

# PCC Documentation Survey Task Group Final Report

Submitted to PCC Policy Committee, with Standing Committee on Training (SCT) & Standing Committee on Standards (SCS)

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## Summary

In February 2023, the PCC Policy Committee charged the PCC Documentation Survey Task Group to create and launch a survey of PCC members and other users of PCC documentation to learn about their documentation needs and identify strengths and gaps in current documentation practices and platforms. Between late April and mid-May, the task group conducted an online survey drawing more than 400 participants, mostly from the United States. More than two-thirds of them were from academic libraries, particularly at comprehensive research institutions. A large majority of the respondents were seasoned librarians with years of experience cataloging in MARC formats. About 30% indicated no PCC participation, suggesting that PCC documentation has a wider interested audience beyond existing PCC members. Nearly all PCC respondents worked in NACO; participation rates for the other three programs ranged from 43.1 to 57.8%.

The survey reveals several significant findings:

- PCC mailing lists serve as the most frequently used communication channel about PCC documentation among PCC respondents, while they are rarely used by non-PCC participants, who come to learn about available PCC resources mostly from other email sources, though with much less overall frequency. At the same time, non-PCC responses are interested in receiving more information about PCC documentation and training materials. The PCC wiki draws relatively strong interest as a new PCC communication channel among both groups.
- Respondents are finding PCC documentation overall helpful in doing their work. PCC participants give higher ratings on its usefulness. LC-PCC Policy Statements for the Original RDA Toolkit, NACO Participants' Manual, and Descriptive Cataloging Manual Z1 are the top three PCC resources used most frequently among all respondents and PCC participants only. Among non-PCC participants, LC-PCC Policy Statements for the Original RDA Toolkit, Library of Congress Classification online training, and Library of Congress Subject Heading online training are the top three PCC resources reported.
- Browser bookmarks are used most frequently to locate PCC documentation, followed by search engines, RDA Toolkit, and the PCC website. The respondents rarely use the Catalogers Learning Workshop website to locate and access PCC resources.
- The following PCC documentation is reported to need updating most: CONSER Cataloging Manual, NACO Participants' Manual, CONSER Editing Guide, Descriptive Cataloging Manual Z1, LC-PCC Policy Statements for the Official RDA Toolkit, NACO Authority Control FAQs, and NACO Training. There is a correlation between the documentation used regularly or found useful and the materials that are reported to need updating. Accessibility and searchability of the information found in PCC documentation is raised as a major area for improvement. Documentation about the Official RDA Toolkit is found to be most lacking and needed.
- Written documentation and manuals are by far the most popular format for PCC training materials, followed by self-paced modules/courses and video-based remote learning. Key themes highlighted as barriers to using PCC resources are accessibility/search

functionality of documentation, communication, paywall issues, outdated documentation, time constraints, and lack of familiarity with PCC standards and materials.

The survey results highlight the need for the PCC to take several next steps to address needs and gaps in current documentation practices and platforms. The report proposes several recommendations below aligned with the PCC's 2023-2027 Strategic Directions document. The PCC Policy Committee should charge appropriate standing committee(s) and/or task group(s), if necessary, to work on the following recommendations based on the survey findings.

- Prioritize developing robust documentation and training materials to facilitate the transition to the Official RDA Toolkit. Address equity issues and consider developing a standalone document that could serve as a comprehensive guide to cataloging with official RDA, regardless of resources available, across a broad community of practitioners with varying levels of experience and training.
- Assess the accessibility and usability of PCC documentation, including heavy reliance on standalone materials in PDF, Word, and PowerPoint formats, and explore best current practices for sharing online content to enhance searchability and navigation. Prioritize written documentation while also exploring modalities of access to accommodate different learning styles. Seek consultation with experts in instructional design, web usability, etc. to explore methods for creating effective and engaging training materials.
- Explore additional methods of communication, such as virtual office hours and Ask an Expert options as well as a regularly updated comprehensive guide on available PCC-created resources, to increase visibility and facilitate questions and mentoring about PCC documentation and training materials for information seekers of varying experience levels.
- Develop a blueprint for organizing PCC documentation and training materials for ease of searching and access, particularly with the implementation of the new PCC wiki as a central platform. Explore good documentation practices to promote an effective framework for assuring that all current PCC materials are created to be completely legible and easy to understand even outside PCC participation circles and are maintained to stay up to date. Inventory and audit existing documentation on the various PCC platforms for relevance prior to their migration to the PCC wiki and decide how to handle old/superseded PCC resources on the existing LC-hosted PCC and Cataloger's Learning Workshop websites.

## Introduction/Background

The idea to set up a short-term documentation survey came up during the summer of 2022 to address a strategic direction that had not had action in the 2018–2022 PCC [Strategic Directions](#) document (2.4.1. **“Charge a task group to identify needs and audiences served by PCC documentation and make recommendations for appropriate platforms and best practices”**). In the September meeting, SCT (Standing Committee on Training) discussed and brainstormed on the charge for this task group and potential questions to be included in the survey. In the December meeting, SCT reviewed the draft charge and continued further brainstorming on survey questions. SCT members, and later a member of the Standing Committee on Standards (SCS), who would be willing to participate on the task group were identified in anticipation of the official approval of the charge.

On February 15, 2023, the task group was formally charged to **“identify needs and audiences served by PCC documentation and seek to identify strengths of current documentation practices and platforms as well as gaps.”** Expected activities included

- “creating and launching a survey of PCC members and others [*sic*] users of PCC documentation” to identify “which documentation is used frequently, how users locate documentation, what documentation needs updating, and what documentation is lacking”
- “analyzing survey findings”
- “providing a summary of findings from the survey”
- “making recommendations for next steps based on survey findings forming a plan to inventory existing documentation on the various PCC platforms in consultation with other PCC groups”

For the purpose of this task group, PCC documentation was defined as including RDA policy statements and metadata guidance documents; BIBCO, CONSER, NACO and SACO documentation; and training documents on the Catalogers Learning Workshop (see [Appendix 1](#)).

In early March, the task group chair proceeded to convene the first online meeting to review the approved charge and discuss next steps for the survey. The task group asynchronously reviewed potential survey questions that had been compiled in advance based on the draft charge and the December 2022 SCT discussion. On March 8, the task group members met virtually for initial brainstorming and continued their review of the compiled survey questions synchronously to prepare a draft questionnaire, while also sharing ideas for channels to distribute the survey in order to reach as broad a constituency as possible. Then, the survey questions on Google Docs were converted into Google Forms for test distribution. On March 10, the task group sent the draft questionnaire for review and comment to SCT and SCS (Standing Committee on Standards), requesting feedback by March 24, and received many thoughtful comments and valuable suggestions.

Thereafter the task group met virtually to review the feedback received and then continued to work asynchronously to revise and finalize the questionnaire. While continuing to make revisions to survey questions, the task group also changed the platform of the survey from Google Forms to Qualtrics, which was technically more robust and capable of accommodating some of the suggestions it wished to incorporate. (Also, one of the task group members had been a frequent user of Qualtrics and was familiar with designing and running surveys on the platform.) At the same time, the task group continued to plan for where the survey would be sent, drawing on the list of major cataloging and metadata electronic mailing lists compiled by Adam Baron (University of California, Berkeley [SCT]) as well as a [list](#) of state and regional technical services groups compiled in 2019 by the Association for Library Collections and Technical Services prior to its merger into Core (no equivalent current list having been found in Core documentation). This additional state and regional group listing was consulted with the hope of reaching non-PCC members who might not be always active on major professional communication channels.

On April 26 and 27, the task group sent a survey invitation email including the link to the questionnaire (see [Appendix 3](#)) to 12 major electronic mailing lists and two Facebook groups focused on cataloging and the PCC, and to 21 U.S. state and regional organizations for which contact information about their current officers could be found (see [Appendix 2](#)). The survey invitation reminders were distributed on these channels twice on May 8 and 15. The survey was open for three weeks until May 17 (24:00 PT [UTC-07:00]).

## Methodology

The questionnaire used had 23 questions in total, including the very first question that presented the informed consent form and asked potential respondents if they agreed to participate in the survey. The survey consisted of a large number of multiple-choice and Likert-scale questions, along with several entirely open-ended questions. Most multiple-choice questions asked respondents to select all applicable items, and both multiple-choice and Likert-scale questions also generally included the “Other” option that allowed respondents to provide free-text responses. The actual number of questions that were presented to each respondent varied slightly depending on how they answered some of the questions. Except for the initial informed consent question, there were no mandatory questions.

The questionnaire was organized into two main sections. The first section comprised questions intended to capture basic information about respondents’ demographic and professional profiles, such as their locations, types of their institutions, their professional responsibilities, years of their experience in cataloging/metadata work, and their involvement with PCC programs. The second part of the questionnaire was designed to identify the current state of PCC documentation use (or lack of use) and needs, such as how PCC and non-PCC members find information about and locate PCC documentation they need to use; which PCC

documentation is used frequently in their work; which documentation is seen as outdated and in need of updating; and what additional documentation and training are identified as most desirable by the user community.

During the aforementioned three-week period, the Qualtrics platform recorded 440 individuals agreeing to participate in the survey. Out of those initial respondents, 355 (80.7%) were recorded as having finished the questionnaire to the end. The questionnaire was moderately long and complex, with numerous items listed on several questions. According to the Qualtrics pre-calculation, the estimated duration of the survey was 12.4 minutes. That the length of the survey did not result in a substantial level of respondent break-off might reflect the degree to which the questionnaire about PCC documentation practices and platforms was found to be relevant to most respondents, in light of the the major roles that the PCC plays in developing documentation and best practices for use throughout broader cataloging and metadata communities.

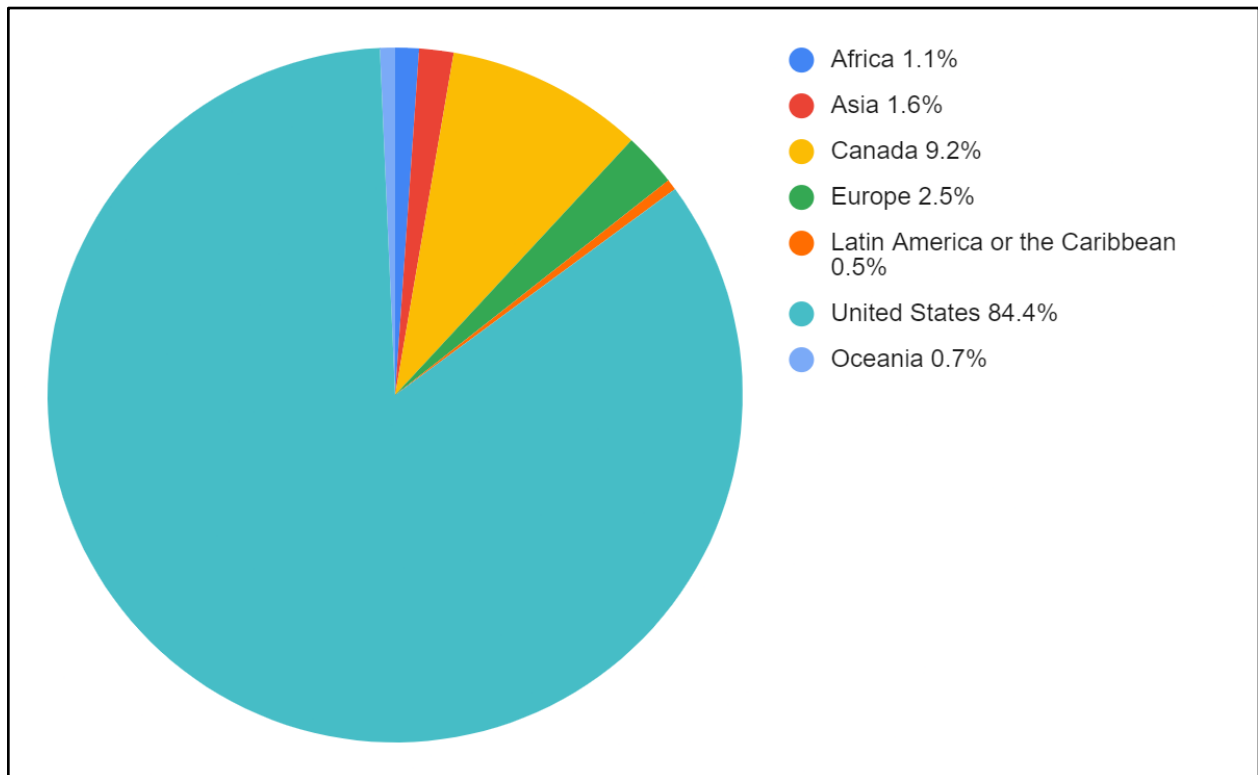
Once the survey data collection was completed, the task group met virtually once again to review summary statistics from the questionnaire responses and develop a plan for the analysis of survey data. The most important part of the initial analysis plan was to decide how to handle four open-ended questions in the survey, along with free-text answers specified in “Other” options under several questions. For each of the four open-ended questions, two task group members were assigned to manually convert and group their responses, typically consisting of a few sentences, into standardized categories to facilitate easier content analysis and maintain coding consistency. On the other hand, for each question that had “Other” option(s) in addition to preset categories, an individual task group member was assigned to read through the question and analyze the free-text response given as they were much fewer and also shorter, allowing for much simpler analysis, and often could be coded back easily into existing categories.

