Walla Walla Community College
Library Services

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About Walla Walla Community College

Nestled within the scenic and agricultural sweeping hills and verdant valleys of southeastern Washington, Walla Walla Community College serves its rural population over a geographically widespread 4-county district. There are campuses located in Walla Walla and Clarkston, Washington. Additionally, WWCC provides instruction to correctional facilities located at the Washington State Penitentiary in Walla Walla and at the Coyote Ridge Corrections Center in Connell. The College provides a rich, innovative and high-quality affordable educational experience to approximately 4200 quarterly FTEs made up of full- and part-time students. The development of innovative programs such as the Institute for Enology and Viticulture, established in 2000, and the newest professional technical program, Wind Energy Technology keeps the college relevant and cutting edge. With graduation and transfer rates that are nearly 14% above the national average for community colleges, the college was launched into the national spotlight when it was named as one of ten finalists for the Aspen Prize for Community College Excellence to be awarded in December 2011. It is with pride in our college’s mission, goals and values that the Walla Walla Community College Library applies for the ACRL Excellence in Academic Libraries Award.

WWCC Mission & Goals

Walla Walla Community College inspires students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities.

**To accomplish this mission, our outcome goals are to:**

- Encourage and support life-long learning.
- Prepare students for transfer to four-year institutions.
- Prepare students for the 21st-century work force.
- Strengthen basic skills of students.
- Serve as a leading partner in strengthening communities.

**Our process goals are to:**

- Embrace relevant technologies.
- Provide services that support student learning.
- Hire, develop and retain highly qualified personnel.
- Value and promote diversity and multiculturalism.
- Collaborate with public and private partners.
- Acquire and maintain high quality facilities.
- Pursue additional sources of funding

WWCC Library Mission:

The library connects our community with information resources and, with an active instructional focus, develops self-confidence and academic capability in a technologically challenging and multicultural world.

**We:**

- Anticipate and provide access to the resources and tools students and teachers need to enhance teaching and learning;
- Promote fluency with information literacy and educational technology;
- Provide comfortable, safe library spaces conducive to study, inspiration, collaboration and reflection;
- Contribute leadership and direction in information policy issues such as fair use, intellectual freedom, privacy and access to information;
- Interact with the college and its students and faculty for improved feedback, communication and information flow.
WWCC VALUES

We, the Board of Trustees and Walla Walla Community College employees, value:

Learning Opportunities – We value learning and encourage students to acquire a rich and wide body of knowledge, as well as a love of their chosen discipline. We provide an environment that fosters active learning and the support services necessary to help all students achieve their potential. Everything we do is focused on expanding student access, retention and completion.

Integrity – Integrity is an essential component of the common bond within Walla Walla Community College. Efficient accomplishment of institutional goals is based on trust and mutual respect. We value honesty, fairness and ethical behavior.

Sense of Community – We strive to build community. We value a climate where all individuals feel accepted and meaningfully involved in a common cause. We recognize we are interdependent and demonstrate respect for one another.

Teamwork – We value partnerships within the College and with members of the communities we serve. We practice collaboration in plans, actions, and shared results.

Diversity – We oppose all barriers that separate people from opportunities: barriers of socioeconomic status, color, ethnicity, age, gender, sexual orientation, and inexperience with the educational system. We embrace cultural diversity on our campus and in the communities we serve and strive to reflect the global community in our curricula. We seek to attract and nurture a diverse student body, faculty, and staff.

Innovation – Walla Walla Community College values, respects, and rewards the enthusiastic pursuit of new ideas, creative risk-taking, and entrepreneurial endeavors. Encouraging the pursuit of excellence and innovation will help the College prepare students and staff to shape the future. Creativity is one of our most important resources in the 21st Century.

Health and Humor – We value a healthy environment that encourages humor, creativity, and enjoyment of work. We promote health, wellness, and safety within the College and the communities we serve.

Personal and Professional Growth – We value the growth of both our students and staff. We believe that our own engagement in the learning process enhances our ability to enrich our personal lives, careers, and work in the global community.

Excellence – We value superior quality and are dedicated to continued improvement in all of our College programs and services. We practice an ongoing systematic planning and evaluation process to ensure that our programs and services are distinctive, relevant, responsive, and of the highest quality.

Sustainability – Walla Walla Community College values the well-being of our communities and is dedicated to protecting and restoring our resources. We advocate for and demonstrate practices that promote economic and environmental sustainability.
Providing Comfortable, Safe Library Spaces

The Walla Walla Campus library, serving nearly 2500 FTEs, is located on the second floor of the main administrative building and is easily accessible by stairs and by elevator. The circulation desk and the reference desk are conveniently situated steps away from the front doors. Several remodeling projects have addressed the need for additional study square footage as well as separate instructional space which includes a 24-computer Resource Room used for class instruction and a 10-computer Faculty Support Center used by faculty and staff for in-house training and educational pursuits. These classrooms supplement the public use computers and additional circulating laptop computers available to students throughout the library. These computers give the librarians an opportunity for individualized one-on-one assistance to students during their research. A growing trend of students with laptop computers is enhanced by wireless hot spots throughout the facility.

Separate viewing rooms for media and assistive technology are popular. There are areas for group study, quiet study and several areas for lounging. When budgets began growing tighter three years ago, a student group supported the library by purchasing comfortable reading chairs that were placed near the floor-to-ceiling windows in the quiet study area. As seating became more crowded during peak morning hours, we removed unused back issues of periodicals, its corresponding shelving and removed empty microfilm cabinets to create a more open and spacious environment conducive to studying. We offered the microfilm cabinets to other departments for on-campus use. It proved to be not only the “green” course of action, but stirred competition between several departments to be the first to get to the library and claim some great storage units for their programs. It was an effective way to collaborate with some of the professional-technical faculty who don’t come to the library as often as we’d like!

