

I. Mission and Functional Responsibilities

1. What is the mission of the unit?

The mission of the Elizabeth Sturm Library and its branch locations is to support the mission and goals of Truckee Meadows Community College by providing essential information resources to faculty, students, and staff. The library:

- Proactively interacts with faculty and administration to enhance the college's teaching mission and curriculum.
- Introduces students to the tools needed to empower them to become independent researchers, critical thinkers, and disseminators of information.
- Provides resources and training to support distance education.

2. Explain how the unit's mission is consistent with the present mission of the college.

The mission is consistent with the college's mission in that it provides information services that support the college's mission as follows:

- **Lifelong learning:** Information offered by librarians teaches the skills necessary to lifelong learning. This includes a variety of resources delivered through formal and informal instruction in the library, in the classroom, and on the web.
- **Responsiveness to educational needs:** The library staff is constantly tailoring the library instruction it provides to the needs of faculty and students as identified through surveys and informal conversation and interaction. Librarians work with individual instructors to create library-related assignments that support the classroom curriculum. Material is selected, organized, and maintained to support the programs of the college and to provide equal and easy access to the diverse community of users.
- **Provision of a supportive, intellectually and culturally dynamic environment via a variety of educational programs and student support services:** As noted above, the services provided by the library are supportive and intellectually dynamic. The library also strives to provide additional cultural and educational opportunities through venues such as the monthly Lunch and Learn series.

3. How is the mission communicated to the unit staff and constituents?

The mission statement is communicated through its publication on the library's website. It is reinforced through the actions of the library staff, and the reference librarians in particular, as they interact with users on a daily basis.

4. What are the functional responsibilities of the unit, and to whom does the unit report?

The functional responsibilities of the library are twofold: (1) the development of a collection of reliable information resources and (2) teaching students the information literacy skills they need to find and properly use resources that meet their immediate information needs. In addition, the function of the archives is to collect, organize and preserve selected materials relating to the history of the college.

These services are provided via resources and personnel at five locations:

1. The Elizabeth Sturm Library is the main library branch. It is located in the western half of the Sierra Building on the Dandini Campus at 7000 Dandini Blvd.
2. The Neil J. Redfield e-Library is located at 475 Edison Way in the TMCC IGT Applied Technology Center, Room 108.
3. The Meadowood Center Library is located at 5720 Neil Road on the first floor of the Meadowood Center, Room S117.
4. The High Tech Center at Redfield is located at 18600 Wedge Parkway, Building B, Room 118.
5. The Digital Branch is located online at <http://www.tmcc.edu/library>.

Providing students and faculty with information resources requires all departments within the library to work in tandem. The collection of information resources begins with reference librarians perusing review journals and catalogs from reliable publishers while in communication with teaching faculty to understand curricular needs. Reference librarians forward order requests to the Technical Services department to order, track, and receive orders and, upon receipt, catalog and process the material. Circulation staff then manages the information resources by checking out, checking in, and shelving materials. When materials are not returned, Circulation is responsible for billing. The Library's administration ensures that the budget is distributed where it is needed, contracts are processed, and bills are paid.

The 1995 Northwest Association of Schools and Colleges Evaluation Committee Report (<http://tinyurl.com/33qr64>) recommended that the library revisit its instructional mission. Since then the instructional mission of the library has become the primary function. Reference librarians work with teaching faculty to design library instruction and assignments that develop students' information literacy skills. Since Fall 2002, the library has conducted 959 of these classes, informally known as "library tours," with approximately 18,144 students taking part (Appendix 1). With information literacy skills inclusion in the general education list of abilities, the importance of student's acquisition of these skills will not diminish, especially as they contribute to life-long learning.

The Library Director and the unit report to the Vice President for Academic Affairs. The Library Director represents the library through interaction with other college leaders and faculty members by service on college committees and participation in campus events.

II. Goals and Performance Indicators

1. What are the unit's goals?

Current Program Goals:

Performance Evaluation Objectives, Outcomes and Measurement:		
Strategic Goal: #1 Student Success		
Academic Master Plan: Initiative #2 Expand services and space at satellite educational centers; Initiative #3 Expand online services-information literacy skill development, reference services, and electronic reserve; Initiative #7 Expand services—circulate laptop computers for in library use and install WiFi network in satellite libraries.		
Outcomes: To help faculty enrich the educational environment of their courses to address the needs of online students, to expand available resources, and to develop students' information literacy skills.		
Objectives	Measurement	Progress to Date
1. Expand embedded librarian pilot project started in Spring 07.	Increase the number of online courses that utilize an embedded librarian.	After discussions of the experiences of librarians' involved in the embedded librarian project of Spring 07, there were concerns about whether we had adequate staff to embed librarians in online classes during the same semester we had a reference librarian out on sabbatical. One librarian worked with Rena Denham to link resources and access to reference staff via the library's email link in COM 285, Communication Disabilities and Film.
2. Develop web-based tutorials to assist all students, online and on campus, in finding database material.	Develop tutorials for EBSCO, CQ Researcher, and Issues and Controversies.	In process.
3. Expand access to library materials, particularly to databases and web-based resources, by installing WiFi at Meadowood and Redfield libraries.	WiFi is installed in Meadowood and Redfield libraries.	WiFi was purchased and installed in Fall 07.
4. To provide access to authoritative materials and support online students, purchase a book scanner and set up a materials scanning station in the library.	Materials scanning station is set up.	Research was conducted and the cost of new equipment was prohibitive. The scanning station was moved from its awkward location at the Reference Desk to an area with more space and out of the working space of librarians at the Reference Desk.

Performance Evaluation Objectives, Outcomes and Measurement:**Strategic Goal:** #2 Academic Excellence**Academic Master Plan:****Outcomes:** To improve English 101/113 students' information literacy skills and develop those skills in students in distance education classes.

Objectives	Measurement	Progress to Date
1. Continue to adapt the Library Research Assignment program based on assessment of this year's program and input from English department faculty.	Assess students' assignments in 07-08.	<p>During Fall 07, librarians met with Bridgett Boulton, lead faculty in English, to review the Library Research Assignment. The meeting yielded an extensive edit of the assignment. The English departments' assessment of students yielded that students were having problems with documentation. This resulted in changing the second day of ENG 101-Library Research program to structured instruction in MLA and APA formatting, citation, and documentation which in effect doubled our class time with students. The first day of instruction remained the same concentrating on information literacy skill development.</p> <p>Investigation of extending information literacy skills development into English 101/113 online classes will take place in the spring.</p>

Performance Evaluation Objectives, Outcomes and Measurement:**Strategic Goal:** #3 Diversity**Academic Master Plan:****Outcomes:** Provide faculty and students with diversity of library materials.

Objectives	Measurement	Progress to Date
1. Collaborate with faculty to purchase literature by diverse authors.	Additional titles of literature by diverse authors.	Julia Hammett, Suzie Amodio, and Tom Vetica of Anthropology have been proactive in requesting materials by multicultural authors. Bob Fletcher, psychology professor, has requested the same. The <i>Voice of the Shuttle</i> website has supplied an extensive list of titles for purchase. We have added 67 titles to this collection since July 2007.
2. Create access to literature by diverse authors by adding notes to literature records that allow targeted searches in the book catalog.	Able to easily search and prepare a list of these items.	The cataloging project started in Summer 07 and has resulted in greater access to multicultural literature. During Anthropology class visits in Fall 07, students were taught how to find the materials in the book catalog.

Performance Evaluation Objectives, Outcomes and Measurement:

Strategic Goal: #4 *Technology*

Academic Master Plan: Initiative #8 *Digitize resources and convert applicable forms from paper to electronic.*

Outcomes: Provide faculty and staff with easy access to forms.

Objectives	Measurement	Progress to Date
<p>1. Digitize forms for easy access by faculty.</p>	<p>Forms are available on the library's website.</p>	<p>The library's most often used paper forms have been collected. These include course reserve forms and user account applications. They will be digitized and put on the web by the end of January, 2008. All other paper forms will be collected during the Spring 2008 semester, digitized, and placed on the web in the Summer of 2008.</p> <p>Library pathfinders to help students find resources in hard to find research areas have been updated and are ready for web access:</p> <ul style="list-style-type: none"> • Earth Science Pathfinder • Library Pathfinder – Evans Creek (Resource list for Environment 100 course) • Pathfinder (Nursing Journals) • Research Guide: Finding Book Reviews • The Skeptic's Website Evaluation Guide

Performance Evaluation Objectives, Outcomes and Measurement:		
Strategic Goal: #5 <i>Strategic Partnerships</i>		
Academic Master Plan: <i>Initiative #5 Migrate to new automated library software.</i>		
Outcomes: Become more effective and collaborative information providers.		
Objectives	Measurement	Intended Outcome
1. Start talks with UNR about increasing involvement between the two colleges' libraries.	Meetings with Getchell Library's Head of Public Services.	It is not likely that the Library Director would formally approach any of the Getchell Library's leadership until the fall of 2008 because they are currently involved in the construction and opening of a new Knowledge Center. However, the director is working to become acquainted with members of the Getchell staff as opportunities arise. She is also attending the quarterly meetings of the Nevada Medical Librarian's Group in order to develop relationships with UNR and other regional libraries. Early discussions are underway to consider the development of a Nevada-wide consortium for discount pricing on member libraries' purchase of electronic databases. In addition, the Sturm Library will begin offering interlibrary loan services within the next few months, something that will put the Library back out onto the professional library horizon and help build its reputation as a member of that community.
2. Start talks with UNR to move away from Voyager, possibly to Innovative Interfaces Inc. (III).	Meetings have been held to discuss a possible migration to III.	Progress to Date: The Library Director has made the decision, in conjunction with the reference librarians, to more fully investigate the abilities of the Library's current integrated library system, Voyager. That responsibility is being assigned to a member of the Library's classified staff who will be charged with determining whether Voyager can provide the level of service that is needed.

Performance Evaluation Objectives, Outcomes and Measurement: Strategic Goal: #6 Facilities Academic Master Plan: Outcomes: To organize work and public areas for greater efficiency in service and a more appealing work environment.		
Objectives	Measurement	Progress to Date
1. The Reorganization Committee will continue organizing the library: Periodical Area reorganization.	<p>The current periodical area will be weeded, cleaned up, and organized for efficiency. The back issue area will match the organization of the current periodicals and be weeded according to the serials and retention policy.</p> <p>A new serials acquisition and retention policy will be created and approved by the Policies and Procedures Committee.</p>	<p>Librarians met in Summer 07, after receiving input from the Technical Services department, to develop a new serials acquisition and retention policy.</p> <p>A new serials acquisition and retention policy was created and used by the Technical Services staff to weed and organize the Periodicals area in Fall 07.</p>

Performance Evaluation Objectives, Outcomes and Measurement:		
Strategic Goal: #8 <i>Finance and Institutional Effectiveness</i>		
Academic Master Plan:		
Outcomes: Library processes that are more transparent, data-driven, and accountable.		
Objectives	Measurement	Progress to Date
1. Continue developing policies and procedures for all aspects of operation: Administrative Technical Services Serials	General procedures from administration and technical services will be analyzed and approved.	27 policies and procedures have been documented and approved since July 2007. A sampling is: <ul style="list-style-type: none"> • Ordering – Reference Department • Book Ordering – Order Department • Classified Leave
2. A serials use survey will be conducted to inform serial purchases.	At the end of the 07-08 academic year, examine the results of the yearlong survey.	In process
3. Assess lost and missing materials: check stacks, confirm lost and missing status, determine whether to replace, and keep or delete records from Voyager database.	Go through items on lost/missing report and rerun at end of project.	The inventory to assess lost and missing materials is complete. A second report is in the process of being run and will be used to make decisions about which missing items to replace and which to delete from Voyager.
4. Notify faculty of account status each semester.	Fewer overdue and lost materials; faculty awareness of borrowed materials.	Beginning in the Spring 2007 semester, all faculty members were sent a notice at the end of each semester telling what material they have checked out. About 50% of those returned material and/or contacted the library to renew items.
5. Prepare a collection guide index for all Program Review self-studies by department and date.	Departmental awareness of past self-studies.	The index was completed by November, 2007.

