support services

It's never too late to get a GOOD EDUCATION

Educational

Student Art by Dawn Vasquez-Santos
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Section 5: Educational Support Services

5.1 LIBRARY AND OTHER LEARNING RESOURCES

5.1.1 Purpose and Scope

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.

Status: The College complies.

Since 1993, the library has made several major changes such as the expansion of electronic resources; development of the library’s own webpage, the online guides and key web links; and the replacement of DOS-based catalog system with a web-based system that also allows for online public access. Two computer areas, the Online Library (OL) and the Online Library Classroom (OLC) are new since the last self-study. The OL provides individual students access to the Internet, as well as to online databases that include thousands of full-text articles from journals and magazines, as well as other resources. The OLC is used for class or group instruction in information literacy – the ability to locate, evaluate, and use information to become an independent life-long learner (“About College of the Mainland Library”).

College of the Mainland Library provides adequate library and other learning resources to all College of the Mainland students and faculty. Because face-to-face distance learning courses at off-campus learning centers and local high schools occur no more than twenty miles from campus, students and faculty taking or teaching courses off campus have easy access to the library. Off-campus students have access to the library through extended hours in the evening Monday through Thursday (8AM to 9PM), on Fridays (8AM to 5PM) and on Saturday (9AM to 1PM). Three library surveys conducted in 1999, 2000, and 2002 resulted in an average of 80% of those surveyed rating

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1 Unless otherwise noted, all referenced documents are located in the Self-Study Archives.
the library’s hours as good or excellent (1999 Library Satisfaction Survey; 2000 Library Student Questionnaire; 2000 Library Faculty Questionnaire). In addition, the library is in the process of implementing remote access to its proprietary online databases (2002-2005 Library Technology Plan 2).

To serve both distance learning and other students who must limit their time on campus, the Library Team has developed an array of electronic learning resources, including remote access to its new web-based catalog, over 20,000 eBooks, email reference services, and various web pages designed to make research easier for students. The Distance Ed Student’s Guide, available on the library webpage, describes links to all resources available for any student working off campus, including TexShare resources.

Media Services, located in the library, provides services to both students and faculty and acts as the repository for the College’s audio and video holdings. Media Services also made some extensive changes, including participation in StarLink, the incorporation of multi-media into classroom presentations, addition of new video formats, digital imagery/photography, video editing, and computer-assisted graphics productions. Students can view non-print resources either in the classroom or in special screening rooms in the library. Media Services designs and produces instructional materials for faculty. The team provides playback, production, and projection equipment and other non-print media materials used in courses. Media Services’ hours of operation coincide with library hours (Media Services Policy Manual).

Each institution must develop a purpose statement for its library and other learning resources services.

Status: The College complies.

The library’s purpose statement, found in the Library Policy Manual, reads: “The Library at College of the Mainland exists as a major educational and cultural resource of the College. Its purpose is to provide bibliographical, physical, and intellectual access to recorded knowledge and information in

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2 A subscription service that provides downlinked satellite television programming and videoconferencing on topics related to higher education
support of the present and anticipated teaching and learning needs of the college community” (Library Policy Manual 1).

The purpose of the Media Services Team is to provide for the following support at College of the Mainland:

- Design and production of audio, video, graphic-art, photography, and satellite downlinks, as well as acquisition, circulation and distribution of media equipment and materials
- Supporting needs through instructional technology troubleshooting, equipment preventative maintenance, and operation of the multi-media teaching auditorium
- Supporting the internal operation of the Learning Resource Center as far as collection development and information dissemination.
- Supplementing those administrative needs on campus, such as public relations and administration, including communication requirements (Media Services Team Agreement)

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.

**Status: The College complies.**

The library evaluates its effectiveness using faculty/student questionnaires and institutional faculty and student surveys, reviews of suggestion box slips, and an annual activity report. When allocating resources and services, the staff of the library considers anecdotal evidence, such as comments/suggestions from users. The library-administered questionnaires ask users to rate the book collection, reference services, library catalog, staff, Internet access, library hours, and the library webpage. The library’s annual report contains an activity report showing the circulation history for the past five years, the database usage, and the number of classes given library instruction (Library Annual Public Services Report; 1999 Library Satisfaction Survey; 2000 Library Student and Faculty Questionnaires).

In April 2002 the library conducted a survey to measure library services and material collection use and satisfaction. Library staff distributed
questionnaires in ten credit classes and received 223 completed surveys. The survey requested feedback on: 1) the services the library offers, such as reference assistance and service at the circulation desk; 2) the library materials collection, print and electronic; and 3) the environment and equipment provided, computers, copy machines, and study space. The resources evaluated received positive ratings in every case from over 90% of those responding, with only 1-3 percent of the responses indicating a service as “poor” (Bob Slaney interview 1; April 2002 Library Services Survey).

The College conducted the Noel-Levitz and Leaver Surveys in 1999 and 2001. The Noel-Levitz survey, which was distributed to faculty and students, included an assessment of library resources, staff, and services. On a scale of 1 to 7, students rated Library Resources and Services are adequate 6.17 for importance and 5.4 for satisfaction. The College’s performance gap of .77 was smaller than the national gap of .87 (Noel-Levitz Student Satisfaction Inventory 2-9). The student survey rated Library Staff are helpful and approachable 5.93 for importance and 5.35 for satisfaction, with a gap of .58, again lower than the national gap of .64 for other community, junior, and technical college libraries (2-13). Non-returning College of the Mainland students found the library services satisfactory (1999 Leaver Survey 7).

College employees concur with the student opinion. National data are unavailable for faculty, but the combined personnel survey rating Library Resources and Services are adequate shows an importance-versus-satisfaction gap of .81 for the College library compared to a gap of 1.11 nationally. According to the Noel-Levitz report, a difference between the national gap and the local gap for this particular data is significant at the .001 level, which indicates the College library does a significantly better job at meeting personnel expectations than other community, junior, and technical college libraries do nationally (2-10). The library surveyed College of the Mainland faculty during the spring semester of 2000 concerning their use of the library and class research assignments. Nearly 90% of the faculty responding was satisfied with the resources available for their students (Bob Slaney interview 1; 2000 Library Faculty Questionnaire).
While library and other learning resources are 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, the Committee proposes that future campus surveys administered to distance learning students include more library-related questions, especially those specific to off-campus learning centers (RSP 100).

The library has initiated a number of changes to services and resources based on evaluations as well as anecdotal evidence. The library expanded hours for summer II as a result of student surveys and created the library’s guide Library Jargon as a result of a comment made on The Source Evaluation. It should also be noted that while changes do occur as a direct result of surveys and evaluations, the library is in a continuous mode of improvement. Some of the most dramatic changes that have resulted in better service have come from staff suggestions, such as the change to an open stack system for the library’s journals, the library’s new automation system, and the Online Library and classroom.

Media Services’ feedback and/or evaluation forms are included with all in-house media production work. The results of these forms indicate a greater than 90% satisfaction ranking for the quality of media services offered (Jerry Anderson interview).

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3 The Source is the library-designed research skills workbook completed by all students taking English 1301.

4 In 2000, in an effort to be more “user-friendly” to students, College of the Mainland Library staff tried an open stack system for its back issue periodicals. This open stack system worked well, and the change was made permanent. In 2001, it was clear that the library’s back issue periodicals would have to be shifted upstairs to the mezzanine to make room for the new Online Library Center (OLC). That would still leave current issues near the library entrance, so there was concern that recent issues would not be readily accessible. As a result, the shelves holding current periodicals were refitted, so that they could hold a year or more of all periodicals.
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. 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.

Status: The College complies.

The library provides a book collection of over 50,000 print volumes and 21,880 netLibrary eBook titles and an interlibrary loan service for access to books not available at College of the Mainland Library (“About College of the Mainland Library”1; netLibrary Collection & Usage Report 1). As part of its print collection, the Library Team has prepared special collections that cover historically neglected subjects of special interest to College of the Mainland Library patrons. These collections include Black, Indian, Juvenile, Latino, and Texana, as well as lease books of current interest. The library has added 9,864 volumes, not including electronic editions, in the last ten years; however, because the library has a continuous weeding process, the book collection as a whole has not grown significantly. The journal collection includes subscriptions to approximately 165 print titles and thousands of full text journals through more than 40 subscription online databases (“About College of the Mainland Library” 1). All students and faculty may carry a TexShare borrower’s card that gives them access to books and resources at 145 public and academic libraries throughout the state of Texas. All local libraries are members of the TexShare network (Distance Education Guide; TexShare webpage).

Students now have access to over 40 databases, 20,000 e-books, a library webpage with over 150 pages of information including online guides, tutorials, and links to web resources (Library Annual Report). According to criteria provided by the ACRL (Association of College and Research Libraries), the library collection meets the minimum standards for a college the size of College of the Mainland (ACRL). In the October 2000 faculty survey, 88% of those responding said they were satisfied with the sources
used by their students (2000 Library Faculty Questionnaire 2). On student surveys in 2000 and 2002, at least 85% said they were satisfied or more than satisfied with the book collection, library webpage, and the computer access (2000 Library Student Questionnaire). In 1998 students who had graduated from the College completed a survey that rated various services “according to how well they fulfilled your individual needs.” Each service was rated on a scale of 0-5, with the library rated at 4.27, the highest rated service at the College (1998 Graduate Survey). Students rating library services in the Leaver Survey rated the library 4.0 or above, indicating that they were satisfied with the library (Leaver Survey 7). Through a 2002 increase in the number of computers available to users, the library continues to integrate new technologies into the services provided. Students surveyed in 2002 considered library resources to be of good or very good quality. 95-99% of students who rated resources in the library, rated the catalog, Online Library computers, journals, book collections, pamphlets, databases, study rooms, library webpage, and copy machines as good or very good (2002 Library Survey Report 4).

In addition to the above resources, professional assistance is always available to help students gain the information-seeking skills needed to become self-reliant library users and prepare them for lifetime use of information resources. Three professional full-time librarians and one part-time librarian work closely with faculty to instruct students individually and in groups on how to access information in various formats in the library. The library staff consistently receives excellent ratings for helpfulness on both faculty and student surveys (2000 Library Student Questionnaire; 1999 Library Satisfaction Survey; 2000 Library Faculty Questionnaire).

