

# **Report for Lock Haven University of Pennsylvania Libraries for 2006/2007**

**PROGRAM: LIBRARY  
DIVISION/UNIT: ACADEMIC AFFAIRS  
LOCK HAVEN UNIVERSITY OF PENNSYLVANIA  
PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION**

**Non-Academic Program Report  
*Board of Governors Policy 1986-04-A***

**DATE OF LAST MAJOR REVIEW: 1999/2000**

Chair:	Jamie Foor
External Review Team Members:	Albert Jones, Janet Irons, Wendell Barbour (Dean of Library & Learning Services, Greenwood Library, Longwood University)
Campus Review Team Members:	Brenda Corman, Tara Fulton, Stephanie Kulas, Chulapol Thanomsing, Elsa Winch

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## Goals Set During Last Review and Progress in Meeting Those Goals

The following represents goals set from the 1999 program review and the library's progress in meeting those goals. Goals were identified in 3 main areas: (a) Resource selection, collection, development, and evaluation, (b) funding, and (c) library use. A section listing additional accomplishments is also included.

### **Resource selection, collection development, and evaluation:**

1. *Develop and implement a plan for comprehensive collection assessment.*
  - In 2006 the library purchased a subscription to the OCLC Collection Analysis database in order to conduct a comprehensive collection assessment.
  - Significant weeding of major portions of the collections.
    - A total of 38,364 volumes have been weeded since 2000.
    - Weeded 5,000 bound periodical volumes since 2004/05.
2. *Revise the Stevenson Library Collection Development Policy. Revise and incorporate the current policies for periodicals, gifts, and discarding.*
  - The current Stevenson Library Collection Development Policy was completed in January 2005. (See Appendix A, p. 18)
    - This policy represents the first comprehensive collection development policy for Stevenson Library.
    - The policy covers all special collections including reference, periodicals, children's/curriculum, electronic collections, archival material, gifts, and discards.
3. *Complete the Continuous Improvement study of audiovisual resources and services and implement recommendations.*
  - In the spring 2003 the University's Learning Resource Center was moved to Stevenson Library and a new Media Services Center was created.
  - A new Media Services Librarian position was redefined in 2004.
  - The media services center has an annual budget of \$15,000 for materials and \$20,000 for equipment, as well as \$12,000 for supplies, staff development, and other operating expenses.
  - Several new services have been added:
    - Feature Film DVD Collection
    - High-end computers and software for audio/visual and web editing
    - Digital camcorders
    - Poster Printer
    - Circulation of assistive & other educational technologies
    - Die-Cut Press Machine
    - Color Printing

4. *Complete the assessment of needs for the children's collections and implement recommendations.*

User satisfaction surveys were conducted in the Fall 2000 and Spring 2005 semesters. The results of these surveys identified the following needs:

- Up-to-date curriculum & children's literature materials.
- An easier system for locating materials.
- Computers available in the Children's/Curriculum Library.

Since the 2002/03 academic year, over 10,000 curriculum and literature volumes have been weeded from the area. Also since this time, approximately \$30,000 has been allocated towards purchasing children's curriculum and literature materials. Other changes include:

- In the Fall 2002 semester an Education Librarian was hired to coordinate the children's/curriculum library.
- The children's/curriculum library was re-modeled in 2003 and included new carpeting, paint, signage, and shelves.
- Improved access to materials by separating the 4 major collections, adding more signage, and re-labeling of call numbers from the cover of the books to the spine.
- Addition of 4 computers and smart board.

5. *Establish consistent budgeting for the purchase of new materials in all formats.*

- Allocated funds for book purchases to the liaison librarian for each of the academic departments
- Librarian collection development coordinators were assigned to media, electronic resources, reference, and monographic collections to ensure across-discipline equity.
- Special allocations have been made for accreditation and new program needs.

## **Funding**

1. *Work with the University Foundation personnel to seek donations to the libraries.*

- Phone-a-thon in March 2007 to selected categories of potential donors.
- Annual letter to donors resulted in an endowment fund of \$40,000.
- Established library priority list for fundraising activities.
- Library was one of the options for donation in the 2002/03 Capital Campaign.

