

North Florida Community College Reference Policy

NFCC Mission Statement

North Florida Community College is a community college whose purposes are directed toward the needs of the area it serves. Accordingly, the College provides the students with opportunities for continuing academic and life enrichment goals, for advancing skills, and for developing judgment and values necessary for responsible citizenship in a changing society.

Marshall Hamilton Library Mission Statement

The Marshall Hamilton Library actively supports the curriculum and mission of North Florida Community College by providing access to quality learning resources and instructional services. The library promotes the use of electronic resources and seeks to provide its users with the competencies necessary to pursue their goals and to become productive members of the community. The Marshall Hamilton Library serves both on campus and remote access users. The Library enriches not only the college community but also NFCC's entire six-county district.

Introduction

In order to support the mission and goals of the Marshall Hamilton Library and of North Florida Community College, a current and well-maintained reference collection is essential. The primary objective of this policy is to define all aspects of reference service and of the reference collection, in such a manner as to provide guidelines for ongoing reference activities as well as for future considerations.

A policy provides a standard for decision-making in reference services. It also serves as a basis for selection and deselection of the reference collection and for providing information on the nature and scope of the collection. This policy statement is designed to be useful as a tool for training new employees. It also provides the basis for periodic review of reference services by experienced staff members. In order to remain current and relevant, the reference policy shall be reviewed annually by the library administration.

Library Clientele

The North Florida Community Colleges serves a diverse clientele. Primary users are NFCC students, faculty, administrations and staff. Over 3,3000 students were enrolled at NFCC during the 2002-2003 school year. The college serves a diverse student population and offers the AA, AS and AAS degrees. Certificate programs are available as well as community education and adult education programs. The college serves dual enrollment students from the six county service area. The college offers a four- year degree through FAMU and St. Leo. The college is home to the CISCO Networking Academy.

The library also serves community patrons in the surrounding six-county area. The six county services are includes the rural counties of Madison, Hamilton, Jefferson, Lafayette, Suwannee and Taylor. Based on the 2000 Census, this services area represents a total population of 102,365 people ([Florida Estimates of Population 2002](#)). The population is predominately rural. The largest town (Perry) has a population of 6,800 (U.S. Census Bureau, Census 2000).

Many area high school students depend upon the NFCC Library for much of their information needs. The college library collection services as a supplemental resource center to the collections at high school and public libraries for these students. NFCC offers a dual enrollment program that allows high school students to earn college credit while in high school. Dual enrollment students are accorded the same library privileges, as are registered NFCC

students. High school students who are not in the dual enrollment program are extended checkout privileges through their parents, who are assigned community patron status.

Reference Department

Due to the small size and staff of the NFCC Library, the reference department and the circulation department function as one unit. The front desk, located immediately inside the entrance to the library, services as both the reference and the circulation desk. The library employs one full-time librarian to head the Reference/Circulation Department. That librarian has a graduate degree from an ALA-accredited institution. The reference librarian and other professional library staff as need perform reference services. When a librarian is not available, a trained paraprofessional may provide limited assistance. Reference services are provided during all library business hours.

Reference Services

Reference services provided by the NFCC Library include:

1. ***Providing information in response to reference queries.***

The majority of reference queries are presented by patrons who come into the library. Patrons are served on a first-come, first-serve basis. Patrons who are present at the desk are generally given priority over telephone calls. However, priority shall be given to college administrative and faculty requests, regardless of form, if circumstances warrants (in the discretion of a librarian).

Assistance in locating and retrieving library materials.

The librarian's degree of assistance to the patron is dependent upon the user's needs and abilities. Because of the instructional mission of the institution many instructors encourage and expect their students to master the basic skills necessary for locating and utilizing library sources of information. Individual instruction is provided for accessing the online catalog, the databases, and print reference materials. For group instruction faculty members may schedule their classes to come into the library. Instruction is provided by the three professional librarians. In addition two professional librarians each teach a class in Information Skills. Students are required to take this class before they graduate from NFCC and they are encouraged to take it their first semester at NFCC. The director teaches an online Internet Skills class. Students are instructed in such skills as the use of the online catalog and the online databases, and retrieval of items in the library whenever possible.

