

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

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

- A.1 *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*
- A.2 *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*
- A.3 *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitable and consistently administered.*
- A.4 *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*
- A.5 *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutions mission and based on identified teaching and learning needs.*
- A.6 *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

B.1 *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

B.2 *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

C. **Technology Resources**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

C.1 *The institution assures that any technology support it provides is designated to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

C.2 *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

D. **Financial Resources**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

D.1 *The institution relies upon its mission and goals as the foundation for financial planning.*

D.2 *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

A. Human Resources

Description

Mesa College has a long history of employing faculty and staff who are especially qualified to maintain the standards of the institution.

In Policy 4200, Personnel Employment, the San Diego Community College District has stated that all positions for hire, except acting appointments and those excluded by administrative transfer, are subject to a competitive process. The dates for filing applications are announced in advance to assure fairness to current employees and to develop an adequate list of qualified candidates. A District-wide publication includes a listing of all openings. Job announcements clearly state the minimum qualifications and criteria for each position. The District is an equal employment opportunity employer and is committed to affirmative action as stated in the Opportunity/Affirmation Action Employment Policy, 4200/Personnel Employment (3.1).

The District has eight employee classification groups. Each classification is represented by a union or meet and confer group. They are:

Confidential Unit	Meet and Confer (3.2)
Faculty	AFT (2.16)
Food Service Unit	AFT (3.3)
Management Unit	Meet and Confer (3.4)
Office Technical Unit	AFT (3.5)
Operations Unit	SEIU (3.6)
Police Unit	CSEA (3.7)
Supervisory and Professional Unit	Meet and Confer (3.8)

Faculty positions are prioritized through a participatory governance procedure. Subject matter experts, administrators, and an Equal Employment Opportunity (EEO) representative prepare the hiring criteria. Verification of appropriate degrees from accredited institutions is also required.

Hiring criteria for all positions are determined by the search and screening committee based on the established job description and the defined need for the position. Knowledgeable faculty members and the dean of the department involved are included as members of the committee, in addition to the Equal Employment Opportunity (EEO) representative and others who would be expected to work closely with the new hire. Minimum qualifications and position descriptions for each position classification in the District have been established and are used as the basis for the job description and position announcement. The specific criteria that will be used to evaluate candidate applications and interviews are also included in the position announcement.

The criteria for selection of faculty include, at minimum, knowledge of the subject matter, demonstrated ability to teach effectively, understanding of diversity, and commitment to contributing to the mission of the community college. All applicants must submit transcripts, and degrees must be from accredited institutions in the U.S. (or in the case of degrees from non-U.S. institutions must be evaluated by designated agencies and determined to be equivalent to U.S. degrees). The transcripts are evaluated by the search committee and the dean/manager as well as by the Vice President of Instruction and Human Resources personnel in order to ensure that the candidates meet the minimum qualifications for the position. In addition, letters of reference are reviewed and references are contacted by the dean as part of each process. For positions of vice president and higher, a site visit is part of the process. The ability to teach effectively may be demonstrated by candidates in a number of ways, including providing a statement of teaching philosophy with examples of how that philosophy is implemented, providing sample syllabi for review by the search committee, teaching a mini-lesson for the committee, and providing letters of recommendation for the specific position advertised which address the candidate's teaching ability.

The College Equal Employment Opportunity Site Compliance Officer (SCO) has responsibility for ensuring that all search and screening processes are conducted fairly and in accordance with standard District policy. The SCO conducts workshops for faculty and staff twice yearly in order to provide training in the search and screening process and develop understanding of District policies as well as federal guidelines for fairness in hiring practices. Faculty and staff who will be participating on search and screening committees are encouraged to participate in one of these workshops so as to ensure that as many members of the search committees as possible are fully informed about the District's hiring process and requirements.

The College classified staff hiring process follows District procedures and begins with the development of a position which is then reviewed by a personnel consulting firm, Hay and Associates, to establish the appropriateness of the duties commensurate with the position. According to the Official Technical Employees CSEA Handbook, "the district will recruit superior candidates for all positions and provide staff development programs and career ladders for upward mobility, job enrichment, and improved performance of district employees."

District procedures are also the basis for hiring qualified college administrators. These procedures include the practice of inviting broad faculty and staff participation in the selection process.

An appraisal guide has been developed from the contract handbook for four of the eight personnel classifications and contains the evaluation criteria, processes, and forms for evaluation (3.9, 3.10, 3.11, 3.12, 3.13). Personnel in each group are evaluated on a cycle stated in the handbook or contract. Permanent employees from most of the groups, are evaluated every one to three years. Some employee groups are evaluated more frequently during the first year or while on probation. The faculty evaluation cycle varies depending upon the following:

1. Tenure track faculty: an evaluation is completed during each full year of probationary service (4 years in most cases) (3.11).
2. Tenured faculty: an evaluation is completed during the second year following the awarding of tenure and every two years hence until promotion to Professor (3.11).
3. An evaluation is completed every three years for faculty who hold the rank of Professor (3.11).
4. Adjunct faculty: an evaluation is completed during the first year of employment and at least once every six regular semesters thereafter (3.12).

Teaching 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.

Evaluation criteria are drawn from the position description and expectations for the position itself. Faculty are evaluated on their performance in five domains: Professional Development, Preparation for Teaching, Teaching in the Classroom, Coaching and Counseling Skills, and Involvement in District, College or Department activities and committees. The appraisal in each domain falls along a five-point scale progressing from Needs Improvement, to Meets Standards, to Exceeds Standards. An overall appraisal is also determined. Student evaluations are reviewed as part of the evaluation process. Faculty who do not meet standards are required to be given a development plan to help them make improvements and are evaluated again the next year.

The contract and evaluation process include assessments for the effectiveness in producing learning outcomes. Appraisal forms are specific to each of the faculty groups: teaching, counseling, and library.

Two of the domains addressed in the faculty appraisal process, Preparation for Teaching and Teaching in the Classroom, guide peer evaluators to examine the class syllabi as they evaluate faculty performance.

The faculty evaluation process requires all instructional faculty to submit current syllabi for classes. The syllabus delineates the course's goals and objectives that are the learning outcomes. Teaching faculty are evaluated on testing, measurement, and assessment skills as well as encouragement of student learning per the College Faculty Appraisal. In addition, student evaluations are used in all faculty evaluation processes including contract, tenure-track, and adjunct (3.11, 3.12).

Two documents contain the faculty code of ethics. The Academic Senate has a Statement of Instructor Rights and Responsibilities. Parts 3.3–3.6 are specific to ethics. A faculty Code of Ethics is in the Appendix II of the AFT Agreement (2.16). The other employee classification manuals or contracts have either listed offenses or they are implied within the language under the Discipline and Evaluation sections. Ethical issues which are not

addressed in the employee classification manuals or contracts are addressed in District polices and procedures (2.16, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.14).

The District has a Conflict of Interest Code. The provisions of this Code are additional to Government Code Section 87100 and other regulations pertaining to conflict of interest (including, but not limited to, Government Code Section 1090, et. seq.) All District employees/officers are by law subject to restrictions of their outside activities/enterprises/employment where a conflict of interest would occur.

Mesa College follows the District's detailed policies for employment/ assignment (Human Resources Instruction Manual – Section 4000-4800) (3.15). The development of job descriptions and classifications is the responsibility of the District Human Resources Office while following the HAY methodology, in which jobs are clustered into groups by their related duties. The process assures that Mesa College recruits superior candidates for any position available as stated on District Human Resources Policy 4200 (3.1).

Although there is the 75/25 ratio used as a guideline for classroom faculty, no formula exists to determine the appropriate number of non-classroom faculty, staff or administrators. However, according to the Annual Accreditation Report, “The College continues to be seriously concerned about the level of management staffing relative to the size and complexity of the institution”; “The need for an increased level of management support remains acute, especially at the individual school level.” (3.16)

Mesa College collects, analyzes and disseminates statistical information regarding its human resources. The data is broken down by classification and gender.

Mesa College, using the guidelines set forth by the District, has policies and procedures concerning the approved access to employee records, filing, warehousing and disposition of records as well as processes that ensure fair and equitable treatment of employment applicants during the selection of the most qualified individuals.

- These polices are available on-line at District's Human Resources intranet located at: www.hr.sdccd.net/hr/index/htm or at the District's Human Resources Office located at 3375 Camino del Rio South, 3rd Floor, San Diego, CA (3.17).
- Revised polices always include the original and revision dates.
- Institutional and District policies contain detailed procedures and minimum requirements for employee selection committee that ensure fairness to the different employee groups and/or bargaining units.
- Each employee unit classification contains the job descriptions associated to that particular group (3.18).
- The details on evaluation, professional development and other opportunities are contained within each bargaining unit contract (5 unions represented at Mesa College) or in the employee handbook for the “meet & confer” groups (3 groups) (2.16, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8).

According to District Policy 0003, San Diego Mesa College adheres to participatory governance practices, ensuring diverse representation on committees which develop and implement most programs, practices and services on campus (3.19). “With the exception of collective bargaining, personnel matters and legal issues, all aspects of the College conform to the shared-governance process” (3.20). The composition of College committees is published in the San Diego Mesa College Participatory Governance binder and includes formal representatives from all related governance groups. Programs, services and practices include those which provide funding, training and the coordination of year-round celebrations which honor diversity (3.21). The District has passed a Diversity Resolution which stipulates, for example, the on-going participation in community organizations whose missions center on diversity; the development of transfer agreements with colleges which promote diversity; and access to broad hiring applicant pools (3.22).

Under the terms of the bargaining unit agreements and District policies and procedures, Mesa College contract employees are given the opportunity to attend ongoing professional/staff development events, campus celebrations, training sessions, and conferences. The focus of many of these events is diversity. Tuition reimbursement, computer loans and other employee incentive programs are available as stipulated by contract and District policy. Additionally VTEA, Telecommunication and Technology Infrastructure Program (TTIP) and scholarship funds are available to College personnel. Diverse committees determine the distribution of these funds.

According to District Policy 4100, “It is the board’s goal that the diversity of the district staff at all levels will reflect the mix of the qualified populations within the relevant labor pool.” In 2002, the Employee Opinion Survey conducted by the District and an outside consulting firm rated employee satisfaction in 113 specific areas including those related to diversity on campus. The findings were sent to each District employee for review. At Mesa College, the results of this survey were reviewed and discussed at the President’s Cabinet during spring 2003 with recommendations forwarded to the District (1.35).

An annual “Fact Book” is published by the District, which includes Mesa-specific data related to gender, ethnicity, age, Equal Employment Opportunity Commission classification, employment classification, employment status, and contract duration. In addition, the Office of Administrative Services prepares College gender and ethnicity reports which are reviewed at College-wide forums each year (3.23, 3.24).

To ensure ongoing employment diversity and equity, the College complies with Equal Employment Opportunity (EEO) standards. As mentioned earlier, Mesa College’s EEO Site Compliance Officer trains the EEO representatives who serve on all College hiring committees, and is available on an ongoing basis to advise College personnel and students in matters related to equal opportunity employment. Under EEO guidelines, the College “ensures - equal employment opportunity by creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men

and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination” (3.25).

Employees are given the opportunity to advance grievances and are guaranteed due process as stipulated by their collective bargaining agreements, EEO guidelines and District policies and procedures.

Mesa College provides opportunities for faculty and staff to participate in continued professional development, consistent with the College’s mission. Professional development activities are planned to meet the professional growth needs of institutional personnel. These programs and activities are evaluated to provide improved delivery of services and to better serve the faculty and staff.

Every semester faculty members, both full-time and adjunct, are required to complete a certain number of Instructional Improvement (Flex) hours. The specific number of hours depends upon the faculty member’s classroom teaching load.

