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Using the Automated OCLC/WLN Conspectus at a Small University

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Against the Grain

“Linking Publishers, Vendors and Librarians”

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Using the Automated OCLC/WLN Conspectus at a Small University

by **Pauline Williams** and **Rosemary Arneson** (University of Montevallo, Carmichael Library, Montevallo, AL 35115; Phone: 205-665-6105, Fax: 205-665-6112) <williamp@montevallo.edu>

Introduction

The **University of Montevallo**, Carmichael Library, is located in the central part of Alabama, about 30 miles south of Birmingham. Initially established as a women's college in 1896, it has evolved to become one of the leading liberal arts colleges in the South. Now co-educational, and with an enrollment of about 3,300 students, we offer undergraduate degrees in the traditional liberal arts, and graduate programs in music, education, English, history, and communication science and disorders. Carmichael Library has a collection of about 250,000 volumes, a staff of fourteen that includes six library faculty, and a materials budget of over \$300,000.

Accreditation and self-study - that is how we started down the path that eventually led us to the automated **OCLC/WLN Conspectus**. We take planning seriously at Montevallo and it is

closely related to the budget process. The University's long-range planning processes are open to units across the campus, and most participate. Goals are developed based on the University's ten-year plan. The five-year plan is more specific, and the annual plans document the budgetary requirements of the various units. As we prepared for our upcoming **SACS** (Southern Association of Colleges and Schools) accreditation, a university-wide committee studied the library, as did the library's faculty. These studies showed how under-funded and aged the library's collections were, and, as a result the administration gave an additional annual supplement to the library for its collection building efforts. How could we use these funds effectively without knowing where the gaps were in our collection? We needed direction that only a collection assessment could give. With this additional funding, our goal was to assess the state of our

collection and to document the progress of a collection-building program.

Background

In the 1980's and early 1990's the **Network of Academic Alabama Libraries** (NAAL) offered grants to member libraries to build the state's collection of graduate library materials. Since we offered several graduate programs, we applied and received several grants during this time period. As part of the requirement for receiving these grants, an assessment of the collection was required before the project, as well as an assessment following the project. At that time, we were introduced to the conspectus methodology. In **Richard J. Wood's** article "The

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If Rumors Were Horses

Ahem ... Lots is happening. Listen up!

The fabulous **Tony Ferguson** <ferguson@columbia.edu> — of **Columbia University** and **Back Talk** fame— has a new job! Tony will become the **Library Director** at **Hong Kong University** this summer! Read his **Back Talk** (this issue, p.86) to hear all about it! Tony is preparing his dissertation defense as well. Let's wish him luck!

And in case you haven't visited the **ATG Website** lately www.against-the-grain.com the last few years of Tony's **Back Talks** are loaded there fulltext. Check it out and let us know what you think!

And another dramatic move! The always-on-the move **Tom Leonhardt** is going to Germany! His last day at **Oregon Institute of Technology** is April 17 and on May 1, 2001, Tom begins his



duties as **Director of the Information Resources Center** and **University Librarian** at the **International University Bremen (IUB)**. Tom's new address is: Postfach 750561, D-28725 Bremen, GERMANY See <http://www.iu-bremen.de>.

Oregon Trails for June, 2001, will give us more specifics and hopefully we'll have an email by then! And there's an **Oregon Trails** this issue, see p. 82.

And the swell **David Fritsch's** last day at **RoweCom** was April 13th. On the 16th, he started a new job as VP Sales for **TDNet** which sells e-journal management solutions. Dave's old email address will soon go away, but he can be reached at either <oldj40@aol.com> or <davidf@netpos.com> for now. His new email should be <david@tdnet.com>. Dave's home phone line is 734-973-1227 if anyone needs/wants to call. And, read **Dave's Mil-**

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Conspectus: a Collection Analysis and Development Success," he defines the term conspectus as "... an overview or survey of a library's collection."¹ While we did use the conspectus for these NAAL selected disciplines, we did not have a fulltime collection development librarian at this time to take on the analysis of our entire library collection. Those discipline collections were analyzed using the traditional conspectus methods of list checking from selected bibliographies, shelf list counts, shelf-observations, as well as written assessments.

