

# **SECTION V**

## **Educational Support Services**

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## **5.1 Library and Other Learning Resources**

### **5.1.1 Purpose and Scope**

Eastfield College maintains a full complement of educational support services available to all employees and to all students enrolled in the Dallas County Community College District. These learning resources and services are accessible to students on campus, to students studying via distance learning, and to students enrolled in Continuing Education programs. Users may access these resources and services in the Library, in the Learning Assistance Center (LAC), and in Media and Production Services. Through the Eastfield Library Web site, students have access to hours of operation, available services and resources, and other information ([SD 1](#)). The LAC provides individual and small group tutoring as an academic support service for students needing extra help with coursework or study skills or wishing to improve them. Media and Production Services allow students and faculty to videotape speeches and plays, to print posters, or to caption a video for a hearing-impaired student. All three of these areas operate to make learning meaningful, enjoyable, and accessible to all students.

Other educational support services, including the discipline-related labs, are limited to supporting the instructional goals of specific courses. Distance learners do not use these course-specific labs because Eastfield does not offer lab sciences through distance courses. Students take these courses from other campuses and use the facilities at the campus offering the course. Finally, some ancillary facilities support specific courses and programs and also provide cultural enrichment to the community. The Performance Hall, Art Gallery, and athletic facilities fall into this category. Distance learners may use all these facilities.

√ Compliance

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**5.1.1A Because adequate library and other learning resources and services ARE ESSENTIAL to teaching and learning, each institution MUST ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.**

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The Library and other learning resources on the Eastfield campus provide a wealth of learning services and opportunities to patrons. The Library offers a circulation collection of books, a reference collection, periodicals, and print reserves. Additionally, other media available to students and staff include circulating computer materials, audio and video reserves, CDs, CD-ROMs, 3 ½ inch floppies, and online resources. Online resource data can be viewed on the Eastfield Library Web page at <http://www.library.dcccd.edu.htm>. Students can access Library hours, pertinent telephone numbers, Library policies, bibliographical information, research guides, online databases, eBooks, links to other libraries, and several other options ([see SD 1](#)).

The Learning Assistance Center (LAC) offers individual and small group tutoring and provides study skills training. The Tutor Coordinator explains that tutors are available to assist students in subjects across the curriculum. Staff from the Learning Assistance Center customize orientations for classes and sports teams on campus as requested by instructors or coaches. In these group orientations, students learn of tutoring services offered by the LAC, available computers and software, and print and non-print reference material.

Instructors have the option of requesting an in-class presentation from the LAC. During the in-class presentation, students receive instruction in areas such as MLA and APA formats for documenting research papers, writing research papers, and other study skills related topics.

The Learning Assistance Center consistently emphasizes improving study skills for

students of all levels of achievement. The LAC maintains a supply of study skills materials, including texts, printed handouts, and online resources, available to students at all times. Annually, the Tutor Coordinator and staff of the Learning Assistance host a Study Skills Week. Early during each fall semester, the LAC prints and distributes fliers, runs newspaper announcements, and sends out electronic invitations advertising the weeklong focus on improving study skills. Instructors may bring entire classes to the LAC during the workshops, and evening students may drop by the open house to view resources and receive study tips.

The Group Study Project is a service offered by the LAC that addresses difficult subjects and aids the entire class in improving group study skills. In this project, the LAC assigns an LAC employee to serve as a group facilitator to assist students in identifying key topics of discussion and in ways of using collaborative study methods developed at the University of California at Berkeley in studying these topics successfully.

Media and Production Services consists of three major units: graphic arts, media distribution, and audiovisual production. Patrons can access a variety of non-print media, including PowerPoint presentations, videoconferencing, and telesensory units for visually impaired students and communication with off-campus media. Through the graphic arts unit, employees can request posters, designs, or logos for campus-related activities.

Evolving technology constantly places demands on media distribution. During the 1999 presidential campaign, staff from media distribution on the Eastfield campus and the other campuses in the DCCCD coordinated equipment and technology to bring live presentation of the presidential debates to all seven of the District campuses. During the September 11<sup>th</sup> crisis, staff from Media and Production Services interrupted their scheduled activities and connected the Eastfield campus with the “world.” By connecting to microwave transmissions from the LeCroy Center (DCCCD distance learning center), everyone on campus was provided the most current conditions of the crisis. At the

beginning of the Spring 2002 semester, the President of the College asked media distribution to bring Eastfield's Olympic torch-bearing coach to the awards luncheon through electronic wizardry.

Through the audiovisual production unit, faculty, students, and administrators have access to audio system support and video production teleconferences, duplication of authorized video and audio formats for instructional use, and photographic services and film processing. To offer a realistic setting to speech students, instructors can schedule classes in the television studio. All student activities are performed "under the lights," providing the true feeling of public performance.

With access to the Eastfield Library, Learning Assistance Center, and Media and Production Services, students have access to many learning resources, enhancing a variety of learning styles.

Eastfield held 18 off-site classes in Spring 2002, most in geographically close enough to the main campus to provide the students with all the learning support services. The College also has a large and growing contingent of distance learners, some of whom are on campus for some courses and some of whom take their entire course load in distance courses. All library services are provided to these students online, including the catalog and inter-library loan services, databases, access to librarians, and access to the collections of other libraries in the North Texas area through TexShare. The Eastfield LAC is the only learning skills center in the District to develop special handouts for distance students who may also take courses on campus and to sponsor a session on study skills for distance learners open to all students. The LeCroy Center offers a telecourse on study skills for distance learners, The Emerging Learner. The 90-minute video is available in the Library or may be viewed on the local PBS or cable stations. Dallas TeleCollege also offers a complete online learning center, including an Online Writing Lab, for distance learners, which is accessed through their Web site at

<http://www.telecollege.dcccd.edu.htm>. For a full explanation of the relationship between Eastfield and the Dallas TeleCollege in the offering of distance learning courses, see 4.5. These services are described in the syllabi of all telecourse, telecourse plus, and online course syllabi offered through Dallas TeleCollege, and students are encouraged to use them. A sample syllabus including such a description is included as [SD 2](#).

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**Compliance**

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**5.1.1B Each institution MUST develop a purpose statement for its library and other learning resource services.**

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The Eastfield “Mission Statement” forms the basis of the purpose statement for the Library and other learning resource services:

The mission of Eastfield College is to provide educational opportunities through high-quality instruction, services and programs in an environment conducive to student success in academic, technical, occupational, and continuing education. Our purpose is to develop responsible citizenship, to value diversity and cultural enrichment and to be accountable and adaptable in our changing world.

The purpose statement for Eastfield’s Library and learning resource services is a single statement shared by all seven colleges. Found on the [Dallas County Community College District Libraries](#)’ Web page, the District’s “[Learning Resources Mission Statement](#)” is as follows:

The Dallas County Community College District Educational Resources program is designed to meet the curricular needs of the total college population. The primary function of the program is to facilitate and improve learning by providing resources and services for the implementation of the instructional program. The secondary function of the program is to provide resources and services relevant to

the general informational needs, the intellectual and professional growth, the cultural development, and the recreational activities of the total college population.

This mission is accomplished by the following goals:

- Acquire and prepare for use a collection of educational and technology resources that truly reflect the needs of the college by involving students, faculty, and staff in the selection process.
- Organize and manage the educational resources program for ease of use.
- Assist students, faculty, and staff in the effective use of the technology to access materials and resources.
- Produce, acquire and deliver audio, video, multimedia and graphic materials needed for learning and teaching activities.
- Provide opportunities for each educational resources staff member to grow personally and professionally.
- Create an atmosphere in which persons in all areas of the learning resources center participate in the overall direction of the program.
- Promote a strong liaison with local, state, and national organizations for coordination and exchange of resources, services, and ideas.
- Evaluate on a continuing basis all educational resources program activities for effectiveness and to insure the program contributes to recruitment, retention and diversity.
- Promote life-long learning through information literacy programs.

[\(SD 3\)](#)

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**Compliance**

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**5.1.1C The library and other learning resources MUST be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are**

**supporting the programs and purpose of the institution.**

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All three learning service areas on the Eastfield campus, the Library, the Learning Assistance Center, and Media and Production Services, are regularly and systematically evaluated. The Library maintains a suggestion book, in both written and electronic format, and the LAC maintains a suggestion box and also evaluates its programs such as Study Skills Week. All of these areas are evaluated in the annual Noel Levitz Student Satisfaction Inventory and in their own campus-wide surveys ([SD 4](#) and [SD 5](#)).

Additionally, the Learning Assistance Center produces and conducts its own student survey. Media and Production Services produce evaluation forms for Audio Visual and Graphics Production and Media Distribution. In each area, the results of the evaluations are tabulated and used to improve services to patrons. For a specific example of the use of these evaluations, see 5.5.1E below.

**√ Compliance**

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**5.1.1D The scope of library and other learning resources, the types of services, and the variety of print and non-print and electronic media depend on the purpose of the institution. Learning resources and services MUST be adequate to support the needs of users.**

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The Eastfield College Library houses a circulation collection, periodicals, computers, and many other resources to meet the needs of its users. The services are discussed in more detail in 5.1.2 and 5.1.4; the Library collection is discussed in 5.1.3. The Learning Assistance Center provides individual tutoring and study skills assistance for students. Media and Production Services allow faculty and students to produce graphic arts projects, to video tape a speech, and to demonstrate a lesson through a PowerPoint presentation.

The Eastfield College Library staff gains knowledge of the curricula by perusing the College Catalog and Class Schedules, by contacting faculty directly, working closely

with students, and by using faculty course reading lists. Based on this knowledge, available resources appropriate for each discipline and level are identified and obtained.

The DCCCD libraries own proprietary databases that may be purchased outright or leased for the contractual period of one year. These contracts are reviewed annually by the DCCCD Library Reference Team, composed of one representative from each campus, which determines the usefulness of the materials. In addition to the proprietary databases, all users have access to eBooks and electronic resources provided through TexShare.

Another primary means of ensuring that students and faculty have access to a broad range of learning resources is through formal cooperative agreements with TexShare and AMIGOS. As a member institution of TexShare all current students, faculty, and staff may apply for a library card that entitles them to direct borrowing or inter-library loan privileges from any participating library. Since TexShare is a statewide consortium of academic, public, and clinical medicine libraries sponsored by the Texas State Library and Archives Commission (TSLAC), material for all disciplines and all levels are available.

The current budget, however, does not allow adequate resources and services to be available to all students at all times. The amount of the budget in each of these areas has not increased over the past several years [\(SD 6\)](#). The Dean, directors, and managers are expected to budget and order services and supplies in areas where technology is rapidly advancing. Current technology and electronic services are expensive, yet the budgets have not kept pace with inflation and increased costs of electronic and technological advances. The entire Dallas County Community College District Library budget has not been increased to support new growth in technology. Funding for many electronic service programs has been maintained by state funding in the form of Telecommunication Infrastructure Fund (TIF) grants. These grants are set to expire in the year 2003 [\(SD 7\)](#).

Hence, virtually all of the monies for electronic services at Eastfield College Library will also expire in the year 2003. The Dean of Instructional Support Services predicts that not only will services continue to be inadequate, but also that some will also become extinct.

√ Compliance

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**5.1.1E The size of collections and the amount of money spent on resources and services do not ensure adequacy. Of more importance are the quality, relevance, accessibility, availability and delivery of resources and services, and their actual use by students, regardless of location. These considerations MUST be taken into account in evaluating the effectiveness of library and learning resource support.**

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The Eastfield Library, Learning Assistance Center, and Media and Production Services offer high-quality, relevant accessible services. All of the **must** statements are satisfied, except possibly delivery of service. The delivery of service is hindered by lack of funding in the budget for adequate staffing to deliver programs as requested by students, staff, community, i.e. weekend and evening duties for Media Services personnel. The first floor of the new science building will be a new auditorium for College and community use. The technology of the lighting systems, audio components, and video production will be state-of-the-art. Media and Production Services (Media Distribution) is required to provide audiovisual support for the facility. Funds are needed for training personnel or hiring trained personnel, purchasing equipment, equipment repairs, and evening/overtime salaries. Already, media distribution staff are working, quite creatively, beyond the area(s) of individual expertise. In-house cross training of staff members allows staff to provide services to College programs that are not part of their job descriptions. Without increased funding, services will not be available as needed, according to the Dean of Instructional Support Services.

Delivery of service is also a problem for the Learning Assistance Center. The Center currently faces both a severe shortage of space for tutoring and for group study and a lack

of privacy for individual students to receive individual advisement. Furthermore, on evaluation surveys and comments placed in the LAC suggestion box, students consistently request increased tutoring services.

The Library staff works closely with faculty in ordering and maintaining current collections in subjects that fit the current Eastfield curriculum. If Eastfield adds another technical/occupational program, such as the proposed allied health program, the Library budget would not cover the basic reference materials to support the program. However, ACRL standards also mandate that libraries offer materials that meet cultural and recreational influences of the users. The budget does not allow any materials related to cultural growth or human interest to be placed into the Eastfield collection.

Further discussion on this issue is found in 5.1.6.

**√ Compliance**

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**5.1.1F Priorities for acquiring materials and establishing services MUST be determined with the needs of the users in mind.**

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The Eastfield College Library, Learning Assistance Center, and Media and Production Services work closely with faculty and staff in ordering collections and services. The Library staff adheres to the Eastfield College Library Materials Selection Policy and the DCCCD Mission Statement. The development of the collection and the elimination and preservation of materials is discussed more fully in 5.1.3. Again, the library collections should include personal reading and cultural development materials. The budget falls short of allowing purchase items. The LAC has submitted plans for a new center that will allow for security of equipment, ADA compliance, and the ability to grow in size and scope of student services. Media and Production Services had presented a “Wish-list” for the past several years. Needs in the area of technology are tremendous. Plans for the new science building, growing AV requirements, and a proposed multimedia

facility area will demand a large budget to cover salaries, training to use equipment, and repair costs. The budget needs to be increased to allow growth in all three of these areas.

### **5.1.2 Services**

#### **√ Compliance, with Commendation**

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##### **5.1.2A Each institution MUST ensure that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites.**

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To ensure that students and faculty have access to materials, the Eastfield Library conducts in-house faculty and student surveys, examines circulation and reference statistics, and provides online catalogs of materials. In addition, every year, using the Integrated Post-secondary Education Data Systems Reports (formerly Higher Education General Information Survey-HEGIS), the Eastfield Library and Media and Production Services staff gather statistics in such areas as collection, circulation, and hours of operation, and report the data to the Center for Education Statistics of the U.S. Department of Education.

The Eastfield Library conducts orientation classes and gives library assignments. Student access to the book collection is through an online computer system. Items are arranged using the Library of Congress Classification System. The staff selects resources through the Eastfield Library's reviewing tools, instructor requests, and instructor-compiled bibliographies, with instructors' requests being given top priority. From the instructors' bibliographies, librarians order materials to support class work. The selection policy constitutes buying primarily to support curricula. For periodicals, staff members employ usage statistics indicating student needs as guidelines. In addition, Inter-Campus Loans (ICL) and Inter-Library Loans (ILL) provide primary and secondary materials when such materials are not available at the Eastfield Library.

All library services are available to distance learners through the Eastfield online services. Students may access the online catalog, databases, and a select list of helpful Internet sites chosen by District librarians. They may take a tutorial on “Basic Library Skills” or “Ask a Librarian.” The reference questions directed to the “Ask a Librarian” link are sent to the college in the District with the curriculum most appropriate to the question; if the question is in a universally required course, the questions are apportioned out to the various colleges. Thus Eastfield students may not always “ask” an Eastfield librarian, but they always have remote access to a District librarian as well as to the other library services.

The Eastfield Library is one of the beneficiaries of a recent grant that provides the District libraries a sum of \$720,000 under the Telecommunications Infrastructure Fund (TIF) board. The purpose of the grant is to provide student and community access to the Internet and other technologies through District Library services. With funds allocated, the Eastfield Library plans to purchase four digital cameras, and nine laptop PC’s, and to replace all of the public access computers. Additional funds will be spent to equip 16 study carrels with data lines so students with personal laptops can access the network.

The equipment became available for student use during the Spring 2002 semester. Through the use of these TIF grant funds, the expansion of student and public access to the Internet and other related library technologies is greatly enhanced. To complement the TIF grant expansion and to facilitate patron access to information, the Library has established the online library catalog, online databases, research guides, and a pilot e-books site, all to enhance access to contemporary materials, information, and services for Library patrons.

The Eastfield Library’s increase in electronic databases and other electronic media has provided new and expanded learning opportunities for both faculty and students. Going online to reach sources that would probably not be available in a traditional campus

Library broadens the capability of every user. EBooks and TexShare round out electronic components. This electronic research capability serves to stimulate students and staff to investigate more broadly than in the past.

The planning for a VIRTUAL Library is in motion. This has the potential to provide individualized bibliographic and Web-search training over the Internet for students and faculty. Additional staff will be required to offer this service.

**COMMENDATION:**

**The Librarian III and other District personnel are commended for writing a grant proposal that awarded District libraries a sum of \$720,000 under the Telecommunications Infrastructure Fund (TIF) the technology capabilities of the Library. Because of the Eastfield Library's budget constraints, the materials acquired through this grant enabled the Library to meet students' needs for current information to support the College curriculum.**

**√ Compliance**

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**5.1.2B Basic library services MUST include an orientation program designed to teach new users how to access bibliographic information and other learning resources.**

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The Library staff provides extensive orientation programs designed to provide students with an introduction to Library facilities. Instructors may request either a hands-on orientation or an online real-time demonstration. They make prior arrangements for entire classes to receive orientations. Library staff also conduct small group instruction and one-on-one instruction as requested. They provide assistance in locating, evaluating, and using information and supply handouts and information guides. Library staff instruct students in the use of research strategies and provide necessary research tools. Instructors may arrange custom-designed orientations to meet unique research problems of special

student groups. Upon completion of the orientation, students may take a quiz requiring research and written answers. The Eastfield Library's annual statistical report 1995-2000 shows a total of 4,885 students in 345 orientation groups used this important Library service ([SD 1](#)).

**√ Compliance**

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**5.1.2C Emphasis SHOULD be placed on the variety of contemporary technologies used for accessing learning resources.**

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The Eastfield Library continues to adapt new technology to conventional service areas such as basic library orientation, bibliographic, and research strategy instruction. As Eastfield becomes more electronically based, orientation to various databases will become more involved. The Eastfield Library maintains an online library catalog, over 80 online databases, eBooks and remote access via the Web. Also the Eastfield Library maintains a "[Subject List of Recommended Research Sources](#)" on its Web page that is helpful to faculty and students when performing research on the Internet. The Eastfield Library "Virtual Library Tour" is under construction and should be available soon.

The Learning Assistance Center also instructs students in the use of technology as a tool for learning. The Center provides computers for students to use in writing papers and also for working on tutorial materials in English and math. Tutors assist students who need instruction in the use of the technology as well as in the subject matter. Writing students are especially encouraged to use computers for researching, composing, drafting, and editing.

Media and Production Services also provides technology appropriate for instructional use. Speech and music students use the new sound studio to learn how to operate within a contemporary technological environment. Students may also use video cameras and other audiovisual devices from this department for their projects.

√ Compliance

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**5.1.2D Libraries and learning resource centers MUST provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning.**

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The Eastfield Library provides students with opportunities to learn how to access information in a variety of formats so that they can continue life-long learning. The Library offers users an orientation program, which includes computer databases, catalog, and specific search criteria, requested by an instructor for classroom use. In addition, successful point of use instruction is provided at the Circulation desk. Instruction is also given in the use of microform readers, reader printers, CD-ROM indexes, and all forms of media equipment. The popularity of the Internet already necessitates one-on-one training in searching for and using bibliographic resources and in carrying out Web searches. This will continue to place additional demands on Library staff.

√ Compliance

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**5.1.2E Librarians MUST work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.**

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To aid students in using resources effectively, the Eastfield Library staff works cooperatively with faculty to assist them with resource materials. In addition to orientations, Eastfield staff provides, at faculty request, in-class visits to assist instruction. Development of information guides on various topics was an outgrowth of faculty/library interaction. The staff encourages faculty to participate in collection development. The Eastfield Library maintains an online library catalog, constantly adding databases that are accessible not only to faculty but also to the public. The Library is a recent recipient of a TIF grant dedicated to improving information sharing programs of libraries, distance learning development and delivery and implementation of information sharing training. Inter-campus loans, inter-library loan, and working

membership in TexShare enhance cooperation among users.

√ **Compliance, with Suggestion**

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**5.1.2F Libraries and learning centers SHOULD provide point-of-use instruction, personal assistance in conducting library research, and traditional reference services.**

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The Eastfield Library offers point-of-use instruction, personal assistance in conducting library research, and traditional reference services. Eastfield librarians go with students, one-on-one, to specific areas, explain the use of particular resources, and assist/guide in research. In this capacity, the Reference librarians act as teachers. Point-of-use instruction occurs at the Reference/Periodicals and Media Reserve desks. Staff members give instruction not only in using computer search engines but also in using various equipment, reference materials, and the public access catalog. Reference librarians provide one-on-one instruction on search strategies using computers and online help screens in the public access catalog.

Interviews with Library staff and daily tally statistics in the Reference area and information guides suggest that the Eastfield Library is geared towards point-of-use instruction. The Noel Levitz Student Satisfaction Inventory 2000 found significant satisfaction, helpfulness and approachability of the Library staff ([SD 2](#)).

For many years the Library budget has not been sufficient to provide for adequate professional staffing as stipulated in the “Standards for Community, Junior and Technical College Learning Programs,” the Association of College and Research Libraries (ACRL): “Standard three: staff clearly defines and stipulates adequate numbers of staff required on a single campus” ([SD 3](#)).

It is clear to the committee that number of professional staff at the Eastfield Library is substandard and inadequate.

