

Integrated Assessment for Informed Collection Management: A Review of the Pilot Year

Carterette Series Webinar
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Integrated Assessment for Informed Collection Management

- I. Introduction to Collection Assessment at KSU
- II. Principles & Methodology
- III. Plan Logistics
- IV. Assessment Reports in Detail
- V. A Review of the Pilot Year: 2015-16
- VI. Recommendations & Best Practices

Preliminaries

This webinar (hopefully) will...

- Highlight several big questions of collection assessment
- Demonstrate a way to integrate library assessment into collection development
- Highlight potential challenges

This webinar will not...

- Show you *the way*
- Provide a simple, one-size-fits-all answer to all collection questions

Introduction to Collection Assessment at KSU

KSULS Context

- Staffing Issues
 - Collection Development Librarian hired in 2013
 - Assessment Librarian hired in 2013
- Nascent Liaison Program
 - Program initiated in 2013
 - Distributed monograph selection
- Collection Issues
 - Lack of policies and procedures
 - Aging collection and other legacy issues
 - 431,546 print books; 241,382 eBooks

KSULS Context, Con't.

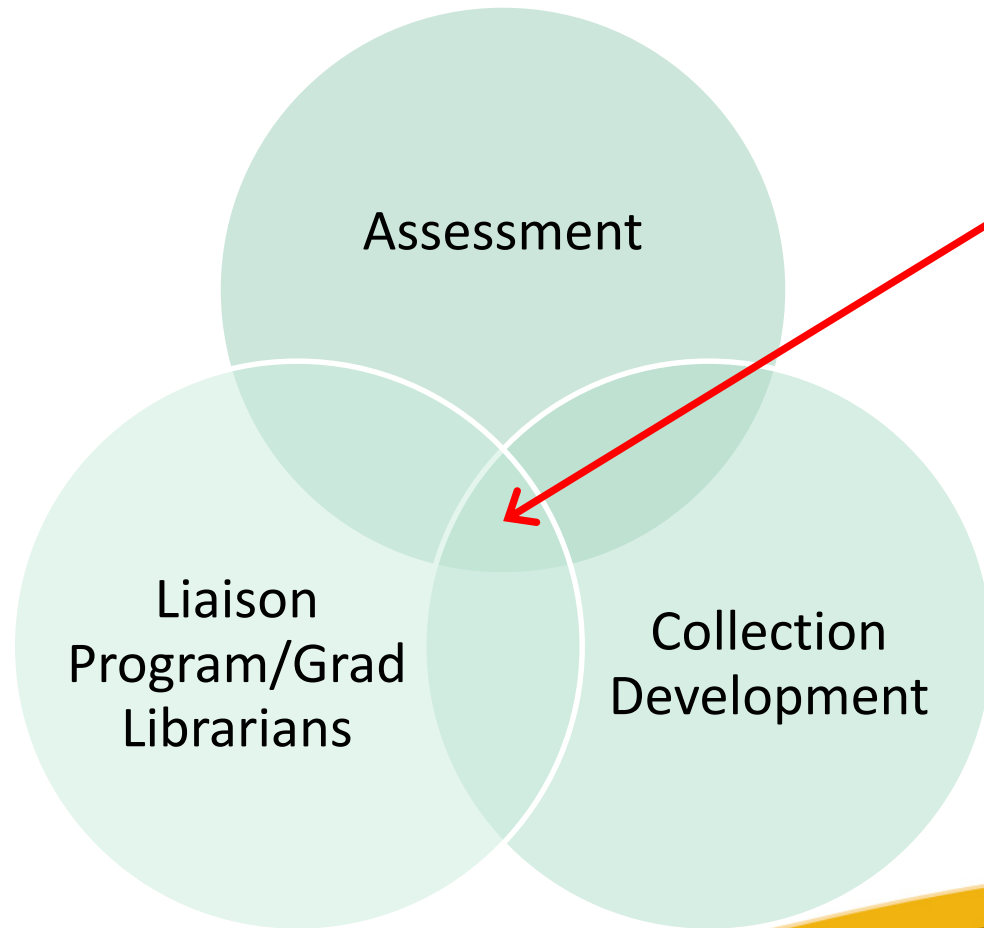
- Rapid enrollment growth
 - Horace W. Sturgis Library built in 1981 for a university of 3,500 students
 - KSU expected to grow to 5,000 students
 - Current enrollment: ~ 33,500, in the top 50 for public US institutions
- Consolidation
 - KSU consolidated with Southern Polytechnic State University in FY '15
 - Addition of the Lawrence V. Johnson Library on the Marietta, GA campus
 - Addition of ~120,489 print books