Several surveys show that students and faculty generally consider it easy to find what they need in the library. In 1999, 87% of students found it easy, very easy, or extremely easy to find what they needed (1999 Library Satisfaction Survey). In 2000, 96% of students and 100% of faculty considered it extremely, very, or somewhat easy to find what they needed in the library (2000 Library Student Questionnaire 1; 2000 Library Faculty Questionnaire 1). In 2002, when asked if they had obtained “what they
wanted, when they wanted it,’’ 98% of students considered the result to be good or very good (Library Survey Report 3).

According to the 2002 Library Survey, the most frequent activities in the library are listed in descending order: “studied, read, browsed or did research,” “used the Online Library computers,” “used the computer catalog to locate books,” and “received service at the circulation desk” (3).

The Committee commends the library for providing consistently superior service.

The Media Services Team provides and maintains overhead transparency projectors, LCD/Data projectors, and television/VCR monitors in those classrooms that need them. Media Services Team provides audio and video recording services for recording lectures or speeches, and any needed duplication or editing. Media Services specialists also give instruction and assistance in the use of other media equipment to students, faculty, or staff (Jerry Anderson interview). Faculty awarded a 90% satisfaction rating of media services functions at the College (COM forms 4042 and 4043).

Priorities for acquiring materials and establishing services must be determined with the needs of the users in mind.

**Status: The College complies.**

The library typically adds nearly a thousand volumes to the collection each year, although from 1998-2001 there was a decrease from 981 to 890 volumes added annually. Each year the largest percentage of acquisitions is in literature, accounting for 24% of the book budget in the last year (Library Policy Manual 9). Library staff encourages faculty to participate in the development of the library materials collection and routinely reviews reading lists from faculty before acquiring new titles. In addition, the library distributes to faculty monthly book reviews of new publications from which they may make purchase recommendations. About one-third of the books added each year come from faculty recommendations, a few result from student suggestions, and the rest are chosen by the librarians (Bob Slaney interview 1).
The Library Policy Manual includes an Acquisition statement and a Library Materials Selection Policy. The acquisition statement indicates there is shared responsibility between the library staff and instructors for selection of materials for the library collection (Library Policy Manual 5). The Library Materials Selection Policy is extensive and explains the library’s objectives, responsibilities, and guidelines (9-10).

Instructional teams determine all new non-print media instructional purchases. These instructional collections are restricted to faculty use or in-house viewing by students. A General Interest Media Collection is available to all students and staff for personal enrichment and professional development and can be checked out for off-campus use. After reviewing current practice, the Committee recommended that the College develop a written procedure for weeding out and replacing old or out-dated materials (RSP 89). As a result, the Media Services Team issued its new procedure on November 14, 2002.

5.1.2 Services

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.

Status: The College complies.

The Online Library (OL) consists of thirteen computers, one designated for wheelchair access, and one for use at the reference desk. Through the OL, students can access the library’s catalog, databases, and the Internet. The Online Library Classroom (OLC), new in 2001-2002, consists of eighteen computer workstations, an instructor's computer, projector, and screen. In this new space, librarians instruct classes on the use of proprietary databases, the Internet, citing resources, and much more. This classroom space frees up the Online Library for students who want to do independent research and is also open for individual students when the Online Library is full (2001-2002 Annual Public Services Report 1). Two Telecommunications Infrastructure Fund (TIF) grants supported the purchase of these computers, the first group in 1998, and the second in 2001 (Bob Slaney interview 1).
College of the Mainland Library’s webpage, developed and maintained by library staff, are designed to help both local and remote College of the Mainland students find the information they want or need, provide information literacy and research instruction, and to inform College of the Mainland students, faculty, and staff about what College of the Mainland Library has to offer. It includes access to online databases, Internet resources, online guides, tutorials, and more (2001-2002 College of the Mainland Library Technology Plan 2).

The library’s website has undergone considerable changes since 1998, when the pages consisted of general information about the library and one page of links to a few select Internet resources. Today, the site consists of hundreds of pages (Kathryn Park interview). In 2000-2001, the College of the Mainland library webmaster redesigned College of the Mainland Library’s web “look and feel” to make it more appealing and user-friendly to students (2000-2001 Annual Public Services Report 2). Many College of the Mainland Library print guides available to students in print in the library have been converted to HTML and placed online. This will be an ongoing project until all College of the Mainland guides are online (Kathryn Park interview).

Web pages are updated frequently and new ones created as needed. In 2001-2002, the College library had 183 web pages. While the College library does not have “hit” statistics, the library’s pages were searched 6,940 times in 2001-2002, an increase of 48% over the previous year (2001-2002 Annual Public Services Report 2). The 2002 library survey shows that 96% of students rating the library’s web pages considered them to be good or very good.

good (*Library Survey Report 4*). The Committee recognizes the library’s superior response to changing information technology.

Basic library services **must** include an orientation program designed to teach new users how to access bibliographic information and other learning resources. 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. Any one of a variety of methods, or a combination of them, may be used for this purpose: formal instruction, lectures, library guides and user aids, self-paced instruction and computer-assisted instruction. Emphasis should be placed on the variety of contemporary technologies used for accessing learning resources.

Librarians **must** work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively. Libraries and learning resource centers should provide point-of-use instruction, personal assistance in conducting library research, and traditional reference services. 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. Adequate hours must be maintained to ensure accessibility to users. Professional assistance should be available at convenient locations during library hours.

**Status: The College complies.**

College of the Mainland Library currently has twenty-five print guides available for students and one designed for faculty. Of these twenty-six guides, ten have been recently revised, and one is a new creation, the *Current and Controversial Topics Guide*. The reference librarian is revising all twenty-five guides and creating new ones as needed (*2001-2002 Annual Public Services Report 2*). College of the Mainland Library offers twenty-one guides online for local and remote students, seven of which are available online only. The reference librarian is also working toward making all print guides available online and creating new online ones as needed, some of which may also be made available in print. Ten of the online guides were recently revised, and three were new creations (*2*).

Library staff conducts employee orientation sessions consisting of basic instruction in the use of library resources and online databases during each fall and spring convocation week. The main student orientation consists of a 45-60 minute instruction session on *The Source*, an information literacy tutorial created by library staff and required by all English 1301 instructors (*Kathryn Park interview*). The students receive a general overview of the library and its resources, information on *The Source*, and guided instruction on specific search techniques. According to Reference Librarian Kathryn
Park, “The instruction session is helpful in breaking down barriers. I frequently see students from such a class in the library shortly after these sessions. They invariably go to the familiar face (me), and feel free to ask questions.” Kathryn Park has worked closely with Gilchrist White, Humanities Team faculty and Writing Center Director, to ensure that The Source and the instruction received by students in orientation classes are user-friendly. In 1998, The Source began including a required student evaluation. The library staff uses these evaluations to gauge the efficacy of The Source and to identify areas that may need to be revised (Kathryn Park interview; The Source evaluation). Today The Source is an online tutorial designed to introduce College of the Mainland students to the process of becoming information literate. Providing the tutorial online allows both local and remote students to receive information literacy instruction; it also allows for quick response by the reference librarian to change The Source as resources change. There are four modules in The Source: research, books, articles, and Internet. Each module of The Source includes instruction on how to use resources in or available through College of the Mainland Library, including those that can be accessed remotely. At the end of The Source students perform exercises based on the information discussed. Students evaluate The Source and library staff revise at least once a semester and as resources change (2001-02 Annual Public Services Report 1).

For instance, the College Library’s Library Jargon was created as a direct result of a student commenting on The Source Evaluation that she/he did not know what the term “stacks” meant (Kathryn Park interview).

In 2001-2002, 91% of the students used The Source online tutorial. Students were satisfied that they knew how to find books, articles, and Internet resources in the College library after completing The Source tutorial. 91% of the students found The Source was neither too hard nor too easy. 71% of the students thought The Source covered exactly what they needed to know with no changes numbered, but 13% wanted more information on the Internet, and 11% wanted more exercises. 41% of the students considered the information on online databases to be the most useful information, with 31% believing that the Internet module was the most useful (2001-2002 Annual Public Services Report 1-2). More than 90% said they could find resources needed in 1998, 1999, 2000, and 2001. In each of these years approximately 90% felt the level of difficulty of the tutorial is about right (The Source evaluation form; Fig. 5-2).
College of the Mainland Library offers classes that are designed to make students information literate so that they can become lifelong learners. In 2001-2002, librarians instructed 143 classes with 3,005 students. The number of classes increased 5% over the previous year, with the number of students instructed increasing 9%. Data from 1997 to 2001 show a 58% increase in the number of classes (Annual Public Services Report 2001-2002 1).

Figure 5-1: Trends in Classes

The Online Library Manual, designed for library staff, includes an EBSCOhost Resource Guide and EBSCOhost Search Help Sheet, both resources for the library’s most frequently used databases; Online Library Troubleshooting, which provides help in solving problems with browsing, printers, and computers; Guide to the Guides, guides published by College of the Mainland Library; Form Masters, master copies of all the library’s public services’ forms; and full print copies of The Source, College of the Mainland Library’s information literacy tutorial for occasions when access to The Source online is unavailable (2001-2002 Annual Public Services Report 2).

According to the Library Policy Manual, “Information Literacy” programs and specially prepared materials are provided to faculty and their classes regularly as requested. When invited by a faculty member, the reference librarian goes to classes for demonstrations on library materials.
In an effort to increase faculty awareness of College of the Mainland library resources, in March of 2001 College of the Mainland Library published a series of web pages especially designed for College of the Mainland faculty. The library staff informed faculty by email and published an article, “Faculty—What can College of the Mainland Library Do for You?” in the Compendium campus newsletter to promote the new pages.

The library and other learning resources provide point-of-use instruction, personal assistance, and personal reference services. Staff members are always available to assist students in locating materials and reference services. Master’s degreed librarians provide professional assistance every day except for nine Saturdays in the fall and spring semesters. Experienced library assistants share the team’s responsibility for staffing the library an adequate number of hours each week. Media Services staff assists students in finding the audio and video materials they need and instructs them in the proper use of the equipment needed to view or listen to that material. A list of general instructions is posted in each preview/viewing room (Media Services Policy Manual).

