Collections are Important; Let's Assess them Earnestly!

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Abstract
St. John Fisher College's Lavery Library is focused on assessment. One area being examined is the value of library collections (monographs and videos) in supporting the library's mission. Library Acquisitions and Collection Development is in a prime position to contribute to these efforts in effective, efficient ways. Acquisitions' value will be directly aligned with the Library's strategic goals and outcomes, which have been designed to support the College's strategic goals. Our purchase on demand program began in 2009 with the installation of the GIST software which runs off of ILLiad. We capitalize on the value added service provided by GIST to capture data from the patron at the point of request, which we use to analyze and assess how Lavery Library supports student learning through its collections. We are enhancing the material request transaction to align with the assessment of our collection and Acquisitions' impact on student learning and critical thinking skills.

Attendees will learn how Lavery's purchase on demand initiative goes against trends toward automating the process. Using a case of study of ILL Loan requests, the presenter seeks to demonstrate that the benefits of providing unique assessment data outweigh the time spent in reviewing requests. This session will offer the potential for assessing the value of a Library's collections from POD, just one prong in our collection development plan. We still have a responsibility for building and curating collections and we need to find innovative ways to connect users to the collections and resources we have. The audience will engage with one another to discuss Acquisitions' role in:

• assessing library collections;
• assessing library services;
• assessing learning, as mapped to ACRL information literacy standards;
• as well as strategies for scaling to various sized libraries.

Disciplines
Library and Information Science

Comments
Presented at the 2014 Charleston Conference on November 6, 2014 in Charleston, South Carolina.
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Kate Ross, St. John Fisher College
Agenda

- Library Overview
- How We Got Here
- Alignment and Assessment
- Value to Campus
- Where are we going?
- Questions
St. John Fisher College

Located in Rochester, NY
Supports approximately 4,000 FTE
Undergraduate, Graduate, and Doctoral studies
Schools of Art and Sciences, Business, Nursing, Pharmacy, and Education
9 Librarians
11 Support Staff
Lavery Library

Strategic plan renovation and implementation

Assessment plan with 3 year cycle - aligned with Library’s strategic plan - aligned with College’s strategic plan

Space study

Learning Commons implementation and additions

So much more!
Lavery Library Facilitates Success!

Lavery Library: reimagined as a collection of “tools” for inspiring engaged faculty and student learning
Lavery Library is focused on assessment

WHAT we assess

WHY we assess

HOW we assess
“Lavery Library actively participates in the research and teaching of the St. John Fisher community by providing a responsive, collegial team committed to connecting people and ideas worldwide. In a welcoming environment, the library innovatively guides discovery for a lifetime of informed decision-making.”
Goal included in Library Strategic Plan

Goal 2: Provide the best contemporary and traditional resources.
(SP 1.4) [ACRL Standards Principles 3, 4, & 5]

**Strategy 2a:** The library will increase awareness of library resources by making them more accessible.

**Tactics:**
1. Create an environment that is welcoming and user-friendly by continually assessing and revising our online and physical resources.

**Strategy 2b:** The library will tailor the collection to the needs of the St. John Fisher Community.

**Tactics:**
1. Develop a plan to connect the St. John Fisher College Community to their public libraries to improve access to a wider variety of resources.
2. Investigate more “on-demand” options to provide patrons with needed materials.
3. Continuously assess library resource use to determine the resources that best meet the needs of the Fisher Community.
4. Explore regional coordinated collection development opportunities to preserve access to materials and gain access to more materials.
How we got here

Citation Analysis

Scholarly resources

Critical Thinking

Learning

Citation Analysis
How we got here, revised

- Scholarly Resources
- Critical Thinking
- Citation Analysis
- Learning
GIST for ILLiad components benefit your Patron Driven Acquisitions collection building by streamlining and leveraging buy-borrow strategies. It also can serve as a cooperative collection development tool – you select the strategy that fits your needs, with the possibility for as much cooperative strategies as you want.
GIST: Getting it System Toolkit
How we got here

Leverage ILLiad to combine Value and Assessment

Using ILLiad transactions, where “Data sits like Lego bricks,” we will build the foundation of evidence-based value to our stakeholders.
Value added service, meet Assessment!

