THE IMPACT OF COLLECTION DEVELOPMENT POLICY ON SERVICE RENDERING TO UNDERGRADUATES: A CASE STUDY OF THE UNIVERSTY OF THE WESTERN CAPE LIBRARY

By

S.A.S.Z Kunene

RESEARCH PROJECT PRESENTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE MAGISTER BIBLIOTHECOLOGIAE IN THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE AT THE UNIVERSITY OF THE WESTERN CAPE

Supervisor: Mr G.R Davis

Date: May 2006

<u>Declaration</u>

I declare that "THE IMPACT OF COLLECTION DEVELOPMENT POLICY ON

SERVICE RENDERING TO UNDERGRADUATES: A CASE STUDY OF THE

UNIVERSTY OF THE WESTERN CAPE LIBRARY" is my own work, that it has not

been submitted before for any degree or assessment in any other university, and that all

the sources I have used or quoted have been indicated and acknowledged by means of

complete references.

…………………………   ……………………

UNIVERSITY *of the*
WESTERN CAPE

Acknowledgements

I am grateful to Mr GR Davis for bearing with me as my supervisor throughout the time it took me to finish this research project.

A good family is a joy forever, and it makes a successful journey worthwhile. Thanks to my siblings, Happy-Eve, Siphiwangesihle, Siphiwosakhe, Siphamandla and Phiwazona, my nephews, Sikhulile and Lethuxolo, and my niece Phumelele for their undying support and their unwavering belief in my ability to succeed. My family has helped me keep perspective of what is important in life.

Friends really are siblings God forgot to give us. Thanks to all my friends. Special thanks to Mathembi Nkosi and all my friends for their friendship which has saved me more than once. Thanks for caring, calling and helping me see that we get by with a little help from our friends.

I would also like to thank God the Almighty. For it is through his grace and blessing that I could finish this research.

<u>Dedication</u>

This degree is dedicated to my late mom Asceline Kunene (uMaShandu) who provided both financial aid and inspiration during my studies. It is very sad that she did not get a chance to enjoy the fruits she planted.

Thank you very much Mom for you support, tolerance and encouragement.

LIST OF FIGURES

UNIVERSITY *of the*
WESTERN CAPE

ACRONYMS

CALICO	-	Cape Library Consortium
CDP	-	Collection Development Policy
CD ROM	-	Compact Disc Read Only Memory
FCDP	-	Faculty Collection Development Policy
FL	-	Faculty Librarian
IFLA	-	International Federation of Library Association
ILL	-	Interlibrary Loans
OPAC	-	Online Public Access Catalogue
UWC	–	University of the Western Cape

TABLE OF CONTENTS

1. **Introduction**

Collection development in academic libraries is going through technology-driven changes relating to the new information technologies e.g., Electronic databases, the Internet and Compact Disc Read Only Memory (CD-ROMs) join published material and audiovisual resources. Libraries are also facing declining budgets and spiralling costs.

This research project will closely look at what collection development is and the impact it has on service rendering to undergraduates at the University of the Western Cape (UWC). Librarians need to understand that, quality is inextricably linked to customers' requirements and quality is fitness for the customers' purposes (Line, 1990:115).

2. Background to the Problem

Little research has been done on the formulation of Collection Development Policies (Gessesse, 2000:365). The challenges of integrating electronic resources and technologies into the process of collection development are many, and many-faceted. Apart from task-oriented considerations, such as the selection process itself, there are also large-scale management issues to be considered (Otero-Boisvert, 1993:165). Academic libraries note the impact of electronic technologies on research, such as increasing demands for electronic searching capabilities, demands for access to machine-readable scholarly texts, and use of network discussion groups for scholarly communication (Shreeves, 1992:581). Librarians need to see to it that there are enough computers to access electronic resources.

3. Statement of the Problem

The aim of this study was to establish the impact that Collection Development Policies have on service rendering to the University of the Western Cape (UWC) undergraduate

students. It also aimed at establishing if the librarians that formulate these policies understand what they (Collection Development Policies) are and what they should entail.

The aims are to determine:

- If there are Faculty Collection Development Policies; are they entrenched in the overall Collection Development Policy of the Library
- If the overall Collection Development Policy of the Library achieves its goals.

The main objectives are to:
- Interview a sample UWC Faculty Librarian
- Interview a sample of UWC undergraduates

4. Significance of the Study

The library's primary task is to select, maintain, and provide access to relevant and representative information resources. Due to technological development, libraries are the main affected areas, because they are moving from holding to access strategies. This implies that Collection Development Policies are significantly changing and that libraries need to disseminate information widely on their collecting policies. A policy is a kind of framework and set of parameters within which staff and users work (IFLA, 2001). By the end of this study there should be clear understanding of whether Collection Development Policies have any impact on service rendering to the University of the Western Cape's undergraduate students.

5. Literature Review

5.1 Definitions

Collection development (also known as collection or materials management) involves the identification, selection, acquisition, weeding and evaluation of a collection of library

resources (e.g. print materials, audiovisual materials, electronic resources) for community users and in the case of this study that includes the undergraduate students studying at UWC and who uses the UWC library (Kovacs, 2000:1). Collection development aims at meeting the information needs of all of the library users, but this cannot be realized because of financial constraints, the diversity of user information needs, and the vast amount of information.

Collection development refers to the process of systematically building library collections to serve study, teaching, research, recreational, and other needs of library users (Fordham). Hence it is stated in the Collection Development Policy document of the University of the Western Cape (UWC) that the objective of the University library is to provide quality library and information services to support and enhance the teaching, research, and creative work of the University (University of the Western Cape Collection Development Policy) [Unpublished].

The goal of any collection development organization must be to provide the library with a collection that meets the appropriate needs of its client population, within the limits of its fiscal and personnel resources (Cline, 1994: 18).

It should be any library's goal to make sure that the users are satisfied with the collection that the library holds. This can never be easy for the librarians as they need to consider the community needs, (they need to find out what their community needs are), and the budget (what will the information needs of their community cost?). If we talk about collection development, we are not only referring to print materials- like books, journals etc, we are also referring to electronic materials (dataset). "Dataset" is the term that's going to be used in this research project to refer to electronic resources. Dataset refers to full text databases, electronic journals, image collections and other multimedia products. These may be delivered on CD-ROM, on tape, via the Internet, etc.

Evans (1995) states that collection development is a six-component process. They are:

Needs Assessment: Collecting data to determine the information needs of the service community.

Policies: Writing the Collection Development Policy.

Selection: Deciding which materials to keep in the library.

Acquisitions: Acquiring the materials for the collection through purchase, gifts, or exchange programs.