The library is open 65 hours per week. Library hours for fall and spring semesters are Monday through Thursday, 8:00 AM to 9:00 PM; Friday 8:00 AM to 5:00 PM; and Saturday 9 AM to 1 PM; summer I and II semester hours are Monday through Thursday, 7:30 AM to 9:00 PM; Friday 7:30 AM to 5:00 PM, and Saturday 9 AM to 1 PM (Bob Slaney interview 1). In April 2000, 83% of students in the library responding to the College of the Mainland Library Student Questionnaire rated library hours as good or excellent. 81% of students surveyed in classes rated library hours as good or excellent. 91% of faculty surveyed rated library hours as excellent or good (2000 College of the Mainland Library Student Questionnaire; 2000 College of the Mainland Library Faculty Questionnaire).7

7 Traditionally, College of the Mainland Library has been open on Saturdays during summer I, when enrollment is heavier, but not for summer II. From June 1 though June 29 there were only 45 Saturday visitors, 34 of whom were College of the Mainland credit students. During
Library collections **must** be catalogued and organized in an orderly, easily accessible arrangement following national bibliographical standards and conventions.

**Status: The College complies.**

All books are cataloged using the Anglo-American Cataloguing Rules, 2d ed., 1988 revision (AACR2) standards and classified using the Library of Congress classification system. Media materials are cataloged by a professional librarian using archives-cataloging services. Media collections are incorporated into the COMCAT library database, and a separate instructional collection database is maintained for the convenience of faculty and students. In addition, a list of all non-print media titles used by College of the Mainland instructors in their courses is available to students at the circulation desk.

Students and faculty **must** be provided convenient, effective access to library resources needed in their programs. Adequate hours **must** be maintained to ensure accessibility to users. Professional assistance should be available at convenient locations during library hours. Convenient, effective access to electronic bibliographic databases, whether on-site or remote, **must** be provided when necessary to support the academic programs. 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; provision for interlibrary loan services designed to ensure timely delivery of materials, and an efficient and appropriate circulation system. Libraries should provide electronic access to materials available within their own system and electronic bibliographic access to materials available elsewhere.

**Status: The College complies.**

The library provides access to over 80 databases, 66 of which are proprietary databases (*Databases*). The databases cover a wide range of subjects, summer I, 2002, the library surveyed Saturday patrons to see if there was sufficient demand to open on Saturdays for summer II. Though demand was not high, some comments made by students on the activity sheet indicated that Saturdays were the only time they could come to the library. After some discussion, the Library Team decided that staying open on Saturdays during summer II would be made permanent in order to meet the needs of these students (*Activity Report*).
Section V/Educational Support Services

including Arts & Humanities, Business & Economics, Education, Government & Law, Health & Medicine, History & Genealogy, Literature, News & Current Topics, Reference, Science & Technology, Social Sciences, Spanish (en Español) resources, Texas, as well as Multidisciplinary databases. Access to many of the databases is through the consortial pricing of TexShare, but the library also subscribes to several databases individually and provides access to some free databases. The library does not yet provide remote access to most of these databases but has purchased and installed EZ Proxy and is working with the Computer Services Team toward the implementation of remote access. Meanwhile, netLibrary, an online collection of 21,880 full text eBooks, is available to students remotely. Students have access to area libraries through the TexShare card, which the library actively promotes during library orientations and classes (2001-2002 Annual Public Services Report 3).

Overall database use in 2001-2002 rose 78.5% over the previous year. This dramatic rise can probably be attributed to the following factors: the inclusion of the databases in library orientation classes and in The Source, the library’s online tutorial; increasing student and faculty awareness of these resources, as well as increased instruction in their use; library demonstrations for faculty and staff; monthly “Everyuser” emails that promote library resources; and the easy-to-use interface of the new databases (2001-2002 Annual Public Services Report 3).
The library is centrally located and operating hours are convenient to faculty and students. Based on Library User Surveys, 82% of faculty and students found the library resources accessible and effective (1999 Library Satisfaction Survey; 2000 Library Student Questionnaire; 2000 Library Faculty Questionnaire).

Access from remote sites to many of the library’s resources, including the online catalog, was first introduced in 1998. Since then, the library’s webpage has been enhanced with the addition of numerous links to relevant research sites and an online edition of the library’s bibliographical instruction program. The new online catalog is available remotely. Remote access to databases presently available only from on-campus is expected during spring 2002 (Bob Slaney interview 2).

Convenient, effective on-campus access to databases is provided through the Online Library (OL). In 1998 a TIF grant allowed the purchase of twelve computers, a TV monitor, and video adapter for instruction. At that time, the library’s computer area was known as the Learning Resources Network (LRN). The OL, as it is now called, is still the primary location from which

Figure 5 – 2: Trends in Database Use

![Graph showing trends in database use from 1997-1998 to 2001-2002. The graph indicates a significant increase in searches during the first year of TexShare (2001-2002).]
students access the Internet and the online databases to which the library subscribes (Kathryn Park interview; Library Technology Plan).

Adding online capabilities in College of the Mainland’s Library dramatically increased the number of sources available to students, from approximately 165 print journals to the thousands students can now access through online databases. It also had the effect of increasing the need for instruction on how to use those resources. Between 1995 and 2000, when College of the Mainland’s headcount actually decreased 6.85%, the library increased the annual number of classes taught in the library from 51 to 118, an increase of 56.78%. With the increase in the number of classes being offered in the library and the number of students participating, the previous allocation of computers (12 lab/instructional machines) in the OL was insufficient to support existing and future requirements. College of the Mainland Library sought and received TIF Grant funding for an additional 18 computers, a master computer for the instructor, and a projector and screen for viewing instruction (TIF Grant). This additional Online Library Classroom, located within the library, opened during 2001-2002.

In 2001-2002, the library installed Endeavor Voyager, an integrated information management system designed specifically for academic and research libraries. Voyager makes data more accessible to local and remote users and provides easy access to the resources of a networked world. It is flexible, high-speed, and high functioning (TIF Grant Narrative).

The Learning Resources Building houses classrooms, offices, and the library. The library occupies two floors, the ground floor and the mezzanine with a total of 14,000 square feet of space allocated to public and staff areas (the Bob Slaney interview 2).

In addition to its collections, the library houses the Online Library and Online Library Classroom from which students access the library catalog, more than 80 databases, and the Internet. There are four dedicated computers on the main level from which students access the library catalog, with an additional computer scheduled for the mezzanine in the 2002-2003 academic year. The library has two printers, with an additional printer scheduled for
the 2002-2003 academic year. The library also provides access to two
copieters, a magnifying reader, and a microfiche reader. In 2000, 85% of
students who rated the physical facilities rated them as good or excellent
(2000 Library Student Questionnaire 2). In 2002, 93-99% of students rating
resources in the library rated the catalog, Online Library computers, journals,
book collections, pamphlets, databases, study rooms, the library’s webpage,
and copy machines as good or very good (2002 Library Survey Report 4).

The library’s online catalog, COMCAT, was made available with the
introduction of the first library automation system in 1986. It provided access
to the collection by author, title, subject, series, call number, and keyword
searches. The system displayed the circulation status of each volume. The
new system that went online July 8, 2002, now enhances searching capability
by allowing Boolean searches, links to Internet sites, display of records in
any of several formats, sorting of retrieved items, and patron-assigned holds
on items (Bob Slaney interview 2).

The library’s collection of books and online databases meets the needs of
most students. In addition, students, faculty, and staff use their TexShare card
privileges at local academic and public libraries. TexShare is a cooperative
program designed to improve library services to Texans. Members include
public libraries that belong to the regional library systems, academic
libraries, and libraries specializing in clinical medicine. TexShare enables
libraries to offer a broader range of materials and services than any single
library can provide its users. TexShare facilitates interlibrary loans,
reciprocal borrowing among libraries, and databases at reduced costs for
participating libraries (Bob Slaney interview 2).

Finally, the library provides students, faculty, and staff with interlibrary loan
services (Interlibrary Loan Form). In 2001-2002, College of the Mainland
patrons borrowed twenty-nine books and one article from other libraries;
College of the Mainland Library did not loan any books or articles to other

All non-print media collections are conveniently housed on the ground floor
of the LRC Building. The Media Services area has three preview/work
rooms, one of which is a soundproof room for recording. Twelve study
carrels on the mezzanine level of the LRC include audio and video
capability. Media equipment is available for checkout by faculty and to
students if requested by a faculty member (Media Services Policy Manual).
Most instructional materials must be used in-house, but all “General Interest”
materials may be checked out. The Media Services Team inventories all
equipment housed throughout campus once a semester. A separate
maintenance log records maintenance activity and replacement parts used. As
new technology develops, the Media Services Team upgrades or replaces
outdated equipment. With the implementation of the new library software,
Media Services Team will have a module for tracking classroom equipment
usage (Jerry Anderson interview).

5.1.3 Library Collections

Access to the library collection must be sufficient to support the educational, research and public service
programs of the institution. The collections of print and non-print materials must be well organized.

Status: The College complies.

According to the 1999 Library Satisfaction Survey and the 2000 Student
Questionnaire, the library collection offers sufficient access and support of
education, research, and public service programs such as Nursing, Public
Service, Process Technology, and Adult Education to the College. The
library stresses the importance of quality, relevance, access, availability, and
delivery of resources and services, and their actual use by students,
regardless of location (1999 Library Satisfaction Survey; 2000 Library
Student Questionnaire; The Source evaluation form).

The library’s collection of print and non-print materials is well organized.
There are clearly identified areas for current periodicals, reference books,
older periodicals, newspapers, library reference network, and non-print
media. Books are arranged by call number in The Library of Congress
Classification System and are easy to find. With the exception of reserve
materials, an automated library software system catalogs and circulates all
materials (Appendix M: Library Map).
Institutions offering graduate work must provide library resources substantially beyond those required for baccalaureate programs.