In Lavery’s case study, Acquisitions and Collection Development focuses on the service experience for our patrons instead of trying to automate processes.
ILLiad Emails

- Liaison in the loop
- Gather patron feedback
- Review trends in department or class requests
- Direct patrons to resources already owned while waiting for ILL requests
- Direct patrons to the librarian for their major
- Share course information input by patrons with liaison
- ILL and Acquisitions communication
ILLiad Emails

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Liaison in the loop

Gather patron feedback

Direct patrons to the librarian for their major

Direct patrons to resources already owned while waiting for ILL requests

Share course information input by patrons with liaison

Review trends in department or class requests

ILLiad Emails

Liaison in the loop
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Review trends in department or class requests

Gather patron feedback

ILL and Acquisitions communication

Liaison in the loop
Value meets Assessment

Book owned → Patron & Circ notified → Book placed on Hold → Request Filled

This happened 49 times over multiple semesters (1.4% of total requests submitted)
Value meets Assessment

Acquisitions staff have purchased 29% of total loan requests submitted between 9/1/12 and 12/31/13, directly supporting:

- College-wide learning goals
- Library Strategic Plan goals
- Information Literacy goals
Value meets Assessment

Total Loan Requests
9/1/12 - 12/31/13

- Loan requests purchased/owned, 29%
- Loan requests borrowed, 55%
- Cancelled loans, 16%

Total Loan Requests
Value meets Assessment

Patron feedback requested:

3% of total loan requests submitted required further patron interaction

67% of those interactions resulted in successful, filled transactions

Interactions for Patron and Collection Success 9/1/12 - 10/29/14

- Purchase 36%
- Purchase initiated borrowed 36%
- Purchase initiated purchased/already owned 34%
- Cancelled 24%
- Waiting 6%
Value meets Assessment

Submitted Loan Request Fill Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Cancelled Loans</th>
<th>Loans Borrowed/Purchased</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>483</td>
<td>1520</td>
</tr>
<tr>
<td>2010-11</td>
<td>422</td>
<td>1574</td>
</tr>
<tr>
<td>2011-12</td>
<td>264</td>
<td>1417</td>
</tr>
<tr>
<td>2012-13</td>
<td>250</td>
<td>1363</td>
</tr>
<tr>
<td>2013-14</td>
<td>241</td>
<td>1389</td>
</tr>
</tbody>
</table>
Value meets Assessment

La very Library Dashboard

http://libguides.sjfc.edu/dashboard/access
Value meets Assessment

1st stage of measurement: Patron satisfaction with communication

2nd stage of measurement: Patron feedback on service and experience
Value meets Assessment

% of 1 Checkout
- Gist: 49.72%, 25.15%, 50.36%, 23.96%, 56.73%, 23.87%, 70.43%, 24.89%

% of 0 Checkouts
- Gist: 6.42%, 9.20%, 10.99%, 17.20%
- Non-Gist: 42.07%, 53.51%, 58.23%, 65.24%
Local print collections and Ithaka S+R’s US Library Survey 2013 results: “Local print collections are losing primacy…” and “…the large majority [of respondents] believes that building local print collections has declined in importance. By comparison, the vast majority of respondents see resource sharing as an important library function.”
Where are we going?

- Lavery Assessment Plan: Collections (ACRL Standards for Libraries in HE)
- Continue to contribute meaningful data to library wide assessment and strategic plan goals
- Continual collection of data to meet standards
- Identifying ways to connect Information Literacy assessment, Library Strategic Plan, and Campus Strategic Plan
- How? #laveryaccess
- Tracking requests that don’t get purchased
Strategies to Scale

- Daily snapshot capture
- Snapshot capture after a particular Library Instruction session
- Weekly snapshot capture at a consistent time
- Snapshot of requests for targeted library patrons/demographics.
What’s the takeaway for you?

Any Questions?