

**Right Sizing** the Print Collection:  
**Collection Assessment Methods** for Ensuring that  
Shippensburg University Has the “Right Books” for Its Users



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# The Charge

- ∞ August 2014: Associate VP and Dean of Technology and Library Services assigned the task of creating a “right sizing plan” for the print collections at Shippensburg University
  - An OCLC analysis shows that the largest number of books in the collection have copyright dates between 1960 and 1979 (35%) with only 16% holding a copyright of 2000 or later
- ∞ He posed the question: “We still have books, but are they the right books?”

# The Task

What materials are being used by disciplines, and what qualifies a book as being the right book for that discipline?

# Assessment Methodologies



# User-Based v. Collection-Based<sup>1</sup>

- ∞ Survey of user preferences
- ∞ Circulation and interlibrary loan statistical analysis
- ∞ List checking / Collection comparison using OCLC Analysis
- ∞ Age analysis
- ∞ Collection mapping

# User Survey





# Shippensburg University: Library Materials Format Survey

\* Required

I am a... \*

- Faculty member
- Student
- Administrator/Staff member

« Back

Continue »



25% completed

## Faculty

### I teach and/or hold advanced degrees in... \*

If teaching in more than one area, choose primary teaching area

### I have... \*

- <2 years teaching experience in my field
- 3-5 years teaching experience in my field
- 6-10 years teaching experience in my field
- 11-15 years teaching experience in my field
- More than 15 years teaching experience in my field

## Your Book Material Preferences

### When using books for RESEARCH in my subject area, I prefer... \*

- Print
- Electronic

### When using PRINT books for research, I prefer... \*

- To buy a print copy at a store or online
- To borrow a print copy from a library/via interlibrary loan

### When using books for research ELECTRONICALLY, I prefer... \*

Choose no more than 2

- To download an e-book to my device or laptop
- To search within an e-book and read relevant material online
- To print out pages/chapters from an e-book before reading
- To download relevant chapters from an e-book and read on a computer or device

### When reading books for FUN/PLEASURE, I prefer... \*

Choose no more than 2

- To buy a print copy at a store or online
- To borrow a print copy from a library
- To download an e-book to my device or laptop

## Observation of Students' Material Preferences

### From my observation, students prefer to read CLASS materials (articles posted in D2L, textbook materials, etc.) ... \*

- In print
- On a computer or device

### From my observation, students doing RESEARCH in my subject area prefer reading BOOK materials... \*

- In print
- On a computer or device

### From my observation, students are most likely to read FUN/PLEASURE materials... \*

- In print
- On a computer or device

### From my observation, the materials that students use MOST frequently for research in my subject area are... \*

- Scholarly articles
- Articles from non-scholarly periodicals
- Books
- Portions of books
- Websites
- Audiovisual materials
- Personal interviews
- Other:

### From my observation, the materials that students use SECOND MOST frequently for research in my subject area are... \*

- Scholarly articles
- Articles from non-scholarly periodicals
- Books
- Portions of books
- Websites
- Audiovisual materials
- Personal interviews
- Other:

# Student

## I am a... \*

- Freshman
- Sophomore
- Junior
- Senior
- Graduate student

## I am majoring in the field(s) of... \*

Only choose more than 1 if you are a double major. If you are currently undeclared but know what major you would like to declare, please choose that major.

## When reading materials for CLASS (textbooks, required reading, etc.), I prefer to READ them... \*

- In print
- Electronically

## When using a book for typical RESEARCH in my major, I prefer... \*

- Print
- Electronic
- I never or very rarely use books for research in my major

## Student Material Preference for Books

### When using PRINT books for research, I prefer... \*

- To buy a print copy at a store or online
- To borrow a print copy from a library

### When using books for research ELECTRONICALLY, I prefer... \*

Choose no more than 2

- To download an e-book to my device or laptop
- To search within an e-book and read relevant material online
- To print out pages/chapters from an e-book before reading
- To download relevant chapters from an e-book and read on a computer or device

## Research in Various Formats

### The materials that I use MOST frequently for research in my subject area are... \*

- Scholarly articles
- Articles from non-scholarly periodicals
- Books
- Portions of books
- Websites
- Audiovisual materials
- Personal interviews
- Other:

### The materials that I use SECOND MOST frequently for research in my subject area are... \*

- Scholarly articles
- Articles from non-scholarly periodicals
- Books
- Portions of books
- Websites
- Audiovisual materials
- Personal interviews
- Other:

## Student: Reading for Fun

### When reading books for FUN/PLEASURE, I prefer... \*

Choose no more than 2

- To buy a print copy at a store or online
- To borrow a print copy from a library
- To download an e-book to my device or laptop

# List Checking / Collection Comparison



# List Checking

## Benefits

- ⌘ Adds to list generated after running Auto Keep Criteria (thus reducing the number of individual titles needing assessed)
- ⌘ Ensure selection and maintenance of core titles in a field or curriculum-appropriate titles for a department

## Drawbacks

- ⌘ Time-consuming
- ⌘ May be difficult to find authoritative lists for a collection
- ⌘ May not be institution- or curriculum-appropriate

