Standard Five

Library and Information Resources – Library

Introduction

Western Nevada College Library and Media Services’ 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.

The WNC library strives to accomplish its mission by providing a quality book collection relevant to the curriculum at the college, expanding access to subscription online databases, and assisting students in the effective use of these collections.

The library has evolved over the last 10 years from a predominately print and audio-visual collection to an online environment that encompasses a wide variety of Internet-based research and information services. Although maintaining a quality print collection remains vitally important, the library has significantly shifted its focus to developing and improving its online collections and expanding its web presence.

The ability of WNC’s students to effectively use these evolving information resources is a topic of concern, which the library has addressed with both web-based tutorials and class orientations. Although students are surveyed at the end of most orientations, it would be useful to investigate other assessment methods. A more effective information literacy program developed in conjunction with the college’s faculty has been identified as a major goal for the coming years.

The most significant changes for the WNC library in the last decade have been the construction of a new library building on the Carson campus and the major renovation of the library at the Fallon campus. These construction projects provided the students at the college’s two largest campuses with vastly improved facilities to conduct research, study, participate in group study projects, and improve their research skills through information literacy programs. (5.A.1, 5.A.2, 5.C.1)

Library Collections

The WNC library provides print, multimedia, and online resources to support the educational programs of the college.

The collection development librarian is responsible for the selection of books for the library with the assistance and input from other staff librarians and faculty members. WNC Policy 5-1-1 (Collection Development) provides the guidelines for the selection of all library materials, donations, and the weeding of the collection. Suggestions for purchasing library materials are solicited from faculty members through e-mails, meetings with division faculty, and through an online materials suggestion form on the library website. The collection development librarian uses standard library review guidelines to evaluate new materials for the collection and also reviews faculty course syllabi to purchase materials for those subject fields. Obtaining course syllabi has been somewhat challenging in the past, but the college recently created an easy interface that allows faculty to upload syllabi on the college website, which librarians can now easily access.
New courses and degree programs are supported by the library through the purchase of new books, audio-visual materials, and periodicals. The New Curriculum Program Proposal form has a resource analysis section where faculty are encouraged to suggest library and information resources necessary for the new course.

When the college started discussing the possibility of offering a Bachelor of Technology in Construction Management degree, the collection development librarian evaluated library collections at other institutions offering similar degrees to get an idea of what books, periodicals, and electronic databases would provide a quality collection for the degree. When the degree became a reality, the collection development librarian met with the head of the department to identify needs and obtain the best materials for the program.

Syllabi for new courses are reviewed to determine if new materials need to be added to the collection. If there are accreditation standards for the program, they are checked for library and information resources required for the accreditation of the program.

The book collection of the library is accessible through an online catalog (Innovative Interfaces, Inc.) shared with the libraries of the University of Nevada-Reno (UNR), Great Basin College (GBC), and the Desert Research Institute (DRI). The book collection consists of about 45,000 volumes divided into the following sections: circulating, reference, Nevada, and juvenile. The Carson campus library also has a special collection of easy reading and foreign language materials as well as the Bill Cowee Poetry Collection.

The Carson campus library book collection underwent an extensive weeding project during 2008-09, and approximately 3,000 volumes were withdrawn from the collection. The Fallon campus library also heavily weeded the book collection prior to the remodeling of the library, withdrawing around 2,000 volumes from the collection in 2006-07. Some of the materials withdrawn from the Fallon campus library were added to the Carson campus collection. Many of the library’s withdrawn library books are either sent to the Better World Books Library Discards and Donations program or recycled. The Better World Books program sells and recycles discarded library books. This program also shares a small percentage of any proceeds from the sale of these books with the WNC library. The next phase of the weeding project will be an evaluation of the reference collection and the withdrawal and replacement of outdated titles, many of which will be replaced with equivalent online books or resources on the Internet.

In order to provide WNC students greater and quicker access to book collections in this region, the library has been trying to join the Link+ Consortium for many years but has hit a number of roadblocks. Link+ allows a student to request up to 10 books at a time from a participating library in Nevada and California. Books are requested via the computer and mailed within two days of the request to the closest campus library. It would be beneficial if WNC could form a partnership with UNR.

Although a quality print collection in the library is essential to the overall information service provided to the Western Nevada College community, the library is becoming increasingly electronic in nature. The growth of information resources in electronic form and over the Internet has dramatically changed the ways in which students conduct research and retrieve information. Students now view the library
as a source of information that should be available to them at any time of day or night. As a result, the library has been moving toward a research collection that is more web- and less print-based. These resources are primarily in the form of subscription databases. The library currently subscribes to 30 databases, which contain over 23,000 full-text periodical and book titles. All but one of the library databases is accessible to students from both on- and off-campus. Access to these databases from off-campus has been simplified in the last year, and students now have a single login to use the databases.

The library’s databases are evaluated each year during a selection meeting with the librarians from the Carson and Fallon campuses. The databases are reviewed based on usage, content of the databases as they relate to student research requests, ease of use, overall quality of the databases, and cost. The current databases are either retained or dropped, or new databases are added based on these factors.

The library’s periodical collection is now almost entirely in electronic format. The collection contains 174 print titles and approximately 17,000 full-text online journals, magazines, and newspapers that are available through WNC's database collection. The electronic periodicals are available through any college computer, through the college’s wireless network, or from off-campus. Online access to the periodical collection is also available by title or subject through Serials Solution. The librarians evaluate the print and electronic periodical collection annually and add or drop periodical subscriptions according to usage, change in the curriculum, cost, or, for print materials, availability in electronic format.

The library has a collection of 4,000 VHS cassettes and DVDs. This collection was recently cataloged and is searchable through the library’s online book catalog by title, subject, and keyword. (Exhibits 5.1, 5.2, 5.3, 5.4, 5.5, 5.6) (5.A.2, 5.A.3, 5.B.1, 5.B.3, 5.B.4)

**Reference Services**

All of the librarians at the WNC Library, including the library director, work at the reference desk. They provide in-depth help for all library users seeking research assistance, whether that is in person, by telephone, or via e-mail. Reference assistance is provided in using the reference and circulating book collections, electronic databases and evaluated Internet sources, and interlibrary loan, and librarians may also refer patrons to appropriate local libraries. The librarians provide reference desk coverage 60 out of the 61 hours that the library is open during fall and spring semesters. During the summer term, librarians cover the reference desk 44 of the 49 hours that the library is open.

WNC librarians have two roles. The first is to provide individual assistance in using the variety of information resources available at the library. The second is to teach. The librarians try to help students understand the basic research process and how to critically evaluate the information sources they have found. This is done on an individual basis and through class presentations. To further extend the outreach of the library’s reference services, an “Ask a Librarian” e-mail reference service was instituted in 2004, and a link to the service is prominently displayed on the library website. The library is also experimenting with an embedded librarian program for its online classes. Two librarians participated in several online English classes as teaching assistants during
the fall 2009 semester. If this project is successful, the library will broaden this service to include more online courses in the future.

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<th>Table 5.1: Number of Reference Questions by Campus</th>
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<td>Source: Library and Media Services</td>
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A major priority for the library has been to increase its web presence. In 2007, the library contracted with Rare Heron, a web design company, to design an attractive, functional, user-friendly website (http://library.wnc.edu/). Rare Heron was chosen in part due to the principle designer’s background as a librarian. The new website provides a seamless portal to the library’s information resources. Students can access subscription databases, recommended Internet sites, the library book catalog, subject research guides, links to other college sites, such as WebCampus (the Blackboard learning management system) and e-mail, and research assistance, including “Ask a Librarian.” Further, the library website has links to a variety of online tutorials dealing with various aspects of the research process.

