's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet district requirements. **Evidence: MSC mtg minutes**

The second is through the automated work order process employed throughout the district. Megamation, the automated worker order tool used by the district, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues. **Evidence: DSC Priority Matrix**

The third method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the district. Each year the district submits to the State Chancellor's office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years funding is allocated to the district to support its scheduled maintenance efforts. Though there is never enough funding allocated to do everything we want, there is usually enough to provide the proper resource allocations to maintain and replace assets as required. **Evidence: State Scheduled funding List**

The San Diego Community College District utilizes a facility master plan to help guide resource allocation. The facilities master plan, when coupled with the individual campus educational master plans, provides framework for long range capital planning. Once an agreed upon direction is approved, a cost analysis is conducted utilizing a total cost of ownership. Additionally, long term planning and the allocation of physical resources are compared to the sustainability goals established by the district. This is accomplished in many ways.

The first is the use of campus facility master plans. At the beginning of our bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission. These plans, which included participation from faculty and staff in their creation, have provided the blueprints for the facility modernization that has occurred throughout the district. Each plan utilizes both state and industry standards and metrics to arrive at data driven results. The campus facility master plans, when coupled with each campus' master education plan, provides the road map for success to meet current and future educational goals. **Evidence: Facilities Master Plan**

The second is the district's five year capital improvement plan. Required by the State Chancellor's office, this plan highlights the district's planned capital improvements over the next five years. Normally when this plan is created it uses data driven metrics to identify projects. Currently this plan highlights the bond program's planned five year outlook. Because of our bond capital improvement program, our eligibility for additional state funding is limited under this program. **Evidence: 5 year Capital improvement plan, Rainbow report.**

B4 *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Response:

- o Five-year construction plan.

STANDARD IIIC

1. Technology Services, professional support, facilities, hardware and software are appropriate and adequate to support the institutions management and operational functions, academic programs, teaching and learning and support services. CKR

a) How does institution ensure that its various types of technology needs are identified?

The College systematically plans for upgrades and replacement of campus technology that supports institutional effectiveness. The Mesa Information Technology Committee, the governing body that reports to the President's Cabinet, provides strategic direction for campus technology. The most recent technology plan for Mesa College was reviewed and approved at President's Cabinet MONTH, DATE. The plan features a number of strategic campus technology initiatives developed in MIT planning committees and in consultation with governance groups. The College supports a variety of learning technologies and equipment that supports student learning and success.

Technology Services:

There are two divisions within the technology services sector. The first division, Faculty services/support, consists of a team that is located at Mesa College, but is managed by the Central District's management organization. The team at Mesa is composed of a supervisor and two technicians who respond to all administrative, faculty, and staff needs and requirements; this type of work is also called "Office Computing Support." One additional technician that reports to the college's Technology support Division also works in support of this effort on an as-needed basis. Needs are categorized into two areas: planned modifications and unplanned problems that occur to existing equipment. For either case, initial requests are placed in queue with the District's helpdesk. After initial input is made, and assignment is made to the Supervisor or

technician, and then the work commences. The use of specialized software such as Spiceworks enables the campus IT staff to efficiently manage hardware and software campuswide.

Academic Services:

Academic, teaching, learning and other student support services support (facilities, hardware, software) is the other technology service sector. Requests for modification of existing equipment, requests for new equipment (hardware or software) or resolution of unplanned problems are carried out by a team of 9 technicians based at the college. All work is divided into two geographic campus work regions: east and west. Work on the east side of the college is covered by two technicians who are responsible for the Allied Health and Design Centers. The West side of the college is covered by the remaining technicians. Workflow to this team is placed via work request requests (planned work), or via a 'trouble ticket' system (unplanned work). Planned work is conducted during non-instructional periods (winter/spring/summer breaks) and enters the work queue via request forms. Unplanned work enters a work queue based on urgency as determined by the person reporting via a web-based request system and can be placed by the requestor online or, in the event of urgent matters, can be called in to a staffed help desk located in the Center for Independent Learning. All work is then delegated and tracked by a supervisor.

