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The Role of Collection Development in a Teaching Library[1]

DORA BIBLARZ
Associate Dean, Arizona State University

Definition: The "teaching library" is one whose programs and collection support and enrich the curriculum of the academic institution of which it is a part. The library's mission statement should clearly state this relationship.

COLLECTION DEVELOPMENT POLICY - WHAT IS IT?

The Collection Development Policy is a formal document which states the philosophy, mission, and goals of the institution as they apply to the library collections. Specific governing policies, collection traditions and historical strengths of the collections, and any other information that helps to describe the library and distinguish it from others are also included.

The document generally contains five sections

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[1]   Paper presented at LIBER Annual General Conference 1997, Bern.

I. Introduction

The mission statement of the library (can also include or refer to the mission of the academic institution); a brief description of the community or user groups served; a brief general statement about the collection such as size, formats covered, including electronic resources, number of journal titles, growth rate, and languages represented. Any formal or informal cooperative agreements that affect the collection policy or practices are also mentioned.

II. General Statements

This section is used to list special characteristics or other elements that determine the direction of the development of the collection, for instance, is the focus on current materials only, or does it include historical (retrospective) materials? Are there different formats, such as print, nonprint, electronic? Are textbooks collected? Special sources of funding, such as a grant or gift from a donor can be noted here. The policy regarding gifts and any special policies treating the preservation needs, discarding, and weeding are included. Are there any limitations, subjects or areas intentionally not collected?

III. Narrative Statements

Special subject or format collections that represent unique materials, and for which special guidelines apply can be included here or referred to.

Formats such as electronic resources may be governed by special guidelines which should be included here.

IV. Details of Subject areas, languages and formats collected

This section includes specific information on the actual strengths and weaknesses of the collection, going into the level of detail desired to suit the size and needs of the library. The collection assessment data is generally placed here.

The following information is usually included, organized by classification or subject categories:

1. Subject: organized by broad subject categories, such as the standard 24 Conspectus Divisions, or by classification.

2. Quantitative Measures: including number of titles, number of serials, periodicals. Material in non-print formats (microfilm, video, sound recordings, maps, CDs, other electronic materials) by division. The median age of the materials or other indication of the currency of the collection, language (if other than the predominant language(s) used), and summaries of use statistics, if available, may also be included to indicate collection strengths and weaknesses.

3. Qualitative Measures: these could include a comparison of titles to standard lists, percent of serials titles in major indexes, comparisons to peer institutions.

4. Levels of Existing Collection: the code that most appropriately describes the nature, quantity and quality of the collection segment as it now exists.

5. Acquisition Commitment Levels: a code that summarizes the extent of recent acquisitions (past 3-5 years), either by purchase or gift, the budget allocation and collection growth of the segment or division.

6. Goal Level: this code is used to reflect the direction or future of the development of this area of the collection.

7. Programs that may need enhanced or specific levels of support, including information about specific degrees, graduate or research programs that the institution specializes in.

8. Assignment of responsibility for specific areas of the collection: this section is used to describe the assignment of responsibility for shaping or developing the collection. It is especially useful in a large library where responsibilities are divided among several specialists.

9. Documentation of the assessment process: details about the steps taken during the assessment process, especially who, when, and how it was done, and the collection code definitions used.

V. Policy implementation, evaluation, and revision

Details concerning how, when and by whom the policy will be reviewed and updated. The record of the official action taken by the library to adopt this policy is included. If possible, cite the minutes of the official meeting during which this policy was adopted.

WHY IS THE COLLECTION DEVELOPMENT POLICY NECESSARY?

The Collection Development Policy *communicates*:
- selection responsibilities and priorities are assigned in a rational and effective manner;
- historical information regarding practice is recorded over time, thereby supplying an external and objective measure of consistency whenever there are changes in selection personnel;

- helps to identify academic areas not adequately covered, as well as areas in which the focus or depth have changed but the collection has not;
- library staff and users clearly see the strengths and weaknesses of the collection in a methodical and systematic manner;
- demonstrates the library's effective analysis of the needs of clientele and their translation into meaningful policies and practices - a key factor when communicating with administrators and funding entities;
- specialized reports produced from conspectus data can be disseminated to target audiences, e.g., all the subjects or classes in the collection that can be consulted for the study of inter-disciplinary subjects;
- consistency in selection and management of the collection leads to predictability so that faculty and students will know if the collection can be expected to contain information at the desired level, or in a specific subject.

