The Committee commends the College for its excellent library facilities, efforts to support students and faculty through online resources and services, and dedicated librarians and staff resulting in a high rate of user satisfaction.
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## Program Description

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<tr>
<td>Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.</td>
<td>Western Nevada College Library &amp; Media Services’ (LMS) mission is to support the educational programs of the college throughout the service area; to foster the ability of students, faculty, and staff to use information sources independently and effectively; and to provide a physical and virtual environment conducive to learning.</td>
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<tr>
<th>College Goals</th>
<th>Program Goals and Outcomes</th>
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<tr>
<td>- Improve student success in program completion and graduation rates.</td>
<td>- LMS personnel assist and teach students, faculty, and staff in the effective and ethical use of library and information resources.</td>
</tr>
<tr>
<td>- Ensure institutional excellence in teaching, programs and services.</td>
<td>- LMS information resources and services support the college’s educational programs through the acquisition and maintenance of a current, relevant, and diverse print and online collection of materials.</td>
</tr>
<tr>
<td>- Embrace our college's many communities and respond to their diverse needs.</td>
<td>- LMS information resources and services are available to students, faculty, and staff whether they are on campus or off-campus.</td>
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Short Description

Library & Media Services is responsible for library services, media support, and interactive video (IAV) at WNC. It operates full service libraries on both the Carson and Fallon campuses and provides support services to the Douglas campus and all learning centers in the WNC service area. A strong web presence ensures access to resources for our off-campus students.

The library serves as a repository of knowledge that supports the educational programs of the college throughout the service area. Collections and resources at both facilities are focused on supporting the college’s curriculum. The library has a 44,000 volume book collection, a 5,000 volume e-book collection and 4,300 educational videos and DVDs. Ongoing emphasis has been placed on acquiring electronic resources, such as general and specialized databases, that are available both on-campus and through the World Wide Web. With over 30 major research databases, the library provides online access to over 18,000 journals, magazines, and newspapers. Library & Media Services is a member of both the Utah Academic Library Consortium and LYRASIS Library Network.

Media Services is responsible for providing all aspects of media resources, equipment, and service, including: the selection and purchase of media equipment and accessories for the college; setting up, maintaining, and repairing media equipment; and setting up sound and lighting for college and non-college functions. Mediating classrooms (where classrooms are permanently equipped with media equipment such as, but not limited to, laptop connection, teaching station control panel, digital video projector, interactive tablet/monitor, digital document camera, screen, VCR/DVD player, or audio systems) is also part of their duties. New responsibilities include streaming video, surveillance camera and monitor systems, video title and credit graphics; multi-format duplication services; digital videotaping, editing, production, and multi-format delivery (e.g. flash video for web, high definition for sports news broadcast, DVDs, QuickTime, etc.) of college programs and athletics for broadcast; and the exploration of emerging media technologies for the college.

The college and several state and local government agencies utilize interactive (IAV) technology for delivery of instruction throughout the service area. Prior to online classes, IAV was the only mechanism for remote delivery of instruction to rural centers. The college maintains five origination sites and eight receive sites throughout the service area.
Concerns or Trends Affecting the Program

In preparing this program review, the Team members found five major trends that have affected the program since the last review. It is interesting to note that the Association of College & Research Libraries (ACRL) Research Planning & Review Committee identified two of these trends in its 2010 Top Trends in Academic Libraries in June 2010. (Appendix A)

The six main trends that affect our program include:

1. rapid change and expansion of technology;
2. changing user populations;
3. information literacy;
4. distance education;
5. change in the concept of physical space; and
6. future funding

Trend One: Technology

Academic libraries have become the place on college campuses where technology and academics are transitioning into a new learning model. Some college libraries have turned into the campus hub where technology and more traditional academic resources and activities have merged. The WNC Library must follow this trend and evolve into a place where emerging instructional and research technology can be placed in the hands of students, faculty, and staff.

One of the major problems facing libraries is the growth of so many different types of technological devices. One example is the large variety of e-readers and mobile devices (ex. Ipad, Kindle, Nook, Alex, iPhone, iPod Touch, etc.) on the market today. The number of incompatible models of e-readers makes it impractical for a library or its staff to support all of these devices. The lack of standardization for media delivery is a continuing challenge and difficult for our staff to adequately support. When implementing a new media technology in the library, the classroom, or elsewhere on campus, it will be important to standardize that technology.

The growth of online social media (Facebook, Myspace, Twitter, blogs, etc.) and other Web 2.0 technologies is having an impact on both the types of services the library offers and the delivery of those services. This trend will necessitate a change in the library’s technology and the training of the staff in the use of these new and ever expanding forms of information transfer.

Academic libraries are experiencing a sharp decline in the use of traditional print resources due to the changes in student expectations and learning behaviors. This move away from the use of print resources to online or electronic resources is the new reality facing college libraries today. Libraries and librarians need to move to new technologies to continue to deliver the quality of services and resources that students need to succeed in college.

During the past several years, and as part of its mission to support the educational programs of the college throughout the service area, the library has increased the number of online resources, added a software log-in feature called ezproxy to authenticate off-site users,
provided online reference help, added online tutorials, and revised subject guides leading students to the variety of online resources available through the library. The library currently subscribes to 30+ online databases, which provide access to over 23,000 online journals and e-books. The revamped website allows students to access librarians with a one button “Ask a Librarian” feature and new online tutorials enable students to learn about research at their own pace.

The library currently conducts workshops and training sessions to assist faculty members who are trying to incorporate these new technologies into the classroom. Many of these new technologies require the faculty to change or adapt their teaching styles and methods to reflect the new classroom environment. Since our faculty share classroom space, the need to standardize media and interactive video equipment is necessary in order to avoid confusion when instructors move from classroom to classroom.

Rapidly changing information and education delivery technologies require the continual updating of LMS staff skills and knowledge. While the department does not have a formalized training plan to update these skills, LMS staff have taken advantage of staff development funds, classes offered to faculty and staff on campus, training offered through the University of Nevada, Reno, and a variety of online webinars.

In the last six years two librarians have taken sabbaticals in order to help improve the web presence of the library. One sabbatical dealt with the library’s role in distance education and the other sabbatical was done to design and implement information literacy online tutorials.

The librarians and staff have taken on a greater role in supporting and troubleshooting student computer and web use. Starting in 2006, the WNC librarians began providing login support for students taking web classes, thereby freeing the distance education coordinator to focus on more complex issues. The library also began answering all of the student NetID inquiries fall semester, 2009.

At the Carson campus, the heavily used library’s electronic commons area consisting of 32 desktop computers and two scanners has become the de facto college computer lab, due in large part to the limited hours of campus computer labs and the cost of computer lab fees. Unlike many colleges, WNC does not provide personal software or hardware support for its students. This has caused an unfortunate situation where student’s computer support questions (such as formatting and attaching documents) are directed to the Library & Media Services staff. This situation is becoming a challenge as students ask specialized software questions (Adobe Creative Suite, Autocad, etc.) and the library staff have not had the requisite training to provide the level of service necessary to answer many of these questions, frustrating both the students and the library staff members.

**Trend Two: User Populations**

The population group known as the “millennials” (born after 1980) composes the largest percentage (58%) of the WNC’s student population (WNC, p.27). This generation is technologically savvy. They are well connected digitally, reaching out daily to friends and family through cell phone texts and tweets as well as email and daily Facebook updates. They are skilled in multi-tasking many digital technologies and have wireless laptops or
hand-held devices giving them continuous internet access. They also enjoy working in groups.

While they are more advanced digitally, many are still underprepared, lacking college level reading, writing and math skills. This deficiency is evidenced by increasing faculty attempts to address this issue, including Faculty Senate’s Ad Hoc Student Success Committee, in which a WNC librarian participates.

Using Google and Wikipedia, students expect quick and easy access to information. Many have opted to take their courses online instead of the traditional classroom. Faculty have also added online components to their IAV and traditional classes as a way of distributing information and reading assignments easily. The library began an electronic reserve system for certain materials in 2007 to help meet this demand for quick, remote access to course readings. Online database subscriptions have expanded as well, providing remote access to journals, books, and newspapers.

On the other hand, the WNC faculty reflect a distinctly different generation with 74% being over the age of 46 (the baby boomers) while only 16% are between the ages of 36 and 45 (generation Xers), seeming to indicate a technological skills and use gap between our faculty and students. (WNC, p. 55). With this dichotomy, our librarians are challenged to educate the faculty in the technological use of our online resources and media, while stressing to students (who may have mastered the technology) the importance of using databases in their research. The trend in hiring more part-time faculty makes communicating with faculty more difficult since many part-timers don’t use their WNC email accounts. According to the WNC 2009 Information Portfolio, there were 273 part-time faculty and only 61 full-time faculty (54).

**Trend Three: Information Literacy**

According to the Association of College and Research Libraries (ACRL) *Information Literacy Competency Standards for Higher Education*,

Information literacy is defined as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. (2) (Appendix B)

The ACRL further defines an information literate individual as someone who is able to:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and its sources critically;
- Incorporate selected information into one’s knowledge base;
- Use information effectively to accomplish a specific purpose; and
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally (3).

The college considers information literacy a critical life skill that will benefit students in their personal and professional endeavors. Among the ten general education student learning outcomes that students completing degrees are expected to demonstrate, there are three that specifically address information literacy: to have problem solving, creative, and critical thinking skills; to possess effective and efficient learning skills, including the location and evaluation of information; and to have appropriate technological skills, including computer skills. Although most of the components for information literacy are already in place, the 2010 Northwest Commission on Colleges and Universities (NWCCU) Evaluation Committee was concerned about measuring progress and wrote: “The Committee recommends the development of an assessment plan for general education outcomes including information literacy” (41).

Priorities for the library include improving the quality of the information literacy program and increasing the number of students who can effectively use the rapidly increasing number of information sources.

While students can access information easily, the reliability of the information sources they use in their research often is questionable. WNC faculty frequently comment that the quality of student research papers has deteriorated over time. Many students lack the evaluative and critical thinking skills necessary to determine the reliability of their sources.

The Western Nevada College Library has attempted to address these issues by having an active information literacy program. The information literacy program is comprised of in-class orientations, online tutorials, workshops, and one-on-one instruction. All three of the reference librarians at WNC participate in the program, sharing the responsibility of conducting in-class orientations and providing workshops on various aspects of information literacy, including searching Google, using the library databases, locating research for a persuasive essay, avoiding plagiarism, evaluating information, as well as offering other research topics.

Librarians have used various means of introducing the concepts of information literacy into the college curriculum. The most promising approach was a two-fold effort to make the Texas Information Literacy Tutorial (TILT) available on the department’s website and to provide library orientations. This strategy targeted students enrolled in the college’s three basic writing courses: English 100, 101, and Business 108. When the TILT program was discontinued by the hosting institution, WNC library linked to a similar program, the Information & Research Instruction Suite (IRIS) tutorial through Clark College.

Librarians also work closely with faculty teaching other courses to design more individualized sessions. Beginning spring semester of 2008 and ending fall semester 2009, students in these sessions completed an online evaluation at the end of the lecture. The evaluations
were reviewed to identify the students' understanding of the material taught in the orientation and to improve the quality of the class presentations.

Although library staff have spent a considerable amount of time and energy providing information literacy instruction, we have had limited success in reaching significant numbers of students. We believe a primary reason for this limited success is the lack of collaboration with the faculty, outside of a few departments and instructors. Without a college-wide commitment to providing information literacy instruction to all students, this problem will continue to exist.

The NWCCU Evaluation Committee was concerned about this matter and recommended “the development of an assessment plan for general education outcomes including information literacy” (41). (Appendix C)

The NWCCU Standards for Accreditation (2010) has two standards on information literacy that WNC will need to address. Standard 2.C.6 states that, “Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.” Standard 2.E.3 states, “Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.” (Appendix D)

**Trend Four: Distance Education**

The library supports the college’s distance education program through a variety of services for students, faculty, and staff. Since the geographic service area of the college is over 18,000 square miles, distance education serves as the primary method of reaching many students in rural areas.

The library strives to provide the same quality of service to students regardless of whether a student is in an interactive video class or is taking an online class. In order to achieve this goal, the library has instituted several significant changes to serve the students and faculty members involved in distance education.

The library has significantly increased its web presence since the last program review, including: improving the library web site; adding more online books and periodicals; providing more online access for research help through the “Ask a Librarian” service, beginning an e-reserve program to make class readings available on the web; including online tutorials on how to conduct library research; and embedding librarians in a few selected online classes.

The most visible service the library provides for distance education is acting as the helpline and support for the college’s online classes. Since the beginning of this service in 2006, the library has answered over 4,000 questions concerning problems that students and faculty encounter with their online classes. The library also began answering all of the student NetID inquiries fall semester, 2009. This service was started primarily to help students access the off-campus databases and campus wireless network.
As part of their online class support duties, the librarians spend a great deal of time assisting students who lack even the most basic computer skills, such as how to log into their web classes, how to attach documents, and even to identify which browser they are using. Realizing that this “computer illiteracy” is a large factor in retention issues, the Distance Education Committee, which includes a librarian as a member, has discussed this problem extensively and there are plans to institute a pre-test screening program for distance education students within the next year. Another problem has been the lack of authorization to look at the student’s online class in order to assist them with questions that might arise. This problem should be addressed with the migration from Blackboard to Moodle.

Media Services also plays a vital role in distance education through the support of IAV classes. Media Services installs and maintains all equipment at WNC that is necessary to run the IAV program, trains faculty in the use of the IAV equipment, and hires and trains the class facilitators for every IAV class location. There have been two primary problems with IAV. The first, which is being addressed as funding becomes available, is the need to standardize the equipment in all of the rooms that are mediated for IAV and to upgrade the equipment in some rooms to reflect the changes in IAV technology. The second issue involved the need for trained IAV facilitators at some rural sites and problems getting class materials from the sending site to the receiving sites. A standing college committee, the Distance Education Committee, was formed in 2009 to address these and other problems with the IAV program.

**Trend Five: Physical Space**

As part of the 2010 accreditation report, the library was commended for its excellent library facilities. Although the library is proud of its facilities and is pleased with this comment, it needs to keep in mind library patrons are redefining the meaning of “Library as Place.”

The ability of the physical space of academic libraries to effectively meet the changing needs of their patrons has gone through many changes in the past few years. The library environment is evolving into an intersection between social, academic, and virtual spaces in which academic communities are built. Patrons of academic libraries are both digital natives -- those who have grown up in a digitized world, and digital immigrants -- those who, as adults, have had to learn to adapt to their new surroundings. Each type must be accommodated. The latter will still be drawn to the space that offers calm solitude. But the former have very different needs. Ideally, the libraries would provide workstations in which students can work individually and in groups. Library space would provide sufficient individual workstations combined with group space, either in informal clusters or in clearly defined group rooms. The spaces should be well equipped with technology, software, and multimedia which will allow for collaboration and for multi-tasking. Between the two spaces, the quiet and the more social space there should ideally be a buffer of transitional space.

Library space must be flexible and agile, ready to meet the changing needs of the populations it serves. However, libraries must never lose sight of the principle of equal and safe access for all. The evolving physical space of libraries presents many challenges to the existing facilities of the Western Nevada College Libraries, and meeting those challenges in the near future will be a high priority.
Trend Six: Future Funding

Higher education in Nevada is in a state of fiscal crisis. Maintaining services throughout the college’s service area will be challenging in the coming biennium, especially in FY13 and beyond. As an academic support service our role is defined by the college mission. With the change from an access model to one of restricted access, it’s not clear how this will impact our services. Given the state of flux concerning both our future funding and mission, it’s important for Library & Media Services to be flexible and develop different scenarios for potential funding levels and service points.

Funding affects Library & Media Services in several important areas. First, funding for collections and other necessary services. Second, staffing becomes an issue with the college’s recent staff reductions. Finally, access to services will be affected if service points are closed.

A reduction in the Acquisitions and Equipment budget for FY12 will affect future collection growth and equipment purchases. Despite this reduction the funding level will allow for the provison of our databases, a fairly reasonable book acquisition budget and equipment purchases for Media Services. Beyond FY12 prospects are not good. For FY13 the challenge will be maintaining sufficient resources to meet the needs of the academic programs of the college.

Staffing is increasingly becoming an issue. Currently our Fallon campus library is being staffed by one full time employee. Two other positions, including the Librarian position are vacant and will not be filled. We have been fortunate in having a number of work study students to operate the library under the supervision of our one full time employee. Library services to students have effectively been reduced due to relying on student workers in lieu of better trained, permanent staff.

The Carson City campus is facing the necessity of eliminating one librarian position. The loss of this position would increase the workload for the remaining two librarians despite cutting services and decreasing reference desk hours. With the additional non-library duties assumed by the Director over the past several years it will be difficult for the director to provide assistance to the staff librarians.

The proposed FY13 budget will result in the closure of the Fallon campus. We anticipate students in the Fallon area will increasingly utilize web classes, thereby increasing the demand for online support. This may not be an issue if students abandon WNC in lieu of other options such as TMCC or other institutions offering more robust web based educational options.
Significant Changes or Needs in the Next Five Years

The Program Review Team identified the following significant changes or needs for the next five years.

**Staff:** The traditional role of Library & Media Services is declining. The effects of changing technologies in the 21st century and the department’s responsibilities to the college require that all staff update and expand their “skill sets”.

**Technology:** Continued evolution of technology as well as cloud computing, open content, and social networking, will change the way Library & Media Services carries out its mission.

**Physical Space:** With major changes in user populations, technology, and access to library collections, the concept of “Library as Place” will transform our library to a model that is more readily accommodating to student, faculty, and staff learning and information needs.

We asked questions in the Administrative Program Review Survey (Appendix E) to identify the top priorities for the various functional areas (library, media, and IAV) in the next five years. Those responses are on the next page.
Q. 54 What should be the top priorities for Library Services during the next five years? (Mark all that apply.)
- 76% Commitment to developing access to online resources
- 59% Instruction in using library/Web resources
- 41% WebCampus (Blackboard) student support
- 40% Quality WNC print collections
- 40% Quality WNC video collection
- 25% Software assistance to students using library workstations
- 22% Librarian support in course planning and teaching
- 15% Quieter work/study areas in libraries

Q. 54A Please specify any other Library Services top priority item
- "Moodle support"
- "Moodle on-line classes!!!!"
- "Archiving WNC history and memorabilia - not a top priority but a process should be started."
- "FAX MACHINE FOR STUDENTS!!!!"

Q. 62 What should be the top priorities for Interactive Video (IAV) Services during the next five years? (You may choose more than one.)
- 73% Standardizing the operation of IAV classroom equipment
- 60% Improving the IAV equipment
- 55% Availability of IAV classrooms

Q. 62A Please specify any other Interactive Video top priority item
- "Ability to connect computer to IAV equipment so that use of projectors and screens is no longer necessary."
- "Class schedule posted where faculty and administrative staff can access a room’s use."
- "Facilitator training & faculty training"
- "Remote operation of PowerPoint so instructor can move around in the room."
- "It seems to be in good order!"
- "Instructions in classrooms as how to work Elmos, etc."

Q. 70 What should be the top priorities for Media Services during the next five years? (You may choose more than one.)
- 70% Availability of mediated classrooms
- 63% Standardizing the operation of mediated classroom equipment
- 56% Media equipment training
- 33% Assistance with online/streaming video
- 26% More equipment instructions and information online
- 20% Classroom video recording services
- 13% DVD/CD/VHS duplication services

Q. 70A Please specify any other Media Services top priority item
- "Have instruction guides next to each piece of media equipment."
- "Interactive video courses should be recorded and archived."
- "New equipment...and present in every room!"
- "Replacement of machines that don't work consistently, torn screens."
- "Lighting changes"
Niches in the Community the Program Serves

Library & Media Services serves as an essential academic support function for all WNC campuses and learning centers. It has a dedicated service-oriented staff with extensive knowledge of college and community information resources and services.

The library has a collection of 44,000 books and a strong online collection with more than 30 databases which cover subject areas taught at WNC. With access to 18,000 magazines, journals, and newspapers, these databases offer millions of full-text articles for student and faculty research needs.

Media Services is responsible for providing all aspects of media resources, equipment, and service to campuses and centers. It also supports special events for campus communities as well as events that are held on campus by non-college groups. Further, Media Services provides technological expertise in hardware and software as well as instruction in new technology.

Interactive video staff schedule, transmit, and support the delivery of synchronous WNC classes to rural sites; schedule, receive, and support the delivery of synchronous Nevada State College classes; and support video conferencing for state agencies and nonprofit groups throughout the region.
Quality of Program

The 2010 Library & Media Services organizational chart is provided below.

(AD) Administrative Faculty
(AC) Academic Faculty
(CL) Classified
Faculty and Staff Information

(Staff vitae can be found in Appendix F.)

Director of Library & Instructional Technology – Ken Sullivan serves as Director for the Library & Media Services and Computing Services departments. Additional responsibilities include delivery and support of classes throughout the service area via interactive video, serving as the college’s Chief Technology Officer and Information Security Officer.

Administrative Assistant III – Donna Redfern serves as office and budget manager, schedules all IAV conferencing for the college; and recruits, hires, trains, and supervises IAV facilitators.

Library Services Supervisor – Kristie Gangstad oversees the technical services and circulation units of the library and is responsible for library materials acquisition, cataloguing, processing, and maintenance of the physical collection.

Library Circulation Specialist – Erich Holcombe oversees the daily function of the circulation desk, maintains the reserve collection, provides interlibrary loan service, supervises student workers, assists patrons in the electronic commons area, and provides basic reference assistance when needed.

Technical Services Support Specialist – Englisa Parker does technical processing of books for both campus libraries. This includes classifying and cataloging to national standards. She also de-accessions materials which are no longer needed, and performs basic repairs to collection materials to keep them serviceable.

Coordinator of Library Services – Vacant oversees the operation of Library & Media Services at the Beck Library on the Fallon campus and the provision of library and media services to the rural centers. The Coordinator also supervises IAV at the Fallon campus and rural centers.

Library Support Specialist – Ron Belbin is responsible for the operation of Library & Media Services at the Fallon campus; information literacy instruction; reference service to students, faculty and staff; collection development; and support to off-campus students.

Library Assistant – Vacant supervises the circulation desk; provides interlibrary loan service; assists students, faculty and staff in low-level reference service; and maintains statistics and records.

Distance Education Support Specialist – Walter Lewis is responsible for the college’s IAV network, equipment, and data installation. He also hires, trains, and supervises IAV facilitators for the Fallon campus as well as providing support for the college’s IAV classes.

Coordinator of Media Services – Troy Tingle is responsible for planning, prioritizing, and overseeing all aspects of audio-visual, media, IAV, videotaping and video editing, media duplication, and Macintosh computer support services at the college.

Audio Visual Technician II – Howard Collett is responsible for technical classroom media support; installation, repair, and maintenance of media equipment; college (and outside agency, when appropriate) event support; and furnishes video recording services for the college. He also provides coverage of the Media Services Desk.
Audio Visual Technician II – Ralph Schilling provides technical support for classroom media and IAV; installs media and IAV equipment; and maintains the inventory database for all equipment assigned to Media Services. He also provides coverage of the Media Services Desk.

Public Services Librarian – Valerie Andersen assists in the supervision of library services on the Carson City campus, oversees the organization and content of the library web page, coordinates reference services, provides research orientations, and disseminates library-related information to the WNC community.

Reference Librarian – Larry Calkins provides professional level library service to meet the research needs of the students, faculty, and staff of the college; oversees book acquisitions and withdrawals at the Carson campus; creates and updates subject research guides; serves as the library’s copyright liaison; provides research orientations; and assists with the electronic reserves service.

Instruction Librarian – Danna Sturm provides professional level library service to meet the research needs of the students, faculty, and staff of the college; coordinates the library instruction program; oversees the maintenance of the periodical collection; and serves as liaison to one or more academic divisions.
Evidence of Effectiveness

The 2006 library program review found that the measurable objectives of the Library & Media Services' goals were outdated and in need of revision. It was recommended that the mission and goals of Library & Media Services needed to be thoroughly evaluated and revised in conjunction with the college's mission/goals revision process. The mission and goals were revised but the measurable objectives were not.

Further, the 2006 review specified that a need for more relevant survey data was necessary for adequate assessment of Library & Media Services and that the department needed to work with Institutional Research to develop surveys of library users, non-library users, and faculty members to assess the strengths and weaknesses of the services being offered. Working with Institutional Research, a 23-question annual student survey was created and distributed in Fall of 2009. It was followed by an updated survey in Fall 2010. (Appendix G)

The NWCCU Evaluation Committee wrote:

The Committee noted that the library did not provide evidence of a written assessment plan. In 2006, administrative response to the library program review recommended revisions to the mission, goals, and assessment. While surveys conducted indicate high awareness and support for the library, there was no evidence that assessment is an integral part of the planning process. A written assessment plan would be helpful to close the feedback loop for program improvement (37)...The institution and the library conduct evaluations of the library program, however, a process that includes evidence of goals, measurable outcomes, targets, assessment, and incorporation of results needs to be instituted (39).

Although the department has made an effort to improve the assessment of its services, we are aware of the deficiencies in this area. We recommend the department, in conjunction with Institutional Research, develop and implement a written assessment plan.
Evidence of Satisfaction

Administrative Program Review Survey

The Administrative Program Review Survey (Appendix E) was conducted in late 2010. The department asked Institutional Research if the survey could treat each distinct area (library, media, and IAV) separately as information about media and IAV, when it is collected, is generally grouped together with the library. The survey was distributed to 494 WNC faculty and staff. The number of responses varied with the service surveyed and are reflected in the chart below.

<table>
<thead>
<tr>
<th>Area Surveyed</th>
<th>Number of Respondents</th>
<th>Margin of Error Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Services</td>
<td>117</td>
<td>9%</td>
</tr>
<tr>
<td>Media Services</td>
<td>72</td>
<td>12%</td>
</tr>
<tr>
<td>Interactive Video</td>
<td>54</td>
<td>14%</td>
</tr>
</tbody>
</table>

Respondents who were either satisfied or very satisfied with library services topped 90% in all categories except for “communication about services offered” which was rated at 87%.

Comments included:
“The library does an outstanding job supporting students and faculty!!"
“The libraries are a tremendous resource, and I don't think students or instructors are aware of how to fully utilize the resource.”
“WebCampus and Software assistance should be a function of Computing Services and/or Clarence Maise.”

Although it is unclear if all respondents distinguished between IAV and Media, respondents were somewhat less satisfied with media services with a satisfied or very satisfied rating between 73% (communication about services) and 93% (accessibility). Ratings for the equipment and the rooms ranged between 61% satisfied or very satisfied (positioning of the teacher station) to 73% (quality of equipment in the classroom).

Comments included:
“Media services has been very proactive in providing me with information regarding the latest technology available. They have also communicated very efficiently in regards to planned updates to classroom equipment.”

“I would like to see consistent media equipment or at least instructions next to the equipment.”

“Media services do an outstanding job!!"
“Accessibility of assistance for evening classes (7 – 9:45). If there is a problem after 8:00 there is no help! Not all classes originate from Carson and there is little support in Douglas or Fallon at night.”