During the past 10 years, the library has offered its research services to inmates taking classes through the college’s prison program. Prison faculty are sent letters and/or e-mails annually describing library services and policies along with request forms. The success of this service has been limited due to a number of factors, including restrictions imposed by the prison system, the types of classes offered, and the ability to receive requests from and deliver materials to the prison.

Beginning in 2007, the reference staff assumed the responsibility of serving as the college’s online-class help desk. Reference staff answer questions for any student having difficulty logging in to WebCampus, reset login passwords, troubleshoot browser problems, and assist students with navigating inside the WebCampus system. Responding to these inquiries has increased the reference department workload substantially and accounts for more than 20% of the reference questions answered each semester since 2007. (Table 5.1) (5.A.3, 5.B.2, 5.B.5, 5.D.1)

**Information Literacy**

Improving the quality of the information literacy program and increasing the number of students who can use the burgeoning number of information sources effectively are priorities for the library.

The college considers information literacy a critical life skill that will benefit students in their personal and professional endeavors. Among the 10 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.

In a series of librarian meetings around the turn of the century, professional staff discussed 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, targeting students enrolled in the college’s three basic writing courses: English 100, 101, and Business 108.

Librarians also work closely with faculty teaching other courses to design more individualized sessions. Assessing these orientations is important to the library. Since 2008, students in these sessions have completed an online evaluation at the end of the lecture. The evaluations are reviewed to identify the students’ understanding of the material taught in the orientation and to improve the quality of the class presentations.

For many years, the library website linked to TILT, an interactive, hands-on exercise that could be used alone, assigned by instructors, or used in conjunction with library orientations. Recently, the library chose Information & Research Instruction Suite for 2-Year Colleges (IRIS 4-2), produced by Clark College, to replace TILT. IRIS 4-2 updates the information in TILT and provides additional material on studying and writing papers. In addition, the library has an assignment geared to writing classes. This hands-on exercise, designed to help students start to get a focus on their research assignment, is available in orientations and in the reference area.

In fall 2008, one of the reference librarians was granted a sabbatical to develop short, self-paced information literacy tutorials for a variety of platforms. These tutorials would be accessible from computers on and off campus and could be downloaded to personal computing devices. Currently, the
completed tutorials can be viewed through the library website, on YouTube, SlideShare, and Animoto. The tutorials are intended for students who haven’t attended a library orientation or need to review the fundamentals of library research.

The Joe Dini Library, completed in 2004, includes an instruction lab with 16 computers and seating for 32, providing an opportunity for hands-on learning. This new facility has greatly improved the library’s ability to conduct hands-on workshops and class orientations. However, the library lost the use of the instruction lab in summer 2009 due to the temporary relocation of the ABE/ESL lab. Given the importance of the teaching facility to the information literacy effort, it’s important to “defend” the space in the future. (Figure 5.1) (Exhibits 5.7, 5.8, 5.9, 5.10, 5.11) (5.B.2)

**Reserves**

The library maintains a reserve collection of materials set aside for students by faculty members and is housed behind the circulation desk. This collection is available only for in-library use or for a limited checkout period. In an effort to make these materials more widely available to students, the library instituted an electronic reserve program in 2007. Originally, e-reserves were available online through the WebCampus system, and only students officially registered in the courses had access to the material. Because the e-reserve system had only limited use, and several faculty found the system cumbersome and awkward for their students to use, library staff and the college webmaster designed a new e-reserve system that is available through the college’s website.

The library is responsible for determining if materials submitted for the reserve or e-reserve collections comply with copyright standards. If the materials submitted for reserve are not copyright compliant, the library will ask for permission from the copyright holder to use the material or pay a licensing fee through the Copyright Clearance Center. The library’s director is the registered Digital Millennium Communications Act (DMCA) agent for the college. (5.A.3, 5.B.5)

**Interlibrary Loan**

WNC students, faculty, and staff may borrow materials through interlibrary loan. All interlibrary loan transactions are free, unless the lending library has charged a photocopying or lending fee. The library typically borrows materials only from other Nevada System of Higher Education (NSHE) libraries and Nevada public libraries for students, but materials can be borrowed from out of state for faculty and staff. The library uses the DocLine system to borrow medical, nursing, and allied health journal articles. (Exhibit 5.12) (5.C.2)

**Audiovisual Media**

Media Services is responsible for providing all aspects of media resources, equipment, and service, including the selection and purchase of media materials and equipment; setting up and repairing media equipment; mediating classrooms (where classrooms are permanently equipped with media equipment such as, but not limited to, laptop connection, video projector, overhead projector, screen, VCR or DVD player, slide projector or audio systems); and sound and lighting setups. New responsibilities include digital imaging; multi-format duplication services; digital videotaping, editing, and production of college programs for broadcast; and exploration of emerging media technologies for the college. Media Services staffing consists of three dedicated
staff at the Carson campus and is included in the duties of the library assistant at the Fallon campus.

In the late 1990s demand for media setups was increasing, but the department faced reduced budgets with which to hire part-time employees. The physical movement of equipment from room to room was taxing the department’s personnel resources. Fortunately, a change in accounting rules allowed the department to buy more media equipment. With the change and favorable budgets, the department began to pre-position as much equipment in classrooms as possible.

Initially CRT televisions were hung from classroom ceilings along with VHS/DVD players. Faculty were relieved of the responsibility of requesting media setups, and the limited staff was better utilized. With the advent of more robust projector technology, the department ceased hanging CRT televisions in classrooms and began concentrating on mediating classrooms. The department has recently purchased LCD monitors to replace CRT monitors, and the long-term goal is to mediate all college classrooms.

With the additional staff time realized by pre-positioning media resources in classrooms, the department has been able to concentrate on providing videotaping and editing services along with increased event and interactive video (IAV) support for the college.

Given the change in overall deployment strategy of media services and the changing nature of media, it has become apparent the department needs to develop new assessment measures of its services. (Exhibits 5.13, 5.14) (5.A.1, 5.A.3, 5.B.1, 5.D.1, 5.D.2)

### Interactive Video

The college utilizes 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 in addition to two meeting rooms.

In 2004 responsibility for the technical delivery of IAV services was transferred from the dean of Rural Programs to Library and Media Services. One IAV specialist handles Fallon and rural site support duties in addition to providing technical training and support to the whole college. On the Carson campus, IAV responsibilities have been divided between a number of personnel, with Media Services staff responsible for technical support and faculty training and the department’s administrative assistant providing support for scheduling, facilitator training, and recruitment. (Exhibit 5.15) (5.A.1, 5.A.3, 5.D.4)

### Circulation and Technical Services

The circulation desk is usually the first point of contact for library users and is staffed during all of the library’s open hours. The staff assist patrons in obtaining library cards, using the reserve collection, locating library resources, and using library equipment, including the computers and software.

The library uses the Millennium Circulation system (Innovative Interfaces Inc.), which is shared by libraries at UNR, DRI, and GBC. The Millennium system is used to create patron records and issue library cards, monitor the use of the book collection, renew books in person or online, notify students of overdue books, and
automatically bill patrons for overdue and lost library materials.

