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A Scalable Model for Monograph Assessment: A Case Study at Musselman Library

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Abstract
The evolution of monograph assessment in Musselman Library resulted in a model that sustains concurrent assessment initiatives large and small, as well as time-bound and ongoing, with the purpose of shaping collections in support of the academic and creative interests at Gettysburg College. This presentation outlines the design of the 2012 assessment model that has become the foundation for assessing our circulating monograph collection, along with how the original model has been adjusted to assess more focused targets and larger initiatives, each with rapidly approaching deadlines. Finally, this presentation summarizes the workflows needed to support continuous decision making and provides a sample of the results from the assessment initiatives described.

Keywords
Academic Libraries, Collection Assessment, Collection Mapping, Monographs, Collection Evaluation

Disciplines
Collection Development and Management | Library and Information Science

Comments
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Gettysburg COLLEGE

Meet Musselman Library

Musselman Library's Assessment History

- 4 waves of books moved
- Outdated formats
- Print serials and Electronic Resources
- 98% Full in 2007
  - ✓ MusstAssess
  - ✓ Muss2Knouse
  - ✓ The Great Unread

The Question

Can we develop and implement a sustainable collection assessment process of our print monographs that would combine data-driven decisions with liaison input?

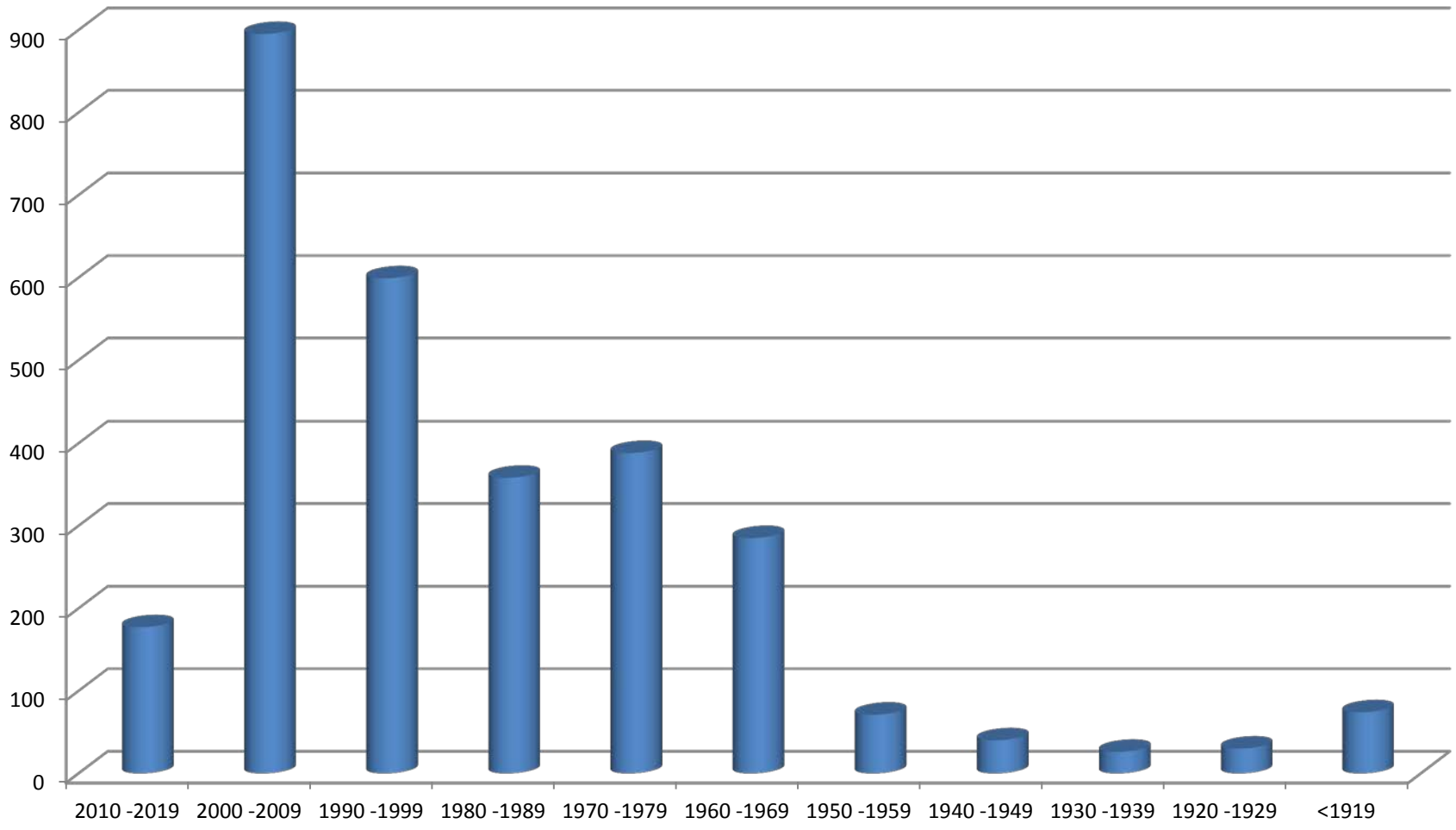
New Models

- **Collection Mapping Model (2012)**
  - ✓ **Ongoing**
  - ✓ **Small chunks**
  - ✓ **All Subject Liaisons**
- **Knouse Assessment Model (2014)**
  - ✓ **Time-Bound**
  - ✓ **Larger Lists**
  - ✓ **All Subject Liaisons**