2. *Review all current expenditures to ensure that priority needs are funded.*

- Library budgets in periodicals, standing orders, and microforms were substantially reallocated since the last review resulting in more budget allocations for books, electronic resources, and media. (See Appendix C, p. 50)

3. *Actively participate in campus curricular planning to ensure that needed funds are allocated for new program acquisitions.*

- By state system mandate, new program proposals must now include a funding plan for library materials.
- Librarians sit on curricular committees: University Wide Curriculum Committee, Graduate Curriculum Committee, General Education Curriculum Sub-Committee.

## **Library Use**

1. *Review all library use statistics to ensure their usefulness in evaluating and improving services.*
  - A Data Management Task Force was created in 2001/02 to review, evaluate, and recommend all library data that is collected.
    - Made sure our data category definitions were consistent with professional library standards.
2. *Develop statistical measures for evaluating the usefulness of electronic resources.*
  - Database vendor statistics are now collated and used to evaluate the value of individual library databases.

## **Additional Accomplishments**

1. Establish library liaison model to ensure involvement of classroom faculty in collection development and library instruction.
  - Assigned faculty librarians to be a liaison to each academic department.
  - Created two new faculty librarian positions based on academic program needs.
    - Education Librarian and Health Sciences Librarian.
2. Facilities
  - Stevenson Library 1<sup>st</sup> floor remodeling in 2001.
    - Improved Circulation and Reference service points.
    - Open access to periodicals.
    - Additional public access computers.
    - Created Smart classroom with laptops for library instruction.
    - Created 24-hour study area that includes wireless internet access, group study and whiteboards, and a photocopier.
    - New furnishings to accommodate group work as well as individual study.
    - Upgraded lighting, signage, and aesthetics of the main floor.
  - Lounge areas were created on all floors of Stevenson Library in 2000/01.
  - Wireless networking available throughout most of the library building.
3. Access to Library Material
  - Added new patron-initiated ILL services: UBorrow, E-Z Borrow, and ILLiad.
  - Instituted electronic reserve system in 2002.
  - In 2004/05 the library website was transformed from an html to database-driven structure.
  - The Library's website is continually upgraded and currently provides students and faculty with useful information such as: subject-based study guides, library forms, library newsletters, and media holdings.
  - Access to journals has greatly improved as print publications are supplemented by a much larger collection of electronic journals that are available at any place and any time.

- Implemented open URL resolver (ArticleLinker) to link from indexing to full-text articles.
- Implemented Serials Solution (LHU Journal Finder) to provide online access and listing of our full-text journal collections.
- Purchased WebFeat a federated search engine.
- Added archival journal databases JSTOR and MUSE.
- In 2004/05 library catalog author and subject headings were standardized in a KLN authority records project.
- In 2005 began offering free microform scanning services.
- In 2005/06 Praeco Yearbooks were digitized.

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## **Mission Centrality**

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The mission of the Lock Haven University Libraries is to provide bibliographical, physical, intellectual, and technological access to knowledge and information that supports and enriches the educational program and curricular needs of the campuses. We seek to ensure that Lock Haven University students graduate prepared for the 21<sup>st</sup> century, able to effectively locate, organize, evaluate, synthesize, and apply information to enhance their careers and their lives as citizens of the Commonwealth, the nation, and the world.

The library's mission statement was revised September 2005 by the Dean of Library and Information Services with the input of library personnel and the LHU Deans Council. The revised vision statement reflected changes in library structure and services.

The library director position was changed to the level of a dean in 2001. As a result, the library dean serves on the Deans Council, which integrates the library programs and services into university program planning and fosters communication. Librarians have faculty status and participate as faculty in university governance. The library liaison program supports frequent communication among librarians and faculty, which adds to the library's centrality to the academic mission. The new library mission statement is consistent with ACRL standards for information literacy. Information literacy is one of the cornerstones of the Middle States accreditation, and has been integrated as a requirement in LHU's general education curriculum. Librarians partner with faculty to develop information literacy skills of students as a core aspect of our mission

The University strategic plan for 2003-2008 articulated the means to achieve the LHU mission. The library participated in the creation of the Academic Affairs plan. Goals to increase the library's electronic resources, to initiate digitization projects, and to develop a media services area are currently in process or completed. The goal of a new or renovated building to create a true information center was identified as a priority, but resources to achieve that goal may not be available for another ten years. Limited resources require that the librarians focus on collecting materials that directly support the undergraduate curriculum. To date, there have not been sufficient resources allocated to meet graduate student needs.