“Sometimes the classroom instructions for using Elmos, computers, etc. are not real clear. Thank you for your services!”

**Student Library Surveys**

During the fall semester 2010, Student Library Use Surveys (Appendix G) were emailed to over 4,000 WNC students; 265 students responded. Over half of the respondents (153) had used the library; their responses are summarized below:

Over 76% of the students surveyed felt that the WNC libraries were important or very important to their coursework. (question 6)

Of those who used the library at least once a week, 28% used the library computers to find information for their academic work, 28% used the computers to print, and 38% used it as a place to do individual work. Library staff were consulted for research help at least monthly by 37% of the respondents, and consulted for computer help at least monthly by 28% (14% asked weekly or semi-weekly) (question 8)

Most (68%) were moderately likely or very likely to consult the library research databases to research a topic yet Google and other non-library web sources were stiff competition with 74% of our students likely to use those resources. The vast majority (78%) however, did indicate that they used the library website. (question 11)

Over half of the respondents indicated that they used the website to locate books, articles, and subject guides at least monthly. Over half also agreed that the libraries had the books they need for their academic work. (question 15)

Overall, 87% of respondents were “satisfied” or “very satisfied” with the library and 63% believed that the library and its staff made a moderate or major contribution to the student’s academic success. (questions 20 and 22)

Finally, when questioned why students had not used the library, many responded that they were not required to for their course work. This correlates with the statistics from the 2009 PARC Assessment & Accreditation All-Faculty Survey. To the question “Which of the following library resources do you require your students to use? (check all that apply)”, 36% of full-time faculty and 38% of part-time faculty marked “none”. To the question, “On average, how many assignments requiring the use of library resources do you give students in any given course in a semester? (choose one)”, 32% of full-time faculty and 28% of part-time faculty marked “0”. (Appendix H)
Findings and Recommendations

Commendation from NWCCU Full-Scale Evaluation Committee Report:

The Committee commends the College for its excellent library facilities, efforts to support students and faculty through online resources and services, and dedicated librarians and staff resulting in a high rate of user satisfaction.

Strengths

1. Surveys indicate high user satisfaction for library services among faculty and students. (Accreditation Report)
2. Comparisons to peer college libraries indicate funding for materials and staff is above average. (Accreditation Report)
3. Surveys and interviews with students and faculty provide evidence of strong support for library faculty and staff. (Accreditation Report)
4. Carson and Fallon campuses provide excellent, welcoming library facilities. (Accreditation Report)
5. The library program demonstrates commitment to serve students throughout a large and rural district through an effective web site and extensive databases and pathfinders for research. (Accreditation Report)
6. The library program demonstrates a proactive effort seeking faculty input on resource needs. (Accreditation Report)
7. The department has a strong service-oriented staff with extensive knowledge of college and community information resources and services. (Program Review)
8. The library has a strong online collection with multiple databases covering many subject areas. (Program Review)
9. Media Services supports special events for campus communities as well as events that are held on campus by non-college groups. (Program Review)
10. Staff willing to take on nontraditional roles within the college like WebCampus helpline, skills center in Fallon, and computer lab duties. (Program Review)

Building upon the comments made by the NWCCU Evaluation Committee, the Library Program Review Team has identified the following concerns.

Concerns

1. The Committee recommends the development of an assessment plan for general education outcomes including information literacy. (Accreditation Report)
2. The Committee recommends development of a planning and assessment plan for library program that establishes an iterative process for program improvement. (Accreditation Report)
3. Difficulty in communicating with part-time faculty. (Program Review)
4. Staff needs training for multiple technologies. (Program Review)
5. Future Funding. (Program Review)
Recommendations from Program Review

To address the two concerns from the accreditation report the Program Review Team recommends that:

1. A librarian be appointed to the General Education Committee as a permanent member to insure that information literacy outcomes are reflected in GenEd courses.
2. The department create a planning and assessment plan that establishes an iterative process for program improvement.

In addition, the Team recommends that:

3. The department work with faculty members to integrate information literacy into class assignments; and
4. Reassess the physical library setting to encourage more collaborative working spaces.
Five-Year Administrative Assessment Plan

List the program outcomes and briefly describe the means of assessment for each one. Insert an X in the column of each year that the outcome will be assessed.

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Comments/Reflections:

Library & Media Services is planning a staff retreat in August to address the concerns and recommendations from the program review. We are going to use these program review elements as a starting point for the development of a strategic plan for the next five years. It's premature at this point to develop outcomes and assessments before the development of a strategic plan for Library & Media Services.

Signature, Program Review Team Chair

Date

Signature, Vice President

Date
Works Cited


<http://crln.acrl.org/content/71/6/286.full.pdf+html>


<http://www.nwccu.org/Pubs%20Forms%20and%20Updates/Publications/Standards%20for%20Accreditation.pdf>

List of Appendices

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B. Information Literacy Competency Standards for Higher Education

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G. Student Library Use Surveys
   G1. 2010 Survey (Count, Percentage, Comments)
   G2. 2009 Survey (Count, Percentage, Comments)

H. PARC Assessment & Accreditation All-Faculty Survey 2009
   Library Related Questions 16 and 17 (Count, Percentage)
Administrative Department:
Finance & Administrative Services / Library & Instructional Technology

Program Name:
Library & Media Services

Date Submitted:
May 2011

Date of Previous Review:
May 2006

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ACRL Research Planning and Review Committee

2010 top ten trends in academic libraries
A review of the current literature

The ACRL Research, Planning and Review Committee, a component of the Research Coordinating Committee, is responsible for creating and updating a continuous and dynamic environmental scan for the association that encompasses trends in academic librarianship, higher education, and the broader environment. As a part of this effort, the committee develops a list of the top ten trends that are affecting academic libraries now and in the near future. This list was compiled based on an extensive review of current literature (see selected bibliography at the end of this article). The committee also developed an e-mail survey that was sent to 9,812 ACRL members in February 2010. Although the response rate was small (about five percent), it helped to clarify the trends.

The trends are listed in alphabetical order.

• Academic library collection growth is driven by patron demand and will include new resource types. Budget reductions, user preferences for electronic access to materials, limited physical space, and the inability to financially sustain comprehensive collections have led many academic libraries to shift from a “just-in-case” to a “just-in-time” philosophy. This change has been facilitated by customized patron-driven acquisitions programs from some major library book distributors, improved print-on-demand options for monographs, patron desire for new resource types, and resource sharing systems, such as RapidILL, offering 24-hour turnaround time for article requests. Still to be determined are the long-term effects of this change on the ability of academic libraries to meet their clientele’s information needs, the stability of some of the new access methods, and implications for future scholarship. Increasingly, libraries are acquiring local collections and unique materials and, when possible, digitizing them to provide immediate, full-text online access to increase visibility and use. Access to full-text sources, not the discovery of the sources, is a major issue for scholars.1

These materials may include special collections, university archives, and/or the scholarly output of faculty and students. Libraries also recognize the need to collect, preserve, and provide access to digital datasets.

According to a 2009 OCLC report, datasets are beginning to be made available online for “collecting,” but libraries still need to learn how to support discovery.2 The 2010 Horizon Report identified visual data analysis tools as one of the emerging technologies most likely to enter mainstream use on campuses within the next four-to-five years.3 Additional collection development trends noted by survey members of the ACRL Research Planning and Review Committee: Lynn Silipigni Connaway is a senior research scientist at OCLC Research, e-mail: lynn_connaway@oclc.org; Karen Downing is foundation/grants and executive research service librarian at University of Michigan, e-mail: kdown@umich.edu; Yunfei Du is assistant professor, College of Information, University of North Texas, e-mail: ydu@unt.edu; Donna Goda is reference-bibliographer for international studies and foreign languages at the U.S. Naval Academy, e-mail: goda@usna.edu; Mildred L. Jackson is associate dean for collections at University of Alabama, e-mail: mljackson@ua.edu; Ryan Johnson, chair, is head of information, outreach and delivery services at University of Mississippi, e-mail: rjohnson@olemiss.edu; Janice S. Lewis is associate director at East Carolina University, e-mail: lewisja@ecu.edu; Lutishoor Salisbury is head of the Chemistry and Biochemistry Library at University of Arkansas, e-mail: lsalisbu@uark.edu
respondents include the effect of Google Books on library collections, the monopolization of content resulting from consolidation in the publishing industry and the demise of a number of smaller publishers and publications, and a growth in shared collection development.

- **Budget challenges will continue and libraries will evolve as a result.** This is a trend no one wants to see continue, but one that is real for many postsecondary institutions. Many libraries faced stagnant or reduced operating and materials budgets for the 2009–10 fiscal year, and the near future will likely bring additional budget pressures.

  According to the *Chronicle of Higher Education*, the average return for college and university endowments in the 2009 fiscal year was -18.7 percent, the worst since 1974. In addition, federal stimulus dollars for education are running out, with only 14.2 percent of the stimulus money set aside for states’ education budget remaining for the 2011 fiscal year and 20 states with nothing left to spend; the proportion of state budgets spent on public colleges and the proportion of college budgets that come from the state were already declining, with the recession exacerbating a trend whereby state spending on higher education failed to keep up with enrollment growth and inflation; even when the economy improves, state revenues typically lag in their recovery by at least two years.\(^4\) Survey respondents are concerned about the effect of budget pressures on their ability to attract and retain staff, build collections, provide access to resources and services, and develop and implement innovative services.

- **Changes in higher education will require that librarians possess diverse skill sets.** As technological changes continue to impact not only the way libraries are used but also the nature of collections, librarians need to broaden their portfolio of skills to provide services to users. Academic librarians will need ongoing formal training to continue in the profession. We may see an increasing number of non-MLS professionals in academic libraries with the skills needed to work in this changing environment. Graduate LIS programs and professional organizations will be challenged to provide new and relevant professional development while individual librarians and their institutions will struggle to fund such development. The profession may need to consider whether the terminal degree required for librarians should be changed or broadened.

A recent OCLC report calls for academic libraries to “reassess all library job descriptions and qualifications to ensure that training and hiring encompass the skills, education, and experience needed to support new modes of research.”\(^5\) The impending retirement of many library directors will also create changes. Are associate deans/directors ready for new roles? What about the middle managers who might step into higher-level administrative roles? Leadership training and mentoring, both formal and informal, are critical to a smooth transition. Survey respondents fear that positions will be eliminated as individuals retire and that widespread retirements will result in a leadership gap and loss of institutional memory. They also worry that older librarians are delaying retirement for economic reasons, thereby reducing opportunities for newer librarians.

- **Demands for accountability and assessment will increase.** Increasingly, academic libraries are required to demonstrate the value they provide to their clientele and institutions. This trend is part of a broader accountability movement within higher education, resulting from demands from federal and state governments, accrediting bodies, employers, parents, and taxpayers for institutions to show the value of a college education and results of student learning outcomes.

  In the current economic climate, competition for limited funds has intensified with some institutions revisiting funding formulas for libraries. It is increasingly important to demonstrate the library’s impact on student learning outcomes, student engagement, student recruitment and retention, successful grant applications, and faculty research
productivity. Several studies are underway that will help academic libraries document the value of their services and collections, using both qualitative and quantitative data. Of particular interest are ACRL’s value of academic libraries research project and “Value, Outcomes, and Return on Investment of Academic Libraries (Lib-Value),” a three-year grant-funded study led by researchers at the University of Tennessee, the University of Illinois at Urbana-Champaign, and the Association of Research Libraries.6

- **Digitization of unique library collections will increase and require a larger share of resources.** Digitization projects make hidden and underused special collections available to researchers worldwide. As Clifford Lynch (Coalition for Networked Information) has said, “special collections are a nexus where technology and content are meeting to advance scholarship in extraordinary new ways.”7

Many digital projects have been funded in part by grants from sources such as the Institute of Museum and Library Services (IMLS) and the Mellon Foundation, while others are supported in total by institutional funds. Collaborative digitization opportunities abound: member libraries of the Association of Southeastern Research Libraries are creating a digital shared collection of 5,000 items from their rare and special collections that will help explain the intellectual underpinnings of the American Civil War. The University of California Digital Library used IMLS funds for the California Local History Digital Resources Project, to which more than 65 institutions contributed. Because of the staffing, equipment, and storage costs associated with digital projects, libraries often must reallocate fiscal resources to support these projects. Like other library collections and services, digitization efforts may be affected by stagnant or reduced budgets.

- **Explosive growth of mobile devices and applications will drive new services.** Smart phones, e-book readers, iPads, and other handheld devices will drive user demands and expectations. The 2009 ECAR study of undergraduate students and information technology found that 51.2 percent of respondents owned an Internet-capable handheld device and another 11.8 percent planned to purchase one within the next 12 months.8 Students indicated that they most wanted to use their institution’s e-mail service, administrative services, and course management system from their handheld devices. While only 14.8 percent of respondents indicated that they wanted to use library services, this percentage is likely to grow quickly, as vendors offer mobile interfaces to electronic resources, mobile applications for OPACs increase, and more libraries offer reference services via text messaging and mobile interfaces to their own digital collections.

Librarians will need to think creatively about developing services for users of mobile devices and take into account both user needs and preferences and the relationship of services to the academic program of their institution.9 Regardless of the services a library chooses to offer, there will be staffing, training, budgeting, marketing, and instruction implications.

- **Increased collaboration will expand the role of the library within the institution and beyond.** Collaboration efforts will continue to diversify: collaborating with faculty to integrate library resources into the curriculum and to seek out information literacy instruction, and as an embedded librarian; working with scholars to provide access to their data sets, project notes, papers, etc. in virtual research environments and digital repositories; collaborating with information technology experts to develop online tutorials and user-friendly interfaces to local digital collections; collaborating with student support services to provide integrated services to students; and collaborating with librarians at other institutions to improve open source software, share resources, purchase materials, and preserve collections.

The HathiTrust shared digital repository and 2CUL are two examples of recent, large-scale collaborations.10 Partnership in HathiTrust is open to research institutions worldwide who share its vision of collecting,
organizing, preserving, communicating, and sharing the record of human knowledge. The Cornell and Columbia University Libraries have formed an innovative partnership called 2CUL that will result in a pooling of resources and broad integration on a number of fronts, such as cataloging, e-resource management, collaborative collection development, and digital preservation. Collaboration epitomizes the service orientation of librarianship and will continue to help maximize the efficient use of resources. Librarians are making use of Google Docs, Doodle, wikis, and other tools that facilitate collaboration regardless of physical proximity.

- **Libraries will continue to lead efforts to develop scholarly communication and intellectual property services.** Academic libraries have recognized the importance of scholarly communication and intellectual property issues for many years. Recent developments illustrate a trend toward proactive efforts to educate faculty and students about authors’ rights and open access publishing options and to recruit content for institutional repositories (IRs). Digital repository project managers report that scholars “lacked an understanding of copyright and the issues of copyright compliance” and that many of them “did not understand or could not remember or retrieve the agreements that were signed with publishers for the publication and dissemination of their work.”

  Interest in these issues is illustrated by the growth in SPARC membership: more than 200 North American research and academic libraries belong to SPARC; about the same number participated in the Open Access Week in 2009.

  Recruiting content for IRs provides a natural entrée for conversations about scholarly communication issues. This also illustrates the need for libraries to provide guidance and user education on copyright law; and, in particular, the need to obtain permission to use copyrighted material in one’s work if the use is not covered by the fair use exception. Libraries are addressing the need to provide value-added scholarly communication services in a variety of ways. Some libraries have created scholarly communication librarian or copyright officer positions. Others have taken a more distributed approach. The University of Minnesota, for example, has included scholarly communication responsibilities in the position descriptions of all of its liaison librarians.

  Other trends, including growing use of open source products, creation of more locally created digital collections, the increasing complexity of licensing issues, and litigation involving the use of materials in course e-reserves and course management systems, reinforce the need for academic libraries to provide value-added intellectual property services.

- **Technology will continue to change services and required skills.** Cloud computing, augmented and virtual reality, discovery tools, open content, open source software, and new social networking tools are some of the most important technological changes affecting academic libraries. As with mobile applications, these developments will affect nearly all library operations. Two exciting developments are OCLC’s new cooperative Web-scale library management services and discovery tools, which provide a single interface to multiple resources using a centralized consolidated index that promises faster and better search results than federated searching.

  While social networking tools can help libraries go where their users are, many librarians see challenges in determining which tools to use, how many resources to devote, and how to assess effectiveness. Librarians also will be monitoring the success of open source integrated library systems software and the RDA: Resource Description and Access standard.

- **The definition of the library will change as physical space is repurposed and virtual space expands.** Most academic libraries provide access to a more resources than ever before. However, the number of physical items in many libraries is declining, as libraries withdraw journal runs to which
they have permanent online archival access and/or move lesser-used materials to off-site or shared storage facilities, thus freeing up areas that are repurposed to provide space for individual student and collaborative work. Libraries are expanding their virtual space, reducing space within the library facility for collections, and re-purposing it for student use. The concept of “Library as Place” is still important to students, researchers, and many faculty members. Some libraries have added writing, tutoring, and media centers to provide multiple academic support services in one convenient location.

Finding a balance that serves all clientele continues to be a challenge. These changes are coming at the same time that in-person reference desk statistics are declining at many academic libraries, while online reference statistics are increasing. In some instances, this is tied to a growth in distance or online courses offered by the institution; in others, it may simply be due to user preference and convenience: “It is clear that regardless of age or experience, academic discipline, or context of the information need, speed and convenience are important to users and are factors when selecting discovery tools and resources.”

Librarians are also expanding the library’s virtual presence through involvement in course management systems and online social networking sites, the creation of online tutorials and other instruction aids, and more vibrant and interactive Web sites. How to convey the value of the complementary nature of the physical and online services to support the teaching and instruction mission of the university to campus administrators presents an ongoing challenge.

There were a number of other trends that the committee considered but that did not yet rise to this level. Sustainability, in particular, was an issue that the committee sees as a growing trend that will probably be included is this list in coming years.

The committee welcomes your comments and feedback on the trends. A virtual session will be held on July 7 as a part of the ALA Annual Virtual Conference to allow for a more in-depth discussion of this report.

**Bibliography**


12. Ibid.


Additional sources


Upcoming ACRL e-learning events

Registration is now open for the following e-learning opportunities from ACRL. Stretch your professional development budget by registering now for these affordable distance learning events! Space is limited, so register now to reserve your seat!

Instructional Design for Online Teaching and Learning (Online Seminar: June 28 - July 30, 2010)

Promoting Information Literacy through a Better Designed Learning User Experience (Live Webcast: June 28, 2010)

Introduction to Website Usability (Online Seminar: July 12-30, 2010)


Check In with Location Based Mobile Services: Foursquare and Libraries (Live Webcast: July 20, 2010)

Complete details and registration information on all upcoming events are available on the ACRL e-Learning Web site at www.al.org/ala/mgrps/divs/acrl/events/elearning.


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Approved by the Board of Directors of the
Association of College and Research Libraries on January 18, 2000

Endorsed by the American Association for Higher Education (October 1999)
and the Council of Independent Colleges (February 2004)

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The Information Literacy Competency Standards for Higher Education
are available for downloading at: http://www.ala.org/acrl/ilcomstan.html.

Five print copies of this publication are available per library without
charge. Additional copies may be purchased from the Association of
College and Research Libraries for $25.00 for a package of 25. Orders
(along with check or money order made payable to Association of
College and Research Libraries) should be sent to:

Association of College and Research Libraries
Attn: Info Lit Standards Fulfillment
50 East Huron Street
Chicago, IL 60611
Information Literacy Competency Standards
for Higher Education

Information Literacy Defined

Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices—in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet—and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
Information Literacy and Information Technology

Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills.

Information literacy, while showing significant overlap with information technology skills, is a distinct and broader area of competence. Increasingly, information technology skills are interwoven with, and support, information literacy. A 1999 report from the National Research Council promotes the concept of “fluency” with information technology and delineates several distinctions useful in understanding relationships among information literacy, computer literacy, and broader technological competence. The report notes that “computer literacy” is concerned with rote learning of specific hardware and software applications, while “fluency with technology” focuses on understanding the underlying concepts of technology and applying problem-solving and critical thinking to using technology. The report also discusses differences between information technology fluency and information literacy as it is understood in K-12 and higher education. Among these are information literacy’s focus on content, communication, analysis, information searching, and evaluation; whereas information technology “fluency” focuses on a deep understanding of technology and graduated, increasingly skilled use of it.

“Fluency” with information technology may require more intellectual abilities than the rote learning of software and hardware associated with “computer literacy”, but the focus is still on the technology itself. Information literacy, on the other hand, is an intellectual framework for understanding, finding, evaluating, and using information—activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities which may use technologies but are ultimately independent of them.
Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities. Information literacy is a key component of, and contributor to, lifelong learning. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life. Because information literacy augments students’ competency with evaluating, managing, and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students.3

For students not on traditional campuses, information resources are often available through networks and other channels, and distributed learning technologies permit teaching and learning to occur when the teacher and the student are not in the same place at the same time. The challenge for those promoting information literacy in distance education courses is to develop a comparable range of experiences in learning about information resources as are offered on traditional campuses. Information literacy competencies for distance learning students should be comparable to those for “on campus” students.

Incorporating information literacy across curricula, in all programs and services, and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians, and administrators. Through lectures and by leading discussions, faculty establish the context for learning. Faculty also inspire students to explore the unknown, offer guidance on how best to fulfill information needs, and monitor students’ progress. Academic librarians coordinate the evaluation and selection of intellectual resources for programs and services; organize, and maintain collections and many points of access to information; and provide instruction to students and faculty who seek information. Administrators create opportunities for collaboration and staff development among faculty, librarians, and other professionals who initiate information literacy programs, lead in planning and budgeting for those programs, and provide ongoing resources to sustain them.

The Boyer Commission Report, Reinventing Undergraduate Education, recommends strategies that require the student to engage actively in “framing of a significant question or set of questions, the research or creative exploration to find answers, and the communications skills to convey
Courses structured in such a way create student-centered learning environments where inquiry is the norm, problem solving becomes the focus, and thinking critically is part of the process. Such learning environments require information literacy competencies.

Gaining skills in information literacy multiplies the opportunities for students’ self-directed learning, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking for still further self-directed learning. Achieving competency in information literacy requires an understanding that this cluster of abilities is not extraneous to the curriculum but is woven into the curriculum’s content, structure, and sequence. This curricular integration also affords many possibilities for furthering the influence and impact of such student-centered teaching methods as problem-based learning, evidence-based learning, and inquiry learning. Guided by faculty and others in problem-based approaches, students reason about course content at a deeper level than is possible through the exclusive use of lectures and textbooks. To take fullest advantage of problem-based learning, students must often use thinking skills requiring them to become skilled users of information sources in many locations and formats, thereby increasing their responsibility for their own learning.

To obtain the information they seek for their investigations, individuals have many options. One is to utilize an information retrieval system, such as may be found in a library or in databases accessible by computer from any location. Another option is to select an appropriate investigative method for observing phenomena directly. For example, physicians, archaeologists, and astronomers frequently depend upon physical examination to detect the presence of particular phenomena. In addition, mathematicians, chemists, and physicists often utilize technologies such as statistical software or simulators to create artificial conditions in which to observe and analyze the interaction of phenomena. As students progress through their undergraduate years and graduate programs, they need to have repeated opportunities for seeking, evaluating, and managing information gathered from multiple sources and discipline-specific research methods.

Use of the Standards

Information Literacy Competency Standards for Higher Education provides a framework for assessing the information literate individual. It also extends the work of the American Association of School Librarians Task Force on Information Literacy Standards, thereby providing higher education an opportunity to articulate its information literacy competencies with those of K-12 so that a continuum of expectations develops for students at all levels. The competencies presented here outline the process by which faculty, librarians and others pinpoint specific indicators that identify a student as information literate.
Students also will find the competencies useful, because they provide students with a framework for gaining control over how they interact with information in their environment. It will help to sensitize them to the need to develop a metacognitive approach to learning, making them conscious of the explicit actions required for gathering, analyzing, and using information. All students are expected to demonstrate all of the competencies described in this document, but not everyone will demonstrate them to the same level of proficiency or at the same speed.

Furthermore, some disciplines may place greater emphasis on the mastery of competencies at certain points in the process, and therefore certain competencies would receive greater weight than others in any rubric for measurement. Many of the competencies are likely to be performed recursively, in that the reflective and evaluative aspects included within each standard will require the student to return to an earlier point in the process, revise the information-seeking approach, and repeat the same steps.

To implement the standards fully, an institution should first review its mission and educational goals to determine how information literacy would improve learning and enhance the institution’s effectiveness. To facilitate acceptance of the concept, faculty and staff development is also crucial.

### Information Literacy and Assessment

In the following competencies, there are five standards and twenty-two performance indicators. The standards focus upon the needs of students in higher education at all levels. The standards also list a range of outcomes for assessing student progress toward information literacy. These outcomes serve as guidelines for faculty, librarians, and others in developing local methods for measuring student learning in the context of an institution’s unique mission. In addition to assessing all students’ basic information literacy skills, faculty and librarians should also work together to develop assessment instruments and strategies in the context of particular disciplines, as information literacy manifests itself in the specific understanding of the knowledge creation, scholarly activity, and publication processes found in those disciplines.

In implementing these standards, institutions need to recognize that different levels of thinking skills are associated with various learning outcomes—and therefore different instruments or methods are essential to assess those outcomes. For example, both “higher order” and “lower order” thinking skills, based on Bloom’s Taxonomy of Educational Objectives, are evident throughout the outcomes detailed in this document. It is strongly suggested that assessment methods appropriate to the thinking skills associated with each outcome be identified as an integral part of the institution’s implementation plan.
For example, the following outcomes illustrate “higher order” and “lower order” thinking skills:

“Lower Order” thinking skill:
Outcome 2.2.a. Identifies keywords, synonyms, and related terms for the information needed.

“Higher Order” thinking skill:
Outcome 3.3.b. Extends initial synthesis, when possible, to a higher level of abstraction to construct new hypotheses that may required additional information.

Faculty, librarians, and others will find that discussing assessment methods collaboratively is a very productive exercise in planning a systematic, comprehensive information literacy program. This assessment program should reach all students, pinpoint areas for further program development, and consolidate learning goals already achieved. It also should make explicit to the institution’s constituencies how information literacy contributes to producing educated students and citizens.

Notes


3. Several key accrediting agencies concerned with information literacy are: The Middle States Commission on Higher Education (MSCHE), the Western Association of Schools and College (WASC), and the Southern Association of Colleges and Schools (SACS).

Standards, Performance Indicators, and Outcomes

**Standard One**

The information literate student determines the nature and extent of the information needed.

*Performance Indicators:*
1. The information literate student defines and articulates the need for information.

*Outcomes Include:*
   a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
   b. Develops a thesis statement and formulates questions based on the information need
   c. Explores general information sources to increase familiarity with the topic
   d. Defines or modifies the information need to achieve a manageable focus
   e. Identifies key concepts and terms that describe the information need
   f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.