Weeding (Deselection): Periodic or continual evaluation of resources so that items that are no longer useful are removed from the library or be moved to another section in the library, e.g., shortloans.

5.2 <u>Collection Development Policies</u>

Activities associated with building and managing a library's collection should be planned and organized. A written Collection Development Policy is perceived to be an important part of good collection management.

"A Collection Development Policy is a written statement of the policies intended to govern the activities of a library in regard to its collection" (Kennedy, 2002:13-14). A collection development policy is a written statement about how the collection will be developed.

The objectives of the Collection Development Policy should be to serve as:
- a planning document and working tool for selectors;
- a communication aid between the libraries and users;
- assuring consistent and balanced growth of the collection;
- assisting in determining and documenting budgetary needs; and
- facilitating interlibrary cooperation.

The primary function of a written Collection Development Policy is to provide guidance to staff when selecting and deselecting (printed and Dataset) resources for the local

collection. The document serves as a guideline for each element of collection development; it might cover the selection, acquisition, processing, housing, weeding, retention, preservation (archiving in case of Dataset) relegation and discarding of all types of library material in the relevant subject, with reference to specified levels of collection depth and breadth (IFLA, 2001:1).

A policy document provides a sound foundation for future planning; thereby assisting in determining priorities, especially when financial resources are limited. A policy is an intellectual guide to selection rather than a practical method of selecting material; it is theoretical (Snow, 1996: 191).

The task of formulating a policy can be a learning experience for those undertaking it. It can teach librarians about the strengths and weaknesses of the collection and suggest actions to be taken to maintain strengths, as well as identifying weaknesses and the potential means to remedy them (Kennedy, 2002: 16).

Too often electronic publications are purchased on a one-by-one basis, with each title being treated in isolation. Information is increasingly computer-based and electronic, alongside the hardcopy on the shelves, therefore it is important that electronic resources should be considered alongside printed resources and that libraries should formulate an overall 'coherent' Collection Development Policy (Lee, 2002:23). Selection of electronic resources outside the guidance of a Collection Development Policy leads to haphazard unfocused groupings of resources that may or may not support the mission of the library (Vogel, 1996:67). Thus, there is a need to keep current with developments in the library and information profession and the need to pursue professional activities outside of the institution (Gessesse, 2000:365). The need to learn new computer systems, software packages, and new formats of media is now increasing over time.
Collection Development Policies are vitally important to librarians as a set of directions for the orderly selection, acquisition, and management of the materials they make available to their users.

Collection Development Policies, as stated by Vogel (1996:66-67), serve three primary functions: referential function, generative and rhetorical functions:

Referential function: this is a descriptive function. It serves a referential function by providing a description of the current collection and the future direction of collecting. As the changes and developments occur frequently in Dataset, the Collection Development Policy will still provide a base in describing the current resources and describing how the library hopes to proceed with future purchases.

Generative function: provides guidance for movement or development in a particular direction. It is served by a Collection Development Policy by providing guidelines to the selectors on how to move the library collection forward toward the goals of the policy. For selectors, the selection policy serves as a training document that guides their daily activity in selection, collection evaluation and weeding. A comprehensive Collection Development Policy may include prescriptive information on resources to consult when evaluating the new materials, and guidelines to consult when performing weeding operations. A Collection Development Policy that does not incorporate review sources on electronic resources in its prescriptive information directed to selectors may lead to a library that misses vital information produced in an electronic format.

Rhetorical function: Vogel argues that there is a plan operating and it is a plan worth following. It serves to communicate the existence of a systematic plan to outside interested parties. As the libraries are shifting towards the greater usage of Dataset, they are often faced with resistance from various constituencies. The Collection Development Policy is an ideal arena in which to challenge this resistance. Incorporating Dataset into the Collection Development Policy allows the library to look at funding for the purchase of materials as an integrated unit out of which both print and Dataset are purchased.

The policy statement serves as a contract with the library's users; it has the function to demonstrate to individuals within an institution what they can expect of the library both in the form of collection and of services. It enables individual selection decisions to be justified on a standardized basis. By referring to the official statement, library staff can

deflect criticism or censorship arising from special interest groups, and politely but firmly refuse unwanted gifts, sectarian materials or potentially offensive items.

A written Collection Development Policy often serves as a basis for wider cooperation and resource sharing, whether in a locality, region, country, or even internationally (IFLA, 2001:2).

5.3 Selection

Material selection is an art form, corrected and controlled by many variables, from the imagined audience to realistic budget limitations (Katz, 1994: 4). Selection must still be a primary role of the collection development office. Selection requires a vast knowledge and expertise in bibliographical control of many fields, some knowledge of the content of literature in many fields and disciplines, expertise in the critical value of the published information, knowledge and expertise in the dissemination of literature in the fields and disciplines, knowledge and expertise in a complex technological environment, and knowledge and expertise in evaluating quality and its relationship to one's own campus and in the case of this research project, UWC curricular and research needs (Pastine,1996: 4).
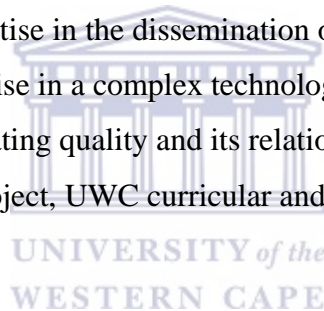
The selector must be broadminded and inclusive in writing Collection Development Policies to ensure a balance in the collection and appropriate coverage and depth of collecting areas.

Selection of resources can include:

- reviewing of sources (traditional and electronic);
- approved plans, firm orders and standing orders;
- deposit accounts, invoices, endowed and budgeted funds;
- use studies and citation analysis;
- structure of the publishing industry and dissemination of knowledge within a field of disciplines;
- how to judge a book for content and physical quality;

- use of bibliographical guides to recommended books and other formats of information;
- discussion of broad subject fields and disciplines; and
- quantitative and qualitative measurements

A selector needs to know the forms that are best to serve a targeted audience or a given purpose. A selector needs to be sure that anyone using the library will find what is needed. This they accomplish by working together with different academic departments within the community that the library serves, e.g.; the Faculty librarians of UWC library discuss what should the library collection cover with the Heads of the Departments of different faculties. The selection criteria for electronic access are similar to that used in reviewing printed materials. The selection decision concerning electronic information resources should also be made within an explicit Collection Development Policy. Selection for students should be geared to supporting their courses, and sufficient copies of information resources should be provided.
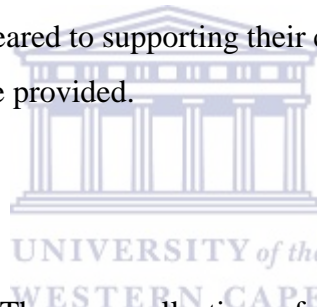
5.3.1 Selection Tools

On-approval collections: These are collections of new books put together for selection purposes by library vendor (Lambert, 1996:101). The advantage of this tool is that resources can be chosen at first hand. Such a collection also provides the opportunity to discuss works with colleagues and gain a collective view.