## Survey Results

### Respondent Profiles

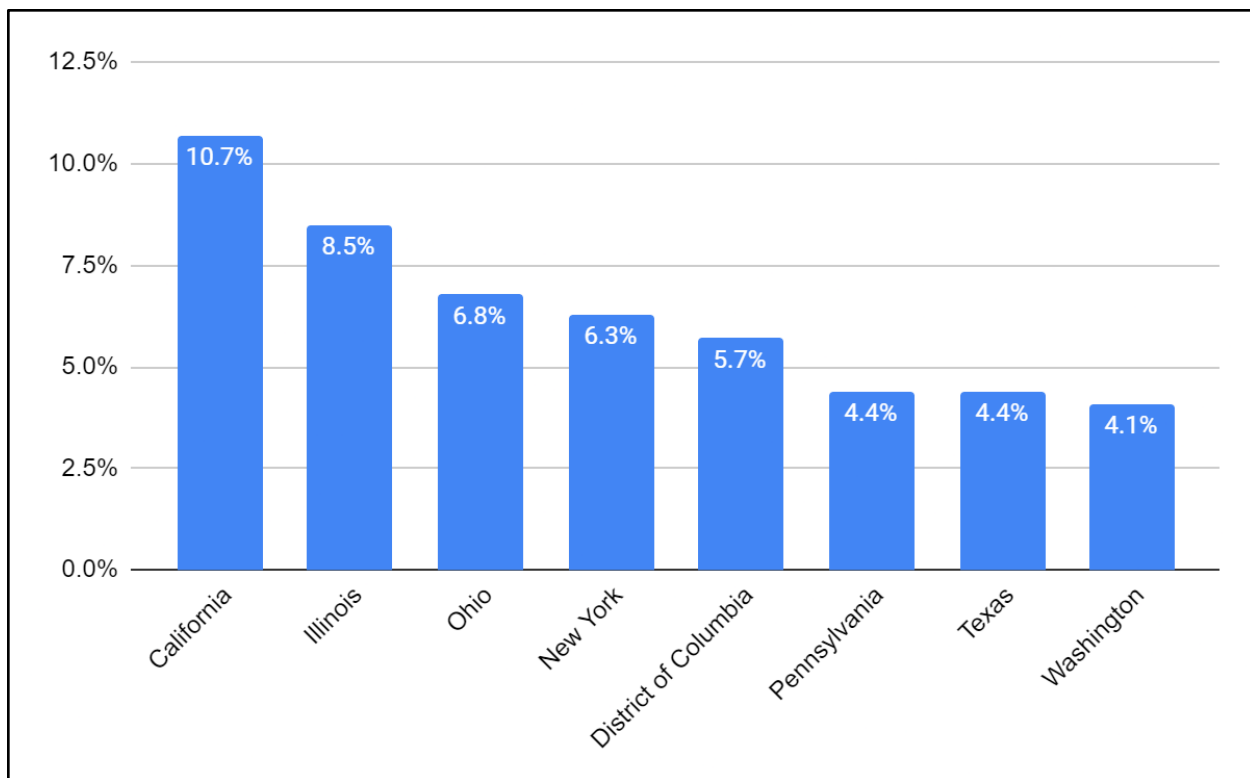
Analysis of the survey data showed that the respondents were predominantly from North America (see Figure 1). U.S. and Canadian respondents comprised 84.4% and 9.2%, respectively, along with a smattering of respondents from the other regions (15 countries in total—Argentina, Bulgaria, China, Dominican Republic, Hong Kong, Ireland, Italy, Lebanon, Netherlands, New Zealand, Singapore, South Africa, Uganda, United Arab Emirates, and United Kingdom). The large proportion of survey responses received from within the United States was roughly comparable to another recent online PCC survey ([PCC Task Group on Engagement and Broadening the PCC Community, 2019](#)). The U.S. responses in the current survey were received from all across the country, with the exception of Oklahoma, South Dakota, Vermont, Wyoming, and all U.S. commonwealths and territories. A slight majority of the responses were

received from top 8 states, led by California, Illinois, and Ohio (see Figure 2). The geographical distribution of U.S. respondents did not quite represent the distribution of the country's total population. Most conspicuously, for reasons that are not clear at all, the survey platform recorded only 3 responses (0.8%) from Florida, the third largest state representing more than 6% of the total U.S. population. Canadian responses were received from 8 provinces (and none from Manitoba, Nova Scotia, and the three territories). The largest proportion of responses were received from Ontario (32.4%). Notably, survey responses from Quebec (13.5%) were less than half those from the much less populous British Columbia (29.7%), likely reflecting the fact that PCC documentation is intended to present standards and policies in English-language cataloging and metadata.



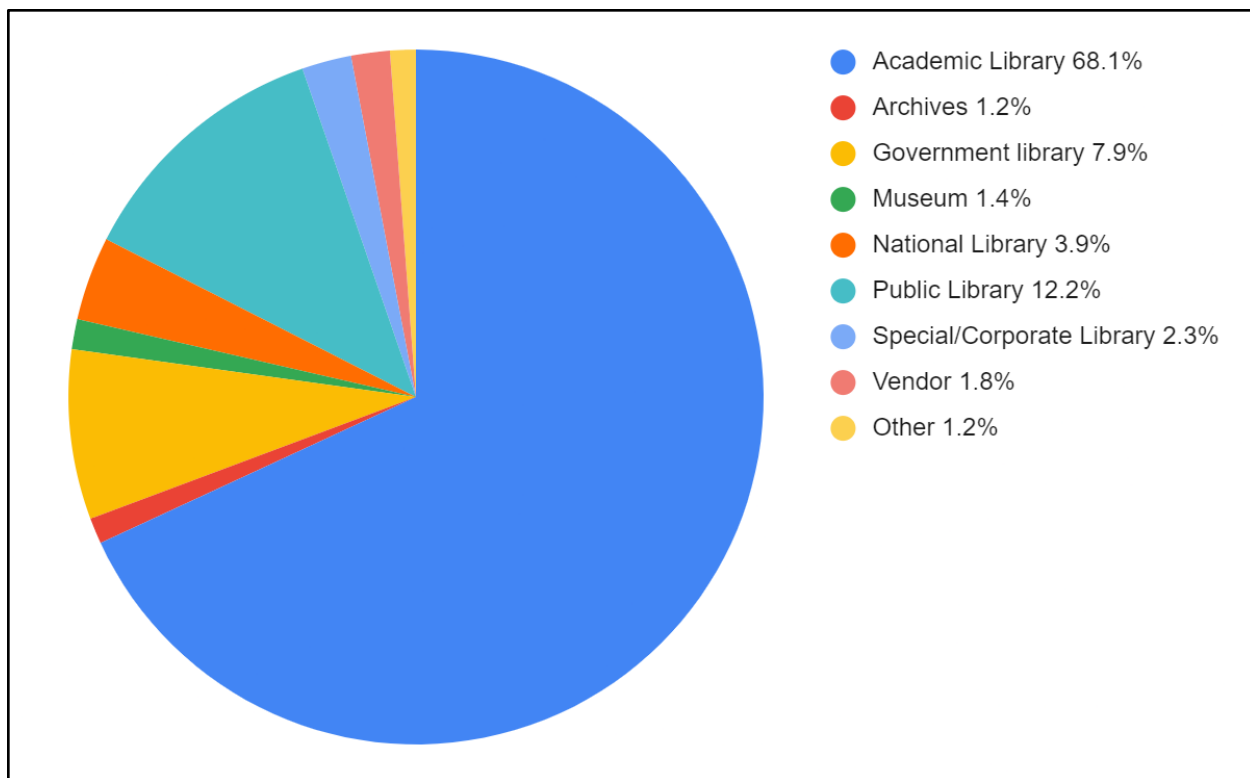
**Figure 1.** Respondents' Geographical Distribution (N = 437)





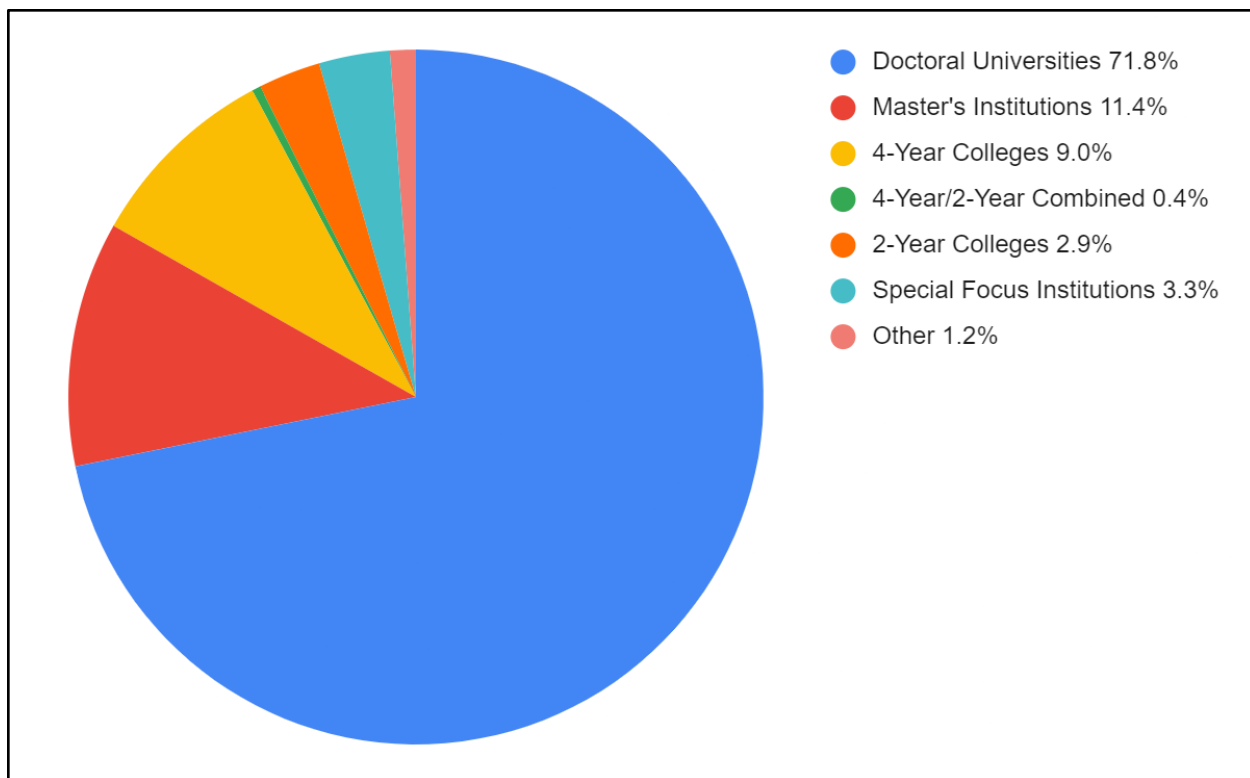
**Figure 2.** Top 8 U.S. States with the Largest Number of Respondents (N = 366)

As for the respondents' institutional backgrounds, more than two-thirds (68.1%) reported that they worked in academic libraries (see Figure 3). The second largest, if much smaller, group of respondents were from public libraries (12.2%). They were followed by those identifying themselves as working in government libraries, including federal libraries and those serving other national, state, and local government agencies as well as international organizations (7.9%), national libraries (3.9%), special/corporate libraries, such as law, medical, and news libraries (2.3%), vendors (1.8%), museums (1.4%), and archives (1.2%). Despite the extra efforts made to reach out to a more diverse pool of respondents, the institutional distribution of survey participants was clearly skewed toward academic libraries; the number of public libraries in the United States, for example, is nearly two and half times larger than that of academic libraries according to the [statistical data compiled by the American Library Association](#). However, the predominance of academic library respondents, as well as the much smaller proportion of public library respondents, was once again roughly comparable numerically to another recent online PCC survey ([PCC Task Group on Engagement and Broadening the PCC Community, 2019](#)). Therefore, the over-representation of academic libraries might be even seen as an almost constant feature in these online surveys, suggesting that academic libraries have generally remained at the forefront of standards and policy development in the cataloging and metadata field, as may be evident in the composition of PCC membership itself, and that their librarians are far more inclined to respond to survey invitations relating to broader professional issues.



**Figure 3.** Respondents' Profile, by Library Types (N = 433)

Furthermore, for U.S. academic library respondents, the survey proceeded to ask them to identify types of their parent institutions according to the [Basic Carnegie Classification](#) for higher education institutions (see Figure 4). More than 70% of the respondents (71.8%) identified themselves as holding positions at research-intensive doctoral institutions. Slightly over one-tenth of the respondents (11.4%) reported that they worked in colleges and universities with mostly master's programs, while 9.0% identified their parent institutions as primarily undergraduate in nature, along with an even smaller proportion of respondents from institutions offering a combination of undergraduate and associate's degree (0.4%), 2-year colleges (2.9%), and special focus institutions such as seminaries, medical schools, and art and design schools (3.3%). The survey also registered slightly more responses coming from those working at public institutions (54.9% vs. 45.1% for private institutions). According to the [2021 Carnegie Classification data](#), doctoral institutions only account for 12% of U.S. postsecondary institutions and 41% of total student enrollment. In light of the overall U.S. higher education data, it is clear that those working in academic research libraries were by far the most likely, or at least interested enough, to respond to an online survey about PCC documentation. As with the overall predominance of responses from academic libraries, the over-representation of academic research libraries in the respondents' institutional profile might well be seen as a good indicator of the current center of PCC activities in cataloging and metadata communities.



