

# Collection Assessment & ARL Libraries

## Summary Results from ARL SPEC Kit #352.

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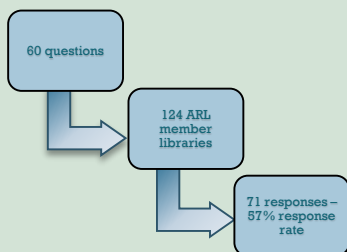
### Introduction

ARL SPEC Kit Survey #352 addressed a gap in libraries between collection assessment theory and practice.

### Objectives

- “...how collection assessment methods, measures, and practices are currently employed and how the results are utilized at ARL libraries.”
- Focus on what **is being done** rather than rehashing what **should or could** be done.

### ARL SPEC Survey #352



Harker, K. R., & Klein, J. (2016). *Collection assessment*. <http://publications.arl.org/Collection-Assessment-SPEC-Kit-352/>.

EST. 1890

### Results

#### Processes, Purposes & Outcomes of Collection Assessment

- Nearly all **go beyond** national surveys



- Almost half do formal **and** informal assessments



- 30% have **plans** to conduct future assessments



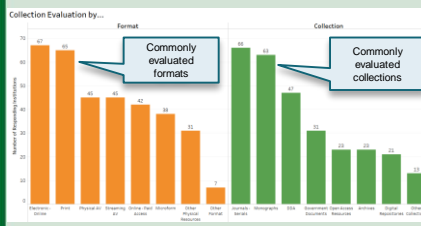
- 4% **no** plans to conduct future assessments



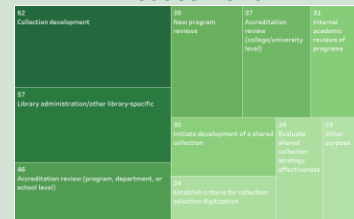
#### Scope of Collection Evaluations



#### What is being evaluated?



### Reasons for Initiating Collection Assessment



#### How Assessments are Used

%	Uses of Collection Assessments	#
97%	Select physical materials for weeding or remote storage	63
95%	Evaluate serials or database for selection or de-selection	62
80%	Identify database overlap	52
74%	Adjust allocations of expenditures or funds	48
74%	Demonstrate value to the institution	48
71%	Demonstrate level of activity	46
71%	Justify funding increases to stakeholders	46
69%	Evaluate collection strengths and weaknesses	45
66%	Demonstrate the adequacy or inadequacy of collections for accreditation	43

#### Assessment Methods

(% Used)	Use or Users	Collections
Quantitative	Usage of electronic resources statistics: 97% Circulation by subject or format: 97% Interlibrary loan requests by user groups: 97% Circulations by user groups, subject, and format: 59% Local citation analysis studies: 49% Gap analysis: 31% MANS for Librarians' responses: 14%	Collections budget analysis: 98% Collection growth: 79% Collection size by subject and/or format: 75% Collection currency and age: 56%
Qualitative	Input from librarians: 97% Input from faculty/staff/researchers: 97% Input from students: 97% Comparison of holdings with readings in course syllabi: 42% Mapping the collection to courses and research centers: 62%	Accreditation guidelines: 77% Peer library comparisons of title holdings: 62% Direct or visual evaluation: 61% Peer library comparisons of overall library measures: 61% Link-checking: 58% Global citation analysis (e.g., impact factor): 45% Conspectus: 50% Brief Tests of Collection Strength: 29%

#### Spreading the Knowledge

Local Dissemination of Knowledge	Global Dissemination of Data
<b>Audience</b> Library administration: 18% Collection Development Manager: 17% Subject specialist librarian: 15% Library staff: 15% College Administration: 10% Requesting Entity: 9% Faculty governance committee: 9% General public: 5% Other constituent: 1%	<b>Accessibility</b> Most if not all data is easily accessible directly to stakeholders: 77% Most if not all data is made accessible upon request: 27% Some data is accessible upon request, other data not accessible at all: 12% All data is not accessible at all: 3%

### Importance of Skills – Ranking & Three Groups



### Climate for and Attitudes About Assessment

Agreement with statements about...



### Areas of Future Study

- Opportunities for collaboration
- Benchmarking with peer institutions
- Data Sharing - external stakeholders and others