*Outcomes Include:*
   a. Knows how information is formally and informally produced, organized, and disseminated
   b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
   c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
   d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
   e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
   f. Realizes that information may need to be constructed with raw data from primary sources

3. The information literate student considers the costs and benefits of acquiring the needed information.
Outcomes Include:

a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)

b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context

c. Defines a realistic overall plan and timeline to acquire the needed information

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:

a. Reviews the initial information need to clarify, revise, or refine the question

b. Describes criteria used to make information decisions and choices

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**Standard Two**

The information literate student accesses needed information effectively and efficiently.

*Performance Indicators:*

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes Include:

a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)

b. Investigates benefits and applicability of various investigative methods

c. Investigates the scope, content, and organization of information retrieval systems

d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively-designed search strategies.

Outcomes Include:

a. Develops a research plan appropriate to the investigative method

b. Identifies keywords, synonyms and related terms for the information needed

c. Selects controlled vocabulary specific to the discipline or information retrieval source
d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters

f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:

a. Uses various search systems to retrieve information in a variety of formats

b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration

c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

Outcomes Include:

a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized

b. Identifies gaps in the information retrieved and determines if the search strategy should be revised

c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)

b. Creates a system for organizing the information

c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
d. Records all pertinent citation information for future reference

e. Uses various technologies to manage the information selected and organized

**Standard Three**

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

**Performance Indicators:**
1. The information literate student summarizes the main ideas to be extracted from the information gathered.

**Outcomes Include:**
   a. Reads the text and selects main ideas
   b. Restates textual concepts in his/her own words and selects data accurately
   c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

**Outcomes Include:**
   a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
   b. Analyzes the structure and logic of supporting arguments or methods
   c. Recognizes prejudice, deception, or manipulation
   d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

**Outcomes Include:**
   a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
   b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
   c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes Include:

a. Determines whether information satisfies the research or other information need
b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
c. Draws conclusions based upon information gathered
d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
f. Integrate new information with previous information or knowledge
g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual’s value system and takes steps to reconcile differences.

Outcomes Include:

a. Investigates differing viewpoints encountered in the literature
b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes Include:

a. Participates in classroom and other discussions
b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., e-mail, bulletin boards, chat rooms)
c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, e-mail, listservs)

7. The information literate student determines whether the initial query should be revised.

Outcomes Include:

a. Determines if original information need has been satisfied or if additional information is needed
b. Reviews search strategy and incorporates additional concepts as necessary
c. Reviews information retrieval sources used and expands to include others as needed

**Standard Four**

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

*Performance Indicators:*

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

**Outcomes Include:**
   a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
   b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
   c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
   d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

**Outcomes Include:**
   a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
   b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

**Outcomes Include:**
   a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
   b. Uses a range of information technology applications in creating the product or performance
   c. Incorporates principles of design and communication
   d. Communicates clearly and with a style that supports the purposes of the intended audience
Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:
1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes Include:
   a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
   b. Identifies and discusses issues related to free vs. fee-based access to information
   c. Identifies and discusses issues related to censorship and freedom of speech
   d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes Include:
   a. Participates in electronic discussions following accepted practices (e.g. “Netiquette”)
   b. Uses approved passwords and other forms of ID for access to information resources
   c. Complies with institutional policies on access to information resources
   d. Preserves the integrity of information resources, equipment, systems and facilities
   e. Legally obtains, stores, and disseminates text, data, images, or sounds
   f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
   g. Demonstrates an understanding of institutional policies related to human subjects research

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes Include:
   a. Selects an appropriate documentation style and uses it consistently to cite sources
   b. Posts permission granted notices, as needed, for copyrighted material
Appendix I: Selected Information Literacy Initiatives

- In 1989 the American Library Association (ALA) Presidential Committee on Information Literacy issued a *Final Report* which defined four components of information literacy: the ability to recognize when information is needed and to locate, evaluate and use effectively the needed information. http://www.ala.org/ala/acrl/acrl-pubs/whitepapers/presidential.htm.

- In 1990, the National Forum on Information Literacy (NFIL) was founded as a response to the recommendations of the ALA Presidential Committee *Final Report*. NFIL is a “coalition of over 75 education, business, and governmental organizations working to promote international and national awareness of the need for information literacy and encouraging activities leading to its acquisition.” Forum members promote information literacy nationally, internationally, and within their own programs. http://www.infolit.org/index.html


- In 1998 the American Association of School Libraries (AASL) and the Association of Educational Communications and Technology (AECT) published *Information Literacy Standards for Student Learning*. The AASL/AECT standards detail competencies for students in K-12.

- Since 1989, in the absence of national standards, many states, school districts, state university systems, and local institutions have developed information literacy competency standards. http://www.fiu.edu/~library/ili/iliweb.html
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Citing the standards

**American Psychological Association (APA Style)**


*Online citation*


**Chicago Manual of Style**


*Online citation*


**Modern Language Association (MLA Style)**


*Online citation*

Northwest Commission on Colleges and Universities

A Full-Scale Evaluation Committee Report

Western Nevada College
Carson City, Nevada

May 3-5, 2010

A Confidential Report Prepared for the Northwest Commission on Colleges and Universities that Represents the Views of the Evaluation Committee
instrument as other courses although the percentage of online class student evaluations submitted is far below what the college would like to see.

Recommendation
The Committee recommends that, as funds become available, quality faculty be hired with a primary commitment to the college for those degree programs currently lacking full-time faculty oversight. Until that time special oversight should be given by the academic administration to such programs to ensure that program quality is not being seriously diminished. (Standard 4.A.1)

Standard Five – Library and Information Resources

The library program serves an 18,000 square mile district with three campuses and five centers. Libraries are situated on the Carson Campus and the Fallon Campus. The library collection reflects the curriculum of the college and the librarians and staff work closely with instructors to ensure institutional needs are met. The library program mission is stated in the Library Program Review and posted on the library web site.

From 2006 to 2008, the librarians conducted an extensive collection weeding program and eliminated approximately 3,000 outdated and unused books at the Dini Library on the Carson Campus. An additional 2,000 books were withdrawn from the Beck Library on the Fallon Campus. The withdrawals improved the quality of the collection. Student leaders reported that the print and non-print materials are adequate and the online resources work well to supply student information needs. The collection has sufficient depth and breadth to meet the needs of the students.

Library orientations are offered to all courses with a special effort directed towards English 101 and Business 108 classes. A number of instructors arrange for orientation presentations for their classes. Librarians estimate they reach about one-third of students through these presentations. Discussions with students indicate a similar number. Printed subject guides and online pathways also support students’ research needs. Online tutorials provide additional support for distance education courses. Library orientations are evaluated by students and indicate a high satisfaction with the presentation and usefulness of information provided.

Collection development policies are well developed and incorporated into the general library policies. Every fall and spring, the librarians seek suggestions from faculty on purchases in program subject areas. Librarians send a letter to faculty, with an attached suggestion form, soliciting input. The librarians also review syllabi, when available, and rely on book reviews to assist them with collection development. Instructors report they have adequate input on new resources and services. The library has had representation on the Curriculum Development Committee. This representation enabled the library to anticipate changes to the curriculum. Continued representation would support the library’s ability to be proactive in serving college needs.
When the new Bachelor of Technology in Construction Management program was announced, librarians contacted instructors for suggestions on materials to support the program. The librarians determined that the library had 185 full-text online periodicals that supported construction. Instructors requested an additional journal title in print. The librarians also purchased any books requested by faculty, textbooks in use by the program, and books identified through book reviews. At this time, the collection appears to be adequate to support the bachelor of technology program.

The library has made good use of technology to reach out to students online with a revamped web site, a strong move to online resources, adding EZ proxy to authenticate off-site users, online reference help, online tutorials, and pathfinders to research. The library contracted a web design firm with library experience to design a website that embraced the look and feel of the college while also creating an effective site that meets the research needs of the library and students. The library expanded the number of online databases to 30 providing access to 23,000 online journals and e-books. The librarians can be reached for help through the web site by clicking on a button labeled “Ask a Librarian” and online tutorials enable students to learn about research on their own at their own pace. In addition, the librarians have created online subject guides or pathways to finding information in specific fields and topics. Librarians at the Carson Campus also serve as the contact for students needing help with distance education. These actions have enabled the library to support distance education and students throughout the district.

At the Carson Campus, the Joe Dini Jr. Library and Student Center was completed in 2003. Remarkable attention was paid to providing a light, open space. Comfortable seating areas are inviting. Four group study rooms allow students to work together without disturbing quiet study areas. A large instructional space permits library faculty to introduce students to information literacy. Staff work areas are open and well-planned to foster efficiencies. Twenty-eight desktop computers provide on-site access to the catalog, databases, and Internet. Students especially appreciate the availability of both Mac and PC platforms in the library and different versions of Microsoft Office Suite to accommodate students using Office 2003 and 2007. Wireless access allows students to use laptops anywhere in the library.

The Beck Library on the Fallon Campus, had an extensive renovation that was completed in 2008 including new staff space, new study tables and carrels, new computers, and new comfortable seating. In conjunction with the renovation, the library completed a major weeding project resulting in a more open and welcoming space for students. Students at Fallon reported that the library is welcoming and easy to use.

Both libraries provide adequate hours of access onsite six days per week. Representative students reported needing hours later into the evening (past 8 p.m.) and on Saturdays until 5 p.m. Students on both campuses commented on the “great atmosphere” and appreciated the quiet study space in the library.
Based on information provided in the exhibits, library faculty and staff have appropriate education to meet written job descriptions. Student leaders stated that the library staff is a great asset to the college. Instructors also indicated their support saying “the staff does a great job.” Surveys of faculty and students confirm that this belief is widely held.

Two library faculty members have been on sabbatical. One studied Web 2.0. The other studied enhanced library support for distance education. Both librarians prepared reports that were included in the exhibits for Standard Five. Librarians and staff continue to have professional development opportunities through the commitment of the administration during this economic downturn.

The library collection is organized by Library of Congress Classification. The WNC libraries share a library management system with the University of Nevada—Reno (UNR), Great Basin College, and the Desert Research Institute. Cataloging services are contracted through UNR. This arrangement seems to be working well as staff reports UNR is responsive to the needs of WNC. Students see the collection of all four libraries, with locations noted, when accessing the catalog. Interlibrary loan, primarily among these institutions, supplements the local collection.

In the exhibits for Standard Five, the library provided a comparison of peer institutions from the National Center for Educational Statistics, Academic Library Survey, fiscal year 2008. The library director selected institutions that have added a baccalaureate program. Compared to the average of the peer institutions, Western Nevada College is well-staffed with librarians, student workers, and other paid staff. Total staff per 1,000 FTE students is twice the peer average for that year. (S.D.1) Though expenditures for print and audiovisual materials were below average, expenditures for current and electronic serials were well above average. The number of printed volumes per FTE student is 21% below the average of peer institutions. Expenditures for online resources indicate an effort to use technology to serve a large, rural population with limited access to a physical library.

Additional comparisons with peer institutions included hours of operation. These are in line with peer institutions. Gate count in a typical week is 13% higher than peer institutions. Reference transactions in a typical week are 43% fewer than peer institutions. The number of circulation transactions from the library is 45% below the average peer institutions. Circulation transactions per FTE student are 2 versus 6 for peer institutions.

The committee noted that the library did not provide evidence of a written assessment plan. In 2006, administrative response to the library program review recommended revisions to the mission, goals, and assessment. While surveys conducted indicate high awareness and support for the library, there was no evidence that assessment is an integral part of the planning process. A written assessment plan would be helpful to close the feedback loop for program improvement.

Library faculty advocated the inclusion of information literacy in the General Education outcomes and it is reflected in the following General Education outcomes:
1. have problem solving, creative, and critical thinking skills
2. have effective and efficient learning skills, including the location and evaluation of information
3. have appropriate technological skills, including computer skills

At this time, however, assessment measures have not been established and assessment tools have not been developed for the general education outcomes. Assessment efforts for information literacy have not been initiated.

Assessments of the library services included a part-time instructor survey in 2004, a program review survey in 2005, a library support survey in 2006, a student library use survey in 2009, a recent graduate survey (2000-2009 longitudinal view), and the Noel-Levitz Student Satisfaction Inventory (2007 and 2009). In general, these surveys indicated high awareness and a high satisfaction with resources and services available. Eighty-seven percent of the part-time faculty responded that they were aware of library website; fifty percent reported they used it. Seventy-five percent were aware of media services for films or equipment. Ninety percent reported awareness of WNC library support to prepare for their classes and to support their students. Over one-third reported using the library resources.

The library program review survey indicated 97.5% of respondents agreed or strongly agreed the library staff listened well and were professional. Over 90% agreed or strongly agreed the library staff were helpful in resolving problems and nearly that many agreed or strongly agreed that requests were handled in a timely manner. Over 90% were satisfied or very satisfied with the accessibility of the library. At least 95% of respondents were satisfied or very satisfied with the efficiency of services, accuracy of information, usefulness of information, responsiveness to requests, and communication about services. Ninety percent thought the library supported teamwork and collaboration across the college community. Nearly 90% thought the library hours of operation were adequate to meet their needs. Overall, nearly 95% agreed or strongly agreed that the library provided quality customer service.

The library support survey (2006) asked faculty questions about awareness and usage of specific services and resources available to faculty and students. The results indicated that while there was a significant difference between knowledge and usage of these services and resources, there was still a high awareness (nearly 90%) of the large number of journal articles available through online databases and over 75% accessed the articles. Nevertheless, many faculty were unaware of such services as “alert” features in their area of research, permanent links to embed into their Blackboard site, or that they could e-mail the library with their research questions.

The student library use survey of 2009 was very positive overall. Eighty percent responded that they were satisfied or very satisfied with staff assistance in the library. Seventy-nine percent responded that the library or librarians made a moderate or major contribution in finding information; 74% felt the library or librarians made a moderate or major contribution to their
academic success; and 73% felt the library or librarians contributed (major or moderate) to their efficient use of time.

The recent graduate survey showed that, since 2002, at least 70% of graduates rated the library services above average or excellent. In the most recent survey (2008), 87% of graduates rated the library services above average or excellent. Only 5% rated the library services at average and 0% rated the library services below average.

The library was included in the Noel-Levitz Student Satisfaction Inventory. Overall institutional strengths identified (the top 25%) in the 2007 survey were “Library resources and services are adequate” and “Library staff are helpful and approachable.”

The library director has direct oversight of media services, distance education support, and computing services. This structure presents opportunities for synergies between services. Over the last few years, a number of classrooms have been mediated and classrooms have been identified for future mediation. Consolidated administration fosters joint efforts to provide classroom technologies.

The library has provided evidence of an exemplary program. Two new library facilities (a new building on the Carson Campus and a renovated space on the Fallon Campus) present an inviting space for students and faculty. The results of six surveys indicate high awareness of library resources and services and a high regard for library faculty and staff on the part of students and faculty. Comparisons against peer institutions indicate that the library is well funded and staffed. Its collection is comparable to peer institutions. A robust collection of online databases serves the college well by providing access to resources and services to students throughout a rural district.

The institution and the library conduct evaluations of the library program, however, a process that includes evidence of goals, measureable outcomes, targets, assessment, and incorporation of results needs to be instituted.

Library and Information Resources—Computing Services
The college has ample computing resources to support its mission, which includes significant rural education through Interactive Video (IAV) and web-based distance learning. While the former modality is supported through Library and Media Services, college computing services staff support all information technology at the college, which includes not just the 622 computers in 44 computer labs that are stretched across its 18,000 square mile service district but also the maintenance of the local area network and internet services and services and systems integration with the SCS, which handles financial aid, human resources, and other important administrative services for the entirety of the NHSE. The system is currently preparing to migrate from its legacy system to PeopleSoft, and this project is being coordinated with SCS by student services personnel who also work with institutional Research and the Webmaster.
The college is discontinuing student email accounts in June because the history of usage—less than 20 percent of students access their account even once—does not merit staff time. All staff and faculty members, including part-time faculty, are issued email accounts and have access to computers in offices, labs, and the Library. A concern was expressed that the academic divisions are sometimes spotty in their request for services for part-time faculty. Faculty and staff report that Computing Services staff are competent and professional and are highly regarded for their skill and helpfulness, though individuals at the Fallon campus were sometimes stressed because recent budget cuts have centralized services back to the Carson campus with a staff visit to Fallon happening only once each week.

Computing services is accessible for faculty, staff, and student support through telephone, on the web, and by processed work requests. As mentioned previously, understaffing causes some stress, but there is no indication that the mission of the college is impaired. Annual planning and shared governance processes such as the Technology Committee provide additional mechanisms to assure the integrity of mission support. Data integrity and recoverability is assured with regular tape back-ups that are stored in a fireproof box.

The department is currently three positions short because of the state’s fiscal crisis, and while the staff does a remarkable job, the committee expresses concern about the lack of succession planning for the network administrator. This individual is a highly knowledgeable and competent professional who designs and maintains the network’s topography, all of its devices, and is largely responsible for shaping its future. Currently there are numerous important projects—a router replacement to replace the 100-megabyte LAN bottleneck with a gigabyte pipe; a Blade server configuration that will allow for improved web hosting, virtualization, and cluster computing; the migration from Netware to Active Directory Services; and so forth. Because the 21st century campus is so dependent on network services, redundancy in this position might be considered mission critical. Additionally, important strides are being made by the computing services team to “work smarter with smart tools” such as Log Me In, which helps greatly with remote support and increases the overall efficiency of staff by reducing the number of offsite visits. These efficiency measures must be built upon to keep the college’s electronic business secure, consistent, and robust. The committee encourages the training of other staff in these areas and hopes that the college will be able to fill vacant positions as the budget recovers.

Strengths:
1. Surveys indicate high user satisfaction for library services among faculty and students.
2. Comparisons to peer college libraries indicate funding for materials and staff is above average.
3. Surveys and interviews with students and faculty provide evidence of strong support for library faculty and staff.
4. Carson and Fallon campuses provide excellent, welcoming library facilities.
5. The library program demonstrates commitment to serve students throughout a large and rural district through an effective web site and extensive databases and pathfinders for research.
6. The library program demonstrates a proactive effort seeking faculty input on resource needs.

Concerns:
1. The committee recommends the development of an assessment plan for general education outcomes including information literacy.
2. The committee recommends development of a planning and assessment plan for library program that establishes an iterative process for program improvement.
3. The committee expresses concern about the lack of succession planning for the network administrator.

Commendation

The Committee commends the College for its excellent library facilities, efforts to support students and faculty through online resources and services, and dedicated librarians and staff resulting in a high rate of user satisfaction.

Standard Six. Governance and Administration

Governance System
The Committee found that Western Nevada College has a system of governance in place that facilitates the successful accomplishment of its mission and goals. Western Nevada College is one of eight institutions of higher education that are part of the Nevada System of Higher Education (NSHE). Its role is defined in the state constitution and overseen by the Board of Regents of NSHE.

A number of board approved documents outline the governance and administrative relationships that exist between the College, NSHE, and its Board of Regents including:

- NSHE Board of Regent Handbook
- NSHE Procedures and Guidelines Manual
- NSHE Organization Charts
- WNC Academic Organization Charts
- WNC Administrative Organization Charts
- WNC Bylaws
- WNC Policy Manual
- Classified Council Bylaws
Standards for Accreditation
(revised 2010)

The five Standards for Accreditation are best understood within the context of the seven-year accreditation cycle. Although each is to be addressed during different stages of the cycle (Standard One in year one, Standard Two in year three, Standards Three and Four in year five, and Standard Five in year seven), the standards are interconnected and build upon each other in a recursive cycle of continuous improvement. For that reason, as an institution focuses on a given standard(s) for its Self-Evaluation Report, it does so in light of the standard(s) that have already been addressed, with the result that the information and analysis of previously addressed standards may be updated, expanded, and modified to produce a cohesive report.

Design and Function

The five Standards for Accreditation are statements that articulate the quality and effectiveness expected of Accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution’s mission and core themes;
- The translation of the mission’s core themes into assessable objectives supported by programs and services;
- The appraisal of the institution’s potential to fulfill the mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution’s efforts to fulfill its mission, assess its ability to monitor its environment, and adapt and sustain itself as a viable institution.

Structure

Each of the five Standards for Accreditation is designated by a number and title (e.g., Standard One - Mission, Core Themes, and Expectations), and is further defined by elements of the standard, which are designated by the number of the standard followed by the letter of the element (e.g., 1.A Mission). The criteria for evaluation more specifically define the elements and are identified by the number of the standard, followed by the letter of the standard element, followed by the number of the criterion (e.g., 1.A.1). Each standard is introduced by a narrative summary intended only to provide direction, not to be addressed as a criterion.

Standard One – Mission, Core Themes, and Expectations

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.
1.A Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community. 

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

1.B Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. 

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Standard Two – Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

2.A Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Governing Board

2.A.4 The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.
2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an *ex officio* member of the governing board, but may not serve as its chair.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Policies and Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Students

2.A.15 Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.
2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Human Resources
2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Institutional Integrity
2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.
2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Academic Freedom
2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Finance
2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

2.B Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.
2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

2.C Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.
2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.
Graduate Programs

2.C.12 Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution’s mission and the program’s requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students’ formal graduate programs.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.
2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

2.D Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:
   a) Institutional mission and core themes;
   b) Entrance requirements and procedures;
   c) Grading policy;
   d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
   e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
   f) Rules, regulations for conduct, rights, and responsibilities;
   g) Tuition, fees, and other program costs;
   h) Refund policies and procedures for students who withdraw from enrollment;
   i) Opportunities and requirements for financial aid; and
   j) Academic calendar.
2.D.6 Publications describing educational programs include accurate information on:
   a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
   b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.
2.E Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

2.F Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.
2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

2.G Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.
2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

**Standard Three – Planning and Implementation**

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution’s operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution’s ability to accomplish its core theme objectives and to fulfill its mission.

**3.A Institutional Planning**

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

3.A.3 The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

3.A.4 The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

**3.B Core Theme Planning**

3.B.1 Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.
3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

**Standard Four – Effectiveness and Improvement**

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

**4.A Assessment**

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

**4.B Improvement**

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.
Invitations to take this survey were distributed on November 18, 2010 to 494 respondents. Those who did not complete the survey were sent reminders on November 25 and December 2.

The total number of respondents for this section was 117 for a 9% margin of error rate. 

*NOTE:* The total number of respondents and the margin of error rates vary for each program.
Library and Media Services has three distinct functional areas: Library Services, Interactive Video Services, and Media Services. This survey addresses each area independently, with a separate set of questions for each.

**LIBRARY SERVICES**

**Q49** On average, I have direct contact (email, phone, in-person) with Library Services:
- 10% *More than once a week.*
- 7% *Once a week.*
- 14% *Once every couple of weeks.*
- 32% *Once a month or less.*
- 37% *I have not had direct contact with this department in the past 12 months.*

**Q50** Indicate your level of agreement with the following statements regarding Library Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
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<tbody>
<tr>
<td>Staff members listen well.</td>
<td>55%</td>
<td>40%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Staff are professional.</td>
<td>59%</td>
<td>37%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Staff are helpful in resolving problems.</td>
<td>57%</td>
<td>38%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Staff respond to my requests in a timely manner.</td>
<td>57%</td>
<td>38%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Q51** Please rate your degree of satisfaction with Library Services in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility.</td>
<td>57%</td>
<td>40%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Efficiency of service.</td>
<td>55%</td>
<td>38%</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Accuracy of information or advice.</td>
<td>55%</td>
<td>39%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Usefulness of information or advice.</td>
<td>55%</td>
<td>40%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Responsiveness to requests and other inquiries.</td>
<td>55%</td>
<td>40%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Communication about services offered.</td>
<td>51%</td>
<td>36%</td>
<td>9%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Q52** Indicate your level of agreement with the following statements regarding Library Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department supports teamwork and collaboration across the college community.</td>
<td>46%</td>
<td>39%</td>
<td>13%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>This department's hours of operation are adequate to meet my needs.</td>
<td>46%</td>
<td>44%</td>
<td>7%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overall, this department provides quality customer service.</td>
<td>57%</td>
<td>34%</td>
<td>7%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Q53 It is important for students to find, evaluate and use information correctly for their assignments and for lifelong learning. If you teach at WNC, indicate which of the following Library services would be most useful to the teaching in your courses or department? (Mark all that apply.)

- 24% Librarian presentations during class/section
- 23% Librarian workshops outside of class (attendance required)
- 9% Librarians embedded into web classes
- 18% Web tutorial completed outside of class (as assignment)
- 16% Library produced materials that instructor presents in class
- 11% Librarian taught credit course on general library research

57% THIS QUESTION DOES NOT APPLY TO ME

Other Library Services which would be useful 100%

Q54 What should be the top priorities for Library Services during the next five years? (Mark all that apply.)

- 40% Quality WNC print collections
- 40% Quality WNC video collection
- 76% Commitment to developing access to online resources
- 22% Librarian support in course planning and teaching
- 59% Instruction in using library/Web resources
- 15% Quieter work/study areas in libraries
- 41% WebCampus (Blackboard) student support
- 25% Software assistance to students using library workstations

Please specify any other Library Services top priority item 100%

Q55 Library Services has a website that contains information I need (policies and procedures, contact information, forms, etc.).

---Click Here---

<table>
<thead>
<tr>
<th></th>
<th>73%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0%</td>
</tr>
<tr>
<td>I don't know</td>
<td>27%</td>
</tr>
</tbody>
</table>

Q56 What additional information would you find helpful to have on the Library Services website?

100%
Q57 Comments or suggestions regarding Library Services:

100%
WNC NON-ACADEMIC PROGRAM REVIEW 2010

Thank you for taking the time to complete this survey that contains the following sections: Budget Office, Business Office, Computing Services, Environmental Health & Safety, Human Resources, Library and Media Services (three functional areas: Library Services, Interactive Video (IAV) Services, and Media Services).

Q1 Please check appropriate box:

<table>
<thead>
<tr>
<th></th>
<th>Full Time Academic Faculty</th>
<th>Executive or Administrative Faculty</th>
<th>Classified</th>
<th>Part-time Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>33</td>
<td>24</td>
</tr>
</tbody>
</table>
Library and Media Services has three distinct functional areas: Library Services, Interactive Video Services, and Media Services. This survey addresses each area independently, with a separate set of questions for each.

**LIBRARY SERVICES**

Q49 On average, I have direct contact (email, phone, in-person) with Library Services:
- 18 More than once a week.
- 13 Once a week.
- 26 Once every couple of weeks.
- 60 Once a month or less.
- 0 I have not had direct contact with this department in the past 12 months.

Q50 Indicate your level of agreement with the following statements regarding Library Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members listen well.</td>
<td>63</td>
<td>46</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Staff are professional.</td>
<td>68</td>
<td>43</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Staff are helpful in resolving problems.</td>
<td>65</td>
<td>44</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Staff respond to my requests in a timely manner.</td>
<td>64</td>
<td>44</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Q51 Please rate your degree of satisfaction with Library Services in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility.</td>
<td>65</td>
<td>46</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Efficiency of service.</td>
<td>63</td>
<td>44</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Accuracy of information or advice.</td>
<td>63</td>
<td>45</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Usefulness of information or advice.</td>
<td>63</td>
<td>46</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Responsiveness to requests and other inquiries.</td>
<td>63</td>
<td>46</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communication about services offered.</td>
<td>58</td>
<td>41</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Q52 Indicate your level of agreement with the following statements regarding Library Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department supports teamwork and collaboration across the college community.</td>
<td>52</td>
<td>45</td>
<td>15</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>This department's hours of operation are adequate to meet my needs.</td>
<td>52</td>
<td>51</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overall, this department provides quality customer service.</td>
<td>64</td>
<td>39</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Q53 It is important for students to find, evaluate and use information correctly for their assignments and for lifelong learning. If you teach at WNC, indicate which of the following Library services would be most useful to the teaching in your courses or department? (Mark all that apply.)