2. ***Telephone reference service, e-mail and U.S. Mail.***

Most incoming phone calls to the library are answered by the paraprofessional staff, who then directs calls to the requested person or appropriate personnel for handling. Library staff answering the phone may answer basic or directional questions, such as library hours of operation, whether a book is overdue or if the library owns a particular title. Other reference queries are directed to the reference librarian, or to another librarian if the reference librarian is unavailable or occupied with another patron. If a professional librarian is not available to answer to reference query, the patron is advised that a librarian will return the call. Telephone reference queries, which can be answered within a few minutes, are answered at the time of the call from the patron. If more than 2-3 minutes are needed to furnish an answer to the caller, the precise informational need is determined, and the patron is called back with the answer. However, patrons with complex or involved research needs are strongly encouraged to come into the library for assistance.

Other reference queries are by US mail and e-mail. By choosing the ***Ask A Librarian*** link on the NFCC Library's home page the off-campus student may choose to send an e-mail to the reference librarian at NFCC or choose to chat with a reference librarian statewide from 10 am to 10 pm 5 days a week and 10 am to 5 pm on the week-ends. ***Ask A Librarian*** is a statewide service funded through the Florida Electronic

Library (FEL). The reference librarian staffs the statewide desk one hour per week. In all cases the most accurate, appropriate, and relevant information shall be provided to the patron as efficiently and quickly as possible. Reference information requests that come in the form of letters via the U.S. Mail are answered as quickly and efficiently as possible.

3. General and Directed Bibliographic Instruction

- a. **Bibliographic Instruction** - a mandatory one-credit class, **Library and Information Skills (LIS 1001)**, is taught by professional library staff, and is designed to introduce the resources of the library to all NFCC students. Students are instructed in the use of the online catalog and other electronic resources, and are taught basic research techniques using a variety of reference tools. Students are encouraged to take this course early in their college career.
- b. **Course-specific bibliographic instruction** – Faculty members are encouraged to bring their classes to the library for course-related bibliographic instruction, in order to introduce students to the specific resources available to them for a given assignment. Instruction is tailored to the needs of a particular class in that library tools are identified and described which are applicable to the class (i.e. statistical sources, biographical sources, and/or subject encyclopedias).
- c. **One-on-One Instruction** – Patrons are provided with personal assistance at any time during library operating hours on a needs basis. Extra assistance is usually requested by patrons in the use of the online catalog, the Internet, and the online databases, as well as in the use of the microform reader/printer and copy machine.

All librarians are expected to conduct bibliographic instruction classes. Librarians are scheduled to teach the for-credit bibliographic instruction classes, and faculty-requested BI sessions are conducted by the librarian on duty at the time. Faculty are encouraged to schedule course-specific bibliographic instruction sessions in advance, so that sufficient staff may be available to assist their classes. Any staff member currently scheduled at the reference/circulation desk handles one-on-one instruction.

4. Interlibrary Loan Services

Interlibrary loan depends upon a cooperative agreement between libraries for the sharing of library resources. As a full member of OCLC, the NFCC Library is both a borrowing and a lending institution. The NFCC Library follows Interlibrary Loan protocols as determined by the applicable consortia, namely NEFLIN, FLIN, and SOLINET.

Any patron in good standing may request interlibrary loan services. Patrons are not charged fees for ILL services, except where the item carries a fee imposed by the lending institution. Whenever possible, items are obtained from lending institutions which do not charge fees. All interlibrary loan requests are forwarded to the technical services librarian for handling.

5. Bibliographic Verification

Patrons frequently need assistance verifying such bibliographic information as an author, title or copyright date of a publication. Verification may be made using such tools as LINCC (the online community college database and NFCC catalog), *Books in Print*, OCLC or other union catalogs. Bibliographic verification is conducted by a librarian or trained paraprofessional.