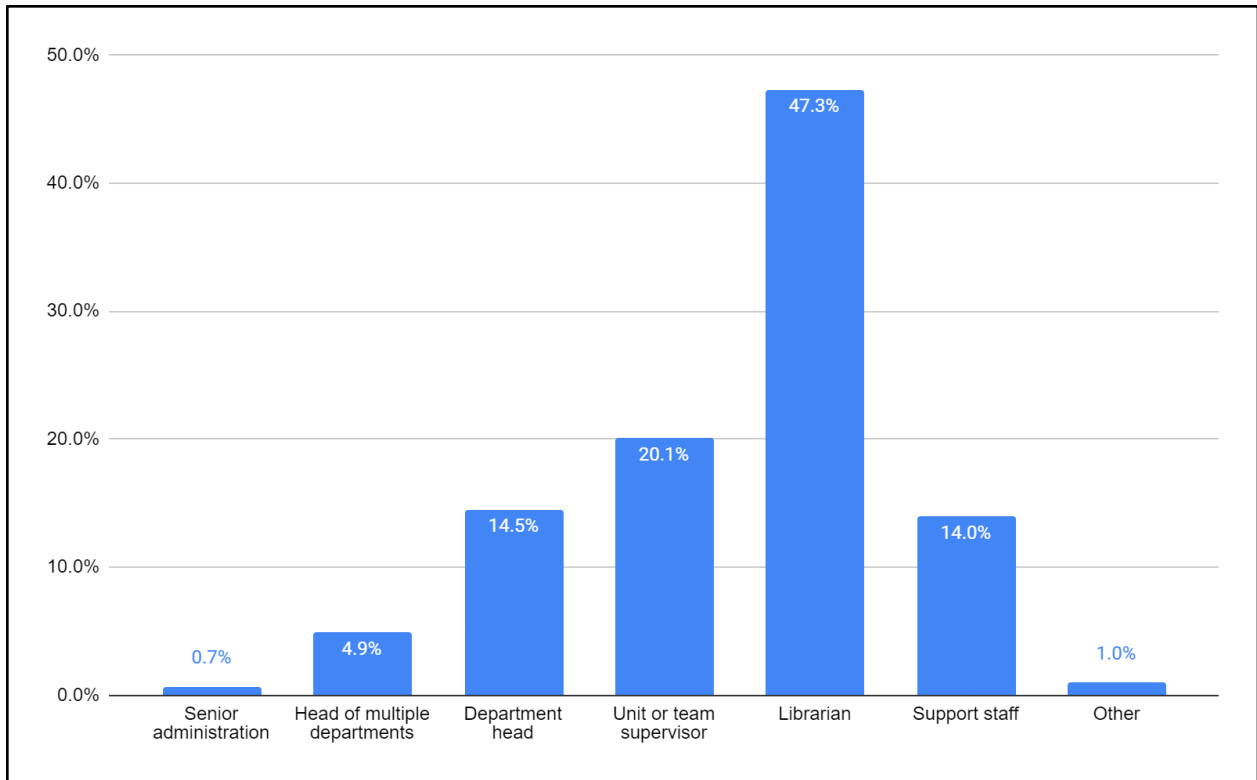
**Figure 4.** U.S. Academic Library Respondents, by Institution Type (N = 245)

Area of primary employment was a multi-choice field since many respondents work in multiple areas (see Table 1 below). The overwhelming majority (93.4%) had MARC cataloging responsibilities with over half (56.4%) also having authority creation/control responsibilities. Only 21.1% of respondents had work responsibilities in non-MARC metadata, highlighting that respondents of the survey were skewed into “traditional” cataloging work roles dealing with primarily MARC metadata. Interestingly, only 32.1% of respondents said they had database management responsibilities as part of their work. This may mean, as will be suggested in the paragraphs that follow, that respondents were more senior and experienced catalogers whose time was primarily spent on difficult cataloging and authority creation/control tasks instead. Only 3.5% of respondents were LIS instructors or teaching faculty. 7.3% of the respondents left free-text answers like electronic resources management, resource sharing, and archives, as well as library administration and department management (these organizational roles were actually covered in the subsequent question).

Authority creation/control	56.4%
Cataloging (MARC)	93.4%
Database management	32.1%
Metadata (non-MARC)	21.1%
LIS instructor/teaching faculty	3.5%
Other	7.3%

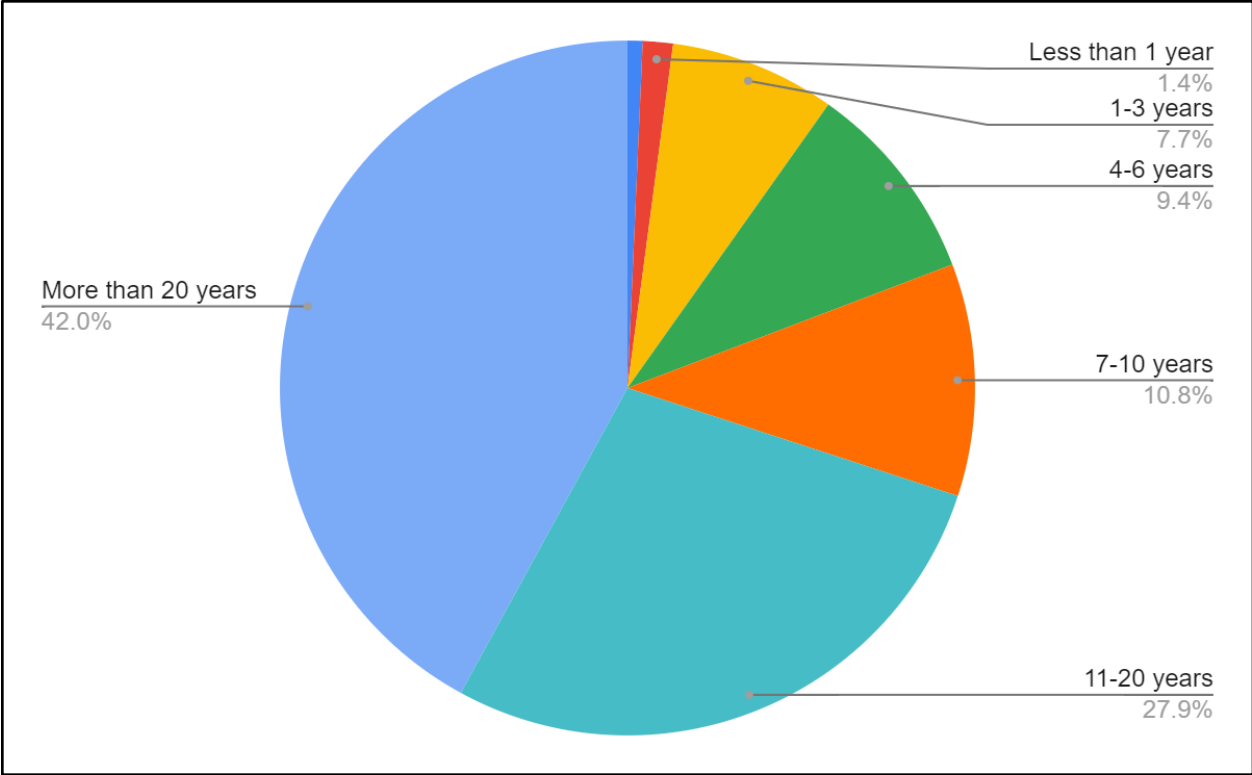
**Table 1.** Respondents' Primary Work Areas (N = 427)

In order to understand the respondent profiles from a slightly different angle, the questionnaire also asked non-LIS instructors/teaching faculty respondents which category best describes their current role in their organization. Please note that Figure 5 below shows a total slightly exceeding 100% because a few respondents, not surprisingly, opted to self-identify the multiple roles they had in their organizations. By far the largest group of our survey respondents (47.3%) reported that they were librarians, with no managerial/supervisory role. At the same time, approximately 40% of the respondents altogether had some form of managerial, supervisory, and/or administrative responsibilities in their organizations. 20.1% indicated their roles as “unit or team supervisor,” while 14.5% reported that their roles were best described under the “Department head, department manager/coordinator” category. The survey data also included a much smaller number of respondents who reported their role as “Head of multiple departments” such as Head of Technical Services (4.9%), as well as an even smaller number of those in senior administration roles such as deans, directors, assistant university librarians (0.7%). There were also a good number of support staff with no managerial/supervisory responsibilities (14.0%). Overall, while the task group relied on self-selection to recruit survey participants for the current report, it seems reasonable to conclude that the resulting data did represent a wide range of viewpoints from across a broad spectrum of professional responsibilities in the cataloging and metadata field, if somewhat tilted toward those of more senior librarians with some management/supervisory work.



**Figure 5.** Respondents' Current Roles [excluding LIS instructor/faculty] (N = 408)

As shown in Figure 6 below, the survey also asked respondents about their length of experience in cataloging and metadata, with striking results: over two-thirds (69.9%) have 11 or more years of experience, and 42% have more than 20 years' experience in the field. This means that only 29.3% of respondents had between 0-10 years of experience with cataloging and metadata. The smallest group was those with less than 1 year of experience at 1.4%. This distribution has large implications for the survey as it can imply that a large majority of respondents are heavily involved and familiar with PCC and its documentation.



**Figure 6.** Respondents' Years of Cataloging and Metadata Experience (N = 426)

The questionnaire then asked the respondents to indicate PCC programs that their institution participated in. As shown in Table 2, 30.3% of respondents indicated no PCC participation, meaning that PCC documentation is widely used outside of PCC participation circles. The highest PCC program participation was NACO at 68.9% for both NACO and NACO Funnel participants. This is understandable as NACO has a low barrier to entry in terms of PCC participation since each institution likely has unique names to establish. SACO and SACO Funnel participation was next highest at 40.5%. BIBCO/BIBCO Funnel and CONSER/CONSER Funnel participation were about even at 33.7% and 30.8% respectively. BIBCO and CONSER are much more time-consuming programs so it makes sense that they would have lower participation rates. Finally, 18.4% of respondents indicated that they participated in a PCC pilot program like the PCC Wikidata pilot.

BIBCO	33.0%	33.7%
BIBCO Funnel	5.3%	
CONSER	30.1%	30.8%
CONSER Funnel	4.4%	
NACO	58.3%	68.9%
NACO Funnel	26.7%	
SACO	34.7%	40.5%
SACO Funnel	12.1%	
PCC pilot program (e.g. PCC Wikidata pilot)	18.4%	
No PCC participation	30.3%	

**Table 2.** Reported Participation in PCC Programs (N = 412)

When controlling the data for PCC participants only (Table 3), it is easy to see that almost all PCC participants are NACO contributors (98.3%). Only about half are SACO contributors (57.8%). Again, BIBCO and CONSER have similar participation rates at 48.1% and 43.9% respectively. It is encouraging to see that about a quarter of PCC participants (26.3%) have been involved in a PCC pilot program.

BIBCO	48.1%
CONSER	43.9%
NACO	98.3%
SACO	57.8%
PCC pilot program	26.3%

**Table 3.** PCC Program Participation, Reported by PCC Respondents

Please note that the sections that follow include exact question wordings in table/figure captions to illustrate how findings were generalized from data collected from responses directed to each specific question as presented to survey participants.

### PCC Documentation Communication Channels

As shown in Table 4, as far as communication channels were concerned for PCC documentation, perhaps the most striking difference between PCC participants and non-PCC

participants was the overall frequency of receiving information from any source. PCC participants gave a mean rating of 4.22 for frequency of information from PCC mailing lists, and mean ratings between 3.58 and 3.16 for emails (from library networks, vendors, etc.), the PCC website, colleagues, and non-PCC professional mailing lists/forums (in descending order of frequency). Non-PCC participants rated only one source above 3 (non-PCC professional mailing lists/forums, at a mean of 3.07), and three between 2.98 and 2.06 (emails from library networks, vendors, etc.; the PCC website; and professional journals). It was notable, if not entirely surprising, that PCC mailing lists, which are intended primarily for participants in the PCC programs, were not seen as major channels for receiving information about PCC documentation (i.e., a 1.86 mean score).

	Mean	Mean PCC Participants	Mean Non-PCC Participants
Blogs	1.38	1.36	1.42
Brochures, catalogs, postcards, fliers, etc.	1.18	1.20	1.14
Colleagues (email, phone, etc.)	2.87	3.22	1.93
Colleagues (face-to-face communication)	2.27	2.53	1.60
Emails (library networks, vendors, etc.)	3.42	3.58	2.98
PCC mailing lists	3.58	4.22	1.86
PCC Website	3.02	3.31	2.29
Professional journals	1.99	1.96	2.06
Professional mailing lists/forums (non-PCC)	3.14	3.16	3.07
Social media (please specify)	1.52	1.51	1.54
Supervisor / Administration	1.92	2.22	1.18
Websites (non-PCC)	1.86	1.86	1.90

**Table 4.** Using a scale of 1 (never) to 5 (very often), please rate the following communication channels for how often you currently receive information about PCC documentation. (N = 319–380 [All], 221–273 [PCC], 94–104 [non-PCC])

As shown in Table 5 below, there was not a great deal of difference between respondents' ratings of how often they do receive information about PCC documentation from existing sources (see Table 4) and how often they would prefer to receive it, except that non-PCC participants would evidently prefer to receive information much more often overall; the mean scores were higher in every case in Table 5 than in Table 4, with five existing sources having a mean rating between 3.87 and 3.72.