The College utilizes the Instructional Improvement (Flex) activities program for all classroom faculty. Faculty members have the opportunity to design and attend workshops, create an individual professional improvement project, or take on-line professional development modules entitled 4faculty.org (3.26). Non-classroom faculty, support staff and administrators are also eligible to participate in these programs on a space-available basis.

Professional development, as established by Articles VIII A4.4 - VIII A4.9 of the AFT and District contract, is designed to enhance professional development of faculty members through a variety of activities that are relevant to the faculty member’s specific assignment. Professional development is utilized for those who are seeking salary class advancement. Sabbatical leave is also available to tenured faculty for the purposes of professional development (3.27).

The Center for Independent Learning (CIL) provides opportunities for professional and instructional development in the area of technology application. Faculty and staff are able to develop and/or enhance knowledge of software applications such as web-page design, presentation programs, grade keeping programs and office products (3.27).

Faculty members and administrators may attend professional conferences or workshops pertinent to their assignments.

In addition, staff development programs are developed for classified staff to remain current in their fields of expertise. These classes are held at the College and at District locations throughout the year.

Mesa College systematically assesses the use of human resources and incorporates this assessment within the College's planning process. Annually, departments have the opportunity to request faculty positions. Using a standardized process, a committee consisting of faculty and administrators develops a priority hiring list for these requested faculty positions for that year.

During the academic program review process, departments are asked to consider the additional resources that are needed to strengthen or improve their programs. When requests for additional faculty and staff are included in the academic program review report, and supported by data from the academic program review itself, the department strengthens its request to hire new faculty. Each year departments are asked to submit requests for additional faculty and to address the criteria defined by the participatory governance committee tasked with the responsibility for prioritizing the hiring of new faculty for the coming year.

The College publishes its progress toward the standard of 75% contract faculty to 25% adjunct faculty established in the Community College Reform Act (AB 1725) as part of the planning process for academic program review and for the prioritization of faculty hiring. Other factors are considered as well, including the size of the program, the number of full-time faculty in the program, the number of students served, the success of students in the program, the need for new faculty as defined by accreditation standards or standards for the discipline, and other responsibilities that exist.

Requests for new classified and management positions are developed based upon the needs identified by individual departments as a result of analysis of workload, the development of new programs, and/or regulations imposed by external agencies. These requests are prioritized within divisions and then across the College and are included in the overall budget plan for the College.

Appraisal

Like every other community college in California, Mesa College has been affected by serious under funding, exacerbated by deep state budget reductions in recent years. The College was able to make improvements several years ago by funding over 20 new full-time faculty positions, but subsequent hiring freezes have eroded this progress and created over 60 unfilled, full-time faculty vacancies in the 2003-2004 academic year. The Academic Senate, the College President and the President's Cabinet alerted the District and the Board of Trustees to the need for re-investing in faculty positions. In late spring 2004, 12 new faculty positions were approved for fall 2004, and four more for spring 2005. Whether new funding is realized or not, Mesa College is developing a strategic plan to replace approximately 10% of the faculty vacancies starting in 2004-2005 and many additional positions over the next five years. Mesa College is similarly lean with regard to classified and administrative staffing. Improving the amount and

allocation of human resources for these functions is being discussed in the light of the state budget for 2004-2005.

Staff development remains a College priority. Although the state eliminated the community college fund for professional growth and development, the College leadership has set aside modest funding from its general fund budget in order to provide support for professional development. The College President has indicated that support for professional growth and development will continue to be a priority.

The College has maintained its effectiveness in qualified hiring faculty and staff, both contract and adjunct, who support its programs and services. This has been accomplished through adherence to the District hiring policies and procedures. In the 2002 District Employee Opinion Survey, 84.4% of the academic staff agreed that the District hired qualified employees. It was also noted that 78.9% of the supervisors/department chairs/managers and 64.8% of the classified staff agreed that the District employs qualified faculty, staff and administrators. Overall 76.9% of respondents were in agreement regarding the exceptional quality of personnel hired (1.35).

The previous accreditation team recommended that the College analyze the hiring process for adjunct faculty. This recommendation was fully and successfully addressed. Effective November 1999, the District/AFT Guild Collective Bargaining Agreement included provisions that improve the hiring process for adjunct faculty. New provisions within this contract grant adjunct faculty "priority of assignment status" based on seniority. In addition, these provisions permit the appropriate manager to exclude ten percent (10%) of the total number of adjunct assignments for the express purpose of hiring new adjunct faculty who have not previously held an assignment. The Vice President of Instruction and the deans have continued to make improvements in those areas of adjunct hiring that are not addressed in this agreement. As an example, there have been joint meetings of the Chairs' Committee and Deans' Councils for the purpose of discussion on how to consistently interpret the contract language. Each semester there has been an increase in the number of adjuncts requesting priority assignment and fairness in assignment is an important issue that the Councils have addressed.

The College has re-examined its evaluation processes on all levels through its participatory governance process. There are five groups under direct supervision and management of the College. They are Faculty, Management, Supervisory/Professional, Office Technical, and Operations Employees. Each group has its own Performance Appraisal Manual or Handbook that clearly delineates the procedures for appraisal and how to complete the forms. The faculty evaluation procedures were reviewed and a few modifications made. There is now consistency in application. Timetables for faculty and adjunct evaluations are published at the beginning of the semester and followed.

In the 2002 Employee Opinion Survey, the ratings for the overall District were as follows: 71.5% of the academic staff, 86.1% of the supervisors/department chairs/managers, and 73.2 % of the classified staff indicated that their supervisors

conducted appraisals/reviews on time. The overall average for this area at Mesa was 78.1%.

In the same survey, respondents were asked to rate the following: "My performance review provides me with feedback that helps me learn, grow and improve my performance." District-wide, the supervisors, department chairs, managers, classified staff and academic staff rated this question at 65.0%. At Mesa College, the response was 66.2%. Both these response levels indicate a need that this area of employee performance requires additional study. It is recommended that the District, in upcoming contractual negotiations, review, revise and update the current evaluation tools to ensure that all facets of the duties performed by faculty, staff and administrators are addressed. The goal is to design instruments that provide improved feedback for evaluatees to learn, grow and improve their job performance.

Under the category of Commitment to Quality and Service of the same Employee Opinion Survey, 83.3% of Mesa College's employees believed that the District is accountable for student learning and success.

There is a District Human Resources practice to verify transcripts and work experience in order to determine correct placement on the salary schedule. If the transcripts or work experience are not provided, faculty may not be assigned to teach.

All requests for new classifications and reclassifications are handled as described in the various Agreements/Contracts. Documentation regarding these processes is retained in the Human Resources Office.

In the 1998 Self-Study, it was determined that at times faculty were asked to participate on committees at the last minute and sometimes not included in the committees and the consultation process. Policies governing AB1725 were overlooked and/or not addressed by the District (3.29).

However, by 2003 the Academic Senate indicated satisfaction with College practices regarding the consistent application of internal policies and procedures for appointing faculty members to different committees, including the hiring process (3.30). This improvement is largely due to mechanisms designed to communicate in a timely fashion. Therefore, employees have timely access to general policies and procedures, and committee requests for participation. For example, updates regarding committee membership are located in a participatory governance binder and are disseminated at the President's Cabinet at the beginning of each academic year and throughout the year as updates become necessary. Statistics collected in the most recent Mesa College Accreditation Survey Report, 93% of the contract faculty, 95% of the adjunct faculty and 89% of the staff indicated that the policies, procedures, and practices of the College clearly demonstrated commitment to equity and diversity (1.9).

The College continues to follow its policies and procedures regarding security and confidentiality of employee records. There appears to be an overall sense of satisfaction with adherence to these policies that protect employee right to privacy.

San Diego Mesa College and the District support the efforts of the newly formed statewide Equity and Diversity Task Force. This task force is “charged [with consider[ing] creative and innovative policy approaches to promoting diversity and student equity without violating the restrictions imposed by Proposition 209.” New College and District diversity plans are being developed to comply with the new guidelines (3.31).

Mesa College promotes the Professional Development and Staff Development programs which support its diverse personnel. Although AB1725 funds have been cut from the state budget, the College has elected to fund professional development, on a reduced basis, independently. Information on this interim funding has been communicated to the College community.

Classified employees are likewise encouraged to participate in a broad range of staff development opportunities designed to fulfill one or more of the following objectives: (3.32)

- Improved performance, increased productivity
- Personal growth and/or career development
- Identification of potential and cultivation of desire for greater professionalism

Staff development topics range from computer skills to diplomacy in difficult situations (3.33). To further support the professional development of a diverse group of employees, managers are encouraged, within the staff development guidelines, to “maintain and manifest an environment which facilitates and encourages improvement of self-concept and self-development” (3.34). Flex activities also cover a broad range of topics geared toward enhancing and further developing increased understanding of subjects related to diversity and global awareness.

As a matter of practice, all constituent groups are encouraged to participate in College-wide committees, hiring committees, and in the development of crucial planning projects and reports—such as the Accreditation Self-Study, Academic Program Review Committee and developing the Educational Master Plan.

According to the District’s 2002 Employee Opinion Survey, 94.8% of Mesa College respondents agreed or strongly agreed that, “SDCCD is an institutional community that embraces diversity” (question 12). The survey revealed that 85.1% responded favorably when asked if “SDCCD is an institutional community that embraces campus and community involvement” (question 14). Campus events such as the weekly Recital Hour; short films sponsored by the Humanities Institute; the 1999 visit of Tibetan monks; annual campus events like the Festival of Colors, Chicano/Latino Heritage Festival and Asian-Pacific Heritage Week; and community activities such as the Martin Luther King Jr. Parade and AIDS Walk, all honor diversity (3.35).

Mesa College complies with District Policy 4200 which identifies the District as an equal opportunity employer, “committed to an aggressive affirmative action program.” Affirmative action seeks to achieve “equal employment opportunity and proportionate representation of qualified members of historically underrepresented groups” - specifically American Indians, Alaskan natives, Blacks, Hispanics, Asian/Pacific Islanders, women and those with disabilities, as defined by the California Board of Governors (3.1, 3.36). In order to evaluate its success, Mesa College and its District compile, publish, and analyze employment diversity data.

According to the 2002 Employee Opinion Survey, the majority of Mesa College employees agree or strongly agree that, “Where I work, employees are treated with dignity and respect” (71.5%, question 40). According to 63.1% of respondents, “... all qualified applicants have equal opportunities for advancement” (question 10). While 56.5% of Mesa employees feel that they “... are treated with openness and honesty” (question 37), 72.9% feel that honesty and integrity are institutional priorities (question 80). 69.5% agree or strongly agree that “...ethical decision making is promoted throughout the organization” (question 39) and 75.7% believe that “[r]esponsible, ethical employee conduct” is likewise promoted (question 41). 85.9% indicate that they “[a]re not subjected to discrimination or sexual harassment” at San Diego Mesa College (question 11). 81.5% “...feel a strong sense of loyalty towards [their] organization” (question 42) (1.35).

Procedures 4105 and 4105.2 detail the due process available to faculty, staff or students who feel they have been discriminated against or sexually harassed (3.37, 3.38). These policies along with contact information are printed in the class schedule, catalog and Faculty/Staff Handbook. Thirty eight percent of Mesa College employees are members of eight bargaining agreements which specify terms related to safety, grievance, working conditions, rights, due process and professional development (2.16, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8).

According to the Accreditation Survey Report (spring 2003), most faculty and staff agree that the College does offer opportunities for professional development. In the survey, 86% of faculty, 86% of adjunct faculty and 76% of staff believe that Mesa provides opportunities for continued professional growth, which is consistent with the mission of the institution (3.31).

