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Choose Your Own Adventure : A Thrilling Journey of Collaborative Collection Assessment

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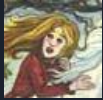
Choose Your Own Adventure

A Thrilling Journey of Collaborative Collection Assessment

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Jamie Hazlitt, Loyola Marymount University
Caroline Muglia, University of Southern California
Jeremy Whitt, Pepperdine University



Cast of characters: Our Research Team



Madelynn Dickerson, Claremont Colleges Library
Information Resources Coordinator



Jamie Hazlitt, Loyola Marymount University
Librarian for Collection Development and Evaluation



Caroline Muglia, University of Southern California
Co-Associate Dean for Collections/Head, Resource Sharing & Collection Assessment

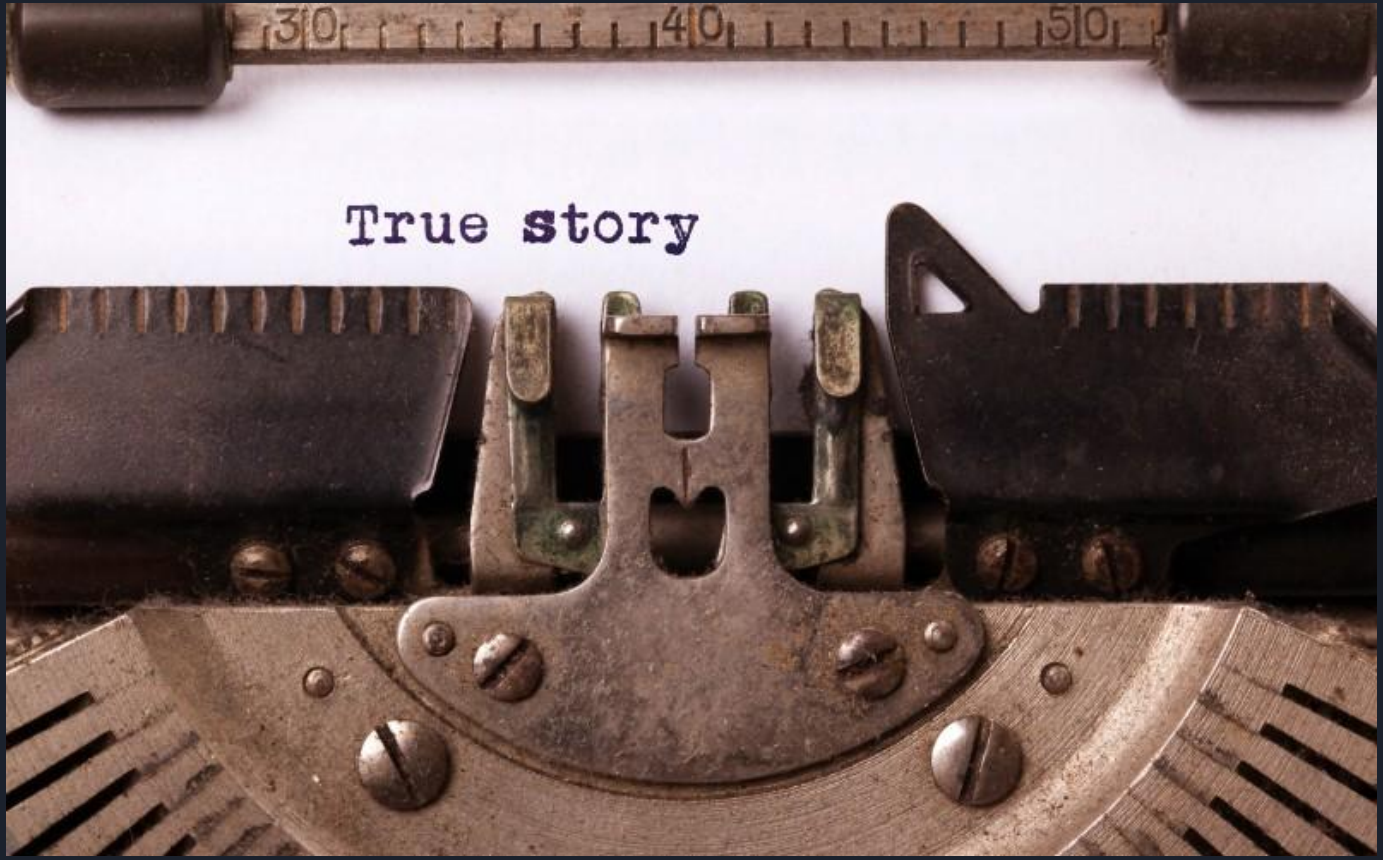


Jeremy Whitt, Pepperdine University
Scholarly Resources Librarian



Prologue: Getting to Know Each Other

- To watch you crash and burn - the whole idea of multi-institutional collection assessment seems like a terrible idea and my lunch plans were canceled
- I'm interested in the idea of multi-institutional assessment, but haven't tried it myself
- I have experience with multi-institutional assessment and can't wait to share it with everyone in the room during the discussion



True story

The Adventure Begins...



Choose Your Adventure :

Does this sound
like a good idea?





Choose Your Adventure : Does this sound like a good idea?

Page 75	Page 21
<p data-bbox="247 511 624 547">Yes - let's do this thing!</p> <p data-bbox="247 598 678 634">We'll learn as we go along.</p>	<p data-bbox="1012 511 1199 547">Not so fast.</p> <p data-bbox="1012 598 1692 721">What are we getting ourselves into? Have any of us done this before? Don't we have other work to do?</p> <p data-bbox="1012 776 1493 812">Proceed with caution, if at all.</p>