Bookshop visits: these visits involve personally inspecting ordering a range of titles from a large general bookseller. A bookshop visit also gives the opportunity for the direct evaluation of new material plus a useful memory jogger to order extra copies of popular titles already in stock (Lambert, 1996:101).

Inspection copies: in academic institutions, publishers will sometimes provide inspection copies of textbooks aimed at lecturers who may be persuaded to recommend the title to their students (Lambert, 1996:101).

Reviews: traditionally the main selection aid has always been reviews. Well-written reviews are valuable tools. They can provide expert introductions to unfamiliar topics, indicate likely audiences, highlight good features and draw attention to deficiencies. Ultimately their usefulness will depend to a large extent on the speed with which they are published (Lambert, 1996:101).

Inter-library loans: borrowing the item is sometimes sufficient to satisfy the request. Unless the book is very new or very popular, Inter-Library Loans (ILL) is often a much quicker way of supplying the item (Lambert, 1996:101). Inter-Library Loans can indicate to the borrowing library the gaps in their collections.
Exhibitions and visits: with electronic sources, particularly the more expensive CD-ROMs, previewing before purchase is essential. Viewing a source at an exhibition is an effective way of getting an initial 'feel' for a database. It is also worth arranging for an on-site demonstration, giving the opportunity for colleagues and interested users to assess the product. It is also recommended to arrange to see the resource in use within another service; it provides the opportunity to talk about any problems that have arisen and find out how much training and technical support is likely to be needed (Lambert, 1996:101).

Free trial periods: a further option for CD-ROM is to make use of the free trial period. A free trial is a good idea, providing an opportunity for an extended period of assessment by both staff and users. It may be better to set up a trial involving several discs. The evaluation will involve more work but the results are likely to be more objective (Lambert, 1996:102).

Beta-testing (Btesting): occasionally the opportunity to evaluate a new resource may arise during B-testing, the stage at which 'real users' assess a new product before being launched commercially by its publishers. B-testing provides the chance to evaluate a resource exhaustively but free of charge (Lambert, 1996:102).

5.4 Acquisition

Acquisition is obtaining of information about material, initiating the purchasing process by selecting the appropriate vendor, encumbering the funds, and preparing and dispatching the order, maintaining records for materials ordered, receiving and checking materials; authorizing payment for materials; clearing order records; claiming and cancelling orders; handling materials that need special treatment; dealing with special situations; and developing and analyzing performance statistics (Allison and Reid, 1994:29).

It is important to consider the role of the acquisition staff. An acquisition department with a relatively stable staff possibly has the best overall impression of the way in which collections are developing and the balance obtained between subject areas (Law, 1999:16).

 Too often acquisition staff is employed in a purely technical role as a channel between library and bookseller. Using the acquisition staff as gatekeepers with an active role in collection development takes full advantage of the expertise they have built up. It also provides these staff with both greater job satisfaction and enhanced opportunities for career progression.
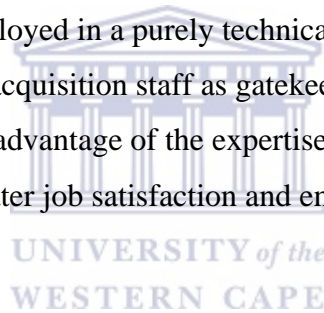
5.5 Weeding

Weeding is the removal of stock from library shelves – either from open shelves, or from reserve stock or remote storage (Spiller, 2000:143). Activities like identifying books for binding, replacement, cleaning or repair are not covered by the term weeding.

Weeding is normally done for two reasons:

- To clear space on the shelves to make room for new stock. The stock of the library is dictated by the size of the library building. If the library has full shelves, it has to be weeded at a rate consistent with the rate of new additions. As more materials appear in digitized form, academic libraries may be able to

make space savings by discarding print versions and keeping them in electronic form.

- The desire to increase the use of stock; either by improving its appearance, or by providing easier access to the 'live elements by removing the dead wood'.

5.5.1 Weeding criteria

The criterion used for weeding has always been the librarian's own judgment. It is unlikely that one person called upon to weed many subjects on the basis of judgment alone will consistently make right decisions, with more than one person involved, the chance of consistency is more reduced (Spiller, 2000:145). Stock can be disposed of because of: lack of use, poor condition, duplicate copies, lack of space and age.
It has always been assumed in the process of weeding, that the value of a book to library members can be estimated from the amount of use made of it (Slote,1997:4). The removal of less frequently used books means that the books that are left on shelves are those that circulate more. The controversial issue in the process of weeding is over the most effective method of predicting the future use of items in a collection. Past use over a sufficiently long period is an excellent and by far the best predictor of future use.

Another approach to the weeding process is based upon analysis of the shelf time period, the length of time a book remains upon the shelf between successive uses. The last shelf period recorded upon books is highly predictive of future use.

An important criticism to this method has been made. It has been said that the main predictor of future use in collections is not the frequency of past use but the 'imprint date' of items in the collection (Slote, 1997:10). Weeding of research collections by imprint date is cheaper than weeding by past circulation. The overall use of collections declines with age.

On the question of use, it would be advisable for those weeding library stocks to have some general rules for the diminution of use over time – a concept referred to as

'obsolescence' (Slote, 1997:10). Whether they apply the 'past use' or 'imprint date' approach, those doing the weeding have to bear in mind the big variations in the rate of use between different subject areas, and different titles within them. The main criterion for weeding is generally applied in conjunction with 'use' and 'date'. The physical condition of stock is important, especially in libraries where stock is heavily used, and likely to wear out before its content becomes out of date.

All in all, librarians have to use their judgment for individual cases but their judgment should apply the approaches discussed. The librarians' decisions on the disposal of titles are greatly influenced by their knowledge of inter-lending facilities.

5.6 Holding (Just-in-case) vs Access (Just-in-time)

The challenge facing librarians is to learn to keep the balance between collecting and providing access to print and electronic resources. Ownership is a form of access. Access is complicated by its many different types; viz: legal access, bibliographic access, physical access, mediated or unmediated access, timely or untimely access, potential and actual access, and costly and uncostly access (Holleman, 1996:193). Libraries need to move away from the emphasis on the bibliographic access process, which remains a vital step in the research process, and move toward emphasis on immediate information delivery as the primary goal (Gessesse, 2000: 371). It is important for librarians to know what materials a library should acquire and own and what it should obtain from remote sources on request; this is what is called ownership vs. access. Accesses are activities in which librarians engage to connect their clients with knowledge, and ownership is the physical possession of the various media containing knowledge (Anderson, 1991: 4).