Similarly, LAC staff work one-on-one with individual students having problems. As in the case of the Library, internal student satisfaction surveys indicate high satisfaction with the services of the staff, but a low satisfaction with the space in which those services are rendered. For a fuller discussion of this issue see 5.2A. LAC staff could provide better point-of-use instruction if there were more space for such services and, needless to say, more room for additional computers to support these services.

**SUGGESTION:**

**The committee suggests that Eastfield College increase the Library budget to provide sufficient funds to obtain professional coverage throughout the hours of operation.**

**√ Compliance**

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**5.1.2G This SHOULD be consistent with the goal of helping students develop information literacy – the ability to locate, evaluate, and use information to become independent life-long learners.**

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The Eastfield Library provides students with opportunities to learn how to access information in a variety of formats so that they can continue life long learning. For this service, the Eastfield Library uses in-house publications and tour quizzes. Information guides, orientation tours, tour quizzes, bibliographies, and Information Service Requests, Statistics and Information Service Requests Forms are sources the Eastfield Library uses effectively.

In addition, successful point-of-use instruction is given at the Periodicals/ Reference, Media desks, and in the LAC. Instruction is also given in use of the Public Access Catalog (PAC), microform readers, and reader printers, CD-ROM indexes, and all forms of media equipment.

Students who receive this training are equipped to access information pertaining to careers, health concerns and other daily living circumstances that may confront them.

To provide these services, the Library must be staffed adequately with professionally trained librarians. The Eastfield Library does not currently, and has not for many years, been staffed to the level stipulated for community, junior, and technical colleges by the Association of College and Research Libraries (ACRL) 1994. This lack of adequate level of professional staffing is a major problem for the Eastfield Library. See 5.1.2F.

√ **Compliance, with Suggestion**

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**5.1.2H Adequate hours MUST be maintained to ensure accessibility to users.**

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The Eastfield Library maintains adequate hours to ensure accessibility to users. During the fall and spring semesters, the Library hours are Monday through Thursday, 8:00 A.M. to 10:00 P.M.; Friday, 8:00 A.M. to 4:30 P.M.; and Saturday, 9:00 A.M. to 2:00 P.M. During the summer, the Library hours are controlled by budget and the class schedule. Hours are scheduled so that the Eastfield Library opens before the first class of the day ends and closes after the last class of the evening begins. The majority of the students who responded to the Noel Levitz Student Satisfaction Inventory 2000 agreed that Library services, averaging 69.5 hours per week, are adequate ([see SD 2](#)).

Changing student demographics and course schedules are making the current Library hours obsolete. The growing number of working professionals enrolled in courses requires additional access to services on weekends. Expanded course offerings on weekends require additional access to the Library. A precedent for expanded services has been established within the District at Richland College, and Library patrons take full advantage of the expanded hours. With additional staff, the Eastfield Library can do the

same.

**SUGGESTION:**

**The committee suggests that the Eastfield College Library closely examine the issue of extended library hours.**

**√ Compliance**

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**5.1.2I Professional assistance SHOULD be available at convenient locations during library hours.**

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Though professional assistance should be available at convenient locations when the Library is open, the Eastfield Library is short of professional help. Non-degreed staff serve at the Reference Desk because of the shortage of professional positions. According to the American Library Association, a professional librarian is one who has earned a master's degree in library and information sciences. The Library Director is the only member of the Library staff who has attained such a degree. The District job description for Librarian II position now requires an MLS. Eastfield has a full time equivalent of 2.75 professional positions. Librarian II in the Reference area has 1.75 positions, and in Circulation one position. The Librarian is responsible for circulation services, including administering the online circulation system and media reserves. The Circulation Librarian does not provide reference services on a regular basis. The 2.75 Librarian II's are in their positions without holding degrees because of their experience and reclassification of positions.

This leaves one full-time day and one limited-full-time evening Librarian II positions. If one of these librarians is absent or away from campus serving on a District committee, the Library has no professional available at Reference. Thus the Library has staff in professional positions who do not hold appropriate degrees.

“Standards for Community, Junior and Technical College Learning Resources Programs” which outlines the new standards, approved by Association of College and Research Libraries (ACRL) AECT (Association for Educational Communications and Technology), states that “sufficient and qualified professional and support staff should be available to implement the services for which the program is responsible.”

While evaluations show satisfaction with services, staff working days and staff working night are unequal in professional preparation. This condition is solely a result of budget constraints. For any increase in Library service hours, additional staff will be needed. Some faculty believe that extended Library hours are needed for special groups including working people, parents, and students enrolled in the expanding weekend courses. See discussion in 5.1.2F.

Demographic projections for Dallas County suggest that the student population of DCCCD will double within the next ten years. The District as a whole, and Eastfield as part of that initiative, is encouraging students to take classes at non-peak hours (afternoons and weekends).

**√ Compliance**

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**5.1.2J Library collections MUST be cataloged and organized in an orderly, easily accessible arrangement following national bibliographical standards and conventions.**

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At the District level, the educational resources support services (ERSS) department provides centralized acquisition, cataloging, and processing of print and non-print materials for the collections of the educational resources centers at all DCCCD locations. ERSS staff members catalog all print and non-print materials using the Library of Congress classification system. Author, title, call number, keyword, or subject may be used to access materials from the online catalog that currently contains 532,246 items.

Students enrolled at any of the DCCCD colleges have access to holdings at all DCCCD locations.

On the campus level, materials purchased for any of the Library collections are cataloged according to nationally adapted standards and practices using the Library of Congress Classification System and the Library of Congress Subject Headings.

Periodicals are displayed in a browsing area for easy access. The Library maintains an online library catalog and over 80 databases, eBooks, and remote access via the Web and is a member of TexShare. The extensive use of databases made possible by the TIF grant, the use of TexShare and the intensive in-house training provided Library staff lacking professional training allow the Eastfield Library to operate at a high level of service in spite of its problems in acquisitions and staffing. On the survey of AFIS-2001, only 8% responded negatively to items concerning adequate resources to support their needs while Noel Levitz Student Satisfaction Inventory 2000 found user satisfaction with library resources and services ([see SD 2](#)).



**Compliance, with Commendation**

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**5.1.2K, L Students and faculty MUST be provided convenient, effective access to library resources needed in their programs. Convenient, effective access to electronic bibliographic databases, whether on-site or remote, MUST be provided when necessary to support the academic programs.**

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The physical space and its layout afford both students and faculty comfortable and inviting places to learn, study, and research. Books, magazines, and journals are readily available. More than 80 databases, Internet, eBooks, state-of-the-art computer stations, study carrels equipped with plug-ins to facilitate laptop use, and more are available even through remote access. The survey of AFIC-2001 reflected the availability of the library resource with only 2% negative response, only 8% found insufficient resources to meet

their particular needs, and a paltry 5% indicated they did not receive enough cooperation. The Noel Levitz Student Satisfaction Inventory found that academic services, including the Library, to have scored significantly above the national norm ([see SD 2](#)).

**COMMENDATION:**

**The achievement of the high level of patron satisfaction and the Library staff's dedication to service are commended.**

**Compliance, with Suggestion**

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**5.1.2M Libraries and other learning resource centers MUST have adequate physical facilities to house, service and make library collections easily available; modern equipment in good condition for using print and non-print materials; provisions for interlibrary loan services designed to ensure timely delivery of materials; and an efficient and appropriate circulation system.**

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The Eastfield Library has an adequate and physically well-maintained facility and modern equipment. Students using the Eastfield Library have intercampus and interlibrary loan as well as TexShare availability.

Even though the computer equipment and software are adequate and up-to-date, media equipment is sorely in need of replacement.

**SUGGESTION:**

**The committee suggests that the College take immediate steps to address the problem of media equipment in need of replacement.**

**Compliance**

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**5.1.2N Libraries SHOULD provide electronic access to materials available within their own system and electronic bibliographic access to materials available elsewhere.**

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The Eastfield Library continues to adapt new technology to conventional provider areas such as research strategy instruction. Its CD-ROM databases changed the process of performing bibliographic searches and opened the door to hundreds of online electronic databases, eBooks, and remote access via the Web. The VIRTUAL Library is near completion and within ACRL standards for community, junior and technical College learning resource programs.

### **5.1.3 Library Collections**

#### **√ Compliance**

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##### **5.1.3A Institutions MUST provide access to essential references and specialized program resources for each instructional location.**

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One of the missions of Eastfield College, according to the “Expanded Mission and Goals” (July 5, 2001), is to provide high-quality services for the student population. In an effort to support this mission, the Library provides ready, on-site, and electronic access to reference materials and information specific to the programs that the College offers. The acquisition process and interlibrary loan process are central to this effort. With a limited budget to work with, the Library staff uses faculty recommendations, current class schedules, plans for new programs, enrollment patterns, and usage statistics to guide purchases of print materials and subscriptions to databases. The preparations for library support when the Gerontology program opened exemplifies the acquisition process. Library staff consulted professional literature to find possible materials for purchase, and then met with the newly-hired gerontology faculty. Ultimately, the acquisition decisions were made based on what the faculty thought would best support the new program. The Eastfield Library’s holdings are supplemented by those at other DCCCD colleges and the availability of interlibrary loans from TexShare members.

**X** **Non-Compliance, with Recommendation and Suggestion**

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**5.1.3B Access to the library collection MUST be sufficient to support the educational, research and public service programs of the institution.**

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The Eastfield Library currently maintains adequate facilities to house, service, and make the Library collections easily available ([see SD 1](#)). The budget for the library collections has not increased since 1983 while the cost for books has more than doubled between 1983 and 1999 ([SD 2](#)).

Despite this lack of adequate budgetary increases to cover inflationary costs, the Library staff has used initiative in participating in TexShare, a cooperative program that emphasizes electronic information resources and some collections of books and journals.

**RECOMMENDATION:**

**The committee recommends that the College develop a plan to provide access to a library collection that is adequate to support the educational, research, and public service programs of the College.**

**SUGGESTION:**

**The committee suggests that the fees reimbursed to the College for lost books and materials be remitted to the Library and not to the general fund.**

**√** **Compliance**

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**5.1.3C The collections of print and non-print materials MUST be well organized.**

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Study materials are available in many formats, including print (books and periodicals), microfilm, compact disks, audio and videotapes and computer databases and programs.

The materials bought for Library collections are cataloged according to nationally accepted standards and practices.

√ Not Applicable

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**5.1.3D Institutions offering graduate work MUST provide library resources substantially beyond those required for baccalaureate programs.**

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Because it is a community college, Eastfield College does not offer graduate work.

√ Compliance

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**5.1.3E, F, G, H Librarians, teaching faculty and researchers MUST share in the development of collections, and the institution MUST establish policies defining their involvement. Each library or learning resource center MUST have a policy governing resource material selection and elimination, and SHOULD have a procedure providing for the preservation, replacement or removal of deteriorating materials in the collection.**

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The development of collections is based on collaborative input of faculty and Library staff. Faculty input is collected through faculty surveys and books acquisition requests. A sampling of the faculty surveys is included as [SD 3](#). Trained librarians who are familiar with the collections and who interact with faculty and students attend to the needs of library collection development. Policies governing resource materials selection and elimination include the DCCCD Material Selection Policy approved by the Chancellor's Cabinet (September 28, 1992) and the ACRL Standards.

The DCCCD Material Selection Policy addresses the selection, preservation, replacement, and elimination of library materials. The procedure providing for the preservation, replacement, or removal of deteriorating materials in the collections is described in the Maintenance of the Collection portion of the policy and section 6.4 of the ACRL Standards. Usable materials that are withdrawn from DCCCD college libraries

are sent to the District Educational Resources Support Services department (ERSS) and, before disposal, are offered to other DCCCD college libraries. Depository storage is provided in the ERSS department for important but less frequently used materials. College libraries and media centers may have these materials delivered to them by the DCCCD's courier service when they are needed.

#### **5.1.4 Information Technology**

Evidence that Eastfield College is incorporating technological advances into its Library and other learning resource operations begins with the College Web page, and its "Services" link to the Eastfield College Library page ([SD 1](#), [SD 2](#)). Here staff, students, and the general public find access to the online library catalog, online databases, and links to other libraries, eBooks, and telecourse videos. On campus, the Eastfield Library is clearly organized to provide students, faculty, and the community the latest technologies for accessing information. More than 34 online computer terminals are available in the Library for student use, and an additional 120 student computers are located in an open computer lab. All these computers, as well as computers located in most faculty offices and staff work areas, are linked to the seven Dallas County Community College District (DCCCD) libraries via a wide area network (WAN). In addition, the District recently received a \$720,000 Telecommunications Infrastructure Fund (TIF) Board grant to provide additional technology, such as digital cameras, laptops, and study carrels wired for Internet access, for each college's library. (For further information on this grant, see 5.1.2).

Technology also extends into the instructional support services areas with numerous computer-based laboratories serving nearly every academic discipline, classroom

equipment such as PowerPoint projectors, overhead transparency and slide projectors, and VCR's with TV monitors.

√ Compliance

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**5.1.4A Institutions SHOULD supplement their traditional library with access to electronic information.**

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The Eastfield Library supplements its traditional Library collections by allowing patrons to access electronic information in several ways. As a college within a multi-campus district, Eastfield shares with other DCCCD Libraries a fully automated online circulation system, Innovative Interfaces, Inc. The DCCCD Libraries also subscribe to NetLibrary that provides access to additional titles through TexShare, a library consortium sponsored by the state of Texas ([SD 3](#), [SD 4](#), [SD 5](#)). Library users find the books or articles they need through the electronic catalogs, then either go to the campus where they are housed or have them sent through interlibrary loan.

The DCCCD library system also includes information that exists in both print and electronic form and some that exists only in electronic form. Many of the databases in the Library Web site allow access to full-text journal and newspaper articles and also abstracts and bibliographical entries. Some of these journals exist only in electronic form. The Library's Web site also provides access to eBook, a site containing full texts of complete books. With 34 online computer terminals available in the Library, users can explore the vast materials in the catalog, research and review databases, and conduct Internet research ([SD 6](#), [SD 7](#)). They may also opt to access the electronic information from remote sites by using the Library's Web page at <http://library.dcccd.edu/>.

√ Compliance

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**5.1.4B Where appropriate, institutions SHOULD use technology to expand access to information for users at remote sites, such as extension centers, branch campuses, laboratories, clinical sites or students' homes.**

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Eastfield does not have extension centers, branch campuses, laboratories, or clinical sites. The major use Eastfield makes of informational technology for remote users is for students who need to access information at home or at work. The primary tool for such access is the Library's electronic catalog and databases, but the College's extensive instructional technology resources also provide students with access to information outside the Library's collection.

As part of a multi-campus district, Eastfield reaps the benefits of DCCCD's overall commitment to the use of the Internet for communication within the campuses and to distant sites. All campuses in the DCCCD are connected electronically via wide area networks (WAN). Almost all full-time faculty and staff are equipped with personal computers, linked through local area networks (LAN) on the Eastfield campus and connected to the DCCCD via wide area networks (WAN) that provide users with email and Microsoft Office software. Many faculty choose to create their own Web pages linked to the Eastfield College Web sites to promote communication. Other faculty use Blackboard, the DCCCD standard platform for Web and Web-enhanced courses. Using these technologies, students can get information or feedback on their work directly from their instructors, consult their course syllabi or use the Web links embedded in the course to complete an assignment. For the student who is learning at home, the College Web page and the DCCCD Library pages make access to the Library and Library services possible via home computers. Students may also obtain course-specific and individualized information from their instructors through the Internet.

**Compliance**

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**5.1.4C The institution MUST provide evidence that it is incorporating technological advances into its library and other learning resource operations.**

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The Instructional Support Services Division is comprised of the Eastfield College Library, Media and Production Services, and the Learning Assistance Center. As a recipient of a recent major grant, the Library will soon provide study carrels equipped to facilitate the use of laptop computers and digital cameras for students' use, has used grant money to purchase microform digitizers, as Eastfield has been designated as a depository for the DCCCD's archival collection of microformed periodicals, and has added new databases in Sciences, Literature, and Newspapers [\(SD 8\)](#). Other learning resource centers have also added technology:

- The Media and Productions Services has obtained a digital editing system and assists students and staff in creating their own PowerPoint and video presentations.
- The Learning Assistance Center has acquired a number of personal computers for computer-aided instruction and for the use of PLATO networks.

The primary users of these support services, faculty and students, appear to be satisfied with the level of technology now available. The Noel Levitz Student Satisfaction Inventory indicates that most students are pleased with the level of technology and services provided by Instructional Support Services [\(SD 9\)](#). According to the Eastfield College Self Study Questionnaire 2001, response statistics indicate 79% agreed that Instructional Support Services were adequate in supporting their needs [\(SD 10\)](#).

Improvement is indicated, however, in the areas of staffing, supply budget, and technology upgrades. Eastfield College maintains the second largest enrollment within the DCCCD, yet its library staff is maintained at the same level as the campus with the smallest enrollment. Whereas responses to the Eastfield College Self Study Questionnaire 2001 indicate most respondents are satisfied with the hours of availability, only 61% indicate the number of staff is adequate [\(see SD 10\)](#).

Technological advances have brought with them the need for an increasingly skilled staff. At the same time, budgets have remained stagnant, forcing decreased services. Course offerings at the College are increasing rapidly; however, the supply budget has not increased to meet the demand. The Library budget, for example, could not support the purchase of basic reference materials for a new tech/occ program. Media and Production requests are currently being charged back to the divisions. According to the Manager of Media and Production Services, without grant funding, computer upgrades in the Library would not be possible.

**SUGGESTION:**

**The committee suggests that the Instructional Support Services budget be increased to provide an increase in the number of skilled staff in ratio to the College's higher student enrollment to provide the support materials necessary for academic instruction, and to upgrade computers and other technological equipment on a timely basis.**

**5.1.5 Cooperative Agreements**

**√ Compliance**

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**5.1.5A Cooperative agreements with other libraries and agencies SHOULD be considered to enhance the resources and services available to an institution's students and faculty members.**

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The District educational resources department, led by the Director of Technical Services (ERSS), negotiates and funds agreements on behalf of DCCCD and college libraries.

The agreements are approved and executed by the Vice Chancellor of Business Affairs.

ERSS and DCCCD libraries cooperate with the Texas State Library and Archives Commission (TSLAC) to provide interlibrary loan services throughout the state.

DCCCD has cooperative agreements with Amigos Library Services, TexShare, and TExpress. The TexShare and TExpress agreements are reviewed and approved annually

by DCCCD's library director's council. As part of the DCCCD, Eastfield participates in the agreement with the TexShare Program ([SD 1](#)).

√ Compliance

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**5.1.5B However, these agreements MUST not be used by institutions to avoid responsibility for providing adequate and readily accessible library resources and services.**

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While DCCCD's cooperative agreements enhance the services available to Eastfield College faculty and students, they in no way compromise the responsibility of Eastfield College to supply adequate and readily accessible Library resources. Several sources provide evidence of this: 1) The Eastfield College Call Number Analysis, October 2001 Statistics Report demonstrates that Eastfield does not use cooperative agreements as a substitute, but provides a source ([SD 2](#)). 2) Eastfield College receives a number of requests for Library materials, according to the Dean of Instructional Support Services); 3) Eastfield College Library has adequate numbers of volumes in its collection ([SD 3](#)).

√ Compliance

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**5.1.5C Cooperative agreements MUST be formalized and regularly evaluated.**

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Eastfield College Library evaluates all formal, written cooperative agreements annually and assesses purchased services during the budgeting process. See 5.1.5 A for District policies and procedures for negotiating, funding, and evaluating cooperative agreements.

**5.1.6 Staff**

The Eastfield College Library is staffed mostly by trained non-professionals who do not hold degrees in library science. Of 16 staff positions, Eastfield has three positions that

require a graduate degree, excluding the Library Director. In exceptional cases, “outstanding professional experience and demonstrated competence” have been substituted for required degrees. Staffing for the Eastfield College Library has not been adequate.

**X Non-Compliance, with Recommendation and Suggestion**

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**5.1.6A Libraries and other learning resources MUST be adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology.**

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The Eastfield College Library is open 69 ½ hours per week, six days a week, including four evenings until 10:00 P.M. and a half day Saturday. Inadequate staffing does not allow for Sunday operation.

Presently, no member of the Eastfield College Library staff holds a graduate degree in library science with the exception of the Library Director. Furthermore, Eastfield College has only two full-time librarians. Two additional reference librarians with MLS degrees are needed to meet ACRL guidelines and to comply with the Texas Higher Education Coordinating Board Site Review 2000 ([SD 1](#), [SD 2](#)).

**RECOMMENDATION:**

**The committee recommends that the College take steps to ensure that the Library is staffed by professionals who hold graduate degrees in library science or a related field.**

**SUGGESTION:**

**The committee suggests that the College be brought into compliance with the ACRL standards and with the Texas Higher Education Coordinating Board Site Review 2000.**

Compliance, with Commendation

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**5.1.6B In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution MUST justify the exceptions on an individual basis.**

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While neither the day nor evening librarians possesses the required MLS degree, they nevertheless perform their duties in an exemplary manner because of their training and experience. Moreover, their resumes confirm that they have demonstrated their competence for an extended period.

**COMMENDATION:**

**The Library staff is to be commended for their demonstrated competence and professional work.**

Non-Compliance, with Recommendation and Suggestions

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**5.1.6C The number of library support staff members MUST be adequate.**

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The Association of College and Research Libraries (ACRL) dictates the definition of adequate Library support staff. The organizational chart for Instructional Support Services provides documentation that defines appropriate numbers of support staff. The committee's interview with the Dean of Instructional Support Services indicates that the number of support staff members is adequate given the addition of the two professional positions recommended in 5.1.6A, and maintenance of the current 69.5 hours of operation. The Eastfield Library would require two additional part-time staff to initiate Sunday hours.

**RECOMMENDATION:**

The committee recommends that the College take steps to ensure that the Library support staff is adequate.

**SUGGESTION:**

The committee suggests that the College hire two professional librarians as suggested in 5.1.6A.