In 1987, as a prelude to converting from Dewey to the LC Classification system, we weeded some of the collection. This weeding was uneven, with the weeding in some sections based only on poor condition. Beginning in 1992, when the collection development position was created and filled, another more systematic weeding project was instituted in preparation for automation. Weeding criteria were established based on Stanley J. Slote's *Weeding Library Collections* (3rd edition, 1989). Standard lists, such as *BCL3* (*Books for College Libraries*, 3rd edition, c1988), were checked and a review by the teaching faculty of only those titles selected for "discard considerations," followed. We were able to maintain good library-faculty relationships by providing the teaching faculty with veto power over the discards. After these two labor intensive projects, and with accreditation looming on the horizon, we began to think about the collection and its unevenness.

Literature Survey

We knew that we had at least two options for assessing our collection: the traditional conspectus or an automated one. Blaine H. Hall's *Collection Assessment Manual for College and University Libraries* discusses the traditional methodologies. He discusses how to plan the assessment as well as ways to measure the collection. Initially, we chose to use collection-centered measures with its statistical analysis, list checking, and shelf observations. These are time-consuming and labor-intensive tasks that are well worth the effort. However, recognizing the limitations of our staff, we contacted AMIGOS to see if

an automated analysis would be feasible for us. They told us that AMIGOS was DOS based, and that they did not plan to update it to Windows at this time. Since our operating system is Windows based, we knew we needed to find another solution. The collection development librarian then developed a plan using traditional assessment methods. Our plan called for assessing first those areas of the collection that either had not been weeded when we converted from Dewey to LC or that had not been weeded when we automated the collection. Because of the enormity of the project, we decided to divide the assessment duties among the library faculty. This meant that the cataloger, reference librarians, and systems librarian had to find time from their busy schedules to do collection assessment. Not only did they have to learn a new skill, but they also had to juggle their regular duties to somehow include this new task. The collection development librarian developed instructions and methods for everyone to use so that we would have consistency in our assessment. As we began the traditional assessment, it proved to be a daunting, labor-intensive task. Progress was slow with our under-staffed library. We used Horizon, our integrated system, to give us some statistical information. Information from our online catalog is limited only to those years since we automated. Thus, for us, shelf observations became even more important. Additionally, our plan called for us to assess the collection subject by subject and use appropriate subject bibliographies for list checking and shelf observations to determine the condition (quality and quantity) of the collection. According to Wood and from our experiences, finding appropriate current subject bibliographies is not always easy. List checking can prove to be extremely time consuming even if one checks the list randomly.

It had now been more than two years since our initial literature review. An administrative change prompted us to reevaluate and explore newer automated options. We found the automated OCLC/WLN Conspectus was now a viable option. With our limited staff, we knew that an automated solution or perhaps a combination of the two could save us time. After examining the informational packet and sample CD-ROM, we knew it was worth pursuing.

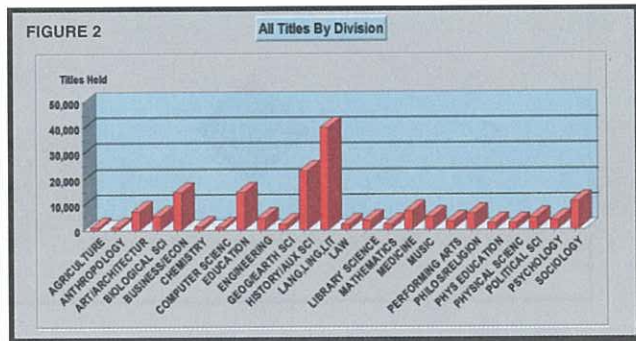
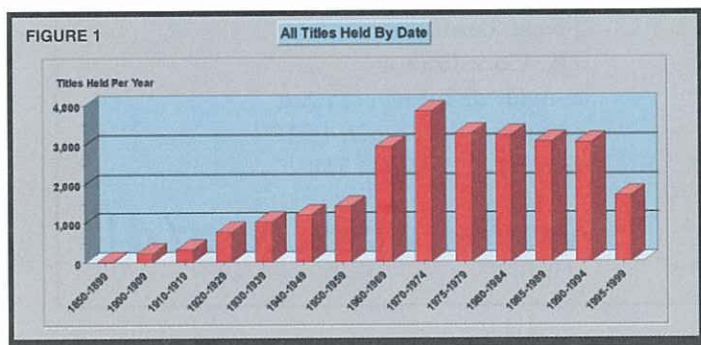
Administrative Decisions

We made decisions about the options we needed versus those we could afford after reviewing the sample OCLC/WLN Automated Collection Assessment and Analysis Services (ACAS) CD-ROM and looking at the choices listed in their Information Packet. The analysis uses one's holdings from World Cat. We wanted and needed the collection age and content (subject level) analysis that "reports the number of titles and the percentage of the collection within Conspectus subject categories and subject descriptors." It would analyze our collection by subject and date for each conspectus line code. Our desire was to know what our collection's strengths and weaknesses were at the beginning of the project. For this reason, we chose the *BCL3* comparison analysis in spite of its age. To compare the collection with recent publications, we chose *Choice Outstanding Academic Books* (*OAB*) in spite of its limitation to approximately 500 titles per year. In addition, we decided to select *Booklist*, even though its analysis is only available in Dewey (not LC), and it is slanted somewhat toward public libraries. In our collection building efforts, we knew we would be able to select appropriate "missed titles" from *Booklist*.