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## **Environmental Scan**

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The Lock Haven University of Pennsylvania Libraries operate within an environment of constant change. The transition from a print-only environment to a mixed print and electronic environment has presented both challenges and opportunities. The Worldwide Web and advances in information technology have enabled online access to high quality information in electronic books and journals. Collaborative software on the Internet enables rapid resource sharing of print materials. Libraries are moving from a model of ownership to one of access.

Online corporations such as Google, Amazon, Yahoo, and MSN are changing the way that everyone thinks about information. Search engines quickly search billions of web pages and but their results vary greatly in their relevance and reliability. Information literacy skills are more valuable than ever for both academic work and life-long learning. Librarians need to create connections from external resources such as course management systems and commercial web search engines into their local collections.

Social software on the Web, such as blogs, wikis, and Facebook, has created a new set of expectations for interactivity. Students expect to have access to library information at all times. They expect to receive answers to their questions at all hours. Issues such as web usability and information architecture are becoming critical to our efforts to guide students to high quality information resources. Regular collaboration with faculty and provision of library instruction further support student knowledge of and use of the library's online, print, and media resources.

As library collections and services have changed, the demand on the physical structure that houses them has changed. Wireless internet access and electrical outlets and a variety of user spaces for individual quiet study and for group projects are needed.

The rapid change in information resources and in student expectations requires a highly educated, flexible, creative library staff to meet the changing needs and expectations. Recruitment, retention, and ongoing professional development of library staff are crucial to the library's success.

Locally, the library is influenced by the University's mission and goals. Presidential initiatives include an emphasis on the use of technology both in the classroom and through distance education. A student technology initiative will require every incoming freshman in fall 2007 to have a laptop computer. New requirements for program accreditation and assessment also impact library collections. New graduate programs and the ongoing development of programs at the Clearfield Campus require new library resources.

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## **Demand: Number and Characteristics of Students Served**

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Lock Haven University has experienced a tremendous period of growth during the past 7 years. Several new undergraduate and graduate programs have been added and an emphasis on providing distance education has been a priority.

Enrollment in the Fall 2000 semester, at both the Lock Haven and Clearfield Campus, was 3,945 students and in the Fall 2006 semester enrollment at both campuses was 4,890 undergrad students and 285 graduate students for a total of 5,175. Approximately half of the students at LHU major in an education or health related degree program.

58% of the undergraduate student population are female while 69% of the graduate population is female. Minority students represent 7.5% of the undergraduate student population.

The libraries also serve faculty, staff, and community populations at LHU. There are currently 282 faculty and 318 staff at LHU and the library has 1,000 registered community patron accounts.

## **Program Organization**

### **Structure**

Since the last program review, the Lock Haven University Libraries have adopted a team-based management model with the purpose of improving library services. Led by the Dean of Library and Information Services, small working groups of library faculty and support staff manage their own goals and agenda to help the library more effectively achieve the University's academic mission (See Appendix E for Organizational Charts and Personnel Chart, p. 62). In 2003 Ms. Maureen Sullivan, a highly respected consultant in library organization development, assisted in the process.

In this model, there are teams of library staff and faculty from various functional areas to coordinate initiatives in media, technical services, access services, and archives. Each year, a library-wide planning retreat is scheduled at the start of each academic year. These retreats review the initiatives of the University mission as they impact the library.

The team-based structure based on goals and initiatives creates a more dynamic and responsive structure than do traditional library departments. This reorganization led to many positions being redefined to meet new curricular and technological demands. Redefined positions include an Education Librarian, Health Sciences Librarian, Media Librarian, and Electronic Collections Librarian. Another way the library teams support new development is to regularly visit regional libraries to investigate, learn, and observe best practices.