- Librarian presentations during class/section
- Librarian workshops outside of class (attendance required)
- Librarians embedded into web classes
- Web tutorial completed outside of class (as assignment)
- Library produced materials that instructor presents in class
- Librarian taught credit course on general library research

56 THIS QUESTION DOES NOT APPLY TO ME

Other Library Services which would be useful: 2

Q54 What should be the top priorities for Library Services during the next five years? (Mark all that apply.)

- Quality WNC print collections
- Quality WNC video collection
- Commitment to developing access to online resources
- Librarian support in course planning and teaching
- Instruction in using library/Web resources
- Quieter work/study areas in libraries
- WebCampus (Blackboard) student support
- Software assistance to students using library workstations

Please specify any other Library Services top priority item

Q55 Library Services has a website that contains information I need (policies and procedures, contact information, forms, etc.).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>I don't know</td>
<td>24</td>
</tr>
</tbody>
</table>

Q56 What additional information would you find helpful to have on the Library Services website?

6
Q57 Comments or suggestions regarding Library Services:  
21
Q53A  Other Library Services which would be useful

how to use technology seminars for the instructors. Just short ones here and there.

I am going to work more with Dana & Val on a way to teach info literacy using more of a process approach next semester.
Q54A Please specify any other Library Services top priority item

Moodle support

moodle on-line classes!!!!

Archiving WNC history and memorabilia - not a top priority but a process should be started.

FAX MACHINE FOR STUDENTS!!!!
Q56  What additional information would you find helpful to have on the Library Services website?

none

none

I would like to see consistent media equipment or at least instructions next to the equipment.

None

none

Nothing
Q57 Comments or suggestions regarding Library Services:

I can't praise Valerie and Dana enough for their assistance in teaching library and online research. They both have gone the extra mile. Special thanks this semester to Dana for being willing to drive to Douglas to do a presentation for my Eng. 98 class there, and to negotiate a tricky room setup.

The reference librarians serve students and faculty extremely well. The support staff are also highly competent.

I know of two people who are students as well as part time instructors that cannot even log into the library computers because of a password glitch. I am one of them. It has not been resolved in over a year and when I go in to ask for help again to log on, it is as if they completely forgot that issue and still have no help or answers for me, even though they tell me they will work on it and get it straightened out---every time!

I appreciate their help in getting my black board going with students and myself. Plus electronic reserves set up and access. Libraries are great resources with good folks here at WNC.

The library services and staff are wonderful! Helpful, supportive, patient!

no ne

First a compliment - This must be the cleanest building on campus. It is comfortable to come in to the Library to sit and read. Thank you

The library does an outstanding job supporting students and faculty!!

I keep many books on reserve for my classes. The library team has done an excellent job of keeping these books and materials updated and ready for my students.

Have been courteous and helpful when I’ve asked for help.

The libraries are a tremendous resource, and I don't think students or instructors are aware of how to fully utilize the resource.

I have not had a lot of interaction with this department.

The department and staff are fantastic. I need to make time to use them more. The online materials are great, the knowledge is wonderful and I feel like I'm starting to drool all over myself when I think about all they do to support the college community.

Ken Sullivan and Valerie Andersen are always available for communication. Valerie goes out of her way to assist faculty in my division.

WebCampus and Software assistance should be a function of Computing Services and/or Clarence Maise.

none

I teach at the Douglas Campus. There are great resources available at the Carson WNC library, but many of my students will not make a special trip to Carson to avail themselves of those resources.
Ron Belbin is doing a great job in Fallon.

Howard Collett is a team player and goes above and beyond the call of duty. He is an excellent representitive for the Library staff!

Thank you and keep up the good work! The workshops on writing papers (APA) were great. Well marketed!

Con: Communicate with each other so as not to waste my time with unnecessary questions/issues. Pro: Thank you for your WebCT support services to the students
4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

**Standard Five – Mission Fulfillment, Adaptation, and Sustainability**

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

**5.A Mission Fulfillment**

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

**5.B Adaptation and Sustainability**

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.
Invitations to take this survey were distributed on November 18, 2010 to 494 respondents. Those who
did not complete the survey were sent reminders on November 25 and December 2.

The total number of respondents for this section was 72 for a 12% margin of error rate.

*NOTE:* The total number of respondents and the margin of error rates vary for each program.
MEDIA SERVICES

Media Services is responsible for providing all aspects of media resources, equipment, and service to the college and should not be confused with Interactive Video (IAV) Services.

Q66 On average, I have direct contact (email, phone, in-person) with Media Services:

- 4% More than once a week.
- 4% Once a week.
- 9% Once every couple of weeks.
- 22% Once a month or less.
- 61% I have not had direct contact with this department in the past 12 months.

Q67 Indicate your level of agreement with the following statements regarding Media Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members listen well.</td>
<td>46%</td>
<td>51%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff are professional.</td>
<td>46%</td>
<td>50%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff are helpful in resolving problems</td>
<td>43%</td>
<td>51%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff respond to my requests in a timely manner.</td>
<td>44%</td>
<td>49%</td>
<td>1%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Q68 Please rate your degree of satisfaction with Media Services in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>40%</td>
<td>53%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Efficiency of service</td>
<td>40%</td>
<td>46%</td>
<td>10%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Accuracy of information or advice.</td>
<td>38%</td>
<td>52%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Usefulness of information or advice.</td>
<td>37%</td>
<td>54%</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Responsiveness to requests and other inquiries.</td>
<td>40%</td>
<td>44%</td>
<td>10%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Communication about services offered.</td>
<td>29%</td>
<td>44%</td>
<td>22%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Quality of equipment in the classroom.</td>
<td>29%</td>
<td>44%</td>
<td>13%</td>
<td>7%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Instructions and ease-of- use of media equipment.</td>
<td>23%</td>
<td>49%</td>
<td>14%</td>
<td>11%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Positioning of the teacher station.</td>
<td>23%</td>
<td>38%</td>
<td>23%</td>
<td>3%</td>
<td>1%</td>
<td>12%</td>
</tr>
<tr>
<td>Positioning of the projection screen.</td>
<td>22%</td>
<td>44%</td>
<td>22%</td>
<td>4%</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>Lighting.</td>
<td>23%</td>
<td>43%</td>
<td>13%</td>
<td>13%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Q69 Indicate your level of agreement with the following statements regarding Media Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department supports teamwork and collaboration across the college community.</td>
<td>33%</td>
<td>45%</td>
<td>20%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>This department’s hours of operation are adequate to meet my needs.</td>
<td>40%</td>
<td>43%</td>
<td>14%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overall, this department provides quality customer service.</td>
<td>37%</td>
<td>53%</td>
<td>7%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Q70 What should be the top priorities for Media Services during the next five years? (You may choose more than one.)

- 70% Availability of mediated classrooms
- 63% Standardizing the operation of mediated classroom equipment
- 56% Media equipment training
- 20% Classroom video recording services
- 13% DVD/CD/VHS duplication services
- 33% Assistance with online/streaming video
- 26% More equipment instructions and information online

Please specify any other Media Services top priority item

Q71 Media Services has a website that contains information I need (policies and procedures, contact information, forms, etc.).

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61%</td>
</tr>
<tr>
<td>No</td>
<td>0%</td>
</tr>
<tr>
<td>I don't know</td>
<td>39%</td>
</tr>
</tbody>
</table>

Q72 What additional information would you find helpful to have on the Media Services website?

100%

Q73 Comments or suggestions regarding Media Services:

100%
WNC NON-ACADEMIC PROGRAM REVIEW 2010

Thank you for taking the time to complete this survey that contains the following sections: Budget Office, Business Office, Computing Services, Environmental Health & Safety, Human Resources, Library and Media Services (three functional areas: Library Services, Interactive Video (IAV) Services, and Media Services).

Q1  Please check appropriate box:

| 10 | Full Time Academic Faculty |
| 25 | Executive or Administrative Faculty |
| 16 | Classified |
| 21 | Part-time Instructors |
MEDIA SERVICES

Media Services is responsible for providing all aspects of media resources, equipment, and service to the college and should not be confused with Interactive Video (IAV) Services.

Q66 On average, I have direct contact (email, phone, in-person) with Media Services:

- 7 More than once a week.
- 8 Once a week.
- 17 Once every couple of weeks.
- 40 Once a month or less.
- 0 I have not had direct contact with this department in the past 12 months.

Q67 Indicate your level of agreement with the following statements regarding Media Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members listen well.</td>
<td>32</td>
<td>35</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Staff are professional.</td>
<td>32</td>
<td>34</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Staff are helpful in resolving problems</td>
<td>30</td>
<td>35</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Staff respond to my requests in a timely manner.</td>
<td>31</td>
<td>33</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Q68 Please rate your degree of satisfaction with Media Services in the following areas:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility.</td>
<td>28</td>
<td>36</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Efficiency of service.</td>
<td>28</td>
<td>31</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Accuracy of information or advice.</td>
<td>26</td>
<td>35</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Usefulness of information or advice.</td>
<td>26</td>
<td>37</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Responsiveness to requests and other inquiries.</td>
<td>28</td>
<td>31</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Communication about services offered.</td>
<td>20</td>
<td>30</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Quality of equipment in the classroom.</td>
<td>20</td>
<td>30</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Instructions and ease-of-use of media equipment.</td>
<td>16</td>
<td>34</td>
<td>9</td>
<td>8</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Positioning of the teacher station.</td>
<td>16</td>
<td>26</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Positioning of the projection screen.</td>
<td>14</td>
<td>30</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Lighting.</td>
<td>15</td>
<td>30</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Q69 Indicate your level of agreement with the following statements regarding Media Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department supports teamwork and collaboration across the college community.</td>
<td>23</td>
<td>31</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>This department's hours of operation are adequate to meet my needs.</td>
<td>28</td>
<td>30</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overall, this department provides quality customer service.</td>
<td>26</td>
<td>36</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Q70 What should be the top priorities for Media Services during the next five years? (You may choose more than one.)

38 Availability of mediated classrooms
33 Standardizing the operation of mediated classroom equipment
30 Media equipment training
11 Classroom video recording services
  7 DVD/CD/VHS duplication services
17 Assistance with online/streaming video
14 More equipment instructions and information online
Please specify any other Media Services top priority item

Q71 Media Services has a website that contains information I need (policies and procedures, contact information, forms, etc.).

---Click Here---

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>I don't know</td>
<td>21</td>
</tr>
</tbody>
</table>

Q72 What additional information would you find helpful to have on the Media Services website?

4

Q73 Comments or suggestions regarding Media Services:

12
Q70A  Please specify any other Media Services top priority item

have instruction guides next to each piece of media equipment.

Interactive video courses should be recorded and archived.

New equipment...and present in every room!

Replacement of machines that don't work consistently, torn screens.

Lighting changes
Q72 What additional information would you find helpful to have on the Media Services website?

No opinion

I use this site on a limited basis.

None

Ralph Schilling is an incredible one man show when it comes to repairs for all of our campuses. BUT...he desperately needs an assistant..how about a student work aid or two?
Invitations to take this survey were distributed on November 18, 2010 to 494 respondents. Those who did not complete the survey were sent reminders on November 25 and December 2.

The total number of respondents for this section was 54 for a 14% margin of error rate. 
*NOTE:* The total number of respondents and the margin of error rates vary for each program.
Interactive Video (IAV) Services

Q58 On average, I have direct contact (email, phone, in-person) with Interactive Video (IAV) Services:

- 4% More than once a week.
- 4% Once a week.
- 7% Once every couple of weeks.
- 13% Once a month or less.
- 72% I have not had direct contact with this department in the past 12 months.

Q59 Indicate your level of agreement with the following statements regarding Interactive Video (IAV) Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members listen well.</td>
<td>35%</td>
<td>60%</td>
<td>4%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff are professional.</td>
<td>35%</td>
<td>62%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff are helpful in resolving problems</td>
<td>31%</td>
<td>59%</td>
<td>4%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff respond to my requests in a timely manner.</td>
<td>33%</td>
<td>58%</td>
<td>4%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Facilitators are well trained.</td>
<td>27%</td>
<td>38%</td>
<td>23%</td>
<td>6%</td>
<td>0%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Q60 Please rate your degree of satisfaction with Interactive Video (IAV) Services in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>31%</td>
<td>58%</td>
<td>2%</td>
<td>8%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Efficiency of service</td>
<td>31%</td>
<td>56%</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Accuracy of information or advice.</td>
<td>27%</td>
<td>60%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Usefulness of information or advice.</td>
<td>31%</td>
<td>60%</td>
<td>6%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Responsiveness to requests and other inquiries.</td>
<td>31%</td>
<td>52%</td>
<td>8%</td>
<td>8%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Communication about services offered.</td>
<td>25%</td>
<td>53%</td>
<td>6%</td>
<td>14%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Quality of video and audio from remote sites</td>
<td>21%</td>
<td>46%</td>
<td>13%</td>
<td>12%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Instructions and ease-of-use of IAV equipment.</td>
<td>20%</td>
<td>37%</td>
<td>18%</td>
<td>20%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>Positioning of the teacher station.</td>
<td>20%</td>
<td>39%</td>
<td>27%</td>
<td>4%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Positioning of the monitors.</td>
<td>25%</td>
<td>37%</td>
<td>22%</td>
<td>10%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>Lighting.</td>
<td>20%</td>
<td>48%</td>
<td>20%</td>
<td>6%</td>
<td>0%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Q61 Indicate your level of agreement with the following statements regarding Interactive Video (IAV) Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department supports teamwork and collaboration across the college community.</td>
<td>25%</td>
<td>56%</td>
<td>15%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>This department's hours of operation are adequate to meet my needs.</td>
<td>31%</td>
<td>50%</td>
<td>12%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overall, this department provides quality customer service.</td>
<td>29%</td>
<td>60%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Q62 What should be the top priorities for Interactive Video (IAV) Services during the next five years? (You may choose more than one.)

55% Availability of IAV classrooms
73% Standardizing the operation of IAV classroom equipment
60% Improving the IAV equipment

Please specify any other Interactive Video top priority item

Q64 Interactive Video (IAV) Services has a website that contains information I need (policies and procedures, contact information, forms, etc.).

<table>
<thead>
<tr>
<th>Choice</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33%</td>
</tr>
<tr>
<td>No</td>
<td>3%</td>
</tr>
<tr>
<td>I don't know</td>
<td>64%</td>
</tr>
</tbody>
</table>

Q67 What additional information would you find helpful to have on the Interactive Video (IAV) Services website?

100%

Q65 Comments or suggestions regarding Interactive Video (IAV) Services:

100%
MEDIA SERVICES

Media Services is responsible for providing all aspects of media resources, equipment, and service to the college and should not be confused with Interactive Video (IAV) Services.

Q66 On average, I have direct contact (email, phone, in-person) with Media Services:

- 4% More than once a week.
- 4% Once a week.
- 9% Once every couple of weeks.
- 22% Once a month or less.
- 61% I have not had direct contact with this department in the past 12 months.

Q67 Indicate your level of agreement with the following statements regarding Media Services:

- Staff members listen well. 46% Strongly Agree 51% Agree 3% No Opinion 0% Disagree 0% Strongly Disagree 0% Not Applicable
- Staff are professional. 46% 50% 3% 1% 0% 0%
- Staff are helpful in resolving problems 43% 51% 3% 1% 1% 0%
- Staff respond to my requests in a timely manner. 44% 49% 1% 4% 1% 0%

Q68 Please rate your degree of satisfaction with Media Services in the following areas:

- Accessibility. 40% Very Satisfied 53% Satisfied 6% No Opinion 1% Dissatisfied 0% Very Dissatisfied 0% Not Applicable
- Efficiency of service. 40% 46% 10% 3% 1% 0%
- Accuracy of information or advice. 38% 52% 10% 0% 0% 0%
- Usefulness of information or advice. 37% 54% 7% 1% 0% 0%
- Responsiveness to requests and other inquiries. 40% 44% 10% 4% 1% 0%
- Communication about services offered. 29% 44% 22% 3% 0% 1%
- Quality of equipment in the classroom. 29% 44% 13% 7% 3% 4%
- Instructions and ease-of- use of media equipment. 23% 49% 14% 11% 0% 3%
- Positioning of the teacher station. 23% 38% 23% 3% 1% 12%
- Positioning of the projection screen. 22% 44% 22% 4% 0% 7%
- Lighting. 23% 43% 13% 13% 3% 4%

Q69 Indicate your level of agreement with the following statements regarding Media Services:

- This department supports teamwork and collaboration across the college community. 33% Strongly Agree 45% Agree 20% No Opinion 1% Disagree 0% Strongly Disagree 0% Not Applicable
- This department's hours of operation are adequate to meet my needs. 40% 43% 14% 3% 0% 0%
- Overall, this department provides quality customer service. 37% 53% 7% 1% 1% 0%
Q70 What should be the top priorities for Media Services during the next five years? (You may choose more than one.)

- 70% Availability of mediated classrooms
- 63% Standardizing the operation of mediated classroom equipment
- 56% Media equipment training
- 20% Classroom video recording services
- 13% DVD/CD/VHS duplication services
- 33% Assistance with online/streaming video
- 26% More equipment instructions and information online

Please specify any other Media Services top priority item.

Q71 Media Services has a website that contains information I need (policies and procedures, contact information, forms, etc.).

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61%</td>
</tr>
<tr>
<td>No</td>
<td>0%</td>
</tr>
<tr>
<td>I don't know</td>
<td>39%</td>
</tr>
</tbody>
</table>

Q72 What additional information would you find helpful to have on the Media Services website?

100%

Q73 Comments or suggestions regarding Media Services:

100%
THANK YOU FOR TAKING THE TIME TO PARTICIPATE IN THIS SURVEY.

Please click the "submit" button to complete the process.

If you have any trouble with this survey, please contact Barbara Ford at ext 3301 or bford@wnc.edu. Thanks.
Thank you for taking the time to complete this survey that contains the following sections: Budget Office, Business Office, Computing Services, Environmental Health & Safety, Human Resources, Library and Media Services (three functional areas: Library Services, Interactive Video (IAV) Services, and Media Services).

Q1 Please check appropriate box:

<table>
<thead>
<tr>
<th></th>
<th>Full Time Academic Faculty</th>
<th>Executive or Administrative Faculty</th>
<th>Classified</th>
<th>Part-time Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>18</td>
<td>13</td>
</tr>
</tbody>
</table>
**Interactive Video (IAV) Services**

Q58 On average, I have direct contact (email, phone, in-person) with Interactive Video (IAV) Services:

- 7 More than once a week.
- 8 Once a week.
- 14 Once every couple of weeks.
- 24 Once a month or less.
- 0 I have not had direct contact with this department in the past 12 months.

Q59 Indicate your level of agreement with the following statements regarding Interactive Video (IAV) Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members listen well.</td>
<td>17</td>
<td>31</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Staff are professional.</td>
<td>17</td>
<td>32</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Staff are helpful in resolving problems</td>
<td>15</td>
<td>30</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Staff respond to my requests in a timely manner</td>
<td>16</td>
<td>30</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Facilitators are well trained.</td>
<td>13</td>
<td>20</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Q60 Please rate your degree of satisfaction with Interactive Video (IAV) Services in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>No Opinion</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>15</td>
<td>30</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Efficiency of service</td>
<td>15</td>
<td>29</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Accuracy of information or advice</td>
<td>13</td>
<td>31</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Usefulness of information or advice</td>
<td>15</td>
<td>31</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Responsiveness to requests and other inquiries</td>
<td>15</td>
<td>27</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Communication about services offered</td>
<td>12</td>
<td>27</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Quality of video and audio from remote sites</td>
<td>10</td>
<td>24</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Instructions and ease-of- use of IAV equipment</td>
<td>10</td>
<td>19</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Positioning of the teacher station</td>
<td>9</td>
<td>19</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Positioning of the monitors</td>
<td>12</td>
<td>19</td>
<td>11</td>
<td>5</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Lighting</td>
<td>9</td>
<td>24</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Q61 Indicate your level of agreement with the following statements regarding Interactive Video (IAV) Services:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department supports teamwork and collaboration across the college community.</td>
<td>12</td>
<td>29</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>This department's hours of operation are adequate to meet my needs.</td>
<td>15</td>
<td>26</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overall, this department provides quality customer service.</td>
<td>14</td>
<td>31</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Q62 What should be the top priorities for Interactive Video (IAV) Services during the next five years? (You may choose more than one.)

- Availability of IAV classrooms 22
- Standardizing the operation of IAV classroom equipment 29
- Improving the IAV equipment 24
- Please specify any other Interactive Video top priority item 6

Q64 Interactive Video (IAV) Services has a website that contains information I need (policies and procedures, contact information, forms, etc.).

<table>
<thead>
<tr>
<th>Option</th>
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<tr>
<td>Yes</td>
<td>13</td>
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<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>I don't know</td>
<td>25</td>
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</tbody>
</table>

Q67 What additional information would you find helpful to have on the Interactive Video (IAV) Services website?

4

Q65 Comments or suggestions regarding Interactive Video (IAV) Services:

8
Q62A  Please specify any other Interactive Video top priority item

Ability to connect computer to IAV equipment so that use of projectors and screens is no longer necessary,
class schedule posted where faculty and administrative staff can access a room use.
Facilitator training & faculty training
Remote operation of PowerPoint so instructor can move around in the room.
It seems to be in good order!
Instructions in classrooms as how to work Elmos, etc.
Comments or suggestions regarding Interactive Video (IAV) Services:

IAV classes should be monitored at the beginning of each semester for enrollment. Once classes have started and enrollment is closed, classes should be deleted from schedule that have no enrollment, freeing up the room for any possible future events.

My comments were based on the interactive class I taught last fall. We experienced continual equipment malfunctions, and the facilitators at the remote locations were sometimes asleep at the switch. However, everyone I dealt with on the Carson campus bent over backwards to make the best of the situation, facilitator Debbie Vieyra in particular.

Continuous Improvement!!

Training opportunities for all staff should be publicized.

Very little contact with this department.

I would like to see the Distance Education Committee make official releases of policy college wide so that everyone is informed of proper procedure. Currently information isn't released to everyone and it makes life difficult when people are confused as to what is going on and when policy changes... (This committee is responsible for decisions on IAV).

Accessibility of assistance for evening classes (7 - 9:45) If there is a problem after 8:00 there is no help! Not all classes originate from Carson and there is little support in Douglas or Fallon at night.

Sometimes the classroom instructions for using Elmos, computers, etc. are not real clear. Thank you for your services!
Q67  What additional information would you find helpful to have on the Interactive Video (IAV) Services website?

more specific online instructions and visual guides for remotes

I wouldn't mind a link on WestNet for IAV. To my knowledge there currently isn't one out there.

none

Nothing
Ken Sullivan
Western Nevada College, Carson City, NV 89703

Education
Florida State University
M.L.S. 1989

University of Florida
B.A. in History 1978

Santa Fe Community College
A.A. 1976

Work Experience
Western Nevada College
Supervise Library, Media Services, Interactive Video, Computing Services 1995-present

Western Nevada College
Librarian, Fallon Campus and Rural Centers
Supervise Fallon Campus Library, Media Services, served as librarian for college rural centers 1993-1995

University of Florida Health Science Center Library
Manager, Medical Informatics Lab
Supervised a computer lab, taught patrons how to do Medline searches, performed Medline searches, provided Macintosh support to the Medical center community. 1990-1992

Alachua County Library District
Reference Librarian
Staffed the library reference desk, managed ILL, provided Macintosh computer support. Served as Acting Head of Reference. 1987-1990

College or System Committees
 currently
Chief Technology Officer
Serve as the college's CTO, member of System Computing Services CTO Group
College Sustainability Committee
College Technical Services Oversight Committee
Distance Education Advisory Committee
Donna Redfern  
Western Nevada College, Carson City, NV 89703  
dredfern@wnc.edu  (775) 445-4245

EDUCATION

Western Nevada College  
AAS - ACC  
In progress

Heald 4C's College  
Legal Assistant Certificate  
1983 - 1985

WORK EXPERIENCE

Western Nevada College  
Administrative Assistant  
2005 - present
Assist Library Director in developing fiscal and operational budgets. Manage in-house budget accounts. Interactive video scheduler for classes, meetings and events at all of the WNC campuses and sites. Recruit, hire and train IAV facilitators. Supervise about 6 Letter of Appointment employees. Serve as back-up facilitator in case of absence. Compile and submit hourly employees report to HR. Track budgets, compile databases, create reports, and update online information. Office management, maintain office supply for library and media. Maintain personnel files and leave records. Responsible for daily deposits and reconciliations of cash receipts and deposits for library sales and fines. Perform purchasing duties and Procard reconciliation for department staff.

Accounting Clerk  
1997 - 2005

COLLEGE COMMITTEES

I have been a member of the following committees:

Budget Committee
Classified Council
Technical Services Oversight Committee
Scholarship Committee
Professional Development Committee
Various Hiring Committees
MEMBERSHIPS

- Phi Theta Kappa 1999 - Present

HONORS & AWARDS

- WNC Classified Employee of the Year finalist 2003 - 2004
- WNC Classified Employee of the Month April 1999

SKILLS & PROFICIENCIES

- Computer Programs: MS Word, Adobe Acrobat, Excel, Powerpoint, TC Reliance scheduling software, Quicken, Financial Data Warehouse
- Social Networking: Facebook
Kristie Gangestad  
1499 River Parkway  
Dayton, NV 89403  
(775) 246-5315  
kgangest@wnc.edu  

EDUCATION  

*University of Nevada, Reno, NV*  
B.G.S. (Bachelor General Studies)  
Areas of concentration: library certification and management courses 2006  

*Western Nevada Community College, Carson City, NV*  
A.A.S. (Associate Applied Science)  
Areas of concentration: business and accounting courses 1990  

WORK EXPERIENCE  
My library career started as a student worker at *Western Nevada College Library & Media Services* while I was a student in 1988. I was hired on as a classified employee in August 1993 and continued as such through June 2009. I am currently working as Library Services Supervisor which is an administrative faculty position.  
Library Services Supervisor 2009 – present  

Library Technician II 1998 – 2008  


Library Assistant II 1994  

Library Assistant I 1993  

COMMITTEE WORK  
Administrative Faculty Senate  
Student Development & Support Committee  
Classified Council  
College Staff Development Committee  
Employee of the Year Committee  

HONORS  
*WNC Certificate of Recognition for Employee of the Year* 2003-2004  

*WNC Classified Employee of the Month* June, 2001
Erich Holcombe, Library Circulation Specialist
Western Nevada College – Library & Instructional Technology

Employment / Education

- With WNC Library since 1995
- A.G.S / A.A., Western Nevada Community College
- B.G.S., University of Nevada, Reno
- M.L.I.S. Candidate, University of North Texas

Committee Work:
Have served on the following committees while employed with WNC:

- Classified Council, as Vice-Chair and President
- College Council
- Scholarship Committee
- SPFIE
- Holiday Potluck Committee Co-Chair
- Various search committees for employment positions
- Nevada Community College Conference Committee
- College Day event – twice a year
- Administrative Faculty Senate
- College Staff Development Committee

Accomplishments / Awards

- Classified Employee of the month (June 1998 & May 2004)
- Classified Employee of the Year (2006-07)
- Presidential Award for Classified Employee Excellence (2005)
- WNC Presidential Team Award (2009)
- Volunteer work around Carson City areas
Englisa Parker
7035 Iron Mountain Blvd., Stagecoach, NV 89429
(775) 315-5793
parkere@wnc.edu

EDUCATION

University of Nevada Reno, Reno, NV
Bachelor of Arts
In progress

Western Nevada College, Carson City, NV
A.G.S
Honors: Phi Theta Kappa

AWARDS

- Certificate of achievement, beginning, intermediate, and advanced book repair
- Certificate of appreciation, Peer Mentor

WORK EXPERIENCE

Western Nevada College, Carson City, NV
Library Assistant
Perform copy cataloging for incoming library materials, and de-accession outgoing library materials. Keep the materials database and physical collection in good order.