There was strong interest from both groups in the one source of information that did not appear in Table 4, the PCC Wiki (in development). It ranked third in preference among PCC participants, with a mean score of 3.85, and fifth among non-participants (mean score 3.35).

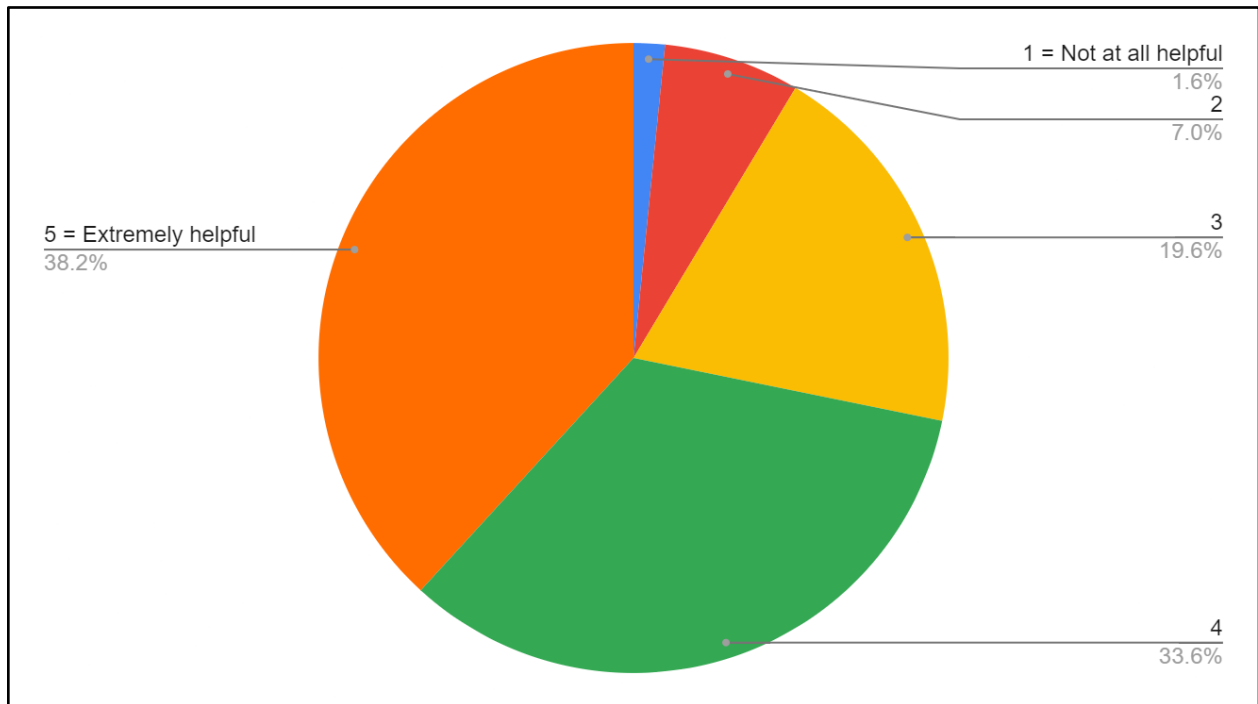
	Mean	Mean PCC Participants	Mean Non-PCC Participants
Blogs	1.63	1.51	1.93
Brochures, catalogs, postcards, fliers, etc.	1.57	1.49	1.73
Colleagues (email, phone, etc.)	3.13	3.25	2.76
Colleagues (face-to-face communication)	2.91	3.03	2.49
Emails (library networks, vendors, etc.)	3.71	3.64	3.87
PCC mailing lists	4.31	4.53	3.72
PCC Website	4.09	4.21	3.80
PCC Wiki (in development)	3.73	3.85	3.35
Professional journals	2.41	2.35	2.53
Professional mailing lists/forums (non-PCC)	3.41	3.22	3.85
Social media	1.65	1.53	1.91
Supervisor / Administration	2.36	2.48	2.01
Websites (non-PCC)	2.17	2.12	2.27

**Table 5.** Using a scale of 1 (do not prefer) to 5 (highly prefer), please rate the following communication channels for how you prefer to receive information about PCC documentation. (N = 311–362 [All], 220–264 [PCC], 86–95 [non-PCC])

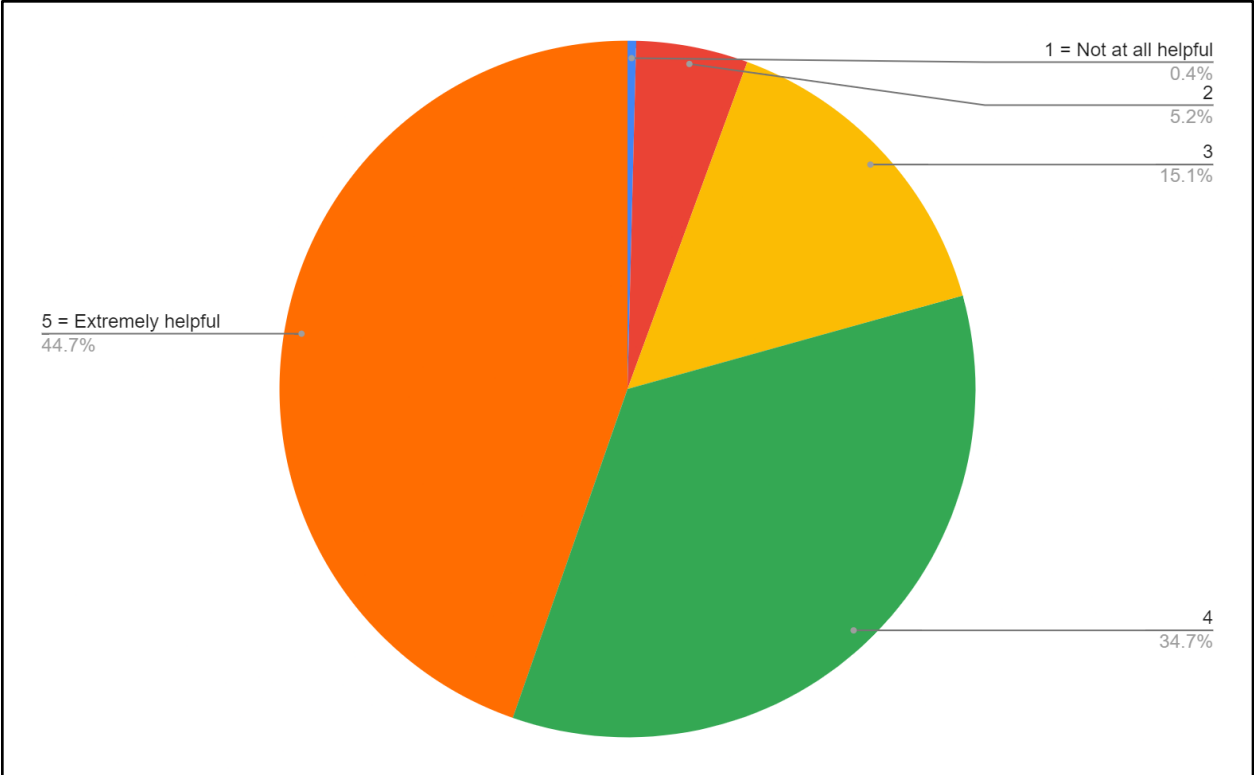
## Opinions on PCC Documentation Usefulness

Following questions on communication channels, the survey asked a group of questions asking respondents about how helpful they have found PCC documentation for doing their work and what improvements they would like to see in PCC resources. It is worth noting that, while the respondents gave many suggestions on how PCC documentation and information about it can be improved (as will be shown later), they nonetheless are finding it helpful in doing their work. This was especially true for PCC participants. Overall, as shown in Figure 7, more than 70% of all respondents (71.8%) rated the documentation’s helpfulness as either 5 (extremely helpful) or 4, respectively at 38.2% and 33.6%, with an overall mean score of 4.00. However, there were some notable differences between PCC and non-PCC participants. Among PCC participants (Figure 8), nearly 80% of the respondents rated PCC documentation at 5 or 4, respectively at

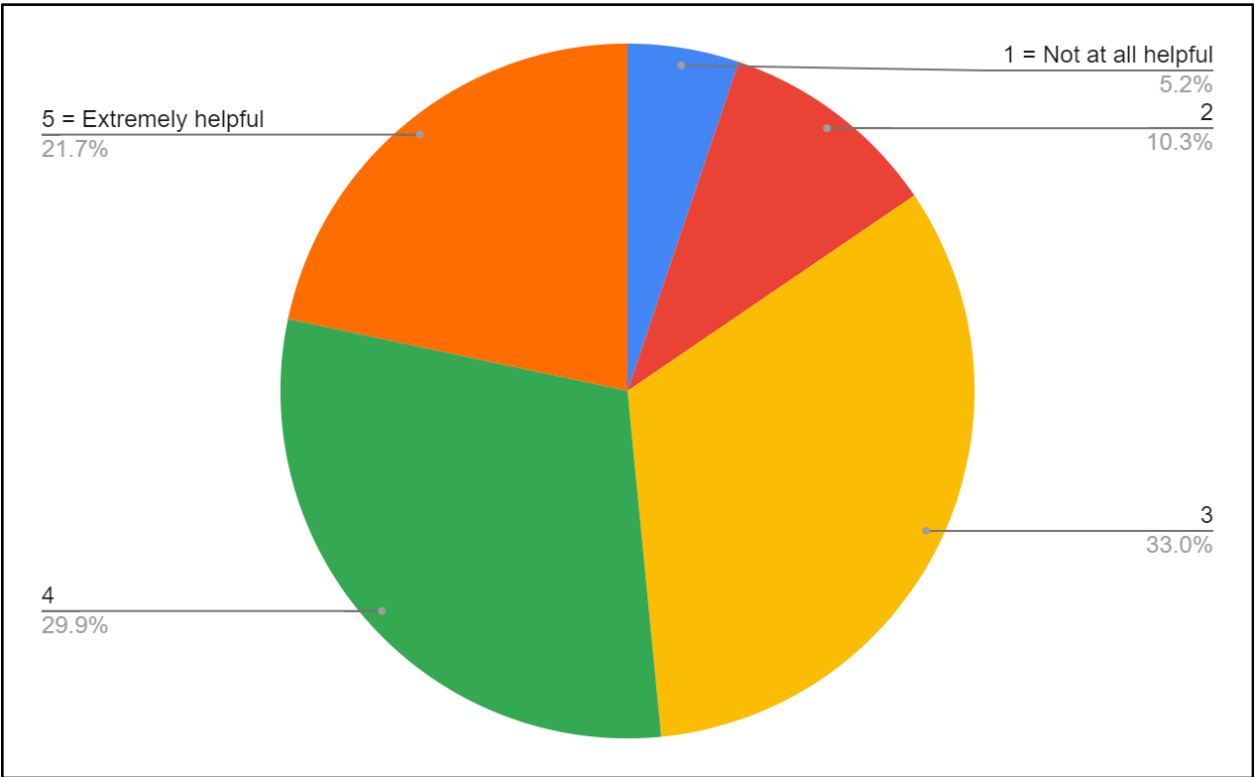
44.7% and 34.7%. By contrast, among non-PCC participants (Figure 9), only a slight majority (51.6%) rated the helpfulness of PCC documentation as 4 or 5; the largest number (33.0%) rated it as 3, with a mean score of 3.53.