The Professional Development Committee at Mesa College is responsible for sabbatical proposal review and selection, and for faculty professional development proposal review and approval. The Committee meets twice a month to screen and approve professional development proposals. Revisions in the most recent AFT contract now permit all sabbatical leave proposals to be weighted equally; priority is no longer given to sabbatical proposals that focus primarily on retraining. Collectively Mesa College faculty can be granted up to nine sabbatical leaves per academic year. Unfortunately, due to budgetary restrictions, there will be no sabbaticals for the next two years, 2004-2006. Some frustration has developed over the approval of the new professional development form. The new form would streamline the professional development approval process,

but an agreement between administration and union leadership has yet to be reached regarding this new form. Also, low faculty participation in the professional development process has been an ongoing frustration on the part of Professional Development Committee members. Only 40-60 proposals are turned in each year by Mesa faculty. Professional Development Committee members are perplexed by this low number and have experimented with various ways of generating more interest by providing more information to faculty members such as flyers, flex workshops and e-mails (1.13).

The Center for Independent Learning (CIL) provides computer training for faculty and staff at Mesa College. For the academic year 1999-2000, 384 workshops were provided with 525 participants, and for 2001-2002, 190 workshops were administered with 794 participants. For the academic year 2002-2003, only 74 workshops were provided yet an impressive 664 faculty and staff attended. Even with all of the computer workshop development, a majority of technology training provided by the CIL is on a one-to-one basis. Currently, the Instructional Systems Specialists that coordinate the CIL must seek out volunteers from among the Mesa faculty and classified personnel to teach these specialized workshops. More recently, in an effort to improve training for Mesa College employees, technology training has been offered on line, which is a convenient service for faculty, administrators and staff (3.39).

Significant changes have been implemented over the past year in the area of the Instructional Improvement (Flex) program. Nearly all activities with regard to flex can now be completed on-line. Registration for workshops, submission of independent projects, self-certification of workshop attendance and completion of independent projects, tracking of one's Flex contract are just a few of the functions that can be done on-line. The benefits of this automated system are substantial. Faculty are able to receive feedback in a more timely manner, the tracking of attendance is streamlined, and flex committee members are able to devote more time to workshop planning and development rather than administrative duties. All of this has resulted in the development of more workshops covering more diversified areas of interest, and the system has provided greater flexibility in scheduling. The 2003-2004 Flex Handbook has also been restructured having been condensed to 16 pages versus a 65-page document the year prior (3.26). The number of flex workshops and activities has increased with the implementation of the newer on-line flex program. In fall 2002, 77 workshops were offered and in spring 2003, 35 workshops were scheduled. This total has increased to 118 workshops in fall 2003 and 80 workshops for spring 2004. The ability to develop independent projects has also benefited from this on-line system. Faculty are able to submit independent project proposals, receive feedback and forward completed projects in a more timely manner (1.13).

Overall, the academic program review process has been helpful in providing a means for departments to identify the need for additional faculty and to link such needs with departmental and College goals and the mission of the College. In the first year of the 5-year process, departments conduct a review of their programs and identify what is needed to strengthen the programs. Each subsequent year the departments have the opportunity

to review their progress toward established goals, set new goals, and identify additional needs, where appropriate.

The College identified and prioritized the needs for new classified and management positions (the list was last updated in 2000) but must wait for new funding in order to address these needs. Budget reductions over the last three years have meant that requests for new positions must be put on hold. Similarly, the College has developed a prioritized list for hiring new faculty each year but was not able to utilize the list for over a year due to budget reductions and a freeze on hiring. The number of vacant positions at the College has now reached a point where some hiring of new faculty will need to begin within a year in order to ensure that programs are not negatively impacted. As a result of changes to the State budget, the College was granted 12 new faculty positions towards the end of spring 2004. Hiring committees are working to fill these positions for fall 2004. An additional four positions were approved to be filled in spring 2005 (3.40).

Plans of Action

Presently, the College full-time to part-time faculty ratio is out of alignment with the standard of 75% contract faculty to 25% adjunct faculty established in the Community College Reform Act (AB1725). Due to recent budgetary constraints, full-time faculty who have retired have not been replaced in many departments. There is a long-term strategic plan to replace these positions. This will continue to be addressed until all positions have been filled.

Because of recent hiring freezes and budget reductions, many areas of the campus have fewer classified positions than are optimal to provide an appropriate level of service. Additionally, the College is hampered in its ability to expand services, even when it is clear that to do so is desirable. As an example, the recent LRC academic program review notes that some students have requested that the LRC be open additional hours, especially on weekday evenings. There are no LRC personnel in public areas on the second and third floors of the building. There is a need to have a librarian (or experienced library technician) on the third floor to help students locate materials and answer basic questions. There is also a need for more classified staff to provide basic library circulation services to students, faculty and staff. All these issues would require additional budget and staff.

The College should also reexamine its organization and administrative workload to better address its administrative and supervisory staffing needs, and be able to better serve its programs and students.

Although most ethnic categories are well represented among employees at Mesa College, they are not in total alignment with the diversity within the San Diego community. It is recommended that this should be taken into consideration when hiring takes place.

Some of the College's classified staff expressed concern that they are not given time to utilize the various staff development programs offered by the LRC and the District. Due

to the lack of guidelines to allow classified staff time to attend staff development programs, many of them are unable to attend.

The College has identified two areas to address within the scope of this standard and recommends:

8. developing and implementing a strategic plan to hire faculty and staff under the current budget constraints with attention to diverse backgrounds and to conform with academic program review recommendations.
9. identifying options that would permit classified staff to attend relevant, job-related staff development activities.

B. Physical Resources

Description

San Diego Mesa College, one of the three colleges in the San Diego Community College District, consists of forty-three buildings, of which there are two two-story buildings, two three-story buildings and two four-story buildings. The College is situated on 104 acres in the Kearny Mesa area of San Diego. Primary vehicle access to the College is provided from highways 163 and 805 via Mesa College Drive to the east, and Genesee Avenue via Marlesta Drive to the west. Most of the College structures were designed and built at minimal cost in the early 1960's. The majority of the buildings are single-story classroom structures with exterior passageways, utilizing single-wall construction and a passive ventilation system (3.41).

The College's Facilities Planning Committee is responsible for developing the strategic plan that addresses the physical needs of the campus. This Committee meets on a regular basis and makes recommendations for the future utilization of College resources. It is chaired by the Director of Administrative Services and consists of 3 academic senate representatives, the Vice President of Instruction, a representative of Associated Students, 2 classified senate representatives, the Regional Facilities Officer, the Assistant Chancellor for Facilities, and others based on areas being reviewed (3.42). The Facilities Action Plan is then compiled by the Committee and presented to the President's Cabinet for consideration. Upon approval by this body, this plan will provide direction for maintenance, remodeling and construction of new facilities on campus.

Critical within this strategic plan are educational plans, including a current emphasis on student learning outcomes, financial plans, facilities plans and planning for support areas. The College's educational and enrollment management plans have continuously identified several needs of the College. Among these identified items are the need for lecture halls, larger classrooms, modern classroom technology, and adequate private offices for contract faculty.

In November 2002, the District proposed and voters passed a bond (Proposition S) for construction of new facilities. This new funding provides for the following new projects:

an Instructional Technology building, a Mathematics and Sciences complex, an Allied Health facility, new parking, a Social and Behavioral Sciences building, a new Physical Conditioning facility and other service outlets (1.30). In each case, a representative committee of the discipline faculty and administrators are meeting to identify the facility needs for the program. Once these plans have been finalized, the College will undertake a massive reconstruction program over the next 5-15 years (1.30, 3.42).

The responsibility for operationalizing the College's safety plan is delegated to Facilities Regional Officer via the Director of Administrative Services (3.43). The Safety Committee is a participatory governance group and is composed of three members: the Director of Administrative Services, the Facilities Regional Officer and a Dean (presently the Dean of Math and Natural Sciences) (3.42). The committee meets on an as needed basis to review procedures and safety concerns including the review of incidents site inspections, hazardous materials, emergency and evacuation procedures. It also reviews the District crime report prepared by the College police from the three campuses (3.44). Outside governmental agencies conduct periodic inspections of College facilities. The Facilities Regional Officer coordinates inspections with appropriate support from the College units involved. Emergency procedure charts prepared by Facilities Services and Communications Services and printed by the California Coast Credit Union are distributed College-wide. They are posted in some, but not all, classrooms and offices. Plans are in place and College police are trained in procedures for evacuation of the College for emergencies such as bomb threats and power outages. The Plant Operations Office is responsible for the monitoring of the hazardous material waste disposal and policies that must be observed. Outside certified biohazard waste disposal companies have periodic pick-up schedules for biohazard "sharp" waste from areas which generate this type of biohazard material, such as the Student Health Center and many of the Allied Health programs. The Facilities Regional Officer keeps records of these services on file. Custodians are trained in the handling of hazardous waste once a year with three refresher courses during the year.

The College has security measures to prevent theft of equipment and instructional materials (3.43). Locks, cables, and internal security devices are used throughout the College. Computer labs, audiovisual storage, and administrative offices are equipped with security alarms connected to the District Police Office. Problems of theft in faculty offices have been addressed by the addition of expanded metal atop the dividing walls. (College police stats).

Plant Operations recently began a paper-recycling program at the College. Recycling containers have been distributed throughout the College offices and are emptied on a nightly basis.

In 1999, the Board approved the issuance of Certificates of Participation (COPs) to borrow funds to construct the new Humanities, Languages, and Multicultural Studies building to replace the old G100 facility (3.45). This new building was completed for occupancy in spring 2003. The \$10.4 million project stands three stories tall and is 45,748 square feet, replacing the antiquated one-story 20,395 square feet G100 structure.

The new facility houses three lecture rooms, with capacities of 100, 161 and 200 seats respectively, five large general purpose modern classrooms, 86 faculty offices, five Multicultural Studies offices and community room, two Dean's offices, adjunct faculty meeting and workrooms, and a classroom/laboratory suite for the Journalism program. The classrooms have capacities up to 60 students, are modern, and climate controlled. All classrooms are equipped with state-of-the-art technology, including accommodations for physically challenged students. Also featured are the large "theatre style" lecture halls. The faculty offices were designed to a new College standard, affording privacy and a quiet, professional environment for contract instructors.

The LRC 107,000 square foot building was completed in 1998 to house the Library, AV and the Center for Independent Learning (3.46). A new 15,000 square foot Music Lab was opened in 2002 providing support for training in electronic music production. Sports facilities include a 25-yard length pool, eight lighted standard tennis courts, six indoor racquetball courts, a gymnasium, five weight training rooms, men's and women's locker rooms, baseball, softball, and soccer fields, and an outdoor track.

Department lab space devoted to specific program instruction includes the following: Fashion, Music, Art/Drama, Registered Dental Technician, Biology, Chemistry, Physical Science, DSPS, Radiologic Technology, Architecture, CBT-Business Technology, Multimedia, Computer Science, CIS Microsoft, Social Science, and Animal Health, Math, Language, English, Journalism (3.47). The permanent installation of television and VCRs in the classrooms is complete.

Mesa College has three primary resources for tutoring and instructional assistance: the STAR Program and a tutorial service area in the 1-300 building; the Bridging Lab, a service of Continuing Education, located in room H-218; and the Tutoring Center, located in room K-211. The new Writing Center, located in room C-108, offers one-on-one peer tutoring to enhance students' writing skills and their ability to achieve academic success, and is open on a limited schedule.

All full-time faculty are provided a personal computer and office space. In the older buildings, average office size is about 55 sq ft. In the new Humanities Building, average office size is 82 sq ft, a 49% increase. This will be the standard for all new building planning. Because adjunct faculty have been offered shared office space on an as-available basis, there has been a College-wide movement to better address adjunct faculty needs. Adjunct work areas have been established in the new Humanities Building in addition to existing work areas in the K-200 building, LRC and other existing areas on campus. These work areas are outfitted with basic physical needs such as lockers so that adjunct faculty can store class materials. Computers, conference areas and an adjunct faculty lounge are now in place in the Humanities Building to better serve the adjunct faculty needs. These additions greatly enhance the availability of many on-line resources including business forms, reprographic orders, audiovisual orders, student drop and grade forms, email services, and access to instructional improvement contracts, which was otherwise difficult for many of the adjunct faculty who do not possess their own PCs.