Strategic Planning Goals, 2006 - 2013

1. Expand and update the collection, in print and online.
2. Expand services and space at satellite educational centers.
3. Expand online services – information literacy skill development, reference services, and electronic reserves.
4. Expand library services into new directions by collaborating with departments in their service expansions.
5. Migrate to new automated library software.
6. Expand services – provide digital media for students and faculty to access online.
7. Expand services – circulate laptop computers for in-library use and install WiFi network in satellite libraries.
8. Digitize resources and convert applicable forms from paper to electronic.
9. Promote library resources – standardize publications.
10. Create a new model of service by housing library services with the Writing Center, the tutoring Center, the ESL Resource Center, and the computer lab when the second building opens on the Meadowood campus or at the new Spanish Spring facility.

2. Explain how the unit’s goals are consistent with the present strategic goals of the college.

The unit goals tie-ins in the right column of the following table were compiled from a combination of library initiatives and librarians’ annual plans since 2002.

TMCC STRATEGIC GOAL	UNIT GOAL TIE -IN
<p>1. Achieving Student Success: To foster an institutional culture that ensures easy access to and participation in programs and services essential to students' academic and personal achievement.</p>	<p>The library’s personnel and its services provide easy access to information that supports success in students’ academic and personal lives. Furthermore, library services are designed to provide access to information that supports student success and personal enrichment. Examples:</p> <ul style="list-style-type: none"> • English 101/113 Library Research Assignment Program • Class instruction in resources specific to disciplines such as Psychology, Anthropology, Economics, Culinary, Nursing, with related web page resources (http://tinyurl.com/2zgaqd) • Reference & Circulation Services

<p>2. Achieving Academic Success: To foster an institutional culture that values, demands and supports excellence in teaching and learning.</p>	<p>The library works to support excellence in teaching and learning by demanding excellence in the services which it provides. It does this through the employment of service-minded individuals who encourage and participate in ongoing self-evaluation and improvement of themselves and the unit's services.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Annual English 101 Student Survey • English 113 Student Library Survey • Addition of library quality assessment tool LibQual • 2005 Sabbatical survey – “Library Services Survey: Innovative Services” – provided ideas on embedding librarians in online classes and the circulation of laptop computers
<p>3. Diversity: To foster a mutually respectful academic community inclusive of men and women of all generations and ability levels, diverse ideological perspectives, racial and ethnic backgrounds, and sexual orientations that is dedicated to equitable practices and values diversity.</p>	<p>The library strives to provide its services equally to all students, faculty, and staff. The library is working to make information accessible to everyone, regardless of his or her abilities, in league with departments across the college such as the Disability Resource Center, the Web College, Information Technology, and Web Services, as part of the Accessible Electronic Information Ad Hoc Committee.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Installation of accessibility software to library computers • Update of library collection development policy to include the need to purchase captioned DVDs whenever possible • Development of an ESL collection in collaboration with the ESL teaching faculty • Librarian service on the Diversity Committee • Collaboration with the Equity and Diversity Office to provide books for the displays

<p>4. Technology: To develop a technology infrastructure that provides faculty, staff and students with the best practices of the industry.</p>	<p>The library supports the delivery of information in whatever format best supports the needs of its users. Many of its resources are available online, including the library's catalog and a wide variety of full-text databases and films.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Successfully petitioned Information Technology Committee for addition of a proxy server enabling the use of a single user name and password to access all of the library online resources that require logins. Implementation date to be determined. • Continuous addition of new electronic resources as appropriate. Newest additions include JSTOR, SAGE, Gale and AnthroSource.
<p>5. Strategic Partnerships: To expand and to forge new, mutually beneficial partnerships, ensuring the vitality and relevance of our curriculum and programs, distinguishing TMCC as an integral and influential member of the community.</p>	<p>The library has been without a director for the last two years and has engaged in limited activities targeted at forging strategic partnerships outside of the campus. The library is reestablishing its relationship with UNR by beginning conversations with UNR library department heads at lunch meetings and in periodic meetings with the Nevada Medical Librarians Group. Librarians have focused instead on creating strategic partnerships with the college's academic departments and individual professors. This has resulted in new and expanded opportunities to partner with faculty to increase students' information literacy skills and the use of solid, reliable resources as opposed to unvetted web pages.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Extensive revision of library assignments. • In Spring 07, in collaboration with classroom faculty, the library experimented with embedding librarians in online courses. • Collaboration with Lake Tahoe Community College on issues related to the libraries' integrated system, Voyager. • Participation on a statewide database review committee coordinated by the Nevada State Library.

<p>6. Facilities: To develop and maintain aesthetically pleasing, safe, and environmentally friendly facilities and physical resources supportive of the teaching and learning experience.</p>	<p>The library opened in its current facility in 1996. It is a beautiful building with sweeping views of the mountains that surround the city. A collection of plants and a water feature are prominent on the first floor. The staff of the library continues to look for ways to enhance the library environment to meet student needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The library's Reorganization Committee has implemented initiatives to remove the clutter by removing outdated information formats, equipment, and unused furniture. • The library's Reorganization Committee coordinated the distribution of Barbara Ringle's donation of 37 boxes of elementary teaching materials to the Child Center, local teachers, and the Education Exchange which also cleared up storage areas in the library. • Meetings with an independent library consultant and the colleges Facilities Project Manager in the fall of 2007 to investigate possible improvement to the library's interior. (http://tinyurl.com/2tcfsf).
<p>7. Welcoming and Supportive Environment: To enhance and ensure a welcoming environment that is socially supportive, physically pleasing and provides opportunities for personal growth.</p>	<p>Library staff prides themselves on offering a welcoming and friendly face to our patrons. The library strives to provide a socially supportive environment with a variety of spaces designated to serve students who prefer independent study in a quiet environment and those who desire opportunities for group study and social interaction. The library is examining ways to improve the quiet study environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Refer to the examples in #6 above. • Revision to the food and drink policy to set consistent parameters • Set parameters for the use of cell phones, bridging the gap between users differing opinions

<p>8. Finance and Institutional Effectiveness: To achieve college goals through responsible human and fiscal resource development and management.</p>	<p>The library strives to purchase quality materials (both physical and electronic) to support library and institutional goals, while keeping in mind the cost of the materials and the impact on the budget.</p> <p>The library's Policies and Procedures Committee has the charge to look at all library processes, streamlining where possible.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Librarians often engage in informal cost-benefit analysis when deciding what materials to purchase. • In this vein, the library has recently begun to use a budget allocation formula for acquisitions that uses a variety of pertinent factors (Appendix 7). This was something suggested by the consultant which the library staff had already begun. • Since its formation in 2003, the Policies and Procedures Committee has approved over 60 policies, procedures, and library forms.
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3. What is the unit's method of developing goals and communicating them to unit staff and constituents?

During the period covered by this report, the library had just started to develop library-wide annual goals in academic year 05-06. In meetings, librarians are asked to review the college's strategic goals and consider where their own annual plan goals support the strategic goals of the college. Each librarian develops his or her goals, noting those that meet the college's strategic goals, and these are pooled and used to select and develop the library's goals for the year. In the spring of 2007, classified staff projects in Circulation and Technical Services were added to the 07-08 library goals.

The library's goals have not always pulled directly from classified staffs' work performance standards. Beginning in the fall of 2007, classified staff within the Technical Services and Circulation departments, along with the branch manager, developed their own goals for the year.

Last year, all library staff was sent copies of the library's annual goals for review and comment. Library staff was also sent the results at the culmination of the academic year to see what we achieved of our goals.

The library's longer-range goals are described in its Academic Master Plan for 2006-2013. They were developed collaboratively with input from the staff and are

communicated through publication on the library's website and communication with faculty and administrators.

The library director is working to redesign the library's website with input from the library staff. One of the elements of the new design is an administrator's page that would include the library's annual and strategic goals.

4. To what extent have the present goals been achieved?

Achievement of the Library's current program goals is outlined in the results column in Section II, #1, page 4. These columns include expected outcomes and/or progress to date as appropriate.

5. What performance indicators are utilized by the unit to measure its performance?

When a new library director arrived in the summer of 2007, the library was utilizing four performance measurement tools:

1. Annual patron surveys created and administered by the librarians (Appendix 2)
2. Collection of library statistics on library instruction (Appendix 1) and database usage
3. Library and Information Resources Standard of the Northwest Commission of Colleges and Universities' Comprehensive Evaluation Report
1995 Report – Standard Four (<http://tinyurl.com/33qr64>)
2005 Report – Standard Five (<http://tinyurl.com/22hko4>)
4. The Administrative Unit Review.

Effective in the fall of 2007, two other tools have been added:

1. An annual LibQual survey of library users (Appendix 3)
2. Library Director's Annual Spring Meeting with Library Users

6. Does measurement include feedback from the providers and recipients of the service/product?

All tools include feedback from service recipients, with the exception of the collection of library statistics. It is not a feedback tool per se, but rather a measure of the quantity of services provided by the library and used by the patrons. However, the quantity of use of particular databases certainly suggests a preference from users.

Surveys and Assessment

Both teaching faculty and students have been surveyed over the period covered by this review. The library has used the feedback to shape the Library Research Assignment and Program, along with purchases of materials, both print and digital.

According to annual surveys of English 101 students surveyed late in the semester after having attended a library instruction class earlier in the semester (Appendix 2), both the assignment and the instruction is perceived by a majority of students as effective and helpful to other research needs. Although an oft-heard complaint of students is that they have had multiple tours in the semester, the data does not support their complaint. Most students attend only one “tour” in the semester that they attend the English 101 tour. Further, over multiple semesters most students have attended only 0-1 tour.

The survey data supports database usage statistics showing that students overwhelmingly use the databases. English 101 students not only use them, but also find them easy to use and often a better source than search engines such as Google.

According to the surveys, most English 101 students surveyed do not check out library materials. Anecdotal evidence and browse statistics show that materials often get used in the library as students sit at the computers typing papers and referring to books. Few students use video material but most of the video collection is purchased as requests from faculty and most use is by faculty in the classroom.

The survey also provides information on Reference interactions, Circulation interactions, use of facilities, and the amount of research students are doing for classes.

The library had begun assessing the student assignments in the fall of 2005, but this changed with the English department request that English faculty assess so they know the status of their students’ research skill development, especially in light of the information literacy ability in general education.

The one and only assessment the library completed (Appendix 4) showed that students need step-by-step modeling and articulation of the research process. They need to be shown good sources for finding keywords for further searching. Good sources of unbiased information covering both sides of a topic are available and students need to learn how to find them. Finally, documenting information sources is troublesome for students. The assessment findings listed were incorporated into the assignment and curriculum of the next year’s Library Assignment Program.

The English department’s assessment data was shared with librarians and the resulting collaboration has recently led to additional changes in the library research program. A concentration on MLA and APA formatting is the subject of an entire class meeting. The

assignment then gives students opportunities to put that instruction to work. In addition, superfluous text and questions were removed from the assignment in order to eliminate too much repetition and obstacles to learning.

Library Statistics – Database Usage and Library Instruction

The use of databases by the TMCC community has mushroomed. When survey data shows English 101 and 113 students (Appendix 5) using databases for their research, the database usage statistics points out that more than just English students are likely users. The first four years of the review period has shown more than a doubling of use from the previous year until 2006 where there was only a slight increase (see table below).

Searches in the Databases by TMCC Users (2002 – 2007)

Fiscal Year	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Total	56,725	194,489	487,842	1,233,390	1,273,880

In response to both the survey data and the usage statistics, the library has continued to add databases each year. Since 2002 the library has added most of its databases: FMG on Demand Videos, AnthroSource (AS), JSTOR, Issues & Controversies in American History, Gale Virtual Reference, Sage eReference, Credo Reference, and Newsbank.

In analyzing the reasons for increased use of databases, there are two likely explanations. First, an important element of the English 101/113 Library Research Program is the need for reliable, vetted resources and the knowledge of where those resources can be found. This discussion includes the ease of use and reliability of the published, edited, proofread, fact-checked information found in articles in databases. The questionable information sources that can result from a search of the Internet is also discussed. The library assignment then heads into the hands-on use of databases. The assignment leads students to databases for reliable, easy information sources, which the survey data tells us they continue to use.