Since the last ACCJC visit, progress has been made on a number of projects which include (Evidence: Mesa Information Technology Plans, 2011-2015): **(IHC-1)**

- Installation smart classrooms to support academic computing needs; Smart Classroom expansion, increased from 73-200 rooms (approx.)
- IT Trouble Shooting Software (Spiceworks)-campus implementation
- Re-organization to maximize operational IT efficiency (staffing)
- Implemented Credit Card Feature on Add-Value Stations
- VOIP PA Systems in new facilities (Student Svc, Math & Sci, SBSB)

- Language Center with six smart classrooms, a language laboratory, an open computer lab, a faculty development room teleconferencing capability, and an interactive learning lounge for students
- Wireless network access points are located throughout the campus for secure student usage, and WiFi access will continue to expand with addition of new facilities.
- The library increased its public-access computers from XX to XX in 2013, during remodeling of Reference areas
- Campus launched an official Facebook page accessible via world wide web

In 2014, the College established the position of Director of Technology that will be responsible for providing visionary and operational leadership for strategic planning, implementation and improvement of instructional and administrative technologies, and related support services. *ETA Fall 2015. (IHC-2)*

Enterprise Resource Planning (ERP) system – Mesa's role in technology planning to support district-wide operations.

Teaching, Learning and Technology Planning (in progress)

The effectiveness of technology is evaluated through staff development and employee satisfaction surveys administered on campus and/or by the District office. Data is also captured in surveys from State Chancellor's office.

The effectiveness is measured for the campus as follows:

Students - class evaluations include assessment of classroom technology; online student portal features online post-session survey (CONFIRM)

Faculty – Flex workshop evaluation, employee satisfaction surveys

Staff – Employee satisfaction surveys; post-conference evaluation from technology-based sessions.

NEED STATS TO SUPPORT NARRATIVE...positive vs negative responses?

[ALL OF THE BELOW NEEDS TO BE MADE INTO A CONTINUOUS NARRATIVE]

Design specification, bidding process

Camtascia, Teaching & Learning...(TBD)

Adherence to Accessibility Standards (ADA, Section 508)

Blackboard Learn

- Communication by District/campus IT regarding systemwide network issues, phishing schemes, potential data breaches. Avast virus protection;
- Students and personnel utilize CSID numbers in lieu of social security numbers
- Personalized, secure logon and passwords for everyone; administrative-level passwords required for changing systemwide programs
- Members from IT staff are included in annual Disaster Preparedness and Recovery training (FEMA 361-) to ensure to prepare for and enhance disaster response and ensure continuity of technology services during and after a catastrophic emergency.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs and services. (CKR)

The institutional planning mechanism for determining updates and replacement of technology (and its infrastructure) is carried out by three principle means: Program Review, Recommendations brought forth by Mesa's Information Technology (MIT) Committee, and on request by administration/faculty/staff (software updates). The MIT

Committee, composed of members from the constituent groups that utilize campus technology, meet monthly to discuss and make recommendations for current and future technology needs.

The committee charts the strategic course for campus technology and its incorporation into institutional planning and effectiveness.

- Has does the institution assess the need for information technology training for students and personnel?
- Mesa College conducts periodic assessments of technology training needs in a variety of ways, such as institutional, student and/or faculty/staff satisfaction surveys. Other examples include annual needs assessment for Classified Staff Development and professional development/flex survey for faculty, and requests for professional development made to campus PD committee. The College also participates in an Annual Staff Development Survey from the State Chancellor's office that includes inquiries about the need for technology training on campus.

What technology training does the institution provide to students and personnel? The college provides technology training for personnel and students.