Finance and Accreditation Issues

The cost for the collection analysis is based on the number of titles your library has listed in *World Cat*. This collection analysis is shipped on a CD disc. According to the OCLC/WLN Information Packet, it includes "reports in conspectus line number order, beginning with the Agriculture division and including all category and subject lines that pertain to titles in the List."² Additional analyses can be purchased that compare your library's holdings to other peer institutions. Lists of "missed titles" and "close matches" are generated from the peer analysis. We did not choose this option, but instead chose *BCL3*, *Choice OAB*, and *Booklist*. With our small staff, we knew it would be too time consuming for us to check such extensive bibliographies as these. To have these bibliographies automatically checked with a list of titles not held as well as percentages for each conspectus line would be a valuable collection analysis tool. These reports would

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be an appropriate supplement to any accreditation visiting team.

Additionally, if we could assign this project exclusively to the collection development librarian, then the other librarians would be able to concentrate on their respective duties. Our plan was to convince the university administration that using a portion of our first year's supplementary appropriation for this one time expenditure would save staff time and give us a product that would be useful for accreditation reviews as well as general collection assessment reviews for years to come. After reviewing our library's objectives and long-range plans, funds available for this project, and our limited staffing situation, we were prepared to make our case to the University of Montevallo administration. They agreed with our reasoning and approved the OCLC/WLN *Conspectus* purchase. We then ordered the Collection Age and Content Analysis (subject) and the *BCL3*, *OAB* and *Booklist* comparisons as well as Bryant's manual: *Using the Conspectus Method: a collection assessment handbook*. We felt this would be the most cost effective way for our library to assess our dated collection.

Goals of Collection Assessment and Management

Carmichael Library, like every other academic library, continues to wrestle with collection management issues such as ownership versus access for all library materials. Our goal is to find the right balance of formats and to make materials available to students where and when they need them. In our collection management and collection development decisions, we chose Bryant's definition found in Bushing (1997): *Using the Conspectus Method: a collection assessment handbook*. This definition has become our philosophy as we proceed with our assessment. It is as follows.

The goal of any collection development organization must be to provide the library with a collection that meets the appropriate needs of its client population within the limits of its fiscal and personnel resources. To reach this goal, each segment of the collec-

tion must be developed with an application of resources consistent with its relative importance to the mission of the library and the needs of its patrons (Bryant, 1987).³

With our revised collection assessment plan in place and after receiving the ICAS (Interactive Collection Analysis System) CD-ROM and reading the literature and reviewing the manual, *Using the Conspectus Method: a collection assessment handbook*, we felt we were ready to begin to assess our collection. Our new plan called for us to:

- Determine the appropriate combination of materials for our collection
 - Ownership vs. access (monographs and journals)
 - Electronic resources: full text databases and e-books
 - Interlibrary loans
 - Monographs
 - Journal subscriptions
- Look at the reports, charts and graphs by subject to determine the collection's strengths and weaknesses
- Look at reports, charts and graphs by year to determine age of collection
- Select area(s) that need immediate attention to begin the analysis
- Build and update identified weak areas of collection first
- Prepare conspectus/collection assessment reports for subject accrediting bodies when needed
- Prepare conspectus/collection assessment reports for new university programs or other curricular changes
- Weed collection of:
 - Materials in poor condition – to be replaced when appropriate and available
 - Materials that are out of date
 - Materials for which library has newer edition

Getting Started

ICAS Reports

As we reviewed the ICAS CD-ROM, the chart (Figure 1, Titles Held by Date), shows that our collection holds about 3,830 books

per year for the period of 1970-74 as compared to 1,692 per year for the period of 1995-99. Inflation, budget reductions, increased journal and index costs, increased subscriptions to electronic indexes and databases, and other factors have no doubt played a role in this monograph reduction.