**Figure 7.** As a whole, how helpful has PCC documentation been for doing your job, on a scale of 1 (not at all helpful) to 5 (extremely helpful)? (N = 372; Mean = 4.00)



**Figure 8.** PCC Participants' Responses on PCC Documentation (N = 271; Mean = 4.18)



**Figure 9.** Non-PCC Participants' Responses on PCC Documentation (N = 97; Mean = 3.53)

	All	PCC Participants	Non-PCC Participants
BIBCO Cataloging FAQs	26.2%	25.5%	28.6%
BIBCO Participants' Manual	22.8%	26.2%	11.9%
BIBCO Standard Record RDA Metadata Application Profile	27.9%	30.0%	21.4%
BIBFRAME Training (Mappings, Manual, etc.)	16.8%	13.9%	25.0%
CONSER Cataloging Manual	35.3%	37.5%	27.4%
CONSER Editing Guide	24.8%	28.5%	11.9%
CONSER Standard Record RDA Metadata Application Profile	19.1%	20.6%	13.1%
Descriptive Cataloging Manual Z1	54.1%	62.5%	26.2%
FAST Training	7.4%	7.1%	8.3%
Field specific guidelines (024 Best Practices, Use of ISO 639-3 language codes, etc.)	43.0%	45.3%	34.5%
Funnel documentation	5.1%	6.4%	1.2%
IFLA/LRM Training ("What is IFLA/LRM?")	8.5%	7.5%	11.9%
LC Guidelines Supplement to MARC 21 Format for Authorities Data	35.0%	36.3%	29.8%
LC-PCC Policy Statements for the Official RDA Toolkit	35.6%	34.8%	36.9%
LC-PCC Policy Statements for the Original RDA Toolkit	70.1%	76.0%	50.0%
Library of Congress Classification online training	39.3%	37.1%	45.2%
Library of Congress Subject Heading online training	37.6%	36.0%	41.7%
NACO Authority Control FAQs	46.2%	53.2%	22.6%
NACO Participants' Manual	55.6%	69.7%	9.5%
NACO Series Training	21.4%	25.8%	6.0%
NACO Training	47.0%	57.7%	11.9%
PCC Guidelines for Minimally Punctuated MARC Bibliographic Record	15.7%	16.5%	13.1%
PCC Guidelines for the Application of Relationship Designators in NACO Authority Records	30.8%	36.7%	10.7%
PCC Provider-Neutral E-Resource MARC Records Guide	34.5%	35.6%	29.8%
SACO Subject Heading Proposal FAQs	17.7%	22.8%	6.0%
SACO Participants' Manual	18.8%	19.5%	11.9%
Sinopia Training	5.1%	6.4%	1.2%

Training Manual for Applying Relationship Designators in Bibliographic Records	23.1%	24.3%	19.0%
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**Table 6.** Please indicate which PCC documentation you regularly refer to or find useful in your work. (Check all that apply) (N = 351 [All], 267 [PCC], 84 [non-PCC])

The survey also asked the respondents which PCC documentation they regularly refer to or find useful in their work. Twenty-eight documents and training materials were listed for this question (see Table 6 above). Not surprisingly, LC-PCC Policy Statements for the Original RDA Toolkit were used most heavily by the respondents (70.1%), followed by NACO Participants' Manual (55.6%) and Descriptive Cataloging Manual Z1 (54.1%). In addition, the following list of PCC documentation was reported as being used regularly or found useful by more than 30% of the respondents overall:

- NACO Training (47.0%)
- NACO Authority Control FAQs (46.2%)
- Various field specific guidelines (e.g., 024 Best Practices, Use of ISO 639-3 language codes) (43.0%)
- Library of Congress Classification online training (39.3%)
- Library of Congress Subject Heading online training (37.6%)
- LC-PCC Policy Statements for the Official RDA Toolkit (35.6%)
- CONSER Cataloging Manual (35.3%)
- LC Guidelines Supplement to MARC 21 Format for Authorities Data (35.0%)
- PCC Provider-Neutral E-Resource MARC Records Guide (34.5%)
- PCC Guidelines for the Application of Relationship Designators in NACO Authority Records (30.8%)

By contrast, the following list of PCC documentation was rated by less than 20% of the respondents for regular use or usefulness:

- Funnel documentation (5.1%)
- Sinopia training (5.1%)
- FAST training (7.4%)
- IFLA/LRM Training (8.5%)
- PCC Guidelines for Minimally Punctuated MARC Bibliographic Record (15.7%)
- BIBFRAME Training (Mappings, Manual, etc.) (16.8%)
- SACO Subject Heading Proposal FAQs (17.7%)
- SACO Participants' Manual (18.8%)
- CONSER Standard Record RDA Metadata Application Profile (19.1%)

Looking at PCC participants only, the top 10 PCC resources reported were as follows:

- LC-PCC Policy Statements for the Original RDA Toolkit (76.0%)
- NACO Participants' Manual (69.7%)

- Descriptive Cataloging Manual Z1 (62.5%)
- NACO Training (57.7%)
- NACO Authority Control FAQs (53.2%)
- Field specific guidelines (45.3%)
- CONSER Cataloging Manual (37.5%)
- Library of Congress Classification online training (37.1%)
- PCC Guidelines for the Application of Relationship Designators in NACO Authority Records (36.7%)
- LC Guidelines Supplement to MARC 21 Format for Authorities Data (36.3%)

Among non-PCC respondents, the top 5 PCC resources reported (by more than one-third) were as follows:

- LC-PCC Policy Statements for the Original RDA Toolkit (50.0%)
- Library of Congress Classification online training (45.2%)
- Library of Congress Subject Heading online training (41.7%)
- LC-PCC Policy Statements for the Official RDA Toolkit (36.9%)
- Field specific guidelines (34.5%)

Some interesting, if not surprising, contrasts and patterns seem to emerge when we compare the responses from PCC and non-PCC participants. Perhaps the most notable difference was that NACO Participants' Manual was reported by nearly 70% of PCC respondents, as opposed to less than 10% of non-PCC respondents. Looking for PCC documentation whose reported use was more than double among PCC participants, similar contrasts were also seen for Descriptive Cataloging Manual Z1 (69.7% vs. 26.2%), NACO Training (57.7% vs. 11.9%), NACO Authority Control FAQs (53.2% vs. 22.6%), PCC Guidelines for the Application of Relationship Designators in NACO Authority Records (36.7% vs. 10.7%), CONSER Editing Guide (28.5% vs. 11.9%), BIBCO Participants' Manual (26.2% vs. 11.9%), NACO Series Training (26.2% vs. 6.0%), and SACO Subject Heading Proposal FAQs (22.8% vs. 6.0%). On the other hand, among non-PCC respondents, the two most heavily consulted PCC resources, after LC-PCC PSs, were Library of Congress Classification online training and Library of Congress Subject Heading online training, and their reported usage was at 45.2% and 41.7%, respectively, in contrast to 37.1% and 36.0% among PCC participants. Likewise, BIBFRAME Training was reportedly consulted or found useful by 25.0% of non-PCC respondents, as opposed to 13.9% among PCC participants. What these differences suggest, among others, is that PCC documentation is important for PCC participants as sources of cataloging policies, instructions, and guidelines they need to refer to for their regular PCC program activities, while PCC resources, though less used by non-PCC participants in many cases, still play important roles in providing training materials for a broader community of cataloging and metadata practitioners.

Additionally, the survey included a follow-up question asking respondents to indicate any other PCC documentation they regularly refer to or find useful in their work. While the list of PCC documentation given in the previous question was intended to be comprehensive, this question was included to make sure that the task group had not missed any important resources

produced by the PCC. Free-text responses were given only by less than one-fifth of the respondents (N = 74). The answers given did show that several useful PCC resources had not been included in the previous question, such as “FAQ – LC/PCC practice for creating NARs for persons who use pseudonyms,” “Guidelines for reporting NACO BFM,” and “PCC guidelines for creating bibliographic records in multiple character sets.” That being said, perhaps the more notable finding may be that many resources noted in this follow-up question were Library of Congress materials, including Subject Headings Manual, Classification & Shelflisting Manual, and LCDGT and LCGFT manuals. Such written responses suggest that distinctions between PCC and LC resources might be sometimes less than obvious, leaving some information seekers confused, if not always, about where to search for PCC materials, especially because the PCC website itself is a portion of the larger LC website under the Acquisitions and Bibliographic Access Directorate hierarchy.

## Locating and Accessing PCC Documentation

In addition to the question about the current state of PCC documentation usage, the current survey asked the respondents to indicate which resources they often use to locate and access PCC documentation. Based on a 5-point scale, from 1 being “never” to 5 being “very often,” the survey responses showed (see Table 7) that “browser bookmarks” were overall the most often used means of accessing PCC documentation (3.71 mean score), followed by “search engines (3.56), “RDA Toolkit” (3.34), the “PCC Website” (3.28), and the now-defunct “Cataloger’s Desktop” (2.84). Despite the richness of freely available quality resources available, the “Catalogers Learning Workshop” website was clearly the least often used to locate and access PCC documentation, receiving the mean value of 1.94.

Additionally, basic cross-tabulation analysis showed some interesting contrasts between the PCC participants and non-PCC participants. While use of search engines was fairly comparable between the two groups (mean scores of 3.56 for the PCC participants and 3.63 for the non-PCC participants), browser bookmarks were found to be slightly more used among the PCC participants and indeed their most frequently used means of accessing PCC documentation (mean value of 3.83 vs. 3.38 among the non-PCC participants). This result probably should come as no surprise because it would be reasonable to expect that PCC participants would be more likely to have bookmarked PCC documentation they regularly need to refer to while working on their specific PCC programs, such as NACO, SACO, and CONSER. Even more noticeable, however, was the fact that use of RDA Toolkit, the PCC website, and Cataloger’s Desktop was significantly lower among the non-PCC participants, with mean differences of nearly a 1 point or more on the 5-point scale. The difference over the PCC website might seem almost tautological because PCC participants should be more likely to be familiar with the organization of relevant documentation on the PCC website and use the website directly to access PCC documentation they need. That RDA Toolkit (where LC-PCC PSs are freely available, even without a license to the Toolkit) and Cataloger’s Desktop (where other PCC documentation also used to be available behind the paywall) were used far less often among the non-PCC participants might well be an indication, among others, that non-PCC libraries are

likely to have more financial constraints and limitations in the professional utilization of non-free cataloging tools and training resources. That being said, the survey data showed that the Catalogers Learning Workshop website with freely available resources was equally least used by both the PCC and non-PCC participants alike as a means to locate and access PCC documentation, which may not be entirely surprising after all, however, because the website, while providing various PCC cataloging and metadata training resources at no cost, does not include access to current PCC guidelines and updates.

	Mean	Mean PCC Participants	Mean Non-PCC Participants
Browser bookmarks	3.71	3.83	3.38
Cataloger's Desktop	2.84	3.12	1.95
Cataloger's Learning Workshop	1.95	2.02	1.75
PCC Website	3.28	3.54	2.58
RDA Toolkit	3.34	3.63	2.52
Search engines	3.56	3.56	3.63

**Table 7.** Using a scale of 1 (never) to 5 (very often), please indicate how often you use each of the following resources to locate and access PCC documentation. (N = 333–360; 243–265 [PCC], 87–92 [non-PCC])

## Opinions on Outdated PCC Materials and Improvements

The survey asked participants to indicate what existing PCC documentation they considered to need updating. By a wide margin, the resources most often cited as needing to be updated were as follows (see also Table 8):

- CONSER Cataloging Manual (25.8%)
- NACO Participants' Manual (23.9%)
- CONSER Editing Guide (23.3%)
- Descriptive Cataloging Manual Z1 (23.3%)
- LC-PCC Policy Statements for the Official RDA Toolkit (23.9%)
- NACO Authority Control FAQs (22.1%)
- NACO Training (21.5%)



BIBCO Cataloging FAQs	11.7%
BIBCO Participants' Manual	9.8%
BIBCO Standard Record RDA Metadata Application Profile	10.4%
BIBFRAME Training (Mappings, Manual, etc.)	11.0%
CONSER Cataloging Manual	25.8%
CONSER Editing Guide	23.3%
CONSER Standard Record RDA Metadata Application Profile	6.7%
Descriptive Cataloging Manual Z1	23.3%
FAST Training	3.7%
Field specific guidelines (024 Best Practices, Use of ISO 639-3 language codes, etc.)	9.2%
Funnel documentation (please specify)	2.5%
IFLA/LRM Training ("What is IFLA/LRM?")	4.9%
LC Guidelines Supplement to MARC 21 Format for Authorities Data	10.4%
LC-PCC Policy Statements for the Official RDA Toolkit	23.9%
LC-PCC Policy Statements for the Original RDA Toolkit	6.7%
Library of Congress Classification online training	9.8%
Library of Congress Subject Heading online training	13.5%
NACO Authority Control FAQs	22.1%
NACO Participants' Manual	23.9%
NACO Series Training	12.9%
NACO Training	21.5%
PCC Guidelines for Minimally Punctuated MARC Bibliographic Record	1.8%
PCC Guidelines for the Application of Relationship Designators in NACO Authority Records	8.6%
PCC Provider-Neutral E-Resource MARC Records Guide	8.6%
SACO Subject Heading Proposal FAQs	9.8%
SACO Participants' Manual	12.9%
Sinopia Training	6.1%
Training Manual for Applying Relationship Designators in Bibliographic Records	9.2%

Other (please specify)	14.1%
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**Table 8.** Is there existing documentation that needs to be updated? (Check all that apply) (N = 163)

Comparing these results with responses summarized in Table 6, we find that all three of the documents that the respondents most often refer to or find useful (LC-PCC Policy Statements for the Official RDA Toolkit, NACO Participants' Manual, and Descriptive Cataloging Manual Z1) are also among the seven most often cited as needing updating. Among the other four documents, NACO Training, the NACO Authority Control FAQs, and the CONSER Cataloging Manual were used regularly or found useful by more than 30% of respondents overall, and the CONSER Editing Guide by 24.8% (28.5% of PCC participants). This is not entirely surprising; we might expect users of PCC documentation to be more aware of the need for updating in the documents they use most often or place most reliance on. Still, it is significant that over 20% of respondents saw a need for updating the documentation they use most or find most useful (a theme we will see repeated in a significant number of the open-ended responses to the following question about additional improvements or changes that respondents recommended to current PCC documentation).

An additional 13 resources were found by more than 8% but less than 20% of respondents to need updating:

- Library of Congress Subject Heading online training (13.5%)
- NACO Series Training (12.9%)
- SACO Participants' Manual (12.9%)
- BIBCO Cataloging FAQs (11.7%)
- BIBFRAME Training (Mappings, Manual, etc.) (11.0%)
- BIBCO Standard Record RDA Metadata Application Profile (10.4%)
- LC Guidelines Supplement to MARC 21 Format for Authorities Data (10.4%)
- BIBCO Participants' Manual (9.8%)
- Library of Congress Classification online training (9.8%)
- SACO Subject Heading Proposal FAQs (9.8%)
- Field specific guidelines (024 Best Practices, Use of ISO 639-3 language codes, etc.) (9.2%)
- Training Manual for Applying Relationship Designators in Bibliographic Records (9.2%)
- PCC Guidelines for the Application of Relationship Designators in NACO Authority Records (8.6%)
- PCC Provider-Neutral E-Resource MARC Records Guide (8.6%)

The remaining documentation listed in Table 8 above was found by fewer than 7% of respondents to need updating. Among these was LC-PCC Policy Statements for the Original RDA Toolkit (6.7%); not surprisingly, since the rolling implementation of Official RDA now planned to begin in May 2024 will reduce the relevance of their updates.