Library Instruction Classes - "Tours" (2002 – 2007)

Fiscal Year	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Library Tours	194	205	216	192	152
# of students	4,850	5,125	5,085	4,224	3,710

While the growth of online classes at TMCC has been remarkable, it may also be contributing to the reduction of library instruction and students taking part in "tours." Offerings began in 2000 with 3 online courses and a few video courses with a total of 500 students enrolled. As of 2007, there are 140 unduplicated courses, many of which have multiple sections, with an enrollment of 8,200 students. Online classes do not include a library instruction component, which may be a major reason for explaining the drop in the number of students completing a library tour. In academic year 2003-2004, 5,125 students completed library instruction classes, compared with 4,224 in 2005-2006. The

number of library instruction classes conducted by staff dropped from 216 in 2004-2005 to 192 in 2005-2006.

Another factor that is likely contributing to the decline is saturation. Some students have had library instruction classes in multiple courses and hearing the complaint the instructors are reducing the number of their classes that they bring into the library for this purpose. There is anecdotal evidence for this as instructors have explained to librarians why they no longer bring their classes in. There is also anecdotal evidence that instructors let students skip class if they say they have already been in a “library tour.” Having students test out of tours would be one way to determine whether they have absorbed the tour content or could benefit from repeated exposure. This kind of outcomes assessment would be beneficial in determining the overall effectiveness of the tours as well.

Library and Information Resources Standard of the Northwest Commission of Colleges and Universities’ Comprehensive Evaluation Report

The “Library and Information Resources” standard of the 1995 and 2005 comprehensive evaluation reports provided feedback on areas of concern. These reports have been used for strategic planning, and help to shape the direction of the library. The recommendations have been used to close the loop between what is seen as needed and then meeting that need.

1995 Report

As mentioned earlier in this report, the instructional mission of the library was of primary concern in the library standard, at that time Standard IV, of the 1995 accreditation report: “Faculty, in partnership with information resources personnel, are responsible to ensure that information resources are integrated into the learning process...” and the provision of “assistance and instruction to students and faculty in the effective utilization of information services is an institutional priority.” With the recommendation to develop the information literacy skills of students across all disciplines, the library embarked on developing library instruction classes. The English 101/113 Library Research Assignment program is a result of this push, along with work with many other disciplines to design instruction that meets the needs of their students.

In that same report, the library was recommended to document and publish its policies and procedures. Although there was much delay, a policies and procedures committee was created and charged with meeting this recommendation. This is covered more thoroughly in Section 3, Question 4.

The 2005 report confirms that the library had met these recommendations. “The staff has done an outstanding job of developing and maintaining the library’s support function in relation to programmatic and enrollment growth at the college,...staff have reviewed and codified internal policies and procedures ... and ...have also become integrated into the instructional processes... .”

2005 Report

The main recommendation coming out of the 2005 report is the need for the library to provide “equivalent” services at the branch libraries at the satellite educational centers. Plans, such as the Academic Master Plan and the library’s annual goals, responded to this recommendation. The operations and acquisition’s budget has increased to support branch operations and materials, but meeting this recommendation cannot be accomplished merely by rearranging staff as the library has done in the past. It is dependent upon funding from the college for additional staffing. To provide equivalent service would require hiring an additional librarian to cover branch libraries and online classes. Although a part-time position would be beneficial, it would take the services of a full-time position to fully and properly address the needs of distance education students and cover service to the branches, as well.

Administrative Unit Review

The Administrative Unit Review includes feedback from the providers of library service. There is some concern about the ability of the survey to accurately reflect the opinions of the overall college community due to the small number of individuals surveyed and the low response rate. This is balanced somewhat by the fact that the responses which were received supported anecdotal comments from the college community over time.

The results of the 2007 survey are divided into responses from library customers (students, faculty, and staff) and library employees.

Customers

The response rate for customers was 42%. Twenty-four people were surveyed and ten responded. Overall the feedback gathered from customers regarding service levels was positive:

- Ninety percent of respondents agreed that the library is well planned and organized
- Eighty percent strongly agreed that it provides strategic support to their department
- One hundred percent agreed that the library locates and uses specialized knowledge in response to customer requests
- Ninety percent agreed that the library solves difficult problems with effective solutions and that it strives for high standards of quality in achieving superior value

Open comments from customers indicated that the library could “use more funding, especially for acquisitions” and that “they could expand their services at other sites.” Another survey respondent indicated a need for having more “meeting rooms for groups of students.”

Employees

The employee response rate was 67% with 10 out of 15 people responding. Responses pointed to a need for improving communication between departments within the library and encouraging and reminding individuals to take part in contributing to the library setting of goals and strategic planning when the opportunities are presented to them. Other issues arose related to the perception of fair treatment and evaluation of employees. Some sample results include:

- Forty percent agree that they have an opportunity to participate in setting goals for the library, while thirty percent are neutral and ten percent strongly disagree.
- Seventy percent believe the library achieves its goals and objectives. Thirty percent are neutral.
- Twenty percent believe that library staff is held accountable for the quality of work they produce. Forty percent are neutral and forty percent disagree.
- Eighty percent believe that employee performance evaluations are fair and appropriate.
- Thirty percent of respondents believe that the policies for promotion and advancement in the library are fair. Forty percent do not.
- Thirty percent agree that everybody in the library is treated fairly. Forty percent do not agree with this.

New Mechanisms for Feedback Beginning in Fall 2007

LibQual (www.libqual.org)

LibQual is a nationally-recognized library and information science evaluative tool used to compare the needs of library patrons to the quality of services and tools they perceive receiving in the library. It is especially valuable because libraries are able to compare themselves and the results they received to other institutions like themselves. The Sturm Library will be able to compare itself to other community colleges. The survey was administered for the first time at TMCC in November of 2007 and queries students, faculty, and staff. Results will not be available until sometime in December of 2007, but they will be carefully assessed and used to determine how the library can improve the services it offers.

Library Director's Annual Spring Meeting with Library Users

In the spring of 2008, the new library director will meet with students, faculty, and staff to hear what they have to say about library services. This provides another forum for user feedback. This opportunity will be publicized in an email to all mailboxes, in TMCC Today, and in students' email.

7. To what extent does the allocation and utilization of space allow unit goals and objectives to be realized?

Informal observations by library staff indicate that the library is close to outgrowing its current seating capacity. Most of the available seating is often full and requests for group study space often exceed the availability of group study rooms. The library has up to this time relied upon anecdotal evidence. In late fall 2007, the library started to gather usage data on our current group study rooms. This should be helpful in determining the need for more dedicated group study rooms. Data on this topic can also be gathered using future LibQual surveys.

Suggestions from the November 2007 Library Consultant's Report

(<http://tinyurl.com/2tcfsf>) indicate that rearranging some of the current seating and office assignments can provide more space for students to study, both in groups and individually. Aggressive application of these suggestions will help add additional seating to the library and encourage students to take advantage of some seating areas that are currently under-utilized.

The consultant's report also indicates that the architect's plan for the second floor of the library includes ". . . sufficient stack space for 15 to 20 years of growth given that there is about 20% growth space available in the current stacks and the architect provided the needed square feet to expand all the book stacks on the upper floor when the book stock exceeds the current capacity of the stacks."

As noted in the Library's Academic Master Plan (<http://tinyurl.com/24gv8o>), the library's space needs are a concern:

According to the Paulien space needs analysis of the college presented in May 2004, the student headcount for fall 2003 was 11,797 and the FTE was 5,559. By fall 2013 the growth projections are a student headcount of 15,459 with an FTE of 8,166. The library has 22,922 of assignable square feet (ASF). In looking at the NSHE Space Guidelines and based upon 2003 enrollment and the projected enrollment for 2013, the space needs analysis states that the library has an ASF deficit of 133% in 2003 with a projected deficit of 226% by 2013 (Space Needs Analysis for the Campus Master Plan, May 2004). (<http://tinyurl.com/2hkkaw>)

The likely place for expansion of library services and eliminating the overall library space deficit is at the satellite educational centers. With the move of the paralegal program to Meadowood, the library could provide better service to those students by moving its paralegal resources to that site, but more space would be needed in order to do so. However, consideration and utilization of the consultant's suggestions will be helpful in maximizing the use of the library's assignable square footage in the Sturm Library. These suggestions will be analyzed in early 2008 and implemented as deemed appropriate.

III. Services Provided to Customers

1. Identify and describe services/programs the unit provides.
2. To what groups or individuals are these services provided (students, staff, faculty, alumni, and community members)?

Service	Customer(s) Served
Identification, selection, purchase, processing and organization of information	All
Assistance with library resources in person at the reference desk, by phone, or email	All
Circulation of library materials	All
Library instruction (group or individual)	Primarily faculty and students for class instruction; individual instruction given to all who ask.
Embedded librarian	Faculty and students
Helping instructors build course assignments requiring use of library	Faculty
Print and electronic access to information	All

A great deal of information is also shared by word of mouth. The latter includes library “tours,” the Embedded Librarian project, and working with instructors to build assignments that include a significant library component. Librarians also serve on committees with other faculty which provides a good outlet for discussion of available services. Information about services is also shared by librarians attending the college’s student and employee orientation sessions.

4. Describe the process by which services are prioritized and scheduled.

Budgetary decisions

Historically, the acquisitions librarian and the library director’s assistant have made decisions at the beginning of each year about how to allocate funds, based on the previous year’s spending patterns. This was because they have been the two individuals directly responsible for tracking the financial expenditures over the course of the year. Librarians make adjustments in how the funds are allocated and spent throughout the year. The library director has had the final say in supporting these decisions.

The current library director plans to be personally involved and to involve the reference librarians more directly in future decisions about allocating money in different areas at

the beginning of the next fiscal year. Discussions about budget will be held in future librarians' meetings.

These decisions will be customer-driven and based on information collected about circulation patterns of the collections, database usage statistics, and the librarians' knowledge about needs in collection areas for which they are directly responsible. A recent change in acquisitions policy, which has been posted on our website (<http://tinyurl.com/ytb2aw>), is that librarians have taken dedicated areas of the collection to develop. This should yield greater knowledge of the specific collections through hands on work with selecting and deselecting and in communication with the faculty that uses the collection.

Information selection

The workload related to the selection of information to be purchased for the library is divided among the five librarians. Each librarian is responsible for collecting material in specified subject areas. Decisions about most of these items are made by the individual librarian. There are two exceptions: reference material, because these items tend to be more costly and cross disciplinary boundaries and any single item over \$500. Material falling into either of these two categories is brought before for the entire group of reference librarians and a group decision is made.

In fall 2007, a new budget allocation formula was researched, discussed, and agreed to in Reference Department meetings. The formula contains three factors based upon material usage, a discipline's class hours, and librarians' experience. The three factors have the same weight. The Reference Department met and came to consensus on the librarians' input factor. The formula was then used to determine how much money would be allocated to the various subject areas.

Purchasing

The customers served through the purchase of new material are the reference librarians who have requested the material. The purchasing workload is divided among the four persons in the Technical Services Department and the library director's assistant. They share duties related to ordering, receiving, and processing of materials and submitting invoices for payment to the Controller's Office. Reference librarians and some library assistants step in near the end of the process to perform a procedure called Quality Control (QC). QC is the process whereby newly-purchased items are double-checked for any errors and for accessibility in the online catalog. To achieve greater accessibility, librarians add subject headings, table of contents, or notes to records. If errors are found, materials are sent back to the Technical Services Department for corrections.

Policies and Procedures

As a response to the 1995 Northwest Association of Schools and Colleges Evaluation Committee Report (<http://tinyurl.com/33qr64>), the library documented policies and procedures "for the systematic development and management of information resources." Although there had been earlier versions of documented library policies and procedures, it is evident from the accreditation report that at the time of review the library was not referring to them or continuing to document their procedures.

Even with the impetus of an accreditation recommendation, the library's instability in leadership slowed down the policies and procedures documentation and publishing process. The library did not begin to document their policies and procedures until 2003. A committee comprised of both classified and professional library employees from every department in the library was formed. This committee receives, discusses, and approves or rejects requests for the creation of new library policies and procedures or changes to existing ones. Each library department is responsible for documenting their procedures, which then go to the committee for editing, if necessary, and approval.

5. Do any laws, regulations, or other requirements external to the college affect the provision of services/programs? If so, please identify.

TMCC is accredited by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU is a body that provides voluntary accreditation to institutions of higher education. In order to achieve and maintain NWCCU accreditation, a published set of standards must be met. The library is responsible for meeting Standard Five (Library and Information Resources), which outlines the necessary services, resources, and staffing in the provision of information services to patrons. In addition, college programs that are accredited, such as the Paralegal and Veterinary Technician Programs among others, have requirements for library support.