**SUGGESTION:**

The committee suggests that the College plan for the initiation of Sunday hours and the concomitant part-time staff needed to staff the Library adequately during those hours.

Compliance

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**5.1.6D Qualifications or skills needed for these support positions SHOULD be defined by the institution.**

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Job descriptions are clearly defined by the Dallas County Community College District. For a more detailed discussion, see 5.1.6F.

Compliance

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**5.1.6E Organizational relationships, both external and internal to the library, SHOULD be clearly specified.**

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The organization is well defined according to the organizational chart for Instructional Support Services ([SD 3](#)).

√ Compliance

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**5.1.6F Institutional policies concerning faculty status, salary and contractual security for library personnel MUST be clearly defined and made known to all personnel at the time of employment.**

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According to the Dean of Instructional Support Services, Eastfield College Human Resource Department has documentation to confirm that the Eastfield College Library and other learning resources are in full compliance. The Librarian I and II positions are classified as Professional Support Staff. The Librarian I job description is available at <http://www.dcccd.edu/people/hr/jdweb/pss/co5/cc3.pdf> and the Librarian II position at <http://www.dcccd.edu/people/hr/jdweb/pss/co7/cc4.pdf>. The Librarian III position is an administrative position. This job description is found on the Human Resources Web page at <http://www.dcccd.edu/people/hr/jdweb/adm/band1/acp.pdf>. (SD 4).

The Eastfield College Self-Study Questionnaire 2001 indicates that 90% of the employees who used the Instructional Support Services found these services adequate to meet their needs.

**5.1.7 Library/Learning Resources for Distance Learning Activities**

√ Compliance

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**5.1.7A For distance learning activities, an institution MUST ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs and degrees offered.**

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The Eastfield College Library, in cooperation with the Dallas County Community College District libraries offers on site and remote electronic access to traditional students and distance learners by providing an online library catalog, electronic resources, and reference assistance through the [DCCCD Libraries](#) and [campus Web page](#).

In addition to locating materials, the library catalog may be used to renew overdue items, place holds on specific titles, have items transferred among DCCCD Libraries, or to check the user's own record. Any user may request that resources be checked out and mailed to them or to their local public library by telephone or electronic mail. Since the DCCCD is a member of TexShare, a user may request a TexShare library card which permits the direct borrowing of materials from any participating library. TexShare is a statewide consortium of academic, public, and clinical medicine libraries. Full text online books, eBooks (electronic books), and more than 80 electronic databases are accessible to all DCCCD students, staff, and faculty via the Internet. Reference assistance is available by selecting the "Ask A Librarian" link on the [DCCCD Libraries Web page](#).

The Dallas County Community College District Libraries plan to expand services to distance learners and other remote users through the purchase of microform digitizers. In 2000, the Libraries established and implemented a plan to consolidate their archival collections of periodicals on microform. Brookhaven College and Cedar Valley College of the DCCCD were designated as depositories and will receive digitizers purchased with grant monies awarded to the Libraries by the Telecommunication Infrastructure Fund Board (TIFB). The goal of this project is to provide a method for converting microformed periodical articles into a digital format so that it may be e-mailed directly to a remote or distant user upon request.

Learning assistance information is posted on the [Learning Assistance Center's Web](#) site along with links for additional useful information for other sources. Eastfield's Learning Assistance Center is the only learning center in the District to develop study skills handouts specifically for distance learners who are also on campus for other courses; these handouts are also available on the [LAC Web page](#). A presentation on study skills for distance learners (which will be videotaped and made available in the Library) is

planned for Fall 2002. Media and Production Services provides classroom setup for students taking distance learning courses delivered from another Dallas County Community College District College.

Eastfield's distance learners, however, are not confined to campus offerings for instructional support services. In addition to the online library services provided by the College, Dallas TeleCollege provides a complete online learning center including an Online Writing Center. The learning center is available at the [Dallas TeleCollege Web site \(SD 1\)](#).

**√ Compliance**

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**5.1.7B The institution MUST own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements. Such agreements SHOULD include the use of books and other materials.**

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The Library, Learning Assistance Center, and Media and Production Services are the heart of learning resources for Eastfield College. All areas own resources that are available on site to traditional students and remotely to distance learners and other off campus users.

In an interview with the Librarian III, information was provided concerning the learning resources available in the Library. The Library owns 64,091 print volumes, subscribes to 444 serials, holds 51,211 units of microformed periodicals, 2,394 non-print items, and has access to more than 80 electronic databases. Non-print items include Instructional Telecourse audio and video tapes, general instructional audio and video tapes, and musical compact discs. The electronic information consists of an online library catalog, electronic databases, eBooks, the [DCCCD Libraries Web page](#) and the [Eastfield College Library Web page](#) and may be accessed from any location via the Internet.

The DCCCD is a member of TexShare, a statewide consortium of academic, public and clinical medicine libraries sponsored by the Texas State Library and Archives Commission. As a member institution all current students, staff, and faculty are eligible to apply for a TexShare library card that permits the direct borrowing of books from any participating library.

Another important service provided by Eastfield College is the Learning Assistance Center. The Tutor Coordinator stated that students could use the facility to receive tutoring, assistance in writing papers, and various computer services.

In addition, the Manager, Media and Production Services provided information on the Media and Production Services Media Center library. The Media and Production Services Media Center library can provide various technologies to support the on-campus and off-campus students and faculty in their learning and teaching endeavors. These technologies include VHS videotapes, some 16-millimeter films, sound and recording equipment, and multimedia technology. All of these technologies are owned by Eastfield College.

**√ Compliance**

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**5.1.7C The institution MUST assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.**

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The institution has assigned the Dean, Instructional Support Services the responsibility of providing library/learning resources and services. The Dean, Instructional Support Services is complemented by a staff which supports basic objectives. Responsibility for the Library has been assigned to the Librarian III. Responsibility for Media and Production Services has been assigned to the Manager of Media and Production Services. Responsibility for the Learning Assistance Center has been assigned to the Tutor

Coordinator. The assignment of responsibility and staff that supports the objectives can be found on the organizational chart for Instructional Support Services.

√ Compliance

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**5.1.7D When formal agreements are established for the provision of library resources and services, they MUST ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution’s specific programs—in the field of study and at the degree level offered.**

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The Eastfield College Library staff gains knowledge of the curricula through perusal of the college catalog and course schedules, through encounters with students, and through use of course reading lists. Based upon this knowledge available resources appropriate for each discipline and level are identified and obtained.

The Dallas County Community College District libraries own proprietary databases that may be purchased outright or leased for the contractual period of one year. These contracts are reviewed annually by the DCCCD Library Reference Team, composed of one representative from each campus, to determine if renewal is justified. The Library Directors’ Council approves or rejects the team’s recommendations. In addition to proprietary database, all users have access to eBooks and electronic resources provided through TexShare. In total, users have access to more than 80 electronic databases.

Another primary means of ensuring that students and faculty have access to a broad range of learning resources is through formal cooperative agreements with TexShare and AMIGOS. As a member institution of TexShare, all current students, staff, and faculty are eligible to apply for a TexShare library card that permits the direct borrowing of books from any participating library. TexShare also enables the borrowing of materials from any other member library via interlibrary loan. Since TexShare is a statewide consortium of academic, public and clinical medicine libraries sponsored by the Texas

State Library and Archives Commission (TSLAC) material for all disciplines and at all levels are available.

## **5.2 Instructional Support**

The Eastfield College Instructional Services Division meets the curricular needs of the total College population. The primary function of the program is to facilitate and improve learning by providing resources and services for the implementation of the instructional program. A secondary function of the program is to provide resources and services relevant to the general informational needs, intellectual and professional growth, cultural development, and recreational activities of the total College population.

The Instructional Support Services Division is comprised of the Library, Media and Production Services, and the Learning Assistance Center. In addition to the services provided by the Instructional Support Services Division, instructional computing also provides computer support with discipline-related laboratories and an open computer lab to provide a total program of instructional support. Instructional support is also provided by other divisions in the College in the form of laboratories and ancillary facilities. Eastfield also provides appropriate ancillary support services such as copy machines and printing for faculty, staff, and students.

### **√ Compliance**

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**5.2A, B To support its curriculum, each institution MUST provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users. They MUST be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning.**

---

Eastfield's educational program depends on instructional support services to reach all the College's goals, but especially the following:

- Assist students in obtaining freshman-and sophomore-level knowledge and skills leading to employment and/or an associate degree and/or prepare them for transfer to a baccalaureate degree-granting institution.
- Assist students in obtaining knowledge, skills, and services necessary to earn a certificate and/or applied associate degree and to succeed in technical/occupational careers.
- Assist students training for advancement in their current field, training for entry-level job skills, retraining for employment or personal enrichment through comprehensive continuing education and workforce training.

To accomplish these goals, discipline-related labs, learning centers, a testing center, instructional technology, and miscellaneous ancillary services and equipment must support classroom instruction. Eastfield organizes and administers each of these supporting elements so as to give maximum support to instruction. Overall, these support services are adequate; some manage to be outstanding in spite of perennially tight budgets and, in some cases, inadequate space.

#### *Discipline-Related Labs*

Each of the six instructional divisions at Eastfield has at least one discipline-related lab to support its educational program. The diagram below illustrates the distribution of discipline-related labs across the instructional divisions. Some of these same labs are also used for Continuing Education.

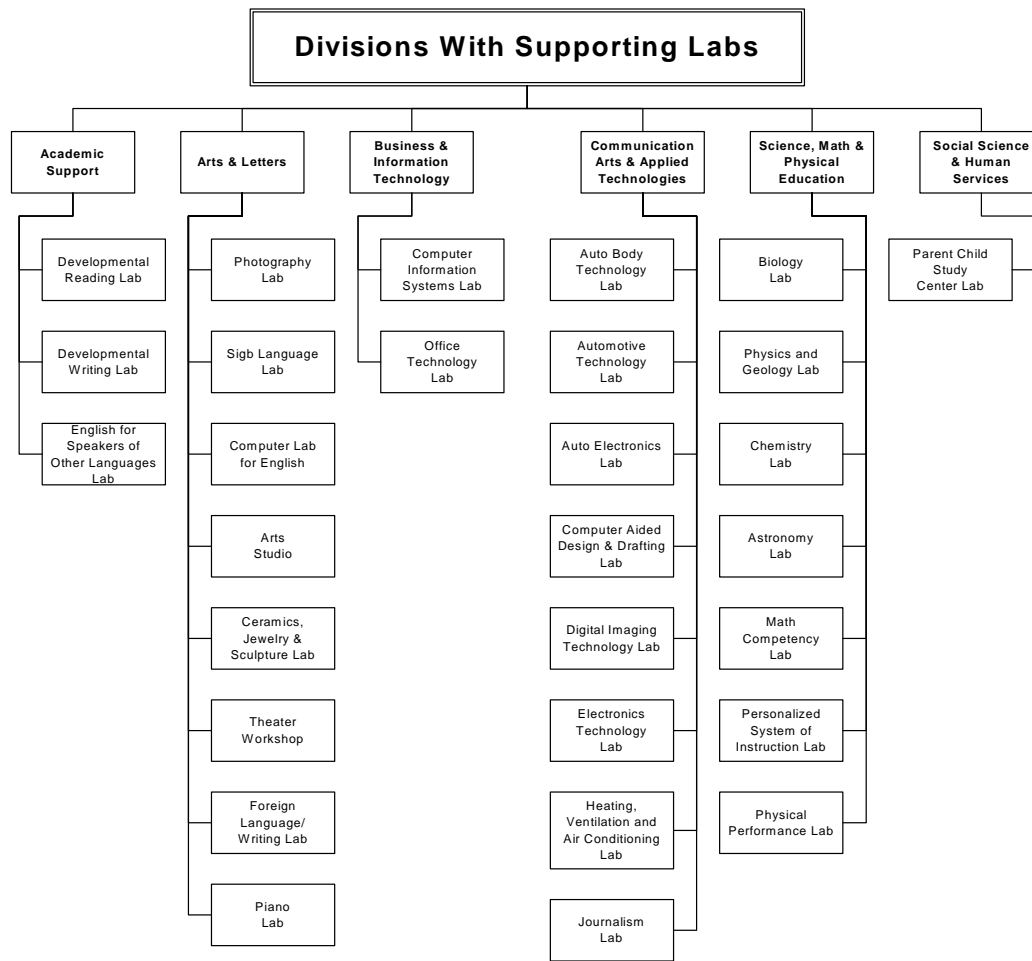


Fig. 1 Divisions with Supporting Labs

**Academic Support Division:** Computer labs enhance the individualized instructional methodology of the developmental writing program. The computers in the developmental writing lab allow students to develop fluency with the written word and to develop basic word processing skills. The lab also has discipline-specific software to meet individual students' needs for instruction in basic grammar and sentence skills.

**Arts and Letters Division:** English and foreign language classes also have computer labs with special software to meet course needs. The English lab does not have writing

environment software, such as Daedalus, but it does share the basic grammar sentence skills software with the developmental writing lab. The English and foreign language labs share a technical assistant who attends to technical problems with the computers and assists students with technical questions so that the instructors are free to teach. The Sign Language program also has a new lab to support that program. The equipment in the labs is up-to-date, and the labs are adequate at present, but the increased emphasis on the integration of technology into these disciplines points to a need for additional English and other language computer labs in the future.

The arts program has several labs, including a painting studio, a jewelry lab, a ceramics lab, and a photography lab. Photographs of these labs are found on the Art Department's Web page at <http://www.efc.dcccd.edu/art/program.htm> on the Eastfield Web site ([SD 1](#)). The art studios are well-equipped, thanks to a recent grant, but suffer from inadequate space. Ceramics, sculpture, and jewelry share a space to the detriment of all three disciplines. Faculty in these areas note that the lack of space negatively impacts the instructional program by limiting the skills that can be taught. For instance, although the equipment is available, the ceramics professor cannot teach certain key methods of kiln building; the sculpture professor must teach students to use welding as an artistic process one-on-one because there is no room for whole-class demonstrations. The studios lack storage space and lockers. Enrollment in the arts program has increased steadily in the last few years, but the studio space has remained the same. A faculty member in the art department who was interviewed for this report said that he believes that the space issue is reaching (or has reached) a critical stage for the expanding art program. The art studios are also used for Continuing Education classes.

**Business and Information Systems Division:** Six labs support the computer-based programs in this division: Information Technology and Office Technology. Thanks to the Technology Fund, administrative support, and a cooperative and talented technical support staff, the labs are up-to-date and almost state-of-the-art. These labs are used for

specific classes only; they are not kept open on a regular basis as open labs. The labs are large enough to accomplish the instructional purposes for which they are used and are located where they may be easily accessed by students, faculty, and technical support staff.

**Communication Arts and Applied Technologies Division:** This division is especially dependent on labs to achieve the instructional goals of its programs. In fact, three of the labs in this division are part of a \$4,000,000 modernization effort by Eastfield that resulted in the creation of a new Technology building in 1995. The three labs housed in the Technology Building (T Building) include labs that support the Air Conditioning/Refrigeration (ACR), Auto Tech, and Auto Body Programs. These labs share a toolroom and staffing support.

**Air Conditioning/Refrigeration (ACR)** This program has four laboratory classrooms equipped with a wide variety of residential and commercial ACR equipment. The program employs a part-time lab assistant each semester in addition to the staffing support from the centralized toolroom. The Auto Tech program has two laboratory classrooms as well as three large well-equipped bay areas. The program is well-equipped with a wide variety of tools, equipment, automotive parts, and current automobiles. Toyota Motors Corporation provides automobiles, parts, and funding to the program through its T-Ten partnership component. The program also receives extensive support from Caterpillar Inc. and its local distributors to assist in diesel technology training. The program employs its own part-time lab assistant. The Auto Body program has a large bay area divided into separate areas for metal and paint work. There are two down draft paint booths in the lab area. Recently a state-of-the-art computer/laser frame analyzer was purchased for the program at a cost of \$25,000. The program employs several part-time lab assistants in addition to the staffing in the shared central toolroom.

The Communications Arts and Applied Technologies Division's other programs also use labs extensively to support instruction. The Electronics/Telecom program has four laboratory classrooms equipped with state-of-the-art equipment and computers with simulation, CBI, and other appropriate software. A full-time Instructional Associate is in charge of the labs. The program has recently become a Nortel NetKnowledge Training Center, receiving startup funding of \$39,000 from the VCEA office of the DCCCD.

The CADD program has three laboratory classrooms equipped with state-of-the-art computers with appropriate software. Several lab technicians assist in the program each semester. The program is an approved AutoDesk Training Center. It has a partnership with Texas Instruments to develop integrated circuit layout technicians. The Digital Imaging program has three laboratory classrooms equipped with state-of-the-art computers, software, and peripheral equipment with a full-time Instructional Associate in charge of the labs ([SD 2](#)).

**Science, Mathematics, and Physical Education:** The four science labs (biology, chemistry, physics, and geology), currently housed in one of the original campus buildings, are considered well-equipped and adequate by the Division Dean. They will, however, be better equipped with larger preparation and storage areas when the new science building is completed. An Instructional Associate assists with the labs in biology and chemistry; the biology lab has an additional full-time Instructional Assistant and additional student assistant help. A part-time Instructional Associate assists in the geology and physics labs (which also serve courses in oceanography and astronomy), but instructors in these disciplines prepare most of their own labs.

A computer lab and a Personal System of Instruction lab serve the Mathematics Department for developmental math students. Because of the high demand for the computer-supported classes, those classes are scheduled from 6:30 in the morning until 10:00 in the evening without a break. Developmental math classes must be scheduled in

a small classroom adjacent to the main open computer lab, a space normally reserved for special demonstrations or orientations. The PSI lab is also popular with students, resulting in the need for more space for both labs. Developmental math students have the option of taking classes using more traditional methodology, or through online or self-paced methods. Developmental math faculty do not consider the labs adequate to support the instructional needs in their discipline. College algebra students also have the computer-classroom option.

**Social Science and Human Services:** This division offers a two-year Child Development Associate degree program and four one-year certificate degree programs. To support these programs, the division includes a special lab, the Parent/Child Study Center. The center “provides care for children through age five, serves needs of both the college and community while providing a practicum for Child Development students. The center’s developmental program incorporates a family oriented philosophy in a multi-age setting” ([SD 3](#)). The Center can accommodate a maximum of 34 children. A varying number of Child Development students are involved as observers or student teachers each semester to meet the requirements for their degrees or certificates. The Director finds the space and equipment adequate to serve the needs of the children and of the Eastfield students.

*Ancillary Instructional Support Services and Facilities*

Eastfield has several ancillary support services with their own facilities that support the curriculum and also contribute to the social and cultural enrichment of the community.

**Physical Education, Intramurals, and Athletics:** These programs depend on adequately maintained and well-supported facilities. Eastfield’s program includes the following: ten tennis courts, intramural fields, a swimming pool, two golf greens and hitting range, four outdoor basketball goals, a baseball field, a one-mile jogging/walking trail, an archery range, six outdoor racquetball courts, a multi-purpose room (for aerobics,

dance, and gymnastics), a gymnasium, a free-weight room, a fitness lab room (with treadmills, hand weights, fitness cycles, stair climbers, and weight machines), a rodeo arena, soccer fields, and locker room facilities. These facilities are shared with Continuing Education. Community groups, such as children's soccer leagues, also use some of the facilities. The Athletics Director is satisfied with the adequacy and maintenance of these facilities.

**Performance Hall:** Seating 468, Eastfield's Performance Hall is a landmark on the campus and supports the curriculum as well as offering a place for significant events to take place. The Theatre Department in the Arts and Letters Division manages the Performance Hall, and their students use it for an annual dramatic production. For their purposes, the theatre technician says that the facility is up-to-date with a state-of-the-art soundboard and lighting system. The wood floor of the stage was damaged in a fire in 2000, and the theatre technician suggests replacing it with masonite rather than wood because he believes it would be safer for the many dance companies who use the space. Other than that, the Performance Hall is well-maintained and adequate to serve its purpose.

Aside from its use in the theatre curriculum, the Performance Hall is also the venue for the major speakers in SPAR's annual series of guest speakers (see 5.4.3.2), thus fulfilling the third goal listed at the beginning of this discussion. It is also used for College functions such as the Student Appreciation Awards and other special gatherings that need a large space. The Performance Hall also serves the community as a central space for performances by private school bands and choirs, home school groups, private dance schools, even out of state musical groups.

**Eastfield Art Gallery:** The Eastfield Art Gallery supports the Art and Humanities' Departments curricula by offering students the experience of viewing original art and of meeting the artists. Especially important to the art students is the opportunity to exhibit

their own work and, in the case of ceramics students, to sell it through the gallery exhibit. The Art Gallery is open during the academic year and most of the summer term. It hosts five or six professional shows, including a faculty show, each year; it also hosts a student art show and a clay sale each semester. A reception is held for each show. An exhibition schedule is included as [SD 4](#). The current schedule is found on the Gallery's Web page at <http://www.efc.dcccd.edu/art/gallery.htm>. The Gallery's shows are well-covered in the local media, so visitors come from all over Dallas County to see the exhibits. The Art Gallery, like the art classroom/lab, does not have enough space to perform its function in the art program as effectively as the art faculty would like. Although the Gallery is attractive and centrally-located, it cannot accommodate the types of installations necessary to support the art program.

**TASP Study Center:** The Learning Assistance Center (see discussion below) serves the entire student population, but a small office equipped only with a desk, file cabinet, drop-box for student papers, and telephone serves a special group of students. The TASP Student Support Center provides support for self-paced developmental reading course work for students who have failed the reading section of TASP and who are enrolled in a self-paced developmental reading course. After a required orientation, students proceed at their own pace, using individualized materials developed by the instructors. Two full-time instructors tutor students; they are assisted by student workers who take care of clerical tasks. In long semesters, about 400 students use the Center. Although the space is small, the faculty who use it say that it is sufficient for their current needs.