# Statistical Analysis

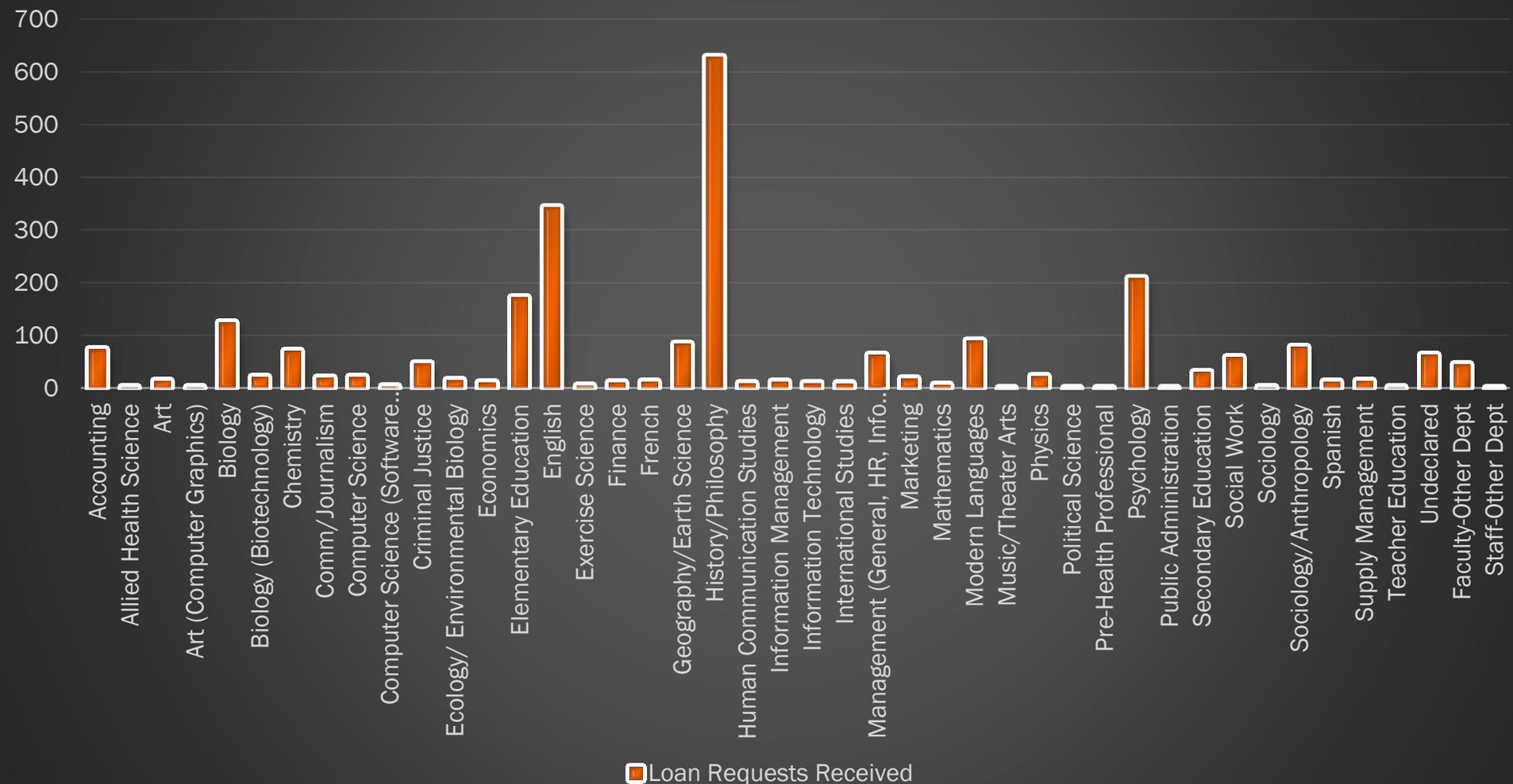


# Quantitative Analysis

- ☞ Interlibrary loan requests for print
- ☞ Circulation sample
- ☞ Age analysis (from OCLC Analysis)