### *Liaison Program*

Our current liaison model assigns individual librarians to particular academic departments. The goals of the Librarian Liaison are as follows: (See Appendix A, p. 28)

- To provide academic departments with a point of contact in the Libraries with librarians who have specialized skills, knowledge, and abilities.
- To ensure that materials and resources acquired by the library meet the teaching and research needs of faculty in their disciplines.
- To increase faculty and student information literacy skills and their use of library resources.

## **Other University Departments**

Librarians and the Dean actively participate in and contribute to University curricular and policy-making committees, including the University's Curriculum Committee, the General Education committee, Arts & Sciences Council of Chairs, Graduate Council, APSCUF Executive Council, Academic Computing Committee and Instructional Technology Advisory Committee.

The Dean of Library and Information Resources participates in the Dean's Meetings with the Provost, and the President's Senior Staff meeting.

## **Consortia and Cooperatives**

LHU is part of the Keystone Library Network (KLN) which includes the fourteen State System of Higher Education universities' libraries, the State Library in Harrisburg, and three other academic libraries. The KLN shares a common library information system. Access to electronic databases is a noteworthy example of how this cooperative agreement enhances and expands library services to the community. The KLN saves 1.2 million dollars and serves over 100,000 students across the system each year.

Many services, such as shared purchasing programs, network services, and interlibrary loan programs are a result of Lock Haven libraries' participation in the KLN and an extensive array of state and national consortia. These include:

- Pennsylvania Academic Library Consortium (PALCI)
- Pennsylvania Library Network (PALINET)
- Access Pennsylvania (State Library of Pennsylvania)
- OCLC
- Susquehanna Library Cooperative (SLC)

## **Faculty and Staff Credentials**

The LHU University Dean of Library and Information Services holds an ALA accredited MLS degree along with an MA and PhD.

The LHU University Libraries faculty (8) is credentialed as follows:

- 8 Librarians hold ALA accredited MLS degrees (Librarians Vitae Available Upon Request)
  - 5 Librarians are tenured, 3 are tenure track.
  - 6 Librarians hold a second masters degree, while two are currently enrolled in a masters degree program. One librarian is currently a PhD candidate.
- Librarians regularly attend and present at local and national conferences and workshops

The LHU University Libraries staff (10) is credentialed as follows:

- 2 Staff hold ALA accredited MLS degrees
- 2 Staff hold Masters degrees
- 1 Staff holds a BA degree
- 2 Staff are pursuing BA degrees
- 1 Staff has credits beyond a H.S. degree
- 2 Staff hold H.S. degrees.

## **Faculty, Staff & Student Employee Diversity**

- 1 Administrator
  - female
- 8 Librarians
  - 4 female
  - 4 male
- 10 Staff
  - 1 male (1 Asian)
  - 9 female (1 African-American)
- LHU University Libraries student employee diversity compares favorably with overall campus enrollment. We make a concerted effort to hire both minority students and international students throughout the library.

## **Resources: Use of Technology**

Information technology is embedded throughout the library's operations. The library has developed an online library on the Worldwide Web with thousands of books, journals, magazines, and newspapers that are available at all hours. Library operations take advantage of specialized software to acquire, catalog, and process library materials; to lend and borrow items from other libraries; to circulate items to users; to schedule rooms and meetings; and to communicate with others. Staff development is crucial to maintaining and improving the library's use of technology.

The LHU Computing and Technology Center provides both the wired and wireless network access to the library. They further provide support for a library server that runs software for electronic reserves and for interlibrary loan. They maintain the desktop and laptop computers for library staff and library users. The library web site is hosted by the University web server. The library automated system, Voyager, and remote authentication for library databases is provided at the Keystone Library Network HUB at Shippensburg University of PA. This outsourcing of technological expertise provides both benefits and drawbacks. We avoid the expense of a staff person with specialized technical expertise. However, we have less control over when and how changes, upgrades, and repairs are made.

