

Request for Institutional Change



**Submitted to the
North Central Association
The Higher Learning Commission**

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A Maricopa Community College
The Maricopa Community College District is an EEO/AA Institution

Request for Institutional Change

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Introduction

Mesa Community College (MCC) is the largest of the colleges in the Maricopa County Community College District (MCCCD). The Maricopa Community College District is comprised of 10 colleges and two skill centers in Maricopa County, which includes the city of Phoenix and the surrounding metropolitan area. The District, led by Chancellor Dr. Fred Gaskin, is governed by an elected Board. As of fall 2000 over 100,000 community members received educational services through one of the district colleges. The district emphasizes student learning and student support as their top priorities.

Mesa Community College is located on the corner of Dobson Road and Southern Avenue on the western border of Mesa, Arizona, a suburb of Phoenix. The college, led by President Larry Christiansen, provides services to over 24,000 students. As of fall 2000 more than 1,000 full and part-time faculty and 386 staff support student learning at the college. MCC, with a total operating budget of \$51 million for FY 2000-2001, is a comprehensive community college offering transfer education, career and technical programs, developmental education, continuing and community education courses, and business and industry training. More than 100 academic, career, certificate, and personal interest programs are available for students pursuing a wide range of educational goals. Classes are offered at the Main Campus and through several satellite sites, including: the Downtown Center at Centennial Way, Downtown Center at Country Club and Brown, ASU Research Park, Williams Campus, the Red Mountain Campus, and at several high school sites. Selected courses are also available on-line.

Student goals and backgrounds at MCC are diverse. Slightly more than half of the students (52%) plan to transfer to another college, while 31% are taking courses to prepare to enter the job market, improve skills for present job or change careers. Arizona State University is a major transfer institution located just seven miles from the campus. On average, students take eight credits per semester. Over 68% of students are part-time and 33% attend only in the evening. The average age of students is 26. When analyzed by ethnicity, 68% are White, 14% Hispanic, five percent Asian, three percent American Indian, and three percent Black.

Both the college and the district have experienced dynamic growth during the past ten years. Consequently, significant planning efforts to meet the current and future needs of the community were undertaken. As a result, the college has planned a second comprehensive campus in northeast Mesa. The decision to add a campus reflects the college-wide focus on learning and the desire to use resources efficiently while expanding access.

Statement of the Requested Change

1. A concise statement of the requested change (i.e., nature of the proposed change).

Mesa Community College is requesting approval for the opening of a new comprehensive branch campus, Mesa Community College at Red Mountain, where a full range of instruction as well as administrative and support services will be offered. The second comprehensive full-service campus is located 14 miles from the Main Campus on 98 acres of land at the corner of McKellips and Power Roads in northeast Mesa. (A map of the region showing the location of the Main Campus and the new campus is included in Appendix A.) There has been an MCC presence at the site since 1997 when selected classes were first offered in four portable buildings. The new campus will have the initial capacity to serve as many as 4,000 students. Phase I construction includes four buildings that house the library and information commons, student and administrative services, classrooms and laboratories, and the central plant. The two-story buildings were designed to preserve as much land as possible and to blend with the desert environment. The new campus will provide the opportunity for expansion and growth of MCC's academic programs and will help the college meet the current and anticipated needs of the east Mesa community.

The conceptual framework for the new campus, the "one college, two campus" model, links the two campuses through a shared mission, strategic direction, and leadership. Many administrative and support services will be shared between the two campuses, thus promoting the most efficient use of resources. This is the first application of this model within the Maricopa Community College District where, historically, new campuses have evolved from centers and been developed as independent colleges. (A description of the concept is included in the white paper located in Appendix B.)

The advantages of the new model over the old model are described in the white paper. As indicated in the paper, the development of a new campus with ties to an existing campus is preferable to building a totally independent college because the college is better able to respond to growth, coordinate services, consolidate accreditation activities, provide services for under-served populations, reduce costs, and shorten start-up time. The paper analyzes the differences in financial impact between the two models and predicts that the one college, two campus model will reduce start-up costs per full-time student equivalent. These savings will be realized in administrative and program development activities during the first three years. Further, the new campus will benefit from the resources, experience and expertise of faculty and administrators at the Main Campus to maintain quality of service for students while meeting accreditation requirements.

Rationale for the Requested Change

2. A rationale for the requested change.

(a) How this change comes under the Commission’s policies.

Opening the Red Mountain Campus as a comprehensive branch campus of MCC falls within the scope of the North Central Association Higher Learning Commission requirements given in its handbook, where institutional changes that come under the Commission’s policies include “adding an instructional site at which the institution provides a degree program.” (page 38) In its Handbook of Accreditation, the NCA Higher Learning Commission details institutional changes that require prior approval before their initiation, including: “A new site that houses a full range of instruction as well as administrative and support services (e.g., a new campus or a new branch).” (Addendum to the Handbook of Accreditation, 2nd edition, 3/01, page 38)

(b) Why the institution has decided to initiate the change.

Mesa Community College is requesting a change in status to open a second comprehensive campus northeast of the Main Campus for several reasons including: increased demand due to the growth of the student population in the service area, community expectations for increased services, and the college’s goal to expand and enhance services.

Population growth in Mesa and in the area surrounding the new campus supports the need for another campus. According to the 1995 Census, 155,237 people resided in the area surrounding the new campus. Between 1990 and 1995, the population in this area increased by 26% and by the year 2000 it had grown another 28%. Between 2000 and 2010, population growth is projected to increase by another 35.4%; and between 2010 and 2020, growth is expected to continue at a somewhat slower rate (11.6%). By the year 2020, nearly 300,000 residents are projected for the Red Mountain service area. The East Mesa Environmental Scan and Community Recommendations for the East Mesa Community College Center (January, 1996) is an analysis of demographic data, economic development trends, employment data, and local public school enrollment projections to predict future demand. (This study will be available in the MCC at Red Mountain Resource Room.) The environmental scan posed and answered these three key questions:

a. Is the population of the east Mesa service area large enough to support a second campus of MCC? Yes, the then-current population in the service area was 175,828. In addition, at that time over 3,900 students from the service area in east Mesa attended one of the Maricopa County Community Colleges. Also in 1996, with over 4,791 students enrolled in local senior high schools, 5,438 students in junior high schools, and over 11,691 students in feeder elementary schools, the general population and local public school enrollment in the service area was determined to be great enough to support and sustain a new campus.

b. Will future population growth be sufficient to support a second campus of MCC in east Mesa? Yes, by 2001 the population increased to approximately 200,000. Moreover, the enrollment in the service area elementary schools, junior high schools, senior high schools and universities still continues to grow. (Here, “universities” includes Arizona State University East, Ottawa University’s Superstition Springs Campus, the Superstition Springs Campus of the University of Phoenix, and the recently identified site for a new campus of Midwestern University, which has been housed at Grand Canyon University in Phoenix.)

c. Will the criteria for additional campuses established by the Arizona State Community College Board be met? Yes, the threshold of 500 full-time student equivalents (FTSE) will be met when the Red Mountain Campus opens the doors to its new facilities.

This study determined that the potential student base was sufficient to justify another campus, and that growth estimates were adequate to ensure that students would be enrolled at opening in 2001. Actual enrollment supports this prediction. The number of students enrolled at the Red Mountain site has nearly doubled since fall 1998. More than 1,500 students were enrolled at the site as of fall 2000.

The business sector also supported the development of the new college and offers possibilities for school business partnerships. Megacorp, the economic development entity for the City of Mesa, indicates that there are more than 37 businesses with over 100 employees each in the Red Mountain Campus service area, including: Falcon Field Airport representing eight businesses with a total of 576 employees; Boeing (formerly McDonnell Douglas) with over 3,500 employees; TRW and Talley Industries making up the balance of major employers. As in other areas of the county, service sector businesses (retail trade, manufacturing and construction) comprise a relatively large share of total employment.

Broad-based community support for additional community college academic programs and student services was evidenced by the strong community involvement in planning for the new campus. A group of community leaders who serve in an advisory capacity to the college President (The MCC Commission on Excellence) were also heavily involved in the planning process. Further, the community-at-large supported expansion of the community college system through passage of bond elections.

Mesa Community College seeks to enhance existing programs and increase access through the addition of the new campus. The second campus will permit the expansion and growth of Mesa Community College's academic and support programs while increasing access in east Mesa. Further, the one college, two campus model was chosen as an efficient way to expand services with the infrastructure needed to support learning shared between the two campuses.

Integration with the Main Campus will speed program development and delivery and ensure continuity in purpose and program.

The Change and the Institution's Purpose

3. A description of how the change is appropriate to the institution's purposes (i.e., change is congruent with overall mission and purposes of the institution).

Building the Red Mountain Campus helps MCC to accomplish its mission and commitment to its external community. The MCC Mission, which follows, emphasizes access, excellence, and collaboration:

“Mesa Community College is a multipurpose institution of higher education that provides opportunities for lifelong learning to a diverse student population; promotes excellence in teaching, learning, and service; and encourages collaboration among its students, faculty, staff and community, within a multicultural world.”

