

“Why on earth did *this* get passed to cataloguing?”

Tracking throughput, changing workflows and re-educating staff to improve practice

Katrina Clifford
Senior Information Advisor (Bibliographic & Metadata)

Overview

- Facts & figures
- How we started
- How we progressed
- Outcomes
- What we've learnt

Kingston University

- 19,918 Students
- 2,040 Staff
- 5 sites, LRCs at 4 of them
- 96 FTE staff in Library & Learning Services (LLS)
- Moved to Alma as our LMS in June 2014

Collections at Kingston

- 17 staff (13.55 FTE)
- Split into 4 strands (plus Collections Manager)
 - Acquisitions (6)
 - Journals (5)
 - Bibliographic & Metadata (2)
 - Archives & Special Collections (3)

Ordering process

Ordering process

- Subject teams place orders & download records/create basic records.
- Largely shelf-ready
- On arrival items receipted by Acquisitions.
- If needed items passed for cataloguing/classification.

Ordering process oddities

- Used to have at one site books going to subject team to be classified prior to cataloguing (phased out 2014)
- Some items get 'orders' placed on arrival (teaching resources stock)

Gathering data

Starting out – July 2013

- Vendor platform?
 - % of records downloaded/from scratch
- Results – noting that lot of work was unnecessarily passed to Cataloguing

Recorded in 2014

- Source of record / information
- Only classmark
- Only minor fixes
- Didn't need to come to us
- Duplicate records
- Complete mess
- Reclassification
- Item fixes