The college as a whole is responsible for complying with Americans with Disabilities Act in making its facilities accessible to everyone.

The library is also responsible for complying with applicable laws related to copyright and fair use of materials.

6. How does the unit make customers aware of policies, procedures and priorities?

Currently the library has a print copy of approved policies and procedures available at the Circulation Desk. The library is starting to migrate them to a computer drive that is shared by all library staff. In addition, those policies that affect the larger college community are located on a library policies webpage (<http://tinyurl.com/3y6n6u>) and published in the TMCC catalog. The library director is working to include appropriate policy information in the Student Handbook.

7. How does the unit learn about customers' needs and obtain feedback regarding service delivery?

- Annual patron surveys created and administered by the librarians
- The Administrative Unit Review
- An annual LibQual survey
- Library Director's Annual Spring Meeting with Library Users
- Informal feedback from students.

8. How well are customers' needs defined and met?

- **Are there services/products that customers need which the unit cannot provide?**
- **What would the unit need to be able to provide these?**

The Library was given a commendation by the Northwest Commission on Colleges and Universities during its last site visit for providing a high level of service to the college's students and faculty. The combination of the expected growth outlined in the Paulien Space Needs Analysis, the current demand placed on the library staff, and the need to move forward with new initiatives, demonstrates a need for additional library staff if the library is to continue serving patrons at the same level.

The most pressing need is a new professional librarian to support the needs of the college's growing population of distant learners. One-third of all TMCC students are currently enrolled in at least one online class and 15% of students are taking classes exclusively online. Standard 5.D.1 of the Northwest Commission's Accreditation Standards requires that the "institution employs a sufficient number of library and information resources staff to provide assistance to users of the library and to students at other learning resources sites."

IV. Structure, Organization, and Climate

1. What is the unit's organizational structure?

- **When discussing the structure of the unit, personnel and their functional responsibilities, include overview of any historical changes in order to present full overview of the unit's history and development over the last five years**

Over the past five years, the library has experienced changes in staff members and staffing needs. In that time, library services have extended to the High Tech Center at Redfield and have expanded at Meadowood Center. This was accomplished with only the addition of hours to two half-time, the equivalent of 1.02 staff members. Staff has been reallocated from the Elizabeth Sturm Library on the Dandini campus to the satellite

educational centers resulting in the same number of staff responsible for ever-growing library services.

In Fall 2003, the Circulation department had 3 full-time and 2 half-time employees managing the day-to-day tasks of the department. Today the Circulation department contains only one staff member that worked there at the beginning of the review period. She is now the Circulation supervisor and has two full-time staff people that report to her. When there is money in the budget, the Circulation department also hires student workers to handle the reshelving of materials. When the money is not there, both Circulation and Technical Services staff share the duties of reshelving materials and stack maintenance.

Technical Services and Reference staffing has remained somewhat constant. In Fall 2003, Technical Services had 2 full-time, classified staff positions, a half-time classified staff position, and a librarian to handle original cataloging and acquisitions. It is the same today. As with Technical Services, the Reference department has maintained 3 state-funded, full-time librarians and 2 library-funded, part-time librarians throughout the review period. No additional professional full-time librarians have been added to the staff in over ten years. This is problematic considering the increase in enrollment during the same period.

With the opening of satellite educational centers, student and faculty library needs have been served by opening libraries at each satellite campus. This has stretched staff since only two additional half-time positions have been added. The additional ordering, processing, and cataloging of materials has been absorbed by Technical Services. The Reference department has also added library instruction at the satellite educational centers.

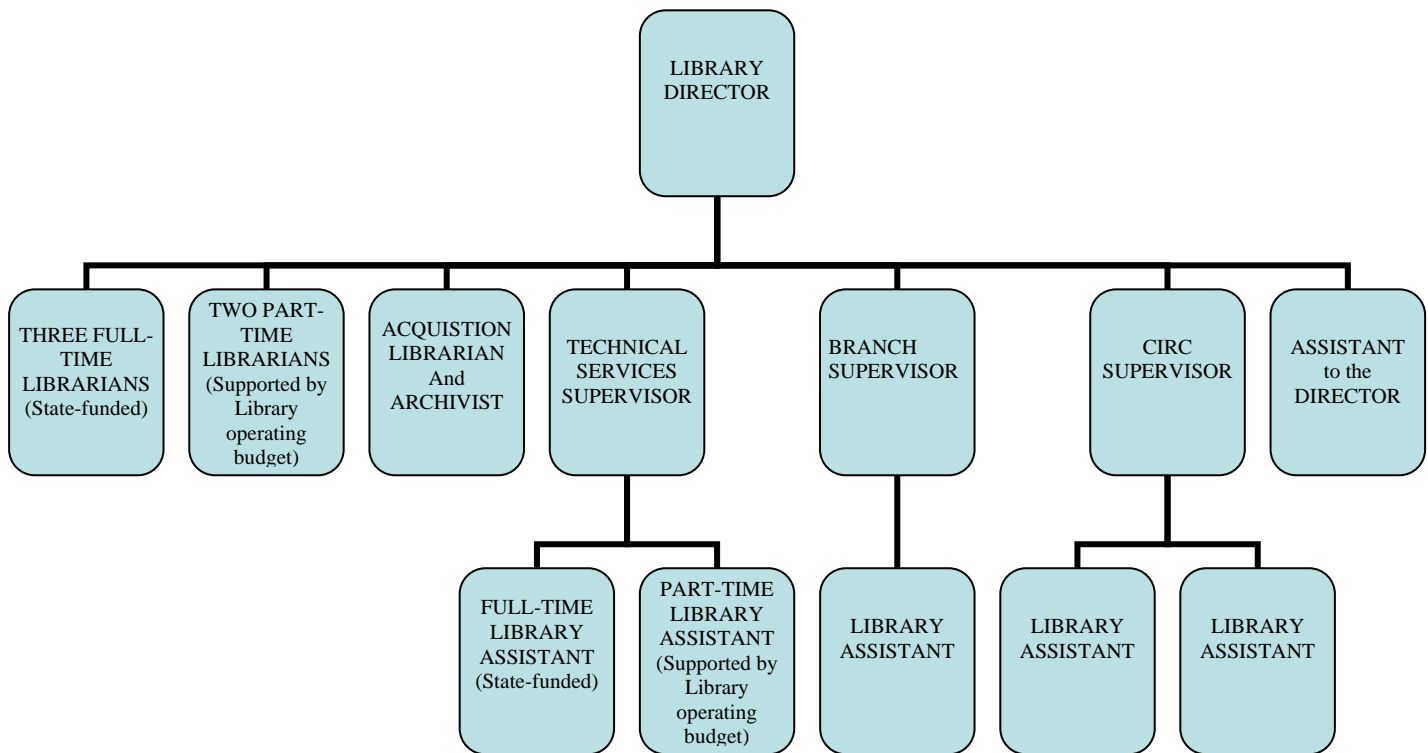
The staffing details have been listed above. The simple fact is that the library has the same number of staff today that we had in 2003: 14.5. This same number of staff who were at the Elizabeth Sturm Library and what was then called the Edison e-Library are now operating the above libraries along with Meadowood and the High Tech Center at Redfield. During the same time, there has also been a tremendous growth in the number of students enrolled at TMCC. Certainly the college has invested in additional electronic resources and technology for the library, which has been of great benefit to the students, but this does not reduce the need for additional staff. In many cases, the need is increased by the necessity of teaching the use of these new resources.

The library migrated to a new integrated library software program, Voyager, in academic year 2000/2001. This software program requires greater skills and time than was originally thought would be necessary. Typically, integrated library software requires at least a dedicated systems staff person to keep it running and to respond to staff and library needs for the variety of reports and tracking that is necessary in a library. In 2000, a librarian had volunteered to take on this new duty but it was quickly realized that it is much more work and requires much more experience and skill than our staff had. We have been able to get most of the basics covered. In order to use the system more fully to retrieve data to help us work more efficiently and get the statistics we need for decision-

making, we have discussed the need to hire a systems person. In some cases, a systems person is needed just to accomplish the basics, such as having a functioning acquisitions module that tracks expenditures by subject area.

The library has discussed the possibility of returning to Innovative Interfaces Incorporated (III), the library's previous software program, but has been told by UNR that their hands are currently full with the upcoming move to the Knowledge Center. Returning to III does not preclude the need for a systems person as tracking and reports are still necessary, regardless of which system the library employs.

Current Library Organizational Chart



Job Description and Credentials

Library Director:

Michelle Noel	Library Administration	M.L.S.
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Librarians:

NAME	JOB DESCRIPTION	CREDENTIALS
Sue Bradley	Part-time Reference Librarian – Provides information services; reviews and orders print and digital sources; teaches library research skills.	M.L.S., J.D.
John Fitzsimmons	Reference Librarian – Provides information services; reviews and orders print and digital sources; teaches library research skills.	M.L.S.
Susan Jimenez-Anderson	Reference Librarian – Provides information services; reviews and orders print and digital sources; teaches library research skills.	M.L.S.
Maureen Leshendok	Part-time Reference Librarian – Provides information services; reviews and orders print and digital sources; teaches library research skills.	M.L.S., M.S. Geology
Neil Siegel	Reference Librarian – Provides information services; reviews and orders print and digital sources; teaches library research skills.	M.L.I.S.

Archivist:

NAME	JOB DESCRIPTION	CREDENTIALS
Nadine Phinney	Librarian - Maintains Archives; advises Technical Services Department; manages acquisitions funds.	M.L.S.

Circulation Staff:

NAME	JOB DESCRIPTION	CREDENTIALS
Izumi Shibasaki	Circulation Assistant – Circulates materials; processes Course Reserves; reshelves when necessary; bills for lost materials; manages stacks; gathers and compiles statistics.	H.S. Diploma; some college
Stephanie Swisher	Circulation Assistant – Circulates materials; processes Course Reserves; reshelves when necessary.	H.S. Diploma; some college
Jane Zhang	Circulation Supervisor – Manages Circulation department; circulates materials; processes Course Reserves; reshelves when necessary.	B.S.

Technical Services:

NAME	JOB DESCRIPTION	CREDENTIALS
Karalea Clough	Media Cataloging – Catalogs and processes media; checks in serials; maintains serials collection.	GED; some college
Tina Sidles	Cataloging, processing – Manages Technical Services department; orders all materials; receives all materials; catalogs and processes books.	H.S. Diploma; some college
Romelia Torres	Processing, repair – Processes books, repairs; reshelves materials.	H.S. Diploma

Branches:

NAME	JOB DESCRIPTION	CREDENTIALS
Ana Lidia Ferreria	Library Branch Manager; staffs Hi-tech center at Redfield – Manages branch libraries; provides reference and circulation services.	B.A.

John Vandenburg	Staffs Branch Library at Meadowood - Provides reference and circulation services.	B.A.
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Assistant to the Director:

NAME	JOB DESCRIPTION	CREDENTIALS
Ginny Knoblauch	Assistant to the Director – Manages operations budget; manages all personnel paperwork; assists Director.	GED; some college

2. Is this form of organization appropriate to meeting the unit’s goals and objectives?

The library organization chart shown above is not fully appropriate to meeting the unit’s goals and objectives. Furthermore, this kind of organization is not typical of similar libraries. Two of the major problems are that too many individual employees report to the Library Director and the services units are divided into very small departments. This kind of organizational structure makes it more difficult to improve communication and morale within the library.

It is the library director’s goal to create a leadership team that will address these concerns. The first step in this process is to bring two of the departments, Technical Services and Circulation Services, under the leadership of one person. The two departments and their employees will come under the heading of Access Services with one supervisor, the Head of Access Services (HAS). The HAS will become a member of the leadership team. As such, the position will work closely with the library director and the reference librarians to promote an efficient workflow and will participate in planning and evaluative activities as a member of the team. This reorganization is in process at this writing and the new HAS should be in place by January, 2008.

The next step in the creation of a leadership team will be to put a Head of Public Services in place. This will be addressed in the future after the first phase in the reorganization is completed. No timeline is currently in place for this phase.