**Status: The College does not offer graduate work.**

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.

**Status: The College complies.**

The Library Materials Selection Policy, Section III, states that the “responsibility for acquisitions of learning materials lies with the entire college community. However faculty members are expected to recommend purchase by the Library of those materials in their respective areas of expertise that they wish their students to have access to.” The library encourages this practice by distributing Library Choice cards, book reviews of new publications, and lists of “best” new books to faculty on a regular basis. Faculty members recommend the purchase of selected titles by signing their names beside reviewed titles and/or sending reading lists to the library. In addition, the library created the Select Books page, with links to bestseller lists, publishers, and book reviews to encourage faculty input. The librarian in charge of selection maintains files of recommended books and places orders for recommended titles monthly or more often if desirable (Bob Slaney interview 2).

The library gives primary attention to acquiring materials that support the curricular offerings of the College (Library Policy Manual). Some areas have special needs that the library has taken steps to accommodate. For instance, at one time the library was having difficulty in acquiring Spanish language books for the collection. A solution was found when the library started subscribing to the then new publication, Criticas, that provides comprehensive coverage of the international Spanish language publishing market.

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8 New employee orientation introduces faculty to Choice cards.
In compliance with accrediting agency requirements, the library and the Nursing Program have developed and established a routine for weeding out nursing books older than five years, except for those of historical interest. The library creates a list of all holdings sorted by date, with the subject heading of nursing titles. The Nursing Team goes through the list and marks which to weed and which to save for historical value. The library then weeds the outdated materials, checks for updated versions, and places orders as appropriate.

The Library Policy Manual outlines guidelines available on material selection and elimination, and procedures providing for the preservation, replacement, or removal of deteriorating materials in the collection. The Library Team periodically advises faculty of the condition of the instructional collections, as well as circulation and usage information. The librarians ask faculty to make recommendations for removal of materials that are inappropriate or no longer needed. De-acquisition of outdated books is a continuous process accomplished through the review of circulation records, consultation with faculty members, and inspection of individual volumes (Bob Slaney interview 2).

Media Services Team is responsible for the acquisition, housing, and maintenance of the instructional media collection. Instructional teams are responsible for the selection and the initial funding of all non-print materials in this collection. Each faculty team develops its own instructional media collection by using the media purchases form (COM #4007). Media Services Team repairs or funds the replacement of items as soon as they are discovered damaged or missing. (Jerry Anderson interview). Once per semester, faculty and staff are encouraged to offer suggestions for the “General Interest” collection that is available to the College staff, students, and the community. As explained in the Media Services Manual, faculty are involved in the discarding of materials that have become obsolete (Policy Manual 2; media form #4007).
5.1.4 Information Technology

Although access to learning resources is traditionally gained through a library or learning resource center, a wide variety of contemporary technologies can be used to access learning resource materials. Institutions should supplement their traditional library with access to electronic information. When 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. The institution must provide evidence that it is incorporating technological advances into its library and other learning resource operations.

Status: The College complies.

The College recognizes that lifelong learning in the 21st century often means electronic learning. To ensure that its students leave College of the Mainland with hands-on experience in up-to-date research tools, the College has expended considerable monies to incorporate technological advances in its learning resource operations. The library’s webpage, online user guides, Online Library, Online Library Classroom – all discussed in section 5.1 – are key resources for all students.

The College of the Mainland Library has been automated for over fifteen years beginning with the development of a database of ephemeral materials searchable by keyword. This initial step was followed in 1985 with the installation of the first library automation system that provided cataloging, circulation, and online catalog access functions. In 2001 the library replaced its eighteen-year-old DOS based system with a new one that uses a graphical user interface (Bob Slaney interview 3). This new system provides many new features unavailable with the old system, such as Boolean searches, links from the catalog to resources like eBooks, descriptive information in records that create more access points for users, customizable reports on usage of resources, and user notification of available or overdue resources. Most important, the new system provides remote access to the library catalog. When surveyed, instructors said that they would be more likely to check College of the Mainland Library’s resources for assignments if they could check from home or office (2000 Faculty Survey Responses 2).

The Committee commends the College for its incorporation of technology into its library and other learning resources.
5.1.5 Cooperative Agreements

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. However, these agreements must not be used by institutions to avoid responsibility for providing adequate and readily accessible library resources and services. Cooperative agreements must be formalized and regularly evaluated.

Status: The College complies.

That students and faculty consider resources available in the library to be adequate and readily accessible has been established earlier in Section 5. Cooperative arrangements made with other libraries and agencies merely enhance the library’s resources. The library has cooperative agreements with three organizations: TexShare, a statewide library resource sharing network; AMIGOS, a library resource-sharing network; the Council on Academic Libraries and Learning Resources (CALLR), a regional group of two-year college libraries and the University of Houston (Bob Slaney interview 3).

The library’s relationship with two of these organizations, TexShare and AMIGOS, has allowed the strategic use of library funds to purchase access to more resources for students and faculty than would be possible at non-consortial pricing. Access to most databases is several thousand dollars for a limited number of users per database. An annual fee of $800 to TexShare provides access to 60 databases (Library Budget 3). While College of the Mainland Library did not select each of these 60 databases individually, they were carefully selected with input from academic and community college libraries around the state, and the collection is fairly comprehensive. The library can and does purchase access to other databases not available through TexShare, such as CQ Researcher, FACTS.com, NewsBank, and Oxford Reference. A membership libraries’ fee of $400 annually to AMIGOS allows the library to purchase access to additional databases at consortial pricing. Evaluation of the costs of these arrangements is discussed at the library’s annual budget evaluation meeting, as are all of the library’s expenses. The cost is nominal, making the continuation of these resources advantageous for the library.

In addition to consortial pricing, the library participates in TexShare’s TexShare Card program, which permits students and faculty to directly
borrow materials from participating TexShare member libraries across Texas ("About TexShare", "TexShare Eligibility" 1-2; "TexShare Frequently Asked Questions" 1). This program augments the resources to which College of the Mainland students and faculty have access but is in no way a substitute for the library’s own resources.

The library’s relationship with CALLR evolved from a resource sharing agreement when TexShare superseded this function. Membership, now free, consists of access to meetings designed to facilitate cooperative activities among librarians (Consortium of Academic Libraries and Learning Resources By-Laws 1).

5.1.6 Staff

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. 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. Because professional or technical training in specialized areas is increasingly important in meeting user needs, professionals with specialized non-library degrees may be employed, where appropriate, to supervise these areas. The number of library support staff members must be adequate. Qualifications or skills needed for these support positions should be defined by the institution.

Status: The College complies.

The library has three professional full-time librarians and a part-time evening librarian who each hold master’s degrees in library science. The College’s three full-time librarians have a total of fifty-four years of experience (Bob Slaney Interview 3). According to the standards listed by the Association of College and Research Libraries, three professionals are adequate for a college the size of College of the Mainland.

The library employs two full-time library technicians, two library assistants (one full-time and one half-time), one circulation coordinator, one on-call support staff member, and one student assistant. The qualifications and skills needed in these support positions are clearly defined in the institution’s job descriptions.
Media services personnel consist of one degreed professional and two certificate-qualified specialists.

Organizational relationships, both external and internal to the library, should be clearly specified. 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.

**Status: The College complies.**

The Library Team is a self-managed team represented in the Instructional Leadership Council (ILC). The vice president for instruction provides support and assists with problem solving.

The librarians are members of the professional staff of the College and as such receive twelve-month contracts yearly. The professional salary schedule is equivalent to that of the faculty 12-month schedule. Librarians do not have faculty status and are not eligible for tenure (*Bob Slaney interview 3*).

During the self-study, the Committee recommended that the administration consider making the professional librarian position a tenure-track position (RSP 38). After consideration by the President’s Cabinet, the administration informed the Committee that the librarians’ professional status would remain unchanged.

### 5.1.7 Library/Learning Resources For Distance Learning Activities

For distance learning activities, an institution must ensure the provision of and ready access to adequate library/learning resources and service to support the courses, programs and degree offered. 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. The institution must assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site. When formal agreements are established for the provision of library resources and service, 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.

**Status: The College complies.**

Because all College of the Mainland face-to-face classes are taught within a fifteen mile radius of the library, students at off-campus learning centers and local high schools have ready access to all of the library’s resources. All
College of the Mainland students may access the library’s catalog remotely, place holds on books, and pick them up at the circulation desk. Students may access the library’s collection of 21,880 netLibrary eBooks remotely.

The library has created a guide designed to inform distance learning students of all the resources available to them. The *Distance Education Student’s Guide* provides instructions for accessing WebCT, finding articles on the Internet, signing up for remote access to over 20,000 netLibrary eBooks, and signing up for and using TexShare cards. The guide also provides an email link to allow students direct contact with the reference librarian. At the beginning of each semester, the library reminds all distance learning faculty of the importance of informing students of this guide. The email reminder includes a link to the guide and an attachment in Word format that faculty can print for their students (*Distance Education Student’s Guide*).

Through *The Source*, distance learning students may also receive library instruction on conducting research and finding articles, books, and Internet resources. In addition to *The Source*, students may access over twenty online guides, including general “how to” listings such as *MLA Style* or *Getting Started with netLibrary*, and subject guides that are designed to help students find the best basic resources by subject, including books, articles, and Internet resources, such as *Current & Controversial Topics* or *Literary Criticism*.

Through *Articles on the Web*, students may access the best Internet sites that include full text articles. The webpage lists free and for-fee sites that have full text articles, specialized search engines that search for magazine and news articles, and sites that collect links to individual online or electronic journals.

For their convenience, all College of the Mainland students and faculty also have access to academic and public libraries all over the state of Texas through the TexShare card program, with six academic and more than twenty public libraries within a twenty mile radius of College of the Mainland.

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9 WebCT is the platform used for all online courses at the College.

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Although off-campus learning centers do have access to all of College of the Mainland’s databases via wireless networking, the library is working to provide secure remote access to proprietary databases through EZ Proxy so students may access them from work or home.

5.2 INSTRUCTIONAL SUPPORT

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. These requirements apply to all programs wherever located or however delivered. Institutions must provide the means by which students may acquire basic competencies in the use of computers and related information technology resources. 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.

