NORTHWESTERN STATE UNIVERSITY LIBRARIES

SELF STUDY 2001-2007

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PREFACE

Northwestern State University's libraries undertook a second-self study in the years 2007-08 as a part of a seven-year cycle of self-assessment. The first self-study was completed in the year 2000. This document will cover changes that have occurred since the first study and areas where little has changed.

This self-study began in June 2007 under the direction of Mr. Fleming Thomas, director of libraries, and involved the participation of all the library faculty and staff. The original self-study used the guidelines established by the Association of College and Research Libraries and this version did the same.

This document relies on the standards and guidelines developed by the Association of College and Research Libraries (ACRL) to provide the framework and assessments. The standards/guidelines used include: Standards for Libraries in Higher Education, Guidelines for Distance Education, Guidelines for Branch Libraries, Guidelines for Media, a composite of guidelines and standards for the Cammie G. Henry Research Center, and the Federal Depository Library Self Study. Many of these standards and guidelines have been revised since the original study so sections of this document do not correspond to the first self-study.

The self-study document is available in both print and online form for the convenience of the readers. Documentation is provided through online links and file folder numbers.

Each library division and branch library prepared a comprehensive divisional description that included an overview, activities, resources, technology, personnel and credentials, a five-year plan, assessment strategies, and a summary statement.

The Library Self-Study Committee composed of Mr. Fleming Thomas, Ms. Abbie Landry, and Ms. Linda Cox met on a regular basis until the study was completed. The library faculty reviewed the document on several occasions and supplied information and suggestions for improvement.

The self-study is a comprehensive, well-planned document designed to show the strengths and weaknesses of the library. After appropriate review, the results of this study and the recommendations of an outside evaluator will be used to create an action plan to improve weaknesses and build on strengths.

NORTHWESTERN STATE UNIVERSITY LIBRARIES
FACULTY AND STAFF

Administration
- Mr. Fleming A. Thomas, Assistant Professor, Director of Libraries
- Annette Merrell, Administrative Secretary

Cammie G. Henry Research Center
- Mary Linn Wernet, Associate Professor, Head Archivist and University Records Officer
- Sonny Carter, Digital Imaging Specialist
- Shelia Lockwood, Library Specialist I
- Vacant Position, Assistant Archivist

Interlibrary Loan
- Linda Newman Cox, Associate Professor, Head
- Jackie Hawkins, Library Assistant III

Leesville/Ft. Polk Campus
- Corinne Pearce, Assistant Professor, Head
- Linda West, Library Specialist II
- Vacant Position, Library Specialist I

Reference Division
- Abbie Landry, Associate Professor, Head
- Gail Kwak, Assistant Professor, Reference/Government Information, and LOUIS System Administrator
- Michael E. Matthews, Assistant Professor, Reference, Library Instruction
- Shelly Burns, Assistant Professor, Reference and Technical Processes
- John Coutee, Library Specialist III, Shelving Supervisor
- Yolanda Bobb, Library Specialist Supervisor, Head of Circulation
- Shala Alexander, Library Specialist II
- Vacant Position, Government Documents Clerk
- Vacant Position, Reference Librarian (Unfilled since Mr. Thomas became director)

Serials and Media Division
- Linda Newman Cox, Associate Professor, Head
- Terrie Sebren, Library Specialist III
- Sontonia Helaire, Library Specialist III
- Madeline Meziere, Library Specialist II

Shreveport Nursing Education Center Library
- Paula Craig, Assistant Professor, Head
- Dot Fernandez, Library Associate
- Sandra Rufty, Library Associate

Technical Processes Division
- Shelly Burns, Assistant Professor, Coordinator of Technical Processes
- Diane Holman, Library Specialist III
- Linda Guin, Library Specialist III
- Nina Kay, Library Specialist III

<div align="center">**UNDERLYING ASSUMPTIONS**</div>

The underlying assumptions for this self-study are based on the Association of College and Research Libraries "Standards for University Libraries: Evaluation of Performance." (Approved 1989)
http://sacs.uah.edu/documents/policies/Salmon_library_ala_%20ACRL_standards.htm
(Folder # 1)

General Statement of Purpose:

These standards set out the role of the university library within the context of the institution's information policies and academic goals. The mission of the university libraries is to provide information services in support of the teaching, research, and public service missions of the university. Achievement of the mission requires that standards are developed to address the ways in which goals should be developed and measured, planned, and assessed.

(I)   Centrality of the Library

The library is of central importance to the institution. It is an organic combination of people, collections, and buildings, whose purpose is to assist users in the process of transforming information into knowledge.

Information and knowledge are central to the attainment of any university's goals. The ways in which the library selects, acquires, stores or accesses, and distributes information within the institution will, in large measure, determine the level and success of teaching, scholarship, and research. The institution needs clear policies concerning access to and provision of information. The library must take an active role in the development of these policies

(II)   The Significance of the Investment in the Library

The library represents one of the largest cumulative capital investments on any campus. Libraries provide added value as part of all learning and research processes. The concept of the library as an investment is basic to these standards.

(III)   The Individual Nature of Each Institution

Each institution has a unique mix of goals, programs, and expectations. These are influenced by geographical location, obligations to other institutions, history, and mission.

(IV)   The Individual Nature of Each Library

The library serving the institution is, as a result, unique. The application of prescriptive measures to a group of unique institutions has been rejected as inapposite. It is the use and interpretation of measures that is important in developing a process for managing change. The need is for a mixture of input and output measures, both qualitative and quantitative, but fundamentally process-oriented.

(V)   Technological Change

The pace of technological change has rendered outmoded any concept of isolation and self-sufficiency. The library now exists within a complex information world, most of whose participants are not on campus. The library must be dynamic and future-oriented. This orientation does not seek change for its own sake, but recognizes the mutable nature of

information in the computer age. Libraries will not abandon their traditional roles as collectors and conservators. Rather they will add new roles as teachers and facilitators which need to be recognized in the evaluation process.

INTRODUCTION:
NORTHWESTERN STATE UNIVERSITY

Northwestern State University of Louisiana stands on ground that has been dedicated to learning for well over a hundred years. Prior to the Civil War a portion of the present campus was the property of the Bullard family of Natchitoches. As early as 1856 the Bullard mansion was in use as a convent by the Religious Society of the Sacred Heart. The following year a school building was erected at the convent, and in 1884 the town and parish of Natchitoches purchased the property. Three of the four great white columns that once supported the east gable of the Bullard mansion still stand on "The Hill" and often serve as the unofficial symbol of the University.

The State Legislature by Act 51 of 1884 created a Louisiana State Normal School for the preparation of teachers. A member of the Legislature, Leopold Caspari, offered the convent site as a campus for the School with the anticipated approval of the citizens of Natchitoches. The offer was accepted, and from 1885 to 1918 the Normal School offered two years of study for the training of teachers. Baccalaureate programs were then inaugurated, and the State Constitution adopted in 1921 changed the name of the school to Louisiana State Normal College.

The resources and curricula of "Normal" grew steadily to meet the increasingly diverse requirements of Louisiana's expanding population. In 1944, the Institution's excellent service in its broader role was accorded formal recognition in Act 326 of the Legislature, which changed its name to Northwestern State College of Louisiana.

Northwestern maintained and strengthened its long tradition of leadership in public service and academic endeavor and became, in 1954, the first college under the jurisdiction of the Louisiana State Board of Education to offer the Master's degree. The Educational Specialist degree was first offered in 1966.

On June 18, 1970, Governor John J. McKeithen signed the legislative act that brought the old school its greatest distinction by changing its title to Northwestern State University of Louisiana.

In 1980 the old campus quadrangle where the columns stand was entered into the National Register of Historic Places under the title "Normal Hill Historic District."

In 1984, Northwestern State University celebrated its Centennial with lectures, concerts, social events, and an effective fund-raising effort that established the Centennial Development Fund. In addition to the main campus in Natchitoches, the University maintains full-service campus centers in Shreveport, Leesville, and Alexandria and offers instruction at eight continuing education sites in the central and northwest areas of the State. (University Undergraduate Catalog, 2007-2008)

This information was taken verbatim from the university catalog:
http://www.nsula.edu/catalogs/ugrad/0708/ (Folder # 2)

For years, Northwestern State University of Louisiana was an open admissions university, but beginning in the fall of 2005, the university implemented selective admissions criteria. The new standards are listed below.

Minimum Admission Criteria For Freshman Admission

First-time freshmen will be eligible for admission to a degree program if they meet the following criteria:

- Students must have completed 16.5 units of the Regents' High School core curriculum
- Need no more than one developmental (remedial) course
- Have one of the following:
  - Cumulative grade point average (on a 4.00 scale) of 2.00 on all high school courses attempted
  - Minimum ACT composite score of 20 or minimum of 940 on the SAT from a single test
  - Rank in the Top 50% of the high school graduating class

Students who do not meet the admission requirements may be admitted under the admission exceptions category. (University Undergraduate Catalog 2007-2008) With these new standards, Northwestern State University has partnered with Bossier Parish Community College to provide education to those students who are not eligible for admission into Northwestern itself. http://www.nsula.edu/catalogs/ugrad/0708/ (Folder # 3)

Of Northwestern's 9037 FTE students enrolled for the fall semester of 2007, approximately 85.69% were undergraduate and 8.55% graduate students. More than 4813 students (53.26%) attend classes on the Natchitoches campus, with the remainder distributed as follows:

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Leesville      456     (5.05%)
Shreveport     981     (10.86%)
CENLA          235     (2.60%)
other          2552    (28.24%)
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(NSU Factbook, 2007-2008) http://oir.nsula.edu/fact-book/
(Folder # 4)

University Mission

The mission of the university is on its homepage, in catalogs, and in many other publications of the university.

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University will prepare its students to become productive members of society and will promote economic development and improvements in the quality of life of the citizens in its region. (Northwestern State University website, 2007 http://www.nsula.edu/academic-programs

Library Mission

The Northwestern State University Libraries have developed its mission statement to compliment the university's mission statement.

The mission of the Northwestern State University Libraries is to provide the University community with access to information in its many formats and through its many delivery systems to support the teaching, learning, research and service functions of the University. It

is the educational mission of the Libraries to support Information Literacy, teaching students, faculty, staff, and the larger community how to find and use information appropriately. NSU Libraries serve the larger community as a regional information center and research facility, within the limits of the Libraries' resources and primary commitment to the university community. The library mission statement is located here: http://library.nsula.edu/self-study-documents/ (Folder # 5)

University Goals and Library Goals

Each department of the university must create goals and objectives that parallel those of the university. These are placed in a document called the "Continuous Improvement Plan" or CIP. Each department conducts an annual review of CIP and report on progress towards meeting the goals and objectives. The libraries goals and objectives for 2007 are listed below:

The University currently operates under the following strategic goals:
University Goals at this time are located at the bottom of the Continuous Improvement Plan Document: http://library.nsula.edu/assets/self-study-documents/CIP-2007-2008.pdf (Folder # 6)

1. To create and maintain a responsive, student-oriented environment.

Library Objectives:

a)To implement a policy and technology that will enhance patron services in the library.

b) To create an environment within the library that will provide an opportunity for intellectual exchange between faculty and students.

c) To provide programs, services, and operations throughout the University of high quality and effectiveness.

2. To provide programs, services, and operations throughout the University of high quality and effectiveness.

Library Objectives:

a) To expand and improve the library's instruction and information literacy program.

b) To facilitate improved access to monographs and special collections in the Cammie G. Henry Research Center and the University Archives.

3. To enhance institutional viability through effective enrollment management.

Library Objectives:

a) To increase the enrollment of new students.

b) To establish a mutually beneficial association with special student clientele using resources of the library in order to increase the overall persistence rate for full-time, degree-seeking undergraduate students.

4. To promote economic development, community service, and an improved quality of life in the region.

Library Objectives:

a) To participate in Outreach Programs sponsored by the University.

b) To establish a specific working relationship with the business community

Reports on progress and documentation for these library objectives are located in the Strategic Planning Documentation 2006-2007, Continuous Improvement Plan.
http://library.nsula.edu/assets/self-study-documents/CIP-2007-2008.pdf
(Folder # 7)

OVERVIEW OF LIBRARY

The Northwestern libraries consist of a main library and two branch libraries: the main branch is in Natchitoches, a second branch serves the Nursing Center in Shreveport, and a third branch serves the Leesville/Fort Polk area. Watson Library in Natchitoches opened in 1973, the current library in Shreveport in 1988 and the Leesville/Fort Polk library in 1985. The library also supports distance learning and the nursing classes in Pineville, and Northwestern classes at the CENLA Campus Learning Center for Rapides Parish, Alexandria. The main library is also the library for the Louisiana School for Math, Science, and the Arts (LSMSA) and Bossier Parish Community College at Northwestern State University (BPCC at NSU).

The Northwestern libraries participate in a statewide consortium of libraries known as LOUIS. Headquartered at the Frey Computing Center on the campus of Louisiana State University, Baton Rouge, LOUIS has 47 members including 29 public and private academic libraries. Established in 1992 by the Louisiana Board of Regents, the consortium provides integrated library services using SirsiDynix Integrated Library System (ILS), spends $2 million annually to license electronic resources for its members, supports automated interlibrary loan functions for member libraries processing 300,000 transactions each year, hosts and supports the Louisiana Digital Library, and provides a federated search engine to access all of a library's electronic resources from one web interface. LOUIS also makes available the Louisiana Union Catalog of over 14.5 million items, which enables members to search the holdings of all the members. LOUIS is funded by a combination of state funding, membership fees, federal grants, and state grants.

The greatest benefit of participating in LOUIS is that each member library is able to access more databases than any one library could afford by itself. Additionally, each library is able to have an integrated system for all library functions with the technical support and training provided by the consortium. (LOUIS: the Louisiana Library Network brochure 2007.) http://appl003.lsu.edu/ocsweb/louishome.nsf/$Content/Announcement+Attachments/$file/Brochure2007.pdf Folder # 7A

Thanks to membership in LOUIS, the Northwestern libraries are able to have an online system for the catalog, circulation, acquisitions, cataloging, interlibrary loan, serials control, and almost eighty electronic databases. Northwestern libraries can also set up and run statistical reports using the SirsiDynix ILS.

LIBRARY DIVISIONS—AN OVERVIEW

Library services and operations are organized into divisions. In the summer and fall of 2007 each library division, including the branch libraries, developed a description of the unit with an overview, purpose, resources, technology, facilities, and faculty and staff vitae. The services housed in each division are covered in that report. For example, the Reference Division includes library instruction, circulation, and shelving, etc. and those reports for those areas are contained within the reference divisional report.

A librarian with faculty rank heads each division of the library and the two branches. The following is a description of divisions and divisional responsibilities.

The current organizational chart for Watson Library is located at the following: http://library.nsula.edu/assets/Uploads/LibraryOrgChart2008.pdf (Folder # 8)

Administration

The Library's main administrative office located in Watson Library on the campus of Northwestern State University, Natchitoches, Louisiana, is responsible for planning, organizing, staffing, coordinating, directing, budgeting, and evaluating, for the three campus entities. The administration of the libraries, which consists of the Director of Libraries and the Administrative Secretary, handles all business procedures for the three locations.

The director of libraries, in keeping with a highly centralized organization, is responsible for initiating all planning, as well as for its implementation and the means to carry it out. The director is thus responsible for originating and authorizing all budgets and staff requirements necessary to implement plans.

Major planning operations are carried out primarily through the Continuous Improvement Plan, or CIP. This is a planning methodology based on the university goals and objectives planned by local administrative units of the university. Management strategies are broad enough to provide participation by library faculty and paraprofessional staff.

The administrative secretary serves as a secretary to the director and maintains the office routines involving leave, time sheets, purchasing and maintaining the annual budget.   The administrative secretary renews database contracts, pays invoices, and creates purchase orders. She also interviews and hires some forty-five student employees, and assigns them to divisions in the library. Apart from these tasks, the administrative secretary performs myriad tasks common to the workday routines performed by all office managers.

Cammie G. Henry Research Center

The Cammie G. Henry Research Center (CGHRC) is an integrated research collection within the Special Collection division of the Northwestern State University of Louisiana Libraries.

The primary mission of the libraries is to serve the teaching, research, and public service needs of the University and the scholarly community. The CGHRC's role in accomplishing this mission is to collect, preserve, and make available for research manuscripts and published materials relating primarily to the history and culture of the original boundaries of Natchitoches that was founded 1714 by the French. The area encompasses the French and Spanish Colonial Territorial eras, the Louisiana Purchase by the United States in 1803, Natchitoches County (created in 1805), and Natchitoches Parish (created 1807).

The period boundaries are described in the Historical Records Survey Division of Professional and Service Projects Work Projects, County-Parish Boundaries in Louisiana, New Orleans, the Department of Archives, Louisiana State University, 1939, pp. 127-128. Beyond the period boundaries, the CGHRC continues to collect materials relating to the parishes of Sabine, Winn, Grant, and Red River. It also collects published materials that compliment and support the study of the manuscripts collections and Louisiana.

The Research Center faculty and staff make materials available to university faculty, staff, students, Louisianans, and visiting scholars. These materials relate to the history and culture of Louisiana, Northwestern, the materials collected by Cammie G. Henry, and materials relating to Natchitoches Parish and surrounding areas. In order to support all levels of research, the CGHRC seeks to provide comprehensive resources on the history and culture of Louisiana and the achievements of her people as well as materials that build on current strengths in documenting the Natchitoches Parish area including Louisiana, southern Arkansas, eastern Texas, and western Mississippi.

Resources include paper-based and microfilmed regional documents, manuscripts, records, fiction and nonfiction monographs and series, serials, newspapers, journals, drawings, artwork, maps, architectural drawings, blue prints, scrapbooks, pamphlets, broadsides, leaflets, photographs and postcards. Researchers are able to utilize music, sound and oral history recordings on metal discs, 33 1/3 vinyl, cassette, and reel-to-reel, and CD. Moving imagery include reel films, VHS and Beta tapes, and DVDs. Material culture items are also available including sculptured artwork, artwork on canvas and board, textiles, ceramics, glass and silver objects, and jewelry and ornamental pieces. Items that have been digitized as well as digitally born items are available to researchers.

Researchers can use the NSU Libraries unified workstations that access the online library catalog and finding aids to the center's manuscript collections, databases and Web. Also, researchers may search through the center's paper-based card catalog to the manuscript collections, finding aids, indexes and guides.

The Cammie G. Henry Research Center is located on the third floor of the Watson Memorial Library. It houses many collections:

- Louisiana books
- Rare books
- Maps
- Microfilm
- Architectural drawings
- Artwork
- University archives
- Regional manuscripts
- Louisiana Government Documents

Of interest are ten exhibit cases, three curio cabinets, and a reading and study area for researchers.

The head archivist is an unclassified, tenured faculty member who is evaluated yearly by submitting a faculty activity report to the director of the NSU Libraries. The director evaluates the archivist's progress based on the report and completion of yearly goals. The evaluation is signed and sent to the Vice President of Academic Affairs. The Library Specialist 1 is a classified position under Louisiana Civil Service. As a classified position, the employee must

complete a Planning and Performance form. After the probationary period, that employee is reviewed and evaluated yearly by the head archivist.

An imaging lab is located within the Cammie G. Henry Research Center. It plays a diverse role in the mission of the university libraries. The Imaging / Communications Specialist digitizes materials for the center.

In addition, he works with television producers, writers, researchers, and editors to find visual resources and to make elements of the collection available to them in suitable format for publication and broadcast.

He currently is responsible for design, implementation, and maintenance of the University Libraries Webpage, and serves as liaison to the university Information Technology Department.

For more specific information on the Research Center see Appendix # 5 page 114.

Reference

The Reference Division consists of six parts: reference, library instruction, reference collection management, government information, circulation, and shelving. The LOUIS systems administrator is also a reference librarian. In many libraries, each subdivision of reference could be a separate department, thus each area is covered separately in this document.

The reference department consists of four professional librarians; each has other duties. The lines are not as clear as they used to be. For instance, one librarian works half time in the reference division and reports to the head of reference. She is coordinator of the Technical Processes Division the other half of the day and reports to the director of libraries. The government information librarian is also the LOUIS systems administrator.

Circulation and shelving are headed by paraprofessionals. These employees report to the head of reference, who in turn reports to the library director. The reference faculty are evaluated annually by the head of reference, who reads and assesses their faculty activity reports and then reports to the library director. The head of reference evaluates two of the three paraprofessionals annually using the university mandated forms and protocol. The third paraprofessional is evaluated by her supervisor, who is the head of circulation.

The reference function consists mainly of staffing the reference desk as many hours a day as possible given the limited number of librarians and their other duties. Due to short staffing, the head of reference decided to give priority to library instruction over staffing the reference desk. The library director helps cover the reference desk five to ten hours a week and works in the weekend rotation. During normal business hours, the head of reference or her designate supervise the reference area including shelving and circulation.

The reference librarian on duty on nights and weekends is the person responsible for providing reference services, supervising all the public service areas that are open, and building security. He or she provides face-to-face assistance to users and also provides telephone and email reference services. Most of the questions involve using electronic resources to locate information, although some patrons need assistance in locating reference books. Sometimes the reference librarian on the desk explains library policies and provides information about services in other departments such as interlibrary loan. The reference librarians view their main duty as providing assistance and instruction in locating and using the library resources. This is primarily a teaching function to assist university faculty, staff, and students as well as

the Louisiana School for Math, Science, and the Arts, and Bossier Parish Community College at NSU. Reference librarians also provide assistance to Friends of the Library and walk-in patrons.

Every library worker has a desktop computer or a laptop computer with Internet connections to perform their work tasks. A computer with an Internet connection is located on the reference desk so the reference librarian on duty can assist patrons and perform other duties. A photocopier is located behind the reference desk.

Although Watson Library does not have an "information commons," it can perform the same services. The reference division provides assistance with all library resources, whether print or non- print. The computer lab in room 113 provides help with Blackboard, word processing, spreadsheets, PowerPoint, etc. This computer lab is also the site of the student help desk.

This division of labor means that students can receive assistance that is more specialized. For example, one does not expect the student lab workers to know how to search JSTOR in depth and the reference librarians are not expected to help with the intricacies of Blackboard.

The circulation department and the computer lab collaborate in circulating laptop computers, digital cameras, and other equipment.

The reference desk is located in the southwest corner of the reference room. It is not ADA compliant, but the library faculty has requested that it be remodeled. It is easily visible to anyone entering the reference room. Twelve workstations are located on the north wall, just inside the main entrance to the room. They provide access to the library webpage, the online catalog, and all the databases available through LOUIS and library subscriptions. A large printer in the middle of the room serves all the workstations. One additional computer in the center of the room is provided for government information as required by GPO (Government Printing Office) regulations.   Printing is free to all patrons on all the terminals.

Offices are located on the southern wall of the library. The government documents processing area is housed in the last office. Index tables containing the few remaining print indexes received by the library and also literary criticism volumes are in front of the offices. The reference stacks are located in the eastern part of the reference room. Some areas of the stacks need weeding and shifting, but growth is possible.

Reference librarians compile a monthly statistical report and an annual report to assess their services. Data is kept on the number of reference questions asked each hour, which is used to identify key staffing hours. The number of instruction classes taught, government documents added/weeded and used, circulation statistics, and in-house use of materials are all included in the statistical reports. These numbers are used in collection development decisions, staffing, and time allocation.

Reference Division /Library Instruction

The fundamental objective of the instruction program is to provide students with opportunities to learn how to search, evaluate, and synthesize information from a wide variety of sources and contexts. To this end, the Watson Library instruction program is transforming from a traditional bibliographic instruction model to an integrative and programmatic information literacy model.

The primary instruction classroom, located in room 115 of Watson Library, is a new lecture facility with tables and chairs that can accommodate up to 48 individuals. It is equipped with

a computer-connected projector that can be used for making presentations. The secondary instruction lab, located in room 108H of Watson Library. has an instructor's computer and projector and seventeen computer terminals. Classes with enrollment below twenty-five students can be accommodated in this lab where individual students have the opportunity for hands-on searching and receive advanced instruction on how to search and evaluate information. Resource-based and active learning methods are essential to ensure timely and effective library instruction.

The instruction program, in which librarians provide instruction in the use of information sources, offers classes, workshops, and one-on-one reference. Remote users of the library can use the e-mail link, "Ask a Reference Librarian" or call toll free to reach the reference desk telephone.

Typically, a faculty member will call or e-mail the reference desk to schedule a library instruction session. Classes are scheduled within a week of the faculty request. The information literacy librarian is responsible for expediting the scheduling of classes, and provides reference librarians the opportunity to volunteer for teaching. Classes are taught in either 108H or in Room 115 based on size and availability.

Most classes consist of a 50-minute instruction session during which students learn how to form basic search strategies and become familiar with the NSU library catalog and databases. Over the past several years, the library instruction program has become increasingly integrated with a rich diversity of core curriculum and elective courses. Librarians teach subject-specific information literacy to most of the English 1010 and 1020 sections, many 2000 and 3000 level English classes, and a wide range of subjects from music to microbiology. Librarians teach students valuable research skills that are specifically tailored for their course objectives.

The library's responsive information literacy program was strengthened in the fall of 2004 by hiring an instruction librarian whose primary duty is to implement information literacy standards. In January 2005, Watson Library hosted a series of focus groups for selected teaching faculty members. Librarians asked teaching faculty about their perceptions of student research skill levels, and how the holistic approach of information literacy instruction could help them. The focus group was also an important source of feedback about other library services. The final report from the focus group, written in the summer of 2005, is available on the library webpage.
http://library.nsula.edu/assets/Uploads/FocusGroupReport.pdf (File #27)

The Watson Library reference/instruction librarians assess student learning by questioning faculty and students on whether the instruction session was suited to their specific information needs. Librarians follow up the instruction session by asking the faculty if their students' assignments benefited from learning how to use library resources. The faculty who use the library instruction service are highly supportive and provide collegial and timely feedback on its efficacy. The information literacy librarian is reviewing ways of successfully measuring student learning, and providing empirical data that accurately reflects its importance in NSU's mission. An objective assessment of faculty engagement and satisfaction with the instruction program was implemented on a trial basis in the fall of 2007. A questionnaire was distributed to faculty who had participated in a library instruction class in the fall semester. We received a total of 20 responses. http://library.nsula.edu/assets/self-study-documents/Faculty-Survey-of-LIRESULTS.pdf (Folder # 9)

To ensure that patron needs are being met, the Library utilizes its strategic plan to annually assess its unit objectives, which are written in support of the University goals. The ACT

Student Opinion Survey, Graduating Student Survey, and Graduate Student Exit Survey provide a few of the assessment tools used in this process.

Reference Division /Reference Collection Management

The primary purpose of reference collection management is to maintain, develop, and enhance the existing print and electronic reference collection through the evaluation of potential acquisitions, the de-selection of outdated or superseded materials, and the repair or replacement of damaged resources.

The reference collection is located throughout the reference room in the following configuration: one short double-sided shelf that divides the middle of the reference department, sixteen double-sided tall shelf ranges, and fourteen index tables, of which ten are double-sided. A small ready-reference collection is located behind the reference desk.

The collection management librarian is also responsible for gathering monthly in-house circulation statistics for reference materials, distributing new materials to the proper areas, shelving new reference resources, creating cross-reference blocks for items shelved in a location other than the reference stacks, and informing the stacks supervisor when shifting is needed in the reference area.

Additionally, the Collection Management Librarian is the library's vendor contact for electronic reference resources and is responsible for reviewing and evaluating these resources, as well as, setting up trials and forwarding access and resource information to the other reference librarians for assessment.

Reference Division /Government Information

Watson Libraries is a 35% selective depository for U.S. Federal Government Information. Documents are received in tangible format – paper, microfiche, video, DVD, and compact disk – as well as in electronic format.

As a federal depository, the government information section is responsible for providing service and access to government information in all formats to all users. The primary users of the government information collection are Northwestern State University faculty, staff, and students. However, members of the local business and agricultural community use the collection as well.

As a selective depository, historical collections are not maintained in most areas. Inventory and weeding projects are a major part of the depository function and help maintain a relevant and useable collection.

The majority of the government documents collection is located in the Government Documents room on the first floor of Watson Library. While this room provides space, it is poorly lit. About 15 percent of the collection has been reclassed and is shelved either with the circulating collection, the serials collection, or in the Cammie G. Henry Research Center. The CD and map cases are located in the back of the reference room. The Serial Set is in a separate room on third floor.

All government documents published after 1976 are cataloged in the iLink online catalog. Electronic documents are indicated as such, and have the URL prominently displayed. As the library receives tangible documents, they are checked against cataloging records provided by Marcive and loaded into the SirsiDynix ILS.

Since electronic government documents are available to everyone from everywhere, there are few access issues. However, the reference room has one computer that is reserved for use with federal government information. On this computer, patrons can also access CD-ROMs and DVDs as well as Internet-only documents. In the event that a patron needs to copy a CD or DVD, the government information librarian will provide a blank disk free of charge.

Each month, the circulation department gathers circulation statistics, including statistics on how many government documents are checked out to patrons. The government information librarian gathers internal use statistics. Both of these counts assist in making decisions about item selection and document retention.

The government documents department is responsible for providing service and access to the general public, not just to the normal clientele of the library. All reference librarians assist all patrons with locating and using government documents and with interlibrary loans for documents not available in the library collection.

The main hurdle facing the government information department at this time is staffing. The documents clerk position has been vacant for over two years with little hope of being filled.

The latest format for a depository self-study is nine years old however the government information librarian updated the content for this self study in 2007. To see the latest depository self-study, see Appendix # 6 page 127.

Reference Division /LOUIS Systems Administration

This person is primarily a liaison between library staff and the LOUIS office in Baton Rouge. As library staff members have questions or problems with any LOUIS product – databases, WorkFlows, or ILLiad – she assists them in any way possible. If she is unable to resolve the issue, she directs it to LOUIS staff for further assistance. If the problem is related to the NSU information infostructure, she directs it to information systems staff at NSU.

She is also responsible for patron loads, authority loads, and other regular database maintenance projects as well as configuring the Unicorn WorkFlows system in such a way as to ensure all staff users have access to necessary functions, reports, etc.

The LOUIS systems administrator must attend two meetings per year and the LOUIS Users' Conference (LUC) as well as any other relevant training, workshops, or meetings. She is also responsible for dispersing information gained at these meetings to library staff as necessary.

A complete LOUIS systems administrator job description may be found here:
http://library.nsula.edu/assets/self-study-documents/lsa-responsibilities.pdf
(Folder # 10)

Reference Division /Circulation

The circulation department consists of two library specialists and from six to twelve student workers. Circulation handles the checking in and checking out of library materials. The department is responsible for placing items on reserve in a timely manner and returning reserve items to their owners at the end of the semester. Reserve items are checked out through the circulation computer system.

The circulation desk is staffed all hours the library is open even if the reference desk must be closed and a reference librarian must staff the desk. Circulation is also responsible for administering holds placed on materials that are checked out by patrons, placing and removing charges for library fines and lost books, and notifying library users of overdue materials, fines, and lost books by e-mail through the SirsiDynix ILS. Circulation also works with the computer lab housed in the library to circulate laptop computers and other equipment. Circulation is also responsible for emptying the outside book drop twice a day during the week and once a day on weekends. Many of the duties of the circulation staff involve keeping accurate records.

The circulation division has three computers for checking in books and checking out books. Each circulation computer is equipped with a bar code reader, a magnetic stripe reader, and a receipt printer. All computers use the Workflows circulation module supplied by SirsiDynix. A photocopier is located behind the circulation desk.

The circulation desk has recently been remodeled to be ADA compliant and has been refinished and resurfaced. All student workers now enter and exit through a swinging gate cut into the desk itself. A slot for returning materials is also cut into the desk. Two metal outdoor book drops are placed adjacent to the student parking lot, allowing books to be returned after hours.

The library specialists are evaluated annually and the student workers are evaluated each semester. Circulation statistics are kept and reports are run through the SirsiDynix ILS. Circulation also is responsible for keeping the library gate count that records the number of people who enter the front doors of the library. These assessments are used to make policy and staffing decisions.

Reference Division /Shelving

The shelving department consists of one library specialist and usually twelve to sixteen student workers. The head of shelving is responsible for supervising student workers, re-shelving all materials in a timely manner, planning and executing shifts of materials, erecting shelving, checking the photocopiers, searching for lost items in the stacks, completing the inventory, and checking the security doors. The shelving department is responsible for second floor stacks and the reference stacks and index tables. The accuracy of the people working in this department makes it possible for library users to find materials.

The head of shelving's office is located on second floor of the library near the main circulating stacks. It is equipped with two computers, one for the supervisor and one for student workers to use in their duties. The main computer is equipped with a barcode reader so the supervisor can check whether items are in the online catalog and if they have been checked in. Items not in the catalog are sent to the Technical Processes Division for entry into the catalog.

The head of shelving keeps statistics on in-house usage of materials, which help with collection development and in determining shelving assignments.

The head of shelving is also responsible for conducting an inventory of library materials. This is the first time that the Watson Library collection has been systematically inventoried. The project is nearing completion and when finished, all the circulating and reference collections will be identified in the online catalog.

Serials and Media Division

The Serials and Media Division manages all aspects of serials and multi-media resources, including acquisition, initial check-in and management of serials holdings for the online catalog, circulation, shelving, reference, and instruction in the use of these materials. The division utilizes the SirsiDynix ILS. Students of the University, Louisiana School for Math, Science, and the Arts, and Bossier Parish Community College, faculty members of these schools, and community members are the primary patrons.

The division is now located on the 3rd floor of the library, after a move 3 years ago from the 2nd floor. The division now fills the entire east side of the floor, and for the first time, all serials are housed together. This is beneficial to library patrons and the staff alike. However, the bound serials collection went from being shelved by call number to an alphabetic system by title. Keeping journal runs together regardless of title changes has produced confusion. In the near future, plans will be underway to identify those titles that seem to be mis-shelved, either by shelf labels or by labeling the individual journal spines.

In 2007, the libraries subscribed to nearly 1,400 serial titles. The Technical Processes Division initially catalogs all new serials and the Serials & Media Division staff adds all holdings to serials records as new issues arrive, using the SirsiDynix ILS. All processing of individual issues of serials is done in the division, which includes property stamping and attaching security devices. Although serials do not circulate, over 7,000 were used in-house during the 2006-07 fiscal year.

The division is also responsible for preservation of serials. Seven hundred and twenty of the current journal titles are bound (the division organizes serials and monographs for binding by a commercial bindery) and two hundred titles are preserved on microfilm. The library also accesses the JSTOR databases, which archive the complete back runs of over 500 multidisciplinary peer-reviewed journals.

Divisional personnel also shelve, manage, and circulate a collection of over 4,000 multi-media items. Four viewing rooms are available for viewing/listening to DVDs, CDs, videos, and cassette tapes. These materials have the same circulation regulations as books in the general collection, and 750 items circulated during the 2006-07 fiscal year.

These materials are shelved in the serials workroom and are paged for patrons. Patrons are allowed to browse the materials if a staff member is nearby. The materials are checked out at the serials counter/help desk, which is equipped with a computer, barcode scanner, and receipt printer for this purpose.

Six unified workstations are housed in the division. They access the library catalog and all other electronic resources provided by the library. They are attached to a networked printer. The division also provides five microfilm and fiche reader/printers and a photocopier for patron use.

Select equipment is available for checkout and use within the library. It includes DVD, CD, and VCR players, TV monitors, cassette players, stereo components, and older but useable overhead projectors and an opaque projector. Carts are available for moving the equipment to other rooms.

A massive de-selection project is underway, in which the library faculty analyze every bound journal run for currency, length, condition, and value to the university curriculum. Over 6,000 pieces and the corresponding microforms were withdrawn in the past year.

