Thank you for joining us today.

Developing Library Collections for Today's Young Adults will begin at 1 p.m. CST. Until then, enjoy the silence!

Today's presenter:

Amy Pattee
Associate Professor
Graduate School of Library and Information Science
Simmons College

Developing Library Collections for Today's Young Adults

Great library collections for young adults are:
- Relevant
- Up-to-date
- Accessible
- Useful

Three Key Tasks:
- Regular monitoring
- Continuous review
- Thoughtful development

Amy Pattee
Associate Professor
Graduate School of Library and Information Science
Simmons College
Boston, MA

Rebecca Vnuk
Booklist editor,
Reference and Collection Management
@Booklist_RVnuk
Developing Library Collections for Today's Young Adults

Monitoring the Collection

Questions to Ask:
- Who is using the library's YA collection?
- What books, DVDs, CDs, magazines, audiobooks or computer games are library patrons borrowing?
- What are the most popular titles and formats?
- Is there any pattern to book or material borrowing in the YA collection?

Monitoring the Collection

<table>
<thead>
<tr>
<th>Question</th>
<th>Finding the Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are library patrons borrowing?</td>
<td>Circulation statistics by collection and item type</td>
</tr>
<tr>
<td>What are the most popular titles and formats?</td>
<td>Circulation statistics by collection, item type, and frequency</td>
</tr>
<tr>
<td>Is there any pattern to YA material borrowing?</td>
<td>Circulation statistics by collection, item type, frequency and date</td>
</tr>
</tbody>
</table>

Reviewing the Collection

The CREW Method: Continuous Review, Evaluation, and Weeding

Why CREW?
- Space considerations
- Access considerations
- Safety considerations

Reviewing the Collection

Initial Evaluation of the Whole Collection: What do you have and how is it used?

Circulation statistics to collect:
1. Circulation per capita: total circulation of the YA collection / population
2. Turnover rate: total circulation of the YA collection / number of items in the YA collection
3. Use factor: ratio of circulation to holdings (e.g., graphic novels comprise 30% of the collection and account for 25% of the circulation)

Reviewing the Collection

What These Statistics Tell Us:

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation per capita (CPC)</td>
<td>High CPC = high use, Low CPC = low use, *compare to adult and children's CPC</td>
</tr>
<tr>
<td>Turnover Rate (TR)</td>
<td>High TR = in specific topical areas suggests a need for more material, Periodic High TR = suggests intermittent need (school project)</td>
</tr>
<tr>
<td>Use Factor (UF)</td>
<td>Comparative UF = interest in collection, High UF (high circ. %; low collection %) = need for more material</td>
</tr>
</tbody>
</table>

Reviewing the Collection

Initial Evaluation of the Whole Collection (Part 2): What do you have and how is it used?

Collection measures to collect:
1. Total Composition: total number of items and total number of unique titles in the YA collection
2. Subject/Format Composition: total number of items and total number of unique titles in subject areas and format collections (e.g., DVDs, graphic novels)
3. Age: average age (in terms of publication date) of all items in the collection in total, by subject and format
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Reviewing the Collection

What These Statistics Tell Us:

<table>
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<th>Statistic</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Composition</td>
<td>High or low incidence of duplicate copies</td>
</tr>
<tr>
<td>Subject/Format Composition</td>
<td>Proportion of fiction to nonfiction</td>
</tr>
<tr>
<td></td>
<td>Proportion of formats to formats</td>
</tr>
<tr>
<td>Age</td>
<td>Average age of the whole collection</td>
</tr>
<tr>
<td></td>
<td>Average age of subject and format collections</td>
</tr>
</tbody>
</table>

Weeding the Collection

Where Do I Begin?

- Weeding calendar (weed a subject area or section of the alphabet each month)
- High need (weed the oldest section of the collection first)

Weeding the Collection

Step-by-Step:

1. Select area to weed
2. Determine weeding criteria
   a. Professional standards for age and condition (X/X/MUSTIE)
   b. Bibliographic standards (guides, catalogs, and awards selection)
   c. Local needs and expectations
3. Check all items against criteria
4. Get rid of old material and purchase updates or replacements

Weeding Criteria

Professional Standards for Age and Condition: X/X/MUSTIE

- X = years since publication (item age)
- X = years since last circulation (item use)
- M = Misleading
- U = Ugly
- S = Superseded
- T = Trivial
- I = Irrelevant
- E = Elsewhere

Standards for Age:

Resources Describing Standards for Age (by DDC):
- Pattee, A. (2013), Developing Library Collections for Today’s Young Adults

Bibliographic Standards (Catalogs, Awards, Local Considerations):

Resources Listing Notable Titles:
- H.W. Wilson’s Senior High Core Collection and Middle and Jr. High Core Collection
- ALA's Book and Media Awards for Youth
- Local curricula and required reading
- Annual summer reading lists
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for Today's Young Adults

Selecting Material

Selecting New and "Old" Material:

Materials Selection

New Titles
- Newly published fiction and nonfiction
- Updated editions of weeded titles

Retrospective Titles
- Replacement titles
- Award winners
- "Classic" titles

Selecting Material

(Very) Broad Criteria for Selection:

Young Adult Librarians Should Seek Material That Is:
1. Reflective of library's mission, goals and objectives
2. Relevant and responsive
3. Accessible
4. Timely
5. Complementary
6. Reflective of quality standards for material in the same format or topical area

Selecting Material

Library Guidelines:

1. Institution type (e.g., school, public "headquarters" library, public branch, special collections)
2. Collection perspective (e.g., collection centered, user centered, curriculum centered)
3. Collection development policy
4. Shelving and organization of the library's collection
5. Staff responsibility for selection (per #4)

Selecting Material

General Advice for Most Libraries:

1. Select material that reflects what users want, need, and have used in the recent past (hint: look at circulation statistics)
2. Select material in formats that reflect the interests and needs of users
3. Consider the organization of the library's collection of formatted and topical material: should format and topical collections be re-organized?

Selecting Material

Electronic Resources and New Challenges

E-books:

CHALLENGE: Invisible on shelves, hard to find in OPACs and poorly described and cataloged in e-book interfaces

SOLUTION: Publicize new YA e-books on library's website, linking cover image directly to e-book record for easy checkout

(The Public Library of Cincinnati and Hamilton County, 2014)

Selecting Material

Electronic Resources and New Challenges

Technological Tools:

CHALLENGE: Teens—particularly those in under-resourced communities—lack consistent access to technological tools

SOLUTION: Consider technological tools (computers, laptops, tablets) and connectivity (Wi-Fi and off-site access) elements of the library's collection for young people

(jones, 2005)
Collection Development Resources

Weeding Information and Guidelines:

**Online:**

**In Print:**

Collection Development Resources

Selecting Material for Young Adults:

**Books and Media:**

Other Books from Scarecrow Press’s New Library Science Line!

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Special thanks to today’s presenter!

Amy Pattee
Associate Professor
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