

Notes on Operations

Consortium Use of the OCLC/AMIGOS Collection Analysis CD: The SUNY Experience

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In 1989, the OCLC Online Computer Library Center, Inc. (OCLC) introduced a microcomputer-based evaluation tool, the Collection Analysis CD (CACD). The tool is marketed and supported by AMIGOS, the independent OCLC network serving the southwestern United States. Since its introduction, the CACD has been used by librarians at a number of libraries to measure their collections against those of peer libraries. This article is the first published report of the use of the tool by a consortium of large research libraries to evaluate consortium holdings and to facilitate resource sharing.

SUNY CENTERS' COOPERATION

Created in 1948, the State University of New York (SUNY) is the youngest and largest state university system in the United States. SUNY evolved from a mixture of teachers' colleges, private institutions, and technical schools into a complex public educational system. SUNY currently enrolls 391,706 students at 29 state-operated campuses that consist of 4 doctorate-granting university centers (2 with medical schools), 13 liberal arts colleges,

3 specialized colleges, 2 stand-alone medical schools, 6 two-year colleges of technology and agriculture, and 1 upper division institute of technology. SUNY also encompasses 35 community colleges and 5 statutory colleges.

The University Centers (SUNY Albany, SUNY Binghamton, SUNY Buffalo, and SUNY Stony Brook) are doctorate-granting institutions, each with distinct academic strengths and research missions. The combined holdings of their libraries total approximately 8.2 million volumes. The distance between the centers (100 to 500 miles) makes it a challenge for the libraries to cooperate or even to bring staff together to discuss cooperation. In 1989, the directors of the four University Center Libraries developed a set of shared goals (SUNY, University Center Libraries 1990); this enabled the four centers to secure outside funding from the Council on Library Resources (CLR) for several projects that provided practical experience and the basis for further cooperation (Dole and Smith 1995).

In 1991-92, four studies were undertaken to provide supporting data for planning and policy development. Two studies

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focused on the libraries' journal collections; in the others, authors examined interlibrary loan and faculty need for electronic information resources. The final report (SUNY, University Center Libraries 1993), combined with articles by SUNY Center librarians (Adams and Bonk 1995; Dole and Chang 1996; Dole and Smith 1995; Naylor 1993, 1994) provide detailed information on each study.

Until 1996, little effort had been made to evaluate the monograph collections of the four SUNY University Center Libraries. Evans, Gifford, and Franz (1977) used OCLC archival tapes to conduct overlap studies of all SUNY Libraries. Dole (1994) used the CACD to evaluate SUNY Stony Brook's monograph collection against the collections of a set of 27 Association of Research Libraries peer libraries and of a mythical peer group, which was reported on as well in a second report by Dima et al. (1993). The evaluation was conducted to investigate whether the collecting patterns at Stony Brook's libraries matched overall university priorities.

Although there is a growing body of literature on overlap studies (Potter 1982, 1986; Noffsinger 1992) and electronic collection analysis tools such as the CACD (OCLC 1992, 1993; Gyeszly, Allen, and Smith 1992; Joy 1993; Vassallo 1990; Vellucci 1993; Webster 1995), there is little published on the use of this tool in evaluating consortium holdings. AMIGOS Library Liaison Officer Shannon Sanko (Sanko 1996) reported that there have been only two consortium purchases of the tool: an Illinois statewide consortium (in 1993) and the SUNY Centers (in 1995). Alan Nourie, project coordinator of the Illinois study, confirmed that a consortium of the 27 largest academic and research libraries in Illinois had received a grant to purchase the CACD in 1993 (Nourie 1996).

Nourie reported that the consortium has based some resource sharing decisions on the results of the study, but has not yet issued a report or publication of the group project (Nourie 1996). To our knowledge at the time of writing (October 1996), the literature contains no serious

studies on the use of the CACD in comparing consortium holdings the size of the SUNY University Centers for the purpose of cooperative collection development.

SUNY CENTERS' COOPERATIVE COLLECTION DEVELOPMENT

Collection development officers of the four University Centers meet on a regular basis to plan and conduct resource sharing and cooperative collection development projects. The group began discussing methods for evaluation of the monographic collections in September 1994. They discussed the Conspectus, a collection analysis instrument developed in the late 1970s by the Research Libraries Group (RLG). Libraries use this instrument to evaluate their collections, subject by subject, and assign rankings of 0 to 5 to approximately 7,000 subjects, usually corresponding to small segments of the Library of Congress (LC) classification. Dole rejected the use of the Conspectus as a tool for evaluating the collections of the SUNY Center Libraries because it was labor intensive and subjective. At her suggestion, the group discussed the CACD as an alternative method, examined demonstration copies, and met with representatives of AMIGOS.