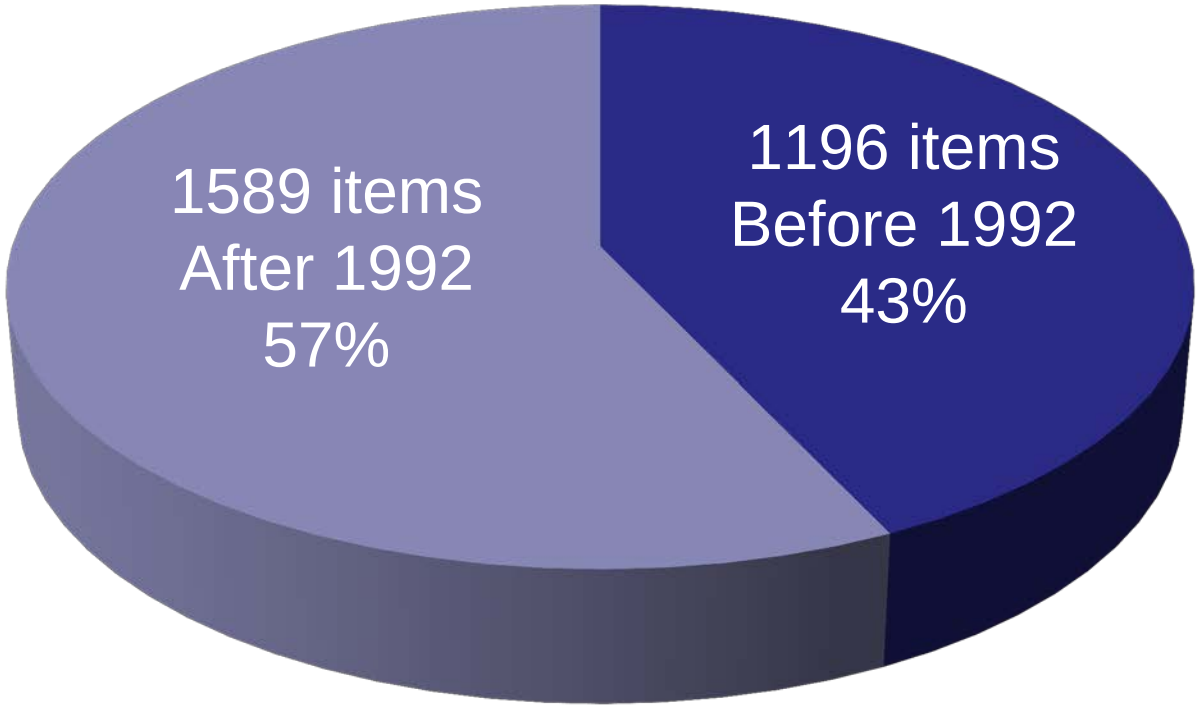
Collection Mapping Model: The Design

1. **Identify and provide a range-level data**

Range-Level Data Examples



Range-Level Data Examples



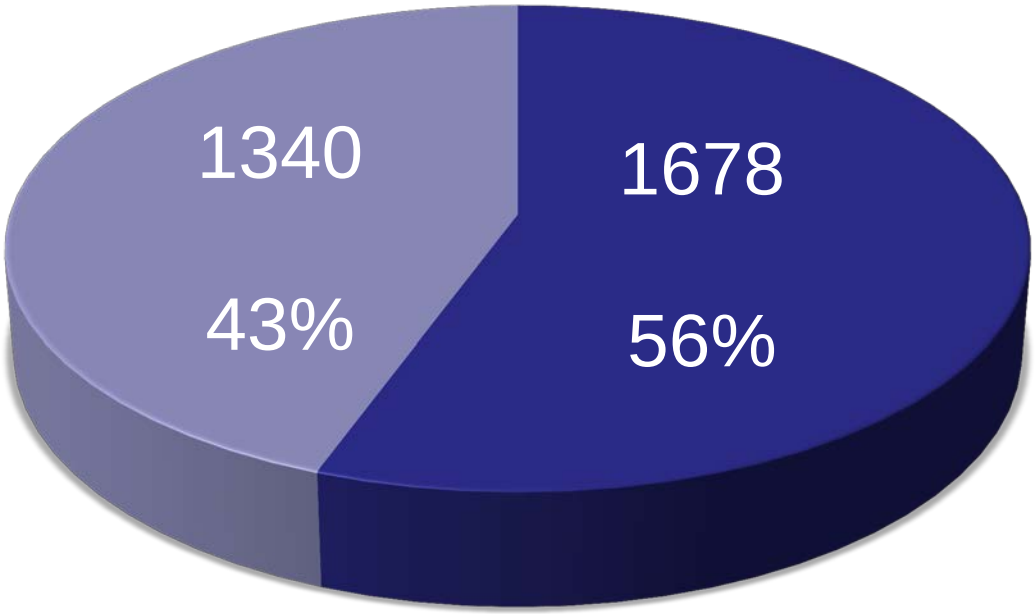
Collection Mapping Model: The Design

1. **Identify and provide a range-level data**
2. **Apply automatic keep criteria**

Automatic Keep Criteria

- Recently purchased title within the last 8 years
- Not superseded by a newer edition [Policy]
- Circulated in the last academic year
- Circulated within the last 8 years
- Anything that has been on Reserve within the last 8 years
- RCL Web title
- Included in a subject specific core title list
- Significant author – author has 10 or more titles in catalog
- Topic with high circulation statistics (20+)
- Current Faculty members

Automatic Keep Criteria



Collection Mapping Model: The Design

1. **Identify and provide a range-level data**
2. **Apply automatic keep criteria**
3. **Meet with Liaison to determine focus of assessment**
4. **Small carts of items are pulled and title-level data is captured on an assessment flag**
5. **Liaison decisions are captured on assessment flags**
6. **Carts are returned to Technical Services and a new cart is delivered to the liaison**

Liaison Decision Time

ASSESSMENT
Research Slip

Forwarded to:

_____

Liaison on_____

Total usage _____

Last checked out _____

Do we have another copy of this book? YES/ NO

If so, circle: Same edition, Different edition

Included in RCLWeb? YES / NO

Worldcat holdings = _____ libraries

Replacement cost:

New: _____ Used: _____

Newer edition? YES / NO Cost: _____

Total books by this author in library? _____

Included in HathiTrust? YES / NO / n/a

Liaison Use

____ This book is still needed.

_____ Keep in stacks

_____ Send to remote storage

____ This book isn't needed now. Withdraw.

____This edition's outdated but the topic's still important. Let's order a new edition.

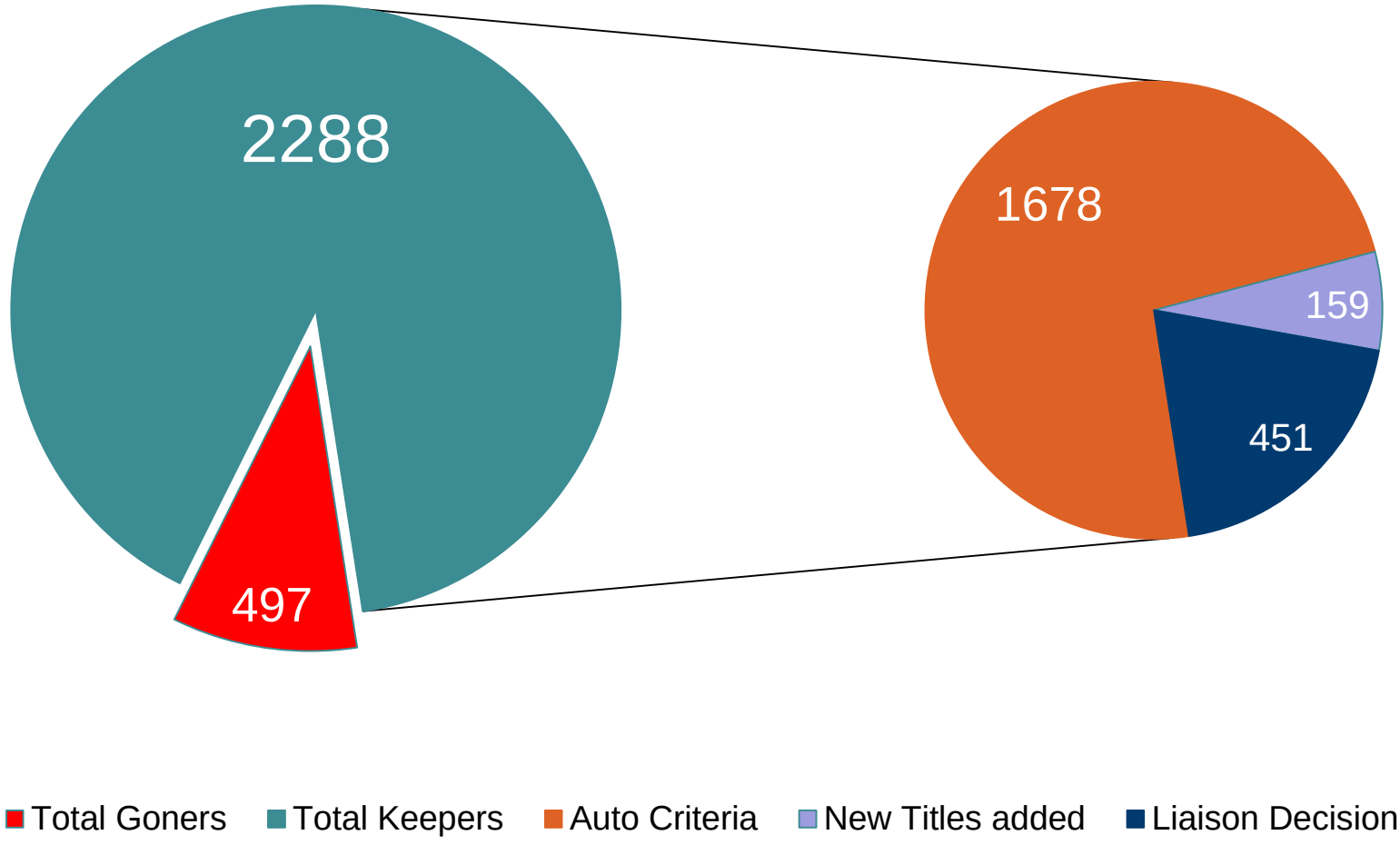
____ Consider for Special Collections

If rejected by SC - Remote storage? Or Withdraw? [Circle one]

Initials: _____

The Results

- **Started with 2,785 titles in JK**



Knouse Assessment Model: The Design

1. **Limited title-level data is collected via ILS**
2. **Spreadsheets provided to each liaison**
3. **Liaisons schedule 2 hours/week for 12 weeks each summer**
4. **Items are flagged to indicate liaison decisions**
5. **Items are pulled and funneled through the assessment workflows that corresponds with each colored flag**

The Results

31.5K items to start

Assessed 66%

Reduced the total number of items by 34%

2 Summers

23 weeks

46 hours/liaison

644 hours total

Current Initiative

Collection Mapping Model

+

Knouse Assessment Model

=

Assessment 2.0

Assessment 2.0: The Goal

- **Assessment 2.0 (2016)**
  - ✓ **Time-bound: Spring 2018**
  - ✓ **40K in 2.5 years**
  - ✓ **Staggering Subject Liaisons**
- **Assessment 2.0 (2016)**
  - ✓ **Time-bound to each semester**