(Atkinson 1994: 93) mentions three principles that need to be borne in mind when dealing with the holdings vs. access:
Traditional divisions of library operations not only are changing but are also blending into each other, primarily as a result of innovations in information technology.

The other principle that needs to be considered in discussing the shift away from ownership as the primary form of access is that librarians must try to devote as much attention as possible to the process of transition itself. Access is unavoidably abstract meaning it is difficult to understand.

As a result, it is not appropriate to discuss the future character and evolution of any single operation, in isolation from other library operations. The future of collection development can only be understood within the context of academic information services as they work mostly with the researchers and future researchers. One does not need to simply discuss differences between an information environment consisting of paper and one depending on computer – mediated communication, but also some considerations of the administrative, operational and political adjustments will be needed if the library is to undertake the transition from one environment to the other successfully.

6. Academic libraries

Universities have frequently been regarded as key institutions in processes of social change and development.

According to Awasom 2002; "Libraries are at the heart of learning, teaching and research, which all focus on information and this can collectively be regarded as an activity leading to the transformation of information from one level to another. Libraries thus remain the great essential to learning, knowledge acquisition, transformation and ultimately discovery".

Academic libraries are needed in order to increase and improve the quality of tertiary education for the users. Academic libraries exist to deliver services to those who need it. The services delivered by academic libraries can be: access to textbooks, assistance with information enquiries, provision of a place to study; or, help with using a complex computer-based information retrieval package, but it is always the user on whom such activities are focused (Brophy, 2000: 55). Academic libraries collections are no longer

collections comprised almost entirely of printed materials but collections comprised almost of multiple formats and media also Dataset (Budd, 1998:196).

6.1. University of the Western Cape Library

The library of the University of the Western Cape provides resources and information services to support the learning, teaching, research and development endeavours of the university community. It has 14 levels, and has 7 faculty librarians (Arts, Community and Health Sciences, Economic and Management Sciences, Education, Law and Natural Sciences). The library has two divisions of Information services, namely: Faculty Librarians and Special Collections Provision. The Faculty Librarians provide services to support the educational and research functions of the University. The responsibilities of faculty librarians include reference queries, classification and collection development. The library system is fully computerized. It has an Online Public Access Catalogue (OPAC), which enables the library users to access the catalogues of all those other libraries affiliated with Cape Libraries Consortium (CALICO) and those are: University of Cape Town, University of Stellenbosch and Cape Peninsula University of Technology.
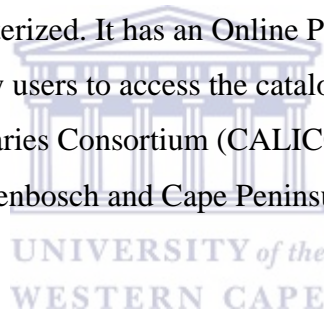
7. Research Design

The study employed the descriptive research design utilising the case study approach. The case study is a qualitative research method that is used to investigate a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (DePloy et al, 1998:142). In a case study, a researcher examines features on many people or units, either at one time period or across time periods. Cases can be individuals, groups, organisations, movements, events or geographic units. The researcher carefully selects one or a few key cases to illustrate an issue and analytically studies it (or them) in detail (Neuman, 2003:33). A case study approach is flexible. The logic of a case study is to demonstrate a causal argument about how general social forces shape and produce results in particular settings. Case studies are likely to produce the best theory (Walton,

1992:122). A critical element of case study research is its reliance on multiple methods of data collection to capture the complexity of a case (DePloy, 1998:142).

7.1 Research Methodology

The researcher used questionnaires using open-ended questions and face-to-face interviews to collect data. **Questionnaires** are written instruments and may be administered face-to-face, by proxy, or through the mail (DePloy, 1998:190). Researchers can give questionnaires directly to respondents who read instructions and questions and record their answers or it can be administered by post.

7.1.1 Advantages of questionnaires

This type of survey is by far the cheapest, and a single researcher can conduct it. A researcher can send questionnaires to a wide geographical area. The respondent can complete the questionnaire when it is convenient and can check personal records if necessary. They are very effective, and response rates may be high for a target population that is well educated or has a strong interest in the topic or the survey organization (Neuman, 2003:289).

7.1.2 Disadvantages of questionnaires

People do not always complete and return questionnaires. No one is present to clarify questions or to probe for more information when respondents give incomplete answers. Different respondents can complete the questionnaire weeks apart or answer questions in a different order than that intended by researchers. Incomplete questionnaires can also be a serious problem (Neuman, 2003:289).

In open-ended questions highly sensitive issues can be explored. Nonverbal behaviours can be captured and analyzed. Issues salient to respondents can be identified. Meaning of questions to respondents can be identified (DePloy, 1998:191).

It is disadvantageous in that; respondents may not want to directly address sensitive issues. Extensive time is required to analyze information. Responses across groups cannot be readily compared (DePloy, 1998:191).

7.1.3 Interviews

Interviews are conducted through verbal communication, may occur face-to-face or by telephone, and may either be structured or unstructured. Interviews are usually conducted with one individual (DePloy, 1998:189).
Web definitions are:

"an interview is a conversation between an investigator (the interviewer) and a subject (the respondent) used for gathering pertinent data for the subject's benefit (as in the psychotherapeutic interview) or for information-gathering (as in a sample survey)".
lms.thomsonelearning.com/hbcp/glossary/glossary.taf

"An interview is a dialogue between an interviewer and a respondent. The interviewer typically reads a series of questions from a questionnaire prepared for this purpose and records the response of the respondent".
www.rigneyassoc.com/glossary25.html

7.1.3.1 Advantages of interviews

Face-to-face interviews are advantageous in that they have the highest response rates and permit the longest questionnaires. The interviewers observe the surrounding and can use nonverbal communication and visual aids. Interviewers can ask all types of questions, can ask complex questions, and can use extensive probes. The researcher knows when the questions were answered and can use contingency questions (Neuman, 2003:290).

7.1.3.2 Disadvantages of interviews

Interviews can take long time to arrange and conduct. Some respondents will give biased responses when face to face with a researcher. The information obtained may be difficult to analyse (Moore, 1987:31) because you don't know if it is true.

7.2 Sampling

Not everybody at the University of the Western Cape (UWC) participated in this study. Potential participants (sample) for the study comprised of a few faculty library workers and students. Faculty librarians were interviewed because they are rendering service to students and students were interviewed to verify if they are satisfied with the service rendered to them. Random sampling was used. The main purpose of sampling is to select a subgroup that can accurately represent the population. Probability Sampling was used. Probability sampling incorporates probability theory, which provides the basis for estimating population parameters and error (Powell, 1991:64). The intent is to be able to accurately draw conclusions about the population by studying a smaller group of elements (DePloy, 1998:163). The problem with sampling is how to select a sample that is representative of an entire population. The data were analysed using Excel.