- Technology training for students is offered for all online students on the SDCCD Online Pathways website. The comprehensive website is user friendly and covers a broad range of topics to familiarize students with the online learning environment. Practical lessons and online tutorials.
- Technology training is offered to staff via staff development conference which offers specialized training in business software included in the MicroSoft Suite (Excel, Word, Outlook, PowerPoint), Presentation software, e.g., Publisher, Prezi and Project Management. End users can access a plethora of business/presentation software through Lynda.com e-learning function offered via campus software agreement. The campus maintains thirty (30) licenses and the resource is available on rotational basis to faculty, administrators and staff.
- In addition to technology workshops designed to facilitate online learning, e.g., Camtasia, Blackboard, faculty participate in instructional improvement (Flex) workshops and online tutorials for other campus-based technology such as TaskStream AMS assessment software that facilitates assessment and tracking of institutional, program and student learning

outcomes (PLOs/SLOs/ILOs). Additionally, the campus curriculum committee offers focused training on use of CurricuNet, a web-based curriculum approval system.

- GET STATS ON NUMBER OF TECHNOLOGY WORKSHOPS OFFERED? HOW MANY PARTICIPANTS? SATISFACTION RATES? (IIC-3)

[AS ABOVE, CONVERT THIS INTO A NARRATIVE. CHANGE THE QUESTIONS INTO IMPERATIVE STATEMENTS, E.G. “The college ensures that training and technical support are appropriate and effective by...”]

How does Mesa ensure that the training and technical support it provides for faculty and staff are appropriate and effective? Evaluation, pre-post assessment, (TBD).

How effective is the training provided? How is the training evaluated?

Faculty – creation of distance ed courses

Staff – Proficiency in business software

Students – ability to complete online application

Action/Improvement Plan

- Establish an integrated approach to the assessment of improved technology solutions
- Administer annual needs assessment of technology needs, survey campus community to identify technology needs, trends, deficiencies, etc.
- Strengthen WiFi network connectivity to mitigate “dropped signals”, increase bandwidth to accommodate growing number of wireless access points in new facilities
- Communicate strategic direction of MIT initiatives to campus constituency, i.e., improve constituent-group awareness: Engage students, faculty and staff in technology planning on a broader scale, i.e., more than the representatives on planning committee.
- Continue to enhance systematic evaluation of technology used by the college and organization of support staff

Suggested Evidence:

- MIT Plan 2014-2015 (Final) & select MIT Minutes
- Technology Plan Updates
- Fiscal Resources for Technology (BARC inclusion)
- IT Reorganization Plan
- Computer Inventory/Replacement Plan
- Computer Labs/Activity (incl troubleshooting)
- Bulb Replacement History
- Distance Ed courses (reflecting growth?)
- DE Advisory/Committee notes (minutes?)
- Professional Development/Flex Workshops/Consultations
- Student/Staff Satisfaction Surveys (see Lassen)
- Training Needs Assessments (techno-emphasis)
- Program reviews that reflect technology needs

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are **implemented** and **maintained** to assure **reliable access, safety, and security**. (DF)

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are **implemented** and **maintained** to assure **reliable access, safety, and security**.

Technology Resources are in various forms and are located throughout the college and are implemented in certain locations as required either to support the curriculum or to support student access to selected services. Curriculum is developed by faculty as a response to educational need, and is inputted to the college's permanent record via a web based application (Curricunet). Curricunet is accessed by faculty and administrators through a secure connection to the vendor's electronic storage system located on their facilities; although access to

curriculum is provided to the public, modification of the curriculum is restricted to approved college personnel on an 'as needed basis' as determined by the college administration.

Student access to computing is provided via personal computer workstations (PCs and Macs) that are located at different laboratory locations on the college. All laboratories are integral to the classroom learning environment and are therefore mostly available to students during planned hours of faculty oversight. These laboratories are located within the various buildings at the college such as Math and Science, Health Sciences, Design, etc. However, Students needing computing services during times other than instructional periods can access computers at open laboratories in the Library (these labs are also called the Center for Independent Learning), Student Services building and at other locations on the college. Software on these latter groups of computers is determined by the faculty each semester as need requires.

Other technology resources include, but are not limited to, audio visual equipment, wireless access to the internet, support equipment such as network infrastructure, remote electronic storage devices and other related systems and devices.