The new campus will increase student access, promote excellence through new programs, continue high academic and service standards, emphasize linkages with the community, and promote internal collaboration. In addition, the Red Mountain Campus strengthens the stated purposes of Mesa Community College to offer: general education, college transfer, occupational/technical and retraining programs, community service, continuing education, basic skills education, student support, and business and industry support. This change will expand the capacity of Mesa Community College to provide quality educational programs. The stated goals for the Red Mountain Campus are integrated within the strategic plan of the college and reflect the vision, mission and purposes of the institution overall.

The mission of Mesa Community College and its proposed second comprehensive campus at Red Mountain is also aligned with the mission of the Maricopa County Community College District. The MCCCCD mission states, “The Maricopa Community Colleges create and continuously improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities we serve.”

The Change and the Last NCA Team Report

4. Consideration of how the proposed change relates to the contents of the last NCA comprehensive Team Report.

Overall, the proposed change will enhance the strengths reported in the last NCA team report. Areas for concern discussed in the last NCA report have been recognized and addressed in planning for the new campus.

(a) Relationship to the Team Report Strengths

The opening of the Red Mountain Campus will maintain and enhance the strengths described in the 1995 NCA team report. The college will accomplish this through a continued emphasis on student learning, a common governance structure, a shared commitment to meet community needs, shared strategic direction, and through the replication of good practices and policies. The relationship between the proposed change and each of the 17 strengths noted in the 1995 NCA team report are detailed in the table that follows.

MCC Strength Noted in Team Report	Relationship to Proposed Change
1. The maintenance personnel have made the buildings a source of pride for students and staff. The staff has taken exceptional care in keeping existing facilities clean and functional.	Adequate maintenance and operations staff will be allocated at the Red Mountain Campus to maintain college facilities standards.
2. The institution has a dedicated and competent faculty, administration, and support staff who are sensitive and responsive to the needs of students.	The administrative structure and staffing plan for the Red Mountain Campus will ensure continuation of MCC's expectations and standards for meeting student needs. Faculty and staff from the Main Campus will be given first opportunity to transfer to the Red Mountain Campus. This process helps assure continuity as the new campus is established.

MCC Strength Noted in Team Report

Relationship to Proposed Change

3. The amount and quality of teaching improvement projects undertaken by faculty and supported by college administration is impressive.
4. The District's recently passed bond election will provide for much needed physical space to accommodate projected enrollments, service improvements, and program expansions.
5. Mesa Community College is commended for its inclusion of individuals and groups in the process in the review and revision of their mission statement. The eight purposes derived from it serve as guideposts for the self study.
6. Mesa Community College is to be commended on its achievement of a certificate of excellence in financial reporting from the Government Financial Officers Association of the United States and Canada.
7. Mesa Community College's financial practices, records, and reports demonstrate fiscal viability.

MCC's strong tradition of supporting faculty innovation will be continued at the Red Mountain Campus. Space has been allocated at the new campus for faculty development activities, as an extension of the Main Campus' Center for Teaching and Learning.

Opening of the Red Mountain Campus will provide the physical space needed to serve the growing population at the eastern boundary of the city. With the passage of the 1994 bond, the community's expectation that a comprehensive campus would be built has been met. In addition, significant new and remodeled space has been made available on the Main Campus.

The college strategic planning committee will continue to be inclusive as evidenced by the wide representation of all sites (including two Associate Deans from Red Mountain), administrative areas, and employee groups. During Academic Year 2000-2001, the committee's work focused on gathering information from the internal and external college communities to be used to develop a set of college values statements. Consistent with the one college, two campus model, these values statements are reflective of both the Red Mountain and Main Campuses and will be incorporated into the college-wide strategic plan.

All established financial reporting standards and practices will be applied at the new campus. Further recognition of the college and district financial practices is the recent AAA Moody's bond rating.

All financial reporting standards, practices, records, and reports will be applied at the new campus.

MCC Strength Noted in Team Report

Relationship to Proposed Change

8. The District is to be commended for allowing up to 3% of the college budget to be carried forward into the next fiscal year, thus encouraging prudent fiscal management.

The District Governing Board and the Chancellor of MCCD continue the policy of financial stability and conservative fiscal responsibility. All fiscal practices will be continued at the Red Mountain Campus.
9. The Office of Information Technology is a valuable asset for the support of the educational mission.

Information technology continues to be a priority for the college and will be maintained at the same level at the Red Mountain Campus. The college's commitment to providing and supporting technology use is clearly defined in the strategic plan and related resource allocations. With a change in the senior leadership at the college, the current administrative structure for technology is under review.
10. Mesa Community College is to be commended for its Center for Teaching and Learning and the support it provides for faculty and staff seeking to improve the educational experiences of students.

Funds from the 1994 bond enabled the expansion of space for the Center for Teaching and Learning (CTL) at the Main Campus. Faculty and staff at the Red Mountain Campus will be able to participate in all services and professional growth opportunities provided at the Main Campus CTL. In addition, the Red Mountain Campus has designated space for professional development activities, an extension of the CTL.
11. The college is commended for its articulation and transfer relationship with ASU, as evidenced by transfer agreements, the full-time ASU advisor on campus, and faculty participation on ASU curriculum committees.

These transfer relationships will be enhanced and expanded with the creation of the Red Mountain Campus, which is located in close proximity to the ASU East branch campus. Administrators from ASU East have been closely involved in the planning process for the Red Mountain Campus and are anxious to create transfer programs that accommodate student needs. MCC has established a permanent University Transfer Center for students intending to transfer to any four-year institution. The Red Mountain Campus has designated a space for extension of this service at the new campus.

MCC Strength Noted in Team Report

Relationship to Proposed Change

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| 12. The college is to be commended for the occupational to baccalaureate articulation agreements with ASU, which recognizes the purpose, quality, and integrity of the AAS degree. | The Bachelor of Applied Science (BAS) degree is offered at ASU East, and all MCC students earning an AAS degree from either comprehensive campus will have the opportunity to pursue the BAS degree. |
| 13. The college is committed to a policy of cultural diversity. | Cultural diversity is a college-wide value, a stated goal in the strategic plan, a general education learning outcome, and a priority for all MCC programs and locations. |
| 14. The college's awareness and current plans to expand the use of technology for all aspects of college operations is viewed as a significant strength. This should remain a high institutional priority. | Support for appropriate technology to enhance teaching and learning, and to support all aspects of college operations, is a college-wide priority for all MCC programs and locations. Several strategic objectives within the college strategic plan address technology planning and related needs. |
| 15. The quality of the instructional equipment and academic support technology was considered to be a significant strength. The team members found very good equipment in the labs and a number of innovative applications of instructional technology. | MCC's high standards for providing up-to-date instructional equipment and technology will be maintained at the Red Mountain Campus. For example, science laboratories have been designed for flexible and multiple uses and equipped with state-of-the-art laboratory equipment. And sufficient computer workstations and computer lab support will be available to meet student technology needs and expectations. |

MCC Strength Noted in Team Report

Relationship to Proposed Change

16. The membership of the Governing Board is a major strength for the college. Each member brings excellent skills and experiences to effectively contribute to the Board's policy-making and resource-development roles. The Board's Code of Ethics will enhance the potential of this Board to provide strong leadership and support that should contribute greatly to the college's success.

District Governing Board members are non-paid elected officials who have provided consistent leadership for the district and colleges. Their commitment to effectively serving the community is exemplified through the establishment of Governing Board goals, which are monitored annually. MCC's strategic planning goals are aligned with the Governing Board goals.

17. The college has a strong presence in the community, as evidenced by its involvement and leadership in the East Valley Think Tank, Center for Public Policy and Service, Commission on Excellence, and the Community Round Table, and by its cultural offerings in theater and music.

The addition of the Red Mountain Campus further enhances MCC's strong presence in the community by positioning the college even more prominently as a major provider of higher education for the city and surrounding areas. The Red Mountain Campus was designed with a community room and an outdoor amphitheatre that will accommodate community events. The campus has a strong focus on community education, with a particular emphasis on meeting the needs of senior adults who comprise a sizable portion of the population in the area.

(b) Relationship to the Team Report Concerns

MCC has made significant progress in addressing the five concerns noted in the 1995 Team Report, and the opening of the Red Mountain Campus will contribute to college-wide initiatives which address these areas for concern. The Red Mountain Campus will fully participate in the enhanced strategic planning, assessment and continuous improvement processes. A more detailed explanation of the concerns from the last NCA comprehensive team report, the improvement initiatives that address these concerns and how the opening of the Red Mountain Campus relates to them follows.

1. “There is a perception of faculty and staff that, although there are ample data, committees, and meetings, a more meaningful communication network among college administration, faculty, and staff should be established to clearly define and clarify issues affecting the college.”

Maintaining open communication in a large institution such as MCC is a continuous challenge, and the addition of a second comprehensive campus will create additional communication challenges. Thus, establishing “a more meaningful communication network” has been a major priority for the college. Numerous communication mechanisms have been established or improved over the past few years, and all communication planning accounts for the importance of fully integrating faculty and staff from the Red Mountain Campus.