YES! Let's do this thing. Why?

- To learn from one another
- To learn more about facets of our individual collections
- Examine data to support conversations about print vs. E in our libraries
- SCELIC -- piloting the idea of informal research groups under the consortial umbrella. We are within driving distance to one another and we see each other face-to-face. Proximity helps.
- Findings that art books were used in a specific format and we wanted to investigate if that was true for our institutions.




Research questions

- What is the relationship between e-book usage in Art & Architecture and that in the print collection in the same call number range(s)?
- Does usage reveal a user preference between electronic and print format for Art & Architecture?
- Have usage patterns changed over the past 5 years in Art & Architecture?
- Does access model or DRM impact e-book usage in Art & Architecture subject areas?
- Is usage by publisher consistent across print and electronic formats?
- Is it possible to generalize trends in e-book usage in Art & Architecture, or is there too much variability among institutions?



Data Collection Parameters

- Art and photography books : LC call numbers N - NX and TR
 - E- and print
- Circulation / usage data from 2010-2015
- Title
- Publisher / Imprint
- Publication year
- ISBN
- OCLC no.
- Vendor (e)
- Access model - owned or subscription? (e)
- License / DRM (e)




What are we talking about when we're talking about usage?

PRINT

- circulation check-outs
- renewals
- “soft” (in-house) check-outs for non-circulating materials