The Technical Services department purchases and processes all library materials for both the Carson and Fallon campus libraries. The library outsources its cataloging to the UNR library. This cooperative arrangement has been in existence since 1991 and continues to work effectively. The Technical Services department created an online system to track book orders and monitor the book budget. In 2007, the library’s VHS and DVD video collection was weeded and integrated in the library online catalog. Another major project undertaken by Technical Services recently was the cataloging and processing of a special collection of 1,200 poetry books donated to the library. (Exhibit 5.16) (5.C.1, 5.C.2, 5.D.2)

Facilities

The most significant change for the library in the last decade was the construction of the Joe Dini Jr. Library and Student Center on the Carson campus. Planning for the new building began in 1998, and funding was provided by the legislature in 1999. Construction of the new building started in 2002 and was completed in late 2003, with the official opening on Jan. 26, 2004. A number of significant improvements were incorporated into the design of the new facility:

- The library, which occupies the second story of the new building, provides over twice the space as the previous facility, with an area of 22,400 gross square feet.
- The new library provides a more efficient, centralized and welcoming environment for studying and research with the addition of study carrels, four group study rooms, and seating for 150 students. All of the study areas are wired for laptops and Internet access.
- The library has a wireless access point that allows students to use laptops from anywhere in the building.
- The electronic commons area of the library has 28 PC computers and three iMacs. This area also includes a microform reader/printer, a Kurzweil Assistive Technology Reader for students with visual and learning disabilities, and VHS and DVD players.
- A presentation room for video conferencing is also available for college use.
- The design of the new building has created a more efficient work environment for Technical Services, the Circulation Department, and Media Services. The addition of increased work space, more shelving and storage, new equipment and furniture, and other enhancements have all contributed to a more efficient use of staff time and activity.

These changes contributed to an increase in library use by more than 300% during the first full semester that the new library was open. The increased use of the library has continued, and students now use the library at a far greater rate than they did prior to 2004.

The Beck library on the Fallon Campus underwent a major renovation in 2008 funded by the library’s Beck Endowment. The renovation didn’t add additional square footage to the library; however, the redesign
resulted in a much more aesthetic, efficient, and user-friendly space:

- All new furniture was purchased for the library.
- A new staff work area was created.
- The library now has 10 study tables and carrels with computers for student use, up from three. The shelving was reduced by 25% to accommodate the addition of computers and study space. This was accomplished by a weeding project that resulted in the withdrawal of 2,000 books.
- The library added four comfortable reading chairs.
- Improved overhead lighting fixtures eliminated a serious glare problem.

Patron use of the library has increased 150% since the remodeling.

In June 2005, WNC closed the library annex at the Douglas campus. The Douglas campus library had been open during the late afternoon and evening hours Monday through Thursday since the campus opened in 1997. The Douglas campus library had a small reference collection, provided computer access to the library’s electronic databases, and served the research needs of the students by inter-campus and interlibrary loans. However, the limited use of the library didn’t warrant keeping the facility open. The library was closed, and the librarian at the Douglas campus was transferred to the Carson campus library. The library continues to provide service to the Douglas campus through three computers located in the student lounge that provide access to research collections and on-site class orientations by the Carson campus librarians. (Exhibits 5.3, 5.17, 5.18, 5.19) (5.C.1)

**Access**

The Carson campus library daily operating hours during the semester are 8:00 a.m. to 8:00 p.m. Monday through Thursday, 8:00 a.m. to 5:00 p.m. on Friday, and 11:00 a.m. to 3:00 p.m. on Saturday. Additional staffing was added on Saturday to provide reference services to students. The Fallon campus library daily operating hours during the semester are 8:30 a.m. to 8:00 p.m. Monday through Thursday, 8:30 a.m. to 5:00 p.m. on Friday, and 9:00 a.m. to 1:00 p.m. on Saturday.

One of the primary objectives of the library since 2004 has been to increase the library’s web presence. In addition to increasing the number of electronic and Internet accessible resources, the library has improved access to the library website. Accessing library resources has increased significantly by:

- Making it easier to log on to subscription databases utilizing EZproxy authentication software.
- Adding an upper-level link for distance education students and faculty.
- Converting numerous request forms from print to online.
- Creating integrated subject pages providing access to books, articles, databases, and websites in one place.
- Redesigning the department website in 2007.

The library website has undergone significant changes over the past 10 years, going from text and links to a sophisticated and graphically appealing interface. The number of web pages on the library site has grown to over 140.
Access to library collections and electronic resources has increased significantly in the past five years. Since adding the EZproxy software in 2007, students now have a consistent means of accessing the library databases. Students can now log in using their student e-mail and password. In the past they had to obtain a library card as well as additional passwords to access the databases.

In 2008, the library piloted an electronic reserves service to help off-campus students. The initial access through the WebCampus interface was cumbersome, so the college webmaster developed a different interface to be consistent with off-campus database access and the college wireless network.

The library website provides information for distance education students that describes services students can obtain remotely, such as registering for a library card online. To increase the visibility of reference services, the library added an “Ask the Librarian” link to the library website banner so that it appears on every page. Students may request research help via phone, e-mail, or an online form. Rural students may request that books be sent to their home using an online form available on the library website. While this service is offered to rural students, to date the library has received few requests via this mechanism.

In 2005-06, the public services librarian received a sabbatical to explore how the library could “Enhance Library Support for Distance Education.” During her sabbatical, she alerted the distance education faculty to existing online services and surveyed them to determine their library services needs, especially in terms of electronic reserves and online instruction. When faculty were asked about online library instruction preferences, the most popular responses included: a virtual orientation with a live librarian, a web-based slide presentation, and an interactive online research tutorial. In terms of learning about library services, most said they would prefer to receive information via e-mail and the library website, which has been the library’s focus.

As a result of this research, the library revised the website, including adding a page for off-campus students and posting additional tutorials, and added an e-reserve model. The librarians recently started giving live online orientations to web classes and have added slide presentations to the website.

The library took a number of actions to increase student and staff access to online collections, including:

- Subscribing to Serials Solution, which tracks the journal titles available through the library databases.
- Adding VHS and DVD holdings to the library’s online catalog.
- Adding eHRAF (Human Relations Area File) anthropology e-books and NetLibrary e-books to the catalog.
- Establishing more comprehensive research guides by topic, which include catalog search links.
- Adding an online version of the new book lists, which provide links to the books’ catalog entries.

Many faculty now “enhance” their courses by posting materials and assignments online via WebCampus. Although no WNC librarians have taught courses using WebCampus, they have taken courses on the WebCampus and Live Classroom interfaces to help troubleshoot student problems and make online presentations to classes.

The Fallon Campus and Rural Center coordinator oversees distance education
library services, but that position is currently vacant. Some services have suffered as a result of this vacancy, especially the outreach effort for e-reserves, the prison program, and rural center services. Responsibility for providing these services has been divided among various library staff. (Exhibits 5.10, 5.20, 5.21) (5.B.5, 5.C.1)

**Personnel and Management**

**PERSONNEL**

Library and Media Services is staffed with 15 full-time employees. Four positions are located at the Fallon campus library and 11 at the Carson campus. Carson campus media staff service the High Tech Center (located at Carson High School) and the Douglas campus. Library and media services at the college’s rural centers are provided by staff at the Fallon campus library. The Fallon Campus and Rural Center coordinator was responsible for overseeing rural center services (including the prison program), but that position, along with a support specialist position, is currently vacant due to a lack of funds.

Including the director, the department’s professional staff consists of five librarians. The director and the Fallon Campus and Rural Center coordinator are on administrative faculty contracts, and the other three librarians work on academic faculty appointments. One academic faculty librarian is tenured, and the other two are on non-tenure track appointments. Two work on 193-day contracts, and the other is on a 171-day contract. Administrative faculty work 225-day contracts.