#### *Learning Assistance Center*

The Learning Assistance Center is an open lab offering tutoring in subjects on a drop-in basis, computer-assisted instruction, audio modules in writing and algebra skills, handout materials, class orientations to introduce students and instructors to the Learning Assistance Center services, and in-class presentations on specific topics such

as study skills or writing techniques. The Learning Assistance Center also sponsors special programs such as Study Skills Week and the Group Study Project.

Study Skills Week is an annual event designed to help students improve their study skills and habits. The event includes workshops on study-related topics and a Learning Assistance Center open house at which students and faculty may obtain materials on study skills. Seventy-five to one hundred percent of the students rated the helpfulness of the 2001 workshops as "excellent" or "above average" ([SD 5](#)). One hundred percent of the students rated the Study Skills Open House as "excellent" or "above average" ([SD 6](#)).

The Group Study Project targets difficult classes such as British Literature and calculus. A tutor from the Learning Assistance Center facilitates students from a targeted class in group study sessions. The Tutor Coordinator, staff, and instructors were nominated for Innovators of the Year 1999 for the Group Study Project.

The purpose of the group sessions is to accomplish the following:

- provide students with skills needed to succeed in challenging courses,
- provide opportunities for student scholarly interaction and develop a support network of peers,
- provide students the opportunity to learn study and interpersonal skills that could be used in other classes and in other aspects of their lives,
- provide students the opportunity to broaden their social and academic lives,
- provide students the opportunity to experience a variety of perspectives and learn to compromise, agree, or disagree with peers,
- improve student retention rates, particularly in difficult courses,
- assist as many students as possible in a cost effective manner. ([SD 7](#))

One hundred percent of the student participants in a British Literature class Spring 1999 indicated that participation helped improve their grades, improve their attitude toward college and that class, learn new ideas, and improve study skills ([SD 8](#)).

The needs of the Learning Assistance Center become apparent as one enters the door of the re-configured glass structure on the mezzanine level of the Campus Center, more space. The Learning Assistance Center has occupied the same space with no budget increase for over 10 years. Despite the issues over space, staffing, and funding, the Learning Assistance Center performs consistently at a high level of efficiency. On evaluation surveys, students consistently give facilities a "below average" or "poor" rating more frequently than they do the quality of service ([SD 9](#)).

For continued growth and quality of service, the LAC Coordinator has proposed expansion with increased space and staffing. Key points of the proposal include the following:

- accessibility of instructional software and tutors; unlike classrooms, centers will be open extended hours and will not be limited to students in current class period,
- security for equipment (staff will be on duty when students need to use computers),
- shared equipment (writing and math students can use the same equipment at different times),
- ability to grow in size and scope,
- reduction of wait time for service,
- private study, individual tutoring space,
- group tutoring/Orientation/Workshop area,
- ability to accommodate an entire class at one time,
- storage space for sensitive materials (e.g. student records, answer manuals, tests),

- coordinator office on site,
- Americans with Disabilities Act compliance, and
- Improved record keeping and sign-in procedures:
  - focused retention efforts
  - cost effectiveness
  - accessibility to entire student population
  - centralization of tutoring services, eliminate duplication of efforts
  - effective use of space. ([SD 10](#))

*Media and Production Services*

The purpose of Media and Production Services is to meet the curricular needs of the entire College population; to facilitate and improve learning by providing resources and services for the implementation of the instructional program; and to produce, acquire, and deliver audio, video, multimedia, and graphics material for teaching and learning. Media and Production Services include media distribution, instructional materials production, graphics production, audiovisual production and support, and electronics repair for campus and classroom needs.

The audiovisual staff develop promotional videos to highlight instructional programs or events at Eastfield College. Audio support is provided for special events and sound reinforcement for College events. Teleconferencing services are provided at Eastfield College via the R. Jan LeCroy Center for Educational Telecommunications. Media and Production Services maintains the digital antennas, sets up viewing sites, and communicates programming availability to faculty and staff. Graphics production services offer camera-ready art, posters, laminations, and a variety of digital imaging materials for instructional support and College events. Assistance is also given in preparing original material such as digital images and photography, Microsoft PowerPoint presentations, and video and audio production.

The department's strength is the ability to mobilize technology to the classroom and to presentation venues. Whether installing data projectors in the classroom, advising faculty on permanent equipment installation, producing a multimedia presentation, or arranging a camera shoot for a basketball game, the strength is the staff. The Media and Production Services staff seem to be motivated by change, which is a tremendous asset as the department joins the movement away from traditional audiovisual delivery and production toward multimedia applications. This demanding transition requires the energy, enthusiasm, and flexibility that are evident in the Media and Production Services staff.

Another equally important strength of the department is access. The hours of operation, department location, flexed scheduling, centrally-located Library of Congress catalogued instructional materials, Internet-accessible current online catalog, professional studio facility, teleconferencing resource, faculty multimedia production area, and continuous communication with instructional technology equipment vendors demonstrate the flexibility and accessibility of the services offered by the Media and Production Services department. The staff of Media and Production Services also actively promotes the area by offering open house events and providing informative publications. They also offer workshops during Reporting Week for faculty who wish to learn how to use the multimedia equipment.

Media and Production Services has a diverse and substantial instructional materials collection. All titles are linked to a specific faculty request. Media and Production Services encourages the faculty to participate in collection development to ensure quality and relevance of materials to instructional programs. The acquisitions index of purchases and statistics indicating use and accessibility of resources are evidence of the commitment to provide adequate learning resources.

The primary needs of Media and Production Services are an increased number of qualified staff and an increased budget. The job titles and descriptions that the media distribution area uses to fill staff positions need to be updated. The level of staff skill and education requirements has not been sufficient to meet the demands of the current tasks. Traditional audiovisual equipment is increasingly being replaced with computer display and multimedia equipment that require specialized skill and job knowledge. The greatest need is for training opportunities for distribution, digital imaging, and audiovisual production staff to meet the needs of the campus.

Commitment from the Eastfield College administration for equipment and related supplies budget is needed. The current budget for supplies is not sufficient for technology equipment supplies. For example, the data projection lamps are substantially more costly than traditional film and overhead projector lamps. To accommodate the supply needs, the department has resorted to transferring funds from the instructional materials collection budget to meet supply demands. Consistent funding is needed for equipment based on campus needs, the technology, the faculty support, the faculty's ability to support the equipment, and adequate staffing to support the use of the equipment.

#### *Assessment Center*

The Assessment Center is a full-service testing center. The primary function is to test the new-to-College students who need to meet requirements for admissions to College. The Assessment Center facilitates the computer administered Texas Academic Skills Program (TASP), Quick TASP, and ACCUPLACER tests as well as the Michigan F test and the Lindholm test to assess students for placement into appropriate English classes for speakers of other languages.

The Center provides instructional testing and makeup testing allowing instructors and students flexibility in the classroom. Instructional tests are scanned, scored, and stored in a data bank, and instructors can use the information to evaluate the quality of the test. The College Level Examination Program (CLEP) and Credit by Examination are computer-based tests available to students for advanced placement and test-out options.

The Assessment Center also serves distance learners for their testing and evaluation in telecourse and online courses. Distance students are required to come to the Assessment Center to take tests periodically during the semester. The eCampus system allows online testing, but the “campus-based” courses taught through the college (rather than through Dallas TeleCollege) still use the Assessment Center. Even students taking distance courses from other DCCCD campuses take their tests in the Eastfield Assessment Center through a District Cross Campus Testing system. In this system, tests are sent by the instructor by a secure District courier system to the Assessment Center then back to the instructor to be graded. Students are usually given at least a week during which they may take the test.

Staffing in the Assessment Center includes a Director of Testing and eight full-time staff members. With the heavy student load, (more than 3,000 participants each month), and the long hours of operations, however, two additional full-time and two limited full time staff are needed to ensure quality service to students.

The most immediate and pressing need is for more physical space. The demands on the space available cause long lines and extended waits while space becomes available or a computer terminal opens up. The Director of Testing expressed the need for more space and 12 additional computer terminals to alleviate the congestion at peak times.

*Instructional Computing*

Instructional Computing consists of two areas, the Computer Center and Network Support. The Computer Center is an open lab with over 120 computers that are available to all students and employees. Instructors can place files on network servers, both Web-based and internally delivered, for student access. Printing is available using LaserJet printers. Staff is available for student assistance. Students may check out headphones or software made available for them by their instructors.

Housed in the Computer Center are two special computer classrooms/labs available for reservation by faculty with special instructional needs. Audiovisual equipment is available in these classrooms/labs for demonstration and interactive participation by the students. In addition to these fixed classrooms/labs, there are mobile systems for faculty to use in classrooms that are not equipped with computers. All classrooms at Eastfield College have data ports installed that allow access to College servers and to the Internet. In the computer classrooms, the students can research and print assignments and Web-based information to LaserJet printers.

Network Support is responsible for the installation, maintenance, and management of the educational network. This network includes computers in over 35 classrooms/labs and is organized and administered to provide easy access for faculty and student use. Most of these classrooms are administered through division offices and are specific to particular needs such as the computer-aided design classroom, digital imaging classroom, and the chemistry classroom that uses laptops with wireless connections to enable the students to do chemical analyses with equipment in real time. This equipment allows more time for instructors to lecture on results rather than spending time getting results. The computer-assisted math classroom uses ACCUPLACER as a placement tool. Results are immediate, and students can be placed in the appropriate class without delay. All computer classrooms are configured to meet the Americans with Disabilities Act standards.

Eastfield provides a broad range of services that support instruction as described in 5.2A. Within the budgetary constraints described there, these services are adequate to fulfill the “institutional purpose and contribute to the effectiveness of learning.” The adequacy of the information technology support service is documented in 5.3.

Eastfield College is constantly purchasing equipment, upgrading software, and creating new computerized learning environments on the campus. At the beginning of the 2002 spring semester Eastfield College added two new computer classrooms, a new language lab, and a lab incorporating computers into the Arts program for the first time. During this same period, Instructional Computing has upgraded printers, scanners, and over 120 computers. Instructional Computing maintains a computing environment that includes all types of server and client operating systems.

**√ Compliance**

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**5.2C These requirements APPLY to all programs wherever located or however delivered.**

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The Instructional Support Services Division offers and organizes a viable collection of resources designed to meet the instructional needs of the curricula at Eastfield College. Resources are available to all programs and departments at all locations and through all delivery systems. In Spring 2002, the Class Schedule listed 18 off-site course offerings. These courses fell into three categories:

- 1) Courses targeting senior citizens offered at the C. A. Clark Center, Dallas (Spanish 1411, Art 1301). Instructors may take library and audiovisual resources to the location. Students may use the online instructional support services, including student e-mail. All campus instructional support services are available to students with transportation from the Center, which is located a short distance away from the College.

- 2) Courses using an off-site location as ancillary classroom space (English 1302 at North Mesquite High School; DAAC 1304, 1311, 1341, and 1343 in the Substance Abuse Program and SCWK 1305, 2307, and 2311 in the Social Work Program at the Universities Center in the central business district in Dallas). North Mesquite High School is located in the immediate Eastfield service area; students have easy access to campus support services. The Universities Center is a short distance from the Eastfield campus, but within walking distance of the El Centro campus; students who find it more convenient may use the library at El Centro.
- 3) Courses structured as a co-op or practicum (CDEC 1396, CDEC 2322, CDEC 2324, CDEC 2380, CDEC 2441, and TECA 1341 in the Child Development Early Childhood Program; Gerontology Studies 1301 in the Gerontology Program. These courses are taught at various locations appropriate to the programs.

On-campus services are also available to distance learners, but these services are also supplied online to those who find it inconvenient to come to the campus. Distance learners may use the Library's online services available at <http://www.dcccd.edu/library>. These services include a tutorial on "Basic Library Skills" and access to a librarian who answers reference questions. Dallas TeleCollege provides a complete learning center, including an Online Writing Center available at <http://telecollege.dcccd.edu>. Media and Production Services provides classroom set-ups for distance learners taking live, interactive telecourses originating at the LeCroy Center studio. The campus's open computer labs are available to distance learners or students in off-site classes who wish to use the Internet connection or student e-mail. Tutorial services are available to distance learners through the Learning Assistance Center; study skills handouts specifically geared to distance learners are available both in the LAC and on its [Web page](#). [Dallas TeleCollege](#) provides a Learning Center on its Web site at <http://telecollege.dcccd.edu/Services/StudyHelp/default.htm>, but this virtual center does

not provide tutorial services, only links to various learning centers world wide. Eastfield does not offer distance courses requiring discipline-related labs; Eastfield students needing laboratory science courses through distance learning must take these courses from other campuses and use the facilities at those campuses. The other ancillary facilities listed in 5.2A (Art Gallery, Performance Hall, athletics facilities and so on) are available to distance learners as they are to all Eastfield students.

### **5.3 Information Technology Resources and Systems**

Eastfield College maintains an institutional environment that encourages the use of technology in every phase of its operations. The overriding tenet for this use is “How will the use of technology improve the learning opportunities for students?” ([SD 1](#)).

Examples of this philosophy in operation include the following:

- providing the College catalog and course schedule on the Eastfield Web page,
- allowing online student registration,
- using e-mail between and among faculty and students,
- using computers in the laboratory and for PowerPoint presentation in the classroom,
- maintaining an online library catalog of materials and electronic research databases,
- supporting the academic record keeping and planning functions of the College, and
- offering distance learning courses on the Internet.

The history of academic computing at Eastfield suggests that this learning-centered philosophy is not new. In spring, 1992, Eastfield College, as a member of the Dallas

Community College District (DCCCD) participated in the drafting of a “Master Plan for Academic Computing” which called for the integration of state-of-the-art computing technology in the educational programs ([SD 2](#)). The plan focused on the use of instructional technology to assist teaching faculty “in the performance of their duties. This may include the use of technology for instruction as well as for all administrative tasks associated with teaching” ([SD 3](#)). Clearly, the original aim of academic computing a decade ago was to support instruction, and Eastfield’s Instructional Technology Center continues to support that goal.

Today on-campus computer technology is coordinated through the Information Technology Center under the direction of the Dean of Educational and Administrative Technology. Duties within the IT division are subdivided into Instructional Computing which consists of two areas, the Computer Center and Network Support, and an Administrative Computer Support Center, consisting of areas related to Data Processing and LAN Management, Information Systems/LAN Support, Network Systems, e-mail support, and software training.

The main computer lab for Eastfield College located in the L building extension, opened in the Spring 1998 semester. It currently contains more than 120 PCs with Windows 95, 98, and 2000 software, selected software for classes including computer information systems, office technology, biology, math, and others. Internet access is available from the lab using Internet browser. Overall the Instructional Computing group supports 630 computer systems located in various classrooms devoted to such diverse topics as Sign Language, chemistry, biology, electronics, computer information systems, office technology, networking, Continuing Education, math, and digital imaging.

The District has established software standards to facilitate ease of communication from campus to campus and within the various business and academic functions of the individual Colleges. Presently the District, through its Service Center, maintains a

District Wide Network (WAN) supporting the following software: Internet Access, Colleague, GroupWise, Windows, eCampus Blackboard, and Microsoft Office Professional. Colleague is an integrated software application that supports the human resources, curriculum, financial, registration/admissions and financial aid functions for the College. GroupWise is electronic mail software that provides communication, calendaring, and scheduling. The eCampus Blackboard program turns the Internet and other online networks into powerful environments for teaching and learning.

At least partly in response to the changing technological needs of its patrons, the Library was extensively renovated in 1998. Included in the redesign are new computer banks for online access to the DCCCD Library Catalog and databases as well as study carrels equipped with plug-ins to facilitate laptop use. The Library's technological resources are critical in the "infusion of technology into the curriculum" because the use of college-level electronic resources is a major research skill students need to acquire in their first and second years of college. The databases and other electronic resources available in the Library and the computers with which to access them are crucial parts of the instructional process.

Currently, Eastfield continues to meet the goals established in the Master Plan of 1992 while at the same time serving its own student and staff needs. Each campus in the DCCCD has an Information Technology plan to identify and address its unique needs. Eastfield College formed its IT committee in August 2001. The primary goal of the plan is to improve the classrooms, learning centers, computer rooms, and other learning environments through the management and application of technology ([see SD 3](#)).

**√ Compliance**

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**5.3.0A An institution MUST provide evidence that it is incorporating technological advances into its operations.**

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As a District, DCCCD provides many services to employees and students, including the following:

- e-mail to full-time employees, adjunct faculty, retirees, and students, both as a standalone program on the College campus and as a Web-based interface available anywhere there is an Internet browser,
- DCCCD Intranet for employees in addition to College Intranet,
- eCampus, an Internet portal available for all students and faculty (distance and site-based), and
- eConnect for students who wish to apply for admission, register for classes, and pay tuition via Internet.

The District IT Strategic Planning Committee is working with recommendations for implementing workflow management in admissions and financial aid, establishing a call center similar to the call center at the Department of Education for financial aid applicants and providing “smart cards” for students. The communications services and information technology departments are working toward implementation of centralized, IT-based police dispatch.

The mission of the Eastfield College’s administrative division of Business Services, operating through its Information Technology Center, is to aid the College in carrying out the Technology Plan to incorporate the most educationally sound and cost effective methods for use of technology. The campus’s educational network consists of more than 1,043 ports serving all faculty and classrooms. The network includes nine Novell and MS Windows 2000 file servers to support the student, academic, and administrative communities with more than 500 computers ([SD 4](#)).

The education network currently serves over 25 computer-equipped laboratories supporting instruction in disciplines such as Sign Language, chemistry, electronics, computer-aided design, developmental writing, office technology, math, and many

others. Information concerning each of these laboratories is available through the Information Technology Center's Web page. Further, the Eastfield College Administrative network supports more than 500 computers and has 620 active data ports in staff, faculty, and administrative offices and in the Library, Assessment Center, Career Placement Center, and the Registration Center. The network supports the use of the following cutting edge software to manage all phases of Eastfield's operations: Colleague, GroupWise, Windows, eCampus Blackboard, and Microsoft Office.

The Instructional Support Services Division, through its Learning Assistance Center (LAC), offers computer-aided instruction and PLATO networks. The Library maintains an online catalog, more than 80 online databases, eBooks, and remote access via the Web. Media and Production Services provides acquisition, delivery, and repair of audiovisual presentation systems for campus classrooms, teleconferences, and distance learning production activities.

**√ Compliance**

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**5.3.0B Information technology resources MUST support the planning function and the education program component of the institution at appropriate levels.**

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All full-time faculty and staff have personal computers that are linked via local area networks (LAN) within the campus and by wide area networks (WAN) within DCCCD to ensure that employees are connected electronically and are able to share records and documents. Access to networked computer information supports the planning and educational program of the academic community by providing a link to electronic information in a variety of formats and covering all academic disciplines. District supported software includes Colleague, GroupWise, Windows, eCampus Blackboard, Microsoft Office Professional, Web page development software, and the Paperwise Imaging System. Paperwise Imaging System is a program in which student, employee, or financial documents are scanned and saved. Paperwise allows all divisions to retrieve,

print, forward, or make notations easily on the saved documents. These documents are secure and protected.

Microsoft's Office Professional software package of Word, Excel, PowerPoint, and Access is routinely used to produce planning documents whereas GroupWise is the electronic mail software that provides communication among employees for planning, calendaring, and scheduling. Other supported software, such as Schedule25 and 25E, is used in planning space management. Colleague is an integrated software application that supports the human resources, curriculum, financial, registration/admissions, and financial aid functions of the College.

According to its Director, the Assessment Center uses a number of technological resources to serve and test students. ACCUPLACER, a computer-based testing system, allows the Center to administer an Alternative Test for the Texas Academic Skills Placement (TASP), a state-mandated test taken by most Eastfield students. Twenty computers are dedicated to TASP testing. The Assessment Center also offers five computer stations for CLEP testing and two computers for Credit-by-Examination. Instructional tests are scanned, using Scanmark 2000 scanners and scored, using the Scores and Scanbook computer package. Technology is also used to scan final grade rolls, student evaluation of instruction, student information profiles, Boy Scout Surveys, and psychometric tests. The Assessment Center statistics show the center administered more than 86,000 tests for academic year 2000-2001.

Eastfield also uses technology as a planning tool in other ways directly related to students. To assist faculty in course preparation, the Eastfield College Library maintains a 'Subject List of Recommended Research Sources' on its Web page, which contains an alphabetically arranged subject list of online databases that the staff has determined may be helpful to faculty and students when conducting research on the Internet. In the area of student services, the Advisement Center staff describes a project under development

featuring an interactive database, Eastfield Advisement and Retention Management System (ARMS), to track students from their point of initial contact with the Advisement Center to their exit from the College as a result of graduation or transfer.

Technology also makes planning easier for students. The Eastfield College Content Web Developer in Instructional Computing Services maintains a Course/Degree Information page on the College Web site, which contains a large number of components useful for planning. These include the College Catalog, semester Class Schedule, tuition payment information, academic calendar and registration dates, and distance learning and Internet courses. The page also contains a link to eConnect, the software package used by the District, which permits students to apply, search for classes, and register and pay online.

Information Technology is essential to the educational program of the College. Most of the basic management functions of the College related to the educational program (admissions, registration, student records, financial aid, enrollment statistics, grade distribution and retention statistics, statistical information about classes, and other relevant demographic information) is done by Colleague, the main computer system of the College. Schedule 25 is used to assign classes to appropriately sized rooms. The infrastructure of the educational program exists in its present form because of a sophisticated and well-supported information technology system.

The curriculum itself is supported by information technology. A detailed discussion of the uses of information technology in various aspects of the curriculum is found below in 5.3C.