Maintenance of these computing services is provided by the staff within the college's Technology Services Division. Personnel are trained and staffed at times to support the college's hours of operation so as to support planned and unplanned maintenance of the technology resources; it is through this organizational structure that reliable access to campus technology is possible. Equipment safety and security is provided via administrative controls in the form of the latest version of anti-virus software (Avast), internet infiltration through coding best practices and server security software (provided at the District's data warehouse).

All Computer maintenance is provided 'on-condition' or through planned obsolescence. On-condition response is managed through the reporting of equipment failures (as discussed previously) and the corrective actions are determined and arranged by the cognizant area supervisor. Planned obsolescence of equipment is determined by best practices as related to

equipment in service life-limits; this includes computers, printers, network servers and other related types of equipment.

Online courses and access to library materials are conducted through secure connection so as to protect sensitive student information. **[GIVE A CONTEXT]**

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. **(DF)**

College employees are provided instruction and support in the use of technology through different training forums. Flex activities are provided throughout the year in the use of specialized software (as needed and applicable to the audience); the flex site as well as other information related to flex is at <https://faculty.sdccd.edu/docs/flex%20handbook.pdf>. **(IIC-4)** Other specialized programs, systems and software training are provided to college personnel from cognizant personnel – either subcontract or college employees. Program review software, Taskstream (<https://www1.taskstream.com/>), is utilized by a large segment of the college in order that a record of evidence is retained for college planning purposes. Taskstream training is provided on a number of occasions – either in a group setting or on a one-on-one basis.

In the instructional area, many new faculty workstations have been deployed in ‘smart’ classrooms. Training for these new workstations is provided by the Technology Services Division on the request of the faculty. The administrative controls to ensure proper training of these faculty workstations is conducted via key issuance – whereas those faculty having had the training will receive the workstation’s access key.

The staff of the college's Technology Services Division is trained on an "as needed" basis so they can support the technology infrastructure. Training includes, but is not limited to, new software applications, internet and network systems, computer operating systems, audio visual equipment and computer hardware systems.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes (SE-need more input)

District sets forth policies and procedures for appropriate use of technology in teaching and learning processes.

Suggested Evidence (ref: webliograph---clarify link issue): [LINK THESE TO SPECIFIC PARAGRAPHS IN THE NARRATIVE]

- MIT Plan 2014-2015 (Final) & select MIT Minutes
- Technology Plan Updates
- Fiscal Resources for Technology (BARC inclusion)
- IT Reorganization Plan
- Computer Inventory/Replacement Plan
- Computer Labs/Activity Log (include troubleshooting)
- Bulb-Replacement History
- Distance Ed courses (reflecting growth?)
- DE Advisory/Committee notes (minutes?)
- Professional Development/Flex Workshops/Consultations
- Student/Staff Satisfaction Surveys (see Lassen)
- Training Needs Assessments (techno-emphasis)

- Program reviews that reflect technology needs
- Board Policies/Procedures for Technology usage & protocols

Documentation/links:

Administration/faculty/staff support contact information: <http://www.sdmesa.edu/about-mesa/facultystaff/helpdesk/Faculty/Staff>

Planned modification request form: <http://www.sdmesa.edu/about-mesa/facultystaff/forms/Academic/>

Teaching support contact information: <http://mesahelpdesk.sdccd.loc/portal>

Documentation/links:

Mesa Information Technology Committee: <http://www.sdmesa.edu/index.cfm/about-mesa/institution/information-technology-committee/Faculty/Staff>

Planned modification request form: <http://www.sdmesa.edu/about-mesa/facultystaff/forms/>

