



IX Eurasian Academic Libraries Conference “Alive to Changes: Engage. Embrace. Ensure”
30 September - 2 October | 2020

A Workshop on Collection Assessment

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Part I: Collection-Centered Approach



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16 YEAR
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Objectives

Understand the concept
of collection
assessment

Learn the different
ways/methods of
assessing the collection

Recognize the benefits
of assessing the
collection

Implement an initial basic
assessment of the library
collection in the future



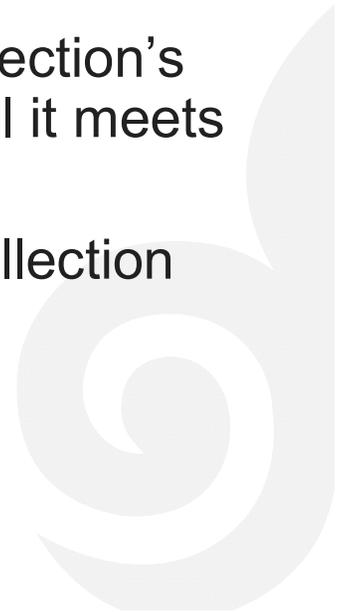
Assessment vs. Evaluation

Evaluation

How well the collection meets
the demands of the community
USE/UTILITY of the collection

Assessment

Focuses on the collection's
purpose and how well it meets
its purpose
QUALITY of the collection



“Assessment, like cooking, is something of an art with a creative dash of qualitative and quantitative data crunching for texture and flavor.”

- Aaron Dobbs
Editor,
The Library Assessment Cookbook, 2017



The **systematic** evaluation of the **quality** of a library collection to determine the extent to which it **meets** the library's service **goals** and **objectives** and the **information needs** of its clientele (ODLIS, 2014).

COLLECTION ASSESSMENT



Why Perform Assessment? (*Nutrition Information*)

- If the collection is meeting its objectives
- How well it is serving the users
- Determine the strengths and weaknesses of the collection
- Allocate funds
- Selectors performing responsibility



When to Perform Assessment? (*Cooking Time*)

Policy or Legal Requirement

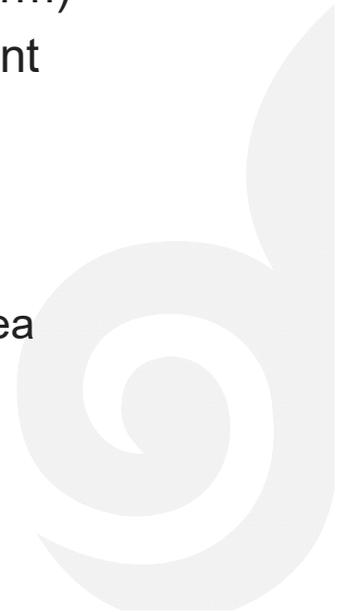
- Accreditation Purposes
- Part of Collection Development Policy
- Funding Cycle

Planning

- Goals (Short-term & Long-term)
- Take stock of what the current collection is doing

Need for information

- Size/Age of the Collection
- Cost/Expenditure per Subject Area
- Usage
- Unmet client needs



Data Used/Obtained from Assessment (*Ingredients*)

Qualitative Data

How well?
How satisfied?
Why?

Quantitative Data

How many?
How much?
How often?



Types of Assessment (Cooking Techniques)

- **Collection-Centered**
- **User/Client-Centered**

Collection Profiling

List Checking

Expert-Appraisal

Shelf-Scanning / Direct Appraisal

Collection Mapping

Citation Analysis

Comparative Statistics

Applying Standards

Collection Profiling

Deals the **numerical picture** of the collection such as count by class letters/numbers and imprint years

L	2017	2018	2019
LA	256	345	879
LB	143	188	675
LC	379	387	245
LG	268	95	652

List Checking

- Compares collection to a **standardized or authoritative list**;
- Tedious and time-consuming;
- **2 key points:** Selecting the List / Doing the Checking

Table 3: Matching of Education Print Book Holdings against the Choice Magazine's Prescribed Title Listings in its 2010-2014 Issues

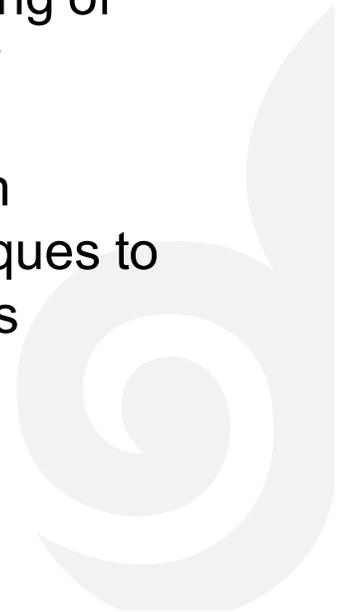
LC Class	Subject	Choice Entries	Available				Not Available	
			Exact Hits	Hits in Diff. Edition / Version	Total Hits	%	No Hits	%
L	Education (General)	0	0	0	0	0	0	0
LA	History of Education	50	2	1	3	0.5	47	7.5
LB	Theory and Practice of Education	366	25	5	30	4.8	336	53.5
LC	Special Aspects of Education	205	7	2	9	1.4	196	31.2
LD	Individual Institutions – United States	7	0	0	0	0	7	1.1
LE	Individual Institutions – American (except U.S.)	0	0	0	0	0	0	0
LF	Individual Institutions – Europe	0	0	0	0	0	0	0
LG	Individual Institutions – Asia and others	0	0	0	0	0	0	0
LH	College and School Magazines and Newspapers	0	0	0	0	0	0	0
LJ	Student Fraternities and Societies - United States	0	0	0	0	0	0	0
LT	Textbooks	0	0	0	0	0	0	0
	TOTAL	628	34	8	42	6.7%	586	93.3%

