Fundamentals of Planning and Assessment for Libraries. By Rachel A. Fleming-May and Regina Mays. Chicago: ALA Neal-Schuman, 2021. 254 p. $64.99 softcover (ISBN 978-0-8389-4998-6).

Many librarians do not learn much about planning or assessment in their master's program, but are expected to engage in both as part of their job despite feeling they do not have sufficient knowledge to do so with accuracy and precision. This is what the authors of this title found in a survey conducted of librarians for whom assessment is a significant part of their job. *Fundamentals of Planning and Assessment for Librarians*, part of the ALA Fundamentals Series, uses concerns of survey respondents to create a solid introduction for librarians interested in learning the basics of planning and assessment. The authors have a strong pedigree as they have collaborated and published on this topic for a decade as well as designed and co-taught a planning and assessment course for an information science master's program. Using a constructivist approach, this title seeks to provide practical, applicable information for librarians with limited knowledge of planning and assessment, or for library and information science students wanting an overview of the topic.

After an introduction and historical review of planning and assessment in which the authors establish the relationship between the two, the authors take you through the process step-by-step, from creating your assessment plan to reporting your findings to stakeholders. Early in the planning chapter the authors stress that "laying the groundwork with sound planning first will exponentially increase your odds of success" (42). Although the authors emphasize strategic planning, they also explain operational and tactical planning and use the example of implementing a makerspace to help visualize how they all fit into the process.

The authors recognize a distinction between assessment and research, but they feel "the best way to develop an assessment project that demonstrates a significant impact is by applying some of the principles of research design" (64). Therefore, "Basic Principles of Assessment" is a refresher of research methods and important terminology. The authors apply these principles using the practical example of deaccessioning a print collection, one that is familiar to many librarians.

From their survey, the authors found that over 82 percent of librarians with assessment responsibilities were required to determine the best research model for their assessment. "Approaches to Assessment" introduces the reader to some of the most common assessment frameworks. For those who have traditionally looked to metrics-based assessment, or inputs and outputs (e.g., number of items added to a collection or item circulation), and are looking for other options, the authors suggest considering standards-based and outcomes-based assessment. The authors acknowledge that these last two assessment types

come with more challenges than metrics-based, but argue that these also tend to provide more context and be more compelling.

As the authors move to the collection of data and evidence (chapters 6–9), they encourage thinking about "use" in a manner that goes beyond simply counting. That is, to consider how the library is of *use* to patrons, or what comes out of *using* the library. The authors' experience really shines through in their examples in this chapter and illustrate how systemic failure can negatively impact assessment (e.g. assuming communities within the same library system use the library in the same manner). The authors introduce the metrics and models that libraries can use to design assessment and provide relevant, practical examples of collecting direct (e.g. e-resource usage or citation studies) and indirect data (surveys). Chapter 9, "Collecting Indirect Evidence," is heavy in information about surveys, which is not surprising given the popularity of this tool.

In "Analyzing Data," the authors center their discussion on specific types of data generated by common areas of assessment. The information covered is timely and relevant, and emphasizes the importance of gathering different types of data when making decisions such as eliminating resources or services. According to the authors, "data analysis can be really rewarding and fun" (171). Throughout this book, the authors make the reader believe this statement.

Finally, before reporting and presenting any data, the authors recommend familiarizing oneself with data already collected at an institution by doing a library data inventory. This will prevent duplicating work that is or has already been done. The placement of this suggestion may be this reviewer's only criticism of the text, and only because this advice should have come earlier in the text.

Illustrations throughout the text are easy to understand. The information on honesty in data presentation illustrates how data, intentionally or not, can be skewed. Each chapter is outlined at the beginning and provides a conclusion at the end. Notes and suggestions for further reading appear at the end of chapters. The text's appendices include tools and templates to get started on planning and assessment. "Appendix A: Sample Library Assessment Plan" is especially helpful for those who are in the process of creating such a plan at their own institution. The book also includes a glossary of text terminology and other common planning and assessment terms.

