How to Inventory Your Collection: Using SuDoc as a Starting Point - Transcript

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Good afternoon, welcome to the FDLP GPO - How to Inventory Your Collection: Using SuDoc . With me here today is our presenter Jen government information librarian from Utah State University. Before I get started, I'm going to walk you through a few housekeeping reminders. If you have any questions you'd like to ask the presenter if you have any technical issues please feel free to use the chat box. For people on desktop computers or laptops located on the bottom right-hand corner of the screen. I will keep track of all the questions that come in and at the end of the presentation generally respond to each of them. We are recording today's session and will email a link to the recording and slides to everyone who's registered for this webinar. We will also be sending a certificate to or dissipation using the email you used to register for today's webinar. If anyone needs additional certificates because multiple people watch the webinar please email FDLP outreach and include today's title of today's outreach and the names of those needing certificates. Laptop users click on the fullscreen button on the bottom side of your screen. Exit full-screen mode over the blue bar at the top so that it expands. Click on the blue return button to get back to the default view. At the end of the session we will share a webinar satisfaction survey with you. We will let you know when the survey is available and the URL will appear in the chat box. We would very much appreciate your feedback after the session including comments on the presentation and the value of the webinar. I am going to turn it over to, Jen. Think it's we met inks, Kathy. Hi, everyone. Thank you for joining me today. I'd like to thank GPO for giving me the opportunity to present this topic to you all today I am going to be sharing with you the method and approaches I took to getting to know my collection when I was a new coordinator. I'll be walking you through some hopefully interesting inspirations you can use to work with your collection. There are lots of different ways to take inventory. I begin this one using SuDoc as my starting point.

An outline of what you will be talking about today. I'll provide a background and purpose to the project. Talk a little bit about SuDoc and my inventory planning. Go over how we conducted the inventory, and talk through limitations to this approach and how you might adjust to what you need at your institution. Finally we conduct this inventory in, 2018. I hope to share some lessons learned, and some of the things we've done since then as a result of this inventory.

First let's set the context for my institution. I work at Utah State University we are a land grant institution located in northern Utah an hour and a half from Salt Lake City or 20 minutes from the Idaho border. On our campus we have 16,000 undergraduate. At our statewide we have 27,000 total students. Our library has 2 million books. The unit I work in operates independently until, 2016. On the right you can see old Main on the top of Aggie Hill.

About our department. We were an independent department now part of special collections archives. We are a subunit within the institution. We have 3 1/2 FTE staff including myself as a factory librarian. Librarian assistant. Full-time. Three student workers who throughout the schedule make up 1.5 FTE. Our collection is open during all library hours in the vast majority of

it circulating. This is what the collection looks like. On the top UCR contact salving shopping storage. On the right to of the bays are locked. We refer to that as our secure area. Were those materials though shelves are locked and only provide access to staff with request of our reference staff. That's to protect materials most rare and at risk.

The bottom two pictures are microfiche, Mapp, oversize, and posterior areas. We will be talking about the top picture compact shelving. We have used part of this inventory and are microfiche area on the bottom left picture.

Why did we need an inventory? As I've alluded to I was a new coordinator in, 2017. I needed to know a little bit about the collection. We also needed an inventory because our collection is older. We are a regional depository for Utah and Nevada. Our historic collection materials are not catalogued. Given the collection dates back to come in 1907, we needed to know more about historic materials. Prior our current reference services relied heavily on index as I'm sure your institution. If you are like me you know not all of our 21st century users are amenable to using indexes to find materials. We are hoping the inventory will help us plan for projects that do not rely on indexes as much. We had no documents specific to the materials. It was difficult to talk about resources we needed to bring to the collection. We had no documentation of our routine collection maintenance though it had been performed. We didn't know where or the areas we might have missed overtime. Our materials are shelved by SuDoc which makes it difficult for users to understand its unique collection. SuDoc has a lot of benefits. There are challenges that come with it for our patrons we wanted to explain in inventory.