Professional support staff include four library personnel and two media services personnel. The Media Services coordinator (Carson campus) and the distance education support specialist (Fallon campus) are on administrative faculty contracts. One library staff member on the Fallon campus and three on the Carson campus have professional status and are on administrative faculty contracts.

Professional librarians, including the director, all work regular shifts at the library’s reference desk. A public services librarian supervises the other two librarians and is also responsible for the department’s website, databases, and outreach. Responsibility for instruction, information literacy, and periodicals is assigned to the instruction librarian. The collection development librarian handles acquisitions, collection development, and copyright compliance. Cataloging is outsourced to UNR, with whom the WNC library shares a common online public access catalog (OPAC). Acquisitions, copy cataloging, and supervision of technical services are performed by a non-librarian professional. The incumbent in this position has taken classes in cataloging, acquisitions, and reference and earned a B.S. from UNR several years ago.

Overall, the library has experienced stable staffing, with the majority of personnel on staff for over 10 years. During this time, two classified staff earned their B.S. degrees and subsequently were promoted to administrative faculty status. Professional development opportunities for both professional and non-professional staff are funded via the College Staff Development Fund. Staff have attended workshops in Final Cut Pro, BICSI certification for data installation, Macintosh computer support, and distance education support for libraries. Two librarians have been awarded sabbaticals, and two staff members are enrolled in the University of North Texas online MLS program. Professional
development and general educational improvement are encouraged among all library staff. (Exhibits 5.10, 5.15, 5.22, 5.23) (5.D.1, 5.D.2, 5.D.3)

MANAGEMENT

In the past decade, significant changes to the organization of Library and Media Services have occurred. In 2004 responsibility for IAV support was transferred to Library and Media Services from the dean of Rural Programs. Responsibilities include providing technical support of IAV equipment, training faculty, and staffing classes with IAV facilitators. Support for the college’s Apple computers was assigned to Media Services in 2005. The web education coordinator position was transferred to Library and Media Services in 2007, but due to the hiring freeze, that position has been vacant since 2008. In 2008 responsibility for supervision of Computing Services was assigned to the director of Library and Media Services. Much of the college’s technical support activity is now concentrated within one department. (Exhibit 5.15) (5.D.4)

CURRICULUM DEVELOPMENT

The college’s new curriculum approval process requires a three-year projection of library and information resource requirements, and the library is actively involved in this process. Librarians solicit resource requests for programs under consideration from the vice president of Academic and Student Affairs, the dean of instruction, and academic faculty. A librarian from the department has been a member of the college Curriculum Committee for much of the past decade. Although one librarian volunteered for the Curriculum Committee this academic year, he was not selected for membership. (Exhibit 5.2) (5.D.5)

BUDGETS

The budget for Library and Media Services is a line-item appropriation from the state legislature. Funding has been stable throughout the decade and is currently $168,500. Portions of this line-item appropriation have been reverted back to the state during the past several years due to budget shortfalls. Compared to library budgets at other institutions of similar size, WNC’s budgets have been adequate. In one recent year, the library reverted 45% of its budget but was still able to continue most of its database subscriptions and buy essential equipment. In recent years, the print collection has been inadequately funded. However, the college administration has made restoration of the book budget a priority. Comparisons using the Academic Libraries Survey of a peer group established early in the decade indicate funding levels are adequate for our needs for most of the decade. (Exhibits 5.14, 5.24) (5.D.6)

Planning and Evaluation

PLANNING

Librarians' Meetings

Much of the planning for information literacy, website strategy, and other issues was accomplished via meetings with the department’s librarians. Meetings are held as needed to respond to specific issues or tasks.

Facility Planning

A great deal of planning in the early years of the past decade focused on new facilities. In 1999, the college received funding for a new library and student center building. Design planning started in fall 1999 but was delayed until a college master plan could be developed to choose an appropriate site for the new structure. The planning process was led by a committee consisting of library
staff, student and faculty representatives, Facilities staff, and the architects. The college was fortunate to have a cooperative architect, and library staff played a large role in the planning for the new building. (See Standard Eight.)

**Staff Retreats**

Each August, Library and Media Services staff from Carson and Fallon spend a day participating in an off-campus retreat to address department issues and review policies. Staff retreats have proved useful for developing teamwork.

**Library Advisory Committee**

An informal advisory committee consisting of faculty from each division existed in the early part of the decade, but the committee provided limited meaningful input. The committee ceased to exist until it was formally reestablished by the Strategic Planning for Institutional Effectiveness (SPFIE) committee. The advisory committee meets every semester and is composed of a student, an academic faculty member, a classified staff member, and an administrative faculty member.

**Information Literacy**

Following a series of meetings with the department’s librarians, an information literacy initiative was developed that centered on tutorials and hands-on learning. In order to serve as many students as possible, the staff decided to concentrate their efforts on classes that satisfy the writing requirements for degree and certificate programs. As a result of this decision, a classroom was incorporated in the design for the new library on the Carson campus, and provisions were made for conducting classes in the newly remodeled Fallon campus library. Through the college’s planning process, a librarian volunteered to serve on the General Education Subcommittee. Information literacy was addressed in the general education student learning outcomes.

**Program Review**

In 2006, Library and Media Services conducted its first program review. Members of the program review committee included the librarians, the director, a student, an academic faculty member, and an administrative assistant. A librarian from TMCC served on the committee as an external evaluator. Two surveys provided data to support the program review findings. The 2005 Non-Academic Program Review Survey was designed to gather satisfaction data from employees, and the 2004 Part-Time Instructor Survey was designed to identify concerns and attitudes of that group. Measures of student satisfaction to be included in the library's next program review, scheduled for 2011, will include results of the Recent Graduate Survey and the Noel-Levitz Student Satisfaction Inventory (2007 and 2009). Graduates give the library high marks, and both Noel-Levitz surveys documented the library as one of the college’s strengths. (Exhibits 5.1, 5.17, 5.25) (5.E.1, 5.E.2)

**ASSESSMENTS**

**Subscription Database Usage**

Usage statistics are collected in evaluating library database subscriptions. The librarians meet annually to discuss the data and make decisions, such as database renewals. They also plan to promote lesser used databases that the staff believe are worthwhile.

**Faculty Use of AV Equipment**

Media Services attempted to measure the FTE faculty use of audio visual equipment at the college. This assessment was difficult to complete. Media Services was unable to accurately determine an FTE faculty figure.
for the college and found the data collection methods used at the Fallon and Carson campuses to be inconsistent. Media staff from both campuses met and standardized their collection methods.

During this review period, Media Services began installing equipment into classrooms at all campuses. Because of classroom mediation, traditional statistics such as number of media setups and number of uses by faculty could not be accurately counted. Given this reality, it became clear that additional productivity measurement tools for Media Services need to be developed.

Gate Counts
A more useful assessment was to count the number of people coming into campus libraries. Initially, this data was collected by hand but this effort ceased at the Carson campus with the installation of a gate counter in the new library. After several years, staff realized the value of this measurement and began checking the gate counter on an hourly basis. Both campuses now track hourly usage. The data has been used to determine optimum staffing hours for Saturdays.