## **Resources: Staffing**

State System Library comparison data (2004-05)

- Staff: When staffing levels are compared to the University's patron base, Lock Haven, with nine librarians and nine support staff, ranks favorably among the SSHE libraries 1 staff member to 497.76 FTEs.
- Student Assistants: Lock Haven falls midway among the 14 PASSHE libraries in the levels of part-time student assistant help.

Changes since the last review:

- Add one librarian position in 2002-2003.
- Added an Assistant to the Dean position in 2000.
- Added a half-time support staff member in Clearfield in August 2002.
- Added a one-third library department clerical support position in fall 2003. Position reduced to one-fifth time in 2006.

### **Resources: Budget**

The library is funded through an annual budget allocation plus money from the campus Academic Equipment Fee (AEF). The Chancellor's Office occasionally provides additional money for special initiatives, such as support of accreditation and student access to information. The Libraries receive a fixed amount per student from the AEF. The library allocation changes as student enrollment changes. The AEF provides money for books as well as for equipment.

Non-material expenditures were high from 2000-2002 because of the first floor renovation. However, the library's materials budget has been relatively stable over the past five years. Cuts in print periodical subscriptions and in standing order titles were necessary because of price inflation. Inflation rates for books and electronic resources average around 4-5% and for print periodicals they are approximately 8-10%.

Student enrollment has increased significantly over the past five years. The library budget should be increased to reflect both the increased number of students and the additional new undergraduate and graduate programs. The Libraries' percentage of the University's Education and General Expenditures has decreased over the past four years (See Appendix C, p. 51). Given the additional demand on the library and the library's decreasing buying power, we have fewer resources to meet the demands of a growing campus.

### **Resources: Facilities and Equipment**

The Stevenson Library was built in 1969. Only the public space on the first floor has been remodeled. This remodeling did not include infrastructure. The Master Facilities Plan for the university notes that Stevenson Library has about 78,000 gross square feet, a deficit of about 42,000 gross square feet for an enrollment of 4,573 according to state guidelines. The academic deans occupy significant square footage of library space at the present time. Since the Masters Facilities Plan was developed, about 6,000 GSF of media was moved into the library. For 4,573 students the Masters Facilities Plan states that a total of 8,231 GSF is needed for media. The library is already at 60% the size it should be, and enrollments are continuing to increase.

Equally important is the fact that the 1969 building does not support 21<sup>st</sup> century technology and use needs. Furniture has been falling apart and not replaced. The HVAC air handling system is inadequate for the building size, endangering both users and collections. Several other libraries in the State System have been completely renovated or rebuilt in the past 10 years. Compared with its peer institutions outside of the State System, Stevenson Library is by far the oldest in the group.

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## **Currency of Departmental Policies**

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All library policies have been reviewed and updated within the past year. As a result of these revisions training has improved and service is more consistent (See Appendix A for Stevenson Library's Policy and Procedures Manual Table of Contents, p. 25).

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## Accreditation/Approval

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There are no accrediting bodies that accredit or approve the library as an individual program. However, the library resources and operations are important to all campus accreditations and approvals.

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## Program and Student Learning Outcomes

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### Student Learning Outcomes

As part of their liaison activities, librarians conduct classes for information literacy instruction at the request of instructors. Information literacy instruction has reached a total of 4,131 LHU students in 2005/06, up from 2,188 students in 2000/01.

- Librarians meet regularly with faculty on a formal and informal basis to discuss classes, assignments, student needs, and materials requests.

To measure the impact of library instruction, a subcommittee comprised of librarians and faculty from the two University colleges drafted a rubric for Information Literacy learning outcomes (See Appendix D, p. 59).

- A pilot of the rubric was conducted fall 2005 in the freshmen Principles of Biology I.
- Work is ongoing, as the rubric is being piloted in an upper division level science class.