**√ Compliance**

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**5.3.0C Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there MUST be a reasonable infusion of information technology into the**

**curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.**

Eastfield Instructional Computing Services is responsible for two areas directly related to the infusion of technology into the curricula: The Computer Center and Network Support. The Computer Center is an open lab housing 120 computers available to all currently enrolled students and staff. The staff conducts class tours and orientations at the start of each semester and is available throughout the semester to lead tours and to assist students with questions concerning specific lab software and hardware or to aid in solving problems with assignments. Software available includes CD-ROM Applications, Internet Access with Netscape, Lotus SmartSuite, Microsoft Office Applications, Student e-mail, WordPerfect DOS/Windows, Laser printer, and more. Self-paced tutorials are also available for most software.

Educational Network arm supports 1,000 computers arrayed in over 25 classrooms providing students with computer based training in Sign Language, chemistry, biology, electronics, English, office technology, math, Computer Information Systems, Digital Imaging, and foreign languages. The network provides facilities for faculty to post assignment files, syllabi, and updated course information in departmental Web pages. In addition to the local network, the District provides eCampus Blackboard software on its wide area network through which students can reach teachers, interact with classmates, and access learning materials anytime, anywhere through the Internet. Access to information technology is critical to the educational program at Eastfield because Eastfield faculty use this technology in their courses in many ways, and some Eastfield students do not have their own home computers with Internet access.

The scope of Eastfield's commitment to computer-assisted instruction in a variety of disciplines is demonstrated in the descriptions of the discipline-related labs in 5.2. Used in developmental writing, developmental math, mathematics, English, foreign language, journalism, and Sign Language, these labs reflect faculty and staff commitment to the use

of technology in the curriculum. Currently, all instructional division plans include some items related to information technology in them. At the program level, Eastfield faculty and administrators view information technology as a “given” in delivering instruction. All instructional division plans are on file in the resource room. Another evidence of the scope of Eastfield’s commitment to the use of information technology in the curriculum is the considerable program of distance learning offerings.

Eastfield is committed to the “infusion of technology into the curriculum” not only at the College and program level, but also at the individual course level. Faculty at Eastfield use several methods to achieve this goal, among them;

- Teacher/student demonstrations (PowerPoint)
- Standard computer uses, such as word processing or spreadsheets
- Companion Web sites or CDs to texts or online versions of texts
- Assignments using computer-based information or programs
- Research involving the Web or electronic databases or other sources
- Hypertext assignments to individualize instruction (so students can link to sites that interest them)
- Communication strategy: threaded discussions, chat rooms, e-mail
- Course management (including testing)

Faculty use eCampus, if they wish, to provide several of these strategies, or they use College resources. The LeCroy Center provides technical support for eCampus.

Because so many Eastfield faculty use a combination of these techniques, the examples in the following discussion are divided into three categories that allow for this characteristic and cross disciplinary lines: (1) Core Curriculum courses; (2) courses outside the Core Curriculum, (3) technology-based and technical/occupational courses. Syllabi demonstrating the use of information technology in all three types of courses are

available in the resource room. The adjunct syllabus for English 1302 (a Core Curriculum Course), including assignments, is included here as [SD 5](#).

In 1998, the Texas Higher Education Coordinating Board established computer literacy as one of four “intellectual competencies” that it considered “imperative” that they “be included among the objectives of many individual core courses and reflected in their course content.” The Board defines computer literacy at the college level as “the ability to use computer-based technology in communicating, solving problems, and acquiring information” (SD 6). Further information on the “intellectual competencies” and the Core Curriculum are found on the [THECB Web site](#) at [http://www.thecb.state.tx.us/Ctc/ip/core11\\_00/assumption.htm](http://www.thecb.state.tx.us/Ctc/ip/core11_00/assumption.htm). Figure 1 in 4.2.3 shows the courses in Eastfield’s Core Curriculum.

The discussion of the discipline-related labs in English, foreign language, and mathematics demonstrate one way that Eastfield faculty teach these “intellectual competencies” in Core courses. Faculty who do not teach in these dedicated classrooms also use information technology:

- *English:* The English faculty uniformly require papers to be word-processed, and most require or encourage Internet and other electronic research. Strong online support was a major criterion for selecting a handbook for use by adjuncts. An example of the integration of eCampus into the English curriculum comes from a faculty member who teaches in a traditional classroom, with computer access so that he can use PowerPoint for presentations. He also uses eCampus as a communications tool for the class by requiring postings to the discussion board, by e-mailing the class with pertinent information, and by adding external links as the semester progresses that relate to the course. Handouts, class notes, and PowerPoint presentations are available on eCampus Blackboard as well. This instructor reports reluctance on the part of students to use the rich resources of technology

available to them, even when such use counts as part of their grade. Another instructor who has been incorporating computer tools for many years, however, finds a decrease in the reluctance of students to use computers.

- *History:* A history professor requires papers to be word-processed and encourages Internet research, but limits it so that students must also use books and periodicals. E-mail is the communication tool of choice.
- *Chemistry:* A chemistry professor uses information technology in five ways: (1) to collect and analyze data in General and Organic Chemistry, using a computer probe and spreadsheets; (2) to research a problem, write an essay, then analyze and evaluate their peers' essays using a program called "Calibrated Peer Review" run on the UCLA server and supported with funding from the National Science Foundation (used in General Chemistry, Organic Chemistry, and Non-majors Chemistry); (3) to demonstrate key concepts with PowerPoint and computer animations; (4) to deliver instructional materials (notes, quizzes, pre-lab assignments) to all classes via eCampus Blackboard; (5) to complete "electronic homework" assignments, which are individually generated problems and which are graded.

The multiple uses of technology in the classroom is perhaps best demonstrated by the response to the committee's query by the first Eastfield faculty member to develop an entire course into PowerPoint and to have the exclusive use of a laptop computer:

### Technology Application in the Classroom

#### *HUMANITIES 1301 INTRODUCTION TO THE HUMANITIES*

- The adopted text book, Arts and Culture, is published by Prentice Hall who maintains a Web site study guide for student use. The site provides course objectives, practice test questions, and links to related sites. Although

students use this "on their own," we sometimes pull it up in the classroom for reference and review.

- All lectures, which include large numbers of graphics such as art works, charts, drawings, diagrams, and so on are presented in PowerPoint. Students can access the presentations in the Computer Lab, download them, and print their own copies. These provide easy study guides and a space on which to take notes during lectures.
- Very new information, available only on the Web can be shown to students. For example, a newly discovered cave in France provides the most extensive collection of Paleolithic art in existence. Most of these images have not yet been released and are hence not to be found in even the most current textbooks.

#### *ARTS 1301 ART APPRECIATION*

- The text for Art Appreciation, *A World of Art*, published by Prentice Hall is accompanied by an array of technological support. A Web site, like the one for Humanities 1301, provides students course objectives by chapters, practice test items and essay questions. There are also links to museums, Web sites of artists treated in the chapters, and art vocabulary sites. A chapter can be easily introduced by pulling up the appropriate Web site, going over the objectives and visiting a couple of linked sites.
- All lectures, which include extensive graphics of art works and diagrams of compositional analysis are presented in PowerPoint. Students can access the presentations in the Computer Lab, download them and print their own copies. These provide easy study guides and a space on which to take notes during lectures.
- Prentice Hall also provides a CD that accompanies the textbook. The CD has video clips of art processes such as print making techniques, bronze casting

for sculpture, color mixing techniques for painting, etc. These are brief and can easily be shown in the class room. There are also interactive exercise to demonstrate the elements of design in the visual arts. To demonstrate scale, for example, a painting is provided. By clicking on the mouse the size of one object can be changed to demonstrate how a change of scale effects the overall composition. These demonstrations are invaluable and cannot be reproduced manually by the classroom teacher.

- If the class becomes intrigued with the work of an artist present in the text, a quick art search on the Internet usually locates additional examples and, often, biographical information not included in the text.

*SUMMARY:*

Technology has had a radical impact on the teaching of the arts and humanities. Limitless resources are easily available from the classroom computer and digital projector. Images are clearer than slides; currency can more easily be maintained; an international museum visit is possible without leaving the campus.

Student written essays can be projected and critiqued via the computer and projector. "Listing" exercises can be typed at the computer keyboard for clear view by all students. Student projects can be assigned in PowerPoint format and easily shown to all members of the class, a far superior delivery mode to traditional student reports/speeches.

The down side, however, is that equipment failure paralyzes the entire process. Without access to the graphics that accompany lectures, the lecture is pointless. Fortunately, the instructional computing support staff, although few in number, are highly efficient and typically can repair network and hardware problems quickly.

As a professor of the arts and humanities, I would find it very difficult to revert to technology free instruction. I rather think today's students have come to expect it and would see its absence as an instructional flaw.

Faculty in disciplines other than those mandated by the Coordinating Board to include the “intellectual competency” of computer literacy also use information technology in their courses.

- *Business*: An outstanding example of the instructional use of computer technology by students is the management class in which students worked on projects with their counterparts in a college in England. The instructor was awarded the prestigious Innovator of the Year Award in 1999 for his work on this course. Another business professor integrates information technology into both instruction and course management by the extensive use of all the elements of the eCampus system; she also uses e-mail to monitor her coop students.
- *Accounting*: Students use the Internet for information for some of their homework problems.

A sampling of faculty descriptions of their use of information technology in their courses (including those highlighted in this section) is gathered here as [SD 7](#). Syllabi and assignments using information technology from across the curriculum are available in the resource room.

The final category of courses consists of those courses that, by the nature of their subject matter or their mode of delivery, have a strong “infusion of information technology.”

The first type of course includes those with a subject matter based in information technology such as the computer science courses and the computer assisted design and digital imaging courses. A second type is made up of the distance learning courses. The instructional use of technology in these courses is discussed in 4.5.

√ Compliance

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**5.3.0D Institutions MUST provide the means by which students may acquire basic competencies in the use of computers and related information technology resources.**

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DCCCD's Information Technology Strategic Plan Team-1998-2000 in developing an IT plan unique to each campus stated that a "principle upon which the plan will be based is that students will find a common base of learning opportunities using technology." They will have "a basic set of technology supported student options available: for example, telephone registration, electronic access to faculty and counselors, on-line course availability, and other commonly determined options" [\(SD 8\)](#).

Eastfield offers students exposure to technology ranging from computer use for online course/degree information and registration/payment with eConnect, advisement through the developing ARMS database, assessment using ACCUPLACER, and transcript records in Colleague. Educational Computing uses more than 600 personal computers with 100-megabyte broadband network and peripheral equipment to support 1,043 data ports on the EDU Network. All classrooms are wired to the educational backbone to allow Internet access as well as access to the campus servers. This network gives instructors an opportunity to build a curriculum based on an online component or to teach an entire course online.

In an interview with the committee in October, 2001, the Instructional Computing Network Manager pointed out that many of the computer labs are used for computer-aided instruction and are taught by trained and qualified instructors. The instructors are responsible for teaching the subject area and ensuring that students acquire the basic competencies in the use of computers and related information technology resources in each instructional area. In addition, the main computer center provides orientation and hands-on instruction in general computer use.

The Library also offers students an orientation program that includes an overview of the Library's computer databases and a real time demonstration of the Library catalog and specific databases requested by an instructor for classroom use.

**√ Compliance**

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**5.3.0E A reliable data network SHOULD be available so that students, faculty, and staff may become accustomed to electronic communication and familiar with accessing national and global information resources.**

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DCCCD, in conjunction with its individual colleges, has developed a wide area network (WAN) that supports software to facilitate ease of communication from location to location. The standard District- supported software includes Colleague, GroupWise, Windows, eCampus Blackboard, and Microsoft Office Professional to meet administrative and educational needs. Eastfield College also maintains a local area network (LAN) that includes nine Novell file servers serving 1,043 data ports and over 600 computers (This number is growing every semester). The educational backbone of the network was upgraded to broadband fiber optics in late 1998.

Most Eastfield faculty and staff are connected via these networks, and electronic communication is routinely exchanged through GroupWise's electronic mail software. Internet access is available with Netscape. Student e-mail is likewise supported and computer access provided in the Computer Center's open lab containing over 120 computers available to all currently enrolled students and staff. Software available includes CD-ROM Applications, Internet Access with Netscape, Lotus SmartSuite, Microsoft Office Applications, Student e-mail, WordPerfect DOS/Windows, laser printer, and more. The Educational and Administrative Technology department, under the direction of its Dean, maintains the entire information technology infrastructure. Additionally, the Library, under the direction of the Dean of Instructional Support

Services, is a member of TexShare and subscribes to 80 databases for student and faculty use.

√ **Compliance**

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**5.3.0F There MUST be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. These requirements APPLY to all programs wherever located or delivered.**

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Eastfield College provides for training faculty and staff in many different ways. Eastfield Administrative Computer Support mandates all new employees must attend new employee computer orientation training before receiving access to Colleague, GroupWise, or institutional data. As part of the DCCCD community, the Software Training and Support department of the District's Service Center handles additional software training. The Center provides software training in classrooms at the District Service Center located close to the campus, or on campus for group or individual settings at the convenience of the user. Classes are regularly scheduled in Colleague, Windows, MS Office Professional, Internet Fundamentals, GroupWise, eCampus Blackboard, and Publishing on the Web. Faculty and staff may request specific classes ([SD 9](#), [SD 10](#)). In addition to the four District center trainers, one individual has been designated at each DCCCD location to serve as a location training coordinator to arrange for the delivery of training on-site or one-on-one. The Eastfield trainer is part of the Administrative Computer Support Center within the Education and Administrative Technology Division.

All Eastfield employees are encouraged to attend credit and non-credit classes offered by the DCCCD. Provisions for waiving tuition for these classes for full-time employees may be made, and faculty and staff can also attend classes at other area higher learning institutions outside of the DCCCD colleges or workshops and training opportunities offered by private companies. Funds are available through an Employee Development Fund (EDF) to assist with cost. Attendance at local, national, and international

conferences dealing with professional development and information technology is also encouraged and is funded by a professional development budget. Finally, the Library, Media and Production Services, and Administrative Computer Support Center offer training in the use of the Internet and research databases, classroom use of software, and group and individual training sessions on computer applications.

√ Compliance

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**5.3.0G, H Policies for the allocation and use of information technology resources MUST be clearly stated and consistent with an institution’s purpose and goals. These policies MUST be evaluated regularly to ensure that academic and administrative needs are adequately addressed.**

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The DCCCD Information Technology Strategic Plan Team-1998-2000 states in its “Operating Principles Upon Which the Technology Plan Will Be Based” the following:

The Technology Plan will incorporate decisions and directions that are the most educationally sound and cost effective methods for use of educational technology. Emphasis will be placed on a coordinated effort across the District. All Colleges will be expected to make a routine and recurring investment in technology as a part of the regular budget building process. District resources will be mobilized to make sweeping, broad-based investments to implement the Technology Plan. [\(SD 11\)](#).

As part of the ongoing plan to keep decisions regarding its technology “educationally sound” and “cost effective,” the District conducts an annual inventory of the computers at each location. This inventory is used to identify computers directly involved in teaching and learning that fail to meet hardware standards established by the Teaching-Learning Common Base Subcommittee. The computers so identified are assigned a high priority for replacement.

In addition to the District's IT Plan, each campus has an IT Plan Committee to identify and address its unique needs. The Eastfield IT Committee formed in August 2001 under the direction of the Dean of Education and Administrative Technology. The committee's report is in progress, and the College is working with the District to ensure that computers and computer related equipment are up to a set standard of performance.

√ **Compliance**

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**5.3.0I Appropriate security measures MUST be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.**

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A District publication, [Rules for Responsible Computing](#), contains policies for all DCCCD students and employees ([SD 12](#)). The essential policies for employees are summarized below:

- The Manager of Operations manages access privileges to administrative applications software used by all the colleges—Mainsaver; Resource 25; and the financial, human resources, and student suites in the Colleague product line.
- A supervisor requests access for an employee by identifying the type of access (read/input, read-only), screens and reports needed for the employee to perform his or her duties. The college IS/LAN manager and the college administrator associated with the particular application review the request. If approved at the college, the request is forwarded to the Manager of Operations, who updates the system accordingly.
- Employee transfers between departments or colleges result in a review and possible change of access according to new job duties or college-of-assignment.
- The Executive Dean for Distance Education at the LeCroy Center for Educational Telecommunications (LCET) manages access privileges to

eCampus, a Blackboard product available for student and faculty use at all colleges.

- Student access to eCampus is automatic upon enrollment in a class using eCampus services. Student access is restricted to viewing course materials, taking tests, and participating in online chat or discussions provided as part of the course.
- Faculty access to eCampus occurs in a two-step process. A faculty member must first have course section(s) “flagged” for eCampus access in Colleague. Once this is done, the faculty member submits an online application. LCET staff then take final action (grant or deny) on the request.
- The Network/Systems Specialist IV manages security for local and wide area networks on a day-to-day basis. The Associate Director of Information Technology for Networking Services directs planning and evaluations activities associated with network security.

On the Eastfield campus, academic systems, administrative systems and institutional networks use the District Information Technology Strategic Plan and Eastfield’s IT team to maintain and secure technology which allows Eastfield students to acclimate to industry standards.

The Deans of Instructional Services and Educational and Administrative Information Systems in conjunction with the Vice President of Business Services budget replacement software and hardware based on information provided from various sources. These sources are Bindview, long-term strategic plans from instructional divisions, implementation of District programs and new hardware, Eastfield Information Technology (ITAdvice) Planning Team, District Information Technology Plan Steering Team (Phoenix Team, now called the IT Council), new curriculum strategies, new administrative system initiatives, and TIF grants. These teams bring all the interests of

students, staff, faculty, administrators and support personnel as focal points for analyzing the needs for new hardware and software.

Campus-level security measures are crucial both to staff and students. Eastfield College provides security for the academic systems using a variety of established and proven methods. These methods are in compliance with the District's Software and Hardware Common Base. Security methods include using DeepFreeze, Ghost, and Inoculan software. DeepFreeze is a non-restrictive Windows protection program that will prevent students from making permanent changes to the Educational Computing system. Using this software protection, students and faculty enjoy the benefit of making changes required during their work session, but when the computer is re-started, the system returns to its original setup unless an appropriate password protection is employed. Data are also protected using Ghost, a program designed to back up workstation and server data on tape backup and hard drives. If a system has been compromised because of the actions of a hacker or a mischievous student, Ghost can be used to restore the data to its production state in a matter of minutes. Inoculan is an anti-virus program to insure protection from virus and worm attacks. Anti-virus updates are automatically applied as soon as a new signature file is released. A firewall, maintained at the District level, scans e-mail for known worm files. Infected files are automatically deleted, and a message is sent notifying the intended recipient of a potential infection. Network security includes restricted access to programs, restricted access to servers, and restricted access to student information. All student data and instructor files are password protected automatically applied as soon as a new signature file is released.

Network security includes restricted access to programs, restricted access to servers, and restricted access to student information. All student data and instructor files are password protected. In addition to software protection, all District servers are protected with power backup systems. Primary servers have dual power supplies and power backup. Servers also have multiple hard drives and are protected with software (Raid 5) that allows one

hard drive to be in standby mode. If the primary hard drive fails, Raid 5 will automatically replace the failed drive with the standby. A message to system administrators is sent to inform them of the failure. No data is lost, and no system down time is required to replace the failed drive.

Administrative systems use many of the same methods as academic systems. All student-use computers have most of the following programs: Inoculan, Deepfreeze, Netsitter, and WinSelect. Netsitter and WinSelect are programs that restrict user interaction, such as, preventing using the right mouse button. The student-use computers are also set up with automatic network login accounts, which assist staff and prevent students from accessing protected data or programs. A computer use policy is in effect for all students to read and abide by. This policy is made available during student orientations, and a hard copy is available in the main computer lab. A copy is also available on the Eastfield College Web site at <http://www.efc.dcccd.edu> ([SD 13](#)). Administrative systems use Ghost for rapid re-fresh/installation of a teaching-learning computer or for transferring data from an old computer to a new one, thereby ensuring Eastfield staff do not lose any programs or data.

All Eastfield administrative network servers are backed up by District every day. Backups ensure data integrity, as the backups are sequential. Colleague is available using the administrative communication network or Secure ID for a non-administrative network. Secure ID is a program, which will allow login when a specific login account number and password are entered. The Secure ID password changes every minute and requires the Eastfield staff member to have a Secure ID electronic key to login.

All Eastfield employees are required to attend an orientation session, and to sign the Computer Use Policy Acknowledgment and User Responsibilities forms before they receive any access to administrative system programs or data. All new Eastfield

employees are required to attend New Employee Computer Orientation, where security processes are reviewed and reconfirmed.

The District office manages institutional networks. That office has implemented a Disaster Recovery Plan; it uses two firewalls (Internet servers, which filter malevolent programs or intentions before they can perform destructive intent); manages the WAN and ensures constant communication to all locations and the Internet in various means and formats; backs up institutional data from all District administrative networks; maintains virus programs to the highest level of security; assists all District locations with any program, NetWare, hardware, or software.

√ **Compliance**

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**5.3.0J There SHOULD be a clearly defined program for maintaining and replacing equipment and software so that they remain consistent with current technology.**

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Each year, the goal is to replace one-third of the computers with the new computers. The best of the replaced computers, if they meet the District's standard, will be redistributed with priority given for teaching-learning areas. Software acquisition for these computers is geared to curriculum requirements of the teaching-learning areas. Eastfield builds its budget with this teaching-learning as a priority using DCCCD IT Strategic Plan as a model.

At the system level, the District "clearly defines" the maintenance programs for hardware and software at all the colleges. The Chancellor's cabinet approved the 1998-2000 IT committee's recommendations concerning equipment replacement and cascading. The recommendations are currently being implemented at individual colleges, including Eastfield. The cabinet also approved recommendations concerning hardware and software standards for teaching-learning areas. The recommendations call for the annual review of these standards. The District IT Council periodically addresses administrative

hardware and software standards. The IT Council reviews these standards to address urgent developments. An annual computer inventory provides the data to determine acquisition costs and labor for hardware and software upgrades to comply with the standards.