3. Identify all critical functions and describe the level of backup for these functions.

Provision of reference services, library instruction, and collection development

TMCC Libraries employ three full-time librarians and two part-time librarians, all of whom have the master's in library science. They are all cross-trained in provision of both reference desk services and library instruction delivery. Most can also provide circulation services. Multiple professional librarians are on duty Monday through Friday and one of them is available during the Elizabeth Sturm Library's open hours on Saturday. Each librarian is responsible for selection and de-selection of material within specific academic disciplines. The expanding library instruction, witnessed this semester with an additional day spent with each English 101 and 113 class, has tapped the time of each reference librarian.

The branch libraries have no state-funding for librarians and the library must patch together coverage of library instruction, relying on the flexibility of its librarians.

Provision of Circulation Services

TMCC Libraries have three classified employees serving at the Dandini campus library. They are all cross-trained in the primary duties of circulation services. Two other classified employees serve at the branch libraries and work one day per week each on the Dandini campus. They have been cross trained to a degree in reference services.

Ordering, Receiving, and Processing new material

The Technical Services Department is responsible for ordering material requested by the librarians. Once ordered, the two full-time classified employees receive and process the material. Processing involves downloading records for the items that are reviewed and modified before being added to the library's online catalog. The items are then physically processed and made ready for use. One of the classified staff orders the material and catalogs everything except videos and DVD, which are handled by the second employee. A third, part-time, employee assists in physical processing and repair of material.

The library's archivist is responsible for original cataloging, which is more detailed than copy cataloging. The department's employees are cross-trained well-enough to handle extended absences, which have happened in the past. At least two people in the department are able to handle each area of responsibility. They also have some cross training in circulation services.

4. Do employee skills match the unit's needs?

- **Is additional training or cross training needed? If so, what kind?**
- **Is there a regular mechanism for providing training?**

Although individuals within each unit of the library are relatively well cross trained some interdepartmental cross training would be beneficial. Cross training has been provided by

reference librarians to develop the reference skills of branch staff. Cross training in the area of the quality control of cataloging records has also been completed by branch staff. Circulation staff has received some catalog record training during a clean-up project. Cross training will be further evaluated once the Head of Access Services is in place.

Technical Services staff has attended regular cataloging training. Each year one faculty member can attend conferences, paid through the college's professional development money. Often the library will also contribute to the conference and training fund.

There are no regularly scheduled cross training sessions for training between departments. They are conducted on an "as needed" basis. Staff is encouraged to take advantage of state and college training.

5. For any services/products provided by the unit in conjunction with other units in the college, please describe the relationship.

- **How is the work coordinated between or among units? Describe if it is working well or not.**
- **How can such relations be facilitated?**

Library instruction services are provided in conjunction with various faculty members. The courses are taught at the faculty member's request and may be either very general in nature or designed to tie in more closely to a specific discipline or topic of study as needed by the faculty member.

This relationship works very well for those faculty members who take advantage of it. Librarians continually work to develop broader relationships with faculty members across campus. These relationships are key to increasing the number of faculty who take advantage of these and other library services. Faculty orientations have led to vital collaborations with newcomers to TMCC. Both full-time and part-time faculty have become engaged into collection development and information literacy skill development in their students because they heard about our services at an orientation.

6. Are duplicate or parallel services offered within the unit or elsewhere in the College?

- **Describe any overlap and discuss what changes might be indicated (e.g. centralization, coordination, elimination of duplication).**

The library is the primary provider of academic information on campus. Its efforts are not duplicated elsewhere.

7. What is the unit's planning, decision-making, and evaluation process?

- **Who is involved in each?**
- **What factors drive the decision making?**

The library planning process ties together the annual goals of each library employee and department with the goals of the Academic Affairs Office and, ultimately, with the college's overall strategic goals and objectives.

Every year the library director collects goals from each employee in the form of an annual plan or work performance expectations as well as departmental goals. These goals are used to set the library's goals for the year. Some of the library's goals are selected by the Vice President for Academic Affairs for inclusion in that office's annual goals.

Decisions in individual departments are made by those department employees in conjunction with their supervisor, the library director, and other individuals or departments who may be affected. An example of this is the library's 2007 video inventory project, which is a joint effort between the circulation employees, who review every video on the shelf, the technical services staff, who make necessary corrections to the video collection, and reference librarians. One of the reference librarians provided a shelf list of all videos and others advised which parts of the collection would benefit from an inventory at that particular time. In this case, it was the video collection. The library director attended the planning meeting in preparation for the inventory, in which the guidelines for the project were defined.

At the end of the academic year, the library director evaluates the library's goals according to the measurements previously set and reports to the Vice President for Academic Affairs on the results.

Every year, each employee's goals are reviewed and evaluated in order to determine to what degree they were met. This is a part of the normal work performance standard and evaluation process. These formal evaluations provide a foundation for setting the employee's goals for the upcoming year and the criteria for evaluation.

8. Describe the process that is used to:

- **Determine work responsibilities.**
- **Delegate/assign work responsibilities.**
- **Describe how well these processes work and if any changes are necessary.**

New work responsibilities that arise are determined and designated by the library director, the librarians, and the supervisors. Any of these persons, as well as other staff members, may identify new needs and the corresponding duties and bring them to the attention of their supervisor, a librarian, or the director. Decisions about how to distribute

the duties are normally collective, but the Library Director has authority to make final decisions regarding work assignment.

This method works well as indicated by the regular production and completion of tasks necessary to support library services and by the positive responses related to the high level of service provided in feedback from users.

9. Describe the general morale, attitude, and culture of the unit.

The general morale of the library is good. The culture is largely collegial and casual with a focus on providing a high level of service to students and faculty. As with any unit, there is room for improvement in communication between departments and individuals and the Library Director is striving to make advances in those areas by working with the staff to build interdepartmental relationships and making changes in the organizational structure that will support communication and workflow improvements.

10. Describe the steps that are taken to ensure that the unit is appropriately sensitive to the cultural backgrounds of the staff and customers.

The make-up of the library staff is very diverse and includes employees with a variety of ethnic backgrounds including Hispanic, Chinese, and Japanese. Daily work with people from a variety of ethnic backgrounds and interaction with patrons from different cultural traditions helps to ensure that the staff is sensitive to cultural differences of its patrons and of each other. In addition, the librarians are targeting the collection of works by authors from diverse cultural backgrounds. These items are indicated in the library catalog and are searchable as such.

11. What changes could be made to produce greater efficiencies?

- **Examples may include: reduction, modification, or elimination of paperwork; structural reorganization.**

The library staff is currently working to collect and digitize the forms it uses on a daily basis and make them available on the web. These forms include such items as paperwork used at the circulation desk for putting material on reserve and pathfinders that direct users to various information sources in the library.

The library's website is undergoing a redesign that will make locating information there more efficient and patron-friendly.

Some organizational changes are under consideration at present to increase operational efficiency. These were discussed in Section IV, #2.

12. What constraints must the unit address to achieve greater efficiencies?

- **For example: resources, personnel, and technology.**

The changes listed above in #11 can be achieved with the library's current resources.

V. Summary of Report and Strategic Directions

1. Overall, what are the unit's greatest strengths?

- **What are the strengths that have already been highlighted in this report that you can summarize here?**
- **Add additional strengths that may not have been previously described.**

The 2005 Self Study (<http://tinyurl.com/387a7z>) showed strengths in several areas. These strengths were further discussed in this report. The database usage statistics show the college community relies heavily on the databases for research. These databases save the library money and space, since the virtual space of the journals allows the usage by students and faculty from off campus. Further monetary support can be used to expand the journal selections available for the college community.

The library's technology was acknowledged in the 2005 Self Study as a strength and continues to be a priority as witnessed in our current library goals. There are many computers for use in the library, including the library classroom in Room 106. The library is engaging in updating technologies, as well. The library is offering streaming videos, as well as electronic course reserves. To continue the innovative approach, the library should continue to investigate and adopt new technologies as deemed appropriate. This is especially true as TMCC's Web College expands its services.

The 2005 Self Study also reflects a positive view of the librarians and was also reflected in the Administrative Unit Review (AUR) survey results. The staffing of the library should be a priority in the coming years. If the college wishes to maintain its high level of service, then staffing must be in the forefront. TMCC is a multi-site college, so staffing proves to be a dilemma. We must be able to expand equivalent library service to all college sites as required by Standard 5.D.1. And with the Spanish Springs site upcoming, more staffing will have to be implemented to accommodate our growing college.

2. How can the unit leverage the strengths that already exist?

- **Based on the analysis of the self study, how can the strengths be improved upon?**

Reflection on the strengths listed above in Section V, #1 leads to the following thoughts on improving the three main strengths listed there:

1. Databases: More in-depth analysis of database usage statistics will help guide decisions related to future purchases and will influence the content and structure of library "tours".
2. Technology: Student access to technology will be greatly increased when the anticipated proxy server project is completed, allowing access to all electronic library resources via a single user name and password set.
3. Library staff: The library staff can further enhance their value and level of service to students by investigating the use of technology to support and educate students enrolled solely in online courses. Additionally, the reorganization that is in process will help ensure that everyone is performing at an optimal level and that tasks are delegated with employee strengths and a high level of customer service in mind.

3. What areas need improvement and what recommendations can address these?

1. Based on the self-study, answer the following:

- a. **What, if any, changes are indicated in the unit's current mission, goals, and objectives?**

The library mission underwent some revision in the fall of 2007. Its goals and objectives are analyzed each year in response to their careful evaluation and the expected needs for the upcoming year.

- b. **What, if any, changes are indicated in the ways that achievement is measured?**

Most of the library achievement is measured through the use of internal and external survey tools related to the quality and availability of library resources. The library's assessment of English 101/113 students' information literacy skills has been done once previously, but the library, and students, would benefit from additional outcomes assessment. It would be ideal if the library could begin investigating the measurement of what students are learning during their time in the library. The library director will begin investigating the use of outcomes measurements in 2008.

- c. **What, if any, changes are indicated in the service/products provided by the units?**

Overall feedback would indicate that the library is generally doing a very good job serving the college community. Specifically, this feedback, as well as library staff observations, points to the need for additional staffing and space as has been previously discussed in this report.

d. What, if any, changes are indicated in the unit's organizational structure, processes, and climate?

The library is in the process of making some organizational changes as described in Section IV, #2. These changes will undoubtedly affect some of the library's processes although those are undetermined at the time of this writing. One of the goals of this organizational change is to improve the overall climate of communication in the library.

The current climate of the library is relatively high. The librarians show a good deal of pride in their profession. Hiring a new director has helped solidify the hierarchy of the library. Working with an interim director gave the library a sense of "being on hold" because the interim director deliberately delayed making some decisions until a permanent director was in place. Having a permanent director can establish a sense of forward movement in the library leadership.

e. What, if any, changes are indicated in the unit's resources (budget, space, staffing, etc.)?

The budget has been problematic over the last decade. The 2005 Self Study shows the budget as stagnant until recently. The college has taken steps to improve the budget numbers.

The beginning operating budget from fiscal years 2002/03 – 2005/06 was \$39,299 (operating budget) and \$147,716 (acquisitions budget). Both numbers rose by \$20,000 in 2006/07 and remained there for the current fiscal year of 2007/08. This brings the total to \$59,000 (operating budget) and \$167,716 (acquisitions budget).

Last year the library was given \$70,000 in additional funding near the end of the fiscal year. This is a patch at best. We are surviving on this budget, but as the rise in products and services increases, we could find the library in dire straights in its efforts to maintain high quality service to our students.

Space continues to be an issue. TMCC continues to house the HR department upstairs in the main campus library. This was noted in the 2005 Self Study, but it appears nothing has been done to remedy this problem as need for additional space continues to grow. Space for library services on satellite centers continues to be minimal. This is especially true at the Meadowood branch, where the paralegal classes are taught. It would be ideal if the library's holdings in this area could be moved to the Meadowood branch, but there is no space for the material there at present. More dedicated space must become available on our sites, or we will be struggling to be effective in our student service. In addition,

there is often insufficient space for multi-person study groups. One possibility for improving this is to remodel the art gallery into four hi-tech group study rooms, as was suggested by the library consultant during his visit here in November of 2007.

Staffing continues to be a problem as well. Only 40% of the customers responding to the AUR survey believe that the library is adequately staffed. TMCC has over 11,000 students, as well as being open to the community at large. The library would benefit enormously from the addition of a systems staff member and a distance education librarian.