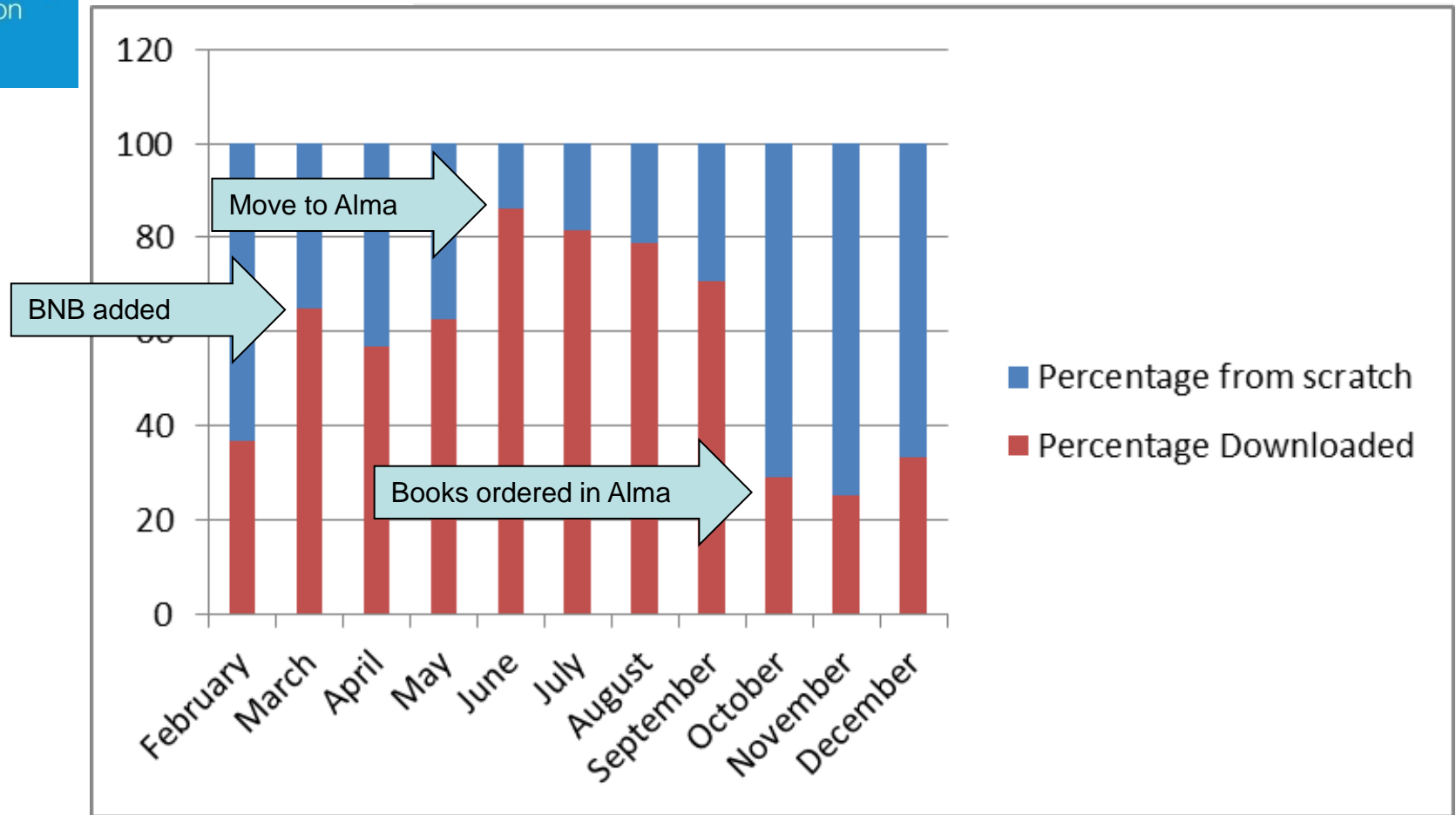


Fig 1: Record source at point of cataloguing – not initial downloading - 2014

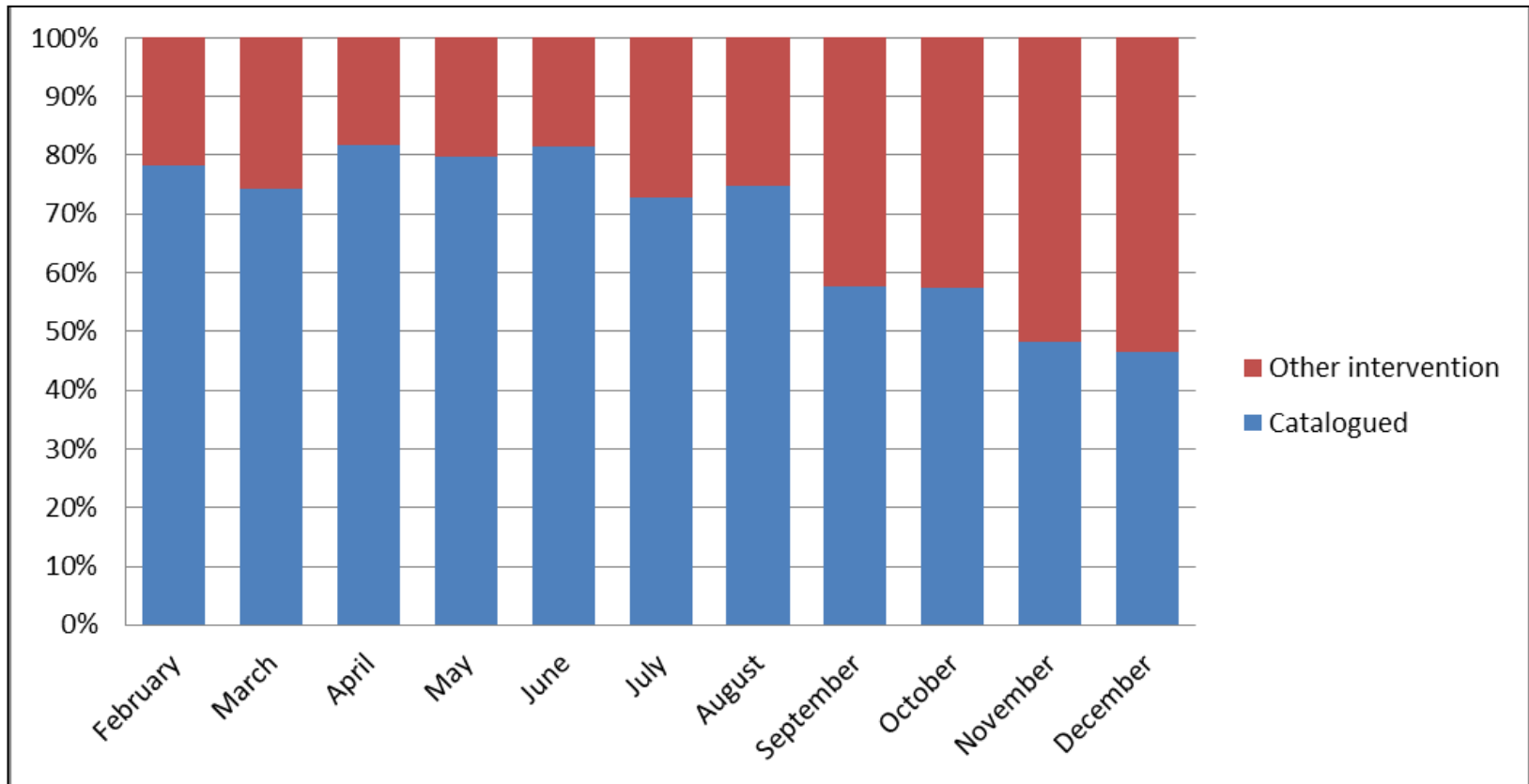


Fig 2: % of items catalogued versus 'other' intervention - 2014

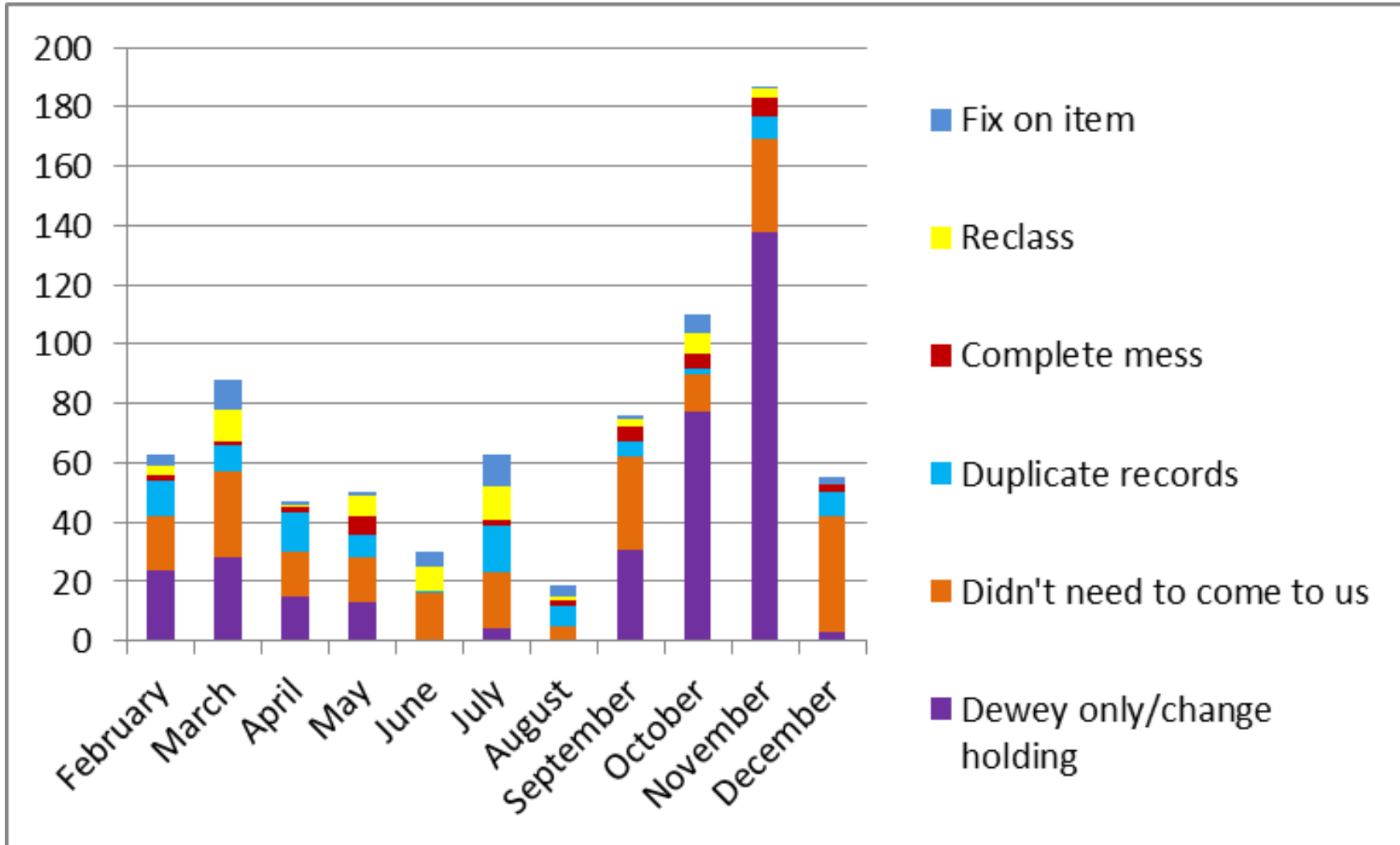