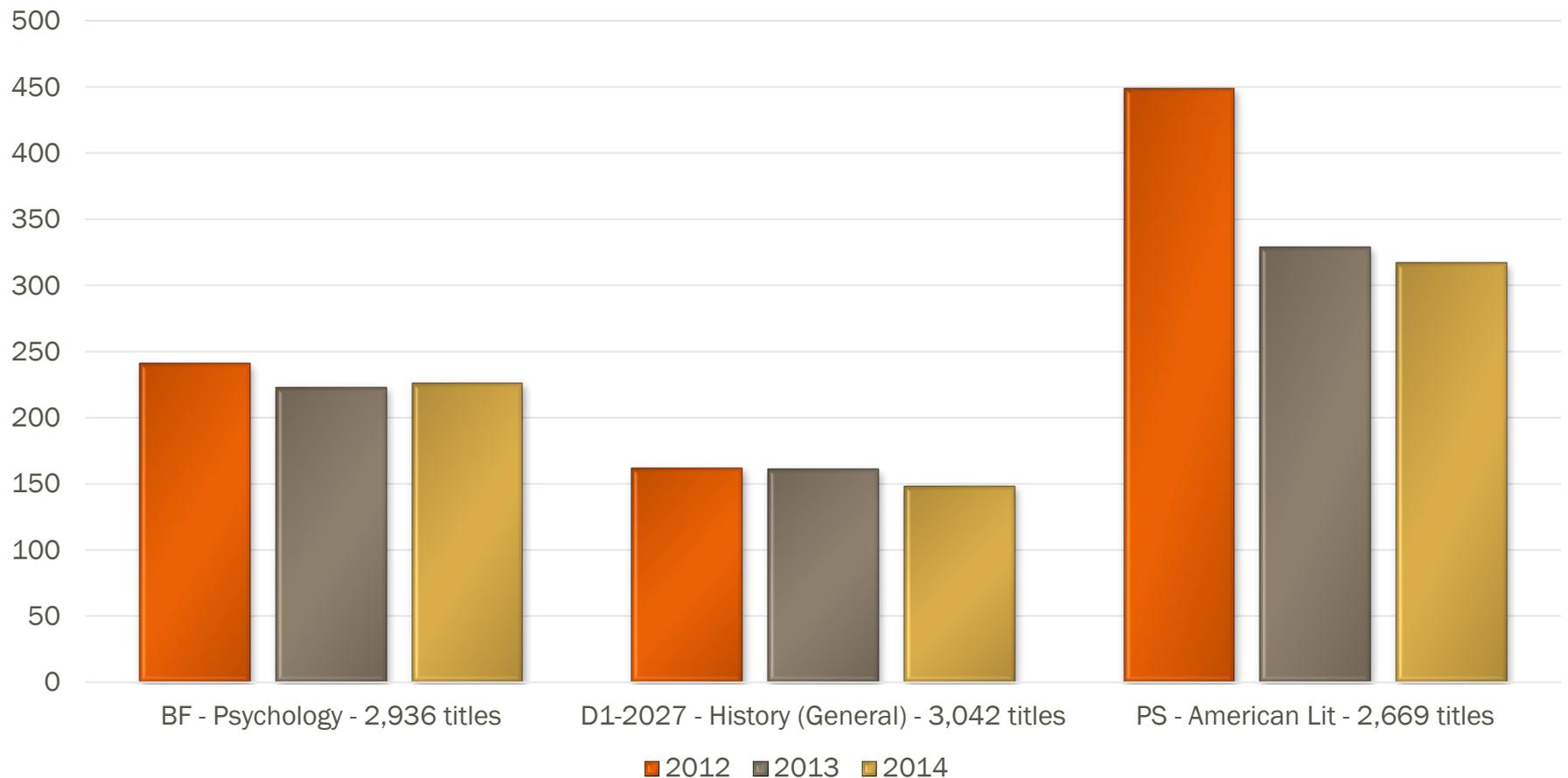
# Interlibrary Loan Statistics

## Loan Requests Received

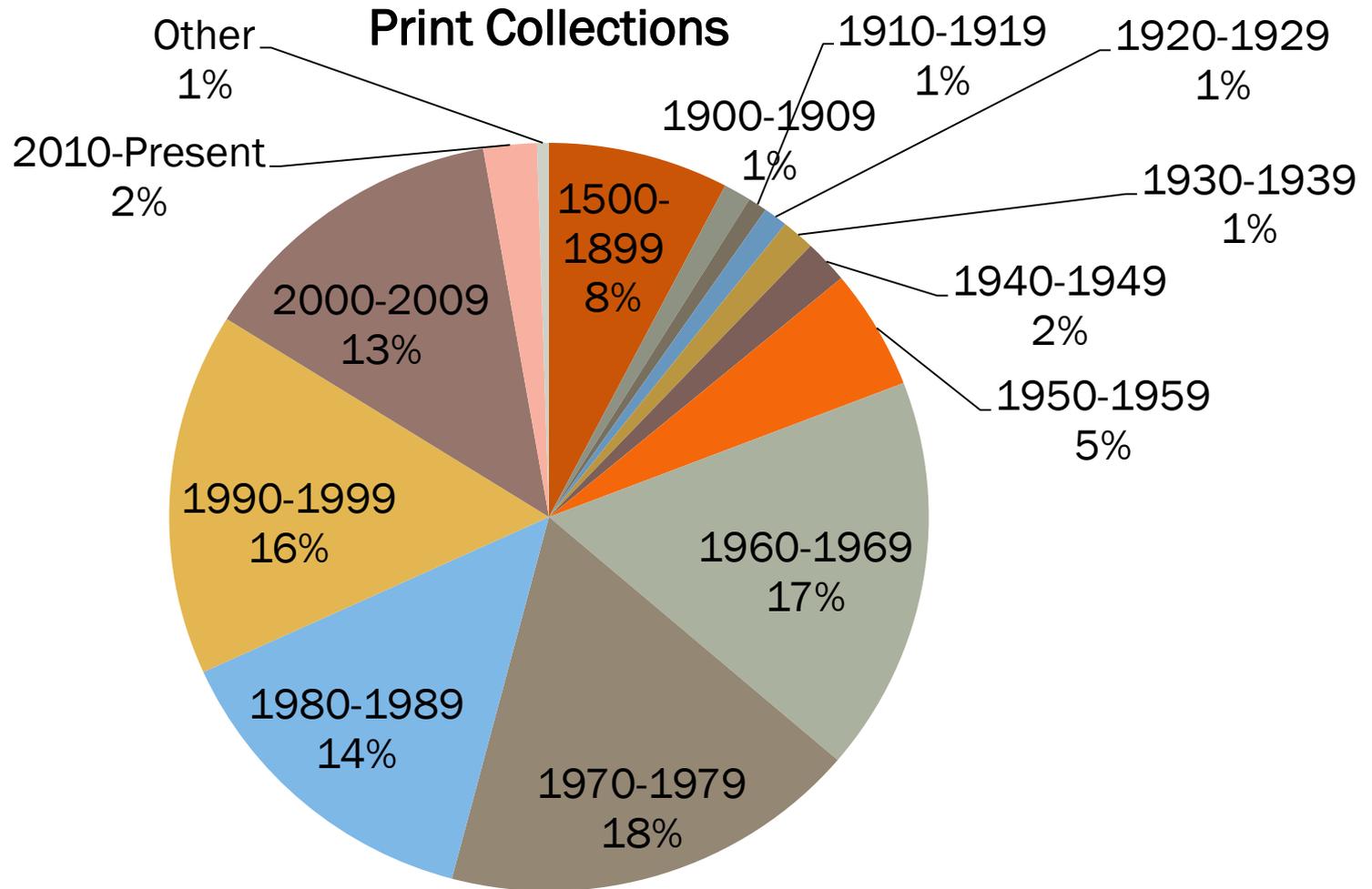