Directories and signs have been installed across the campus, especially in the Humanities, Languages, and Multicultural Studies Building. Now that the Proposition S Master Plan is finalized, College maps will be updated to reflect planned and ongoing changes. A new parking structure is the next planned construction for the College (1.30). As of January 31, 2004, over 40 new signs reflecting the 20-foot no smoking ordinance will be in place (3.48). Approximately 3500 parking spaces are available currently on campus. The breakdown is as follows (and can vary slightly depending on striping): 94 student carpool, 2726 student auto, 88 handicapped, 70 student motorcycle, 17 faculty/staff motorcycle, 502 faculty/staff/visitor auto. The acquisition of the Muir location will open up many additional parking spaces (3.49).

The number of handicapped parking spaces in the H lot has been increased to 19. All of these spaces are separated by non-parking spaces designed for wheelchair access. There are about 16 additional handicapped parking spaces in other lots around campus and a total of approximately 88 spaces for the disabled dispersed throughout the College parking lots (3.41). This includes a lot dedicated solely to handicapped parking. Automatic doors on the ground floor and fourth floor entrances to the Student Services building allow access to the lower (first floor) level of the College. There are automatic doors to the bookstore, the cafeteria, the Disabled Students Programs and Services (DSPS) Office, the DSPS Learning Accommodations Lab, the DSPS High Tech Center, the Health Services Office, and the handicapped-accessible restrooms. The locker rooms for physical education are not equipped with automatic doors, and the Humanities building is in the process of having automatic doors installed. Some entryways have been modified for easier access by those using wheelchairs. Accessible tables and chairs for classroom use are available upon request.

There are three TTY (teletypewriter) pay phones on campus; however, there are no signs indicating that they are TTY pay phones. There are also TTY's in a few campus offices such as DSPS, Interpreter Services Office, F-215, Vice President of Student Services, Student Employment Center, and the College Police. The Admissions Office also has a TTY directly connecting to ClassTalk our telephone registration service. Mesa College currently serves 62 deaf students; this is the second largest group in the state.

The District Maintenance Department has been systematically replacing old toilet fixtures, and all the restrooms have been painted with anti-graffiti paint. There are 10 pairs (men and women) of faculty/staff restrooms and 17 pairs of student restrooms. Several restrooms such as K-207 and H-319 have been remodelled to meet current handicapped standards. There are 31 custodians maintaining the Mesa College buildings. A yearly survey is taken to identify needed repairs, prioritized, and sent to maintenance. Nine gardeners maintain the College grounds. One gardener is designated to maintain athletic fields. Two gardeners maintain motorized equipment. The three colleges have pooled together equipment and gardeners to make up a District mowing crew. The College has an Equipment Approval and Ordering Procedure (revised November 1996) to define the approval and ordering process of equipment. A separate procedure is in place for requesting the replacement of lost, stolen, or broken equipment. The forms needed for this procedure have been made available on-line.

The College systematically assesses the effective use of its physical resources and uses the results of this evaluation as a basis to develop a strategic plan to improve the College's physical resources. Mesa College's strategic planning is coordinated by the President's Cabinet, which consists of representatives from academic senate, classified senate, student government and administration. Each division of the College develops a master plan for its area independently and these plans are submitted to and approved by the President's Cabinet after discussion in open sessions. Needs identified are then submitted to the College's Facilities Planning Committee for further research and a plan is developed. The annual Mesa College Facility Master Plan reflects these goals.

Appraisal

The College President has taken a pro-active role in the development of the College's physical resources in two ways:

- 1) as chair of the Mesa College segment of the successful Proposition S bond campaign that brought the District \$685 million for new construction, renovation and equipment;
- 2) in working to acquire from the San Diego Unified School District Board of Education a large property adjacent to the campus for parking improvements and for use as a staging area for future construction projects.

The College Facility Planning Committee and the President's Cabinet recently approved a bold and comprehensive Master Plan for the campus, and it is clear that Mesa College's physical future is on a fast track for improvement and development. The College President is also committed to improving facilities in areas not included in the bond measure, notably student services, fine arts and physical education.

In the 2003 accreditation survey, 76.2% to 79.8 % of the employees at Mesa College feel that systematic assessment of effective use of physical resources is integrated in institutional planning. 80.4 –87.1% of the employees feel that student learning outcomes needs are central to planning, development, and design of new facilities. Other areas of high satisfaction included the institution's systematic review of its physical resources to assure access, safety, and a healthy learning and working environment. The maintaining of grounds and exterior features of campus buildings and adequacy of the external lighting of the College were also areas of satisfaction. Students are generally satisfied with campus facilities: 78 % are satisfied with classrooms; 75 % are satisfied with the laboratories; and a total of 91.7% felt that the College grounds are pleasing and adequately maintained (1.9).

The College has one Regional Facilities Officer. The other members of this team include: one Facilities Supervisor/Landscape, one Facilities Supervisor/Custodial 1, one Senior Custodial Crew leader, one Custodial Crew leader, one Grounds Crew leader, one Irrigation Technician, six Gardener/Groundskeepers and 30 Custodian 1. In addition the Regional Facilities Officer also oversees other off- site facilities. Due to state budget cuts there are currently four Custodian 1 positions on hold and one Custodial Crew leader position is on hold.

Over the last few years, many repair projects for buildings with leaking roofs or those that still contained asbestos have been completed. Many roof repairs have been completed since 1999. These include the following buildings: I-300, H-100, A-100 (east and west wings), F-200, K-200, K-100, I-100, D-200, C-100, I-400, L-100, J-100, T-300 and the Press Box.

Since 1997, the following buildings have received H/VAC are A-100, B-100, C-100, C-200, D-200, H-100, H-200, H-300, J-100, K-100, K-200 and L-100. Asbestos removal has been done in buildings F-200 (1997), H-200 & H-300 (1998), and F-100 & the old G-100 (1999). The 1999 work completed the removal of asbestos from the campus.

In fall 1999, a safety remodel was completed in the Chemistry lab. This involved increasing storage space and separating it from the preparation room. In addition, a student computer work station to augment the Chemistry 201L laboratories was also completed. When questioned in the Accreditation Survey Report, Spring 2003, 74.4 % of the employees at Mesa College feel that safety hazards are addressed promptly (1.9).

The condition of restrooms continues to be an area of concern at the College. The completion of new buildings for the College, such as the LRC and Humanities, Languages & Multicultural Studies building, have added many new restrooms which are up to access standards. Renovating the existing restrooms is very costly and special state funding for barrier removal projects must be obtained. The restrooms in a few of the old buildings such as the C-100 building have been totally renovated. In 1998, an ongoing project was begun to paint all student restrooms with a special anti-graffiti coat. This project is now completed.

The Facilities Planning Committee developed a new minimal standard for faculty offices when planning was under way for the Humanities, Languages & Multicultural Studies Building. A minimum size of 81 assignable square feet (ASF) and the use of modular furniture with ergonomic chairs was agreed upon. The new standard building contains 91 faculty offices and replaces 40% of the non-standard faculty offices on campus. This new standard will be considered when designing buildings approved included in the bond issue, as well as during renovation of existing faculty offices.

At Mesa College, the participatory governance structure at the College is committed to replacing and upgrading computers for both students, faculty and staff. Faculty are provided with state-of-the-art hardware and software in their offices. Over the last years, the College has dedicated an average of 40% of its IELM, Block Grant, VTEA, and general funds to this area. The 2003 Accreditation Survey indicated the 74.7% of the employees at Mesa College felt that the College systematically maintains and upgrades its physical resources to support its programs and services. The Academic Senate was very active in assuring that all contract faculty who requested computers received one as new computers were purchased according the priority list it maintained. Now all requests have been filled. As new faculty members are hired, computers and printers are provided upon request. Computer access for adjunct faculty has also been addressed by the development of a faculty computer lab in the LRC and the adjunct faculty work areas in the new Humanities,

Languages & Multicultural Studies building. As new Proposition S projects are completed, more of the work areas will be available.

Plans of Action

The recently completed Humanities, Languages and Multicultural Studies building identifies basic classroom standards including furniture, design and technology. This building outlines standards for contract faculty offices (size, furniture, etc). Problems in this building have been identified and corrected since its opening in fall 2003. Therefore, prior to the design of new buildings under Proposition S, a systematic review and evaluation of these standards should be carried out to ensure appropriate design of new structures.

In addition, the new College buildings have experienced some problems with temperature regulation. For example, the LRC and Facilities Services have worked hard to correct the many heating and air conditioning problems in the LRC, but there are still some areas in the building where the temperature is not adequately regulated particularly in the circulation and acquisitions/receiving areas. The College is also exploring ways to further mitigate these problems, which are inherent in the design of the building. Since there is not a full time officer assigned to the LRC building, much of the monitoring of the building is done by the LRC staff.

Some Mesa employees believe that SLO needs are central to the planning and design of new facilities. As such, a method to address SLO needs and assess how new building plans will integrate those concerns should be addressed.

Although the passage of Proposition S will supply funds for many of the new structures needed by the College, not all the new structures included in the College's comprehensive Master plan were funded. Therefore plans needed to be developed to determine how these structures can be completed.

The College has identified one area to address within the scope of this standard and recommends:

10. ensuring that as facilities are planned and constructed, they will support student learning outcomes.

C. Technology Resources

Description

At Mesa College, technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology resources include a large inventory of computers, installed software, AV equipment and telecommunication rooms.

The Mesa College website provides a central point for students, faculty, staff and the public to locate information about the College's programs and services. From this site students can access online versions of the College catalog, schedule of classes, application for admission and registration forms. The site also includes a College directory, faculty web pages, and information on student services. Online registration is accessible through the Mesa website, as well as early access to end-of-semester grades. Rosters, drop sheets, and grade sheets are now done on line by faculty. The Library website provides 24/7 remote access to information and research resources, including on-line databases and e-book collections that are password protected. Work orders for reprographics are now available on the Mesa website, allowing faculty and staff to submit their work for duplication via email (3.50).

CurricUNET software has been implemented to shorten the curriculum approval process. The review and approval of all curriculum by the Curriculum Review Committee assure that all criteria adhere to guidelines set forth in Title 5 regulations and District Policy 5300.2 requirements for delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of students. Each District and College-approved course outline states the delivery systems and modes of instruction utilized.

Faculty, staff, and administrators communicate regularly via the District email system (Microsoft Outlook). Mesa's administrators, faculty, and staff routinely send out informational emails, meeting minutes, policy updates, newsletters, and other College and District-related communications. All contract faculty are given email accounts; adjunct faculty accounts are distributed upon request. Room reservations are now done in Outlook, as are AV equipment reservations. Students are encouraged to set up email addresses with their Internet service provider or through one of the many free email sites on the Internet (e.g. Hotmail). Instructions and links for setting up free email accounts are included on the College website and from individual faculty web pages.

Oversight for information technology at the campus level is handled by the Mesa Information Technology Committee (MIT). The Committee reports to the President's Cabinet and serves in an advisory capacity for faculty, staff, and administrators on matters pertaining to instructional, administrative, and student services computing, telecommunications, and other technologies. The primary responsibility of this participatory governance committee has been the administration of technology training funds provided through the Telecommunications and Technology Infrastructure Program (TTIP). This committee includes two administrators, six faculty members, and four classified employees. In addition, the Committee, working in cooperation with the Vice President of Instruction, created a Strategic Plan for Information Technology, which will act as a guide for the future direction of technology at Mesa. The chair of the MIT committee also sits on the District Instructional Technology Committee (2.49).