Why Collection Assessment?

- To make assessment an integral part of collection development
- To inform collection maintenance and development
- To increase the vitality of the collection
- To share results with internal and external stakeholders (particularly teaching faculty via the Liaison Program).
- To address space issues
- To support budget needs: knowledge enables advocacy
- To guide strategic planning: knowing a collection enables the setting of goals and objectives

Principles & Methodology

Collection Assessment Lives Here!



Principles

- Distributed decision making requires distributed data
- Distributed decision making requires distributed analysis
- Library assessment seeks to determine and articulate value by answering questions about our core interests: use, manner of use, existing needs, user satisfaction, peer-benchmarks, authority metrics, among others
- Article: Luther, M. (2016). Total Library Assessment. *Journal of Library Administration*, 56(2), 158-170

Mixed Methods Assessment: Data Types

Use Data/Metrics

- Circulation statistics
- ILL and GIL books lent out

Satisfaction Data/Metrics

- LibQUAL+ data
- LibQUAL+ comments
- Collection assessment faculty survey

Mixed Methods Assessment: Data Types

Data/Metrics Showing Need

- LibQUAL+ comments
- Collection assessment
faculty survey
comments
- ILL and GIL books
borrowed in

Authority Data/Metrics

- Bowker
- Incites Journal Citation
Reports

Plan Logistics

Project Scope

Included

- Monographs
- Some journal data
- A modular approach

Not Included

- Diverse formats (media, music scores, ebooks, Microfilm)
- Micro-collections (Government Documents, Professional Development)
- Specifics on assessment of databases and other electronic resources

Pilot Year in a Nutshell

- June 1, 2015 – June 30, 2016
- Four collections were assessed:
 - Anthropology
 - Information Systems
 - Interdisciplinary Studies (excluding Asian Studies)
 - Sociology
- Expectations: Work out the kinks, establish roles and responsibilities, familiarize everyone with the process, establish a workflow
- Assess the Assessment Plan

5-year Cycle

- Staggered subject areas grouped loosely by discipline / College
 - Business, Social Sciences, Humanities, Health Sciences, Arts & Architecture, Math & Sciences, Computing & Engineering, Education, General Library
 - Groupings further subdivided into “A”, “B”, and “C” by Liaison Librarian
 - Reduce redundancy of communication with departments and boost faculty participation
 - Appropriate Graduate Librarian(s) assigned to assessment each year
- Maximize continuity between cycles