As we examined the graph (Figure 2, Titles Held By Subject Division), the category of Languages, linguistics, and literature holds more titles than any other division. This is not surprising with our curriculum since we offer majors in English and literature, and in the foreign languages of French, German, and Spanish. Another factor causing these high numbers is the fact that this section was not weeded (except for books in poor condition) in either recent weeding project. The major factor for the low numbers in several divisions is the fact that as a liberal arts college, we do not offer courses in agriculture, engineering, law, library science or medicine. In addition, we only offer introductory courses in anthropology, geology, computer science, and physics. We are planning to offer a minor in management information sciences / computer science in the Spring, 2002 and a major in the Spring, 2003. We offer majors and/or minors in the other divisions. Based on the information the ICAS CD gave us (see Figure 2), we determined that the three areas in our curriculum that needed immediate attention were: chemistry, geography and earth sciences, and music.

BCL3, OAB, Booklist and ICAS Subject Analyses

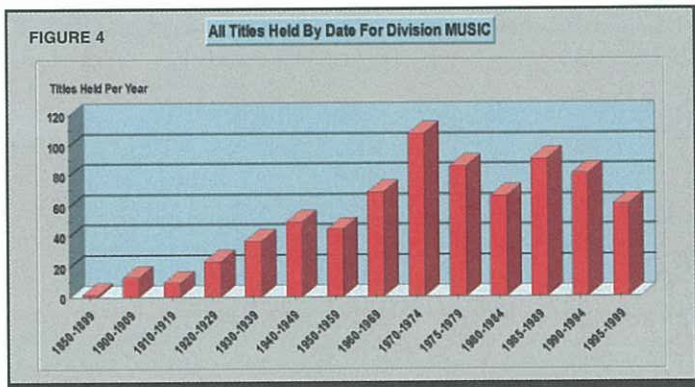
We used the comparison lists from *BCL3*, *OAB*, and *Booklist* to pinpoint specific areas in our collection that were weak. We selected the discipline of music to begin our analysis. Using the analyses from these reports we developed a spreadsheet to show the number and percent of matches, close matches and misses for *BCL3*. The analysis for literature of music shows we have a good basic collection with about 74 percent matches or close matches and 26 percent misses (see Figure 3 for the *BCL3* Literature of Music Analysis). Until funding was reduced in the early 1980's, librarians had been able to maintain a good basic undergraduate collection. While the spreadsheet does not show each conspectus

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FIGURE 3

BCL3 Comparison for University of Montevallo
Statistical Report

| Conspectus Line No. | Category | Matches | Close | Misses |
|---------------------|-------------------------------|-----------|-----------|-----------|
| MUS057.5 | Literature of Music | 557 35.8% | 594 38.2% | 402 26.0% |
| | Literature of Music | 3 50.0% | 0 0.0% | 3 50.0% |
| MUS058 | Periodicals, United States | 0 0.0% | 0 0.0% | 0 0.0% |
| MUS061 | Directories | 0 0.0% | 0 0.0% | 1 100.0% |
| MUS066 | Librettos | 4 50.0% | 1 12.5% | 3 37.5% |
| | Dictionaries, encyclopedias | 21 47.7% | 3 6.8% | 20 45.5% |
| MUS092 | Biographies | 215 59.2% | 25 6.9% | 123 33.9% |
| | Philosophy & Physics of Music | 33 76.7% | 0 0.0% | 10 23.3% |



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line, such a spreadsheet could easily be developed. We are using the analysis from *BCL3* and *OAB* as we write the assessment comments for each area as well as in our discussions with the faculty of those areas. We plan to select appropriate titles from *OAB* and *Booklist's* "missing titles" in our collection building efforts.

We studied the charts provided by the ICAS subject analysis to determine the collection age and analysis by specific subject division. Figures 4, 5, and 6, show the detailed data for music from the ICAS analysis. Figure 4 shows all titles held by date for the division music, while Figure 5 shows all titles held by category for the division music, and Figure 6 shows all titles held by date for the division music and category literature of music. These graphs or similar ones for other disciplines can be used effectively in working with faculty and/or accrediting bodies to show deficiencies as well as adequate areas of the collection.

Developing Conspectus Worksheets

Conspectus worksheets can be printed, if one purchases the **OCLC/WLN Conspectus** software. The ICAS CD shows fourteen age ranges for each conspectus code line. Unfortunately, these age ranges are not transferable to the **WLN** software produced worksheets. Initially, we did not purchase this software and needed to develop our own conspectus worksheets. We wanted a worksheet that would fit horizontally on one page. Work-

ing in **Microsoft Excel**, we used formulas to narrow our date ranges from fourteen to five. This allowed us to see for each conspectus line how many titles were held for each date range. The next figure (Figure 7) illustrates the formulas we created, and how we used them to develop conspectus worksheets. We are finding the **Excel** spreadsheets to be helpful when working in the stacks to see the "whole picture." The example shown in Figure 8 shows part of a worksheet for the literature of music. Here the conspectus code **MUS057.5** for literature of music is combined on line one. In addition, each individual line is shown. Assessment ratings and comments would appear to the right of each line.