It *provides direction*:
- serves as a planning tool for the direction and growth of the collection by recording strengths and weaknesses at the time of the assessment and the corresponding goal level for future development;
- identifies areas of the collection needing special protection, preservation, or conservation measures;
- identifies areas of high priority requiring either development or weeding, or both;

- when it is updated regularly, it reflects new academic directions, changes in programs, and shifts in library or institutional priorities;
- informs planning for resource sharing or consortial agreements.

It helps provide *justification*:
- data collected for the Conspectus may be used for budget request justification for short or long-range development projects;
- during times of budget cuts, helps identify which areas need protection and which need further examination.

It enables *management of the collection*:
- provides the context for making weeding, replacement, preservation, and other types of management decisions regarding the collection;
- data from the Conspectus can be used with other management reports to analyze the status of specific segments of the collection, giving, for example, distribution, growth and use patterns;
- indicates areas of actual or potential high use, e.g., where several courses depend on the same subject area for support, resulting in the need to purchase multiple copies of materials;
- provides the opportunity to use consistency in selection strategy and specific choices;
- is a rationale for decision making;

-     defines the framework and provides guidelines for action (a policy never selects a specific title - selection is the implementation of policy).

WHEN SHOULD A COLLECTION DEVELOPMENT POLICY BE WRITTEN?

Every academic library should have a Collection Development Policy and it should be updated on a regular basis, e.g., every five years; but it is especially valuable in certain circumstances:
-     when entering ˙ new consortial or resource sharing agreements;
-     anytime there are substantial changes in curricula or academic programs;
-     in anticipation of budget cuts or increases;
-     when the institution plans to go into new academic directions;
-     when planning to institute a new automated library system.

WHAT IS COLLECTION ASSESSMENT?

Collection assessment is an organized process used to systematically analyze and describe a library collection, using both quantitative and qualitative measures. It is based on a descriptive approach to the subject information levels and formats available in the collection. This is not a judgement about how "good" or "bad" a collection is, but a description of the extent, age, scope, language, formats, etc. This description may be represented statistically or with a code.

Collection evaluation, by contrast, is the process used by librarians to judge the appropriateness of a collection for the library's user population and for the mission of the library and the academic institution. It is the step that follows an assessment and uses the data from it to make informed management decisions.

HOW IS COLLECTION ASSESSMENT CONDUCTED?

The larger the library, the more time consuming and complex a collection assessment project becomes. It is therefore important to plan the project and communicate with everyone involved. First, the commitment of library and university administrators and key players must be secured. They must be able to anticipate the benefits and costs of the project in order to gain confidence in the process and be motivated to allocate staff time and institutional resources to it. Key players, such as library staff, must be involved from the outset in order to gain their support and benefit from their knowledge and experience.

Academic libraries, like other types of libraries, need to respond to the actual and anticipated needs of their users and become an active player in the teaching enterprise, helping students attain their educational goals and also helping them to become lifelong learners. With sound principles of collection management, including assessment, the library can achieve responsiveness to its clients and accountability to the administration and funding sources.

Just as development of a collection requires professional judgement on issues like what materials to collect, how much, and in what subjects, the assessment process also requires a careful examination of the data that is possible to collect, and decisions on how much data is enough for each subject area. The resources

required to complete the assessment will depend to a large extent on how complex it becomes. Generally, the more information gathered, the more costly and labor intensive the process will be. Staff time is usually the greatest cost. The persons in charge must be firm and set limits on data gathering to avoid extending the project indefinitely.

As the project planning gets under way, certain questions must be answered so that a cost effective plan for collection assessment is designed:

- How much time, money, and resources will it take to gather data? Can automation be used in the process? Are there supplementary software packages available that would reduce the amount of staff time required?

- How will the data be used? How much information will be. required to verify and support what is already suspected regarding the detailed strengths and weaknesses of the collection?

- What will the data prove? What inferences can be drawn from it? It is not necessary to collect data to provide proof for everything, or data that does not contribute to the actual goals of the project. Additional data can be gathered later, if the need for further validation arises.

COLLECTION ASSESSMENT MEASURES AND TECHNIQUES

Descriptions of methods for gathering assessment information about a collection are available in library science literature. One of the standard sources is the *ALA Guide to the Evaluation of Library Collections*, produced by the American Library Association, Resources & Technical Services Division, Collection Management

and Development Committee, Subcommittee on Guidelines for Collection Development, Barbara Lockett, ed. Chicago, ALA, 1989.