A librarian heads the division. She reports to the director of libraries, who evaluates her annually. She supervises two library specialist IIIs and a library specialist II, whom she evaluates annually. Typically, fifteen to twenty students are also employed for the fall and spring semesters. They are supervised and evaluated each semester by the library specialist II, with help from the rest of the staff.

To see the Guidelines for Media Resources go to Appendix # 4 page 111.

Interlibrary Loan

Interlibrary Loan (ILL) is a service that allows patrons to obtain research materials or photocopies of materials from other participating institutions in the United States and the world. Books, photocopies of journal articles, government documents, microfilm copies of newspaper articles, newspapers on microfilm, theses and dissertations can generally be borrowed.

Watson Library provides this service as a supplement to the library's collection, not as a substitute for developing a collection. Every effort is made to exhaust the libraries' print and electronic resources before utilizing interlibrary loan. Requests are subject to the policies of the lending library. Watson Library provides ILL services in compliance with United States Copyright Law (Title 17, U.S. Code).

The interlibrary loan department uses ILLiad software for both lending and borrowing functions. Not only does this provide rapid and efficient workflow, but it also allows patrons to submit requests online and track the status of requests at any time of the day or night. Users can opt to receive and download electronic copies of articles that are sent electronically from lenders.

To loan certain materials, the interlibrary loan clerk uses the Adobe Acrobat software program and a Minolta PS 7000 scanner to scan articles in PDF format, which can then be sent electronically to patrons. The department's goal is to process patrons requests within 48 hours. Generally, a minimum of 8-10 working days is needed to search, process, and receive each request.

Students, faculty, and staff of NSU; Bossier Parish Community College; Louisiana School for Math, Science, and the Arts; and Friends of the Library may use ILL services at no charge.

Photocopies can be sent directly to patrons' e-mail. Other materials are picked up at the ILL office on the second floor, room 201-B during normal working hours. When the office is closed, personnel at the serials & media desk on the 3rd floor will retrieve materials. All materials other than photocopies must be returned to the interlibrary loan office or serials desk by the date due. One renewal may be allowed at the discretion of the lending library. If the item is already overdue, no renewals are allowed.

Several years ago, the department moved from the reference division to new offices in the student/faculty reading room on the second floor. Although the ideal location might be closer to the front doors, patrons have adapted to making the trip to second floor to pick up their materials.

A library specialist III staffs interlibrary loan and her supervisor is the head of serials & media, who evaluates her annually.

Technical Processes Division

The Technical Processes Division manages both acquisitions and cataloging. They are responsible for ordering, receiving, invoicing, cataloging, processing, and withdrawing all materials for the three Northwestern State University Libraries, as well as retrospective conversion projects (transferring records from print to electronic format), reclassification and repair of materials, catalog clean-up and maintenance, and departmental statistics.

Before ordering new materials, the technical processes personnel arrange allocated book funds by departmental fund codes and organize the order lists. For each item ordered, the bibliographic record is located in the OCLC bibliographic utility, downloaded to an export file, and imported into WorkFlows. Order-lines are then created for each item and attached to the matching bibliographic record. Once an order is received, the items are invoiced, and the administrative secretary pays the invoices.

After the items are received, technical processes personnel check each item to the previously imported records to ensure that the correct bibliographic record has been loaded. If the correct record exists, then they will complete the cataloging and processing for the item; however, if the record does not match the item received, then the correct record will be located, derived, or created and then imported into WorkFlows. Subsequently, the incorrect record will be deleted from the system.

Once the cataloging is double checked, technical processes personnel will begin processing the item by selecting the correct item and location codes based on the specific type of material. Call numbers are written in each book, spine labels are printed for all items, the library's property stamp is applied, and security strips are placed in all possible items.

The cataloging librarian creates original cataloging when an OCLC bibliographic record does not exist for an item. Additionally, the cataloging librarian is responsible for gathering monthly and annual statistics for book and audio/visual items received, gift items acquired, and book and serial volumes withdrawn.

This division is also responsible for handling gift items and collections. They prepare the gifts for evaluation, determine if the items are already held by the library, and acknowledge donors by creating bookplates for donated items.

The staff in technical processes uses OCLC for both original cataloging and copy cataloging. The LOUIS library consortium has chosen to use the SirsiDynix ILS as the integrated library system for all member libraries; therefore, all catalog records are imported, created, maintained, and deleted using this system. Additionally, all staff utilized the Microsoft suite, as well as the Internet to aid them in completing daily tasks.

The Technical Processes Division is located on the second floor of the library within the Student/Faculty Reading Room. Since the shipping room is on the first floor, deliveries and discards must be brought either up or down; otherwise, the location of Technical Processes is ideal. It is large and spacious with plenty of work room for each staff member; it is in a low traffic area, which limits distractions; and it can be completely closed off and locked for security purposes.

The technical processes division currently has three library specialist III positions and a part-time catalog librarian. The librarian supervises the library specialist IIIs, and she reports to the director of libraries.

The Technical Processes Policy and Procedure Manual is available both in print and on LINUS, a designated folder for the library on the university server; it is currently being revised on an as needed basis.

The technical processes section of the library webpage allows library users to submit book request electronically, as well as describing acquisitions/collection development and cataloging.

Branch Libraries

Since branch libraries are to be regarded as integral components of the overall library system of a university or college, the same basic principles described in "Standards for University Libraries: Evaluation of Performance" (C&RL News, September 1989) apply also to branch libraries. The criteria for achievement and the mechanisms for evaluation of achievement may also be influenced by the special relationships that may exist between a branch library and the particular disciplines it serves, especially when these disciplines include library performance in their accreditation requirements.

Shreveport Nursing Center Library Branch

The branch library of NSU in Shreveport mainly serves the College of Nursing and the Radiological Sciences Program. It also has limited resources for most of the academic programs taught by NSU. Its collection development policies differ from the main branch because of the critical need for the most current information in nursing and radiological sciences.

The library is accredited by the National League of Nursing, the Louisiana State Board of Nursing, and the Commission on Collegiate Nursing Education.

The library is staffed by a head librarian and two library associates. The librarian reports directly to the director of libraries, and she supervises the two library associates. The head librarian attends the monthly staff meetings of the College of Nursing and Radiological Sciences and represents the library's interests in those meetings. The faculty also assesses the collection through their Learning Resources Information Technology Committee.

Students evaluate the library at the end of each semester. The staff consider the results, and change is implemented, if appropriate. The library offers all of the services that the main campus library offers and has access to all of the same databases and technologies.
Hours of operation are shorter than the main campus mainly because most classes are scheduled during the day. Space is adequate for the current enrollment. The operating costs and financial support are included with the main library budget.

To see the Shreveport Nursing Center Library Guidelines for Branch Libraries in Colleges and Universities go to Appendix # 3 page 109.

Leesville/Ft. Polk Library Branch

As part of the Leesville branch library's self-evaluation, the librarian periodically examines the library's compliance with ACRL Guidelines for Branch Libraries. Copies of the 1998 and 2002 documents are on file in the NSU-Leesville Library office and are available on request.

As a general rule, decisions regarding availability of services at the NSU-Leesville library have been based on expressed needs as determined by formal and informal faculty/student

evaluative comments and by budgetary constraints. In addition, library decisions are by necessity influenced by space limitations. The library strives to offer all services available at other branches, within its means. The only significant difference noted is in hours of operation. Because the branch library is located on a commuter campus, there is little demand for library availability at times when there are no classes scheduled. Hours of operation are set in keeping with Leesville Center class schedules and employee office hours.

Just two people, a librarian and a library specialist II, currently staff the library. One part-time wages-of-labor worker assists them. A library specialist I position (responsible for patron services) has been frozen since 2005. The head librarian reports directly to the director of libraries, and she supervises the LS II.

 At the present time, there is no provision for absence of either of the FTEs. Library hours were reduced from 57 to 42 hours per week because of the staff shortage. The head librarian's duties often require her to be elsewhere. Circumstances have caused the closure of the library for several hours at least six times during the present semester; at other times it has been left in the care of a student worker while the only FTE at work was teaching a class or attending a meeting. While these practices have been necessary for survival, neither is conducive to effective operation, and certainly not in the best interest of the patrons. Restoring the second library specialist position is highly recommended.

Overcrowding is a campus-wide problem at the Leesville center. The library is no exception. The library staff attempts to keep the library reasonably clean but receives little or no assistance from the maintenance department. The shelving and seating which were once considered generous are now inadequate. Technological advances have been made at the expense of patron seating. Including all study carrels, computer stations, and index table stools the library can seat 62. However, if one considers only the traditional study areas (tables or carrels), that number is reduced to 32 and those would be seated too closely for comfort or efficient study. In reality, the library feels crowded when more than twelve people are in the study area. Drastic improvements are also needed in lighting within the stacks, and in climate control for the building. In short, the library is not a comfortable place to study, and, therefore, many students use it as a drive-through reference service rather than a place for study and research.

In a positive light, the branch library has benefited from several grants. Thus, the electronic equipment available compares quite favorably with the other branches. Although upgrading the circulation desk computer is highly recommended, there is little space for any additional equipment.

NSU-Leesville students have easy access to the large Vernon and Beauregard public libraries and the military library on Fort Polk for their recreational reading needs. Thus, the campus library generally limits its use of collection development funds to course-related information. Because of space limitations, the collection is now at "zero growth" rate. Since collection development funds have been limited for the last three years, the currency of the collection is not up to its usual standards, and several sections, particularly contemporary issues and reference, are in need of updates. However, most of the major gaps in the collection related to specific curriculum areas have been filled over the past decade. A major area of concern is still the inconsistency of funding for books, journals, and media. The library cannot maintain its current standards without consistent funding.

The head librarian serves as the liaison with faculty and staff at the Leesville Center and maintains close contact with its administration. In this capacity, she addresses center faculty at the beginning of each semester at the faculty in-service meeting. Beginning-of-semester

packets are placed in all faculty mailboxes. Purchase requests are solicited from division heads whenever collection development funds are available, and an ongoing "want list" is maintained when funds are not available. In addition, the librarian examines interlibrary loan requests and unsupported reference questions to address weaknesses in the collection, and she maintains a consideration file for use in recommending future purchases.

In the past two years, the librarian has been working closely with Leesville center faculty to develop materials and services to support their academic programs, and the library staff does a good job of advertising available services to regular library users, but more could be done in the area of outreach. With the close availability of public and post libraries, a number of students have not yet availed themselves of the unique services offered by an academic library.

The head librarian maintains day-to-day communication with the main library by means of telephone, fax, e-mail, and U.S. mail. She serves on several library committees, including the Tenure Review Committee. She also represents the library on the University Research Council.

The head librarian serves on the Board of Directors of Libraries Southwest, the regional library consortium, and is a member of the Louisiana Chapter of ACRL. She is a member of the Louisiana Library Association and serves on its Intellectual Freedom Committee. She is also actively involved with the Cenla Storytellers Guild and the Louisiana Storytelling Association and serves on the boards of both organizations.

To see the NSU-Leesville Library Guidelines for Branch Libraries in Colleges and Universities go to Appendix # 2 page 107.

STANDARDS FOR LIBRARIES IN HIGHER EDUCATION:
PLANNING, ASSESSMENT, AND OUTCOMES ASSESSMENT

Planning

The mission statement of the Northwestern State University Libraries is:

The mission of the Northwestern State University Libraries is to provide the University community with access to information in its many formats and through its many delivery systems to support the teaching, learning, research, and service functions of the University. It is the educational mission of the Libraries to support information Literacy by teaching students, faculty, and staff, and the larger community how to find and use information appropriately. Library mission statement http://library.nsula.edu/self-study-documents/ (Folder #5)

NSU Libraries serve the larger community as regional information centers and research facilities, within the limits of the libraries' resources and primary commitment to the university community.

Assessment

In the fall semester of 2006 the libraries issued A Student Survey of NSU Libraries. This is a survey instrument of 21 questions in Zoomerang format designed to evaluate students and their success (or lack of success) using the libraries. A similar survey is given to the faculty the same semester.

http://library.nsula.edu/assets/Uploads/LibraryStudentSurveyResults063.pdf
http://library.nsula.edu/assets/Uploads/LibraryFacultySurveyResults063-1.pdf
(Folder # 11)

The Library Planning and Evaluation Committee is changing the type of surveys it issues from satisfaction surveys to library usage surveys. The committee will administer the first of the new surveys in fall 2008, and will follow up with focus group meetings in fall 2009. After this trial, the committee will determine the success of these assessment tools and will make necessary changes before the next round in fall 2009.

See addendum (page 165 Folder # 11A) for full survey results and report.

Questions about the library are included in other assessments such as the Student Opinion Survey and Graduating Senior Survey that will be covered in the appropriate sections. The library also keeps monthly and annual statistical reports as well as contributing statistics to the federal Department of Education and the ACRL survey.

Northwestern State University has just completed its SACS (Southern Association of Colleges and Schools) accreditation process, which is another form of assessment.
http://library.nsula.edu/assets/self-study-documents/Self-Study-SACS-AccreditationRPT.pdf
(Folder # 12)

Outcomes Assessment

1) Is the library's mission statement clearly understood by the library staff and the institution's administration? Is it reviewed periodically?

The mission statement appears on the library home page, on the CIP (Continuous Improvement Plan) planning document, and it is used with all planning, including goals and objectives.

http://library.nsula.edu/assets/self-study-documents/CIP-2007-2008.pdf
(Folder # 12)

Every member of the library staff and faculty has a copy. The library mission statement is reviewed with each CIP planning session and is revised each time the university revises its mission statement.

http://library.nsula.edu/self-study-documents/ (Folder #5)

2) How does the library incorporate the institution's mission into its goals and objectives?

Various individuals and committees are responsible for making certain that the library's goals and objectives, which are a part of the University's Continuous Improvement Plan (CIP), are mutually supportive of similar goals and objectives for the University as a whole and correspond to university goals. The Office of Planning and Assessment must approve the library goals and objective in CIP. http://www.nsula.edu/universityplanning/eeo.asp (Folder # 13)

3) How does the library maintain a systematic and continuous program for evaluating its performance, for informing the institutions' community of its accomplishments, and for identifying and implementing needed improvements?

The library participates in the Continuous Improvement Plan (CIP), which is a university mandate. This program involves setting goals and objectives based on the university goals and objectives and producing quarterly progress reports indicating progress on achieving these goals. http://library.nsula.edu/assets/self-study-documents/CIP-2007-2008.pdf
(Folder # 7)

The library evaluates its performance continually based on information gathered by the library faculty for the monthly, quarterly, and annual reports. The library informs the university community of its accomplishments by publishing announcements in the university newspaper and through a service known locally as "Messenger," a university-wide e-mail distribution service. The director is also a member of administrative groups, such as the Academic Affairs Council, where he shares significant news and information with colleagues at his administrative level.

4) Is the library's assessment plan an integral component of the institution's assessment and accreditation strategies? For example, does the library revise and update its assessment procedures in conjunction with campus wide planning and the actions of academic departments?

The library is working on an improved assessment plan following the SACS accreditation visit. The library Planning and Evaluation Committee is working on this project and has been

drafting new surveys for distribution to faculty and students. Focus group meetings will follow these surveys. The first revised surveys will be distributed electronically in fall 2008 and the focus groups will be in spring 2009.

When an academic department informs its library liaison that an accreditation process will occur, the liaison and the library director will work with that department to address its accreditation needs.

However, unless the library budget is increased, the libraries cannot effectively respond to the needs of academic departments. For example, the library cannot add new databases, journals, or materials with a standstill budget unless other resources are dropped. This places the library in a very difficult position when library users request any additional materials or services.

5) How does the library assess itself? (e.g., what quantitative and qualitative data does the library collect about performance? How does it take into account special needs, such as those of physically challenged users?)

Members of the library Planning and Evaluation Committee are developing a program of assessments using surveys and focus groups. Beginning in fall 2008, they will electronically distribute surveys to faculty and students, including those at the branch campuses. The survey instrument concentrates on how patrons use the library. Based on the results of the survey, mediators will conduct focus groups in the spring 2009 semester to help the library planning committee members determine what improvements are indicated. The University Planning, Assessment, and EEO office will administer these surveys and focus groups.

Student and faculty surveys, such as the Graduate Student Exit Survey, the Graduating Student Survey, and the ACT Student Opinion Survey are some of the instruments used to gather student and faculty opinions about the library. The experiences and professional expertise of the librarians will also be utilized in the assessments.

An additional resource for library assessment is to be found in the statistical version of the annual report of the libraries, which contains 210 lines of data from all categories known to the library faculty, including the number of books purchased, bound journals withdrawn, reference transactions, and the number of library instruction sessions held. The last three years (2006-07, 2005-06, 2004-05) of the library annual statistical reports are available on the library webpage at the following URLS:

2006-07:
http://library.nsula.edu/assets/Uploads/2006-2007libraryannualreport.pdf

2005-06:
http://library.nsula.edu/assets/Uploads/Library-Annual-Report05-06.pdf

2004-05:
http://library.nsula.edu/assets/Uploads/LibraryAnnualReport04-05.pdf
(For all, see Folder # 14)

Special needs and special library problems are usually discussed at the Faculty Senate and other informed meetings.

The library has a special policy, No. A: 17 Services to Persons with Disabilities, which defines how library faculty and staff, particularly those in public services, are to provide service to

patrons with disabilities. http://library.nsula.edu/assets/Uploads/A17-Services-to-Persons-with-Disabilities.pdf (Folder # 15) The policy is reviewed when the policy and procedures manual is reviewed, but the library faculty and director have not recommended any changes. The policy is the outcome of an ADA survey completed in 1990. http://library.nsula.edu/assets/self-study-documents/ADAwatson.pdf (Folder #14A) Watson Library was constructed in the early 1970s and opened in 1973 prior to ADA regulations. Without remodeling or constructing a new building, many ADA issues cannot be addressed. Since the ADA survey, the following changes have been made to make Watson Library more ADA compliant:

- Front entrance has electronic doors and open entrance to accommodate wheelchairs
- Elevators have been equipped with Braille signs
- Circulation desk has a cutout at wheelchair level
- Computer desks have been purchased at wheelchair height and are equipped with larger monitors

The Shreveport Nursing Library has few ADA issues, but the Leesville Library is not ADA compliant.

6) What outcomes does the library measure, and how does it measure these outcomes?

The library measures the following categories:

- Collections
- Electronic
- Print
- Serials
- Media

Staff:

- Size per FTE

Services:

- Reference
- Library instruction
- Serials and media
- Interlibrary loan
- Circulation

These outcomes are measured by annual and monthly statistical reports, the ACRL statistical report, and the IPEDS (Integrated Postsecondary Education Data System) statistical report. The collection is evaluated through reports on such matters as age of the collection, number of items added, and percent of budget spent. The staff is evaluated statistically by comparing the ratio between the number of librarians and the number of students. For example, these are the comparisons for fall 2007: (For the purposes of this ratio, the archivist was counted as a librarian. Civil Service library specialists and library associates were not counted.)

Enrollment for fall 2007 was 9,037 students total divided by 9 librarians = 1 librarian per 1004 students.

By campus:

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Natchitoches   4,812 students      7 library faculty     = 1 librarian per 687.3 students
Leesville      456 students        1 library faculty     = 1 librarian per 456 students
Shreveport     981 students        1 library faculty     = 1 librarian per 981 students
Alexandria     235 students        no library faculty
Other          2,552 distance education students
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(NSU Factbook 2007-2008) http://oir.nsula.edu/fact-book/ (Folder # 4)

7) How does the library compare itself with its peers?

The Board of Regents, as part of creating the 2008 Master Plan, has suggested ten peer institutions be identified for each institution. The universities were selected based on the following:

- SREB and/or Carnegie classification
- Media SAT (combined SAT and converted ACT scores)
- Percent of students on Pell
- Size of student body
- Percent of students in an underrepresented minority

The institutions suggested for comparison with Northwestern State University are:

1. Austin Peay University, Clarksville, Tennessee
2. Columbus State, Columbus, Georgia
3. Delta State, Cleveland, Mississippi
4. Jacksonville State, Jacksonville, Alabama*
5. McNeese State University, Lake Charles, Louisiana
6. Morehead State University, Morehead, Kentucky
7. Norfolk State University, Norfolk, Virginia*
8. Northeastern State, Tahlequah, Oklahoma
9. University of North Alabama, Florence, Alabama
10. Virginia State, Petersburg, Virginia

*These institutions were used in the previous self-study (1999-2000)

The list of peer institutions recommended for Northwestern State University comes from a letter to System and Campus Heads from Joseph E. Savoie, Commissioner, Board of Regents, dated November 19, 2007. http://library.nsula.edu/assets/self-study-documents/regentspeerlist.pdf (Folder # 16)

The Office of Institutional Research created spreadsheets using the most current data available, which came from the 2006 IPEDS (Integrated Postsecondary Education Data System) http://nces.ed.gov/ipeds/ and the 2005 Academic Library Trends and Statistics for Carnegie Classification, Chicago: Association of College and Research Libraries. 2006. This is the most current information available. The complete spreadsheet is located at the following link.
http://library.nsula.edu/assets/self-study-documents/excelpeerself-study.pdf (Folder # 17)

The following chart compares Northwestern Libraries with ten institutions* in their peer group:

National Center for Education Statistics
Data from Academic Libraries Survey Fiscal Year:
2006

Assessment Category	NSU Value	Northwestern Ranking (within Peer Group)										
		1	2	3	4	5	6	7	8	9	10	11
Books, Serial Back Files, Other Paper Materials Per Person Enrolled (FTE)	35.55											X
Volumes added per year per student** (4th of 5)	1.14				X							
Material/Information resources expended per FTE Student	$56											X
Print Material as a % of Budget	4.23%											X
Electronic Material as a % of Budget	4.82%									X		
Librarian & professional staff wages as a % of Budget	34.94%					X						
All wages (including student workers) as a % of Budget	58.08%				X							
Other Operational Cost as a % of Budget	11.57%		X									
Total Staff (excluding students workers) per 1,000 FTE students	2.73											X
Instructional Presentations per 1,000 FTE students	27.54						X					
Circulations per FTE without Reserves	9.3				X							
Interlibrary loans received per FTE	0.36				X							
Ratio of Interlibrary lending to borrowing	0.71										X	
Reference Transactions per typical week	461					X						

Austin Peay State University
Columbus State University
Delta State University
Jacksonville State University
McNeese State University
Morehead State University
Norfolk State University
Northeastern State University
University of North Alabama
Virginia State University

** Volumes added per year are from 2005 ACRL Statistics and are based on five of the comparison institutions.

Comparative Statistics: Peer Institutions

The Office of Institutional Research prepared a comparison study using ten peer institutions that were suggested by the Louisiana Board of Regents.

A comparison of the libraries for the peer institutions (including NSU) was conducted through the Library Statistics Program, a component of the National Center for Educational Statistics (NCES). At the time of this self-study the latest available data for the NCES Library Comparisons was for the 2006 fiscal year. Whenever possible this study was utilized for comparison purposes.

However, one assessment measure could not be made using the NCES study as the data was not available. Data on the number of volumes added per FTE student was found using 2005 ACRL statistics for Northwestern State and four of the ten peer institutions.

Measurement	Data Source	Peer Average	NSU Ranking	NSU Measurement	Lowest Institution (or next lowest if NSU had the lowest ranking)	Highest Institution
Ratio of volumes to FTE students	NCES	67.7	11 (of 11)	35.55 volumes per FTE student	Austin Peay at 44.4	Delta State at 105.1
Volumes added per year per student	ACRL	1.46	4 (of 5)	1.14 volumes added per student	Northeastern State at 1.06	Morehead at 2.17
Ratio of material expenditures to FTE students	NCES	$143	11 (of 11)	NSU spent an average of $56 on information resources per FTE student	Columbus State at $106	Delta State at $202
Print material as a percent of total expenditures	NCES	10.8%	11 (of 11)	NSU – 4.2 % of the total library expenditures was on print material	Northeastern at 5.6%	Jacksonville State at 15.0%
Electronic Material as a percent of total exp.	NCES	9.8%	9 (of 11)	NSU – 4.8% of the total lib exp was on electronic materials	Columbus State at 4.4%	Virginia State at 16.2%
Librarian and professional staff wages as a percent of total expenditures	NCES	32.9%	5 (of 11)	NSU – 34.9% of the total library expenditures were on wages for	Virginia State at 23.1%	Jacksonville State at 43.8%

				librarians and professional staff		
All wages as a percent of total expenditures	NCES	55.1%	4 (of 11)	NSU – 58.1% of the total library expenditures were spent on wages	Virginia State at 46.4%	Jacksonville State at 61.1%
Other Operational cost as a percent of total expenditures	NCES	9.7%	2 (of 11)	NSU – 11.6% of the total library expenditures were on other operational costs	McNeese State at 5.9%	Columbus State at 19.3%
Ratio of library staff to 1000 FTE students	NCES	4.5	11 (of 11)	NSU had 2.7 library staff per every 1000 FTE students	Austin Peay at 3.2	Delta State at 6.4
Ratio of instructional sessions per 1000 FTE students	NCES	26.9	6 (of 11)	NSU – for every 1000 FTE students there were 27.5 instructional sessions	McNeese at 7.1	Delta State at 54.3
Circulations per FTE students without reserves	NCES	10.2	4 (of 11)	NSU – there were an average of 9.3 circulations for every FTE student	McNeese at 1.9	Northeastern at 36.7
Ratio of Interlibrary loans received per FTE student	NCES	.25	4 (of 11)	NSU – for every FTE student .36 interlibrary loans were received	University of North Alabama at .08	Morehead State at .62
Ratio of interlibrary loan lending to borrowing	NCES	1.27	10 (of 11)	NSU – for every 100 interlibrary loans received there were 71 interlibrary "lending"	Columbus State at .39	Norfolk State at 5.57
Reference					University of	Virginia

transactions per typical week	NCES	439	5 (of 11)	NSU – 461 per week	North Alabama at 169	State at 1,376

Northwestern State University ranks the lowest, eleventh out of eleven, in the following budget driven areas:

- Ratio of volumes to FTE students
- Ratio of material expenditures to FTE students
- Print material as a percent of total expenditures
- Ratio of library staff to 1000 FTE students

Northwestern ranks near the bottom in the following areas:

- Volumes added per year per student, 4th out of 5 *
- Electronic material as a percent of total expenditure, 9th out of 11
- Ratio of interlibrary loan lending to borrowing, 10th out of 11

* ACRL statistics only included 4 of the peer institutions.

These areas are also mainly budget driven. The interlibrary loan ratio indicates that Northwestern State University borrows many more items than it lends.

The NSU libraries rank in the middle or above in those categories not primarily driven by budget:

- Ratio of instruction per 1000 FTE, 6th out of 11
- Circulations per FTE students excluding reserves, 4th out of 11
- Reference transactions per typical week, 5th out of 11

The figures in two categories require closer examination. The library ranks 5th out of 11 in wages paid for library faculty and staff and 4th out of 11 in all wages as total expenditures. Northwestern ranks high in these categories because the overall library budget is so small that it skews the figures.

This is also true for operational costs, for which Northwestern ranks 2nd of 11. The university ranks 11th out of 11 in library expenditures and expenditures per person enrolled, but 1st out of 11 in enrollment per FTE 12 month. The following chart illustrates these figures:

Total Library expenditures for 2006:
http://library.nsula.edu/assets/self-study-documents/excelpeerself-study.pdf
(Folder # 17)

College	Total Expenditures	Expenditures/FTE	Enrollment
Morehead State	$2,507,650	$337.37	7,433
Jacksonville State	$2,450,861	$315.39	7,771
Northeastern State	$2,343,116	$293.37	7,987
Univ of N. Alabama	$2,182,059	$408.63	5,340
Columbus State	$1,952,543	$309.68	6,305
McNeese State	$1,849,222	$234.04	7,904
Virginia State	$1,832,256	$374.16	4,897

Austin Peay	$1,700.023	$218.79	7,770
Norfolk State	$1,584,696	$315.55	5,022
Delta State	$1,492,553	$435.40	3,428
Northwestern	$1,483,197	$168.81	8,786

Only one other Louisiana school, McNeese University, was included in this comparison. This is how NSU compares to McNeese in these categories for 2006:
http://library.nsula.edu/assets/self-study-documents/excelpeerself-study.pdf
 (Folder # 17)

	NSU	McNeese	Peer AVG
Books, materials purchased per FTE	35.55	50.86	67.7
Print % total expenditure	4.2%	6.9%	10.8%
Electronic % total expenditure	4.8%	8.1%	9.8%
Number of librarians	8	15	12
Number of paid staff	13	11	13
Total staff per 1000 FTE	2.7	3.3	4.5
Circulation per FTE	9.3	1.9	10.2
Reference transaction weekly average	461	298	439
Library instruction attendance per FTE	27.5	7.1	26.9
ILL received FTE	0.36	0.18	.25
Ratio ILL lending/borrowing	0.71	0.88	1.27

Services

1) How well does the library establish, promote, maintain, and evaluate a range of quality services that support the academic program of the institution and optimal library use?

Library services are established based on tradition and need. Service points include the reference room, the Cammie G. Henry Research Center, the serials and media room, government publications, circulation, and interlibrary loan. These areas provide reference help, instruction, borrowing from other libraries, computers and electronic resources, and access to and circulation of materials.

Three full-time and one part time professional librarian staff the Reference Division.   They answer reference questions in person, by telephone, or e-mail, and they also conduct all library instruction sessions. Two classified workers, one of whom has recently been promoted to the highest rank civil service offers, staff circulation. The circulation area usually has one of these two individuals available to help patrons.

The Serials and Media Division is staffed with one professional and three classified workers and at least one of these full-time employees is available all the hours the library is open. A certified archivist heads the Cammie G. Henry Research Center. The Technical Processes Division has one part time professional librarian and three classified employees. The branches have one professional librarian to administer each library.

Services are made known to students, faculty, staff, and local citizens in a myriad of ways, some of which are:

- Library web page & search engines
- Library instruction
- Packets for new faculty
- Library liaison activities with academic departments
- Press releases
- Presentations
- Signage
- E-mail releases via Messenger and Student Messenger
- Events and special activities
- Efforts of the Library Marketing and Publicity Committee

All of these are used to promote the range of quality services in the interest of academic progress. The library maintains these services through judicious use of a limited budget and small staff. The libraries have minimal funding and therefore they maintain the services they have, but they carefully consider costs and staffing before adding new ones.

The library is evaluated by faculty and student surveys, CIP, and most importantly, the recent SACS certification.

http://library.nsula.edu/assets/self-study-documents/Self-Study-SACS-AccreditationRPT.pdf
(Folder # 12)

The library piloted a new library instruction assessment fall 2007 and a new survey is in development and will be in use by fall 2008. The results of the Fall 2007 survey are located below:
http://library.nsula.edu/assets/self-study-documents/Faculty-Survey-of-LIRESULTS.pdf
(Folder # 9)

It should be noted that the library's small staff limits its ability to devote much time to survey instruments, and the response rate has been poor: on a recent Zoomerang survey of students only 49 out of 8,500 responded. The results are located at the URL below:
http://library.nsula.edu/assets/self-study-documents/StudentSurveyofNSULibraries-Spring2007-Results.pdf (Folder # 11)

2) Are reference, circulation, and government documents services designed to enable users to take full advantage of the resources available to them?

The main library is open 80 hours a week during the fall and spring semesters, 45 hours during intersession, and 65 hours during the summer semester.

In July, 1990, Mr. Thomas undertook a survey of the building according to the Americans with Disabilities Act, ADA, to help improve access to the library. Many of the shortcomings have been addressed and others are waiting for additional funds. The survey is located at this link: http://library.nsula.edu/assets/self-study-documents/ADAwatson.pdf (Folder # 14A).

The circulation desk, which is ADA compliant, is staffed every hour the library is open. Materials placed on "Reserve" are housed there. Any user with a valid ID card may check out materials. Circulating items can be renewed one time online, and patrons can also track their library accounts online. Library users can place a hold on any item that is checked out and are notified by e-mail when the item has been returned and may be picked up at the circulation desk.

A professional reference librarian is available most hours the library is open to provide reference service and assist with government information. Due to the small number of reference librarians, the desk may not be staffed at times. One-on-one library instruction is available at all times; group instruction is provided upon request and is scheduled in advance. User guides and finding aids are available in print and online to assist patrons in finding materials, particularly in specific subject areas. Reference librarians can help students search the online catalog, databases, set up NetLibrary accounts, request materials through interlibrary loan, locate materials, and interpret library policies.

All electronic resources are available through the library website, including the library catalog, full-text databases, the NSU Journal List, NetLibrary e-books, and many government documents. Off campus patrons who are students, faculty, or staff of NSU, Bossier Parish Community College, Louisiana School for Math, Science, and the Arts, or Friends of the Library can access these from any computer with internet access. Patrons can telephone the reference desk, which has a toll-free line, or they can e-mail for assistance. If calls or e-mails are received after hours, they are answered promptly on the next working day.

Government information, both federal and state, appears in the online catalog. An increasing number of electronic documents are now represented in our online catalog, making them available to off-site patrons. Both federal and state print documents circulate, and the collection is open to all users. The government information stacks are ADA compliant. Note the newly redesigned government information web page on the library site.
http://library.nsula.edu/government-information/ (Folder # 18)

3) How do students and faculty expectations affect library services?

The library's service philosophy is to provide students and faculty with every service they need providing the budget can support them. The library attempts to be a "full service library." A representative of the library is always on the agenda of the opening day of the university each fall, specifically for the purpose of inviting faculty to meet with the director of libraries or library faculty to discuss service needs. A representative of the library also meets with new faculty members at an orientation meeting held for them.

Librarians are assigned to serve as liaisons to academic departments, where they communicate with the teaching faculty about library business. The teaching faculty is encouraged to submit book requests in their subject areas and to make other suggestions to improve library services. The library web page includes a link for patrons to recommend books for purchase.

Several patron suggestions have been implemented recently. For instance, faculty members and graduate students requested that graduate students be allowed a higher ceiling on the number of materials they can check out at one time. Librarians discussed this at a meeting and voted to raise the limit from twenty to thirty books per user.

The library also surveys faculty and students to determine needs. Students and faculty now expect the library to provide access to full text, which the library makes available via over 80 databases. NOTE: This link was removed when the webpage was redesigned summer 2009 since the library does not have an acquisitions budget. To see what this page looked like, one must use the print version in Folder # 18A.

The library pays particular attention to requests by faculty and students whether in person, written, e-mailed or through surveys. Changes are implemented when possible, budget and staff permitting.

4) How well do the interlibrary loan and document delivery services support the needs of qualified users?

The three libraries borrowed a total of 1041 books and 1779 journal articles the 2006-07 fiscal year. Borrowing fill rates are 76% for articles and 82% for books. The complete statistics are located in the document below: http://library.nsula.edu/assets/self-study-documents/ILLanualstats.pdf   (Folder # 19)

The Shreveport Nursing Center Library uses DocLine for these services; in 2006-07 it loaned 71 books and 1,182 articles and borrowed 66 books and 464 articles.

All university faculty, staff, and students may use interlibrary loan services, where virtually any book or article can be obtained. Furthermore, it is a free service to patrons; the library pays any fees charged by other libraries. Users may request materials online via the library web site, and receive articles through e-mail at their request. The libraries aspire to process requests within 24 hours.

5) Does the library maintain hours of access consistent with reasonable demand?