In the follow-up question, one of its four open-ended ones in the questionnaire, the survey then asked respondents about additional improvements or changes they would recommend to PCC documentation.

By far the greatest number of responses (65 out of 120) addressed the accessibility and searchability of the information found in PCC documentation. Specific concerns included searchability and navigability (38 responses); the organization of documentation, either internally or across multiple documents (33); and the formats in which documentation is published, in regard to either the difficulty of accessing certain formats or the problems of having documentation in multiple formats (10). (Several responses addressed more than one of these aspects.) Nearly all of the respondents who discussed issues of accessibility and searchability (62) were from institutions participating in one or more PCC programs. This is perhaps not surprising, as participants presumably use PCC documentation more than non-PCC participants and would be more likely to encounter problems in this area.

Some representative comments:

*“More centralized. There [are] too many places to look for information pertaining to the same task...” (NACO participant)*

*“The organizational structure for finding specific PCC documents is not intuitive. . . . Sometimes I find it much easier to search for a document through a browser than to scroll through each PCC webpage to find the document I am looking for. Is there any possibility of revisiting the information architecture or organization, such that all training materials and manuals are grouped together, and policies and memos pertaining to practices that are still in force are easier to find?” (NACO, NACO Funnel, PCC pilot program)*

*“The PCC documentation for descriptive cataloging, as well as name and title authorities, is atrocious because there are dozens of separate documents to consult. . . . It really should not be that difficult or time-consuming. Put it all in one place, for goodness’ sake!” (BIBCO, CONSER, NACO, SACO)*

*“I would very much like to see clarity between instructions that relate to RDA (either Original or Official) vs MARC vs ISBD vs CONSER, etc. Right now everything is muddled together which makes it hard sometimes to know where to look when you want to go back to the original source and compare it to PCC requirements to aid understanding.” (NACO)*

*“I rely on browser bookmarks to find the documentation, but sometimes they fail ... I think the hardest part is that sometimes, I just need an answer on ‘oh, yeah, what do I do with that, I vaguely recall hearing a rule...’ but then not knowing WHERE to look.” (BIBCO, NACO, SACO Funnel)*

*“Better indexing of topics” (NACO)*

*“Better organization/navigation on the website. It feels like a random list of documents, and items are not always on the page where I expect to find them.” (BIBCO, NACO, SACO, BIBCO Funnel, NACO Funnel, PCC pilot program)*

*“Prefer a format that doesn’t require me to download to view. I don’t always have access to Word and in some cases I am unable to download files at all (computer permissions are locked down). Also, format consistency - some are Word, some are PDF, etc.” (No PCC participation)*

*“I find it difficult to locate known documentation on the PCC website. Once I find the documentation I need, I now bookmark or save the URL as I’ve found it nearly impossible to re-navigate at a later time.” (BIBCO, CONSER, NACO, SACO)*

Pertinent to the issues of organization, accessibility, and navigability, it may be worth noting that 8 respondents mentioned a wiki, or the PCC Wiki in particular, as a potential solution, like the NACO, NACO Funnel, and PCC pilot program participant who said, “I’m super excited about the Wiki - I think it will be really helpful.”

Issues related to the updating of documentation were raised by 17 respondents. Concerns here included not only outdated information in the documentation, but the difficulty in some cases of determining when documentation was last updated and uncertainty as to whether all documentation related to a topic has been updated (for example, do training materials reflect the latest updates?).

Fourteen respondents suggested that the documentation should have more examples, or in some responses more current and useful examples; five respondents called for more practicality for daily work. One comment (by a non-PCC participant) brought those concerns together: “We need more examples/guidance for NORMAL, every day situations. There are too many situations where I am unsure what to do but by god if I needed to catalog a 17th century harpsichord there’s guidance for that.”

Training was mentioned as a concern by 11 respondents, 6 of whom specifically commented on the promotion of training and documentation; and 7 respondents mentioned that either they or colleagues lacked background knowledge or were unfamiliar with PCC. Finally, the cost of access to some resources, particularly RDA Toolkit, was cited as an issue by five respondents, and four stated that Official RDA, called a “monster” by one respondent and “not remotely usable” by another, was itself a problem.

In addition to the previous few questions about how often existing PCC documentation has been used and which documentation is considered to be out of date or in need of any additional improvements or changes, the questionnaire also included an open-ended question asking respondents to identify “any potentially missing documentation or training that would be very useful if developed by the PCC.” 76 respondents, approximately 20% of those who had stayed in the survey at that point, left some meaningful, sometimes quite lengthy, responses for this open-ended question. In the discussion that follows, therefore, please note that any themes identified could be interpreted as offering no more than suggestive hints about potential areas

for improving PCC documentation because no comments were left by a large majority of our respondents.

That being said, most comments left were from those participating in one or more PCC programs. Only 6 comments were left by those indicating “No PCC participation,” which probably should not come as much of a surprise because it would be rather unrealistic to expect such respondents reasonably to have firmly held views on PCC documentation simply by virtue of not having had to as actively use existing documentation as PCC participants. Common themes identified in the open-ended responses left are summarized and presented below in Table 9. (Note that issues noted by one or two respondents only are consolidated into the “Other” theme.)

CONSER/serials	6
DEI	3
Ease of access/communication/organization	9
Linked data	3
NACO	4
Official RDA	24
Other	12
SACO/LCSH	5
Special topics	10
Training format	3

**Table 9.** Please tell us if you are noticing any potentially missing documentation or training that would be very useful if developed by the PCC. (N = 72)

As shown above, the Official RDA Toolkit was clearly the topmost concern, with one-third of the respondents leaving open-ended comments touching on the issue. This may have been an almost expected result as the survey was conducted less than two months before the PCC Policy Committee announced a 3-year rolling implementation of the Official RDA Toolkit in June 2023 and the PCC SCT RDA Training Task Group was finalizing the Phase 1 introductory training on the Official RDA Toolkit. Therefore, many noted that “clear, straightforward PCC documentation/training” was much needed to prepare for the transition from Original RDA, including a new BIBCO Standard Record RDA metadata application profile and a practical instruction manual on cataloging materials using Official RDA with plenty of actual examples in MARC and BIBFRAME descriptions. Perhaps not surprisingly, some even expressed a deep-seated sense of frustration with the Official RDA Toolkit, with comments like “[We need] a real reason for going to new RDA. Who is it for?” and “please: no more cataloging rule revolutions. PCC should reject anything as radical as the Official RDA change in the future.”

The second major theme identified in the open-ended responses, though much smaller in number, was the need to develop additional PCC documentation or training on special topics. Topics mentioned ranged from legal materials and non-book formats such as audio, video, printed music, and objects to provider-neutral cataloging, cataloging compilations, and using relationship designators in bibliographic and authority records. Equally or perhaps more important, the third single theme surfacing in the survey could be best summarized as various issues relating to general accessibility, communication, and organization of PCC documentation. It should be noted that these responses were probably out of scope here as the question being asked was about missing PCC documentation or training. Indeed, they would have been directly pertinent to the final open-ended question in the survey asking about “any other barriers that are making it challenging for you to use PCC documentation or training.” That being said, the fact that PCC documentation/training access, communication, and organization (or lack thereof) were raised by a good number of respondents without any prompting might well have been seen as an indication of the seriousness of those issues. “ALL OF IT needs to be centralized and more easy to locate without a paywall,” wrote one respondent. “The wiki mentioned earlier would be great, because hunting down PDFs for individual guidelines as a newcomer to the field is impossible when you don’t know what you don’t know.” Some also noted that neither PCC training resources nor documentation are communicated well, particularly leaving new PCC librarians unaware of available resources or new/updated documentation. Still others wanted to see “just clarity for intro users - what is useful when and where,” “a unified and navigable document covering all aspects of description and access with reference to PCC standards,” or conversely, “hav[ing] any documentation conveniently linked in other cataloging tools.” On a related note, one respondent who had earlier self-identified as LIS faculty/instructor offered a valuable perspective on the importance of making PCC resources more accessible to have library school students interested in future cataloging careers:

*“Since I am always trying to develop student interest in cataloging as a career option, it would be useful to provide overviews and entry level information helpful to potential users. While I direct students to various PCC resources the documentation often presupposes a level of understanding that they do not possess.”*

Perhaps not unsurprisingly, another important theme identified in analysis of the open-ended responses here was a cluster of calls for additional or revised documentation or training for individual PCC programs: BIBCO, CONSER, NACO, and SACO. In particular, updating of training materials on the Catalogers Learning Workshop website was considered to be important in training new catalogers. Some noted that “serials training is much in demand” and called for updates to CONSER manuals and the SCCTP Basic Serials Cataloging Workshop, for example, while others proposed more extensive, transparent training so that subject headings can be updated more easily to reflect contemporary language. Some other additional themes found in the survey data included promotion and encouragement of DEI principles in metadata and authority creation, development of accessible Linked Data training and documentation to help train all library staff and explain why Linked Data is needed for libraries, and calls for more engaging, non-static, non-text-based training formats, such as webinars, recordings, and podcasts.

## Training Format Preferences and Barriers to Using PCC Resources

The survey also included a question asking respondents to indicate which training format is most useful to them on a 10-point scale. The responses received shed some interesting light on current training format preferences across the cataloging and metadata community. As shown in Table 10, “written documentation and manuals” were by far the most popular training format that was found useful by both PCC and non-PCC participants, receiving the highest mean values of 9 or more. The second highest rated training format (with mean values of 8.02) was “self-paced modules/courses” such as ones that are freely available at the Catalogers Learning Workshop website. Video-based remote learning, either “live webcasts/webinars” or “recorded videos,” received moderately high ratings, with mean values of 7.25 and 7.23, respectively. Notably, “in-person training” and “slide decks” received the lowest ratings of all the training format options listed, nearing the “neither important nor unimportant” range with mean values of 6.34 and 6.24, respectively. Furthermore, perhaps even more striking was the fact that these two formats were given much lower ratings by the non-PCC respondents; the mean value for “slide decks” was 5.61, while “in-person training” (which, while not specified in the question itself, might have been interpreted largely as specialized training at a central location, similar to a NACO workshop, requiring travel and lodging [see also the final question below on barriers to using PCC documentation]) was slightly even less important to them, with a mean value of 5.20.

	Mean	Mean PCC Participants	Mean Non-PCC Participants
Written documentation and manuals (PDFs, etc.)	9.14	9.20	9.00
Slide decks	6.24	6.46	5.61
Self-paced modules/courses	8.02	8.03	7.99
Recorded videos	7.23	7.20	7.28
Live webcasts/webinars	7.25	7.31	7.05
In-person training	6.34	6.67	5.20

**Table 10.** What training format is most useful to you (from 0 being “not useful” to 10 being “very useful”)? (N = 338–348; 247–254 [PCC], 88–91 [non-PCC])

*Note: “N/A” responses are excluded from calculating means.*

The final question in the current survey was an open-ended one that asked respondents about any other barriers that made PCC documentation or training challenging to use. Again, please note that responses were left by a limited number of respondents and that any themes identified below, often amplifying what have been addressed earlier in the questionnaire, could be interpreted as offering no more than suggestive hints about the topic, though their comments

often seemed to provide vivid, if anecdotal, descriptions of serious barriers perceived by many current users of PCC documentation.

Out of 115 responses, key themes were accessibility/search functionality of documentation, communication, paywall issues, outdated documentation, time constraints, and survey participants being unsure of standards. Accessibility/search functionality of documentation involved comments like, “I find that the biggest barrier is trying to search for documentation on the PCC site” as well as “Density. It feels daunting...” Many mentioned the need for better search as well as reorganization and indexing. Some comments also noted the lack of accessibility of the documentation like small font and window-space layout.

Communication was another theme that had a good number of responses. Comments about communication were about awareness: “The major barrier is that I am not aware of some of these sources. I learned about a few resources while I completed this survey that I wish I had known about earlier”; as well as about communication by PCC: “Probably [the major barrier is] the lack of knowledge and outreach of PCC and Library of Congress documentation to local libraries generally.” Some responses noted that where communication happens can also be confusing, like the lack of transparency on what gets communicated on the PCC listserv.

Paywall issues were issues that some participants had with paying for certain tools where documentation can be accessed like RDA Toolkit, Cataloger’s Desktop, Classification Web, etc., as well as having to pay for any online or in-person training. One participant stated, “My institution doesn’t have the budget for paid trainings, RDA Toolkit, etc.”

The outdated nature of documentation was another issue noted by participants. One participant even noted the frequency of broken links by saying, “The PCC website needs so many things updated. Documents need to be updated or at least recently checked for accuracy and marked that way. There are too many broken links.” Similarly, others expressed issues with the approval process in PCC and stated, “PCC documentation takes too long to get updated!! Need a better, more efficient vetting and approval process for just updates, as opposed to new policies.”