In addition to the MIT committee, technology decisions are made through the various funding sources as well. Vocational Education and Training Act (VTEA) funds are administered by the Dean, School of Business, Computer Studies/Technology, who in

turn makes recommendations to the Deans' Council. These funds are categorical in nature and used to support vocational and technological endeavors on campus. Instructional Equipment and Library Materials (IELM) funds are administered through the office of the Vice President of Instruction. Recommendations come from the ground up as departments meet to determine their needs and then take them to school levels. Final decisions are made by the Deans' Council. Criteria for expenditure of these instruction and technology funds include safety, certifications, College-wide issues, and technology needs identified through the academic program review process.

The District's computer network infrastructure is outsourced to the SCT Corporation. SCT supports the Integrated Information System (ISIS) for registration and student financial functions, the Integrated Fund Accounting System (IFAS) for administrative budgeting and acquisitions, and the Human Resource Integrated System (HRIS). SCT also supports all District internal and external web applications, including email, and acts as the Internet Service Provider for District dial-up access. SCT also oversees all telephone and PBX services for the District. On the Mesa campus, SCT personnel and District employees work under the direction of the business manager. They make sure that the administrative and faculty computers, printers, scanners, and other devices work within the District's computer network infrastructure.

Mesa maintains a College-wide inventory of computer hardware and software. As of March 25, 2004, there are 720 computers in teaching labs to support student learning programs. In the Learning Resource Center (LRC) there are 321 computers for student use and 131 computers for administration and staff use. Throughout the College there are 203 computers for faculty use. There are also 411 computers used by administrators and staff. As new computer equipment is purchased, the older computers are distributed throughout some faculty offices and office areas. The software inventory is maintained to maximize utilization of resources College-wide. It is used for management decision making, and will be essential for active directory software access. This latter capability allows software licenses to be monitored and moved from computer to computer and lab to lab as the need arises. As of March 10, 2004, there are 81 different software versions that are licensed or leased by Mesa for campus use. The inventory includes the publisher, the department that uses the software, where it is installed, the type of license, etc. Mesa also uses software that is licensed by the District, such as Microsoft products. These software versions include WebCT, Blackboard, Integrated Fund Accounting System (IFAS), CurricUNET, Integrated Student Information System (ISIS), and anti-virus software (3.47, 3.51).

As faculty, staff and administrators at Mesa College develop student learning outcomes that support the College's mission to provide comprehensive education programs and services to students while they are enrolled, new facility needs are identified. Because of the necessity for Mesa students to develop their skills and knowledge in the technical fields, a technology plan was developed and state of the art computers have been placed throughout the College. Mesa has computer labs in the B100, F100, H200, I100, I200, K100, K300, K400, and P300 buildings; and the LRC for student use throughout the day. Other smaller pockets of computers are located in the Music department, Fashion

department, Bridging Lab, and the DSPS High Tech Center. Other smaller pockets of computers are located in the Music department, the faculty computer lab in the CIL, the Bridging Lab and the DSPS High Tech Center, the Fashion department, and the Medical Assisting program. Computers are in use throughout the administrative offices, and by 2004 computers had been installed in all faculty offices.

The Learning Resource Center (LRC) houses the Library, Center for Independent Learning (CIL), and Audiovisual (AV) Services. The library provides access to and instruction in the use of various information technologies. CIL includes a student computer lab, faculty tech lab and training program, and multimedia reserve collection. The AV department includes a center housing media materials and equipment for playback, and oversees audiovisual equipment College-wide (3.52).

Public access to the Internet and the electronic resources is available at 55 computers throughout the library. Since there is no staffing on floors 2 and 3, direct telephone lines to the Reference or Circulation desks are available. Nine photocopiers are available for public use and two are available for staff use. Print copies from paper, microforms, or the Internet are made available to students using a copy card system through an agreement with Xerox. Two print stations are available in the Reference area for online printing and two state-of-the-art microform scanner/copiers are available in the periodicals section.

The Library maintains a website from which students, faculty, and staff can access its web-based catalog, subscription databases, list of print and online journals, instructional materials, and librarian-selected websites. Library and teaching faculty work collaboratively via email and interactive web applications on instructional, collection development, and governance issues. Instructors can view lists of new acquisitions, find information on submitting purchase requests and signing up for in-library instructional sessions via the library website.

The Library subscribes to 20 web-based reference databases that support research across the curriculum. Electronic content includes full text access to over 3800 journals, 6 major newspapers, selected coverage from over 500 regional newspapers, ethnic and gender studies resources, and cover to cover access to over 8000 electronic books. Remote access is available to Mesa students, faculty, and staff, and to walk-in users to all but two of the databases.

The Library subscribes to the Online Computer Library Center (OCLC) system which provides cooperative automated cataloging of library materials and automated processing of interlibrary loans. The Library utilizes the electronic ordering and processing system of its main book jobber, Baker and Taylor. Circulation functions, acquisitions, reserves, cataloging, periodicals processing and the on-line catalog are all automated and integrated into the Library's integrated library system, called Dynix.

The Library's state-of-the-art classroom includes 42 student computer stations with full Internet access, two of which are equipped with adaptive hardware and software for

students with disabilities, a ceiling-mounted LCD projector, and an instructor's station equipped with audio and video capabilities, including videoconferencing. A second classroom in the LRC (Rm. 229) with a similar configuration is available for class use and for faculty/staff training (3.53).

Librarians provide instruction to the Mesa community in accessing and using the various electronic resources, including the online catalog and electronic databases. Instruction is performed:

- One-on-one at the reference desk
- In walk-in workshops held twice per week during peak times of the semester
- Through the Library's instructional program working with teaching faculty in various disciplines
- Through Instructional Improvement (Flex) workshops for faculty and staff (1.13)
- In the one-unit course, Library Science 101

For student use, the Center for Independent Learning (CIL) maintains a computer lab with 140 PC and 4 Macintosh computer stations, equipped with word processing, office, and instructional software. Peripherals such as scanners and various printers are provided. The lab is staffed full time by Instructional Aides and faculty members in order to support student needs. In addition, a multimedia reserve service is also provided in this area.

For faculty use, the CIL maintains a separate computer lab that includes 16 PC and 2 Macintosh computer stations, equipped with various presentation programs, web design programs, Microsoft Office, and other teacher support programs. In addition such peripherals as a scanner and both color and black and white laser printers are provided. A full time Instructional Lab Technician is assigned to this service, as well as two full time faculty members, who provide one-on-one support on an as-needed basis.

The Audiovisual Department provides a number of services for both students and faculty/staff. Students use a variety of equipment including camcorders, digital cameras, and video editing stations for original production work. They also view videotapes and DVDs in any of the department's nine booths. In addition, copy services including transparencies, color copies, lamination, poster making, and flyers/brochures are provided. Faculty and staff members have access to the same services as students, plus video and graphic production services. They also have access to a variety of equipment for use in the classroom. This includes digital video cameras, digital still cameras, laptop computers, LCD projectors, slide projectors, multimedia carts with projectors, computers, video playback devices, and other assorted equipment. The department also provides College-wide audiovisual equipment support. Each classroom has an overhead projector and TV/VCR cart. Some rooms include LCD projectors. New buildings include smart classrooms, which contain a ceiling mounted LCD projector, full sound system, and console containing a computer, VCR, DVD player, voice amplification system, and central control system.

The AV Department also houses the campus video collection and maintains access to the San Diego and Imperial Counties Community College Consortium Video Library. The Audiovisual Librarian provides a reference service utilizing various databases and catalogs to locate films for faculty.

The Disabled Students Programs & Services (DSPS) Department at Mesa College was established to more fully accommodate the academic and support needs of students with disabilities as mandated by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The DSPS Department offers eligible students access to a variety of specialized support services and assistive equipment in a timely manner. These services are intended to assist College students with disabilities to more successfully participate in regular College programs and activities. DSPS provides annual guidelines to the Mesa community for purchasing accessible hardware and software (3.53, 3.54, 3.55).

The High Tech Center is located in the LRC but is administratively part of DSPS. The center provides extensive adaptive hardware and software for the Mesa community, as well as training in the various technologies including screen-reading software, text-enlargement software, audio programs, and scanning/copying for alternate media production (3.53, 3.54).

WebCT is licensed for use by the San Diego Community College District distance-learning program, called SDCCD Online. Mesa participates, along with City and Miramar Colleges, in providing on-line courses. The number of Mesa College SDCCD Online courses has increased from five in fall 2001 to over 50 in fall 2004. Several departments now offer online courses. WebCT is also used for technology-enhanced lecture classes.

SDCCD Online is housed in a small modular building on the Miramar campus. The building has four staff offices and a faculty computer lab used for the development of online courses. The computer lab is outfitted with current versions of course development software and hardware that is upgraded on a yearly basis. Information about the facilities and resources for faculty is available on the SDCCD Online website (3.56).

Training for Mesa faculty and staff in the use of information technology is available from several locations. The Staff Development Program supports the professional growth of faculty, staff, and administrators by providing activities and events with the ultimate goal of maintaining the highest quality of service for our student. The CIL's faculty and staff training program includes hardware and software classes covering Microsoft applications, WebCT, CurricUNET, web page design and others. A website is maintained for instructional improvement (Flex) days. Flex days are used to allow on-campus workshop time for all faculty, staff, and administrators. The workshops are organized by the AB1725 Committee. A typical schedule of Flex training opportunities includes sessions on web page design, office applications, library database access, Internet searching, distance education course design, and use of audiovisual equipment (1.13). The District's Educational Technology Training Center offers training throughout the year in various software applications. Technology training not available on-campus or

within the District has been funded through the Telecommunications and Technology Infrastructure Program (TTIP) or with AB1725 funding administered by the Staff Development Advisory Committee (3.57).

Appraisal

Over 80% of the faculty and staff reported that technology planning is integrated with institutional planning (contract, 84%; adjunct, 82%; staff, 89%). About 74% of the adjunct faculty and 86% of the staff agreed that the availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning compared to 58% of the contract faculty. A majority of the faculty and staff indicated that the College provides training in the effective application of information technology to faculty and staff (contract 92%; adjunct 86%; staff, 84%). About 77% of the contact faculty, 84% of the adjunct faculty, and 84% of the staff felt that the College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs (1.9).

As the gateway to many of Mesa College's technology resources, the College website has substantially facilitated student, faculty, and staff access to the resources and services offered. With the school catalog and class schedules available online, and the automation of the admissions and registration functions, students and perspective students no longer need to be physically on campus to access these resources (3.50).

Under "student services" on the Mesa web page students can find well organized links to information on counseling, financial aid, tutoring, and career services. The general counseling web page is one example of effective use of technology. In addition to hours of operation and a detailed map students are provided with links to the catalog and schedule and an email template for questions (25,117 hits between 2002 and September of 2003).

Beginning in fall 2003, the District implemented an online "wait list" system for students attempting to enroll in classes that were full. Also student schedules are no longer mailed to students but are sent via email to those providing email addresses or available with password security via a Reg-e link from the Mesa website (3.50).

Staff workflow has been streamlined in several areas through links from the College website including Human Resources, where benefits, job announcements, and personnel forms are available online, and Business Services, where standard forms can now be downloaded and requests for reprographics services can be input directly.

Several members of the faculty have created course related websites which facilitate communication with students. These may include contact information, on line course descriptions, student assignments and links to the library and course related internet websites. All faculty should be encouraged to provide at least a minimum level web page with contact information including office hours and email (3.50).

CurricUNET software has been implemented to shorten the curriculum approval process from years to months for courses that require approval from the three colleges in the District. A PowerPoint presentation about the software is available on the CurricUNET website. Members of the Mesa faculty who plan to initiate a new course outline or revise an existing course outline have access to an on-campus facilitator to help them through the process. Training is offered for all personnel who are involved in the curriculum approval process. Improvements are being made in the software to make it easier to use. All faculty have access to the software to print out current course outlines and syllabus templates (1.24).