The main library is open 80 hours a week during fall and spring semesters:

Monday–Thursday   8 am – 10 pm
Friday   8 am – 5 pm

| Saturday | 10 am – 5 pm |
| Sunday | 2 pm – 10 pm |

Librarians conducted a survey in the fall 2005 and spring 2006 regarding student use of the library in the evenings. It showed little usage after 9 pm. Only 1.3% of the total circulation occurred from 10pm to 11pm. In addition, only .9% of reference questions were recorded after 10:00 pm. This means that 99.1% of all reference questions were recorded between 8:00 am and 10:00 pm. (The summer semester was excluded from this study since the library closes at 9:00 pm during the summer). http://library.nsula.edu/assets/self-study-documents/10-library-closing-report.pdf
(Folder # 20)

Reasonable hours are related to the issue of short staffing. At the main library, only two full-time library employees with a few student workers work past 5:00 pm. At this staffing level, longer hours of operation are not an option, although existing hours seem sufficient for patron demand.   It should be noted that the university does not provide security for the main library in the evenings.

It is important to remember that the library provides online resources 24 hours a day via the library website. Patrons can access NetLibrary books (full text), electronic government documents, databases, interlibrary loan request forms, and can renew books online. E-mail and telephone queries will be answered in a timely fashion on the next working day.

In Shreveport, a professional librarian is available 8 am to 5 pm weekdays and the two library associates work the evening and Saturday slots.   The Shreveport Nursing Center Library is open an amazing 63.5 hours per week considering their slim staff:

Monday-Thursday	8 am – 8 pm
Friday	8 am – 4:30 pm
Saturday	10 am – 5 pm

The Leesville Library is severely crippled for evening and weekend hours, since one of the three positions there is frozen. The library is open 42 hours a week.

Monday-Thursday	9am-6pm
Friday	8:30am-2pm
Saturday	Closed
Sunday	Closed

The Cammie G. Henry Research Center in the main library is open weekdays from 8 am to 5 pm, but faculty and staff may open this area after hours by appointment.

6) What library services are provided for programs at off-campus sites? How are the needs of users and their satisfaction determined at those sites?

This information is covered in the Distance Education Guidelines, which can be found in http://library.nsula.edu/assets/self-study-documents/DISTANCE-EDUCATION-GUIDELINES.pdf
(Appendix # 1 page 98)

Library services provided for programs include:

- Online databases available 24/7

- Online catalog available 24/7
- Online reference assistance (fax, e-mail, phone, etc.)
- Interlibrary loan assistance

NSU at Shreveport is the site of the College of Nursing and Radiological Sciences. Most NSU nursing classes are taught here. The Shreveport Nursing Center Library occupies 9,700 square feet with seating for over 150 users, including twelve study carrels with security locks, nine group study rooms, and a larger group study/media viewing area. Eight of the group study rooms can be reserved. An information literacy laboratory equipped with unified workstations is available for individual or group projects/instruction.

There are twenty-four computers and a printer that can be used to search library databases and indexes, retrieve full-text material, search the online catalog, and access Internet sites. Faculty and students can reserve the Information Literacy Laboratory for hands-on instruction. A projector and screen are available for showing power point presentations. Over 200 nursing videos, 1,000 physical assessment slides, and a care plan tutorial are available on these computers for clinical students.

The collection contains 15,000 books, bound journals, reports, and theses; more than 70 percent are related to nursing, biomedicine, and radiology technology. The library holds 3,500 microfiche cards and 500 microfilm reels. The library subscribes to 88 journal titles and numerous databases with online full-text journal articles. The library has an additional 11 journal titles that are currently donated in print and available to patrons in the journal room with the other bound journals, giving approximately 4,500 volumes.

The head librarian is a member of the faculty; two library associates and numerous student workers assist her. They offer library instruction, reference help, circulation services, and interlibrary loan through DocLine.

The Leesville Branch Library is part of the NSU Leesville Campus, which was created to serve students from surrounding areas and the population of the Ft. Polk Army Base, which is located nearby. The head librarian is a member of the faculty and sometimes teaches courses in children's literature and reading. The library has one unfilled, frozen paraprofessional position, which makes full time staffing very difficult. In addition, the library space is too small and the librarian and her one assistant wage a constant struggle trying to find sufficient room to hold the book collection.

The Leesville Branch shares one of three buildings on the Leesville/Ft. Polk Campus. It provides seating for approximately forty students, including eight study carrels. Its collection includes monographs, serials, microforms, and other non-print media. The branch provides a full range of library services—book and media circulation, reference assistance, interlibrary loan, library instruction, limited Internet access, self-service copiers, and microform copies.

The branch offers eight unified workstations with one shared laser printer. One of the workstations has access to reference CD-ROMS. The branch also has 2 TV/VCRs with DVD players. Five additional computers are available for staff use.

The Leesville Branch is fully networked with the Natchitoches library, providing access to the LOUIS databases and other online resources. Serial holdings for the branch are represented in the OPAC. As the collection has improved over the years, the Leesville Branch loans approximately as many books to the main campus as it borrows.

At these two branches needs are determined by questions on student evaluations of library services and by exit surveys of graduating students.

The Office of Electronic and Continuing Education surveyed the distance education student population in spring 2007. One question concerned library services:

"The online library services and resources met my needs"
Agree   293   (45%)
Somewhat Agree   138   (21%)
Neutral   104   (16%)
Somewhat Disagree   28   (4%)
Disagree   18   (2%)
Does not apply   77   (12%)

The satisfaction of users at the Shreveport Nursing Education Center Library was measured by one question on the Faculty Semester Course Report, fall 2007. When asked if library resources were adequate to meet course requirements, 96% of students responded "yes" with 4% having no opinion.

7) How are students and faculty informed of library services?

Many methods are available for dissemination of library information. On campus, there are two computer-managed information services known as "Messenger" and "Student Messenger." Legitimate university information can be sent to Messenger and it will be e-mailed to all campus personnel and students.

 The library provides new faculty and staff with an orientation to inform them about library resources. They are invited to bring their students to a library instruction session taught by a reference librarian. Librarians are members of academic organizations—a librarian always serves on the Faculty Senate, for instance—and they typically make announcements about library services. The liaison program in which each librarian is a contact for one or more academic departments is another way of spreading information.

An excellent source of information about library services is the library webpage, which contains links to all three libraries, the online catalog, databases, the NSU journal list, interlibrary loan, user guides, and other useful links. http://library.nsula.edu/
 (Folder # 24)

Activities in the Reading Room and the Cammie G. Henry Research Center, often featuring dignitaries, authors, artists, and celebrities, are frequently reported in the Current Sauce and in the local city newspaper, the Natchitoches Times. The charts on the following pages lists all the activities from the Reading Room's opening in June 2006 through November 2007 and the Research Center's activities from 2003 through 2007.

Student/Faculty Reading Room Events and Activities

Date	Organization	Event	Attendance
6/29/2006	NSU Writing Project	Dinner/Reading	40
8/17/2006	Watson Library	Planning Day	30
9/1/2006	Developmental Center	Artwork Exhibit	100
9/2006	Language & Communication	Class Study Group	10

9/7/2006	Watson Library	Welcome Celebration	30
9/9/2006	NSU Writing Project	Dinner/Reading	40
9/13/2006	Creative & Performing Arts	SAPS Meeting	20
9/18/2006	American Democracy Project	Workshop on ULS Serves Grant	20
9/19/2006	American Democracy Project	Workshop on ULS Serves Grant	20
9/27/2006	School of Social Sciences	Webcast Feature	100
9/27/2006	Creole Heritage Center	"A Taste of Creole" featuring Chef John Folse	150
9/28/2006	Louisiana Scholars' College	JOB Seminar	75
9/29/2006	Creole Heritage Center	Creole Heritage Celebration Day	50
10/5/2006	Internal Expression	Closing Exhibit	50
10/7/2006	NSU Writing Project	Writing Retreat	35
11/1/2006	Language & Communication	OCCRA Artwork on Display	100
11/8/2006	NSU Athletic Association	Quarterback Luncheon	55
11/1/2006	Watson Library	Banned Book Display	100
11/8/2006	Society of English Scholars	Banned Book Reading	30
11/27/2006	Language & Communication	Art Exhibit Reception	30
12/1/2006	Louisiana Scholars' College	Lecture: Sports in Antiquity	75
1/24/2007	Department of English	Class requirement DVD viewing	35
1/26/2007	Department of English	Class requirement DVD viewing	35
1/29/2007	Department of English	Class requirement DVD viewing	35
1/29/2007	Watson Library	Morning Coffee	15
2/1/2007	Watson Library	Black History Exhibit	100
2/14/2007	Watson Library	St. Valentine Display	50
2/15/2007	Watson Library	Mardi Gras Display	50
2/28/2007	NSU Basketball	Sixth Man Luncheon	60
4/10-13/2007	Watson Library	Student Employee Appreciation	100
4/12/2007	Language & Communication	SECOL Evening Session	50
5/1/2007	Creative & Performing Arts	Sculpture on Display	100
5/2/2007	Watson Library	ILLiad Webinar	5
5/14/2007	University College Academic Center	Peer Tutoring	15
6/6/2007	University College Academic Center	Academic Advising Webinar	15
6/18/2007	NSU Writing Project	Summer Institute Dinner/Reading	45
7/6/2007	University College Academic Center	Summer Bridge Study Skills Session	17
7/25/2007	University College Academic Center	Evaluation of Academic Advising	20
8/15/2007	AFT/UFCT Local	Faculty & Staff Ice Cream Social	50
9/5/2007	Office of Student Financial	Student Employment In-	30

	Aid	service	
9/11/2007	Office of the President/Watson Library	Book Presentation (Margerite Hudson)	25
9/12/2007	University College Academic Center	Noel - Levitz Advising Workshop	20
9/19/2007	Watson Library	Orientation 1010 class	45
9/20/2007	School of Social Sciences	Service Learning 101	25
10/10/2007	University College Academic Center	Noel - Levitz Advising Workshop	20
10/23/2007	School of Social Sciences	Service Learning 101	25
10/30/2007	Student Organization	Breakfast with Leaders & external Reviewer	10
11/7/2007	NSU Athletic Association	Quarterback Luncheon	60
11/16/2007	Electronic and Continuing Education	Cater Aplin Book Dedication	25
49 Events		Total participants	2242

Cammie G. Henry Research Center Events and Activities, 2003-2008

Date	Event	Visitors
12/10/07 -2/08	Exhibition on Mardi Gras entitled "Come, See and Pass a Good Time" displayed in ten exhibit cases and three curio cabinets	
Saturday 12/8/07 3:30-5:30 p.m.	Donor reception of the Patricia R. Lemee Smith Collection.	7
8-12/07	Exhibition on Louisiana authors of the 21st century displayed in ten exhibit cases and three curio cabinets.	175
4/19/07 5:30-6:30 p.m.	Hosted the Phi Alpha Theta History Honorary Society spring initiation ceremony.	11
3/29/07 4:30 - 5:30 p.m.	The head archivist provided library instruction and a seminar on the resources available in the CGHRC on Kate Chopin for students and their English Professor Fredna Stuckey from LeTourneau University, Longview, Texas.	10
3-8/07	Exhibition and reception in honor of donor and former Louisiana Secretary of Department of Environmental Quality, Martha A. Madden, ten exhibit cases and three curio cabinets.	135
11/06-3/07	The head archivist supervised the pulling and mounting of an exhibition celebrating Louisiana cookbooks, 10 cases and 3 curio cabinets.	148
1/3/07 1:00 - 4:30 p.m.	The head archivist provided library instruction and a seminar on the resources available pertaining to Kate Chopin, Caroline Dormon and Clementine Hunter to Dr. Art Williams Louisiana School for Math, Science and the Arts spring special project class.	10
4/06	Hosted the Phi Alpha Theta History Honorary Society spring initiation ceremony.	11
3/13/06 5:30-7:30 p.m.	The Creative Writers Association of Natchitoches meeting' invited speaker Dr. Sybil Kein.	40
1/25/06	Traveling exhibition on two three-fold museum quality board highlighting the theses that written by NSU students and that related to collections from the Center on during the Philia kick-off reception (the NSU undergraduate research initiative).	55
9-12/05	Exhibition celebrating Louisiana's agriculture was displayed in ten exhibit cases and three curio cases	125
10/25/05	Presentation by head archivist on Freedmen's Bureau to the Natchitoches Genealogical Association.	25
11/2/05	Traveling exhibition on two three-fold museum quality board concerning the history of sports at NSU for the Watson Library sponsored NSU Quarterback Luncheon.	20

Sat.,10/22/05, 10:00-11:00 a.m.	The head archivist was invited by Dr. Art Williams of the Louisiana School for the Math Sciences and the Arts to speak to attendees of a Dormon Symposia on the Dormon Collection.	15
4/05	Hosted the Phi Alpha Theta History Honorary Society spring initiation ceremony.	11
3-8/05	Exhibition celebrating Louisiana's people and places was displayed in ten exhibit cases and three curio cases	119
3/15 11:30 a.m.-1:00 p.m.	Shelia Richmond with the Louisiana Folklife Center and the Louisiana Division of the Arts brought her Louisiana Voices workshop attendees to the Center for bibliographic instruction.	15
8/2005-12/2005	Exhibition on Louisiana Agriculture displayed in ten exhibit cases and three curio cases.	
9/14/04-12/19/05	Exhibition entitled "The Association for the Preservation of Historic Natchitoches 50th Anniversary Celebration" was displayed in the ten exhibit cases and three curio cases. Announcements were mailed and a reception in honor of the association was held in the Center	169
1/2005-8/2005	Exhibition celebrating Louisiana's people and places displayed in ten exhibit cases and three curio cases.	
11/30/04 9:00-11:00 a.m.	Provencal Elementary gifted and talented students from first through eighth grades under the direction of teacher Chris Evans explored the Provencal 1913 tornado and the history of the town of Provencal	13
11/12/04	Head archivist organized an author symposium in the Center with assistance by Abbie Landry and Gail Kwak. Invitations were sent and publicity completed about the symposium. Dr. Emily Wilson spoke on her latest book entitled No One Gardens Alone: A Life of Elizabeth Lawrence. There was a lunch and book signing. The CGHRC hold the papers of Elizabeth Lawrence.	12
11/10/04 5:30-6:30 p.m.	Hosted the Phi Alpha Theta Pi Chapter initiation.	15
1/03-1/04	Exhibition entitled "Natchitoches and the Louisiana Purchase" displayed in ten exhibit cases and three curio cases.	203

25 events from January 2004 to December 2007   Total Participants 1,344

The reading room and the 1st floor lobby have info-monitors that continuously display library and campus news, as do signs posted throughout the building. The library has a Publicity and Marketing Committee, which is active in promoting the library.

Additionally, all students are required to take Orientation 1010, which includes a self-guided tour of the library, a PowerPoint presentation of library services, and a short unit on plagiarism. Online classes on Blackboard often have a library component.

At the Shreveport campus, students learn about library services in several ways. The head librarian always speaks at the family night orientation given for new students. She also teaches all the Orientation 1010 classes and requires an assignment for a grade. As these students access the library materials, services are reiterated to them.

Announcements regarding services are made to the faculty at the Nursing and Radiological Sciences monthly meeting by the head librarian in order for them to communicate this information to the students.

The head of the Leesville/Fort Polk library participates in meetings held for the branch campus.

8) Does the library maintain and utilize quantitative and qualitative measurements of its ability to serve users.

The annual statistical report covers the fiscal year, July 1 to June 30. With its 210 lines of statistics, it is an excellent source of quantitative information. All departments within the library contribute to it via monthly statistical reports.

2006-2007:
 http://library.nsula.edu/assets/Uploads/2006-2007libraryannualreport.pdf

2005-2006:
http://library.nsula.edu/assets/Uploads/Library-Annual-Report05-06.pdf

2004-2005:
http://library.nsula.edu/assets/Uploads/LibraryAnnualReport04-05.pdf

(All in Folder # 14)

Qualitatively, librarians often are given verbal and written feedback from patrons they have assisted. The University sends questionnaires to students each spring to measure student services, such as the Graduating Student Exit Survey, and the ACT Student Opinion Survey. The complete surveys can be found here:
http://www.nsula.edu/universityplanning/Assessment/StaticReports.asp (Folders # 21, 22, 23)

The survey results that pertain to the library are listed below.

Graduate Student Exit Surveys
Spring 2004-Spring 2007

Support Services and Personnel

Scale: 1=very dissatisfied
        2=dissatisfied
        3=neutral
        4=satisfied
        5=very satisfied

1. Library Resources were adequate to support my class needs

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 1					
mean score	3.03	2.86	3.16	3.25	3.14
number	78	35	55	51	73
standard deviation	0.07	0.77	0.81	0.74	0.73

2. Library resources, including inter-library loan, were adequate to support my research needs

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 2					
mean score	3.01	3.04	3.28	3.22	3.23
number	67	27	53	45	66
standard deviation	0.70	0.81	0.74	0.70	0.67

3. Library staff members were helpful with my requests for assistance

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 3					
mean score	3.19	2.96	3.31	3.36	3.22
number	67	27	48	39	55
standard deviation	0.53	0.81	0.80	0.63	0.76

4. The library staff helped with access to databases and collections

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 4					
mean score	3.14	3.13	3.37	3.31	3.30
Number	58	24	46	36	53
standard deviation	0.61	0.85	0.80	0.71	0.72

5. Staff members of the library were helpful in performing online searches

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 5					
mean score	3.00	3.00	3.17	3.32	3.21
number	54	19	42	31	39
standard deviation	0.64	0.94	0.91	0.65	0.83

6. The hours of operation of the library were adequate for my needs

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 6					
mean score	3.03	2.81	2.98	3.20	2.96
number	65	27	49	40	55
standard deviation	0.66	0.83	0.99	0.65	0.79

7. Computer equipment that was available was adequate for my class and research needs

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 7					
mean score	3.13	3.22	3.20	3.29	3.29
number	61	27	45	38	56
standard deviation	0.67	0.70	0.73	0.57	0.62

8. Library staff members provided assistance in finding appropriate resources

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 8					
mean score	3.08	2.96	3.25	3.30	3.27
number	59	24	44	33	49
standard deviation	0.57	0.81	0.72	0.68	0.64

9. Internet and World Wide Web connections were available for my use

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 9					
mean score	3.32	3.13	3.44	3.48	3.40
number	66	30	45	42	58
standard deviation	0.53	0.82	0.50	0.63	0.62

10. Library staff members provided guidance in finding needed resources

	Spring 2004	Fall 2004	Spring 2005	Spring 2006	Spring 2007
Question 10					
mean score	3.18	2.96	3.17	3.31	3.27
number	62	25	46	36	51
standard deviation	0.59	0.79	0.74	0.67	0.60

Graduating Senior Survey
Fall 2003-Spring 2007

Indicate your present perceptions of the environment at NSU:

Poor   1
Below Average   2
Average   3
Above Average   4
Excellent   5

	Fa 03	Sp 04	Fa 04	Sp 05	S & F 05	Sp 06	S & F 06 Sp 07	Sp 07
N=	140	784	304	372	400	402	474	492

20. The Library

	Fa 03	Sp 04	Fa 04	Sp 05	S & F 05	Sp 06	S & F 06	Sp 07
Mean	3.50	3.36	3.44	3.27	3.46	3.43	3.39	3.52
St. Dev.	0.94	0.95	0.97	0.88	0.86	0.84	0.86	0.90

Indicate how your education at NSU helped you to:

Strongly Disagree   1
Disagree   2
Undecided   3
Agree   4
Strongly Agree   5

47. Develop the ability to locate information quickly and efficiently

	Fa 03	Sp 04	Fa 04	Sp 05	S & F 05	Sp 06	S & F 06	Sp 07
Mean	3.88	3.91	3.96	3.90	3.89	3.96	3.94	3.95
St. Dev.	0.88	0.81	0.81	0.81	0.80	0.76	0.74	0.80

Indicate your level of satisfaction with the:

Does not apply/NA
Very Dissatisfied   1
Dissatisfied   2
Undecided   3
Satisfied   4
Very Satisfied   5

74. Library Facilities

	Fa 03	Sp 04	Fa 04	Sp 05	S & F 05	Sp 06	S & F 06	Sp 07
Mean	3.73	3.55	3.65	3.58	3.71	3.75	3.74	3.76
St. Dev.	0.97	1.06	1.01	1.01	0.91	0.86	0.88	0.92

80. Library Collections

	Fa 03	Sp 04	Fa 04	Sp 05	S & F 05	Sp 06	S & F 06	Sp 07
Mean	3.40	3.33	3.50	3.41	3.46	3.51	3.50	3.57
St. Dev.	1.06	1.06	0.98	0.97	0.93	0.96	0.94	

Student Opinion Survey
Northwestern State University
2003-2007

Scale: 1=very dissatisfied
2=dissatisfied
3=neutral
4=satisfied
5=very satisfied

Library Facilities/Services	2003	2004	2005	2006	2007	
Number		810	877	829	472	611

NSU Score	3.89	4.00	4.02	4.10	
4.14					
National Score	3.99	4.02	4.04	4.04	4.07
Standard Deviation	0.91	0.88	0.87	0.91	0.80
Statistical Significance	0.01 level			sig at .05 level	

The library planning and evaluation committee reviews the survey results and submits a report to the director along with recommendations for improvements based on those results. The library liaisons also report to the director any feedback they have received from their departments.

The qualitative measurements come from word of mouth, the library liaisons, and the professional judgment of the library faculty and staff. By observation, questions asked, and comments made, librarians can tell what is working and what needs to be adjusted. At divisional meetings, librarians often work on identifying and improving shortcomings in library services.

9) When academic programs are offered at off-campus sites, what are the standards or guidelines used to assure success? Are the Guidelines for Distance Learning Library Services used to consider existing and potential services?

In fall of 2008, a librarian will begin teaching LIB 1030 as part of the interdisciplinary CIS minor. The course objectives are designed to encompass all five of the ACRL Information Literacy Standards. A copy of the syllabus is available below:
http://library.nsula.edu/assets/self-study-documents/LIB1030Syllabus.pdf
(Folder # 24A)

The libraries rely on "Guidelines for Branch Libraries in Colleges and Universities." A second document, "Guidelines for Distance Learning Library Services," is utilized to the point that staffing and budget will allow. Currently the library instruction librarian is serving as the distance education contact and has been working with the Electronic and Continuing Education division to improve access to library resources in distance learning courses.
http://www.nsula.edu/ece/ (Folder # 25) The first tutorial on using the library catalog is available on the library webpage in both iPod and broadband versions. Although at the time of this self-study, the tutorial was available on the library webpage, with the changes made to the university webpage, the tutorial cannot be accessed.

For those degree programs offered online, the library works with LOUIS and also independently to acquire full-text databases, e-journals, and e-books that meet the needs of online users.

For over 117 years Northwestern State University has met the educational needs of students through quality academic programming. Recognizing the power of technology to bring educational opportunity to all students, Northwestern now delivers accredited online degree programs in:

Associate of Arts: Criminal Justice
Associate of General Studies
Associate Degree: Business Administration

[Associate Degree: Office Administration](#)
[Bachelor Degree: Radiologic Technologist to BS in Radiologic Science](#)s
[Bachelor Degree: Registered Nurse to B.S. in Nursing](#)
[Bachelor of Arts Degree in Criminal Justice](#)
[Bachelor of General Studies](#)
[Bachelor of Science Degree in Psychology](#)
   [Concentration in Substance Abuse](#)
   [Concentration in](#) [Prevention](#)
[Master of Education in Educational Technology Leadership](#)
[Master of Art in Art](#)
[Master of Art in Adult Education http://www.nsula.edu/ece/degreeprogs/msed.asp](#)
[Master of Science in Health & Human Performance with concentration in Health Promotion](#)
[Specialist Degree: Educational Specialist in Educational Leadership and Instruction with concentration in Educational Technology](#)
[Add-On certification: School Library Service](#)
[Add-On certification: Mild/Moderate Special Education](#)

Instruction

1) Does the library provide formal and informal opportunities for instruction?

For each of its three campuses, the NSU Libraries offer course-integrated instruction opportunities from the freshman to graduate level. While a majority of instruction is one-shot sessions, some classroom faculty schedule classes for two or three consecutive sessions. Contact with faculty is usually via phone or e-mail. Teaching faculty are encouraged to submit a syllabus and classroom assignment to the librarian to provide sufficient guidance for development of the library instruction session.

A librarian fills out a form for each instruction session recording the course, instructor's name, class time, the students' affiliation (whether NSU, Bossier Parish Community College, or the Louisiana School for Math, Science, and the Arts), and the information sources introduced. The reference/instruction librarian coordinates the scheduling of library instruction sessions with three other reference librarians. Session assignments are based on availability of staff and requests made by the teaching faculty.

Formal opportunities for instruction include:

- Orientation 1010 (1 credit hour) classes view a brief PowerPoint presentation on library services, citing sources, and plagiarism. The presentation is followed by a self-guided tour of the Watson Library. This assignment is calculated as part of the course grade.
- English 1010 and 1020 courses are designed to meet the classroom instructor's expectations of student research. ENGL 1010 is an entry-level composition course that requires the writing of an argument paper. ENGL 1020 is an entry-level literature course that is required as part of the university core curriculum.
- ACSK 1010 and ACSK 1020 (Academic Study Skills) are taught in a series of three to five library instruction sessions. Both of these courses emphasize critical thinking skills and the development of a students' career plan.
- First Year Student Success Series: In cooperation with the Office of Student Success, the library offers three "drop-in" workshops during the spring and fall semesters.
- Several courses at the 3000, 4000, and 5000 level require at least one library instruction session. Depending on course content, these sessions emphasize advanced database searching and research methods.
- Library instruction is available to all Bossier Parish Community College students at NSU courses, including remedial courses.
- Library instruction is available to members of the local community who are not affiliated with the university, including elementary and high school groups.
- Faculty groups are provided instruction in new databases, services, or applications.
- The library offered voluntary workshops to the Liberal Arts Faculty in the fall semester of 2008. Only about 6 faculty members attended. On a more positive side, the Library Instruction Librarian is a member of a committee currently working on revising the core curriculum and adding an information literacy component to the core courses.

Informal opportunities for instruction include:

- Classroom Visits: Librarians make five-minute presentations to classrooms in cooperation with the teaching faculty
- Blackboard Professional Development Sessions: In cooperation with the department of Electronic and Continuing Education, librarians publicize the database workshop series.
- Faculty Meeting Visits: Deans and department chairs can request that librarians provide briefings on upcoming trends and issues related to acquisitions.

- New Faculty Orientation: The reference/instruction librarian makes a short presentation at the annual NFO, solicits feedback, and provides his/her contact information.
- Face-to-face instruction with library users who ask questions at the reference desk.

2) Does the library provide adequate space for instruction for large and small groups? Is the available space designed to provide hands on instruction, as well as presentation of all types of resources?

At the Natchitoches Campus:

- The library can accommodate both small and large groups of students for library instruction.

- Room 115 has seating for 48 people, two large screens, two projectors, and an integrated presentation system providing computer, VHS, and DVDs linked through an electronic podium.

- The Library Instruction Lab has seventeen individual workstations, a projector and instructor's computer. This is the only facility that provides hands-on instruction.

- The 2nd Floor Student-Faculty Reading Room has an instruction area serves as an alternative in case Room 115 and the instruction lab are occupied. The instruction area has thirty chairs and a media cart that holds a small projector and computer.

- Seminar rooms are also available on both second and third floors of the library. Both rooms have Internet connections.

These facilities provide sufficient means of presenting most types of resources. The computers are Internet ready and can do real time searching. Librarians can also use PowerPoint presentations to teach classes.

The NSU Shreveport campus Library uses the space in the Library for classroom instruction. This area is approximately one-fourth of the space of the entire Library. It includes a pull down screen, a stand for a computer and an image projector. There are 23 computers faced toward the screen exactly like a classroom; therefore it simulates a classroom.

The Leesville campus uses any available classroom and the librarian brings in her laptop and projector. For Orientation 1010, she uses one of the larger classrooms, which has a "smart cart system."

3) Does the library make appropriate use of technology in its instruction?

Watson Library makes appropriate use of technology for instruction. All three classrooms are equipped with computers and projectors, which make real time instruction possible. The computer lab is equipped with seventeen workstations, which allow for hands-on lessons. The instructor's workstations are equipped with PowerPoint software to facilitate teaching additional resources.

The library instruction librarian is working on turning room 115 into a "smart classroom" to allow for the use of laptop computers for hands-on instruction, classroom monitoring software, and a "smartboard" or other technology to help demonstrate lessons. This upgrade is dependent on money from student technology fees and the library budget. The library instruction librarian wrote a grant in academic year 2006-07 to upgrade the classroom.

(Folder # 25A). Although the grant was not funded, a second projector and screen was added to the classroom, which met the most immediate needs.

4) How do librarians work with classroom faculty in developing and evaluating library curricula in support of specific courses?

Through several working relationships, librarians and classroom faculty have closely collaborated on many successful projects. Illustrative cases of successful collaborations include:

- ACSK 1020--librarian and instructor work together to develop a creative thinking project to teach these skills to students.
- Biology-Scholars College--librarians have worked with biology professors to develop lessons that teach students to use different types of biological research tools.
- LIB 1030--this class is under development as part of a multidisciplinary minor with CIS.
- ENGL 1010/1020--librarians and English instructors have worked together to develop lessons and assignments to teach how to research current events and some literary criticism.
- HIST 3990--librarians have worked with two history faculty members to develop library instruction lessons to teach students how to do primary and secondary research in history.
- Microbiology lab--librarian has worked with microbiology professors to develop a library instruction lesson on researching a microorganism.
- Nursing 2160--librarian has worked with nursing faculty to develop library instruction lessons on locating information about ethics and multiculturalism.
- Psychology 3010, 3020, 3080--librarian has worked with psychology professor to develop library instruction lessons teaching students how to start with one article or book chapter and research a psychological principle or application.
- Scholars College thesis students--librarians have worked with Scholars College faculty to develop a workshop on how to do original research to satisfy the requirements for a Scholars College thesis.
- SOWK 3350 and SOWK 4350--librarian has worked with faculty to develop a lesson to teach social work students how to research policies.

5) If applicable, how does the library facilitate faculty research?

Each librarian serves as a liaison to an academic department or program. The liaisons work with a specified member of the faculty to annually plan monograph acquisitions. Librarians assist classroom faculty with reference questions. Depending on the nature of the query, this contact can be episodic or maintained over a period of weeks.

In lieu of a collection development librarian, the library director, library liaisons, and head of serials and media work with faculty to identify and acquire needed resources for research.

Faculty members are encouraged to schedule appointments with reference librarians to provide one-on-one instruction or help with research.

6) Does the library provide a variety of educational programs?

The library hosts a variety of events in the Cammie Henry Research Center and the Student/Faculty Reading Room. They are used for meetings, art exhibits, book readings, receptions, parties, etc. and often feature dignitaries, authors, artists, and celebrities. Forty

nine events have taken place in the Reading Room since it opened in 2005 through December 2007, with attendance of 2,242 people. See chart:
http://library.nsula.edu/assets/self-study-documents/Reading-Room-Activities.pdf

The Cammie G. Henry Research Center has hosted 25 events and 1344 participants from January 2004 through December 2007.
http://library.nsula.edu/assets/self-study-documents/CGHRC-programs-2003-2008.pdf

7) How does the library promote and evaluate its instructional programs?

The library promotes its instructional programs by doing the following:

- The director of libraries addresses the entire faculty every August at the fall Faculty Institute.
- Every liaison/librarian promotes library services during regularly scheduled meetings with the classroom faculty.
- Reference librarians have developed a podcast for use by distance learning students.
- In cooperation with the Department of Electronic and Continuing Education, the reference/instruction librarian develops publicity materials for distance students.
- Through Messenger, the reference/instruction librarian releases useful information for classroom faculty using Blackboard.

The library has evaluated its instruction program by doing the following:

- Faculty Satisfaction Survey http://library.nsula.edu/assets/self-study-documents/Faculty-Survey-of-LIRESULTS.pdf (Folder # 9)
- Student Satisfaction Survey http://library.nsula.edu/assets/Uploads/LibraryStudentSurveyResults063.pdf
- (Folder # 11)
- Focus Group http://library.nsula.edu/assets/Uploads/FocusGroupReport.pdf
- (Folder # 27)
- External Assessments http://library.nsula.edu/assets/self-study-documents/Self-Study-SACS-AccreditationRPT.pdf (Folder # 12)
- Student Satisfaction Survey, spring 2007. http://library.nsula.edu/assets/self-study-documents/StudentSurveyofNSULibraries-Spring2007-Results.pdf (Folder #26A)
- Librarians at both the Leesville campus library and the Shreveport Nursing Center Library meet with the faculty at the beginning of each semester.

8) How does the library apply the Information Literacy Competency Standards for Higher Education?

The Information Literacy Competency Standards are not systematically applied in the instruction program. The library instruction librarian has yet to enact a system of assessments because the library does not know which standards have been successfully utilized. Reference librarians routinely teach basic searching skills during the one-shot lectures. The following list of searching and evaluation techniques are directly related to selected Information Literacy Competency Standards:

- Altering the topic and/or thesis statement as needed (1.1.d)
- Identifying different information sources and their formats (1.2.c)
- Differentiating between scholarly, popular, and trade information sources (1.2.d)

- Understanding the nature and usefulness of primary and secondary sources (1.2.e)
- Using raw data, such as the US Census, to develop a thesis (1.2.f)
- Using Boolean operators (2.2.b)
- Using Subject Headings/Controlled Vocabulary (2.2.C and 2.3.b)
- Searching the correct information source according to the assignment and academic discipline (2.2.f)
- Evaluating authority, credibility, and timeliness of Internet sources (3.2.a)

Resources

1) What criteria are used to make decisions about the acquisition, retention, and use of print, electronic, and media resources? How does the library select resources for its users?

When funds of any amount are available, librarians take great care to buy resources—regardless of their format—that have current authoritative value and are relevant to the curriculum taught at NSU. The libraries use an allocation formula to distribute monies equitably among academic departments. The libraries primarily purchase books, full-text databases, scholarly journals in print and online format, and media (mostly DVDs).

It should be noted that the current budget for these items falls short of what it should be for libraries this size, which impedes the libraries' ability to provide current materials. Furthermore, it impairs departments that undergo accreditation. For example, in March , 2007, when the National League for Nursing Accreditation Commission, Inc. visited the nursing program in Shreveport for accreditation purposes, the library was given low marks because its collection is dated: "Standard V: Implement a formal process for acquisition and deletion of library holdings, (paper and electronic" http://library.nsula.edu/assets/self-study-documents/Nursing-Accred-Letter.pdf
(Folder # 29)

Moreover, the National Association of Schools of Music Self Study for Creative and Performing Arts reported in a self-study conducted fall 2007:

"But not one cent has been allocated for purchase of books, DVD's, or other such educational materials. Clearly this is an unacceptable state of affairs for which the NSU administration should be held accountable during the March 08 reaccredidation visit." (Page 41)

http://library.nsula.edu/assets/self-study-documents/CAPASelf-Study.pdf (Folder # 30)

In his assessment report of the physics program at NSU, consultant, Dr. Jimmy McCoy, Director of the Department of Mathematics, Physics and Engineering at Tarleton State University, lists lack of money for library acquisitions as one of 9 "concerns and challenges." He states *"The money available for library acquisitions is far below what is needed."* (Page 4.)

http://www.nsula.edu/universityplanning/documents/Accreditation/PhyicsReviewersReport120904.pdf (Folder # 31)

On April 30, 2003, Dr. David Coleman issued his History: External Reviewer's Report:

"The history self-study also expressed concerns over the inadequacy of the NSU library's holdings to support student projects and research, and faculty should continue regularly to request the library to order the most important recent and new books in their teaching fields to bolster the collection." (page 11.)

http://www.nsula.edu/universityplanning/documents/Accreditation/HistoryReviewersReport042303.pdf (Folder # 32)

At the present time, all libraries, but especially Watson Library in Natchitoches, are very busy evaluating their collections, and over the past two years, librarians have withdrawn over 20,000 print volumes, 9,000 bound journals, and 860 microforms.