E-BOOK

- COUNTER BR2 usage reports - section requests

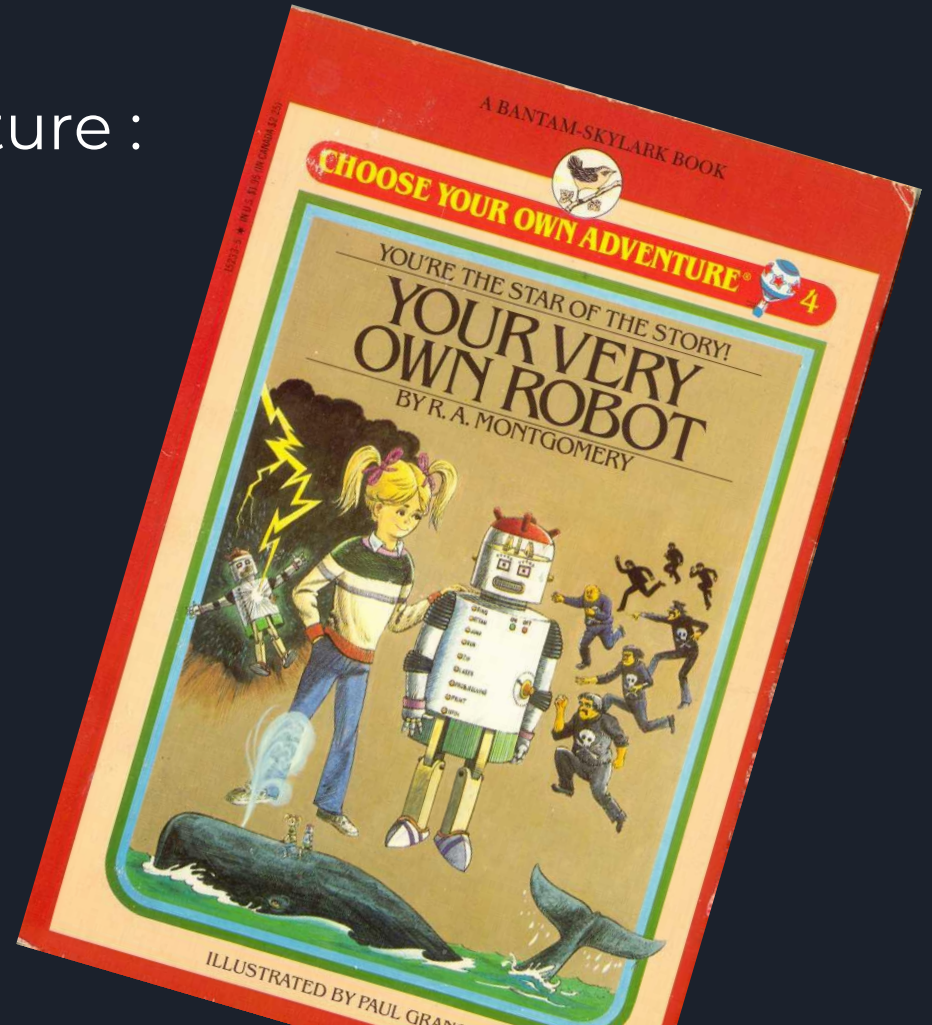


Other considerations we could have (should have?) made...

- Communication (in person / online live / email)
- File sharing (email vs. shared cloud collaboration)
- Naming conventions
- Data logs

Choose Your Adventure :

Data Collection &
Merging






Choose Your Adventure : Data Collection & Merging

Page 32	Page 107
<p>We're farther along than we were when we decided to undertake this project, but we should run a proof of concept study with a sample set of data from each institution.</p>	<p>These parameters make sense.</p> <p>Let's run the reports and dump them into a giant shared Google spreadsheet!</p>

Data Collection (Page 107) : The Fire Swamp





Struggles (AKA, The Fire Swamp): Collecting & Combining Data

- Identifying data sources for our project
(ILS reports, COUNTER reports, non-COUNTER reports)
- Remapping data
- Lack of standardized, accurate, or comprehensive data
- In-house data collection practices and their effect on circulation reports



Struggles (AKA, The Fire Swamp): Three Different Integrated Library Systems





Struggles (AKA, The Fire Swamp): Three Different Integrated Library Systems

- Three ILSs used in project:
 - *OCLC Worldshare Management System (WMS)* - Claremont Colleges Library & Pepperdine
 - *Innovative / Sierra* - Loyola Marymount University
 - *SirsiDynix Symphony* - University of Southern California
- Answering the question, “Was a title used within the last five years?” proved to be especially difficult for each of us
- Issues accessing historical data

Struggles (AKA, The Fire Swamp): Institutional Considerations

- SCELC a uniting factor, but each institution had its unique qualities, which were revealed over the course of this project and affected the results
- Claremont Colleges: Unique organizational structure
- USC: R1 Doctoral university (highest research activity), graduate programs in the arts
- Pepperdine & LMU: Similar size, focus, missions
- Claremont & LMU: Similar collection sizes & budgets
- Pepperdine & Claremont: Same ILS (OCLC WMS)