8. Participants' profiles

One thousand two hundred undergraduates, which is 10%, from different faculties and different levels of study (see Figure 1 and 2) and 5 Faculty Librarians (FL) , which is 71%, participated. Both students and librarians were interviewed in order to obtain in-depth information about the impact of collection development policy to undergraduates. They were selected because of their key role in the library as they are the majority of the university population. A majority of faculty librarians that participated have 10-20 years of experience (See Figure:3). In terms of the level of study of the students, most are in their third year (See Figure:1).
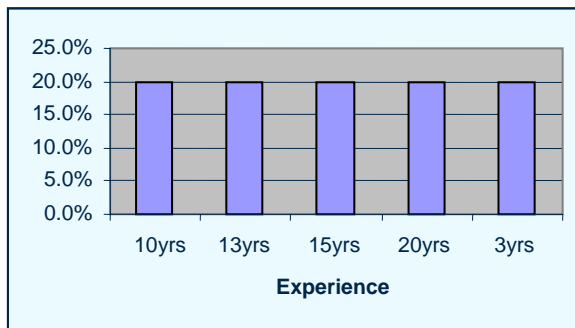
Figure 1: Student's year levels
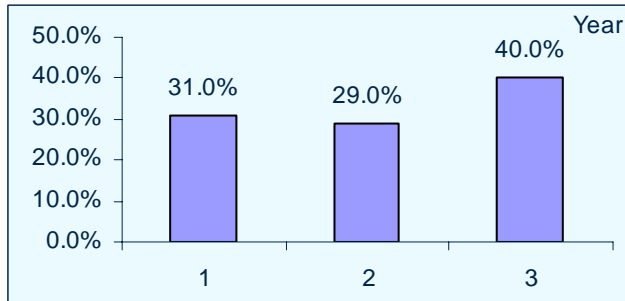
Figure 2: Students' faculties
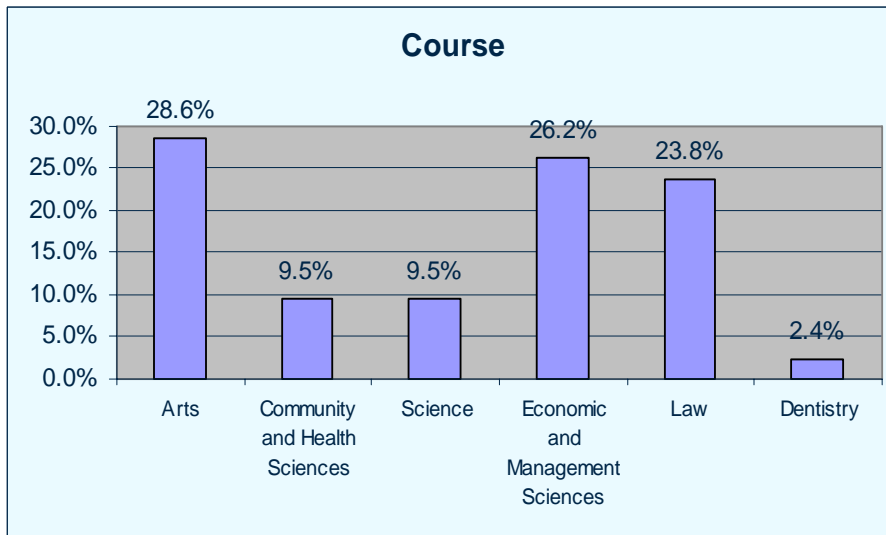
Figure 3: Librarians' experience

9. Findings and discussions

Faculty Librarians:

They all indicated that they do not have a Faculty Collection Development Policy (FCDP). When asked if the library has an overall Collection Development Policy (CDP), one librarian said she is not sure if they have, two librarians said there isn't a formal one and two said yes it has.

The study wanted to find out if the Faculty Librarians understood the importance of a FCDP; Faculty Librarian1 (FL1) said that the FCDP helps as a guide as to which areas need to be covered to be used along with prescribed text books, FL2: it ensures consistency in terms of treating everybody equally and balance collection; FL3: without it you cannot have a library that renders good services, you cannot know the user's needs; FL4: it is more like a library's goal. It is good to have it so you can always have it in mind when you extend your collection; and FL5: there is no FCDP because of the internal politics.

It is very interesting that the Faculty Librarians understand the importance of a separate Faculty Collection Development Policy and yet they all admitted that they don't have a FCDP.

Four of them indicated that the Collection Development Policy is in line with the library's mission and vision but, not 100% due to finances and one of them said she never bothered reading it because she is not interested. Now, the question is, if this other Faculty Librarian is not interested in reading a CDP, does she care about the community she serves?

Faculty Librarians also indicated that they work with academics in determining what should be bought. If there is a gap in stock or a research is on a specialized field that UWC doesn't offer materials, they are referred to ILL. Finances determine a lot of what

can be purchased or not. They also try very hard to buy South African books. FLs were asked the method they use to determine their users' needs and FL1 said: circulation statistics, which she checks twice a year; FL2: never checked; FL3 notes gaps from students and lecturers ask students what they want; FL4: by knowing their courses, using queries and liaise with faculties and FL5: not sure if the suggestion box works but has never checked. All those that check their users' needs do it the way they believe is the easiest way of doing it.

The main objective of the study was to establish the impact CDP has on service rendering FL1 said: she does not know if it has because students do not want to read. They only rely on prescribed text books; FL2: It makes books available to students; FL3: big positive impact; FL4: it relates to knowing gaps in users' needs and FL5: positive impact because the collection is streamlined, on how one spends money and how to select books Collection development has a great deal to do with people making choices. When one is developing a collection one has to go beyond decision-making. Its mission and vision determine any library's collection. When building a collection, librarians need to first ask: who is the library designed to serve? Why does the library exist? Bearing FL1 in mind admitted that she doesn't know nor care about the collection development policy, how can it be possible to accomplish this when she does not even know what her library's collection development policy states?