Status: The College comply.

College of the Mainland’s instructional support resources include the following:

- Computer labs, including Innovations (the open computer lab available to all faculty, staff, and students) and the Learning Assistance Center (the lab that provides computer-based tutorials to students in developmental reading and writing)
- The Writing Center, which offers individualized tutorial services
- Media Services, which creates audiovisual instructional materials for faculty and coordinates StarLink satellite-based instructional and professional development programs
- COM Press, the College’s in-house printing and duplication facility

These resources adequately support the College’s purpose and its instructional programs.
**Computer Labs**

Innovations Computer Lab, centrally located in Tech-Voc 320, provides the means for the entire College community to acquire basic competencies in the use of computers and related information technology resources necessary for course assignments and lifelong learning. Two experienced employees and a part-time computer lab associate staff the lab. Since 1993, the Innovations Computer Lab space has doubled, and the number of computers has almost tripled in the last ten years. Computer functions have significantly diversified for all users to include e-mail, Internet use, WebCT accessibility for Internet courses, and online testing for nursing students and students in online courses. (*Penny Finn, Phyllis Thibodeaux interview*).

The Innovations Computer Lab provides convenient access to 91 computers (both Windows and Macintosh versions), printers, and scanners. More than 300 software programs facilitate practice in word processing, spreadsheet, graphics, and numerous other programs recommended by faculty.

Innovations Computer Lab fosters the infusion of information technology into the curricula in a variety of ways. The lab provides computers and software that students can use to complete a wide range of class assignments, including the composition of papers and the development of spreadsheets. The lab also provides computers where nursing students can take online tests and an area where distance education students can take paper and pencil tests. Several instructional teams currently use the lab’s software for computer-assisted instruction. In addition, each year Innovations issues a campus-wide memorandum and fact sheet encouraging instructors to use lab resources for class assignments, computer-assisted instruction, and Internet assignments. This memorandum and fact sheet also encourages instructors to inform students about the resources available in Innovations for other individual purposes (*August 13, 2001 Innovations Team Agreement; Innovations Team Technology; Innovations Team Fact Sheet*).

The lab’s computers and software are updated on an incremental basis, enabling most students, except those in very specialized classes, such as networking or drafting, to complete their assignments at times convenient to their schedules. Innovations opens one-half hour before classes start to
ensure that students needing a last minute adjustment or printout of a paper for a class will have access to the lab. Innovations Computer Lab is open 65 hours a week during fall and spring semesters and 61 hours a week during the summer semesters. Based on student questionnaires for 1999-2000 and 2000-2001, approximately 92% of students surveyed found the hours sufficient for their needs (2000-2001 Innovations Student Questionnaire).

Innovations personnel are also responsible for the checkout of laptops and data projectors to staff and faculty leaving campus for short-term usage or classroom use. This equipment is inventoried and supported by the Innovations personnel as well as scheduled in the log book to make sure the equipment is returned on time, in working order, and ready for the next user (Penny Finn and Phyllis Thibodeaux interview).

Additional labs on campus include the Learning Assistance Center, open 63 hours/week, and The Writing Center, open 30 hours/week in the LRC Building (Penny Finn and Phyllis Thibodeaux Interview). In addition to computer-aided instruction, Innovations Computer Lab staff assists the Nursing Team by supporting and supervising their online testing required by state agencies to verify their testing statistics.

Innovations Computer Lab evaluates its effectiveness by tracking the number of users and types of computers and peripherals used. On the student questionnaire, students rate the helpfulness of personnel, and the hours of availability (1999, 2000, 2001 Innovations Computer Usage Report). The number of users of the lab (14,336 in 97-98; 18,403 in 98-99; 18,971 in 99-00; 15,253 in 00-01) has increased since 1997, and surveys show that more than 90% of students find the staff very helpful (Innovations Annual Performance Evaluation).

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### Innovations Lab Hours:

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>7:30am to 8:30pm</td>
</tr>
<tr>
<td>Tuesday, Wednesday, and Thursday</td>
<td>7:30am to 9:30pm</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00am to 2:00pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00am to 1:00pm</td>
</tr>
</tbody>
</table>

During the summer, the lab closes at noon on Fridays and is closed all day on Saturday (Innovations General Information Sheet).
The College fosters a reasonable infusion of information technology into the
curricula through a variety of courses in computer usage, including
introduction to computers, computer programming courses, and networking
classes. Computer application classes are available to all students, both
academic and workforce. In addition to using Innovations, students acquire
basic competencies through computer classrooms specializing in graphics,
accounting, math, etc., located throughout the campus. The Learning
Assistance Center in LRC-248 provides special skills training in reading,
writing, and grammar for students taking developmental language arts
courses.

The Writing Center

The Writing Center is a new program at the College. Its primary purpose is to
provide one-on-one writing tutorials to all members of the College
community and to serve as a resource for faculty through classroom visits
and individual instruction (Writing Center Mission Statement). Before the
Writing Center opened, full-time English faculty offered tutoring in their
individual offices. Although flyers were distributed around campus, few
students took advantage of the help. English faculty tutored only 46 students
in 1998-99 and 87 students in 1999-2000. During fall 2000, the director of
the Writing Center, Gilchrist White, negotiated with the Developmental
Studies Team for space on the mezzanine of the library, and in February
2001, the center opened. The College funded the Writing Center as a
program beginning in 2001-2002 with a $4800 budget for operating
expenses, one new computer for administrative use, two computers for
student use, a printer, network connections, and furniture. In 2000-2001, the
center held 84 tutoring sessions; in 2001-2002, that number rose to 240. The
Humanities Team decided to pilot summer tutoring during 2002, but the
Center served only two students (Gilchrist White interview).

The Writing Center began assessment of its services in October 2001 with a
student evaluation, “Student Writing Conference Evaluation Form.”
According to Gilchrist White, all twenty-four students who completed the
“Student Writing Conference Evaluation” during fall 2001 had positive
comments about their tutoring sessions.
The Writing Center provides an email tutoring service for all students, including those taking distance education classes. The center is planning a webpage on the College website (Gilchrist White Interview).

**Media Services**

Media Services’ purpose statement reads, “To provide well-balanced, exemplary audio-visual products/resources, which can be easily utilized by the faculty and students of College of the Mainland” (Media Services Vision Statement).

In addition to ordering and maintaining the College’s audio and video collections, Media Services provides A-V duplicating services for faculty and staff and graphics services in support of the curricula. Media Services Team provides equipment access at Clear Creek 9th Grade Center, as well as monitors, VCRs, data and overhead projectors. The Media Services Team periodically reviews and modifies its technology plan as new technology needs are identified. Photo, video, and graphic services institute the latest technological trends. Staff members attend workshops and seminars as needed to stay current with the latest advances. The team designed the Media Services webpage to include information about production cost and services offered (Media Services Technology Plan).

**COM Press**

COM Press provides 55 copiers on campus, 7 of which are accessible by students. COM Press ran 6,746,691 copies in 2000-2001 from the staff/student accessible copiers. The copiers to which students have access are conveniently located as follows: two each in the library and the Technical Vocational Building; one each on the LRC second floor, in the Math-Science Building, and in the Public Service Careers Building. Each of these seven is a black and white copier. The remaining copiers are for staff use only: 44 on the College of the Mainland campus, and one copier each at Clear Creek, Galveston College, the League City site, and the LaMarque location for senior citizens. Any team can submit a request for a copier. COM Press consults with the vice president for college and financial services and then approves and processes the requests based on available resources. COM Press upgrades these copiers on a regular basis, as per the lease contract with
the copier vendor. New copiers have options the old ones did not have, such as the ability to send print jobs to the copier from computers (*Laura Garcia/Terri Cornelius interview 1*).

In addition to the 55 publicly accessible (by staff and/or students) copiers, COM Press offers duplicating services for College of the Mainland teams, making approximately 3-4 million copies per year. COM Press has one black and white high-speed copier, a second black and white copier that makes most of the copies, and one color copier. COM Press also has three presses—one that runs two colors at a time, one that runs one color, and one that runs 17x22 size paper. The presses are not used as often as the copiers, but are used for specialized jobs such as envelopes, forms, invitations, and newsletters (1).

Section 5.3 details the College’s network resources. Section 5.1 discussed electronic resources available to students through the library.

### 5.3 INFORMATION TECHNOLOGY RESOURCES AND SYSTEMS

*Information technology resources and systems are essential components in higher education. An institution must provide evidence that it is incorporating technological advances into its operations. Information technology resources must support the planning function and the educational program component of the institution at appropriate levels. These resources include computer hardware and software, databases, communication networks, and a trained technical and user services staff. 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.*

*These 5.3 requirements apply to all programs wherever located or delivered.*

**Status: The College complies.**

College of the Mainland is incorporating proven and emerging technologies in order to improve instruction, student services, organizational effectiveness, and community outreach. The College now provides a reliable data network that allows students, faculty, and staff to become familiar with accessing national and global information resources. College of the Mainland has moved from a single, stand-alone PC environment to a networked...
environment connecting numerous campus buildings to the main data center in the Technical Vocational Building via fiber optic and switching technology. The HPe3000 that houses critical student and employee data has been connected to the network infrastructure to provide greater versatility. An Internet connection to national and global information resources is provided through a 1.544 - megabit per second T-1 provided by Southwestern Bell, our Internet service provider. A network migration from an unstable dual Novell/Microsoft network to a Microsoft 2000 shop was completed in December 2001 and has thus far shown remarkable improvement in network reliability (College of the Mainland Technology Plan 13).