6. Provision of printed informational materials

- a. **Bibliographies** – The library is occasionally requested by faculty and administrators to prepare bibliographies of library holdings in various subject areas. Bibliographies on particular topics are customized to the needs of the requestor and are compiled by one of the libraries or a trained paraprofessional. This service is provided only to faculty and administrators for college-related business, and requires sufficient notice to the library.
- b. **Reading lists and course information** - The library encourages faculty to provide a syllabus for each course being taught so that the library can have appropriate materials available. For example, the reference librarian maintains an approved reading list for English students. This list, available at the

circulation desk, contains notations on the availability of each title in the NFCC library. The reference librarian also gathers information about sources in the library for recurring research topics.

- c. **Information sheets** - Instructional information sheets, which assist users in operating library computers and databases, are compiled and updated by the reference librarian with input from other libraries. The reference librarian also develops printouts and visual aids, which are utilized in library orientation and bibliographic instruction sessions.

7. Database searching and online services

The NFCC Library provides computerized access to its holding by means of LINCC (Library Information network for Community Colleges). LINCC offers access to the holdings of Florida's community colleges, as well as to the state university system database LUIS, and to the holdings of some regional public libraries. Also available through LINCC are a variety of periodical and reference databases and Internet access. The library staff provides instruction on an individual basis in the usage of these systems, in addition to that given in arranged BI sessions. All of these online tools are available remotely via the Internet to NFCC students, faculty and staff with a valid library card number.

8. Referrals

Referrals to other libraries, agencies and organizations are made when informational needs cannot be located in the library or when the informational need is better served by an outside agency. Personal referrals to individuals such as doctors and lawyers should be avoided. (See ethical considerations below).

Ethical Considerations

Reference transactions and records will be treated with confidentiality, except when it is necessary to discuss matters with other library staff to enhance library service. In order for the privacy of the patron and ensure intellectual freedom, library staff will follow the recommendations set forth in the **Library Bill of Rights**, approved by the American Library Association (Appendix A).

When providing informational assistance dealing with medical, legal, or other types of highly specialized information, the library staff may not give advice or attempt to interpret the information. Referrals may be made when appropriate to agencies, government offices, and organizations, which can provide the needed information. Personal referrals should be avoided.

Reference Collection

How well the Reference Department functions is dependent upon the materials available and the ability of library staff to utilize these materials. In general, "reference books" are distinguished from other books because they are refereed to for brief, factual information rather than for in-depth study. A reference collection also serves to facilitate the use of heavily accessed materials by making them available in a central location. The reference collection does not circulate in order that these tools may be available to all library users during library hours.

The NFCC reference collection is designed to support the curriculum of the college and the general needs of its patrons. Emphasis is placed on those programs resulting in the Associate of Arts degree as well as the vocational and GED programs offered through the college. Consideration is also given to the needs of the community at large by providing coverage of subjects of current interest, which are not directly related to the curriculum, and by maintaining items, which are basic to the general reference, needs. Materials may be selected to enhance special subjects or collections designed to be of interest to the community at large, such as: genealogical sources, information on career opportunities and colleges, study materials for aptitude tests of various levels, and materials for local and state interest (the Florida Collection). Also, the appropriateness of

materials to the audience is taken into consideration. For example, high school reading level materials such as encyclopedia may be acquired.

The reference collection consists of 2,643 titles and 5,530 volumes in print format. The reference collection is supplemented by the SOLINET Shared Collection 111 which includes over 99 reference titles. Students access these titles via the college databases (netLibrary). Other titles in the print reference collection are also in electronic format via the college's databases thus providing the student with options for access. Reference materials are cataloged according to the Library of Congress classification system and are located in one general reference section, housed near the entrance to the library. Exceptions are those reference items located in the Florida Collection, and those placed on reserve. Ready reference items are placed in the general reference section due to the small size of the library and the close proximity of the reference section to the reference desk. A limited number of reference tools, such as style manuals, are placed on reserve at the front desk.