Students:

All students indicated that they use UWC library for books and research purposes as a whole. Thirty six percent said they are satisfied with books in the open stacks because they always get what they want and they said they were up to date whilst, 36% said they were not satisfied, 23% were partly satisfied saying that most books have missing pages and 5% did not respond to this. Fifty percent indicated that they do not use journals while 10% have never used short loans. Some students didn't even know what the journal is or when to use it. Some admitted that them not knowing what journals nor short loans are

has a very negative impact on service rendering because students end up leaving the library thinking that it doesn't have what they need whereas the library has it. Seventy four percent indicated that they consult Librarians if they have difficulty finding what they want. Ninety percent said they are never given a chance to give their opinions. Only 4% indicated that they go to Interlibrary Loans (ILL) when they can't find what they want. Forty three percent indicated that the library satisfies their needs. When asked what they do if they can't find materials they are looking for, 38% said they visit other libraries (See Figure 4)

Figure 4: Don't get materials
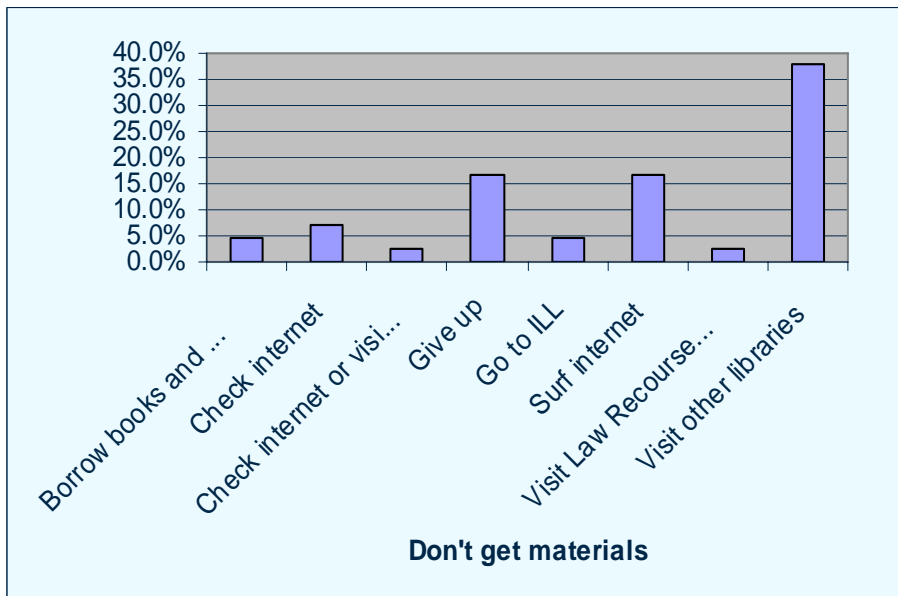
It is Faculty Librarians' duty to fully understand and appreciate the interest of those whom they serve and all the special needs evident within the academic community, this is even stated in the university's collections development policy but, it seems as though Faculty Librarians do not take this into consideration judging by the number of the students that said they don't get a chance to give opinions to the librarians (See Figure 5) and those that said they've given opinions said they never saw any improvement. All this could be because even the librarians themselves are not sure of what is stipulated in the Collection Development Policy. If the faculty librarians took the Collection Development seriously, a number of students satisfied with the library collection would go up.
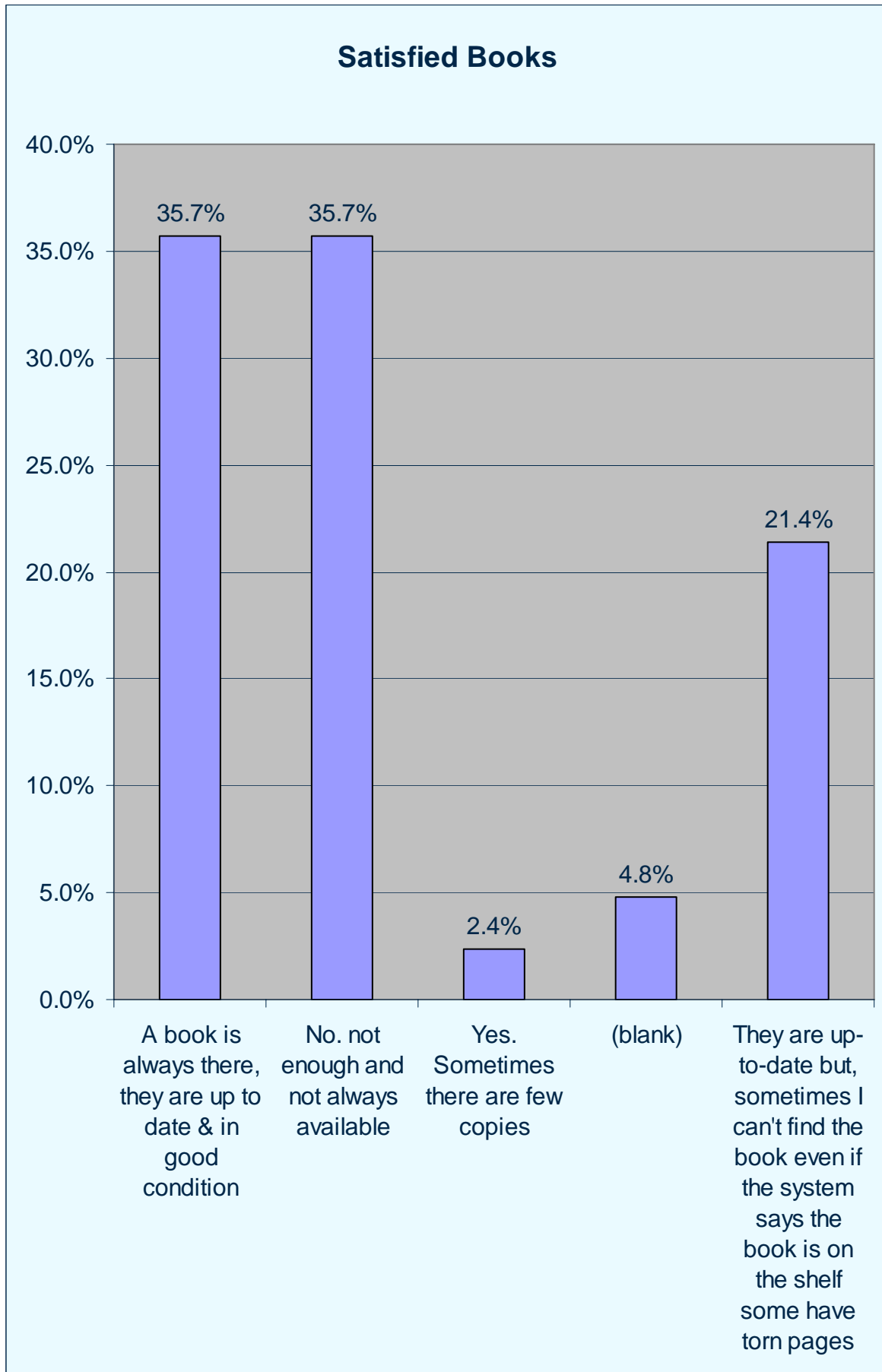
Figure5: Chance Opinion
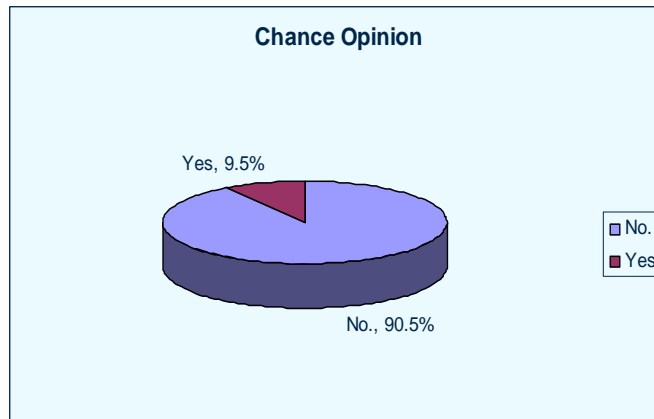
It could be said that the CDP have somehow a negative impact because it states that only 3 copies of books can be bought and if one looks at the level of satisfaction of the book be it from open stacks or short loans, they are equal and still there are those who are not 100% satisfied nor dissatisfied (See Figure 6 & 7).