I am going to talk a little bit about SuDoc . The superintendent of classification systems is organized by entity used to archive collections. SuDoc is universal across other collections. It's to inform knowledge about the collection. It allows librarians to identify gaps in collection areas. We do this at Utah State by identifying priority SuDoc agency department we wish to collect. We dig down and look in the publication area and history of those programs for subject. It can be segmented within the system as you can see on the right. The purpose of this inventory when I say STEM I'm only referring to the alphabetical characters. A for agricultural. Others have used STEM before the colon. 813 28 for forest service. Capital a 13.28 national forest maps. A 13.28 W 26 Wasatch cache national Forest maps. That national forest [inaudible] my institution.

On the shelf SuDoc has its advantages. Things are grouped together. However, in an un-catalogued selection short run of SuDoc are ancient when browsing. This is a wayfinding sign on the end Of our shelf. EP FBM. If you don't know what's in between those you might assume there only to their moving directly from the environmental protection agency to FEMA. There are 10 SuDoc's on that shelf. EP, ER, ES, FA, FAA, FC, FCA, SCD, FD, FBM. All of them are short in between the run of shelf there. If we look to those areas to develop them at the SuDoc level inventory based on which agencies are present at the call number level to build notable underrepresented collection areas. I will revisit some of these at the end to show you what I mean.

In order to get started with our inventory we had to ask ourselves what we wanted to know. For my purposes I wanted to know the extent of the collection. The number of shelves with materials on them. We wanted to know what areas we were missing specifically SuDoc STEM and ones that were older. Pre-1970. We wanted to know where SuDoc was located across the collection. How many of them were in the compact shelving how many in the microfiche, how many are in the small item area. We could build co-files at a collection level. Finally we wanted to know what was our gross potential. The number of empty shelves and use all of that to give a very rough F DeMent estimate of the materials on our shelves.

Know what we wanted to know we began planning the actual inventory. I have references at the end you can see that guided my development of this inventory. There are lots of different ways to conduct one. The best way is to know what you want to look for. Because I wanted to know a collection level, and because I was fine with estimates because of the potential impact low at this time, I chose the methods I am about to describe. Estimates are appropriate when the impact is low. For me this was just my department. I wasn't planning a move or major collection shift. I just wanted to know a snapshot of what was there so I can start to plan projects. If I had planned to immediately start cataloging as a result of this I would've wanted to bring in stakeholders for my cataloging technical service units as well as other decision-makers. If that applies to, you would want to bring in stakeholders that are relevant to your outcome.

When we needed to get an estimate we need to have baseline data. There are two ways to do this. You can see published averages. I found a book about moving library collections published in, 1998, to be useful for this. It provided averages based on other people's surveys. I could've segmented by SuDoc and counted the pieces and measured total inches per piece at the collection level. I did those same steps but in a randomized sample across the entire collection. The segments to base my estimates on were taken from the Department of Agriculture. The Department of Energy. The Department of Interior. Library of Congress. Department of State. Congressional hearings under Y 4. It looks what the shelf looks like. If the shelf is mostly paper we have an estimate of 194 items per shelf. If the estimate is mostly found items we have 33 items per shelf. If the shelf is a mix about 131 items per shelf. We have category for three ring binders because we have many older three ring binders in our stacks that need to be upgraded and removed to protect the materials.

I use the method on the right. The yields are a very rough estimate. If you only know a certain area you are looking at one area in your collection Department of Agriculture you can obtain the same averages within those sections. The resources I had available to conduct the inventory where the most important. I had to student staff. They keep us running throughout the year on projects like this and honor acquisitions. Additionally because I'm at an academic institution we have more time in the summer here there are fewer classes taught in fewer people on campus. My students have more time to work. They were able to work up to 40 hours per week. 20 hours each. We had additional stop from myself to review the data. From a tangible standpoint we needed access to free data collection tools. IPad mini or smart phone. A small amount of tangible items like Post-it notes, tape, and append to track inventory physically.