Administrative and staffing structures at every level of the organization have been created with the intent of ensuring open communication regarding the development of the Red Mountain Campus. The President provides leadership for the College. The College Dean of Instruction is responsible for all aspects of the academic programs at all sites including Red Mountain and is supported by an Associate Dean of Instruction who is located at the Red Mountain Campus. The College Dean of Student Services is responsible for the development and provision of all non-instructional student services at all locations and is supported by an Associate Dean of Student Services, who is located at Red Mountain and coordinates all services at the site. The College Dean of Administrative Services is responsible for facilities, budget development, human resources and fiscal services college-wide. Each Red Mountain faculty member is part of a department whose department chair is responsible for faculty at both campuses. Red Mountain faculty and staff are represented on all college and faculty committees.

“Strategic Conversations” are held once each semester for the purpose of providing an open forum about the college’s strategic direction and goals. The conversations are widely publicized, and a significant effort is made to have strong representation from all employee groups, students, and the community. Information gathered from these conversations is used as feedback for the continuous evolution of the college strategic plan and specific college improvement activities. These standing-room-only events have become a regular expectation

of the MCC community, and assurances have been made to integrate the Red Mountain Campus into such activities. In addition, the President regularly holds Brown Bag Lunches to discuss topics of importance to the college community.

The President's Leadership Team is comprised of the administrators and managers of key areas and departments at the college, as well as the leadership of the four employee groups. The Leadership Team meets on a weekly basis to share information and generate ideas about important operational and strategic issues facing the college. On an ad hoc basis, the President appoints sub-teams from the leadership group to address specific issues. For example, in the past year, sub-teams have been assigned to analyze and make recommendations regarding several topics including college communication, technology planning, bond master planning, and Red Mountain.

Regular communication using a variety of media continues and has been expanded to include regular Red Mountain updates. A live camera captures on-site construction activities shown on the college web site. The weekly Presidential Communiqué is another example of a recent addition to MCC's electronic communications. The ultimate goal of all communication is to improve awareness about important college activities and to increase participation in the decision-making process about substantive issues of concern to the college.

2. "The college needs to seek solutions which will enhance student success in light of Mesa's open door admissions policy, such as finding an approach to developmental education."

A comprehensive plan for developmental education has been developed for the Red Mountain Campus. (A full copy of the plan will be available in the Resource Room for the Focus Team visit.) The plan includes a full array of academic and support services designed to enhance the success of students enrolled in developmental-level classes. In addition, a new position has been created (Faculty Director of Learning Enhancement) with the explicit intent of providing improved learning support for all students by developing and implementing a comprehensive tutoring plan for the college. This faculty position will be

responsible for tutoring and learning enhancement services for both campuses. Several other learning support functions have been expanded including the college's Writing Center and implementation of Academic Systems, a computer-based, self-paced system for teaching arithmetic through college algebra. Finally, the assessment of developmental education student learning outcomes is an integral part of MCC's comprehensive student outcomes assessment program.

3. "The Assessment and Continuous Improvement Plan 1995 submitted as part of the Mesa Community College self-study is not acceptable."

In light of this concern, the College revised the assessment plan in 1996. The revised plan was accepted by NCA with some required follow-up. Subsequently, a report which outlined the progress the college made toward refining the assessment plan was accepted by NCA in August 1997. Since that time, MCC's student assessment program has evolved well beyond fulfilling these initial requirements. MCC's program to assess student learning has been a major focus at the college and has evolved over the past five years into a nationally recognized model for student outcomes assessment. Developed and led by MCC faculty, with leadership and support from the Dean of Instruction and staff in the Office of Research and Planning, the student assessment program has become one of the cornerstones of MCC's academic program. This comprehensive program includes annual college-wide assessment of seven general education outcomes, workplace skills, and developmental education. The purpose of the program is to systematically document and improve student learning at a programmatic level (i.e., above the course level). Assessment results are incorporated into the college's annual departmental planning and budgeting process.

Approximately 200 of MCC's full-time faculty, and many adjunct faculty, have been actively involved in some aspect of the development and/or implementation of the assessment program. The learning outcomes for general education are assessed during an annual Assessment Week, held each spring. Developmental education and workplace skills are assessed at different times during the spring semester. A cross-sectional research design allows the comparison of the performance of students who are beginning their program of

study with students nearing completion of their program. Consistent with the one college, two campus model, the assessment program will be fully integrated into the Red Mountain Campus. (Complete documentation for the assessment program will be available in the Resource Room for the Focus Team visit.)

4. “There is a concern that Mesa Community College lacks a consistent strategic planning process that enables meaningful participation by faculty and staff.”

In 1996 the Dean of Instruction led an initiative to establish a college-wide strategic planning process that sets the planning directions for MCC’s future. Since that time, three updated MCC Strategic Plans have been published and widely disseminated, the latest being *Focus on Learning: MCC Strategic Plan 2000-2003*. The planning process relies on regular assessments of the internal and external environments of the college, many of which are conducted through the Office of Research and Planning. Results are used by the Strategic Planning Committee, comprised of 22 individuals representing all employee groups and administrative areas of the college, which continuously reviews the plan to ensure that it reflects a viable direction for the future. Individual departments use the Strategic Plan as a roadmap for developing their annual department operational plans that ensure the strategic planning goals are achieved. College budgeting decisions are based upon the planning process. The incorporation of goals and objectives that ensure necessary support for the development of the Red Mountain Campus has been an emphasis of both the Strategic Plan and annual departmental plans for the past two years.

An annual operational planning cycle has been established at the individual department and unit level throughout the college. Each fall, department chairs and unit managers develop a plan for their respective areas that includes an explanation of new departmental initiatives, a correlation of the initiatives with the college strategic planning goals, and statement of operational and capital funding needed to support the initiatives. These departmental plans are then synthesized into an overall plan for each administrative area (for example, an operational plan for instruction) and these, in turn, drive decisions for allocating funding. The planning process has been incorporated into the instructional area of the college and has been implemented to various degrees in other areas of the college. All planning includes

both the Main and Red Mountain Campuses and has resulted in a smooth progression in the last stages of development of the Red Mountain Campus.

5. “The Learning Resource Center’s cataloged holdings and annual collection budgets are much too low to address present and future student needs.”

One result of the 1994 bond was the construction of a new 94,000 square-foot Paul A. Elsner Library/High Technology Center at the Main Campus, which was accompanied by significantly increased funding for the collection and library staff. The annual capital funding allocation for the library has been doubled from \$100,000 to \$200,000. An additional annual allocation of \$15,000 was designated to enhance the media collection. The library currently holds 75,000 volumes and provides student access to a full range of electronic and print resources and computer workstations.

A comprehensive plan has been developed to ensure efficient and equitable access to the library collection for the Red Mountain Campus. The plan involves duplicating some services and resources at the two campuses, sharing some resources, and permanently or temporarily relocating some resources. A courier print delivery service will provide quick access to resources from the Main Campus for Red Mountain students. A full range of digitized information and databases are planned, along with incremental development of the library collection.

The Planning Process

5. A description of the planning process that led to the proposed change.

Initial planning for a campus in east Mesa began in 1984. Part of the long-term growth plan for the Maricopa County Community College District (MCCCD) included expansion into the eastern half of the City of Mesa. In 1984 the MCCCD Governing Board authorized the purchase of approximately 82 acres of land in northeast Maricopa County at Power and McKellips Roads using capital bond dollars approved by the voters of Maricopa County. In 1990 a community advisory group prepared an environmental scan of the community that further established the need for the campus. The successful passage of a 1994 bond initiative

provided the capital to build new facilities for the campus as well as furnish and equip it. The Mesa Commission on Excellence updated the environmental scan in January 1996. In 1997 an additional 16 acres of adjacent contiguous land was purchased for the campus. A separate budget allocation from MCCCCD for the Red Mountain Campus was received starting in 1997-98. In 1998, upon recommendation by its Executive Community Advisory Committee, the name of the East Campus was changed from “East Campus of Mesa Community College” to “Mesa Community College at Red Mountain.” Architects were selected and the Board approved a Master Plan for the campus in 1999. Since that time planning efforts have been ongoing to help prepare for the opening of the new campus.

The community has been heavily involved in planning for the new campus throughout the process. A series of comprehensive environmental scans provided data to assess community needs. In 1990 Mesa Community College was asked to convene a community advisory planning group to assess and identify the interests and needs of the citizens within the east Mesa service area and to conduct an environmental scan. The completed report of the East Mesa Center, including an environmental scan with community recommendations, was submitted to the MCCCCD Governing Board in September 1991. This report recommended that Mesa Community College initiate plans to build a second site in northeast Mesa to serve the needs of a growing and diverse community.

In 1994 the voters of Maricopa County approved a bond initiative to provide the Maricopa colleges with the money necessary to improve and make more accessible the learning opportunities at all of its colleges. As a result of this successful bond initiative, Mesa Community College’s Commission on Excellence (a group of community leaders who serve in an advisory capacity to the President) formed a community advisory committee to provide the MCCCCD Governing Board with an update of the 1991 East Mesa Center report. The East Mesa Executive Advisory Committee reviewed the original report and recommendations and prepared an updated set of recommendations in January 1996.