# Circulation Statistics Sample

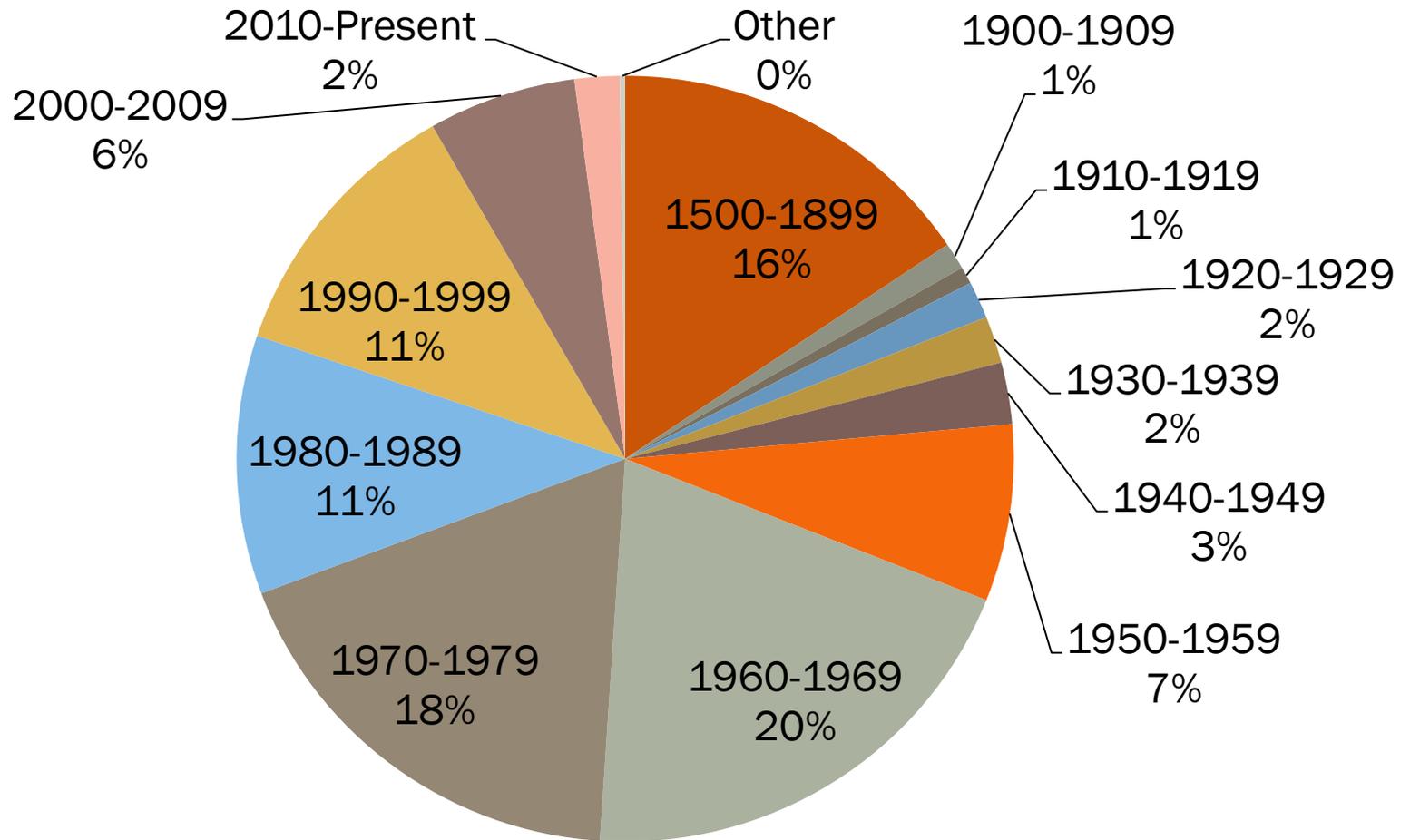
## Three-Year Circulation for High-Circulating Sections with Similar Numbers of Records