The emphasis of the collection is on the quality of materials rather than on any size or fund allocation requirement. Reference materials are acquired as deemed necessary and as funds are available.

The print reference collection includes, but is not limited to, the following types of materials:

1. Maps and atlases
2. Dictionaries
3. Encyclopedias
4. Handbooks
5. Statistical sources
6. Bibliographies
7. Biographies
8. Indexes and abstracts
9. Manuals
10. Directories
11. Library catalogs and union lists

Selection Guidelines

Basic reference works and tools are considered of primary importance to the library collection and are maintained at a currency and level necessary to meet the diverse informational needs of the community. Generally, the library will acquire the most recent, authoritative, use and accurate reference material available.

General selection guidelines can be found in the library's Collection development Policy. However, general guidelines for acquisition of reference materials include the following criteria:

1. Usefulness to the collection
2. Purpose
3. Authority
4. Scope
5. Currency
6. Format such as arrangement, organization, and indexing
7. Suitability for intended audience

Materials are selected at a level appropriate to the needs of the students and faculty. The library strives to collect up to intensity level 3 of the Conspectus Collection Depth Indicator Definitions. (Appendix B).

The reference librarian is responsible for making selection recommendations for the reference collection. Final approval, however, rests with the Library Director. Recommendations for selection are also solicited from other librarians on staff, campus administrators, faculty and students, as well as community patrons.

Methods for identifying reference books include consulting professional journals, publisher's brochures, and specialized guides and lists, such as ***Guide to Reference Books, Best Books, Library Journal, and Books for College Libraries***.

Selection is primarily item-by-item. Standing order are maintained with certain distributors upon recommendation of the reference librarian and approval of the library director.

Generally, only English language materials are acquired, except for purchase of certain foreign language dictionaries.

Wedding

The reference collection is weeded on a continual basis as new editions are received and older ones are reevaluated. When new editions are received, the previous edition is reviewed for its continued usefulness, and may be transferred to the circulating collection, or in the case of superseded editions, such as legal statutes, may be withdrawn from the library. Some older editions may be retained in reference in deemed useful and /or historical value.

The reference librarian reviews the reference collection every two years. Periodic evaluation serves to identify gaps in the collection, missing books, duplicate copies, work and damaged books and outdated items. An inventory of the collection is made concurrently with the evaluation procedure. Items, which are candidates for weeding, include:

1. Superseded editions
2. Items in poor physical condition
3. Duplicate titles
4. Materials which contain outdated or inaccurate information

Evaluation

In order to determine the effectiveness of the reference collection and of the reference staff in meeting the stated goals and objective, the NFCC Library conducts internal evaluations. A combination of evaluation techniques are used:

1. ***Direct examination of the collection.***
The reference librarian examines the collection every two years. This provides valuable data about the size, scope, depth, and currency of the collection.
2. The reference librarian will check NFCC's holdings against standard bibliographies and catalogs such as *Guide to Reference Books, Best Books, Library Journal, and Books for College Libraries*.
3. ***In-house use of materials.***
The library's automated circulation system offers the capability of counting in-house usage of library materials. Signs are posted, and library users are asked not to reshelve materials used in the library. This procedure aids in the evaluation of the degree to which patrons use materials. Due to the ease of tracking usage and obtaining reports, this method is utilized on an ongoing basis by reference and administrative staff.
4. ***Reference log.***
Staff engaged in handling reference queries maintains a log of all reference transactions. This evaluation method will typically be in place for a period of one week, two times a year. The person conducting a reference transaction will record such information as the type of transaction, subject or topic, length of time, and success of the department in completing the transaction. A separate list is kept of questions, which could not be answered from the collection. This method is utilized in determining subject area weaknesses, and serves as an aid in the selection of reference materials. It is also used for keeping reference statistics on the number of reference transactions. In 2003 A Reference transaction Study was done by CCLA that compared statewide statistics on reference transactions. It confirmed that the majority of NFCC's reference transactions were "in-person" as opposed to phone, and e-mail. Statistical information on library tours, programs and other services such as BI sessions are also maintained.
5. ***User surveys.***

Surveys are distributed to patrons on an annual basis to elicit feedback on the quality of reference serve they receive. Respondents are given the opportunity to answer open-ended questions, as well as to rank specific library services and questions, as well as to rank specific library services and collections on a scale. Results of the survey are compiled and utilized by library administration to determine areas that require attention. Results of the latest survey are shown below.

