

Collection Development and Assessment PART A: Collection Development Strategies

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Moderated by Kim Collins and Nensi Brailo



With shrinking budgets & space constraints, there is a renewed interest in **COLLECTION ASSESSMENT** and using **quantitative data** to justify our decisions:

Selection policies

Committing funds to recurring items and approval plans vs. discretionary

Keeping Duplicate Formats (Print vs. eformat)

What to weed, send to storage, or keep on the shelf

“COLLECTION DEVELOPEMENT IS AN ART...”

quantitative methods are meant to enable the artistry of the collection developer to flourish.” David Lesniaski from “Evaluating Collections: A discussion and extension of brief tests of collection strength” College and Undergraduate Libraries, v. 11(1) 2004, p. 22

“Don’t overwhelm people with data.”

Joan Conger during her SOLINET Workshop: The Magic of Assessment

“Data only has meaning in context.

“IS more better?” collection with little value to patrons

“Is the highest ranking desirable?” highest expense is seen as wasteful.

Two Projects at Emory using collection assessment to request \$ or save \$

- **Metrics Bunch** — asked to qualitatively describe the art history program & library collections and use quantitative data (NATC) to rank N call numbers with peers with the hope of getting more money from the Provost
- **Moving Beyond Paper Project** conducted a campus wide survey about ejournal usage. Also, we asked faculty and students to review 1000 titles from three science publishers and bless the proposal to have these title go **eonly**. Only 8 journal will retain print subscriptions (AD was one.)

Emory's Metrics Bunch

I. Program Overview

A. ART HISTORY Department Profile (faculty, students, curriculum)

Faculty

Graduate Students

Undergraduate Students

B. Coordination/ Cooperation / Collaborative Relationships

● II. Description of Material Collected

● A. Scope of the Collection

- 1. Subject Areas
- 2. Chronology
- 3. Language
- 4. Date of Publication
- 5. Geographic Areas

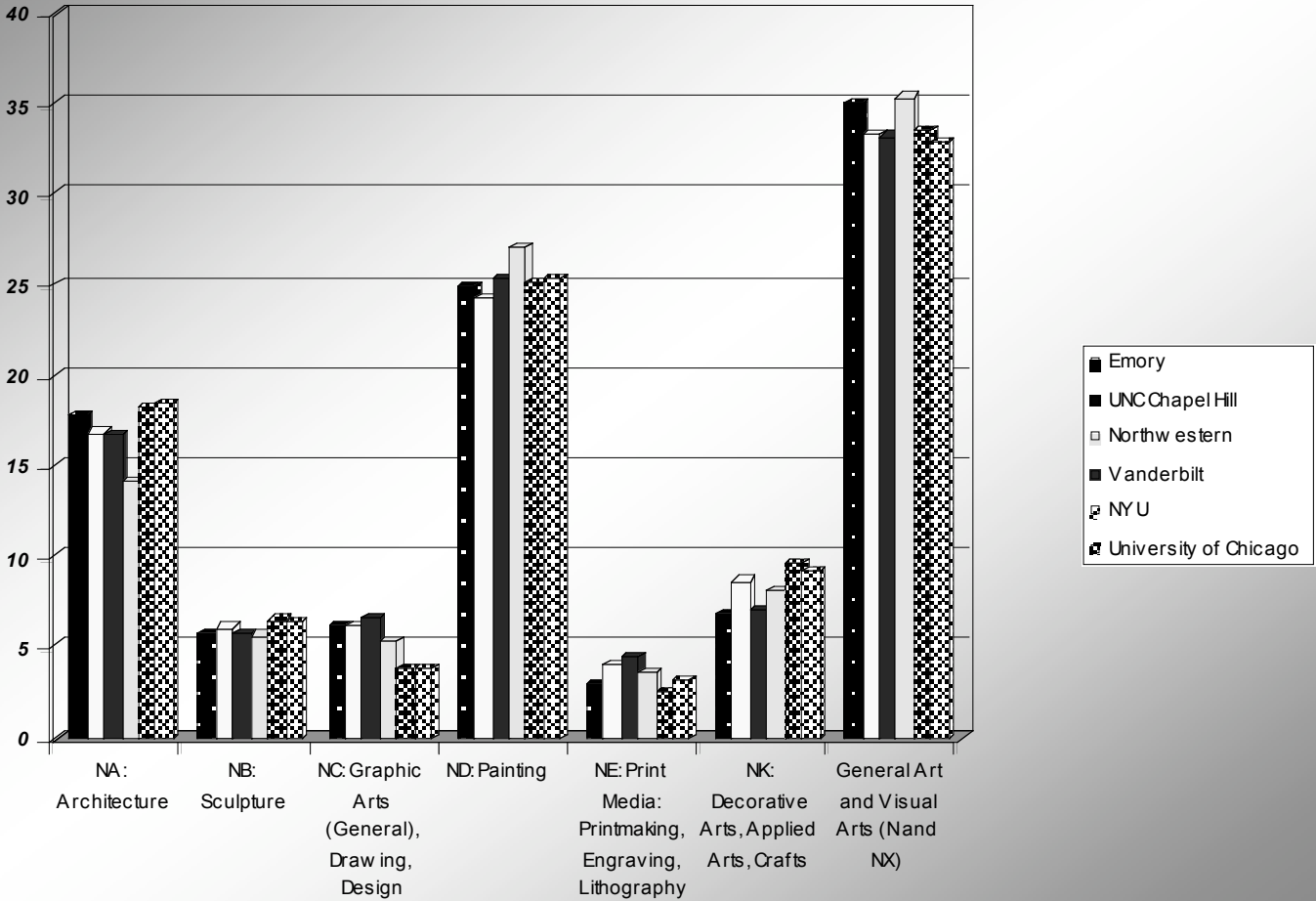
● B. Formats and Publication Type

- 1. Monographs and Texts
- 2. Serials
- 3. Electronic Publications
- 4. Microforms
- 5. Multimedia
- 6. Government Publications
- 7. Exclusions

North American Title Count data

LC Classification	Emory	University of Chicago	Northwestern	UNC Chapel Hill	NYU	Vanderbilt
N: Visual Arts (General)	16,316	29,547	20,944	24,739	24,763	15,373
NA: Architecture	9,206	18,422	11,759	14,121	14,872	6,987
NB: Sculpture	2,968	6,378	4,062	5,149	5,340	2,812
NC: Graphic Arts (General), Drawing, Design	3,249	3,932	4,661	5,224	3,131	2,674
ND: Painting	12,877	25,268	17,765	20,340	20,457	13,367
NE: Print Media: Printmaking, Engraving, Lithography	1,519	3,209	3,223	3,427	2,133	1,819
NK: Decorative Arts, Applied Arts, Crafts	3,589	9,218	5,006	7,305	7,871	4,055
NX: Arts in General	1,844	3,200	2,319	3,135	2,518	2,048
any other N-NZ	16	226	112	1	47	0
	51,584	99,400	69,851	83,441	81,132	49,135

2001 NATC Survey (Percentage Breakdown) Art History





http://web.library.emory.edu/moving_beyond_paper/index.html

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Acquiring Resources on Contemporary Art: Collection Development Strategies

Martha Ruddy for Deborah Ultan, Univ. of Minnesota

- **COLLECTION POLICIES**
- **ACQUISITION STRATEGIES**
 - **A. SELECTION TOOLS:**
 - **B. APPROVAL PLANS:**
 - **C.COMBINATION APPROVAL PLANS AND DISCRETIONARY**