Creating a collection development policy with Collection Evaluation

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In the past - the problem

Several attempts to define a collection development policy at JCU had failed.

★ FACULTY-DRIVEN ACQUISITIONS
★ SMALL BUDGET (about 1000 acquisitions per year)
★ BROAD CURRICULUM (13 majors and over 700 courses per year)

To develop a useful policy, we needed macro-analysis and top-level priorities, but the tools available to analyze the collection (subjects/classification numbers) were too specific
In the past - the workaround solution

«We buy all what’s needed for the University curriculum»

The “collection development policy” was based on non-formal, experience-based knowledge of both collections and curriculum.

BUT...
In the past: the limits

Informal knowledge is hard to share

- Does not help you in saying “NO” when necessary
- Makes hard to involve faculty and even librarians
- Requires strictly centralized selection

The more the University grew, the stronger the limits became
A consortial perspective?

In 2014, in light of improved participation in URBS, a local consortium, we received a request for a coordinated description of participants’ collections with the Conspectus model.

The proposal, based on the IFLA Guidelines, included

- A simplified template (based on major divisions)
- Identification of common collecting level indicators
A consortial perspective? Opportunities

- Creating the policy in response to a consortial request (and not independently) would eliminate possible frictions with Faculty
- Followed a professional, standard library practice
- The task looked simple
The basic policy

The Library decided to use **OCLC Collection Evaluation**

- Quantitative approach
- Limited to print books
- Looked at the major Conspectus divisions adding notes on current acquisitions practices related to geographic areas, historical periods, languages

http://johncabot.libguides.com/colldevpolicy/subjects
Next developments

We described WHAT WE HAVE in our collections. We want now to

- Further detail the policy
- Match it to the curriculum to establish WHAT WE SHOULD HAVE (desired collecting levels)

Map the curriculum to Conspectus subjects (sample):

- Assign Conspectus subjects to the active courses and cluster them by importance
- Assign consistent collection codes to subjects

Then, revise the original policy and check the gaps between collecting level codes (actual and desired)
Is there a “RESPOND collection”?

MAYBE NOT

RESPOND LIBRARY COLLECTIONS can be analyzed as a comparison group.

A report on RESPOND holdings for print books in English published from 2000 to 2016 and held by more than 3 RESPOND libraries shows only 1,252 titles.
Documentation

CONSPECTUS

- IFLA GUIDELINES
- BRIEF HISTORY (Bushing, 2001)
- OCLC CONSPECTUS MAP (by DIVISION)
- OCLC CONSPECTUS MAP (by CLASS NUMBERS)
- COLLECTION CODES (IFLA)
- COLLECTION CODES (WLN)

OCLC COLLECTION EVALUATION

- HELP GUIDE
- COLLECTION EVALUATION SUPPORT AND TRAINING HOME PAGE
- TUTORIALS