Expert Appraisal

- Requires an **outside subject specialist** to evaluate the collection
- Hiring consultants
- Brings a **fresh perspective** in the collection
- Difficulty in looking for expert
- Lack of understanding
- Subjective

Basic Steps

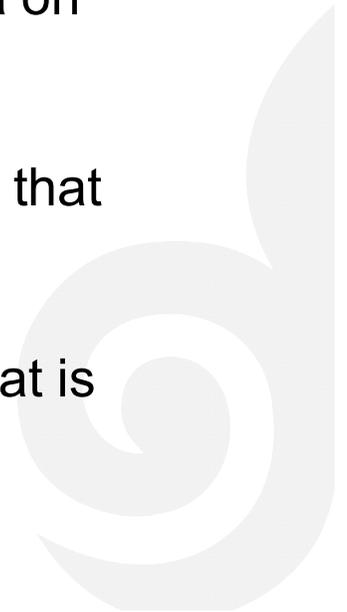
- Ensure clear understanding of the expert's responsibility
- Establish check points
- Acknowledge contribution
- Make use of other techniques to provide compelling results
- Report results



Shelf Scanning / Direct Analysis

Physically examining the books on the shelves directly & depending on the evaluation goal, draws some conclusion of the collection's condition, scope, relevance or appropriateness

- **Quick, on-the-spot** process that can give instant data on collection strengths and weaknesses
- Helps to identify material that needs to be **discarded, replaced or repaired**
- Only able to evaluate what is currently on the shelf

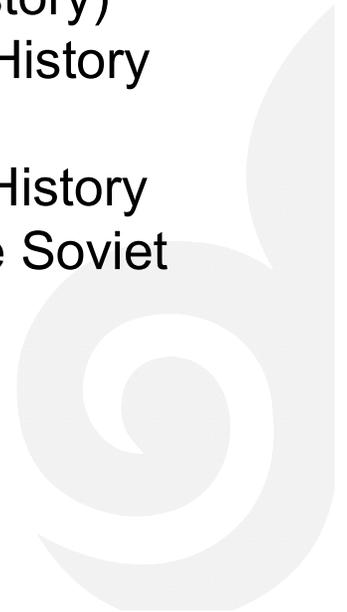


Collection Mapping

- Shows what has been achieved and what needs attention to match collection development plan
- **A system to match collection strengths to population needs**

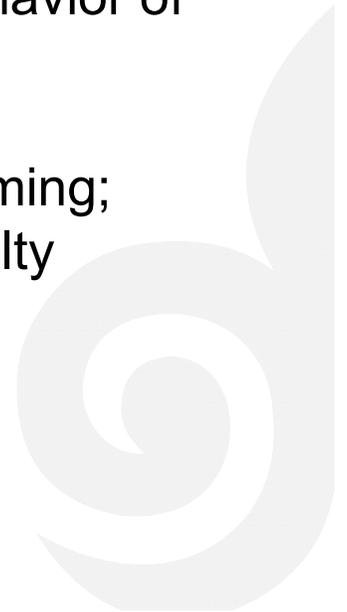
Segments

- **Basic** emphasis (e.g. History)
- **General** emphasis (e.g. History of Kazakhstan)
- **Specific** emphasis (e.g. History of Kazakhstan during the Soviet Times)



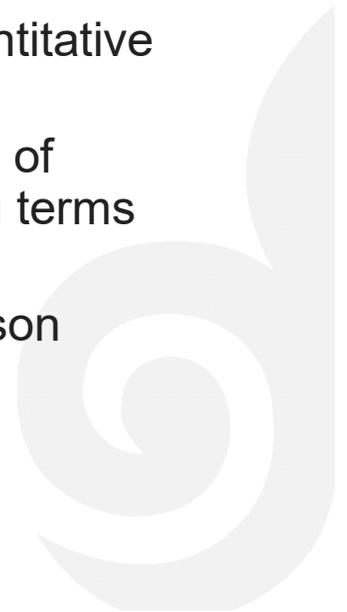
Citation Analysis

- Variation of the checklist method that creates a **specialized list from cited references**.
- Compiles list of bibliographies cited in a scholarly work.
- Easier to conduct;
- Presents referencing behavior of the users;
- Subjective;
- Tedious and time consuming;
- Not all students and faculty writes research