# Age Analysis



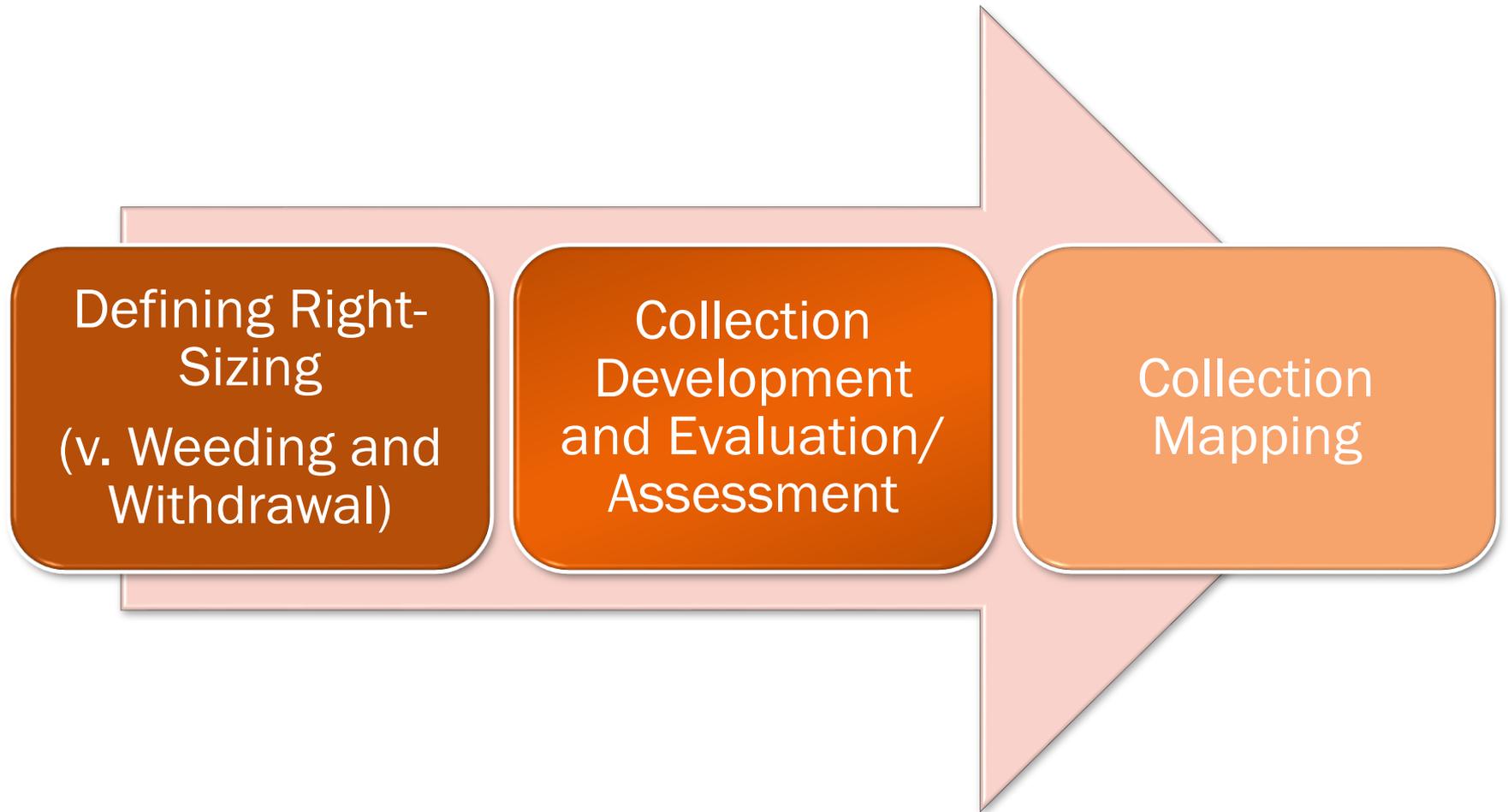
# Sample Age Analysis from Language, Linguistics, & Literature