Collaborating with the art department faculty, the library proudly displays a variety of student artwork throughout the facility. Collages, fiber art, watercolors, and oil paintings adorn the walls of the library while pottery
pieces made by students and faculty grace the circulation desk. Working with library staff and their classroom instructor, students in the WWCC digital media class submit graphic designs for consideration to be used as the artwork for the library’s quarterly issued bookmarks. It gives the library another way to showcase our students’ talents and encourages collaboration between departments. This collaboration with the Digital Media Club resulted in an innovative project. The library donates its discarded books to the Club who sells them on an on-line auction site to boost the Club’s treasury. Books that go unsold are placed on a “free for the taking” cart outside the library and tend to disappear quickly.

Constructed ten years ago, the Clarkston Center Library is a modern and spacious facility serving just over 500 FTEs with comfortable seating, student computers, photocopier, scanner, Wi-Fi, study rooms for individual and group study, places to view audiovisual materials, and a staff that warmly welcomes and assists students and faculty who need assistance or research advice. The Clarkston Center library lends projection equipment for students to use in their classroom presentations, and provides technical support and assistance with equipment and programs. The Clarkston Library doubles as the on-campus testing center and the Library’s physical proximity to the Tutoring and Learning Center is convenient for students.

Responses from the Community College Survey of Student Engagement (CCSSE) conducted by Walla Walla Community College in 2008 positively affirmed that the library was doing well in providing needed and wanted library resources. When asked, “How satisfied are you with the Library resources (books, periodicals, databases)?” over 78% of the respondents were very or somewhat satisfied. Although we actively seek out faculty requests in our collection development process, we also rely on our students to assist us in our purchasing decisions. By including student participation in our collection development, it insures our collection is relevant and useful.
THE LIBRARY’S ACTIVE INSTRUCTIONAL FOCUS

Students at WWCC expect to meet and work with their librarians face to face. They want access to research help and prefer a personalized experience. They need their research to be interesting and engaging and strive to learn from their interactions when they visit their library. Our faculty members want our teaching to meet their course outcomes while introducing the skills that are necessary to complete research assignments. Our librarians want students to take the information literacy skills with them that will serve them not only while they are students, but throughout their lives. These are the guiding sets of expectations that form the foundation of the Information Literacy Program at WWCC. Every classroom interaction, every reference interview, every online web consultation is focused on the need to inspire students, teach outcomes, and foster collaboration with faculty. In the past three years WWCC has made great strides in meeting our IL goals of inspiring exploration, experimentation, and instilling skills for lifelong critical thinking and confidence. We have accomplished these goals by teaming up with faculty, listening to students, working with librarians from all over Washington State, and acting as leaders for outcome and curriculum development at our institution.

During the 2005/06 school year WWCC Librarians were involved in ten formal information literacy instruction sessions. By the end of academic year 2010/2011 we completed one hundred sessions. While the numbers themselves are impressive, what is even more exciting is that these sessions represent collaborations with faculty members from three different campuses, twelve educational divisions and fifteen educational fields. Every one of those sessions represents a relationship built with a WWCC faculty member who discussed course outcomes, learned about IL outcomes, and produced an assignment that would help to meet two sets of educational outcomes while still captivating the students’ imaginations and desire to learn.

We continue to steadily grow our IL program through ongoing partnerships with faculty members to progressively teach the key elements of the ACRL information literacy standards. For example, in fall 2011 one composition instructor is working with one of our faculty librarians to create a stair-step approach to information literacy so that the librarian is partially embedded into three levels of composition courses. The goal of this collaboration is to incrementally teach IL skills within three levels of English composition courses so that students will have more time to grasp and practice these skills. The composition instructor is seeing improvements in her students’ writing as a result of this effort to couple the teaching of writing skills with information literacy skills.

The development of information literacy within our institution requires an iterative process of planning, designing, delivering, and assessing. Feedback from our patrons gives us valuable insight into our successes and failures. For example, a few years ago we realized our patrons were having difficulty
navigating our library home page (based on the number of questions and complaints we were receiving). Therefore, we invited students to “mark up” large printings of the web page so that we could design a page that would be more welcoming, interesting, and helpful for the main users of our site. This process helped us to understand how our students use our website to find information and guided the creation of the new site we developed with student users in mind.

To meet information literacy outcomes, libraries must understand and work within the curriculum of many different disciplines. We support our students through the course outcomes of other instructors while being leaders in the development of institution-wide outcomes. In order to meet our goals of sharing information literacy with students across many different disciplines, WWCC faculty librarians have worked to be recognized as experts in outcomes and curriculum development. We have participated in statewide, local, and national professional development opportunities such as the ACRL Immersion program to learn about developing quality courses. We have also participated in statewide initiatives, such as the Washington State Open Course Library Project, to grow student success through course development and open source materials. The library staff has also hosted training and professional development opportunities about student learning outcomes. Since 2009, the library has played an active role on both the Curriculum and Outcomes Review Committees. Through these activities the faculty librarians have become trusted sources for educational leadership at WWCC. This helps us to integrate information literacy into the outcomes of many classes and ensures that our students have the best possible learning experiences that include both course content and information literacy skills.

We are not alone in our efforts to promote information literacy. Our IL program has benefitted greatly from the “Library as Instructional Leader” Library Services and Technology Act (LSTA) grant that has been active in Washington State’s Community College Libraries for the past five years. Funds from this grant paid for projects like the adaptation of an open source textbook for students, and better collaboration between English department faculty and librarians. In addition, two of our librarians applied for and received the LSTA sponsored Pre-College Information Literacy Research (PILR) grant which covered four quarters of planning, collaboration, and instruction with pre-college reading classes at the WWCC campus. This allowed our two librarians to team up with two pre-college reading instructors to design
classroom IL instruction that was woven into the outcomes provided by the faculty members. The continuity of a grant that covered the entire school year allowed for malleability in the assignments as we assessed each assignment during the course of the school year. Many of these students are now familiar with the library, its resources, and its librarians as they enter college level courses. Finally, perhaps the most important benefit of LSTA funds is the opportunity they have given us to draw on the knowledge and expertise of librarians from around the state in developing our rubrics for assessing student learning, developing student centered assignments based on solid learning outcomes, and developing our overall information literacy plan.