### Student Satisfaction

Stevenson Library has conducted three general student satisfaction surveys since the last review as well as media and children's/curriculum library satisfaction surveys. In general, users have indicated high levels of satisfaction on all recent surveys Stevenson Library has conducted. (See Appendix B for detailed information on past library survey's, p. 29)

In the Fall 2006 semester the library participated in the LibQUAL survey, a standardized library user satisfaction survey that assessed user satisfaction in three areas of library service: Affect of Service (AS), Information Control (IC), and Library as Place (LP). Overall library users expressed high levels of satisfaction in all areas and our data looked similar to the SSHE data on the whole. The specific areas that library users identified as being most important to them were: (Listed in order of perceived importance)

- Making electronic resources accessible from my home or office (IC)
- Modern equipment that lets me easily access needed information (IC)
- Quiet space for individual activities (LP)
- A library web site enabling me to locate information on my own (IC)
- A gateway for study, learning, or research (LP)
- Employees who are consistently courteous (AS)
- A comfortable and inviting location (LP)

There were three major subgroups who participated in the survey: undergraduates, graduate students, and faculty. Undergraduates, the largest group of respondents, mirrored the overall satisfaction in all areas. The smaller subgroups of graduate students and faculty did indicate some areas in which the library was not meeting their levels of expectations. Both subgroups indicated some dissatisfaction the availability and access of library materials and technology, and graduate students had additional concerns with library study space and atmosphere.

Survey participant comments indicated both areas of satisfaction and dissatisfaction. Library technology was a major area of concern with undergraduate students. Most of the comments reflected dissatisfaction with the availability of computers in the library and also the use of the computer lab for classroom space. Another area of concern for undergraduate students was the atmosphere of the library. The main complaint was in regards to the noise level being too high in the library. Students also feel that the library's furnishings and overall look are unsatisfactory. The two major concerns, computer availability and noise levels were also indicated as the two biggest concerns on the 2005 general survey.

One area that a few students commented on in this survey and the 2005 general survey was the need for more and newer books. In prior surveys this usually received the most complaints. Since the last review the library has made a concerted effort to increase funding for book purchases that support the curriculum.

### **Service to minorities and other underrepresented groups**

- Librarians regularly provide instruction to the Summer Development Program
- A librarian is assigned to the Director of Disability to provide individualized research assistance as needed.
- At the request of department faculty, librarians assist international students with research instruction and individualized assistance.
- Areas of the book collection, and electronic databases address diverse groups and diverse disciplines, including area studies, minorities, gender, and sexual orientation.

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## **Unique/Special Program Features**

The library is an essential academic support unit in all universities, providing information resources in all formats in support of the entire university curriculum. As the university curriculum becomes more focused on experiential and active student learning, access to high-quality information resources is more important than ever.

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## **Clearfield Campus Library**

### **Overview**

In 2001 the Clearfield Campus Library officially re-opened as a part of the newly completed Founder's Hall building at Lock Haven University Clearfield Campus. The new library is a spacious, bright, comfortable, and well appointed area providing library users with an

environment conducive to research and related library activities. The services and activities of the library support the following programs:

- Criminal Justice (A.A.)
- Nursing (A.S.)
- Surgical Technology (A.S.)
- Healthcare Professions (A.S.)
- Business Management (A.S.)
- Management Information Systems (A.S.)
- Business Administration (B.S.)
- Business Management (B.S.)
- Physician Assistant (M.HS)
- General Education courses

## **Facilities**

The floor plan provides excellent access to the library's collections. Areas are designated for quiet study and group study and collections are readily accessible and defined according to their purpose. Two individual rooms provide additional opportunity for group study and media related services. A change machine, new copier, and a printer enhance services.

Facility improvements within the past 5 years are as follows:

- Glazing of select window sections to reduce glare
- Modifications to the circulation desk area to remediate heat/air conditioning flow
- Improvements to staff office/workroom
- Improvements & upgrades to multimedia room

## **Staffing**

The library is currently staffed by one full-time librarian and one part-time library technician hired in 2002. Amongst many tasks, the primary responsibilities of the newly created technician position are to oversee the management of ILL, E-Reserves, supervise student library employees and to oversee the operations of the library in the absence of the librarian. The librarian's responsibility is to carry out traditional functions such as reference work, collection development, library instruction, liaison duties, and maintain the Clearfield Library website. Additionally, the librarian assumes administrative functions for the branch library including budgeting and guiding the projects and work responsibilities of library personnel. The branch campus librarian is expected to be an active member on library committees and attend meetings at the main library associated with these responsibilities. As a faculty member, the librarian is also expected to participate on university wide committees and contribute to branch campus committees and activities.