Preparing for the inventory in the physical shelves. This is where the Post-it note tape and pin came in handy. You can see on the topic sure we have a wayfinding sign. It has two Post-it notes on either end. We track the inventory physically. We are looking at roast seven in row eight. When the info gatherer completed a row they would sign off so the next person would be able to exactly where they had been. It took about an hour to label all review areas. Post-it notes and scotch tape stayed up for quite some time without falling off which was great. We tracked the items in the shelf. Here you will see two different collection areas. After we did the compact shelving we did the microfiche area appeared to prevent confusion we didn't number the microfiche drawers. Just numbers one through 174. Alphabetical characters for the container and a number for the drawer. A1. B3. It helped us to not get confused when tracking items. It might be something to consider if you have two separate areas like I do. Finally we have the tracking built into the survey instrument itself. Info gatherers would verify completeness so I would know data review can begin. The final preparation was to lay out the process so that everybody was on the same page. We defined our needs and resource , obtain ups assumptions. It was time to create the survey. We have done the first three steps. After we created the survey we trained our info gatherers and did some pilot testing and adjustment. It was iterative to make sure all things needed to change were changed. We launched their survey and did the inventory. Reread the data and resurveyed as necessary. We reviewed our final results and presented them to our key stakeholders.

Here is the inventory at self . I realize those links aren't clickable for you. I am going to drop one into the chat. This is a copy of the actual survey instrument we used. We will show screenshots moving forward. If you have questions feel free to reach me at the end. My email is on this slide and at the end of the presentation. When we went to build the survey instrument I have several criteria. It needed to be free. It needed to require no secondary data entry . It wasn't going to be paper and my students were going to be transferring from clip board into a spreadsheet. I wanted control data entry to make sure answers were consistent. It needed to be easy for my student staff to access as well as easy to copy, export, and assess the data for my own purposes as well as share it with you all. Google forms met all of this criteria allowing for mobile entry. There were no paper forms required. It was easy to update as part of the iterative testing process. We could obtain it for future use edit, and copy for when we wanted to review in other areas or revisit this inventory again. I don't view this as being the one time we are going to do this. We are going to do this several times in smaller and smaller chunks as we go. The instrument itself had four different types of questions. The first related to the shelves themselves. Including the row number review, total number of shelves within that row. Some related to collection management asking questions about the shelf characteristics. Were they sliding? Were they to compact? Was there too much room? Signage. And Signage used to identify new data we needed to update all signs and shelving. Count questions. These are used to derive extent calculations and estimate the quantities of materials I want. There were several questions related to managing the inventory itself. Confirming completeness which I've discussed before and basic logic so not too many questions were rebuilt of they were necessary. In formatting the questions I wanted to collect comparable data. I did this by using multiple choices by drop down answers wherever possible. We used images invented in bedded to ensure consistency and prevent any wild interpretations you might have. We use yes or no

options to reveal follow-up questions. We confirmed it was complete so I has the data reviewer could begin reviewing before they got to 174. Training our info gatherers and pilot testing was probably the most important part of this process. We outlined the goals of the inventory and impact. Training was done one on one. I only had two staff members doing this. I encourage communication and feedback. As part of the process they got really into the process which was great. As a result I had to impose limits.

Here is what the inventory looks like. If you are interested you can open up the link I shared in the chat. It'll probably look different. The one we used was per. The copy is green. Which part of the department area are you in the secure area and posters. This was designed to be used throughout the collection. What I am discussing today is primarily our work in our compact shelving. The first question gets back to that SuDoc as a collection area. What are you reviewing? This is a drop-down. A drop-down of 125 options to choose from. It asks what number they were in. They submitted one form per area. The first 10 rows they submitted one form per row because that's how long Department of Agriculture collection is. For example the row I showed earlier they submitted 10 different versions of the warm one for each SuDoc area. Here is the example of the picture being used to make sure the question is clear. The wayfinding sign and a picture. They are prompted to look at the first and last documents so we can up date this as a result of the inventory not have to go back in again to get the data. They are already there. We are efficient in getting the data we need at the same time. We move into the count questions. First they counted the number of shelves in the entire row. Then they counted the entire shelves with things on them. That's how we identify the number of empty shelves.