Sample Collection Assessment Cycle

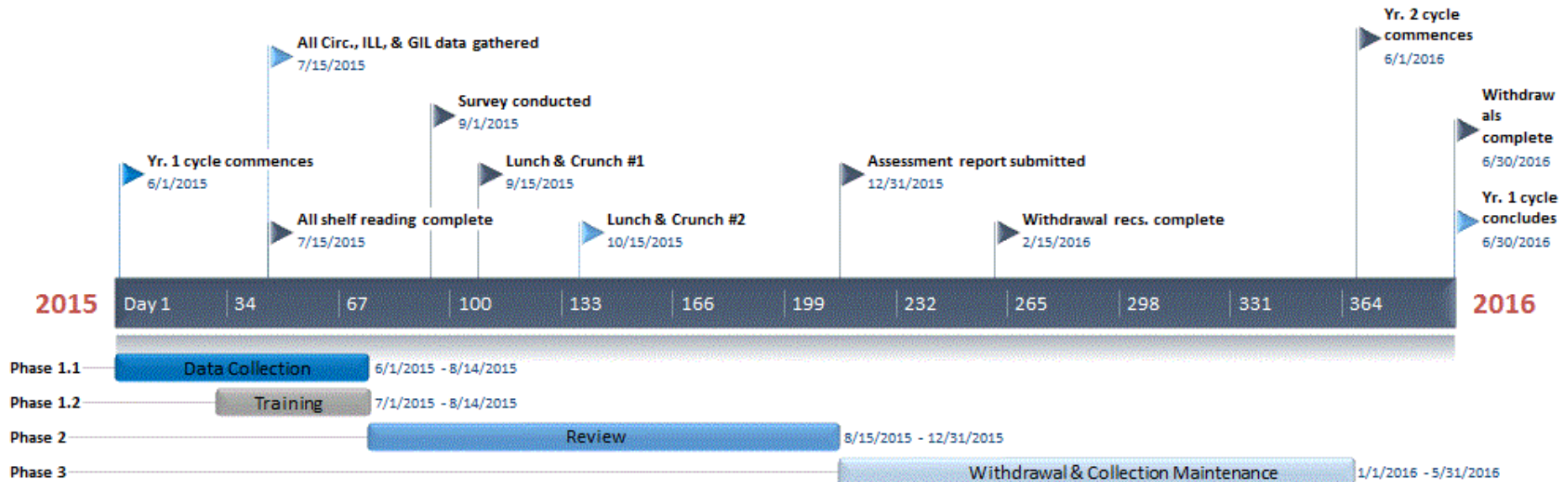
Year 1	Groups	Faculty Liaisons	Call Number Ranges	Accreditation
Graduate Business Programs	Business	Graduate Librarian #1		
Information Systems	Business A	Liaison #3		
Accounting	Business A	Liaison #4		
Economics, Finance & Quantitative Analysis	Business A	Liaison #8	HB-HC; HG-HJ	
Graduate Social Sciences Programs	Social Sciences	Graduate Librarian #1		
Geography	Social Sciences A	Liaison #1	GA-GF	
Interdisciplinary Studies	Social Sciences A	Liaison #2		
Political Science & International Affairs	Social Sciences A	Liaison #5	JA-JZ	
Anthropology	Social Sciences A	Liaison #6	GN-GT	
Sociology	Social Sciences A	Liaison #7	HM-HT; HX	
Psychology	Social Sciences A	Liaison #9	BF	
Year 2	Groups	Faculty Liaisons	Call Number Ranges	Accreditation
Graduate Business Programs	Business	Graduate Librarian #1		
Marketing & Professional Sales	Business B	Liaison #3	HF	
Management & Entrepreneurship	Business B	Liaison #4		
Graduate Health Sciences Programs	Health	Graduate Librarian #2		
Nursing	Health A	Liaison #13	RA-RZ	
Graduate Humanities Programs	Humanities	Graduate Librarian #1		
Foreign Languages	Humanities A	Liaison #11	PC-PD; PF-PH; PK-PM; PQ; PT	
English	Humanities A	Liaison #5	PB; PE; PN; PR-PS; PZ	
Philosophy	Humanities A	Liaison #7	BC-BD; BH-BJ	
Graduate Social Sciences Programs	Social Sciences	Graduate Librarian #1		
Communication	Social Sciences B	Liaison #10		
Asian Studies	Social Sciences B	Liaison #12	PJ	
Criminal Justice	Social Sciences B	Liaison #14	HV	

One-Year Timeline

- Data Collection (Summer)
 - Access Services: Interlibrary Loan, GIL
 - Collection Development: Expenditures, Student Enrollment
 - Virtual Services: Holdings, Circulation
- Review (Fall)
 - Liaison Librarians
- Withdrawal (Spring)
 - Access Services
 - Technical Services: Catalog Updates, Book Repairs
 - Surplus/Other

13-Month Timeline:

June 1, 2015 - June 30, 2016



Assessment Reports in Detail

Report Format: 12 Sections

- Section I: Who has a stake in this collection?
- Section II: What are the recent investments in this collection?
- Section III: Describe this collection (in terms of holdings, locations, and age).
- Section IV: What is the usage of this collection?
- Section V: What are the existing needs?
- Section VI: Are users satisfied?