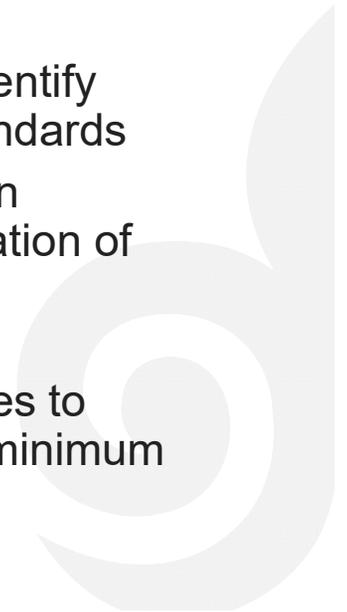
Comparative Statistics

- Information about collection sizes, expenditures and use
- **Comparing statistics to a peer or model collection (benchmark)**
- Can be easily obtained due to requirements
- Can be used to present quantitative data to stakeholders
- **Prone to human error**, lack of attention to detail, conflicting terms (“garbage in, garbage out”)
- Cautious that a fair comparison exists



Applying Standards

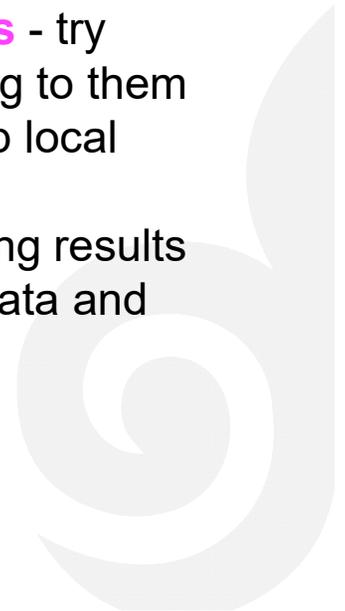
- Quick and easy tool to see how a collection measures up to what an official body considers critical
- **Adhering/meeting the specifications stipulated in the standard**
- Used as basis in allocating funds, issue accreditations, and awarding grants
- Information can be used to identify things to be done to meet standards
- Standards may be forced upon libraries without any consideration of local issues and challenges
- Standards tend to **encourage mediocrity** by allowing libraries to strive to meet just the barest minimum



The Assessment (Cooking) Process

Gudhe, 2017

1. **Take stock of your pantry** - Identify assessment goals
2. **Check expiration date** - Determine duration periods
3. **Use high-quality ingredients** - Determine source of data, responsible persons, and softwares to be used.
4. **Beware of “must-have” kitchen gadgets** - try assessment softwares first before investing to them
5. **Embrace creativity in the kitchen** - Keep local context in mind
6. **Presentation is everything** - disseminating results
7. **Don't go crazy** - Focus on getting good data and good results will follow





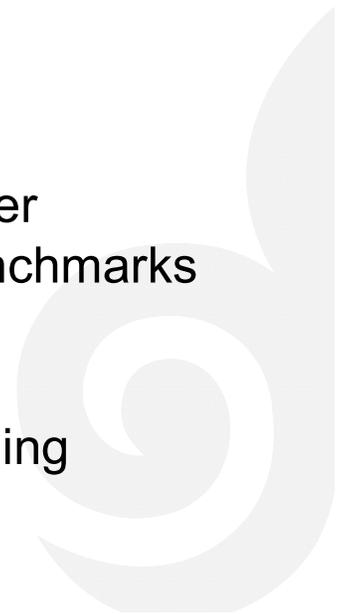
Sample Collection Assessment Recipe (*Single-Subject Area Assessment by Madeline Kelly, George Mason University, 2017*)

Nutrition Information: This recipe was developed as a manageable way to assess specific subject collections comprehensively.

Cooking Time: 1-2 months

Cooking Techniques: Citation analysis, usage data analysis, user feedback, list checking, counting, and comparison to external benchmarks

Ingredients: 15 hrs/week (or less), 1 assessment advocate, 1 adventurous librarian, assorted assessment tools, dedicated funding (optional)



Sample Collection Assessment Recipe (*Single-Subject Area Assessment by Madeline Kelly, George Mason University, 2017*)

Procedures:

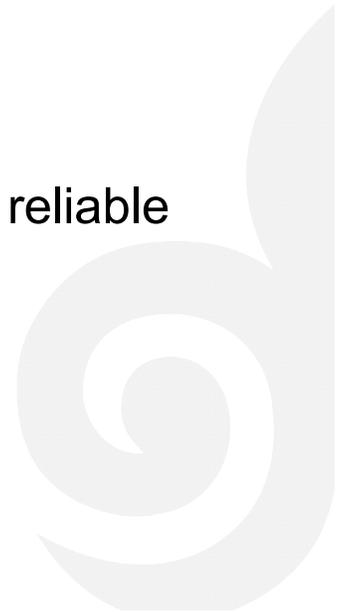
- *Preparation:* Set parameters. Identify goals and subject area to be assessed.
- *The Assessment:*
 - Collect the data using various assessment tools.
 - Organize the data in an accessible folder or software.
 - Prepare the final report by identifying the findings, listing out results, try to display results visually, and discuss results to stakeholders. Revise if needed.
 - Take action by taking recommendations as backed up by the results of the assessment.
 - Evaluate the recipe by taking into account what worked well and the challenges encountered along the way. Revise if needed. Repeat the process for the next subject.



