Beyond Patron-Driven Acquisition: Broader uses of resource-sharing data in collection development

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Premise

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- *The percentage of requests for items on subject x should be the same as the percentage of materials in your collection on subject x.*

Why Bother?

Question:

Why not just connect your resource-sharing to some form of PDA and be done with it?

Why Bother?

Answer:

PDA is limited. Also, this alternative is cheap and easy.

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- Goals: Want all our purchases, even PDA, to reflect our collection development plan

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- Also uses OCLC's WorldShare service, mostly for article borrowing.

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- No sophisticated software for tracking our resource-sharing activity—recorded volume of activity in Microsoft Access database but were not recording content of MeLCat/ILL borrowing before I arrived

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- Population of repeat ILL users is fairly small. MeLCat/ILL service is fairly well-advertised but students still face barrier of having to find/use it on their own.

- Pool of requests supplemented by students who want a single item, find out we don't have it, and go to a reference librarian who helps them place the ILL request.

Data

- I recorded title, author/editor, and edition of most* items received from September 2014-April 2015 (most of Fall and Spring Semesters) in an Excel spreadsheet

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- For each item, I checked to see whether the college owned any copies and what their status was and recorded LC call number

Data

Title	Author/ editor	Owned by LCC?	OwnedbyLCC numeric	Ownership notes	Call # (per SkyRiver)	Call# (Subclass only)
Creativity in fashion design: an inspiration workbook	Jennings	Yes	1	West campus collection-- uncataloged until winter 2015	TT507 .J46 2011	TT
The celluloid closet: homosexuality in the movies	Russo	Yes	1	1 circulating copy	PN 1995.9 .H55 R8 1987	PN
Michigan: a history of the wolverine state	Dunbar and May	Yes	1	1 reserve copy	F566.D84 1980	F5
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Dancing skeletons	Dettwyler	No	0		GN655.M22 .D48 2014	GN
Dialogues: An argument rhetoric and reader	Goshgarian and Krueger	Yes	1	4 res copies	PE1431 .D53 2011	PE
Generation T: beyond fashion	Nicolay	No	0		TT550.N5423 2009	TT
The corporate athlete	Groppel	No	0		HF5386.G778 2000	HF
She's a rebel: The history of women in rock & roll 2nd ed.	Gaar	No	0	1st ed: 1 circ copy	ML394 .G28 2002	ML
Religions of the West today 2nd ed.	Esposito et al	No	0		BL689.E87 2012	BL

Prep for Analysis

- Simple Excel formulas allow you to convert text into numeric data in order to find percentage information:

	A	B	C	D
1	Title	Author/ editor	Owned by LCC?	OwnedbyLCC numeric
2	Creativity in fashion design: an inspiration workbook	Jennings	Yes	1

=IF(C2="Yes",1,0)

Numerically-coded data allows easy calculation of averages/percentages

Prep for Analysis

- A truncating formula in Excel converts the copied-and-pasted call number into just the LC subclass.

J	K
	Call# (Subclass only)
Call # (per SkyRiver)	
TT507 .J46 2011	TT

The second column is generated by the Excel formula:

$$=LEFT(J2,2)$$

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- An additional 7% of requests were for items in the Reserves collection (i.e. currently required texts for a course), which have limited circulation.

Implications: LCC-owned items

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- Shelf-read more for missing items?

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- Maybe we should advertise MeLCat services at point of checkout for reserve items?

Results: LC subclasses

LC range	Existing collection fraction	Request fraction	Rate of requests/existing
HD4801 - HD8999	0.0110	0.0081	0.7371
HF5001 - HF5600	0.0226	0.0163	0.7200
KF	0.0251	0.0163	0.6481
D - DZ	0.0414	0.0244	0.5889
ML	0.0143	0.0081	0.5680
TR	0.0152	0.0081	0.5349
HD - HD100	0.0172	0.0081	0.4720
HV6001 -	0.0306	0.0081	0.2657

Results: LC subclasses

LC range	Existing collection fraction	Request fraction	Rate of requests/existing
S - SA	0.0010	0.0325	34.050
H	0.0007	0.0163	24.070
HN	0.0040	0.0325	8.0930
BV - BW	0.0021	0.0163	7.7992
RJ	0.0059	0.0407	6.8434
BS	0.0029	0.0163	5.6982
F - F1000	0.0059	0.0325	5.4855
TT	0.0064	0.0325	5.0951

Results: LC subclasses

LC range	Existing collection fraction	Request fraction	Rate of requests/existing
Reserves collection	0.0200	0.0700	3.5000

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1. Small sample size

2. Data inaccuracy/imprecision

3. Privacy concerns

4. Comparison data can be a challenge

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Thank you for listening!

- Questions?

- Want the data/more information/to give me tips on being a better presenter? Email olmstee1@lcc.edu