By comparison, 2005 data for NSHE college libraries (Appendix 6) shows that Western Nevada College had a ratio of full-time employees to FTE students of 1/164. Great Basin College's Ratio was 1/168. TMCC's ratio is 1/1200. Clearly, hiring more librarians and support staff should be made a priority.

Review the recommendations derived from 3a-e above.

a. What priorities among these should be set?

Discussion among the AUR committee members, combined with feedback from the library staff over time, would indicate that the top three priorities are (1) additional staffing in the areas of distance education, branches, and systems, (2) additional space, especially at the Meadwood branch, and (3) continued monitoring and development of library assessment.

b. What is a realistic timetable for the achievement of the recommendations?

c. This time frame should be discussed with the appropriate President's Cabinet member. Within each time frame, prioritize the recommendations.

d. How does the unit plan to monitor progress?

e. Be sure to include some type of goals priority list with a way to monitor progress.

Staffing:

- 1 full-time professional librarian
- 1 systems/database staff member

Space:

- Sufficient space to move the Sturm Library's paralegal materials to Meadowood.
- Renovation of the art gallery into four hi-tech group study rooms

The staffing and the renovation of the art gallery in order to provide more and better group study space are the priorities among these. Funding will be requested in the next biennium or sooner if funds become available.

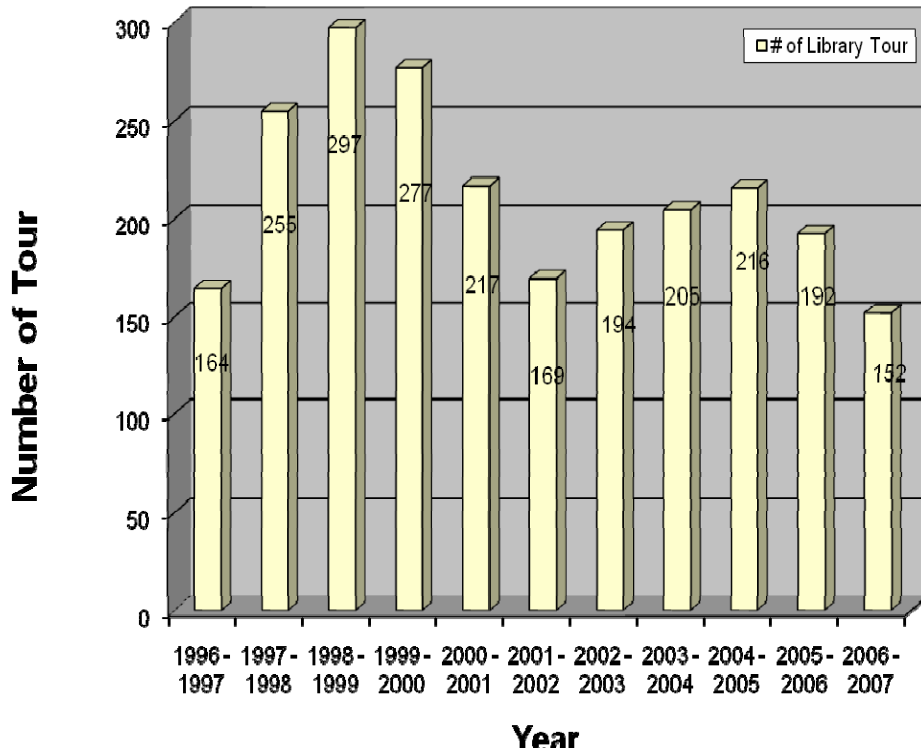
Assessment: The library will begin addressing outcomes assessment in the summer of 2008.

Progress toward these goals would be measured by their visible implementation or documented adjustments to the goals and timeline.

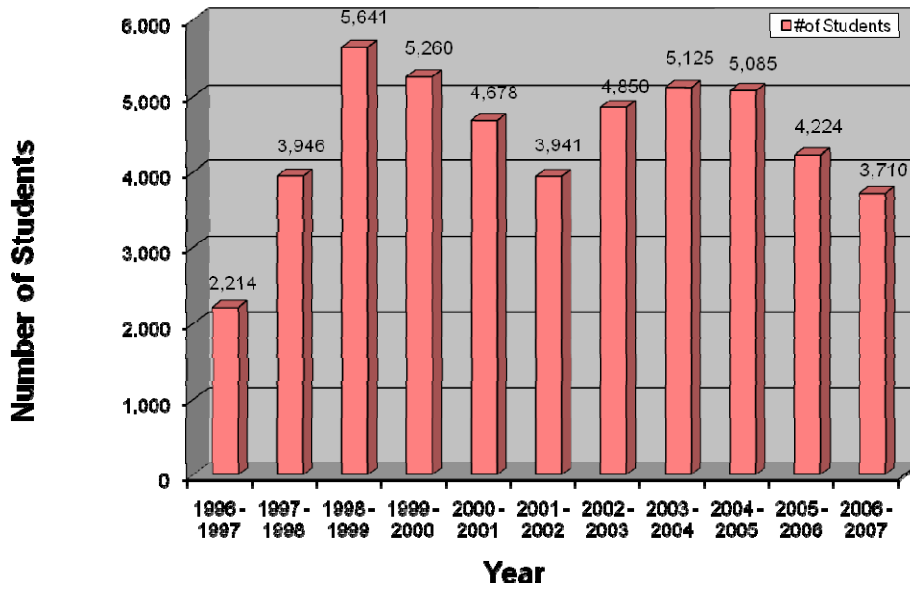
Appendices

1 – 7

Library Tours Developing Information Literacy Skills



Library Tours Developing Information Literacy Skills



Comparative Results Of English 101 Student Survey Spring 2002 – Fall 2005

1. Did the Library tour and assignment associated with English 101 improve your ability to use library and information resources?

Fall 2005	Yes	94%	No	6%
Spring 2005	Yes	94%	No	6%
Fall 2004	Yes	92%	No	8%
Spring 2004	Yes	93%	No	7%
Fall 2003	Yes	89%	No	11%
Spring 2003	Yes	89%	No	11%
Spring 2002	Yes	92%	No	8%

2. How would you rate the English 101 library tour?

	Excellent	Very Good	Good	Fair	Poor
Fall 2005	18%	42%	36%	5%	0%
Spring 2005	15%	34%	42%	9%	<1%
Fall 2004	22%	46%	27%	7%	<1%
Spring 2004	11%	41%	40%	7%	1%
Fall 2003	11%	39%	42%	7%	<1%
Spring 2003	13%	33%	44%	9%	1%

3. How would you rate the English 101 Assignment as an introduction to identifying the types of resources available within the library and online through the library web page?

	Extremely Valuable	Very Valuable	Valuable	Little Value
Fall 2005	28%	46%	23%	3%
Spring 2005	18%	43%	31%	4%
Fall 2004	31%	39%	27%	3%
Spring 2004	21%	41%	35%	3%
Fall 2003	24%	42%	31%	4%
Spring 2003	18%	41%	33%	7%

4. How would you rate the librarian's tour presentation?

	Excellent	Very Good	Good	Fair	Poor
Fall 2005	27%	43%	25%	4%	
Spring 2005	21%	39%	32%	7%	
Fall 2004	35%	40%	21%	4%	<1%
Spring 2004	22%	38%	34%	5%	1%
Fall 2003	25%	42%	26%	4%	<1%
Spring 2003	21%	38%	31%	8%	1%

5. Have you used the English 101 library assignment booklet to assist you:

	F05	S05	F04	S04	F03	S03
performing research:	72%	66%	76%	73%	73%	66%
databases from home:	76%	74%	80%	75%	75%	72%
MLA/APA format	58%	39%	41%	44%	42%	46%

6. Not counting your English 101 class, how many library tours did you attend for other classes this semester?

Fall 2005

0 = 70% 1 = 21% 2 = 7% 3 > = 2%

Spring 2005

0 = 73% 1 = 15% 2 = 5% 3 = 2% 4 or more = 2%

Fall 2004

0 = 78% 1 = 16% 2 = 4% 3 = 1% 4 or more = 1%

Spring 2004

0 = 71% 1 = 15% 2 = 10% 3 = 3% 4 or more = 1%

Fall 2003

0 = 68% 1 = 21% 2 = 8% 3 = 1% 4 or more = 2%

Spring 2003

0 = 66% 1 = 20% 2 = 10% 3 = 4% 4 or more = 1%

7. Prior to this semester how many library tours had you attended?

Fall 2005

0 = 66% 1 = 17% 2 = 9% 3 > = 8%

Spring 2005

0 = 59% 1 = 21% 2 = 11% 3 = 3% 4 or more = 6%

Fall 2004

0 = 66% 1 = 17% 2 = 8% 3 = 4% 4 or more = 5%

Spring 2004

0 = 54% 1 = 24% 2 = 13% 3 = 5% 4 or more = 4%

Fall 2003

0 = 57% 1 = 25% 2 = 9% 3 = 5% 4 or more = 4%

Spring 2003

0 = 51% 1 = 23% 2 = 13% 3 = 6% 4 or more = 6%

8. Following the library tour(s), were you able to use library resources to greater advantage?

Fall 2005 Yes 92% No 8%

Spring 2005 Yes 91% No 9%

Fall 2004 Yes 90% No 10%

Spring 2004 Yes 90% No 10%

Fall 2003 Yes 87% No 13%

Spring 2003 Yes 87% No 13%

9. How often have you been required to do library research for your classes this semester?

Fall 2005

0 = 0% 1 = 22% 2 = 29% 3 = 19% 4 = 7% 5 = 9% 6+ = 14%

Spring 2005

0 = 13% 1 = 25% 2 = 22% 3 = 14% 4 = 7% 5 = 6% 6+ = 13%

Fall 2004

0 = 8% 1 = 19% 2 = 18% 3 = 17% 4 = 16% 5 = 9% 6+ = 13%

Spring 2004

0 = 7% 1 = 23% 2 = 24% 3 = 9% 4 = 15% 5 = 8% 6+ = 13%

Fall 2003

0 = 8% 1 = 26% 2 = 17% 3 = 14% 4 = 8% 5 = 10% 6+ = 17%

Spring 2003

0 = 15% 1 = 21% 2 = 22% 3 = 17% 4 = 11% 5 = 8% 6+ = 5%

10. Have you accessed the library databases from home, work or a location other than the library?

Fall 2005 Yes 84% No 16%

Spring 2005 Yes 84% No 6%

Fall 2004 Yes 89% No 11%

Spring 2004 Yes 83% No 17%

Fall 2003 Yes 82% No 18%

Spring 2003 Yes 81% No 19%

11. Have you attended a Psychology 101 tour?

Spring 2005 Yes 10% No 90%

Fall 2004 Yes 8% No 92%

Spring 2004 Yes 17% No 83%

Fall 2003 Yes 17% No 83%

Spring 2003 Yes 23% No 77%

12. Have you attended a Biology 190 tour?

Spring 200	Yes	3%	No	97%
Fall 2004	Yes	9%	No	92%
Spring 2004	Yes	4%	No	96%
Fall 2003	Yes	2%	No	98%
Spring 2003	Yes	8%	No	92%

13. How many books have you borrowed from the library this semester?

Fall 2005

0 = 60% 1 = 22% 2 = 29% 3 = 19% 4 = 7% 5 = 9% 6 or more = 14%

Spring 2005

0 = 63% 1 = 11% 2 = 9% 3 = 4% 4 = 3% 5 = 3% 6 or more = 6%

Fall 2004

0 = 64% 1 = 9% 2 = 8% 3 = 4% 4 = 3% 5 = 2% 6 or more = 10%

Spring 2004

0 = 54% 1 = 10% 2 = 10% 3 = 8% 4 = 6% 5 = 4% 6 or more = 9%

Fall 2003

0 = 60% 1 = 8% 2 = 9% 3 = 5% 4 = 5% 5 = 5% 6 or more = 9%

Spring 2003

0 = 73% 1 = 4% 2 = 7% 3 = 4% 4 = 3% 5 = 4% 6 or more = 4%

14. If you have borrowed books from the library, how would you rate the library book collection in its ability to support your research/information needs?