## **Hours of Operation**

Clearfield Campus Library is open 56 hours per week, excluding holidays and weekends. The addition of the part-time position has allowed the library to remain open for limited hours during semester breaks.

## **Funding**

Financing of Clearfield Campus Library services are provided via three funding streams:

- Operating Budget – Revised 1999 with new priorities
- Academic Equipment Budget – Ongoing as of 2003
- LHU Foundation – Clearfield Funds

Each year projections are established to identify anticipated expenditures for equipment and operational needs, new services, new programs and areas of potential growth. Emphasis is on book purchasing to update and add materials to the collection.

- 1999 – Revise budget
- 2003 – Remodel staff office, media room, upgrades to circulation area
- 2004 – Implement IDS services, secure Criminal Justice start-up funds, assume ongoing financial accountability for service contracts, add new equipment
- 2005 – Establish Surgical Technology collection
- 2006 – Periodicals evaluation

### **Collection and Resource Development**

Collection and resource development has focused on continual improvement to address existing and future needs.

- **New Programs**
  - Secured start-up funds to develop collection for the new criminal justice program
  - Developed Surgical Technology collection
  - Initiated preliminary planning for business collection enhancements
  - Implemented small children’s and audio book collection
  - Enhanced leisure reading collection
- **Access/Collection Projects**
  - Implemented Medical/Nursing Reference Collection
  - Implemented significant weeding of nursing collection
  - Increased signage
  - Re-evaluated print periodicals collections
  - Completed cataloguing of all remaining non-catalogued items held by the Clearfield Campus Library
- **Multi-Media Improvements**
  - Added and updated multimedia equipment for lending and viewing
  - Increased multimedia software and capabilities
- **Miscellaneous**
  - Added an additional networked printer, a change machine and an updated copier.

In 2005 a Clearfield Campus Library User Survey was administered. Overall, library users reported satisfaction with library services and the facility. Concerns expressed fell mainly in the following areas: (See Appendix B, p. 42)

- Age of the collection
- Desire for more books

The library’s nursing collection recently underwent assessment as a part of the National League of Nursing accreditation process. Results of that evaluation recommended more exhaustive weeding of the nursing collection and that increased currency of materials must be reflected. Also, the campus has submitted a proposal, currently awaiting final approval, for the implementation of an online BSN program. Additional development needs are in the area of business materials due to the establishment of two B.S. level business programs.

## **Services**

The Clearfield Campus Library mirrors a majority of services offered to Stevenson Library users. Overall, use of the library has increased as students find the new library a comfortable and conducive setting in which to study. Increased awareness of services is facilitated via library instruction, liaison relationships, and PR activities. (See Appendix C for Clearfield Library Data, p. 55)

The circulation of materials, including intra and interlibrary loans, has steadily increased. With the addition of the part-time position, the library has assumed greater responsibility for management of our own ILL activity. In 2005, Clearfield Campus Library instituted a separate Interlibrary Delivery Services contract to expedite delivery of materials to our borrowers.

Reference service is a fundamental aspect of library offerings. We have enhanced availability through implementation of web-based email links and online request forms to allow students additional methods to seek reference assistance whether on or off campus. Access is provided to online services and databases as follows:

- 13 Internet capable computers
- 1 multimedia computer
- 36 workstation campus computer lab

Library Instruction services are available upon request and are traditionally most heavily used by the departments of sociology and nursing. Classes are and have been conducted in a variety of other subject areas. Most classes are course specific but others have addressed general library orientation and information literacy concepts and skills.

The Clearfield campus librarian serves as library liaison to all Clearfield faculty and works closely with the health sciences and business librarians on main campus for the purpose of coordinating common interests in shared areas.