Western Nevada College, Fallon, NV
Library Aide
Issue library cards to new patrons and update records for continuing students. Provide basic assistance to patrons and keep library materials orderly.

Churchill County Museum, Fallon, NV
Receptionist
Greet and provide direction to all visitors to the museum. Properly care for artifacts in the museum's possession and operate museum store.

COMMITTEE MEMBERSHIPS

- Administrative Faculty Senate
- Scholarship Committee
- Classified Council (past)
  - Library Coordinator search committee (past)

CIVIC ACTIVITIES

- United Blood Services quarterly donor
- Arbor Day Foundation member
- Western Nevada College Foundation donor
- PetSmart Charities donor
Ron Belbin  
Western Nevada College,  
160 Campus Way,  
Fallon, NV 89406  
775-423-8315  
belbin@wnc.edu

EDUCATION

University of Stirling, Scotland.  
B.Sc. Psychology  
1981

University of North Texas  
Master of Library Science  
Current

WORK EXPERIENCE

Western Nevada College, Fallon, NV  
Library Support Specialist  
July 2009 to Present  
Responsible for day to day library operations, supervision of student workers, library instruction, and liaison with faculty.

Western Nevada College, Fallon, NV  
Library Assistant  
2007 to 2009  
Responsible for AV service, equipment maintenance, and library supervision.

Western Nevada College, Fallon, NV  
Adjunct Instructor of Composition, Developmental Writing, and Core Humanities.  
2002 to 2008  
Responsible for syllabus development, instruction, and grading.

University of Nevada, Reno, NV  
Graduate Instructor of Composition  
1997 to 2002  
Responsible for syllabus development, instruction, and grading.

COLLEGE COMMITTEES

Western Nevada College, Fallon, NV  
Re-cycling Committee  
2008 to Present  
Co-ordinate all recycling activities on Fallon Campus and liaise with Carson Campus.

Scholarship Committee  
2009 to Present  
Review and assess all student scholarship applications

Search Committee  
2008  
Review applications, interview shortlisted applicants, and recommend final selection.
University of Nevada, Reno, NV
Program Assessment Committee
Assessment and review of University Core Writing Program

MEMBERSHIPS
American Library Association
Nevada Library Association
Walter Lewis
Western Nevada College
160 Campus Way
Fallon, NV 89406
wlewis@wnc.edu

EDUCATION
Western Nevada College, Fallon, NV
AAS Honors in General Business 1997

Los Angeles College, Over Seas Program
Certificate of Completion in Administration of Justice 1979

WORK EXPERIENCE
Western Nevada College
Distance Education Program, Interactive Video 1996

Western Nevada College
Computer Lab Aide/ Computer Repair 1994 - 1996

Geothermal Nevada
Plant Processor 1993 - 1994

United States Navy
E-1 – E-9 1965 - 1992

COLLEGE OR SYSTEM COMMITTEES
Classified Counsel 1996 – 2009
Administrative Faculty Senate 2009
Inter-Active Video Users Group 1996 - Present

MEMBERSHIPS
Veterans of foreign Wars
Disabled American Veterans

AWARDS
Chief of Naval Education and Training, Master Training Specialist
Veterans of Foreign Wars, Commander in Chief Award
TROY D. TINGLE

EXPERIENCE:

Western Nevada College, Carson City, NV
September 2009 - present
Media Services Coordinator
Responsible for providing audio, visual, media, interactive video and selected computing support services for the college community. Supervises media services support personnel. Specifies, selects and purchases audio-visual and selected computing equipment. Supervises installation and repair of audio-visual equipment. Assists in the preparation of reports and collection and compilation of data. Provides training, assistance and consultation to faculty, staff, students and outside agencies on the use and purchase of audio-visual and IAV equipment. Provides video and audio editing services. Responsible for Macintosh computer support services. Serves on college-wide committees.

Impact International Inc., Carson City, NV
July 1997 - July 2009
Art Director/Account Executive (2006 - 2009)
Managed national food service accounts including: Greyhound Foodservice, Dickey’s BBQ Restaurants, and United Supermarkets. Responsible for cost estimating, quoting projects, layout approvals and production deadlines. Represented product line and acquired customer leads at national foodservice and sign trade shows.

Art Director (1999-2005)
Managed and trained design team including layout designers, web developers, and production artists. Created and maintained e-commerce websites. Managed Google Adwords online campaigns. Directed product photo shoots and utilized Adobe Photoshop to create and edit digital images. Managed graphic and brand logo updates for Pepsi-Cola, Coca-Cola, and Dr. Pepper Snapple Group. IT management of graphic systems including: purchasing, maintenance, software updates, networking, color management, archiving, backups, and security.

Graphic Designer (1997-1998)
Designed direct mail brochures, product catalogs, menu layouts, digital video and slideshow presentations, signage, and P.O.P. advertising products. Managed print vendors with purchasing, paper selection, electronic files and press checks. Operated in-house large format digital roll and flatbed printers, RIP software, ICC color profiles, digital cutters, and finishing equipment. R&D of large format digital print media, inks, laminates and adhesives. Created 4 color film separations for in-house UV screen printing.

Dakotah Inc., Webster, SD
July 1995 - July 1997
Corporate Graphic Designer
International home furnishings manufacturer. Designed print media including: packaging, logos, magazine ads, product catalogs, and graphic displays for New York 5th Avenue showroom. Managed product design and packaging approvals protecting brand identity for companies including: Maiden Mills Polarfleece, Disney, Harley Davidson, and Campbell’s. Designed 3-board, belly-band, and hang tag packaging for retail stores including Target and Macy’s. IT for design department including: troubleshooting, remote backup, file archiving, color calibration, installation of software, purchasing of graphic equipment, and coordinating training for designers. Managed outside print and image services with pricing, paper selection, electronic files and press checks.

Medallion Art Company Ltd., Sioux Falls, SD
November 1994 - June 1995
Graphic Designer
Private minting company. Designed art medals, coins, and medallions. Designed print media including: client presentations, product catalogs, packaging, newspaper, and magazine ads.

Daktronics, Brookings, SD
February 1994 - October 1994
Animator/Trainer
International sports scoreboard and electronic display company. Created sports animations from concept to completion. Ran remote programming for message centers including the Toronto Skydome. Created electronic advertising as directed by Labatt Brewing Company and the Toronto Blue Jays. Trained customers on operation of scoreboard and animation software in-house and on-site. Clients included Samford University Football Athletics and London Knights semi-pro hockey. Provided technical phone support for display software.

EDUCATION:

Northern State University, Aberdeen, SD
Bachelor of Science in Art
May 1993, GPA 3.8
Majors: Commercial Design and Computer-Aided Art

http://www.tinglecreative.com/portfolio.html

troy@tinglecreative.com
www.tinglecreative.com
935 West Bonanza Drive
Carson City, NV 89706
home 775-841-1590
cell 775-220-3189

GRAPHIC SKILLS:
Adobe Illustrator CS 4
Adobe Photoshop CS 4
Adobe InDesign CS 4
Adobe Acrobat v9.0
Adobe Flash CS 4
Adobe Dreamweaver CS 3
QuarkXpress v6.5
Microsoft Office 2008
Suitcase Font Management
HTML
MySQL Database
BBedit

Final Cut Pro v6.0
iMovie
Roxio Video Maker
Windows Movie Maker
Digital Photography
File Archiving

Macintosh OS X & Server
PC Windows XP & Vista
Raid Storage
Retrospect Backup
Ethernet Networking
Switches & Routers
Firewall Security

TINGLE CREATIVE

http://www.tinglecreative.com/portfolio.html
CONTINUED EDUCATION & TRAINING:

Web Animation and Interactivity 1/Flash by WNC. 3.0 credit hours, Fall 2009.
Introduction to Powerpoint by WNC. 0.5 credit hours, Fall 2009.
Web Design & Publishing 1/Dreamweaver by WNC. 3.0 credit hours, Fall 2008.
How to Become a More Effective Supervisor by CareerTrack. 0.6 CEUs, January 2008.
Conference for Adobe Photoshop by CompuMaster. 0.6 CEUs, April 2007.
Color Management/ICC Profile Creation by Left Dakota. Two day in-house training, 2005.
Mac OS X, Photoshop & Illustrator by Dan Bouwartz. One day in-house training, 2002.
Photoshop, Scanning & Print by Taz Tally Seminars. Two day seminar, July 1999.
Navigating Photoshop by Xenakis Design Services. Three day in-house training, January 1996.
Mac Systems by EPS. Twenty hours in-house training, August 1995.
Adobe Illustrator and Photoshop by Computer Solutions. Twenty hours in-house training, July 1993.
QuarkXpress by Computer Solutions. 40 hours in-house training, June 1993.

AWARDS & ORGANIZATIONS:

Adobe Indesign Users Group, Reno, NV 2007 to present
DOT Golf League 2004
Glacial Lakes Softball League 1996
The Grainery, 1st Place Color Photography 1996
Student Publications (NSU) 1990-1993
AdVentura Design Agency (NSU) Art Director 1992-1993
The National Dean’s List 1990
NSU Order of Maroon and Gold 1992
Monarch Photo of the Month, Arzt Camera April 1992
Dean’s Scholarship 1989
Art Department Scholarships 1989-1992
Prairie Lakes Area Arts Council Art Show 1989 and 1992
NSU Intramural Sports Player & Captain 1990-1993
Collegiate NAIA Division I Football, NSU Wolves 1989-1990
SD 4-H Art Exhibit People’s Choice Award 1988
PLAAC Student Art Show Winner 1987 and 1988
FFA Farm Business Management National Contest Team 15th Place 1990
FFA Dairy Judging, National Contest Team Sixth Place 1989
FFA DeSmet, SD Chapter President 1989, Vice-President 1988, and Secretary 1987
Elite 45 South Dakota Associated Press High School Football 1988
DeSmet, SD High School Football Co-Captain, Class 9A State Champion’s 1988
Howard Collett, Jr.
919 University Ridge Dr., Reno, Nevada 895121

Audio Visual Technician II, Western Nevada College, 2201 W. College Parkway, Carson City, Nevada 89703

Experience

WNC, various Work Study and Letter of Appointment positions - Library and Media Services 1974-1976

WNC, Bookstore Manager 1974-1975

I was the Manager of the first on-campus Bookstore. It was located in what is now the Photographic Darkroom. I supervised two or more employees.

City of Carson City, Theatre Technician 1975 to Present

I am a Theatre Technician which could mean any of the following:

   House Manager, Audio Board Operator, Lighting Board Operator, Lighting Designer, Spotlight Operator, Stage Hand, Fly Rail Operator, Stage Manager, etc.

   Examples: I was the Stage Manager for the Miss Carson City Pageant for numerous years.

   I was the Sound Board Operator for the WNC Commencement for many years.

Motorcycle Safety Instructor 1980-1982

Both Classroom and Range instruction to people in the correct operation of motorcycles

Certified by the Motorcycle Safety Foundation.

Local Sports Program 1999 to Present

Videographer and sometimes Announcer during the Videotaping of High School and College Sporting Events for Cable Television Broadcasts.

WNC, Audio Visual Technician Trainee 1984

This is the entry level leading into the Audio Visual Technician Series.

WNC, Audio Visual Technician I 1984

Promotion to Audio Visual Technician.

WNC, Audio Visual Technician II 1985 to Present

This is the Journeyman Level of the Audio Visual Technician Series.
Education

Carson City High School

This was a course of Study in the maintenance and repair of various types of Photographic Equipment.

Western Nevada Community College 1974-1976
A two year college which resulted in an AA Degree in University Transfer. During this time I was also:

Student Senator,

Vice President, of the United Students Association (now ASWN).

Various work study Positions,

University of Nevada, Reno  Theater Major  not completed

Skills:

Photography

Videography

Video editing procedures

Technical Theatre Positions/skills, see experience.

Macintosh Computers

Audio Visual Equipment: setup, operation, maintenance and use of.

Library Circulation Procedures

Audio Visual Technician skills: detail work, soldering, various tools, various electronic test equipment, etc.
Ralph Schilling
2062 W. College Pkwy. #22, Carson City, NV. 89703

Phone: 775 230-6117    E-Mail: Ralphs@wnc.edu

Experience

Audio Visual and Video Conferencing Technician    August 1998 to Present

■ Design and install user-friendly Audio Visual Presentation Systems for college classroom use, integrating digital projectors, computers, digital and analog document cameras, video playback devices, and amplified sound systems.

■ Install, set up, support and maintain, Video Conferencing Systems in multiple classrooms and conference rooms around a main college campus and several satellite campuses.

■ Operate a computer-based inventory of all equipment assigned to a college Media Services (Audio-Visual) Department. Maintaining current records of location, status, assignment, and funding on approx. 1300 individual items.

Draftsman- Business Owner    May 2006 to Present

■ Operate a business providing professional quality blue prints and technical drawings for architecture, construction, manufacturing, and engineering.

  ○ Specializing in Architectural Drawings for home additions.

Welder- Business Owner    February 1981 to October 2003

■ Operate a business providing high precision, certification quality, Tungsten-Inert Gas (TIG) welding for manufacturing, remanufacturing and engineering customers.

  ○ Specializing in welding for repair of high temperature nickel-alloy castings used in high rotating speed assemblies such as turbochargers and turbo-shaft engines.

Education

AAS Drafting (Architectural Emphasis)    May 2006
Western Nevada College, Carson City, NV.

AAS Drafting (Mechanical Emphasis)    May 2002
Western Nevada Community College, Carson City, NV.

USAFA Metals Processing Specialist Course, Graduate    November 1980
Chanute AFB., Rantoul, IL.
Skills

- Audio Visual Equipment Installer
  - Specializing in ceiling mounted educational presentation systems.
- Welder
  - TIG, SMAW, Oxy-Fuel
  - Formerly Certified by Atomic Energy Commission.
- Machinist
- Sheet Metal Fabricator
  - Experienced in general fabrication and minor aircraft repair
- Draftsman
  - Manual drafting and CADD
- Photographer
  - 40+ years experience in Film Based Photography and Photo Processing.
  - 12 years experience in Digital Photography
  - Extensive formal training in Digital Photo Editing (PhotoShop).
Valerie Andersen  
Western Nevada College, Carson City, NV 89703  
valeria@wnc.edu (775) 445-3222

EDUCATION

Emory University, Atlanta, GA  
Masters of Library Science  
1978

University of Arizona, Tucson, AZ  
Bachelors of Arts, Special Education  
Honors: Graduated with Distinction  
1976

WORK EXPERIENCE

Western Nevada College  
Public Services Librarian  
2003 - present
Library web site administrator responsible for content and file management, database coordinator, librarian supervisor, and faculty liaison for sciences/nursing. Responsible for library outreach, publications, research lectures and assistance, reference services, and WebCampus support (2006+).

Reference Librarian  
1984 - 2003
Responsibilities included: instruction, reference services, and collection development. Compiled research guides, taught short-term credit-bearing research classes, edited library newsletter, oversaw the map, archives, periodicals, and state documents collection.

Nevada State Library & Archives  
Federal Documents Librarian, State Data Center Coordinator, Regional Librarian for the Blind, and Reference Librarian  
1981 - 1983
Held a wide number of jobs responsible for several statewide programs.

School Librarian  
Traner Middle School (Reno, NV) and Roswell High School (Alpharetta, GA).  
1978 - 1981

COLLEGE OR SYSTEM COMMITTEES

Recycling Committee Chair  
2007 - Present
Initiated college recycling program and the Recycled Art Contest in 1996. Continued as chair, committee member, and once again, as chair.

Nevada Medical Librarians Group  
1999- present
Medical librarians throughout Nevada meet quarterly to discuss medically-related issues and services to better serve our allied health and nursing students.

Global Lens Series  
2008-2009
Secured and coordinated the showing of this international film series for WNC.

Multicultural Festival Committee  
1996 - 2008
Initiated this annual festival and served as chair the first 5 years, then exhibits coordinator ensuing years.

A sampling of college committees  
1999- 2009
Faculty Senate Representative (at least 10 years)  
Inventions, Copyrightable Works, and Intellectual Property  
Professional Advancement  
Library Building Planning Committee  
Employee Recognition Committee

Nevada Library Assoc./Mountain Plains Library Assoc. Conferences  
1994 - 2007
Program on Distance Education Library Support (2007)
MEMBERSHIPS
- American Library Association (1984 – present; most years)
- Nevada Library Association (1979 – present; most years)
- Sierra Club Executive Committee (2006 – 2009)
- Scenic Nevada Board of Directors (2004 – 2006)

HONORS & AWARDS
- Sabbatical Award
  (Topic: Enhancing Library Support for Distance Education) 2005 - 2006
- Sabbatical Award
  (Topic: English As a Second Language Library Support ) 1994 - 1995
- Phi Beta Mu National Library Scholarship Recipient 1977
- Ebsco Databases Two-Year College Advisory Board Member 2008 - present

SKILLS & PROFICIENCIES
- Proficient Spanish language speaker
- Computer Programs:
  Dreamweaver, Adobe Photoshop Elements, PowerPoint, MS Word, Adobe Acrobat Professional
- Social Networking: Facebook
Lawrence Calkins  
Western Nevada College, Carson City, NV 89703  
calkins@wnc.edu  (775) 445-3224

EDUCATION

University of Oregon, Eugene, OR  
Masters of Library Science  1978

University of Oregon, Eugene, OR  
Bachelors of Science, History  1976

WORK EXPERIENCE

Western Nevada College  
Reference Librarian  2005-present

Douglas Campus Librarian  1997-2005

Jackson County Library System, Medford, OR  
Reference Librarian

Klamath County Library, Klamath Falls, OR  
Reference Librarian

Douglas County Public Library, Minden, NV  
Lake Tahoe Branch Librarian

Nevada State Library & Archives, Carson City, NV  1981-1983  
Federal Documents Librarian & State Data Center Coordinator

Eko County Library, Elko, NV  
Reference Librarian

COLLEGE OR SYSTEM COMMITTEES:  1999-present

AdHoc Committee on Distance Education  
AdHoc Committee on Intellectual Property  
Bylaws Committee  
Inventions, Copyrightable Works, and Intellectual Property  
Sabbatical Committee  
Senate Faculty  
Strategic Planning for Institutional Effectiveness

MEMBERSHIPS

American Library Association  
Association of College and Research Libraries
Danna G. Sturm  
Western Nevada College, Carson City, NV 89701  
dgesturm@wnc.edu  (775) 445-3233

EDUCATION

North Texas State University, Denton, TX  
M.L.S  

University of Nevada, Reno, NV  
B.A. Social Psychology  

Elko Community College, Elko, NV  
A.A.  

WORK EXPERIENCE

Western Nevada College, Carson City, NV  
Reference Librarian  

Nevada State Library & Archives, Carson City, NV  
Reference Librarian  

Self-Employed, Carson City, NV  
Library Consultant  

State of Nevada – Budget Division, Carson City, NV  
Research Analyst  
• Compilation and publication of Nevada Statistical Abstract  
• Compilation and publication of Perspectives, the Biennial Report of State Agencies  
• Coordination of state agencies' reviews of, and responses to, federal environmental actions and direct development grants  

Douglas County Public Library, Minden, NV  
Children’s Librarian  

Nevada State Library & Archives, Carson City, NV  
Interlibrary Loan Librarian  

CURRENT COLLEGE COMMITTEES

SPFIE (Strategic Planning for Institutional Effectiveness)  
College-Sponsored Research Subcommittee  

MEMBERSHIPS

American Library Association  
Association of College and Research Libraries  
Nevada Library Association
Q73  Comments or suggestions regarding Media Services:

Media services has been very proactive in providing me with information regarding the latest technology available. They have also communicated very efficiently in regards to planned updates to classroom equipment.

Important function. I used them once this fall semester.

Continuous Improvement!!!

There have been numerous times that mediated rooms do not "work."

Media services do an outstanding job!!

Very little contact with this department.

they always go above and beyond in helping other departments

I have complaints about lighting for mediated rooms. Instructors need the two rows of lights closest to the screen to be able to be independently turned off with the rest of the classroom still being lit. I guess the need hasn't been properly passed from the instructors, to media, to the crew that is actually doing the wiring. We need one person to take charge of this project and see it through from start to end for all mediated rooms.

Troy and Ralph are wonderful to work with. Troy had big shoes to fill after Mike left - and he has filled them.

They could be more responsive to faulty equipment in the classroom.

A confirmation of a media request placed online

Doing a great job!
Western Nevada College

Student Library Use Survey 2009

The library staff is seeking your opinion about how we can better help you with your college research needs. Please take the survey only once. Thank you for your help.

1. Please choose the answer that best fits your student status at WNC. (Please chose only one.)

   - 72 AA
   - 32 AS
   - 21 AAS
   - 4 Certificate
   - 4 AGS
   - 19 Personal interest
   - 7 BT
   - 22 Other

2. How do you take classes at WNC? (Choose all that apply.)

   - 170 On campus
   - 75 Web Campus (WebCT, Blackboard)
   - 17 Interactive video

3. Have you used the WNC libraries services or collections (either in-person or remotely) during the last academic year (August 2008 to the present)?

   - 127 Yes
   - 56 No

4. Please tell us why.

   - 52

5. Select the WNC campus library you use most on a regular basis. (Please choose only one.)

   - 88 Carson City
   - 33 Fallon
   - 2 Neither; I access the library’s collections through the internet only
### 6. How important are the following sources of information for your coursework?

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Very important</th>
<th>Important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNC libraries (includes physical collections -- like books and magazines - and web resources)</td>
<td>73</td>
<td>31</td>
<td>16</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Web sources (not provided by or through WNC libraries)</td>
<td>58</td>
<td>34</td>
<td>22</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Printed course materials (e.g., purchased textbooks, course packs, etc.)</td>
<td>69</td>
<td>29</td>
<td>15</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Faculty, librarians, or other students</td>
<td>69</td>
<td>33</td>
<td>14</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>

**Other sources of information needed for coursework:**

- 18

### 7. How frequently do you use the following methods to visit or access the WNC libraries?

<table>
<thead>
<tr>
<th>Method</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit libraries in person</td>
<td>43</td>
<td>24</td>
<td>21</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Use computer (not in library) to access libraries</td>
<td>33</td>
<td>25</td>
<td>20</td>
<td>27</td>
<td>17</td>
</tr>
</tbody>
</table>

### 8. When you visit the WNC libraries in person how often do you do the activities listed below?

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for a print journal article</td>
<td>6</td>
<td>23</td>
<td>19</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>Look for a print book</td>
<td>9</td>
<td>18</td>
<td>37</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>Consult library staff for research help</td>
<td>8</td>
<td>17</td>
<td>27</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>Consult library staff for computer help</td>
<td>8</td>
<td>13</td>
<td>22</td>
<td>24</td>
<td>56</td>
</tr>
<tr>
<td>Photocopy</td>
<td>5</td>
<td>18</td>
<td>19</td>
<td>32</td>
<td>49</td>
</tr>
<tr>
<td>Print from a computer</td>
<td>21</td>
<td>25</td>
<td>17</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Use library computers to find information for your academic work</td>
<td>31</td>
<td>21</td>
<td>19</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Use library computers for other purposes</td>
<td>25</td>
<td>14</td>
<td>17</td>
<td>19</td>
<td>48</td>
</tr>
<tr>
<td>Bring your own equipment and use a wireless connection</td>
<td>20</td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>69</td>
</tr>
<tr>
<td>Use as a place to do individual work</td>
<td>41</td>
<td>23</td>
<td>19</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>Use as a place to do group work</td>
<td>18</td>
<td>11</td>
<td>15</td>
<td>30</td>
<td>49</td>
</tr>
</tbody>
</table>

### 9. Are WNC libraries open when you need them during the periods listed below?

<table>
<thead>
<tr>
<th>Period</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Not enough</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During semesters in the evenings</td>
<td>49</td>
<td>22</td>
<td>16</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>During semesters on the weekends</td>
<td>23</td>
<td>21</td>
<td>20</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>Between semesters</td>
<td>19</td>
<td>18</td>
<td>22</td>
<td>16</td>
<td>45</td>
</tr>
</tbody>
</table>
10. During evenings and weekends what services do you need in the library? (Check all that apply)

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place to work</td>
<td>87</td>
</tr>
<tr>
<td>Computer access</td>
<td>72</td>
</tr>
<tr>
<td>Copy/printing</td>
<td>54</td>
</tr>
<tr>
<td>Reference assistance</td>
<td>43</td>
</tr>
<tr>
<td>Check-out materials</td>
<td>53</td>
</tr>
<tr>
<td>Collections access</td>
<td>32</td>
</tr>
<tr>
<td>Course reserves</td>
<td>21</td>
</tr>
</tbody>
</table>

Other evening or weekend library services needed (please specify)
9

11. How likely are you to consult the following sources when you need information on a research topic?

<table>
<thead>
<tr>
<th>Source</th>
<th>Very likely</th>
<th>Moderately likely</th>
<th>Somewhat likely</th>
<th>Slightly likely</th>
<th>Not at all likely or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNC online library (book) catalog</td>
<td>56</td>
<td>20</td>
<td>28</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>CLAN catalog (public library catalog)</td>
<td>23</td>
<td>20</td>
<td>34</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>Library research databases (such as Academic Search Premier, Opposing Viewpoints, LexisNexis, etc.)</td>
<td>60</td>
<td>29</td>
<td>19</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Other WNC library web pages</td>
<td>40</td>
<td>30</td>
<td>27</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Librarians</td>
<td>35</td>
<td>39</td>
<td>24</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Open internet search on Google, Google Scholar, Yahoo, etc.</td>
<td>59</td>
<td>34</td>
<td>15</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>29</td>
<td>24</td>
<td>28</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Faculty or other students</td>
<td>31</td>
<td>31</td>
<td>25</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>26</td>
</tr>
</tbody>
</table>

Other sources consulted when information on research topic needed:
4

12. Do you use the WNC library’s website?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. How often do you visit the WNC library’s website?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>More than once per week</th>
<th>Monthly</th>
<th>Less than every semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>Weekly</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>
14. How often do you do the following through the WNC library’s website?