A great challenge for our library has been to offer equal services and resources to the students whose classrooms are located within the walls of state correctional facilities. We have spent a good deal of time on collection development with a limited budget, working with faculty to prioritize the resources, and our librarians have visited classes and have held extensive reference interviews with the students. The biggest challenge of working with incarcerated students is not behavioral, but dealing with the fact that inmates are denied Internet access. This means that, in order to meet the information literacy component of the curriculum, we have to physically extract the information ourselves from databases and electronic resources.

For example, when teaching source evaluation, we extract scholarly journal articles along with popular magazine pieces from our online databases and then take them to the students to demonstrate how to determine credible sources. Having them review online sources such as Wikipedia or Google or EbscoHost or any other website is not an option.

One memorable experience with students behind bars was when two of our librarians had the privilege of working with an art appreciation class that was studying the Unicorn Tapestries. We first met with the students to determine their print needs. As we gathered their requested books and articles about medieval life, art and history, we realized that we were unable show them the website of the tapestries’ display at the Cloisters, a branch of the Metropolitan Museum of Art in New York. This sent one librarian to go above and beyond. She contacted the Cloisters and asked if they could provide us with a DVD about the tapestries to show to the incarcerated students. Shortly thereafter we received a complimentary DVD made especially for us to show to the class. When we made our trip back to the class with the print sources, we showed the DVD and we were both invited back to hear the final student presentations. It was a richly rewarding and unforgettable teaching experience for us.
While working with this class, the librarians recognized the lack of good art resources in the penitentiary’s library. One librarian worked with a charitable organization, the Distribution to Underserved Communities Library Program, and with direct input from this art instructor, was able to procure a number of free art books for the WSP library to support the art appreciation class. This extra effort produced not only a stronger tie between faculty and librarian but also complimented a neglected collection for no additional funds. The outcome of this effort is a win-win situation that the WWCC Library continually works hard to achieve.
THE LIBRARY AND OUR MULTICULTURAL WORLD

The WWCC Library is dedicated to providing a safe and welcoming learning environment to its diverse base of students. Depending on the quarter, between 12 – 17% of the population of the WWCC student body self-identifies as Latino or Hispanic heritage. The library responded by becoming the first campus department to present signage in both English and Spanish. Now, nearly all signage on campus is bilingual. The library’s informational bookmark, issued each quarter, is printed in Spanish & English, and the library offers bilingual library card applications. It was fun for our library staff to help an English as a Second Language class create a video about their trip to the library: http://www.youtube.com/watch?v=YUCIOCT9Tv4

The Library made a concerted effort a few years ago to upgrade its Spanish language collection by purchasing Spanish language books and English/Spanish bi-lingual books and creating a separate area for them for easy browsing. We also increased our collection of children’s items to include children’s DVDs and books in Spanish. Many of our Spanish-speaking students are setting foot on a college campus for the first time by enrolling in WWCC’s English as a Second Language program. Having DVDs and books available to take home to their children has been very popular. Books and non-print items in Spanish aren’t the only popular items. In the 2010/11 academic year, nearly 15% of the searches in the EbscoHost database were accessed in its Spanish language databases.

The Northwest Commission on Colleges and Universities noted on their Full-Scale Evaluation Committee Report (2005) that, “A notable effort has been made to provide increased access for the community’s Hispanic population with bi-lingual signage and a dedicated Spanish book collection. A number of staff is bilingual. Inclusive efforts have also been made for other populations such as visual learning and the visually impaired.” In addition to permanent Library staff who speak some Spanish, emphasis is placed each year in hiring Spanish-speaking students. By prioritizing diversity in our student hiring practice, the library has modeled diversity of cultures by hiring students from Russia, Mali, the Marshall Islands and Ethiopia.

Working with our ABE (Adult Basic Education) and ESL instructors gave us the impetus to create an Adult Literacy collection. We identified a need to
have adult-level interest books geared toward low level readers. With the help of that faculty, we have increased our general interest Adult Literacy collection and specifically added topics of Latino interest to this group of books. These books are displayed in their own location for ease of browsing when the whole class visits the library.

Acknowledging and understanding that the rich tapestry of WWCC student body is woven from a plethora of life experience, we endeavor to make all students feel welcomed and valued. We not only serve the “traditional” student, but embrace the non-traditional as well. The library provides specialized tours and instruction depending on its audience. The needs of the high school-aged students enrolled in the Alternative Education Program differ greatly from those students who may have reluctantly enrolled in the Worker Retraining Program after a job loss or the student who is incarcerated in one of the correctional facilities where we teach. One size does not fit all. One-on-one consultation time between the librarians and program counselors, advisors and faculty of our varied programs ensures that each group of students receives the caliber of attention and instruction that it needs and deserves. The work that our staff does with these groups is some of the most rewarding time spent as community college librarians. We celebrate the victories with them as they learn to navigate the transition from timid to assured, and from lost to leadership. We cheer them when they are down and admittedly hold their hands through their educational journey.
As is typical of most community colleges, our students are busy with family and workplace obligations outside the classroom. Many do not have the luxury of spare time to browse the shelves at a local public library or the luxury of spare finances to purchase library privileges from the two private colleges in the area. To make access to additional resources both affordable and timely, WWCC entered into an interlocal agreement with the two local public library entities- the City of Walla Walla Public Library and the Walla Walla Rural Library District- and formed WALNET, the Walla Walla Area Library Network. This agreement between the libraries allows WWCC students to search a shared database and procure items from any of the branches of the three libraries. A daily courier service assures quick delivery of requested items. Sharing the cost of the Integrated Library System helps all libraries financially. Monthly meetings of the WALNET board (two voting members from each library) have produced a mutually beneficial working relationship between professional colleagues. During the calendar year 2010, the measurable outcome of our WALNET consortium, was that WWCC was able to borrow over 900 times from other WALNET members to fulfill our students’ needs.