# Collection Mapping



# Evolution of a Literature Review



# Literature Review

- ☞ Frase, Rose M., and Barbara Salit-Mischel. (2007). “Right-Sizing the Reference Collection.”
- ☞ Schonfeld, Roger C., and Ross Housewright. (2009). “What to Withdraw: Print Collections Management in the Wake of Digitization.”
- ☞ Johnson, Peggy. (2009). *Fundamentals of Collection Development and Management*.
- ☞ Murphy, Elizabeth. (2013). “Assessing University Library Print Book Collections and Deselection: A Case Study at The National University of Ireland Maynooth.”
- ☞ Kohn, Karen C. (2013). “Usage-Based Collection Evaluation with a Curricular Focus.”
- ☞ Knievel, Jennifer E., Heather Wicht, and Lynn Silipigni Connaway. (2006). “Use of Circulation Statistics and Interlibrary Loan Data in Collection Management.”
- ☞ Bushing, Mary. (2006). “Collection Mapping: An Evolving Tool for Better Resources and Better Access.”

# What is Collection Mapping and the Conspectus Method?

- ∞ Bushing (2006): Collection mapping “is a flexible tool that can be adjusted to fit circumstances within the parameters of a given project and its purposes. It can be used [...] to represent collection strengths and weaknesses in a meaningful way” (10).
- ∞ According to Bushing, Davis, and Powell (1997), conspectus is for library assessment “primarily a way to collect, record and display information about the collection in a specific, hierarchical manner” (21).
  - **Research Libraries Group (RLG Conspectus)**
  - **Western Library Network (WLN Conspectus) → subsumed by OCLC**

# WLN Conspectus Levels: Tailoring the Method to the Collection<sup>2</sup>

## What we found valuable:

- ∞ Collection depth indicators
  - CL=current collection level
  - AC=acquisition commitment
  - GL=collection goal
- ∞ Language coverage indicators (will be used minimally)

## What we found impractical:

- ∞ The 24 broad divisions (preferred using departmental divisions split among 6 faculty members)
- ∞ Preservation indicators within the collection map (preservation commitment)

# Collection Depth Indicators<sup>3</sup>

0		Does not collect intentionally
1	a	Minimal, uneven, unsystematic
	b	Minimal, focused coverage, consistently maintained
2	a	Basic information level, introduce & define a subject, basic general monographs, some subject periodicals, basic reference tools
	b	Broader and more in-depth array that include history of the discipline/subject, important personages, broader array of reference sources, indexes & electronic resources
3	a	Basic study/instructional support, high percentage of most important sources, core works, extensive collection of periodicals in the subject, access to appropriate electronic sources, works in primary language of the clients, undergraduate materials
	b	Intermediate study/instructional support, more specialized subject areas, more comprehensive coverage, high percentage of core works, well-known authors in their original languages, specialized resources in all formats including electronic, larger, more in-depth collection across most aspects of the discipline, supports upper level undergraduate study and initial post-graduate study
	c	Advanced study/instructional support, resources for imparting and maintaining knowledge about all aspects of the topic, a large collection, many works in other languages, primary material & extensive secondary material, lesser known as well as core authors, supports master's level & doctoral course work
4		Research level, older material is retained & systematically preserved, access to extensive runs of all key journals, reference sources, & monographs, supports doctoral study & independent scholarly research.
5		Comprehensive/exhaustive level, strive to be exhaustive as far is possible (i.e., special collections), extensive manuscript collections, extensive collections in all pertinent formats, exhaustive published materials in many languages, for historical research.

# Collection Mapping at Lehman Library

- ✎ Used department-specific LC ranges from YBP approval plan
- ✎ Identified cognate subjects for secondary departments/disciplines
- ✎ Included linear footprint / % of collection for future renovation
- ✎ Identified discipline-appropriate assessment methods
- ✎ Created columns for future course mapping and electronic resource assessment planning