LIBRARY USER SURVEY
FISCAL YEAR 2002-2003
 (182 TOTAL RESPONSES)

OVERALL SATISFACTION WITH LIBRARY

Very satisfied	36%
Satisfied	55%
Dissatisfied	1%
Very dissatisfied	1/2%

APPENDIX A

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

APPENDIX B

Collection Depth Indicators

Introduction

The collection depth indicators are numerical values that are used to describe a library's collecting activity levels and goals. They are used to characterize three different aspects of collection management at the division, category and subject levels: current collection level (CL), acquisition commitment (AC), and collection goal (GL). The definitions of these codes or collection depth indicators were revised in 1996 and 1997 under the auspices of the Research Libraries Group, the Association of Research Libraries and WLN. More than 30 active conspectus users from the United States and other countries worked together to update the original language in a way that would improve the use of the definitions while neither diminishing nor changing the sense of codes applied during previous assessments.

The revised definitions are intended to apply uniformly to all subjects. They reflect the changing nature of collections in an electronic environment with access in addition to ownership as a viable option. Additionally, these collection depth indicators address nonprint formats. Development of supplemental guidelines is also appropriate to communicate meanings within particular subjects, for example, fiction, architecture, or chemistry.

Nonprint Inclusion

Some topics require information in visual, aural and other nonprint formats, whether at the basic level or beyond. Such topics include, but are not limited to, dance, music, and the other performing arts. To determine the appropriate collection depth indicator to use for topics, in which nonprint resources are essential, add the phrase *appropriate nonprint media* to the line detailing the collecting of monographs and reference works. For example, the Basic Information Level (1) for a music collection would include "a limited collection of monographs, reference works and appropriate nonprint media materials."

Electronic Resources

Electronic resources are equivalent to print materials at any level as long as the policies and procedures for their use permit at least an equivalent information-gathering experience. Electronic journals, whether remotely or locally stored, are at least equivalent to print journals if:

- Access to the electronic resource is at least equal to access to the print product (including graphics, charts and other features);

- There is access to a sufficient number of terminals and lines; and
- The information comes at no additional cost to the patron.

Similarly, a full text electronic archive of monographs, periodicals, images, etc., whether loaded locally or accessed over the Internet, is also equal to the original format if patron access and cost are equal or superior to the print format for the same information or item.

The term *defined access* is used within the collection depth indicators to mean more than simply providing patrons with access to the Internet and one or more Internet browsers. Defined access refers to menu options on the library's or institution's web interface which link the user to owned or remotely accessed electronic resources selected by the library with the needs of its patrons in mind. The level of defined access changes according to the level of the collection, that is, from limited to extensive to very extensive access to collections of electronic information.

Document delivery

Document delivery services that are not instantaneous are not the same as those providing immediate availability on site or electronically. The conspectus methodology measures resources owned by a library and those resources that are immediately accessible to the customer. The conspectus does not attempt to measure what may be obtained on a delayed basis from another collection, library, or vendor, whether the delay is 10 hours or 10 days. Conspectus users should feel free to provide details in the comments field about library user services which supplement but do not replace the library's owned resources.

Structure of the collection depth indicators

The collection depth indicators represent a continuum from the Basic Information level through the Research level. These are not equal incremental steps, however, since the difference from one level to the next may be measured both in terms of quantity and quality and the amount of materials necessary to move from one level to the next greatly increases as one moves up the scale. In most instances, each successive level includes the elements, formats and characteristics of the previous levels. This means that a Research level collection contains not only those elements in the Research level (4) definition but also those elements in each of the previous levels - Basic Information (1), Study (2), and Instruction Support (3).