This collection has never been completely weeded since the university was founded in 1884. The current objective is to rid the collection of materials with no value. Because only one librarian weeds a given area, the rest of the library faculty is notified to look over the materials that have been pulled. If anyone feels something should be kept, it will be returned to the stacks, no questions asked. This system provides checks and balances, and it allows people who have expertise in a given area to have a voice in retention.

Librarians rely on the teaching faculty as the primary selectors of materials. For example, the library subscribes to CHOICE: Reviews on Cards, a book review system published by the American Library Association. As these cards arrive in the library director's office, they are parceled out to library liaisons who see that the selection cards are given to the correct departments and, after review by the classroom faculty, are returned to the library liaisons, who in turn submit the requests to acquisitions.

Hence, librarians do not select resources for library users, as such. Librarians, in their roles as liaisons, facilitate the requests of the teaching faculty. The libraries depend on the teaching faculty to select the materials they want or need.

2) What is the role of the classroom faculty in the selection of library resources and in the ongoing development and evaluation of the collection?

Teaching faculty are the primary selectors. In addition to their requests, librarians consult book reviews, recommendation lists, and best books lists. See answer to Resources #1 on page 59 for more information.

3) Does the library have a continuing and effective program to evaluate its collections, resources, and online databases both quantitatively and qualitatively?

Quantitatively, circulation statistics and database usage statistics provide information on what materials are circulated and which databases accessed. Manual counts of reshelved items record the number of items used in-house. These statistics can be found in the three latest annual reports of the library:

http://library.nsula.edu/assets/Uploads/LibraryAnnualReport04-05.pdf
http://library.nsula.edu/assets/Uploads/Library-Annual-Report05-06.pdf
http://library.nsula.edu/assets/Uploads/2006-2007libraryannualreport.pdf
(All in Folder # 14)

Qualitatively, librarians use reviews and best books to assist in the selection process. At the present time, the library does not have a collection development librarian to provide continuous evaluation of collections. This position was lost several years ago. The appropriate librarians conduct item selection reviews for both government and state documents.

Through the SirsiDynix ILS, it is possible to run reports on the age of the library collection. The average current age of the entire collection based on date of publication is 1978. Below is a breakdown by Library of Congress classification:

Watson Library by LC Call Number Range

LC Call Number Range	Average Publication Year
A1 - AZ99999	1965
B1 - BZ99999	1967
C1 - CZ99999	1963
D1 - DZ99999	1961
E1 - EZ99999	1965
F1 - FZ99999	1962
G1 - GZ99999	1968
H1 - HZ99999	1969
J1 - JZ99999	1965
K1 - KZ99999	1976
L1 - LZ99999	1974
M1 - MZ99999	1965
N1 - NZ99999	1970
P1 - PZ99999	1963
Q1 - QZ99999	1974
R1 - RZ99999	1978
S1 - SZ99999	1970
T1 - TZ99999	1971
U1 -UZ99999	1966
V1 - VZ99999	1968
Z1 - ZZ99999	1971

Average age of the government information collection   1942

Average age of the Watson Library reference collection   1982

Average age of the collection - Shreveport Nursing Center
Library

       Books - Excluding the Historical Collection   1991
       Books - Including the Historical Collection   1985

Average date of the book collection - Leesville/Ft. Polk Library   1978

The age of the collection is a definite area of concern. The average publication date of Watson's collection is 1982. For some areas such as history, philosophy, and literature, dated materials are not a problem. However, the average publication date for the sciences is 1974, medicine is 1978, biological science is 1970, and technology is 1971. These materials should be current.

The average publication date for books in the Leesville library is 1978, which indicates a very anemic materials budget keeping in mind the zero growth for the collection. In fact, 1978 was the date the library in Leesville opened. For example, if the library is replacing old books with newer materials because of zero growth, the age of the collection should not be older than the building itself, which was opened, in the early 1980s.

Of greatest concern is the age of the collection in the Shreveport Nursing Center Library. Even excluding the historical collection, the average publication date is 1991, indicating that materials in this critical area are sixteen years out of date. The "rule of thumb" for medical materials is to discard after five years.   Obviously the budget has not permitted the

addition of enough new materials to keep the collection up to date. According to the Standards for Hospital Libraries 2007: Standard 6, the librarian must create a plan to provide resources to meet needs using benchmarks identified in this standard. (Page 165) With the budget uncertainty from year to year, this is impossible to do. http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2268237 (Folder # 33)

4) Do print, media, and electronic resources reflect campus curricular and research needs?

The limited budget inhibits efforts to keep collections viable. However within budgetary constraints, the main criterion for purchases, including media and electronic resources, is to support the curriculum of the university. Government documents are selected based on the curriculum, usage, and the needs of the general public.

With the limited budget, the library cannot respond to new classes, majors, or minors without removing support from existing programs. Because of standstill budgeting, adding new journal titles to support a new class or program is nearly impossible. To add a new journal, we must cancel another journal or journals of equal value. Adding databases outside of those supplied by LOUIS is equally impossible.

Librarians use external assessments such as departmental accreditation reports mentioned in Resources on page 59, question #1, for feedback as to whether research needs are being met.

5) Does the library have sufficient user licenses for its electronic resources so that on site and remote users can be accommodated?

LOUIS, the Louisiana library consortium, provides electronic resources for broad disciplines and handles all licensing. Databases licensed through the consortium provide unlimited access. For the few databases purchased by the library, the library director requires unlimited usage in the site-licenses.

6) How are consortium purchasing and licensing agreements utilized?

LOUIS, the state library consortium, leases databases from the owners and in turn "sub-leases" them to members of LOUIS at greatly reduced rates. The same method holds true for licensing agreements.

7) If the library has responsibility for collecting and maintaining the institution's archives, how does it address these responsibilities?

Watson Library is responsible for collecting and maintaining the institution's archives. The Serials and Media and Technical Processes Divisions acquisition, accession, catalog and make available on the OPAC university catalogs, newspapers, budgets, newsletters, and student theses. Archive copies of these publications are located in the book collections of the Cammie G. Henry Research Center except for the school newspaper. Acid-free newspaper boxes and archive shelving house the school newspapers.

The Cammie G. Henry Research Center maintains university records from the 1900s to the 1940s. This collection of records was processed and arranged in the late 1960s. From 1970 to October 2003, the head archivist accepted donations by university departments of university archives, but did not actively pursue a systematic records management program. In an effort to bring the university in compliance with Louisiana Revised statute 44:411 pertaining to records management, in October 2003 the university designated the head

archivist as the University Records Officer. At that time, she developed more than twenty record retention schedules. Retention schedules approved by the Louisiana Secretary of State Division of Archives, Records Management and History noted archive records and recommended transfer to the Research Center. Although there is a need to preserve the archives of the university, budget restraints, limited staffing and limited space have caused the head archivist to pursue a passive rather than an active approach to collecting records of the university.

8) How do the library's collection and online databases compare with its peers?

The 2006 IPEDS (Integrated Postsecondary Education Data System) statistics show that NSU ranked second in expenditure on bibliographic utilities just behind McNeese State University. Since both schools participate in the LOUIS consortium, these figures are similar.

McNeese State	$76,850
Northwestern	$71,446
Virginia State	$70,000
Jacksonville State	$52,100
Norfolk State	$45,025
Northeastern State	$38,000
Delta State	$35,560
Morehead State	$28,825
University of N. Alabama	$25,901
Columbus State	$20,533
Austin Peay	$9,929

The library collections from the 2006 IPEDS show that NSU ranks last in books, serial back files, and other paper materials per person enrolled, FTE:
http://library.nsula.edu/assets/self-study-documents/excelpeerself-study.pdf (Folder # 17)

Delta State	105.10
Jacksonville State	89.35
Morehead State	72.13
Univ.of North Alabama	71.23
Norfolk State	68.34
Virginia State	63.74
Columbus State	61.34
Northeastern State	50.90
McNeese State	50.86
Austin Peay	43.96
Northwestern	35.55

The libraries are almost totally dependant on LOUIS for databases, because of funding issues. NSU Libraries pay 20% of LOUIS costs; the state pays the other 80%.

9) Does the library maintain the currency and relevancy of the collection through a judicious weeding program?

At the main library in 1992, the collection development librarian weeded 3,600 books from call numbers S - Z.   Librarians undertook a second large weeding project in 2000, in which the entire circulating collection was divided by Library of Congress call numbers; each librarian was assigned a section to weed. The project made some headway, but the director at that time decided the libraries were too short-handed to continue. However, some 10,000 volumes were removed from the B, GV, HM-HX, L, M, and P sections.

In the past two years, librarians have weeded approximately 11,000 books, 9,000 bound journals, and 900 microforms. In addition, the reference collection has been completely weeded twice in the past 7 years and government documents are currently being inventoried and weeded, as is the library's core repository of state documents.

The library recently completed its first total inventory of the collection. Any books that were not in the online catalog were pulled for examination. Most of them were deselected because of dated information or poor condition.

The Shreveport library withdrew 145 books during the previous year. After the NLN (National League of Nursing) accreditation visit, some of the collection was weeded by date. Classic books are transferred to the historical collection. As new editions of books are received, the old editions are removed if the material is dated. Librarians solicit opinions of faculty members about retaining books before they are withdrawn.

The Leesville library is so small and overcrowded that it has been at zero growth for the past decade. Unless the current library is expanded or a new building is provided, the library cannot expand its collection.

Access

1) What methods are used to provide maximum intellectual and physical accessibility to the library and its resources?

The library provides intellectual access to the library in the following ways:

- Library Web page
- Online Public Access Catalog (OPAC)
- NSU Journal List
- Databases
- Contact with library personnel
- LOUIS digital library has 2 of the library's collections in Content DM
- Cammie G. Henry Research Center finding aids that are online and indexed by Google

The library provides physical access by:

- o Library hours, which are adequate for student use
- o ADA—the library is compliant with:
    - o automatic front doors
    - o open entry (no turnstiles)
    - o elevators
    - o large computer monitors in several areas
    - o aisle width in the Reference Division and Government Documents
    - o lowered counter at the circulation desk
    - o library policy for offering assistance
    - o paging materials for patrons
    - o assisting with photocopiers
    - o providing other requested assistance

Shreveport Nursing Center Library is compliant in design and has wide stack aisles. The Leesville Branch Library is not compliant.

2) How are the accuracy and currency of the catalog assured?

The Technical Processes Division is responsible for the accuracy and currency of the catalog. As mentioned in the Technical Processes Division description, there are a number of checks in place during the ordering, receiving, and processing phases to help prevent inaccuracies from occurring. However, catalog clean up and maintenance is an ongoing process and must be dealt with on a continual basis. It is a policy of the Technical Processes Division to correct inaccuracies within the catalog as they are discovered.

Within the last few years, the head of shelving, as well as the branch librarians, completed an inventory of the libraries' collections, which until this time had never been accomplished. The inventory allowed the library to make sure that all circulating and reference items were cataloged and in the system. Additionally, specific policies and procedures are in place to systematically handle all lost or missing items, which help to facilitate the withdrawal and/or replacement process.

An inventory of the government documents print collections is currently underway. As part of this project, library staff is verifying physical holdings with OPAC records and making

weeding decisions. Records for items the library does not own are removed from the database. Items from the collection that are not in the system will receive cataloging later.

Since all three libraries share the catalog, its accuracy and currency are improved by the centralization of acquisitions, cataloging, and processing at Watson Library. Over the last year, the Technical Processes Division has worked diligently with the branch libraries to standardize item codes and values in order to ensure consistency within the catalog. Other features of the newly upgraded integrated library system allow us to print call number labels directly from the bibliographic record and globally modify items, both of which greatly reduce the margin of error for costly inaccuracies such as typos.

The Technical Processes Division has taken on several clean-up projects including the Serials project, which is an effort to barcode and enter all serial volumes into the catalog; the AV project, which provides new labeling and trailing stamps for all audio-visual materials; and the MHLD project, which is an attempt to standardize holdings statements and remove unnecessary, repetitious information. All three of these projects provide the opportunity for catalog clean up and maintenance.

In addition, there are several ongoing projects involving clean-up of government information records, including removal of duplicate records, standardizing locations and item categories for electronic only items, and removal of lost and discarded items from the database.

Authority control is outsourced to Marcive, and completed on an annual basis. After the first of each year, budget permitting, bibliographic records for items received during the previous year are extracted and sent to Marcive for processing. When the processed records are returned, they are then loaded into the catalog.

Bibliographic records for government documents are received from Marcive through the LOUIS office, and are loaded into the database by LOUIS staff. The library receives temporary records for items as they appear on new shipping lists, and full bibliographic records and updates, as they are available.

Serials are handled in a slightly different way. After the Technical Processes Division provides a record for each serial title, the Serials & Media Division adds holdings. The division uses the serials control module of the SirsiDynix ILS to create serial records, set up prediction patterns, manage the receipt and status of the libraries' serials collections, and track claims. The record is reviewed each time an issue is received.

3) Is the arrangement of the collection logical and understandable?

The library uses the Library of Congress system of call numbers for most collections. It is an alphanumeric arrangement that is widely accepted as the best system for academic libraries. It is used for the library's circulating and reference collections, media collections, and the book collection in the Cammie G. Henry Research Center.

Some research center manuscript collections and archives are accessioned by another alphanumeric system and are kept in closed stacks. These are standard systems used in most archives, with staff retrieving requested items for patrons.

Bound and current serials are arranged alphabetically by title.
Federal government documents are arranged by SuDocs (Superintendent of Documents) number while state government documents are arranged by a call number system devised by the State Library. End panels on each range show call number inclusion, facilitating the

process of locating materials. Signage throughout the building also helps patrons find materials.

4) Does the library provide timely and effective interlibrary loan or document delivery service for materials not owned by the library?

The libraries have very efficient Interlibrary Loan (ILL) systems. At the main campus, the ILL office strives to process requests within 24 hours using ILLiad software for both lending and borrowing functions. Not only does this provide rapid and efficient workflow, but it also allows patrons to submit requests online and track the status of requests at any time of the day or night. Users can opt to receive and download electronic copies of articles that are sent electronically from lenders.

These statistics reflect Interlibrary Loan activity for the NSU libraries from July 1, 2006 to June 30, 2007:

	Natchitoches	Shreveport
Books borrowed	975	66
Articles borrowed	1,315	464
Books loaned	621	71
Articles loaned	477	1,182

Refer to the complete report for statistics on usage and interlibrary loan fill rates. http://library.nsula.edu/assets/self-study-documents/ILLanualstats.pdf (Folder # 19)

The Shreveport College of Nursing Library provides interlibrary loan services by using DOCLINE, an automated interlibrary loan request routing and referring system. Requests made through the document delivery service are filled within 24 hours. In addition to the quick work of the staff, Infotrieve's Ariel is instrumental in this process. This Ariel software turns a PC, printer, and scanner into a transmission station on the Internet.

The Leesville campus uses interlibrary loan via the main campus system.

5) Does the library participate in available consortial borrowing?

The libraries participate in consortial borrowing through the following systems:

- LOUIS
- DOCLINE, which provides document delivery services among libraries in the National Network of Libraries of Medicine by linking journal holdings. Requests are routed to potential lending libraries on behalf of the borrower. The libraries are part of the South Central Consortium, which includes a five-state region.
- LANTER delivery system, which originates with the state library and delivers materials among the university and public libraries in the state. All sites are visited daily.
- Reciprocal borrowing

See the Distance Education Guidelines. http://library.nsula.edu/assets/self-study-documents/DISTANCE-EDUCATION-GUIDELINES.pdf
(Appendix # 1 page 98)

6) Does the library provide sufficient numbers of appropriately capable computer workstations for access to electronic resources?

The three libraries provide access to a total of 95 workstations, 62 for the public and 33 for library faculty and staff. This number is sufficient for usage for the main library and the Leesville library. Public workstations are available on every floor and in every section of the main library. The public computers are purchased and replaced by student technology fees. They are up-to-date and handle access to all databases and the online catalog.

The Shreveport Nursing Library needs eight additional workstations for library instruction, however. Classes often have to be split and come in two shifts for each student to have hands on instruction.

7) Is the access to the catalog and to other library resources available across campus and off-campus?

The OPAC can be accessed by anyone from anywhere, and do not require users to log in. Verified users can access databases via a proxy server by providing user names and passwords that have been assigned by the university.

8) If materials are located in a storage facility, are those materials readily accessible?

The libraries have no stored resources.

9) In what ways does the library provide for its users who are engaged in distance learning programs?

Watson Library provides for users engaged in distance learning programs through:

- The library webpage
- E-books through NetLibrary
- Full-text articles through the databases
- Online tutorial
- Online user guides
- Useful links on the webpage
- Interlibrary loan
- Telephone reference
- E-mail reference

Staff

1) Does the library employ staff capable of supporting and delivering information in all available formats, including electronic resources?

Most of the librarians who are hired immediately from library school are familiar with searching databases and electronic formats. For the staff members who have been in the field for a longer period of time, the library provides some professional development opportunities. The small travel budget and staff makes in-house learning more feasible. For example, the head of reference does in-house workshops for all library faculty and staff regarding changes in databases. When library faculty and staff do attend workshops, they share what they have learned with their colleagues.

All library faculty and staff are encouraged to attend meetings and workshops, especially the LOUIS Users' Conference (LUC). Library faculty and staff are encouraged to participate in webinars and to use tutorials when databases change.

The library faculty and staff who work with patrons are very experienced in using databases, search engines, electronic formats, and search strategies. They are generally successful in helping students who phone for help with remote access and searching. Due to the collegial environment of the library, the library faculty and staff have no problems with consulting each other and working together to help users.

2) Is sufficient budgetary support provided to ensure the ongoing training of all staff?

The ebb and flow of the budget determines how much money is available for travel. Without sufficient travel funds and with limited staffing, it is difficult to send employees off campus for training and have enough personnel to keep the libraries functioning. Release time is usually approved, but some staff must stay behind to cover all public service departments.

Most faculty and staff must select one event—the Louisiana Library Association (LLA) annual conference, the LOUIS Users' Conference (LUC), etc., to attend in a year. Presently, each faculty member has an allowance of $400 to spend on whatever conferences/workshops they think most instructive. This limited amount sometimes requires the expenditure of personal funds to cover some expenses, so it is up to the individual to decide what he or she is willing to pay. Many librarians have duties in more than one area, requiring them to attend more meetings and conferences to stay abreast. For example, one person is both the LOUIS system administrator and the government information librarian and needs to attend meetings and program in both areas. In these cases, travel money should be allotted based on job description, not per individual.

3) Does the library have qualified librarians, other professional staff, skilled support staff, and student assistants in adequate numbers to meet its needs?

All the library faculty and staff are qualified in their areas of expertise and skilled in their jobs. Many of the library faculty and staff have worked at the library over ten years. Their resumes show that they have the skills and experience to perform their jobs at the highest level. http://library.nsula.edu/resumes/ (Folder # 34)

However, the library does not have enough staff to perform all the tasks necessary for an effective and efficient academic library. The library needs a collection development librarian, an assistant archivist skilled in processing and cataloging, an electronic resources librarian,

and two additional paraprofessionals at the very least. Each branch needs at least one additional staff member. The current job descriptions show how much is expected of each library employee. http://library.nsula.edu/resumes/
(Folder # 35)

4) How does the institution ensure that the library's professional staff has the appropriate accredited degrees, and how does it encourage them to engage in appropriate professional activities?

The interview process ensures that all library faculty have the appropriate degrees. Transcripts are on file at the provost's office. Qualifications were recently reviewed as part of the SACS reaffirmation process.

The director of libraries encourages librarians to attend conferences and workshops. A small amount of travel money is allotted to each one, and release time is usually approved. The faculty credentialing policies and procedures can be found on the academic vice-president/ provost's website. http://www.nsula.edu/provost/ (Folder # 36)

Watson Library follows the American Library Association's guidelines for hiring library faculty as stated in A Guideline for the Screening and Appointment of Academic Librarians Using a Search Committee. http://www.ala.org/ala/mgrps/divs/acrl/standards/screenapguide.cfm
(Folder # 37)

The lack of an adequate travel budget severely restricts the number of training workshops and other professional development activities. However, the library administration is very liberal in allowing library faculty and staff to attend webinars, tutorials, professional readings, and other such activities during the work day. Providing public service areas are staffed, librarians can travel to workshops and conferences without using personal leave.

The library director assigns each new librarian a mentor to help them navigate university procedures for earning tenure and promotion, including publishing and presenting at conferences. Since each librarian and archivist has faculty rank, library faculty are expected to conduct research, publish, and serve on professional and university committees. The climate of the library encourages colleagues to help and support each other in professional development.

5) How does the size of the library staff relate to the goals and services of the library, the institution's program, degrees, enrollment, size of the faculty and staff, and auxiliary programs?

As of this writing, the libraries have four unfilled positions that have been frozen for a long time—a reference librarian in Natchitoches, an assistant archivist, and two library specialists, one for government documents in Natchitoches, and one for the Leesville-Ft. Polk branch library. The library has other personnel needs including a collection development librarian to manage the library acquisitions, weeding, and building the collection in key areas and an electronic resources librarian to administrator databases, e-books and e-journals, and set up trials for databases. Filling these new positions would allow these tasks to receive more attention than they do now as add-ons for already busy staff members. The lack of these individuals has created a significant drain on the ability of the regular faculty and staff to perform work at the highest level of expectation. Even if those positions were filled, the libraries are still functioning with significantly less staffing than peer institutions.

According to the 2006 IPEDS comparison to peer institutions of staff, excluding student workers per 1,000 FTE students, the Northwestern State University ranks 11 out of 11. http://library.nsula.edu/assets/self-study-documents/excelpeerself-study.pdf (Folder # 17)

Delta State	6.4
Morehead State	5.1
Columbus State	4.8
Univ. of North Alabama	4.7
Virginia State	4.7
Northeastern State	4.6
Jacksonville State	4.5
Norfolk State	3.8
McNeese State	3.3
Austin Peay	3.2
NSU	2.7

Library goals and services must be limited because of short staffing. Every librarian on staff is responsible for more than one job. As an example, the head archivist was appointed the university records officer, but she is already stretched thin because the position of assistant archivist has been frozen for five years.

6) How do the library staff policies and procedures compare with institutional guidelines and sound personnel management, especially in the areas of recruitment, hiring, appointment, contract renewal, promotion, tenure, dismissal, and appeal?

The library does not have any policies and procedures regarding management that are for exclusive application to the library. All librarians and archivists hold academic rank and have all the privileges and responsibilities of classroom faculty. The only significant difference is the length of the annual contract; librarians and archivists typically work twelve months, classroom faculty work nine months.

The university has an EEO office that reviews all the hiring of faculty and staff by the university. The library complies with all EEO guidelines and is an affirmative action employer. http://www.nsula.edu/universityplanning/eeo.asp (Folder # 38)

7) How do staff members who are responsible for instruction maintain sufficient knowledge and skills to be effective instructors?

Library faculty attend professional meetings, workshops, conferences, webinars, read listservs, and attend in-house training. They also read professional materials and discourse with their peers. The instruction librarian has participated in library instruction workshops such as the Institute for Information Literacy—Teacher Track, University of Rhode Island, August 1st-6th, 2003 and Institute for Information Literacy—Program Track, Eckerd College, July 28th-August 4th, 2005.

Library faculty are encouraged to attend the Louisiana Library Association annual conferences, especially when held within 100 or so miles and can be attended for one day, which allows more people to attend. Sometimes librarians can attend the American Library Association annual conference and midwinter meetings when they are held within the region.

Archivists are encouraged to attend the Louisiana Archives and Manuscripts Association annual meetings, the Society of Southwest Archivists annual conference, and the Society of American Archivists conference, especially when they are held in the South.

8) How does the library provide security and emergency training for staff?

The University has a Continuity of Operation Plan (COOP), which will be implemented in the event of natural disasters. The libraries participated in creating the plan. The faculty and staff also participate in quarterly safety programs sponsored by the university and attend defensive driving training in order to use university vehicles.   The libraries need full disaster plans, and the head archivist has attended accreditation workshops, but the library faculty has not had time to develop plans. (Note: the COOP documents are restricted and are not available for public view.)

Facilities

1) Does the library provide well-planned, secure, and sufficient space to meet the perceived need of staff and users?

All library faculty and staff have a desk to lock belongings and a work area that is sufficient. Some staff and all faculty have offices that lock. The library has adequate open seating and five group study rooms to accommodate patrons.

The College of Nursing Library in Shreveport has a guard posted at all times who provides security for employees and students as they enter and leave the building. The heads of each department at the Nursing School, including the head librarian, make regular checks for any facility-related problems, which are reported to the Safety Committee and are corrected in a timely fashion when possible. The branch has an emergency plan that is to be found in the faculty handbook.

A very serious problem exists for the libraries in Natchitoches and Ft. Polk/Leesville because there is no security in the building during nights and weekends. This especially poses a problem at night. At the Ft. Polk library, one employee closes the library in the evening and leaves the building alone.

At the main library, two full-time staff members and one or two student workers cover the entire building from 5 pm to 10 pm and on weekends. No library employees are available in the second floor stacks area after 5 pm or on weekends. Staffing is not sufficient to allow someone to periodically check all three floors of the building. At closing time, one employee must go through the building, turning out lights and making certain everyone leaves the premises. After closing, the two staff members and sometimes a student worker(s) must walk into a dark, empty parking lot that is surrounded by woods and is across the street from a high-crime neighborhood.

The best solution would be to hire a security guard for evening hours. Less viable but still workable would be to have a university police officer patrol inside the libraries at regular intervals during the evening and then escort employees to the parking lots after the libraries have closed.

2) Are building mechanical systems properly designed and maintained to control temperature and humidity at recommended levels?

Heating and air conditioning in the building at Shreveport is satisfactory, but in Watson Library in Natchitoches and the Leesville/Ft. Polk branch, both systems are inadequate. The buildings suffer from both heating and cooling problems.

The main library lacks a building-level system of climate control. Boilers must be drained to switch from heat to air conditioning and vice versa, meaning that changes are not often made.

There are no ducts in the ceiling to bring chilled air into the building efficiently, therefore, in the summer, some areas of the building are too warm. Blowers bring in outside air, so the building temperature reflects the outside temperature—too hot in summer and too cold in winter.

In addition, the building has asbestos, which may be escaping through the ceiling tiles into the open air. Much of the lighting is only one-third of the wattage that it should be, and 2/3 of the book stacks are dimly lit because they lack overhead fixtures.

The Cammie G. Henry Research Center, which houses rare books, special collections, and Louisiana books, does not have the recommended temperature and humidity levels for storing such valuable materials. The levels should be constant at 70 degrees and 40% humidity to preserve resources and provide comfort for patrons and employees.

The Leesville/Fort Polk branch has no control over temperature in their area. The central air units are in the attic and often do not work properly. When no maintenance staff is available to remedy the problem, the offices and study carrels are particularly uncomfortable.

3) What are the perceptions of users regarding the provision of conducive study spaces, including a sufficient number of seats and varied types of seating?

Abundant seating exists on all floors, including tables of various sizes with chairs. Open study carrels and six group study rooms are available for more private study. The Reading Room, the Cammie G. Henry Research Center, and the lobbies provide comfortable upholstered sofas and easy chairs. Carrels that lock are available for faculty and graduate students at no charge. They must be checked out and renewed each semester.

 The surveys show the following:

- Student Opinion Survey, 2007, indicated satisfaction with library services and facilities: 611 respondents, 4.14 NSU and 4.07 national score http://www.nsula.edu/universityplanning/Assessment/Documents/SOSReport2007.pdf (Folder # 21)
- Graduating Senior Survey, spring 2007 rated the library 3.52 with 3 being average. http://www.nsula.edu/universityplanning/Assessment/Documents/GSSSpring2007B.pdf (Folder # 23)
- Zoomerang Student Survey of NSU Libraries, spring 2007 had 67% agreeing the library is a physically comfortably place to be, 18% disagree, and 14% no opinion. http://library.nsula.edu/assets/self-study-documents/StudentSurveyofNSULibraries-Spring2007-Results.pdf (Folder # 11)

At the Leesville/Fort Polk branch, the students complain about the seating area being overcrowded and distracting. The individual study carrels have no ventilation. No space is available for group study rooms. Although the library has seating for thirty, it is overcrowded with more than ten.

4) Is there enough space for current library collections and the future growth of print resources?

At the rate the library has purchased books and materials in the past (about $100,000 a year), there is sufficient space for about ten years of book storage, and space is adequate for the present. The library faculty and staff shifted the books and serials collection so that all the circulating books are on second floor and all the journals, magazines, and newspapers are on the third floor. Library faculty performed some weeding during the shift and the library inventory and weeding project has cleared more shelf space.

 The Shreveport Nursing Library also has adequate space for its collection.

The Leesville/Fort Polk branch must practice zero growth.

The Cammie G. Henry Research Center does not have a receiving area for accessioning collections and the processing area for arranging collections has little space for growth. The Research Center recently received a grant to add more archival shelving. The reading area and storage were reconfigured to accommodate the additional shelving for the archival collections and book collections. The book collections will fit on bookshelves providing empty space at the top and bottom and growth space on each shelf. With the added archive shelving, most of the collection is off the floor and onto the archival shelves. Only three archive-shelving units remain empty. With shifting the shelves, poor lighting in the stacks has created extremely dark spaces. With the recent records retention scheduling, many university records will be sent to the Research Center so space will again become a problem.

Moreover, many donors who hold manuscript collections of value to the region in their private homes are looking to the Research Center to receive their collections as donations. The Research Center does not have suitable space and facilities for administering, processing, storing, and using its records in all formats and for all the programs required to meet state goals and objectives.

5) Does the staff have sufficient workspace, and is it configured to promote efficient operations for current and future needs?

All faculty and staff in the main library have a desk, somewhere to lock belongings, a work area that is sufficient, and computer facilities. Some staff and all faculty have private offices that lock. The libraries also have enough space in the future to accommodate anticipated new employees.

The Shreveport Nursing Library also has sufficient workspace, but the Leesville Library is very crowded. When fully staffed, the Leesville branch has one full-time employee whose desk is part of the small circulation desk area. The other employees must share office space with equipment not related specifically to their jobs. This branch needs a work area for equipment.

6) Does the library's signage facilitate use and navigation of the facilities?

Each area is well marked, and there are directories on each floor. The Shreveport Nursing Center Library and the Leesville Library occupy one floor and basically one large room so signage is very simple.

7) Does the library provide ergonomic workstations for its users and staff?

The libraries have purchased ergonomic chairs, trackballs, wrist rest, and foot rests for its faculty and staff who have requested them. The computer workstations available to the public are designed for computers.

The Leesville/Fort Polk library has to place computers where they will fit, not where they would be most comfortable.

8) Are electrical and network wiring sufficient to meet the needs associated with electronic access?

The 1970s wiring was not designed for the amount of traffic the library experiences. There are sufficient Internet ports, but the building is at capacity for phone lines. New staff will have to share phone lines. Fortunately, adding wireless Internet has solved many computer access problems.

The Leesville/Fort Polk Library needs better electrical wiring. A number of pieces of equipment are plugged into power strips rather than each having its own outlet.

9) Does the library meet the requirements of the American with Disabilities Act?

The library has an automatic outer door, elevator controls have been lowered and are also in Braille, the circulation desk has been modified to serve students in wheelchairs, and several computer workstations have been modified to accommodate patrons in wheelchairs. There also are several large screen monitors for patrons with visual impairments. A section of the reference desk counter is scheduled to be lowered in the near future.   The library has a policy on dealing with persons with disabilities: http://library.nsula.edu/assets/Uploads/A17-Services-to-Persons-with-Disabilities.pdf
(Folder # 15)

The Shreveport Nursing Library is ADA compliant, but the Leesville/Fort Polk Library is not. The Leesville branch is especially difficult for wheelchair users to move in and around the library.

10) Are the facilities provided for distance learners considered in the context of the ACRL Guidelines for Distance Learning and Library Services?

The library has written guidelines for distance education which are in
http://library.nsula.edu/assets/self-study-documents/DISTANCE-EDUCATION-GUIDELINES.pdf
(Appendix #1 page 98)

Communication and Cooperation

1) Is there effective communications within the library that allows for a free flow of administrative and managerial information?

The flow of administrative or managerial information in any organization is a function of the personality of its director. The Director of Libraries and all department heads have open-door policies regarding questions about management of the library. The director regularly sends out electronic mail and memoranda for the purpose of keeping faculty and staff fully informed, regardless of whether such decisions originate with him or higher executive authority.

Faculty meetings are scheduled as needed. The library has a culture of face-to-face meetings, which are possible with a small staff and work very well. Additionally, the library office keeps an online calendar, which can be accessed by all the library staff.

2) Are staff members encouraged to suggest new ideas or procedures to improve operations or working conditions within the library? Is there a process to facilitate this?

Problems and recommended solutions are often brought up at general meetings and divisional meetings. The library faculty and staff participate in a full-staff planning day every fall about a week before the semester begins, which focuses on addressing and solving problems and on creative ideas for the future.

The director encourages people to simply walk into his office if they have problems to discuss. He has only one rule; suggestions for improvement must follow a chain of command. A library specialist reporting to a library faculty member (Head of Technical Processes, for example) must discuss the problem and solution with the department head before presenting it to the director.

Impromptu meetings and face-to-face meetings are other venues for discussing problems and suggesting change, and work very well in the library's informal organizational culture.

Faculty and staff members were a part of the CIP planning process. They participated in the setting of goals and objectives and also in the completion of those goals.
http://library.nsula.edu/assets/self-study-documents/CIP-2007-2008.pdf
(Folder #7)

3) Does the library have a regular means to exchange information with the campus?

The University maintains two effective e-mail systems called "Messenger" and "Student Messenger." Every student, faculty, and staff member that has a computer is automatically sent information by this system. If the library were to change its circulation policy, for example a message is sent to Information Systems and is then sent out across campus.

Means of information exchange include:

- The library web page
- Liaisons to academic departments
- Library faculty on the Faculty Senate
- NSU News, the faculty/staff newsletter
- Current Sauce, the student newspaper
- Memberships on university committees

- Face-to-face meetings
- Instructional classes

The head of the Shreveport Nursing Library attends all meetings of the nursing faculty and can share information and answer questions then.

4) Has the library established cooperative working relationships with other departments on campus?

The libraries have a working relationship with every academic department on campus because of its system of library liaisons. Every librarian and archivist serves in a liaison capacity with one to three academic departments.

The main library has cultivated relationships with different areas and departments such as:

- The Louisiana School for Math, Science, and the Arts
- The Louisiana Scholars' College, especially with thesis students
- Department of Language & Communication—The library hosts the Writing Center Outpost
- Peer Tutoring with Student Support Services, which the library hosts
- Electronic Continuing Education
- The College of Business—The CIS interdisciplinary minor
- The Creole Heritage Center and the National Center for Resource and the National Center for Preservation Technology and Training
- NSU Press
- Athletic Department—the library hosts the Quarterback Club luncheon and the 6th Man luncheon once a year
- Master's program in Heritage Resources
- Master's program in English – Archivist has been on the graduate faculty thesis committee

5) If the Library and Information Technology are administered separately, does the organizational structure provide opportunities for productive communications and collaboration?

The two departments are not merged, but they have a very workable system of collaboration. A designated member of the library staff has been selected as liaison with the university's Information Systems Department. A library faculty or staff member contacts the liaison when problems arise. He, in turn, explains the problem to the appropriate person in the Information Systems Department. Sometimes help is forthcoming in a matter of minutes. The system has proven to be very efficient.

A second system in use is with the Office of Student Technology, which is housed in the library. They are responsible for all equipment purchased with student technology fees, which in the library's case are all the public workstations and all computer systems used to check out materials to students. Since they are on site, they can provide quick fixes to problems with this equipment. This system is mutually beneficial since librarians can help them with some software issues.