  - ✓ **8K per semester**
  - ✓ **Staggering Subject Liaisons**

Assessment 2.0 Model: The Design

1. Looked a range-level data for our circulating collection
2. Limited title-level data is collected via ILS
3. Meet with Liaison to present targets and timeline
4. Spreadsheets provided to each liaison
5. Liaisons schedule their own time
6. Items are flagged to indicate liaison decisions; or,
7. Liaisons record decisions on the spreadsheet
8. Items are pulled and funneled through the assessment workflows that corresponds with each colored flag

Assessment 2.0 Model: In the Stacks

The Results


38541
Spring '16
Economics
1200 – 2
1198
Political Science
2400 – 206
2194
Art & Art History
800 – 389
411
French
800 – 254
546
Spanish
800 – 126
674
German
800 – 155
645
Mathematics
400 –
Computer Science
Physics
800 –

What did we learn?

- It's not just about weeding, stop saying that!
- Both models are applicable across whole collection
- Both models require staffing from multiple departments
- Use processes already in place
- Insert mini-assessments that evaluate the efficiency and effectiveness of the processes
- We know our collection better today than yesterday
- We are discovering amazing treasures and total duds
- Space is still a concern, but you can move beyond crisis
- Communication throughout the process
- Just do it, really.

Thank you.

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