Steady improvements are being made in the District email system. The email system was first restricted to administrators, full-time faculty, and some staff on campus. Then Internet Explorer, a Microsoft browser, was installed to allow off-campus access to email messages. Off campus access is currently restricted to reading and responding to email messages. Email messages can be created; however, Internet Explorer does not allow access to the directory of personnel with email addresses. The next step in the evolution is to install Microsoft Active Directory. This will allow full communication via email for personnel on and off campus.

At first, adjunct faculty and remaining staff were not allowed access to the District email system. Now, email accounts are distributed to adjunct faculty upon request. The next step in the evolution is to require that all adjunct faculty and remaining staff have email accounts. The District email system is becoming the primary tool for disseminating information to faculty and staff. Adjunct faculty and staff without District email accounts are often left out of the loop.

The Mesa Information Technology Committee (MIT) administers TTIP funds for technology training. The membership of this participatory governance committee ensures that all College constituencies are represented. Examples of funded programs include 508 compliance training for website design, Microsoft 2003 server training, and web-based instructional design. This type of training empowers faculty and staff to become less dependent on technology support providers. The MIT committee completed its work on a Strategic Plan for Information Technology, which will create a cohesive overview for academic technology acquisitions across campus. This plan was presented to and approved by President's Cabinet in spring 2004. The intent is to build a "big picture" plan based upon the complexity of the various disciplinary needs, and to be a subsection of the Academic Master Plan. This will be an asset to planning for future growth (2.49).

The funding to purchase technology comes from three sources: new buildings and equipment, VTEA, and IELM. When funding decisions are made, each school's academic program review is consulted, because it is here that each school and department quantifies what it needs to fulfill its mission. The academic program review is in essence a long term vision which validates and prioritizes its technology and equipment needs. This trend toward documented planning and budgeting is a positive move.

Key Mesa personnel have access to the Integrated Student Information System (ISIS) for registration and student financial functions, the Integrated Fund Accounting System (IFAS) for administrative budgeting and acquisitions, and the Human Resource Integrated System (HRIS). These three major systems, however, are run on an aging mainframe computer and are not integrated with each other. Over the next few years, the mainframe computer is expected to be replaced and the above core information systems are expected to be integrated with each other as part of the Capital Technology Expenditure Plan in District Board Docket 903 (3.58).

Since Mesa maintains a single inventory of all computers used on campus, administrators and staff support personnel are able to provide accurate information to be used in academic program reviews and acquisition decision making. The inventory system is relatively new, but the intention is to improve the system until it can provide real time support which will allow schools and departments to make accurate plans for future software and hardware upgrades (3.47). They also developed an inventory of software. These two inventories are now used to minimize the compatibility problems as upgrades and new products are introduced (3.51).

During the 03/04 winter break the computer network switching equipment located in the LRC telecom room was replaced with Enterasys Matrix N7 Smart Switches. With this new equipment, the LRC is able to upgrade software on a large number of computers at the same time at a very fast data rate. For example, all the software on all the computers in the 40 station computer lab located in LRC 229 could be replaced or updated in less than an hour. This upgrade will allow the LRC to be significantly more responsive to instructional software requirements that come from the faculty (3.59).

Also, a very robust caching server has been installed which will effectively speed internet access for all the computers on campus. Even better, with this new equipment every faculty and staff computer will have desktop access to fourteen academic databases that were previously available only in the LRC. Among these database services are: EBSCOHOST, ProQuest, NewsBank Infowatch, and CountryWatch. This new level of access to the LRC's academic databases will allow faculty members to do research without having to leave their campus office.

The hours that the student computer labs are open vary. The general computer lab in room K401 is open from 7:00 a.m. to 10:00 p.m. Monday through Friday and from 8:00 a.m. to 4:00 p.m. on Saturday. Other labs are open only when a specific class is being offered. Students who require open lab time are directed to the computer lab in the CIL. Although Mesa College does not require students to own computers, most students do have off-campus access to computers.

The main advantage of student computer labs is that people are available to help students if they have problems. Faculty members are present only when classes are offered in the labs. Instructional assistants are available to help students with the technical aspects of the hardware and software. The instructional assistants are not subject matter experts.

The LRC is one of, if not the, most technologically equipped buildings on campus. As new equipment is purchased, most of the newer hardware/software is placed in the CIL where needs are greatest for the latest products to support the Mesa curriculum, including course reserves, spreadsheets, word processing, and other office application. Using a “trickle-down” plan, the older but still usable machines are distributed throughout the building for student and staff use. In the Library’s reference area, each workstation provides access to the Internet, which allows students to access not only the Library’s electronic resources, but also the other key web-based services and resources on campus including online admissions and registration, course syllabi, academic calendars, etc. Students are referred to the CIL for word processing and other office applications. The machines in the reference area are heavily used but, despite signage that prohibits personal email, chats, and games, there are some who monopolize workstations for non-academic purposes, a problem not unique to Mesa. In ongoing planning sessions, the LRC faculty will continue to monitor the situation and pursue technological and non-technological solutions to this problem.

Beginning spring 2003, tracking software was installed in the reference area which will generate funding from student use of the computers for academic purposes (also in CIL description). The Dean has increased librarian/faculty staffing support in the CIL and plans to do the same in the reference area.

Printing from reference workstations and photocopying services are handled by a contract with Xerox. Although the contract was put out to bid and the lowest bidder was selected, copies cost \$.15 per page, an amount both students and staff feel is excessive. As part of this contract, Xerox also installed two state-of-the-art reader/scanner/printer machines for use with the Library’s microfiche and microfilm collection. The print quality is superior to previous machines but one of the most potentially useful features, i.e. the ability to download from microform to disc, has been disabled since it would generate no income for Xerox. Now the Library is midway through a 5-year contract, so this is an area for future analysis and change.

The Library’s website is accessible via the College website (3.60). From the Library home page, students, faculty, staff, and the public can link to catalog information on books, periodicals, and audiovisual materials. Students can access their accounts to view lists of materials currently checked out, accumulated fines, and books on hold. A recently added feature (fall 2003) is the ability to renew books online. Library faculty have compiled and posted lists of quality websites in subject areas keyed to the Mesa curriculum. Also available from the Library home page are listings of new acquisitions for faculty (and others) to review. Each librarian/bibliographer has a web link listing areas of responsibility and contact information. Librarians and teaching faculty routinely collaborate in-person and via email on collection development and instruction issues. As part of the Library’s information literacy program, students can link to assignments and pathfinders for their classes as well as information sheets on designing search strategies, evaluating websites, and citing online resources. Faculty on-campus and colleagues at other institutions have favorably compared the Mesa Library website to those at 4-year and post-graduate schools. Between June and September 2003, the Library webmaster

retrofitted the Library website to bring it into conformity with guidelines specified in Section 508 of the Americans with Disabilities Act.

The creation and maintenance of the Library's high-quality website has been handled primarily by the Library's technical services librarian but, as more and more web resources become available and heavily used, this is an area where additional staff assistance will be needed. To partially address this issue, each librarian has taken responsibility for updating sections of the web page.

With input from faculty and budgetary support from the Deans' Council, Mesa's librarians have built a substantial collection on online resources for student use across the curriculum. Prior to purchase, each database is evaluated for relevance to the Mesa curriculum, ease of use, cost efficiency, and accessibility on campus and off. Full text and multi-disciplinary products are given preference over subject-specific and index-only sources. 76.6% of those surveyed in spring 2003 rated satisfaction with the online databases at level 4 or 5 on a scale of 1-5, with 5 meaning most satisfied.

Initially, databases were funded from the \$45,000 allocated each year by the College for the periodicals collection. As journal and database costs increased, the budgeted amount remained static over the past five years. The infusion of state funding in the form of TTIP and IELM over the past 4-5 years has allowed the Library to increase its online offerings but there is no guarantee that this money will be available in years to come.

The Library is in a continuous process of evaluating and upgrading its integrated library system. Decisions involving major changes are made in consultation with the Library Advisory Group, which includes librarians from all three of the District colleges. District SCT staff and Dynix technical support staff are consulted regularly regarding technology maintenance issues. The Library continues to upgrade and refine its Dynix integrated library system in order to better serve students and staff. In 2002, following months of research, demos by competing ILS vendors, and discussions within the District-wide Library Advisory Group (LAG), a decision was made to migrate the Library's public-access catalog to the next-generation Dynix product, "iPac."

The iPac software was installed and configured by the iPac systems administrator during the summer of 2002. In September 2002, the new online catalog became available for public use. Since that time, the Library's iPac system administrator has made ongoing changes to the system to exploit its capabilities in ways that improve usability for students and staff.

For a number of years, the Library relied exclusively on the Online Computer Library Center (OCLC) bibliographic database as its source of Machine Readable Cataloging Record (MARC) records for the library catalog, as well as using OCLC software for MARC record editing. In the past two years, however, the Library has substantially reduced its cataloging costs and improved access to materials by utilizing other sources of MARC records.

The automation of the Library's acquisitions processes over the past several years has resulted in both time and cost savings. In 1998, the Library signed on with the Baker & Taylor company to access the Title Source II (TS2) online acquisitions system. As a result of these enhancements, our initial fill rate, the rate at which our primary vendor supplies requested titles the first time they are requested, has gone from approximately 76% in 1995-96 to 90 % in 2002-03.

The LRC's two state-of-the-art classrooms are used extensively for incorporating technology into the curriculum and for faculty and staff professional development. The Library's classroom (LRC 114) with its 42 workstations gives students the opportunity to become familiar with the Library's electronic resources through librarian-led demonstrations and hands-on practice. Information literacy is stressed through exercises that teach students searching basics and the evaluation of online sources of information. Teaching faculty are increasingly concerned that students' perceptions of the quality of information on the Internet are incorrect. The LRC classroom setup gives students a chance to perform basic and sophisticated searches and to evaluate first-hand examples of quality and questionable websites.

Faculty and staff services are also provided by the CIL. Two full time instructional design faculty members not only oversee the services to students, they also work with faculty and staff on integrating technology into the workplace and curriculum. They teach special interest classes such as website design, Microsoft Office applications, and electronic grade books. In addition they meet individually with faculty and staff to work on special projects. Two separate computer labs are located in the CIL specifically for faculty use. One has 12 computers and can be used for group instruction and the other has 4 computers for more individual work. This is especially useful for adjunct faculty who do not have an office on campus. A full time computer technician staffs the two labs.

As a measure of satisfaction, the CIL was evaluated in the LRC Survey in Spring, 2003. The survey was administered to any one using the CIL, student faculty, staff and others. Of those surveyed 74.1% rated satisfaction with lab services and 4 or 5 on a 5 point scale. The areas covered included Internet Access Related to Class, Internet Access Not Related to Class, Course Related Software, Adaptive Software for Special Needs, and Application Software (Word, Excel, etc.) Included in this survey was a question on training for faculty, where 78.8% gave a rating of 4 or 5 (3.61).

The Audiovisual Department is also part of the LRC and serves a number of functions. It supports both AV equipment and AV production on campus. The department assists departments and individuals across campus to identify, plan for, and meet their audiovisual needs. A recent major project done by the department is the Humanities Building audiovisual installation. The project involved 3 lecture halls, 5 classrooms, and the journalism room, entailed the design of systems, the writing of specifications, the evaluation of bids, and the supervision of the installation. The department continues to oversee the equipment, provides all training and troubleshooting for the installation, and works with the contractor on repair and warranty issues. Although an overall success, not

all needs have been fully met. The lessons learned from this installation will be used when planning with other schools as new buildings go up across campus. One concern is that with the addition of each new building and its workload, the department will become increasingly understaffed.