There are four institutions of higher education within sixty miles of Walla Walla. Potentially, this is a strength for our area librarians because it gives us an opportunity to collaborate on information literacy, teaching of research writing, and student outcomes. Unfortunately, involvement between our institutions has been lacking in the past. In spring 2010, WWCC Library hosted our first ever Writing and Research in Teaching Exchange Retreat (WRITE Retreat). At this day long mini-conference, librarians and writing faculty from WWCC, Walla Walla University, Whitman College, and Columbia Basin College were invited to gather at the WWCC campus to talk about the teaching of writing and research and how we can support each other in developing strong, outcomes based lessons. It pleased us that sixteen people from three colleges attended the retreat. WWCC hopes to continue to offer this event because it fosters connections between the writing faculty and librarians in our area institutions.

Recently, we solicited student feedback in the form of creative expression through our “Six Word” campaign. We asked our patrons to share their memories, impressions, or experiences – good, bad, indifferent, or ugly – of the WWCC library, in the form of a six-word memoir. We introduced the concept in several ways- directly to selected classes, working with the faculty to integrate it into an assignment; electronically via our library webpage, the library’s Facebook page and campus email; and with a sandwich board placed near the reference desk that students could write on as they passed by. It is amazing what one can learn from just six words!
CONTRIBUTING LEADERSHIP AND DIRECTION

The library staff currently serves or has served in the following campus capacities:

Honors Committee, Faculty Senate (past president), College Council, Curriculum Committee, Educational Effectiveness Committee, eLearning Committee, Safety Committee, AAWCC (American Association of Women in Community Colleges) (past president), Self-Study Steering Committee, Diversity Committee, Tenure Review Committee, Bookstore Advisory Committee, Library & Media Directors Council, Book Group Facilitator, Commencement Committee, Outcomes Review Committee, WALNET board.

We have volunteered at the WWCC Foundation fundraisers for student scholarships including the Summer Musical, and Entwine benefit, judged a student talent show and rated Culinary students’ offerings, sung in campus choirs, created and conducted a trivia contest at divisional end-of-year celebration, driven students on educational field trips, entered a student club chili cook-off, and attended countless sporting events, drama productions, and art shows. We have made ourselves visible to the WWCC community at many levels. Our students find us approachable and friendly, and after breaking down those intimidated-by-the-library barriers, we can get right to work proving ourselves to be a knowledgeable, professional and indispensable information resource.

Though the WWCC travel budget has been bleak, we have found creative ways to attend conferences including the National ACRL Conference in Seattle, WALE (Washington Association of Library Employees) conferences, WLA conferences, Joint OLA/WLA ACRL conferences, and Immersion. Some staff have earned scholarships and others have had their registration fees waived by becoming a presenter. Some have been granted staff training funds. The library staff frequently attends on-campus professional development presentations- sometimes as learner, sometimes as teacher. Creative financial thinking has helped us stay up-to-date in an ever-changing environment.
INTERACTING WITH STUDENTS, FACULTY AND STAFF

Twenty years have passed since the library replaced the card catalogs with OPACs. At the time, computer use was still relatively foreign to library patrons- students and staff alike. The library wanted an opportunity to reach out campus wide and introduce our colleagues to the beauty of an automated system. We held a Valentine’s Day open house for all WWCC employees- complete with food normally banned from the library- to casually demonstrate how the newfangled computers worked. Today, we still host our Valentine’s Day Open House with a buffet of appetizers and sweet treats and we have added “giveaways” such as pens, pencils or bookmarks to the festivities. For our 2010 open house, we purchased “READ” wristbands in multiple colors. For our last open house, our order of “I Love My Library” buttons caught the attention of the ALA Graphics staff. After describing to the ALA Graphics representative how we used them, she asked for permission to use our story in their future catalogs. It's just another tool to get people in our door and interacting with us in a fun way while promoting the library. It's a great feeling to see others around campus proudly wearing their buttons.

The WWCC Library has been open and responsive to our students’ needs. Student response to the expansion of library's databases has been overwhelmingly positive. Last year, over 40,000 searches in EbscoHost and ProQuest, two of the library’s most-used subscription databases, allowed students to conduct research across a wide array of class offerings. The 24/7 chat reference offered by OCLC’s QuestionPoint has been a popular product used during the hours that our library is closed. We have engaged countless students in numerous face-to-face instructional sessions. Books have circulated and no-charge interlibrary loans have been furnished. The photocopiers, printers and computers are well used. Cash-strapped students appreciate the library’s “no late fees” policy.

With direct student input, the Library’s website has undergone dramatic changes in the last few years. We have added to our subscription-based online resources and made the webpage easier to navigate. Students can now request a library card online or submit an interlibrary loan request electronically. They are able to place their own holds and renew items from any computer. Our faculty uses the webpage to place materials on E-Reserves or make book purchase recommendations. The online library research guides were developed by close collaboration between librarians and faculty members. These have proven popular with both students and faculty. But whether it’s teaching a professional development seminar or collaborating on information literacy, what truly sets the WWCC library apart from its peers is the personal touch.