Figure 6: Satisfied with books

Satisfied Books

Category	Percentage
A book is always there, they are up to date & in good condition	35.7%
No. not enough and not always available	35.7%
Yes. Sometimes there are few copies	2.4%
(blank)	4.8%
They are up-to-date but, sometimes I can't find the book even if the system says the book is on the shelf some have torn pages	21.4%

*Figure 7: **Satisfied with Short loans***

Satisfied shortLoans

A bar chart titled "Satisfied shortLoans" showing:
- Never used it: 23.8%
- Not satisfied: 38.1%
- Satisfied: 38.1%
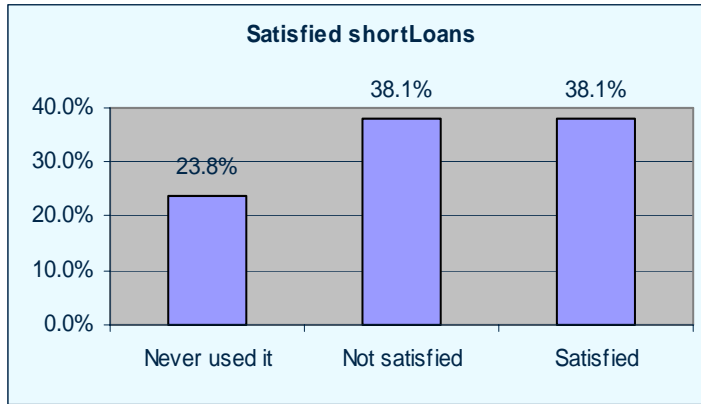
*Figure 8: **Inter-library loans***

ILL

A bar chart titled "ILL" showing:
- Do not know what ILL is: 76.2%
- Do not use it: 9.5%
- Good: 14.3%
- Grand Total
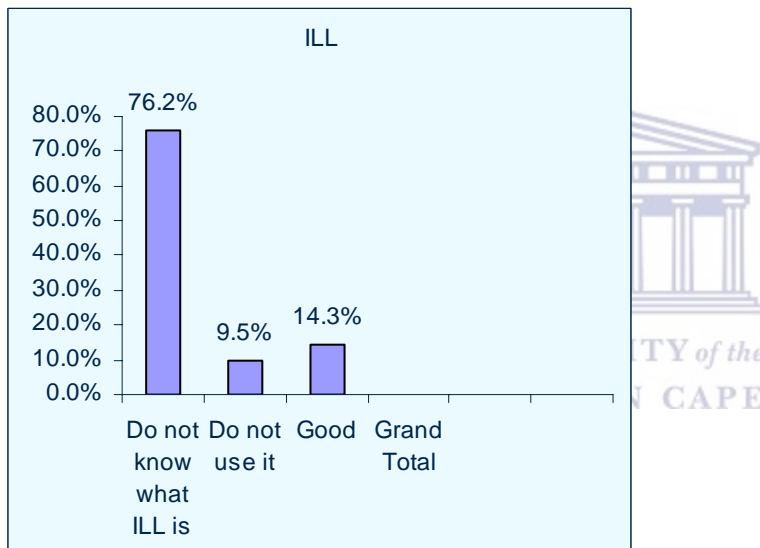
According to many students, they do not know what an inter library loans is because faculty librarians have never told them anything about ILL and because faculty librarians are never willing to help them if they need help. They rarely speak with faculty librarians.

10. Conclusion

It seems clear to the reseacher that most librarians that participated in this study understood the pivotal role played by the Collection Development Policy in the library. What I don't understand is how come there aren't separate faculty Collection Development Policies because the user needs differ from one faculty to another. A collective Collection Development Policy should be a stem from which all Faculty Collection Development Policies branch.

It is part of collection development to assess the needs of the users but, librarians admitted that they do not check the suggestions in the suggestion box making their users feel sidelined because if they see that changes they suggested needs to be done, they feel sidelined and have negative attitude towards the library.

Kennedy (2002) believes that formulating a policy can teach those doing it strengths and weaknesses of the collection. That is hardly possible for UWC library faculty librarians because only a few them were involved in the formulation of collection development policy. That the researcher assume is one of the reasons one of the librarians shown no interest in CDP because, she said that CDP wasn't part of her projects.

Another factor that needs to be considered is the use of Inter-library loans. The majority of students did not even know what it is. ILL forms part of CDP in that it is another kind of accessing materials for students to get information. Students should be encouraged to use such services. Students felt like their needs were not satisfied because they thought that UWC library was their only means of getting information since they were not exposed or made aware of resource sharing.

11. Recommendations

Librarians still need to study the CDP and really work on satisfying the users. Orientation still needs to be done so students will be aware of all the services the library offers. What is the use of having books in the library when they are not used because they are containing irrelevant/outdated information? Again, what is the use of having Faculty Librarians when they are not even interested in making sure that their services satisfy their customers' needs because all students even undergraduates are the library's customers? Some students indicated that some librarians are not friendly in so much that it is hard to approach them and ask for help. Why is it so? Faculty Librarians should be given a customer care course so that they can know the importance or availing themselves to the students and know how to approach their users' demand and they should also be constantly evaluated by their employees.

It is highly recommended that the Faculty Collection Development Policies be developed so that it will be easy for the librarians to notice if there are any gaps that need to be filled.

12. References

Allison, T.L and Reid, M.T. 1994. The professionalization of Acquisition and d Collection Development. Johnson, P and Intner, S.S (ed). <u>Recruiting, Educating, and Training Libraries</u> for Collection Development. London: Greenwood Press.