Section I (partial): Who has a stake?

1B: Curriculum Support Summary

Departments/Subjects Supported	Liaison Name	Major? Y/N	Areas of Concentration	Enrollment (Fall Semester)
Primary: Sociology	Luther	Y	<ul style="list-style-type: none">• Organizational & Social Change• Cultural Diversity Studies• Criminology• Medical Sociology	402
Secondary: Political Science	Sharpe	Y	<ul style="list-style-type: none">• Diplomatic and Int'l Service• Int's Business, Econ. & Policy• Applied Languages• Applied Global Experience	342
Secondary: Criminal Justice	Sharpe	Y	<ul style="list-style-type: none">• Crim. Justice Administration• Forensic Behavioral Sciences• Technology & Crime	679
Secondary: African & African Diaspora Studies/Interdisciplinary	Guimaraes	Y	<ul style="list-style-type: none">• Arts & Literature• History• Social Sciences	1
Secondary: Nursing		Y	<ul style="list-style-type: none">• N/A	1,764

Comments (Every section has a comment area to note your observations, ideas, or concerns):

Section III (partial): Collection Age Summary

3C: Collection Age Summary

LC Range	% <5 Yrs.	% <10 Yrs.	% <15 Yrs.	% <20 Yrs.	% <25 Yrs.
H	4.8%	11.2%	17.2%	25.1%	36.8%
HM	7.2%	14.8%	21.3%	27.8%	37.0%
HN	2.6%	7.7%	12.5%	19.1%	28.1%
HQ	4.5%	10.3%	16.2%	23.2%	35.7%
HS	4.2%	4.2%	6.3%	12.5%	25.0%
HT	5.7%	15.9%	24.3%	30.4%	36.9%
HX	0.6%	1.8%	3.3%	5.0%	11.4%
	Total:	Total:	Total:	Total:	Total:

Section VI (partial): LibQUAL+ Quantitative Evidence

6B: LibQUAL+ Quantitative Evidence

Core Information Control Items

Item	Question Text	Adq. Mean	Overall Adq. Mean	Difference	n
IC-1	Making electronic resources accessible from my home or office	0.13	0.58	-0.45	214
IC-2	A library web site enabling me to locate information on my own	0.23	0.50	-0.27	199
IC-3	The printed library materials I need for my work	0.33	0.62	-0.29	172
IC-4	The electronic information resources I need	0.48	0.79	-0.31	707
IC-5	Modern equipment that lets me easily access needed information	0.29	0.52	-0.23	211
IC-6	Easy-to-use access tools that allow me to find things on my own	0.26	0.48	-0.22	209
IC-7	Making information easily accessible for independent use	0.36	0.52	-0.16	163
IC-8	Print and/or electronic journal collections I require for me work	0.37	0.65	-0.28	246

Report Format: 12 Sections, Con't.

- Section VII: Identify areas of relative strength and weakness.
- Section VIII: How does the collection compare with our peers?
- Section IX: Journal analysis
- Section X: Database analysis
- Section XI: Librarian stakeholder feedback
- Section XII: Goals and recommendations

Section VII (partial): Bowker Analysis

Section 7: Identify areas of relative strength and weakness.