Faculty Flex Handbook <https://faculty.sdccd.edu/docs/flex%20handbook.pdf>

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.
 - *How does the institution develop hiring criteria?*
 - *How are faculty involved in the selection of new faculty?*
 - *How are positions advertised?*
 - *By what means does the institution verify the qualifications of applicants and newly hired personnel?*
 - *How does the college check the equivalency of degrees from non-U.S. institutions?*
 - *What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs?*
 - *What safeguards are in place to assure that hiring procedures are consistently applied?*
 - *Does the institution advertise specifically for personnel with expertise and experience in DE/CE?*
 - *How does the college decide whether an applicant is well qualified in the field of DE/CE? Has the institution formulated specific selection criteria?*
 - *To what extent does the institution involve personnel with experience in DE/CE in the recruitment of new personnel?*
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)
 - *How does the college know that the faculty selected for hire have adequate and appropriate knowledge of their subject matter?*

- *By what methods does the college define and evaluate effective teaching in its hiring processes? How is that effectiveness judged?*
 - *How does the college identify faculty expertise in DE/CE instruction?*
 - *What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?*
 - *By what methods does the college define and evaluate “effective teaching” in its hiring processes for faculty to be involved in DE/CE? How is that effectiveness judged?*
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
- *By what means does the institution verify the qualifications of applicants and newly hired personnel?*
 - *How does the college check the equivalency of degrees from non-U.S. institutions?*
 - *What evidence is there that hiring processes yield highly qualified employees?*
 - *What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?*
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
- What process is in place to assure that evaluations lead to improvement of job performance?
 - What is the connection between personnel evaluations and institutional effectiveness and improvement?
 - Do evaluation criteria measure the effectiveness of personnel in performing their duties?
 - *Do evaluation criteria specifically measure the effectiveness of personnel in performing their duties related to DE/CE activities?*
 - *To what extent do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty’s interest in future involvement in this field or need for development?*

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.
- *What in-depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students?*
 - *What discussions have faculty had about how to improve learning? What plans have been made?*
 - *What changes have faculty made in teaching methodologies to improve learning?*
 - *After analyzing appropriate data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made?*
 - *What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?*
7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty **and** may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.
- *By what means does the institution determine appropriate staffing levels for each program and service?*
 - *By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode?*
 - *How does the institution decide on the organization of administrative and support staffing for DE/CE mode?*
 - *How effectively does the number and organization of the institution's personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness?*
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.
- *What policies and practices demonstrate that part-time and adjunct faculty meet the criteria of this Standard?*

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)
- *How does the institution determine the appropriate number and qualifications for support personnel?*
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)
- *How does the institution determine the appropriate number, qualifications, and organization of administrators?*
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.
- *What processes does the institution use to develop and publicize its personnel policies?*
 - *How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel?*
 - *What processes does the institution use to develop and publicize its personnel policies?*
 - *How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel?*
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
- *How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective?*
 - *How does the institution determine what kinds of support its personnel need?*
 - *What programs and services does the institution have to support its personnel? How effective are these programs?*
 - *Are the programs, practices, and services evaluated on a regular basis?*
 - *How does the institution track and analyze its employment equity record? How does it use this information?*
 - *How does the institution ensure that its personnel and students are treated fairly?*

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.
- *How does the institution foster ethical behavior in its employees?*
 - *Does the institution have a written code of professional ethics for all its personnel?*
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
- *What professional development programs does the institution offer and/or support?*
 - *How does the institution identify professional development needs of its faculty and other personnel?*
 - *What processes ensure that professional development opportunities address those needs?*
 - *How does the college ensure meaningful evaluation of professional development activities?*
 - *What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?*
 - *What professional development programs relevant for DE/CE personnel does the institution support and/or provide?*
 - *How does the institution determine the professional development needs of its personnel involved in DE/CE?*

Effective Practices

Professional development, inclusive of board members, CEO, leadership throughout the institution, full-time and adjunct faculty, and staff, is aligned with the priorities and strategies of the institutional focus on student success.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.
- *What are the institution's provisions for keeping personnel records secure and confidential?*
 - *How does the institution provide employees access to their records?*