In the Fall of 2005, 103 out of 211 students, or 49%, borrowed a book(s) from the library. Of those who did borrow a book, their assessment of the book collection in meeting their research purposes was:

Excellent	Very Good	Good	Fair	Poor
17%	38%	35%	11%	0%

In the Spring of 2005, 152 out of 324 students, or 47%, borrowed a book(s) from the library. Of those who did borrow a book, their assessment of the book collection in meeting their research purposes was:

Excellent	Very Good	Good	Fair	Poor
9%	38%	41%	9%	3%

In the Fall of 2004, 90 out of 248 students, or 36%, borrowed a book(s) from the library. Of those who did borrow a book, their assessment of the book collection in meeting their research purposes was:

Excellent	Very Good	Good	Fair	Poor
17%	25%	43%	12%	3%

In the Spring of 2004, 145 out of 260 students, or 56%, borrowed a book(s) from the library. Of those who did borrow a book, their assessment of the book collection in meeting their research purposes was:

Excellent	Very Good	Good	Fair	Poor
7%	41%	26%	5%	2%

In the Fall of 2003, 129 out of 274 students, or 47%, borrowed a book(s) from the library. Of those who did borrow a book their assessment of the book collection in meeting their research purposes was:

Excellent	Very Good	Good	Fair	Poor
12%	30%	42%	13%	2%

15. If you have used Reference books in the library, how would you rate the Reference collection in its ability to support your research/information needs?

Fall 2005

Excellent	Very Good	Good	Fair	Poor
19%	42%	34%	5%	0%

Spring 2005

Excellent	Very Good	Good	Fair	Poor
13%	41%	51%	7%	3%

Fall 2004

Excellent	Very Good	Good	Fair	Poor
20%	37%	34%	7%	2%

Spring 2004

Excellent	Very Good	Good	Fair	Poor
15%	36%	39%	8%	1%

Fall 2003

Excellent	Very Good	Good	Fair	Poor
12%	35%	46%	6%	1%

16. How many videos have you viewed in, or borrowed from, the library?

Fall 2005

0 = 88%	1 = 7%	2 > = 5%
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Spring 2005

0 = 87%	1 = 6%	2 = 3%	3 = 2%	4 or more = 2%
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Fall 2004

0 = 91%	1 = 4%	2 = 4%	3 = 2%	4 or more = 3%
---------	--------	--------	--------	----------------

Spring 2004

0 = 86%	1 = 7%	2 = 3%	3 = 2%	4 or more = 2%
---------	--------	--------	--------	----------------

Fall 2003

0 = 86%	1 = 5%	2 = 4%	3 = 1%	4 or more = 3%
---------	--------	--------	--------	----------------

Spring 2003

0 = 78%	1 = 5%	2 = 4%	3 = 6%	4 or more = 6%
---------	--------	--------	--------	----------------

17. How would you rate the library databases in their ability to support your research/information needs?

Fall 2005				
Excellent	Very Good	Good	Fair	Poor
36%	41%	20%	3%	0%
Spring 2005				
Excellent	Very Good	Good	Fair	Poor
24%	47%	26%	3%	1%
Fall 2004				
Excellent	Very Good	Good	Fair	Poor
33%	44%	21%	3%	0%
Spring 2004				
Excellent	Very Good	Good	Fair	Poor
21%	46%	28%	5%	1%
Fall 2003				
Excellent	Very Good	Good	Fair	Poor
25%	43%	27%	4%	1%
Spring 2003				
Excellent	Very Good	Good	Fair	Poor
24%	41%	28%	4%	1%

18. Do you find the library databases are easy to use?

Fall 2005	Yes	98%	No	2%
Spring 2005	Yes	92%	No	8%
Fall 2004	Yes	96%	No	4%
Spring 2004	Yes	90%	No	10%
Fall 2003	Yes	94%	No	6%
Spring 2003	Yes	92%	No	6%

19. Do you use the library as a study area?

Fall 2005	Yes	45%	No	55% (1 st yr for Student Ctr)
Spring 2004	Yes	51%	No	49%
Fall 2004	Yes	52%	No	48%
Spring 2004	Yes	56%	No	44%
Fall 2003	Yes	53%	No	47%
Spring 2003	Yes	53%	No	47%

20. If yes to the previous question, approximately how many hours per week?

Fall 2005

1 = 26% 2 = 33% 3 = 18% 4 = 7% 5 or more = 15%

Spring 2005

1 = 32% 2 = 28% 3 = 14% 4 = 11% 5 or more = 16%

Fall 2004

1 = 30% 2 = 28% 3 = 17% 4 = 10% 5 or more = 16%

Spring 2004

1 = 29% 2 = 26% 3 = 15% 4 = 12% 5 or more = 19%

Fall 2003

1 = 28% 2 = 26% 3 = 17% 4 = 12% 5 or more = 16%

21. Rate your interactions with a Reference librarian:

Fall 2005

Excellent	Very Good	Good	Fair	Poor
23%	30%	38%	9%	2%

Spring 2005

Excellent	Very Good	Good	Fair	Poor
21%	33%	35%	8%	2%

Fall 2004

Excellent	Very Good	Good	Fair	Poor
29%	30%	36%	5%	1%

Spring 2004

Excellent	Very Good	Good	Fair	Poor
21%	35%	34%	7%	2%

Fall 2003

Excellent	Very Good	Good	Fair	Poor
26%	33%	33%	8%	0%

Spring 2003

Excellent	Very Good	Good	Fair	Poor
23%	29%	37%	6%	1%

22. Rate your interactions with Circulation Desk personnel.

Fall 2005

Excellent	Very Good	Good	Fair	Poor
19%	32%	38%	10%	3%

Spring 2005

Excellent	Very Good	Good	Fair	Poor
18%	32%	37%	9%	4%

Fall 2004

Excellent	Very Good	Good	Fair	Poor
19%	33%	38%	7%	3%

Spring 2004

Excellent	Very Good	Good	Fair	Poor
16%	36%	32%	10%	6%

Fall 2003

Excellent	Very Good	Good	Fair	Poor
21%	29%	39%	9%	2%

23. What time of day do you tend to use the library?

Fall 2005

Morning	Afternoon	Evening	Saturday
31%	45%	18%	4%

Spring 2005

Morning	Afternoon	Evening	Saturday
25%	49%	21%	5%

Fall 2004

Morning	Afternoon	Evening	Saturday
23%	55%	22%	4%

Spring 2004

Morning	Afternoon	Evening	Saturday
22%	52%	25%	5%

Fall 2003

Morning	Afternoon	Evening	Saturday
30%	50%	20%	4%

Spring 2003

Morning	Afternoon	Evening	Saturday
27%	50%	21%	4%

24. Which is a better source for research paper information, Library Databases or Google?

Fall 2005

Library Databases 84%	Google 10%	Both 6%
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Spring 2005

Library Databases 77%	Google 19%	Both 5%
-----------------------	------------	---------

Fall 2004

Library Databases 78%	Google 14%	Both 8%
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Spring 2004

Library Databases 70%	Google 25%	Both 5%
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Fall 2003

Library Databases 73%	Google 20%	Both 7%
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Truckee Meadows Community College, Elizabeth Sturm Library Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+(TM) program.

Please answer all items. The survey will take about **10 minutes** to complete. Thank you for your participation!

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

Minimum -- the number that represents the *minimum* level of service that you would find acceptable

Desired -- the number that represents the level of service that *you personally want*

Perceived -- the number that represents the level of service that *you believe* our library currently provides

For each item, you must EITHER rate the item in all three columns OR identify the item as "N/A" (not applicable). Selecting "N/A" will override all other answers for that item.

When it comes to...	My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A
	Low	High	Low	High	Low	High	
1) Employees who instill confidence in users	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
2) Making electronic resources accessible from my home or office	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
3) Library space that inspires study and learning	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
4) Giving users individual attention	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
5) A library Web site enabling me to locate information on my own	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
6) Availability of online help when using my library's electronic resources	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
7) Employees who are consistently courteous	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
8) The printed library materials I need for my work	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
9) Quiet space for individual activities	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
10) Readiness to respond to users' questions	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
11) The electronic information resources I need	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
12) Ease of use of electronic resources	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
13) Employees who have the knowledge to answer user questions	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
14) Video and sound recording resources I need for my research	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A
15) A comfortable and inviting location	1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		1 2 3 4 5 6 7 8 9		N/A

16)	Employees who deal with users in a caring fashion	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
17)	Modern equipment that lets me easily access needed information	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
18)	Librarians teaching me how to effectively use the electronically available databases, journals, and books	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
19)	Employees who understand the needs of their users	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
20)	Easy-to-use access tools that allow me to find things on my own	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
21)	A getaway for study, learning, or research	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
22)	Willingness to help users	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
23)	Making information easily accessible for independent use	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
24)	Print and/or electronic journal collections I require for my work	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
25)	Community space for group learning and group study	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
26)	Adequate hours of service	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A
27)	Dependability in handling users' service problems	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	N/A

Please indicate the degree to which you agree with the following statements:

28)	The library helps me stay abreast of developments in my field(s) of interest.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
29)	The library aids my advancement in my academic discipline.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
30)	The library enables me to be more efficient in my academic pursuits.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
31)	The library helps me distinguish between trustworthy and untrustworthy information.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
32)	The library provides me with the information skills I need in my work or study.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
33)	In general, I am satisfied with the way in which I am treated at the library.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
34)	In general, I am satisfied with library support for my learning, research, and/or teaching needs.	1 2 3 4 5 6 7 8 9 <i>Strongly Disagree</i> <i>Strongly Agree</i>
35)	How would you rate the overall quality of the service provided by the library?	1 2 3 4 5 6 7 8 9 <i>Extremely Poor</i> <i>Extremely Good</i>

Please indicate your library usage patterns:

36)	How often do you use resources on library premises?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Never
37)	How often do you access library resources through a library Web page?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Never
38)	How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Never

Please answer a few questions about yourself:	
39) The library that you use most often:	<input type="checkbox"/> Main Library <input type="checkbox"/> Meadowood <input type="checkbox"/> Redfield <input type="checkbox"/> Edison/IGT Applied Technology Center
40) Age:	<input type="checkbox"/> Under 18 <input type="checkbox"/> 18 - 22 <input type="checkbox"/> 23 - 30 <input type="checkbox"/> 31 - 45 <input type="checkbox"/> 46 - 65 <input type="checkbox"/> Over 65
41) Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female

- 42) Discipline:**
- Agriculture / Environmental Studies
 - Applied Technologies & Trades
 - Architecture
 - Business
 - Communications / Journalism
 - Education
 - Engineering / Computer Science
 - General Studies
 - Health Sciences
 - Humanities
 - Law
 - Other
 - Performing & Fine Arts
 - Science / Math
 - Social Sciences / Psychology
 - Undecided

43) Position:
(Select the ONE option that best describes you.)

- Student: No definite purpose in mind
 To take a few courses for self-improvement
 To take a few job-related courses
 To take courses necessary for transferring to another 2-year college
 To take courses necessary for transferring to a 4-year college or university
 To complete a vocational/technical program
 To obtain or maintain a certification
 To obtain an Associates degree
 Other

- Faculty: Part-time
 Full-time

- Library Staff: Administrator
 Manager, Head of Unit
 Public Services
 Systems
 Technical Services
 Other

- Staff: Administrator/Manager
 Other staff positions

44) Please enter any comments about library services in the box below:

45) Enter your e-mail address in the box below if you would like to enter an optional drawing for a prize.
Your e-mail address will be kept confidential and will not be linked to your survey responses.
(Not required)

Thank you for participating in this library service quality survey!

Academic Year 05-06 Assessment Report

Assessment of Library Research Assignments & Survey

The library has had an ongoing library research program since before 2000. During academic year 05-06, Neil Siegel assessed over 300 English 101/113 Library Research Assignment booklets to determine what students were getting and what they were not. Additionally, Neil has been surveying English 101 and 113 students each semester to gather their opinions and attitudes on researching. He looked at students' research abilities, attitudes, and opinions in regards to research.