One of the larger themes also surfacing here was the idea of time constraints, with many participants stating that they simply do not have the time to do training or read documentation. One participant pointed to “Lack of time to go through the documentation and/or training.” Others also noted that time zone differences to the United States made certain PCC live-training events out of reach for non-US participants.

Finally, some participants acknowledged their lack of understanding or knowledge of PCC as well as their concerns about how the implementation of the Official RDA Toolkit will change PCC documentation as it is now. One participant stated, “RDA Toolkit, this will become a barrier to PCC documentation if anything has to run through that”; while another added, “RDA is in constant flux and impenetrable.” Others pointed to themselves as the issue by stating, “Near-total ignorance of PCC. I am not a professional cataloger, so I only catalog stuff occasionally when our regular cataloger [needs] help.”



When cross tabulating these comments by the participant's involvement in the PCC, those with no PCC participation seemed to find PCC documentation and training harder to navigate and understand, perhaps showing, as might be expected to little surprise, that the PCC is not transparent to those working outside its programs. Conversely, respondents with PCC participation were most concerned with accessibility/searchability of the documentation.

## Conclusion and Recommendations

The recommendations and discussion that follow are organized largely to parallel the action items specified in the current 2023-2027 PCC Strategic Directions document (hereafter SD) at the time of this writing.

- ***Enable the ongoing effective use of Resource Description and Access (RDA) by a broad community of metadata practitioners with varying levels of experience and training*** (SD2.3)

Concern about Official RDA Toolkit implementation and training was clearly one of the most prominent themes highlighted in the survey data. As has been discussed above, this result should be hardly surprising because the survey was conducted a couple of months before the PCC announced a 3-year rolling implementation of Official RDA from May 2024 and because the PCC had yet to release any training materials on the Official RDA Toolkit itself at the time. In part because the Official RDA Toolkit is no longer a cataloging manual like AACR2 or even Original RDA, the survey results seemed to identify Official RDA training materials as the most serious PCC documentation gap that needed to be addressed in order to help bridge the transition to its different terminology, concepts, and approaches, including a drastic rearrangement of guidance and instructions according to 13 entities and their elements based on the IFLA LRM.

*“The radical shift from AACR2 to Original RDA to Official RDA in barely over a decade [poses a serious challenge]. Some PCC documentation updating AACR2 to Original RDA was still not finished when Official RDA came out. Major documentation changes during a time of major staff reductions is a really bad combo. . . . We can't help the rest of the profession if our numbers are decimated while we are trying to figure out our own radically changed documentation.”*

Therefore, it will be incumbent for the PCC to prioritize developing robust RDA application profiles and training materials while also updating all relevant PCC documentation according to the Official RDA Toolkit. Additionally, the current survey suggested that the equity issue might need to be positioned as an important consideration guiding their development. While quality cataloging cannot be done without using the RDA Toolkit and other cataloging tools, survey responses showed that even some PCC institutions are struggling with the cost of their

continuing subscriptions. Those economic issues associated with varying levels of institutional resources available across libraries might throw somewhat different lights on SD2.3.1 “**Maintain robust and modular policy statements, metadata guidance documentation and other training materials for use with the Official RDA Toolkit**” and SD2.3.4 “**Emphasize practical usability as well as task based content that is optimized for just-in-time information seeking by time-pressed metadata practitioners.**” While catalogers themselves need to develop a solid understanding of Official RDA and its underlying principles, modular, task-based policy statements, metadata guidance documentation, and training materials might not be sufficient for many if access to the RDA Toolkit and other basic cataloging resources is not affordable for their institutions. Also, while the PCC SCT RDA Training Task Group: Monographs will be developing Phase 2 training modules for cataloging print and electronic monographs using the official RDA Toolkit, LC-PCC Application Profiles, LC-PCC Policy Statements, and Metadata Guidance Documentation, such module-based organization of training materials is often seen as a significant usability barrier that makes it challenging for users to find specific information they need easily (see also the next recommendation). In that regard, it might be worthwhile for the PCC to additionally consider developing a single unified document—integrating modular task-based RDA metadata guidance documentation—that could in effect serve as a comprehensive cataloging guide with practical instructions and examples. Such initiatives could be useful in helping to make sure that any library can continue cataloging their resources using Official RDA regardless of the resources available to them, while also contributing to the PCC’s mission to promote best practices for use by all practitioners, including catalogers with less experience and in non-PCC libraries, as suggested in SD2.3.3 (**Proactively seek feedback about PCC RDA documentation, giving special weight to the perspectives of those with less deep expertise and “insider” knowledge**).

- **Assess and improve how the PCC stores and shares knowledge** (SD5)
- **Improve accessibility of both new and pre-existing PCC documentation and training materials, by exploring ways to make them amenable to different modalities of access (e.g., image-based, audio-based, screencasts, braille, etc.) and learning styles** (SD5.1)

Accessibility of PCC documentation and training materials was also among the most significant issues raised by our survey respondents. Much of PCC materials are standalone documents in PDF, Word, or PowerPoint formats. Given the popularity of written documentation and manuals for delivering PCC materials, as shown in the results section above, it may be reasonable to continue to prioritize written documentation as the main format for developing PCC content and then explore ways to make them amenable to different modalities of access and learning styles depending on resources and expertise available.

At the same time, many respondents expressed concerns about the usability and suitability of these formats for maintaining robust documentation that is “optimized for just-in-time seeking by time-pressed metadata practitioners” (SD2.3.4). Also, the fact that many PCC materials are separated into individual modules also appears to have added a lot to such usability concerns,

because users often needed to download multiple files to find specific information they were looking for. Additionally, many web usability guides have shown in particular that PDFs, the format used for much of PCC materials, “[should be avoided at all costs](#)” and are “[unfit for digital-content display](#)” and that digital content for online reading “[should be in HTML on web pages.](#)” In other words, while PDFs have their rightful place as the format for digital documents that are intended and optimized for printing, it might be worth reexamining current reliance on PDF format and exploring current best web practices for sharing online content optimized for use by time-pressed practitioners according to present-day usability and accessibility standards, particularly as the new PCC wiki can be used as a content management platform that will have the potential to make it much easier for working professionals to search and navigate PCC documentation in a timely manner. Also, if PDFs still need to be kept on the PCC wiki, as will be likely the case, there seems to be a clear need for users to be presented with an option to access and download the full PDF as well as individual files. This will allow them to quickly search for relevant information without always remembering which specific module contained the specific information they are looking for.

In addition to reconsidering how written content is formatted and presented for online delivery, due consideration might also need to be given to improving usability of PCC documentation and training materials in different access formats (e.g., slide decks, recordings). As discussed in the results section, such resources are highly valued among our survey participants, but analysis of survey responses suggested that many have even higher expectations about their usability.

*“Slideshows are GREAT but aren't keyword searchable until you're inside the slide deck, making it hard to find what you need. Also sometimes the 'speaker notes' could be more helpful.”*

*“Recordings [are] great, as long as there is a transcript and something you can easily jump to if you just need to refresh your memory on this ONE quick topic rather than having to sit through an entire presentation.”*

*“The only reason I prefer written [is that] most of the time, I can learn something in a live class, or on a video or a self-paced module with recordings. SOME of that knowledge seeps in, but when I NEED it later, it's hard to locate again because MAYBE I remember it was in a module on NACO but .... which one? Then I'm wasting time downloading slides and keyword searching and hoping I'm using the right keywords.”*

*“No one wants to watch a 60 minute video to answer one question.”*

Along similar lines, the SCT had recent communication with OCLC WebJunction about possible inclusion and promotion of Catalogers Learning Workshop training materials, such as LCSH online training, in their catalog of self-paced learning courses but was informed through the OCLC representative that those PCC materials were not considered to be suitable for inclusion in the WebJunction course catalog. It was noted that they were more informational rather than presented as courses and needed more work to make them accessible, as many modules were

slides only with no accompanying webinars, for example. In light of these concerns, it might be advisable for the PCC to seek consultation with those with expertise in instructional design, web usability, and other relevant fields to explore and implement best current practices for designing and delivering effective and engaging online learning contents supporting a variety of learning styles.

- ***Promote PCC documentation and training materials beyond traditional PCC communication channels*** (SD5.2)
- ***Develop a training/mentorship program that allows metadata practitioners of all backgrounds (regardless of PCC membership status) to engage with PCC expertise at the point of need*** (SD5.3)

Survey results showed that not all PCC documentation and training materials were known to even PCC participants, in large part due to the sheer volume of PCC documentation and its organization (or lack thereof) across multiple sites, including the PCC website (or its BIBCO, CONSER, NACO, and SACO portions) and the Catalogers Learning Workshop website. Finding relevant PCC materials was apparently an even more daunting task for many new catalogers and non-PCC participants.

As has been implied in the current SD document (SD5.2 and SD5.3), it is of urgent importance that the PCC find new and different ways to promote its documentation and training materials beyond traditional PCC communication channels, such as announcements on the PCC discussion lists and websites. OCLC's virtual AskQC office hours or the PCC Sinopia Cataloging Affinity Group, for example, might provide a working model for bringing greater visibility to PCC policies, standards, and practices on a regular basis. The survey data suggested that some people hesitated posting questions on the PCC lists, which are highly public and can feel too personal, and expressed the need for having alternative methods of contacting and asking questions about PCC documentation. To meet such information needs, the SCT or a new task group should prioritize developing a welcoming and supportive space, such as virtual office/working hours, "Ask an Expert" webforms/chats, Slack channels, etc., that information seekers with varying levels of experience and training will find trustworthy and readily usable, with interactive mechanisms as needed, in learning about PCC documentation and training materials, seamlessly asking questions, and asking for additional help in a timely manner. Such additional, innovative communication channels, in turn, might also serve as effective feedback mechanisms for the PCC to receive input, identify additional training needs, and shape the future development of PCC documentation. Additional communication channels could also include, for example, creating a regularly published comprehensive report on all existing PCC documentation (cf. old [NISO State of the Standards report](#)), which could provide a basic "PCC 101" information guide that would then guide newer practitioners in particular on what PCC documentation is available and how it could be used to enhance competencies under any particular categories.

- ***Continue to assess and optimize the organization of PCC documentation across multiple environments, including the PCC website and PCC wiki (SD5.4)***

While the respondents expressed high levels of satisfaction with existing PCC documentation overall, one of the key findings from the current survey was a clear need for more robust documentation practices and better searching experience. There was sometimes confusion about finding relevant documentation and then determining whether it is up to date or which information may be out of date and superseded by changes in PCC policies and practices, for example. Some complained about “abstruse documentation,” while others suggested that it was often difficult, especially for new catalogers and non-PCC participants who lack deep expertise and “insider” knowledge, to understand how different kinds of PCC documents relate to one another and thus struggle with the contexts, concepts, and explanations (or lack thereof), as well as “when to apply what training or documentation,” as one PCC participant put it. Who to contact and ask questions often seems unclear as well.

To address these issues, it is recommended that the PCC charge a new task group to audit existing PCC documentation and focus on methods for improving their usability and accessibility and optimizing the ability of practitioners with varying levels of PCC knowledge to find relevant PCC-created resources quickly when they need them. On the individual documents level, important issues might in particular include the adoption of standard processes that should be consistently applied to all PCC documentation for consistent, easy- and quick-to-scan design and better records management practice: including file naming and version control conventions (e.g., file numbering system with dates of release/revision and current/historical notations, version control table noting changes and their dates; archiving of older versions with track changes); regular document review cycles; and a group designated to maintain each document and handle any feedback and/or questions. To that end, it might be essential for the task group to develop a formal document template that outlines a set of structural and stylistic elements and conventions accompanied by a scope statement clearly explaining the context and purpose of each document for novice users as well as those who need to understand and use it long after it was initially announced to the PCC community (see for example [ISO standards templates](#)). The task group might consult relevant experts in records management and any related fields, if necessary, to develop and document such standard processes for all PCC groups to follow in developing new standards, policies, practices, and any other materials.

Beyond the individual documents level, an even more pressing need will be to focus on improvements to the organization and structuring of PCC documentation as a whole, particularly at a time when the new PCC wiki is being implemented as a digital repository for sharing PCC documentation and training materials in a cohesive, centralized manner. The PCC consists of four separate but related programs, and documentation and training materials are thus dispersed across the BIBCO, CONSER, NACO, and SACO portions of the PCC website as well as the PCC website itself and the Catalogers Learning Workshop website. Additionally, as cataloging and metadata standards continue to evolve at increasingly accelerated paces, there has been a proliferation of PCC reports, policies, and training materials, sometimes with

separate hierarchies created (e.g., [RDA decisions, policies, and guidelines](#) and [BIBFRAME and the PCC](#), in addition to [What's New?](#) on the top PCC home page and the separate PCC [Reports & News Archives](#) page). As mentioned earlier, the current complex organization (or disorganization) of PCC documentation makes it very challenging for many users to navigate across multiple locations and find what they are looking for. Indexing and searching often seem to be of limited utility, possibly reflecting the technical limitations of PDF format for search engine optimization. Even experienced practitioners complained that they have often missed PCC materials that could be useful in their everyday work.