There are many different techniques for evaluating and assessing collections, but they can all be considered as either collection-centered or client-centered. Collection management is most effective when an assessment is based on both quantitative and qualitative data used in combination with both collection-centered and client-centered techniques.

Client-centered techniques measure how the collection is used by patrons. Examples of these techniques include user surveys, availability and accessibility measures, use statitistics such as circulation data, interlibrary loan statistics, and in-library use measures.

Collection-centered techniques examine the content and characteristics of the collection to determine the size, scope, and/or depth of a collection, often in comparison to an external standard. Examples of these techniques include checking lists, counting holdings, and expert evaluation. Much of this work can be done by WLN with its Collection Analysis Service. A list of collection assessment quantitative and qualitative measures can be found in Appendix 1.

THE TEACHING LIBRARY

Academic libraries, whose mission is to support the teaching within the institution, need to define and keep up to date with curriculum emphases and trends. The data gathered for a collection assessment should include a method of collecting and incorporating curriculum offerings. One technique which has been used is course analysis (classification of courses described in the university catalog),

producing a database used in the assignment of collection depth indicators (levels). See Palais, Elliot, "Use of Course Analysis in Compiling a Collection Development Policy Statement for a University Library," *Journal of Academic Librarianship*, vol. 13, no. 1, p.8-13.

Another method, used by Georgetown University, uses of the "comments" section of the assessment worksheets to note:

1. general objectives of that segment of the collection;
2. scope of coverage, including language, geographical and chronological coverage;
3. type of materials, i.e., formats; and
4. interdisciplinary relations with other areas of the collection.

Regardless of the method selected, the advantage of using such data is that the level assigned to the Current Collection, which reflects the actual status of the collection, can be compared to the Goal Level, which is based on the curriculum via the assessment data (systematically gathered and updated) and support changes in the allocation of budget, acquisition commitment, and other long-term planning and collection management decisions. Actual linkage to the needs of the teaching library with such methods adds to the credibility of library administrators when justifying budget, personnel, or space increases or defending programs or areas from cuts. Collection management decisions, such as planning for change or increased support of new curriculum directions, can be guided with the assessment data. As a teaching tool, assessment data from the library can be used to give a unique overview of the collection: guiding students to areas related to their studies, but classified elsewhere; showing at a glance the strengths and weaknesses of the collection in the areas of primary interest for new faculty; and passing

on valuable historical information to new library staff with collection management responsibilities.

CONSPECTUS: AN ASSESSMENT TOOL

The word *conspectus* means a general survey of a subject or a synopsis. As applied to libraries, it is primarily a way to collect, record and display information about the collection. The conspectus methodology was originally developed by the Research Libraries Group (RLG) as an instrument that could facilitate coordinated collection activity among large academic libraries. The RLG Conspectus is based on the Library of Congress classification scheme. The conspectus approach has been used by others, notably the Association of Research Libraries, North American Collections Inventory Project and the Alaska Statewide Collection Development Steering Committee.

Initially developed as a means by which large research libraries in North America could effectively use comparable data in describing their collections for cooperative collection development, conspectus has become a tool equally suited to the needs of libraries of all types and size. In addition, over the past dozen years improvements in automated systems and services which are capable of providing statistical support information, the increased use of the conspectus divisions for reporting publishing and related data, improved validation studies and growing experience with the process - both in North America as well as internationally - have made it easier for libraries to successfully implement collection assessment.

The WLN Conspectus provides an organized process for systematically analyzing and describing a library collection using standardized definitions. Assessment worksheets, training materials,

and report formats have been developed for assessing and profiling collections cataloged in either Dewey or LC Classification schemes. The results, when added to a database, provide a profile of collections and locations of collections.

CONSPECTUS METHODOLOGY

The steps in the conspectus methodology are:
1. Plan and prepare for the assessment.
2. Examine the collection subject by subject.
3. Record the data gathered, including concise comments that describe important or unique characteristics of the collection for a subject area, and number of titles for all formats (books, serials, electronic sources, etc.)
4. Analyze the data collected to determine collection and acquisition level.
5. Assign to each subject a numeric rating for the collection level.
6. Assign to each subject a numeric rating for the acquisition level.
7. Assign to each subject a numeric rating for the collection goal.
8. Assign a language code for areas in which foreign language materials (other than the primary language of the country) predominate.
9. Record the ratings and the comments on the conspectus worksheets.
10. Use the reports to describe collection strengths and weaknesses and make collection management decisions.
11. Enter the information into the library's database.