Monograph Assessment

When working in the book stacks, having the number of items by date range for each conspectus code (see Figures 8 and 9) as well as the shelf-list and circulation data (see Figure 10) allows one to assess the collection quantitatively more quickly. The data from *BCL3*, *OAB*, and *Booklist* give general and specific qualitative assessment information (see sample assessment comments in Figure 11). In the assessment comments for literature of music, we calculated the *BCL3* percentages for the matches and the close matches for selected conspectus codes as well as for *OAB* (see Figure 3). Similar spreadsheets could be constructed for *OAB* or *Booklist*. For collections with strengths in very specific areas, comparing ones holdings with other peer institutions with similar collections could help to determine your strengths and weaknesses for those particu-

lar areas. In addition, specific subject bibliographies may need to be checked. We are finding the data from *BCL3* and *OAB* to be very helpful in our assessments.

Wood states "weeding of collections should tend overall to correspond inversely to the codes on the completed conspectus worksheets. Collections with a 1 or 2 should be weeded more often than 3c collections."⁴ In our library we are finding most of our collections are rated at the 2 or 3 level. We expect only those disciplines with graduate programs to rate a 3c or 4. Thus weeding should be almost as important as collection assessment and collection building. In the preface to Slote's 4th edition, *Weeding Library Collections*, he states that "by using methods recommended in this volume, two distinct parts of the collection can be identified with confidence: the core collection, that part that is used, and a weedable part, which tends to remain on the shelves unused."⁵ He further points out that research shows that by weeding, circulation will increase. Weeding dated material, material in poor condition, and material that has not circulated recently will begin in the near future. Faculty from each discipline will be encouraged to participate. Classic titles identified by *BCL3* and other lists will be marked for retention.

Journal Assessment

Since our journals and indices are not classified, our ICAS CD assessment does not reflect these titles. In addition, our online databases are not classified, yet our students depend on them almost exclusively. We are

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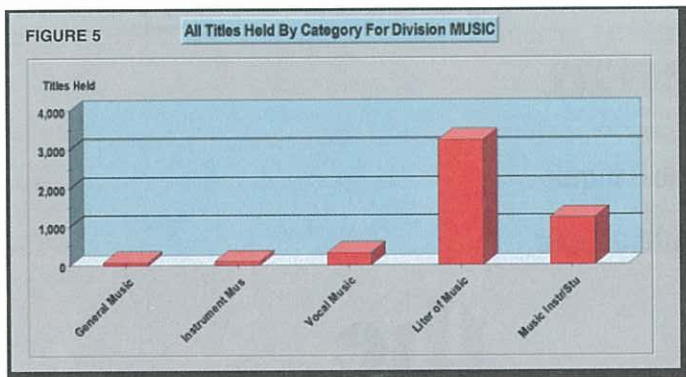


FIGURE 7

| A | B | C | D | E | F | G | H | I | J | K | L |
|--------|---------------------------|----------------------|--------------|--------------|------------|------------|------------------|-----------|-----------|-----------|-----------|
| Call # | SUBJECT/ Conspectus Title | Pre-1850-1929/ other | 1930-1959 | 1960-1979 | 1980-1989 | 1990-1999 | Total | 1850-1899 | 1900-1909 | 1910-1919 | 1920-1929 |
| | | =SUM (i+j+k+i) | =SUM (m+n+o) | =SUM (p+q+r) | =SUM (s+t) | =SUM (u+v) | =SUM (c+d+e+f+g) | | | | |
| | | 4 | 46 | 167 | 22 | 16 | 255 | 1 | 1 | 1 | 1 |
| | | 9 | 29 | 23 | 3 | 7 | 71 | 0 | 1 | 2 | 6 |
| | | 0 | 0 | 1 | 0 | 2 | 3 | 0 | 0 | 0 | 0 |
| | | 2 | 9 | 23 | 8 | 0 | 42 | 0 | 0 | 1 | 1 |
| | | 9 | 19 | 36 | 41 | 13 | 62 | 2 | 0 | 2 | 5 |
| | | 0 | 4 | 2 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| | | 0 | 5 | 25 | 20 | 12 | 62 | 0 | 0 | 0 | 0 |