The AV Department provides both formal and informal training in the use of equipment both in the LRC and in the classrooms. Flex classes are offered routinely on using the technology in the new smart classrooms. Small class size and one-on-one instruction is used in order to provide hands on training. Other class offerings include digital video and digital photography. In addition, training is offered each time that equipment is checked out or used in the facility. The department also sponsors teleconferences on campus; recent topics include Cheating and Plagiarism, Copyright Issues, ADA compliance, and other topics associated with maintaining instructional integrity.

The AV Department is now responsible for the College website. The webmaster position and support services such as graphics are provided by the department. A new, 508 compliant website is in progress in order to meet all needs. But again, as with the equipment services, human resources are stretched thin.

As a measure of satisfaction, the AV Department was evaluated in the LRC Survey in spring 2003. 77.4% of those surveyed gave a satisfaction of 4 or 5. The areas covered included Media Production, Media Equipment, Media Viewing Booth, Video Collection, and Classroom Equipment Support.

The DSPS Department makes technology decisions based upon research provided by the Statewide High Tech Center in Cupertino, the needs of the students, and the needs of the other departments at Mesa. VATEA has supported some needs. Disabled students can't learn without access to content in an electronic format. It is difficult to assess how well technology works because the number of students with a specific handicap is small.

WebCT software is licensed by the District for use by Mesa and the other two colleges. A schedule of current online classes is available on the SDCCD Online website (3.56). Students who take only online courses can earn an AA degree in Transfer Studies. Electronic access to SDCCD Online course content, assignments, and exams are available off-site on a 24/7 basis. In April 2002, SDCCD Online was awarded the State Chancellor's Office Technology Focus Award.

Technology training for Mesa faculty and staff is available in many forms and from several locations. A substantial number of the training programs are coordinated by the AB1725 Staff Development Advisory Committee as part of the Flex program of instructional improvement. These sessions include training in web page creation, office applications, library electronic resources, WebCT and other course management software, and audiovisual equipment. Enrollment in Flex activities was recently automated but this feature is available only to faculty with Flex obligations. Flex sessions are initiated based on input/requests from faculty and staff and repeated based on

demand. Faculty may also fulfill Flex obligations through independent projects, many of which have technology components.

Faculty and staff are also encouraged to learn or update technology skills through training offered in the District through the District Educational Technology Training Center.

Plans of Action

Mesa College has made tremendous progress in incorporating technology into the curriculum and across administrative functions in the past five years. Core academic functions such as admissions, registration, grading, and curriculum development are now automated. The passage of Proposition S provides the opportunity to incorporate state-of-the-art technology into new facilities from the ground up. Key to the success of the College's technology program is the establishment of a coordinated process for communicating, evaluating, standardizing, and implementing technology needs and requirements. The Strategic Plan for Technology, which is currently being completed by the Mesa Information Technology Committee, will provide a cohesive framework for this process.

Many faculty now provide students with enhanced and more accessible course content in the form of online syllabi, appropriate web links, course readings, and convenient email communication. With technology training offered at several District venues, the College will encourage faculty to offer more web-based course content to their students. Not only would faculty web pages improve student learning, but the College would also realize cost savings from reduced reprographic services. While the World Wide Web puts global awareness a click away, faculty can put it into perspective. Critical thinking as a learning outcome is more pronounced as students are exposed to thousands of online resources and faculty have the opportunity to guide them systematically through evaluation strategies.

The College has identified one area to address within the scope of this standard and recommends:

11. implementing the Strategic Plan for Technology to improve the process for evaluating, standardizing, clarifying, and communicating technology improvements.

D. Financial Resources

Description

San Diego Mesa College, as part of the San Diego Community College District, bases its financial planning not only on institutional goals which are determined in part from departmental academic program review and now also include a commitment to support the Associate degree level Student Learning Outcomes (SLOs) that have been developed

by Mesa College, but also on the financial planning efforts at the District level. A strategic planning document containing Mesa's goals and objectives is reviewed on an annual basis to ensure that financial planning supports the needs of Mesa's programs and services, as stated in departmental academic program review. This annual review includes a realistic assessment of resource allocation and expenditure requirements (1.1, 3.62, 1.12).

Institutional guidelines and guidelines for financial planning and budget development begin at the District level. As a part of a multi-college district, Mesa College is represented on the District Budget Development and Planning Committee by the College Director of Administrative Services and the President of the Academic Senate. There is one classified representative on this Committee as well, and for the past several years this representative has been from Mesa College. The Committee is chaired by the Assistant Chancellor of Business Services and is responsible for advising the Chancellor in the development of the annual budget, including budget enhancements. The first phase of budget development is based upon funding allocations from the State and an internal formula-driven process involving the District office, the three colleges within the District, the continuing education centers and a variety of specialized restricted and unrestricted projects. The second phase of the process takes place at the College. All segments of the institutional community are involved through the use of surveys, department input, and past practices. As the College's participatory governance council, the President's Cabinet serves as Mesa's budget committee.

The state of California was faced with a large budget deficit for 2003-2004 that severely impacted community college funding from the state. Final figures, in October 2003, indicate that \$2,913,546 had to be cut from Mesa's \$43,757,408 budget (allocation per Budget Model) leaving \$40,843,862 (3.63). One-third (\$339,392) of the 2002-2003 ending balance was being returned to the College for an adjusted final budget of \$41,183,254 (3.63, 3.64, 3.65, 3.66, 3.67). A plan was developed utilizing not only the regular College budget process, but also including additional open meetings and communications with students, faculty and staff to address the required reductions.

Part of the College's strategic plan contains information related to growth in the physical facilities. Due to the recent passage of a \$685,000,000 bond measure (Proposition S), that part of the plan can now be implemented. These capital plans support educational objectives and are linked to financial planning through the President's Cabinet and the Facilities Planning Committee (1.30).

Mesa's President has been active in both statewide and national efforts to equalize funding for community colleges and to bring apportionment levels up to the national average, and the recent passage of Propositions 57 (Economic Recovery Bond Act) and 58 (Balanced Budget Act) will help to avoid an even worse fiscal situation. The District stands to gain approximately \$2.3 million in revenue if the legislature passes the Governor's proposed "equalization" funding.

The College's participatory governance model requires that administrators, faculty and support staff be actively involved in the development of financial plans and budgets. The following committees, councils, and organizations are examples of how opportunities for input are demonstrated:

- President's Cabinet
- Academic Senate
- Classified Senate
- Associated Students
- Deans' Council
- Student Services Council
- Facilities Planning Committee
- Academic Affairs Committee
- AB 1725 Staff Development Advisory Committee
- VTEA Committee
- Ad hoc Committee on Contract Faculty Position Priorities

The institution's financial management system operates with the appropriate control mechanisms in place. These methods of checks and balances include monthly budget reports to College deans and department chairs. The monthly budget reports provide detailed expenditures and balances information. This information is also made available online through Integrated Fund Accounting System (IFAS), which enhances the capability to analyze information on a timely basis. Individual departments receive various charge-back reports, which include such items as audiovisual, reprographics, stockroom supplies, and classified hourly budgets. This process assists the College Director of Administrative Services in maintaining current and accurate information and provides deans, department chairs and supervisors with timely detailed budget information (3.68).

Each college within the District receives an allocation of funds for the purchase of new and replacement equipment as funds become available. Typically, equipment funds are allocated from sources such as Vocational and Technical Education Act (VTEA) and the state instructional equipment and library materials (IELM) funds. The procedures that define the equipment approval and ordering process are an integral component of the participatory governance process, as shown in Equipment Approval and Ordering Process. At Mesa College, the allocation of a portion of state funds for classroom equipment at the school level was based on a specific formula approved by the President's Cabinet in fall 1997. For various programs, the state established an equipment allocation (dollars) per Assignable Square Feet (ASF). This factor is multiplied by the average Weekly Student Contact Hours (WSCH) of the school to determine the percentage that each school receives. With recent reductions in IELM allocation, all funding is based upon a competitive process involving input from departments to schools and finally to Deans' Council. Recommendations from the Deans' Council are presented to President's Cabinet (3.69, 3.70).

The equipment prioritization process is consistent with Mesa's participatory governance approach. The list of equipment requests and prioritization start with the instructional departments, continues to the school deans, is passed to Deans' Council and reviewed by the Vice President of Instruction. After modifications (as necessary) at each step, it is finally presented to President's Cabinet for final approval and authorization (3.70).

As Mesa College is part of a multi-college district, a year-end internal audit is conducted by an independent certificated accounting firm, Caporicci & Larson. The audit includes a review of the previous year's recommendations, all financial documents, expenditures, and internal control processes (3.71). The process demonstrates the appropriate allocation and use of financial resources that support institutional programs and services.

Financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments are primarily handled by Special Funds/Contracts at the District level. In addition, effective oversight of such programs is conducted by the institution. The Mesa College Foundation expenditures are overseen by its Board of Directors, which consults with an outside firm for investments, and an external audit is conducted annually (3.72).

The institution's auxiliary organization offers fee class programs that are not-for-credit through the Employee Training Institute (ETi) (3.73). The funds raised through these efforts benefit the departments that offer such courses. These funds are deposited in a fiduciary trust account, monitored by the College Business Services Office.

Contractual agreements with external entities are overseen by the District Purchasing Department to ensure the appropriate provisions, and policies are contained within such agreements. External monitoring is conducted by the District and as needed referred to County Counsel.

The first priority of the District and Mesa College is to maintain the present high quality of programs and services. Current income, allocated through formula, provides for supplies, facilities, and personnel costs. Mesa College is the largest and most complex college in the District, and enrollments continue to grow each year, resulting in a need for increased facility, maintenance, equipment, and supply budgets. Almost ½ of the faculty (45.7%) indicated that the District resource allocation process is appropriate to support Mesa's programs and services, and over half (52.2%) of staff agreed (1.19).

Historically, the District method of financing new projects was through the issuance of Certificates of Participation (COP) somewhat like bonds for long-term liabilities. The recently passed Proposition S \$685,000,000 bond measure for the construction and furnishing of new facilities will provide Mesa College with approximately \$160,000,000 - \$180,000,000 to complete projects that have been identified and prioritized through the College's participatory governance process (1.30). It is likely that it will take 12-15 years to complete these projects.

The Board of Trustees has established risk-management policies. Umbrella coverage that extends beyond the limits of the self-insurance system is maintained. Mesa College has formed a Safety Committee that serves to oversee the maintenance of a safe and healthy working environment for College employees. Of major importance throughout the College is the emphasis on injury and illness prevention (3.74).

Under the leadership of the District Chancellor, the San Diego Community College District maintains a strong position with regard to holding adequate reserves. In the 2003-2004 District budget, there is a 4.2% Cash Flow Contingency, a 1.8% Unallocated Contingency and a .6% Capital Economic Uncertainty reserve (3.75). Together they represent a 6.6 % District reserve. This reserve has decreased from 8.39% in 1997-98. The amount of the reserves is established by the Assistant Chancellor of Business Services. Actuarial tables are used to determine the extent of coverage needed to ensure adequate protection for District obligations.

As financial emergencies or unforeseen occurrences arise, Mesa College has the flexibility to move some monies within certain accounts. For larger expenses, the District Economic Uncertainty Reserve would be the appropriate source. In addition, the College President, Vice Presidents, and Director of Business Services manage contingency accounts to address emergency needs within the College.

Appraisal

Financial Planning at Mesa College is based on Mesa's Master Plan, Mission Statement, Facilities Master Plan and annual Goals and Objectives which include needs identified in academic program review. The recent development of Associate degree level SLOs will likely influence, to some extent, the allocation of funds as Mesa works to implement and support those outcomes (1.1, 1.12, 3.41). This process is informed by participatory governance, both through the direct participation of members of the President's Cabinet and through an annual budget survey sent to the entire College community.