The WWCC library staff, small but mighty, is rich in experience and expertise, and demonstrates dedication beyond the average. Our reference librarian has more than 30 years with the college library.
The Interim Library Director began her library career as a Library Office Assistant in 1990 and she and the Clarkston paraprofessional both earned their MLS degrees while working full time in their classified positions. One of our paraprofessionals not only has 20+ years experience in the WWCC Library, but she and the second paraprofessional are both former library student employees! We have been exceedingly fortunate to welcome the infusion of new and innovative methods by the other two Faculty Librarians, who both came to the WWCC Library in recent years as relative newcomers to the field. They have challenged us to think creatively and not fall into the “but we’ve always done it this way” trap. In our occasionally isolated rural setting, we have had the good fortune to round out our staff by hiring two part-time library technicians who each brought diverse library experience with them.

We could not do what we do without the strong leadership and support from the administration of Walla Walla Community College. It sets an example by providing innovative educational opportunities to a diverse student population. The administration listens and responds to the needs of the library in its quest to provide an outstanding academic experience to its students. It has set the bar high in tackling opportunities head-on in what are challenging times. It inspires us to be better, to be innovative and to always be there to meet students’ needs. We are confident in the role the library plays in accomplishing our institution’s mission. We at Walla Walla Community College are committed to our students’ success. Whether that success is learning English, achieving a transfer degree or accomplishing the certificate that will allow a student to earn a living wage, we actively contribute to and inspire lifelong learning. The WWCC Library doesn’t produce FTEs, but we enhance and strengthen the students’ quality educational experience by having interacted with them, encouraged them and taught them.

Earlier, we mentioned our use of the six-word project, a new and unique assessment and marketing tool aimed at soliciting responses from our students, staff and faculty. We asked our WWCC community to tell us their library story in six words- just six words. The responses came back to us from all corners of the campus. Most came in English, but some came in Latin & Spanish. We have shared some of those responses with you throughout our application document. We hope these responses have given you pause to think and to reflect on our narrative that we feel is illustrative of our commitment to and fulfillment of the WWCC Library’s Mission.

“Our library. Opening doors. Expanding minds.”
LIBRARY STAFF & MISCELLANEOUS

**WALLA WALLA CAMPUS**

Stacy Prest  
Interim Director of Library Services

Jim Rice  
Reference Librarian

Quill West  
Instructional Librarian (2/3 time)

Jana Lu Williams  
Faculty Librarian Part-time (1/3 time)

Janelle Meier  
Library & Archive Paraprofessional 6

Jenny Taylor  
Library & Archive Paraprofessional 2 (FT, cyclic)

Corinna Whitehurst  
Library Technician, Part-time (cyclic)

Christopher Eckstadt  
Library Technician, Part-time

**CLARKSTON CAMPUS STAFF**

Jackson Vance  
Library & Archive Paraprofessional 5

**WE ARE HONORED TO PROVIDE LETTERS OF SUPPORT FROM:**

**Walla Walla Campus:**

Steven L. VanAusdle, President  
Marleen Ramsey, Vice President of Instruction  
Marilyn D. Galusha, Director of Nursing Education  
Susan Palmer, Sociology Instructor  
Bobbi Hazeltine, Assistant Athletic Director,  
Head Women’s Basketball Coach  
Joe Field, Current WWCC Student  
Jean Punkey Adams, WW County Rural Library District Executive Director and WALNET Chair

**Clarkston Center:**

Janet V. Danley, Director  
Lori Loseth, Science Instructor  
Virginia McConnell, English Instructor  
Sonja Sanders, Transitional Studies Instructor

**WEBSITES**

**WWCC Website**

www.wwcc.edu

**WWCC Library Website**

www.wwcc.edu/library

Direct link to WWCC Library Information Literacy plan

http://www.wwcc.edu/CMS/index.php?id=3807
November 15, 2011

Association of College and Research Libraries
50 East Huron
Chicago, IL 60622

Dear Awards Committee:

It gives me great pride to highlight some of the achievements of Walla Walla Community College (WWCC) in support of the application for the ACRL’s Excellence in Library award. The libraries of Walla Walla Community College are successfully engaged in active implementation of the College’s mission and goals. The commitment to teamwork, student success, innovation, diversity, and community collaboration is evident in many internal and external partnerships.

Commitment to diversity has recently been recognized with two LSTA grants that have allowed collaboration between college librarians and Transitional Studies faculty. These grants have supported the development of diverse and innovative learning opportunities for pre-college and developmental education students. WWCC's libraries have demonstrated innovation and a strong sense of community with a variety of "get to know your library" projects. These include the implementation of bilingual directional signage to the Walla Walla campus, participation in "Your Library's Story in Six Words," and upgrading of Spanish materials in collaboration with English as a Second Language programs. Yet another partnership involved WWCC's library leadership in hosting a writing retreat last year that brought English and writing teachers together from other colleges in the local area.

These are but a few examples of the many ways in which the libraries of Walla Walla Community College have played a vital leadership role in implementing the College’s mission and goals. The staff and faculty at both the Walla Walla and Clarkston Campus library work tirelessly to serve students, staff, and community by supporting instruction and research. Our dedicated staff provides innovative leadership in information literacy, open course library projects, and continually engaging students toward a positive collegial experience at WWCC.

Thank you for providing our college the opportunity to showcase and highlight the contributions we make to students, faculty, and our local community. We look forward to further successes with your assistance.

Sincerely,

Steven L. VanAusdell
President
November 15, 2011

Association of College and Research Libraries
50 E. Huron
Chicago, ILL 60622

Dear Awards Committee:

As Vice President of Instruction at Walla Walla Community College it gives me a great deal of joy to write a letter of support for WWCC’s application for the ACRL’s outstanding library award. We are a rural community college located in the southeastern corner of Washington State, right in the heart of a rich agriculture region. Our college has two primary campuses, Walla Walla campus and the Clarkston campus located 100 miles east on the Washington-idaho border. Each campus works together to provide a comprehensive and extensive library service to students from all areas of life who come to the college in hope of gaining knowledge and skills in a myriad of program possibilities.