Collection Analysis
A finding from the 2006 program review indicted the need to assess the print collection in light of the library’s move toward online support. Usage data by subject area was collected, and underutilized areas of the collection were aggressively weeded. Every book in the collection, except those in the history and literature sections, were reviewed, and any book that had not circulated in the preceding 10 years was temporarily removed for further review. Each book was individually reviewed by a librarian to determine if it should be retained or withdrawn. Books retained were further inspected for wear and, if necessary, repaired. A complete bibliographic record for each book withdrawn from the collection was kept on file and will be reviewed as an aid in collection development for that area of the collection.

The project required several years to complete and concluded in summer 2009. Library staff will collect circulation statistics over the next several years in order to analyze use of the heavily weeded sections.

Effectiveness of Library Orientations
Starting in spring 2008, the library began assessing the effectiveness of its information literacy orientations by surveying the students prior to the end of the sessions. The survey instrument is administered online through a link provided by Institutional Research. Each librarian is given survey results from his or her orientations. All results are analyzed by the public services librarian. An interesting finding was that the rate of survey participation was higher in 75-minute orientations than in 50-minute orientations, perhaps because students have enough time to complete the survey in class. A major goal for the coming years will be to investigate and design other assessments of the library orientations. (Exhibits 5.3, 5.5, 5.8, 5.18, 5.25) (5.E.3)
Standard Five

Library and Information Resources – Computing Services

Introduction

Computing Services is committed to providing high quality technical support and up-to-date technology for the benefit of all users of the Western Nevada College computing system and network infrastructure. In keeping with its mission, the college provides access to computer hardware, software, network services, e-mail, and the Internet. Computing Services supports student computer labs, instructional media workstations, online learning, and network design and security. Faculty and staff are provided additional support, including application training, system administration of application servers, network printing, staff e-mail system, file storage, and network file sharing.

Purpose and Scope

Western has sufficient equipment resources to accomplish its mission and goals. Computing Services supports 622 computers in 44 computer labs, including open labs, instructional labs, specialty labs, testing labs, and correctional facility labs. In 10 college locations, there are public Internet nook computers, with one to five computers in each. On the Carson, Fallon, and Douglas campuses, there are a total of 10 computers reserved for placement testing.

Some labs offer software for specialized instruction. For example, six labs on two campuses are equipped with software and steering wheels for simulated driving for the driver education classes.

All labs have access to a printer, and some have access to a scanner.

Computing Services supports a computer lab in each of two correctional facilities. These particular computers have production software and specific instructional software but no Internet access. The nursing labs are supplied with laptops connected to simulated patients and other specialized equipment.

Table 5.2: Distribution of Computer Labs

<table>
<thead>
<tr>
<th>Source: Computing Services</th>
<th># of Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campuses</strong></td>
<td></td>
</tr>
<tr>
<td>Carson</td>
<td>21</td>
</tr>
<tr>
<td>Douglas</td>
<td>4</td>
</tr>
<tr>
<td>Fallon</td>
<td>5</td>
</tr>
<tr>
<td><strong>Shared Facility</strong></td>
<td></td>
</tr>
<tr>
<td>High Tech Center</td>
<td>10</td>
</tr>
<tr>
<td><strong>Rural Instructional Centers</strong></td>
<td></td>
</tr>
<tr>
<td>Fernley</td>
<td>1</td>
</tr>
<tr>
<td>Hawthorne</td>
<td>1</td>
</tr>
<tr>
<td>Smith Valley</td>
<td>0</td>
</tr>
<tr>
<td>Yerington</td>
<td>0</td>
</tr>
<tr>
<td><strong>Correctional Centers</strong></td>
<td></td>
</tr>
<tr>
<td>Warm Springs</td>
<td>1</td>
</tr>
<tr>
<td>Northern Nevada</td>
<td>1</td>
</tr>
</tbody>
</table>

Computing Services provides wireless access for faculty, staff, and students. For a special presenter or guests who need access, the sponsoring faculty or staff member can contact Computing Services for a time-
limited guest account. Wireless access is provided in the following locations:

- **Carson Campus**: There are a total of nine access points. Two are specialty access points for nursing and automotive technology students, one is a private access point for the president’s boardroom, one provides exclusive access for the baseball field, and five are open to all faculty and staff.

- **Fallon Campus**: There is one access point in each of the three buildings on campus.

- **Douglas Campus**: One access point serves the student lounge area.

- **High Tech Center**: One access point is located in the “Pod Center” section.

In terms of personnel resources, the college has temporarily lost three full-time staff positions in Computing Services. The college hopes to fill these vacancies as soon as the budget allows.

The nature and location of WNC’s educational programs determine the allocation of resources and services. WNC collaborates with NSHE to provide online education to students. System Computing Services (SCS) hosts a committee whose members are the administrators and programmers of the Blackboard CE8 system (hosted at SCS and known within NSHE as “WebCampus”) and the institutions in the state that use that system. Students access WebCampus through a branded access page using their e-mail account information. The WNC webmaster maintains online learning support pages to help students determine their readiness for online instruction, set up their computers to use WebCampus, and use the basic features of WebCampus.

Computing Services and Library staff are available by phone to change passwords, help with other login issues, support student computer preparation, and troubleshoot other WebCampus issues. Computing Services also maintains the contracts for software support, including: Turnitin plagiarism detection software, Blackboard CE8, and Respondus (lockdown browser software for testing).

Faculty and staff services include workstation support; software support; application training; access to secure systems for human resources, student information, and financial information; access to SCS resources (technology support for statewide systems); WebCampus support; e-mail support; provisions for specially priced software for home use; web space; access to shared databases and folders; server-based work-request, lab-request, and scheduling systems; and technology planning, testing, quotes, system updates, security, and installations.

Institution-wide, the computers are a mix of PCs and Macs (mostly WIN PCs) and offer a basic image of Windows XP or Mac OS and production software (Microsoft Office 2007, Internet Explorer 7, etc.).

There is one PC workstation in each of the 23 mediated classrooms. Eight classrooms have SMART Board technology. (Table 5.2) (Exhibits 5.26, 5.27, 5.28) (5.A.1, 5.A.3, 5.C.1)

### Information Resources and Services

**SELECTION AND MAINTENANCE OF EQUIPMENT**

SCS is a state-funded system-wide information technology (IT) service responsible for the delivery of effective,
reliable, and secure technology services and infrastructure that enable and support the NSHE institutions, affiliates, and partners. This service develops, maintains, and administers a core suite of administrative applications. These include the following:

- Student Information System (SIS)
- Financial Advantage System (ADV)
- Financial Data Warehouse
- Human Resources System (HRS)
- u.achieve (formerly DARS)
- FOCUS Reporting Tools
- U-printer mainframe system
- web interfaces

Additional services that will be in place by fall 2010 are the PeopleSoft SIS (iNtegrate) and the Resource 25 scheduling system.

Computing Services technicians install, configure, upgrade, maintain, and troubleshoot hardware and software. The college contracts out printer and copier repair and maintenance.

The department provides suggestions for hardware and software selection, testing of hardware and software, price quotes, and hardware assessments. (5.B.1)

SUPPORT SERVICES

Computing Services installs, configures, maintains, and supports all of the student computer labs and student access computers on all campuses including computers equipped for students with disabilities. The department provides students with help desk support for e-mail, WebCampus, and wireless access.

Computing Services provides training for new college-wide systems, such as work-request, scheduling, and e-mail systems. For example, they trained employees to use Lotus Notes when it was introduced.

Training videos created in-house for Microsoft Office 2007 are available on the college intranet (WestNET).