A third system is in place for communicating with the LOUIS, the statewide library consortium group that administers the library's electronic library systems, ILLiad interlibrary loan system, and LOUIS databases. The libraries have a systems administrator who is the contact person with them.

6) If one administrator has responsibility for both the library and information technology, how well have the two functions been integrated?

N/A

7) Is the library able to obtain technical support for information technology in the form of in-house expertise to provide electronic resources to on-site and remote users?

The libraries have several qualified people who are able to administer the library website, online catalog, databases, and the electronic journal list. All library faculty and staff have some expertise in the use of the online resources. The LOUIS system administrator works with the technical people at LOUIS to resolve problems with the SirsiDynix ILS, and other consortial products. The digital imaging specialist is the liaison to university's Information Systems to help with other computer problems.

The office of the primary technician who works with the computer labs funded by student technology fees is in the library. He is able to assist with computer problems involving equipment purchased by student fees. Librarians do not offer computer tech support or software support to library users, but refer patrons to the student help desk for assistance.

8) Is the capacity of the campus network sufficient to provide reasonable response times for local and remote information resources?

The library experiences the normal slowing during periods of excessive use, but it does not inhibit the work of library staff or patrons.

Administration

1 How does the library administration encourage effective use of available library resources?

The library director supports the library faculty and staff in all of the following activities. He also serves as the library representative on the Academic and Student Affairs Council and is chair of the Library Council.

Watson Library encourages effective use of available library resources by maintaining a high profile and high visibility on campus and in the community. Library staff respond to patron needs and provide resources to meet those needs. Some of the methods used are:

- Library instruction
- Liaison activities
- Presentations, both local and regional
- Published articles
- Reading Room publicity
- Cammie G. Henry Research Center publicity
- Library web page
- Newspaper publicity

2) What is the statutory or legal foundation (e.g., institutional bylaws) for the library's activities?

The NSU Libraries, as part of Northwestern State University, abide by university and state rules and laws governing an academic institution. Northwestern State University is part of the University of Louisiana System (ULS) http://www.ulsystem.net/ The ULS system is under the Louisiana Board of Regents. http://www.regents.state.la.us/ (Folder # 39)

3) To whom does the library director/dean report? Is that reporting relationship appropriate?

The Director of Libraries reports directly to the Vice-President for Academic Affairs. It is an appropriate relationship since Watson Libraries is an academic department (as are all libraries). The organizational chart for the university can be accessed at the following: http://president.nsula.edu/assets/Uploads/NSUOrgChartJune2006.pdf The organizational chart has changed and this is no longer valid. (Folder # 40)

4) Is there a document that defines the responsibilities and authority of the library director/dean?

The director has a job description that outlines his authority and his responsibilities. http://library.nsula.edu/assets/Resumes/jd-Thomas-Director-of-Libraries.pdf (Folder # 41)

5) Does the library have a standing advisory committee? Does the committee have adequate classroom faculty and student representation? How effective is the committee?

The purpose of the Library Advisory Council is to advise the Director of Libraries and to make policy recommendations regarding library operations. The Director of Libraries, currently Fleming Thomas, chairs the council and calls the meetings. thomas@nsula.edu; 357-4409

The Faculty Senate appoints members to the Library Advisory Council. The Council consists of twelve classroom faculty or academic administrators. Two students, one graduate and one undergraduate represent student interests on the council.

The Library Council was called into session most recently in February 2008.

These 12 faculty members who represent all academic colleges currently fill the Library Council:

- Brent, William; CAPA; brent@nsula.edu; 357-4522
- Chandler, Roger; CAPA; chandler@nsula.edu; 357-6176
- Clark, Leonard; Education; clarkl@nsula.edu; 357-4058
- Curry, Nancy; Nursing (Shreveport); curryn@nsula.edu; 318-677-3046
- Flomer, Walter; Chemistry and Physics; flomerw@nsula.edu; 357-5244
- Fry, Darrell; Chemistry and Physics; fryd@nsula.edu; 357-5248
- Kidd, Philip; Theatre; kiddp@nsula.edu; 357-5743
- Kwak, Gail; Library; kwak@nsula.edu; 357-4574
- Marshall, Sam; Biology, marshalls@nsula.edu; 357-4083
- Razovsky, Helaine; Language & Communication; razovsky@nsula.edu; 357-6473
- Schiketanz, Frank; Scholar's College; schicketanz@nsula.edu; 357-4566
- Smith, Kathleen; Social Sciences (Ft. Polk); smithk@nsula.edu; 337-392-3100

The library Policy and Procedures Manual outlines the purpose of the Library Council.

The minutes from the last Library Council meeting can be found at this link: http://library.nsula.edu/assets/Uploads/LibraryCouncil-Meeting2708.pdf (Folder 40A)

6) How effective are the policies and procedures that determine internal library governance and operations?

The library has a written Policies and Procedures Manual that has recently been updated in many areas, although there is not a timetable for reviewing it. The library faculty and staff use the policy and procedures manual as guidelines in doing their jobs. The division head or person responsible for administering the policy evaluates the policy when it does not seem to be working and can redraft the policy and submit it to the library faculty to replace the existing policy. The manual can be found on the library webpage: http://library.nsula.edu/policies-and-procedures-manual/   (Folder # 42)

7) Does the library operate in accord with the spirit of the ALA "Library Bill Of Rights"?

All library faculty follow guidelines established by the American Library Association or Society of American Archivists, and all have copies of both documents handy.

Budget

1) Does the library director/dean prepare, justify, and administer the library budget in accordance with agreed upon objectives?

Each fall, the library director receives a document entitled Budget Development Procedures. (see copy at the URL below) http://vintage.nsula.edu/ppm/Budgets/D-BudgetDevelopmentProcedures.pdf (Folder #43)

All budget unit heads use this document to develop the next fiscal year budget. Budget unit heads such as the library director can move money around within budget categories but have been given a standstill budget for the last decade. Library planning is hampered each year as costs rise but the budget remains the same.

The primary management "document" is the Continuous Improvement Plan (CIP) http://library.nsula.edu/assets/self-study-documents/CIP-2006-2007.pdf (Folder # 7) that contains agreed upon plans for a year or longer, and it is up to the library director to administer this plan and submit quarterly progress reports.

2) Are the library's annual authorized expenditures adequate to meet the ongoing, appropriate needs of the library?

The library self-study completed in 2000 emphasized the lack of financial support, and the situation has not improved between 2000 and 2007.

The Report on Assessment of Library Resources and Services, Northwestern State University, dated July 3, 2000, is the introduction to this 2007 self-study. It is particularly useful since so many of the criticisms leveled at the university in that report have not been resolved and remain an impediment to the intellectual integrity of the university. The author of the 2000 response, Dr. Grady Morein, summed up his findings with this statement:

"The essential problem, which is readily recognized by the University at large, is that the institution has not been allocated sufficient funding for library support. The library is, has been, and will remain marginal until the University finds a means of providing more funding."

A very large part of the problem lies with the way in which the annual budget is prepared and submitted. The Budget Development Procedures for NSU begin with the following statement: "Given the general fiscal condition of the state and the level of state funding to higher education, your standard 2008-09 support budget requests should reflect a standstill plan for the 2008-2009 budget." http://vintage.nsula.edu/ppm/Budgets/D-BudgetDevelopmentProcedures.pdf
(Folder # 43)

A library simply cannot exist on a standstill budget. Aside from salary increases—which may or may not occur—the annual increase in the cost of books, journals, and media has to be considered. Journals typically increase at the rate of 10% annually, and the cost of other materials reflects similar increases.

The largest area of inadequate funding is for books. Last fiscal year the three NSU libraries were given a total of only $75,000 for book purchases. The monies were allocated in March, 2007, which did not give the library much time for the selection/order/receiving/cataloging process. This fiscal year, 2007-08, the library has been given no money for books.*

The libraries sometimes receive money at the end of the fiscal year, which is usually allocated in late March or early April. Although this money helps bolster the materials collection, the short amount of time given to order and receive items often makes good collection development practices impossible. The library faculty and staff in the Technical Processes Division must order materials based on availability, and they must use vendors who can supply materials quickly. Even when targeting areas of greatest need, compromises must constantly be made. This also makes it very difficult to ask the teaching faculty to prioritize their needs with little notice.

Once again, having a collection development librarian to make these decisions would help to improve the quality of choices.

* Note that in March 2008 the library received an allocation of $50,000.

The following extracts from the budgets since 2000 illustrate the inconsistency of money given to the libraries for books:

Fiscal year	Number of books purchased	Number of AV purchased
2000-2001	4,414	0
2001-2002	5,073	3
2002-2003	2,852	139
2003-2004	2,650	263
2004-2005	2,538	221
2005-2006	2,016	110
2006-2007	1,769	221
2007-2008	1,636	98**

**The fees paid for lost books and an allocation from the Student Government were the only funds available to purchase library materials until $50,000 was released to the library in March 2008. The total spent on books for 2007-2008 was $69,659.17 which allowed for the purchase of 1,636 items for the library.

The *Library Funding Analysis* provided by the Office of Business Affairs and distributed to the NSU Faculty Senate on March 18, 2008, shows the decline of library funding as the percentage of the university Education and General Budget.

Year	% of Operating Fund Education & General, University Budget
2000-2001	4.57%
2001-2002	4.44%
2002-2003	4.22%
2003-2004	3.90%
2004-2005	3.68%
2005-2006	3.64%
2006-2007	3.10%
2007-2008	2.76%

http://library.nsula.edu/assets/self-study-documents/Library-Funding-Analysis.pdf
(Folder # 44)

The library council expressed concern about the library budget in a letter addressed to the university administration on February 2008. A copy of this letter is in Appendix #7 page 164.

3) How is the institution's curriculum taken into account when formulating the library's budget?

In terms of funding and allocation to the library, no additional monies are added to the library budget to support new programs or classes. It is up to the library director to shift monies within the standstill budget to try and meet the demands. When the library does have money to purchase materials, the director uses an allocation formula that equitably divides monies for materials among the academic departments. The formula takes into consideration the following elements:

- Faculty size
- Average cost of library books in the discipline
- Freshman/sophomore student credit hours
- Junior/senior student credit hours
- Graduate student credit hours
- Number of sections taught
- Number of degree programs
- Enrollment by majors
- Areas of excellence

The director of libraries sits on the Curriculum Review Committee for the specific purpose of learning about new programs scheduled for offering in the immediate future and what their library needs will be. The Library Advisory Council also provides current information about new course requirements and the materials necessary to support them.

Library Book Allocation Funding Chart by Department 2005-06

Category	Average cost of Library Books	Faculty Size	FR/SO SCHs	JR/SR SCHs	GRAD SSCHs	# of Sections Taught	# of Degree Programs	Enrollment by Majors	Areas of Excellence	TOTAL Percent	Weighted %	Nat	Shreve	Leesv
Base Percent	5%	15%	6.6667%	13.33%	20%	10%	10%	10%	10%	100%				
Notes:	1	2	3	3	3	4	5	6	7			8	8	8
Department														
Aviation Science	4.10%	0.65%	0.17%	0.17%	0.00%	0.93%	0.00%	0.00%	0.00%	6.017%	0.8446%	100%	0.0%	0.0%
Biology	7.85%	4.84%	8.40%	7.66%	0.06%	6.00%	3.17%	5.29%	0.00%	43.279%	5.1755%	76.36%	14.67%	8.97%
Business	6.02%	10.00%	6.75%	13.55%	0.64%	7.41%	7.94%	11.50%	16.67%	80.479%	8.6805%	94.03%	2.04%	3.93%
CAPA	4.15%	11.29%	9.41%	5.97%	3.76%	14.89%	9.52%	3.72%	16.67%	79.390%	8.6730%	93.18%	3.19%	3.63%
Chem & Phys	14.26%	2.90%	6.51%	5.31%	0.08%	3.92%	3.17%	0.42%	0.00%	36.599%	4.0256%	90.13%	6.79%	3.08%
Education	3.98%	8.39%	1.60%	4.10%	69.95%	8.95%	28.57%	13.59%	16.67%	155.798%	17.1487%	94.68%	0.00%	5.32%
Engineer Tech	8.59%	2.26%	1.09%	1.56%	0.00%	2.01%	4.76%	2.01%	16.67%	38.944%	3.9885%	100.%	0.00%	0.00%
Fam & Cons Sci	2.92%	2.26%	3.20%	4.13%	1.46%	3.38%	4.76%	3.43%	0.00%	25.555%	2.7194%	89.19%	8.04%	2.77%
Health & Human Performance	3.15%	2.58%	5.13%	4.25%	4.18%	5.02%	3.17%	3.03%	0.00%	30.512%	3.2321%	96.03%	0.00%	3.97%
Journalism	2.86%	1.61%	0.36%	1.02%	0.02%	1.04%	1.59%	1.24%	0.00%	9.740%	1.1461%	100.%	0.00%	0.00%
Language & Com	2.86%	10.97%	17.57%	8.72%	3.70%	10.65%	3.17%	0.93%	0.00%	58.578%	6.4240%	83.24%	5.96%	10.8%
Mathematics	6.40%	7.42%	15.40%	5.06%	1.32%	6.69%	1.59%	0.29%	0.00%	44.166%	4.6340%	78.78%	8.10%	13.12%
Military Science	4.10%	0.00%	0.10%	0.26%	0.00%	0.69%	0.00%	0.00%	0.00%	5.139%	0.5671%	100.%	0.00%	0.00%
Nursing	5.98%	17.10%	1.59%	13.28%	9.27%	9.78%	6.35%	25.81%	16.67%	105.823%	11.5900%	5.57%	89.32%	5.11%
Psychology	4.02%	3.55%	6.96%	7.86%	3.63%	5.09%	4.76%	5.21%	0.00%	41.089%	4.4559%	77.32%	10.02%	12.6%
Scholars' College	4.95%	3.87%	1.46%	1.15%	0.00%	2.37%	1.59%	0.96%	16.67%	33.008%	3.4991%	100.%	0.00%	0.00%
Social Sciences	4.82%	7.74%	11.50%	11.84%	1.35%	7.37%	11.11%	5.96%	0.00%	61.681%	8.2576%	89.99%	2.62%	7.39%
Social Work	4.02%	2.58%	0.89%	3.84%	0.57%	1.85%	1.59%	2.67%	0.00%	18.013%	2.1967%	96.15%	3.29%	0.56%
University College	4.95%	0.00%	1.91%	0.28%	0.01%	1.95%	3.17%	13.92%	0.00%	26.188%	2.7414%	82.54%	10.69%	6.77%
Totals	100.%	100.%	100.%	100.%	100.%	100.%	100.%	100.%	100.%	900%				

Notes:

1- The cost of library books is determined from the Bowker Annual—if there was not a direct
match, the cost of similar area books was used.

2- This is based on the number of full-time faculty as of the Fall term for the 05-06 year (this is
the officially reported number)

3- SCHs for the entire year were partitioned by level of the student and the course department where the credit
 hours were taught (total of 261,749 schs)

4- The compressed video sections taught by the same instructor at the same time were counted as one section,
 but all other sections were counted (4816 sections)

5- Each active degree program with a unique cipcode in the Fall
2005 term was counted (using the 05-06 Factbook)

6- All enrolled students for the 05-06 year were unduplicated using the last major of their enrollment
(12483) - minus 166 students who were non-degree in graduate studies

7- Areas of excellence as determined by the university; 05-06 six
areas

8- The SCHs for the 05-06 year were aggregated by the teaching site:
Natchitoches, Shreveport, Leesville, and Other --only the first three
 locations were used to reallocate library dollars

4) How are the instructional methods of the institution, especially as they relate to independent study, considered when formulating the library's budget?

The libraries attempt to buy materials to support the curriculum of the University, as money allows. When the budget is formulated, the director of libraries spends considerable amounts of time identifying materials for different learning situations. Interlibrary Loan provides a quick means to procure materials the library does not own.

For students who are not actually on campus, the library provides a wealth of online resources, including full-text databases, maps, dictionaries, and other reference materials. http://library.nsula.edu/ (Folder # 45)

Electronic books are also available for distant students. In 2006-07, 10,000 NetLibrary e-books were added to the library collection. http://www.netlibrary.com/ (Folder # 46)

For students engaged in independent study either through coursework, undergraduate research, theses, etc. the library depends on the faculty to make requests for materials if that subject area will remain an area of interest. If that subject area will only be used one time, the student should rely on interlibrary loan to supply materials needed but not held by the library.

5) What methods are used to determine the adequacy of existing collections? Is the budget adequate to maintain an appropriate rate of collection development in fields pertinent to the curriculum?

The library does not have a collection development librarian to manage collections, which is a handicap. All library faculty must pitch in to do that job.
In a recent inventory of the main library, all books that were not in the system were pulled and placed on book trucks. Library faculty evaluated these and most were withdrawn from the collection as being out-of-date or in poor condition. The libraries are not able to purchase new journals that classroom faculty request unless their department is willing to cancel another journal of equal or greater value. Serials prices rise about 10% per year, which caused the libraries to have to reduce subscription costs by $62,000 a few years ago. Departments were asked to select titles for cancellation amounting to 5% of their departments' allotment.

The NSU Libraries have about 313,000 books (including bound journals), and none of the collection is adequate. The 2000 self-study pointed out that the collections as a whole were old and useless in the larger sense. The libraries need a considerable amount of money to augment existing collections. It is difficult to keep the collections current without a consistent budget. Subject areas that must have current information, such as medicine/nursing and science are seriously out of date. The National League of Nursing noted this in March 2007, as did the report on the Physics program. (See section on Resources p. 59 response to Question #1).

Perhaps the primary factor in determining the adequacy of the existing collection is the date of publication and the nature of the subject matter. The following report details the age of collection broken down by subject areas. The chart is located on page 61-2 of the self-study and at the link below:
http://library.nsula.edu/assets/self-study-documents/Average-Age-of-the-Collection.pdf

Again, the budget is not adequate to maintain a collection pertinent to the curriculum.

6 How does the size, or anticipated size, of the student body and the classroom faculty affect the library budget?

Northwestern State University has not been fully funded in the past based on student FTE, and the libraries have had a standstill budget for years. Without an adequate budget, the libraries are not able to respond satisfactorily to increased student demand, new classes, and new programs. Compared to the ten peer institutions the library ranks eleventh in materials per FTE. http://library.nsula.edu/assets/self-study-documents/excelpeerself-study.pdf (Folder # 17)

7) Does the budget support an appropriate level of staffing and compensation?

The library is short two faculty and two paraprofessional positions, which have been frozen for several years. According to the comparison of peer institutions, Northwestern ranks eleventh out of eleven in total staff excluding student workers. (page 39-41). The remaining faculty and staff have had to assume the duties for these positions:

- Assistant Archivist
- Library Specialist II--Government Documents/Circulation split position
- Library Specialist I in Leesville
- Reference/Electronic Resources Librarian

The former full time position of head of technical processes has become a half time position split between reference and technical processes. Both branch libraries need additional clerical help. The library needs the following positions:

- Full-time head of technical processes
- Collection development librarian
- Distance education librarian
- Library specialist for Leesville
- Library specialist for Shreveport
- Night security guard

As of July 2007 when library faculty received substantial raises, salaries are now close to the SREB recommended levels.

The travel budget is inadequate, prohibiting library faculty and staff from attending the number of workshops and conferences they would like if they did not have to pay their own expenses.

8) How is the adequacy and availability of funding for other library resources (e.g., archives and special collections) determined?

The archives and special collections, which are housed in the Cammie G. Henry Research Center, do not have a separate budget but are part of the library budget as a whole. The director of libraries apportions monies among all areas of the libraries according to need and availability of funds.

9) Does the library budget reflect the library's responsibilities for acquiring, processing, servicing, and providing access to media and computer resources?

The library capital outlay budget covers the purchases of materials and equipment. The operating budget covers items such as serials and database fees that are recurring costs. However, there are no specific allocations for acquisition of media and computer resources or for their maintenance or replacement.

10) To what extent does the library director/dean have authority to apportion fund and initiate expenditures within the library budget and in accordance with institutional policy?

The director has the authority to apportion the money in the library budget as he sees fit. The vice president for academic affairs is the approving agent for library funds. All use of library funds must be spent according to the University Fiscal Policy and Procedures Manual. For example, any purchase over $1,000 must be sent out for bid unless it is on state contract. Electronic equipment must be approved by Information Technology to insure compliance with existing systems.

11) How does the library monitor its encumbrances and the payment of its invoices? Does the library determine its choices and schedule its expenditures?

The Administrative Secretary for the libraries monitors encumbrances and invoices through the University's online accounting system, from which she can review and pay invoices.   Each fiscal year, the annual budget is released in September. From that time until June 30, the library spends this money. All materials must be received and invoices paid by June 30. The director of libraries has the latitude to allocate the budget.

12) Does the budget include adequate support for extended campus programs?

The library provides professional and paraprofessionals for the branch campuses. The purchase of materials and journals for the branches must fit within the library budget. The library budget does not adequately support in-house needs, much less extend campus programs and offerings.

CONCLUSION

This concluding chapter and the introductory chapter, "Report on Assessment of Library Resources and Services," dated 3 July 2000, are remarkably similar. Dr. Morein made four recommendations in his report for the first self study.

1. It is essential that the Northwestern State University find the funding required to address the needs that have been identified.

2. It is equally essential that the institution begin addressing the problems immediately.

3. The five-year plan outlined in the self-study presents a viable strategy for resolving the problems within a reasonable time frame.

4. If the university truly intends to improve the overall quality and effectiveness of its academic degree programs, it must improve the library by finding the means of resolving the deficiencies and providing adequate, sustained funding.

These deficiencies have actually grown worse in the 7 years since the first study. The 2007-2008 fiscal years, for example, is the first year the libraries received absolutely no funds for the purchase of materials and equipment (such as computers), token funds for travel to conferences, and incidental purchases. The inability to replace the four faculty and staff positions which have fallen vacant (two librarians and two paraprofessionals), and to create new, needed positions compounds the powerlessness of the library to maintain its goals and direction.

Weaknesses

Budget:

1. Materials-books, journals, e-books, e-journals, databases, DVDs

The Association of College and Research Libraries (ACRL) recommends that academic libraries should be given at least 6% of the institution's Educational and General Budget (E & G). http://library.nsula.edu/assets/self-study-documents/Library-Funding-Analysis.pdf (Folder # 44)

The closest year Watson Library and the two branches approached that amount was fiscal year 2005-2006, and that year the library's percentage of the E & G budget was only 3.9%.   The 2007-08 budget was only 2.76%. As can be seen from these figures, the percentage of the library's budget as compared to the university budget has been in steady decline. This is reflected in the comparisons with peer institutions:

Northwestern State University ranks the lowest, eleventh out of eleven, in the following budget driven areas:

- Ratio of volumes to FTE students
- Ratio of material expenditures to FTE students
- Print material as a percent of total expenditures
- Ratio of library staff to 1000 FTE students

(Self-Study 2001-2007 pages 34-36.)

The library's budget must be of sufficient size to take into account increases in prices. Journals and databases typically increase in cost approximately 10% per year. A realistic view of costs is necessary if the libraries are to maintain the collections they have.

The principal reason a stable and substantial book budget is needed is the ages of the collections. The average age of Watson's total collection by date of publication is 1978. Over 20,000 books have been deselected over the past two years, but that has not helped to update the collection. All that has been accomplished is to free shelf space.

2. Equipment, Specifically Computers and Printers

At the present, the library needs $25,000 for the purchase of 27 computers and printers. The life of this equipment is about five years, and when it wears out, it cannot be repaired. When SirsiDynix upgrades to a java client, several library departments will not be able to perform their day to day work because their computers are too old to support the changes. This item was not approved during the budget review.

The Watson library needs to provide a smart classroom for library instruction, since reference service has increased the amount of instruction it provides over the last three years from 142 classes for 3558 students to 171 classes for 3993 students
http://library.nsula.edu/assets/Uploads/LibraryAnnualReport04-05.pdf
http://library.nsula.edu/assets/Uploads/Library-Annual-Report05-06.pdf
http://library.nsula.edu/assets/self-study-documents/Library-Annual-Report.pdf Folder # 14 (See Annual report figures below). With the increase of library instruction, it is imperative that the library uses the most up-to-date teaching environment possible. This classroom would also be available to the library as a whole and for other university needs such as training.

Fiscal Year	# classes	#students
2004-05	142	3558
2005-06	143	3949
2006-07	171	3993

3. Facilities

The university libraries consist of three buildings; all three are in urgent need of repair, some more than others. The main library in Natchitoches has an air conditioning and heating system that simply does not work properly. The steam line from the heating plant broke 3 years ago and has never been repaired. There are no engineer-designed ducts in the ceiling for chilled air, which has no way of escaping the ceiling tiles and cooling the spaces below. In addition, the ceiling poses a serious health risk since it contains asbestos. Particulate matter from the ceiling could be damaging everyone who works in the library. People concerned with safety and health regulations regard asbestos contamination as a health hazard.

The Research Center faces several problems. It is poorly lighted in sixty percent of the area. At ninety-five percent filled capacity, the Research Center is running out of growing room. The outer walls of the area are crumbling and show a sugaring. Mold is on the outer side of the wallpaper of the outer walls. Because of dust and suspended particles from the documents and books, special portable room size Hepa filters need to be installed. For preservation of materials, the climate needs to be controlled at 72 degrees and 40% humidity.

The library building in Shreveport at the College of Nursing seems in the best shape of the three as far as facilities; however it is becoming overcrowded, with insufficient space for class

instruction, students, and equipment. The instruction classroom is in the middle of the library and instruction can be disturbing other library users.

The building at Leesville/Ft. Polk is in the worst condition of the three, and the term dilapidated readily comes to mind. Apart from its shoddy condition, it is too small and there simply is not adequate space for students.

Clearly, a substantial amount of money is required to bring these three buildings up to standards.

4. Additional Staff

Additional staff is needed to bring the libraries up to the level of our peer institutions. Northwestern currently ranks 11 out of eleven in the number of library staff per 1000 FTE students:

The following five positions have not been filled since the incumbent left:

- Assistant Archivist (current vacancy)--This position was not filled when the incumbent took another position. The archivist has assumed those duties and has also been asked to take on the duties of university records manager

- Library Specialist II for Government Documents (current vacancy)--This position was not filled when the incumbent was promoted to interlibrary loan Library Specialist III. The government information faculty member and a student worker have assumed all the clerical duties.

- Library Specialist II for the Leesville branch (current vacancy)--This position was not filled when the incumbent left. At present this library has had to cut hours, since only two full time workers and sometimes a student worker are available to provide services.

- Electronic Services Librarian (current vacancy)--This position was left vacant when the reference librarian was promoted to library director.

- Full-time head of the Technical Processes Division (presently half-time)--This position became part time when the incumbent became dean of the graduate school and a reference librarian agreed to take on this job on a part time, temporary basis.

The positions listed below cover activities that cannot be addressed by current staffing levels:

- Collection Development Librarian (new)--The librarian in this position would be in charge of evaluating the age, condition, and gaps in the collection in order to better utilize material funds when available.

- Distance Education Librarian (new)--The library instruction librarian works on this aspect of library service when he can spare the time from his other duties. Since Northwestern State University has made this a top priority, Watson Library would like to do the same.

- Security Guard-part time for Watson Library (new)--This position would provide security to students and full-time employees who work at night as well as those patrons who use the library at night.

- Additional paraprofessional for Shreveport (new)--The position would enable the Shreveport library to go from three to four full-time workers and would allow the expansion of services to nursing students and faculty.

- Additional paraprofessional for Leesville (new)—This is a position that was lost several years ago when the library specialist left. Filling it would enable the Leesville library to go from two to three full-time workers and would allow the expansion of services to students and faculty. This would make it possible to expand the hours the library is open.

5. Travel Funds

At this time, each library faculty member is allotted $400 annually for travel to attend conferences, meetings, workshops, etc. The allotment is used towards registration fees, lodging, meals, and mileage reimbursement. The director has asked that this sum be doubled, but to no avail. In these times of rapidly changing technology, the library faculty must be able to participate in professional development and keep abreast of changes in the profession. Keeping informed of advancements in information technology is perhaps the greatest challenge facing librarians today. Librarians and support staff need to be able to attend state, regional, and even national conferences.

For example, every fall the LOUIS Users Conference (LUC) is held in Baton Rouge for two days. This is an important conference for anyone who uses the SirsiDynix integrated library system (ILS), which in the NSU Libraries includes those working in circulation, serials, interlibrary loan, reference, and technical processes. The expenses of this conference alone use a large portion of the travel money.

Then, the Louisiana Library Association Annual Conference is held in the spring and library faculty members often have to pay their own costs, even those who hold offices or serve on committees. Even when the American Library Association Annual Conference is held in New Orleans or Dallas, NSU librarians rarely attend it unless they pay their own expenses.

Strengths

1. Morale

Dr. Morein reported that morale was a problem, and perhaps it was for many years, but for the past three years, the libraries have been under the direction of an experienced, senior librarian, and while a catalog of problems exists, morale is not one of them. The faculty and staff have excellent relationships, and progress is steady and productive. New ideas are abundant and the only impediment to making the libraries excellent is money and staffing.

2. Computers

Ten years ago the library faculty and staff were using NOTIS for library functions; now they are using the SirsiDynix ILS. All library functions are automated, every library faculty and staff member has a computer, and 62 computers are available for users in the three libraries. The computing problems currently revolve around how to update or replace aging and obsolete equipment. A second problem is how to provide professional development and training to keep up-to-date with new technologies.

3. Library Instruction

The reference staff has incorporated computer searching of library resources into library instruction sessions. In the fiscal year 2006-07, a total of 4,908 students participated in this training. Distance learning students are able to use this method of accessing information from distant locations, and as a result, NSU has one of the state's largest distance learning programs.

Through the efforts of the library faculty, online instructors are incorporating library resources in their courses. Through the efforts of the instruction librarian, the library now has an online tutorial and will have an online for credit class in LIB 1030 beginning fall 2008.

4. Digital Imaging

Watson Library now has the capability to digitize archival collections and place them online. This has greatly enhanced the visibility and access to these resources.

5. Faculty

The library faculty was listed as one of the greatest strengths of the library in the last self-study.

- All library faculty hold master's degrees in library and information science.
- The head archivist is certified by The Academy of Certified Archivists.
- Three librarians hold the rank of associate professor.
- Six of the library faculty are tenured and three are making excellent progress.
- Two librarians hold other advanced degrees.
- The total years of library experience from the nine library faculty is 165 years. The average years of service are 18.3 years. One librarian has 48 years of service, and newest librarian has been here 2 years.

6. Staff

The library is fortunate in having twelve highly skilled and dedicated library paraprofessionals. Twelve paraprofessionals, two library associates, and an imaging specialist provide services at the three campuses. Among their skills are digital imaging, copy catalog, circulation, shelving, interlibrary loan, serials check-in, acquisitions, and supervision of students. All are competent in using computers and are highly trained in the technology necessary to do their jobs.

The total years of experience for the fourteen library staff, library associates, and digital imaging specialist is 190 years. The average is 13.5 years, the most is 35 years, and the least is 2 years.

Five-Year Plan

The following is the libraries' five-year plan to address the problems first uncovered in the 2000 self-study and affirmed in the 2007 self-study. The strategies to address the weaknesses include:

1. Increase staffing
2. Improve and stabilize funding
3. Improve library facilities
4. Implement a comprehensive assessment program
5. Improve distance education services through addition of electronic resources and library instruction initiatives

Five Year Plan Budget Additions

These figures are estimates of amounts that would need to be added to the library budget in order to meet these goals.

2007-2008

Personnel	No additions
Travel	$5,230
Materials	
Books	$64,905
Serials	$409,030
E-Books, databases	$90,294
DVDs or equivalent	$7,123
Supplies (Archives)	$2,500
Other	
LOUIS Annual Consortium Fees	$62,187 Actual (other figures are estimates)
Equipment	$958
Lighting	$0
Total	**642,227**

2008-2009

Personnel	No additions
Assistant Archivist	$45,000
Library Specialist II, Government Documents	$19,739
Library Specialist for Leesville	$17, 243
Travel	$10,000
Materials	
Books	$175,000
Serials	$50,000
E-Books, databases	$20,000
DVDs or equivalent	$1,000

Supplies (Archives)	$1,000

Other

LOUIS Annual Consortium Fees	$63,100
Equipment	$30,000
Lighting	$12,000

Total	**$444,082**

2009-2010

Personnel

Collection Development Librarian	$45,000
Electronic Services Librarian	$45,000

Travel	**$12,000**

Materials

Books	$100,000
Serials	$55,000
E-Books, databases	$20,000
DVDs or equivalent	$1,000
Supplies (Archives)	$1,000

Other

LOUIS Annual Consortium Fees	$64,500
Equipment	$10,000
Wiring for additional telephones	$5,000
Renovate reference desk for ADA	$6,000
Consultant for heating and air-conditioning	$2,500

Total	**$367,000**

2010-2011

Personnel

Security Guard for Natchitoches	$12,000
Library Specialist 2 for Shreveport	$22,589
Distance Education Librarian	$45,000

Travel	**$15,000**

Materials

Books	$100,000
Serials	$60,500
E-Books, databases	$20,000
DVDs or equivalent	$1,000
Supplies (Archives)	$1,000

Other

LOUIS Annual Consortium Fees	$65,500
Equipment	$12,000
Consultant for ADA compliance (all libraries)	$2,500

Carpet replacement first floor -Watson Library	$75,000
Total	**$432,089**

2011-2012

Personnel

Library Specialist 2 for Leesville	$22,589
Full time technical processes librarian	$45,000

Travel	$17,000

Materials

Books	$105,000
Serials	$70,000
E-Books, databases	$20,000
DVDs or equivalent	$1,000
Supplies (Archives)	$1,000
LOUIS Annual Consortium Fees	$67,000

Equipment

Computer Replacement	$12,000
4 microfilm-fiche reader printers	$45,000
Carpet replacement second floor -Watson Library	$75,000
Consultant for Asbestos	$2,500

Total	**$493,089**

2012-2013

Travel	$20,000

Materials

Books	$125,000
Serials	$80,000
E-Books, databases	$25,000
DVDs or equivalent	$4,000
Supplies (Archives)	$1,500
LOUIS Annual Consortium Fees	$68,000

Equipment

Computer Replacement/upgrades	$12,000
Smart Classroom	$75,000
Carpet replacement for third floor-Watson Library	$75,000

Total	**$485,500**

UNIVERSITY STRATEGIC GOALS AND LIBRARY GOALS

In a meeting with the library director and one of the self-study committee members, the head of University Planning indicated that the university would be changing its goals and the way in which the goals are managed (CIP). In light of this announcement, it would be impossible to speculate on what these goals will be, but one can assume they would not deviate radically from the current university goals, which are reproduced in bold below.

1. To create and maintain a responsive, student-oriented environment.

To facilitate this goal the library must have adequate staffing to meet student needs both in person and remotely. At minimum, the restoration of cut and frozen positions would allow for some new initiatives and programs. In addition, to meet students' needs to have access to the latest materials, the budget for books, serials, e-books, e-journals, and databases must be increased.

The library would be able to have a larger role in this endeavor if sufficient staff were available to plan and implement such activities. The addition of the Reading Room has certainly helped in this area, but the library could do more with more.

2. To provide programs, services, and operations throughout the University of high quality and effectiveness.

Due to short staffing, the library faculty have found it difficult to assess and plan in order to validate or improve the quality and effectiveness of services. With the addition of new staff and the funding necessary to create change, the library would be able to improve all facets of services. Assessment is difficult unless financial support is available to implement change.