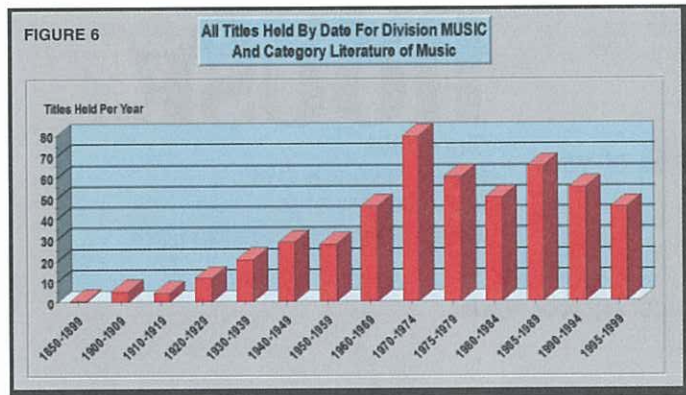


FIGURE 8

| Call # | SUBJECT/ Conspectus Title | Pre-1850-1929/ other | 1930-1959 | 1960-1979 | 1980-1989 | 1990-1999 | Total |
|-----------------|--|----------------------|------------|-------------|------------|------------|-------------|
| ML1-9999 | Literature of Music MUS057.5 | 254 | 764 | 1156 | 573 | 497 | 3244 |
| ML1 | Literature of Music | 3 | 8 | 13 | 8 | 9 | 41 |
| ML2 | Periodicals, United States | 1 | 3 | 5 | 2 | 0 | 11 |
| ML5 | Periodicals, After 1800, Foreign | 0 | 1 | 1 | 0 | 0 | 2 |
| ML12-21 | Directories | 2 | 3 | 4 | 2 | 1 | 12 |
| ML25-28 | Publications of Societies | 1 | 3 | 5 | 1 | 1 | 12 |
| ML32-38 | Publications of Institutions & Festivals | 0 | 0 | 4 | 0 | 1 | 5 |
| | Programs & Advertisements, | | | | | | |
| ML40-46 | Scrapbooks | 0 | 3 | 0 | 0 | 0 | 3 |
| ML47-54 | Librettos | 11 | 28 | 42 | 9 | 7 | 97 |

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using **Katz's Magazines for Libraries** as our primary assessment tool for our journal and index collections. In addition, we are assessing the titles that are full text in our electronic online databases. These online titles are perhaps more important to our students than are our print journal subscriptions. This is because our students are becoming not only Internet fluent, but also Internet dependent.

Each faculty member has the opportunity to assess the journals in his/her discipline periodically. To make the workflow more even and manageable for the library, we divided the list into three parts, so that each discipline is reviewed once every three years. We send a list of print and micro-format journal titles to each faculty member asking them to evaluate the titles in their disciplines. Faculty members are asked to rate each title on a scale of one to five (with five being the most important) as to its importance to their research and/or teaching. There is a space on the survey form for additional title suggestions. The surveys are tallied and meetings are scheduled with department chairs and liaisons to discuss the results. By involving the faculty in our journal assessment, they are aware of holdings in their disciplines. For the personal research needs of each faculty member, we encourage them to take advantage of

our Interlibrary Loan (ILL) Service that is provided at no charge. We monitor the ILL statistics to see if there are trends that would warrant a print or micro-format subscription. By combining the periodical survey results with the discipline analysis using **Katz's Magazines for Libraries**, and the online electronic journal subscription databases, we are able to determine the quality of our journal collection. This helps us to develop a better-balanced user-oriented journal collection.

Holistic Assessment

Our approach to our assessment is a holistic one. We are assessing all media material collected by our library: monographs, audiotapes, journals (electronic, micro-formats, and print), music scores, music CD's, multi-media materials, videos, etc. Assessments of these materials are included with the appropriate discipline review. Currently we do not have electronic books, but we are planning to add them in the near future.

Collection Building

Since the *Booklist* analysis is only available for Dewey call numbers, and further since the *Booklist* titles include material for most educational levels, including elementary, secondary college, etc., those statistics are not meaningful for us as a small academic library. Since *BCL3* was published in 1988, most of the titles listed there are out of print and some are out of date while others are classics. Many times the original primary author has retired and the secondary author has become the new primary author. By examining the list of "missed titles" from *BCL3*, and looking for titles for which newer editions have been published by either the primary or secondary author, within the last

three to five years, we are finding appropriate additional titles to consider adding to our collection. As collection building tools, we are using, also, the list of "missed titles" from *OAB* in areas where appropriate, as well as selecting from *Booklist's* "missed titles." In our meetings with the faculty, we review the selections identified as well as discuss the collection assessment. Together we are able to fill some of our gaps as well as try to develop a more balanced collection.