Computing Services has a “first contact” customer service and support area. Created four years ago, this area has vastly improved service and communications with WNC employees and students. The emergency break/fix telephone line is for work stoppage issues and password changes. If not answered immediately, a response is still given to the caller within 15 minutes. If the technician in Customer Service cannot solve the problem, it is given to another technician to complete immediately.

Employees can ask general questions or request service through either the regular department telephone or the online work request system. Work orders are completed by Computing Services technicians or by outside contractors. The online Lab Request System also is administered through the customer service area. Faculty and staff are encouraged to walk in to the office to discuss an issue, question, or the feasibility of an idea for using technology.

Computing Services supports the following information technologies for the administration:

- Budget connection to NSHE for financial administration
- Room- and resource-scheduling software and server
- Banking access for the Business Office staff
- C-Cure/RFI Security Door key server and software
- HVAC control panel
- Observatory firewall
- Procare child care login and accounting system
- AccuTrack student lab usage tracking software (Academic Skills Center)
- DonorPerfect server-based system for the WNC Foundation
- Quickbooks server-based accounting system (WNC Foundation)
- Keystone key-tracking system
- Snap Survey software for Institutional Research
- Clicker equipment for Nursing
- EDExpress financial aid student records management software
- EDconnect federal student aid database connection
- Advantage financial system (Business Office)
- Specialized check printer for the Business Office
(Exhibits 5.26, 5.28, 5.29, 5.30) (5.B.2)

POLICIES, REGULATIONS, AND PROCEDURES FOR INFORMATION RESOURCES

WNC policies, standards, and guidelines governing the development, use, and management of technology are published on the college website. System policies are published on the NSHE website. System and college policies, procedures, and guidelines include the following:

- NSHE Computing Resources Policy (Title 4, Chapter 1, Section 22)
- Computing Services Sensitive Data Security Policies
- Computing Services Service Level Agreement to the college
- NevadaNet Appropriate Use Policy
- WNC Policy 8-1-2: Computer Security
- WNC Policy 8-1-2 Computing and Network Use Agreement
- WNC Policy 8-2-1 Computer Lab Use Agreement
- WNC Policy 8-1-1 Computer Support Services Guidelines
- WNC Policy 8-1-3 Computing Workstation/Network Resources use
- WNC Policy 8-2-3 Network Policy
- Break/Fix Guidelines
- Software Licensing Procedure

New or revised policies approved by the college president are documented and made available to the college community. (Exhibit 5.29) (5.B.3)

EXTENDING BOUNDARIES WITH TECHNOLOGY

Western Nevada College is connected to other colleges and the outside world through NevadaNet and SCS. The network supports interactive video, connection to the Internet, connection to other resources outside of WNC, and the online learning system. The connection has been recently upgraded from DS3 (45 MB) to 1 GB dual fiber link with 300 MB capacity, which also supplies a failover.

NevadaNet is the wide area telecommunications network utilized to support the research, distance educational, clinical, and administrative needs of NSHE, the K-12 educational community, and other participating state and federal agencies.

SCS provides access to both the commodity Internet (I1) and the high-speed research network known as Internet2/NLR over its regional WAN service. Internet connectivity is available 24 hours a day, seven days a week, excluding scheduled and unplanned outages. SCS hosts application software for NSHE institutions and the NSHE
administration. Examples of hosted applications for WNC include: Lotus Notes, Blackboard CE8, WonderDesk Work Request System, WonderDesk Lab Request System, and student e-mail, websites, SWAMI NetID, as well as some authentication databases. (Exhibit 5.31) (5.B.5)

Facilities and Access

ACCESS TO RESOURCES
Western employs 201 full-time academic and administrative faculty and 348 part-time faculty. Full-time faculty are provided with a computer and access to a printer and the network. Part-time faculty are not supplied with a computer unless the department requests it. WNC also employs 87 full-time staff and 13 part-time staff. All full-time staff who need a computer are supplied with a workstation/monitor and access to a printer and the network. Part-time staff are given a computer if one is needed to complete their work. The college moved from queue-based to IP printing for better support.

Computing Services maintains a workstation and monitor pool that is supplied from computer lab upgrade replacements and support money from the administration. However, the college does not have a cycled computer replacement plan for employees. Computing Services provides departments with price quotes for laptops and PDAs, but the individual departments purchase this equipment. No pool is kept for these.

The college has experienced a 200-fold increase in Internet circuit capacity in the past 10 years. WNC is in the process of upgrading the campus network infrastructure to accommodate increased demand for high-speed connectivity by students and instructional programs. The college has also purchased a $250,000 blade server system to increase server data storage to meet increased demand. Continued investment in Internet circuit capacity and data storage is imperative in order for the college to fulfill its mission in the years ahead.

Computing Services administers 20 servers (mixed Novell and Windows environments) with a tape backup solution. Netware administration is also managed by the department and includes enterprise storage, shared drives, user account management, group membership management, and rights administration.

Computing Services also supports instructional centers in the rural areas. These centers are currently served by T-1 circuits from the main campus. Upgrading bandwidth to these centers using fiber-optic links is underway.

All computer labs are equipped with Accessibility Suite software, and some labs have Kurzweil Accessibility (for visually disabled).

Western's public website and WestNET are administered by the WNC webmaster. The Computing Services area of the public website contains contact and staff information, FAQs, request forms, customer feedback and comment forms, policies and procedures concerning technology, information on student computer labs, and access to the WonderDesk work request system.

Through WestNET, Computing Services provides access to: the WonderDesk work request system, forms (Customer Comments, Customer Feedback, Idea Submission, Incoming Employee Form, Outgoing Employee Form, Lab Configuration Request Form, and the Security Request Form for SIS/ADV/HRS).
Information on faculty and staff e-mail accounts, Novell (network) accounts, and the lab installation schedule are also provided on WestNET.

Computing Services staff are developing plans to establish IMAP connections for mobile devices (iPhone, Blackberry). (Exhibits 5.30, 5.31, 5.32) (5.C.1)

COOPERATIVE ARRANGEMENTS
Computing Services collaborates with NSHE, SCS, and other NSHE institutions to develop technology applications that improve services and infrastructure to achieve college goals. Statewide collaborative committees include the Connectivity Committee, Chief Technology Officers, the Help Desk Roundtable, iNtegrate, the Lotus Notes Committee, the System Software Committee, the SECCOOR Security Group, and the WebCampus Committee.

E-Mail
Western has two e-mail systems: one for employees and one for students. Both systems are hosted on SCS's servers.

E-mail addresses are created automatically once students are enrolled. Some web space for personal use is attached to the accounts. SCS manages the more complex aspects of the system, and Computing Services has administrative access to manage WNC accounts, including mail lists and aliases.

Two years ago, Western collaborated with SCS to purchase Lotus Notes for employee use. The new e-mail system provides improved collaboration and communication functionality through shared calendars and group lists. All full-time faculty and staff have the Lotus Notes client installed on their workstations. Part-time faculty access Lotus Notes only through web mail.

All software agreements are purchased and administered through Computing Services. Licenses and media are stored and administered for compliance.

Computing Services collaborates internally with other areas and departments through committees and work groups, including the Distance Education Committee, the High Tech Center Committee, the Technology Work Group, and the Technical Services Oversight Committee. (Exhibits 5.29, 5.33) (5.C.2)

Personnel and Management
ORGANIZATIONAL STRUCTURE
Computing Services is divided into three functional areas: customer service and support, workstation support, and network support. Computing Services technical staff consists of a network support specialist, system administrator, and network engineer. The system administrator and the network engineer positions have been vacant for two years due to budgetary issues. The college hopes to fill these positions in the next few years when the budget for the college stabilizes.