Evidence exists that information technology resources support the planning function and the educational program component of the institution. The College of the Mainland Technology Plan defines the technology-related goals of the College, defines the architecture and tools to support these goals, addresses the budget for technology, and defines the management processes required to implement these goals while allowing for the optimization of changes in technology. The goal of the plan is to improve how technology is used for instruction, management, assessment, and communication, including economically and technically feasible solutions. College of the Mainland has provided the necessary infrastructure to support the planning function and educational component as outlined in the technology plan under the current state of technology (2001-2004 College of the Mainland Technology Plan 7, 12-26). The College provides a PC and email/Internet access to all faculty and professional staff who want them. Most classrooms include TV/VCR monitors. Some classrooms now have Internet connection and LCD projectors for PowerPoint presentations. The Media Services Team provides satellite television downlinks for educational program feeds and videoconferences. The Standing Technology Committee (STC) is the advisory and decision-making forum for the plan; and the Computer Services Team is the body that has been directed to implement and maintain this technology. The Computer Services Team has developed and implemented student friendly applications, such as real-time telephone applications to
allow students to check for available classes. Other advancements include the offering of online distance education classes via WebCT for students who prefer or require this method of instruction and online registration, beginning in 2002-2003 (College of the Mainland Technology Plan 12-26).

With the movement toward more distance education in the curricula and the influx of new application software and technology on campus, there is a definite need for new positions to fill the void. Funding for a webmaster has been approved to not only help with the College of the Mainland webpage, but to help distance learning faculty develop programs for their classes. In addition, with the influx of new software and technology, there is a need for someone to identify training needs and ensure that staff and faculty are properly trained to operate the new technology. The Committee recommended that a webmaster be hired to oversee the campus’ Internet web needs, a documentation specialist to maintain technology documentation standards, and a College software application specialist to manage the training of employees on software needs (RSP 37). The College has funded the webmaster position.

Written documentation outlining the history of changes in information technology resources and systems over the last ten years is scarce. The Committee recommends that a configuration control document be used to provide documented management over changes to policy, infrastructure, hardware, and software (RSP 36).

There must be provision for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software.

Status: The College complies.

College of the Mainland supports ongoing technology-related training of faculty and staff through a variety of means:

- Each employee may enroll in one free course per semester.
- The STC (Standing Technology Committee) allocates funds each budget year specifically for training.
• All faculty and professional employees receive a professional development stipend each year that may be used to increase their understanding of technology-related job junctions.

• College of the Mainland sends members of the computer services staff each year to a conference in order to stay up-to-date on the administrative software applications.

• When problems related to the administrative software (COCO) develop, the College’s systems analyst works to solve these problems and, when necessary, asks representatives from the Computing Options Company (the College’s third party administrative software vendor) to travel to the campus and train selected individuals. The College contracts with Computing Options Company each year to secure reduced pricing for custom programming projects or on-site training as needed.

• A recent TIF grant secured by College of the Mainland provided funds set aside specifically for distance education training and Microsoft 2000 Server training (College of the Mainland Technology Plan; TIF grant narrative).

The library webpage’s Faculty and Frequently Asked Questions give information on tours and workshops offered by the library, and the library’s instruction page lists available training. The library also offers instruction in electronic research for faculty (Library webpage).

The Innovations Computer Lab also contributes to the ongoing training of faculty and staff members in the use of computers and related information technology resources. The lab provides a comfortable setting in which faculty and staff can enhance their computer skills (August 13, 2001 Innovations Team Agreement; Innovations Team Technology Plan; Innovations Team Fact Sheet).

Although College of the Mainland encourages and supports training of faculty and staff, a more organized approach should be considered. There is currently no institution-wide procedure to identify technology training needs for all aspects of College operations and to ensure these needs are addressed.
The Committee recommends that a centralized office be charged with identifying training needs and managing technology training at College of the Mainland employees (RSP 35).

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 administrative needs are adequately addressed.

**Status: The College complies.**

Evidence exists that policies for the allocation and use of information technology resources at College of the Mainland are clearly stated and consistent with the institution's purpose and goals. An objective at College of the Mainland is to ensure that every employee who requires computer access has a computer that meets current standards and is periodically updated. This objective ensures that faculty, staff, and students have adequate computer hardware. The *College of the Mainland Technology Plan* defines the goals of the organization and the architecture and tools to support these goals. Included in the plan are the procedures and methods for making technology decisions, including the setting of priorities, and the purchase, evaluation, upgrading, and use of technology (*College of the Mainland Technology Plan* 7, 28-29).

The Standing Technology Committee has responsibility for keeping the *Technology Plan* current and updating computer standards at least annually. The committee also sets up a replacement schedule so that all areas have appropriate hardware. Members of the College of the Mainland technology community (instructors, staff, and students) may propose changes to the plan, but the STC must approve these changes prior to incorporation into the document (7, 28-29).

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

**Status: The College complies.**

Student records and other vital College information reside in a database located on the HPe3000. VESOFT Security/3000 is the primary software
Section V/Educational Support Services

5.4 STUDENT DEVELOPMENT SERVICES

5.4.1 Scope and Accountability

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.

Status: The College complies.

Since the hiring of the Vice President for Student Services and Institutional Effectiveness, Pam Davenport, in January 2000, the student services area has undergone extensive changes. The 2002-2003 Strategic Enrollment Management Plan (SEM) names many accomplishments in the area of student development for the past two years, including the staffing of a retention coordinator, a campus representative, an academic counselor for...
developmental students, as well as the organization of an Information Center with full-time coverage, the re-vamping of new student orientation, the initiation of open and continuous registration, and the College-wide training program “Connections” (Strategic Enrollment Management Plan 17-20).

On August 22, 2002, Vice President for Student Services and Institutional Effectiveness Pam Davenport explained,

> Development of Student Services/IE goals occur according to the process set up in the IE/Assessment Manual. When establishing goals, the Student Services Leadership Council (SSLC) used the College vision and mission, Board of Trustees Policy Outcome Goals, Strategic Target, and the Academic Master Plan. This ensures that the goals are in line with institutional purposes.

Vice President Davenport added that this process has occurred in the last two years but more fully in 2001-2002 in the preparation of goal-setting for 2002-2003.

Student services’ goals were developed through the Student Services Retreat in spring 2000. The Student Services Team completed goals for the year 2002-2003 in December 2001. A revised Strategic Enrollment Management Plan became available for analysis in May 2002. The plan is consistent with College of the Mainland’s vision to “have affordable opportunities to learn the intellectual, cultural, social, and economic skills they (students) need to achieve personal and professional success.”

> Appropriate student development services must be provided for distance learning programs as well as on-campus programs.

**Status: The College does not comply.**

SACS defines distance learning to include telecourses, online courses, and instruction at off-campus centers. In the latter case, College of the Mainland offers a full array of advisement and counseling services during its registration process, when actual physical registration occurs at the site where teaching will occur. In the case of asynchronous learning initiatives such as telecourses and online courses, the College offers a number of student services during non-traditional hours (such as Saturdays), by phone.
or by email. The idea of a virtual campus involves the creation of a fully functioning set of cyberspaces where functions ranging from advisement to registration to financial aid to counseling can occur. Like many institutions, College of the Mainland has struggled to direct sufficient resources toward creating and maintaining such a high-functioning website. Planning priorities noted in the 2001 Strategic Enrollment Management Plan include a full-time webmaster and updated website. The new Online Learning Plan (spring 2002) delineates a full set of standards and procedures pertaining to student enrollment, registration, and testing in online courses as well as standards for the distance learning aspects of the College’s webpage.\(^{11}\)

College of the Mainland has made substantial progress. The College’s website now includes the following:

- a distance learning link on the homepage with a list of all Internet courses, a “Frequently Asked Questions” page, a link to a learning style assessment quiz, and instructor contact information;
- library pages, including a Distance Education Student Guide, frequently asked questions (both with hyperlinks), and an e-mail link to the reference librarian;
- an online information request form;
- a tuition and fees calculator;
- financial aid and scholarship information, including an in-house application and a link to FASFA – student financial aid application\(^{12}\);
- the complete College Catalog;
- online application options; and
- information about testing and advisement, and

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\(^{11}\) The 2001 SEM Plan’s top funding priorities were the hiring of a web management consultant firm for 2001-02 to redesign and update the College of the Mainland webpage (accomplished but with poor results); the immediate hiring of a part-time webmaster; the funding for a full-time webmaster in summer 2002. This last position was funded but as of this date, no hire has been made. The plan also proposed the hiring of a distance education adviser as a part of the Title III grant proposal. The grant was not awarded, so the adviser position was not funded.

\(^{12}\) Students can access their status through COCO through the website. All of the financial aid process can occur without the student physically coming to campus.
the job placement software “Job Track.”

If students live outside of the area and want to enroll for Internet courses, the testing for placement or TASP can be done at the college closest to them. The Advisement, Counseling, and Testing Team conduct some low level advisement through email. Enrollment online is being tested in December with full implementation in early January 2003 (if testing goes well).

Overall, the institution has created a number of avenues for distance education students to receive the majority—if not all—of the services they require. However, the College’s website, which should be at the center of such outreach efforts, is still incomplete and not consistently updated. The College plans to set quality standards for full online support of distance education students, but even with the hiring of a full-time webmaster, the website will require additional time to achieve full functionality.

To meet all the needs of the growing number of distance learners, the College will also need a trained adviser/counselor for distance education students; thorough orientation materials for distance learning students at remote sites, high schools and off-campus learning centers; and a fully functioning online registration process with links to advisement, counseling, and other support services (RSP 83).

The institution **must** clearly designate an administrative unit responsible for planning and implementing student development services. Appropriate policies and procedures for student development programs and services **must** be established. Student development services should be given organizational status commensurate with other major administrative areas within the institution. These services **must** be staffed by individuals who have academic preparation and experience consistent with their assignments. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for academic preparation. Exceptional cases **must** be justified by the institution on an individual basis.

**Status: The College complies.**

During much of the 1990s, student services and instruction were organized as one area under a single dean. Neither area had sufficient resources allocated to be fully effective and the lack of a separate mission diluted the focus of student services and also hindered its ability to coordinate its actions effectively. The organizational shift to self-managed teams in 1993 contributed to fragmentation within student services.
Since January 2000, however, student services has been a separate administrative unit with its own vice president. This organizational shift has vastly improved planning and procedures in the area. Figure i – 4 represents the current area led by Vice President for Student Services and Institutional Effectiveness Pam Davenport.

**Figure i – 4: Student Services/Institutional Effectiveness Function and Accountability Chart**

The Student Services Leadership Council (SSLC), comprised of representatives from all student services teams, provides leadership for the planning process in student services and develops annual goals.