Fig 3: 'Other' interventions – breakdown by type - 2014

Into 2015

Recorded in 2015

- Only classmark
- Duplicate records
- Didn't need to come to us with *reason*

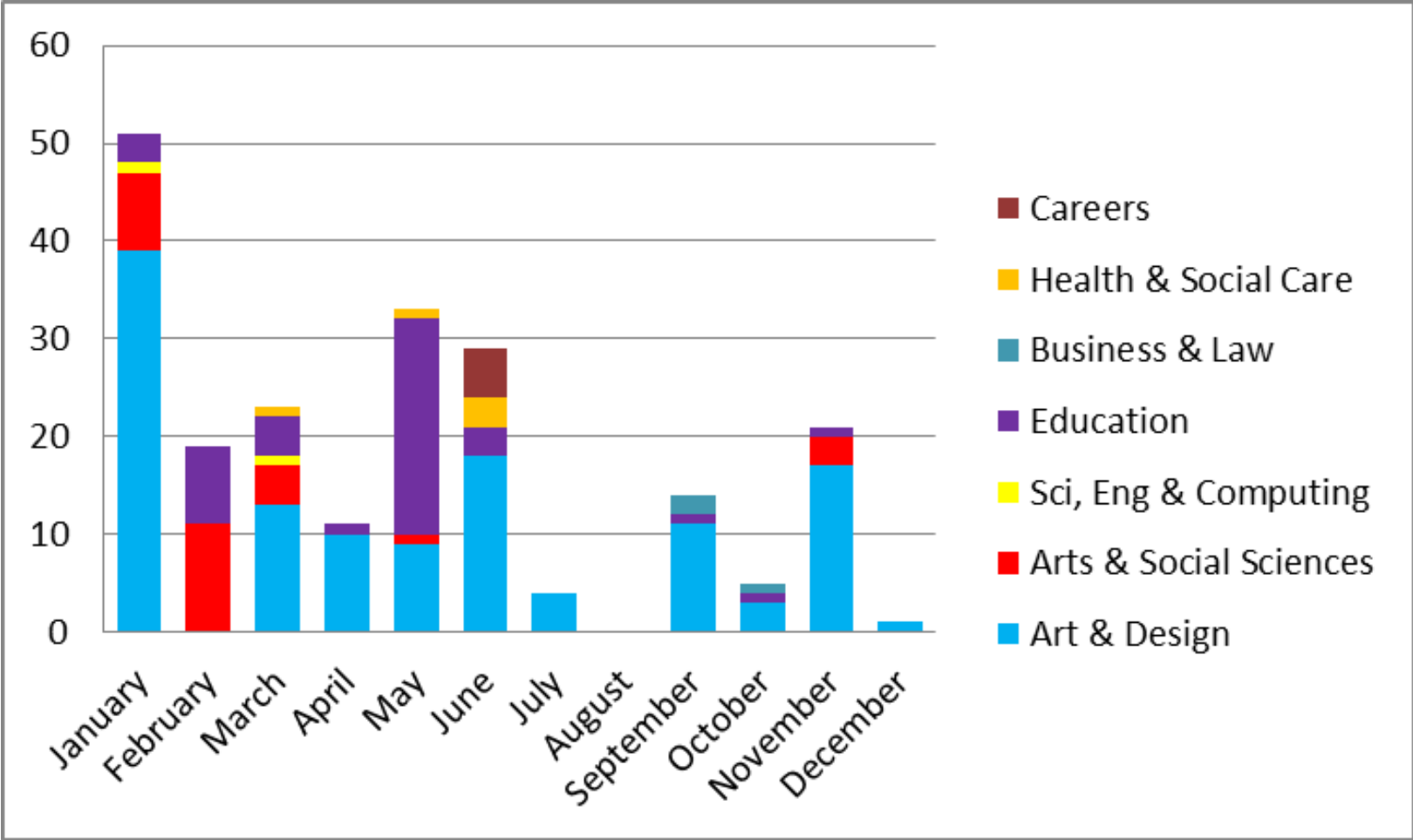


Fig 4: Items only requiring Dewey numbers - breakdown by Faculty