Struggles (AKA, The Fire Swamp): Research Parameters

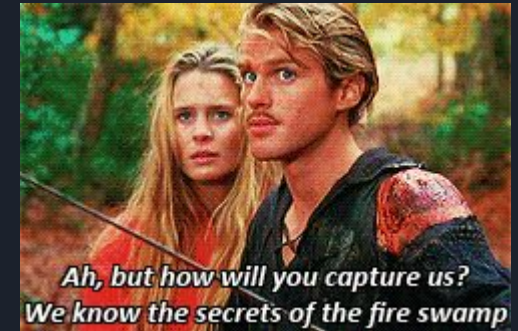
- Our project analyzed use of collections we had in common, but not specific titles. We could have focused on the overlap in collections at our four institutions.

Struggles (AKA, The Fire Swamp): Mental Bandwidth

Key: Avoiding burnout from the research process

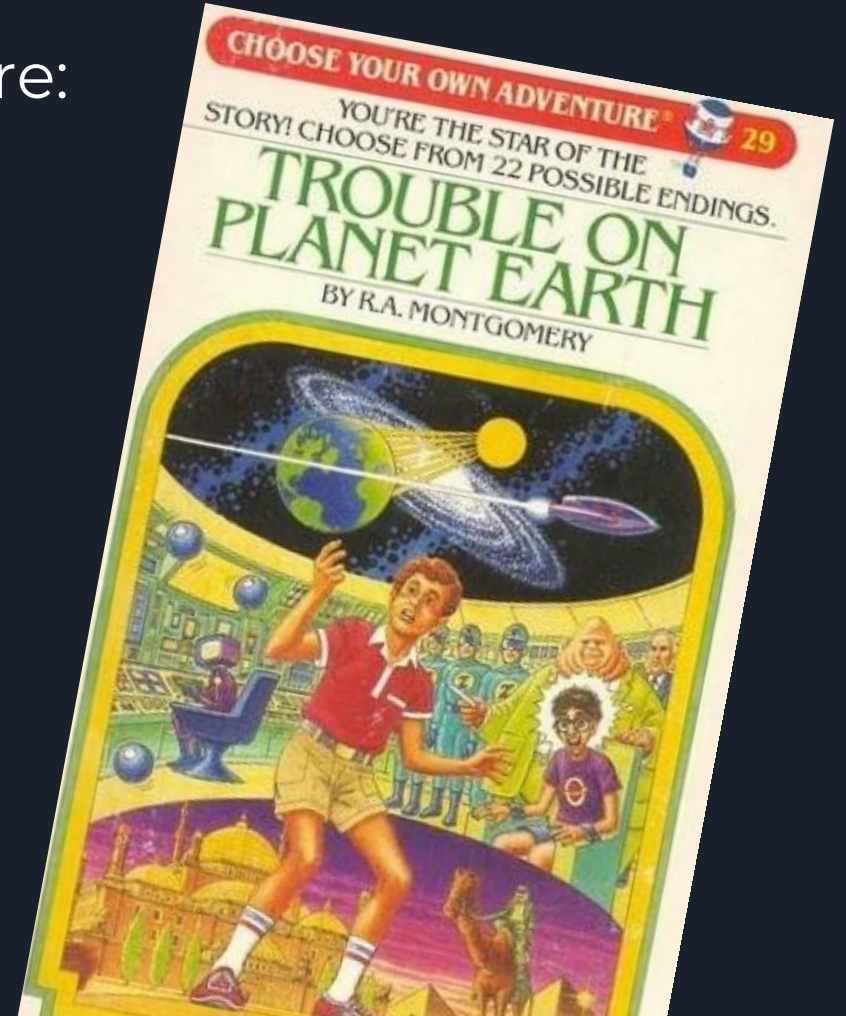
How?


- Embracing research creativity and experimentation
- Most of us are free from tenure deadlines
- Using experiences as teachable moments for professional growth



Choose Your Adventure:

Should we carry on
with the project?