3. To enhance institutional viability through effective enrollment management.

The libraries are involved in a number of activities such as the annual Louisiana High School Quiz Bowl Tournament, which attracts students to Northwestern State University, and projects such as undergraduate research through Philia to keep them here. The type of information literacy programs the library faculty would like to implement would help provide the students with the necessary skills to succeed in college and as lifelong learners.

4. To promote economic development, community service, and an improved quality of life in the region.

Northwestern State University is an economic asset to the region and the library, especially the Cammie G. Henry Research Center, has a major role to play in this arena. By providing information on the area's history and economic development, the Research Center can not only help in historical restoration and development, but provide support to businesses as well.

<center>**Appendix 1 - Distance Education Guidelines**</center>

<u>Distance Education Management</u>

The chief administrative officers and governance organizations of the originating institution bear the fiscal and administrative responsibilities, through the active leadership of the library administration, to fund, staff, and supervise library services and resources in support of distance learning programs. As the principal and direct agent of implementation, the librarian-administrator should, minimally:

1) The librarian-administrator should assess and articulate, on an ongoing basis, both the electronic and traditional library resource needs of the distance learning community, the services provided them, including instruction, and the facilities utilized.

In the fall of 2006, Office of Institutional Research began distribution of a library survey for students and faculty. The survey is conducted electronically and includes questions pertaining to the remote access of library resources. Additionally, the library addressed distance education technology issues within the 2005-2007 Technology Plan.

Watson Library: http://library.nsula.edu/assets/Uploads/TechnologyPlanfortheWatsonLibrary-1.pdf

Shreveport: http://library.nsula.edu/assets/Uploads/ShreveTechPlan-1.pdf

Leesville: http://library.nsula.edu/assets/Uploads/TechnologyPlanLEESVILLE-1.pdf

(All in Folder # 47)

2) The librarian-administrator should prepare a written profile of the distance learning community's information and skills needs.

Up-to-date distance education enrollment figures, compiled by the Office of Institutional Research indicate that as of fall 2007, over 51% of enrolled students take at least one distance education course (i.e.: Internet, LPB, CV, or Desktop Learning).

3) The librarian-administrator should develop a written statement of immediate and long-range goals and objectives for distance learning, which addresses the needs and outlines the methods by which progress can be measured.

NSU Libraries does not have a current written statement of immediate and long-range goals and objectives for distance learning. The overall library goals and objectives apply to distance learning where applicable.

4) The librarian-administrator should promote the incorporation of the distance learning mission statement, goals, and objectives into those of the library and of the originating institution as a whole.

NSU Libraries acknowledge the importance of distance education and all goals, and objectives for information access apply equally to on-campus, remote and branch campus and distance education students within its ability to accomplish them.

5) The librarian-administrator should involve distance learning community representatives, including administrators, faculty, and students, in the formation of the objectives and the regular evaluation of their achievement.

Watson Library cooperates with the University's Department of Electronic and Continuing Education (ECE) to provide distance education students with necessary information resources. The ECE website links to the library's Distance Education Services webpage, as well as Watson Library's homepage and databases. Although the library does not currently publish DE goals and objectives, current consultation with ECE on their creation and routine evaluation will likely produce a partnership.

6) The librarian-administrator should assess the existing library support for distance learning, its availability, appropriateness, and effectiveness, using qualitative, quantitative, and outcomes measurement devices, as well as the written profile of needs.

Although the Office of Institutional Research provides the NSU Library system with library specific data from comparative schools, which does address several areas related to distance education, the library does not have an assessment in place to evaluate how DE students' perceive the support services provided to them. However, the present self-study will provide feedback in those specific library and information service areas and operations, which support distance education services, and provide insight, as well as advisory assessment and evaluation of services by a library consultant. Additionally, the Reference Department keeps statistics on e-mail reference questions, which will facilitate the assessment of distance support services.

7) The librarian-administrator should prepare and/or revise collection development and acquisitions policies to reflect the profile of needs.

The current collection development policy was revised in 1993, and although it does include provisions for collecting non-print and electronic resources, the policy needs to be updated to reflect current collecting practices, as well as the needs of distance education courses.

8) The librarian-administrator should participate with administrators, library subject specialists, and teaching faculty in the curriculum development process and in course planning for distance learning to ensure that appropriate library resources and services are available.

Watson Library is cooperating with ECE on several projects targeting distance education. These include a web-based library tutorial, accessible to students on the library's website and via Blackboard; a three credit hour library science course, which will be included as the research component for a newly proposed minor in computer information systems; and a library podcast. (A podcast is a digital media file distributed over the Internet for playback on portable media players and personal computers.)

9) The librarian-administrator should promote library support services to the distance learning community.

NSU libraries promote remote access of library resources to all students. Services such as interlibrary loan, remote reference, and reciprocal borrowing for distance education students are emphasized.

The library website features a webpage dedicated to library services for distance learners including electronic library user guides, a list of branch libraries, and helpful tips on how distance students can access library resources.

10) The librarian-administrator should survey regularly distance learning library users to monitor and assess both the appropriateness of their use of services and resources and the degree to which needs are being met and skills acquired.

The electronic library survey issued by the Office of Institutional Research is distributed by e-mail to all students with NSU e-mail accounts. The survey includes several questions pertaining to the remote access of library resources. In order to better identify the opinions of distance education students, the library might consider distributing a similar survey with additional distance education specific questions via Blackboard course software.

11) The librarian-administrator should initiate dialogue leading to cooperative agreements and possible resource sharing and/or compensation for unaffiliated libraries.

The NSU Library system is a member of LOUIS: The Louisiana Library Network consortium, which negotiates contracts, handles licensing, and gathers statistics for electronic resources. LOUIS offers both statewide and "A-La-Cart" purchasing options and provides software/system support in several areas including the integrated library system (ILS) and interlibrary loan (ILL). Additionally, the library participates in the AMIGOS consortium and uses its membership privileges through AMIGOS to purchase electronic NetLibrary e-books.

The NSU Library system participates in cooperative ILL services, which provide distance students with resources from all three NSU libraries as well as from other institutions. The NSU libraries are also a member of the Louisiana Academic Library Information Network Consortium (LALINC), which allows NSU students to obtain reciprocal borrowing privileges though other member libraries within the state. Additional services and special borrowing privileges, beyond the designated level of reciprocity, may be available for properly identified distance education students at the reciprocating library.

12) The librarian-administrator should develop methodologies for the provision of library materials and services from the library and/or from branch campus libraries or learning centers to the distance learning community.

NSU participates in LANTER a statewide courier service through the State Library of Louisiana. LANTER helps facilitate ILL services within the state. In addition to the three fully functioning NSU libraries located in Natchitoches, Shreveport, and Leesville, NSU students have access to a partnering library at the Learning Center for Rapides Parish (LCRP) in the Alexandria/CENLA area. LCRP provides a non-circulating collection including research, reference, and reserve type materials, along with computer access.

13) The librarian-administrator should develop partnerships with computing services departments to provide the necessary automation support for the distance learning community.

NSU's Student Online Support (SOS) help desk is available to students seven days a week.

Sunday	2pm - 10pm
Monday · Thursday	8am - 8pm
Friday	8am - 5pm
Saturday	10am - 5pm

The SOS website offers telephone and e-mail help, as well as online tutorials to help students with common problems.

14) The librarian-administrator should pursue, implement, and maintain all the preceding in the provision of a facilitating environment in support of teaching and learning, and in the acquisition of lifelong learning skills.

NSU Libraries are dedicated to supporting the current and future needs of distance education students through the provision of physical and electronic resources, innovative library instruction and assessment, as well as cooperative agreements for shared resources and facilities.

Distance Education Finances

The originating institution should provide continuing, optimum financial support for addressing the library needs of the distance learning community sufficient to meet the specifications given in other sections of these "Guidelines," and in accordance with the appropriate ACRL Standards and with available professional, state, or regional accrediting agency specifications.

Although the NSU Library system does its best to support distance education through the implementation of services and the purchasing of electronic resources, the allocated library budget does not provide funding earmarked specifically for distance education; therefore, all monies used for the support of distance education come from the NSU Libraries' book and continuing resources budgets. Because the institution's budget is control by the State of Louisiana and the state has had budgeting issues for sometime, the NSU Libraries, as well as the entire institution is under-funded.

Distance Education Personnel

Personnel involved in the management and coordination of distance learning library services include the chief administrators and governance organizations of the originating institution and the library administration and other personnel as appropriate, the librarian-coordinator managing the services, the library subject specialists, additional professional staff in the institution, support staff from a variety of departments, and the administrator(s), librarian(s), and staff from the distance learning site(s).

The originating institution should provide, either through the library or directly to separately administered units, professional and support personnel with clearly defined responsibilities at the appropriate location(s) and in the number and quality necessary to attain the goals and objectives for library services to the distance learning program, including:

1) The institution should provide a librarian-administrator to plan, implement, coordinate, and evaluate library resources and services addressing the information and skills needs of the distance learning community.

The NSU Libraries support distance education as best they can through a variety of services and resources; however, at this time, funding is not available to hire a Distance Education or Electronic Resources Librarian. Watson Library has a Reference/Library Instruction Librarian, who is responsible for distance education on a less than part-time basis. The NSU Libraries also employ professional librarians at the Shreveport and Leesville branch libraries, as well as an in-house webmaster at the Natchitoches location who maintains the libraries' websites and the distance education webpage.

2) The institution should provide additional professional and/or support personnel on site with the capacity and training to identify informational and skills needs of distance learning library users and respond to them directly.

All library faculty at Watson Library are responsible for multiple jobs; therefore, very little collaborative time is available to devote to distance education initiatives. There are no support personnel available to help with distance education responsibilities.

3) The institution should provide classification, status, and salary scales for distance learning library personnel that are equivalent to those provided for other comparable library employees while reflecting the compensation levels and cost of living for those residing at distance learning sites.

As mention previously, funding for a distance education or electronic resources librarian is not available at this time. However, the NSU Libraries have applied the additional positions.

4) The institution should provide opportunities for continuing growth and development for distance learning library personnel, including continuing education, professional education, and participation in professional and staff organizations.

NSU Libraries are normally able to provide some travel and continuing education funds to employees.

Distance Education Facilities

The originating institution should provide facilities, equipment, and communication links sufficient in size, number, scope, accessibility, and timeliness to reach all students and to attain the objectives of the distance learning programs. Arrangements may vary and should be appropriate to programs offered. Examples of suitable arrangements include but are not limited to:

1) The institution should provide access to facilities through agreements with a nonaffiliated library.

As mentioned previously, the NSU libraries are a member of the Louisiana Academic Library Information Network Consortium (LALINC), which allows NSU students to obtain reciprocal borrowing privileges though other consortia member libraries within the state. Additional services and special borrowing privileges, beyond the designated level of reciprocity, may be available for properly identified distance education students at the reciprocating library.

2) The institution should provide designated space for consultations, ready reference collections, reserve collections, electronic transmission of information, computerized data base searching, interlibrary loan services, and offices for the library distance learning personnel.

The NSU Library systems' main library and branch libraries, as well as the LALINC reciprocating libraries and the LCRP partner library help provide distance students all over the state of Louisiana with access to physical library collections, reference resources, and reserves. All NSU students, faculty, and staff have remote access to the NSU Libraries' electronic resources including the library catalog, databases, e-books, online government documents, and ILL request forms.

3) The institution should provide a branch or satellite library.

NSU library system consists of three physical libraries with the main library located on the Natchitoches campus, one branch library located on the Shreveport Nursing campus, and the other branch located on the Leesville campus. Additionally, NSU has several continuing education sites including satellite sites in Jonesville, Jena, Coushatta, Vidalia, Winnfield, Many, Mansfield, Marksville, and Colfax. Some of these sites include computer and Internet access, as well as fully functioning distance education classrooms.

4) Virtual services, such as Web pages, Internet searching, and using technology for electronic connectivity.

The library maintains a library web page, which includes links to the OPAC, databases, and other electronic resources. All three libraries provide access to computers for conducting academic research. Additionally, some of the continuing education sites do provide Internet connectivity. With Internet connectivity, all NSU students and faculty can access all of the libraries' electronic resources, such as databases, e-books, user guides, etc., remotely from anywhere. However, the library is not an Internet service provider.

Distance Education Resources

The originating institution is responsible for providing or securing convenient, direct physical and electronic access to library materials for distance learning programs equivalent to those provided in traditional settings and in sufficient quality, depth, number, scope, currentness, and formats to:

1. **Meet the students' needs in fulfilling course assignments (e.g., required and supplemental readings and research papers) and enrich the academic programs;**
2. **Meet teaching and research needs;**
3. **Facilitate the acquisition of lifelong learning skills; and**
4. **Accommodate other informational needs of the distance learning community as appropriate.**

When more than one institution is involved in the provision of a distance learning program, each is responsible for the provision of library materials to students in its own courses, unless an equitable agreement for otherwise providing these materials has been made. Costs, services, and methods for the provision of materials for all courses in the program should be uniform.

As a member of LALINC, the NSU Libraries are able to provide distance students and faculty who are not in proximity to the main or branch libraries with access to physical library collections. Many reciprocating libraries allow member institutions to place items on reserve for use by distance education students. Additionally, through the LOUIS consortium, the NSU Library system has been able to acquire access to a variety of electronic resources and databases, which can be accessed remotely by all NSU students and faculty. The library's website provides access to electronic library user guides, e-mail and telephone reference services, library instruction tutorials, and ILL request forms. Presently, the Reference/Library Instruction Librarian is partnering with ECE to create an online library instruction tutorial, which will be available on the library website for all students and can be linked to Blackboard courseware.

Distance Education Services

The library services offered to the distance learning community should be designed to meet effectively a wide range of informational, bibliographic, and user needs. The exact combination of central and site staffing for distance learning library services will differ from institution to institution. The following, though not necessarily exhaustive, are essential:

1) Reference assistance.

The library provides a toll free phone to make reference services available for distance students during normal operating hours. Reference assistance is also available via e-mail.

2) Computer-based bibliographic and informational services.

The NSU library catalog, the LOUIS union catalog, e-books, e-journals, electronic government documents, and databases can all be accessed remotely by NSU distance education students twenty-four hours a day, seven days a week.

3) Reliable, rapid, secure access to institutional and other networks, including the Internet.

Approximately 13 Internet equipped computer labs are available to distance students within the central and northwest portions of Louisiana. Outside of these labs, distance students are responsible for securing a computer with Internet access, as needed, to complete their course work. Once Internet connectivity is established, students can remotely access electronic resources via their My NSU account, Blackboard courseware, and EZProxy validation.

4) Consultation services.

Consultation services are available for distance students via e-mail or telephone.

5) A program of library user instruction designed to instill independent and effective information literacy skills while specifically meeting the learner-support needs of the distance learning community.

At this time the library instruction librarian is working on an online tutorial designed specifically for distance education students to explain how to use the online catalog and databases.

The library instruction librarian is also working on an online course that will be part of an interdisciplinary minor with Computer and Information Systems. This class will be available not just for students taking this minor, but also as an elective for anyone.

6) Assistance with and instruction in the use of non-print media and equipment.

Electronic library user guides, library instruction tutorials, e-mail and telephone reference, as well as the student help desk are available for distance education students who need assistance with electronic resources and equipment. User Guides can be downloaded from the libraries' webpage and as hard copy, are available at Watson Library and the branches in Shreveport and Leesville.

7) Reciprocal or contractual borrowing, or interlibrary loan services using broadest application of fair use of copyrighted materials.

Both LALINC services and ILL services are available for distance students.

8) Prompt document delivery, such as a courier system and/or electronic transmission.

The library uses a statewide courier system, LANTER, for physical item delivery; whenever possible, electronic documents are sent directly to student and faculty e-mail addresses.

9) Access to reserve materials in accordance with copyright fair use policies.

Faculty can use persistent links to full-text materials within Blackboard. The faculty member is responsible for copyright compliance; however, the library has a users' guide on copyright, which is available in both paper and online. A link to the American Library Association website on intellectual freedom is available under "useful links" on the webpage. http://www.ala.org/Template.cfm?Section=oif (Folder # 48)

10) Adequate service hours for optimum access by users.

During regular fall and spring semesters, physical and telephone library services are available 80 hours per week.

11) Promotion of library services to the distance learning community, including documented and updated policies, regulations and procedures for systematic development, and management of information resources.

The primary means of promotion of library services is the library webpage. In addition, the library has made use of Messenger to send e-mails to faculty, staff, and student. The reference librarians distribute flyers on library instruction workshops at Blackboard instruction. Collapsible links to the library are included on the student portal. The library has also printed and distributed bookmarks to distance education.

The primary management "document" is the Continuous Improvement Plan (CIP). The librarian-administrator should develop methodologies for the provision of library materials and services from the library and/or from branch campus libraries or learning centers to the distance learning community.

NSU participates in LANTER a statewide courier service through the State Library of Louisiana. LANTER helps facilitate ILL services within the state. In addition to the three fully functioning

NSU libraries located in Natchitoches, Shreveport, and Leesville, NSU students have access to a partnering library at the Learning Center for Rapides Parish (LCRP) in the Alexandria/CENLA area. LCRP provides a non-circulating collection including research, reference, and reserve type materials, along with computer access.

Appendix 2 – NSU Leesville Library Guidelines for Branch Libraries

1) Adequacy of the budget

This area is a major weakness. There is no allocated budget for the branch library, nor does the branch librarian have any discretion or control of expenditures (except in the area of collection development funds). Although the library administration has made considerable efforts to provide needed materials and equipment, the librarian feels that she is always in the position of a begging and/or meeting her branch's needs at someone else's expense. The librarian acknowledges that it is not feasible that the branch library be financially autonomous, but having some discretionary funds would be a tremendous boon. The present situation is not conducive to good staff or student morale.

2) Size of the collections

The collection is at zero-growth rate out of physical necessity. However, the size and breath of the collection seem to be adequate to cover most of the academic programs being offered on this campus at this time. The library has a rotating priority schedule to ensure that all curriculum areas receive regular attention.   However, due to the limited book funds since 2005, the schedule has not been strictly followed and some areas are in need of updating.

3) Access and availability

When it is working properly, the OPAC gives students bibliographic access from any NSU campus. However, students still periodically complain about connectivity problems.

On-site materials are arranged in a user-friendly manner as much as possible. However, given the crowded conditions, the library (as well as the rest of the branch campus) is a far cry from ADA-compliance. Some of the problems include narrow aisles, out-of-reach shelving, and non-accessible equipment. In fact, getting into the library without assistance is a major challenge for persons with disabilities. In an effort to compensate for these problems, staff has been instructed to provide extra patron assistance whenever needed.

Both the librarian and the head of Technical Processes at the main library have been working on correcting inaccuracies in the OPAC. The librarian and library specialist read the shelves annually in December and report any inconsistencies to technical processes staff.

Finally, the branch library has access to materials at other campuses and to materials not owned by the system through interlibrary loan. The incorporation of Ariel and ILLiad programs has greatly improved the problem of timeliness, although the shipping of books still presents some logistical problems. The branch libraries are not able to use the LANTER, the state courier.

4) Preservation and Conservation

Other than binding and rudimentary mending, there is not much done to preserve materials. However, this has not been a major problem since there are few if any rare books in the collection. When possible, replacement with current titles is preferable to rebinding of older ones. The library does have a theft detection system at the exit, but proper environmental controls are essentially nonexistent.

5) Adequacy of Services

The Leesville branch offers the full range of services available at other campuses. Statistical records include patron counts, circulation records, ILL records, and reference transaction records. The ratio of public services staff to constituents is 1/300. During all hours of operation, there is generally one staff member responsible for public service. When student help is available (a maximum of 24 hours per week), the student worker, with supervision from the two FTEs, serves as the first point of contact. During the remaining 20 or more hours per week, one of the two FTEs must man the circulation/reference desk in addition to performing her regular duties.

6) Evaluation: Assessment

The branch library participates in frequent formal evaluations, such as Northwestern Libraries student evaluations. It is also frequently surveyed in conjunction with an academic department's accreditation review. Military students and dependents are surveyed every semester at the time of course evaluations.

Library faculty examine monthly and yearly statistical reports and compare them to those from previous years. However, often the most helpful information comes from more informal measures including staff observation of patron activities and response to patron requests via suggestion box or oral comment.

Appendix # 3 - Shreveport Nursing Center Library – Guidelines for Branch Libraries

1) Adequacy of the Budget

The Shreveport Nursing Center library does not have a budget of its own. The branch librarian does not have any influence in budgetary development, which is done at the main library in Natchitoches. The only budget separate from the main library is the book budget, which has not been large enough in recent years. Operating expenses have been adequate to date, however. The branch librarian has adequate knowledge of overall system goals.

Funding has not been extended to hire additional staff when new degree programs have been added. Thus far no additional funds have been allotted for the two newest programs; the masters degree in Radiological Technology and the doctorate in Advanced Nursing Practice. As present, two library associates and a head librarian serve approximately 2,400 students at NSU College of Nursing.

2) Size of the Collections

When the funding for materials is adequate, the library has a system of determining what materials support the curriculum. The Learning Resources Information Technology Committee checks all resources that are ordered for relevancy and currency. This is quality assurance that the library will obtain resources for curricula and research interests of clients.

The librarian has perused the radiological technology section of a comparable library and NSU has a more up-to-date collection.

3) Access and Availability

The usefulness of a library's collection is ultimately determined by the effectiveness of the bibliographic and physical access provided.

The Technical Processes Division at the main library maintains the online catalog and keeps it current for all resources. All three libraries use the same catalog, which contains all the bibliographic records from the Shreveport division as well as the Leesville division. It is available to all users.

The resources are cataloged by the Library of Congress classification system and are housed in one site on the Shreveport division campus. They are easily accessed and always available during library hours. The library also has access to online databases and free online articles that students may access in the library or from their computers at any other location. Satisfaction with the level of access is measured in course evaluations at end of each semester.

The library uses the ILLiad system to borrow resources not available in any of the campus libraries. The library also uses DocLine, a system by the National Library of Medicine to borrow and lend resources within a specific geographical region.

4) Preservation and Conservation

Rare or fragile books can be housed in the historical collection or sent to the Cammie G. Henry Research Center at the main campus library. The main campus library also preserves damaged resources.

5) Adequacy of Services

The Shreveport library offers the complete range of services, such as reference assistance, online searching assistance, interlibrary loan, library instruction, and ask a librarian e-mail service. The services are appropriate to the information needs of the nursing students.

6) Evaluation: Assessment

To assess services, monthly statistics are tallied for circulation of materials, reference questions asked, borrowing and lending of resources, photocopies made, study carrels used, and resources cataloged, added and withdrawn.

Three staff members assist 2,400 students, with a ratio of one staff member to every 800 students, which is not sufficient. As new degree programs are added and the student body increases, there will be a need for more staffing in the future.

Appendix 4 – Media Resources Guidelines for Academic Libraries

Introduction

The media resources collected by the libraries of Northwestern State University follow ACRL guidelines, which state that libraries should select and acquire materials in all formats. The NSU libraries have had media collections for decades, which have encompassed formats from reel to reel tapes to DVDs.

These resources are cataloged according to the Library of Congress system and they include full subject access via the online catalog.

Although the library materials budget has been tight in recent years, the Serials and Media Division has added some multi-media items each year. Several years ago, the division stopped purchasing VHS cassettes except in rare instances when the item is not available on DVD and has been requested by a teaching faculty member.

The library follows its collection development policy in decisions about media. Faculty requests and replacements for damaged media are ordered first, followed by requests from the Serials and Media librarian and others. Materials are purchased to support the curriculum, and to a lesser degree, to provide quality, award winning films.

1) Objectives

The Serials and Media Division of Watson Library provides the university community with select media and with equipment for previewing such media. Media purchased by the library supports the teaching, learning, research, and service missions of Northwestern. The educational mission of the Serials and Media Division is to support information literacy by teaching students, faculty, staff, and the community how to find and use media appropriately.

2) Organization/Administration/Staff

The Serials and Media Division department head is responsible for the media resources program. She has an ALA accredited master's degree in library science and twenty years of experience with media collections, and she has coursework in film studies, music, and literature. She also has prior experience as a collection development librarian and as a reference librarian, and she has a 2nd master's degree in English.

The library pays expenses for her to attend 2 conferences annually. While these conferences are not exclusively devoted to media resources, they are included.
The three library specialists in the department have 20 years combined experience in working with multi-media, including operation of equipment.

3) Budget

Because of overall library budget shortages, media resources do not have an ample or stable budget of their own. Monies for their purchase come from the library materials budget.

The library owns sufficient and relatively new equipment to play its entire media resources, including TVs, VCRs, cassette players, DVD players, CDs, and older but usable opaque projectors and overhead projectors.

4) User Services

 Three library specialists, one librarian, and up to 20 student workers assist patrons of the department. Materials are located in the workroom and are paged for patrons. If a staff member is available to be with them, patrons are allowed to browse the materials.

The reference department includes information about locating media resources in its self-guided tour that is part of library instruction for Orientation 1010.

5) Facilities

The division moved to a new, much larger location in the spring of 2005 that has ample room for growth of media facilities. Four lockable study carrels house DVD, VHS, and cassette players for patrons view or listen to materials.

The division has a computer workstation for charging and discharging materials. It uses SirsiDynix, the library-wide integrated library system. Media resources are treated like books, with the same 3-week checkout period, 20 item limits, overdue fees, and lost charges.

Equipment does not circulate outside the library but is available for patron use in single user, small group, or large group settings within the library.

Media materials are generally available for interlibrary loan borrowing, at the discretion of the librarian.

6) Collections

The selection of media resources is a shared responsibility. Faculty requests are always honored if the budget allows. Replacement copies are ordered at the discretion of the librarian, who also selects new titles for purchase. As liaisons to one or more academic departments, each librarian assists with purchasing decisions in all formats for those departments. These methods provide good coverage in selection and purchase of media resources.

In order to insure the quality of materials, the Serials & Media Division is currently undergoing a project to preview every videocassette in the collection. Those found to be in poor condition are being withdrawn, and the librarian makes decisions about replacement, depending on whether the subject matter is still appropriate and whether the material is available on DVD.

7) Bibliographic Access and Cataloging

Media resources are fully cataloged using the Library of Congress classification system. They are classified by the Technical Processes Division to provide complete bibliographic access in the online catalog. Access points incorporate subjects, alternate titles, subtitles, translations of titles, series, and persons or bodies responsible for the performance or primary content of the media resource. The Technical Processes Division affords prompt turnaround of all materials, using records derived from OCLC, or providing original cataloging if OCLC records do not exist.

8) Conclusions

Generally speaking, Watson Library's media resources program is functioning very well. Its main problem is a lack of funding. Not only would more funding to the library provide an

adequate, stable budget for the purchase of new materials, but it could also fund a new position of electronic resources librarian. This new position would relieve the current Serials and Media librarian of some of the technical aspects of her position, allowing her more time to research and provide the facilities and resources needed for today's academic library media resources program.

Appendix 5 – The Cammie G. Henry Research Center

The Cammie G. Henry Research Center functions as a library within the library. An overview is located in the Library Divisions section of this document. The collections are separate and the access, selection, and maintenance are different from the rest of the library. The Research Center users have different needs and expectations. The following sections highlight the differences in this section of the library.

1) Budget and Funding

The Research Center budget is part of the NSU Libraries budget. In addition to the NSU Libraries budget, the Research Center receives designated donations to preserve and process the manuscript collections. The NSU Foundation manages the donated funds and specific accounts are set up for designated projects. These accounts include the Dunnington Preservation Account, the B.A. Cohen Account, the Martha A. Madden Account and the Patricia R. Lemée Smith Account

In 2003, the university was cited for non-compliance with LAS-R.S. 44:4111 or Louisiana Public Records Act. In order to be in compliance, the University designated the head archivist as the university records officer. Although she was capable of developing records retention schedules for the university and developed twenty-one retention schedules, the university did not add any additional staff to assist with the added responsibilities. The total budget for records management is $1,000 a year.

2) Archival and Manuscript Holdings

The Research Center has authority to receive the records, in all formats, of the institution of which it is a part. In order to identify records to be retained or destroyed, the archives, in conjunction with the other administrative subdivisions of the parent institution, prepare and maintain written, approved records retention schedules.

The Research Center relies on its statement of purpose to identify the types of records that it attempts to acquire and for its strategy.

All acquisitions are appraised to identify permanently valuable materials in all formats. The Center maintains records documenting the acquisitions process and records the provenance of all accessions in an accession register and notes in the donor files.

3) Preserving Archival and Manuscript Holdings

The Research Center establishes systematic programs of preservation management that are integrated with every other archival function through a coordinated set of activities designed to maintain records for use, either in their original form or in some other usable manner. Such programs give priority to activities that mitigate the deterioration of materials or information and that encompass groups of material (environmental controls, storage management, disaster preparedness, staff and user education, holdings maintenance, security, and reformatting) over activities that redress damage such as item level preservation treatment.

Principles of archival appraisal govern the selection of materials for prospective or retrospective preservation. Only preservation treatment methods consistent with current professional standards are employed.

4) Arrangement and Description

Records and papers are arranged in accordance with the principles of provenance and original order; records of different sources are not be intermingled, and records are retained, whenever possible, in their original organizational pattern in order to preserve all relationships. Records in all formats are appropriately housed, identified, and stored so that they are easily maintained and readily retrieved.

The Research Center employs a system of finding aids that reflects current professional standards, provides essential information about the holdings for users, and enables the archivist to retrieve materials. Finding aids provide intellectual control and proceed from the general to the specific. The level of description of records depends on their research value, the anticipated level of demand, and their physical condition. For an example of a finding aid, please see the Special Collections portion of the Library webpage.
http://library.nsula.edu/caroline-dormon/ (Folder # 49)

5) Access Policy and Reference Services

The Research Center provides opportunities for research in the records it holds and is open for researchers' use on a regular and stated schedule. It provides adequate space and facilities for research and makes its records available on equal terms of access to all users who abide its rules and procedures. Any restrictions on access are defined in writing and carefully observed.

Staff members who are familiar with the holdings and capable of making informed decisions about legal and ethical considerations affecting reference work are available to provide information about holdings and to assist and instruct users. The Center provides information about its holdings, services, and fees and reports its holdings to appropriate publications, databases, and networks. The Center provides reproduction of materials in its possession whenever possible.

6) Outreach and Public Programs

The Research Center identifies its various constituencies in terms of its purpose. It plans and implement methods of assessing the needs of these groups in relation to the resources of the institution, and devise outreach programs that will fit their needs. These programs may include workshops, conferences, training programs, courses, festivals, exhibits, publications, and similar activities, aimed at such groups as students, faculty members, scholars, administrators, researchers, donors, records creators, or the general community.

The head archivist has been chair of a Kate Chopin Conference with tours through the Research Center. She has conducted workshops within the Research Center and outside the Center to regional groups including the Creole Heritage Festival, Appalachee Indian Band of Louisiana, the Southern Forestry Museum in Rapides Parish, and the Natchitoches Genealogical and Historical Association. Several exhibitions both in the Research Center and outside the Center have been mounted including an exhibition in celebration of the 50th anniversary of the Association for the Preservation of Historic Natchitoches, Clementine Hunter, Carl Fredrich Gauss at the Louisiana State Math Quiz Bowl at NSU, Creole Heritage Festivals, and the Natchitoches Meat Pie Festival. For a list of publications written by the head archivist and related to the Center, click the link below to Mary Linn Wernet, Curriculum Vitae:
http://library.nsula.edu/assets/Resumes/Wernet-Curriculum-Vitae-.pdf
 (Folder # 34)

8) Security

    a) Facilities

The Research Center has one entrance and exit for patrons. There is a back entrance and exit for staff. In case of fire emergency or other emergencies, patrons are to exit the area with staff members, walk down the stairs, out of the building, and to a place of safety.   Two fire extinguishers are in the reading area and three fire extinguishers are in the archive and rare book stack area. All extinguishers are on state contract and serviced on a regular basis. The fire alarm is outside the Research Center on an inside wall near the elevator shaft and as one is walking towards the stairs.

When a researcher enters and leaves the Center, a buzzer sounds. The staff is trained to listen for the buzzer and to keep a close watch on all who enter and leave the Center. A staff member at the entrance door greets all researchers who enter the Center. The staff encourages users to sit at tables and speak to a staff member about their research. The staff pulls books, microfilm, and manuscript materials for patrons, locks up bags and unnecessary luggage and explains the research rules and regulations to all researchers. There is a unique key to enter the Research Center. Only Research Center staff and the Director of the NSU Libraries hold copies of the key.

    b) Researchers

The head archivist and the Library Specialist I conduct the initial interviews with the researcher. Due to the recent Patriot Act and the questions concerning the legal aspect of holding researcher records, patron records are not kept. All researchers are given a sheet with the Research Center rules and regulations and are observed while conducting research; however, the Research Center is so short staffed, many times researchers are left alone to read through rare materials.

Archival materials and large selections of books that are pulled for researchers are placed on flat carts or book carts. Soon after materials are used, they are checked and then placed back on their appropriate shelves and in their appropriate containers. Archive materials are used only in the Research Center. However, books, journals and microfilm may be used within Watson Library after the closing of the Research Center; however, prior arrangements must be made with the head archivist and the head of reference.

Researchers are not allowed to mix different collections together or to exchange materials with another researcher.

    c) Collections

Recently, the Research Center undertook a complete check of every book and journal in the library catalog to find out whether they are tattle-taped. The project is nearly completed. It is hoped that after the project a security gate will be installed.

The university archives and manuscript collections are accessioned, cataloged, and inventoried. With the short professional staff, a large backlog exists of collections to be accessioned, cataloged and inventoried. For accessioned collections, the donor files are in the head archivist's office and contain all preservation need notes, donation forms, letters, and permission to publish forms.

For scanned and microfilmed documents, one microfilm reader/printer and one laser jet printer are available for patrons. The staff retrieves all original material, books and journals. The staff makes all the photo-duplication of original materials, journal articles and sections of books. Each photo-duplication is stamped with the notice of copyright and the how to cite the original source materials.

Rare books and all manuscripts are housed in cabinets in a closed stack area. From time to time, researchers request unprocessed collections. Use of these collections are very limited and decided on by the head archivist

9) Transfer Procedures

a) Identification of Materials

Prior to transfer, items must be identified by way of acquisitions, gifts and exchanges, cataloging, preservation, binding, photo-duplication, micro-reproduction, circulation, inventorying and shelf-reading, interlibrary loan, preparation of exhibitions, collection survey, retrospective conversion of records, weeding. Location is noted in records Technical Processes.

Upon decision to transfer, the following must be noted: intrinsic characteristics including fine bindings, early publishers' bindings, extra-illustrated volumes, books with significant provenance, books with decorated endpapers, fine printing, printing on vellum or highly unusual paper, volumes of portfolios containing unbound plates, books with valuable maps or plates, broadsides, poster and printed ephemera, books by local authors of particular note, material requiring security.

b) Conservation Treatment

The Center preserves books and documents in-house. Staff members transfer documents and books from acidic folders and boxes to acid free boxes and folders. When photographs and documents need to be sleeved separately, they are placed in Mylar sleeves.

c) Record Changes

Changes to the OPAC records for books and journals are made in the Technical Processes Division. Transfers of University records are accomplished through records retention scheduling. Internal changes to any record or manuscript in the Research Center are carefully documented.

d) What to Transfer

The Research Center understands and is highly sensitive to the intrinsic characteristics of some books. These items are considered before the head archivist decides to loan materials:

- Exceptional rarity or monetary value
- Items in fragile condition
- Materials for which size or format creates increased potential for shipping damage or possible loss (e.g. folios, maps, unbound manuscripts).
- Fine bindings
- Early publishers' bindings
- Tipped in illustrations
- Provenance

- Decorated end-papers
- Fine printing
- Printing on vellum or highly unusual paper
- Portfolios containing unbound plates
- Valuable maps or plates
- Broadsides
- Posters
- Printed ephemera
- Local authors of particular note
- Material requiring security (e.g., books in unusual formats, erotica or materials that are difficult to replace).
- Nineteenth and twentieth century printing and binding processing fine original condition are also considered.
- Richness of original decorative art
- Printed end papers
- Dust jacketed books
- Desirability to collectors and the antiquarian book trade,
- Intrinsic or extrinsic evidence of censorship or repression
- Seminal nature
- Importance to a particular field of study or genre of literature
- Restricted or limited publication
- The cost of acquisition.
- The value of government documents
- Scientific discoveries
- Exploratory expeditions
- Documents with valuable maps or plates
- Ethnographic reports,
- Early printed documents of major historical significance

The head archivist uses professional judgment to determine what may be transferred. When she has considered all of these things, sometimes she decides to send facsimiles instead of sending original documents.