The East Mesa Environmental Scan and Community Recommendations for the East Mesa Community College Center (January 1996) focused on demographic data, economic

development trends, employment data, and local public school enrollment projections. In addition, input from the East Mesa Executive Advisory Committee and input from other business, community, and neighborhood groups and leaders, provided the necessary information to review the long term potential for a second campus of MCC at the Power and McKellips site in east Mesa. The external and internal communities have supported the building of the new campus.

The Red Mountain Campus began receiving a separate operating budget allocation from MCCCCD in FY 1997-98. After MCCCCD Board approval, Mesa Community College's "East Mesa Campus" planning team moved into its temporary facility at 2305 N. Power Road in July 1997. The 10,000 square feet of modular building space was transferred to MCC from Rio Salado College as part of a District agreement so that planning could begin for the Red Mountain Campus. Sixteen million dollars in general obligation bonds were allocated to construct and equip the Red Mountain Campus. The budget received significant annual increases to address the needs of the growing community. Further, an allocation of \$2,000,000 was received to help meet the technology needs of the college. (Budget information is provided in Appendix D.)

In 1998 the Board approved the plan for the new campus. Planning then went forward to select the architectural firm to design the facilities. DWL Architects were chosen through a competitive bidding process to prepare the Master Plan for the new campus. The Board accepted the resulting plan in 1999. The Master Plan described the infrastructure needed to build the new campus and was based on the vision created by the planning efforts that preceded it. The campus will provide over 90,000 usable square feet of new buildings and 10,000 square feet of remodeled space when completed. (The Master Plan, building specifications, and other supporting documentation will be available in the Resource Room during the team visit.)

As part of the internal planning process, seven planning directions were developed that characterize the campus and that have guided the development of Red Mountain programs and services. These directions, reflected in the college strategic plan, are the following:

environmentally responsible, community ownership, focused transfer, student driven schedules, focal point of “smart” community, multigenerational commitment, transit friendly.

Guided by these directions and the one college, two campus model, planning for staffing, facilities and curriculum has been on-going. Recent planning activities for opening the new campus include the development of a coordinated class schedule that is well integrated with the curricular offerings of the college. Currently, several groups representing faculty and administration are working toward development of a long-term technology management plan. The student services department has also developed a specific plan for the delivery of services.

Internal and External Approvals

6. Evidence that the institution has the necessary internal and external approvals to initiate the change.

(a) Internal approvals.

(1) On February 24, 1998, the Capital Development Advisory Council (CDAC) of MCCCCD reviewed the action item, entitled “Conceptual Approval for the East Campus of Mesa Community College,” and recommended that it be submitted for Governing Board and State Board action. This action item specified that “this [new] location is not intended to be an off-site center. Rather, the East Campus will be a full service comprehensive campus, providing full degree and certificate programs, and comprehensive academic and support services to the multi-generational residents of East Mesa.” In response to this recommendation, the MCCCCD Governing Board approved the indicated action item and forwarded it to the State Board for its action. The State Board approval is described in 6.b.1 that follows. (The Governing Board Consent Agenda of 2/24/98 describing the conceptual approval for the campus is included in Appendix C).

(2) On April 28, 1998, the Capital Development Advisory Council (CDAC) of MCCCCD reviewed the action item, entitled “Consultant Selection for the East Campus of Mesa Community College,” and recommended that it be submitted for Governing Board and State Board action. This action item specified that the MCCCCD Purchasing Department publicly

advertised the Request for Proposals (RFP) and received thirteen responses, which then were reviewed by a selection committee consisting of college and district staff, who elected to interview five of the thirteen architectural firms. “The selection committee chose DWL Architects for the following, and other reasons: a) qualifications and experience in master planning college campuses; b) qualifications and experience in designing buildings for colleges; c) the proposed method, or approach, to master planning and building design; and, experience in designing computer labs, etc.” In response to this recommendation, the MCCCDD Governing Board approved the indicated action item and forwarded it to the State Board for its action. The State Board approval is described in the next section (6.b.2) (The Governing Board Consent Agenda from the Meeting 4/28/98 concerning consultant selection is included in Appendix C.)

(3) On January 26, 1999, the Capital Development Advisory Council (CDAC) of MCCCDD reviewed the action item, entitled “Master Plan for Mesa Community College at Red Mountain,” and recommended that it be submitted for Governing Board and State Board action. This action item specified that “the master plan, developed by DWL Architects, consists of approximately 75,000 gsf (gross square feet) with three new buildings, and 10,000 gsf in remodeling of the existing four portable buildings. (The action item describing approval of the Master Plan is included in Appendix C.) The plan also involved related infrastructure and sitework including full sewer, water, electrical, communications, chilled water, parking, roads, and landscaping. In response to this recommendation, the MCCCDD Governing Board approved the indicated action item and forwarded it to the State Board for its action. See 6.b.3 of the section following for action received and taken by the State Board.

(b) External approvals.

(1) Pursuant to the general powers of the State Board of Directors for Community Colleges of Arizona as a body corporate (and hereafter referred to as “Arizona State Board”), it is specified that the Arizona State Board shall “. . . determine the location within the district of a community college and purchase, receive, hold, make and take leases of and sell real property for the benefit of the state and for the community colleges under its jurisdiction.”

(A.R.S. 15-1424, Section C.) It is also specified therein that the petitioning “district [in this case, MCCCCD] shall submit a formal written statement to the State Board outlining the future service requirements for the new site and its relationship to the projected future needs of the district.” In response to this requirement, the MCCCCD Governing Board forwarded its approval and recommendation for action of the item, entitled “Concept Phase Approval for the East Mesa Campus Site of Mesa Community College,” which included the 400-page East Campus Educational Specifications for Campus Master Plan and Phase I (dated February 20, 1998). The conceptual plan as articulated in these Educational Specifications was approved by the Arizona State Board at its meeting of March 27, 1998.

(2) The Arizona State Board is required to approve the selection of architects and to execute the contract for, and on behalf of, community college districts under its jurisdiction. This responsibility relates to the Board’s ownership of community college real property (as specified in A.R.S. 15-1424, Section C). The MCCCCD Governing Board recommended approval to the Arizona State Board for “Hiring the Firm of DWL Architects and Planners to Provide Design Services for the East Mesa Campus of Mesa Community College” at the State Board Meeting of June 19, 1998 (Agenda Item VII, B, 1). This item received State Board approval on that date.

(3) Finally, as required by the State Board Policies and Procedures, the MCCCCD Office of Facilities Planning and Development submitted the Design Development Phase Project Cost Estimate of the Red Mountain Campus (Project No. 980061) for review by the State Board Facility Advisory Committee, which forwarded it to the State Board for approval at its November meeting. This item received State Board approval without question or contest. (Full documentation will be available in the MCC at Red Mountain Resource Room.)

General Institutional Requirements and Criteria for Accreditation

7. An analysis of the institution's continued ability to meet the General Institutional Requirements and the Criteria for Accreditation.

General Institution Requirement	Possible Effect of the Change on the Institution
1. Mission: It has a mission statement, formally adopted by the Governing Board and made public, declaring that it is an institution of higher education.	The opening of the Red Mountain Campus of Mesa Community College has an overall favorable effect on the district mission and the individual college mission. The Red Mountain Campus will expand MCC's comprehensive services and educational opportunities and will be actively engaged in helping to accomplish the college mission.
2. It is a degree-granting institution.	Opening the Red Mountain Campus will enhance the degree-granting status of MCC which offers 54 associate degree and 78 certificate of completion programs. New specialized programs (e.g., environmental sciences) are envisioned at Red Mountain due, in part, to the desert environment of the new campus. Contingent upon NCA approval, course offerings will allow students to fulfill the requirements for most Associate in Arts (AA) degree programs, and some requirements for Associate in Science (AS), Associate in Business (ABUS) degree programs, Associate of Applied Science (AAS) degree programs and certificates of completion. Requirements for a limited number of Associate in Transfer Partnership (ATP) degrees (unique transfer agreements with Arizona universities) will also be able to be met.
3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.	The opening of the new campus will have no effect on the legal authorization that is currently granted to the institution to operate as an institution of higher education and to grant degrees.
4. It has legal documents to confirm its status: not-for-profit, for-profit, or public	Legal documentation of the public status of the college remains intact throughout the implementation of the change. The Community College Act adopted in 1960 provided the State Charter for Community College Districts in Arizona.

