

Adventures in Wonderland: Subject Librarians and Assessment in Collection Development


Acquisitions Institute at Timberline Lodge

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Welcome to Wonderland

- ◆ Setting the stage
 - ◆ Transferable outcomes
 - ◆ Compiling data
 - ◆ CSU experience and outcomes
 - ◆ Share your experience
- 
- A stylized silhouette of a mountain range in a teal color, located in the bottom right corner of the slide.

Once Upon a Time . . .



- ◆ Collections were in print
- ◆ Collection evaluation tools were in print

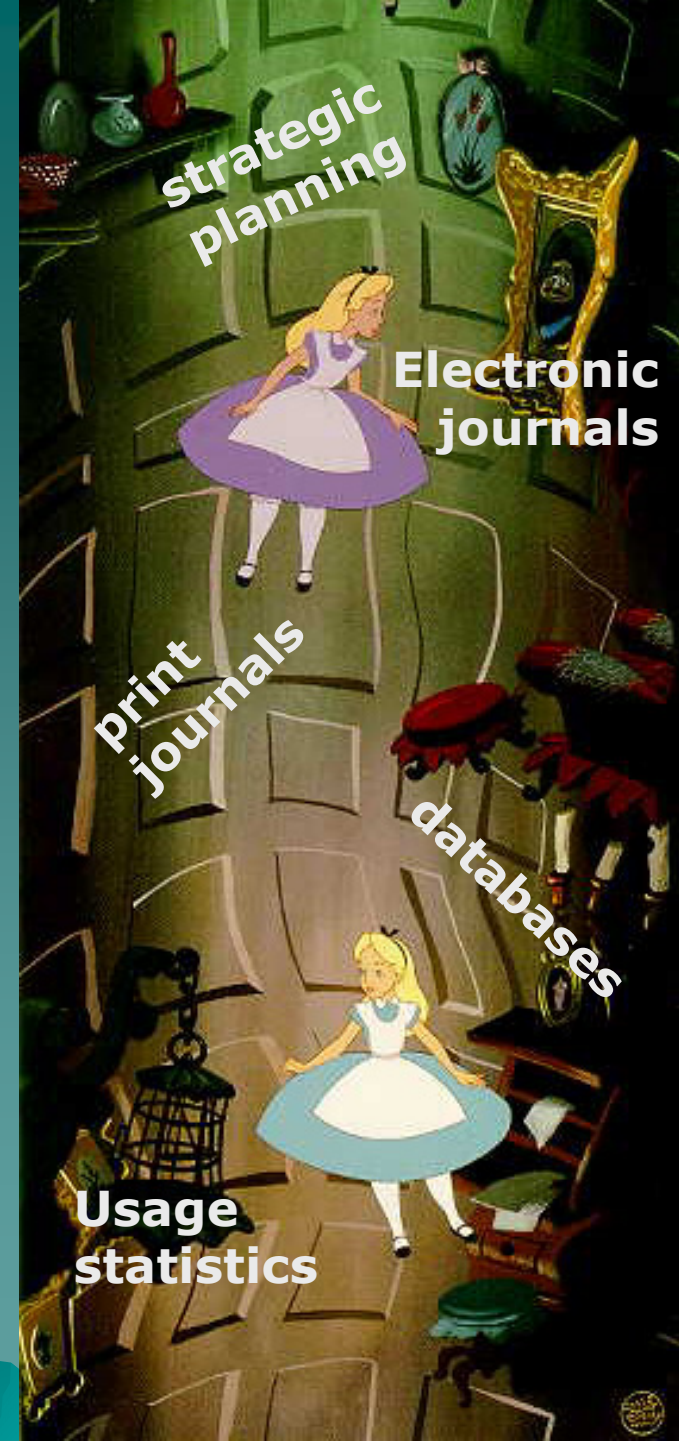
Goals of Collection Evaluation

1. Understanding the collection's scope, depth and utility
2. Assisting with collection planning
3. Acting as an aid to write a collection development policy
4. Measuring a collection development policy's effectiveness
5. Determining collection quality
6. Improving the collection by rectifying deficiencies
7. Focusing human and financial resources on areas requiring attention
8. Justifying budget increases
9. Convincing administrators that action is being taken to rectify the "bottomless pit" of library acquisitions

Mosher, P. (1979, Winter). Collection evaluation in research libraries: the search for quality. *Library Resources & Technical Services*, 23(1), 16-32.

Falling Down the Rabbit Hole

- ◆ Collections have changed
- ◆ More variables to consider
- ◆ More ways to measure use
- ◆ Changes in librarian job titles and duties



What on Earth is a College Liaison Librarian?