They are prompted then with more questions or does the row look like this? If so how many shelves look like this? The top one is bound. The middle paper, the third mix.

It looks like they would be able to resell items. Whether the items are falling down. I am not sure you have the same problems we do for ourselves or slippery and paper slides. We wanted to know exactly where that was happening so we can come back and make some changes to how we house materials to protect the materials. This is an example of the complete question. Have you submitted a form for all SuDoc's in the row. There is a question to remind them to sign off on the Post-it note so it directly links the digital version to the tangible tracking in real time. I was worried they would forget to do that.

Once we had our initial data I knew we would need to do some data cleaning to adjust for errors. I assumed we would have a 10% error rate in our data review. We have the survey designed to go back to the exact same spot and collect the same information again and compare the two entries. Additionally as part of this inventory because they were counting how many shelves there were total, and counting within that basic mathematical formulas would tell me whether or not all of the counted shelves match the total number of shelves in the row. The segmented responses allowed for rechecking and resubmission with out disrupting the rest of the inventory. The one the mentation for the data cleaning is because the way we built these estimates are incredibly small. Ones that were one shelf or less. The estimate was completely

unreliable. Anything that had one shelf we went back and did a physical count of those items. We had an actual count instead of an estimate at the end of that.

What did our results look like? These are three images from the Google form. As you can see two thirds of our shelves work fine and a third of them needed to be updated. That was good to know. We were pointing a third of our patrons in the wrong row. You can see in the right we have plenty of room to expand. This is not surprising. The collection was shifted before the transition between libraries. The collection was shipped did before the transition to primary electronic distribution. We have gaps in areas we probably don't need. This inventory allows us to look at where we are still receiving tangible materials, and back shift to fill gaps that exist for no reason.

Here as well or extend Testament measurement estimated count looks like. For a portion of circulating shelves. Our Department of Agriculture is 506 shelves about or teen hundred feet of material. From our estimate and again depending on what the shelf look like we estimate we have 67,000 items not area. Agriculture and interior looks similar on this area. That makes a lot of sense. Our Department of Interior materials are bound versus Department of Agriculture many of them are paper. They are sitting directly on the shelf. We can fit more items in a smaller amount of space. Those are our our large areas. It gives me an estimate of the total number of circulating materials that I have. 800,000 sounds about right compared to other institutions. Prior to this we were estimating we had about 400,000 items. We had never done a holistic review of all historic materials. We basically started counting at one point and let that accumulate. We were shortchanging ourselves by half. This makes a lot more sense. When you look at our shelves the number you see make sense for what you are looking at.

Lessons learned. The survey is designed for reuse. Because those estimates aren't embedded in the survey itself. We can go back and recount if we do a shifting project in a specific area. If we say you know what, we are a land-grant school, we were rounded as an agricultural solid we want to emphasize agricultural materials as described as we can . We can do just the agricultural section again. Estimates more targeted to that area. Provide a better collection level description for those items in the future. What we have works for now. As we get more resources, or make an argument for resources these methods would allow us to learn more in the future. Collection level focus. Pilot testing is key. That's a big lesson we learn from this. Training is crucial. You cannot rush the process. Total we got the entire collection reviewed by two student staff, two hours a day, five days a week, in two workweeks. 10 days. I was ecstatic we got it done that quickly. Despite limited we put in.

The limitations of this method it's only an estimate. As is currently designed it doesn't look any deeper than an item level, or at the first SuDoc level. It's based on format. Requiring additional review, and math on the backend. This is more limitation of our physical space than inventory. The number of info gatherers had to be kept small because of our compact shelving. I could not have them in adjacent rows because there isn't an adjacent row when they are in an aisle. As with anything hindsight is 20/20, looking back on these questions I would change it now. It got us results we needed. I'm happy with the outcome.