Summary and Recommendations

Getting started and learning how to use the **ICAS CD** effectively and efficiently was a major first step in our assessment project. Next, we developed conspectus worksheets using formulas to compress the date ranges from fourteen to five. Learning to use the **OCLC/WLN Conspectus** software with its worksheets was the next step. Following the review of the assessment data from the **ICAS CD**, we worked in the stacks to see what was really there. Here, as in any library, we found titles in our database that were no longer on the shelf – a possible case for database clean up. Using *BCL3*, *OAB* and other assessment tools, made for a more efficient qualitative assessment for each discipline as compared to the more labor-intensive list checking and shelf observations. As we proceed with our conspectus project, we may find that some disciplines will need additional list checking to assess their adequacy. As we continue to assess our collection, discipline by discipline, we are finding that the process continues to be labor intensive, but when we compare it to our original traditional assessment, it is much more manageable and efficient. Having conspectus worksheets, graphs, spreadsheets, shelf-lists with circulation data, as well as recommended titles for collection building for each discipline helps the review process with the appropriate faculty.

According to Hall, "regular, systematic collection assessments are essential to a well-managed collection development program."⁶⁶

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FIGURE 9

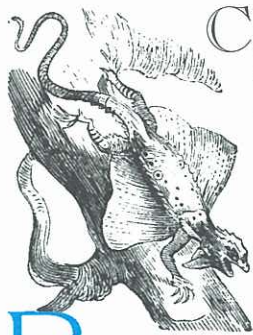
| Call # | Conspectus Title | Pre 1850-1929/other | 1930-1959 | 1960-1979 | 1980-1989 | 1990-1999 | Total | Assessment | Assessment Comments |
|-----------|--|---------------------|-----------|-----------|-----------|-----------|-------|------------|--|
| MT1-9999 | Music Instruction & Study [MUS123.8] | 1667 | 403 | 426 | 127 | 98 | 1221 | | See Figure 11 for sample Assessment comments |
| | Music Instruction & Study | 4 | 13 | 6 | 5 | 1 | 29 | | |
| MT1 | Theory of Musical Instruction & Study [MUS124] | 2 | 12 | 51 | 17 | 24 | 106 | | |
| MT2-5 | History & Criticism | 0 | 10 | 36 | 13 | 3 | 62 | | |
| MT6-18 | Music Theory | 27 | 67 | 60 | 17 | 14 | 185 | | |
| MT20-34 | Special Methods of Instruction & Study | 3 | 1 | 0 | 1 | 1 | 6 | | |
| | Notation, Diction, Ear Training | 1 | 5 | 6 | 1 | 1 | 16 | | |
| MT35-38 | Composition | 24 | 68 | 48 | 13 | 6 | 159 | | |
| MT40-67 | Orchestration | 6 | 13 | 8 | 2 | 1 | 30 | | |
| MT70-71 | Conducting | 5 | 26 | 16 | 6 | 3 | 56 | | |
| MT85 | Hermeneutics | 37 | 59 | 52 | 15 | 11 | 174 | | |
| MT170-810 | Instrumental Techniques | 26 | 51 | 76 | 15 | 14 | 182 | | |

FIGURE 10

| Call No. | title | copy | collection | Last CKO Date |
|---------------|---|---------|------------|---------------|
| M1 .F178 1891 | Famous composers and their works : musical selections / | 1 | CIRC LC | |
| M1 .F178 1891 | Famous composers and their works : musical selections / | 1 | CIRC LC | |
| M1 .F19 | Famous composers and their works. | 1 | CIRC LC | |
| M1 .F19 | Famous composers and their works. | 1 | CIRC LC | |
| M1 .M4 | Medieval music / | 1 | CIRC LC | |
| M1 .M65 | Modern music and musicians. | v 1 c 1 | CIRC LC | |
| M1 .M65 | Modern music and musicians. | v 2 c 1 | CIRC LC | |
| M1 .M65 | Modern music and musicians. | v 4 c 1 | CIRC LC | |
| M1.M9 H9H | Songs by thirty Americans : | 1 | CIRC LC | 3/13/2000 |