At a January 1995 meeting, they agreed that a collection evaluation project using the CACD would enable the four University Center Libraries to compare monographic holdings in much the same way that the CLR grant had enabled them to compare journal holdings. They expressed hope that the project would inform collection development efforts by providing an empirical measure of the strengths and weaknesses of the collections across the centers and that it would also help to unite the centers by providing them with both common and comparative bodies of data that could be updated at regular intervals.

In April 1995, the group wrote to the directors of the SUNY Center Libraries and recommended that each campus invest approximately \$6,000 in the CACD database and software. They believed that comparison of ten years of monographic

purchases at the four centers would identify subject areas where they could target future resource-sharing efforts. They hoped that the results of the study would assist them in reassessing local collection policies and fiscal allocations by comparing existing collection investments to system-wide administrative data on degree programs and enrollments.

In the fall of 1995, three member libraries (Albany, Buffalo, and Stony Brook) purchased the system. They included holdings data for all four member libraries in the study.

CACD: DESCRIPTION

The standard CACD package includes one compact disc with a database of 2.1 million short bibliographic records drawn from the OCLC Online Union Catalog for a ten-year publication period (usually two years behind the current date). The records included are selected on the basis of having an LC classification number in the record. The tool includes holdings records for 14 standard peer groups, software for statistical analysis, and the subscriber's holdings data. The 14 predefined peer groups included in the standard version are OCLC-member academic and research libraries that have actively cataloged during the decade covered by the database. The peer groups are based on factors such as collection size and academic degree programs.

The CACD system provides three levels of analysis: collection metrics, subcollection metrics, and bibliographic lists. The collection metrics level is structured on the 33 divisions of the LC classification schedule. The subcollection metrics level corresponds to the National Shelf List 500 count, a subcomponent of the LC class divisions. In both the collection and subcollection levels, there are six statistical reports or tables. The system is menu-driven and simple to use. In addition to standard reports generated by the system, customized reports can be produced by transferring data to spreadsheets or other programs.

The edition used in the SUNY Centers project included book titles published be-

tween 1984 and 1994. Serials, government documents, and dissertations were excluded. Each record selected for the database must contain an LC classification number and be held by at least one academic or research library. The three SUNY Center Libraries that participated in the study each purchased a standard package and then added four peer groups: the three other consortium members individually and an aggregate of those three. For Stony Brook, the additional peer groups were Albany, Binghamton, Buffalo, and the combined records for Albany, Binghamton, and Buffalo.

The participating libraries (Albany, Buffalo, and Stony Brook) met in December 1995 to plan analyses based on the CACD and assign responsibility for those analyses. Analyses completed to date include:

1. A preliminary spreadsheet combining the collection metrics for all four Center Libraries, which was produced by Albany.
2. Graphs comparing the joint acquisitions of the Center Libraries to those of several standard peer groups, which were produced by Stony Brook (see figures 1 and 2).
3. A graph comparing the total acquisitions of the Center Libraries, produced by Stony Brook (see figure 3).
4. A subcollection-level comparison of subject areas and allocation units, produced by Stony Brook (see figures 4-6).

STONY BROOK CACD STUDIES

In doing the analyses for which Stony Brook had taken responsibility, we spent February and March 1996 using the CACD to analyze the combined acquisitions of SUNY Center Libraries against standard peers and Stony Brook's acquisitions against those of the other Center Libraries. We input the figures into a spreadsheet program and produced graphs. We compared the combined acquisitions of the University Centers for the period 1984-94 to the following four CACD standard peer groups:

1. All ARL libraries on OCLC (80 libraries)
2. ARL-1: The 18 largest ARL libraries on OCLC

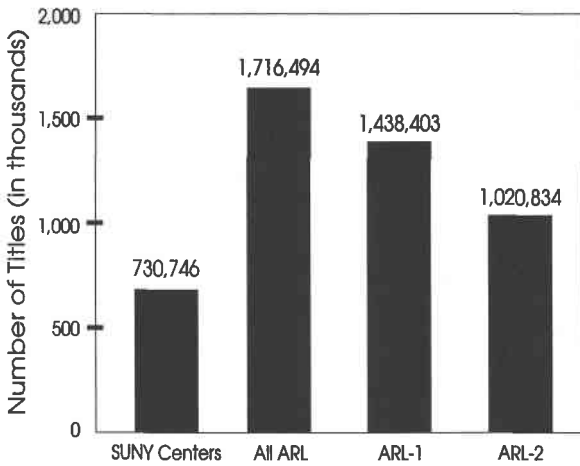


Figure 1. Collection as a Whole

3. ARL-2: The following 23 largest ARL libraries on OCLC
4. Large Academic Libraries: The largest 99 academic libraries—libraries with holdings of 1 million or more volumes