Workstation technical support staff consists of an IT support specialist, an IT technician VI, and an IT technician V. The final technical staff member is the IT support specialist supervisor, who manages the workstation technicians and the customer service and support staff. (Exhibit 5.34) (5.D.1, 5.D.4, 5.D.6)

SECURITY ACCESS
FOR SENSITIVE INFORMATION
There are three separate database systems for storing information within NSHE: SIS for student/class data, ADV for financial data warehouse and finance information, and HRS for employment and personnel data.
Each database has a security application manager on the WNC campus that approves access and defines rights to a database for an employee. After the application manager approves the request, the security coordinator in Computing Services sets up the account. The coordinator is also responsible for working with NSHE and maintaining the correct security and reporting audits.

The college employs a number of standard security practices, including routers, Cisco PIX firewall, Bluesocket Controller, and ClearSight Analyzer on the hardware side. On the software side, WNC employs virtual local area networks (VLANs) and anti-virus and anti-spam solutions. However, the college has no intrusion detection/prevention system because these systems are staff-intensive to monitor and expensive. The college plans to implement IDS/IPS when budget and staff are available.

Computing Services staff are proactive by aggressively patching systems, updating the anti-virus data engine on the workstation and server daily, and thoroughly monitoring system logs. Staff disable unused ports for security. WNC is researching network security firms that perform network penetration testing. Computing Services has implemented the ProCurve Manager software for network health check and periodic switch OS updates. Recently, the college has also put NetCrunch 5 multi-platform network monitoring software into production.

The security of the IT infrastructure remains an ongoing challenge as new threats are identified. The college endeavors to improve the existing security measures and implement new security safeguards to protect the network from threats and attacks.

STAFF QUALIFICATIONS AND RESPONSIBILITIES

Staff responsibilities are clearly defined. A technical staff of four members does an excellent job of providing timely and high quality service to a large user population throughout the college’s vast service area. The work environment is complex and fast paced and consists of multiple hardware platforms, operating systems, and networking protocols. Because of the current limited staffing, all members cross train to provide support for other functional areas. All staff from Computing Services interact with the college user community and are highly rated by WNC employees in customer service and technical skills, dedication, perseverance, attention to detail, and quality service. (Exhibits 5.35, 5.36)

STAFF DEVELOPMENT

Human Resources and the State of Nevada provide training opportunities for staff development. Staff can request up to $1,200 from the College Staff Development Fund for technical training from outside sources. Staff have received on- and off-site technical training for certifications and skill upgrades in such areas as project planning and Novell administration.

Current training is focused on the new server system and the migration from Novell to Windows Active Directory. The server vendor is providing some training via web broadcasts, and additional off-site training will be funded through a combination of staff development and department funds.

ADEQUACY OF FINANCES

WNC has made significant investments in infrastructure and broad-spectrum technology to support teaching and learning.
Technology resources provided directly to students are computer labs, network access, Internet access (including wireless), e-mail accounts, WebCampus accounts, and web space.

The college has supported IT investments throughout the institution. Budgeted amounts are set aside specifically to support software agreements and contracts, Lotus Notes expenditures, and institution-wide expenses. This year the college provided an additional $250,000 to purchase new servers for each campus and new backup systems, and for updating power sources. The Technical Services Oversight Fund supports new technology and updates for student labs and student-utilized technology. (Exhibits 5.33, 5.37) (5.D.6)

**Planning and Evaluation**

**PLANNING PROCESS**

Strategic planning for information technology is a collaborative process that involves WNC faculty, staff, and administrators as well as SCS.

Operational planning efforts are led by Computing Services and the Technical Services Oversight Committee to determine technical responsibilities and day-to-day activities of IT staff, costs and life-cycle expectations of equipment, and schedules.

For example, Computing Services has planned and implemented several emergency communications systems in the last three years. All higher-level administrators have been set up with Gmail accounts in case an emergency situation disables Lotus Notes. This backup system will provide upper-level management with communication during a crisis. Another component of this communication system allows emergency messages to be posted on the college website. In addition, instant-messaging software (IPMSG) was installed on all employee workstations and on lab computers to allow emergency notification. (Exhibit 5.33) (5.B.4, 5.E.1, 5.E.2)

**EVALUATION PROCESSES**

In order to measure its effectiveness, Computing Services uses various assessment tools. These include online feedback forms, surveys, the work-request and lab-request systems, and various self-audits and reports. These tools provide meaningful feedback for making improvements.

On the Computing Services website, there are two forms for gathering satisfaction data related to services provided and one form for gathering suggestions for improving services. Feedback gathered through these forms is reviewed and used to improve services.

In 2005 and again in 2008, Computing Services paired with Institutional Research to survey faculty, staff, and administrators. These satisfaction surveys were designed to assess the effectiveness of changes made in Computing Services, which included implementing the online work-request system and creating the customer service and support area. The results of these surveys demonstrate that the department’s efforts to improve communication and efficiency were successful.

Information gathered through surveys and feedback forms indicates that Computing Services is perceived by the college community as productive, knowledgeable, time sensitive, and customer oriented.
The efficiency of the department's workflow is assessed by monitoring the work request system. All requests except for break/fix emergencies are tracked through this online system as they flow from customer to supervisor to technician. Reports are run weekly and reviewed at the Computing Services staff meeting. The supervisor conducts audits to evaluate the work flow of active work orders assigned to technicians. Because this system improved production significantly, Computing Services implemented a second instance of the software to manage semiannual lab requests. (Exhibits 5.30, 5.36) (5.E.3)

**Strengths**

- Library staff are well qualified and respected by the college community.
- Library and Media Services has successfully completed a major goal to improve facilities at both campuses.
- Library and Media Services successfully moved many resources online and has developed a robust website to better serve distance education and rural students.
- Library and Media Services staff are willing to stretch both fiscal and human resources to meet the needs of students and faculty.
- Computing Services works with SCS and NSHE to enhance the connectivity to WNC.
- The college is working through the Technology Services Oversight Committee to get the best use from student technology fees for support and growth.
- Computing Services developed a three-year replacement plan for instructional lab computers to ensure equipment is updated in a timely manner. Although this is not a permanently funded plan, it is adhered to as closely as possible.
- Computing Services uses information gathered through surveys and feedback forms to determine and meet the critical needs of faculty, staff, and students.
- Computing Services implemented an improved system for tracking hardware and software purchases and installations as well as software licensing.
- Computing Services has a dedicated staff that cross-trains for support and backup in a difficult staffing environment.
- The college's imaging process has been standardized and made more efficient through the use of ZENWorks imaging software. Deep Freeze image protection software is now used for workstation recovery on restart.

**Challenges**

- Develop more accurate assessment measures for Media Services.
- Develop a methodology to assess the information literacy effort.
- Establish a more formal planning process for Library and Media Services.
- Maintain library services at the Fallon campus despite staffing shortages.
- Secure a permanent position for a librarian on the college Curriculum Committee.
- Two out of seven Computing Services positions are vacant.
- Service to remote campuses and learning centers is not as timely or as efficient as is desirable.
- Funding for infrastructure updating, hardware rotation, and IT staff training is inadequate and unstable.
- Regulatory requirements for security management are increasing.