General Institution Requirement

Possible Effect of the Change on the Institution

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| 5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution. | The Governing Board retains and exercises its necessary legal powers. The Board will be actively involved in setting governing policies. The MCCCCD Governing Board derives its authority from Title 15, Chapter 12 of the Arizona Revised Statutes. |
| 6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution. | The Governing Board membership and autonomy from the administration will remain unchanged during this change. The Governing Board consists of five members elected for staggered six-year terms. Members are non-paid elected officials who have a strong commitment to service and the public interest. |
| 7. It has an executive officer designated by the governing board to provide administrative leadership for the institution. | The Chancellor of the MCCCCD, Dr. Fred Gaskin, is responsible for oversight of all colleges in the district. The Board-appointed President of Mesa Community College, Dr. Larry K. Christiansen, is the chief executive officer of the college and will provide leadership for the college including the new campus. |
| 8. Its governing board authorizes the institution’s affiliation with the commission | No change in affiliation with the commission will occur due to the proposed institutional change. |
| 9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution. | Faculty will continue to meet or exceed the degree requirements required for the college. All of the faculty at the new campus have Master’s or Doctoral degrees. Faculty certification requirements for MCCCCD are established by the Arizona State Board of Directors for Community Colleges. In certain disciplines, the district requirements are more stringent than those required by the state. No changes will occur in this policy. |
| 10. A sufficient number of the faculty are full-time employees of the institution. | The overall ratio of full-time to part-time or adjunct faculty will remain the same with the opening of the new campus. Both campuses will retain sufficient full-time employees. Further, opportunities will be made available for faculty to teach at both campuses. A continuing effort will be made to ensure that sufficient numbers of full-time faculty will be recruited, hired and placed appropriately. |

General Institution Requirement

Possible Effect of the Change on the Institution

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| 11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs. | Faculty will continue to play an integral role in developing and evaluating education programs by virtue of their involvement in curricular and program review, as well as course, program and institutional assessment and governance. Faculty at the new campus will be particularly involved in the development and implementation of several new initiatives such as environmental studies and a psychology technician program. |
| 12. It confers degrees | With NCA approval, the change will result in an increase in the number of degrees granted. MCC confers, and will continue to confer, the following: Associate in Arts, Associate in Business, Associate in Science, Associate in Transfer Partnership, Associate in General Studies, Associate in Applied Science, and Certificates of Completion. |
| 13. It has degree programs in operation, with students enrolled in them | With NCA approval, in the first two years, the Red Mountain Campus will offer some associate degrees leading to transfer, selected AAS degrees and selected Certificates of Completion. Student enrollment is expected in a variety of degree programs upon opening of the campus. Over time the number of degree programs available at the site and student enrollment in those programs is expected to grow. |
| 14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level. | With NCA approval, the degree programs offered at the new site will be compatible with or replicate those already in place at the Main Campus. Current degree programs meet the requirements of this GIR. |
| 15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs | Degree definitions in terms of naming, length and content will continue to follow practices common to institutions of higher education. MCC faculty, instructional councils, the MCCCDC Curriculum Committee, and state articulation task forces all play a role in defining degrees. No changes in this process are anticipated and no changes are expected in current degree offerings due to opening the new campus. |

General Institution Requirement

Possible Effect of the Change on the Institution

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| 16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry. | General education requirements will remain in place for the college as a whole and will continue to meet the requirements set forth in this GIR. The MCCCCD general education statement is applicable for all colleges and campuses within the district. A block of classes (the Arizona General Education Curriculum Core Requirements) articulates with all Arizona state universities and community colleges. Arizona General Education Curriculum Core Requirements consist of 35 credit hours across all transfer degree programs and include courses in first-year composition, literacy and critical inquiry, numeracy, humanities and fine arts, social and behavioral sciences, and natural science. AAS degrees include 19-24 hours of general education requirements. |
| 17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs | Consistent with the mission of MCC, the Red Mountain Campus will maintain an open admissions policy and a commitment to providing access to all persons. No changes in current policy or practices will be made. |
| 18. It provides its students access to those learning resources and support services requisite for its degree programs. | Students at the Red Mountain Campus will have access to all teaching, learning and support functions of the college. Services available at the Red Mountain Campus to help students meet personal and career goals include: counseling, college-wide library services and informational databases, tutorial services and supplemental instruction, university transfer and academic advising, financial services and support, well-furnished classrooms, computer laboratories and physical and life science student laboratories. |
| 19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years. | The proposed change will not have an impact on the financial audit process for the institution. Annual financial audits for MCCCCD (which includes Mesa Community College) are conducted by the Auditor General of the State of Arizona. |
| 20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs. | Documentation of the appropriate allocation and use of resources is maintained for the college. The Red Mountain Campus operating and capital budgets outline the allocation and uses of funds. (Budget details are provided in Appendix D. Full budget documentation will be available in the Red Mountain Resource Room.) |

General Institution Requirement

Possible Effect of the Change on the Institution

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| 21. Its financial practices, records, and reports demonstrate fiscal viability. | The change will not have an impact on existing financial practices, and the fiscal viability of the college will be maintained. MCC was allocated \$16,000,000 in general obligation bond monies to construct and equip the new Red Mountain Campus. The Red Mountain Campus has been receiving a separate operation budget allocation from the MCCCCD since FY 1997-98. The campus budget has received significant annual increases. Standard budgeting and accounting practices will be adopted at the Red Mountain Campus. Weekly budget status reports will be used to monitor spending patterns. Campus expenditures will continue to be processed through a centralized District financial system. MCC anticipates that it will continue to carry forward annually the maximum operational dollars (i.e., 3%) permitted per district policy. |
| 22. Its catalog or other official documents includes its mission statement along with accurate descriptions of educational programs, learning resources, admissions policies and practices, academic and non-academic policies and procedures, charges and refund policies and academic credentials. | The college mission statement and all program requirements, learning resources, policies, practices, procedures, and academic credentials of college faculty and administrators are set forth in the 2000-2001 college catalog. Policies and procedures pertaining to student enrollment, tuition and fee payment, and student support services also appear in the college-wide and campus-specific course schedules for each semester. A student handbook also provides information about policies and procedures. (Full documentation will be available in the Red Mountain Resource Room.) |
| 23. It accurately discloses its standing with accrediting bodies with which it is affiliated. | No changes will occur in disclosure. The 2000-2001 College Catalog for MCC states: "Mesa Community College is accredited by the North Central Association of Colleges and Secondary Schools." |
| 24. It makes available upon request information that accurately describes its financial condition. | Financial resources and allocation information is available to any member of the public for review by contacting the President's Office or the Office of the Dean of Administrative Services. College budgets are presented to the Governing Board in a public meeting each spring. Final approval for operating budgets generally occurs in June for the following fiscal year (i.e., July 1, 2001 through June 30, 2002). |

With the proposed change, Mesa Community College will continue to have the ability to meet the five Criteria for Accreditation as well as the General Institutional Requirements. This change will not have negative effects on the college's strong tradition of accomplishing its mission through quality educational programs and services (Criterion One). In fact, the stated purposes of the institution will be strengthened and enhanced. The college and the district have established a viable infrastructure of human, financial, and physical resources demonstrated through strong governance, a sound organizational and administrative structure, and highly qualified personnel (Criteria Two and Three). With a recognized reputation as a leader among institutions of higher learning, Mesa Community College will continue to provide leadership in assessing learning, evaluating programs, and planning for the future (Criteria Three and Four). The college's policies and procedures will remain in place, will be applied at the new campus, and will ensure continued quality and excellence in all aspects of our work (Criterion Five).

Effect of the Change on Other Parts of the Institution

8. An analysis of the anticipated effect of the proposed change on the other parts of the institution.

Planning for the new campus has taken into account the effect the change will have on the entire college. The MCC college community has come together to recognize, plan for, and meet student needs at both campuses. The college has identified the following institutional challenges and has implemented strategies to address them: building collaboration and communication within the college community, attracting and retaining quality employees, planning for technology and related resource allocation, maximizing resources, managing increased workloads, and coordinating services to students. Some of the concerns were identified in the white paper prepared in 1996. (The paper is presented in Appendix B.) The paper identifies and discusses the following concerns: managing the expanded responsibilities of administration and support staff who will support both campuses, maintaining adequate capital and operational funding for both campuses and maintaining service levels as the campus enrollment grows.

Building collaboration and communication within the college community is a college-wide initiative. As discussed previously in response to question 4, “Maintaining open communication in a large institution such as MCC is a continuous challenge, and the addition of a second comprehensive campus will create new communication challenges. Thus, establishing ‘a more meaningful communication network’ has been a major priority for the college. Numerous communication mechanisms have been established or improved over the past few years, and all communication planning accounts for the importance of fully integrating faculty and staff from the Red Mountain Campus.”

Attracting and retaining qualified personnel is a goal of the institution. Several strategies have been employed to address the increased human resource needs of the college. Hiring faculty and staff for both campuses is centralized to ensure that programmatic needs are met across the college. Recruitment processes are facilitated through a centralized web-based district human resources network. The college continues to recruit graduates from institutions of higher education in the area, such as Arizona State University, and nationally. Adjunct faculty members are also recruited through job fairs and other media. Further, the college advertises staff positions through print media, participates in job fairs, and uses a variety of recruiting techniques.

It is the commitment of the institution to hire sufficient full-time faculty to meet the needs of the college. Hiring full-time faculty is a first priority in annual budgeting. Faculty will be needed to replace all retiring faculty, to meet program and instructional needs, and to support increased enrollment. For academic year 2001-2002 the college will hire 27 new full-time faculty members. Nine of the new faculty will have primary responsibility at the Red Mountain Campus. Eighteen of the new faculty will have primary responsibilities at the Main Campus. Eleven full-time faculty are already in place at the MCC at Red Mountain Campus, therefore, with the addition of nine new staff, twenty faculty will be assigned to the Red Mountain Campus by fall 2001.