## 5.4 Student Development Services

### 5.4.1 Scope and Accountability

#### Compliance

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**5.4.1A Student development services ARE ESSENTIAL to the achievement of the educational goals of the institution and should contribute to the cultural, social, moral, intellectual and physical development of students. To ensure effectiveness, the institution MUST develop goals for the student services program consistent with student needs and with the purpose of the institution.**

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The student development services departments under the supervision of the Vice President of Student and Institutional Development have developed individual mission statements consistent with the “Expanded Mission and Goals” of the College ([SD 1](#)). These mission statements are the basis for specific institutional effectiveness plans filed with the Vice President. The institutional effectiveness process and forms are based on the work of the College Institutional Effectiveness Committee. Each department goal must be tied to the “College Mission” or one of the “Expanded Goals.” A sample of such a departmental goal is included as [SD 2](#).

The planning process requires each department goal to have "Intended Educational, Research or Public Service Outcomes, or departmental objectives." Each objective must cite at least one "Means of Assessment and Criteria for Success." At the appropriate point in the planning and assessment cycle, the unit leader must provide "Assessment

Results" and finally "Use of Results." See 3.1 for a more detailed description of the institutional planning process. Each Vice President completes a matrix that reviews and verifies that planning units have addressed the "Expanded Mission and Goals."

√ **Compliance**

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**5.4.1B Appropriate student development services MUST be provided for distance learning programs as well as on-campus programs.**

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The LeCroy Center (see 4.5) provides student development services to distance students enrolled in credit classes through DTC. The DTC also provides a wide range of student services to distance learners enrolled at each of the DCCCD campuses, such as online admissions, academic advising, counseling, and special delivery of course and testing materials. These services have been created and guided by The Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically adopted by the Texas Higher Education Coordinating Board in July, 1997.

DTC offers student development services to students by the Internet, by e-mail, and by telephone, whatever their enrollment status. For students who do not live in the local area, DTC provides a 1-800 number with access to a hotline information service with operators who direct callers to the department within the LeCroy Center that best suits their needs. Students also have direct access to an Associate Dean of Distance Education who can address complaints about the quality of instruction or of support services.

DTC provides the following services to DCCCD distance learners through the [DTC Web](#) site at <http://telecollege.dcccd.edu/>.

- Prospective Students: Prospective students find the distance learning class schedule for all distance classes and detailed information about each step in the admissions process, and they complete an online application for admission. If they need further information about classes, an online distance

learning academic advisor is available to answer questions. The site guides them through the admissions process in a specific, user-friendly manner.

- **Financial Aid:** Although requirements for financial aid are similar to those for on-campus classes, distance students do face some restrictions. For a student to be eligible for federal aid in distance education classes, his or her classes must be a part of an associate's degree program. Eastfield provides a financial aid officer to all DCCCD distance learners, and the DTC Web site provides basic information about financial aid and links to the online Free Application for Federal Student Aid and other Web-based resources.
- **Registration:** The DTC Office of Admissions and Records, located at the LeCroy Center, provides students with two types of online registration: the regular DTC system and the newer eConnect system. Both provide secure registration, but the eConnect system allows students to use credit cards to pay their tuition. In Spring 2002, about 35% of the students used the eConnect, and 65% used the DTC system.
- **Academic Advising:** DTC has a full-time academic advisor to answer questions for distance learners about planning an academic program and making the most of the resources provided by the DCCCD for distance learners. The academic advisor has access to the Colleague student information system and can provide individualized information about admissions, pre-admission assessments, degree planning, course articulation, and course transfer.
- **Career Services:** The Online Career Center provides resources to help students develop career plans and locate potential employment opportunities for distance students. Each campus maintains this collection of services, and all services are available to DTC students.
- **Services for Students with Disabilities.** Students with disabilities or special needs may request additional assistance from the DTC academic advisor, who will coordinate services to fit individual needs.

Summary of Student Development Services Provided by the Dallas TeleCollege

- Academic Advisement
- Admissions and Registration
- Counseling and Career Development
- Course Placement Services
- Student Complaint Resolution
- Hotline Services
- Special Delivery of Materials

Services Contracted Out to Others

- Financial Aid—Eastfield
- Testing Center—Eastfield

Eastfield distance students, whether enrolled in campus-based courses or in Dallas TeleCollege courses, may use any of the services provided by DTC. In addition, distance students may also use the Eastfield Web site for admissions and financial aid services, both of which are provided online.

√ **Compliance**

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**5.4.1C The institution must clearly designate an administrative unit responsible for planning and implementing student development services.**

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The Vice President of Student and Institutional Development is the administrator to whom staff in student development services report. These services include the Career and Placement Center, the Health Center, and SPAR.

√ Compliance

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**5.4.1D Appropriate policies and procedures for student development programs and services MUST be established.**

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Student development programs and services operate within a framework of national, state, College, and District policies and procedures. The [DCCCD Board Policy Manual](#) devotes an entire [section \(F\) to Student Services](#). This section contains District policy and procedures in a wide range of services including but not limited to the following: admissions, health, student activities, Student Code of Conduct, student Financial Aid, Scholarships, Sexual Harassment Policy, and student records just to mention a few. In addition, some departments must comply with federal or state policies and procedures that govern their operation. For example, federal Financial Aid operations are audited every year to ensure that all Title 4 funds are being disbursed in an appropriate manner. The [DCCCD Business Procedures Manual](#) is another major source of policies and procedures. This manual is specifically concerned with the business and procedural aspects of implementation of policy.

In addition to the [DCCCD Board Policy Manual](#) and the [DCCCD Business Procedures Manual](#), the DCCCD in 1988 adopted [DCCCD Student Development Standards and Guidelines Document](#). This document was developed by the Vice Presidents of Student Development Council in collaboration with student development departments across the DCCCD that meet on a regular basis on issues and initiatives important to their areas. The standards developed were based on a national model, the Council for the Advancement of Standards for Student Services/Development Programs (CAS). The District's [Student Development Standards and Guidelines Document](#) provides a model for each student development department with proposed standards and guidelines for the following components: mission statement, program requirements, organization and administration, human resources, funding, facilities, legal responsibilities, equal opportunity/access/affirmative action, campus and community relations, ethics and

evaluation. Each of the following services has sections in the Student Development Standards and Guidelines Document: registrar/admissions, counseling/career planning and placement, advisement, services for disabled students, testing services, financial aid, health services, student programs and resources, athletics, educational resources, research, and judicial programs. The Student Development Standards and Guidelines Document is used periodically as a basis for review and evaluation to determine the extent to which the services offered are consistent with the national standard ([SD 3](#)).

**Compliance**

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**5.4.1E Student development services SHOULD be given organizational status commensurate with other major administrative areas within the institution.**

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Eastfield College has established an appropriate organizational status for student development services, which is demonstrated by the placement of a Vice President level position who reports directly to the President of the College.

**Compliance**

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**5.4.1F These services MUST be staffed by individuals who have academic preparation and experience consistent with their assignments.**

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Position/job qualifications for all positions in the DCCCD are matters that are governed by the DCCCD Human Resources Offices. The positions in the area of student development are evaluated based on well-established and accepted position evaluation systems. DCCCD Human Resources Department maintains all the job descriptions for all positions and regularly evaluates the positions and their placement on the salary schedule based on educational and experiential backgrounds needed to perform the jobs. The level and salary for these positions, as compared with labor market analyses in the greater metropolitan area, the state, and with community college districts of like size across the country, are appropriate. In addition to the Human Resources Review of these

positions the College used the Student Development Services Standards and Guidelines to ensure that the framework for position educational and experiential requirements is within the established standards. All current student development staff meets and in most cases exceeds the requirements outlined by DCCCD Human Resources and the Student Development Standards and Guidelines Document ([see SD 3](#)).

√ Compliance

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**5.4.1G Exceptional cases MUST be justified by the institution on an individual basis.**

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There are no exceptional cases.

√ Compliance

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**5.4.1H Student development services and programs MUST be evaluated regularly.**

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Student development services are evaluated in a variety of ways. The most overarching evaluation is the result of the institutional effectiveness planning process. Each department must use the process to present goals and objectives. The goals must cite criteria of success, results of the assessment, and use of results towards the improvement of the service/department. These plans are reviewed and approved by the Vice President of Student and Institutional Development, who uses the Institutional Effectiveness Plan, results as major factors in the performance evaluation of administrators who are in charge of student development departments.

Some of the student development services use point-of-service-evaluations. These take the form of surveys of students who participate in programs and services. The results of these surveys are used to improve services on a more immediate basis than the annual planning cycle. Student Programs and Services, the Health Center and Financial Aid are

three areas that use the point-of-service evaluation method. Examples of point-of-use evaluations are included as [SD 4](#).

A third method of evaluation is the use of the Noel-Levitz Student Satisfaction Inventory. The Noel Levitz Student Satisfaction Inventory measures students' satisfaction with a wide range of College experiences. Students are seen as individuals who have definite expectations about what they want from their campus experience. From this perspective, satisfaction with college occurs when an expectation is met or exceeded by the institution. The Noel Levitz Student Satisfaction Inventory provides information that presents student expectations as well as their satisfaction level. The difference between the expectations of students and their satisfaction level provides excellent insight for College leaders upon which to focus improvement strategies. The Noel Levitz Student Satisfaction Inventory is also useful in understanding the way Eastfield compares in service expectations and satisfaction with a national sample of institutions.

Eastfield College has used the Noel Levitz Student Satisfaction Inventory three times in the past 5 years. The results of the Noel Levitz Student Satisfaction Inventory are widely distributed. The Vice President of Student and Institutional Development and the Assistant Dean of Institutional Effectiveness have conducted workshops on the results of the Inventory to the following groups; President's Cabinet, the Vice President of Student and Institutional Effectiveness's staff, the Vice President of Instruction's staff, to all faculty and staff during reporting week activities and to individual departments that request specific help on their section of the inventory. The functional areas or topics that are surveyed by the NLSSI include the following:

- Academic Advising Effectiveness,
- Campus Climate,
- Campus Life,
- Campus Support Services,
- Concern of the Individual,

- Instructional Effectiveness,
- Recruitment and Financial Aid Effectiveness,
- Registration Effectiveness,
- Responsiveness to Diverse Populations,
- Safety and Security,
- Service Excellence, and
- Student Centeredness.

The Student Development staff at Eastfield College believes it is important to gauge the attitudes of all students as part of a comprehensive evaluation system of student development services. The Noel Levitz Student Satisfaction Inventory has made it possible for the College not only to get student perceptions and satisfaction levels but also to compare the College to like institutions across the country. The Noel Levitz Student Satisfaction Inventory has become one of the factors the Eastfield Student Development area uses to evaluate overall effectiveness of services. Results from this survey are referenced throughout this report.

Not only are the on-campus student services evaluated regularly, but the services offered to distance learners are also evaluated each semester. DTC conducts an ongoing evaluation of student services and technical support services online, compiles it each semester, and examines it to see what can be improved.

#### **5.4.2 Resources**

##### **√ Compliance**

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**5.4.2A Human, physical, financial and equipment resources for student development services MUST be adequate to support the goals of the institution.**

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The human, physical, financial and equipment resources for student development services are adequate to support the programs of the institution. Some areas would find additional resources really beneficial, but in general resources are adequate. Student Development Services represent 11% or \$2.7 million dollars. The budgeting process allows for requests of additional support for human resources to be proposed and defended. These requests are prioritized and, when possible, funded.

Major work has been done in the last five years in relocating and renovating areas of the College to improve student access. The registration/admission, advisement, testing, continuing education office and business office were relocated to a new "one stop" area to facilitate student access to information and access. Recent work has been accomplished to redesign and upgrade the suite that contains student financial aid, services for the disabled, veterans programs and the TRIO Student Services Grant program.

The DCCCD has implemented a major IT Plan that has provided expanded the availability of technology for the College. The acquisition of the DATATEL Colleague™ student information system has begun to provide a different and more sophisticated set of experiences to students and staff. All employees have computers with complete access to necessary administrative and student system needed to accomplish their respective jobs. Students are able to register either in person, through the Internet using eConnect, or by telephone. The Student Financial Aid department has been working with document imaging which has drastically reduced the use of paper in its office. More important, complete student files are now available online including all appropriate documents that are scanned in and routed to digital files. This innovation has reduced to almost zero the instances of lost documents that plague paper financial aid information systems dependent on paper files.

√ Compliance

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**5.4.2B Staff development SHOULD be related to the goals of the student development program and SHOULD be designed to enhance staff competencies and awareness of current theory and practice.**

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Eastfield College provides opportunities for staff development that enhance staff competencies and awareness of current theory and practice. One of the major opportunities for staff development for the entire College is the Reporting Week program. The week before classes start, faculty and staff are provided with many opportunities for workshops and presentations on a wide range of topics. Topics such as collaborative learning, customer service, the service area demographics, and institutional effectiveness give the College community an opportunity to receive timely and important information and training that concerns everyone. A sampling of Reporting Week activities is included as [SD 5](#).

On an individual basis, each employee and supervisor discuss professional development as part of mid-year and annual progress discussions. This is an opportunity to discuss performance and an opportunity for staff development in specific areas that are directly related to the department goals. An important staff development resource for Eastfield in general and student development in particular is the North Texas Community College Consortium (NTCCC). The NTCCC provides a rich yearlong program of professional development opportunities including topics that support and expand the capacity of student development professionals ([SD 6](#)).

**5.4.3 Programs and Services**

**5.4.3.1 Counseling and Career Development**

√ Compliance

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**5.4.3.1A Each institution SHOULD provide personal counseling services for students, as well as a career development program.**

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Personal counseling services are limited at Eastfield because of the emphasis on academic counseling. See 4.2.1G for a discussion of the limitations of personal counseling and 4.2.5 for a discussion of the background of this shift in emphasis.

The Eastfield Career Planning and Placement Center does, however, provide a variety of services to students ([SD 1](#)). The mission of this department is “to aid students and former students in developing, evaluating, effectively initiating and implementing career plans” ([SD 2](#)). The overall mission and goals of the Career Planning and Placement Center are focused on workforce development in the Dallas/Ft. Worth Metroplex and operates under the auspices of the Dean of Workforce and Continuing Education. The Center, under the direction of the Director, also includes three placement specialists who assist students with a wide range of career and job placement needs and a full-time grant specialist who focuses on “school to career” development with local high schools.

√ Compliance

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**5.4.3.1B An effective career development program SHOULD include career information and planning, placement services, career counseling, testing services, and follow-up activities.**

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The Career Planning and Placement Center provides the following services:

- free career information, guides, and brochures,
- current job listings by a variety of methods,
- computerized career guidance systems,
- educational planning assistance for careers and vocations,
- Career Resource Library,

- employer information and interview assistance
- computers for student use,
- assistance in writing resumes and letters
- individual career counseling. ([SD 3](#))

The Center provides ongoing career-related, personal enrichment workshops, and job fairs. During both fall and spring semesters, it hosts a variety of job fairs on campus that are open to anyone in the community. In the spring, the Center hosts a “career week,” which focuses on career goals, interview skills, professional appearance, and speaking skills ([SD 4](#)).

The Center provides a computerized job listing in which all jobs posted through the DCCCD are advertised; the site is updated daily. The Center also works with area employers to disseminate information about job openings.

The Center also does follow-up on those individuals who have sought its services.

√ **Compliance**

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**5.4.3.1C There SHOULD be clearly specified policies regarding the use of career development services by students, alumni and employers.**

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Policies clearly explaining the use of the Center’s services are posted in the Center area and in the Career Planning and Placement Center Web site ([SD 5](#)). Campus flyers also give information pertinent to the use of the services offered by the Center to students, alumni, and employers. The Center has a policy manual that designates specific policies regarding the use of the career development services by students, alumni, and employers.

### 5.4.3.2 Student Government, Student Activities and Publications

√ Compliance

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**5.4.3.2A The institution MUST develop a statement of the student’s role and participation in institutional decision-making.**

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According to the Student Handbook and Academic Planner, “Eastfield College maintains a ‘town council’ type of representative system whereby students, college staff, faculty, and administrators meet on a regular basis in order to discuss issues pertinent to the college community.” Student Commissioners are elected each year “to serve and represent the student body of the college.” Student Commissioners are to serve on the College Advisory Council in this capacity.” The College Advisory Council is made up of representatives from both the student and employee populations, and according to the Eastfield Web page, “serves as the college community's means of democratic representation.”

Under the heading “Responsibilities of Student Commissioners,” the Guidelines for Eastfield College Student Commissioners states that these students are to “Serve as official ambassadors for the college, when specific outside functions or off-campus events are scheduled,” and “Participate in decision-making processes, as well as committees that require Student Commissioners representation.” Further, Student Commissioners are expected to be accessible, via e-mail, to “other Eastfield students, DCCCD student leaders, and other colleges.”

√ Compliance

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**5.4.3.2B The institution MUST have an activities program appropriate to its purpose and encompassing student interests.**

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According to the Eastfield Web page, “[The Student Programs & Resources \(SPAR\)](#)” Office provides Eastfield College students with interesting extra-curricular and co-

curricular [activities] designed to promote individual growth, development of leadership skills, and an enhanced awareness of the campus and the community.” In its “Mission and Purpose Statement,” the Dallas County Community College District states, “The Purpose of the District is to prepare students for successful living and responsible citizenship in a rapidly changing local, national, and world community.” The statement also specifically mentions that the District provides “quality learning opportunities for development of intellectual skills” and “personal growth.” Eastfield’s own “Mission Statement” reads, “Eastfield’s purpose is to develop responsible citizenship, to value diversity and cultural enrichment, and to be accountable and adaptable.” Eastfield meets all these concerns through its SPAR program. The [Student Handbook and Academic Planner](#) states that “approximately 25” clubs and organizations are available at Eastfield for students. These organizations cover a wide range of interests, from cars to religion to specific academic activities. In addition, the SPAR office sponsors a number of events designed for the edification and entertainment of its varied population. Seventy-eight programs were available during the 2000-2001 reporting period ([SD 1](#)). The SPAR office presented a series of events entitled “Treat Yourself at Eastfield College” ([SD 2](#)). This series included a play, a dinner, two seminars, and performances by a hypnotist and the Mesquite Jazz Reparatory Ensemble. SPAR also has a number of clubs that appeal to the school’s diverse ethnic population and varied cultural interests, including a Multicultural Club, the African American Student Club, the American Indian Network Group, the French Club and the Piano Club. Religious students are afforded the Baptist Student Ministry, which has a free lunch each Monday with guest speakers, but also on campus are the United Christian Fellowship, the Latter Day Saints Student Association, and the Fellowship of Christian Athletes. Honor students take advantage of leadership opportunities afforded by the school’s Phi Theta Kappa chapter. Students also take part in school activities on a voluntary basis.

√ Compliance

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**5.4.3.2C The institution MUST develop policies and procedures governing the supervisory role of the institution over student activities.**

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The Dean of Student Programs and Resources and Health Center oversees the activities and work of the SPAR office. This person's authority is equal to the authority of a Division Dean. The Dean reports to the Vice President of Student and Institutional Development. Reporting to the dean are Program Specialists and Club Liaisons. Since January 2002, one Program Specialist has transferred. Each club and organization must be sponsored by a faculty representative and elects its own officers.

Clear guidelines as to how to procure SPAR funds for activities are provided in the Club/Advisor Handbook (available in the resource room). Accounts are subject to strict guidelines ([SD 3](#)).

√ Compliance

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**5.4.3.2D When student publications or other media exist, the institution MUST provide a clearly written statement of the institution's responsibilities regarding them.**

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Eastfield College publishes a bi-monthly newspaper, Et Cetera, and The Alternative, a literary journal published each Spring semester. According to the adjunct journalism instructor, primarily journalism students of Eastfield College write articles in Et Cetera. Other students and staff are welcome to contribute work to the publication. Guidelines regarding the publication of the newspaper are available in its Policy/Operations Manual, which states that the paper "in the tradition of a free press...strives to separate itself from the pressures of all factions and from governance groups. " For this reason, "the paper is distanced from College administrative offices and the student senate and other student associations, both in its operations and its line of oversight." Authority for overseeing aspects of staffing and budgeting of the student publications is given to the Publications

Advisor. Further, “The [Eastfield] Administration duly assigns budget management and control to the Student Programs and Resources office.” The institution uses an “advisor/coordinator,” whose responsibilities are “to oversee the financial operation, to assume efficient production, and to advise student staff on editorial, advertising, business, and production matters.” This advisor is an adjunct “journalism faculty member.” Further, both Et Cetera and The Alternative “must observe the same legal responsibilities imposed upon the conventional news media” ([SD 4](#)).

### **5.4.3.3 Student Behavior**

#### **√ Compliance**

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#### **5.4.3.3A The institution MUST publish a statement of student rights and responsibilities and make it available to the campus community.**

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Eastfield College publishes a [Student Code of Conduct](#). This code is widely available to students in three formats: as part of the Eastfield College Catalog, the DCCCD Catalog (45,000 copies), at the [Dallas County Community College District Web site](#), and in the [Student Handbook](#) (5,000 copies), which is distributed by Student Programs and Resources (SPAR) ([SD 1](#)). Disciplinary procedures are defined in the Student Code of Conduct. In this code, students may find guidelines and expectations for their conduct as part of the student population, and the College. Procedures for handling student grievances are outlined as part of this code; sexual harassment is found under a separate heading. The committee finds the combined efforts of DCCCD, Eastfield College, and SPAR in the delineation and distribution of the student code of conduct to be commendable.

√ Compliance, with Suggestion

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**5.4.3.3B The jurisdiction of judicial bodies (administrative, faculty and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures MUST be clearly defined and broadly distributed.**

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The Student Code of Conduct discussed in 5.4.3.3A also defines the jurisdiction of the various disciplinary bodies, the responsibilities of institutional officials, and disciplinary procedures ([see SD 1](#)). The details of distribution are also discussed in 5.4.3.3A.

The committee is concerned about the percentage of the student population that report knowledge of or familiarity with the student code. According to a student survey instrument developed by the committee and distributed by student volunteers, close to 50% of the respondents claim to have no knowledge of the Student Code of Behavior ([SD 2](#)). While this figure may be typical of a college population, the College should seek ways to involve the faculty and staff to encourage student awareness of the Student Code of Conduct.