The assessment consists of:

- The English 101/113 Fall 2005 student survey
- The English 101/113 Library Research Assignment
- The content of our "tours"

The following library databases are searched as a part of the English 101/113 booklet, in addition to searching the book catalog and finding and reviewing reference books:

- CQ Researcher
- Issues and Controversies
- EBSCO MasterFile
- ProQuest Research Library
- ProQuest Historical New York Times
- Newsbank – Washington Post

Findings:

- The topic specific databases CQ Researcher and Issues and Controversies were easier to master for relevant results than EBSCO MasterFile Premier.
- Student observations on how CQ and I & C could assist in preliminary research was better grasped than with EBSCO.
- Students failed to integrate topics identified from skimming the content of a CQ Researcher and I & C abstract, overview, or bulleted subtopics into a later EBSCO search, thus failing to understand the building block principles associated with the assignment booklet.
- EBSCO searches were built upon whatever keywords first came to mind. These searches were simple, and frequently failed to address depth and subtopic identification.
- KnightCite proved invaluable in saving citation building time. However, students frequently were not able to master the KnightCite index menu located on the left side of the screen to select the proper format. For example, they frequently used the print format instead of electronic and failed to realize the difference between book and electronic journal or newspaper. The assignment booklet has been modified accordingly to direct the student to the correct format and to provide (twice) the appropriate information to complete an electronic citation.

Assessment of student abilities and attitudes:

- Students have responded positively to the library assignment program.
- Students find library resources are convenient and easy to use.
- *Students do not get the building block association that has been built into the library assignment booklet, i.e., CQ and I & C to build EBSCO searches.*
- *Students are not systematic in their EBSCO searches.*
- *Students do not effectively utilize keywords to narrow searches.*
- Student research abilities are fair, however their attitude is that they are effective in their endeavors and they are encouraged by the speed of access and wealth of returned results.

Fall 2005 Library Survey of 101 and 113 students:

- *94% of 101 and 96% of 113 students found that the library assignment program improved their ability to use library resources*
- 60% of 101 and 69% of 113 students rated the tour presentations Excellent to Very Good
- 74% of 101 and 84% of 113 students rated the introduction to library resources Excellent/Very Good
- 74% of 101 and 86% of 113 students used the booklet to assist in research and remotely login to library databases
- *77% of 101 and 74% of 113 students rated library databases Excellent/Very Good in supporting research assignments*
- *98% of 101 and 95% of 113 students found the library databases easy to use*

Assessment Discussion

During academic year 05-06, librarians reviewed and discussed the assessment findings and then proposed some changes to the way we present the material. In addition, John Fitzsimmons, after sitting in on an assessment discussion by English faculty, brought back some suggestions that could help in some of the areas where students are struggling: construction of an argument paper and citing sources. Many ideas were brought forward and the following were agreed to:

Assessment finding:	Possible solution for tour presentation:
Students do not get the building block association that has been built into the library assignment booklet, i.e., CQ and I & C to build EBSCO searches.	While reviewing CQ Researcher and Issues & Controversies searches, highlight the outline provided and the keywords found. Discuss the transference of knowledge (i.e., keywords, facts learned in previous reading) to other databases, EBSCO in particular. Model the technique.
Students are not systematic in their EBSCO searches.	Model an efficient search process, such as: 1) use prior knowledge to begin search, 2) if topic is new, start with basic encyclopedia information, 3) if appropriate, search in CQ Researcher or Issues & Controversies to get information to narrow search, 4) list keywords that will narrow a search, and 5) search in EBSCO.
Students do not effectively utilize keywords to narrow searches.	Having made lists of keywords in previous searches, list keywords that would narrow a search. Model the process.
Construction of an argument paper	Review Opposing Viewpoints series during the tour. Discuss how they can be used to balance a paper but also how the essays can be a model for an argument paper.
Citing sources	Discuss the importance of citation. Model creating a citation. Show students how to use KnightCite.

Fall '06 Library Tours

Librarians initiated the changes discussed in the assessment meeting into their fall library tours. Keywords gleaned from searching databases like CQ Researcher and Issues and Controversies are emphasized and used in subsequent searches. Good searching skills are modeled, along with creating citations. Librarians review sources that provide each side of an issue, such as Opposing Viewpoints, pointing out how each essay provides a model for an argument paper. Later in the fall, librarians will be meeting to discuss how assignments are going, brainstorm possible enhancements to the program, and set a timetable for carrying out any modifications.

English 113 Student Library Survey Results – Fall 2005

22. Did the Library tour and assignment associated with English 113 improve your ability to use library and information resources?

Yes **96%** No **4%**

23. How would you rate the English 113 library tour?

Excellent	Very Good	Good	Fair	Poor
24%	45%	22%		

24. How would you rate the English 113 Assignment as an introduction to identifying the types of resources available within the library and online through the library web page?

Extremely Valuable	Very Valuable	Valuable	Little Value
36%	48%	16%	

25. How would you rate the librarian's tour presentation?

Excellent	Very Good	Good	Fair	Poor
41%	44%	10%	1%	

26. Have you used the English 113 library assignment booklet to assist you:

In performing research:	Yes 86%	No 14%
In logging onto the databases from home:	Yes 86%	No 14%
In creating a bibliography in MLA/APA format	Yes 65%	No 35%

27. Not counting your English 113 class, how many library tours did you attend for other classes this semester?

0 = **52%** 1 = **30%** 2 = **8%** 3+ = **11%**

28. Prior to this semester how many library tours have you attended?

0 = **38%** 1 = **18%** 2 = **29%** 3+ = **15%**

29. Following the library tour(s), were you able to use library resources to greater advantage?

Yes = **94%** No = **6%**

30. How often have you been required to do library research for your classes this semester?

0	1	2	3	4+
15%	25%	19%	21%	17%

31. Have you accessed the library databases from home, work or a location other than the library?

Yes = **79%** No = **21%**

32. How many books have you borrowed from the library this semester?

0	1	2	3	4+
59%	16%	4%	5%	15%

33. If you have borrowed books from the library, how would you rate the library book collection in its ability to support your research/information needs?

Excellent	Very Good	Good	Fair	Poor
28%	36%	28%	8%	

34. If you have used Reference books in the library, how would you rate the Reference collection in its ability to support your research/information needs?

Excellent	Very Good	Good	Fair	Poor
23%	39%	34%	4%	

35. How many videos have you viewed in, or borrowed from, the library?

0 = **81%** 1 = **8%** 2 = **7%** 3+ = **6%**

36. How would you rate the library databases in their ability to support your research/information needs?

Excellent	Very Good	Good	Fair	Poor
37%	37%	18%	3%	

37. Do you find the library databases are easy to use?

Yes = **95%** No = **5%**

38. Do you use the library as a study area?

Yes = **66%** No = **34%**

39. If yes to the previous question, approximately how many hours per week?

1	2	3	4	5	6	7+
15%	28%	19%	23%	4%	6%	4%

40. Rate your interactions with a Reference librarian:

Excellent	Very Good	Good	Fair	Poor
23%	46%	29%		

41. Rate your interactions with Circulation Desk personnel:

Excellent	Very Good	Good	Fair	Poor
26%	36%	30%	6%	

42. What time of day do you tend to use the library?

Morning	Afternoon	Evening	Saturday
31%	40%	20%	9%

43. Which is better source for research paper information, Library Databases or Google?

Library Databases = **77%** Google = **15%** Both = **7%**

73 English 113 students surveyed in all 4 sections

**TAX SUPPORTED COLLEGE AND UNIVERSITY LIBRARIES' STATISTICS
FISCAL YEAR 2004 (2005)**

LIBRARY	STUDENT FTE	FULL-TIME EMPLOYEES	STUDENT EMPLOYEES	HOURS OPEN PER WEEK
Community College of Southern Nevada	16,700	23	7	66
Great Basin College	1,350	8	3	60
Nevada State College	726	1	4	58
Truckee Meadows Community College	6213	14.5	2	68
University of Nevada, Las Vegas	20,094	117	34	99
University of Nevada, Reno	11,931	80	33	102
Western Nevada Community College	2297	14.3	3	59
TOTALS	59,054	257.3	86	504

LIBRARY	CIRCULATION	REFERENCE	MATERIALS COLLECTION	OPERATING EXPENDITURES
Community College of Southern Nevada	102,684	na	87,087	\$1,051,755
Great Basin College	7,041	1,561	65,786	\$489,660
Nevada State College	n/a	1,348	6,078	n/a
Truckee Meadows Community College	10,800	Did not collect this data	49,418	\$826,443
University of Nevada, Las Vegas	318,845	n/a	992,638	\$12,096,397
University of Nevada, Reno	183,942	130,100	1,128,954	\$8,126,949
Western Nevada Community College	7,064	5,344	46,117	\$875,949
TOTALS	639,735	167,776	2,373,940	\$23,467,153

COLLECTION DEVELOPMENT ALLOCATION FORMULA

COLLECTION DEVELOPMENT ALLOCATION FORMULA

LC	%CIRC/	%Circ X	% Class	%Hours X	Librarian	Multiplied	TOTALS		Grand
Range	BROWSE	\$20,000.00	Hours	\$20,000.00	Input	Factor	in \$	Adjustments	Totals
A & Z	0.00141801	\$28.36			0	\$0.00	\$28.36	\$0.00	\$28.36
B	0.10171972	\$2,034.39	0.0366994	\$733.99	2	\$1,166.66	\$3,935.04	\$0.00	\$3,935.04
C	0.00861367	\$172.27	0.0280643	\$561.29	0	\$0.00	\$733.56	\$0.00	\$733.56
CC	0.00028662	\$5.73		\$0.00	0	\$0.00	\$5.73	\$0.00	\$5.73
D	0.13170916	\$2,634.18	0.0151115	\$302.23	0	\$0.00	\$2,936.41	\$0.00	\$2,936.41
E	0.0803892	\$1,607.78	0.010794	\$215.88	0	\$0.00	\$1,823.66	\$0.00	\$1,823.66
F	0.03130186	\$626.04	0.0007196	\$14.39	0	\$0.00	\$640.43	\$0.00	\$640.43
G	0.02882788	\$576.56	0.0366994	\$733.99	2	\$1,166.66	\$2,477.21	\$0.00	\$2,477.21
H-HJ	0.0374868	\$749.74	0.0626049	\$1,252.10	4	\$2,333.32	\$4,335.15	\$0.00	\$4,335.15
HM-HS	0.04733746	\$946.75	0.0287839	\$575.68	4	\$2,333.32	\$3,855.75	\$0.00	\$3,855.75
HT-HV	0.05880223	\$1,176.04	0.0295035	\$590.07	4	\$2,333.32	\$4,099.43	\$0.00	\$4,099.43
HX	0.00191582	\$38.32		\$0.00	0	\$0.00	\$38.32	\$0.00	\$38.32
J	0.01519083	\$303.82	0.0143919	\$287.84	3	\$1,749.99	\$2,341.64	\$0.00	\$2,341.64
K	0.01362196	\$272.44	0.0093548	\$187.10	4	\$2,333.32	\$2,792.86	\$0.00	\$2,792.86
L	0.02255242	\$451.05	0.0359799	\$719.60	3	\$1,749.99	\$2,920.64	\$0.00	\$2,920.64
M	0.02214512	\$442.90	0.0395778	\$791.56	1	\$583.33	\$1,817.79	\$0.00	\$1,817.79
N	0.07409866	\$1,481.97	0.055409	\$1,108.18	0	\$0.00	\$2,590.15	\$0.00	\$2,590.15
P	0.13412279	\$2,682.46	0.1971696	\$3,943.39	0	\$0.00	\$6,625.85	\$1,625.85	\$5,000.00 *
Q	0.06806456	\$1,361.29	0.2381866	\$4,763.73	0	\$0.00	\$6,125.02	\$1,125.02	\$5,000.00*
R	0.05637351	\$1,127.47	0.0983449	\$1,966.90	4	\$2,333.32	\$5,427.69	\$0.00	\$5,427.69
S	0.00598884	\$119.78	0.0064764	\$129.53	5	\$2,916.65	\$3,165.95	\$0.00	\$3,165.95
T	0.04152964	\$830.59	0.0359799	\$719.60	1	\$583.33	\$2,133.52	\$0.00	\$2,133.52
U	0.01089154	\$217.83	0.0021588	\$43.18	0	\$0.00	\$261.01	\$0.00	\$261.01
V	0.00138784	\$27.76		\$0.00	0	\$0.00	\$27.76	\$0.00	\$27.76
Z	0.00422386	\$84.48	0.0179899	\$359.80	2	\$1,166.66	\$1,610.94	\$0.00	\$1,610.94
TOTALS		\$20,000.00		\$20,000.00	39	\$22,749.87	#####	\$2,750.87	\$59,999.00

* Capped