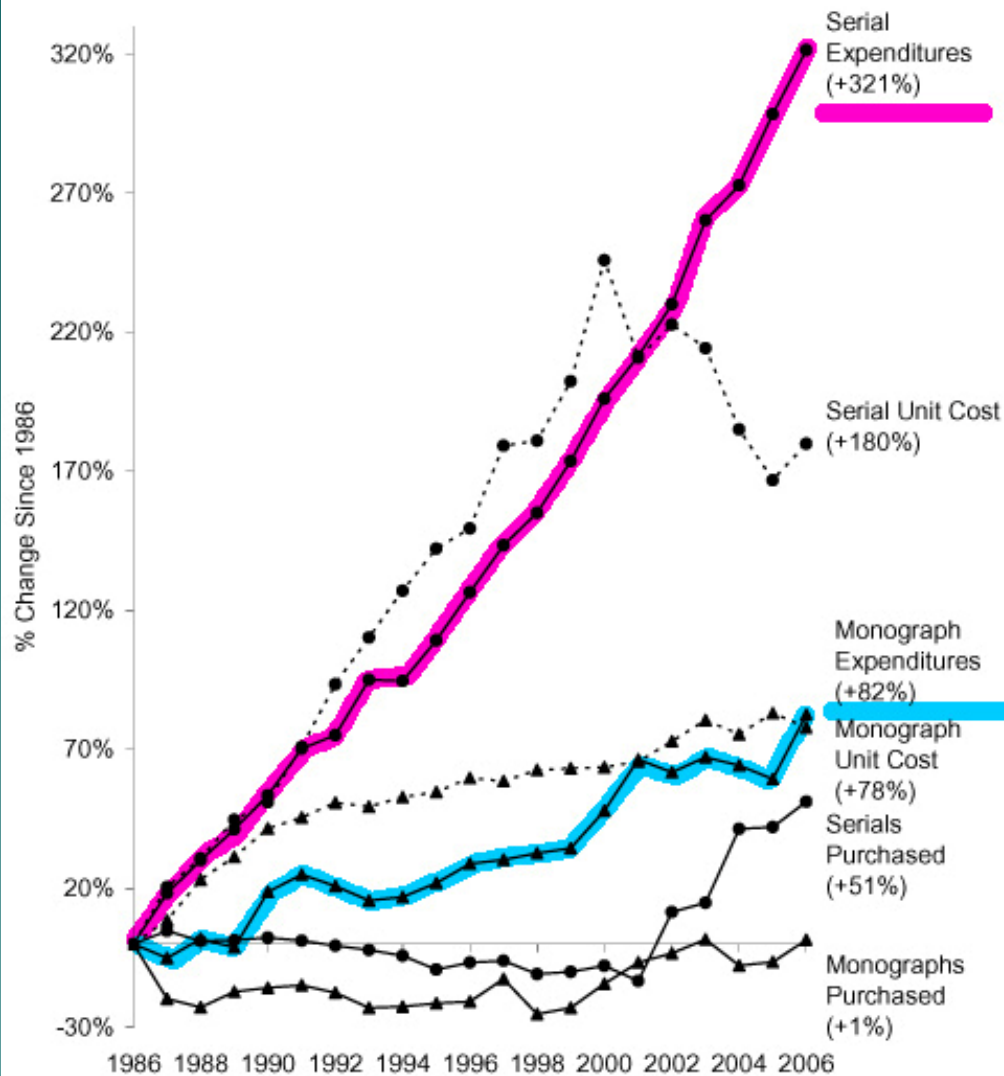
- ◆ Reference librarian
- ◆ Bibliographer
- ◆ Subject specialist
- ◆ Generalist
- ◆ Materials selector
- ◆ Instruction and information literacy librarian
- ◆ Full faculty member with the rights and responsibilities that entails, including research and service

Stretching the Budget

- ◆ Only addition to library base budget has been inflation & salary increases
- ◆ Meanwhile,
 - Electronic books change monographs to serials
 - More resources to choose from
 - Repositioning of role of library in the academy
 - ◆ Digital repositories
 - ◆ Data curation
 - ◆ Desktop delivery



Graph 2
**Monograph and Serial Expenditures
 in ARL Libraries, 1986-2006***



Source: ARL Statistics 2005-06, Association of Research Libraries, Washington, D.C.
 *Includes electronic resources from 1999-2000 onward.