The next step we took after inventory where we had actionable collection maintenance. The most immediate pics I could do for the collection. We updated the sign. We fixed shelves. We removed three ring binders when we could. We replaced it with acid-free magazine files, or folders. Occasionally envelopes. We are now looking to segment the collection into manageable portions or projects and I'll talk about the Abbe on the next slide. We now have a basis for which we can compare results in our library catalog or external shelves. Prior to this there was no way for me to do that because I literally didn't know what SuDoc we had where.

Here is an example of the collection profile I told you I wanted to develop. This is the federal civil defense administration which was hidden amongst the 10 SuDoc areas we saw at the beginning of the presentation. This is FCD in SuDoc. It ran from 1951-1958. One of the examples in the inventory were was a shelf. We estimated we had 131 items. One shelf. You can see on the right that's after everything was catalogued.

83 items were found and copy catalogued from all. This is one full SuDoc catalog. This agency is really interesting. It was preceded by the office of emergency management under the office of the president. It was followed by a reintegration into that before spinning off into the Department of Defense. It existed for a very short period of time. A perfect example of an older SuDoc agency that could be lost on yourself. We talk about civil defense along in Utah. We are a product here. Utah was growing significantly during the time of civil defense. A lot of history projects touch on the Cold War period. We wanted to be able to fully describe this collection. I am going to point to the red document. Bert the turtle is a well know common comic. The turtle has shelter with him. Quick shelter importance. We actually have a comic version of Bert the turtle in our FCD collection that I had no idea existed. It's about three inches by four inches. As a result it's been jammed so tightly inside another item we would never have found it without this inventory. There is one reason to get into your stacks and look for things

Now we have an idea of where these opportunities are in our stacks. We can turn to external resources to help build from there. For example we've undertaken an inventory of our cereals that using a list from the universe the of North Texas that's publicly available. We are hopefully in 2021, when we are back in our stacks regularly, we are hoping to use regional colleagues in North Carolina to do a hearing inventory and shelf list. We conducted projects in our own as a result of this inventory. I just talked about the federal civil defense administration. We've also done a full inventory of our soil publications as a result of this project in a 5738.

We can turn to techniques that were not available to us before. The sampling project was done at the University of Mississippi in the early 2010s. I'd like to deploy at some point now that I know more about what's there. That would never have been able to be done without inventory we've undertaken here.

The last outcome I wanted from this was to be able to bring the materials on our shelf to life for the people who come to our area. When I first started, we were doing tours of the library. Everyone would come to this area and talk about the moving shelves. They were electronic.

They never talked about what was on the shelf. I really wanted my colleagues to have a visual demonstration of why the materials on those shelves matter more than the fact that they move. Now when you come into our area we have a large poster version of the infographics. Huge kudos to my graphic designer at my institution. We need to update it. This is about the collection into fax. Three miles of circulating materials on the shelves. You would never guess that by looking at them. They kind of look like Indiana Jones feeding off into the distance.

If you're interested in learning more I publish an article describing this process you just learned about. It's open access through college resource library news. I will drop a link in the chat so you can click on it if so inclined. It gets into more than what we've discussed today for me academic libraries perspective.

Your references I found very useful in coming up with this inventory method. They are available to you as part of the slide deck if you're interested. I'd love to open up for questions and conversation. If you are planning an inventory or audit. If I went too quickly and you didn't understand something please ask me to explain. If you have your own tips or lessons learned inventory the love to hear them.

I am re-sharing both links because I know sometimes the links get hidden. Or the Florida and North Carolina hearings list available publicly?

Great question. I'm going to talk to Renee, and Sarah, who shared it with me about possibly posting it. For the time being I would say you can reach out to, Sarah, and Renee directly if you're interested in obtaining a copy of that. I would like to post them publicly if they are amenable to that. A long list of to do's. Cecelia asks the agency collection profile is wonderful. It's a great way to reach our students, faculty, and staff. We love this idea and we would definitely adopt it. I'd love to hear the outcome of that. Be great to learn from each other. Please let me in.