Consequently, a new task group should be also charged to articulate a blueprint for optimizing and clarifying the logical organization of PCC documentation and training materials on the new PCC wiki. In assessing, designing, and implementing best practices for the structuring of PCC resources, important issues might include separating reports and policies/standards/guidelines—currently presented together on many PCC web pages—and considering how best to present documents and training materials originating from the BIBCO, CONSER, NACO, and SACO portions of the PCC as well as the PCC itself and its multiple standing committees and task groups. Also, because distinctions between PCC and LC-created documentation, as shown in the results section, might not be always apparent and some practitioners may come to the PCC wiki expecting to find LC cataloging policy announcements and documents, the task group might need to decide whether relevant LC materials (or their URL links) will be included in the PCC wiki, and if so, how to distinguish them from PCC-created resources. Additionally, as mentioned earlier, the task group should audit and make recommendations on formats that will give users the best experience with PCC documentation and allow them to interact with that content effectively with due regard to present-day accessibility and usability standards.

Furthermore, many existing PCC materials are out of date or older versions that are important to retain only for their historical/archival value. One of the key action items for the task group will be to inventory and audit existing documentation on the various PCC platforms in consultation with other PCC groups. The process will help the PCC and other PCC groups to decide which materials are still relevant or relevant but out of date and form a plan to prioritize work on PCC materials that are identified as having been heavily used through analytics and/or needing urgent updates. Also, not all existing PCC documentation on the current PCC website and Catalogers Learning Workshop might need to be migrated to the PCC wiki due to lack of currency and relevance. Based on the inventorying results, the task group might need to decide whether all PCC documentation will be migrated to the PCC wiki; if so, how old PCC materials will be migrated and distinguished from current documentation; if not, how such materials will be handled for their historical/archival value; and also how the current LC-hosted PCC website and the Catalogers Learning Workshop website will be reorganized and how existing traffic and links will be redirected to the newer PCC wiki. Clearly, this will be a large project requiring careful planning and clear organization as well as fair and sensitive response to professional needs, concerns, individual differences, and institutional backgrounds among metadata practitioners with varying levels of expertise and training. However, with purposeful assessment and design, the newer PCC wiki will be able to evolve into a strategically impactful key asset to support

professional knowledge base and competency building not only for PCC institutions but also other potential stakeholders throughout broader cataloging and metadata communities.

## Appendix 1: [Charge](#)

### **PCC Documentation Survey Task Group**

#### **Charge:**

The PCC Documentation Survey Task Group is charged to identify needs and audiences served by PCC documentation and seek to identify strengths of current documentation practices and platforms as well as gaps. PCC documentation includes RDA policy statements and metadata guidance documents; BIBCO, Conser, NACO and SACO documentation; and training documents on the Catalogers Learning Workshop.

Expected activities include:

- creating and launching a survey of PCC members and others [*sic*] users of PCC documentation
  - survey questions may include (but are not limited to): which documentation is used frequently, how users locate documentation, what documentation needs updating, and what documentation is lacking.
- analyzing survey findings
- providing a summary of findings from the survey
- making recommendations for next steps based on survey findings
- forming a plan to inventory existing documentation on the various PCC platforms in consultation with other PCC groups

A potential outcome is learning about documentation needs of both PCC members and non-members who draw on PCC documentation as a resource.

#### **Time Frame:**

Date charged: February 15, 2023

Date preliminary report due: April 30, 2023

Date final report due: June 30, 2023

#### **Reports to:**

Policy Committee, with Standing Committee on Training & Standing Committee on Standards

#### **Roster:**

Emily Boss (SCT)

Richard Stewart (Chair, SCT)

Yuji Tosaka (SCT)

Hank Young (SCS)



## Appendix 2: Electronic mailing lists used for survey participant recruitment

### National lists:

ALA Members (via ALA Connect)  
AUTOCAT  
BIBCO list  
CONSERlist  
MARC-L  
MOUG-L  
OCLC-CAT  
OLAC-L  
PCC Facebook group  
PCC-LIST  
RDA-L (via ALA Connect)  
SACOList  
Slavcat  
Troublesome Catalogers and Magical Metadata Fairies Facebook group

### State and regional technical services groups:

Alabama Library Association Technical Services & Systems Roundtable (TSSRT)  
California Library Association Technical Services Interest Group  
Southern California Technical Processes Group  
New England Technical Services Librarians  
Georgia Library Association Technical Services Interest Group  
Illinois Library Association Resources and Technical Services Forum  
Indiana Library Federation Technical Services Division  
Ohio Valley Group of Technical Services Librarians  
Massachusetts Library Association Library and Information Technology Section  
Nebraska Library Association Technical Services Round Table  
New Jersey Library Association Technical Services Section  
New York Library Association Section on Management of Information Resources and Technology  
New York Technical Services Librarians  
Northern Ohio Technical Services Librarians  
Ohio Library Council Technical Services Division  
Oklahoma Library Association Technical Services Roundtable  
Pennsylvania Library Association Technical Services Round Table  
Tennessee Library Association Technical Services Round Table  
Texas Library Association Cataloging & Metadata Round Table  
Utah Library Association Technical Services Round Table  
Virginia Library Association Technical Services & Technology Forum

## Appendix 3: Questionnaire

Q1 We are asking you to take part in a survey being done by the PCC Documentation Survey Task Group. This survey will help us learn about needs and audiences served by PCC documentation and identify strengths of current documentation practices and platforms as well as gaps. (Please see the charge for task group details.) PCC documentation includes, but is not limited to, RDA policy statements and metadata guidance documents; BIBCO, CONSER, NACO and SACO documentation; and training documents on the Catalogers Learning Workshop.

This survey will take about 10-15 minutes to complete. Participating in the survey is optional. You can skip questions that you do not want to answer or stop the survey at any time. You can also leave the survey and continue at a later time (as long as you return on the same browser). The survey is anonymous, and no one will be able to link your answers back to you. If you have questions about this survey, please contact Richard Stewart, PCC Documentation Survey Task Group Chair, at [RStewart@indiantrailslibrary.org](mailto:RStewart@indiantrailslibrary.org). The survey will stay open from April 26, 2023 (Wednesday) to May 17, 2023 (Wednesday).

If you agree to participate, please click the Agree button to start the survey.

- Agree
- Do not agree

Q2 Where is your institution located?

- Africa
- Asia
- Canada [skip to Q5]
- Europe
- Latin America or the Caribbean
- United States [skip to Q4]
- Oceania

Q3 Please indicate the country in which your institution is located. [skip to Q6]

Q4 In which state or U.S. territory is your institution located?

Q5 In which province or territory is your institution located?

Q6 Which of the following categories best describes your parent institution?

- Academic Library
- Archives
- Government library (serving national and local agencies and international organizations; includes federal libraries)
- Museum
- National Library

- Public Library
- Special/Corporate Library (Law, Medical, and News Libraries, etc.)
- Vendor
- Other (please specify)

Q7 Which best describes your parent institution? (Please note the Basic Carnegie Classification for your parent institution) [Displayed for Q2 = United States and Q6 = Academic Library]

- Doctoral University
- Master's College or University
- Baccalaureate College or University
- Baccalaureate/Associate's College
- 2-Year Associate's College
- Special Focus Institution (e.g., Faith-related; medical school & center; art, music & design school)
- Tribal College
- Other (please specify)

Q8 Is your parent institution public or private? [Displayed for Q2 = United States and Q6 = Academic Library]

- Public
- Private

Q9 Which of the following categories best describes the area(s) you primarily work in (regardless of your position title)? (Check all that apply)

- Authority creation/control
- Cataloging (MARC)
- Database management
- Metadata (non-MARC)
- LIS instructor/teaching faculty [skip to Q11]
- Other (please specify)

Q10 Which of the following best describes your current role in your organization?

- Senior administration (e.g., Deans/Directors/AULs)
- Head of multiple departments (e.g., Head of Technical Services)
- Department head, department manager/coordinator
- Unit or team supervisor
- Librarian (no managerial/supervisory role)
- Support staff (no managerial/supervisory role)
- Other (please specify)

Q11 Please indicate the length of your experience in cataloging and metadata.

- No experience
- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- 11-20 years
- More than 20 years

Q12 Please indicate PCC programs that your institution participates in. (Check all that apply)

- BIBCO
- CONSER
- NACO
- SACO
- BIBCO Funnel
- CONSER Funnel
- NACO Funnel
- SACO Funnel
- PCC pilot program (e.g. PCC Wikidata pilot)
- No PCC participation

Q13 Using a scale of 1 (never) to 5 (very often), please rate the following communication channels for how often you currently receive information about PCC documentation.

- Blogs
- Brochures, catalogs, postcards, fliers, etc.
- Colleagues (email, phone, etc.)
- Colleagues (face-to-face communication)
- Emails (library networks, vendors, etc.)
- PCC mailing lists
- PCC Website
- Professional journals
- Professional mailing lists/forums (non-PCC)
- Social media (please specify)
- Supervisor/Administration
- Websites (non-PCC)
- Other (please specify)

Q14 Using a scale of 1 (do not prefer) to 5 (highly prefer), please rate the following communication channels for how you prefer to receive information about PCC documentation.

- Blogs
- Brochures, catalogs, postcards, fliers, etc.
- Colleagues (email, phone, etc.)
- Colleagues (face-to-face communication)
- Emails (library networks, vendors, etc.)
- PCC mailing lists
- PCC Website
- PCC Wiki (in development)
- Professional journals
- Professional mailing lists/forums (non-PCC)
- Social media (please specify)
- Supervisor/Administration
- Websites (non-PCC)
- Other (please specify)

Q15 As a whole, how helpful has PCC documentation been for doing your job, on a scale of 1 (not at all helpful) to 5 (extremely helpful)? PCC documentation in this survey includes, but is not limited to, RDA policy statements and metadata guidance documents; BIBCO, CONSER, NACO and SACO documentation; and training documents on the Catalogers Learning Workshop.

Q16 Please indicate which PCC documentation you regularly refer to or find useful in your work. (Check all that apply)

- BIBCO Cataloging FAQs
- BIBCO Participants' Manual
- BIBCO Standard Record RDA Metadata Application Profile
- BIBFRAME Training (Mappings, Manual, etc.)
- CONSER Cataloging Manual
- CONSER Editing Guide
- CONSER Standard Record RDA Metadata Application Profile
- Descriptive Cataloging Manual Z1
- FAST Training
- Field specific guidelines (024 Best Practices, Use of ISO 639-3 language codes, etc.)
- Funnel documentation (please specify)
- IFLA/LRM Training ("What is IFLA/LRM?")
- LC Guidelines Supplement to MARC 21 Format for Authorities Data
- LC-PCC Policy Statements for the Official RDA Toolkit
- LC-PCC Policy Statements for the Original RDA Toolkit
- Library of Congress Classification online training
- Library of Congress Subject Heading online training
- NACO Authority Control FAQs

- NACO Participants' Manual
- NACO Series Training
- NACO Training
- PCC Guidelines for Minimally Punctuated MARC Bibliographic Record
- PCC Guidelines for the Application of Relationship Designators in NACO Authority Records
- PCC Provider-Neutral E-Resource MARC Records Guide
- SACO Subject Heading Proposal FAQs
- SACO Participants' Manual
- Sinopia Training
- Training Manual for Applying Relationship Designators in Bibliographic Records

Q17 Please indicate other PCC documentation you regularly refer to or find useful in your work.

Q18 Using a scale of 1 (never) to 5 (very often), please indicate how often you use each of the following resources to locate and access PCC documentation.

- Browser bookmarks
- Cataloger's Desktop
- Cataloger's Learning Workshop
- PCC Website
- RDA Toolkit
- Search engines
- Other (please specify)

Q19 Is there existing documentation that needs to be updated? (Check all that apply)

- BIBCO Cataloging FAQs
- BIBCO Participants' Manual
- BIBCO Standard Record RDA Metadata Application Profile
- BIBFRAME Training (Mappings, Manual, etc.)
- CONSER Cataloging Manual
- CONSER Editing Guide
- CONSER Standard Record RDA Metadata Application Profile
- Descriptive Cataloging Manual Z1
- FAST Training
- Field specific guidelines (024 Best Practices, Use of ISO 639-3 language codes, etc.)
- Funnel documentation (please specify)
- IFLA/LRM Training ("What is IFLA/LRM?")
- LC Guidelines Supplement to MARC 21 Format for Authorities Data
- LC-PCC Policy Statements for the Official RDA Toolkit
- LC-PCC Policy Statements for the Original RDA Toolkit
- Library of Congress Classification online training
- Library of Congress Subject Heading online training
- NACO Authority Control FAQs

- NACO Participants' Manual
- NACO Series Training
- NACO Training
- PCC Guidelines for Minimally Punctuated MARC Bibliographic Record
- PCC Guidelines for the Application of Relationship Designators in NACO Authority Records
- PCC Provider-Neutral E-Resource MARC Records Guide
- SACO Subject Heading Proposal FAQs
- SACO Participants' Manual
- Sinopia Training
- Training Manual for Applying Relationship Designators in Bibliographic Records
- Other (please specify)

Q20 What additional improvements or changes would you recommend to current PCC documentation?

Q21 Please tell us if you are noticing any potentially missing documentation or training that would be very useful if developed by the PCC.

Q22 What training format is most useful to you (from 0 being "not useful" to 10 being "very useful")? [the scale given included "N/A" as well]

- Written documentation and manuals (PDFs, etc.)
- Slide decks
- Self-paced modules/courses
- Recorded videos
- Live webcasts/webinars
- In-person training
- Other (please specify)

Q23 Please tell us if there are any other barriers that are making it challenging for you to use PCC documentation or training.