Graph retrieved from <http://www.arl.org/bm~doc/monser06.pdf>
 05/06/2008

Treading Water with Accreditation

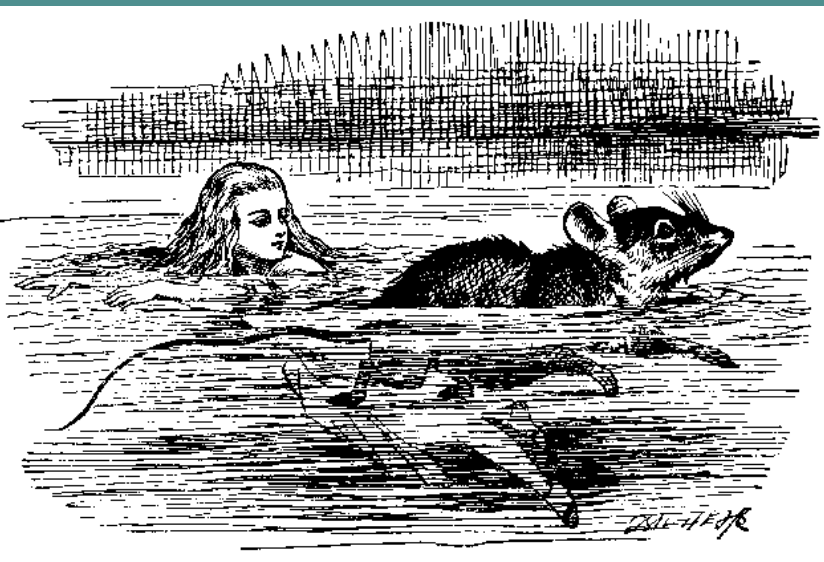
- ◆ The library, both in study space and holdings, is inadequate to support the University's academic mission. (1994, HLC Report)
- ◆ 1997 Flood
 - Cleanup
 - Settlement



Unlikely Rescue (sort of)

- ◆ While the HLC raised some concerns regarding our future plans for the Library, particularly as these relate to availability of collections and to space, we will be working to address these issues over the next few years.

September 25, 2004, Memorandum
President Penley to CSU Community



- ◆ CSU as a business model

Strategic Plan

- ◆ Goal 21 – Research Facilities Construct and equip new laboratories and other research and library facilities and services to serve the needs of a growing research institution.

. . . We also must develop library collections and services and IT support services at levels appropriate for each discipline in which graduate-level education and research are conducted

Goal 21 E

◆ Enhanced library collections in all disciplines

Library collections priorities are based on evaluation of top ten graduate programs. Library's goal is to acquire collections that meet 75% of need for monographs, 100% for core journals and 100% for essential databases. Special emphasis is required on grant-supported/grant-specific research collections. Digital archives project includes electronic access to theses and dissertations, faculty pre-prints, portfolios, public policy documents, data sets, etc.

How Can We Tell Our Story?




Alice Peeks At A New World


- ◆ New era for collection assessment reporting



Collection Assessment Reports

- ◆ Requests for information come in regularly
 - ◆ Report for specific program accreditation (usually every 10 years)
 - ◆ Report for new program review process
 - ◆ Report for internal college review process
 - ◆ PhD program review (special reviews created at the university level)
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Transferable Outcomes


- ◆ Provide a framework for assessment
 - ◆ Create a model for consistency
 - ◆ Allow for adaptability by discipline as needed
 - ◆ Opportunity to re-purpose data (funding requests, development, program reviews)
 - ◆ Provide a foundation for new librarian training
- 

Transferable Outcomes


- ◆ Sharing Internally and Externally



Report Outline

- ◆ Executive summary (just added)
 - ◆ Program description
 - ◆ Faculty and research areas
 - ◆ Comparable institutions
 - ◆ Monograph summary
 - ◆ Core journals & backfiles summary
- 


Report Outline Continued

- ◆ Core database summary
 - ◆ Reference resources summary
 - ◆ Cost summary matrix
 - ◆ Collection summary
 - ◆ Appendices including WorldCat analysis details, core journal lists, other documentation as requested
- 


Old Tumbling In





Assessment Reports

- ◆ Old meets new
 - ◆ Still need monograph and journal comparison
 - ◆ Add in databases, reference resources
 - ◆ Use new tools for comparison—WCA, JCR, SFX, others
 - ◆ Use faculty comments
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Assembling Assessment Pieces

- ◆ Accreditation guidelines and societies
 - ◆ WorldCat Assessment Tool
 - ◆ Web sites of comparable institutions
 - ◆ Compare databases
 - ◆ Other data as applies to the subject area
 - ◆ CSU wants survey data
- 


Monographs

Library		Uniqueness	
View Library Symbols		Display results as: <input type="text" value="Number only"/>	Data to Analyze: <input type="text" value="Utah State"/>
	COLORADO STATE UNIV (COF)	UTAH STATE UNIV (UUS)	
◀ Divisions	1027790	694660	
Agriculture Totals by "Category":	36798	23691	
			
▶ Agriculture, General	8973	6698	
▶ Animal Culture	5018	2943	
▶ Aquaculture & Fisheries	2208	1878	
▶ Conservation of Natural Resources, Land Conservati	407	254	
▶ Forestry	4875	2853	
▶ Plant Culture	9463	7458	
▶ Veterinary Medicine	5016	1132	
▶ Wildlife Management	838	475	

