

# 'Good Enough'

## Applying a Holistic Approach for Practical, Systematic Collection Assessment

ASERL Webinar, February 9, 2016

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# Agenda

Collection assessment basics

Obstacles to collection assessment

Holistic or “good enough” assessment: what is it?

Holistic assessment @ Mason

Successes

Moving forward

Questions

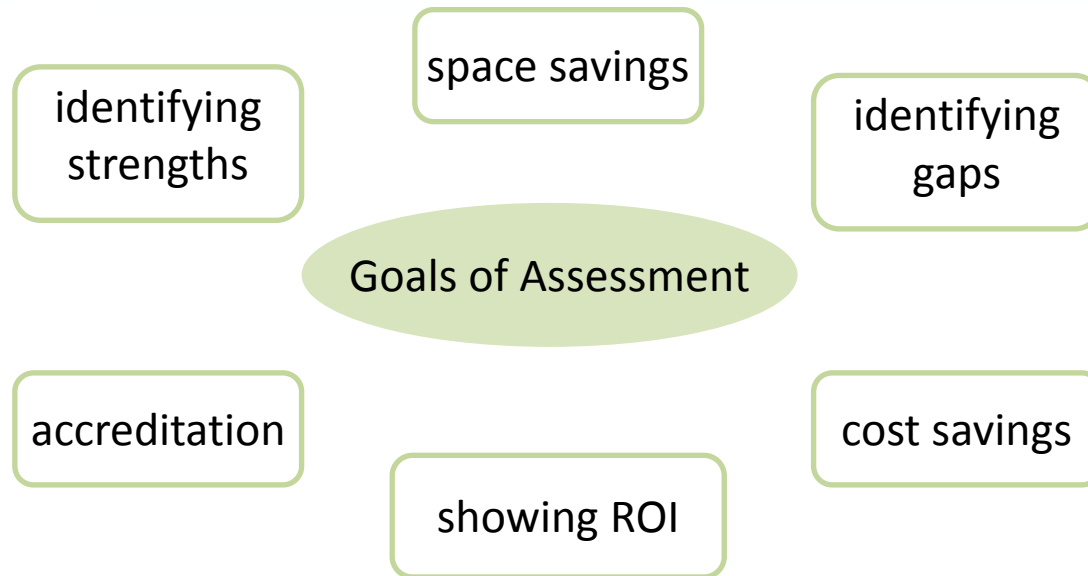


# Collection Assessment Basics

Goals of Assessment



# Collection Assessment Basics

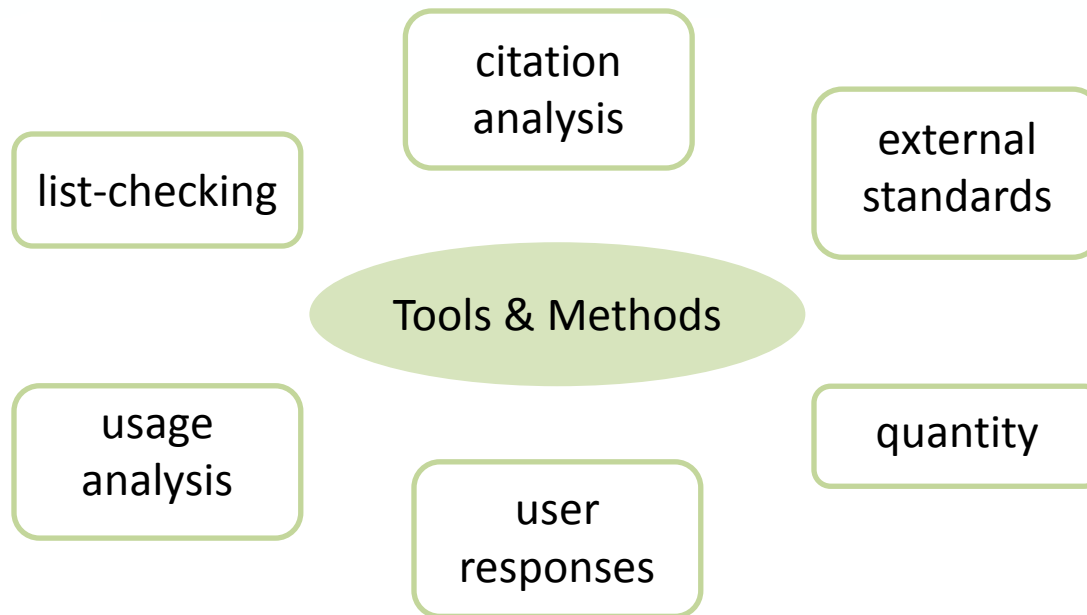


# Collection Assessment Basics

Tools & Methods



# Collection Assessment Basics



# Barriers to Systematic Assessment



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# Barriers to Systematic Assessment





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# The Holistic or “Good Enough” Approach



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# The Holistic or “Good Enough” Approach

Multi-tool approach

Snapshot of each subject area

Big picture perspective



# The Holistic or “Good Enough” Approach

Multi-tool approach

Snapshot of each subject area

Big picture perspective

Emphasis is on **usable** results, not  
perfect results



# Benefits of Good Enough

Flexible





# Benefits of Good Enough

Flexible

Manageable



# Benefits of Good Enough

Flexible

Manageable

Sustainable



# Holistic Assessment @ Mason

Key aspects of our approach:

Subject-specific assessments

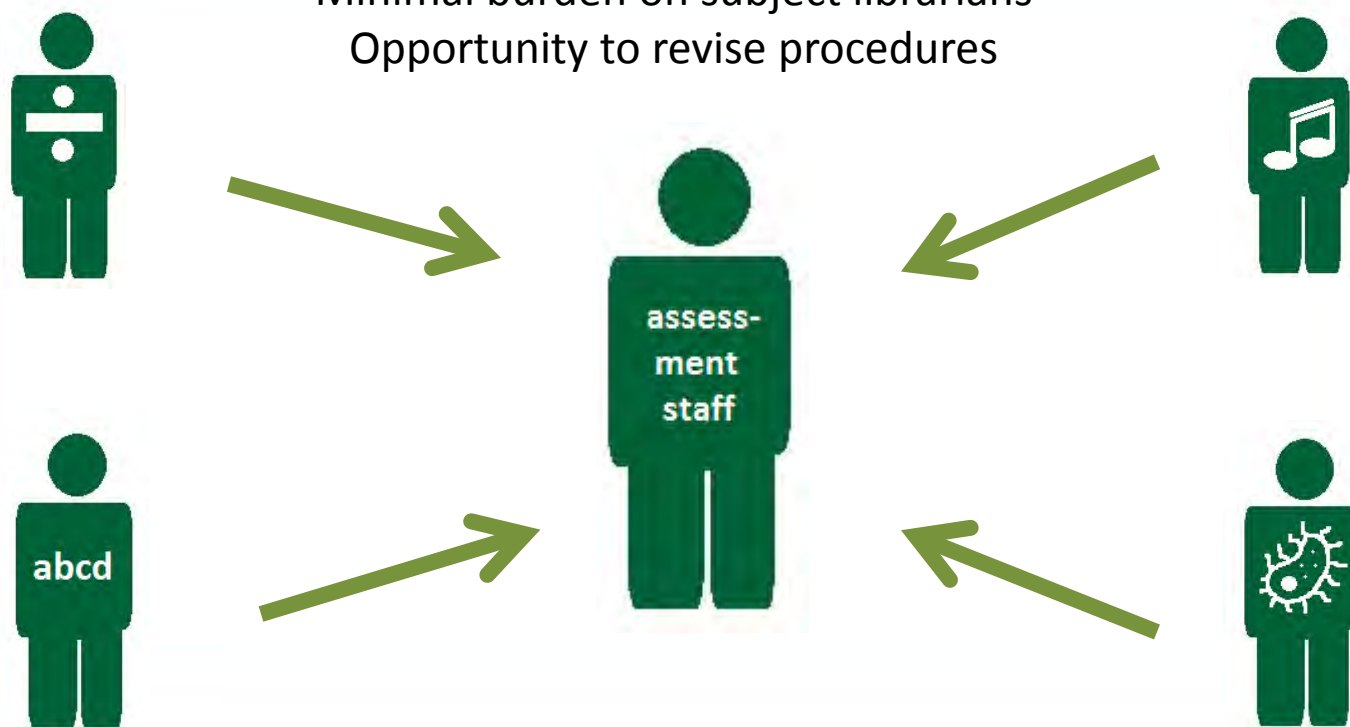
Tiered portfolio of tools

Consistency

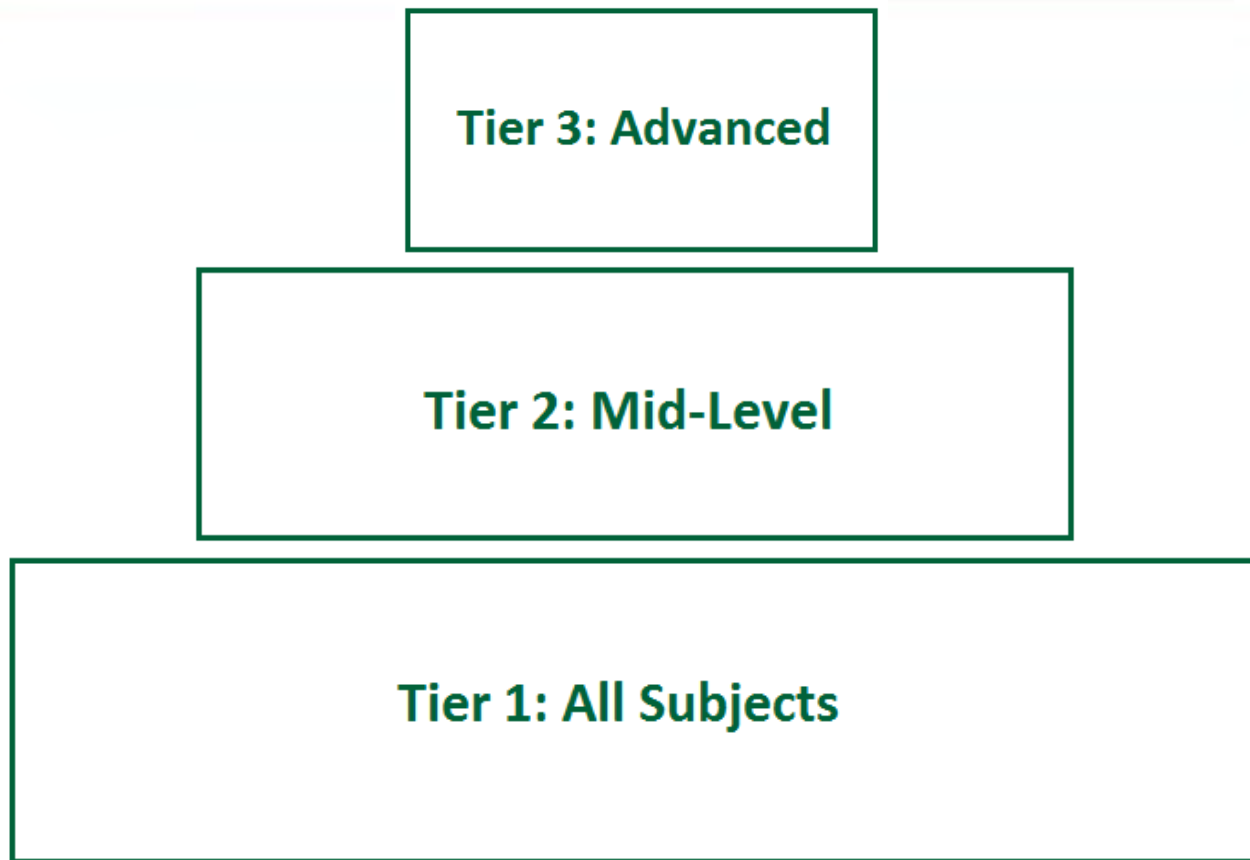


# Subject-Specific Approach

One subject at a time  
Minimal burden on subject librarians  
Opportunity to revise procedures