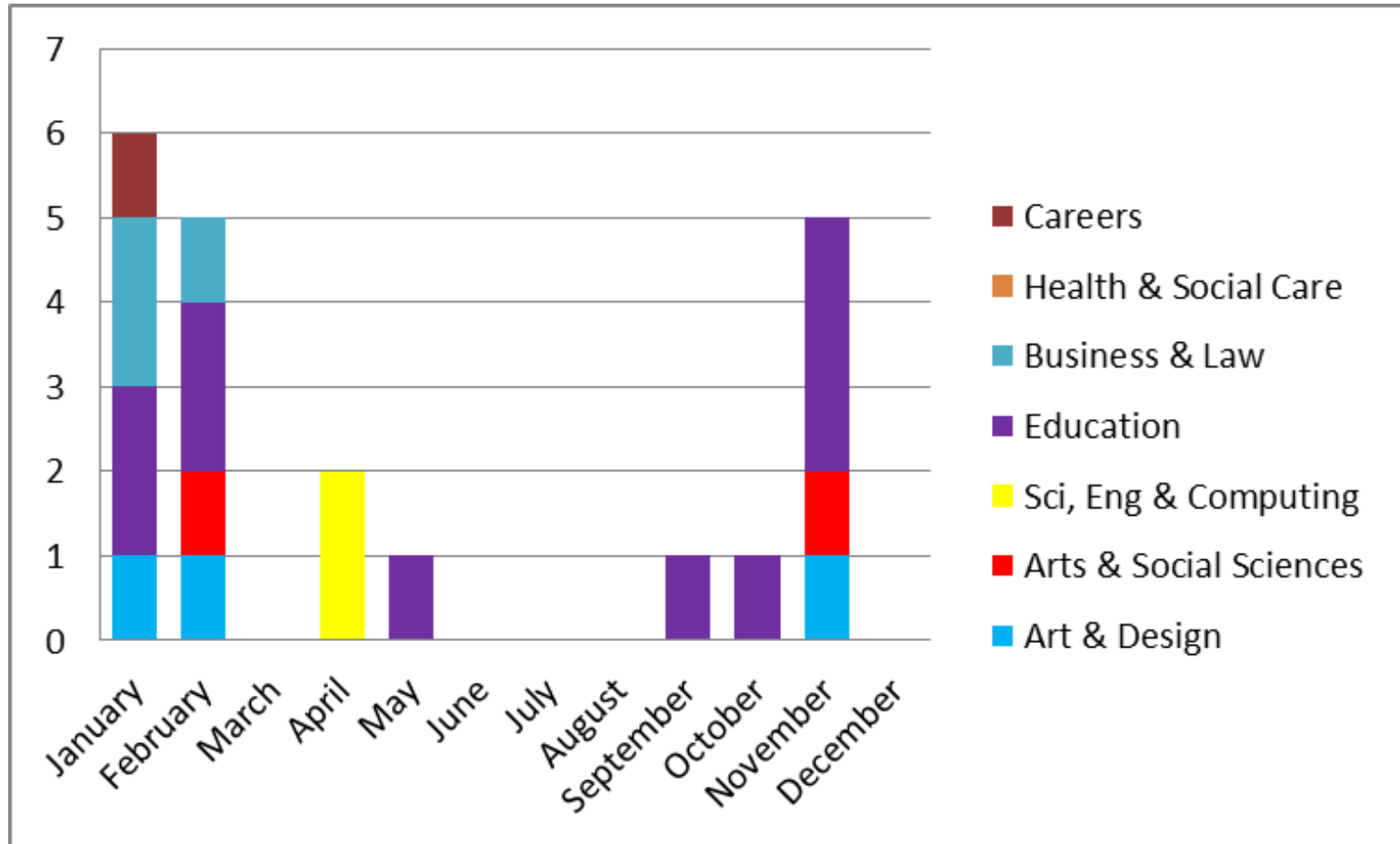


Fig 5: Items with duplicate records - 2015 - breakdown by Faculty

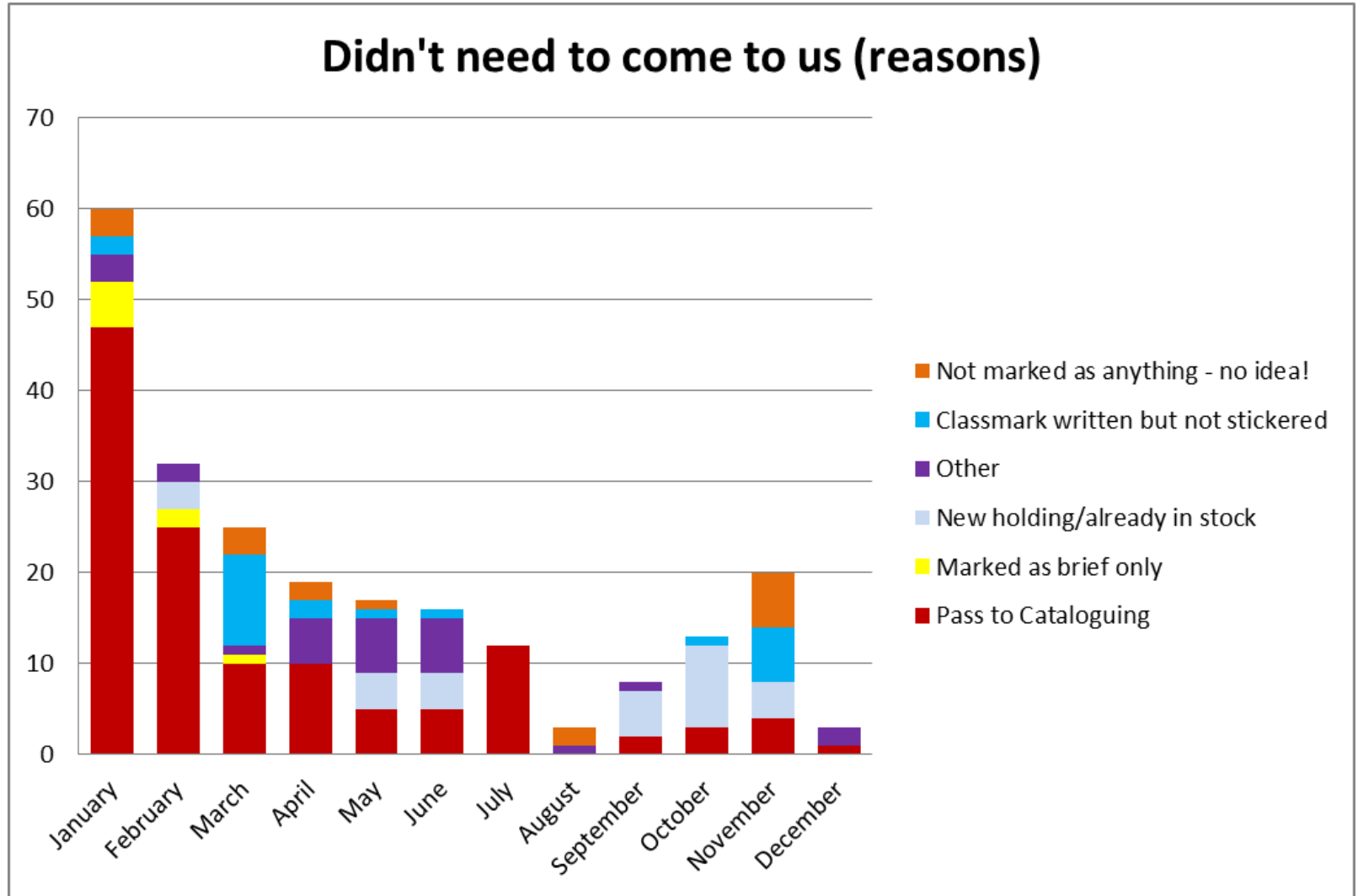


Fig 6: Items that didn't need to come to us – 2015 - breakdown by type

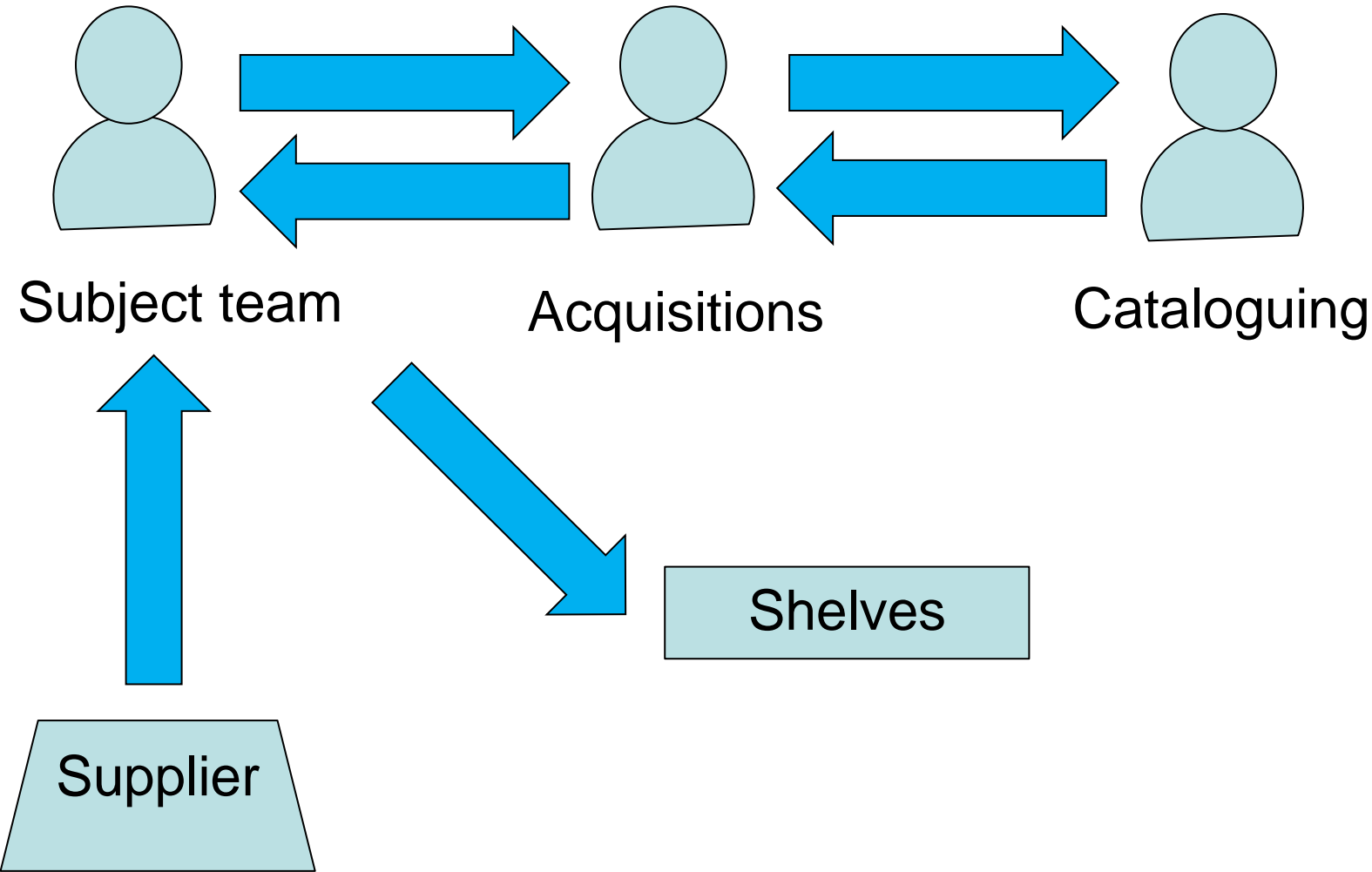
So what now?