Faculty and staff development and orientation have received renewed attention. In the continuing effort to retain faculty, expanded orientation and professional development plans

for adjunct and full-time faculty have been developed through the Center for Teaching and Learning. Further, the need to retain support staff has been recognized and reinforced within college departments. The Employee Professional Development Committee is discussing ways to identify and implement promising employee practices across the campus. In addition, the college and the district maintain a web-site that provides centralized information and employee resources. Employee organizations for faculty, administrators, professional staff, and maintenance and operations staff also contribute to human resource development.

The need to effectively manage increased workloads is one consequence of the coordination of services and programs across the two campuses. Department Chairs and administrators will be challenged to maintain quality and continuity between the sites. Technology is one tool that will help facilitate the management of two campuses. Centralized accounting systems, human resources functions, Internet access to information, and videoconferencing technology make coordination possible. Organizational structures and appropriate delegation of responsibilities will be evaluated as the college grows to be sure that workload is appropriate.

Providing adequate resources and finances to offer full services at both campuses is a priority. The college has been able to plan for equitable funding and ensure adequate resources for the new campus (for example, a separate funding base has been established for the Red Mountain Campus) without jeopardizing the financial well being of the Main Campus. Student enrollments and related student need will help define additional resource allocations. Administrative, academic, and student services have been organized to prevent unnecessary duplication between campuses and will be supported through the reengineering of processes and the use of new technologies and systems. Looking into the future, the college must remain cognizant of ensuring parity between sites in terms of programs, services, and facilities.

Activities to coordinate the delivery of student services between the two campuses have been undertaken. Processes and administrative structures have been established to facilitate delivery of Academic Support Services (e.g., Learning Enhancement and Library Services)

and Student Services. A Faculty Director of Learning Enhancement will be hired to provide leadership in the development, delivery, and assessment of comprehensive tutorial services and supplemental instruction at both campuses. The delivery of academic and student services will continue to be evaluated as campus enrollment increases, and services will be provided at a level appropriate to support a growing student population.

Technology planning and management will continue to present unique challenges for the entire college. Currently, several groups representing faculty and administration are working toward development of a long-term technology management plan. At the Red Mountain Campus, hardware and software distribution, audio-visual technology, and connectivity in instructional spaces (i.e., classrooms, laboratories, and training rooms) are top priorities. Technical training of faculty, students, and staff will be offered at both sites. MCC is committed to ensuring efficient and equitable access for faculty and students to computing resources, audio and video tapes, and print-based text via courier, and FAX-transmitted and web-based delivery between both campuses. Dependable methods of delivery will be piloted during summer and fall 2001, assessed as to convenience and efficacy, and modified to ensure sufficient access to information resources.

Evidence that the Change can be Initiated, Maintained and Monitored

9. Evidence that the institution has established the processes to assure that it has the capability to initiate and maintain the proposed change and to monitor acceptable quality once the change has been implemented.

Numerous decision-making processes were used over the course of a decade to conclude that the institution has the resources to carry out the change. The process commenced with the formation of a community advisory planning group in 1990. In September 1991 the group submitted a report to the MCCD Governing Board recommending a second MCC site in northeast Mesa. After passage of the 1994 bond, which enabled formal planning of the campus to begin, a second advisory committee endorsed and updated the 1991 recommendation. At that time, capital funding was approved by the MCCD Governing Board for the creation of a second campus.

The financial stability and fiscal responsibility of the Maricopa District and Mesa Community College have been recognized as strengths in previous NCA Team Reports. The Board and the administration have a long history and a continuing commitment to being responsible stewards of public funds. The one college, two campus model is based on the concept that two campuses under one administration is more fiscally efficient than creation of a separate and independently accredited campus. Careful financial planning for the development and opening of the Red Mountain Campus is evident in numerous documents and is addressed directly in the “Financial Resources” section (Question #10) of this request.

Sound strategic and operational planning processes at the college have also been strengths in developing the Red Mountain Campus. Staff and administrators from Red Mountain play a key role in both strategic and operational planning at the college. Strategic and operational plans drive budget decisions, and Red Mountain planning has been an integral part of overall college planning for the past several years. This planning and budgeting process has ensured that sufficient capital and operational funds are allocated to support and sustain the development of the campus.

While the MCC strategic plan addresses college-wide goals and objectives germane to both campuses, some strategic objectives relate specifically to Red Mountain, including the following:

Strategic Goal	Objectives Relating to MCC at Red Mountain
Quality Instruction	Develop unique programs and curricula that meet the needs of the Red Mountain community.
Access	Provide the community in east Mesa with a new comprehensive campus, MCC at Red Mountain, by the year 2001. Provide appropriate access to information, learning opportunities and resources for Red Mountain students.
Service to Students	Implement innovative and unique approaches to providing support services for students at Red Mountain.
Diversity	Create an atmosphere at the Red Mountain Campus that welcomes diversity.

Strategic Goal

Objectives Relating to MCC at Red Mountain

Communication	Establish an environment at the Red Mountain Campus in which open communication is demonstrated and expected.
Facilities	Open the new facilities at MCC at Red Mountain to meet the learning needs of the east Mesa community.
Institutional Effectiveness	Prepare for the NCA Focus Visit related to change of institutional status with the opening of the Red Mountain Campus.

The college's student outcomes assessment program includes regular and systematic assessment of faculty-developed learning outcomes in general education, workplace skills, and developmental education. The program involves comparing the performance of specific cohorts of students (i.e., those beginning and those completing programs) on direct measures of learning outcomes. The program is designed to document student learning and to identify areas where student learning can be improved. Assessment results are widely disseminated and are linked to annual development of departmental plans. Thus, the strategic planning/student assessment/departmental planning/college budgeting processes are integrated. Consistent with the one college, two campus concept, MCC's student outcomes assessment program will be implemented at the Red Mountain Campus as a virtual replication of the system used at the Main Campus. (Full documentation of the student assessment program will be available in the Resource Room during the team focus visit.)

Program review at MCC is complementary to, but separate from, the student assessment program. To date, program review has been implemented primarily in occupational programs (i.e., those granting an AAS degree and/or certification of completion) which are evaluated on a five-year cycle. Program review provides faculty and administrators with an overall evaluation of the effectiveness of all aspects of a program in meeting its stated goals and provides information for program improvement. Programs assess student learning in their program specific skills when conducting program review, while overall workplace skills are assessed at the college-wide level, across programs.

MCC has a comprehensive plan for evaluating institutional effectiveness. The college strategic plan provides the framework for the institutional effectiveness plan, which is intended to provide evidence about whether the college is accomplishing its mission and strategic goals and objectives. Data is collected on numerous indicators including student learning, student satisfaction, student goal attainment, student transfer, and employer satisfaction. Departments annually document their accomplishments in relationship to the strategic goals, and the strategic plan is updated each year to reflect changes in the internal and external environments. Environmental scanning provides information about the college's changing external environment. This year, through a participatory process involving various groups of stakeholders, a statement of college values was developed. The college institutional effectiveness agenda has fully incorporated the Red Mountain Campus as it has progressed through its planning and development cycles. The attainment of goals and objectives related to the opening of the campus will be evaluated as part of on-going studies of institutional effectiveness.

Evidence of Adequate Human, Financial, Physical and Instructional Resources

10. Evidence that the institution has organized and planned for adequate human, financial, physical, and instructional resources to initiate and support the proposed change.

Human Resources

- ◇ **A person qualified by education and experience to administer the proposed change, such as a site or new degree program.**

The President of Mesa Community College, Dr. Larry K. Christiansen, provides leadership for the College. He is eminently qualified to administer the proposed change due to the breadth of his leadership experience and by virtue of his educational background. Dr. Christiansen brings to his position more than 33 years of experience in education as an administrator and a teacher. (A full description of President Christiansen's background and the backgrounds of the Deans are included in Appendix E.)

◇ **An administrative structure through which appropriate control can be exercised.**

The administrative structure that supports the College is based upon functional areas of responsibility. A Dean of Instruction, a Dean of Administrative Services and a Dean of Student and Community Services oversee the planning and operations of the one college, two campus model. Associate Deans assist the Deans with the planning and operational process for the college. (An organizational chart is included in Appendix F.)

◇ **The number and qualifications of administrative and support personnel needed to support the proposed change.**

In January 1997 a senior administrator was assigned responsibility for overall planning and development for the new Red Mountain Campus. Subsequently, a re-organization distributed the leadership responsibilities among three MCC college deans: the Dean of Instruction, the Dean of Administrative Services, and the Dean of Student Services. Two Associate Deans coordinate Red Mountain Campus planning and operations. One Associate Dean reports to the Dean of Instruction and has primary responsibility over instruction and instructional support programs. The second Associate Dean has primary responsibility for student, administrative and support services. He reports to the Dean of Student and Community Services and maintains a coordinating relationship with the Dean of Administrative Services. Organizational structures at the campus will be evaluated over time to ensure that sufficient managers and support staff are in place to support enrollment, instruction and technical needs. (Qualifications of the Associate Deans are contained in Appendix G.)