**SUGGESTION:**

**The committee suggests that the College administration, faculty, and staff seek ways to encourage awareness of the Student Code of Conduct.**

**5.4.3.4 Residence Halls**

√ Not Applicable

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**If an institution has residence halls, it MUST develop policies and procedures governing them and MUST take reasonable precautions to provide a healthful, safe and secure living environment for the residents. The learning environment in the residence halls MUST support the educational mission of the institution. An adequate staff organization SHOULD be given responsibility for the administration of the residence hall system. The staff SHOULD have sufficient academic training and experience to enhance the learning environment in the residence halls.**

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Eastfield is a non-residential campus. The **must** statements in this section do not apply.

#### **5.4.3.5 Student Financial Aid**

##### *Mission*

The mission of the Eastfield College Financial Aid Office coincides with the Eastfield mission, which seeks to provide access for all students of Dallas County and to “help them achieve their educational goals by offering a broad range of instructional and student support services. . . .” Specifically, the Financial Aid Office “strives to remove the barriers for those families who cannot afford the cost of education beyond high school” ([SD 1](#)).

##### *Staffing and Location*

In meeting these goals, the Financial Aid Office is staffed by seven full-time professional support staff members with three positions vacant at the time of this writing. The office staff includes two other positions that are shared among FA, VA, TRIO Support Services, and Disabled Student Services.

The Financial Aid Office is located in the C-building—C237 area. This office is centrally located immediately above the Admissions Area with the student cafeteria (the Pit) area below. A recently completed renovation (2001) includes a new counter and provides customers with an expanded, well-lighted waiting area.

##### *Classification of Financial Aid Available*

Eastfield students who receive financial aid fulfill one or more of the following basic requirements: academic achievement, demonstrated financial need, and/or standards as set by individual scholarship donors.

Three basic types of financial aid are

- gifts such as grants and/or scholarships,
- individual self-help such as federal work study and/or part-time employment, and
- loans both subsidized and unsubsidized.

Figure 1 below details specific information concerning Eastfield College awards in four areas: 1) Grant totals by award type, 2) Scholarship totals, 3) Workstudy totals, and 4) Loan totals. The information documents a grand total of 3,320 student awards for 2000-2001; these awards total an amount exceeding four million dollars: \$4,154,769.

EASTFIELD COLLEGE FINANCIAL AID AWARDS								
AWARD TYPE	1999/2000				2000/2001			
	# of Awards	Total Award \$	# Disbursed	Total \$ Disbursed	# of Awards	Total Award \$	# Disbursed	Total \$ Disbursed
PELL	1,395	3,009,770	1,282	2,114,388	1,494	3,674,675	1,294	2,280,918
SEOG	145	86,152	136	68,663	172	115,753	170	90,916
TPGCR	367	218,113	335	169,678	452	283,962	426	213,896
TPGNR	2	3,600	1	2,400	7	7,076	6	5,164
TPGCE	108	37,196	91	28,881	144	87,945	113	609,823
TXGRANT	11	8,390	9	7,990	24	21,780	24	21,780
SSIG	6	3,393	6	3,393	6	4,400	6	4,400
<b>GRANT TOTALS</b>	<b>2,034</b>	<b>3,366,614</b>	<b>1,860</b>	<b>2,395,393</b>	<b>2,299</b>	<b>4,195,591</b>	<b>2,039</b>	<b>3,226,897</b>
<b>DCCCD SCHOLARSHIPS</b>	<b>145</b>	<b>40,482</b>	<b>141</b>	<b>39,928</b>	<b>139</b>	<b>54,101</b>	<b>139</b>	<b>54,101</b>
<b>OUTSIDE SCHOLARSHIPS</b>	<b>107</b>	<b>81,428</b>	<b>107</b>	<b>81,428</b>	<b>283</b>	<b>156,726</b>	<b>279</b>	<b>148,770</b>
<b>RISING STAR</b>	<b>120</b>	<b>201,409</b>	<b>118</b>	<b>99,373</b>	<b>139</b>	<b>86,932</b>	<b>127</b>	<b>73,553</b>
<b>SCHOLARSHIP TOTALS</b>	<b>372</b>	<b>323,319</b>	<b>366</b>	<b>220,729</b>	<b>561</b>	<b>297,759</b>	<b>545</b>	<b>276,424</b>
<b>FCWS</b>	<b>74</b>	<b>117,880</b>	<b>74</b>	<b>117,880</b>	<b>87</b>	<b>107,850</b>	<b>87</b>	<b>107,850</b>
<b>SCWS</b>	<b>19</b>	<b>8,059</b>	<b>19</b>	<b>8,059</b>	<b>16</b>	<b>9,745</b>	<b>16</b>	<b>9,745</b>
<b>ICWS</b>	<b>11</b>	<b>20,122</b>	<b>11</b>	<b>20,122</b>	<b>5</b>	<b>6,050</b>	<b>5</b>	<b>6,050</b>
<b>WORKSTUDY TOTALS</b>	<b>104</b>	<b>146,061</b>	<b>104</b>	<b>146,061</b>	<b>108</b>	<b>123,645</b>	<b>108</b>	<b>123,645</b>
<b>SUB-LOAN</b>	<b>205</b>	<b>385,281</b>	<b>199</b>	<b>374,213</b>	<b>151</b>	<b>305,877</b>	<b>142</b>	<b>282,343</b>
<b>UNSUB-LOAN</b>	<b>131</b>	<b>259,646</b>	<b>127</b>	<b>251,696</b>	<b>103</b>	<b>203,316</b>	<b>99</b>	<b>185,497</b>
<b>PLUS</b>	<b>7</b>	<b>16,929</b>	<b>7</b>	<b>16,929</b>	<b>8</b>	<b>43,929</b>	<b>8</b>	<b>43,929</b>
<b>SHORT-TERM</b>	<b>88</b>	<b>26,727</b>	<b>64</b>	<b>17,196</b>	<b>90</b>	<b>25,557</b>	<b>64</b>	<b>16,034</b>
<b>LOAN TOTALS</b>	<b>431</b>	<b>688,583</b>	<b>397</b>	<b>660,034</b>	<b>352</b>	<b>578,679</b>	<b>313</b>	<b>527,803</b>
<b>ALL AID GRAND TOTAL</b>	<b>2,941</b>	<b>4,524,577</b>	<b>2,727</b>	<b>3,422,217</b>	<b>3,320</b>	<b>5,195,674</b>	<b>3,005</b>	<b>4,154,769</b>

Data source: Colleague Fund Management Reports (FMGT)

\* Data not available via FMGT for 1999

Fig. 1 Eastfield Financial Aid Awards

*Innovations*

The Eastfield Financial Aid Office merits commendation for being the “first in the state to use document imaging and work flow software. . . . [it] is still the only FAO [Financial Aid Office] in the DCCCD with this technology in place” [\(SD 2\)](#) Another innovation within the District involves the Financial Aid Transfer Center. Eastfield employs a Transfer Specialist who “serves as a liaison for the Eastfield students and the Financial Aid staff” at the receiving four-year institution. This process helps “to ensure a smooth and successful transition” for the students” [\(see SD 2\)](#).

*Grant and Scholarship Opportunities*

Eastfield publishes a Financial Aid brochure that is available for students and prospective students. The information is also linked on the Financial Aid Web page. In addition, the Eastfield Financial Aid Specialist publicizes scholarships using e-mail and maintains a catalog of available scholarships. Faculty in various disciplines who facilitate specific scholarships (such as the John Stewart Fine Arts Scholarship and the Eastfield Academy of Science Scholarship) ensure that these opportunities are disseminated throughout the campus.

√ **Compliance**

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**5.4.3.5.A The institution SHOULD provide an effective program of financial aid consistent with its purpose and reflecting the needs of its students.**

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Eastfield provides an effective program of financial aid consistent with its purpose and reflecting the needs of its students. The Noel Levitz Student Satisfaction Inventory 2001 demonstrates a high level of satisfaction with the financial aid program with 73.4 % positive responses [\(SD 3\)](#). The Eastfield College Self-Study Questionnaire 2000 indicates positive attitudes toward the Financial Aid Office [\(SD 4\)](#).

√ Compliance

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**5.4.3.5B Effective program administration SHOULD include counseling students on the efficient use of their total financial resources.**

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An “election file” is kept in the Financial Aid Office provided by the federal database that tracks the student decision-making process ([SD 5](#)). Students receive an SAR (Student Aid Report) report from the federal government that includes their eligibility status and also the name(s) of the institution(s) the students listed as potential schools for their enrollment. When the students list the Eastfield Title IV Code, the College automatically receives the students’ financial information. When students’ files are complete, the Financial Aid Office sends them a letter outlining the award amount and/or notifying them of any missing documents. The Financial Aid Office routinely conducts interviews with the students or the students access their Pre-Loan Session online. The Financial Aid Office receives notification when students have completed their Pre-Loan Session ([see SD 5](#)). Also, “all students MUST schedule an exit session with the Financial Aid Office the semester before transferring or leaving Eastfield” ([see SD 5](#)). This policy is published in the class schedule.

√ Compliance

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**5.4.3.5C There MUST be provision for institution-wide coordination of all financial aid awards.**

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As the introductory discussion notes, the mission of the College and the mission of the Financial Aid Office coincide both in philosophy and in practicality. The Financial Aid Office supports the mission of the College in a coordinated program of grants and scholarships. The Associate Director of Financial Aid coordinates all activities as overseen by the Dean of Student Support Services. There is a fully automated tracking system facilitated by the FASFA—Free Application for Student Financial Aid, a program

that is central to the process. When a prospective student enters Eastfield's code indicated on the form, the Financial Aid Office then receives information about the student thus beginning the electronic tracking process. This process also allows the individual student to check the status of his or her application file. All information regarding Financial Aid awards is channeled through this office.

√ Compliance

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**5.4.3.5D All funds for financial aid programs MUST be audited in compliance with all federal and state requirements.**

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According to the Vice President of Business Services, both internal and external auditing of the funds allocated for financial aid programs is conducted on an annual basis. Records of such audits are housed in the office of the Vice President of Business Services. The report entitled "The Financial Statements and Office of Management and Budget Circular A-133 Supplemental Financial and Compliance Report" documents auditing by Independent Financial Public Accountants. [\(SD 6\)](#). Further auditing and transfer of funds information is included as [SD 7](#).

√ Compliance

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***5.4.3.5E An institution participating in Title IV programs MUST comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments. Excessive default rates in the student loan program may be cause for conducting a special evaluation.***

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Financial Aid programs comply with the regulations in the student loan programs as set by the Title IV of 1998 Higher Education Amendments and as documented in the Independent Public Accountants' report cited above. The Eastfield student default rate at 12% is under the national average (see Eastfield Financial Aid Web site at <http://www.efc.dcccd.edu/SSI/finance/index.htm> and [SD 8](#)).

### 5.4.3.6 Health Services

√ Compliance, with Suggestion

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**5.4.3.6A An institution MUST provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.**

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Eastfield College maintains a Health Center staffed by a registered nurse from 8:00 A.M. - 8:00 P.M. Monday through Thursday and from 8:00 A.M. - 4:00 P.M. Friday. The Health Center is closed on Saturday. The hours of operation are similar to those of other colleges in DCCCD. Eastfield's evening classes meet until 9:50 P.M. Monday through Thursday, and a limited number of classes are held on Friday evenings and on Saturdays.

The Health Center provides basic services for students and staff who require routine procedures such as monitoring blood pressure or dispensing over-the-counter medications. Other health services offered include pregnancy testing and HIV and AIDS testing, an Employee Wellness program, breast cancer screening, and the Carter Blood Drive. The Eastfield College Health Center Annual Report 2000-2001 reports that the Health center provided these services for 2,296 students, 2,565 employees, and 39 members of the community ([SD 1](#)).

The College is located within one mile of a full service hospital in Mesquite and a short distance away from several major medical centers. The College also has an agreement with both a near-by physician and a nurse practitioner to provide services for Eastfield students at a discount ([SD 2](#)). The Eastfield Health Center operates at Level V on a continuum from Level I (access to 911; no health center) to Level VI (services comparable with universities) ([SD 3](#)). Considering the status of the College as a community college with no residential students and the location of the College, the

committee finds that the Eastfield Health Center provides an appropriate level of care for the students and staff.

The Eastfield Health Center also provides educational services such as health fairs and self-help programs such as weight loss, stress management, and a 12-step program as the need arises. The attendees evaluate each of the educational programs. Evaluations in the 2000-2001 annual report are overwhelmingly positive (SD 4). The College gave the College Nurse a service award in 2002 in recognition of her work with these educational programs. The chart below summarizes the activity of the Health Center in 2000-2001 in both patient care and health education.

**Eastfield College Health Center  
2000-2001 Annual Report**

<b>Patient Statistics</b>	<b>Total Number</b>
Students	2296
Employees	2565
Community	39
TB Screenings	21
Documented Incidents	61
Prostate Screening Assessment Tests	71
Carter BloodCare participants	133
Flu and Pneumonia Shots	313
Vitality Magazine Distribution	2220
Wellness Program Participants	219
<b>Activity Information</b>	<b>Total Number</b>
Co-sponsored Programs	4
Special Services	31
Contracted Services	5
CPR Certified Nurses	4
AED Certified Nurses	3
First Responders with Immunizations	7

Fig. 1 Summary of Eastfield College Health Center Activity 2000-2001

The Eastfield College Self-Study Questionnaire 2001, distributed to 212 full-time and 91 part-time employees during Reporting Week 2001, reveals that Eastfield employees generally have a favorable impression of the health services at the College. Question 27, which asks if the health services are “effective,” received 224 (75.93%) “yes” answers, 32 (10%) “no,” and 39 “does not apply” [\(SD 5\)](#).

The committee sent its own informal survey to Eastfield administrators, faculty, and professional support staff through College mail and distributed 460 surveys with different questions to students in classes; 238 surveys were returned [\(SD 6\)](#). Of the 238 student surveys returned, 149 (62.6%) reported that they did not know about the services of the Health Center; another 89 (37.4%) of the respondents had actually used the Health Center. A summary of the comments of all three groups is included as [SD 7](#). The large percentage of students who are unaware of the Health Center’s services suggests that more should be done to let students know about the services through a variety of marketing tools and that information on the Health Center should be included in an orientation for first-time students (see 4.3.6C). Although the ratings on a five-point scale from administrators, faculty, and staff were generally positive, comments from each group indicate a concern about periods when the Health Center is closed because the College Nurse is attending a meeting, taking care of a medical need on campus, or eating lunch. The Campus Police page her at such times, but the issue of a closed Health Center continues to be perceived as a problem.

**SUGGESTION:**

**The committee suggests that the College provide a secretary/receptionist for the Health Center who could keep the Center open. This would improve availability of care and thus access to care.**

**SUGGESTION:**

**The committee suggests that the College consider extending the Health Center's hours so that they coincide with class schedules, including Saturdays.**

**5.4.3.7 Intramural Athletics**

**√ Compliance**

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**5.4.3.7A Intramural sports programs contribute to the personal development of students and SHOULD be related to the total program of the institution. These programs SHOULD be directed and supervised by qualified personnel and SHOULD be appropriately funded.**

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The intramural program at Eastfield College contributes to the physical, emotional, intellectual, and social development of the student, and therefore is related to the total program of the College according to the Intramural Director and the committee's observations of intramural events. The program provides all students with the opportunity to participate in some type of competitive sport. The program is directed and supervised by personnel who have the appropriate physical education/recreation degrees.

Intramural sports make predictable contributions to the personal development of the student. The contributions include recreation, physical fitness, mental and emotional health, social contacts, group loyalty, and permanent interest in sports. According to the Intramural Director, however, student participation has decreased noticeably since the 1993 self-study. A new building with more facilities available for individual fitness training should be more attractive to today's time-starved students than the traditional team sports.

## 5.5 Intercollegiate Athletics

### 5.5.1 Purpose

√ Compliance, with Suggestion

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**5.5.1A The intercollegiate athletics program MUST be operated in strict adherence to a written statement of goals and objectives which has been developed by the administration, in consultation with the athletic director, with appropriate input from the faculty, and which has been given official institutional approval.**

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The Eastfield College intercollegiate athletic program includes baseball, basketball, golf, and volleyball. The committee finds that the Eastfield College intercollegiate athletics program operates in “strict adherence” to a written statement of goals and objectives found in Eastfield College Physical Education/Athletic Department Policies and Procedure Manual for Athletics 2001-2002. The manual defines the most important contribution of athletics as “teaching the essential lessons of life-lessons that make a difference in the lives of our students” ([SD 1](#)). The goals and objectives of the program are the following:

- To nurture and properly focus the competitive drive.
- To engender the will to win.
- To promote pride in successful effort for the sake of accomplishment.
- To build team spirit, unity and cooperation.
- To teach self discipline and control.
- To build morale and character.
- To develop sound minds and bodies through mental and physical preparation for competition.
- To encourage spectator and other non-participants to take an interest in and appreciate the value of competitive sports.

- To stimulate a continuing institutional interest and loyalty among students, staff, faculty, administrators, alumni and friends. ([see SD 1](#)).

The exemplary record of the intercollegiate athletics department in itself speaks to the first four objectives. Adherence to fifth and sixth goals, which deal with the character-building aspects of the athletics program, is perhaps best supported by a negative: no complaints about undesirable behavior on the part of intercollegiate athletes have been made by faculty or staff to the Athletic Department, and no player has been suspended for character issues. The final goals of the Policies and Procedures Manual are more difficult to achieve in a community college setting, especially in an urban environment with many professional and major collegiate sports teams. Nevertheless, according to the Athletics Director, attendance at basketball and baseball games has steadily increased, and interest in volleyball is rising as determined by attendance at games. The Athletics Director creates interest in and loyalty to the program by using e-mail and articles in the campus newspaper. Local and national championships have generated news stories in The Dallas Morning News and the Mesquite News and on local television and radio programs.

Although the goals of the athletic program presented in the Policies and Procedures Manual are exemplary, the Manual itself has had little input from the general faculty since 1996 when the Athletics Advisory Council became inactive ([SD 2](#)).

**SUGGESTION:**

**The committee suggests that the Athletics Advisory Council be reinstated and include as one of its duties the review of the Policies and Procedures Manual.**

√ Compliance

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**5.5.1B This statement MUST be in harmony with, and supportive of, the institutional purpose and should include explicit reference to the academic success, physical and emotional well-being, and social development of student athletes.**

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Eastfield's institutional purpose is stated in the College "Mission Statement":

The mission of Eastfield College is to provide educational opportunities through high-quality instruction, services and programs in an environment conducive to student success in academic, technical, occupational and continuing education. Eastfield's purpose is to develop responsible citizenship, to value diversity and cultural enrichment and to be accountable and adaptable in our changing world.

The committee finds the Intercollegiate Athletic Program's "Goals and Objectives" to be "in harmony with and supportive of the institutional purpose." The achievements of the athletic teams speak well for the "high-quality instruction" the student-athletes have received in a program that is certainly "conducive to student success." Eastfield's athletes have been successful both on the field and in the classroom. In the past ten years, Eastfield has produced 33 NJCAA All-Americans (eight of whom were academic), two NJCAA National Championships (1998 Men's Basketball and 2001 Men's Baseball), three National Coach of the Year Awards, and two NJCAA National Player of the Year Awards. Many Eastfield athletes transfer with athletic or academic scholarships to major universities. The Athletic Department takes special pride in students who win academic and/or athletic scholarships to universities such as Texas A & M and the University of Nebraska. The Athletics Department encourages good study skills in all athletes by requiring attendance at the Learning Assistance Center and by monitoring class performance closely ([SD 3](#)).

"Responsible citizenship" is a part of good sportsmanship, which is a major goal of the intercollegiate athletics program at Eastfield. This shared emphasis is reflected in the Policies and Procedures Manual and in the everyday contacts between coaches and players. Athletes at Eastfield have a record of responsible behavior, on and off the field.

Because intercollegiate athletics offers students opportunities for travel and for contacts with students outside the College's service area, the program fulfills the College's

purpose of “valuing diversity and cultural enrichment.” One notable example of the achievement of both purposes is the baseball team’s trip to the championship 2001 play-off in Batavia, New York with side trips to Niagara Falls and Cooperstown, New York. There the players, some of whom had never been out of Texas, met people from many other states and were exposed to a different part of the country.

A study of the history of Eastfield College’s intercollegiate athletics program indicates that its success has been achieved as a direct result of the program’s adherence to the goals and objectives (see 5.5.1) and to the institution’s purpose. As the Athletics Director said in an interview with the committee, “The national championships in basketball and baseball could not have been achieved had his [the Athletics Director] coaching staff not paid close attention to the program’s goals and objectives. Without a competitive drive, a will to win, team spirit and self discipline by the members of a team, success is not possible.”

**X Non-Compliance, with Recommendation**

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**5.5.1C The intercollegiate athletics program MUST be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational purpose of the institution.**

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Historically, the philosophy of the Eastfield athletics department has been that the athletics program is part of the College’s physical education department. The program allows students with particular interests and abilities in intercollegiate athletics to pursue their interests and abilities. In this sense, intercollegiate athletics at Eastfield is similar to the drama, music, and art programs, which also offer performance outlets for gifted students in those disciplines. Because of its focus on the educational aspect of intercollegiate athletics, this program at Eastfield participates in the institutional planning and evaluation process for the instructional division to which it is assigned, the Science, Mathematics, and Physical Education Division. The athletics program is thus evaluated in the same way that the other instructional programs are evaluated, but not separately.

In addition, full-time and adjunct faculty who serve as coaches are evaluated by the same processes used for other faculty, with appropriate adjustments to suit the nature of their teaching situation. The process for program evaluation is discussed in 3.2 and for faculty evaluation in 4.8.10.