**Recommendations**

- Implement ways of being more efficient with Computing Services staff hours, especially as used in remote sites. Identify a more efficient use of staffing funds through re-organization possibilities within the department.
- Develop and implement a permanent funding solution with the Technical Services Oversight Committee for instructional hardware rotation. Also develop and implement a plan and permanent funding solution with institutional administration for employee hardware rotation.
- Implement authentication solutions to better protect the network against security threats.
- Work toward a single workstation sign-on for ease of use.

**Actions Taken**

- Planning is underway to examine the organizational structure of Computing Services to maximize staff usage and funding.
- Purchased remote administration tools (Log Me In, NetCrunch) for servers and workstations to eliminate frequent travel by technicians and down time for employees and labs.
- Purchased an upgraded work-order system that has additional tools built in for tracking software, hardware, and work flow (SysAid).
- Prepared proposals for funding options to discuss with Technical Services Oversight Committee and administration.
Standard Five Supporting Documentation

LIBRARY EXHIBITS

5.1 Library and Media Services Policies
5.1.1 WNC Policy 5-1-1: Collection Development
http://www.wnc.edu/policymanual/5-1-1.php
5.1.2 WNC Policy 5-1-2: Library Circulation
http://www.wnc.edu/policymanual/5-1-2.php
5.1.3 WNC Policy 5-1-3: Interlibrary Loan
http://www.wnc.edu/policymanual/5-1-3.php
5.1.4 WNC Policy 5-1-4: Non-Student Use
http://www.wnc.edu/policymanual/5-1-4.php
5.1.5 WNC Policy 5-2-1: Fines and Replacement Charges
http://www.wnc.edu/policymanual/5-2-1.php
5.1.6 WNC Policy 5-2-2: Claims Returned
http://www.wnc.edu/policymanual/5-2-2.php
5.1.7 WNC Policy 5-2-3: Behavior
http://www.wnc.edu/policymanual/5-2-3.php
5.1.8 WNC Policy 5-2-4: Refunds for Lost Library Materials
http://www.wnc.edu/policymanual/5-2-4.php
5.1.9 WNC Policy 5-3-1: WNC Video Conferencing Facility Usage
http://www.wnc.edu/policymanual/5-3-1.php
5.1.10 WNC Policy 5-3-2: Media and Equipment Loan
http://www.wnc.edu/policymanual/5-3-2.php

5.2 Curriculum Development Documents
5.2.1 New Book Lists
5.2.2 New Curriculum Program Proposal Guidelines and Template
5.2.3 New Materials Suggestion Form (Library Website)
http://library.wnc.edu/forms/materials_suggestion.html

5.3 Book Withdrawals 2006-2008
5.4 Better World Books Library Discards and Donations Program Information
5.5 Subscription Databases
5.5.1 Subscription Database Inventory 2003-2010
5.5.2 Databases A-Z (Library Website)
http://library.wnc.edu/quick_links/databases.html

5.6 Collection Inventory
5.7 Library Instruction Statistics by Semester and Campus 2005-2009
5.8 Library Orientation Student Evaluations Spring 2008
5.9 Library Assignment
LIBRARY EXHIBITS (Cont.)

5.10 Librarians’ Sabbatical Reports
   5.10.1 “Information Literacy in a Web 2.0 World,” by Danna Sturm
   5.10.2 “Enhancing Library Support for Distance Education,” by Valerie Andersen

5.11 Research Tutorials List
   http://library.wnc.edu/students/research_tutorials.html

5.12 Interlibrary Loan Statistics

5.13 Maps of Mediated Classrooms

5.14 Library Budget
   5.14.2 Library Operating Expenditures FY2005-FY2009

5.15 Organizational Chart

5.16 Circulation Statistics 2005-2009

5.17 Library and Student Center Architectural Program

5.18 Gate Counts

5.19 Fallon Campus Library Renovation Proposal

5.20 Library and Media Services Informational Print Publications
   5.20.1 Bookmark
   5.20.2 Brochure

5.21 Survey Results
   5.21.1 2004 WNCC Part-Time Instructor Survey
   5.21.2 2005 Non-Academic Program Review Survey
   5.21.3 2006 Library Support
   5.21.4 2006 Distance Education Survey
   5.21.5 2009 Student Library Use
   5.21.6 Recent Graduate Survey: A Longitudinal View 2000-2009
      http://www.wnc.edu/files/reports/institutional/selected_graduate_survey_responses_a_longitudinal_view.pdf
   5.21.7 Noel-Levitz Student Satisfaction Inventory (2007 and 2009)
      http://websites.wnc.edu/~boedenau/NoelLevitz2009.html

5.22 Library Staff Position Descriptions

5.23 Professional Staff Vitaes

5.24 Academic Libraries Survey Data Charts

5.25 2006 Library Program Review Report

COMPUTING SERVICES EXHIBITS

5.26 Computer Lab Documents
   5.26.1 Description of Facilities and Hours of Operation
   5.26.2 Lab Equipment Inventory
   5.26.3 Sample Asset Reports
   5.26.4 Lab Installation Report
   5.26.5 Lab Equipment Replacement Rotation
   5.26.6 Standard Supported Software List
COMPUTING SERVICES EXHIBITS (Cont.)

5.27 Wireless Access Locations Maps
5.28 Training Materials for Faculty and Staff
  5.28.1 WonderDesk Online Work Order System
  5.28.2 Microsoft Office 2007
  5.28.3 Lotus Notes
5.29 Computing Services Policies and Procedures
  5.29.1 WNC Policy 8-1-1: Computer Support Services Guidelines
       http://www.wnc.edu/policymanual/8-1-1.php
  5.29.2 WNC Policy 8-1-2: Computing and Network Use Agreement
       http://www.wnc.edu/policymanual/8-1-2.php
  5.29.3 WNC Policy 8-1-3: Computing Workstation/Network Resources Use
       http://www.wnc.edu/policymanual/8-1-3.php
  5.29.4 WNC Policy 8-2-1: Computer Lab Use
       http://www.wnc.edu/policymanual/8-2-1.php
  5.29.5 WNC Policy 8-2-2: Computer Security
       http://www.wnc.edu/policymanual/8-2-2.php
  5.29.6 WNC Policy 8-2-3: Network Policy
  5.29.7 WNC Policy 8-3-1: E-Mail
       http://www.wnc.edu/policymanual/8-3-1.php
  5.29.8 NSHE Computing Resources Policy (Title 4, Chapter 1, Section 22)
       http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---T4-CH01---
       General-Policy-Statements.pdf
  5.29.9 NevadaNet Appropriate Use Policy
  5.29.10 WNC Software Licensing Procedure
  5.29.11 WNC Computing Services Sensitive Data Security Policies
  5.29.12 WNC Break/Fix Guidelines
  5.29.13 WNC Service Level Agreement
5.30 Computing Services Website
       http://www.wnc.edu/cs/
5.31 Network Design and Layout
5.32 Internet Usage Charts
5.33 Technical Services Oversight Committee Documents
  5.33.1 Mission Statement
  5.33.2 Bylaws
  5.33.3 Sample Meeting Minutes
       https://intranet.wnc.edu/committees/tsoc/minutes_agendas.php
COMPUTING SERVICES EXHIBITS (Cont.)

5.33.4 Faculty Request for Projects Form
https://intranet.wnc.edu/download/info/2010-01-05_08:54:42_tesoc_request_form121609.pdf
5.33.5 Tech Fee Fund Activity Report for FY2009
5.34 Organizational Chart
5.35 Staff Qualifications and Experience
5.36 Program Review Employee Surveys (2005 and 2008)
5.37 Computing Services Budget Information