Sample Collection Assessment Recipe (*Single-Subject Area Assessment by Madeline Kelly, George Mason University, 2017*)

Allergy Warnings: This recipe will be different at every institution, perhaps for every subject assessed. Be sure to set your parameters and prepare the final report with care to ensure a good fit.

Chef Notes: Try using various assessment tools to provide more reliable and accurate results. Revise the procedure if needed.



Workshop

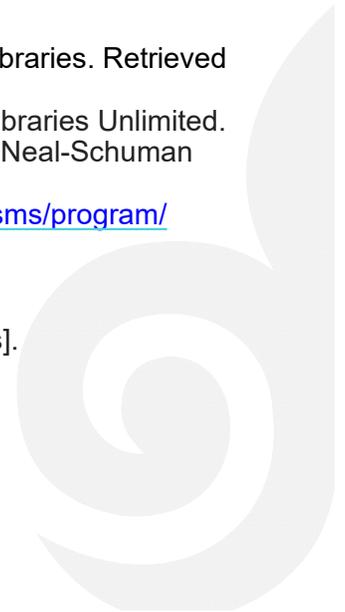
Following the recipe above, create your own collection assessment recipe.
Identify briefly the following:

- a. Nutrition Information
- b. Cooking Time
- c. Cooking Techniques
- d. Ingredients
- e. Procedure
- f. Allergy Warnings
- g. Chef Notes



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Part II: Client-Centered Approach



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Objectives

To enumerate and explain the different approaches in client-centered collection assessment methods;

To educate the participants about the advantages/ disadvantages in client-centered collection assessment methods;

To provide basic examples on how to do such approaches.



Outline

- Client-Centered Approach (Frias, 2011)
- Different Approaches



Client-Centered Approach

- A method of assessment that depends on the inputs coming from the users.
- Focuses on the degree of which the users find the collection useful.
- **Users' perceptions** – means how users see the collection; In getting users' perceptions, patrons may be asked if the collection is to their advantage, of high or low quality, up-to-date or obsolete, and so on.
- **Users' needs** – presents how the users see the collection in relation to their research needs.
- **What users want** – imparts how users see the collection in relation to their area of interests that are not necessary covered by the curriculum.

Circulation Studies

- The way to perform this approach is to cull statistics either from the automated library system or from manual records of the library.
- Transaction Log Analysis (TLA) is the most popular way of conducting research under this approach.

Advantages

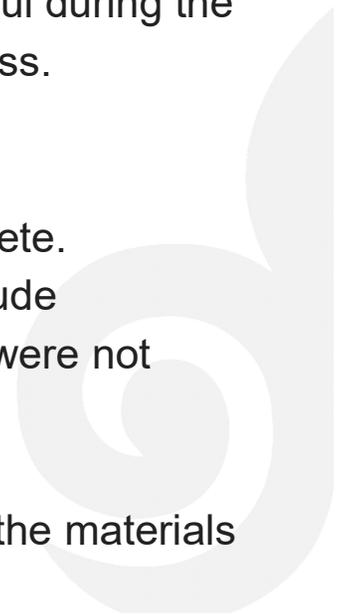
Data being studied are objective.

Data obtained may be helpful during the de-selection/weeding process.

Disadvantages

The data may not be complete. Available data may not include circulating materials which were not properly borrowed.

Statistics do not show how the materials were used



Example of Circulation Studies

Class Letter	Subject Category	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	Total
Q1-Q295	Science (General)	316	277	296	86	219	1194
Q300-Q399	Computer Science	1909	1683	1132	854	897	6475
QA	Mathematics	311	275	284	126	197	1193
QB	Astronomy	42	36	192	8	11	289
QC	Physics	429	378	287	140	350	1584
QD	Chemistry	547	481	362	207	363	1960
QE	Earth Science	79	69	203	52	10	413
QH	Biology	337	297	254	154	224	1266
QK	Botany	50	50	162	11	48	321
QL	Zoology	192	168	231	89	104	784
QM	Anatomy	58	51	182	28	27	346
QP	Physiology	111	114	75	53	66	419
QR	Microbiology	116	103	185	47	87	538
	TOTAL	4,497	3,982	3,845	1,855	2,603	16,782



The data was analyzed by solving for the mean (average), using the formula:

$$\text{Percentage of Use per category} = \frac{\text{Total Category Usage} \times 100\%}{\text{Total Usage}}$$

$$\text{Average Annual Usage} = \frac{\text{Total Usage}}{\text{Total number of years}}$$