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search the WNC online library (book) catalog</td>
<td>17</td>
<td>20</td>
<td>23</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Look for online journal articles</td>
<td>14</td>
<td>19</td>
<td>18</td>
<td>33</td>
<td>18</td>
</tr>
<tr>
<td>Look for online books, reference works, news</td>
<td>14</td>
<td>20</td>
<td>23</td>
<td>33</td>
<td>14</td>
</tr>
<tr>
<td>Consult with library staff through email</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>16</td>
<td>66</td>
</tr>
<tr>
<td>Look for information about the WNC libraries (e.g. hours, staff contact information, etc.)</td>
<td>7</td>
<td>15</td>
<td>11</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>Other (specify below)</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>27</td>
</tr>
</tbody>
</table>

Other WNC library website functions used: 2

15. The WNC libraries have the books I need for my academic work.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>58</td>
<td>31</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

16. If you don’t find a book you need, what do you do?

<table>
<thead>
<tr>
<th>Action</th>
<th>Almost always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find another book to use</td>
<td>31</td>
<td>33</td>
<td>34</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Place a hold on the book for it to be recalled</td>
<td>16</td>
<td>24</td>
<td>32</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>Ask a librarian for help</td>
<td>28</td>
<td>39</td>
<td>30</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Check the public libraries</td>
<td>26</td>
<td>34</td>
<td>29</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Request through interlibrary loan</td>
<td>22</td>
<td>18</td>
<td>28</td>
<td>17</td>
<td>38</td>
</tr>
<tr>
<td>Request the libraries purchase</td>
<td>5</td>
<td>7</td>
<td>21</td>
<td>24</td>
<td>65</td>
</tr>
<tr>
<td>Purchase on my own</td>
<td>14</td>
<td>13</td>
<td>40</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td>Borrow from instructor or other students</td>
<td>12</td>
<td>16</td>
<td>39</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>32</td>
</tr>
</tbody>
</table>

Other solution used when I don't find a book I need: 6
### 17. How easy do the WNC libraries make it for you to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very easy</th>
<th>Easy</th>
<th>Undecided</th>
<th>Not easy</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the WNC library's catalog to find books</td>
<td>47</td>
<td>39</td>
<td>20</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Find a book on the shelf</td>
<td>50</td>
<td>47</td>
<td>10</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Request a book that is not available at WNC</td>
<td>33</td>
<td>39</td>
<td>18</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Find a journal in the library</td>
<td>27</td>
<td>44</td>
<td>23</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>Find videos</td>
<td>24</td>
<td>33</td>
<td>26</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>Reserve or use a group study room</td>
<td>31</td>
<td>31</td>
<td>17</td>
<td>1</td>
<td>43</td>
</tr>
</tbody>
</table>

### 18. In your courses during this academic year, how important was it to do each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very important</th>
<th>Important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find/refine research topics</td>
<td>58</td>
<td>35</td>
<td>14</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Find information in the library</td>
<td>55</td>
<td>35</td>
<td>18</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Find information on the web</td>
<td>62</td>
<td>35</td>
<td>14</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Evaluate information sources critically</td>
<td>53</td>
<td>35</td>
<td>21</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Provide correct citations for sources used</td>
<td>69</td>
<td>26</td>
<td>16</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 19. How useful did you find the following for completing your course work?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very useful</th>
<th>Useful</th>
<th>Moderately useful</th>
<th>Not useful</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject guides on the WNC library's website (e.g. MLA, APA, Nursing)</td>
<td>45</td>
<td>27</td>
<td>14</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Library reference assistance (in-person, web, etc.)</td>
<td>41</td>
<td>45</td>
<td>16</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Course reserves</td>
<td>25</td>
<td>36</td>
<td>22</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>Librarian class presentation or session</td>
<td>24</td>
<td>31</td>
<td>19</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>36</td>
</tr>
</tbody>
</table>

*Other items I found useful for completing my course work: 2*
20. Please indicate your level of satisfaction with the library services below.

<table>
<thead>
<tr>
<th>Service</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>No opinion</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course reserves</td>
<td>27</td>
<td>38</td>
<td>25</td>
<td>4</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Library instruction, training, and teaching</td>
<td>30</td>
<td>44</td>
<td>25</td>
<td>2</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Staff assistance (in library or remotely)</td>
<td>48</td>
<td>53</td>
<td>13</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Photocopying in library</td>
<td>40</td>
<td>45</td>
<td>17</td>
<td>4</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Printing in library</td>
<td>47</td>
<td>42</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Interlibrary loan/article delivery (borrow from non-WNC libraries)</td>
<td>29</td>
<td>36</td>
<td>29</td>
<td>0</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>Individual work space in libraries</td>
<td>58</td>
<td>46</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Group work space in libraries</td>
<td>44</td>
<td>40</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Functionality of library computers</td>
<td>56</td>
<td>43</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Access to library computers</td>
<td>54</td>
<td>45</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>WNC library's website</td>
<td>47</td>
<td>55</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Computer help</td>
<td>30</td>
<td>50</td>
<td>18</td>
<td>2</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Webcampus login support</td>
<td>47</td>
<td>39</td>
<td>22</td>
<td>2</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Library collections and information resources</td>
<td>39</td>
<td>49</td>
<td>19</td>
<td>0</td>
<td>1</td>
<td>13</td>
</tr>
</tbody>
</table>

**OVERALL** libraries satisfaction level

<table>
<thead>
<tr>
<th></th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>No opinion</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERALL</strong> libraries satisfaction level</td>
<td>54</td>
<td>51</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

21. Comments on library services:

35

22. What contributions do the WNC libraries or librarians make to your:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Major contribution</th>
<th>Moderate contribution</th>
<th>Minor contribution</th>
<th>No contribution</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding information needed for your assignments and papers</td>
<td>61</td>
<td>39</td>
<td>12</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Preparing or presenting coursework</td>
<td>40</td>
<td>35</td>
<td>20</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Overall academic success</td>
<td>48</td>
<td>46</td>
<td>14</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Making more efficient use of time</td>
<td>53</td>
<td>39</td>
<td>13</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

23. Additional comments on libraries:

21

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY. CLICK ON THE "SUBMIT" BUTTON SO THAT WE CAN PROCESS YOUR RESPONSES.
Western Nevada College

Student Library Use Survey 2009

The library staff is seeking your opinion about how we can better help you with your college research needs. Please take the survey only once. Thank you for your help.

1. Please choose the answer that best fits your student status at WNC. (Please chose only one.)

   - 39% AA
   - 11% AAS
   - 2% Certificate
   - 4% BT
   - 17% AS
   - 2% AGS
   - 10% Personal interest
   - 12% Other

2. How do you take classes at WNC? (Choose all that apply.)

   - 92% On campus
   - 41% Web Campus (WebCT, Blackboard)
   - 9% Interactive video

3. Have you used the WNC libraries services or collections (either in-person or remotely) during the last academic year (August 2008 to the present)?

   - 69% Yes
   - 30% No

4. Please tell us why.

   - 91%

5. Select the WNC campus library you use most on a regular basis. (Please choose only one.)

   - 69% Carson City
   - 26% Fallon
   - 2% Neither; I access the library’s collections through the internet only
6. **How important are the following sources of information for your coursework?**

<table>
<thead>
<tr>
<th>Source</th>
<th>Very important</th>
<th>Important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNC libraries (includes physical collections -- like books and magazines - and web resources)</td>
<td>57%</td>
<td>24%</td>
<td>13%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Web sources (not provided by or through WNC libraries)</td>
<td>46%</td>
<td>27%</td>
<td>17%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Printed course materials (e.g., purchased textbooks, course packs, etc.)</td>
<td>54%</td>
<td>23%</td>
<td>12%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Faculty, librarians, or other students</td>
<td>54%</td>
<td>26%</td>
<td>11%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>14%</td>
<td>4%</td>
<td>2%</td>
<td>0%</td>
<td>12%</td>
</tr>
</tbody>
</table>

*Other sources of information needed for coursework:*

14%

7. **How frequently do you use the following methods to visit or access the WNC libraries?**

<table>
<thead>
<tr>
<th>Method</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit libraries in person</td>
<td>34%</td>
<td>19%</td>
<td>17%</td>
<td>24%</td>
<td>4%</td>
</tr>
<tr>
<td>Use computer (not in library) to access libraries</td>
<td>26%</td>
<td>20%</td>
<td>16%</td>
<td>21%</td>
<td>13%</td>
</tr>
</tbody>
</table>

8. **When you visit the WNC libraries in person how often do you do the activities listed below?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for a print journal article</td>
<td>5%</td>
<td>18%</td>
<td>15%</td>
<td>20%</td>
<td>38%</td>
</tr>
<tr>
<td>Look for a print book</td>
<td>7%</td>
<td>14%</td>
<td>29%</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td>Consult library staff for research help</td>
<td>6%</td>
<td>13%</td>
<td>21%</td>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td>Consult library staff for computer help</td>
<td>6%</td>
<td>10%</td>
<td>17%</td>
<td>19%</td>
<td>44%</td>
</tr>
<tr>
<td>Photocopy</td>
<td>4%</td>
<td>14%</td>
<td>15%</td>
<td>25%</td>
<td>39%</td>
</tr>
<tr>
<td>Print from a computer</td>
<td>17%</td>
<td>20%</td>
<td>13%</td>
<td>17%</td>
<td>31%</td>
</tr>
<tr>
<td>Use library computers to find information for your academic work</td>
<td>24%</td>
<td>17%</td>
<td>15%</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>Use library computers for other purposes</td>
<td>20%</td>
<td>11%</td>
<td>13%</td>
<td>15%</td>
<td>38%</td>
</tr>
<tr>
<td>Bring your own equipment and use a wireless connection</td>
<td>16%</td>
<td>6%</td>
<td>7%</td>
<td>12%</td>
<td>54%</td>
</tr>
<tr>
<td>Use as a place to do individual work</td>
<td>32%</td>
<td>18%</td>
<td>15%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Use as a place to do group work</td>
<td>14%</td>
<td>9%</td>
<td>12%</td>
<td>24%</td>
<td>39%</td>
</tr>
</tbody>
</table>

9. **Are WNC libraries open when you need them during the periods listed below?**

<table>
<thead>
<tr>
<th>Period</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Not enough</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During semesters in the evenings</td>
<td>39%</td>
<td>17%</td>
<td>13%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>During semesters on the weekends</td>
<td>18%</td>
<td>17%</td>
<td>16%</td>
<td>19%</td>
<td>27%</td>
</tr>
<tr>
<td>Between semesters</td>
<td>15%</td>
<td>14%</td>
<td>17%</td>
<td>13%</td>
<td>35%</td>
</tr>
</tbody>
</table>
10. During evenings and weekends what services do you need in the library? (Check all that apply)

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place to work</td>
<td>69%</td>
</tr>
<tr>
<td>Copy/printing</td>
<td>43%</td>
</tr>
<tr>
<td>Reference assistance</td>
<td>34%</td>
</tr>
<tr>
<td>Check-out materials</td>
<td>42%</td>
</tr>
<tr>
<td>Computer access</td>
<td>57%</td>
</tr>
<tr>
<td>Collections access</td>
<td>25%</td>
</tr>
<tr>
<td>Course reserves</td>
<td>17%</td>
</tr>
</tbody>
</table>

Other evening or weekend library services needed (please specify)

7%

11. How likely are you to consult the following sources when you need information on a research topic?

<table>
<thead>
<tr>
<th>Source</th>
<th>Very likely</th>
<th>Moderately likely</th>
<th>Somewhat likely</th>
<th>Slightly likely</th>
<th>Not at all likely or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNC online library (book) catalog</td>
<td>44%</td>
<td>16%</td>
<td>22%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>CLAN catalog (public library catalog)</td>
<td>18%</td>
<td>24%</td>
<td>27%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Library research databases (such as Academic Search Premier, Opposing Viewpoints, LexisNexis, etc.)</td>
<td>47%</td>
<td>23%</td>
<td>15%</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Other WNC library web pages</td>
<td>31%</td>
<td>24%</td>
<td>21%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>Librarians</td>
<td>28%</td>
<td>31%</td>
<td>19%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Open internet search on Google, Google Scholar, Yahoo, etc.</td>
<td>46%</td>
<td>27%</td>
<td>12%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>23%</td>
<td>19%</td>
<td>22%</td>
<td>13%</td>
<td>21%</td>
</tr>
<tr>
<td>Faculty or other students</td>
<td>24%</td>
<td>24%</td>
<td>20%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>5%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Other sources consulted when information on research topic needed:

3%

12. Do you use the WNC library’s website?

83% Yes
17% No

13. How often do you visit the WNC library’s website?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once per week</td>
<td>19%</td>
</tr>
<tr>
<td>Monthly</td>
<td>23%</td>
</tr>
<tr>
<td>Less than every semester</td>
<td>4%</td>
</tr>
<tr>
<td>Weekly</td>
<td>29%</td>
</tr>
<tr>
<td>Every semester</td>
<td>25%</td>
</tr>
</tbody>
</table>
14. How often do you do the following through the WNC library’s website?

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search the WNC online library (book) catalog</td>
<td>16%</td>
<td>19%</td>
<td>22%</td>
<td>29%</td>
<td>11%</td>
</tr>
<tr>
<td>Look for online journal articles</td>
<td>13%</td>
<td>18%</td>
<td>17%</td>
<td>31%</td>
<td>17%</td>
</tr>
<tr>
<td>Look for online books, reference works, news</td>
<td>13%</td>
<td>19%</td>
<td>22%</td>
<td>31%</td>
<td>13%</td>
</tr>
<tr>
<td>Consult with library staff through email</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
<td>15%</td>
<td>62%</td>
</tr>
<tr>
<td>Look for information about the WNC libraries</td>
<td>7%</td>
<td>14%</td>
<td>10%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>(e.g. hours, staff contact information, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify below)</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Other WNC library website functions used:
2%

15. The WNC libraries have the books I need for my academic work.

| Agreement | Strongly agree | 21% | Agree | 46% | Undecided | 24% | Disagree | 6% | Strongly disagree | 2% |

16. If you don’t find a book you need, what do you do?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Almost always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find another book to use</td>
<td>24%</td>
<td>26%</td>
<td>27%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Place a hold on the book for it to be recalled</td>
<td>13%</td>
<td>19%</td>
<td>25%</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td>Ask a librarian for help</td>
<td>22%</td>
<td>31%</td>
<td>24%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Check the public libraries</td>
<td>20%</td>
<td>27%</td>
<td>23%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Request through interlibrary loan</td>
<td>17%</td>
<td>14%</td>
<td>22%</td>
<td>13%</td>
<td>30%</td>
</tr>
<tr>
<td>Request the libraries purchase</td>
<td>4%</td>
<td>6%</td>
<td>17%</td>
<td>19%</td>
<td>51%</td>
</tr>
<tr>
<td>Purchase on my own</td>
<td>11%</td>
<td>10%</td>
<td>31%</td>
<td>26%</td>
<td>20%</td>
</tr>
<tr>
<td>Borrow from instructor or other students</td>
<td>9%</td>
<td>13%</td>
<td>31%</td>
<td>13%</td>
<td>31%</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Other solution used when I don’t find a book I need:
5%
### 17. How easy do the WNC libraries make it for you to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very easy</th>
<th>Easy</th>
<th>Undecided</th>
<th>Not easy</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the WNC library’s catalog to find books</td>
<td>37%</td>
<td>31%</td>
<td>16%</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>Find a book on the shelf</td>
<td>39%</td>
<td>37%</td>
<td>8%</td>
<td>2%</td>
<td>12%</td>
</tr>
<tr>
<td>Request a book that is not available at WNC</td>
<td>26%</td>
<td>31%</td>
<td>14%</td>
<td>3%</td>
<td>24%</td>
</tr>
<tr>
<td>Find a journal in the library</td>
<td>21%</td>
<td>35%</td>
<td>18%</td>
<td>2%</td>
<td>21%</td>
</tr>
<tr>
<td>Find videos</td>
<td>19%</td>
<td>26%</td>
<td>20%</td>
<td>2%</td>
<td>29%</td>
</tr>
<tr>
<td>Reserve or use a group study room</td>
<td>24%</td>
<td>24%</td>
<td>13%</td>
<td>1%</td>
<td>34%</td>
</tr>
</tbody>
</table>

### 18. In your courses during this academic year, how important was it to do each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very important</th>
<th>Important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find/extend research topics</td>
<td>46%</td>
<td>28%</td>
<td>11%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Find information in the library</td>
<td>43%</td>
<td>28%</td>
<td>14%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Find information on the web</td>
<td>49%</td>
<td>28%</td>
<td>11%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Evaluate information sources critically</td>
<td>42%</td>
<td>28%</td>
<td>17%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Provide correct citations for sources used</td>
<td>54%</td>
<td>20%</td>
<td>13%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

### 19. How useful did you find the following for completing your course work?

<table>
<thead>
<tr>
<th>Item</th>
<th>Very useful</th>
<th>Useful</th>
<th>Moderately useful</th>
<th>Not useful</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject guides on the WNC library’s website (e.g. MLA, APA, Nursing)</td>
<td>35%</td>
<td>21%</td>
<td>11%</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>Library reference assistance (in-person, web, etc.)</td>
<td>32%</td>
<td>35%</td>
<td>13%</td>
<td>2%</td>
<td>15%</td>
</tr>
<tr>
<td>Course reserves</td>
<td>20%</td>
<td>28%</td>
<td>17%</td>
<td>2%</td>
<td>28%</td>
</tr>
<tr>
<td>Librarian class presentation or session</td>
<td>19%</td>
<td>24%</td>
<td>15%</td>
<td>2%</td>
<td>39%</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>0%</td>
<td>28%</td>
</tr>
</tbody>
</table>

*Other items I found useful for completing my course work: 2%*
## 20. Please indicate your level of satisfaction with the library services below.

<table>
<thead>
<tr>
<th>Service</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>No opinion</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course reserves</td>
<td>21%</td>
<td>30%</td>
<td>20%</td>
<td>3%</td>
<td>1%</td>
<td>23%</td>
</tr>
<tr>
<td>Library instruction, training, and teaching</td>
<td>24%</td>
<td>35%</td>
<td>20%</td>
<td>2%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>Staff assistance (in library or remotely)</td>
<td>38%</td>
<td>42%</td>
<td>10%</td>
<td>0%</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Photocopying in library</td>
<td>31%</td>
<td>35%</td>
<td>13%</td>
<td>3%</td>
<td>1%</td>
<td>13%</td>
</tr>
<tr>
<td>Printing in library</td>
<td>37%</td>
<td>33%</td>
<td>9%</td>
<td>2%</td>
<td>1%</td>
<td>16%</td>
</tr>
<tr>
<td>Interlibrary loan/article delivery (borrow from non-WNC libraries)</td>
<td>23%</td>
<td>28%</td>
<td>23%</td>
<td>0%</td>
<td>1%</td>
<td>21%</td>
</tr>
<tr>
<td>Individual work space in libraries</td>
<td>46%</td>
<td>36%</td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Group work space in libraries</td>
<td>35%</td>
<td>31%</td>
<td>11%</td>
<td>2%</td>
<td>2%</td>
<td>19%</td>
</tr>
<tr>
<td>Functionality of library computers</td>
<td>44%</td>
<td>34%</td>
<td>6%</td>
<td>3%</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>Access to library computers</td>
<td>43%</td>
<td>35%</td>
<td>6%</td>
<td>2%</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>WNC library’s website</td>
<td>37%</td>
<td>43%</td>
<td>9%</td>
<td>2%</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>Computer help</td>
<td>24%</td>
<td>39%</td>
<td>14%</td>
<td>2%</td>
<td>2%</td>
<td>16%</td>
</tr>
<tr>
<td>Webcampus login support</td>
<td>37%</td>
<td>31%</td>
<td>17%</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Library collections and information resources</td>
<td>31%</td>
<td>39%</td>
<td>15%</td>
<td>0%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>OVERALL</strong> libraries satisfaction level</td>
<td>43%</td>
<td>40%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

## 21. Comments on library services:

28%

## 22. What contributions do the WNC libraries or librarians make to your:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Major contribution</th>
<th>Moderate contribution</th>
<th>Minor contribution</th>
<th>No contribution</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding information needed for your assignments and papers</td>
<td>48%</td>
<td>31%</td>
<td>9%</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>Preparing or presenting coursework</td>
<td>31%</td>
<td>28%</td>
<td>16%</td>
<td>8%</td>
<td>17%</td>
</tr>
<tr>
<td>Overall academic success</td>
<td>38%</td>
<td>36%</td>
<td>11%</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>Making more efficient use of time</td>
<td>42%</td>
<td>31%</td>
<td>10%</td>
<td>4%</td>
<td>12%</td>
</tr>
</tbody>
</table>

## 23. Additional comments on libraries:

17%

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY. CLICK ON THE "SUBMIT" BUTTON SO THAT WE CAN PROCESS YOUR RESPONSES.
Q4. WHY HAVEN'T USED WNC LIBRARIES SERVICES OR COLLECTIONS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because I work from the web, I tend to just do web searches for information</td>
<td>I work from the web, I tend to just do web searches for information. Don't have enough time. First semester at WNC. Have no reason to use it. Have not had the need to do so. Haven't had a need. Haven't needed them so far. Haven't needed to. I am a freshman and have not yet needed to, but am planning to use the services either online or on campus this semester because I will have a research paper in Eng 101 due in a couple of months.</td>
</tr>
<tr>
<td>I am familiar with JSTOR and other databases which the WNC library does not have. The online interface is also incredibly cumbersome and not very user friendly.</td>
<td>I am familiar with JSTOR and other databases which the WNC library does not have. The online interface is also incredibly cumbersome and not very user friendly.</td>
</tr>
<tr>
<td>I am only taking an Art History class online... No further research is needed. And besides, I go to UNR and have the Knowledge Center close by.</td>
<td>I am only taking an Art History class online... No further research is needed. And besides, I go to UNR and have the Knowledge Center close by.</td>
</tr>
<tr>
<td>I am only taking one class right now, and I have not needed the library for anything yet.</td>
<td>I am only taking one class right now, and I have not needed the library for anything yet.</td>
</tr>
<tr>
<td>I am taking only a few classes and none require research papers. All other technology I have access to where I work or at home.</td>
<td>I am taking only a few classes and none require research papers. All other technology I have access to where I work or at home.</td>
</tr>
<tr>
<td>I could not find on the website where to send comments so I am using this form: I am in the library on Wed 1:00 p.m. and I guess there is a perhaps a library science class that has come in to do work on computers. They are loud - they are talking across rows to each other and the adults that are with them are just as loud. I am trying to study for a test and must use a computer to do so and it is too noisy. Can you please address this? One of the instructors is a grey-hair older man and then the other instructor is a white woman wearing a blue sweater/black pants. When they are helping the students they are just as loud. Can you please remind them that there are other students studying. I know that this is a small library and equipment is limited so could everyone work together in some way. Perhaps on the days this class is coming in you could block off the back row for them so it is not so much walking around and talking. Any help would be very appreciated. Thanks.</td>
<td>I could not find on the website where to send comments so I am using this form: I am in the library on Wed 1:00 p.m. and I guess there is a perhaps a library science class that has come in to do work on computers. They are loud - they are talking across rows to each other and the adults that are with them are just as loud. I am trying to study for a test and must use a computer to do so and it is too noisy. Can you please address this? One of the instructors is a grey-hair older man and then the other instructor is a white woman wearing a blue sweater/black pants. When they are helping the students they are just as loud. Can you please remind them that there are other students studying. I know that this is a small library and equipment is limited so could everyone work together in some way. Perhaps on the days this class is coming in you could block off the back row for them so it is not so much walking around and talking. Any help would be very appreciated. Thanks.</td>
</tr>
<tr>
<td>I did use one of the computers in the library for about two minutes one day in the summer. When I needed a couple books for research for a paper, I got them from the public library, but probably could have gotten them from the WNC library just as easily. I just did not think of it. Usually I can find the info I need by researching on the Web from home. My instructor for a TMCC Web class showed us how to use the TMCC online web resources from home. I will probably use them as part of my research for a paper for that class. I imagine WNC probably has the same resources, but have not checked yet.</td>
<td>I did use one of the computers in the library for about two minutes one day in the summer. When I needed a couple books for research for a paper, I got them from the public library, but probably could have gotten them from the WNC library just as easily. I just did not think of it. Usually I can find the info I need by researching on the Web from home. My instructor for a TMCC Web class showed us how to use the TMCC online web resources from home. I will probably use them as part of my research for a paper for that class. I imagine WNC probably has the same resources, but have not checked yet.</td>
</tr>
<tr>
<td>I do almost all of my research online from my own computer.</td>
<td>I do almost all of my research online from my own computer.</td>
</tr>
<tr>
<td>I do my research on my computer at home.</td>
<td>I do my research on my computer at home.</td>
</tr>
<tr>
<td>I have my own computer and printer and books at home</td>
<td>I have my own computer and printer and books at home.</td>
</tr>
<tr>
<td>I have my OWN computer with an internet connection at my residency.</td>
<td>I have my OWN computer with an internet connection at my residency.</td>
</tr>
<tr>
<td>I have never really needed to use the library on campus.</td>
<td>I have never really needed to use the library on campus.</td>
</tr>
<tr>
<td>I have no need to use the library with classes that I am currently taking.</td>
<td>I have no need to use the library with classes that I am currently taking.</td>
</tr>
<tr>
<td>I have no need to use the library.</td>
<td>I have no need to use the library.</td>
</tr>
<tr>
<td>I have not had a need</td>
<td>I have not had a need</td>
</tr>
<tr>
<td>I haven't felt the need to use it yet.</td>
<td>I haven't felt the need to use it yet.</td>
</tr>
</tbody>
</table>
I haven't had a need to till now. Now in one of my classes, we are supposed to be looking up stuff from your database, however, every time I try and look something up, it wants me to give a username and password. Every username and password that I can possibly think of doesn't work, so I said screw it and looked my stuff up elsewhere.

I haven't had occasion to use the library other than to take an exam during the fall quarter of 2008. I usually find what I need on the internet.

I haven't had time to go to the library.

I haven't needed to. I do frequently study in the library, however.

I live in Fernley and it is a bit of a drive to the Fallon campus…which seems to have hours that don't fit my schedule. Carson is much more convenient but is too far away. So, I just purchase the books or material I need instead of going to a library.

I live in Fernley and will not travel to Carson just for the library.

I prefer to use the databases that I can access at home.

I take all online classes and live in Gardnerville so I use our local library if necessary.

I take classes online so there isn't much need yet. Once I start attending in the classroom then I'll definitely take advantage of the library.

I use the computers and internet in between classes to do homework

I work at the state library haven't needed anything that I could find here no offense

I work full-time and try to get to class

In that time, I've only taken math and GIS. No need to use the library.

just have not needed it as of yet.