# The Tools & Structure



# The Tools & Structure

**Tier 3: Advanced**

**Tier 2: Mid-Level**

Bowker Book Analysis – Review of reputable bibliographies – OCLC Collection Evaluation comparison to peers – WorldCat – HathiTrust – Outstanding Academic Titles – Review of peer databases – Modified Brief Test – Sustainable Collection Services unique titles



# The Tools & Structure

## Tier 3: Advanced

ILL statistics – Citation analysis of key journals  
– E-journal usage – Database usage – Survey  
of faculty – Survey of graduate students

Bowker Book Analysis – Review of reputable bibliographies – OCLC  
Collection Evaluation comparison to peers – WorldCat – HathiTrust –  
Outstanding Academic Titles – Review of peer databases – Modified  
Brief Test – Sustainable Collection Services unique titles



# The Tools & Structure

Citation analysis of  
monographs –  
Accreditation  
guidelines

ILL statistics – Citation analysis of key journals  
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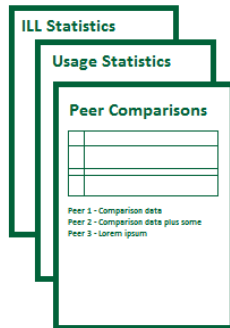
# A Consistent Process



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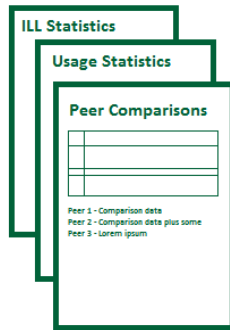
# A Consistent Process



standardized  
procedures, document  
formatting, and file  
names



# A Consistent Process



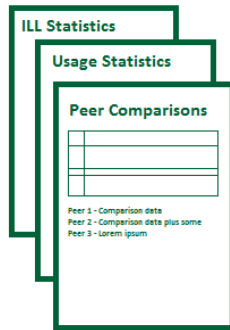
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detailed  
documentation



# A Consistent Process



standardized  
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detailed  
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cycle of assessment  
and revision



# Results @ Mason



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# Results @ Mason

Nine complete, four in progress



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# Results @ Mason

Nine complete, four in progress  
Reasonable amount of staff time



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# Results @ Mason

Nine complete, four in progress  
Reasonable amount of staff time  
Acceptable pace  
Concise final reports

## Assessment Report: FRSC

**Liaison:**

**Dates Assessed:** April 2014 – May 2014

**Extent of Assessment:** Intermediate

**Goal Collection Level<sup>1</sup>:** Level 3C: Advanced Instructional Support

**Collection Level Based on Assessment<sup>2</sup>:** Level 3C: Advanced Instructional Support

**Subject/Program Scope:** Forensic science is the application of scientific principles and techniques to the legal process; encompasses many fields and disciplines. Includes forensic laboratory testing, criminal proceedings, forensic chemistry and biology, trace analysis, physical evidence analysis, professional ethics, and quality control.

**Curriculum:** B.S. in Forensic Science; M.S. in Forensic Science; Minor in Forensic Science; Graduate Certificate in Forensics

**Size of Program:**

Faculty: 6 full-time faculty; 5 adjunct faculty

Enrollment as of fall 2013: B.S. in Forensic Science: 95; M.S. in Forensic Science: 89; Graduate



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Concise final reports  
Lots of usable data

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LING	4	3C	PhD	3C	3.83 (3C)	37%	90%
ARTSM	3C	3C	MA	3C	2.5 (2B-3B)	49.20%	88.70%
FRSC	3C	3C	MS	4	3.2 (3B)	77.10%	88.80%



# Results @ Mason

Nine complete, four in progress  
Reasonable amount of staff time  
Acceptable pace  
Concise final reports  
Lots of usable data  
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Success in revising procedures

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Accommodates turnover

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# Barriers Revisited





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Requires 1 FTE  
Low burden on  
subject librarians  
Statistical  
expertise not  
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Completed 3  
during pilot year  
Completed 6 in  
second year  
Pace accelerating





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Multiple tools  
allow for  
“triangulation”  
Problematic tools  
can be dropped



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Assessment  
Manual complete  
Transitioned from  
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Each subject is a  
manageable chunk  
Key subject areas can be  
prioritized  
Goals can be adjusted  
over time  
No pressure for each  
tool to be perfect

Completed 3  
during pilot year  
Completed 6 in  
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Pace accelerating

Multiple tools  
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# Post-Script



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# Post-Script

What do you do when institutional priorities change?