These steps are in approximate chronological order. Some are more complex, such as planning and preparing for the assessment, organizing the personnel required to carry it out, analyzing the data gathered for assignment of levels, and using all the information for effective collection management.

STRUCTURE OF THE CONSPECTUS

The WLN Conspectus includes worksheets to be used as tools for recording assessment information. The conspectus worksheets are arranged in hierarchical order, from broad divisions to very specific subjects. Libraries may assess their collections at one or any combination of these tiers.

The three assessment tiers in the WLN Conspectus are:

DIVISIONS: The first and broadest breakdown. There are 24 Divisions, which are not tied to a specific classification scheme.

CATEGORIES: The second tier within a Division. There are approximately 500 Categories which are identified with specific classification numbers depending upon the use of either LC (Library of Congress) or Dewey worksheets.

SUBJECTS: The third and most detailed tier. There are approximately 4,000 Subjects.

STANDARD COLLECTION DEPTH INDICATORS

The conspectus uses a numerical code to provide an overview or summary of a library's Current Collection (CL), Acquisition

Commitment (AC), and Collection Goal (GL); in addition, a code can be assigned to reflect Preservation Commitment (PC).

Current Collection reflects the strength of the collection currently held and available for use compared to what is available worldwide. Acquisition Commitment, or growth rate, is the *current* level of activity at which the collection is being developed and is normally based on recent acquisition information, including both new titles purchased and additions to the collection from donations or gifts. Collection Goal represents a target level to which a library plans to build its collection in order to meet user needs. Preservation Commitment reflects a library's level of commitment to preserving the intellectual content of the material and/or including a commitment to the conservation of the physical artifact in a particular subject area.

The numeric ratings used for reporting collection depth are derived from a ten-point scale ranging from 0 "Out of Scope" to 5 "Comprehensive." They represent a continuum from the Basic Information level through the Research level. These are not incremental steps, however, since the difference from one level to the next may be measured both in terms of quantity and quality, and the amount of materials necessary to move from one level to the next greatly increases - perhaps best described as an exponential increase - as one moves up the scale. In most instances, each successive level includes the characteristics of the previous levels. The teaching library collection goal generally falls in category 3 "Study or Instructional Support Level" and can be broken down into 3a "Basic Study or Instructional Support Level" which supports undergraduate courses; 3b "Intermediate Study or Instructional Support Level" which is adequate for upper division undergraduate courses and professional education programs; or 3c "Advanced Study or

Instructional Support Level" which supports master's degree level programs. Level 4 "Research Level" is used for collections that contain the major published source materials required for doctoral study and independent research. Detailed definitions are included in Appendix 2.

CONCLUSION

The Collection Development Policy which is constructed in a systematic, methodical manner, using the WLN Conspectus tools and techniques of collection assessment serves the teaching library well by communicating with university and library administrators, faculty, students, and library staff; by providing a medium- and long-range plan for collection management; by supporting justification for budget, space, or personnel requests; and by providing the context for a variety of other decisions regarding the collection. The library personnel who participate in the assessment gain a better understanding of the resources available within the collection and how they support the teaching programs, as well as the priorities for building, weeding, preserving, or changing the direction of particular segments of the collection. The overview provided by the assessment brings a new perspective to students and faculty wishing to understand and maximize the library resources in an academic environment. Collection assessment is an important tool in the era of resource sharing, access vs. ownership, and fiscal accountability of libraries.

Appendix 1

COLLECTION ASSESSMENT MEASURES

QUANTITATIVE MEASURES

1. Number of titles (size of the collection)
   - shelflist count (automated or manual)
   - physical count or estimate of titles from the shelves
   - count of acquisition and expenditures
   - percentage of growth per year, by subject
   - percent of acquisitions compared to published titles
2. Age and timeliness of materials
   - median age
   - range and distribution of publishing dates
   - other age comparisons, e.g., mode
3. Use statistics
   - circulation statistics by type/subject
   - interlibrary borrowing statistics
   - reshelving (use within the library)
4. Per capita or per program measures
   - titles or items per student
   - titles or items per faculty member
   - titles or items in support of specific programs

QUALITATIVE MEASURES

1. Percent of standard titles or items
   - list checking
   - citation analysis

2. Evaluation by individual or group

- observation by librarian (shelf scanning)
- observation by outside expert (faculty member, consultant)
- observation by committee

Appendix 2

COLLECTION DEPTH INDICATORS

(ALSO KNOWN AS COLLECTION CODES OR COLLECTION LEVELS)

The following codes are used to characterize three different aspects of collection management at the division, category, and subject levels. The three aspects to be characterized are: current collection level, acquisition commitment, and collection goal. The codes, or collection depth indicators, were revised in 1996 and 1997 under the auspices of the Association of Research Libraries and WLN. The revisions reflect the comments of more than 30 active conspectus users in North America and around the world; changes were made to improve the use of the definitions while not diminishing or changing the sense of codes applied during assessments carried out under the previous definitions. The revised definitions are intended to apply uniformly to all subjects. They also reflect the changing nature of collections in an electronic environment with improved access options.