FIGURE 11

- **Assessment Comments**
- **2b BASIC INFORMATION, ADVANCED.**
- **MONOGRAPHS:** Many of the titles in this section are older works with some in poor to fair condition and with little circulation (some have not circulated since the 1930's). We have a good **reference collection** of general dictionaries, handbooks, encyclopedias, bibliographies, etc. The music literature as a collection is old with 67% of the collection published prior to 1980. Older works need to be weeded. Some titles listed in database appear to be missing. This part of the collection needs to be built. The analysis for *BCL3* shows 557 matches with 37 close matches listed for 62.4% holdings and 37.6% misses. *Choice Outstanding Academic Books (OAB)* analysis shows 46 matches and 4 close matches for 40% and 60% misses for this conspectus line number.
- **LANGUAGE:** Most items are in English.
- **SCORES:** We have a few general music scores. The bulk of our score collection is old and not in our online catalog yet and needs to be weeded before they are added to the database.
- **MUSIC CD'S:** We have a modest music CD collection and they are listed in our online catalog.
- **JOURNALS AND INDEXES:** Many of the music journal holdings go back to the early volumes -- several to volume one. We subscribe to 9 of 13 of the basic journals (69%) listed by Katz. Of those highly recommended by Katz, we subscribe to 8 of 9 (89 percent). For our total subscriptions (either print, fiche, or online access), we have access to 24 of 45 titles (53%) listed in Katz. Our index coverage is also good: we subscribe or have access to two of four basic indexes listed in Katz. If our monograph collection were as extensive and current as our indexes and journal holdings, we would be at a 3a.



Chameleons in our Midst: How Scholarly and Professional Roles are Changing Due to Technology

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Business activities in the academic and professional arena are not efforts that fall in the "as usual" category -- at least not since technology has been making more frequent and permanent marks into the very infrastructure of our industry. What are some of the most challenging changes organizations have had to adapt to because of technological developments? Looking at the other side of the coin, what are the most interesting opportunities these organizations have before them?

Overview

While higher education publishing circles have hardly been the epicenters of speedy and innovative technological advancements, little doubt remains that technology has been slowly but surely taking a hold in scholarly publishing. It seems little things can mean a lot after all. Email has become part of our everyday communication processes with colleagues, customers, vendors, and competitors. URLs are as commonplace on our business cards as they are on the sides of UPS trucks. Web-based discussion forums, chats, listservs, and online-only publications are somewhat perceived as routine.

Almost every player in this industry has been affected by the way technology has been evolving. More vendors have figured out how to make screen presentations of mathematical symbols easier for our eyes. More publishers, particularly small to me-

dium size ones, seem more willing to join forces with technology partners who can help them make the transition of their journals and books online, thanks at least in part to more robust security measures.

Librarians are finding themselves adapting, constantly, to the way they operate from placing orders to providing material to end-users. Authors and editors continue to make the transition to all electronic submissions and peer reviewing tools that require a shift in their submission and editing approaches. Authors, at times have a different interpretation of "short submission to publication" cycles, and expect to see their manuscripts published in a few weeks' time to a month. Some association publishers are "losing" sound articles to other journals because of a perceived "slow" production cycle in these electronic times.

End-users, happy to embrace the benefits that have resulted from innovations that enable them to access information faster and easier, continue to want more. With more information available to them at desktops, one of the questions looming in the industry is their assessment of what constitutes quality information vis-à-vis access and speed of delivery.

From the Field

CatchWord, which started off as a technology organization, finds that some of the very challenges it has had to adapt to in this

continued on page 28

Using the Automated OCLC/WLN from page 24

Our goal is to assess our entire collection within the next five years. When we complete this assessment, we plan to have the automated OCLC/WLN **Conspectus** run again to compare our progress. As the automated software improves, perhaps a more comprehensive, less labor intensive product will be developed. Until then, collection development librarians will always have much work to do.

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Endnotes

¹ Wood (1996). On page 430, Wood defines the term conspectus.

² OCLC/WLN (2000). The Information packet describes products and services. In addition, Loken (1994) describes in detail the WLN Conspectus.

³ Bushing (1997). On page 5, Bushing quotes Bryant's definition of collection management from: Bryant, Bonita. (1987). "The organizational structure of collection development." *Library Resources & Technical Services*, 31, 118-129.

⁴ Wood (1996). On page 441, Wood discusses weeding/preservation issues in relation to the conspectus.

⁵ Slote (1997). On page six of his preface, Slote describes the core collection and the weedable part of the collection.

⁶ Hall (1985). On page vii of his preface, Hall describes the well-managed collection development program.