# Sample from Collection Map

	A	B	C	D	E	F	G	H	I	J	K	L	M
	Department	Defined LC areas	Fund Code	Secondary Disciplines	CL	AC	GL	Footprint (Linear Feet)	Footprint (% of Collection)	Assessment Methods	Date of Assessment	Courses Mapped	Electronic Resources
1	Specialty: Eng/Sec Ed, Luhrs	Young People's Collection	██████					165.57	0.76%	<b>Print only for 2014-15:</b> <i>Qualitative:</i> List checking (Award lists, syllabi/ curriculum, core lists); <i>Quantitative:</i> circulation statistics, age analysis	Spring 2015	will be: ENG426, EDU290, EDU422 (for literature/ book lists)	N/A (reassess if OverDrive becomes available)
2	English	P321-330, PE1-3729, PN1-6790 (not PN1530-1992), PR1-9680, PS1-3626	ENC ██████	History, Teacher Education, others?			3b			<b>Print:</b> <i>Qualitative:</i> List checking (BfCL, RfCL, Eng lists); <i>Quantitative:</i> circulation statistics, ILL statistics, age analysis <b>Online:</b> <i>Qualitative:</i> Cont. List checking; <i>Quantitative:</i> usage statistics	Spring 2015: P321-330 (Semantics); Summer 2015: PE1-3729 (English Language)	Example: ENG 236 - PR3562 (Milton); could easily find range from course description	Artemis (next Tech Fee approval cycle); MLA International Bibliography (Spring 2015?)
3	Communication/ Journalism	HE7601-8700, HM1206-1220, JA85, PN1990-1992, PN4699-6009	COI ██████				3c				Spring 2016: HE7601-8700 (Telecomm, Broadcasting, Radio, Television)		
4	Human Communication Studies	P87-97, P99-100, P118, P300-305	HCS ██████				3b				Fall 2015 (all)		
5	History/ Philosophy	B1-849, BD1-94, BJ1-2195, BL41, BL55-59, BL65-69, BL96-99, BL238-265, BL640-659, BL2428-2454, BL2520-2539, BL2599, BL2700-2790, BM1-479, BP1-299, BQ1-1000, BR1-1689 (not BR129-137 or BR1600-1609), BS410-700, BS1110-1900, BS2280-2970, BX200-9999, CB305-439, CB478, CB481, CD1-6471, CE1-97, CT210-279, CT3200-3830, D51-810, DA1-995, DAW1-1051, DB1-3150, DC1-947 (not D21-29), DD1-905 (not DD21.5-50), DE1-100, DF1-951, DG1-999, DH1-925 (not DH801-900), DJ1-500, DJK1-77, DK1-4800, DL1-1180, DP1-900, DQ1-851, DR1-2285, DS1-937 (not DS6-10), DT1-3415, DU1-950, DX1-301, E1-909, F1-3799, G159-520, GR100-419, HM1266-1281, HT601-1500, JK54-270, JK9663-9993, JV1-6000, KFZ8601-9199, KG1-3000, Q1-221, U1-149, U799-897, UB1-245, UD1-156, UE1-143, UG1-159, V1-159, VA1-750, VB1-229, VE1-156	HIS ██████	*does our approval plan consider the dual MAMSLIS option with Clarion (Z-ZA)? There are not many other disciplines that are separate departments at Ship (such as religious studies), but we could list here some subcategories that this department encompasses; (we'll get more specific with Conspectus and LC in course maps)							Fall 2015: B1-849 (Philosophy)		
6	Psychology	PE1-2055, PE2-54, PE5-40, PE6-10, PE10-14, PE14-17, PE17-20, PE20-23, PE23-26, PE26-29, PE29-32, PE32-35, PE35-38, PE38-41, PE41-44, PE44-47, PE47-50, PE50-53, PE53-56, PE56-59, PE59-62, PE62-65, PE65-68, PE68-71, PE71-74, PE74-77, PE77-80, PE80-83, PE83-86, PE86-89, PE89-92, PE92-95, PE95-98, PE98-101, PE101-104, PE104-107, PE107-110, PE110-113, PE113-116, PE116-119, PE119-122, PE122-125, PE125-128, PE128-131, PE131-134, PE134-137, PE137-140, PE140-143, PE143-146, PE146-149, PE149-152, PE152-155, PE155-158, PE158-161, PE161-164, PE164-167, PE167-170, PE170-173, PE173-176, PE176-179, PE179-182, PE182-185, PE185-188, PE188-191, PE191-194, PE194-197, PE197-200, PE200-203, PE203-206, PE206-209, PE209-212, PE212-215, PE215-218, PE218-221, PE221-224, PE224-227, PE227-230, PE230-233, PE233-236, PE236-239, PE239-242, PE242-245, PE245-248, PE248-251, PE251-254, PE254-257, PE257-260, PE260-263, PE263-266, PE266-269, PE269-272, PE272-275, PE275-278, PE278-281, PE281-284, PE284-287, PE287-290, PE290-293, PE293-296, PE296-299, PE299-302, PE302-305, PE305-308, PE308-311, PE311-314, PE314-317, PE317-320, PE320-323, PE323-326, PE326-329, PE329-332, PE332-335, PE335-338, PE338-341, PE341-344, PE344-347, PE347-350, PE350-353, PE353-356, PE356-359, PE359-362, PE362-365, PE365-368, PE368-371, PE371-374, PE374-377, PE377-380, PE380-383, PE383-386, PE386-389, PE389-392, PE392-395, PE395-398, PE398-401, PE401-404, PE404-407, PE407-410, PE410-413, PE413-416, PE416-419, PE419-422, PE422-425, PE425-428, PE428-431, PE431-434, PE434-437, PE437-440, PE440-443, PE443-446, PE446-449, PE449-452, PE452-455, PE455-458, PE458-