Class Letter	Subject Category	Total Usage	Use per category (%)	Average Annual Usage
Q1- Q295	Science (General)	1,194	7.11	238.8

$$1194 \times 100$$

$$16,782$$

$$1194$$

$$5$$

The data was analyzed by solving for the mean (average), using the formula:

$$\text{Percentage of Use per category} = \frac{\text{Total Category Usage} \times 100\%}{\text{Total Usage}}$$

$$\text{Average Annual Usage} = \frac{\text{Total Usage}}{\text{Total number of years}}$$



Resource Sharing Statistics Analysis

- This approach is done by analyzing data from statistics such as:
- **Referrals** – indicates the adequacy of the collection by means of the number of referrals received and sent by the library.
- **Document Delivery Service (DDS)** – same as referrals, statistics of document delivery service also indicates the adequacy of the collection.

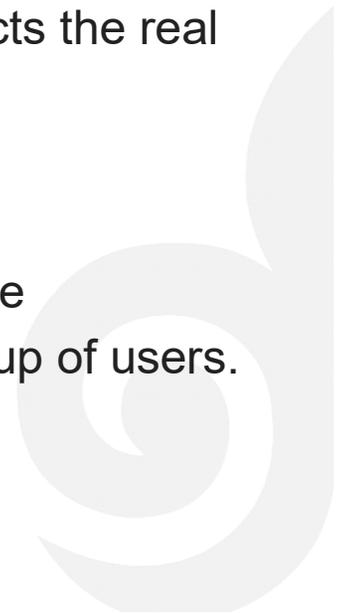
Advantages

Data is available and recorded.

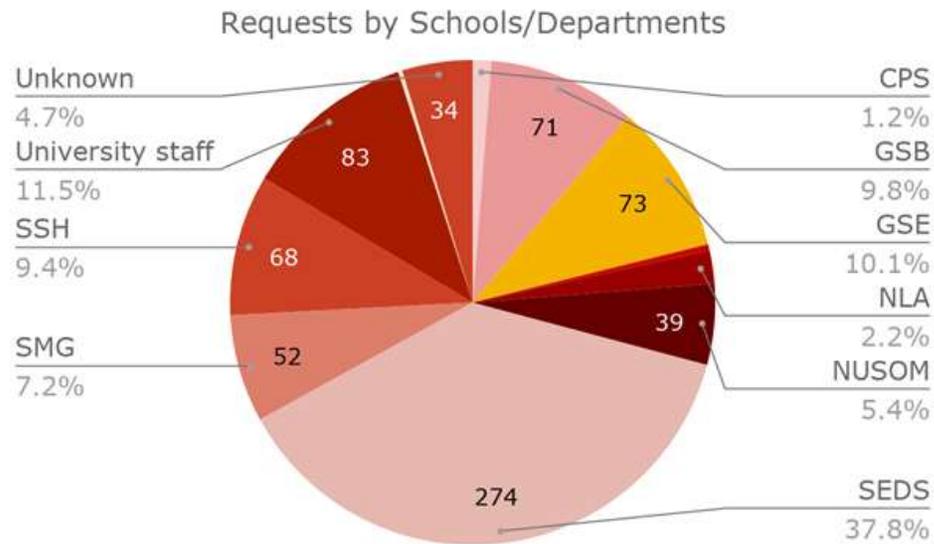
Data being studied reflects the real need of the users.

Disadvantages

Resource sharing may be patronized by only a group of users.



Example of Resource Sharing Statistics



Citation Studies

- This approach is primarily used on research-level materials such as thesis and journal publications.
- It evaluates the “fitness” of the collection as against the users’ research needs by matching the references cited by library users in their researches with the resources found in the library.
- most preferred and dependable approach in evaluating faculty outputs and students’ theses and dissertations.

Advantages

Presents changes in the strengths of collection.

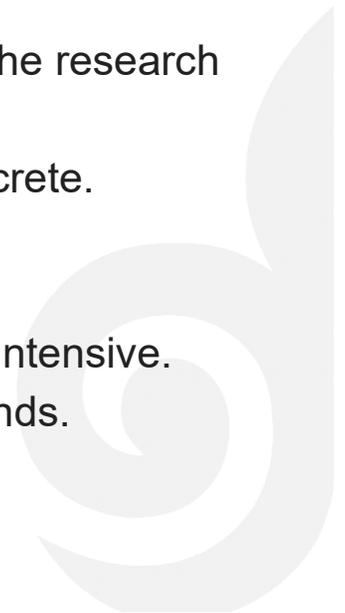
Has the ability to compare the research habits of the researchers.

Data being studied are concrete.

Disadvantages

Time consuming and labor intensive.

Susceptibility to popular trends.