- Could we specify classmarks for everything?
- What awareness is needed? – new staff need training
- Check servicing agreement

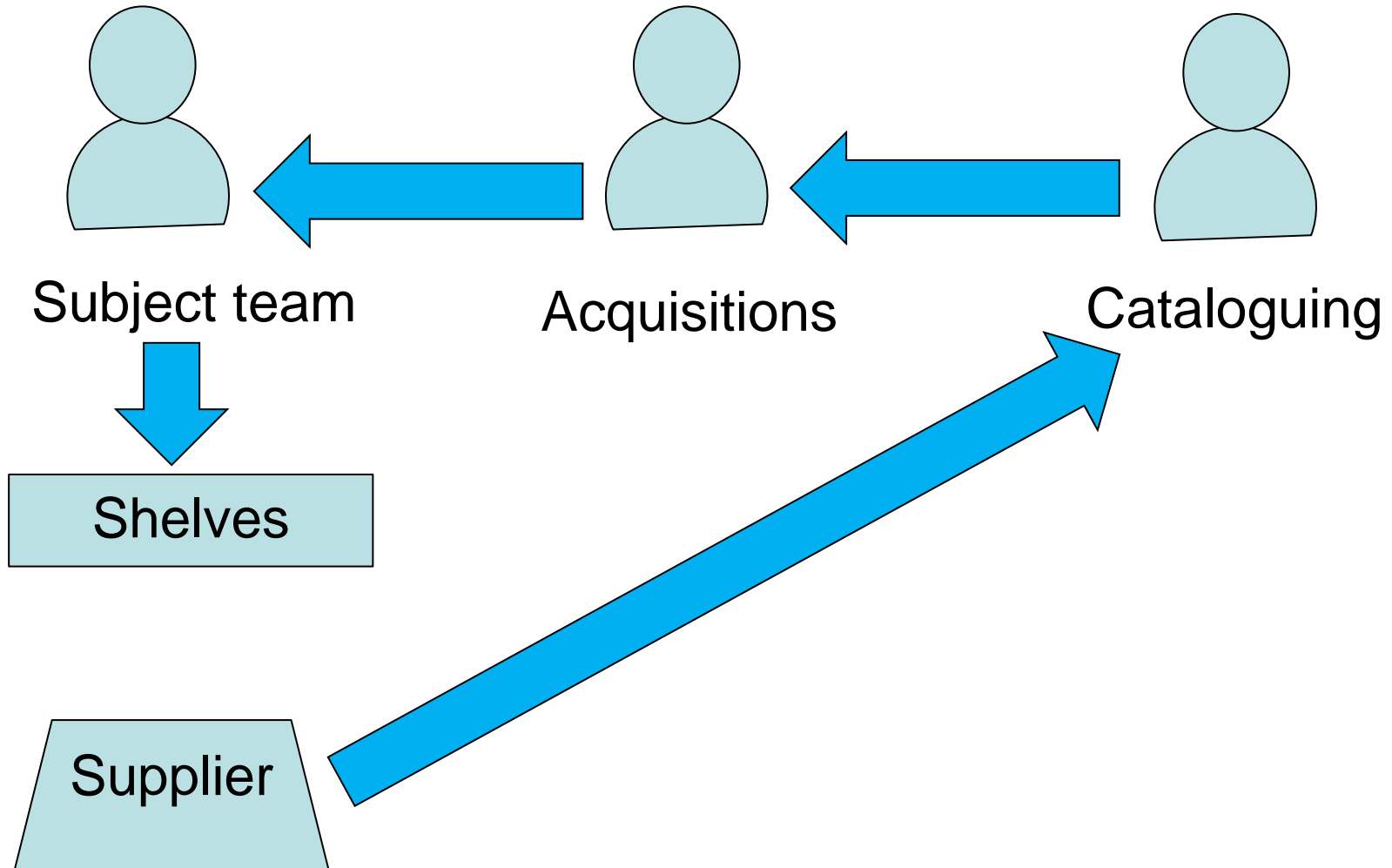
So what?

- Could we specify classmarks for everything?
 - Retrained all staff
 - Provided guidance
 - Major supplier now does do labels
 - New workflows for items arriving in bulk

Items 'ordered' on arrival – old process



Items 'ordered' on arrival – new process



So what?

Could we specify classmarks for everything?

- What awareness is needed? – new staff need training

- Guidance on 'acceptable' records
- Approached individuals if errors made
- Foster culture it's ok to ask questions

So what?

Could we specify classmarks for everything?

What awareness is needed? – new staff need training

- Check servicing agreement
 - Old instructions still in circulation
 - Not as easy to cover all guidelines

So where are we now?