461, PE461-464, PE464-467, PE467-470, PE470-473, PE473-476, PE476-479, PE479-482, PE482-485, PE485-488, PE488-491, PE491-494, PE494-497, PE497-500, PE500-503, PE503-506, PE506-509, PE509-512, PE512-515, PE515-518, PE518-521, PE521-524, PE524-527, PE527-530, PE530-533, PE533-536, PE536-539, PE539-542, PE542-545, PE545-548, PE548-551, PE551-554, PE554-557, PE557-560, PE560-563, PE563-566, PE566-569, PE569-572, PE572-575, PE575-578, PE578-581, PE581-584, PE584-587, PE587-590, PE590-593, PE593-596, PE596-599, PE599-602, PE602-605, PE605-608, PE608-611, PE611-614, PE614-617, PE617-620, PE620-623, PE623-626, PE626-629, PE629-632, PE632-635, PE635-638, PE638-641, PE641-644, PE644-647, PE647-650, PE650-653, PE653-656, PE656-659, PE659-662, PE662-665, PE665-668, PE668-671, PE671-674, PE674-677, PE677-680, PE680-683, PE683-686, PE686-689, PE689-692, PE692-695, PE695-698, PE698-701, PE701-704, PE704-707, PE707-710, PE710-713, PE713-716, PE716-719, PE719-722, PE722-725, PE725-728, PE728-731, PE731-734, PE734-737, PE737-740, PE740-743, PE743-746, PE746-749, PE749-752, PE752-755, PE755-758, PE758-761, PE761-764, PE764-767, PE767-770, PE770-773, PE773-776, PE776-779, PE779-782, PE782-785, PE785-788, PE788-791, PE791-794, PE794-797, PE797-800, PE800-803, PE803-806, PE806-809, PE809-812, PE812-815, PE815-818, PE818-821, PE821-824, PE824-827, PE827-830, PE830-833, PE833-836, PE836-839, PE839-842, PE842-845, PE845-848, PE848-851, PE851-854, PE854-857, PE857-860, PE860-863, PE863-866, PE866-869, PE869-872, PE872-875, PE875-878, PE878-881, PE881-884, PE884-887, PE887-890, PE890-893, PE893-896, PE896-899, PE899-902, PE902-905, PE905-908, PE908-911, PE911-914, PE914-917, PE917-920, PE920-923, PE923-926, PE926-929, PE929-932, PE932-935, PE935-938, PE938-941, PE941-944, PE944-947, PE947-950, PE950-953, PE953-956, PE956-959, PE959-962, PE962-965, PE965-968, PE968-971, PE971-974, PE974-977, PE977-980, PE980-983, PE983-986, PE986-989, PE989-992, PE992-995, PE995-998, PE998-1001, PE1001-1004, PE1004-1007, PE1007-1010, PE1010-1013, PE1013-1016, PE1016-1019, PE1019-1022, PE1022-1025, PE1025-1028, PE1028-1031, PE1031-1034, PE1034-1037, PE1037-1040, PE1040-1043, PE1043-1046, PE1046-1049, PE1049-1052, PE1052-1055, PE1055-1058, PE1058-1061, PE1061-1064, PE1064-1067, PE1067-1070, PE1070-1073, PE1073-1076, PE1076-1079, PE1079-1082, PE1082-1085, PE1085-1088, PE1088-1091, PE1091-1094, PE1094-1097, PE1097-1100, PE1100-1103, PE1103-1106, PE1106-1109, PE1109-1112, PE1112-1115, PE1115-1118, PE1118-1121, PE1121-1124, PE1124-1127, PE1127-1130, PE1130-1133, PE1133-1136, PE1136-1139, PE1139-1142, PE1142-1145, PE1145-1148, PE1148-1151, PE1151-1154, PE1154-1157, PE1157-1160, PE1160-1163, PE1163-1166, PE1166-1169, PE1169-1172, PE1172-1175, PE1175-1178, PE1178-1181, PE1181-1184, PE1184-1187, PE1187-1190, PE1190-1193, PE1193-1196, PE1196-1199, PE1199-1202, PE1202-1205, PE1205-1208, PE1208-1211, PE1211-1214, PE1214-1217, PE1217-1220, PE1220-1223, PE1223-1226, PE1226-1229, PE1229-1232, PE1232-1235, PE1235-1238, PE1238-1241, PE1241-1244, PE1244-1247, PE1247-1250, PE1250-1253, PE1253-1256, PE1256-1259, PE1259-1262, PE1262-1265, PE1265-1268, PE1268-1271, PE1271-1274, PE1274-1277, PE1277-1280, PE1280-1283, PE1283-1286, PE1286-1289, PE1289-1292, PE1292-1295, PE1295-1298, PE1298-1301, PE1301-1304, PE1304-1307, PE1307-1310, PE1310-1313, PE1313-1316, PE1316-1319, 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# Next Steps: Planning Ongoing Assessment



# Let's Get Together

## Mobilizing faculty to active collection assessment:

- ☞ **Communication:** Meeting with library faculty, encouraging ownership by liaison areas
- ☞ **Integration:** Determining methodologies for each discipline and integrating feedback from departments on preferred material formats
- ☞ **Identification:** Running reports for LC ranges against discipline-specific auto-keep criteria and determining number of titles needing assessed
- ☞ **Assessment:** Establishing workflows for technical services personnel and faculty to evaluate identified sections and make decisions

# References

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<sup>2</sup>Bushing, Mary, Davis, Burns, and Nancy Powell. *Using the Conspectus Method: A Collection Assessment Handbook*. Lacey, WA: WLN, 1997.

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