STRUCTURE OF THE COLLECTION DEPTH INDICATORS

The collection depth indicators represent a continuum from the Basic Information level through the Research level. These are not equal incremental steps, however, since the difference from one level to the next may be measured both in terms of quantity and quality and the amount of materials necessary to move from one level to the next greatly increases as one moves up the scale. In most instances, each successive level includes the elements, formats and characteristics of the previous levels. This means that a Research level collection contains not only those elements in the Research level (4) definition but also those elements in each of the previous levels-Basic Information (1), Study (2) and Instruction Support (3).

The RLG conspectus definitions include only 5 collection depth indicators for collection description. The WLN conspectus definitions have been subdivided to provide a total of 10 collection depth indicators in an attempt to provide further distinction and clarity for small and medium-sized libraries. The basic collection depth indicators provide the general umbrella definitions and the WLN subdivisions make further distinctions that fit into the larger structure. However, libraries wishing to use conspectus information in a cooperative project must determine ahead of time to use either the 5 point scale or the expanded 10 point scale.

COLLECTION DEPTH INDICATOR DEFINITIONS

0 OUT OF SCOPE
Library does not intentionally collect materials in any format for this subject.

1 MINIMAL INFORMATION LEVEL

Collections that support minimal inquiries about this subject and include a very limited collection of general materials primarily in monographs and reference works. Periodicals directly dealing with this topic and in-depth electronic information resources are not collected. The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

1a MINIMAL INFORMATION LEVEL, UNEVEN COVERAGE
* Few selections and an unsystematic representation of the subject
* Materials are chosen to support limited, specific service needs
* Consistently maintained

1b MINIMAL INFORMATION LEVEL, FOCUSED COVERAGE
* Few selections, but a systematic representation of the subject
* Includes basic authors, some core works and a spectrum of ideological views
* Consistently maintained

2 BASIC INFORMATION LEVEL
Collections that serve to introduce and define a subject, to indicate the varieties of information available elsewhere, and to support the needs of general library users through the first two years of college instruction.

Such collections include:
* A limited collection of monographs and reference tools
* A limited collection of representative general periodicals
* Defined access to a limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc.

The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

2a BASIC INFORMATION LEVEL, INTRODUCTORY

The limited collection of introductory monographs and reference tools includes:

* Basic explanatory works
* Histories of the development of the topic
* General works about the field and the important personages associated with it
* General encyclopedias, periodical indexes, and statistical sources

This collection is sufficient to support the inquiries of patrons and students through high school attempting to locate general information about a subject.

2b BASIC INFORMATION LEVEL, ADVANCED

The broader and more in-depth array of introductory monographs and reference tools includes:

* Basic explanatory works
* Histories of the development of the topic
* General works about the field and the important personages associated with it
* Some subject specific periodicals, indexes, and statistical sources
* Defined access to a limited collection of owned or remotely accessed electronic bibliographic tools, texts, data sets, journals, etc.

This collection is sufficient to support the basic informational and recreational reading needs of an educated general public or students through the first two years of college.

3 STUDY OR INSTRUCTIONAL SUPPORT LEVEL

Collections that provide information about a subject in a systematic way, but at a level of less than research intensity, and support the needs of general library users through college and beginning graduate instruction include:

* An extensive collection of general monographs and reference works and selected specialized monographs and reference works
* An extensive collection of general periodicals and a representative collection of specialized periodicals

* Limited collections of appropriate materials in languages other than the primary language of the collection and the country, e.g.,materials to aid in learning a language for non-native speakers or literature in the original language, such as German poetry in German or Spanish history in Spanish
* Extensive collections of the works of well-known authors and selections from the works of lesser-known authors
* Defined access to a broader collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc.

The collection should be systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of classic retrospective materials.