Choose Your Adventure: Should we carry on with the project?

Page 59	Page 5
<p data-bbox="537 511 687 543">Press on.</p> <p data-bbox="459 598 765 631">Merge all the data!</p>	<p data-bbox="1145 511 1613 543">It's time to abandon all hope.</p>



Press on!

But... remember all of these research questions? (So many questions!)

- What is the relationship between e-book usage in Art & Architecture and that in the print collection in the same call number range(s)?
- Does usage reveal a user preference between electronic and print format for Art & Architecture?
- Have usage patterns changed over the past 5 years in Art & Architecture?
- Does technology impact e-book usage in Art & Architecture subject areas?
- Does access model or DRM impact e-book usage in Art & Architecture subject areas?
- Is usage by publisher consistent across print and electronic formats?
- Do Art & Architecture e-book usage patterns at our individual institutions align with Michael Levine-Clark's broad findings on usage in his 2014 ProQuest study?
- Is it possible to generalize trends in e-book usage in Art & Architecture, or is there too much variability among institutions?



Press on!

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Charleston Poster Presentation 2016



Drawing Comparisons

Analyzing Art & Architecture Print and E-book Usage

130,000+ books

4 institutions

2 formats

Institutional Demographics & Collections

4 Southern California institutions who are all members of the Statewide California Bectonic Library Consortium (SCLC).

Student and Faculty Demographics

Institution	2015 PE (undergrad + grad)	2015 Art & Architecture Majors (undergrad + grad)	2015 Art & Architecture Faculty
Chancellor	42,792	79	4
USC	43,700	280	4
Providence	13,300	170	17
SAC	4,000	811	70

Print Collections

Institution	Total Library Collections (All - print books)	Total number of PE (US PE) (print + e-books)	Number of print titles included in date collection
Chancellor	76,627	21,443	2682
USC	105,847	24,861	2896
Providence	348,794	4,204	3,442
SAC	4,671,073	4,024	3,870
			40,814

E-book Collections

Institution Name	Total Library Collections (All - e-books)	Total number of PE (US PE) (e-books + e-journals)	Number of e-book titles included in date collection
Chancellor	873,097	42,111	4911
USC	1,013,084	42,238	4,274
Providence	272,748	1,203	773
SAC	1,207,211	8874	4803
			10,923

Research Questions

In the Art & Architecture call number range [N-X] and [R], what is the relationship between print and e-book usage?

- How do the following variables affect usage?
- LC class / subclass within the arts
 - Publisher

Can we generalize trends in e-book usage based on our aggregate data, or is there too much variability between institutions?

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Methodology

To develop our data-set, we exported and merged holdings with usage data [2010-2015] from each institution with the following parameters:

Art & Architecture Print books

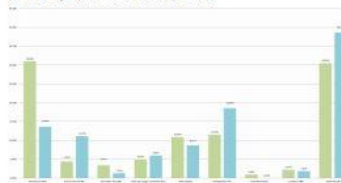
- Export holdings and circulation data from ELS:
- LC Call Number
 - Circulation (includes circ and in-house), 1 use = 1 circulation
 - Publisher
 - Publication Year

Art & Architecture E-books

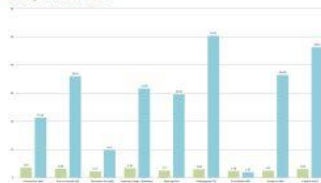
- Export BEC COALTER reports and break out e-book usage by:
- Usage, 1 use = 1 section request
 - LC Call Number (where possible)
 - Vendor
 - DRM vs non-DRM
 - Publisher
 - Publication Year