The one college, two campus model permits the Red Mountain Campus to share administrative and support functions with the Main Campus, rather than duplicate services and offices at the second campus. Currently there are two Board-approved full-time administrative secretaries and two temporary office clerks who coordinate the office for instruction and the office for services and support the two Associate Deans at the Red Mountain Campus. One Board-approved full-time computer lab technician supervises the campus computer lab. Two Board-approved custodians are employed. Site coordination, enrollment services, maintenance, and safety/security services are provided by workers employed through a “Request for Professional Services” (RPS). Career services are provided by a career advisor who is employed through a “Special Service Contract”(SSC). All

employees hired through the RPS and SSC process report to the Associate Dean for Student Services and receive support from the respective service offices at the Main Campus.

The Red Mountain Campus will employ a total of 54 Board-approved instructional, administrative, and support employees by July 1, 2001. Thirty-four (34) of those employees will be non-faculty administrative and support positions. (Staffing details are provided in Appendix D.)

◇ **The number and qualifications of faculty needed to provide the instruction required by the proposed change. Faculty vitae and/or proposed requirements are provided.**

There will be 20 full-time residential faculty members designated as “Red Mountain Faculty” for the 2001-2002 Academic Year. In addition, it is likely that some full-time faculty members from the Main Campus will also teach at the Red Mountain Campus as a part of their regular teaching assignments. (Brief summaries of the qualifications of the currently assigned full-time Red Mountain faculty are presented in Appendix G.)

All MCC residential faculty must be Arizona state certified by the State Board of Directors for Community Colleges of Arizona. For Arizona state certification, each academic area requires a master's degree or higher earned degree from an accredited college or university with a minimum of 24 semester hours or 36 quarter hours of upper division and/or graduate credit in the field to be taught. Requirements for regular occupational certification include either an Associate's Degree with 64 hours and five years in the field to be taught, or a Bachelor's degree with three years of occupational experience in the field to be taught or a Master's degree with 24 upper division and/or graduate credit in the teaching field. MCCCCD certification requirements exceed state certification requirements in the following areas: Computer Science, Counselor, Electronics, Librarian, Math, Nursing, and Religious Studies. (The details of district requirements for these selected disciplines are provided in Appendix G.)

- ◇ **Some recruitment of administrators, faculty, or support staff has been done and persons qualified by degrees and experience have been found to teach and to serve as administrators and support staff.**

For the academic year 2001-2002 twenty faculty will be assigned to teach at MCC at Red Mountain. These faculty have been hired in stages. Six full-time faculty were hired in 1999-2000, five were hired in 2000-2001, and the remaining nine positions will be filled for the 2001-2002 academic year. Staffing for the Red Mountain Campus was considered carefully as an integral part of the staffing process for the entire college. For example, full-time faculty positions at the Main Campus were allocated to the Music and Nursing Departments with the understanding that their new faculty members would also provide leadership in developing courses, curricula, and programs for the Red Mountain Campus. Individual departments were able to strengthen their staffing requests for additional full-time faculty while addressing programmatic future needs at the Red Mountain Campus. Faculty at the Main Campus will receive first consideration for full-time positions at the Red Mountain Campus and will also be offered opportunities to split their teaching loads between the two campuses.

In addition to the two Associate Deans who have been placed at the MCC at Red Mountain Campus, the following seven support staff have been hired as of this date: a computer lab technician, two administrative secretaries, an administrative assistant, two custodians and a HVAC technician. Twenty-five administrative and support positions remain to be filled for the new campus for a total of 34 non-faculty positions. (Details of the planned staffing at Red Mountain are included following the budget in Appendix D.)

- ◇ **Regular evaluation using published criteria and processes comparable to those in other programs of the institution, of faculty and academic professionals (e.g., instructional designers, proctors, tutors, counselors, media specialists, etc.)**

All residential faculty members are evaluated in accordance with policies and procedures established by a "meet and confer" process that includes faculty representation. Faculty must complete or review and update an individualized Faculty Evaluation Plan (FEP) for instructional improvement every year while "probationary" and every third year when "appointive." In addition to the FEP, which includes a student evaluation process for each faculty member, the appropriate instructional dean and department chair meet with

probationary faculty during each semester of the first year and during the last eight weeks of the second, third, and fourth years of employment. They discuss the faculty member's progress in the areas of teaching, professional development, and involvement in committee, department, campus, college and district assignments.

Additionally, all administrative and support staff are evaluated yearly in accordance with policies and procedures established by a "meet and confer" process that includes administrative and support staff representation. All employees are eligible for annual performance evaluations as outlined by the MCCCDC Human Resources policies. (All employee policy manuals will be available in the Red Mountain Resource Room.)

Financial Resources

- ◇ **The financial resources are available and budgeted to cover all start-up costs as well as anticipated costs to maintain the necessary administrative, instructional, and support personnel over succeeding years.**

Mesa Community College received \$16,000,000 in voter approved general obligation bond monies from MCCCDC in FY 1997-98 to begin the master planning and design process. Bond dollars were used to construct the new Red Mountain Campus and to remodel the existing facility. Portions of the bond monies were set aside to purchase furniture, fixtures and equipment (FF&E), for the design of a technology plan, and for the purchase of equipment to meet the computing, telecommunication and media/audio-visual needs for opening day. The "MCC at Red Mountain Start-Up Equipment and Supplies" booklet details the equipment and supplies ordered for instruction and administrative/student services. (It will be available for review in the Red Mountain Resource Room.) Funding to cover anticipated costs in succeeding years will be provided through a baseline district allocation. Baseline budgets will be augmented annually by funding based upon student growth and new program development.

The operational budget for Fiscal Year (FY) 2000-2001, FY 2001-2002 and estimated FY 2002-2003 is presented in Appendix D. The Capital budget is detailed for both 2000-2001 and 2001-2002. Instruction, Administration and Academic Support rank highest in the share of total expenditures for all three years.

- ◇ **An institutionally-approved projected budget for the first year of the new program that includes one-time start-up expenses, the anticipated sources of first-year funding, projected operating costs and income for at least three years, and a line item justification showing the derivation of each estimation of cost and revenue.**

The Red Mountain Campus of MCC has sufficient operating funds to support first year funding for instructional and student support programs. The campus has been receiving an operating allocation from District since FY 1997-98. The campus budget has received significant annual increases to build programs and hire staff each year. In addition to the construction bond and operating monies, Red Mountain received from the District a one-time allocation of start-up funds for additional capital equipment and funds to implement the student and community activities component.

The three-year budget plan in Appendix D indicates the projected operational costs for the campus. The Red Mountain Campus will continue to receive an annual operating allocation from the District Office based on projected growth and needs. The campus also submits an annual request for capital cost projects as part of the overall college budget plan. The ten colleges of the District each project annual student FTSE (full-time student equivalent) goals, and receive FTSE incentive dollars from the District based on actual figures which exceed their projection. Estimates for FY 2002-2003 are based upon a ten percent increase but will be determined by enrollment. (Details of the budget will be available in the Red Mountain Resource Room.)

- ◇ **A sound business plan enumerating underlying assumptions has been received and approved by the Chief Executive Officer and the Board.**

The “New Model – One College/Two Campuses” white paper which highlights the philosophy and structure of the new campus was approved by the Board as a part of the planning process. (This paper is included in Appendix B.) The paper outlines the assumptions that underlie the creation of the new campus and the advantages of the model that was chosen. The financial implications of the decision were explored in some depth. The paper compares the cost of developing a new independent campus to the cost of establishing a new campus within an existing college. Costs associated with opening a new campus are less for the one college, two campus model, according to the paper. Savings are realized in developing the infrastructure needed for accreditation, developing new programs,

and in delivering academic and administrative support services. Other advantages that are discussed include improved staff to student ratios and the reinforcement of existing collaborative relationships. Because the new campus is a part of a single institution, the paper predicts that there will be less competition and that the new campus will be able to take advantage of on-going relationships. Furthermore, the process of opening a new campus will be streamlined since many of the programs and processes are already in place. (Other planning documentation including the approved budgets, the architect's Master Plan, the environmental assessment and project specifications will be available in the MCC at Red Mountain Resource Room.)

◇ **Sufficient financial aid is available to attract and retain students likely to succeed in the proposed program.**

Mesa Community College provides qualifying students financial assistance to enable access to higher education. The college Student Financial Services office offers help in applying for financial assistance for students at all Mesa Community College locations. There are four basic types of aid at MCC: scholarships, grants, loans, and federal work-study. Federal aid from most of the programs is awarded on the basis of financial need (except for unsubsidized Stafford and all PLUS loans). Scholarships may be awarded on the basis of financial need, merit or recognition of special talents and achievements. Generally, students must be considered at least "half-time" enrollees, and must make satisfactory academic progress to retain aid.