Just started this semester. Would like to note that this library is COLD. For a middle age woman with hot flashes, this is saying a LOT.

never needed to. I've been in once to study, but didn't look at the books. I dont know what all books you have, Ones for research obviously, but I havent needed to look for anything yet

New student taking a vocational class for my personal development. I already have a 4 year college degree in Business Administration and have been retired for 7 years.

No need

no need for it yet

no need yet

No need.

no time, no need, I have used tutoring

Not familiar with contents. Need "answer books" for textbooks.

not needed to

Not required for my class

The opportunity has not presented itself.

You need to get more Music Theroery books
Q6f **Other sources of information needed for coursework:**

1. BobCad/Cam Software installed on computers other than ones in the Mtt building
2. I was unaware that the library had copies of textbooks. I could really use those!
3. hands on materials such as human skeleton, as well as human resources such as tutors
4. Quiet rooms
5. longer library hours
6. Internet, computer, and printing access
7. I like how I can access journals through the WNC website
8. Lexis Nexis
9. more time to do my research, library usually closed early or opened late
10. Library should have a bilingual person to help also.
11. Your books helped me get an A in English (online) this summer!
12. bibliographical citations
13. EBSCOHost!
14. A quite place to study

FALLON CAMPUS

Q6f **Other sources of information needed for coursework:**

1. Adults That are behind the counter that are there to work with ous and not as a social gathering.
2. Databases
3. Tutors. tech help, etc.
4. Need media tutors

INTERNET CAMPUS

Q6f None of the Internet Campus Library respondents answered this question.
Q10A  *Other evening or weekend library services needed (please specify):*

1. Study group
2. I like just having a safe and quiet place to study. It is important to me that you have longer hours in the evening and on the weekend.
3. wireless connection assistance
4. open till 10

FALLON CAMPUS

1. The thing that is anoing are the people that are there to play on the computers and laugh and joke around.
2. at least Saturday evenings if not on Sundays
3. Learning Center on weekends

INTERNET CAMPUS

Q10a  None of the Internet Campus Library respondents answered this question.
Q11J  Other sources consulted when information on research topic needed (please specify):

1. past study reference
2. whatever is needed to complete task

FALLON CAMPUS

1. all the online sights are very important for our students.
2. my text books
Q14g  Other WNC library website functions used:

1. Search modules for Research paper
2. Access the web site of my teacher

FALLON CAMPUS

Q14g  None of the Internet Campus Library respondents answered this question.

INTERNET CAMPUS

Q14g  None of the Internet Campus Library respondents answered this question.
Q16j  Other solution used when I don't find a book I need:

1. Go to other college library
2. Take book donation from students that don't want to sell their book to the book store
3. Nevada state library and archives

FALLON CAMPUS

1. Use other memberships to obtain book

INTERNET CAMPUS

Q16j  None of the Internet Campus Library respondents answered this question.
Q19f Other items I found useful for completing my course work:

1. biographical references
2. internet accessibility and printing abilities

FALLON CAMPUS

Q19f No respondents from the Fallon Campus answered this question.

INTERNET CAMPUS

Q19f None of the Internet Campus Library respondents answered this question.
Q21  Comments on library services:

1. I take online courses. As I will take courses on campus in the future, I should use the campus library more.
2. Love it. I wish it was open longer on the weekend.
3. There have been a few times when I wanted to use the group study rooms but I'm not sure how to do that. If they are empty can we just go in there? Also if there is a certain section in the library that has a copy of every textbook I would definitely be interested in using that. And I'm not sure what the noise level is allowed to be, can we talk to people in the library in quiet voices or should we maintain silence?
4. I love that everyone is so helpful, even for first time users. Great selection of articles and books, among other sources. The group study rooms are always open and I never have to reserve them, which is nice for short notice reasons. These rooms are great study areas. Excellent library!
5. Library staff answer phones and talk far too loud for a library - it is distracting for those attempting to study in an actual library environment. Staff take time to discuss personal items in a loud tone in the main room of the library, and the phone responses that they make are far too loud. It's rude and disrespectful to the learning process to have to contend with loud staff. I've never had this problem elsewhere and I would like to continue to use the library services at WNC. Please address this issue. Thanks for your time.
6. I am glad to see that there are now computers for students only.
7. I miss the WNC library very much. I wish it was open longer on the weekends because I could go in and study for my UNR courses in a quiet setting.
8. I enjoy the rooms that can be reserved for studying. I wish we had a lot more of them. They fill up quite fast.
9. Please extend your hours!!! My classes run late and I would like to be able to work on things after class for an hour or two. I think 8pm is too early, and you should extend your hours on the weekends. I feel safe studying at the library when it is dark outside, but I feel uncomfortable walking to my car because the campus is not well-light.
10. Very neat and clean! Although I have not had to use the library very often this semester, when I have gone into the library, it is always very organized, and there is always staff available to help me out! Thank you.
11. I need more time to study please change the schedule try to open early on saturdays and closed late on the weekdays. thanks
12. should have more anatomy and physiology, and chemistry (science course) books on reserve. It is very frustrating when students are on myspace while using a public computer at the library, and I am unable to use the computer to do research or type a paper. Maybe block myspace, facebook and twitter on the library computers? the college library in tahoe does that...
13. I grew up using libraries for entertainment and education. I love the whole atmosphere of libraries and yours does not disappoint. I always enjoy my experience in the WNC library. Well done!
14. excessive noise is a big problem. Getting the proper level of concentration is difficult when in the back of the facility, library employees engage in loud conversations. There are times that those conversations, meaningless for the student, reach the point of disturbing and annoying the students. Other times employees phone calls either at the back desk or at the open door offices disturb the students. "That has to stop"
15. very helpful staff. awesome references and citations.
16. having to use ur email to access the library resources makes it difficult because most of the time it doesn't accept the email or password
17. the WNC library is more appreciated than the Carson City Library in my opinion.
18. I love using the library the staff is always helpful and very knowledgable!
19. If the library didn't provide the printing capability and the web access for the students, I would have no chance at even participating in my courses, especially this semester! I currently have no printer and I always use the library (and study hall since they print up to around 10 pages for free) every Tuesday and Thursday night! Thank You!
20. Very nice, and helpful!
21. I like how open the library feels and looks.
22. Keep up with what you are currently doing, and I will be one happy student, probably among many others. Thanks for your services! Greatly appreciated!
23. Library staff answer phones and talk far too loud for a library - it is distracting for those attempting to study in an actual library environment. Staff take time to discuss personal items in a loud tone in the main room of the library, and the phone responses that they make are far too loud. It's rude and disrespectful to the learning process to have to contend with loud staff. I've never had this problem elsewhere and I would like to continue to use the library services at WNC. Please address this issue. Thanks for your time.
24. Later evening hours please!
25. The staff at the library is very friendly and helpful. They even start up conversations with you and they become your friends. A very friendly and non
stressful place to study.
26. Thanks for being so helpful.
27. I am not sure who to comment to, but please forward this to someone who cares:
   please put some more lights on the South side of Bristlecone between the end of
   that building and Cedar Hall!!! It is very scary to come walking out of Cedar Hall at
   9:45pm at night to my car--I am a single female and it very uncomfortable walking
   in the dark when you cannot see anything.
28. Keep it up!!
29. A proper enforcement of the smoking area would be perfect. It is unhealthy on top
   of disrespectfull that smokers blow their venon to the students exactly at the
   entrance of the library and nobody does a thing or says a thing. Smokers do not
   obey the law and state regulations, and I believe that security officer are being
   paid to enforce that and other rules of behavior.
30. a real asset to wnc students.
31. A very big help
32. It is my opinion all insutctors place their texts and required reference materials
   at the library for student use. The library personnel are so helpful but apologetic
   they do not have "required" materials available to loan out.

FALLON CAMPUS

1. Due to having young stall there I bought a computer myself so I can get my work
   done without hearing about there personal life or the people they are talking
   with. The last time I was there on the computer there was a student that was
   not using the computer but trying to get people to talk with him. People where
   trying to be nice but we where there to work. More privacy would be nice.
2. The internet at the Fallon campus was faster just prior to the installation of the
   Blue Socket sign in required for hard wired computers. I am not happy with the
   speed of the internet.
3. I like the Fallon Library, but they are very short-handed. It’s a good place to
   study and find information.
4. There have been too many difficulties accessing the library website research
   databases; I don’t know why so many students have been denied access by the system,
   but we need the problem solved quickly, and not have the students told they are doing
   something wrong before the librarian works on the issue.
5. Thank you.
6. The services are excellent!
7. I just like the way you guys work..!!
8. Ron is a lot of help. He is always there to help each individual student with his/her
   needs.
9. Keep up the good work.
10. none
11. Great job!
12. I was surprised to find out that overdue fees do not apply unless the book is kept long enough without re-checking out that the student then purchases the book. This helps considering college can be costly enough as is.
13. Sometimes its hard to get into the library during the weekend seeings how i work every weekend it would be nice if they stayed open alittle later than 1.
14. Make your staff all different ages so we can get help from people with experience. Larger dividers for the computers. Have the staff go around and ask if there is anything they can do to help. "CUSTOMER SERVICE !"
15. Work-study students in the library are extremely helpful and courteous. They are greatly appreciated; therefore, give the few of them a raise and hire even more if possible.
16. Keep up the good work! Thank you!
17. The Libraians and staff at the Fallon Library are always friendly and very helpful and I am glad to go there. Thankyou Cheryl Gleason
18. Excellent job.
19. none
20. Its a comfortable library, but, personally I need more software compatible computers because of all my graphics media classes. Christian Science Monitor would be a welcome addition to the chronicled papers at WNCFallon
21. Ron is a valued individual in the library who has assisted me in research projects on many occasions. His experience is a great asset in training new assistants in the library and helping students complete their research and written papers successfully.

INTERNET CAMPUS

Q21 None of the Internet Campus Library respondents answered this question
The library staff is seeking your opinion about how we can better help you with your college research needs. Please take the survey only once. Thank you for your help.

1. Please choose the answer that best fits your student status at WNC. (Please choose only one.)
   - AA: 89
   - AS: 40
   - AAS: 29
   - AGS: 11
   - Certificate: 8
   - Personal interest: 47
   - BT: 7
   - Other: 30

2. How do you take classes at WNC? (Choose all that apply.)
   - On campus: 240
   - Web Campus (WebCT, Blackboard): 113
   - Interactive video: 19

3. Have you used the WNC libraries services or collections (either in-person or remotely) during the last academic year (August 2009 to the present)?
   - Yes: 153
   - No: 111

4. Please tell us why.
   - 104

5. Select the WNC campus library you use most on a regular basis. (Please choose only one.)
   - Carson City: 111
   - Fallon: 29
   - Neither; I access the library’s collections through the internet only: 10
6. **How important are the following sources of information for your coursework?**

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Very Important</th>
<th>Important</th>
<th>Moderately Important</th>
<th>Of Little Importance</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNC libraries (includes physical collections -- like books and magazines - and web resources)</td>
<td>80</td>
<td>37</td>
<td>20</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Web sources (not provided by or through WNC libraries)</td>
<td>75</td>
<td>38</td>
<td>25</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Printed course materials (e.g., purchased textbooks, course packs, etc.)</td>
<td>88</td>
<td>35</td>
<td>14</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Faculty, librarians, or other students</td>
<td>95</td>
<td>31</td>
<td>13</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>17</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>13</td>
</tr>
</tbody>
</table>

**Other sources of information needed for coursework:** 18

7. **How frequently do you use the following methods to visit or access the WNC libraries?**

<table>
<thead>
<tr>
<th>Method</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit libraries in person</td>
<td>33</td>
<td>32</td>
<td>24</td>
<td>39</td>
<td>18</td>
</tr>
<tr>
<td>Use computer (not in library) to access libraries</td>
<td>12</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>36</td>
</tr>
</tbody>
</table>

8. **When you visit the WNC libraries in person how often do you do the activities listed below?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for a print journal article</td>
<td>7</td>
<td>11</td>
<td>26</td>
<td>32</td>
<td>72</td>
</tr>
<tr>
<td>Look for a print book</td>
<td>9</td>
<td>11</td>
<td>28</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Consult library staff for research help</td>
<td>12</td>
<td>13</td>
<td>32</td>
<td>41</td>
<td>50</td>
</tr>
<tr>
<td>Consult library staff for computer help</td>
<td>10</td>
<td>11</td>
<td>21</td>
<td>34</td>
<td>73</td>
</tr>
<tr>
<td>Photocopy</td>
<td>12</td>
<td>12</td>
<td>26</td>
<td>18</td>
<td>84</td>
</tr>
<tr>
<td>Print from a computer</td>
<td>20</td>
<td>23</td>
<td>23</td>
<td>25</td>
<td>58</td>
</tr>
<tr>
<td>Use library computers to find information for your academic work</td>
<td>25</td>
<td>18</td>
<td>29</td>
<td>28</td>
<td>51</td>
</tr>
<tr>
<td>Use library computers for other purposes</td>
<td>14</td>
<td>18</td>
<td>20</td>
<td>23</td>
<td>75</td>
</tr>
<tr>
<td>Bring your own equipment and use a wireless connection</td>
<td>10</td>
<td>13</td>
<td>18</td>
<td>25</td>
<td>80</td>
</tr>
<tr>
<td>Use as a place to do individual work</td>
<td>33</td>
<td>25</td>
<td>25</td>
<td>33</td>
<td>36</td>
</tr>
<tr>
<td>Use as a place to do group work</td>
<td>16</td>
<td>19</td>
<td>11</td>
<td>34</td>
<td>64</td>
</tr>
</tbody>
</table>

9. **Are WNC libraries open when you need them during the periods listed below?**

<table>
<thead>
<tr>
<th>Period</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Not enough</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During semesters in the evenings</td>
<td>50</td>
<td>33</td>
<td>17</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>During semesters on the weekends</td>
<td>25</td>
<td>26</td>
<td>19</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Between semesters</td>
<td>20</td>
<td>12</td>
<td>20</td>
<td>20</td>
<td>76</td>
</tr>
</tbody>
</table>
10. During evenings and weekends what services do you need in the library? (Check all that apply)

98 Place to work
49 Copy/printing
55 Research assistance
52 Check-out materials
78 Computer access
38 Collections access

Other evening or weekend library services needed (please specify)
7

11. How likely are you to consult the following sources when you need information on a research topic?

<table>
<thead>
<tr>
<th>Source</th>
<th>Very likely</th>
<th>Moderately likely</th>
<th>Somewhat likely</th>
<th>Slightly likely</th>
<th>Not at all likely or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNC online library (book) catalog</td>
<td>72</td>
<td>27</td>
<td>23</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Public library catalog</td>
<td>40</td>
<td>32</td>
<td>27</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Library research databases (such as Academic Search Premier, Opposing Viewpoints, LexisNexis, etc.)</td>
<td>76</td>
<td>27</td>
<td>24</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Other WNC library web pages</td>
<td>46</td>
<td>35</td>
<td>39</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Librarians</td>
<td>64</td>
<td>30</td>
<td>23</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Open internet search on Google, Google Scholar, Yahoo, etc.</td>
<td>74</td>
<td>40</td>
<td>19</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>44</td>
<td>32</td>
<td>29</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Faculty or other students</td>
<td>44</td>
<td>44</td>
<td>27</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>31</td>
</tr>
</tbody>
</table>

Other sources consulted when information on research topic needed:
6

12. Do you use the WNC library’s website?

118 Yes
34 No

13. How often do you visit the WNC library’s website?

22 More than once per week
24 Monthly
30 Weekly
38 Every semester

4 Less than every semester
### 14. How often do you do the following through the WNC library's website?

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search the WNC online library (book) catalog</td>
<td>13</td>
<td>18</td>
<td>31</td>
<td>37</td>
<td>18</td>
</tr>
<tr>
<td>Look for articles</td>
<td>13</td>
<td>24</td>
<td>27</td>
<td>34</td>
<td>15</td>
</tr>
<tr>
<td>Look for subject guides</td>
<td>12</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td>Consult with library staff through email</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td>22</td>
<td>73</td>
</tr>
<tr>
<td>Look for information about the WNC libraries (e.g. hours, staff contact information, etc.)</td>
<td>6</td>
<td>8</td>
<td>16</td>
<td>46</td>
<td>34</td>
</tr>
<tr>
<td>Other (specify below)</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>32</td>
</tr>
</tbody>
</table>

*Other WNC library website functions used: 3*

### 15. The WNC libraries have the books I need for my academic work.

- Strongly agree: 34
- Agree: 66
- Undecided: 43
- Disagree: 5
- Strongly disagree: 1

### 16. If you don't find a book you need, what do you do?

<table>
<thead>
<tr>
<th>Action</th>
<th>Almost always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find another book to use</td>
<td>31</td>
<td>49</td>
<td>38</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Place a hold on the book for it to be recalled</td>
<td>19</td>
<td>23</td>
<td>38</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Ask a librarian for help</td>
<td>53</td>
<td>38</td>
<td>27</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Check the public libraries</td>
<td>40</td>
<td>31</td>
<td>28</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Request through interlibrary loan</td>
<td>27</td>
<td>20</td>
<td>22</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td>Request the libraries purchase</td>
<td>7</td>
<td>5</td>
<td>14</td>
<td>23</td>
<td>91</td>
</tr>
<tr>
<td>Purchase on my own</td>
<td>16</td>
<td>21</td>
<td>40</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>Borrow from instructor or other students</td>
<td>8</td>
<td>17</td>
<td>42</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>31</td>
</tr>
</tbody>
</table>

*Other solution used when I don't find a book I need: 6*
### 17. How easy do the WNC libraries make it for you to:

<table>
<thead>
<tr>
<th>Task</th>
<th>Very easy</th>
<th>Easy</th>
<th>Undecided</th>
<th>Not easy</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the WNC library’s catalog to find books</td>
<td>49</td>
<td>55</td>
<td>23</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Find a book on the shelf</td>
<td>47</td>
<td>55</td>
<td>24</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Request a book that is not available at WNC</td>
<td>35</td>
<td>39</td>
<td>34</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Find a journal in the library</td>
<td>32</td>
<td>49</td>
<td>31</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Find videos</td>
<td>30</td>
<td>37</td>
<td>34</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>Reserve or use a group study room</td>
<td>39</td>
<td>23</td>
<td>32</td>
<td>3</td>
<td>45</td>
</tr>
</tbody>
</table>

### 18. In your courses during this academic year, how important was it to do each of the following?

<table>
<thead>
<tr>
<th>Task</th>
<th>Very important</th>
<th>Important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find/refine research topics</td>
<td>66</td>
<td>32</td>
<td>14</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Find information in the library</td>
<td>59</td>
<td>36</td>
<td>18</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Find information on the web</td>
<td>77</td>
<td>45</td>
<td>11</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Evaluate information sources critically</td>
<td>60</td>
<td>39</td>
<td>15</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Provide correct citations for sources used</td>
<td>77</td>
<td>32</td>
<td>9</td>
<td>7</td>
<td>17</td>
</tr>
</tbody>
</table>

### 19. How useful did you find the following for completing your course work?

<table>
<thead>
<tr>
<th>Task</th>
<th>Very useful</th>
<th>Useful</th>
<th>Moderately useful</th>
<th>Not useful</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject guides on the WNC library’s website (e.g. MLA, APA, Nursing)</td>
<td>42</td>
<td>35</td>
<td>15</td>
<td>3</td>
<td>49</td>
</tr>
<tr>
<td>Library research assistance (in-person, web, etc.)</td>
<td>68</td>
<td>28</td>
<td>17</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Course reserves</td>
<td>30</td>
<td>29</td>
<td>12</td>
<td>7</td>
<td>66</td>
</tr>
<tr>
<td>Librarian class presentation or session</td>
<td>37</td>
<td>24</td>
<td>8</td>
<td>7</td>
<td>67</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>44</td>
</tr>
</tbody>
</table>

Other items I found useful for completing my course work:

2
20. Please indicate your level of satisfaction with the library services below.

<table>
<thead>
<tr>
<th>Library Service</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>No opinion</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course reserves</td>
<td>27</td>
<td>36</td>
<td>28</td>
<td>3</td>
<td>1</td>
<td>51</td>
</tr>
<tr>
<td>Library instruction, training, and teaching</td>
<td>54</td>
<td>45</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>Staff assistance (in library or remotely)</td>
<td>84</td>
<td>42</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Photocopying in library</td>
<td>45</td>
<td>40</td>
<td>22</td>
<td>3</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Printing in library</td>
<td>43</td>
<td>48</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Individual work space in libraries</td>
<td>65</td>
<td>57</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Group work space in libraries</td>
<td>53</td>
<td>39</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>Functionality of library computers</td>
<td>61</td>
<td>49</td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Access to library computers</td>
<td>62</td>
<td>50</td>
<td>11</td>
<td>6</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>WNC library’s website</td>
<td>69</td>
<td>48</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Staff assistance with computers or software</td>
<td>61</td>
<td>44</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Webcampus login support</td>
<td>65</td>
<td>48</td>
<td>15</td>
<td>2</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>NetID activation support</td>
<td>51</td>
<td>44</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Library collections and information resources</td>
<td>47</td>
<td>50</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>24</td>
</tr>
</tbody>
</table>

*OVERALL* libraries satisfaction level

<table>
<thead>
<tr>
<th></th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>No opinion</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69</td>
<td>65</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

21. Comments on library services:

39

22. What contributions do the WNC libraries or librarians make to your:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Major contribution</th>
<th>Moderate contribution</th>
<th>Minor contribution</th>
<th>No contribution</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding information needed for your assignments and papers</td>
<td>68</td>
<td>36</td>
<td>17</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Preparing or presenting coursework</td>
<td>43</td>
<td>32</td>
<td>24</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>Overall academic success</td>
<td>56</td>
<td>40</td>
<td>22</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Making more efficient use of time</td>
<td>62</td>
<td>35</td>
<td>16</td>
<td>6</td>
<td>25</td>
</tr>
</tbody>
</table>

23. Additional comments on libraries:

18

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY. CLICK ON THE "SUBMIT" BUTTON SO THAT WE CAN PROCESS YOUR RESPONSES.
Student Library Use Survey 2010

The library staff is seeking your opinion about how we can better help you with your college research needs. Please take the survey only once. Thank you for your help.

1. Please choose the answer that best fits your student status at WNC. (Please choose only one.)
   - 34% AA
   - 11% AAS
   - 3% Certificate
   - 15% AS
   - 4% AGS
   - 18% Personal interest
   - 3% BT
   - 3% Certificate
   - 11% Other

2. How do you take classes at WNC? (Choose all that apply.)
   - 91% On campus
   - 43% Web Campus (WebCT, Blackboard)
   - 7% Interactive video

3. Have you used the WNC libraries services or collections (either in-person or remotely) during the last academic year (August 2009 to the present)?
   - 58% Yes
   - 42% No

4. Please tell us why.
   - 93%

5. Select the WNC campus library you use most on a regular basis. (Please choose only one.)
   - 73% Carson City
   - 19% Fallon
   - 7% Neither; I access the library’s collections through the internet only
### 6. How important are the following sources of information for your coursework?

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Very important</th>
<th>Important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNC libraries (includes physical collections -- like books and magazines and web resources)</td>
<td>52%</td>
<td>24%</td>
<td>13%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>Web sources (not provided by or through WNC libraries)</td>
<td>49%</td>
<td>25%</td>
<td>16%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Printed course materials (e.g., purchased textbooks, course packs, etc.)</td>
<td>58%</td>
<td>23%</td>
<td>9%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Faculty, librarians, or other students</td>
<td>62%</td>
<td>20%</td>
<td>8%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>11%</td>
<td>7%</td>
<td>3%</td>
<td>3%</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Other sources of information needed for coursework: 12%*

### 7. How frequently do you use the following methods to visit or access the WNC libraries?

<table>
<thead>
<tr>
<th>Method</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit libraries in person</td>
<td>22%</td>
<td>21%</td>
<td>16%</td>
<td>25%</td>
<td>12%</td>
</tr>
<tr>
<td>Use computer (not in library) to access libraries</td>
<td>8%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>24%</td>
</tr>
</tbody>
</table>

### 8. When you visit the WNC libraries in person how often do you do the activities listed below?

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for a print journal article</td>
<td>5%</td>
<td>7%</td>
<td>17%</td>
<td>21%</td>
<td>47%</td>
</tr>
<tr>
<td>Look for a print book</td>
<td>6%</td>
<td>7%</td>
<td>18%</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Consult library staff for research help</td>
<td>8%</td>
<td>8%</td>
<td>21%</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>Consult library staff for computer help</td>
<td>7%</td>
<td>7%</td>
<td>14%</td>
<td>22%</td>
<td>48%</td>
</tr>
<tr>
<td>Photocopy</td>
<td>8%</td>
<td>8%</td>
<td>17%</td>
<td>12%</td>
<td>55%</td>
</tr>
<tr>
<td>Print from a computer</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>16%</td>
<td>38%</td>
</tr>
<tr>
<td>Use library computers to find information for your academic work</td>
<td>16%</td>
<td>12%</td>
<td>19%</td>
<td>18%</td>
<td>33%</td>
</tr>
<tr>
<td>Use library computers for other purposes</td>
<td>9%</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>49%</td>
</tr>
<tr>
<td>Bring your own equipment and use a wireless connection</td>
<td>7%</td>
<td>8%</td>
<td>12%</td>
<td>16%</td>
<td>52%</td>
</tr>
<tr>
<td>Use as a place to do individual work</td>
<td>22%</td>
<td>16%</td>
<td>16%</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Use as a place to do group work</td>
<td>10%</td>
<td>12%</td>
<td>7%</td>
<td>22%</td>
<td>42%</td>
</tr>
</tbody>
</table>

### 9. Are WNC libraries open when you need them during the periods listed below?

<table>
<thead>
<tr>
<th>Period</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Not enough</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During semesters in the evenings</td>
<td>33%</td>
<td>22%</td>
<td>11%</td>
<td>7%</td>
<td>26%</td>
</tr>
<tr>
<td>During semesters on the weekends</td>
<td>16%</td>
<td>17%</td>
<td>12%</td>
<td>13%</td>
<td>39%</td>
</tr>
<tr>
<td>Between semesters</td>
<td>13%</td>
<td>8%</td>
<td>13%</td>
<td>13%</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Student Library Use Survey 2010 DRS 2241*
10. During evenings and weekends what services do you need in the library? (Check all that apply)

- Place to work [64%]
- Copy/printing [32%]
- Research assistance [36%]
- Check-out materials [34%]
- Computer access [51%]
- Collections access [25%]

Other evening or weekend library services needed (please specify)

- [5%]

11. How likely are you to consult the following sources when you need information on a research topic?

<table>
<thead>
<tr>
<th>Source</th>
<th>Very likely</th>
<th>Moderately likely</th>
<th>Somewhat likely</th>
<th>Slightly likely</th>
<th>Not at all likely or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNC online library (book) catalog</td>
<td>47%</td>
<td>18%</td>
<td>15%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Public library catalog</td>
<td>26%</td>
<td>21%</td>
<td>18%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>Library research databases (such as Academic Search Premier, Opposing Viewpoints, LexisNexis, etc.)</td>
<td>50%</td>
<td>18%</td>
<td>16%</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Other WNC library web pages</td>
<td>30%</td>
<td>23%</td>
<td>25%</td>
<td>3%</td>
<td>14%</td>
</tr>
<tr>
<td>Librarians</td>
<td>42%</td>
<td>20%</td>
<td>15%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Open internet search on Google, Google Scholar, Yahoo, etc.</td>
<td>48%</td>
<td>26%</td>
<td>12%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>29%</td>
<td>21%</td>
<td>19%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Faculty or other students</td>
<td>29%</td>
<td>29%</td>
<td>18%</td>
<td>6%</td>
<td>15%</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>7%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Other sources consulted when information on research topic needed: [4%]

12. Do you use the WNC library’s website?
- Yes [77%]
- No [22%]

13. How often do you visit the WNC library’s website?
- More than once per week [18%]
- Monthly [20%]
- Less than every semester [3%]
- Weekly [25%]
- Every semester [32%]
14. How often do you do the following through the WNC library’s website?