I have worked at the college for 27 years and our library has played a significant role in my own journey of education and passion to learn. When I arrived at WWCC in 1984 I had a bachelor’s degree, but in my heart the flame for more knowledge and more understanding burned brightly. WWCC’s library was there for me during my quest for a master’s degree. I chose to write a thesis requiring hours of research in the library. I became intimately acquainted with the old social science index and card system that the college used at that time. I was amazed at how comprehensive the holdings were for a small college library as well as how responsive the librarian and library staff were to my research requests.

In the late 1990s as I was working on my Ph.D., I again found myself spending hours in the WWCC’s library. By this time the bound indexes and card files were long gone and I found that the college’s informational technology via INTERNET allowed me greater ability to dig even more deeply into the obscure areas I need to research for my dissertation. I was amazed and gratified to find that the college’s library had kept pace with the demands and changes of the accelerated informational age.

Even more gratifying was that through all the innovations, changes, and adaptations, the one thing that didn’t change was the student success oriented and willingness to serve attitude that characterizes library staff and librarians at WWCC. This value extends to both internal and external community members. WWCC’s library has shown commitment and dedication to the three core values of the college: 1) Encourage student success and achievement, 2) Promote innovation and diverse learning environments, and 3) Strengthen community. WWCC developed partnerships with the city and rural library to form a library network called WALNET. WALNET allows the patrons of the college, city, and rural libraries to search a shared database and obtain items from any of the three libraries. All participants benefit financially through the access to shared expenses and expanded resources.

The recognition of what WWCC library contributes to the intellectual and social life of students, faculty, and community members is immeasurable. Thank you for taking the time to review and recognize in a more public way what WWCC library contributes to the intellectual and social life of students, faculty, and community members.

Sincerely,

[Signature]

Marleen Ramsey, Ph.D.
Vice President of Instruction
November 10, 2011

Ms. Lori Goetsch
Chair, Excellence in Academic Libraries Award Committee
Dean of Libraries
Kansas State University
Manhattan, KS 66506-1200

Dear Awards Committee Members,

It is both a pleasure and privilege to write a letter of support on behalf of the Health Science Division faculty for our Library faculty team in their application for the ACRL Excellence in Academic Libraries Award. We fully embrace this application.

Our Health Science Division includes the largest two-campus Associate Degree Nursing Program in the State of Washington as well as several Allied Health programs. The necessity of working together to provide academic library resources for our programs cannot be overestimated. The challenges of serving an extended campus as well as the main campus are complex and require team work from a variety of individuals.

Current evidence based information resources are critical for a Nursing Education program. The Walla Walla Community College (WWCC) Library consistently seeks input from nursing faculty regarding database search engines, professional scholarly journals (online and print), and other related library resources required by our students on both campuses. Likewise, knowledge of Nursing Informatics is especially important as our students enter the current workforce. The WWCC librarians make in-class visits to both first- and second-year classrooms to assist the nursing students with online research and writing style guidelines, as well as serve as personal resources in the library for guidance in these areas. During our National League for Nursing Accreditation Commission (NLNAC) visit in 2009, the reviewers commented, "Learning resources are comprehensive, current, developed with nursing faculty input and accessible to faculty and students."

In summary, it is our belief that our WWCC library faculty team truly demonstrates fulfillment of both the college and library mission statements and goals. Their support is concrete and visual. They are in regular contact with faculty and they visit formally and informally with students, seek feedback, and continually send us updates on new discipline-targeted resources. Student and faculty evaluations of library resources support this assessment. It is evident to us that our library team is active in professional development activities as their knowledge of emerging resources reflects trends in both general library resources as well as professional programs. Our faculty librarians truly are trusted, reliable sources for educational leadership at WWCC.

Sincerely,

Marilyn D. Galasha, MSN, RN
Director of Nursing Education
Walla Walla Community College
16 November 2011

Association of College and Research Libraries
Excellence in Academic Libraries Award Program
50 East Huron Street
Chicago, IL 60611

Dear ACRL Award Committee:

It is with enormous pleasure that I write in support of Walla Walla Community College Library’s application for the ACRL Award. As a full-time sociology instructor at WWCC for the past 14 years, I have worked closely with the library staff who play a pivotal role in student success in my courses. Over the years the library has kept pace with the rapid technological changes and new strategies for accessing resources that enhance teaching and learning.

To offer a specific example, in my introductory sociology course I require a research project of a caliber that most of my colleagues are surprised to see at a two-year college. The research project literally begins and ends in the library. Students are required to synthesize the key empirical research findings from a minimum of 3 scholarly peer-reviewed journal articles into a cohesive 6-8 page research proposal of their own. In collaboration with the librarians the approximately 80 students per quarter begin their research in the library. During the third week of the quarter, SOC 101 students occupy the two computer labs (Resource Room and Faculty Support Center) located in the library. A team of 3 librarians help the students navigate through the online Academic Search Premier through Ebsco Host, by walking them through the steps and links that will culminate in finding articles that meet the assignment criteria.

Every student spends that first hour under the guidance of the librarians. The vast majority succeed in identifying at least one of their articles, several find two, and a few successfully locate all three required articles in that single hour. It is a very hands-on approach in which the librarians and I circulate among the students to assist them with keywords and search terms to match their unique research interests. Following that initial session, the students return with frequency to consult further with librarians about how to sift through articles to glean the findings they need to synthesize, identify additional sources, access interlibrary loans, and more. It is a step-by-step “scaffolding” process that spans a 6-week period.