Anderson, G. 1991. Complement or Contradiction: the Role of Acquisitions in the Access vs. Ownership Dynamic. Cenzer P.S and Gozzi C.I (ed); <u>Evaluating Acquisition and Collection Management</u>. Sydney: Haworth Press.

Atkinson, P.C. 1994. Access, Ownership, and the future of Collection Development. Johnson, P and Mac Ewan, B (ed); <u>Collection Management and Development: Issues in an Electronic Era</u>. Chicago: American Library Association.

Awasom, I. 2002. <u>Academic and Research Libraries in Cameroon: Current State and Future Perspectives [Unpublished]</u>. 28th Annual Spring Conference of the Centre for African Studies, University of Illinois for April 25th – 28th 2002.

Brophy, P. 2000. <u>The Academic Library.</u> London: Library Association.

Budd, J.M. 1998. <u>The Academic Library: its context, its purposes and its operation.</u> Englewood, Colorado: Libraries Unlimited.

Cline, N.M. 1994. Staffing: the Art of Managing Change. Johnson, P and Mac Ewan, B (ed); <u>Collection Management and Development: Issues in an Electronic Era</u>. Chicago: American Library Association.

DePloy, E et al. 1998. <u>Introduction to Research: Understanding and Applying Multiple Strategies.</u> London: Mosby Inc.

Evans. 1995. Collection Development Resources on the Internet.
http://www.simmons.edu/resources/libraries/gslis/colldev/   Available online
[Site visited 14 November 2004]

Fordham, A.E. The Collection Development Planning Process.
http://www.libsci.sc.edu/bob/class/clis724/SpecialLibrariesHandbook/collection.ht
m **Available online**
[Site Visited 14 November 2004]

Gessesse, K. 2000. Collection Development and management in the twenty-first century
with special reference to academic libraries: an overview. Library Management, 21
(7):365-372.

Holleman C. 1996. Collection issues in the New Library Environment. Pastine M 9ed).
Collection Development: Past and Future. London: The Haworth Press.

IFLA 2001. Guidelines for a Collection Development Policy using the Conspectus Model
(Online). http://www.ifla.org/VII/S14/nd1/gcdp-e.pdf
[Site Visited 13 May 2004]

Katz B. 1994. Book Selection and Collection Building: Evolution of the Art. Johnson, P
and Intner, S.S (ed). In Recruiting, Educating, and Training Libraries for Collection
Development. London: Greenwood Press.

Kennedy J. 2002. Collection management: A concise introduction. Wagga Wagga:
Centre for Information Studies, Charles Sturt University.

Kovacs D. 2000. Building Electronic Library Collections: the Essential Guide to
Selection Criteria and Core Subject Collections. New York: Neal-Schuman Publishers,
Inc.

Lambert J. 1996. Information Resources Selection. London: Aslib.

Law D. 1999. The organization of collection management in academic libraries. Jenkins and Morley M (ed). Collection Management in Academic Libraries. Aldershot: Gower.

Lee S.D. 2002. Building an electronic resource collection: a practical guide. London: Library Association Publishing.

Line, M.M. 1990. Academic Library Management. London: Library Association.

Moore, N. 1987. How to do research. London: Library Association Publishing Ltd.

Neuman, L. 2003. Social Research Methods: Qualitative and Quantitative approaches. Boston: Pearson Education Inc.

Otero-Boisvert, M. 1993. The role of the Collection Development Librarian in the 90's and beyond. Journal of Library Administration, 18 (3-4): 159-170.

Pastine M. 1996. Collection Development: Past and Future. London: The Haworth Press.

Powell, R. 1991. Basic research methods for librarians. Norwood: Ablex Publishing Corporation.

Shreeves, E. 1992. Between the Visionaries and the Luddites: Collection Development and Electronic Resources in the Humanities. Library Trends, 40 (4): 579-595.

Slote, S. 1997. Weeding library collections: Library weeding methods. Colo: Libraries Unlimited.

Snow, R. 1996. Wasted Words: The Written Collection Development Policy and the Academic Library. The Journal of Academic Library: May 1996; pp 191-194.

Spiller D. 2000. <u>Providing Materials For Library Users</u>. London: Library Association Publishing.

University of the Western Cape. 2004. Library Collection Development Policy. Unpublished

Vogel K.D. 1996. Integrating Electronic Resources into Collection Development Policies. Pastine M (ed). <u>Collection Development: Past and Future</u>. London: The Haworth Press.

Walton, J. 1992. Making the Theoritical Case. Ragin,C et al (eds). <u>What is a case? Exploring the foundations of social inquiry.</u> Cambridge: Cambridge University Press.

Websites:

<u>lms.thomsonelearning.com/hbcp/glossary/glossary.taf</u>

<u>www.rigneyassoc.com/glossary25.html</u>

APPENDIX 1

Librarians' Questionnaire

Position:

Do you have an overall Collection Development Policy?

**Do you have a Faculty Collection Development Policy?**

What do you understand to be the importance of a faculty Collection Development Policy in the library?

What impact does a Collection Development Policy have on service rendering?

To what extent does it fulfil the library's mission?

How do you determine what is to be acquired as stock and what is to be accessed via Inter-Library Loans?

When formulating your faculty Collection Development Policy, whom do you involve?
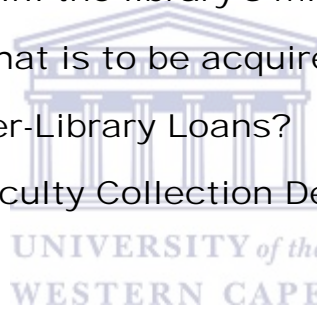
How do you use to identify the needs of your users?

How often do you check if library materials have met users' needs?

How do you determine what should be weeded?

What is your policy w.r.t duplication and replacement of material?

With limited budgets, what would you prefer to buy?

What criteria do you use for selecting stock?

What criteria do you use for evaluating stock?

APPENDIX 2

Questionnaire to Students

Gender

Race

What year level are you doing?

For what purpose(s) do you use a library?

How satisfied are you with the books in the open stacks?

How satisfied are you with the journals in the library?

How satisfied are you with the books in the short loans section?

If you have difficulties finding what you want in the library, what do you do?

Are the Faculty Librarians always willing to help?

Do you ever get a chance to give the faculty librarians your opinions about the library materials and services?

If yes, do you get to see any progress?

If no, what do you do to make sure that your opinions are known by the faculty librarians?

If you don't get what you want in the library, what do you do?

How are the services at the Inter-Library Loans?

Do you think the library meets its users' needs? If Yes, in which sense? If no, what do you think the reasons are?