The RLG Conspectus definitions include 5 collection depth indicators for collection description. The WLN Conspectus definitions include subdivisions to provide a total of 10 collection depth indicators to provide further distinction and clarity for small and medium-size libraries. The basic collection depth indicators provide the general umbrella definitions and the WLN subdivisions make further distinctions that fit into the larger structure. Libraries wishing to use conspectus information in a cooperative project must determine ahead of time whether to use the 5-point scale or the expanded 10-point scale.

Collection Depth Indicator Definitions

0 OUT OF SCOPE

The library does not intentionally collect materials in any format for this subject.

1 MINIMAL INFORMATION LEVEL

Collections that support minimal inquiries about this subject and include a very limited collection of general resources, including monographs and reference works. Periodicals directly dealing with this

topic and in-depth electronic information resources are not collected.

The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

1a MINIMAL INFORMATION LEVEL, UNEVEN COVERAGE

- Few selections and an unsystematic representation of the subject
- Supports limited, specific service needs
- Consistently maintained even though coverage is limited

1b MINIMAL INFORMATION LEVEL, FOCUSED COVERAGE

- Few selections, but a systematic representation of the subject
- Includes basic authors, some core works and a spectrum of points of view
- Consistently maintained

2 BASIC INFORMATION LEVEL

Collections that introduce and define a subject, indicate the varieties of information available elsewhere, and support the needs of general library users through the first two years of college instruction include:

- A limited collection of general monographs and reference tools
- A limited collection of representative general periodicals
- Defined access to a limited collection of owned or remotely accessed electronic bibliographic tools, texts, data sets, journals, etc.

The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

2a BASIC INFORMATION LEVEL, INTRODUCTORY

Limited collections of introductory monographs and reference tools that include:

- Basic explanatory works
- Histories of the development of the topic
- General works about the field and its important personages
- General encyclopedias, periodical indexes-and statistical sources

This collection is sufficient to support the inquiries of patrons and students through high school attempting to locate general information about a subject.

2b BASIC INFORMATION LEVEL, ADVANCED

Collections of general periodicals and a broader and more in-depth array of introductory monographs and reference tools that include:

- Basic explanatory works
- Histories of the development of the topic

- General works about the field and its important personages
- A broader array of general encyclopedias, periodical indexes, and statistical sources
- A limited collection of representative general periodicals
- Defined access to a limited collection of owned or remotely accessed electronic bibliographic tools, texts, data sets, journals, etc.

This collection is sufficient to support the basic informational and recreational reading needs of an educated general public or students through the first two years of college.

3 STUDY OR INSTRUCTIONAL SUPPORT LEVEL

Collections that provide information about a subject in a systematic way, but at a level of less than research intensity and support the needs of general library users through college and beginning graduate instruction include:

- An extensive collection of general monographs and reference works and selected specialized monographs and reference works
- An extensive collection of general periodicals and a representative collection of specialized periodicals
- Limited collections of appropriate materials in languages other than the primary language of the collection and the country, for example, materials to aid in learning a language for nonnative speakers or literature in the original language, such as German poetry in German or Spanish history in Spanish
- Extensive collections of the works of well-known authors and selections from the works of lesser-known authors
- Defined access to a broad collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.

The collection should be systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of retrospective materials.

3a BASIC STUDY OR INSTRUCTIONAL SUPPORT LEVEL

Resources adequate for imparting and maintaining knowledge about the primary topics of a subject area that include:

- A high percentage of the most important literature or core works in the field
- An extensive collection of general monographs and reference works
- An extensive collection of general periodicals and indexes/abstracts
- Other than those in the primary collection language, materials are limited to learning materials for non-native speakers and representative well-known authors in the original language, primarily for language education
- Defined access to appropriate electronic resources

This collection supports undergraduate courses, as well as the independent study needs of the lifelong learner.