10) Interlibrary Loan of Rare and Unique Materials

a) Overview

The head archivist encourages inter-institutional loan in a manner that ensures responsible care and effectively safeguards materials from loss or damage. Most interlibrary loans are processed through the Interlibrary Loan Department after the head archivist has made the decision to loan the material.

The head archivist may refuse to lend materials such as those listed above in 9d. Loans of these materials might be possible with the addition of security measures outside of the normal interlibrary loan procedures outlined in this document, such as formal written agreements, insurance certificates or other relevant documentation.

Patrons who contact the Center directly regarding loan of rare or unique materials usually will be referred to their own institution to initiate an interlibrary loan request.

The decision to lend materials lies with the head archivist who exercises curatorial responsibility for those materials. Such decisions reflect an item-by-item, series-by-series, or

collection-by-collection consideration, whichever is appropriate, rather than broad categorical responses.

The loan of materials should rest on well-defined inter-institutional commitments rather than on personal contacts. However, personal familiarity and/or direct communications with curatorial staff at other institutions may facilitate the lending process.

A borrowing institution must meet specific criteria described in this document in order to provide appropriate conditions for security, housing and use of rare and unique materials

b) Responsibilities of Borrowing Institutions

Most borrowing that occurs is not fragile or that rare; however when the Research Center does loan fragile or rare materials.

c) Prerequisites for borrowing

The borrowing institution must:

- Provide a secure reading room under continuous supervision to ensure the safety of the materials during use.
- Have a special collections program, including staff with responsibility for and training in the care and handling of special collections.
- Provide secure storage for borrowed items during the loan period.
- Provide storage under environmental conditions that meet accepted standards for housing special collections.

d) Initiating a loan request

Loan requests for materials from non-circulating special collections must indicate that the borrowing institution meets the institutional criteria specified above and that the borrowing institution subscribes to the principles expressed in these guidelines.
Loan requests are routed through the respective interlibrary loan (ILL) departments or staff responsible for ILL.

Every effort should be made to locate the requested material in a circulating collection before submitting a request to a non-circulating special collection. When requesting an item from a non-circulating collection, the fact that a circulating copy, alternate edition, facsimile, digital surrogate, microform or other acceptable substitute for the requested materials was not located is noted.

When distance does not present an extraordinary hardship, patrons are encouraged to travel to other institutions for on-site access, particularly for manuscript, archival, and pictorial material. When distance, long-term use, or the need to access large quantities of materials does present an extraordinary hardship, both the borrowing and loaning libraries evaluate the patron's request in the spirit of these guidelines.

The borrowing institution describes the requested material fully. Standard bibliographic sources are used to verify each request whenever possible. When a request cannot be verified in these sources, full information regarding the original source of citation are submitted.
In addition to a bibliographic description, requests include, when possible, bibliographic record identification number and the name of the special collection or department in which the item is housed.

The request usually indicates whether another edition, version, or form of material (e.g., a reproduction) can be substituted for the one specified. The request also indicates willingness to pay for reproductions up to a specified amount and/or include a request for a price quote.

e) Handling Materials on Loan

The borrowing institution's interlibrary loan and special collections staff communicate effectively to ensure that all records and systems accurately document receipt, patron notification, renewal, if applicable, and return of the item loaned.

No reproductions of borrowed materials are made without the explicit permission of the Research Center.

Special collections staff at the borrowing institution, in compliance with U.S. copyright law, completes any permissible reproduction. The borrowing institution may decline to make reproductions and refer the patron directly to the Research Center to negotiate arrangements for reprographic services.

The borrowing institution must comply with the loan period set by the lending institution, normally 30 days. For extensions, the borrowing institution requests a renewal before the original due date, normally via the same method used to initiate the request.

The borrowing institution must abide by any requirements of the lending institution for special handling or use of borrowed materials.

If a borrowing institution or patron fails to comply with the conditions of a loan, including proper care, packaging and shipping of borrowed items, that institution or patron can expect that future requests to borrow special collections materials will be denied.

11) Cammie G. Henry Research Center Responsibilities of Lending

The Research Center is as generous as possible, consonant with its responsibilities both to preserve and to make accessible to their on-site user community the materials in their care.

Decisions regarding the loan of materials from the Research Center involve the individual with curatorial responsibility for the requested material and considered on a case-by-case basis.

The Research Center responds to a request for loan of rare materials in a timely fashion, generally within four to five working days.

The Research Center indicates any special conditions governing the use of loaned materials, clearly stating any restrictions or limitations on research use, citation, publication, reproduction or other forms of dissemination. It may limit the volume of material lent and the loan period. The Center allows 30 days use at the borrowing institution plus travel time.

If is determined that a request can best be fulfilled with a reproduction, the Research Center provides reproductions at a cost comparable to the standard rate within the lending institution. If requested, a price quote is available to the requesting institution. The request might then become a transaction between the patron and the Center, and is no longer the responsibility of ILL staff at either institution.

Unless reproductions are marked as loans, the borrowing institution need not return them to the Research Center.

Some items may not be loaned or copied for specific reasons (e.g., local demand, fragile paper, tight binding, extraordinary rarity, too large to ship safely, etc.).

The lending institution lends rare material at a cost comparable to the standard ILL fee, if any, charged by that institution for the loan of circulating material. If the costs of shipping, insurance and/or creation of reproductions exceed the normal ILL fee, the lending institution may require additional payment. If the amount to be charged exceeds the maximum cost specified by the requesting institution, the lending institution notifies the borrowing institution of any additional charges and secures an agreement to pay before sending the material.

12) Liability and transport for borrowed materials

The safety of borrowed materials is the responsibility of the borrowing institution from the time the material leaves Watson Library until its return to the Research Center.

The ILL Department of Watson Library is responsible for packing the borrowed material. The borrowing institution is responsible for returning the material in the same condition as received, using the same, or equivalent, packing material. The Research Center may provide instruction in the proper handling and packing of rare materials to staff responsible for packing and shipping materials.

If damage or loss occurs at any time after the material leaves Watson Library, the borrowing institution is responsible for the cost of repair, replacement, or appropriate compensation, in accordance with the preference of the lending institution.

The Research Center specifies that the material be returned directly to the Center and specifies use of a preferred shipping service, insurance, and/or special wrapping requirements. If special shipping arrangements are required, the ILL Department notifies the borrowing institution in advance and secures an agreement that the material will be handled as specified.

Verification of transfer and delivery is through the respective ILL staff, regardless of method of delivery.

13) Borrowing and Lending Materials for Exhibition

a) Before the Loan

Because NSU's insurance policy is that of an overall nature and not specific to the standards of the American Association of Museums, American Library Association or Society of American Archivists, the Research Center rarely borrows materials from other institutions. In most cases, it is the lending institution.

The Research Center understands that it must agree on various matters before a loan will be made. It is recommended that all lending institutions establish formal policies governing loans for exhibition purposes. As lender and borrower, the Center bears in mind that various documents concerning the loan likely contain details concerning security practices and should safeguard the information in them accordingly. Finally, the Research Center is careful that it has proper ownership of the item being lent. It is mindful of the fact that it is possible for an item to be confiscated at the borrowing institution or by customs because of cultural patrimony laws or disputed title. The Center also takes under consideration the care must to

be taken to be certain that the object lent does not fall into other categories of problematic items, such as those made of ivory.

b) Lead time required for loan requests

Sufficient time is considered for a loan application, usually a minimum of six months, and twelve months for larger institutions and for the loan of numerous items, is recommended. Additional time is allowed if formal approval of a board or committee is required or if the item(s) requested must be conserved or restored. For loans either leaving or coming into the United States, a minimum of one year is recommended.

c) Request letter

The request for the loan is made in writing. The Director of Libraries, department head, or the head archivist of the Research Center, as appropriate, signs the request letter. In the request letter, the prospective borrower provides the following details:

The title of the exhibition, the name and credentials of its curator(s), and a brief description of its purpose and scope.

The inclusive dates of the exhibition and the inclusive dates of the proposed loan.
A full description of each item to be borrowed, including full citation with the name of the collection, box number, folder number, and source of information identifying the lending institution as owner of the item.

Indication whether or not a catalogue or other publication will accompany the exhibition, bearing in mind that some lenders will not lend unless there is to be a published catalogue. Indication whether the borrower plans to mount a web version of the exhibition or other web site to accompany the exhibition.

Indication of borrower's willingness to conform to the conditions of the loan set by the lender and a request that the lender state requirements for the safe transportation of the item.

d) Facilities Report

To accompany the request letter, the prospective borrower prepares a concise document describing the borrowing institution's exhibition program and facilities. For traveling exhibitions, a separate report is submitted for each institution. If the borrower prefers to draw up its own facilities report, it is written in a straightforward, narrative style. Some institutions insist that the borrower use the lender's facilities report. The report is usually organized under eight basic headings:

The borrower states the full name of institution, address, and telephone numbers, briefly describes the nature of institution and indicates size of the staff and name(s) of staff member(s) in charge of the exhibition.

The building--The borrower indicates
- o   date and type of building construction
- o   size of the exhibition space
- o   its location within the building.

Fire protection--The borrower describes in detail
- o   the fire detection and fire extinguishing/suppression system.

o The lending institution should decide what kinds of fire alarm systems and fire extinguishing/suppression systems are acceptable.

Security--The borrower describes how items on exhibition will be properly safeguarded against theft or damage.
   o The borrower describes the exhibition cases and locks and the method by which framed items are mounted on the wall.
   o The borrower describes the intrusion alarm system in the exhibition area.
   o If security staff is employed, give the number of security staff employed and the number on duty at any time.
   o Indicate the days and hours that the exhibition will be regularly open.
   o Indicate whether food and drink are ever allowed in the exhibition area, whether the space is rented to outside organizations
   o Indicate if any other use is made of the space other than for exhibition viewing.

Environment--Indicate the range of temperature and relative humidity in the exhibition areas and the areas for packing and storage.
   o Indicate the maximum variation percentage within a 24-hour period for temperature and relative humidity in those areas and how the readings were measured.
   o Describe the types of monitoring equipment used, giving evidence of specific and well-calibrated measurements. The borrowing institution is required to provide dated temperature and humidity records before and/or throughout the loan period.
   o Describe the lighting in the exhibition area. Identify the types of lighting fixtures in the exhibition and work areas and provide the exact light levels in foot-candles, indicating how these readings were taken.
   o Explain how items on exhibition will be protected from ultra-violet radiation from natural or artificial sources in the exhibition and work areas.

Handling the loaned objects--Indicate that the institution will use proper, accepted, professional standards at all stages of the exhibition process
   o Include meeting lender's requirements concerning such matters as matting, framing, or the fabrication of custom cradles.
   o For some materials, a fine arts mover may be required, providing specially trained personnel and equipment such as temperature/humidity controlled trucks with adequate theft protection.
   o It is the right of the Cammie G. Henry Research Center to refuse to send material with a carrier if its transportation requirements are not met.
   o For certain items, the lending institution may require that one of its own staff members install and remove items from the exhibit cases.

Insurance--Describe the borrowing institution's fine arts insurance coverage and give the name of the insurer and broker.
   o Offer to provide a copy of the policy if requested. In most cases, the borrower will be expected to insure the object at the value specified by the lender on an all-risk, wall-to-wall basis. In most cases, the borrower's insurance policy specify that the insured sum represents the true replacement value and that in case of damage, depredation, or loss there will be no recourse rights in the law to packers and carriers.
   o The insurer is also be required to issue a certificate of insurance naming the lender as an additional insured before the objects will be released to the borrower. The Research Center assigns a confidential valuation to each item lent for insurance purposes only. The Center may require that the borrowing institution pay for an appraisal by a qualified outside appraiser. Because of potential problems, the Center never accepts an

appraisal by the lending institution's staff and should insist on one by a qualified outside appraiser.

o The Center receives a certificate of insurance from the borrower's insurance company, indicating that insurance coverage is in full force, before the item leaves the lending institution. The certificate includes a statement of the policy's standard exclusions. Indemnity for international loans may be secured through the Federal Council on the Arts and the Humanities. Indemnity applications are reviewed twice yearly, and applications should be made at least one year in advance.

o Insurance valuations from a qualified outside appraiser are required. Please note that the entire cost of the necessary insurance coverage may not be awarded to the applicant. It is usually the responsibility of the borrowing institution to cover the items involved with an all-risk, wall-to-wall fine arts insurance policy, with the Cammie G. Henry Research Center named beneficiary or "additional insured," from the time the items leave the Center until they are returned.

o The Center understands that many potential scenarios may arise, ranging from outright total loss of an object to varying degrees of damage to it. In the best interests of both the lender and borrower, it is advisable that the two institutions agree to some arbitration procedure to cover such eventualities before the loan is made.

References--The borrowing institutions are requested to provide names of other institutions, with names of contacts that have lent items to the borrowing institution for recent exhibitions.

e) Loan Agreement Form

It is the responsibility of the prospective borrower to provide a proper Loan Agreement Form for each item requested. Before adopting any loan agreement form, however, an institution should have it reviewed by its legal counsel and its insurance company. Some lenders may insist that a borrower also sign the lender's own Loan Agreement Form, although in that case care should be taken to prevent conflicting provisions.

f) Condition Report

It is the responsibility of the Research Center to provide the borrowing institution with a written condition report for each item, or portion of an item, being lent before delivery. Give the overall condition of each item with a detailed description of the condition of that portion of the material that will be on view. If possible, attached is a current photograph to the condition report.

g) Other Conditions of Loan

The borrowing institution is required to provide information pertaining to accreditation and governance, policies concerning public access to exhibitions, and compliance with the Americans with Disabilities Act. Other areas of concern that sometimes arise include:

Scholarly use at borrowing site: The Research Center specifies whether material lent may be made available to scholars at the borrowing institution and under what conditions.

Other uses at borrowing site: The Center specifies whether material lent can be reproduced in any way for publicity or other purposes, while under the care of the borrowing institution.

Right of recall: The Center specifies whether it reserves the right to recall an item before the agreed-upon return date and under what circumstances it may do so

14) During the Loan

    a) Packing

The Research Center generally packs the items going out on loan and the Center requires that all items be repacked in exactly the same manner as when they were sent to the borrowing institution. Any changes in repacking are discussed in advance between borrower and lender.

    b) Transportation

The Research Center specifies how the material is to be transported and will ask the borrower to make appropriate transportation arrangements. Full details of transportation are discussed as early in the procedure as possible. Depending on the value of the item(s), the Center may allow them to be sent by overnight carrier. For larger, more fragile, or more valuable items, it may require that a special fine arts mover be used. In some instances, the Center may require that items be accompanied by a courier, most likely a member of the lender's staff. That person may be required to be present at all times during the transport, unpacking, installation, de-installation, and repacking of the borrowed material.

    c) Condition

When the material is received, the borrower should inspect it upon unpacking, compare it with the condition report provided by the lending institution, and record its condition. Any damage or discrepancies must be reported immediately by telephone and subsequently in writing to the lender. Unless specific advance permission is obtained from the Research Center, the borrower must not alter, clean, or repair items in any way. For flat materials, some lenders may prefer that the borrower be responsible for matting, framing, etc., but without such express permission, the borrower should not add or remove material such as glass, Plexiglas, frame, or backboard. This process is repeated at each venue for traveling exhibits. If no condition report is received, the borrowing institution should create one for each item upon receipt.

15) Reproduction, Acknowledgements, and Permissions

- The borrower is required to obtain written permission in advance from the lender before any lent material is reproduced, distributed, transmitted, or used in any way other than being placed on exhibition. The Research Center insists that all reproduction work, such as photography or digitization, be done before the material goes on loan. If reproduction by the borrower is permitted, the Center may set specific conditions for the handling of materials.
- For printed exhibition catalogs, at least one copy of the catalog is provided to the Research Center without charge.
- All plans for Internet reproduction of exhibited materials should be discussed with the Research Center as early as possible in the loan request process. The Center may require that links be created from the borrowing institution's exhibition web site to their own web site as appropriate and may specify the desired dpi for images.
- Acknowledgements: The borrower gives full credit to the Cammie G. Henry Research Center in all interpretive materials and publicity concerning the exhibition, such as labels, printed or digital catalogs, brochures, Internet distribution, press releases, and announcements. The Center requires specific wording of credit lines, possibly including donor information. The borrowing institution will properly describe each object and correctly use the citation text provided by the lender.

- Permissions: In authorizing the reproduction of material from its collections, the Research Center specifies that it does not surrender its own right to reproduce an image or to grant permission to others to do so. Borrowing institutions are aware that in most cases the Cammie G. Henry Research Center is the owner of the physical object only and does not own copyright or other intellectual property rights to the lent item.

16) Expenses

The borrower is prepared to assume all costs of the loan. It is, however, the responsibility of the Research Center to give the borrowing institution a reasonable estimate of ALL of the costs involved in the loan of each item. This is done as soon as possible after the request has been received. These may include:

Transportation costs: Packing and crating; freight; customs charges and brokers' fees; and courier expenses.

Insurance: In most cases the Research Center accepts the borrower's insurance coverage and rarely requires that the loan be insured under the Center's own policy with the borrower being charged for a pro-rata share of the premium.

Security/study copy: The Research Center may require that a reproduction, such as microfilm, digitized copy, photographic negative, slide or transparency, be made at the borrower's expense before material is removed from the Center. It may also charge a reproduction fee, according to its stated policies. The charges are minimal.

Conservation: The borrower may be expected to pay for any conservation work deemed necessary by the Research Center to make the material ready for exhibition and/or for travel, including repairs, rebinding, matting and framing, the manufacture of special boxes, packing mounts, and display cradles.

Loan fees: There are no loan fees charged to borrowing institutions.

Appendix # 6 – Self Study of A Federal Depository

Federal Depository Library Manual
Supplement 3
Revised

**Self-Study of a
Federal Depository Library**

1999
Library Programs Service
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20401

Preface

Background

At its October 1994 meeting, the Depository Library Council to the Public Printer endorsed the self-study process and initial questionnaire proposed by the Library Programs Service (LPS). This set of written questions is designed to assist documents staff as they critically review their operations. It also gives them the opportunity to assess their compliance with Title 44, United State Code (U.S.C.), chapter 19, and GPO regulations in advance of a possible on-site audit. This self-study can be a strategic assessment document which will walk the documents staff through issues such as collection development policy, compliance with the Americans with Disabilities Act (ADA), public access computer work stations, etc., which need careful consideration.

Purpose

This self-study has been developed as a component of the GPO's inspection of each depository library's Federal documents operation "where need is indicated" under 44 U.S.C. Section 1909. Depositories will perform a mandatory self-evaluation that, in some cases, replaces an on-site inspection.

Citations to appropriate GPO-supplied publications which contain the rules and regulations for the Federal Depository Library Program appear at the end of the self-study document. The self-study format and questions apply to all types of depositories, with the following two exceptions:

Weeding - Federal agency and Federal court depository libraries weed through the Library of Congress' Exchange and Gift Division under 44 U.S.C. Section 1907 rather than through a Regional library. Highest appellate court libraries also have different weeding guidelines.

Free access to the public to use depository documents in the library is required of all depositories except those depositories designated as the library of the highest appellate court in the state under 44 U.S.C. Section 1915.

Procedures

Each year, LPS will request self-studies from a group of libraries in chronological order from the date of last inspection. The depository will provide a copy of the self-study to LPS and to the appropriate Regional library. Federal agency and Federal court depositories will correspond directly with LPS. Inspectors will evaluate each self-study. A telephone interview with the documents librarian will take place to clarify any issues. All depositories will receive a Self-Study Evaluation report.

LPS will determine whether an on-site inspection is warranted based on the self-study, follow-up questions, consultation with the Regional library, and specific criteria including recent staff and facility changes, results of prior inspections, and, if applicable, any complaints from depository library users.

Some questions have yes-no answers, in others, choices are indicated or a narrative response is requested. Add sufficient narrative to all questions so an inspector reading the self-study will more fully understand the library's operation. Guidance for preparing the self-study can be found on the FDLP Administration home page at:
http://www.gpo.gov/su_docs/fdlp/selfstudy/ (Folder # 50)

In preparing the library's self-study, use the template provided on GPO's World Wide Web site at http://www.gpo.gov/su_docs/fdlp/selfstudy/ (Folder # 50)

Download the template to a word processing system, input responses below each question, print the completed self-study, and mail it to LPS. (Folder # 50)

OPTION: Any depository may conduct a self-study at any time. LPS will review the self-study and provide a report to the library explaining perceived strengths, weaknesses, corrective actions, and recommendations. Such a "desk audit" review and report is not a substitute for any future on-site inspection, but is an option open to all depositories, e.g., for a new documents librarian's orientation, planning purposes, etc.

Self-Study

The self-study must be completed by depository library staff and returned to LPS and the Regional library by the due date provided in the notification letter. As noted earlier, an evaluation of this self-study may result in an on-site inspection. Note: Where appropriate the library may append various attachments such as relevant handouts, organizational charts, portions of or complete documents department or library annual reports which pertain to depository operations, etc.

The library's completed self-study must be transmitted to GPO by mail.

Mail to:
Self-Study/Compliance Review
Chief, Depository Services
Library Programs Service (SLLD)
U.S. Government Printing Office
732 North Capitol Street, NW
Washington, DC 20401

Self-Study

Library Name: Eugene P. Watson Memorial Library
Institution: Northwestern State University of Louisiana
Address: 911 University Pkwy
City: Natchitoches   State: LA Zip: 71497
Depository #:   0233
Congressional District: 4th
Director: Mr. Fleming Thomas
Depository Coordinator: Gail Kwak
Coordinator's Phone Number: 318 357-4574
Coordinator's E-mail: kwak@nsula.edu
Documents: 3 18 357-5201
Date Submitted: 31 December 2007

Community Served by Your Depository *(can be taken from the library's written collection development policy)*
Population of the City 17,865 County 39,080 SMSA N/A

The area's growth can be considered: none _____ low __X__ moderate _____ high _____

Major industries/influences on the local economy:

- Agriculture
- Alliance Compressors
- Forestry
- Northwestern State University
- Pilgrim's Pride
- Various small business
- Wal-Mart

Types of depository patrons (If an academic depository, include types of community users):

- University faculty, staff, and students
- Community business owners
- Genealogists
- Health professionals
- Local historians
- Military history buffs
- School teachers
- Students of public and private schools

Depository publications most frequently used (If an academic depository, separately include publications used by both community and campus users):

There is no differentiation between community and campus users in service or use. These are the areas of the collection with the most use –

- Department of the Interior publications
- Department of Justice publications
- Department of Education publications
- Congressional publications
- Department of Health and Human Services publications
- Census Bureau publications

- Congressional Hearings

Library's volume count 750,000 (Includes Federal depository and non-depository materials, all formats and all collections and libraries under the administrative purview of your library director.)
Does the library have selective housing sites?   Yes _____   No __X___

1. Collection Development

In this section you will describe the policies and practices that your library uses to build a collection of U.S. Government publications in all media.

1.1 Indicate which statement most closely describes your depository selection.

_____ A comprehensive, retrospective research collection
__X__ A blend of current and retrospective holdings
_____ A mostly current, 5-year collection (with a few retrospective holdings)

1.2 Which of the following "Basic Collection" titles does the library select through the depository program? Adjacent to each title, note format received and/or any commercial equivalents. Explain why any are not selected, and where the library can refer patrons for that title.

(Note: This Basic Collection has been updated. See
http://www.access.gpo.gov/su_docs/fdlp/coll-dev/basic-01.html for details.) (Folder # 51)

Paper	Fiche	CD-ROM	Online	Title, Class No., Item No.
			X	American Factfinder, C 3.300:, 0154-B-16 (online)
			X	Ben's Guide to U.S. Government for Kids, GP 3.39:, 0556-C (online)
X				Budget of the United States, PREX 2.8:, 0853 or 0853-C
X			X	Catalog of Federal Domestic Assistance, PREX 2.20:, 0853-A-01
			X	Catalog of U.S. Government Publications, GP 3.88-9:, 0557-F (online)
X				Census of Population and Housing (State and County QuickFacts), C 3.223/(nos.), 0156-M-(nos),), 0159-B-(nos.),), 0159-C-(nos.)
X			X	Code of Federal Regulations, AE 2.106/3:, 0572-B or 0572-C
X				Congressional Directory, Y 4.P93/1:1, 0992
X				Congressional Record (daily), X 1.1/A:, 0994-B or 0994-C
X				Constitution of the United States of America: Analysis and Interpretation, Y 1.1/3:, 1004-E-01
X				County and City Data Book, C 3.134/2:C 82/2/date, 0151 or 0151-D-01
X			X	Economic Indicators, Y 4.EC 7:EC 7, 0997
X			X	Economic Report of the President, PR 43.9:, 0848-F

				Title
X				Federal Register (daily), AE 2.106:, 0573-C or 573-D
			X	GPO Access, (online)
X				Bicentennial Edition: Historical Statistics of the United States: Earliest Times to Present c2006
X			X	Occupational Outlook Handbook, L 2.3/4:, 0768-C-02
X				Public Papers of the President, AE 2.114:, 0574-A
			X	Sales Product Catalog, GP 3.22/7:, 0552-B-01 (online)
X			X	Slip Laws (Public), AE 2.110:, 0575
X				Social Security Handbook, SSA 1.8/3:, 0516-C-01
			X	STAT-USA (ask librarian for password), C 1.91:, 0128-P (online)
X			X	Statistical Abstract of the United States**, C 3.134:, 0150 or0150-B
X				Statutes at Large, AE 2.111:, 0576
			X	Subject Bibliographies, GP 3.22/2:, 0552-A (online)
X				United States Code, Y 1.2/5:, 0991-A or 0991-B
X				United States Government Manual, AE 2.108/2:, 0577
X				United States Reports, JU 6.8:, 0741
X				USA Counties**, C 3.134/6:, 0150-B-01 (cd-rom)
			X	Weekly Compilation of Presidential Documents, AE 2.109:, 0577-A (online)

*Title may not be available at all depository libraries as it was distributed in 1976. It can be purchased   through the GPO Online Bookstore.
**Copyright restrictions prevent the inclusion of some tables in the electronic versions

1.3 If you do not serve the public as your primary patron, aside from "Basic Collection," what are some of your selections specifically for Congressional District information needs or general public use? (Provide examples)

Department of Agriculture publications including several items specifically about pine tree cultivation and food crop cultivation.

Department of the Interior publications including those describing national parks and historical points of interest.

Several parts of the collection are geared equally toward University patrons and community patrons including

- Census Bureau publications
- Defense/Military history publications
- Department of Education publications
- Department of Health and Human services publications

- Medicare publications
- NASA Publications
- Social Security Administration publications

1.4 Indicate which of the following the library uses:

__X__ GPO's Web site
__X__ GPO Access
_____ Federal Bulletin Board
__X__ Pathway Services
__X__ FDLP Administration page
__X__ FDLP Electronic Collection
__X__ Documents Data Miner

1.5 What FDLP databases and/or publications do you find most useful (Administrative Notes, WEBTech Notes, etc. - be specific)?

- Catalog of U.S. Government Publications
- Depository Library Manual
- GODORT Handout Exchange
- List of Classes
- Sample policies
- Superseded List
- WEBTech Notes

1.6 List most frequently used electronic resources used by your library:
- American Factfinder
- Ben's Guide to the U.S. Government for Kids
- Catalog of Federal Domestic Assistance
- Catalog of U.S. Government Publications
- Census.gov
- FDLP.gov
- Federal Citizen Information Center
- FedStats
- Gpoaccess.gov
- Library of Congress
- National Archives
- National Parks Service
- NOAA
- PubMed
- Science.gov
- Thomas.loc.gov
- Usa.gov

a. Which of the CDs that you receive are networked?

None

b. For which of the CDs that you receive is there access beyond the library?

None

Does the library subscribe to any Government online services available through the FDLP?

Yes _____   No __X____

1.8 Indicate which maps your library selects using the following list. Note geographic coverage (county, city, state, etc.) as necessary.

__X__USGS – Louisiana 7.5 Minute Quadrangles
_____NIMA
_____NOAA
__X__Forest Service – Mostly national parks information and maps
__X__CIA
_____Others

1.9 Does the library have a written depository collection development policy or a government documents component of a general collection development policy?

Yes __X____   No _____

If so, attach a copy of the policy, or relevant portions of a library-wide policy, to this self-study.

When was it written?   December 2006
When was it last reviewed? December 2006

a. Have you incorporated "FDLP Guidelines on Substituting Electronic for Tangible Versions of Depository Publications" into your written collection development policy?
Yes _____   No __X____

1.10 Describe any collection development coordination and depository resource sharing efforts that the library attempts with other area depositories in order to eliminate unnecessary item duplication and insure adequate coverage of the area.

The primary library NSU Library cooperates with is the Vernon Parish library in Leesville LA. Although the Vernon Parish Library is a small depository selecting only about 8 percent, they receive important items that Watson Library does not.   The material patrons are most frequently referred to the Vernon Parish Library for is Patent and Trademark Gazettes and related publications. In return, the librarian at Vernon Parish refers patrons to Watson Library for advanced Census searching, and for publications they do not receive.

In addition to cooperative collection development, the government documents librarian consults regularly with the librarian at Vernon Parish Library and the Regional Depository Librarian at Louisiana Tech University on matters of depository management, web development, and collection management. She also attends biannual meetings of the Louisiana Federal Depository Library Council, which gives her the opportunity to meet with other documents librarians from around the state.

1.11 When did the library last conduct a review of items selected? Describe the process. Do you use a zero-based item number selection review? (A zero-based review means "evaluating item numbers on a one-by-one basis [which] should result in adding or deleting items from the selection profile." p. 10, "Collection Development Guidelines")

The library's item selection profile is re-evaluated every year during the annual update cycle in an effort to maintain a selection rate of 32% to 35%. Using the Documents Data Miner, the librarian reviews all items currently selected. Using her knowledge of collection use, reference questions, and available shelving space, she decides which items to add and which to drop.

1.12 Does the library have suitable index tools to effectively access the resources in the documents collection?

Yes __X___   No _____

1.13   Below is a selected listing of government-issued and commercial indices and services. Not all of these tools are appropriate for all types of depositories. Check off the information products and services the library owns. If on-line access is restricted for some indices, note that fact. Add any relevant titles which the library owns or has access to on-line.

Paper	Electronic	
		ASI (American Statistics Index)
		ASI on Statistical Universe
x		Ames, John G. Comprehensive Index to the Publications of the U.S. Government, 1881-1893
x		Andriot, John. Guide to U.S. Government Publications
		CCH Congressional Index
x		CIJE (Current Index to Journals in Education)
		CIS Index to Presidential Executive Orders and Proclamations
		CIS Index to U.S. Senate Executive Documents and Reports
		CIS U.S. Government Periodicals Index
		CIS Index to the Code of Federal Regulations
		CIS Federal Register Index
		CIS American Foreign Policy Index
		CIS Index to Publications of the United States Congress
		CIS Congressional Masterfile CD-ROM
		CIS Congressional Universe
		CIS U.S. Serial Set Index
		CIS U.S. Congressional Committee Hearings Index
		CIS U.S. Congressional Committee Prints Index
x		CQ Weekly
x		Checklist of United States Public Documents, 1789-1909
x		Cumulative Subject Index to the Monthly Catalog of U.S. Government Publications, 1900-1971
		Declassified Documents Index
		Dialog
x		Documents Catalog, 1893-1940
		EPA Reports Bibliography
	x	ERIC
	x	Index Medicus or MedLine

Paper	Electronic	
	x	Lexis
x	x	Monthly Catalog in Paper 2000 – 2004. Now online only
	x	Monthly Catalog, loaded in on-line system, available from iLink
	x	MEDLINE via EBSCO
x		NTIS Government Reports Announcements and Index
	x	OCLC
	x	OCLC WorldCat
		PAIS
		PAIS CD-ROM
x		Poore, Benjamin P. A Descriptive Catalog of the Government Publications of the United States, September 5, 1774-March 4, 1881
x		RIE (Resources In Education)
		Westlaw
		Wilsonline
		Uncover
		U.S. Code Congressional and Administrative News

1.14 Who makes item selection decisions for the depository collection?

The Government Information librarian

1.15 Who makes selection decisions for support materials such as indexes?

 The Government Information librarian in conjunction with the Head of the Reference Division makes recommendations to add indexes.

2. Bibliographic Control

In this section you will describe how the library processes depository materials and maintains a holdings record to the piece level.

2.1 Describe how the library records depository receipts to the required piece-level. Include all tangible information products.

Monographs
- paper
- microfiche
- CDs, floppies
- vertical file and ephemera

Serials
- paper
- microfiche
- direct mail items
- CDs, floppies
- vertical file and ephemera

Maps
- CIA
- USGS topographic
- Other maps (folded map series, NIMA, etc.)

See attached processing manual for details on how all of these types of documents are handled.

2.2   Is there a significant difference in recording various formats to the piece level?

Yes _____   No __X___

2.3 Your shelf list for the depository collection is:

_____ card-based
__X__ part of an integrated library system
_____ PC-based
_____ other (explain)

2.4 Note any exception to the full check-in record, such as retrospective gaps or materials not usually checked in to the piece level. Note the reasons why the library does not fully record that material. Is record keeping for any material done another way?

Documents not retained for more than 1 year are not checked in. For example, the library only keeps the previous and current year of the Federal Register and the Code of Federal Regulations. So, these are not checked in. As new issues arrive, they are stamped and shelved. Old issues are discarded as necessary.

2.5 Does the check-in record show library holdings, classification numbers, frequency, location of documents, retention, etc.?
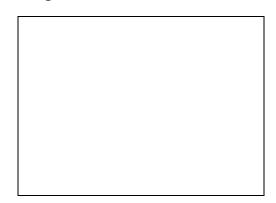
Yes __X___   No _____

Describe the techniques used to properly identify and date mark all depository materials as required (i.e., stamps, writing on the documents, etc.).

- microfiche envelopes – Depository stamp
- direct mail items – Depository stamp
- maps – Depository stamp on the back of the map
- CD/DVD jewel cases – Depository stamp on a label that is affixed to the case
- VHS tapes – Depository stamp on a label that is affixed to the video cassette or the box
- Floppy disks – Depository stamp on a label that is affixed to the disk
- Paper monographs and serials, bound and unbound – Depository stamp

2.7 List any titles or media that are not marked or stamped.   None

2.8 Place an example of depository ownership/date stamp in the box. Note the date's significance also, such as date of receipt, processing, shipping list, other.

2.9 Are there processing backlogs?

Yes _____   No __X__

2.10 Is shelving or filing of depository materials completed within 10 days of the date of their receipt in the library (except for items being cataloged)?

Yes __X__   No _____

2.11 Are at least some documents cataloged and accessible via the library's catalog?

Yes __X___   No _____

Percentage of documents currently cataloged: 100%

Documents have been cataloged since 1996

Are you acquiring and cataloging e-documents?
Yes __X___   No _____

Documents have been retrospectively cataloged:
Yes _____No __X____

There is no comprehensive retrospective cataloging project in the works. This is done on a case-by-case basis as documents not in the system are checked out. Upon return they are sent to Technical Processes for cataloging.