FINDINGS

We found that during the period 1984–94, the Center Libraries together had acquired 730,746 titles, fewer than the average member of the all-ARL-OCLC peer group (1,716,494), the ARL-1 peer group

(1,438,403), and the ARL-2 peer group (1,020,834) (see figure 1). During the decade 1984–94, the Center Libraries also acquired fewer titles than the average member of the Large Academic Libraries peer group (see figure 2), which we attribute to their having fewer resources to devote to monograph purchases than did the members of these four peer groups. When we compared the total acquisitions of the SUNY Center Libraries (see figure 3), we found that Binghamton had acquired more titles than the other three libraries. Our analysis of acquisitions by broad

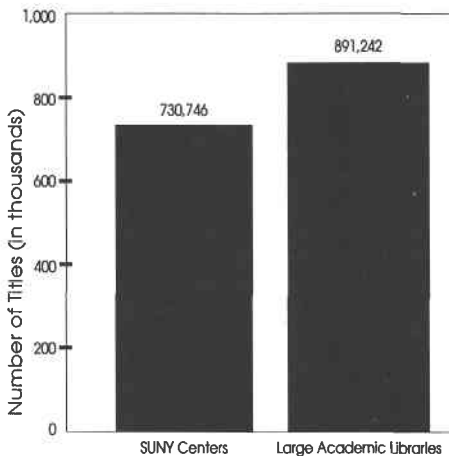


Figure 2. Collection as a Whole

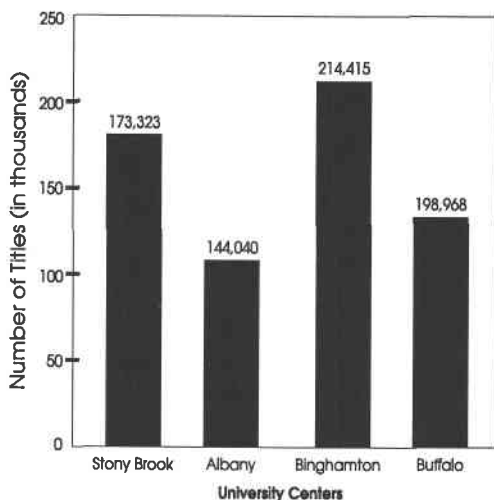


Figure 3. Collection as a Whole

subject category (see figures 4–6) showed that Binghamton acquired more humanities and social sciences titles than the other three, and Stony Brook acquired more science titles. This acquisitions pattern is consistent with the distinct missions of the two institutions. Binghamton has a strong undergraduate mission and program strengths in the humanities and social sciences, while Stony Brook has a strong graduate mission in the sciences.

We used the Subcollection Proportions mode of the CACD to compare specific call-number ranges of Stony Brook's 1984–94 acquisitions to those of the other Center Libraries. We produced 38 graphs comparing the acquisitions by department or library fund code. The graphs are being used at Stony Brook and the other campuses to illustrate the strengths and weaknesses of the collections to library selectors, teaching faculty, and administrators.