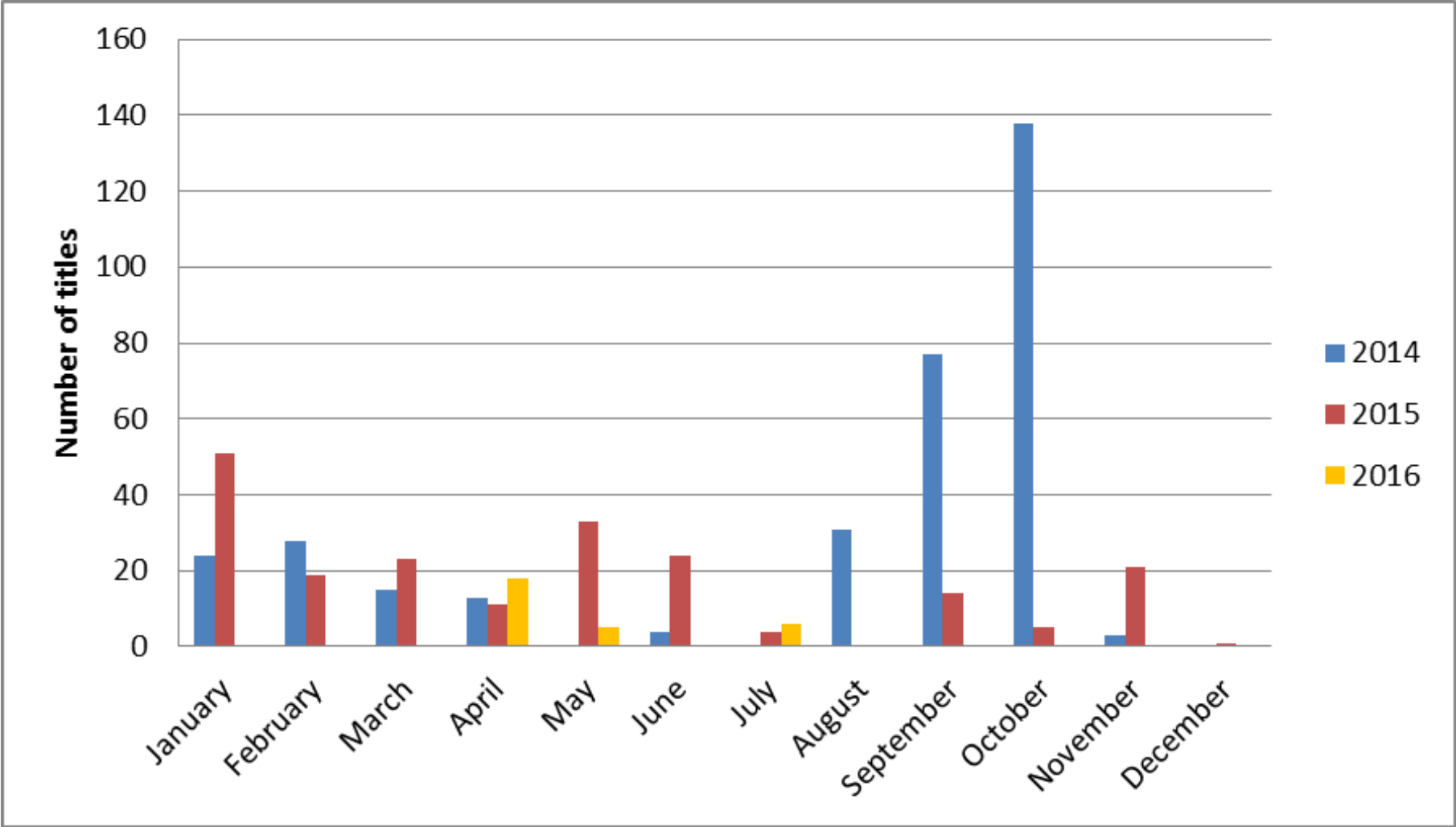


Fig 7: Items requiring Dewey number only (2014-2016)

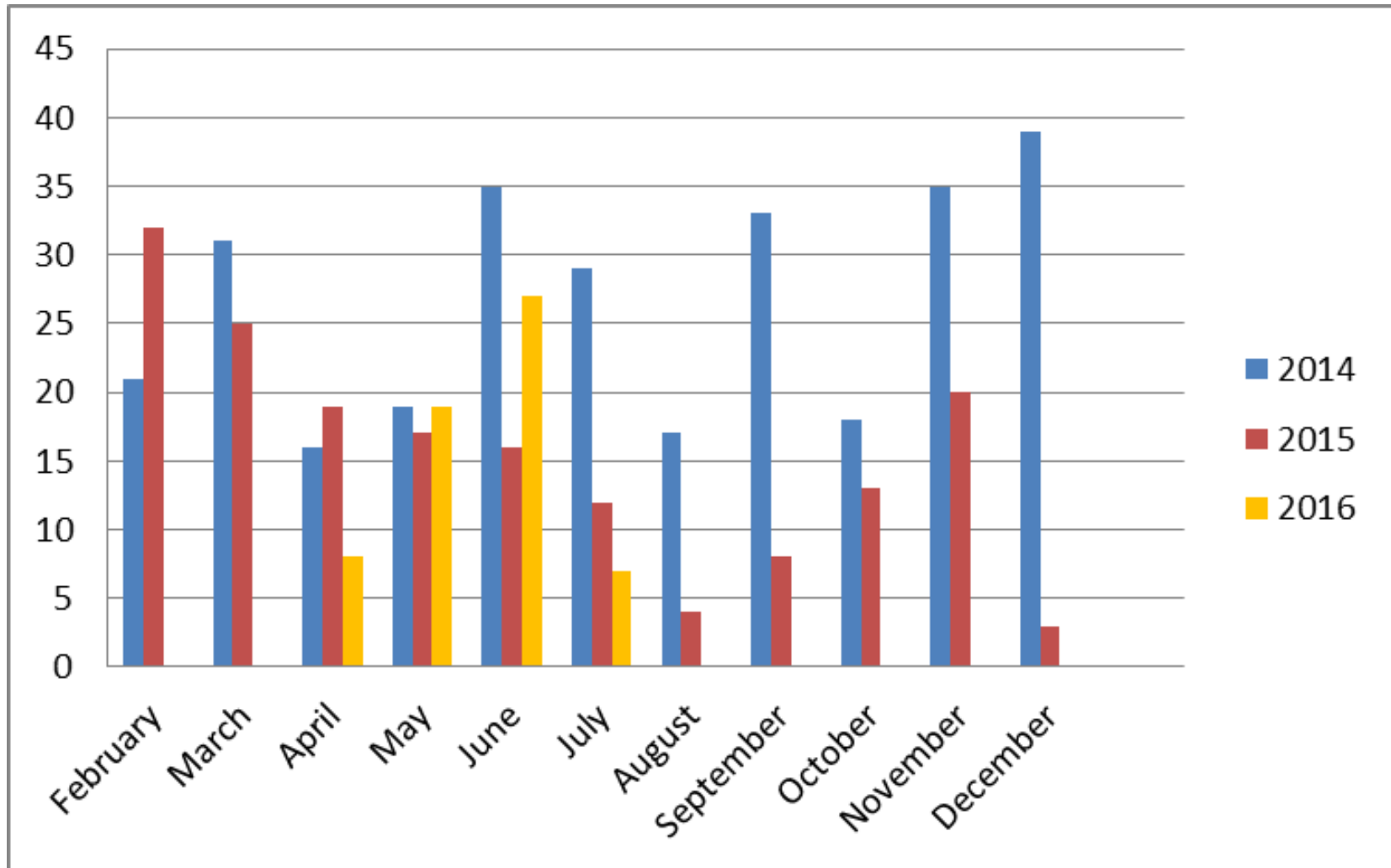


Fig 8: Items that didn't need to come to us (2014-2016)