Example of Citation Studies

UDC 001.811:004.7

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<http://eadnurt.diit.edu.ua/bitstream/123456789/11732/1/Yap.pdf>

Results and Discussion

A total of 590 references were extracted and examined from 10 master's theses in education. 30% of the theses came from MA Multilingual Education and 70% of the theses came from MS Educational Leadership. Figure 1 shows the distribution of references by type of source.

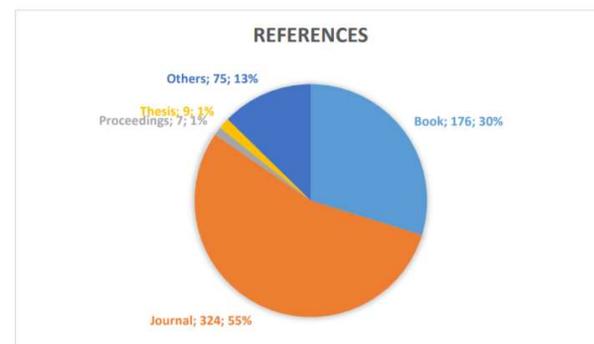


Figure 1. Pie chart representing the kind of reference sources the student used in their theses
Students cite more journal articles (55%) compared to print books (30%). Only a few students cited thesis and conference proceedings.

User Surveys

Uses questionnaires in gathering data and utilizes oral or written responses, as long as these responses are directly coming from the respondents.

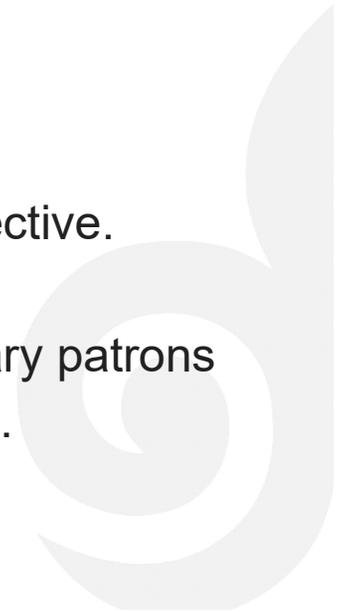
Advantages

Surveys include the whole academic community in decision-making.

Disadvantages

Responses can be subjective.

Past experiences of library patrons can influence their views.



Example of User Studies

Collections	Most Adequate	Adequate	Moderately Adequate	Inadequate	Not at all Adequate
Textbooks	137	307	226	87	8

The survey asked the respondents to rate the adequacy of the collection from 1 to 5, 5 being the most adequate. The result will be easier to analyze when applied with weighted average. Weighted average is extracted using the formula:

$$\text{Weighted Average} = \frac{[n \times \sum R_n \dots + (5 \times \sum R_5) + (4 \times \sum R_4) + (3 \times \sum R_3) + (2 \times \sum R_2) + \sum R_1]}{\sum R_n + \dots + R_5 + R_4 + R_3 + R_2 + R_1}$$

$$\text{Example: Textbooks} = \frac{[137(5) + 307(4) + 226(3) + 87(2) + 8]}{137 + 307 + 226 + 87 + 8}$$

$$\text{Textbooks} = \frac{2773}{765}$$

$$\text{Textbooks} = 3.62$$

Focus Group Discussions

- Focus group discussion is composed of a small number of people (usually between 4 and 15, but typically 8) brought together with a moderator to focus on a specific topic.
- Focus groups aim at a discussion instead of individual responses to formal questions.

Advantages

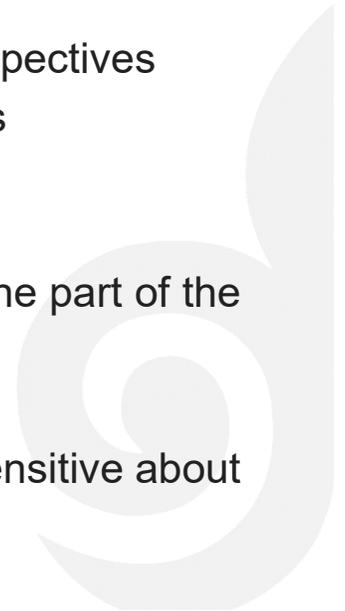
Explores the depth and degrees of opinions regarding an issue.

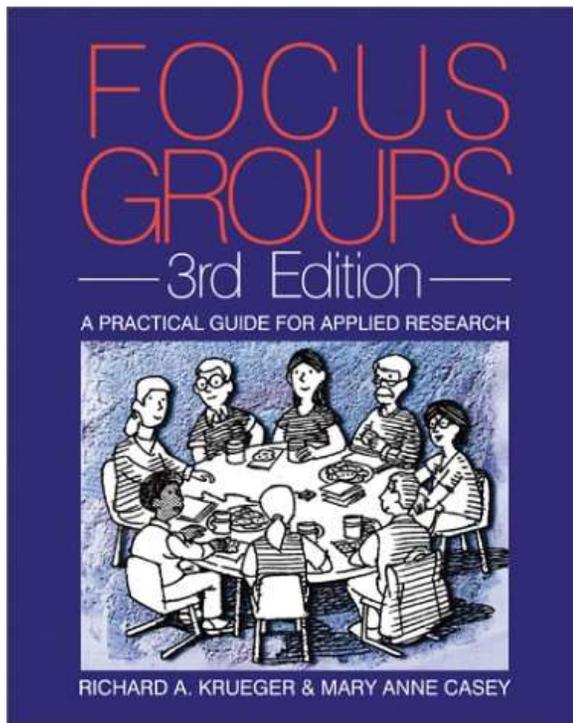
Explains differences in perspectives between fellow respondents

Disadvantages

Needs facilitating skills on the part of the researcher.