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
 - *How does the institution assure access to its facilities?*
 - *How does the institution ensure it maintains sufficient control over off-site facilities to ensure their quality?*
 - *What research and analysis process does the institution use to identify the need for equipment and other facilities to support and assure the integrity and quality of its programs and services provided in DE/CE mode?*
 - *What mechanisms does the college employ to evaluate how effectively equipment and facilities meet the needs of programs and services in DE/CE mode?*
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
 - *How does the institution consider the needs of programs and services when planning its buildings?*
 - *What processes ensure that program and service needs determine equipment replacement and maintenance?*
 - *How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services?*
 - *What processes are used to ensure that program and service needs determine equipment replacement and maintenance for DE/CE?*
 - *How well does the institution meet its equipment needs for distance education? Are the equipment needs included in the facilities evaluations that the institution conducts?*
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
 - *What process does the institution use to assess the use of its facilities? How often does the evaluation occur?*
 - *How does the college use the results of the evaluation to improve facilities or equipment?*
 - *What evaluation process does the institution use to assess the use of its facilities? Does the process also include the needs for equipment used for course offerings in DE mode? How often does the evaluation occur?*

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
- *What process does the institution follow to develop capital plans? How are long-range capital projects linked to institutional planning?*
 - *What elements comprise the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment?*
 - *How do planning processes ensure that capital projects support college goals? How effective is long-range capital planning in advancing the college improvement goals?*
 - *How do long range capital plans support improvement goals and reflect projections related to equipment needed for DE/CE?*

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
- *How does the institution ensure that its various types of technology needs are identified?*
 - *How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met?*
 - *How does the institution make decisions about technology services, facilities, hardware, and software?*
 - *Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security?*
 - *How does the institution make decisions about use and distribution of its technology resources?*
 - *How does the institution evaluate the effectiveness of technology in meeting its range of needs? How effectively are those needs met? (Federal Regulation)*
 - *How does the institution make decisions about technology services, hardware, and software to ensure that the needs of faculty responsible for DE/CE are met?*
 - *Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for distance education courses and programs is reliable and sustainable? (Federal Regulation)*

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
- *What provisions has the institution made to ensure a robust, current, sustainable, and secure technical infrastructure that provides maximum reliability for students and faculty?*
 - *What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs?*
 - *How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met?*
 - *How does the institution make decisions about use and distribution of its technology resources in relation to DE/CE?*
 - *What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs? (Federal Regulation)*
 - *What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs and that the evaluation includes the needs related to DE/CE?*
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.
- *How has the institution provided for the management, maintenance, and operation of its technological infrastructure and equipment?*
 - *Does the college provide an appropriate system for reliability and emergency backup?*
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.
- *How does the institution assess the need for information technology training for students and personnel?*
 - *What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided? How is the training evaluated?*
 - *How does the institution assess the need for information technology training related to DE/CE?*
 - *What technology training and information does the institution provide to students and personnel engaged in DE/CE courses and programs? Is the training different from training and information to students and personnel engaged in a traditional teaching mode? What is the rationale?*

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.
- *How does the institution make decisions about use and distribution of its technology resources?*
 - *What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs?*

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)
- *Does it have sufficient revenues to support educational improvement and innovation?*
 - *Are the institution's finances managed with integrity in a manner that ensures financial stability?*
 - *Does the resource allocation process provide a means for setting priorities for funding institutional improvements?*
 - *Are institutional resources sufficient to ensure financial solvency?*
 - *Does the institution's budget provide sufficient resources for the effective planning, maintenance, implementation and enhancement of DE courses, programs and services as well as personnel development?*
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.
- *Does the institution review its mission and goals as part of the annual fiscal planning process?*
 - *Does the institution identify goals for achievement in any given budget cycle?*
 - *Does the institution establish priorities among competing needs so that it can predict future funding? Do institutional plans exist, and are they linked clearly to financial plans, both short-term and long-range?*
 - *Does the financial planning process rely primarily on institutional plans for content and timelines?*
 - *Can the institution provide evidence that past fiscal expenditures have supported achievement of institutional plans?*