The collaboration with the librarians is invaluable. Since working with the library staff, consistently 85% or more of the students succeed on the research project with a grade of C or better. Annually there is a no-strings-attached $500 award for the most outstanding research paper. Approximately 10% of the students attain the high-bar score of 95 or better (out of 100) which automatically makes
them eligible for nomination for the award. An independent committee of faculty members then reads and reviews the nominated papers and selects the most outstanding for the annual award. Due largely to the one-on-one consultations with librarians throughout the quarter, coupled with support from our Writing Center, the distribution of As, Bs, and Cs is skewed toward the high end. The research project indeed literally ends in the library as well. All the award-nominated papers are made available on library reserve for future students to review as models of high-quality work to strive for.

Although I have conveyed the instrumental role the library and librarians play in my own very specific example, this is not unique for the WWCC Library. Countless colleagues would share similar accounts of the collaborative approach among teaching faculty and faculty librarians. In addition, the library has provided a leadership role in the college's sustainability efforts through a variety of more “green” practices. Our library excels in cultivating information literacy and providing a welcoming environment to bolster student success. You will find evidence of this shared in the award application itself.

I have only the highest praise for the WWCC Library and their staff. Once you have reviewed their application I am confident you will reach the same conclusion. If I may provide further information or answer questions, please feel free to contact me at 509.527.4545.

Cordially,

Susan Palmer
Sociology Instructor
November 14, 2011

Selections Committee:

It is with tremendous pleasure that I recommend the Walla Walla Community College Library for the Excellence in Academic Libraries Award. I write with great confidence that our library staff deserves this award, and I know that every one of my colleagues would support my statement.

As the Head Women’s Basketball Coach and Assistant Athletic Director at WWCC, I have witnessed first hand how the library has impacted our student-athletes. Our coaches and teams use the library for both studying and instruction. For me, personally, I have found the library staff to be committed to students far beyond the norm. During the first week of school, my team receives personal instruction from library staff on how to use the resources. They specifically work with our incoming freshmen in an orientation-type setting. I am not sure this would happen at all libraries, but our staff welcomes our student-athletes with open arms. Our library staff strives for the success of all our students, whether athletes or not.

Our librarians are receptive and proactive in obtaining materials to add to the collection that support our athletic and academic courses. For example, we have a Pro Golf Management program, and our staff collaborated with our golf coach to obtain golf books and periodicals that were needed to support the curriculum. We also have a class called Diversity in Sport, and our library immediately answered the needs of the instructor by expanding their library collection for that subject. This is common practice with our staff. They are always willing to go the extra mile for instructors and students alike.

Our college’s mission is to inspire students to achieve their goals by providing learning opportunities. Our library meets that goal every day. The dedication of our library staff is second to none. I am very proud and pleased to write a letter of support for our Walla Walla Community College Library.

Sincerely,

Bobbi Hazeltine

Head Women’s Basketball Coach/Assistant Athletic Director

Walla Walla Community College
To: Association of College and Research Libraries (ACRL)  
November 7, 2011

From: Joe Field (student)

Dear Sir’s,

My name is Joe Field and I’m writing to you in support of the Walla Walla Community College (WWCC) Library. My story starts back in the early eighties, when my education cease to exist and drug addiction entered my life. To best understand how the library at WWCC has help me in going back to school, is almost impossible to explain in a letter. So, I will try to explain it.

As I have explained I come from a background of little education and have always wondered how I’m going to make it out here in the free world. As a recovering addict, I tend to have some difficulties in learning and understanding school materials. Once I decided to go back to school, I had to check out schools that had the help a person like me needed. At WWCC, I found that the librarians would become one of the most efficient, well-staffed outlets a student could ask for.

As, far as what the library has offered me, there is always plenty of help with researching a subject for a class, with early morning hours to accommodate students like me. There is never a waiting line for computers, t.v.’s/video recorders, and not once in the year and a half have I ever been told they couldn’t find a book or article that I needed for research. The ladies and men that work in our library have always took the time to help me understand how to navigate their web-sites or even proof reading your research work to make sure it’s in order to what that certain instructor wants.

I would like to say that for a disabled student that goes to WWCC, that school would have been a lot harder for me if I didn’t have the help that our library offers. There is not a school day that goes by with-out me spending a few hours in the library getting help. By doing this I have become an Honors student and will graduate with that title in 2012. I really believe that this would have been a lot more difficult for me if I didn’t have people such as WWCC librarians helping students achieve their goals in education.

Sincerely
Joseph (Joe) Field

[Signature]

Student at WWCC
November 17, 2011

Lori Goetsch, Chair, Excellence in Academic Libraries Award Committee
Dean of Libraries
Kansas State University
Manhattan, KS 66506-1200

Dear Ms. Goetsch and Committee Members,

Walla Walla Community College (WWCC) Library is applying for the Excellence in Academic Libraries Award and it is a privilege to recommend them to you.

Walla Walla County Rural Library District has collaborated with the WWCC Library for more than twenty years. We have shared a union catalog since 1990.

WWCC Library staff spearheaded an effort to write and administer a successful LSCA grant that brought together five library entities in the region to purchase and share an automated integrated library system. Their vision and leadership allowed both large and small public libraries, a penitentiary library, a high school library and the WWCC Library to share resources.

WWCC Library leadership wrote grants for special collections such as Spanish language and bilingual materials, not just for their library, but for other partner libraries as well. They led the effort to assure that the needs of the rapidly growing Spanish-speaking population in this area were met. Their efforts greatly enhance the quality of education and the quality of life for a large group of people who are often underserved.

Walla Walla County Rural Library District residents appreciate that the WWCC Library will share materials that support life-long learning. Students in small communities do not have school libraries that can provide resources that they need. The Rural Library District’s small branch libraries do not have space or funds to provide the needed materials. WWCC Library’s willingness to lend materials to our patrons through our shared Koha open source integrated library system is a very significant contribution that we greatly appreciate.