Participants may be very sensitive about certain issues.





APPENDIX A

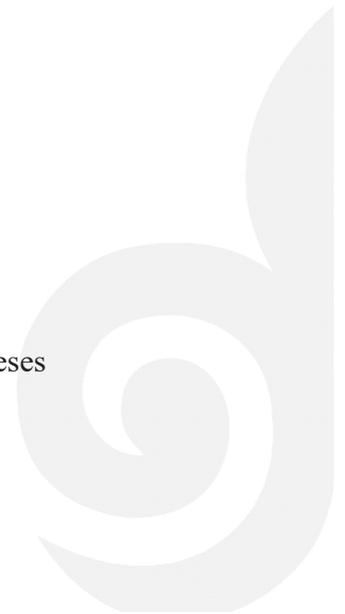
Questions posed

- How do you use the library?
- How do you see your information needs changing?
- What will you need from the library in the next five years?
- What are your frustrations in using the library?
- Do you have any other advice for us?

Higa-Moore, M. L., Bunnett, B., Mayo, H. G., & Olney, C. A. (2002). Use of focus groups in a library's strategic planning process. *Journal of the Medical Library Association : JMLA*, 90(1), 86–92.

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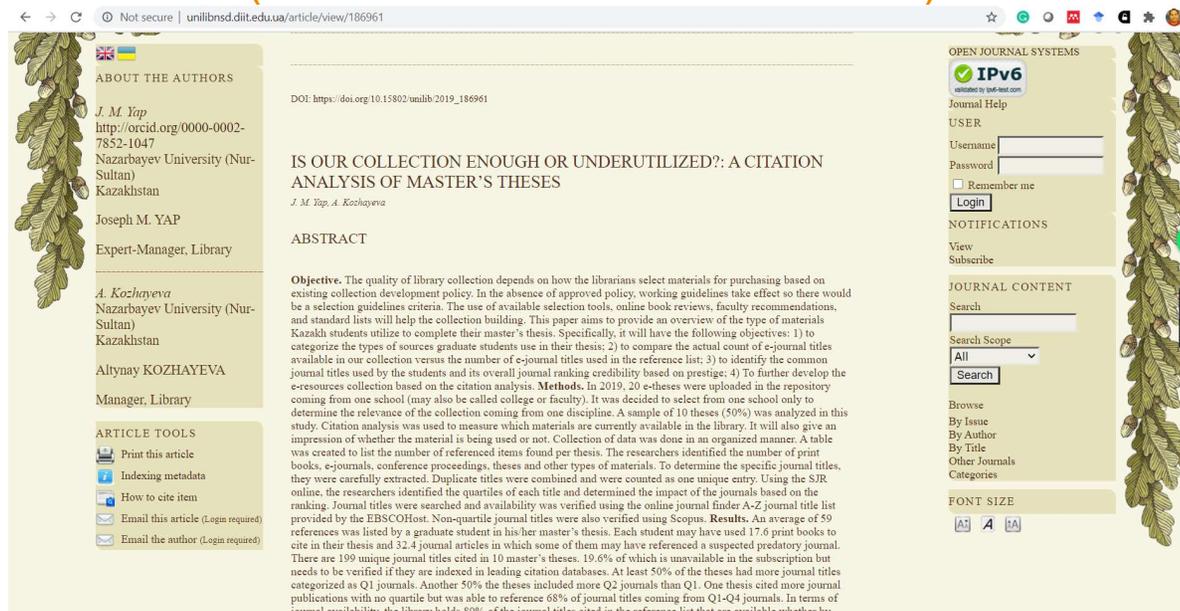
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EXERCISE

Find this article online: <http://unilibnsd.diit.edu.ua/article/view/186961>

(Link will be sent in the chat box)



The screenshot shows a web browser displaying an article page. The browser's address bar shows the URL <http://unilibnsd.diit.edu.ua/article/view/186961>. The page layout includes a left sidebar with author information, a main content area with the article title and abstract, and a right sidebar with navigation and search options.