Evaluating Journal Holdings

- ◆ Comparing to other institutions
- ◆ In-house statistics
 - ILL
 - SFX
- ◆ Journal Citation Reports
- ◆ Local Journal Utilization Report

Local Journal Utilization Report

- ◆ CSU-specific
 - ◆ Tracks the frequency with which CSU researchers publish in Thomson Scientific-indexed journals
 - ◆ Tracks the journals that are cited by CSU researchers
- 


Funding Matrix

Type of Resource	FY2008	FY2009	FY2010	FY2011	Inflation
Books	\$ one-time retro cost	\$ ongoing	\$ ongoing	\$ ongoing	% used
Journals	\$ subscription cost	\$ ongoing	\$ ongoing	\$ ongoing	% used
Databases	\$ subscription cost	\$ ongoing	\$ ongoing	\$ ongoing	% used
Reference	\$ subscription cost	\$ ongoing	\$ ongoing	\$ ongoing	% used
Backfiles	\$ one-time cost				
Total	\$	\$	\$	\$	

Old Can Still Be Clever



Cleverly Compiling Data


- ◆ Summary of the program
 - ◆ Research interests of faculty
 - ◆ Investigate specifics of comparable institutions and programs
 - ◆ What do other librarians provide in support of their program?
 - ◆ Use faculty comments, wants
- 

Alice Speaks to the Cheshire Cat

- ◆ Cheshire cat asks Alice where she is going...
- ◆ 'I don't much care where--' said Alice'
- ◆ 'Then it doesn't matter which way you go, said the Cat'



Planning Where To Go

- ◆ Active role in providing PhD program and resource data
 - ◆ Library resources included in the CSU Provost new program planning
 - ◆ Internal use for data year-round
 - ◆ Sing it Willie Nelson, strategic planning you are always on our mind
- 

Libraries Strategic Planning

FY08 Funding Process

Review of Library Resource Needs for Twelve Top Doctoral Programs

The Libraries strategic goal 3.1 relates to goal 21 of the University's key objective for Research and Discovery

Develop an integrated, multi-year plan to address challenges facing the university in building library collections, increasing doctoral granting research institution and correcting the university's eroding purchasing power for acquisitions.

The review of twelve top doctoral programs this year addresses Metric 3.1.b of this strategy which is to:

Acquire collections that meet 75% of the need for monographic resources, 100% of core journals, and 100% of core databases based on evaluations of top ten existing graduate programs.

Preparatory activities included:

- Identified the following twelve graduate research programs in consultation with Peter Dorhout and the Co-Director of the Degree Program in Ecology; Soil & Crop Science; School of Education; Food Science & Human Nutrition

No Room! No Room!

- ◆ There's plenty of room! Said Alice



CSU New Program Planning

- ◆ From the Provost's website
- ◆ New program proposals
- ◆ Library Reference Sources: this section must be reviewed by the Library Staff and certified by the Dean of the Libraries. Seek feedback from the Dean of the Library during Phase 1 so that work might begin on adequacy of the collection.
- ◆ http://www.provost.colostate.edu/files/New_Program_Proposals.pdf

Collection Assessment Reports

- ◆ New program reports completed
- ◆ 2008: 1
- ◆ 2007: 5 (plus input for 5yr CSU internal department review: several)
- ◆ 2006: 12 PhD and 2 others
- ◆ 2005: 1
- ◆ 2004: 4
- ◆ As of now, at least one report per College

CSU Transferable Outcomes

- ◆ Provides framework for assessment
- ◆ Creates model for consistency
- ◆ Allows for adaptability by discipline as needed
- ◆ Content can be used for other purposes (funding requests)
- ◆ Reports used in new librarian training

CSU Transferable Outcomes

- ◆ Information from PhD and new program reports used to generate “wants list” for development, one-time purchase money, new serial titles, etc.
- ◆ Lists and cost totals summarized, provided to the Library Dean, then presented in campus-wide retreat

External Transferable Outcomes

- ◆ Is there a need at your institution?
- ◆ Formal or informal process?
- ◆ Create report format (pilot ?)
- ◆ WCA cost for monographs
- ◆ Journals, reference resources, or databases comparison via Websites of institutions
- ◆ Use as a training tool for collection assessment & learning the collection

We Must Toot Our Own Horn

- ◆ Don't wait for others
- ◆ Share your expertise
- ◆ Documentation is recommended
- ◆ Think about ways to recycle data and effort



Ongoing Feedback

- ◆ Tell us about your assessment model
- ◆ If you use parts of the CSU approach, we would like to know
- ◆ Keep us informed on what works best at your institution
- ◆ Michelle.Wilde@colostate.edu
- ◆ Allison.Level@colostate.edu

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THANKS



Black and white images used for this presentation are from Project Gutenberg: <http://www.cs.cmu.edu/~rgs/alice-table.html>