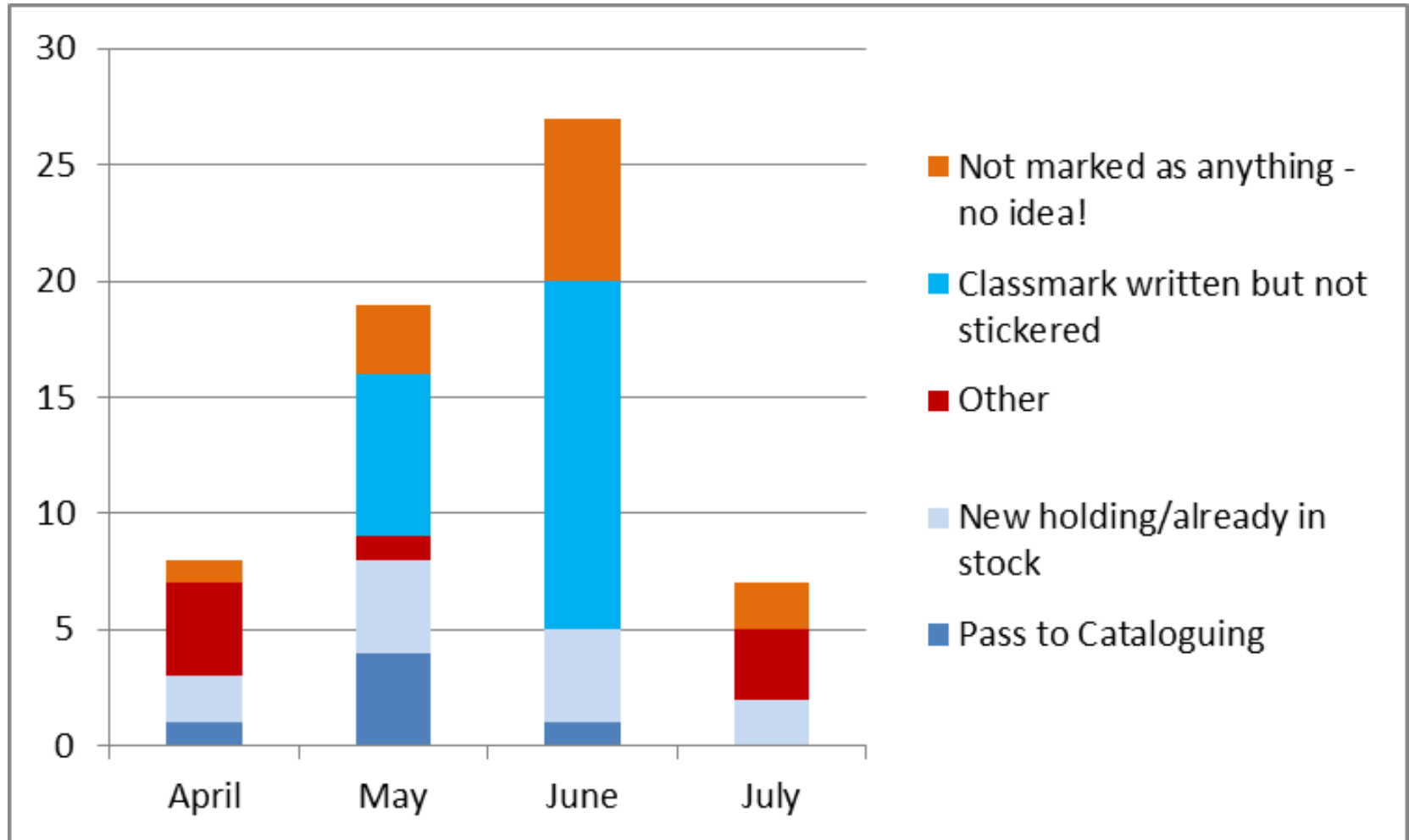


Fig 9: Items that didn't need to come to us – reasons Apr-Jul 2016

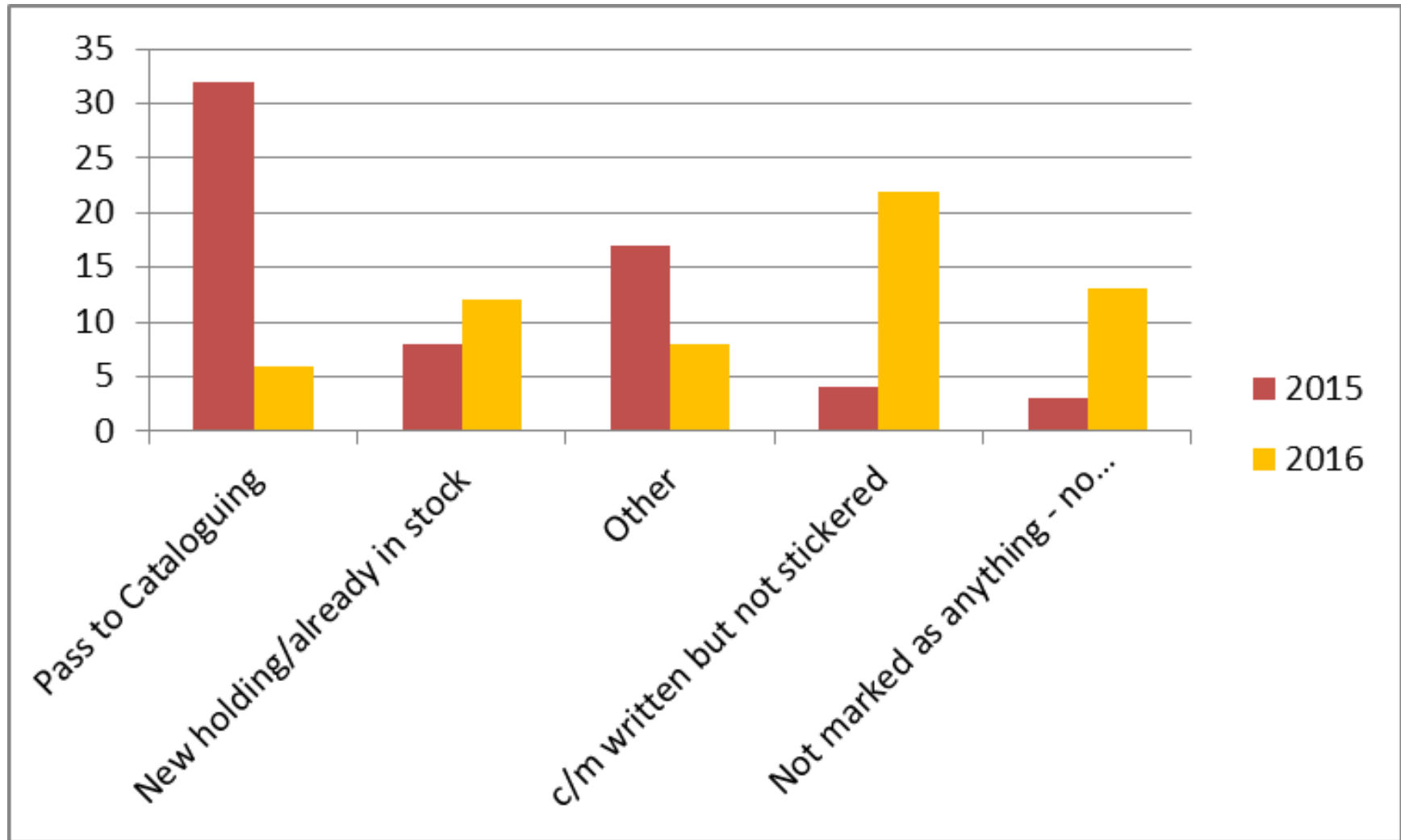


Fig 10: Items that didn't need to come to us – reasons Apr-Jul 2015 v 2016

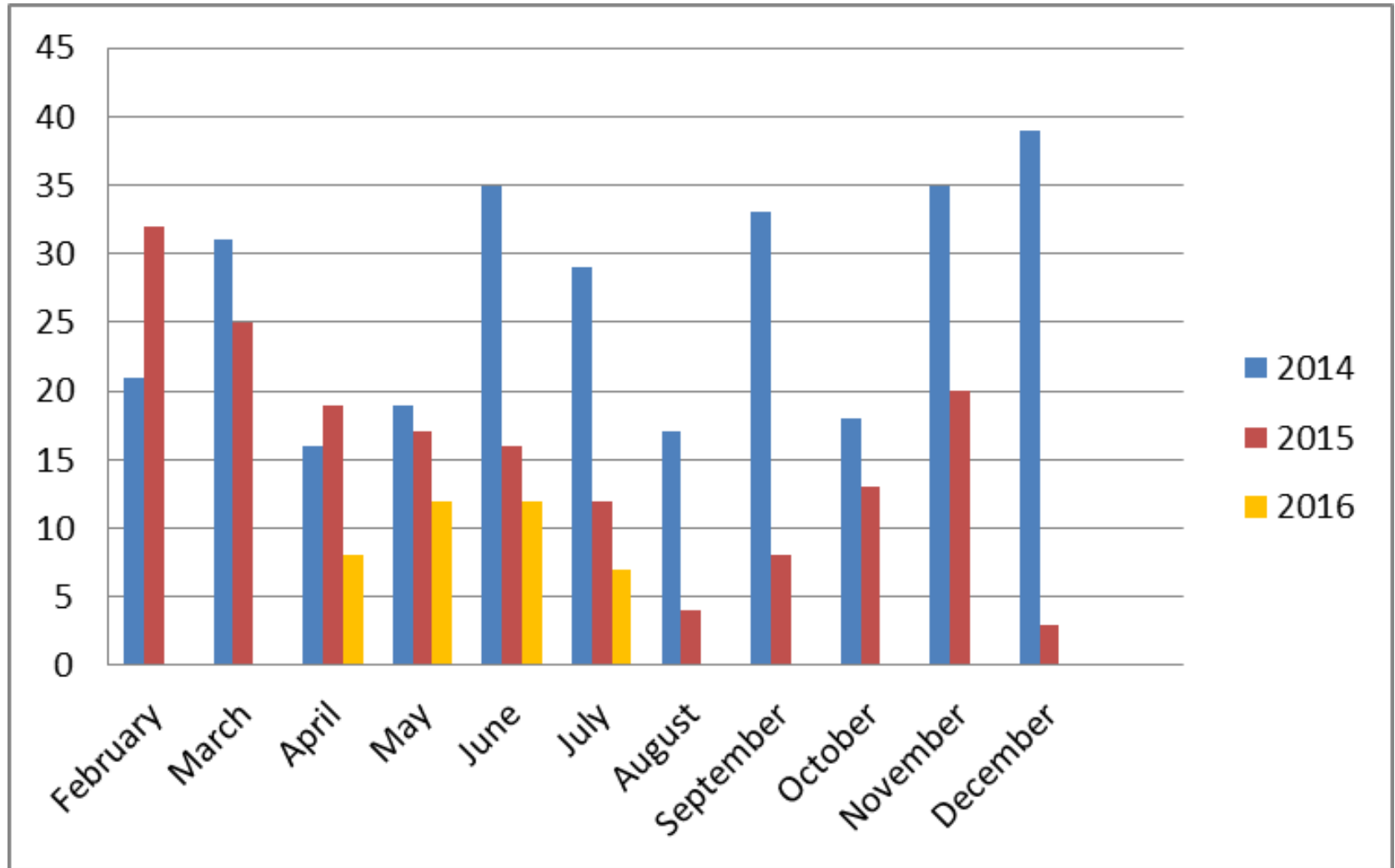
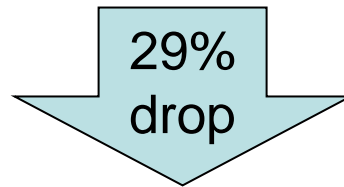


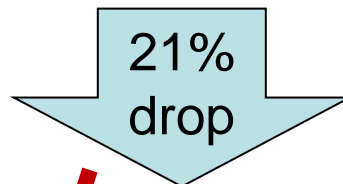
Fig 11: Items that didn't need to come to us (2014-2016) minus sticker issue

Monthly averages

2014 – 27 items per month

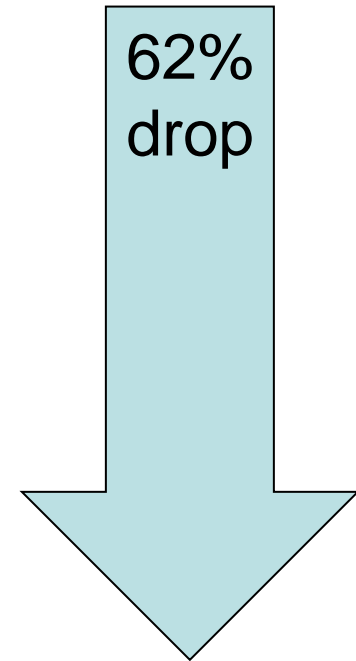


2015 – 19 items per month



2016 – ~~15~~ items per month

10



It's not much but.....

- Saves up to 2 days a month
- Multiple sites – books not sitting for days
- Every little bit helps as do more with less
- Better dialogue with subject teams
- Increased knowledge of what we do
- New Town House – not based in LRC

Next steps

- Refresher for team about looking for classmarks for unlabelled books
- Update on items for all staff
- Evaluate new workflow for bulk orders
- Look at how to handle multiple site items

What we've learnt

- Question the status quo
- Investigate further
- Having concrete data helps
- Get others involved
- Remember what's important
- Be aware of what people *actually* know – not what you think they do!
- Be honest when it isn't working
- Persistence pays off

Questions?

k.clifford@kingston.ac.uk



@kmlclifford

Thank you!