Results

Print vs. E-usage in the Arts & Architecture by LC Class



Average Use of Titles Used



Top 10 Print Titles Used

Rank	Title	LC Subject	Publisher	Pub. Year	Total Combined Print
1	A History of Art Instruction	Visual arts	Thomas & Hudson	1997	2307
2	Modern Architecture and Visual arts	Visual arts	Thomas & Hudson	2011	772
3	Stamps call and architecture	Visual arts	ISBN: Unknown Press	2000	614
4	20th-century art and architecture	Architecture	W.W. Norton	2004	412
5	The Visual Language of the Twentieth Century (Architecture, Visual Arts, and Design)	Architecture	W.W. Norton	2008	412
6	Art in History, 1800-2000: a contemporary understanding	Visual arts	Blackwell Publishing	2003	412
7	Design of the City	Architecture	MIT Press	1962	238
8	Views of Venice	Visual arts	Penguin	1975	238
9	Common Subjects in Architecture and Photography	Photography	Wiley and Sons	1982	232
10	Architecture of the San Luis Obispo Institution	Architecture	Wiley	2010	232

Most Used Print Publishers

Rank	Publisher	Sum of Total Combined Usage (LCs)
1	Thomas & Hudson	3079
2	Wiley	849
3	Chilton & Co. Curtis	849
4	Reynolds University Press (includes Providence Architecture press)	837
5	Johns Hopkins Press	807
6	Wiley	693
7	MIT Press	639
8	Proctor	540
9	Wiley InterScience	366
10	Blackwell	281

Top 10 E Titles Used

Rank	Title	LC Subject	Publisher	Pub. Year	Total Combined E-usage	Vendor
1	Open Art Online	Visual arts	OpenStax/edX	1998	62418	EdTech
2	How to draw and sketch for visual illustration of film, TV and digital media	Painting	Practical Perfection	2009	7241	Hivory
3	How to draw and sketch for visual illustration of film, TV and digital media	Painting general	Practical Perfection	2009	2888	Hivory
4	Introduction to the Visual Arts	Visual arts general	Public Press	2010	1371	Hivory
5	Introduction to the Visual Arts	Visual arts general	Public Press	2010	1371	Hivory
6	Introduction to the Visual Arts	Visual arts	Wiley	2010	1371	Hivory
7	Introduction to the Visual Arts	Visual arts	Wiley	2010	1371	Hivory
8	Introduction to the Visual Arts	Visual arts	Wiley	2010	1371	Hivory
9	Introduction to the Visual Arts	Visual arts	Wiley	2010	1371	Hivory
10	Introduction to the Visual Arts	Visual arts	Wiley	2010	1371	Hivory

Most Used E Publishers

Rank	Publisher	Sum of Total Combined Usage (Sections)
1	OpenStax/edX	71,059
2	Practical Perfection	1,018
3	Wiley	1,371
4	University of Texas Press	4,118
5	Johns Hopkins Press	807
6	University of California Press	1,371
7	Practical Perfection/edX	1,018
8	Hivory	1,371
9	Wiley and Sons	1,371
10	University of California Press	1,371

Conclusions

Comparing print and e-usage is akin to comparing apples and oranges dragonfruit and raisins.



Despite this, we were able to identify a few patterns:

Usage "Learnings" by LC Class

Print-leaning	E-learning
Architecture (N4)	Arts in General (N4)
Decorative Arts (N4)	Drawing, Design, Illustration (N4)
Painting (N4)	Photography (R)
Print Media (N4)	Visual Arts (N4)
Sculpture (N4)	

In our combined data set, we identified 252 titles with overlapping holdings in both print and e, with the vast majority in the Visual Arts LC class (N4).

Most-used print books tend to be on more general topics, while most-used e-books tend towards more specific research topics.

Further Questions

What might we learn by further analyzing the ratio between print use (circ) and e-use (section requests)?

How are the findings from our collaborative project transferable to our individual institutions? What can we learn by comparing institutional usage data with aggregate data?

What might we learn about format preference (or "learnings") by analyzing the usage for titles owned both in print and e?

What might account for the lack of overlap between the most-used print and e-publisher lists?

What can we learn from looking at these results alongside turnover data for the collections?

Choose Your Adventure: Write the Article?





Choose Your Adventure: Write the Article?