Currently, Eastfield has no regular, systematic evaluation of the intercollegiate athletics program as a separate entity in place. As the Athletics Director explained the current process to the committee, “At the end of each season, the involved coaches meet to discuss and evaluate the season. Among the topics discussed at these meetings is the welfare of the student athletes . . . drop rate, possible methods to improve retention and the success and failures of the season. A written report of things discussed at this meeting is then forwarded to the Dean of the Science, Math and Physical Education Division.” As noted above, the program is evaluated as part of the division’s instructional program, but not separately.

**RECOMMENDATION:**

**The committee recommends that the College systematically evaluate the intercollegiate athletics program to ensure that it is an integral part of the education of athletes and that it is in keeping with the purpose of the institution.**

**√ Compliance**

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**5.5.1D Evaluation of the athletics program MUST be undertaken as part of the self-study conducted in connection with initial accreditation or reaffirmation of accreditation.**

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The committee undertook an evaluation of the intercollegiate athletics program as part of the 2001-2003 reaffirmation of accreditation. The discussion and documentation presented in 5.5.1 show the results of this research and evaluation.

**5.5.2 Administrative Oversight**

**X Non-Compliance, with Recommendation and Suggestions**

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**5.5.2A The administration MUST control the athletics program and contribute to its direction with appropriate participation by faculty and students and oversight by the governing board.**

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Administrative oversight of Eastfield's intercollegiate athletics program has changed since the last self-study. While the program remains under the control of the President and operated by the Athletics Director, the Dean of Science, Math and Physical Education is the direct supervisor, and the Vice President of Instruction is the second-level supervisor; both are responsible for academic areas. Oversight by the DCCCD Board of Trustees is limited to making policy decisions and hiring new faculty/coaches. According to the Athletics Director, an annual athletics program report is prepared by the Athletics Director and shared with the Dean of Science, Math, and Physical Education Division and the President. No formal evaluation or input from faculty or students, however, follows this report.

**RECOMMENDATION:**

**The committee recommends that the College provide for appropriate administrative oversight of the intercollegiate athletics program and for appropriate faculty and student participation in its direction.**

**SUGGESTION:**

**The committee suggests that the College establish an Athletics Advisory Council to provide appropriate direction, evaluation, and input.**

**SUGGESTION:**

**The committee further suggests that this Council consist of two students (one male and one female), two Faculty Association members, the Vice President of Instruction, the Dean of Science, Math, and Physical Education Division, the Athletics Director, and the President.**

**SUGGESTION:**

**The committee also suggests that the Council meet each semester with the Athletics Director giving a summary report of each sport.**

**√ Compliance**

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**5.5.2B Ultimate responsibility for that control MUST rest with the chief executive officer.**

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The President (as chief executive officer) is ultimately responsible for Eastfield's intercollegiate athletic program. The chart below clarifies this reporting relationship:

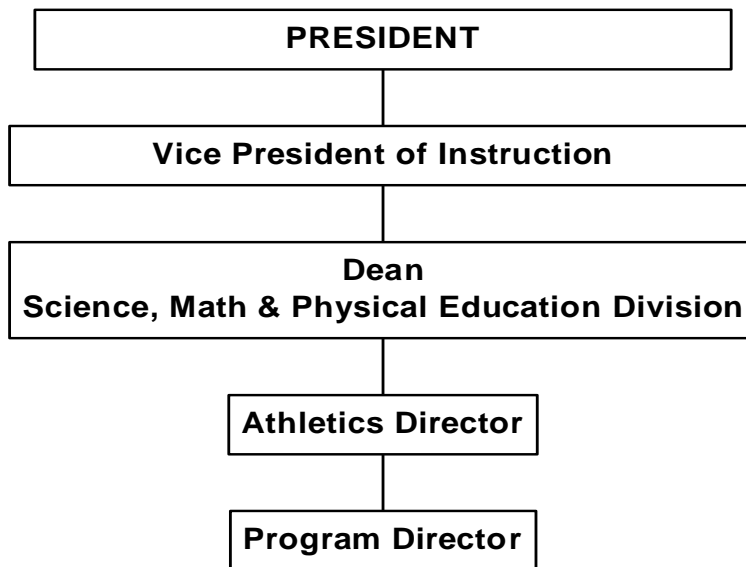


Fig. 1 Chart Illustrating Reporting Relationship of Athletics Director

5.5.3 Financial Control

√ Compliance

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**5.5.3A All fiscal matters pertaining to the athletics program MUST be controlled by the administration, with ultimate responsibility resting with the chief executive officer.**

---

The DCCCD Board Policy Manual addresses the procedures required to oversee properly the athletics program at each college. At Eastfield the flow of control rests directly with the College President (the flow is from Program Director to the Athletics Director, to the Dean of Science, Math and Physical Education, to the Vice President of Business Services, to the President of the College. (See Chart Illustrating Reporting Relationship of Athletics Director)

√ Compliance

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**5.5.3B If external units (alumni organizations or foundations) raise or expend funds for athletic purposes, all such financial activities MUST be approved by the administration, and all such units SHALL BE REQUIRED to submit independent audits.**

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According to the Vice President of Business Services, Eastfield has no alumni organizations or foundations that raise or expend funds for athletic purposes. A “Baseball Club” has been approved by the administration and is audited by the District auditors.

√ Compliance

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**5.5.3C The administration of scholarships, grants-in-aid, loans and student employment MUST be included in the institution’s regular planning, budgeting, accounting and auditing procedures.**

---

No scholarships are awarded for athletic purposes. In an interview with the committee, the Vice President of Business Services said that all grants, scholarships, loans, and student employment are administered and governed by the Financial Aid department.

√ Compliance

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**5.5.3D, E All income, from whatever source, and expenditures for the athletics program MUST have appropriate oversight by an office of the institution that is independent of the athletics program. All such income and expenditures MUST also be appropriately audited.**

---

The athletics program does not generate income because attendance at all games is free. The Vice President of Business Services says that financial allocations for athletics are derived from budget appropriations at the administrative level. This budget is subject to the normal auditing procedures required of all aspects of the College and District.  
(Athletics Budget in Appendix)

**5.5.4 Academic Program**

√ Compliance

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**5.5.4A Institutions MUST have clearly stated written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, MUST annually monitor compliance with those policies.**

---

The Athletics Director stated in an interview with the committee that the intercollegiate athletic program follows the written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes outlined in the NJCCA Rules as well as those outlined in the Policy and Procedure Manual ([SD 4](#), [SD 5](#)).

√ Compliance

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**5.5.4B The implementation of academic, admission and financial aid policies MUST be the responsibility of administrators and faculty not connected with the athletics program.**

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According to the written policy in the Policies and Procedures Manual, no special provisions are made for the academic, admission, and financial aid policies related to Eastfield athletes ([SD 6](#)). The Athletics Director confirmed in an interview with the committee that athletes go through the same admission requirements and steps as any other student at Eastfield College.

√ Compliance

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**5.5.4C If there are special admissions for athletes, they MUST be consistent with the institutional policy on special admissions for other students and be under the control of regular academic policies and procedures.**

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All students must meet the same entrance standards for admission. Entrance requirements are in the Eastfield College Catalog 2001-2002, p.15 ([SD 7](#)). Eligibility requirements for athletes are under Article V in NJCAA Rules ([SD 8](#)).

√ Compliance

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**5.5.4D Academic policies governing maintenance of academic good standing and fulfillment of curricular requirements MUST be the same for athletes as for other students.**

---

The Vice President of Business Services confirmed in an interview that the policy stated in the catalog on academic standing and the fulfillment of curricular requirements is the same for athletes as for other students because no athletic scholarships are awarded. Therefore, student-athletes must follow the same requirements for financial aid as all other students ([SD 9](#)).

**SUMMARY OF RECOMMENDATIONS**

- 1. The committee recommends that the College develop a plan to provide access to a library collection that is adequate to support the educational, research, and public service programs of the College.**
  
- 2. The committee recommends that the College take steps to ensure that the Library is staffed by professionals who hold graduate degrees in library science or a related field.**
  
- 3. The committee recommends that the College take steps to ensure that the Library support staff is adequate.**
  
- 4. The committee recommends that the College systematically evaluate the intercollegiate athletics program to ensure that it is an integral part of the education of athletes and that it is in keeping with the purpose of the institution.**
  
- 5. The committee recommends that the College provide for appropriate administrative oversight of the intercollegiate athletics program and for appropriate faculty and student participation in its direction.**

**SUMMARY OF SUGGESTIONS**

- 1. The committee suggests that Eastfield College increase the Library budget to provide sufficient funds to obtain professional coverage throughout the hours of operation.**
- 2. The committee suggests that the Eastfield College Library closely examine the issue of extended library hours.**
- 3. The committee suggests that the College take immediate steps to address the problem of media equipment in need of replacement.**
- 4. The committee suggests that the fees reimbursed to the College for lost books and materials be remitted to the Library and not to the general fund.**
- 5. The committee suggests that the Instructional Support Services budget be increased to provide an increase in the number of skilled staff in ratio to the College's higher student enrollment to provide the support materials necessary for academic instruction, and to upgrade computers and other technological equipment on a timely basis.**
- 6. The committee suggests that the College be brought into compliance with the ACRL standards and with the Texas Higher Education Coordinating Board Site Review 2000.**
- 7. The committee suggests that the College hire two professional librarians as suggested in 5.1.6A.**

- 8. The committee suggests that the College plan for the initiation of Sunday hours and the concomitant part-time staff needed to staff the Library adequately during those hours.**
- 9. The committee suggests that the College administration, faculty, and staff seek ways to encourage awareness of the Student Code of Conduct.**
- 10. The committee suggests that the College provide a secretary/receptionist for the Health Center who could keep the Center open. This would improve availability of care and thus access to care.**
- 11. The committee suggests that the College consider extending the Health Center's hours so that they coincide with class schedules, including Saturdays.**
- 12. The committee suggests that the Athletics Advisory Council be reinstated and include as one of its duties the review of the Policies and Procedures Manual.**
- 13. The committee suggests that the College establish an Athletics Advisory Council to provide appropriate direction, evaluation, and input.**
- 14. The committee further suggests that this Council consist of two students (one male and one female), two Faculty Association members, the Vice President of Instruction, the Dean of Science, Math, and Physical Education Division, the Athletics Director, and the President.**

- 15. The committee also suggests that the Council meet each semester with the Athletics Director giving a summary report of each sport.**

**SUMMARY OF COMMENDATIONS**

- 1. The Librarian III and other District personnel are commended for writing a grant proposal that awarded District libraries a sum of \$720,000 under the Telecommunications Infrastructure Fund (TIF) the technology capabilities of the Library. Because of the Eastfield Library's budget constraints, the materials acquired through this grant enabled the Library to meet students' needs for current information to support the College curriculum.**
  
- 2. The achievement of the high level of patron satisfaction and the Library staff's dedication to service are commended.**
  
- 3. The Library staff is to be commended for their demonstrated competence and professional work.**

**Section V  
Documentation  
Educational Support Services**

**5.1 Library and Other Learning Resources**

**5.1.1 Scope and Purpose**

*Supporting Documents List*

- [SD 1](#) Eastfield College Library Web site available at  
<http://www.efc.dcccd.edu/er/Library/>
- [SD 2](#) Sample distance learning syllabi
- [SD 3](#) “Learning Resources Mission Statement” available at  
<http://www.tscecr.dcccd.edu/v2/library/mission.htm>
- [SD 4](#) Noel Levitz Student Satisfaction Inventory 2000
- [SD 5](#) Campus-wide Surveys conducted by the Library, Media and Production Services,  
and the Learning Assistance Center
- [SD 6](#) Budget reports for Instructional Support Services, Sept. 1991-May 2002.
- [SD 7](#) “TIF and the Texas Library Future.” Texas Library Journal. Winter 2001.

*Interview List*

Tutor Coordinator  
Staff of Learning Assistance Center  
Manager, Media and Production Services  
Staff of Media and Production Services  
Director, Media and Production Services  
Media Distribution Assistant  
Library Director  
Dean, Instructional Support Services

**5.1.2 Services**

*Supporting Documents List*

- [SD 1](#) Library: Annual Statistical Report 1995-2000
- [SD 2](#) Noel Levitz Student Satisfaction Inventory 2000
- [SD 3](#) ACRL. "Standards for Community, Junior and Technical College Learning Programs." 1994:5.

*Interview List*

Dean, Instructional Support Services  
Library Director  
Library Staff

**5.1.3 Library Collections**

*Supporting Documents List*

- [SD 1](#) Physical Facilities Documentation and Plan of Library from Library Manager
- [SD 2](#) American Library Association. "College Books: Average Price and Price Indexes 1983, 1997, 1998, 1999."
- [SD 3](#) Samples of faculty surveys for collection development

*Interview List*

Dean, Instructional Support Services  
Library Director

### 5.1.4 Information Technology

#### *Supporting Documents List*

- [SD 1](http://www.efc.dcccd.edu/) Eastfield College Web site at <http://www.efc.dcccd.edu/>
- [SD 2](http://www.efc.dcccd.edu/er/Library/) Eastfield Library Web page link at <http://www.efc.dcccd.edu/er/Library/>
- [SD 3](#) ACRL. “Standards for Community, Junior, and Technical College Learning Resources Programs”
- [SD 4](#) Eastfield College Village Window Nov. 2, 2001
- [SD 5](#) E-mail from Library Director to committee Nov. 2001
- [SD 6](http://texshare.edu) TexShare Web page at <http://texshare.edu>
- [SD 7](#) Texas State Library and Archives Commission Web Site at <http://tcer.dcccd.edu/wam/v2/library/databases-alpha.htm>
- [SD 8](#) Instructional Computing Web page at <http://www.eastfieldcollege.com/ITC/INSTCOMP/index.html>
- [SD 9](#) Noel Levitz Survey Student Satisfaction Inventory 2000
- [SD 10](#) Eastfield College Self-Study Questionnaire 2001

#### *Interview List*

Library Director  
Information Systems/LAN Support Manager III  
Information Systems/LAN Support Specialist IV  
Manager, Media and Production Services

### 5.1.5 Cooperative Agreements

#### *Supporting Documents List*

- [SD 1](#) TexShare Participation Agreement

[SD 2](#) Eastfield College Call Number Analysis Statistics Report, October 2001

[SD 3](#) Texas State Library and Archives Commission Survey, pps. 2-5

*Interview List*

Library Director

Dean, Instructional Support Services

**5.1.6 Staff**

*Supporting Documents List*

[SD 1](#) ACRL. "Standards for Community, Junior and Technical College Learning Resources Programs." 1994

[SD 2](#) Recommendation 3, Texas Higher Education Coordinating Board Site Review 2000

[SD 3](#) Organizational Chart, Instructional Support Services

[SD 4](#) Job Descriptions for Librarian I, II, III

*Interview List*

Dean, Instructional Support Services

Library Director

**5.1.7 Library/Learning Resources for Distance Learning Activities**

*Supporting Documents List*

[SD 1](#) "On-line Writing Center" available at <http://telecollege.dcccd.edu/>

*Interview List*

Assistant Dean, Dallas TeleCollege  
Librarian III

**5.2 Instructional Support**

*Supporting Documents List*

- [SD 1](#) Art Gallery Information available at <http://www.efc.dcccd.edu/art/program.htm>
- [SD 2](#) E-mail from Dean, Communications Arts and Applied Technologies Division
- [SD 3](#) Mission Statement of Social Science and Human Services Division available at <http://www.efc.dcccd.edu>.
- [SD 4](#) Exhibition schedule for Eastfield Art Gallery
- [SD 5](#) Learning Assistance Center. Evaluation of 2001 Workshops
- [SD 6](#) Learning Assistance Center. Evaluation of Study Skills Open House
- [SD 7](#) Dean of Instructional Support Services, Nomination for Innovator of the Year, 1999
- [SD 8](#) Learning Assistance Center. Evaluation of British Literature Group Study Project
- [SD 9](#) Learning Assistance Center. Evaluation Surveys.
- [SD 10](#) Tutor Coordinator. "Proposal for LAC Enlargement"

*Interview List*

Tutor Coordinator  
Director of Testing  
Manager, Media and Production Services  
Developmental Reading Faculty  
Theatre Technician  
Art Faculty  
Math Faculty

Dean, Science, Mathematics, and Physical Education Division  
Parent Child Study Center Director  
Athletics Director

### **5.3 Information Technology Resources and Systems**

#### *Supporting Documents List*

- [SD 1](#) “Operating Principles Upon Which the Technology Plan Will Be Based”
- [SD 2](#) Master Plan for Academic Computing
- [SD 3](#) Information Technology Strategic Plan: IT Plan Steering Team Status Report
- [SD 4](#) “Information Technology Center”
- [SD 5](#) English 1302 Department Syllabus for Adjuncts
- [SD 6](#) [THECB. Core Curriculum: Assumptions and Defining Characteristics](http://www.thecb.state.tx.us/Ctc/ip/core11_00/assumption.htm) available at [http://www.thecb.state.tx.us/Ctc/ip/core11\\_00/assumption.htm](http://www.thecb.state.tx.us/Ctc/ip/core11_00/assumption.htm)
- [SD 7](#) Examples of faculty descriptions of their uses of information technology in their courses
- [SD 8](#) DCCCD Information Technology Strategic Plan Team 1998-2000
- [SD 9](#) “Software Training and Support”
- [SD 10](#) Software Training and Support 2000
- [SD 11](#) “Operating Principles”
- [SD 12](#) Rules for Responsible Computing
- [SD 13](#) Computer Use Policy

#### *Interview List*

Dean, Instructional Support Services  
Director of Testing  
Information Systems/LAN Support Manager III

Dean, Educational and Administrative Technology

**5.4.1 Scope and Purpose**

**5.4.2 Resources**

*Supporting Documents List*

- [SD 1](#) “Mission Statements” of Student Services departments
- [SD 2](#) Samples of department goals in Student Services area
- [SD 3](#) Student Development Standards and Guidelines Document
- [SD 4](#) Examples of point-of-use evaluations
- [SD 5](#) Samples of Reporting Week activities
- [SD 6](#) NTCCC program for 2002

**5.4.3.1 Counseling and Career Development**

*Supporting Documents List*

- [SD 1](#) Career Planning and Placement Center flyer
- [SD 2](#) Eastfield College Catalog 2001-2002, pps. 31-32  
DCCCD Catalog 2001-2002, pps. 32-33
- [SD 3](#) “Guide to Career Services” (flyer)
- [SD 4](#) Job Fair flyer
- [SD 5](#) Career Planning and Placement Center Web site at  
<http://www.efc.dccd.edu/SSI/CPNET.HTM>

*Interview List*

Director, Career Planning and Placement Center

**5.4.3.2 Student Government, Student Activities and Student Publications**

*Supporting Document List*

- [SD 1](#) Student Programs & Resources Activity Summary 2000-2001
- [SD 2](#) Treat Yourself at Eastfield College
- [SD 3](#) Club Advisor Handbook 2001-2002
- [SD 4](#) Et Cetera Policy/Operations Manual

*Interview List*

Adjunct Journalism Instructor

Dean, Student Programs and Resources and Health Center

**5.4.3.3 Student Behavior**

*Supporting Documents List*

- [SD 1](#) Eastfield College Catalog 2001-2002, pps. 210-217  
Eastfield College Student Handbook and Academic Planner
- [SD 2](#) Committee's Survey of Students

**5.4.3.5 Financial Aid**

*Supporting Documents List*

- [SD 1](#) "Mission Statement" from Financial Aid Web site at  
<http://www.efc.dcccd.edu/SSI/finance/index.htm>
- [SD 2](#) E-mail from Dean, Student Support Services to committee, October 3, 2001

- [SD 3](#) Noel Levitz Student Satisfaction Inventory 2000
- [SD 4](#) Eastfield College Self-Study Questionnaire 2001
- [SD 5](#) Administrative Policy Federal Family Education Loan Program
- [SD 6](#) The Financial Statements and Office of Management and Budget Circular A-133 Supplemental Financial and Compliance Report, August 31, 2001
- [SD 7](#) Current Financial Aid Processes: Transfer of Funds, May 9, 2001
- [SD 8](#) E-mail from Jose Cuevas to committee, January 23, 2002

*Interview List*

Dean, Student Support Services

**5.4.3.6 Health Services**

*Supporting Document List*

- [SD 1](#) Eastfield College Health Center Annual Report 2000-2001
- [SD 2](#) E-mail from College Nurse to Self-Study Director, April 16, 2002
- [SD 3](#) Proposed DCCCD Policy Statement for College Health Centers
- [SD 4](#) Eastfield College Health Center Annual Report 2000-2001 (program evaluations)
- [SD 5](#) Eastfield College Self-Study Questionnaire 2001
- [SD 6](#) Committee's informal surveys sent to administrators, faculty, and students
- [SD 7](#) Summary of comments from respondents in all three groups

*Interview List*

College Nurse

Chief of Police

Dean, Student Programs and Resources and Health Center

### 5.4.3.7 Intramural Athletics

#### *Interview List*

Intramurals Director.

## 5.5 Intercollegiate Athletics

### 5.5.1 Purpose

#### *Supporting Documents List*

- [SD 1](#) Eastfield College Physical Education/Athletic Department Policy and Procedures Manual for Athletics 2001-2001, p. 2.
- [SD 2](#) E-mail from Athletics Director to Self-Study Report Editor forwarded to committee March 17, 2002.
- [SD 3](#) Policies and Procedures Manual, pps. 6 and 12
- [SD 4](#) NJCAA Rules, p. 2
- [SD 5](#) Policies and Procedure Manual p. 8
- [SD 6](#) Policies and Procedures Manual, p. 8, 12, and 13
- [SD 7](#) Eastfield College Catalog 2001-2002, p. 15
- [SD 8](#) NJCAA Rules, p. 8
- [SD 9](#) Eastfield College Catalog 2001-2002, pps. 25-30

#### *Interview List*

Athletics Director

Dean, Science, Mathematics, and Physical Education Division