This is, Kathy.

I will let you take over.

Laura, asks I remember one of the early guidance documents put out possibly by and early handbook to have inventory that it gave with microfiche paper documents . I've tried to relocate this to no avail.

I am my be able -- let me check and see if I can lay my hands on electronic version of this. I think we have one around. If there is I will send it to you.

Jen, re-chatted it. How many total hours it took your students?

Total hours for the initial inventory was about 20 hours per student. For my time I would say it took of the actual development to completion it was probably about a month shared amongst

other responsibilities. Total hours, maybe 40. On and off. Dedicated time. A lot of that was developing the instrument and fine-tuning the instrument, and then doing the estimates at the end.

I recall the estimates but I don't recall the source of research. Mary, says we found World War II posters in our W section.

Great. We never got the posters or didn't preserve them.

I am not familiar with Google forms. If we use this form how we get the report for library?

Great question. Google forms is available for free to any one with a Google account. If you are not amenable to that there are other similar ones. Google forms lets you download in Excel in an open format. It's not contained within Google itself.

What would you suggest for someone just starting to inventory?

I would suggest understanding what you want to know about your culture. When I started to get the bug to do an inventory I was really reaching too far. Being able to make this achievable was part of being able to set limits on what I expected and that's how we ended up at the estimate part. Waiting to do something perfect was never going to happen based on the size of the collection. I needed to get in there and get something.

I've got a couple requests for the FDLP document. Stephanie, says she has a copy of the tangible selections she's having to send. If you chat your email in people can grab that. Is some of your collection other than [inaudible] catalogs?

We have Mark records for our collection. We are a regional -- our profile says we get everything. Yes, we have catalog record. It's not necessarily clear those of been linked in all cases. We are actively working to target areas to cut all completeness. We start short run first. A pilot test that allows us to get our feet under us. We have turned to external resources from other libraries. It's a way of looking at our collection to identify as fully as possible what we have. I don't have an exact estimate.

There is only on how to estimate the document collection. Stephanie Wilson, also has the -- a comment about that. All the information is in here.

How did you use the results of your inventory to reinforce the value collection to library leadership? Are there any plans for how inventory can lead to increasing usage? We met that's the most important question. It was great because I could look at my leadership and say remember when we said we had 400,000 items we have 800,000 items. I have a ton of support for the collection here are my institution. One because of the value in Nevada. To my collection exists because of archives. It really helped. As a region [inaudible] being able to take these collection files and say, listen, you know how important these materials are. Now I can say, we

have hundreds of items on our shelves that support the development of those collections and support the teaching around those. Prior to this inventory everyone was grabbing things from the department of defense response. Including people who taught an entire class. Do you know we have these whole areas we just found? It was literally lost on the shelf because it wasn't catalog. By the sense of one person, or group of people knowing about these areas. Using SuDoc to save collections. It demystifies the monolithic nature. It makes it more directly applicable when you speak about the agency level. I think through that more people knowing about it will lead to increased usage. Even more than catalog records.

I have put in my email address. I'm going to make a copy of today's chat with all these links and information. If anybody wants that you can email me. I will send you a copy of this.

Any more questions?

Will you put out the webinar survey link. I would appreciate if you can to complete our survey. It's five or six questions. It takes less than five minutes. We would really appreciate the feedback. Threw thank you, for attending. If you'd like to reach me my contact information is on the slide. Email is the quickest way to get to me.

Cori, has put the survey and a link in there. One last call for questions. I'll give you a minute and then we will wrap up today's webinar. I like to thank you, so much for this webinar. Jen, was in another webinar and offered this one. I jumped on it. I thought this would be very interesting. It was.

Thanks, Kathy.

I'm impressed with how little you got this done. It's so impressive. It looks like everybody is done. Thank you, everyone for attending today's webinar. Be on the lookout for upcoming webinars as well. Have a good day. Stay safe. [Event Concluded]