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ARTICLE TOOLS

- Print this article
- Indexing metadata
- How to cite item
- Email this article (Login required)
- Email the author (Login required)

DOI: https://doi.org/10.15802/unilib/2019_186961

IS OUR COLLECTION ENOUGH OR UNDERUTILIZED?: A CITATION ANALYSIS OF MASTER'S THESES

J. M. Yap, A. Kozhayeva

ABSTRACT

Objective. The quality of library collection depends on how the librarians select materials for purchasing based on existing collection development policy. In the absence of approved policy, working guidelines take effect so there would be a selection guidelines criteria. The use of available selection tools, online book reviews, faculty recommendations, and standard lists will help the collection building. This paper aims to provide an overview of the type of materials Kazakh students utilize to complete their master's thesis. Specifically, it will have the following objectives: 1) to categorize the types of sources graduate students use in their thesis; 2) to compare the actual count of e-journal titles available in our collection versus the number of e-journal titles used in the reference list; 3) to identify the common journal titles used by the students and its overall journal ranking credibility based on prestige; 4) To further develop the e-resources collection based on the citation analysis. **Methods.** In 2019, 20 e-theses were uploaded in the repository coming from one school (may also be called college or faculty). It was decided to select from one school only to determine the relevance of the collection coming from one discipline. A sample of 10 theses (50%) was analyzed in this study. Citation analysis was used to measure which materials are currently available in the library. It will also give an impression of whether the material is being used or not. Collection of data was done in an organized manner. A table was created to list the number of referenced items found per thesis. The researchers identified the number of print books, e-journals, conference proceedings, theses and other types of materials. To determine the specific journal titles, they were carefully extracted. Duplicate titles were combined and were counted as one unique entry. Using the SJR online, the researchers identified the quartiles of each title and determined the impact of the journals based on the ranking. Journal titles were searched and availability was verified using the online journal finder A-Z journal title list provided by the EBSCOHost. Non-quartile journal titles were also verified using Scopus. **Results.** An average of 59 references was listed by a graduate student in his/her master's thesis. Each student may have used 17.6 print books to cite in their thesis and 32.4 journal articles in which some of them may have referenced a suspected predatory journal. There are 199 unique journal titles cited in 10 master's theses. 19.6% of which is unavailable in the subscription but needs to be verified if they are indexed in leading citation databases. At least 50% of the theses had more journal titles categorized as Q1 journals. Another 50% of the theses included more Q2 journals than Q1. One thesis cited more journal publications with no quartile but was able to reference 68% of journal titles coming from Q1-Q4 journals. In terms of journal availability, the library holds 80% of the journal titles cited in the reference list that are available whether by

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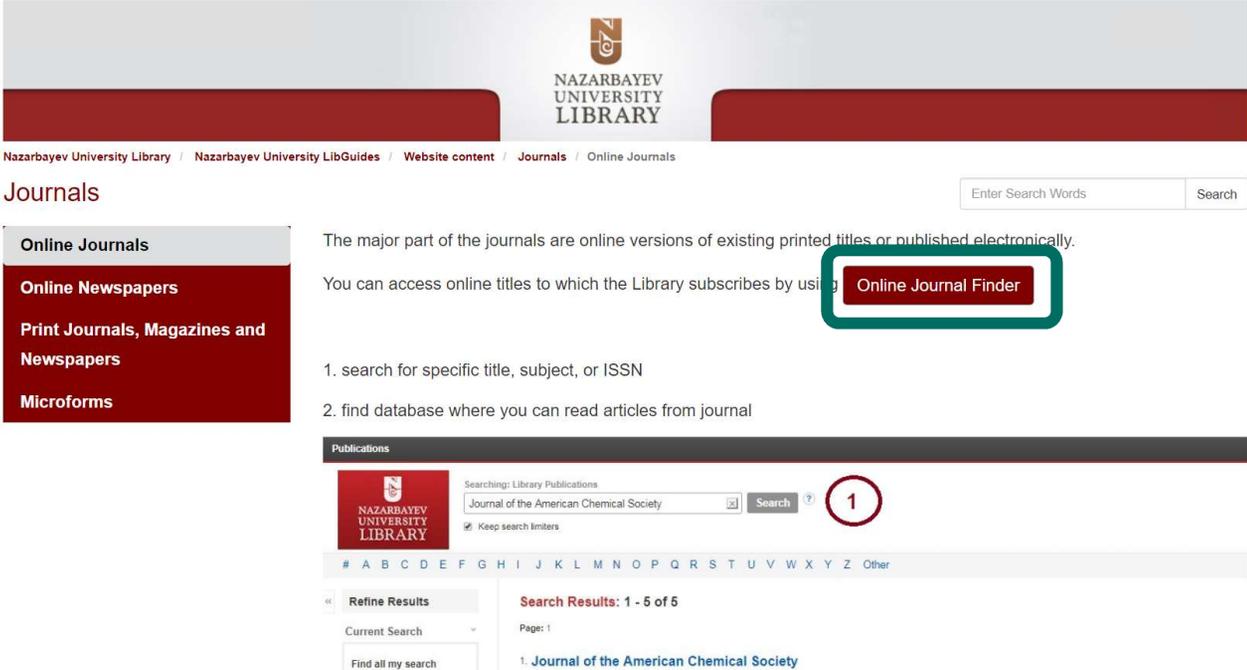
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