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# Post-Script

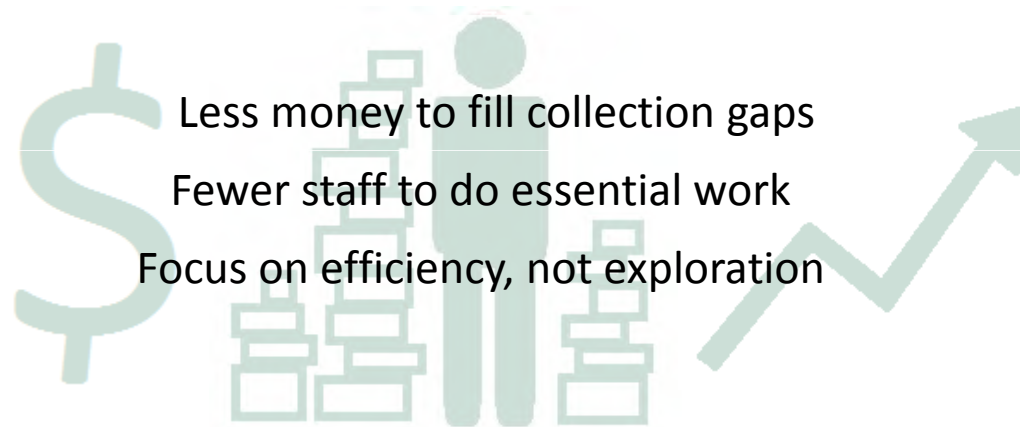
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# Post-Script

What do you do when institutional priorities change?



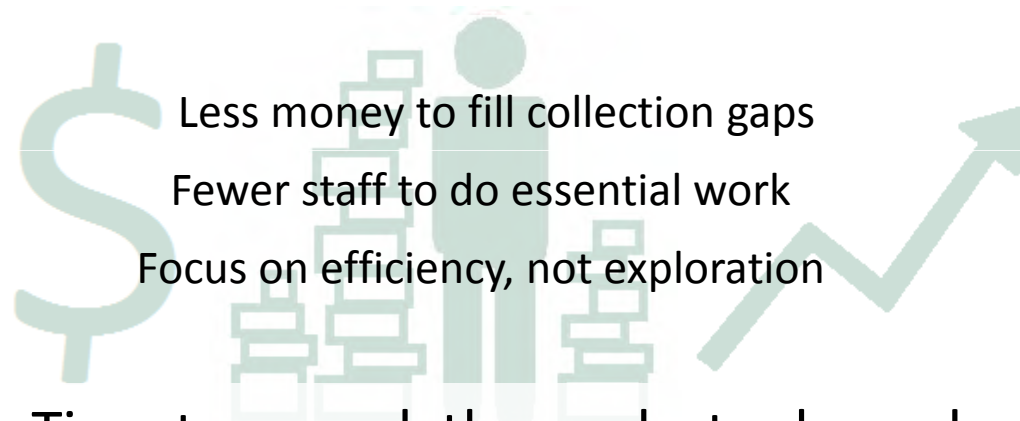
Less money to fill collection gaps  
Fewer staff to do essential work  
Focus on efficiency, not exploration





# Post-Script

What do you do when institutional priorities change?



Less money to fill collection gaps  
Fewer staff to do essential work  
Focus on efficiency, not exploration

Time to rework the goals, tools, and methodology



# Bottom Line



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# Bottom Line

There are still adjustments we  
want to make – big ones!



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Fortunately, our methodology allows for that.



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There are still adjustments we  
want to make – big ones!

Fortunately, our methodology allows for that.

Best of all, we're getting in the  
habit of viewing our collections  
more critically.



# Thank you!

I'm happy to answer any questions now or via e-mail.

I'm also happy to share portions of our methodology, templates, and documentation with those who are interested in the holistic approach.



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