3b INTERMEDIATE STUDY OR INSTRUCTIONAL SUPPORT LEVEL

Resources adequate for imparting and maintaining knowledge about more specialized subject areas which provide more comprehensive coverage of the subject with broader and more in-depth

materials that include:

- A high percentage of the most important literature or core works in the field, including retrospective resources
- An extensive collection of general monographs and reference works and selected specialized monographs and reference works
- An extensive collection of general periodicals and a representative collection of specialized periodicals and indexes/abstracts
- A selection of resources in other languages, including well-known authors in the original language
- Defined access to a broad range of specialized electronic resources

This collection supports upper division undergraduate courses.

3c ADVANCED STUDY OR INSTRUCTIONAL SUPPORT LEVEL

Resources adequate for imparting and maintaining knowledge about all aspects of the topic which are more extensive than the intermediate level but less than those needed for doctoral and independent research that include:

- An almost complete collection of core works including significant numbers of retrospective materials and resources
- A broader collection of specialized works by lesser-known, as well as well-known authors
- An extensive collection of general and specialized monographs and reference works
- An extensive collection of general and specialized periodicals and indexes/abstracts
- A selection of resources in other languages, including well-known authors in the original language and a selection of subject-specific materials in appropriate languages.
- Defined access to a broad range of specialized electronic resources

This collection supports master's degree level programs as well as other specialized inquiries.

4 RESEARCH LEVEL

Collections that contain the major published source materials required for doctoral study and independent research include:

- A very extensive collection of general and specialized monographs and reference works
- A very extensive collection of general and specialized periodicals
- Extensive collections of appropriate materials in languages other than the primary language of the country and collection
- Extensive collections of the works of both well-known and lesser-known authors
- Defined access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.

Older material is retained and systematically preserved to serve the needs of historical research.

5 COMPREHENSIVE LEVEL

Collections in a specifically defined field of knowledge that strive to be exhaustive as far as is reasonably possible (i.e., "special collections"), in all applicable languages include:

- Exhaustive collections of published materials

- Very extensive manuscript collections
- Very extensive collections in all other pertinent formats

Older material is retained and systematically preserved to serve the needs of historical research. A comprehensive level collection may serve as a national or international resource.

Language Coverage Indicators

The language coverage indicators defined below are a major change from those originally developed for the RLG Conspectus. The language indicators have been revised so they can be used in many countries and cultures.

Language coverage is closely linked to collection indicator levels. The extent of the collection in the primary language of the country and library, as well as the extent of other languages within the collection helps to determine the collection level indicator for each segment. Language coverage qualifies and amplifies collection levels. In addition to the primary or predominant language, other language coverage is essential for collections at the 3, 4, or 5 level. Generally, the higher the assessment level, the broader or more extensive the additional language coverage expected. Language indicators may be added to the collection depth indicators for collection level, acquisition commitment and collection goals when appropriate.

P = **Primary** language of the country predominates-little or no other-language material

S = **Selected** other-language material included in addition to the primary language

W = **Wide** selection of language s represented

X = Material is mainly in one language other than the primary language of the library and country

While the above language indicators may be adapted to fit most circumstances, there are instances when further adaptation of the conspectus tool is necessary. Countries such as Canada and New Zealand have dual official national or regional languages. Other countries may also have two languages that predominate, either officially or unofficially. The following additional code is suggested for use in such circumstances. The collection management policy will serve to explain any unique circumstances for language as for other collection characteristics.

D = **Dual** languages or two primary languages predominate with little or no other-language material

The Canadian Association of Research Libraries has used a special language code since 1986 to accommodate their unique language issues. The WLN Conspectus software supports use of these special indicators.

The comment field should be utilized to indicate which language(s) is represented in addition to the primary or dual languages for a subject, category, or division. The use of the comment field for this purpose provides specific information to explain the use of a language code beyond "P" (primary) or "D" (dual) and allows for the report function to generate a list of all subjects supported by any language of interest.