Plan to catalog retrospective holdings:

Yes _____   No __X____

Type catalog system used:

_____ Card
__X__ Online text-based _____   Web-based __X____
_____ CD-ROM
_____ Microfiche

Brand of online catalog:

SirsiDynix iLink

2.12 Does the library subscribe to commercial vendor processing services?

Yes __X____   No _____

If yes, what services are received, when started, from what vendor, and what is their frequency?

The library gets weekly loads of temporary records from Marcive through LOUIS. When documents are given full cataloging, these Marcive records come in a monthly load. The library has been getting these records since 1997.

If the library receives catalog record loads, are the records checked against depository receipts?

Yes __X____   No _____

2.13 Is the processing of depository receipts integrated into the processing unit for other library materials?

Yes _____   No __X____

2.14 To note any missing shipping lists, the library:

__X__ keeps shipping lists in order
_____ keeps a shipping list log
__X__ keeps shipping lists for the previous and current year

2.15 How are missing shipping lists usually obtained?

__X__ FDLP Desktop
_____ Nearby depository
_____ Regional library

_____ U.S. Watch
_____ contacting LPS
_____ Federal Bulletin Board
_____ not obtained

2.16 Are shipping lists checked against shipments, ensuring that all selected items in that shipment have been received?

Yes __X____   No _____

2.17 Are claims regularly made within the 60-day claim limit?

Yes __X____   No _____

Note methods used for claiming to GPO:

_____ Mail
__X__ Web Claim

What percentage of claims are filled? About 50%

2.18 Are all SuDocs classification number corrections made routinely and expeditiously?

Yes _____   No __X__   N/A _____

If no, why not?

Unfortunately, because of a lack of sufficient staffing for government documents, corrections cannot be a priority.

2.19   How is the item selection/deselection history maintained?

_____ Item Cards
__X__ Item Lister
__X__ Database File

What database file program is used?   Documents Data Miner

2.20 How does the library verify item selections?

_____ Item Cards
__X__ Item Lister
_____ Other
_____ Not verified

2.21   Is there a written procedures manual or other appropriate documentation?

Yes __X____   No _____

If yes, when was it last reviewed or revised? Spring 2007

3. Maintenance

In this section you will describe the policies and practices that your library observes to maintain the depository materials and facilitate physical access for public use.

Does a written binding policy for documents:

__X__ exist and is equal to (or better than) the general library binding policy?
Describe.
Documents housed in the journal collection follow the same binding pattern and schedule as other journals. Documents in need of professional binding or repair are handled in the same manner as other library material.

_____ exist but is inferior to library binding policy? Describe.
_____ exist but is a decision not to bind?
_____ not exist?
_____ exist but not adhered to? Describe non-adherence.

Does a written replacement policy for lost or damaged documents:
__X__ exist, and is equal to (or better than) the library's replacement policy?
When a document is reported lost from the collection, the government information librarian requests a copy of the document from another library, copies it, sends it for binding if necessary, and adds it to the collection.
If the document is lost by a patron, that patron is charged a replacement fee of 10 cents per page for a minimum of $5 plus a $10 processing fee.

_____ exist, but is inferior to the library's replacement policy?
_____ exist, but it is a decision not to replace?
_____ not exist?
_____ exist but not adhered to? Describe non-adherence.

Explain any strategies used to acquire replacement copies of depository documents, e.g., purchase from GPO, contacting agencies, "Needs & Offers" lists, etc.

The government information librarian checks the national needs and offers list as well as lists submitted by other Louisiana depositories for documents not received. This is also a good way to pick up documents that are not included in the library's item profile, but might nonetheless be of interest to clientele.

Are depository discards done in conformance with the Instructions to Depository Libraries, the law, and Regional library instructions or submitted to the Library of Congress Exchange and Gift Division?

Yes __X__   No _____

Note the response time for Regional approval.

Despite the fact that both Regional Depository Librarians in the state are new to their positions, they both have excellent support systems. Thus, response time has been very short on my offers lists and the wait for a response has not been more than a few days for a response from them.

The Regional library service for discarding is:

__X__ used regularly.

Under normal circumstances, this service is used several times a year as the collection is weeded and offers are compiled.

_____ not used because of lack of staff or time.
_____ not used because library strives for completeness.
_____ not applicable.

3.6 Are superseded publications withdrawn according to the Superseded List and "Updates to the Superseded List?"

Yes __X__   No _____

Are there retention notes on the check-in record that allow for their efficient removal?

Yes __X__   No _____

3.7 Is the depository collection protected from unlawful removal of publications?

__X__ as well as (or better than) the rest of the library's collection? State method, e.g., closed stacks, security guard, commercial book detection system, etc.

- All paper documents over 25 pages are stripped with a 3M security strip, which will set off the gate alarm in the event of attempted theft.
- CDs, DVDs, Videos, etc are kept in the reference room in locked cabinets.
- Maps are kept in unlocked cases in the reference room

3.8 Does the library consistently remove all packing materials from depository receipts, i.e.:

__Y__ plastic wrap from paper items?
__Y__ rubber bands from microfiche?
__Y__ mailing tubes from maps?

3.9 Does the library routinely update and interfile changes to its loose-leaf depository selections so the material is immediately available for patron use?

Yes __X__   No _____

What resources are allotted to this task?

This task is handled by the documents clerk or the temp worker who processes and shelves other incoming documents.

3.10 Which of the following methods are used to effectively maintain shelves, and to what extent:

	None	Minimal	Moderate	Extensive
Labeled pamphlet boxes				X
Notebooks			X	
String-tied binding	X			
Vertical file cabinets		X – Maps only		
Slotted shelves	X			

3.11 Are appropriate storage facilities in the library used to preserve depository holdings?

Microfiche metal cabinets	Yes __X__	No _____	
Maps - metal cabinets	Yes __X__	No _____	N/A _____
Map encapsulation	Yes _____	No __X__	N/A _____
Archive/"Phase" boxes	Yes _____	No __X__	
CD-ROM metal storage cabinets	Yes __X__	No _____	
Shelves braced if appropriate	Yes __X___	No _____	
Compact shelving	Yes _____	No __X___	

3.12 Indicate the classification system(s) used for all depository collections in your library and estimate percentages of documents classified in each classification system:

SuDocs	85%
Library of Congress	15%
Dewey	0%
Other	0%

3.13 What materials, e.g., microfiche, periodicals, reference, etc., are integrated into non-SuDocs classifications?

- Journals indexed in major databases are reclassed and handled by the Serials/Media department.
- Materials of value to the reference collection are reclassed for that purpose. In the event the government information librarian believes a document is relevant to the reference collection, she passes it on to the Head of Reference for a final decision.
- A few other series like the Foreign Relations of the United States and the bound Congressional Record are reclassed and shelved in the stacks primarily due to space considerations.
- No microfiche or CD-ROM's are integrated into other library collections.

3.14 Are some documents sent to another location, e.g., off site storage, reference, branch libraries, etc.?

Yes __X___   No _____

If yes, where are they housed?

- Reference books are shelved on the first floor in the reference room
- Journals are shelved on the third floor in the Serials collection
- Books in the stacks or circulating collection are shelved on the second floor

How quickly can they be retrieved?

These collections are available all the hours the library is open. Circulating items may be checked out to any patron with borrowing privileges, journals circulate to faculty for three days, and reference books do not circulate at all.

Are shelf maintenance policies established and actively followed?

Yes __X__   No _____

Inventory

1. **Who provides?** Documents clerk or temporary wages of labor employee
2. **How often?** Ongoing. The continuity of this project depends on future staffing

Shelf readings

1. **Who provides?** Documents clerk, temporary wages of labor employee, or student assistants
2. **How often?** Ongoing. High use areas are targeted for more frequent shelf reading, but the entire collection should be reviewed each year.

3.16 Are documents included in the library's major preservation and restoration activities (e.g., binding, encapsulating, materials moved to climate controlled areas)?

Yes __X__   No _____

3.17 Note any major preservation problems (e.g., excessive dust, mold, etc.) and efforts at preserving materials (e.g., spraying for insects, oiling bindings, etc.).

The U.S. Serial Set shelved on the third floor of the library is in desperate need of preservation. A couple of years ago, the government information librarian began a project to inventory this collection, assign barcodes to individual volumes and wrap them in preservation paper. Unfortunately, this project is on indefinite hold due to a shortage of staff.

3.18 Does the library have a response plan for disasters?

Yes _____   No __X__

At this time the library does not have a comprehensive response plan for disaster as it relates to the physical collection.

4. Human Resources

In this section describe staffing levels and responsibilities for the depository collection.

4.1   Has a person been designated to coordinate depository activities?

Yes __X__ No _____

Is this position currently filled?	Yes __X__ No _____
Documents librarian has been in position since	1997
Documents coordinator's education:	MLS 1991
To whom does this person report?	Head of Reference
Hours on reference desk per week:	Approximately 20
Hours spent on depository responsibilities:	Approximately 5 to 10

Does the coordinator also have responsibilities in areas other than Federal Documents?

Yes __X___   No _____

If so, what are the duties and how many hours weekly are devoted to these duties?

Other library and university obligations include meetings, committee work, library instruction, and work on non-documents related projects. The government information librarian also serves as LOUIS Systems Administrator, which can take up to 15 hours per week.

4.2 Is there a Documents assistant(s)?

Yes __X__   No _____

Is this position currently filled?

Yes _____   No __X___

This position is currently staffed with a part-time temporary wages of labor position, which must be renewed each semester.

4.3 Number of FTE staff devoted to depository operations based on a 40-hour work week:

Librarians __1___   Support staff _____ Other (students, volunteers, etc.) __.625___

4.4 Is the depository operation an independently administered unit?

Yes _____   No __X__

If "No," with which area(s) is documents associated?

_____ Acquisitions
_____ Administration
_____ Cataloging
__X__ Reference
_____ Special Collections

_____ Subject Collection (e.g., social sciences)
_____ Other (specify)

4.5 Is there sufficient staff to address basic depository responsibilities?

Yes _____   No __X__

If not, what duties are not being performed and how would a desired increase in staffing aid the depository operation?

Due to the fact that the documents clerk position has been vacant for over 2 years, the Serial Set reclamation project has been put on indefinite hold and corrections have not been made since 2005. Luckily, a temporary worker has been hired for 25 hours a week who is able to handle the processing of new documents and is assisting with the inventory.

In addition to documents related tasks, the documents clerk is the primary backup for reference, and works one night per week and occasional weekends in the circulation department.

4.6 Has depository and/or library staff been cross-trained so that any staff member, if necessary, can do depository technical processing, etc.?

Yes _____   No __X__

Describe on-going efforts to inform public service staff about depository publications, electronic media or related issues affecting service to the depository collection.

As a part of the small reference staff, the Government Documents Librarian is able to discuss depository issues directly with colleagues and the library director. The reference staff reviews all documents reclassed for reference are reviewed by the reference staff, along with all other new reference acquisitions as they are added to the collection.

Last year the Government Documents Librarian implemented a "What's New in Government Documents" shelving area just inside the government documents reading room, where new documents are displayed for the benefit of library staff and patrons.
Government information users' guides are included with others on the library web page.

4.8 How does the library administration support professional or para-professional staff training, workshops or depository-related meetings?

Travel money is available to both faculty and staff so that everyone can attend at least one local/state-wide meeting or conference.

4.9 Do depository staff members regularly participate in the following activities?

Local depository group LFDLC	Yes __X__	No _____
State GODORT	Yes __X__	No _____
ALA GODORT	Yes __X__	No _____
GPO Interagency Seminar	Yes _____	No __X__
GPO Federal Depository Conference	Yes _____	No __X__
AALL (American Association of Law Libraries)	Yes _____	No __X__

4.10 Noteworthy accomplishments of the documents staff (e.g., conference speaker, committee chair, publications):

- ACRL-LA Conference Chair – 2002
- Article "Everything I Need to Know I Learned from the Census" for Southeastern Librarian – 1999
- Article "Government Information on the Internet" for Louisiana Libraries – 2000
- Article "Is There a Next For Reference Librarians?" with Abbie Landry, Linda Cox, and Fleming Thomas for Southeastern Librarian – 2003
- Article "Preservation of the United States Serial Set of Less than One Dollar Per Volume: Practical Advice from a Project in Progress" for Louisiana Libraries – 2003
- Guest speaker for local high school Civics class – 1998
- LLA GODORT
  - Secretary 1999
  - Second Vice Chair 2000
  - Vice-Chair/Chair Elect 2004-2005
  - Chair 2005-2006
- Louisiana Federal Depository Council member – 2001-2002, 2006-2008 (Secretary)
- Planning Committee for the 5th Kate Chopin Conference – 1999
- Presentation "Design and Dispersal of Users' Guides in Watson Library" to LLA – 2002
- Presentation "Government Information Resources for Students and Teachers" with Donna Vavrek for LLA – 2004
- Presentation "Government Information Resources for Students and Teachers" with Donna Vavrek and Mike Landry for LLA – 2005
- Presentation "Less Terror in Tenure" with Abbie Landry and Linda Cox to ACRL-LA – 1998
- Presentation "Making Government Information Accessible" with Howard Coy for LASSAL – 2007
- Presentation "Researching Louisiana's Ghosts and Haunted Places" to Louisiana Folklore Society – 2002

5. Physical Facilities

In this section describe the library building and its equipment associated with the U.S. depository collection.

1) Indicate which of the following are used in the library:

__X__ open stacks
_____ closed stacks
_____ compact shelving
_____ vertical file cabinets
_____ on-site or off-site storage

5.2 Does the library have sufficient shelf, file, and cabinet space to properly house existing depository documents holdings?

Yes __X__   No _____

5.3 Assuming continuation of present growth rates, give your best estimate of the depository's growth space, for the following formats (in years):

Paper   10
Microfiche   10
Maps   5
CD-ROM   10

5.4 Does the library meet the requirements for "Public Access to Electronic Information Provided Through Federal Depository Libraries" as announced in Administrative Notes, v. 17, #7, May 15, 1996?

Yes __X__   No _____

5.5 Using the following list as a guide describe the computer equipment available to access the FDLP electronic collection:

Staff personal computers

 The documents librarian has a Dell Latitude laptop (Windows XP Professional) with docking station and monitor, and an HP LaserJet 2200D printer
The documents clerk has an older Dell desktop computer (Windows 2000 Professional) and an HP LaserJet 2200D printer. This computer needs to be replaced with (if?) the documents clerk position is filled.

Does the public have unmediated access to the Internet and CDs?

Yes _____   No __X__

The public has unmediated access to the Internet, but CDs and DVDs are kept in a locked cabinet and must be retrieved by reference staff.

Specify equipment dedicated for depository CD-ROMs and on-line services and describe work station configurations.

The library has one PC workstation and one iMac reserved for use with online and electronic government information.

The PC workstation is connected to the Internet and meets the current minimum standards for workstations in terms of hardware and software. The government information librarian keeps a small stash of CD-Rs in her office for use by patrons who need to copy or download information from the Internet or a CD-ROM. This workstation is connected to a high-speed networked printer.

The iMac is not hooked up to either the Internet or the printer, but is reserved to run a few CDs that are Mac compatible.

Have you used FDLP "Recommended Specifications for Public Access Work Stations in Federal Depository Libraries?"

Yes __X__   No _____

List other equipment that supports the depository collection, such as microfiche readers and reader/printers, photocopiers:

- o   Microfiche reader in the government documents reading room
- o   Microfiche reader/printers in the Serials/Media department on the third floor. There is no charge for printing from microfiche.
- o   Public photocopiers on the first and third floors of the library.
- o   Photocopying services for students in the computer lab on the first floor.
- o   Wireless Internet in the library for University affiliates.

5.6 Does the library have a strategic plan for acquiring computer equipment?

Yes __X__   No _____

If yes, explain. The library has a technology plan that is regularly reviewed and updated.

If yes, will acquired equipment meet the latest recommended specifications for public access work stations?

Yes __X__   No _____

Are there stable funding sources for?

Computer upgrades? Yes _____   No __X__
Printers?   Yes _____   No __X__

What software is available on public access work stations?

__X__ browser (What brand?)   Internet Explorer
__X__ word processor   MS Office 2000
            __X__ Adobe Acrobat reader
            __X__ fire wall

All institutions are required by law to work towards full ADA compliance. Is there handicapped access to all portions of depository collections that are in public areas, including:

__X__ ramp(s) or flat entrances into the library?
__X__ elevators to all floors housing depository collections?
__X__ stack-aisle widths in public areas at least 36″ wide?
__X__ computer workstations and carrels?
_____ Equipment with assistive technologies for the physically challenged?

5.10 Is there sufficient work space for depository library staff in a non-public area?

Yes __X__   No _____

5.11 Is patron work space for using the depository collection usually available?

Yes __X__   No _____

5.12 Are depository operations situated in an environment that facilitates access to and usage of depository resources, in that it is well lighted, climate controlled, ventilated, neat, and clean?

Yes __X__   No _____

5.13 List any new physical facilities affecting depository operations since the last on-site inspection, including those under construction, or planned for construction. For future projects, note estimated start and completion dates. Describe how these new facilities have affected or will affect depository operations.

- The documents reading room received a fresh coat of paint a couple of years ago.
- Additional lighting has been requested.
- The reference desk is scheduled for renovation and will be ADA compliant.
- The circulation desk was recently renovated and made ADA compliant

Indicate which safety mechanisms are permanently installed and fully functioning to protect the depository collection:

_____ smoke detectors
_____ heat detectors
_____ overhead sprinklers

5.15 Describe all types and locations of signs, e.g., library-produced and GPO posters, signs, displays, floor directories, etc., that highlight and direct patrons to depository collections.

- Depository stickers on the entrance to the library
- First floor directory
- Depository shield in outer lobby
- Depository shield beside documents reading room
- Government documents sign above reading room door
- Library produced signs for new documents display and users' guides
- GPO posters in the documents reading room – SuDocs class number list
- Library produced signs to designate workstations reserved for use with government information

- Depository stickers on government information librarian's office and processing area
- Depository shield in window of processing area

5.16 Can a patron unfamiliar with the library easily locate the documents area or documents help desk?

Yes

6. Public Service

In this section describe how the library delivers Government information to users.

6.1 Is free and unrestricted access to all depository resources provided to the general public?

Yes __X____   No _____

6.2 Explain any restrictions on access to the depository collection

CDs, DVDs, and VHS tapes are kept in locked cabinets in the reference room. If a patron wants to use one of these materials, they have to ask the reference librarian on duty. If a patron wants to check one of these items out, they must consult with the government information librarian.

Reference librarians also inform patrons of the generic login used to access the workstation reserved for use with government information.

6.3 How many hours per week is the library open?

> 80 during regular semesters
> 64 during summer school
> 40 when school is not in session

6.4 How many hours per week is the library's central reference desk staffed?

> The reference desk is staffed all the hours the library is open

6.5 If there is a separate service desk for documents, how many hours per week is it staffed?

> There is no separate service desk for documents.

6.6 Does your library have a written access policy for the depository collection that is consistent with current practice?

Yes __X____   No _____

6.7 Does the library have a written policy for Internet use that is consistent with GPO guidelines in Administrative Notes, January 15, 1999?

Yes __X__   No _____

6.8 Are written public service guidelines for Government information in electronic formats in place following those published in Administrative Notes, September 15, 1998?

Yes __X__   No _____

6.9 Does the library have any policies and, especially, does it post any signs that may have a "chilling effect" or could be misunderstood by anyone not familiar with the library?

Yes _____   No __X__

6.10 Is the depository emblem posted on or near all entrance doors of the library and selective housing site(s), if applicable?

Yes __X__   No _____

6.11 Does the library offer comparable reference and other services to the "general public" as well as to its primary users (faculty, students, etc.)?

Yes __X__   No _____

All patrons with legitimate information needs are offered the best reference service possible.

Describe how the library provides reference services for documents:

_____ A separate reference desk for documents
__X__ A combined desk for general reference and documents reference
_____ Multiple subject department reference desk including documents
_____ Other

6.13 Describe levels of expertise of those providing reference services with the depository collection.

All reference librarian can provide basic assistance with government documents, however more complex questions and other problems are referred to the government information librarian. All reference librarians hold MLS or equivalent degrees and have varying levels of familiarity with government information.

6.14 Describe any depository cataloging efforts to enhance access.

Are Federal Government Internet sites included in the library's on-line catalog?   Yes
If there is an on-line catalog is it networked with other libraries?   Yes

Note any other libraries on the network that are depositories.

- Louisiana Tech University
- Loyola University New Orleans
- LSU
- LSU Law Center Library
- LSU Shreveport
- LSU-Eunice
- McNeese State University
- Nicholls State University
- Southeastern Louisiana University
- Southern University Law Library
- Southern University New Orleans
- Southern University Shreveport
- State Library of Louisiana
- Tulane University

- Tulane University School of Law Library
- University of Louisiana at Lafayette
- University of Louisiana at Monroe
- University of New Orleans

Does the library's on-line catalog have dial-in or Internet access?

Yes

Is the catalog a shared database with other libraries?

The primary catalog is for the holdings of Northwestern State University libraries only. However the libraries also have access to a union catalog that includes all LOUIS consortium libraries and member libraries' catalogs may be searched individually.

6.15 Circulation of documents is not required. However, for information purposes indicate which documents may or may not circulate. Explain how a public patron can borrow documents from the library.

Circulate to:	Primary Clientele		Public	
	Yes	No	Yes	No
Paper	X		X	
Microfiche		X		X
CDs	X			X
Maps		X		X

6.16 What is the level of staff knowledge of area depositories to make informed referrals? To what other depositories and for what types of depository materials do staff most often refer users?

With the ability to search all depository libraries' catalogs online, it is possible to determine which library owns a document or documents that a patron needs, thus making specific referrals easy. Librarians usually suggest to patrons that they order needed documents through Interlibrary Loan rather than to make an unnecessary road trip.

For in depth assistance with legal research, patrons are referred to the state law library, and for other government information reference needs, the Regional Depository library at Louisiana Tech is contracted on behalf of the patron.

What union lists, directories, or area networks are used to make referrals?

- LOUIS Union Catalog
- LOUIS Library Catalogs
- State Library Online Catalog
- Public Library Online Catalogs

6.17 Describe the library's promotional activities for the depository collection and services.

- Library Web page
- Signs in the library

- New documents displays
- Other displays featuring government documents
- Library users' guides
- Library instruction when applicable

6.18   Does the library have a Web home page?

Yes __X__   No _____

Does it provide links to GPO Access?

Yes __X__   No _____

To the FDLP Electronic Collection?

Yes __X__   No _____

7. Cooperative Efforts

In this section describe how the library works with GPO and other depository libraries to ensure the effective functioning of the Federal Depository Library Program.

7.1 How does the depository staff stay knowledgeable of GPO's current guides and manuals?

- Administrative Notes
- Bayoudoc
- DocTech-L
- FDLP Website
- GOVDOC-L
- GPO-FDLP-L

7.2 Administrative Notes is routed to: Government Information Staff

7.3 Technical Supplement is routed to: Government Information Staff

7.4 Describe the library's cooperative efforts with other depositories and GPO on the local, state, and national level.

Local

- Cooperation with Vernon Parish Library on reference and collection development
- The local public library often refers government information/law related questions to us

State

- Cooperation with Regional Depositories at LaTech and LSU-BR
- State-wide Needs and Offers
- Louisiana Federal Depository Library Council
- Bayoudoc listserv
- Louisiana Library Association GODORT section

National

- GOVDOC-L
- GPO-FDLP-L
- DocTech-L
- National Needs and Offers
- Ordering promotional materials from the FDLP website

7.5 Describe cooperation with the Regional library.

The Government Documents librarian often consults with the Regional Depository librarian via phone and e-mail. If a patron needs assistance or access to a collection Watson Library can not provide, the librarian will contact the Regional on behalf of the patron to make sure they receive the assistance.

The government docs librarian also sends regular offers lists to both regional and state depositories and fills their needs as quickly as possible.

7.6 Note any depository-specific projects, such as state plans, union lists etc.

There is a Plan for Federal Depository Libraries in Louisiana that was revised in 2001. This plan is available online here - http://www.lib.lsu.edu/govdocs/laplan2.html. (Folder # 52)

While it is not depository-specific, there is a Union catalog that provides access to most depository libraries' catalogs.

7.7 Is there a local documents group (give group names, acronyms, frequency of meetings, name of newsletter, if any).

The Louisiana Federal Depository Library Council (LFDLC) meets twice yearly – once in May and once in November.

7.8 Does the library borrow documents from other libraries for library users?

Yes __X____   No _____

7.9 Does the library lend depository documents if requested, either originals or photocopies, on interlibrary loan?

Yes __X____   No _____

Note any exceptions – Documents reclassed for reference or the Louisiana collection are not available for loan. These documents, along with those in the journal collection, may be photocopied in accordance with ILL policies.

7.10 Note any cooperation through electronic discussion lists (e.g., state discussion groups, GOVDOC-L, MAPS-L, LAW-LIB, FEDREF-L, REGIONAL-L, DOCTECH-L, etc.).

The government information librarian subscribes to GOVDOC-L, DOCTECH-L, GPO-FDLP-L and Bayoudoc (the listserv for government information in Louisiana).

7.11 Has this depository assisted or volunteered to help GPO with special projects recently?

Yes _____   No __X__

7.12 Is the depository partnering with a Federal agency and GPO to produce permanent public access to electronic Government information?

Yes _____   No __X__

7.13 Does depository staff assist members of the general public in borrowing documents from a Regional or another library by:

Doing ILL transactions for general public patrons?

Yes _____   No __X__

However, this service is offered through the Natchitoches Parish library

Giving citation, referring to public library to complete ILL?

Yes __X__   No _____

7.14 Describe how you most often communicate with other depository librarians (e.g., meetings, GOVDOC-L, state electronic discussion group, phone):

- Electronic discussion through listservs and private e-mails
- Meetings of state groups
- Phone
- Visits to other depository libraries

7.15 If a problem/question arises with depository operations or depository receipts, who is consulted and by what means (e.g., askLPS, Regional librarian, GPO, GOVDOC-L, state electronic discussion group)?

- GOVDOC-L
- Regional librarian
- Shipping list service
- State discussion group

What problems have been addressed?

- The most common problems are incorrect SuDocs numbers and nonreceipt of documents or shipping lists.
- In the case of incorrect or ambiguous SuDocs numbers, someone else has usually already discovered the problem and posted the solution on GOVDOC-L or DOCTECH-L.
- I get missing shipping lists (usually for separate shipments) from the Shipping Lister.
- Although documents are claimed that do not arrive, GPO only rarely fills these claims. When possible, these items are picked up from other depository libraries' offers lists.

How often are outside resources used?

_____ frequently
__X__ occasionally
_____ never

Summary

1. Discuss accomplishments the depository has made since its last inspection.

Since the last inspection in 1999, the library has followed the trend and shifted collection development efforts to building a more comprehensive electronic collection. However, the paper collection is still important and regularly used, so efforts have stepped up to keep the collection in good order through shelf reading and regular weeding. In addition to these efforts, an inventory of the collection is underway, which should be finished by the end of 2008 if staffing permits.

Also, the Government Documents librarian continued her efforts to make government information a more integral part of library collections and services. She works closely with many classes that use government information in their curricula, and she encourages all patrons to use government documents in various formats when applicable.

Government information is more visible in the library through the inclusion of related users' guides on the library web page and an updated and revised government information web page.

2. Discuss how current and projected library budgets may affect the depository operation.

The main concern is staffing. The government documents Library Specialist position has been vacant since November 2005, and it is no longer in the budget. Because of this, the library is no longer in compliance with GPO regulations. Temporary workers who are funded on a semester-to-semester basis are assisting the department and the money could run out at any time. Because there is no library book budget, the library is unable to buy government information-related items produced by private publishers, and there is no hope of adding additional indices or finding aids.

3. Indicate projects the library is engaged in or plans which will affect the depository operation.

There are plans to renovate the general reference desk, which will affect all public service on the first floor of the library.

Additional lighting has been requested for the government documents reading room, but it has not been installed yet.

4. Note any subjective comments about the general direction and progression of the library's depository operation.

Like many depository libraries, this library is concerned with the switch to a wholly electronic depository and the reduction in direct contact with patrons this necessitates. A philosophical understanding of this problem is not sufficient to fix it, however, and to some extent the library is constrained by university policies.
Aside from library instruction and some web development, many avenues of reaching the public are off limits including blogs, wikis, Myspace, etc. This is particularly frustrating when one looks around the state and the country and sees other libraries using these venues to promote their services and contribute to the profession.

5. Add any comments or information that has not been addressed.
Despite the hurdles it faces with budget, staffing, and university policies, Watson Library is proud to be part of the Federal Depository Library Program. Through materials and resources provided by the FDLP, the library provides a valuable service to the University community and the general public.

The library looks forward to enhancing programs and services as funds become to do so.

List appropriate items that will be beneficial to the library inspector evaluating your depository operation.

Biennial Survey from 2007
Government Documents Processing Manual
Government Information Web Page
Job Description of Documents Clerk

Policies

Access Policy for Federal Government Information
Circulation of Federal Government Documents
Collection Development Policy for Federal Government Information
Internet Use Policy for Federal Government Information
Public Service Guidelines for Electronic Government Information

Users' Guides

Census of Population and Housing
Congressional Record
Government Documents Finding Tools
Government Websites for Kids and Teachers
Economic Census
Legislative Process
Making Government Information Accessible
Citations to Documents

Citations to Documents

1. Collection Development
Instructions to Depository Libraries, Chapter 2
Federal Depository Library Manual, Chapters 2-4, and Appendix A & B
Federal Depository Library Manual Supplement
Federal Depository Library Manual Supplement 2, Section 3
Administrative Notes, v. 20, #9, May 15, 1999, pp. 2-6

2. Bibliographic Control
Instructions to Depository Libraries, Chapter 3
Administrative Notes, v. 16, #17, Dec. 15, 1995, pp. 15-16
Administrative Notes Technical Supplement
Federal Depository Library Manual, Chapter 5
Federal Depository Library Manual Supplement 2, Section 4

3. Maintenance
Title 44, U.S.C. Sections 1907, 1909, 1911-1912, and 1915
Instructions to Depository Libraries, Chapter 4
Administrative Notes Technical Supplement
Federal Depository Library Manual, Chapter 6
Federal Depository Library Manual Supplement, Section 9
Federal Depository Library Manual Supplement 2, Section 5
Superseded List

4. Human Resources
Federal Depository Library Manual Supplement 2, Section 6
Instructions to Depository Libraries, Chapter 5

5. Physical Facilities
Title 44, U.S.C. Section 1909
Instructions to Depository Libraries, Chapter 6
Administrative Notes, v. 17, #7, May 15, 1996, pp. 5-8 and v. 17, #8, June 15, 1996, pp. 14-15, and annual revisions
Federal Depository Library Manual, Chapter 6
Federal Depository Library Manual Supplement 2, Section 7

6. Public Service
Title 44, U.S.C. Sections 1909, 1911, 1916
Instructions to Depository Libraries, Chapter 7
Federal Depository Library Manual, Chapter 7
Federal Depository Library Manual Supplement, Section 10
Federal Depository Library Manual Supplement 2, Section 8

Administrative Notes, v. 20, #2, January 15, 1999, pp. 1-2 and v. 19 #11, Sept. 15, 1998, pp. 5-6

7. Cooperative Efforts
Instructions to Depository Libraries, Chapter 8
Federal Depository Library Manual Supplement, Section 7
Federal Depository Library Manual Supplement 2, Section 9

8. Regional Services
Title 44 U.S.C. Sections 1911-1912

Instructions to Depository Libraries, Chapter 9
Federal Depository Library Manual Supplement 2, Section 10
Administrative Notes, v. 20, #9, May 15, 1999, pp. 2-6

Appendix # 7: Letter from the Library Council

February 19, 2008
Dr. Thomas Hanson
Provost and Vice President of Academic Affairs

Dear Dr. Hanson:

The members of the Library Council believe that the libraries of Northwestern State University should receive at least an additional $100,000 funding for new monograph purchases.

NSU's libraries are integral to the mission of the University and its constituent parts. Despite this imperative, new book acquisitions are dramatically under funded for FY08. Internet access and the databases available through Watson Library's web site are helpful but limited. They do not represent the full range of information and commentary available—especially scholarly information and commentary.

A number of units of the university are currently going through the reaccreditation process; the members of the Library Council are concerned that the inadequacy of the print collection, especially in disciplines working through reaccreditation, might jeopardize the desired result. Representatives of accrediting agencies have commented on the lack of crucial and recent books in various fields. The availability of print material also permits students to explore material in ways not possible through electronic sources.

Considering the major windfall funding received by Northwestern this past year, the members of the Library Council urge that money be allocated to purchase new books.

Thank you for your attention.

Sincerely yours,

The Library Council Faculty Members:
William Brent, Claton Chandler, Nancy Curry, Walter Flomer, Darrell Fry, Philip Kidd, Gail Kwak, Samuel Marshall, Helaine Razovsky, Frank Schicketanz & Kathleen Smith

cc: Dr. Randall Webb, President
    Dr. Steve Horton, Associate Provost & Dean of Graduate Studies and Research
    Mr. Fleming Thomas, Director of Libraries

Appendix # 8: Addendum

The Watson Library's Self-Study had the termination date of December 2009. The document has been revised, tabled, resurrected, and revised again with a new submission date of October 15, 2009. Since that time the following changes has occurred:

Staffing:

- Shelly Burns, reference and technical processes has left university employ and Elizabeth Graves was hired January 2009 as her replacement.
- Michael Matthews assumed the position of Head of Serials/Media following the retirement of Linda Cox.
- Fleming Thomas, director of libraries, died, August 2009 and Abbie Landry, former head of reference is now the director.
- Gail Kwak, reference and government information is the new head of reference.
- Diane Holman relocated from Technical Processes to Reference with no change in job description.
- Reference at this time has no full time librarians and three vacancies.
- None of the other vacant positions mentioned in this report have been filled.

Budget:

- In December 2008, a drastic statewide budget cut was implemented and Watson Library was forced to cancel all continuations and direct orders.
- The budget for fiscal year 2009-2010 required cancelling 42% of the print serial subscription and almost all institutional memberships.
- With very few exceptions all microfilm has been cancelled and binding has been postponed again.
- No money for no books or no equipment was allocated in the budget.

Results of Staffing reductions and budget cuts:

- Watson Library, Natchitoches campus is closing on Saturdays reducing the weekly hours from 80 to 73.
- The Serials Media center is closed from 5:00pm to 10:00pm Wednesday nights.
- Only essentials in supplies will be ordered.
- If any computer ceases to function, no backups or money for repairs or replacement is available
- No travel money is available so the participant must pay for any attendance at conferences or professional meetings.
- Janitorial services are extremely limited and formerly free services such as shampooing carpets must now be paid for by the department.

Assessment: (note – reference from page 27/ Folder # 11A
http://library.nsula.edu/assets/self-study-documents/2008-NSUFacultySurveyZoomerang.pdf
http://library.nsula.edu/assets/self-study-documents/2008-Report-on-Library-Surveys-Faculty-Fall-Semester.pdf
http://library.nsula.edu/assets/self-study-documents/2008-NSUStudentSurveyZoomerang.pdf
http://library.nsula.edu/assets/self-study-documents/2008-Report-on-Library-Student-Survey-of-Northwestern-State-University-of-Louisiana-from-Fall-Semester.pdf)

- Fall 2008 the library planning and evaluation committee worked with university assessment office to distribute survey electronically to faculty and students
- 116 out of 8848 students responded
- 227 out of 634 faculty responded