## **Future Growth**

The Clearfield Campus projects the addition of a second campus building in 2009 with an anticipated increase in student enrollment. Such growth will increase demand for library services in all areas.

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## **Post-Review Implementation Plan**

This self-study indicates that the library performs well as compared to PASSHE benchmarks for costs per user, access to materials, and the effectiveness of library services. Cost analysis indicates that the library uses its resources efficiently within the confines of budget allocations and staffing levels. The use of technology has enhanced collections and services.

## **Information Literacy**

Document the effectiveness and reach of the library's information literacy efforts

- Develop web instruction for distance learners.
- Continue to pilot the IL Rubric and implement it within the library's liaison structure and general education assessments.
- Investigate available information literacy assessment instruments for possible adoption.
- Document the extent and the impact of information literacy within the liaison program model:
  - Survey faculty who have participated in the library instruction program to learn how librarians impact the teaching of their liaison faculty.
  - Survey students for perceptions of effectiveness.
  - Identify and target departments that have insufficient Information Literacy Overlay courses.

## **Student Access to Information**

- Continuously review and improve usability of the library's entire web site.
- Implement the WebFeat federated search software to help students search the library's research databases.
- Explore opportunities to create links to library resources in spaces where students will find them, such as the course management system and web search engines.

## **Collections**

- Continue to develop collection analysis in conjunction with curricular needs, accreditation reviews, and new programs.
- Continue weeding of outdated print book and journal items to open up space for expanded media services and additional study areas.
- Implement a university-wide policy on submission of documents to the University Archives.
- Develop a systematic storage mechanism for digital archives.
- Undertake projects to digitize archival and other collections of special interest.

## **Facilities**

- The Stevenson Library should be expanded and renovated or replaced with a new structure capable of providing a variety of spaces for student learning.
- Current problems and concerns with the Stevenson Library facility are as follows:
  - HVAC system
  - Quiet study space
  - Furnishings
  - Additional Computer Lab
  - Additional Instruction Room
  - Larger Media Services Area
  - Private office spaces

## **Media Services**

- Train student employees in Media Services to provide instruction on the variety of media equipment and software that the area provides.
- Seek greater collaboration with faculty who teach in media-related disciplines.
- Develop a stronger relationship with eCampus operations and with the TV studio.

## **Budget**

- Library budgets must keep pace with increases in inflation and with needs of existing graduate programs, new programs, and accreditation efforts.
- The library's portion of E&G has fallen from 3.86% in 2003 to 3.47% in 2005 and is projected to fall to 3.38% in 2006. ACRL standards indicate minimum levels for state institutions to be 4% of institutional E&G.
  - At the projected 2006 E&G levels the Library falls \$360,000 short of the minimum recommended levels. The library's portion of E&G should be increased to 4%.
- KLN expenses have been unpredictable and have sometimes gone up \$25,000 per year. As occurs at many other KLN libraries, these costs should be paid from general university funds not the library budget.
- The library's materials budget has moved from fixed items expenditures to annual subscription fees for electronic resources. The library loses all access to data in an electronic resource when the annual subscription is not renewed.
  - The base budget must remain stable to support ongoing access to electronic information.
  - The local policy of not using tech fee monies for ongoing subscriptions should be reversed.
- Continue to seek external funds for special initiatives.

## **Staffing**

- If the student population at LHU continues to grow, additional librarians and support staff will be required to maintain high quality library services.
- The Clearfield Campus Library's part-time library technician position should be changed to a full-time position in order to meet expanding service needs.
- Changes in technology will continue to play a prominent role in the library's future.
  - Professional development is necessary to allow library faculty and support staff to remain current with those changes.
  - The library will need to add staff with additional technical expertise in order to support student and faculty technological needs.
  - Increase collaboration with other technology related campus departments and individuals including the Computing Center, Learning Technologies, the Director of E-Campus, and the Student Technology Enhancement Project Coordinator.

## **Planning**

- The Library will need to develop a strategic and action plans based on the University's strategic plan due to be developed in 2008.
- In order to better prepare for budget hearings in May, a review of the planning process timeline should be undertaken.