According to the Accreditation Surveys, 87.9% of faculty and 95.2% of staff agreed that College planning and decision-making are guided by the Mission Statement. In addition, 76.7% of faculty and 85.4% of staff are aware that the College budget reflects priorities and planning goals (1.19). Surveys conducted for the last self study (1996) indicated that half of Mesa's faculty and staff had no information about financial planning and were unaware that it is one of the mechanisms for achieving educational goals. The increasing awareness of and participation in the College planning processes reflect the effectiveness of the enhanced communication to faculty and staff by means of the College's participatory governance groups as well as by published summaries in the monthly President's Cabinet Update.

Because financial planning depends heavily upon state funding, California's current budget shortfall has significantly affected planning strategies. Additionally, in planning the 2003-2004 budget, the District and colleges still faced mid-year cuts, deficit funding

for apportionment (based on enrollment) and deferral of approximately \$200,000,000 in statewide funding for community colleges. The District's share of the deferral was approximately \$6.5 – \$7 million (3.65, 3.66, 3.67). Adding to the uncertainty was the fact that California recently recalled its governor, which had implications for the budget and the amount of money that this District might receive. The plan that was developed at Mesa College to deal with the initial budget shortfall issues should serve equally as well if changes in funding occur as the result of an administrative change for the state. Mesa's successful strategies in working through a \$570,000 mid-year reduction in the 2002-2003 academic year may be used again if this scenario materializes once again. Without many options, the College instituted a hiring freeze, reduced non-instructional accounts, cancelled over a hundred sections in the spring 2003 semester, and reduced the summer session by 25% and delayed its start (3.64). This careful planning resulted in acceptable impacts to our instructional programs.

Financial resource components consist of financial planning to lay the foundation, financial management to provide balance, and financial stability to ensure integrity, all of which support the Goals and Objectives of the College (1.1). Each component counterbalances another. The effectiveness of this system is demonstrated by the fact that Mesa College has operated with a balanced budget every year and generated an ending balance of approximately 3% (\$1.4 million) for 2002-2003 (3.76).

The Financial Management System is constantly evolving and utilizes enhanced capabilities of accessing on-line monthly budget reports which increases the ability of the College Director of Administrative Services, Deans, and Managers to provide information promptly to College department chairs and supervisors.

Mesa's participatory governance structure allows for recommendations at all levels. The Equipment Approval and Ordering Procedures clearly define the approval and order process of new and replacement equipment. All contracts and agreements are processed and approved through the District offices by the Purchasing and Contracts Manager, who is responsible for ensuring compliance with institutional policies and legal requirements.

Surveys conducted for the last self study (1996) indicated that despite the overall financial health and integrity of the District and the Board's support of Mesa College in the area of allocation of resources for capital improvements, including the new Learning Resource Center and the new Multicultural Studies Center, Mesa faculty and staff continued to feel that the division of resources between the District and the Colleges, and among the Colleges, had remained inequitable. The effects of the District Budget Allocation Model that was in place through 1996-97 had been the source of much of this dissatisfaction. While many of the problems associated with the model had begun to be addressed by the District Budget and Planning Committee, there had been frustration with the apparent inability of the Board to address the model's inadequacies.

Fortunately, by responding to the recommendations of the District Budget Development and Planning Committee, the District has begun to move away from these practices. The

current budget process, beginning in 1997-98 and continuing with the present 2003-2004 budget, reflects the principles that increase in funding for one college should not come at the expense of the others, and that funds for such items as deferred maintenance, equipment and capital improvements should be based on formulas that reflect accurately the specific needs (square footage, FTES, etc.) of each campus. The past few years have proven this committee (which is well-represented by all District groups and campuses) to be effective in creating a formal mechanism to address the fair allocation of funding to the campuses. Recently the budget model has been driven by over-cap FTES, budget reductions, and reduced revenues. Despite this, the current budget model has helped create positive improvements to Mesa College's operating budget in the forms of:

- Funding for Non-Credit FTES which began two years ago for areas such as the Tutoring Center and LRC. (\$127,222 for fiscal year 2003-2004)
- Extra funding for Pro Rata pay (\$408,078 for fiscal year 2003-2004)
- Funding for Substitutes (\$306,000 for fiscal year 2003-2004)
- Funding for Faculty and Staff Interpreters at Mesa College (\$30,000 for fiscal year 2003-2004).

According to Mesa's Director of Administrative Services, for the District to maximize revenue, it must increase its credit FTES first to the new CAP, which is a 2.37% increase in FTES. Then it must earn an additional 527 credit FTES to maximize "Gain" revenue, and finally the District is shifting non-credit FTES to credit FTES to recover some of the losses in non-credit FTES. All of this must be accomplished during a period of dwindling resources.

A further positive budgetary change has allowed the Colleges to carryover any ending fund balance from the previous fiscal year. This had not traditionally been the past practice. Colleges had to "use or lose" their allocated funding. The current budget model allows each campus to carryover 1/3 of the previous year's ending balance, while putting 2/3 of the amount in a contingency fund category. This wise financial practice has not only helped Mesa College to reduce our budget reductions by \$339,392 for fiscal year 2003-2004, but it has also created a District fund of almost 2 million dollars to help in the eventuality of further state mandated cuts.

The College's financial records and internal control processes are subject to a year-end internal audit, conducted by an independent certificated public accounting firm, Caporicci & Larson. The audit can be used as a tool to identify/remedy any discrepancies which may be revealed and to assist in planning and implementing of future changes.

The Mesa College Foundation is the subject of an audit each year, and all audits have revealed that the foundation was in compliance with the guidelines and procedures in the areas tested. The audits have also revealed no signs of non-compliance in areas of the internal control system that remained untested. Further, the audits revealed that previous recommendations had been effectively implemented (3.72).

Although more funding is needed, both the District and Mesa College enjoy financial stability due to careful planning, the maintenance of balanced budgets, the avoidance of deficit-financing and strong accountability measures. Even so, as a part of the California Community Colleges, we are still facing financial uncertainty as the new administration works to solve California's budget problems.

Both the District and Mesa College have clearly identified future obligations and plans to pay for them (Certificates of Participation). Our financial position has improved tremendously with the funds from the recent passage of Proposition S that have allowed the District to clear all of its indebtedness in the form of those Certificates of Participation. As a result of this financial move, the District will save approximately \$2.5 million per year in debt payments.

Following established District policy, Mesa College has institutionalized policies for risk management including the formation of a College Safety Committee that oversees the health and safety of the College employees. Mesa College also maintains a contingency account as well as having the flexibility to move funds among certain accounts to respond to financial emergencies or unforeseen occurrences. Cash flow is maintained to protect stability through the holding of reserves. In spite of all of these measures, a very low percent of faculty and staff believe that District resource allocation is appropriate to support Mesa's programs and services.

Plans of Action

Because of California's current budget crisis, Mesa College's financial planning strategy will continue to be challenged by reduced revenues/resources from the state. As a result of this crisis many positions at the College have been left vacant. In addition, with the passing of Proposition S, though monies will be available to construct many new buildings, Proposition S does not provide funds to staff and maintain these new structures. It also should be noted that not all the new buildings included in the College Master plan will be funded by Proposition S.

No plans of action are identified at this time.

List of Evidence

- 1.1 Mesa College Mission Statement
- 1.9 Accreditation Survey Report, Spring 2003
- 1.12 Associate Degree Level Student Learning Outcomes
- 1.13 Mesa College Flex Handbook and Website Address: <https://faculty.sdccd.net/facflex>
- 1.24 CurricUNET Website Address: www.sdccdcurricu.net
- 1.30 Proposition S Bond Election Capital Projects Materials
- 1.35 Employee Opinion Surveys

- 2.16 SDCCD Faculty Collective Bargaining Agreement
- 2.49 Mesa College Technology Plan

- 3.1 Policies 4100/4200
- 3.2 SDCCD Confidential Employees Handbook
- 3.3 SDCCD Food Services Collective Bargaining Agreement
- 3.4 SDCCD Management Employee Handbook
- 3.5 SDCCD Office/Technical Bargaining Agreement
- 3.6 SDCCD Operations Employees Agreement
- 3.7 SDCCD College Police Employees Agreement
- 3.8 SDCCD Supervisory and Professional Employees Handbook
- 3.9 Classified Employees Performance Appraisal
- 3.10 Supervisory Evaluation Form
- 3.11 College Faculty Appraisal Materials
- 3.12 College Adjunct Faculty Appraisal Guide Booklet
- 3.13 Managers Evaluation Materials
- 3.14 Instructor's Rights & Responsibilities Statement
- 3.15 HR Instructions Manual, 4000-4800 Employment Assignments
- 3.16 Mesa College Annual Accreditation Reports, 1999-2004
- 3.17 HR Instructions Manual, Hiring Procedures, Release of Information, Recordkeeping
- 3.18 Employee Classification Descriptions
- 3.19 Policy 0003
- 3.20 Guide to Governance
- 3.21 Campus Celebrations, 2002-2003
- 3.22 Diversity Resolution 630.2
- 3.23 Gender Breakdown, 2002-2003
- 3.24 Ethnicity Breakdown, 2002-2003
- 3.25 EEO Rep Certification Training Program
- 3.26 Instructional Improvement (Flex) Materials
- 3.27 Sabbatical Leaves
- 3.28 Center for Independent Learning Brochures
- 3.29 Accreditation Self-Study 1998
- 3.30 Email, Faculty Committee Appointments and Faculty Hiring Practices
- 3.31 Equity and Diversity Taskforce Recommendations
- 3.32 HR Instruction Manual, Classified Staff Development Program
- 3.33 Student Services Professional Development Series

- 3.34 HR Instruction Manual, Staff Development Program Policy Guideline
- 3.35 College Celebrations, 2003-2004
- 3.36 Procedure 4100.1
- 3.37 Policy 4105
- 3.38 Procedure 4105.2
- 3.39 Faculty/Staff Computer Training Information
- 3.40 Contract Faculty Position Priority Hiring Process
- 3.41 Facilities Master Plan
- 3.42 Senate Committee Lists
- 3.43 “What to do in an Emergency”
- 3.44 Mesa College Crime Statistics, 2003
- 3.45 Board Minutes, 1999
- 3.46 Opening of the LRC Flyer
- 3.47 Mesa Computer Inventory
- 3.48 No Smoking Policy, 2004
- 3.49 Mid-Year Report, January 2004
- 3.50 Mesa College Website Address: www.sandiegomesacollege.net
- 3.51 Mesa Computer Software Inventory
- 3.52 LRC Website Address: <http://www.mesacollege.net/lrc/index.html>
- 3.53 Adaptive Hardware and Software List
- 3.54 DSPTS Guide to Alternate Ext Media
- 3.55 Purchase of Accessible Computers Annual Update Memo
- 3.56 SDCCD Online Website Address: www.sdccdonline.net
- 3.57 Educational Technology Training Center Calendar
- 3.58 Board Docket 903.1
- 3.59 Telecommunications Room Upgrades
- 3.60 Library Website Address: www.mesacollege.net/library/index.html
- 3.61 LRC Survey, Spring 2003
- 3.62 Strategic Planning Directions, 2003-2005
- 3.63 Mesa College Final Budget, 2003-2004
- 3.64 Mesa College Budget Reductions Due to State Deficit
- 3.65 District Final Operating Budget, 2002-2003
- 3.66 District Final Ancillary Budget, 2002-2003
- 3.67 District Budget Model
- 3.68 Monthly Budget Reports
- 3.69 Mesa College Instructional Classroom Equipment Allocation Formula, 1998
- 3.70 Equipment Approval and Ordering Procedures, 1996
- 3.71 Report on Audited Financial Statements, 2002
- 3.72 Mesa College Foundation Information and Audit, 2001
- 3.73 Employee Training Institute Guidelines
- 3.74 Summary of Insurance
- 3.75 District Final Operating Budget, 2003-2004
- 3.76 Mesa College Final Budget, 2002-2003

Supplemental Documents

Accreditation Survey, 1996

Fact Book, 2001

Fact Book, 2001 Volume III Mesa College

Personnel Statistical Data