Federal aid requires completion of the Free Application for Federal Student Aid.

Scholarships require separate applications. Students of Mesa Community College and any of the other Maricopa colleges may also apply for scholarships provided by the MCCCCD Foundation.

Physical Resources

◇ **Physical facilities provide appropriate space**

At build-out of Phase One in August 2001, physical resources will consist of approximately 90,000+ net square feet (i.e., practical use area) of new construction and approximately 10,000+ square feet of remodeled space using the current temporary facilities.

New construction will yield three two-story buildings for instructional and support services, and one single story building for the central plant, maintenance operations, and college safety offices. The new spaces dedicated to instructional and support services are the Desert Willow and Palo Verde buildings and a portion of the Mesquite building. The remodeled Acacia Building will house instructional and support services. More than 70% of the total new space is dedicated to instruction and academic services. Student services will be provided in the Mesquite Building.

Details concerning physical resources are included in the Master Plan Report for the Red Mountain Campus, prepared by DWL Architects and presented to the State Board of Directors for Community Colleges in Arizona and to the Maricopa County District Governing Board for their approval. The State Board granted approval in November 1998. (This document will be located in the MCC at Red Mountain Resource Room.)

Expansion of the campus (Phase II master planning) is contingent upon approval of a new bond initiative. The district is planning for a bond election in 2004. At the completion of the second phase of build-out of the Red Mountain Campus, on-site instructional and student support services will be able to be provided for up to 8,000 students. Based on changing demographic and census figures for the rapidly growing East Valley, a preliminary study for a "Phase II Master Plan" indicated future growth needs could be met at the Red Mountain Campus with additional buildings and services.

◇ **Student services of the institution are available, accessible, and appropriate for the types of programs to be offered and students to be served.**

Mesa Community College offers a comprehensive array of student services which are described beginning on page 53 of the college catalog. All MCC students have access to all services at the Main Campus. Student services are available in a variety of service formats, including telephone registration, in-person interactions, and on-line enrollment services.

Comprehensive enrollment and support services for students at the Red Mountain Campus will be made available through a one-stop service model. The one-stop model will enable the campus to provide enrollment and student services to be delivered by a core group of employees who are trained in several areas, in one convenient location in the campus services building. Students may access services by telephone, through on site personal visits, or on-line.

An on-site coordinator will facilitate delivery of enrollment and advisement services at Red Mountain. Two full-time cross-functional enrollment specialists and two full-time technicians will provide a range of enrollment services including advisement, registration, placement testing, assistance with financial aid paperwork and transcripts. The specialists will report to the Associate Dean of Student Services. Service support will be augmented as needed during the opening semester by full-time support staff from the Main Campus.

Development of the one-stop delivery model at Red Mountain will allow the college to explore its application at both campuses. Historically, enrollment services have been provided in several adjacent offices at the Main Campus. The system was designed to handle a high volume of student transactions with employees responsible for specific job functions. The new model will utilize a core group of employees who are trained in several areas to provide multiple student services at one location.

Further detail about service delivery is provided in the following table and instructional services are discussed on page 44.

Recruitment and Admissions	Two cross-functional enrollment specialists and two enrollment technicians will be available at the Red Mountain Campus to admit students and enroll them in classes at either site. Records will be maintained on Main Campus. The online and telephone services common to all students will also be available.
Financial Aid	Enrollment specialists at the Red Mountain Campus will help students apply for financial aid. The applications will be processed at the Main Campus and the administration of financial aid will be centralized at the Main Campus.

Placement Exams	Students will have access to placement exam testing on site as needed.
Disability Resources	Students with disabilities will be able to make an appointment to confer with an advisor. Staff from the Main Campus will travel to the Red Mountain Campus to serve students on a regular basis.
Student Activities	The Red Mountain Campus is represented on the Associated Students of Mesa Community College, the student governance body. Red Mountain students have access to all college clubs and athletics, some of which, may be relocated to Red Mountain in the future. Extracurricular activities including music, arts and athletics may also be offered at the site. Clubs will be formed based on student interest at the campus.

Instructional Resources

- ◇ **A coherent curriculum is documented by the syllabi of a substantial portion of the courses to be offered that include learning outcomes that can be demonstrated and assessed.**

The Maricopa District has a common curriculum and process that is adhered to by all colleges. All coursework offered at the college has been approved through district-wide discipline-specific faculty instructional councils, individual college curriculum committees and the Maricopa County Community College District Curriculum Committee. All active courses in the current course bank include the following common elements: course prefix, course number, course title, credits, periods, requisites, course description, course outline and course competencies. Course competencies (i.e., course level learning outcomes) are incorporated into individual course syllabi. These competencies are assessed by the faculty member teaching the course through a variety of assessment methods. Documentation about the curriculum and the process may be accessed on the Maricopa web site at the following URL: <http://www.dist.maricopa.edu/eddev/curric/newcourse.html>

- ◇ **Admission and degree requirements for the proposed change have been developed and approved by faculty.**

Admission requirements for the college (and, thus for the Red Mountain Campus) are detailed on page 11 of the MCC 2000-2001 College Catalog. True to its mission, Mesa Community College has an open door policy for any person who is a graduate of a high

school, has a high school certificate of equivalency, is 18 years or older, or is a transfer student from another college or university.

All degrees proposed to be offered at the Red Mountain Campus have been approved by the Maricopa County Community College Board for all colleges within the district. Individual colleges and campuses may not develop separate degrees or broker individualized articulation agreements with other colleges or with private and public universities.

◇ **The proposed change is integrated into the institution's program for assessing student academic achievement.**

As discussed in previous sections, MCC's student outcomes assessment program is a comprehensive approach to assessing student learning in general education, workplace skills, and developmental education. The program directly assesses student learning of explicit faculty-defined learning outcomes and relies primarily on faculty-developed assessment tools that have been pilot-tested over a period of years. Students from the Red Mountain Campus have participated in the assessments during the past two years. One Red Mountain faculty member is a former chair of the Student Outcomes Committee, and several Red Mountain faculty have been involved in other aspects of the assessment program. When Red Mountain officially opens as a comprehensive campus, the student outcomes assessment program will be implemented in its entirety at that location, presumably beginning in the spring of 2002.

◇ **The library core collection is adequate for faculty's course preparation and for student use.**

The library collection at Red Mountain is being developed to fulfill the instructional needs of students as determined by instructional faculty, librarians and others. While students have access to the library collection of approximately 75,000 volumes located at the Main Campus, a core collection of materials will be housed in the Red Mountain library. This collection includes critical resources used by students as part of their English research process as well as other disciplines represented at the campus. Since the campus instructional community has determined that environmental issues will be a theme integrated into some coursework, appropriate library acquisitions will be made in this area. Meeting the library research needs of a multigenerational population is also reflected in the plan for developing the Red Mountain library core collection. Plans call for developing the print

book collection at Red Mountain by adding reference and circulating volumes each year, and the possibility of adding E-Books is being studied. New electronic databases and technologies will continue to be evaluated and adopted when appropriate.

Students and faculty access library information and services via the library website <<http://www.mc.maricopa.edu/its/lib>>. Students and faculty are able to identify approximately 275,000 unique book titles owned by any of the Maricopa Community College Libraries via the web catalog and place interlibrary loan requests online via the web. Interlibrary loan materials will be delivered via courier service to the Red Mountain Campus beginning in fall 2001. Students and faculty members have access to approximately 3,000 full text electronic periodical titles available through several electronic periodical databases. Students and faculty from both campuses also may access library information/reference assistance via e-mail or telephone.

- ◇ **Access to learning resources, including but not limited to academic and student support services, such as advising, career counseling and placement, are available and are of the quality, quantity, and type needed to support the programs being offered.**

Students at Red Mountain will be able to access the same academic support services available at the Main Campus. MCC's high standards for academic support, staff and services will be maintained at the new campus. Currently, academic support is provided to students at the Red Mountain Campus in a Tutoring and Writing Center; after the opening in fall 2001, these services will be provided in the Red Mountain Learning Enhancement Center. An overview of academic support services for Red Mountain is shown in the table below.

Tutoring/Writing Center	Tutoring support and the Writing Center have been available at the Red Mountain Campus for the past two years. Services will be coordinated with the Main Campus and service levels will be set based on enrollment and student need.
Counseling	Counseling services will be offered to students on the Red Mountain site. A counselor will coordinate services, and adjuncts will be used as needed. The faculty counselors will teach and also be available for personal counseling.
Advising and Transfer	The advising and transfer services will be facilitated through the enrollment specialists and the counselors.

**Career Planning
and Placement**

Counselors will be available to help students with Career Planning and Placement services. In addition students will have access to the online system, the Maricopa Recruiter, and interest inventories and other career related information.

Mesa Community College delivers student and support services through a variety of formats and delivery processes described on page 41. The one-stop service model to be implemented at Red Mountain enables enrollment and student services to be offered conveniently and efficiently, with enrollment and student services staff providing quality service. The model allows services to be integrated and processes to be streamlined. Cross-functional enrollment specialists, working collaboratively with student services offices at the Main Campus facilitate comprehensive service delivery.