3a BASIC STUDY OR INSTRUCTIONAL SUPPORT LEVEL

The basic subdivision provides resources adequate for imparting and maintaining knowledge about the primary topics of a subject area. The collection includes:
* A high percentage of the most important literature or core works in the field
* A selection of more specialized monographs
* The fundamental reference and bibliographic tools pertaining to the subject
* A selection of representative specialized periodicals and subject-based indexes
* Other than the primary collection language, materials are limited to learning materials for non-native speakers and representative well-known authors in the original language literature
* Defined access to appropriate electronic resources

This collection supports undergraduate courses, as well as the independent study needs of the lifelong learner.

3b INTERMEDIATE STUDY OR INSTRUCTIONAL SUPPORT LEVEL

The intermediate subdivision provides resources adequate for imparting and maintaining knowledge about more specialized subject areas. It provides more comprehensive coverage of the subject with broader and more in-depth materials including:
* A high percentage of the most important literature or core works in the field including retrospective materials
* A larger selection of specialized monographs and sources in other formats
* A broader selection of reference and bibliographic tools pertaining to the subject
* Seminal works on secondary topics
* A broader selection of materials in other languages
* A wider selection of specialized periodicals and subject-based indexes
* Defined access to a broad range of specialized electronic resources

This collection supports upper division undergraduate courses and professional education programs.

3c ADVANCED STUDY OR INSTRUCTIONAL SUPPORT LEVEL

The advanced subdivision provides resources adequate for imparting and maintaining knowledge about all aspects of the topic and is more extensive than the intermediate level but less than that needed for doctoral and independent research. It includes:
* An almost complete collection of core works including significant numbers of retrospective materials
* An extensive collection of specialized reference works and subject periodicals
* A broader collection of specialized works by lesser-known, as well as well-known authors
* Works that provide in-depth discussion of research, techniques, and evaluation
* Defined access to a broad range of specialized electronic resources

This collection supports master's degree level programs as well as other specialized inquiries such as those of subject professionals within special libraries.

4 RESEARCH LEVEL

Collections that contain the major published source materials
required for doctoral study and independent research include:
* A very extensive collection of general and specialized monographs
and reference works
* A very extensive collection of general and specialized periodicals
* Extensive collections of appropriate materials in languages other
than the primary language of the country and collection
* Extensive collections of the works of both well-known and
lesser-known authors
* Defined access to a very extensive collection of owned or remotely
accessed electronic resources, including bibliographic tools, texts,
data sets, journals, etc.

Older material is retained and systematically preserved to serve the
needs of historical research.

5 COMPREHENSIVE LEVEL

Collections in a specifically defined field of knowledge that strive to
be exhaustive in all applicable languages include:
* Exhaustive collections of published materials
* Very extensive manuscript collections
* Very extensive collections in all pertinent formats

Older material is retained and systematically preserved to serve the
needs of historical research. A comprehensive level collection may
serve as a national or international resource.

LANGUAGE COVERAGE INDICATORS

Language coverage is closely linked to collection indicator levels. The
extent of the collection in the primary language of the country and
library, as well as the extent of other languages within the collection
helps to determine the collection level indicator for each segment.
Language coverage qualifies and amplifies collection levels. In

addition to the primary or predominant language, other language coverage is essential for collections at the 3, 4 or 5 level. Generally, the broader or more extensive the additional language coverage is, the higher the assessment level is likely to be. The language codes have been revised to make them more easily adaptable for use in other countries and cultures.

Language codes may be added to the collection level indicators for collection level, acquisition commitment, and collection goals when appropriate. In the WLN software, "P" for the primary or predominant language of the country and library is the default code. When no code has been assigned, the primary language is assumed to predominate.

P = Primary language of the country predominates-little or no other-language material

S = Selected other-language material included in addition to the primary language

W = Wide selection of languages represented

X = Material is mainly in one language other than the primary language of the collections and country

While the above language indicators may be adapted to fit most circumstances, there are instances when further adaptation of the conspectus tool is necessary. Countries such as Canada and New Zealand have dual official national or regional languages. Other countries may also have two languages that predominate, either officially or unofficially. The following additional code is suggested

for use in such circumstances. The collection management policy statement will serve to explain any unique circumstances for language as for other collection characteristics.

D = Dual languages or two primary languages predominant with little or no other-language material

The Canadian Association of Research Libraries has used a special language code since 1986 to accommodate their unique language issues. The WLN Conspectus software was modified to reflect these special codes.

The assessment comments field should be utilized to indicate which language(s) is represented in addition to the primary or dual languages for a subject, category, or division. The use of the comments field for this purpose provides specific information to explain the use of a language code beyond "P" (primary) or "D" (dual) and allows for the report function to generate a list of all subjects supported by any language of interest.