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than once per week</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Every semester</th>
<th>Less than every semester or not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search the WNC online library (book) catalog</td>
<td>11%</td>
<td>15%</td>
<td>26%</td>
<td>31%</td>
<td>15%</td>
</tr>
<tr>
<td>Look for articles</td>
<td>11%</td>
<td>20%</td>
<td>23%</td>
<td>29%</td>
<td>13%</td>
</tr>
<tr>
<td>Look for subject guides</td>
<td>10%</td>
<td>17%</td>
<td>20%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>Consult with library staff through email</td>
<td>4%</td>
<td>5%</td>
<td>8%</td>
<td>18%</td>
<td>61%</td>
</tr>
<tr>
<td>Look for information about the WNC libraries (e.g. hours, staff contact information, etc.)</td>
<td>5%</td>
<td>7%</td>
<td>13%</td>
<td>39%</td>
<td>29%</td>
</tr>
<tr>
<td>Other (specify below)</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>27%</td>
</tr>
</tbody>
</table>

*Other WNC library website functions used:*

3%

15. The WNC libraries have the books I need for my academic work.

22% Strongly agree 43% Agree 28% Undecided 3% Disagree 1% Strongly disagree

16. If you don’t find a book you need, what do you do?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Almost always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find another book to use</td>
<td>20%</td>
<td>32%</td>
<td>25%</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Place a hold on the book for it to be recalled</td>
<td>12%</td>
<td>15%</td>
<td>25%</td>
<td>12%</td>
<td>26%</td>
</tr>
<tr>
<td>Ask a librarian for help</td>
<td>35%</td>
<td>25%</td>
<td>18%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Check the public libraries</td>
<td>26%</td>
<td>20%</td>
<td>18%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>Request through interlibrary loan</td>
<td>18%</td>
<td>13%</td>
<td>14%</td>
<td>9%</td>
<td>38%</td>
</tr>
<tr>
<td>Request the libraries purchase</td>
<td>5%</td>
<td>3%</td>
<td>9%</td>
<td>15%</td>
<td>59%</td>
</tr>
<tr>
<td>Purchase on my own</td>
<td>10%</td>
<td>14%</td>
<td>26%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Borrow from instructor or other students</td>
<td>5%</td>
<td>11%</td>
<td>27%</td>
<td>20%</td>
<td>27%</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>1%</td>
<td>3%</td>
<td>5%</td>
<td>1%</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Other solution used when I don’t find a book I need:*

4%
17. How easy do the WNC libraries make it for you to:

<table>
<thead>
<tr>
<th>Task</th>
<th>Very easy</th>
<th>Easy</th>
<th>Undecided</th>
<th>Not easy</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the WNC library’s catalog to find books</td>
<td>32%</td>
<td>36%</td>
<td>15%</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>Find a book on the shelf</td>
<td>31%</td>
<td>36%</td>
<td>16%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Request a book that is not available at WNC</td>
<td>23%</td>
<td>25%</td>
<td>22%</td>
<td>3%</td>
<td>22%</td>
</tr>
<tr>
<td>Find a journal in the library</td>
<td>21%</td>
<td>32%</td>
<td>20%</td>
<td>2%</td>
<td>20%</td>
</tr>
<tr>
<td>Find videos</td>
<td>20%</td>
<td>24%</td>
<td>22%</td>
<td>1%</td>
<td>27%</td>
</tr>
<tr>
<td>Reserve or use a group study room</td>
<td>25%</td>
<td>15%</td>
<td>21%</td>
<td>2%</td>
<td>29%</td>
</tr>
</tbody>
</table>

18. In your courses during this academic year, how important was it to do each of the following?

<table>
<thead>
<tr>
<th>Task</th>
<th>Very important</th>
<th>Important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find/Refine research topics</td>
<td>43%</td>
<td>21%</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Find information in the library</td>
<td>39%</td>
<td>24%</td>
<td>12%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Find information on the web</td>
<td>50%</td>
<td>29%</td>
<td>7%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Evaluate information sources critically</td>
<td>39%</td>
<td>25%</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Provide correct citations for sources used</td>
<td>50%</td>
<td>21%</td>
<td>6%</td>
<td>5%</td>
<td>11%</td>
</tr>
</tbody>
</table>

19. How useful did you find the following for completing your course work?

<table>
<thead>
<tr>
<th>Task</th>
<th>Very useful</th>
<th>Useful</th>
<th>Moderately useful</th>
<th>Not useful</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject guides on the WNC library’s website (e.g. MLA, APA, Nursing)</td>
<td>27%</td>
<td>23%</td>
<td>10%</td>
<td>2%</td>
<td>32%</td>
</tr>
<tr>
<td>Library research assistance (in-person, web, etc.)</td>
<td>44%</td>
<td>18%</td>
<td>11%</td>
<td>2%</td>
<td>18%</td>
</tr>
<tr>
<td>Course reserves</td>
<td>20%</td>
<td>19%</td>
<td>8%</td>
<td>5%</td>
<td>43%</td>
</tr>
<tr>
<td>Librarian class presentation or session</td>
<td>24%</td>
<td>16%</td>
<td>5%</td>
<td>5%</td>
<td>44%</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Other items I found useful for completing my course work:

1%
20. Please indicate your level of satisfaction with the library services below.

<table>
<thead>
<tr>
<th>Service</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>No opinion</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course reserves</td>
<td>18%</td>
<td>24%</td>
<td>18%</td>
<td>2%</td>
<td>1%</td>
<td>33%</td>
</tr>
<tr>
<td>Library instruction, training, and teaching</td>
<td>35%</td>
<td>29%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>21%</td>
</tr>
<tr>
<td>Staff assistance (in library or remotely)</td>
<td>55%</td>
<td>27%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Photocopying in library</td>
<td>29%</td>
<td>26%</td>
<td>14%</td>
<td>2%</td>
<td>0%</td>
<td>24%</td>
</tr>
<tr>
<td>Printing in library</td>
<td>28%</td>
<td>31%</td>
<td>7%</td>
<td>5%</td>
<td>0%</td>
<td>24%</td>
</tr>
<tr>
<td>Individual work space in libraries</td>
<td>42%</td>
<td>37%</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
<td>9%</td>
</tr>
<tr>
<td>Group work space in libraries</td>
<td>35%</td>
<td>25%</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
<td>25%</td>
</tr>
<tr>
<td>Functionality of library computers</td>
<td>40%</td>
<td>32%</td>
<td>9%</td>
<td>1%</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>Access to library computers</td>
<td>41%</td>
<td>33%</td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
<td>11%</td>
</tr>
<tr>
<td>WNC library’s website</td>
<td>45%</td>
<td>31%</td>
<td>6%</td>
<td>2%</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>Staff assistance with computers or software</td>
<td>40%</td>
<td>29%</td>
<td>9%</td>
<td>1%</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>Webcampus login support</td>
<td>42%</td>
<td>31%</td>
<td>10%</td>
<td>1%</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>NetID activation support</td>
<td>33%</td>
<td>29%</td>
<td>14%</td>
<td>1%</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>Library collections and information resources</td>
<td>31%</td>
<td>33%</td>
<td>14%</td>
<td>1%</td>
<td>0%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>OVERALL</strong> libraries satisfaction level</td>
<td>45%</td>
<td>42%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

21. Comments on library services:

25%

22. What contributions do the WNC libraries or librarians make to your:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Major contribution</th>
<th>Moderate contribution</th>
<th>Minor contribution</th>
<th>No contribution</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding info needed for assignments and papers</td>
<td>44%</td>
<td>24%</td>
<td>11%</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Preparing coursework</td>
<td>28%</td>
<td>21%</td>
<td>16%</td>
<td>7%</td>
<td>23%</td>
</tr>
<tr>
<td>Overall academic success</td>
<td>37%</td>
<td>26%</td>
<td>14%</td>
<td>3%</td>
<td>15%</td>
</tr>
<tr>
<td>Making more efficient use of time</td>
<td>41%</td>
<td>23%</td>
<td>10%</td>
<td>4%</td>
<td>16%</td>
</tr>
</tbody>
</table>

23. Additional comments on libraries:

12%

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY. CLICK ON THE "SUBMIT" BUTTON SO THAT WE CAN PROCESS YOUR RESPONSES.
Q4 Why Don’t You Use the Library

1. Not User Friendly
2. Did not even know you had one.
3. I’m rarely at the campus any more. It would be great if I could select books on-line and pick them up or have them shipped, even if I could pick up on the weekend :)
4. I haven’t had a need to at this point
5. I work at the state library it has met my needs for the classes I’ve taken
6. I don’t even know where the library is. If it’s in Carson, that’s not convenient for me.
7. I do everything online. Also, each time that I have come in to borrow a class book it is either not on file or the instructor has it on hold. There were no other copies.
8. first of all, there’s a fourth choice for number two question: off campus. My class is at Carson High School Tech Center at night, so I’m never on the WNC campus.
9. No reason to use the library.
10. i live in gardnerville, its too far
11. not needed at this time. However I do use the library as a place to study alot!
12. I live in Hawthorne
13. Didn’t need to.
14. no need
15. I’m taking math classes to get a minor in math, I have had no need to use the library.
16. i find sources online at home or in my personal library of books
17. I took MS Word application classes and have my own at home.
18. no need, class was online
19. Haven’t needed to.
20. No need
21. Wasn’t enrolled at the college.
22. No need, Taking photo shop and it’s all lab/computer work
23. I haven’t had a chance to get to the library, and have usually been able to find the information I need online or at the Carson City Public Library.
24. Taking only a math class right now which doesn’t require research.
25. I have direct access to 3 libraries, so there does not seem to be a reason to check a fourth library.
26. Because so far I have taken computer classes.
27. I’m currently a senior at Carson High school, so I’ve never been sure If I’m allowed to use the WNC library. I am taking a WNC class currently though.
28. Haven’t had the need of a library as of yet
29. have not had the need to just yet..
30. I have never required the use of the library.
31. NO NEED
32. I have never needed to use the library because I’m taking a math course.
33. I have not needed it yet.
34. I have not had a need to do so.
35. No need for it for the performance classes I take.
36. It is my first semester at WNC and my only class is on Friday. Usually everything is closed
    by the time I get there at 5pm Friday.
37. Have not had a need. I hope to in the near future as I understand that the library has the
    best prices on software.
38. Haven’t found the time.
39. I took a sign language class and a business writing class, neither of which required
    research.
40. I am taking my prerequisites before I start the course I intend to take
41. not needed at this time
42. My schedule is full with work and school.
43. I only take a piano class and no research needed, I only audit the course.
44. The WNC libraries services or collection is never mentioned to me.
45. I don’t have a reason to.
46. I take mostly online classes and am hardly ever at campus to use the library.
47. Haven’t needed to do research beyond poking around the internet.
48. I have a 40 hour a week job, four classes that might be too much for me, and two sons
    that play football. When I signed up for classes, I was late so I had to take what was
    available. My choices are; I could go to the library or get a two hour nap between class and
    work. Out of for days of class I average 10 hours of sleep so I choose to sleep when I can.
49. I didn’t need to yet
50. There has been no need to use the resources provided by the library in the last year.
    However, I have used it in previous years and been able to get the information I was
    looking for.
51. I work full time and always hurry to get to class and then back home.
52. I am taking my first class at this time and it does not require library use.
53. It is just too hard to drive to Carson when I live in Gardnerville so I usually just look
    online.
54. There was no need to use the WNC library
55. Have not had the need at this time.
56. I live and work in Gardnerville, so I don't get to the campus often. I work at the Douglas County Public Library, so I use the resources there.
57. so far have had no need to use it.
58. All online classes. I never go to the college
59. I purchased my books from Amazon.com It was cheaper.
60. I live in Fernley, so when I am working on a research paper, it is easier for me to go to the Reno Branch Library. I don't have the time to go to the Fallon or Carson campus during library hours.
61. I'm new to the area & school.
62. Classes I am taking I do not need the use of the library, except for the academic center.
63. Don't get to the Carson campus (Douglas).
64. I usually don't need to
65. I haven't needed to yet.
66. haven't needed to or had the time
67. First time enrolling in with WNC
68. Not necessary for the classes I am taking.
69. I use the Yerington class and not the campus
70. The library closes at 5 and I work in Reno during the day so I do not have enough time to get back to Carson and use the library.
71. have not had a chance yet mabey next semester
72. I HAVE HAD NO NEED TO. AUDITING A CLASS.
73. No need
74. I have not had the opportunity and I have not found out yet, where the WNC library is located.
75. I've never had a need to use the library on campus.
76. I am a new student. I didn't know there was a library.
77. no time, as of now not needed
78. Have not found it necessary
79. my class does not require a library visit.
80. I live in Fernley
81. I live in Fernley and have only used the library for the learning center tutoring.
82. The text books required for my computer classes have to be purchased. The library doesn't carry the text books I need for my classes.
83. ?
84. No need to.
85. I haven’t taken a class yet that I had to do research there. I have used the Keck Library at UNR for most of my research or used the internet but not WNC’s library site.
86. your not open past 8:00pm
87. no time to explore the library
88. Have not had a need for additional books beyond my text book
89. So far I haven’t had a need to use the library.
90. Last semester I did’nt need the services the Library provides, although in the past I have use the Library services and it was very helpful.
91. Taking one class (individual voice lessons). Library is not necessary for this class. Also, I live in Zephyr Cove and only come to campus once a week for one class.
92. Haven’t needed it.
93. Don’t know what they are.
94. I’m new to WNC and I haven’t had a chance.
95. The textbook for the class covers most of the information I need. I search for other information on the web.
96. I just haven’t gone.
97. I didn’t know it was available.
98. I prefer to do my research online.
99. Am taking a welding course, as a refresher, from Mr. Baptist. Am 67 years old...don’t anticipate that I’ll be taking any other courses in the future. Thx, Joe Wachtel.
100. No ride and dont know how to remotely.
101. I’ve only gone up to the Carson campus once, and the time I went was to get my textbook from the bookstore.
102. I haven’t had the need.
103. I have not had the need to use the library.
104. I live and take classes at douglas and it’s an inconvenience.
Q6f  Other sources of information needed for coursework:

1. I use my local library so I don’t always have to drive into Carson.
2. Research databases reached through the WNC library website
3. Wait time for computers.
4. the skeleton model used for reference for anatomy or the stick-and-ball models used in chemistry
5. I get all of my reading from my textbook.
6. workshops to help me with my classes
7. Environment
8. I wish that they could be open on Sundays. Also i appreciate the fact it is quiet in the library.
9. I’ve used online resources for a class.
10. random bits of information received at random places and times
11. Printing
12. cinall
13. They work well with teachers and students as well as outside sources
14. Their expertise in their field may assist or has assisted in real life studies
15. The librarian presentation provied the greatest amount of help, and of course the the librarians alway answer my questions. I couldn’t write a research paper without them!!!

FALLON CAMPUS

1. a quiet library to study in. The Fallon wnc library is always noisy and distracting
2. Databases
3. tutoring in academic skills center
4. Just telling how and where to locate specific material.
5. Classes on how to use the resources

INTERNET CAMPUS

Q6f  None of the Internet Campus respondents answered this question.
Q10a  Other evening or weekend library services needed (please specify):

1. group study place
2. So far, I really haven’t needed to use the library in the evenings and on weekends.
3. Unknown if library is open or not. Work, full time, have family, no time to go to library.
4. Wireless

FALLON CAMPUS

1. It is hard to concentrate on my studies when groups of people are talking and joking around in the wnc fallon library
2. tutoring in academic skills center which is attached to library
3. group study -- Peer Mentoring

INTERNET CAMPUS

Q10a  None of the Internet Campus respondents answered this question.

NO CAMPUS LIBRARY DECLARED

Q10a  None of the No Campus Library Declared respondents answered this question.
Q11j Other sources consulted when information on research topic needed:

1. study aids such as the skeleton
2. online classes
3. In research, all possibilities are needed. Their help expands that parameter

FALLON CAMPUS

1. I try to find a quiet corner to work in
2. tutors in academic skills center
3. tutoring

INTERNET CAMPUS

Q11j None of the Internet Campus respondents answered this question.
Q14g  Other WNC library website functions used:

1. these are repetitive questions
2. I use it as needed
3. specific course instructions per professor

INTERNET CAMPUS

Q14g  None of the Internet Campus respondents answered this question.
Q16j  Other solution used when I don't find a book I need:

1. amazon or used book store
2. Other because I haven’t used the library yet; your collection size looks good though, a nice library. I’ll be happy to use it when necessary.
3. go to UNR library

FALLON CAMPUS

1. go online
2. find E book version
3. When I can’t find what I need and am on a short time limit I usually google to find what’s needed to put the essay or research together.

INTERNET CAMPUS

Q16j None of the Internet Campus respondents answered this question.

NO CAMPUS LIBRARY DECLARED

Q16j None of the No Campus Library Declared respondents answered this question
Q19f  Other items I found useful for completing my course work:

FALLON CAMPUS

1. THERE ARE NO RESPONSES TO THIS QUESTION

INTERNET CAMPUS

1. None of the Internet Campus respondents answered this question.
Q21 Comments on library services:

1. They were very helpful and I was impressed.
2. Everyone was very helpful! Would like to check out reserve books for longer than 2 days.
3. printing and copying should be free
4. None
5. I have no complaints, the staff are very freindly and super helpful. This semester I have mostly just used the library for study or self work, it was last semester i needed help with research. I certainly appreciate any help I have recieved through the year.
6. When I returned to school after 20 years and had my first research paper to write in a science class, I couldn’t have done it without all of the help from the resource librarian at the library in finding books, the handouts about citing resources and help over the telephone in finding articles through the library website. Thank you! Wish library was open for a few hours on Sunday, when the county libraries are closed, so that I could have a quiet place to study and prepare for my classes.
7. the couple of times i’ve used the library the staff has been amazing. Larry really helped me this semester find some information on a person that was difficult. But he made it really easy for me to get what i needed and even had the library in Fallon make a copy of a chapter that i needed and fax it over. it was awesome!!
8. Great I love the atmosphere and believe its a great positive environment.
9. It would be extremely helpful for the weekend hours of the library to be extended or (which is the case for Sundays) added to the hours of operation.
10. Staff is always VERY helpful in Carson City. They are polite and friendly!
11. The staff has always been so very helpful. I have never had a bad experience! Thank you all!!
12. Very professional and helpful
13. Good
14. n/a.
15. i think that the library staff is very friendly and they go out of their way to help students and is very user friendly library
16. get JSTOR
17. I love going to the library to Study, Homework, nfl.com
18. Through out the years Eric, The young man that is always working there, is very very helpful with everything. He is always plesant on the phone and helps even when it is not
regarding the library. I greatly appreciate him, and I know others do too. The students really appreciate this man. Thank you. I also wish that the library could be open on Sunday nights.

19. Need additional training for some of the Staff. I've gone in a couple of times and they don't know how to assist me.

20. Staff and research assistants have always made a concerted effort to assist me. They seem convincingly concerned about my academic success.

21. Because the WNC library is not close to home and my classes are online, I usually don't use the WNC library. When I need a library, I typically use the public library. However, when I have been in the library at WNC, I have found it helpful.

22. Wish your hours were longer during the week and were open on Sundays.

23. I am extremely satisfied with the librarians. They have always been very helpful and their willingness to help is appreciated greatly.

24. The librarians are very helpful when it comes to looking for a certain type of book. Library services are great.

25. I'm not there too often.

26. You need to be open later and have more computers!

27. There is one guy that I felt was belittling, but that was a while ago. The others have been very helpful.

28. Did not know I could access WNC Library online. Maybe it should be advertised better.

29. In my opinion the website has too many links that are not clear on the navigation. Some information that seems would be "front page" is often concealed under another link etc...

30. Thank you

31. I would like to see some more help with MLA and power point.

32. It was my first semester at the college and I had to ask several people--how to log onto the campus website--know of the students I asked new, registration staff didn't know either. I also asked a few other people at boths and windows who worked at the college; no one knew how I could get internet access at the college. By chance I guessed and went to the library. The library staff was awesome! They walked me through the computer ID stuff personally. They were all very helpful. Although, I have a disability and can only process and remember a few sentences at a time, so everything they showed me was forgotten as soon as I walked out the door. If I could get instructions as to how I can log onto the libraries website on a piece of paper it would help. At the time I suggested writing it down, but the staff said it was easy and that I would remember. Easy for them to remember often means not easy for me to remember. I was so happy with all the help
they provided. They library staff was extremely pleasant and I felt comfortable asking questions.
33. I mostly use the library for online support and on occasion other services.
34. All I did was rent one textbook.
35. none :)
36. When I first entered the library I was so impressed with the set-up. Seeing computers with printing options available to students is invaluable! I know several students that could use these tools but decide not to use them. I will be using the library as a quiet place to study. Having the information at my finger tips is such a draw to spend a day in the library getting all of my research papers done. I think the library is the best place on campus...
37. I have great need for the library to be open longer on Saturdays and to be open on Sundays.
38. Thank you
39. Very good and helpful...
40. The WNC library is the best. I consider it my second home, and I use it for a quiet place to study for all my classes. It’s because of the library and the hours that I put in studying that I carry a 4.0 gpa. It’s a great place to concentrate and focus on my studies. I don’t know what the students would do without it.
41. Wish that more of the class textbooks were available there.
42. I don’t use the library often as I live outside of town. I usually use the library to find texts that I need for reference that either aren’t available or too expensive to purchase elsewhere.
43. We have always enjoyed libraries and hope to use them more as my classes conclude.
44. They are amazing!!
45. they are always very polite and kind.
46. As most of my work is hands on I find it difficult at times to accomplish everything.
47. Staff has been superb in their abilities and assistance in all my work and research
48. For the amount of staffing available I find it amazing that they can accomplish as much as they do, as well as do it as corduly as they do
Q21 Comments on library services:

1. Silence is very important inside a library. There should be strict enforcement when people are rude, loud and obnoxious on campus, especially in the library
2. The staff are helpful and friendly. They are always willing to help and answer questions.
3. Beck Library has been a valuable resource for me. The staff are always very helpful and the workshops have been very beneficial. It’s good to have people who are interested and dedicated to helping me succeed! Thank you!
4. The few time I’ve used the library facilities, I have been pleased. I do use the tutoring and it is excellent.
5. They are doing great job all the time!!
6. There are some teachers on the Fallon campus that require the students to use the databases as part of certain course work. Some of these teachers are not aware of what is actually available in the databases and this has made my work very hard, seeing as some of the literary analysis work requires critics from the databases, yet the teacher is unaware that there is little to no info on the databases about the works they have assigned.
7. The library is always kept clean and quiet. The staff are professional and keep on top of their work. The Fallon Campus Library is very welcoming place.
8. I love to use our library! I would like to see more classes held on how to do a research paper. I wasn’t able to attend the one that was offered.

INTERNET CAMPUS

1. The web access is a totally awesome feature. I can do my work on the weekends and evenings from home and can access lots of peer reviewed work. A huge step for technology helping students.
2. It would be nice to be able to print/make copies for free, seeing as that I am an enrolled student who is already paying tuition
Western Nevada College
Carson City • Douglas • Fallon • Fernley • Hawthorne • Lovelock • Smith • Yerington

PARC Assessment & Accreditation All-Faculty Survey 2009

INSTRUCTOR INFORMATION

Q1 Gender:  
32 Male  
37 Female

Q2 Status:  
25 Part-Time  
29 Full-Time

Q3 Campus (check all that apply):  
52 Carson  
16 Fallon  
13 Douglas  
3 Fernley  
2 Hawthorne  
2 Lovelock  
2 Smith Valley  
3 Yerington  
7 Online

Q4 Area(s) of instruction (check all that apply):  
8 Business and Accounting  
18 Communications (English, foreign languages, Journalism)  
1 Construction, Drafting and Engineering  
8 Humanities (Core Humanities, History, Philosophy)  
7 Mathematics and Statistics  
6 Nursing and Allied Health  
10 Sciences (biological and physical)  
11 Social Sciences (including Education and Criminal Justice)  
7 Technology (including computers and applied industrial disciplines like Welding)  
2 Visual and Performing Arts

Q16 Which of the following library resources do you require your students to use? (check all that apply)  
25 Reference assistance  
30 Print collections (books, magazines, newspapers, maps and other materials)  
36 Full-text research database collections (journals, online newspapers and electronic books)  
24 None

Q17 On average, how many assigniments requiring the use of library resources do you give students in any given course in a semester? (choose one)  
22 0  
33 1-2  
9 3-4  
1 5-6  
3 more than 6

Q18 Briefly describe scholarship, including artistic creation, that you have engaged in during the last five years that has contributed to the validity and vitality of your instruction.  
39
Western Nevada College
PARC Assessment & Accreditation All-Faculty Survey 2009

INSTRUCTOR INFORMATION

Q1 Gender:
46% Male
54% Female

Q2 Status:
46% Part-Time
54% Full-Time

Q3 Campus (check all that apply):
75% Carson
23% Fallon
19% Douglas
22% Fernley
3% Hawthorne
3% Lovelock
1% Smith Valley
4% Yerington
10% Online

Q4 Area(s) of instruction (check all that apply):
12% Business and Accounting
26% Communications (English, foreign languages, Journalism)
1% Construction, Drafting and Engineering
12% Humanities (Core Humanities, History, Philosophy)
10% Mathematics and Statistics
9% Nursing and Allied Health
15% Sciences (biological and physical)
16% Social Sciences (including Education and Criminal Justice)
10% Technology (including computers and applied industrial disciplines like Welding)
3% Visual and Performing Arts

Q16 Which of the following library resources do you require your students to use? (check all that apply)
37% Reference assistance
45% Print collections (books, magazines, newspapers, maps and other materials)
54% Full-text research database collections (journals, online newspapers and electronic books)
36% None

Q17 On average, how many assignments requiring the use of library resources do you give students in any given course in a semester? (choose one)
32% 0
49% 1-2
13% 3-4
1% 5-6
4% more than 6

Q18 Briefly describe scholarship, including artistic creation, that you have engaged in during the last five years that has contributed to the validity and vitality of your instruction.
100%