This current organizational chart (2002) is a major step forward in organizing functions within student services, as are the post-2000 team agreements, and the 2001 and 2002 Strategic Enrollment Management Plans. The 2002-2003 versions of student services’ goals, their team agreements, and the current Strategic Enrollment Management Plan clearly demonstrate compliance.

The current roster of key personnel suggests that the area is rapidly achieving status commensurate with the other major organizational units on campus.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>NAME</th>
<th>DEGREE</th>
<th>EXPERIENCE/YRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Student Services and Institutional Effectiveness</td>
<td>Pam Davenport</td>
<td>MHR</td>
<td>35 in higher education</td>
</tr>
<tr>
<td>Associate Vice President for Instructional and Student Support</td>
<td>Bill Spillar</td>
<td>Ed. D.</td>
<td>30 in higher education</td>
</tr>
<tr>
<td>Director of Admissions/Registrar</td>
<td>Kelly Musick</td>
<td>BA</td>
<td>14 in higher education</td>
</tr>
<tr>
<td>Director of Career Services</td>
<td>Patricia Jackson</td>
<td>MA</td>
<td>15 in higher education</td>
</tr>
<tr>
<td>Director of Student Support Services</td>
<td>Kris Kimbark</td>
<td>MA</td>
<td>12 in counseling</td>
</tr>
<tr>
<td>Director of Recreation</td>
<td>Maryann Urick</td>
<td>BS</td>
<td>25 in higher education</td>
</tr>
<tr>
<td>Associate Vice President for Institutional Effectiveness and Planning</td>
<td>Vicki Underwood</td>
<td>Ph. D.</td>
<td>25 in higher education</td>
</tr>
<tr>
<td>Associate Vice President for Strategic Enrollment Management</td>
<td>Rick Gearing</td>
<td>MS</td>
<td>15 in education</td>
</tr>
<tr>
<td>Associate Vice President for Student Services</td>
<td>James Shippey</td>
<td>M. Ed.</td>
<td>25 in higher education</td>
</tr>
<tr>
<td>Associate Vice President for Student Financial Services/Judicial Coordinator</td>
<td>Becky Miles</td>
<td>MA</td>
<td>18 in financial aid</td>
</tr>
<tr>
<td>Retention Coordinator</td>
<td>Mara Smith</td>
<td>MS</td>
<td>16 in higher education</td>
</tr>
<tr>
<td>College Representative</td>
<td>Jimmy Ramos</td>
<td>BA</td>
<td>7 in education</td>
</tr>
<tr>
<td>Academic Success Counselor, Dev. Studies</td>
<td>Stacey Henderson</td>
<td>MS, LPC</td>
<td>10 in counseling</td>
</tr>
<tr>
<td>Counselor</td>
<td>Leroy August</td>
<td>M.Ed., LPC</td>
<td>25 in counseling</td>
</tr>
<tr>
<td>Counselor</td>
<td>Michelle Kettler</td>
<td>MA</td>
<td>2 in education</td>
</tr>
<tr>
<td>Counselor</td>
<td>Althea Choates</td>
<td>Ed.D., LPC</td>
<td>30 in counseling</td>
</tr>
<tr>
<td>Student Support Services Adviser</td>
<td>Tamara Hood</td>
<td>BS</td>
<td>3 in TRIO programs</td>
</tr>
</tbody>
</table>
Student development services and programs must be evaluated regularly.

**Status: The College complies.**

The student services area is evaluated regularly, but the evaluation process has not been as effective in producing and documenting change as it needs to be. Recent changes in the area’s organization and in campus institutional effectiveness processes should improve the efficiency and effectiveness of the evaluation processes over the next year or two. On August 24, 2002, Vice President for Student Services and Institutional Effectiveness Pam Davenport explained,

> Prior to this last year, all teams in Student Services had team agreements that had goals and evaluation measures. When I started in January 2000, that was the first thing I looked at, and there was evidence that some assessment occurred and changes were made. Prior to 2000, there were several attempts to get student feedback through student satisfaction surveys, for example, the Noel Levitz in 1998 (or 1999). The problem is that there was little documentation of follow-up on goal completion or outcomes. While we did not do a good job with goal development and outcomes assessment, we did have some systems in place over the last 10 years. As is the case across the institution, assessment and evaluation have not been priorities until the past year, 2001. The College is making progress, and student services has made real changes in planning and evaluation processes by combining the position of vice president for student services with that of vice president for institutional effectiveness in December 2001 and creating the associate vice president for institutional effectiveness this spring 2002. The revised Strategic Enrollment Management Plan surveys activities undertaken within the last two years and does offer some analysis regarding their effectiveness.
5.4.2 Resources

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

**Status: The College complies.**

The hiring of a vice president for student services and institutional effectiveness in January 2000 brought a much greater focus to the roles that student services is expected to fulfill. The institution has made a concerted effort to create effective plans and, more importantly, to provide the resources to implement them. Over the past two years the budget for student services has increased significantly with the addition of more support personnel, grant funding, and an intense strategic enrollment management effort. Budget requests along with team agreements over this time frame have emphasized staffing issues in this area. The award of the TRIO grant in September 2001 enabled a number of initiatives to begin, many of which were overdue. Since January 2000, the College has added several key positions to the area:

- director of student support services
- associate vice president for strategic enrollment management
- retention coordinator
- college representative
- academic success counselor, Developmental Studies Team
- student support services adviser

Future staffing needs relating to the *Strategic Enrollment Management Plans* are spelled out in the Strategic Enrollment Management Team’s budget requests and Title III requirements as articulated in the current Title III grant applications. The updated *Strategic Enrollment Management Plan* (May 2002) and *Student Services Plan* (June 2002) will continue to define and respond to the needs of the College’s constituents. As section 5.3 of this report makes clear, the College’s technological support – especially via the webpage – has contributed greatly to student development service improvements. The Committee applauds the (belated) institutional recognition that student development is central to College of the Mainland’s
mission and recognizes the gains in financial and personnel resources in the
student services area.

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.

**Status:** The College complies.

According to the *Strategic Enrollment Management Plan*, the SEM budget
allows for “funding for a comprehensive, college-wide training program that
focused on creating a supportive environment for student success.” The
student services area has participated in a number of staff development
activities during the last two and a half years:

- The March 2000 student services-wide staff development retreat
  focused on clarifying area vision, missions, and goals.
- The 2000-2001 focus was on institutional
effectiveness/assessment training.
- Student services leadership held an off-campus retreat in spring
  2001 that focused on reorganization, including the creation of the
  new Advising, Counseling, and Testing Team.
- The 2001-2002 focus was on improving student services.
  Student services personnel were the first to volunteer for the
campus-wide Noel Levitz Connections training in summer 2002.
- The Student Services Leadership Council conducted a retreat on
  November 15, 2002, with focus on student services’ goals and

### 5.4.3 Programs and Services

#### 5.4.3.1 Counseling and Career Development

*Each institution should provide personal counseling services for students, as well as a career development
program. An effective career development program should include career information and planning, placement
services, career counseling, testing services and follow-up activities. There should be clearly specified policies
regarding the use of career development services by students, alumni and employers.*

**Status:** The College complies.
Personal counseling is the responsibility of the Advisement, Counseling, and Testing Team. The current team agreement delineates a process for working with students and effectively divides duties among team members. This team consists of three master’s degree counselors, including 1 LPC and 1 Ed.D/LPC. The College now employs an academic success counselor, Stacey Henderson, LPC, for students taking developmental math, reading, and writing courses. She is housed in Suite C of the LRC Building with the faculty and staff of the Developmental Studies Team. The 2001 Noel Levitz Institutional Priorities Survey indicated statistically significant performance gaps (relative to comparable institutions) in Academic Advising/Counseling and Service Excellence. The recent combining of the Advising Team and the Counseling and Testing Team should improve those services, but no hard data is yet available to indicate the results of this change.

The College’s Career Services Team, located on the second floor of the Student Center, helps students explore careers so they may create a degree plan for their fields of interest; provides up-to-date information on local, national, and international jobs; and guides the student through the process of creating resumes, improving interview techniques, and increasing job-hunting skills. The Career Services Handbook is available to students, alumni, and employers. The handbook includes information about the campus interview policy, career development, interview information, resume writing, and registering to use career services. A Student, Faculty, and Staff Guide includes information about College of the Mainland staff and faculty involvement with career services, employer information, and student information. A career services recruitment package includes information about recruitment procedures, guidelines for employers, a hire form, a recruiter information sheet, a Career Services Handbook, a College of the Mainland Catalog, and information from “Principles for Professional Conduct for Career Services and Employment Professionals.” The Career Center has books, career briefs, and videos on over a thousand careers as well as material to help students determine their career interests. Computer-assisted research, and aptitude and interest testing and interpretation are also
Director of Career Services Patricia Jackson conducts small group workshops and seminars relating to career counseling and planning.

The Noel Levitz Student Satisfaction Surveys demonstrate a startling statistical improvement between the spring 1999 and fall 2001 responses to the question concerning the Career Services Office. In addition, the Career Services Office was one of the success stories cited at the April 2002 Self-Study Mini-Retreat.

5.4.3.2 Student Government, Student Activities and Publications

The institution must develop a statement of the student’s role and participation in institutional decision-making.

The institution must have an activities program appropriate to its purpose and encompassing student interests.

The institution must develop policies and procedures governing the supervisory role of the institution over student activities. Student publications can contribute to the establishment and maintenance of an atmosphere of responsible discussion. When student publication or other media exist, the institution must provide a clearly written statement of the institution’s responsibilities regarding them.

Status: The College complies.

The College has clearly defined students’ roles in decision-making, both in policy and in practice. President Homer Hayes added the president for student government to the President’s Leadership Council for the first time in 2000-2001. In addition, the College Senate – the institution’s policy-review body – includes student members. The presidents of the student government and the Student Activities Board assisted the Student Services Team with the revisions of the mission statements at the November 2002 self-study/institutional effectiveness in-service. The Committee suggests that the institution explore additional strategies to increase participation and input by students in institutional decision-making.