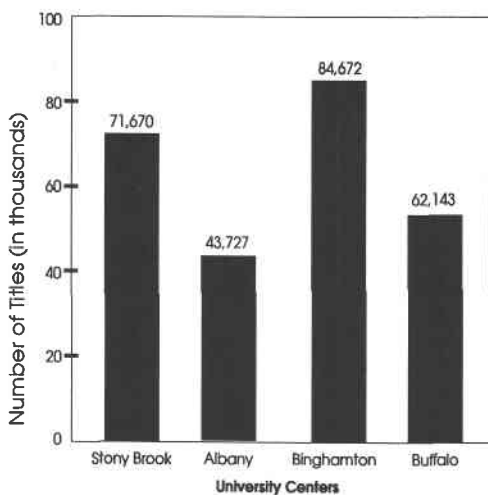


Figure 4. Humanities

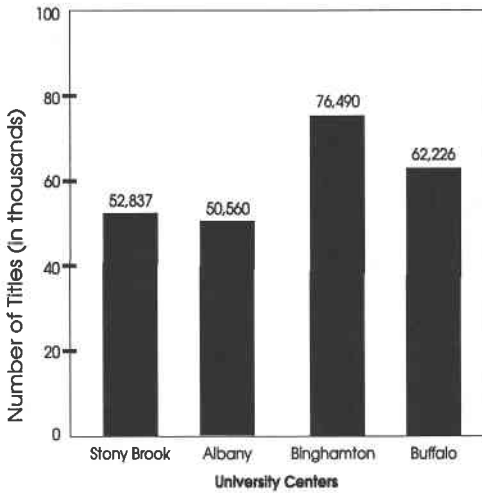


Figure 5. Social Sciences

CONCLUSIONS

The results of SUNY's CACD project enabled the four University Center Libraries to compare monographic holdings in much the same way that previous studies had enabled them to compare journal holdings. The project provided an empirical measure of collection strengths across the centers and helped to unite the centers by providing them with a common and comparative body of data that can be updated at regular intervals.

By combining the data from the CACD system with simple programs such as spreadsheets, we were able to produce easy-to-understand graphic measures of the collections. The graphs are useful tools for explaining the collections and allocations to local faculty and administrators.

Although the graphs confirmed that in most areas the SUNY University Center Libraries acquired materials at the levels stated in their collection development policy statements, there were some nota-

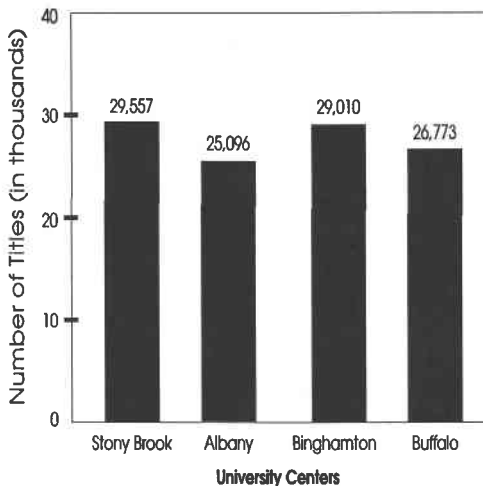


Figure 6. Sciences

ble exceptions. In some areas, one or more of the libraries purchased materials at a higher level than that stated in the collection policy. This information, combined with data on enrollment and degrees obtained from SUNY's Central Administration will be used to revise collection development policies and to discuss resource sharing agreements. SUNY Centers Libraries may be asked to take on primary collecting responsibilities for subjects in which they have strong collections and graduate programs.

We recommend the use of computer-based tools for the evaluation of the collections of library consortia. Such tools can analyze rapidly, accurately, and inexpensively a vast amount of data. The necessary data can often be obtained as an incidental spin-off from another source, such as a circulation system or online public access catalog, making this type of study practical in libraries.

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THE MUSIC LIBRARY ASSOCIATION
PROUDLY ANNOUNCES THE PUBLICATION OF
Cataloging Musical Moving Image Material
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MLA Technical Reports, No. 25, 108p., ISBN 0-914954-51-2
\$28.00. (\$22.40 to MLA Members)

Cataloging Musical Moving Image Material is a guide for catalogers in all types of libraries who work with videos and films of musical performances and presentations. The guide also addresses the cataloging of videos and films of multifaceted performances and presentations where music is an important component of the production (such as ballet performances) as well as videos and films of musical performances per se. Both descriptive cataloging, based on AACR2r and LCRIs, and subject cataloging, based primarily on LCSH, are treated in detail.

While controversial questions involving descriptive cataloging are acknowledged and possible inadequacies in current cataloging rules are presented, the guide attempts to adhere to current standards and takes no position on the possible resolution of some issues currently in dispute.

Forty-two examples of bibliographic records appear in MARC format. Every example includes an LC classification number, LC subject headings, and genre terms from *Moving Image Materials: Genre Terms*.

The guide was a project of the Music Library Association's Working Group on Bibliographic Control of Music Video Material, consisting of five experienced music and audiovisual materials catalogers, with input from numerous individuals and organizations interested in the cataloging of moving image media and music. The Working Group was appointed by the Music Library Association to report to the MLA Bibliographic Control Committee.

Editor Lowell Ashley, who chaired the Working Group, is Principal Cataloger at Virginia Polytechnic Institute and State University. He has cataloged music, sound recordings, and audiovisual materials for many years and has served on the Cataloging Policy Committee of Online Audiovisual Catalogers, Inc.

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