7A: Bowker Analysis

LC Classification	Core Titles in Library	Core Titles NOT in Library	Total # Core Titles	% of Core Titles Held
(H1-99)Social sciences (General)	0	0	0	0.00%
(H1-99) Social sciences (General)	34	52	86	39.53%
(HM401-1281)Sociology (General)	0	0	0	0.00%
(HM1-434) Sociology (General)	107	171	278	38.49%
(HM435-477) History of sociology. History of sociological	1	12	13	7.69%
(HM481-554) Theory. Method. Relations to other subjects	11	28	39	28.21%
(HM621-656) Culture	5	19	24	20.83%
(HM661-696) Social control	4	8	12	33.33%

Section IX (partial): Journal Analysis

Section 9: Journal Analysis

9A: Top 25 Subject Area Journals

Rank	Journal Title	Provider(s)	Dates	Impact Factor	E, Print, Both	Abst. or FT
1	AMERICAN SOCIOLOGICAL REVIEW	SocIndex w/ Full Text	2/1/1936-one year ago	4.390	E	FT
2	Annual Review of Sociology	JSTOR; JStage	1/1/1975-1/31/2009; 1988-present	4.080	E	FT
3	AMERICAN JOURNAL OF SOCIOLOGY	SocIndex w/ Full Text	1/1/1990-one year ago	3.545	E	FT
4	ANNALS OF TOURISM RESEARCH	Science Direct	1973-Present	2.685	E	FT
5	Sociological Methodology	JSTOR; Sage Journals	1/1/1969-8/31/2012; 8/1/1999-present	2.450	E	FT

Section XI & XII: Wrapping things up

- Section XI: Librarian Stakeholder Feedback
 - XI a: Graduate Librarian Comments
 - XI b: Undergraduate Librarian Comments
- Section XII: Goals and Recommendations
 - XII a: 5 Year Collection Goals
 - XII b: Recommended Titles to withdraw

A Review of the Pilot Year: 2015-16

Challenges and Obstacles

- Staffing Challenges

- Anthropology Librarian left KSU in the Fall of 2015
- Training new staff midstream

- Time Challenges

- Workload concerns for Project Coordinators and Liaison Librarians
- Start-up costs and time investment
- Shifting library priorities
- Weeding component postponed until after ALMA implementation

Challenges and Obstacles, Con't.

- Data Challenges
 - Accessibility of reporting tools (Voyager, Access, ALMA?)
 - Specificity of report requirements was onerous
 - Reformatting reports manually was tedious and time-consuming
 - Likelihood of human errors
 - Availability and reliability of data was an issue (GIL, eBooks, journal holdings)
- Assessment Report Challenges
 - Low response rate on faculty survey
 - Manual data entry was time-consuming
 - Gaps in available data

Recommendations & Best Practices

Recommendations & Best Practices

- Library Administration Support
 - Incorporate Assessment into Faculty Performance Agreements
 - Adequate training for project participants
- Technology Support
 - ILS with advanced, easy to navigate reporting features (ALMA)
 - Project Management software (i.e. Microsoft SharePoint)
 - OCLC's WorldShare Collection Evaluation tool
- Peer Support
 - Collaborate with other Library Units in the development of the Assessment Plan and encourage "buy-in"
 - Role of the Graduate Library

Project Coordinators' Responsibilities

- Act as conduits for information among all project participants
- Coordinate data flow in Phase 1, in collaboration with Heads of Access, Virtual, Technical Services, and other staff
- Provide orientation and training for Liaisons in Phase 2, in collaboration with Liaison Coordinator (one orientation, and 2 Lunch and Crunch sessions in fall semester): Open to All
- Coordinate withdrawal project(s) in Phase 3 with Liaisons, Head of Access Services, Head of Technical Services, and other designated staff
- Troubleshoot as needed

Special Thanks

Library Administration

Undergraduate Faculty Liaisons & Graduate Librarians

Virtual Services Unit

Technical Services Unit

Access Services Unit

Interlibrary Loan Department

Kennesaw State University
Library System

Transforming

Collections ♦ Facilities ♦ Organization ♦ Services

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