In conclusion, the authors stress that success with assessment comes down to creating a culture of assessment. This is best accomplished with both hard and soft skills to create a culture that is collaborative, routine, and ongoing. Fleming-May and Mays have accomplished what they set

out to do: create an entry level text for readers interested in learning the basics of planning and assessment. Their conversational writing style and practical examples make the text readable and comprehensible for those new to planning and assessment. This reviewer wishes that this text would have been available years ago. If planning and assessment vocabulary is unfamiliar and a comprehensive introduction is needed, *Fundamentals of Planning and Assessment for Libraries* is a good place to start.—*Tammie Busch* (tabusch@siue.edu)*, Southern Illinois University Edwardsville*

Rightsizing the Academic Library Collection, Second Edition. By Mary E. Miller and Suzanne M. Ward. Chicago: ALA Editions, 2021. 166 p. $64.99 softcover (ISBN 978-0-8389-4972-6).

Rightsizing the Academic Library Collection, Second Edition, is an update to the first edition published in 2015, which was awarded a starred review in *Library Journal* in 2015.[1] In the first edition, Ward introduced readers to rightsizing, a tool which enables academic librarians to efficiently and effectively cull collections of little used, irrelevant materials, and reduce collection size, while retaining relevant materials to meet the "changing needs of users" (vii). Miller notes that the first edition resonated with her due to problems at her institution like Ward described. Since the first edition was published, there have been developments to support rightsizing, including forming shared print networks to maintain access to at-risk titles, thus prompting a second edition.

The second edition of *Rightsizing the Academic Library Collection* is clearly organized, adaptable to library needs, and gives tips on traditional weeding and rightsizing. The text is composed of five chapters which include: "Background," "Traditional Solutions for Deselecting Collections," "Rightsizing Policies and Strategies," "Project Management," and "The Future of Rightsizing." The authors discuss the pros and cons of traditional weeding and rightsizing for academic libraries, providing a strong argument for rightsizing.

Early on, Miller and Ward distinguish rightsizing from weeding. While the authors note that traditional weeding is cumbersome, time consuming, and involves setting criteria and time to pull volumes and update records, rightsizing is comprehensive and "considers the collection as a whole" (48–49). Instead of identifying numerous pitfalls and caveats, rightsizing allows librarians to "develop a holistic approach for shaping their libraries into the optimal size to serve" patrons with materials and services needed to obtain information that is not immediately available (8). Rightsizing allows libraries to systematically weed unused and irrelevant materials while retaining relevant and at-risk materials; however, one library's approach may not work for all. The authors note that the reasons for rightsizing include space, priority changes, obsolescence, format, and external influences like shared print retention agreements, with keeping an improved user experience at the core.

In chapter 1, Miller and Ward provide readers with a context of challenges that universities and colleges face, including "influences, expectations, requirements, and opportunities" involving entities, people, collaborations, distance learning, instructional redesign, environment, and priorities, among others (1-2). The authors discuss perspectives, benefits, and changing curriculum and research trends that affect weeding and rightsizing. A key discussion is the current shift from the "ownership" of materials in academic library collections to an access model. However, even with this shifting model, academic libraries still face space issues and crowded bookshelves.

In chapter 2, Miller and Ward discuss several traditional weeding solutions. The authors note that many academic libraries have collected materials for years and some have weeded, but "not always in routine, systematic, ongoing, and system-wide ways" (38). Sporadic weeding does not fix anything, as it only relieves crowding or allows for absorbing collections. In contrast, the authors note that public libraries and smaller academic libraries regularly weed their collections due to no extra shelf space or storage. The authors discuss the plethora of theories and strategies on weeding as well as benefits and drawbacks of each method. These strategies use various valuations, including usage, low- and no-use, and other agreed-on criteria.

A popular yet traditional strategy for dealing with low and no-use books is to move them to storage. Miller and Ward add that on-site storage is most often used because of the need to relocate items quickly. Eventually, on-site and remote storage is not adequate, as storage areas fill up, other demands exist for the space, the areas were not built for library materials, and items circulate less (by some estimates, an annual circulation of 2 percent or less). However, the authors note that storage is not bad, and by rightsizing, libraries can "make the most . . . of . . . storage space by building more intentional collections" (50).

Miller and Ward note that there are several barriers to rightsizing, including librarians who are attached to the books, not wanting to weed them, regardless of their usefulness. The authors emphasize that successful librarians spend as much time preparing a deselection plan as a selection plan. Other barriers include the opportunity cost of keeping low or no-use items, gathering faculty input, and