Page 32	Page 48
<p data-bbox="345 511 879 636">Yes - we made it through the fire swamp - we should definitely keep going with this project.</p> <p data-bbox="365 689 859 723">Back to Google Docs - let's go!</p>	<p data-bbox="1014 511 1736 546">We have so many other things on our plates.</p> <p data-bbox="1211 601 1539 636">No thanks, not now!</p>



We wrote, and submitted the article.

“Unfortunately, I think you may have taken too big a bite.” - Reviewer #2





Other comments...

“I do think there is a *remote* possibility that you could *drastically* rewrite this article”

“To start with, what was it you were comparing?”

“I would strongly recommend you include an art librarian”

“I have a lot of sympathy for how difficult this turned out to be”

“I still think the concept is good, and solidly researched this would be a tremendous study”

Choose Your Adventure:
RE-write the Article?





Choose Your Adventure: RE-Write the Article?

Page 93	Page 66
<p data-bbox="504 511 720 547">We guess so.</p> <p data-bbox="274 598 954 634">Back to the drawing (comparisons) board.</p>	<p data-bbox="1232 511 1522 547">No. We're over it.</p> <p data-bbox="1029 598 1725 634"><i>But maybe there's another path somewhere...</i></p>

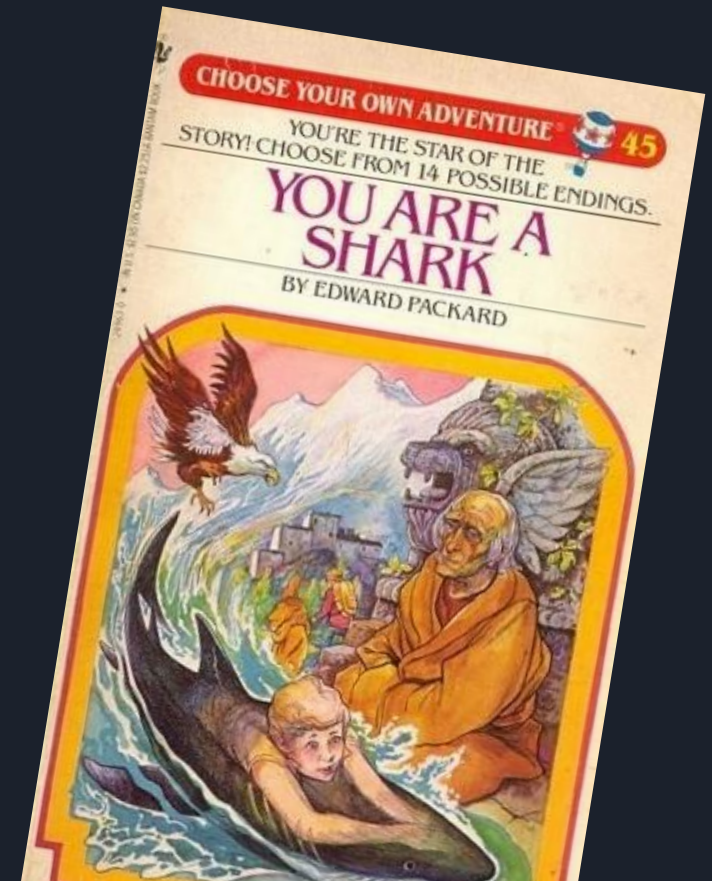


We chose NO

- Re-frame the project
- Reflect, re-group mindfully
- Don't worry, we are still writing an article!

Recommendations...(almost the final chapter)

- Why collaborate?
- Scope of your research and “scope creep”
- Think like a project manager
- Label people!



What adventures do you have in store?
What will **you** choose?

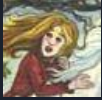




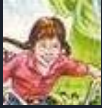
Share **Your** Adventures

- Has your ILS stopped you from doing a project that you wanted to do/that would benefit your library?
- How many of you have had experiences similar to those discussed in our presentation?
- How many of you are interested in collaborating in a multi-institutional collection assessment?
- Has collaborative assessment made an impact/led to a specific decision?

Keep in touch!



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