Personally, as a 40-year resident of the Walla Walla community, I appreciate WWCC Library’s inclusive embrace of the community. The library serves students, faculty, staff and the broader community. The library is welcoming to all and the staff is friendly, helpful and professional.

Walla Walla Community College Library is an excellent library and they are most deserving of the ACRL Excellence in Academic Libraries Award.

Sincerely,

Jean H. (Punkey) Adams, Executive Director
As a small, branch campus of Walla Walla Community College, the Clarkston Campus serves as the gateway to the world for many students who otherwise would not be fortunate enough to experience exposure to the world's wonders and knowledge. The Clarkston Campus library provides the students the key to that gateway through the physical and electronic holdings housed in the library proper.

The library also provides a safe gathering place for students working together on their studies or projects. The library provides students and public patrons computer and internet access, which is especially important to many of our local community members who otherwise would not have such access since many cannot afford computers or internet access in their homes.

The library staff members serve as resources to the entire community. Our local staff member supports a number of community initiatives, such as the Master Gardner program, along with her duties in the library. That kind of commitment is possible only when individuals feel a real connection to their community, which is true of our local staff.

The library, in many ways, is the hub of the Clarkston Campus. The educational experience would be vastly undermined without this valuable resource and asset.

Sincerely,

[Signature]

Janet V. Danley
Director, Clarkston Campus
To Whom It May Concern:

My name is Lori Loseth and I have been a Science Instructor at Walla Walla Community College for over two decades. One of the concepts I strive to teach in biology is how interrelated and symbiotic life is. For instance, plants are dependent upon the carbon dioxide that animals and other heterotrophs emit; while heterotrophs, including humans, are dependent upon the oxygen that is given off as a by-product of photosynthesis from plants.

I am delighted when science and non-science converge. I read recently that ‘Education’ and ‘Library’ are two inseparable concepts. They are fundamentally and synchronously related to and existent with one another (Information Science, 2009). I believe they are as mutualistic, symbiotic relationship as any that exists in nature. I cannot imagine a place this is truer than the Library at the Clarkston Center of Walla Walla Community College.

The Clarkston Center is located in Asotin County, one of the poorest in the state of Washington. Many of the students who attend college here are the first in their families to do so. They do not come from a culture of academic success; typically they do not have deep academic resources from which to draw. And so, the library at WWCC is more than a collection of books; it is a place where students can access knowledge with a trained professional as their guide. The WWCC library is a place where education of the purest sense takes place, both formally as a support to academic classes and informally as the world opens up to students.

Of course, a library would be expected to provide scholastic assistance, but our library does so much more. The WWCC library is a place to congregate; it is a point of intersection between the traditional system of education and a broader sense of socially constructed learning. Our librarian is the hub through which the many different facets of the College are connected.

Our librarian challenges me to fully participate as a scholar; not to be content with the status quo for only the classes I personally teach. I am so fortunate to work in a community with access to a library and a librarian who fully embraces the concept of education as described by Yeats when he wrote: “Education is not the filling of the pail, but the lighting of a fire.” We are all better for the light our WWCC library and librarian provide!!

Sincerely,

Lori R. Loseth, PhD
How do I love our WWCC/Clarkston library? Let me count the ways:

1. Every quarter I bring my English 102 (Writing and Research) and literature classes to the library for trouble-shooting sessions for their research projects. The 102 class comes up three times and the literature class once. I tell Jackson in advance what we will be working on and she has pertinent materials available on carts, then steers the students in the direction of reference and other works on the shelves. She is an invaluable source for me and our students and I could not survive without her.

2. I never go up to our library without seeing at least one of my students’ names on Jackson’s little whiteboard, which means that materials they have ordered are now in. Throughout the quarter, I get notices from her during the quarter as to new books or articles she has come across that fit our given themes.

3. Students are uniformly enthusiastic about the help they get from Jackson on their research materials. She is tireless in seeking out anything they can use, whether it’s a DVD, a book, an article, or an internet resource. She does not wait for them to ask, either, but takes the initiative once she knows what they are working on. One of my favorite stories about her was actually told to me by a “slacker” student who had completely forgotten what his research topic was. But Jackson had not forgotten and had ordered some materials for him, then chased him down the hall to tell him they were in. He was initially quite confused because he didn’t know what she was referring to! He was blown away by the fact that Jackson cared more about his project than he did. Whenever Jackson’s name comes up in my classes as a good source for them, my students show much enthusiasm and confirmation, indicating that they have already experienced her invaluable help.

4. We are a small satellite campus with a small library, but Jackson’s broad knowledge of sources available through interlibrary loan and elsewhere expands our boundaries to—well, the whole world. The motto in my classes is: “Ask Jackson!”

Virginia A. McConnell
English Instructor
Clarkston Campus
To Whom It May Concern:

The library for the Clarkston Campus of Walla Walla Community College is located at the top of the main building. It is true portal of learning. When you enter the door, the windows cast a cathedral like light into the space. The head librarian and the staff greet patrons with a smile. They always go a mile further to find resources and recommend options for finding information.

I have had the unique experience of being a community patron, a student patron, and a faculty patron. I experienced positive interaction with the librarian and the staff during each visit. As a community patron, they assisted me with finding particular reading materials and showed me how to use the computer-based catalog. As a student patron, they opened the doors to academic journals and materials for research. As a faculty member, they have assisted me with materials for lessons and various media applications for the classroom.

The combination of ambiance and wonderful customer service makes our local library a portal to knowledge. It is always a pleasure to find visit the library and find materials that facilitate learning.

Sincerely,

Sonja Sanders, Instructor

Transitional Studies Walla Walla Community College Clarkston Campus