The College has a variety of activities and programs appealing to a broad spectrum of student interests. The Student Handbook lists all activities and contact persons and the student newspaper, InterCOM, documents an active and varied set of student organizations. The College catalog lists more than twenty-five student organizations and clubs. Student government is an umbrella organization with representatives from all of the student clubs and organizations. Among these clubs and organizations are Phi Theta Kappa, College of the Mainland’s Arena Theatre, College of the Mainland Outdoor
Club, College of the Mainland Amigos, College of the Mainland Arts Association, Organization of African-American Culture, Men’s Vocal Ensemble, the Student Activities Board, the Gulf Coast Intercollegiate Conference, Student Government, Students for Christ, Webb Historical Society, and other organizations in which students may become involved with campus and community activities. Graduating students rated student activities good relative to other areas of student development. The Committee commends the College for its student activities programs, which contribute to a sense of ownership and responsibility by the students.

Sigma Delta, College of the Mainland’s Phi Theta Kappa chapter, has received numerous awards including:

**2001-2002:**
- **Texas Region Awards:** Top Ten Chapter; Most Spirited Chapter; Level 5 Five Star award
- **International Awards:** Top 25 in Leadership; Top 25 Most Distinguished Chapters; Pinnacle Scholarship; Advisor Paragon Award

**2000-2001:**
- **Texas Region Awards:** Texas Hall of Honor for the Chapter President; Level 5 Five Star award
- **International awards:** Top 25 in Leadership; Top 25 in Fellowship; Top 25 Most Distinguished Chapter; Most Distinguished Chapter President

**Other awards before 2001:**
- Adviser Texas Hall of Honor Award 2000; Level 5 Five Star award in 1998, 1999, 2000; International Eichling Yearbook Award 1999; Texas Regional Fellowship Hallmark Award 1999; State Nominating Chair, State Board Member, Community Service Award, Membership Award, 1999-2000; Texas Regional Service Project Award 1998; International Robert Giles Distinguished Adviser Award 1998.

The Committee commends Phi Theta Kappa for its outstanding accomplishments in the areas of leadership, service, fellowship, and spirit. The Committee also commends Phi Theta Kappa advisers Leslie Richardson and Cindy Lucas for their superior leadership.
The institution has maintained clear policies concerning student organizations, as articulated in COM Policy FKC, in the Student Handbook, and in the Student Organizations Handbook. New and returning students receive information (such as fliers) describing the opportunities offered by various student organizations. Additionally, the Student Leadership Development for Student Organizations Handbook contains copies of all procedures such as adviser’s duties, forms, applications, and policies.

The College sponsors a student newspaper, InterCOM, that is written and published in conjunction with the journalism program. The Student Handbook clearly states that InterCOM is a student-run publication, and the current Student Leadership Development booklet states that InterCOM is “a forum for student expression, the editorial content of which may not be censored, restricted or interfered with by the College administration” (Student Leadership Development for Student Organizations Handbook).

InterCOM participates each year in the Texas Intercollegiate Press Association awards. Since 1987 InterCOM has garnered forty-one awards ranging from first place to honorable mention in a variety of categories, including news, feature and headline writing, sports, and editorial writing, photography (news, action, sports), page design and layout, as well as illustrations and political cartoons. Numerous former students from the journalism program are employed full-time in the newspaper industry and in public relations. The Committee believes that the student newspaper is an effective outlet for discussion at the College.

5.4.3.3 Student Behavior

The institution must publish a statement of student rights and responsibilities and make it available to the campus community. 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.

Status: The College complies.

The Student Handbook defines student rights and responsibilities and provides a clear process for student discipline and grievances. Historically, the student disciplinary and grievance procedures have been clearly defined,
but the process itself was difficult to administer because student services and
instruction were combined into a single area. For example, Associate Vice
President for Instructional and Student Support Bill Spillar acted as student
ombudsman and administered hearings for student grievances until this year,
a situation that sometimes created possible conflict-of-interest issues. For
2001-2002, the disciplinary and grievance system was revised so he now acts
solely as student ombudsman, representing students with issues or grievances
against the institution and its representatives. In student disciplinary matters,
Associate Vice President for Student Financial Services/Judicial Coordinator
Becky Miles now includes the judiciary function as one of her roles. The
Committee believes that the revised system will provide a much greater
degree of fairness to both students and employees of the institution. In
addition, the 2002-2003 Student Services Plan includes the establishment of
a crisis and discipline response policy as a goal, verifying that such issues
continue to be a priority at the institutional level (Student Services Plan).

5.4.3.4 Residence Halls
The College does not have residence halls.

5.4.3.5 Student Financial Aid
The institution should provide an effective program of financial aid consistent with its purpose and reflecting the
needs of its students. Effective program administration should include counseling students on the efficient use of
their total financial resources. There must be provision for institution-wide coordination of all financial aid
awards. All funds for financial aid programs must be audited in compliance with all federal and state
requirements. 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 the Commission on Colleges to conduct a special
evaluation.

Status: The College complies.
The Student Financial Services Team Agreement states that the team will
analyze and evaluate student applications for accuracy; provide financial aid
counseling and guidance to student applicants and families; conduct outreach
workshops; represent the College in recruiting activities; resolve conflicts for
students attempting to complete financial aid applications; perform need
analysis, package aid, and prepare program status/progress reports;
administer all financial aid programs; and ensure that the College is in
compliance with federal, state, and local regulations. The team conducts an
ongoing customer/student survey, reviews the results, and acts on the
recommendations received from the evaluation process. Copies of these
student evaluations are available in the Student Financial Services Office.

The Student Financial Services Team’s assessment chart for 2000-2001
outlined a number of objectives for enhancing service to the institution’s
constituents. The team’s evaluation at the end of the year indicated that all of
its objectives—ranging from keeping track of contact via community events to
professional development—were in fact met. During the April 2002 self-
study mini-retreat, the financial aid area was cited for its focus on supporting
students, widely and effectively disseminating information to the College, its
efforts to keep current with new resources to make them available to
students, and the quality of its staff.

The Student Financial Services Office effectively centers financial aid
awards on campus, working in conjunction with the College of the Mainland
Foundation and other relevant organizations. Regular meetings are scheduled
with the Bookstore and the Business Office to set dates for use of grant funds
by students purchasing books and paying tuition as well as determining the
dates for checks to be released. The College budget committee is apprised of
Title IV programs requiring a match from institutional funds, and the College
provides these funds. Information pertaining to availability and requirements
for financial aid are available online at the campus website, now being
revised and updated.

The institution’s Financial Aid Office and the College of the Mainland
Foundation must undergo regular, vigorous audits, and according to the
associate vice president for student financial services/judicial coordinator and
the vice president for college and financial services, the office has met all of
the requirements for compliance. Copies of the audits are available to the
public and are maintained by the President’s Office. In addition, the Student
Financial Services Office reports annually to the Department of Education, state, and local authorities.

College of the Mainland does not participate in any Title IV student loan programs at this time; however, counseling for students in default of previous student loans is available. A hold is placed on the academic records of all students reported as being in default and the student must contact the Financial Aid Office for counseling before the hold is released. 13

The Student Financial Services Office’s day-to-day and long-term procedures will continue to be examined as possible models for other teams to follow. The Committee commends them on their fine work and efforts to improve service to students in this critical area.

5.4.3.6 Health Services

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.

Status: The College complies.

A number of teams and organizations contribute to health services and education at College of the Mainland.

The College of the Mainland Police Team has a host of free publications on various topics related to crime prevention and personal safety as well as information on drug-alcohol abuse. Emergency health response is the responsibility of the Police Team.

The 2001-2002 Team Agreement for the Advisement, Counseling, and Testing Team delineates procedures for providing health-related information and directing students to resources. According to Associate Vice President for Student Services James Shippy, the Advisement, Counseling and Testing Team has, for at least the past five years, assisted students with health-related

13 New procedures for students in default of loans are located in the 2002-2003 College Catalog, pages 44-45.

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concerns as a part of the counseling process. Student insurance information is available in the Advisement, Counseling, and Testing Center.14

The associate vice president for student services is presently conducting a survey of other institutions’ practices in this area; in addition, a bi-annual review required by Title IV as part of the Drug Free Schools Act, is underway that will reflect educational workshops and other programs. The 2002-2003 Student Handbook contains updated and improved information regarding personal health and safety. Measuring the effectiveness of these services can be difficult given legal (privacy-related) regulations, but the Committee believes that the institution’s practices regarding health services and education are provided to its constituents in a manner consistent with their needs, and that the institution is taking steps to enhance this component of service to its constituency.

5.4.3.7 Intramural Athletics

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.

Status: The College complies.

The Health, Physical Education and Recreation Team (HPER) determines duties, goals, and assessment procedures related to intramural athletics. The HPER Team’s mission relates directly to College of the Mainland’s mission to be “a unifying center of interest and activity in the district.” Intramural activities fit well with the value College of the Mainland places on physical education. (All AA and AS degrees require a physical education course.) Historically, the HPER Team emphasized formal leagues in high profile sports such as basketball. However, such leagues proved unwieldy in serving students and community members, and HPER now emphasizes regular tournaments and informal leagues (such as scheduled “pickup” games) in activities ranging from volleyball to billiards. Many of these activities are

14 The Student Activities Board sponsored a fall Blood Drive (Oct. 1 & 2, 2002). The Outdoor Club sponsored Dr. Tesh on September 4, 2002 to speak on the West Nile Virus, and Director of Student Activities Maryann Urick invited Philip Lewis, a personal trainer, to conduct an introductory workshop.

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intended to prepare teams for the Gulf Coast Intercollegiate Conference Sports Day. College of the Mainland has a high level of participation in a variety of intramurals sports. Informal, oral assessment focuses on overall improvement of the experience for participants.

Director of Recreation and Student Activities Maryann Urick administers intramural sports and activities and has the necessary qualifications to do so. Funding for these activities and programs is sufficient for the programs to effectively serve students and the community.

5.5 INTERCOLLEGIATE ATHLETICS

Status: The College does not participate in intercollegiate athletics.
Appendix N: Library Map