

Education Collection Assessment

The College of Education at Coastal Carolina University offers five undergraduate and three graduate programs, as well as continuing education and professional development courses for current educators. All programs are NCATE accredited:

B.A. Early Childhood	B.A. Special Education / LD
B.A. Elementary Education	M.A.T. Secondary Education
B.A. Middle Level	M.Ed. Educational Leadership
B.A. Physical Education	M.Ed. Learning & Teaching

Monographs

As part of the library's 2010-11 strategic plan, the collection management department and education liaison assessed library holdings in support of education. This area was determined to be in need of assessment because:

- Two Master's programs were added to the education department in Fall 2010, M.Ed – Educational Leadership and M.Ed – Teaching and Learning. The latter has three concentrations (Literacy, Educational Technology, Early and Elementary Education)
- The Education department anticipated NCATE accreditation in Fall 2011.
- Preliminary assessment of the *print* collection showed that of 7751 titles, 3652 (47%) had never circulated and 1602 (21%) had one circulation incident since 1997. Additionally, 82% (6413 titles) of the print collection was published prior to January 1, 2000.

In March, 2011 the library held 8394 books, ebooks (excluding ebrary books, as these are not owned by the library) and films in support of all education programs. This does not include curricular support materials used by education students in the classroom: juvenile books, realia, posters, or kits, nor does it include CCU Collection materials. Periodical holdings were not included in the evaluation.

Format:

Of the 8394 titles mentioned above, 88% are print monographs, 10% are ebooks and 73 (.8%) are films.

Though 10% of the entire collection is in purchased ebook format, more than a third (37%) of the *current* (2000-2011) education collection are ebooks.

Age of collection

The average publication date of all education titles is 1987.5, the median age is 1988. This is supplemented by purchase of ebook packages in 2002 (Netlibrary) and 2010 (Springer). The average and median publication date of the *print* (book) collection is 1986, or an average collection age of 25 years; 82% of the print collection was published prior to 2000. A subscription to ebrary's Academic Complete collection offers 1887 (as of March, 2011) education titles with publication dates from 1968 to 2010.

Use

Use of the print and audio-visual collection is measured by circulation and in-house use, which has been tracked since 1997 and 1999 respectively. Of the 7953 titles that circulate, 3841 titles (48%) have never been checked out. 1640 items (20%) have been checked out once, and 886 (12%) twice. Nine titles have 30 or more uses. The Praxis study guides have the highest use of all education materials with 21-67 uses for thirteen guides. Other titles with 15+ uses include two titles published by College of Education faculty, three on **school violence**, a film series on **teacher training** (*First Days of School*), *Corridor of Shame*, a film on the state of rural education in South Carolina, and three titles on African-American fraternities. All high use formats are books except the two films. Median and average dates of publication for high-use materials is 1999 and 1996.

Total checkout describes use over time, but not current use. Materials *returned* between 2009 and 2011 (indicating a recent checkout) totaled 911 titles. Total circulation incidents for these titles is 4116, or an average of 4.5 uses per title (excluding renewals.) For the same period (2009-2011), students checked out 1922 education titles, another indication of multiple uses of these materials. Average/median publication date for recently used titles was 1993/1998, with an *r* of -.064, indicating almost no relationship between current use and age of publication. Films (DVD and VHS) accounted for about 3% of current use. Monographs with high use *and* recent use mirror all high use titles, indicating that these subjects have consistently high use (high use over time.) Other subjects recently used include bullying and school violence, classroom management, grading/marking (assessment) and multicultural education.

Use studies indicate what we have that is used; it does not reveal what we lack that is needed. Interlibrary loan and PASCAL Delivers requests by student (ptype 15 includes undergraduate and graduate students) were examined and limited to requests related to education (LCCN in BF, L, RJ.)

PASCAL Delivers (PD) items requested from other South Carolina academic libraries between January 2009 and May 2011 were sorted by patron type and limited to students. Of 2456 PD requests by students, 97 (4%) were for books relevant to education. These 97 titles were tagged for general subject content. Twenty percent of the requested books dealt with issues applicable to college students and were largely post-graduate test preparation guides (CLEP, GRE, MAT.)

Special education (primarily ADHD) and literacy topics accounted for 25% of the requested books. Next most frequently requested topics were fraternities, **multicultural education, psychology, history of education and teaching to special groups of students**. The percentage of books requested by education students is small compared to the total number of all books requested by students but consistent with percentages requested by students in all other broad subjects except literature (P) and social sciences (H):

PD Requests 2009-2011 (ptype 15)

LCCN range	# requested	% of requests
B	175	7%
D	221	9%
E	83	3%
F	38	2%
G	89	4%
H	293	12%
J	80	3%
L	96	4%
N	131	5%
P	447	18%
Q	91	4%
R	115	5%
T	124	5%

While PASCAL Delivers is limited to monograph lending, interlibrary loan requests include journal articles as well. Ill requests from 2009-2011 were limited by ptype (student) and call number (L). Of 51 requests, 5 were for books, two of which were on fraternities. Topics requested in the periodical literature were on **digital media in the classroom, school administration, and educational psychology**. These topics accounted for 28 of the 40 articles that could be easily tagged by broad subject area.

Summary: Though the median age of the collection is 20-22 years old (by publication date), use of monographs appears unrelated to age. Recently used materials are in the same subjects as all high use materials, indicating high use across time. Highest use topics are **test preparation** guides, both Praxis (for new teachers) and post-graduate test guides, which are included in the L call number range. The Praxis guides held by the library seem to meet student need since few of these were requested from other libraries, while post-graduate test guides were among the most requested items. These only partially reflect the need of education students; since all education students need to take the Praxis, only those planning on graduate study need the other guides. Total student requests for education materials from other libraries are consistent with the number of requests in other subjects (not controlling for number of students in a related major),

indicating that the education collection is not significantly worse or better at meeting student needs than other subjects. Subjects requested through PASCAL Delivers are consistent with other high-use topics, while topics requested through ILL were relevant to graduate programs (**school administration and digital media.**)

Core Holdings

Two files of print monographs were uploaded to Bowker's *Book Analysis System* in spring, 2011. One file was the complete holdings in all areas of education (8512 records); the other was titles that related directly to the current curriculum (8394 records.) Both files included non-print holdings since these lists were used for other comparisons.

In all areas of education, the library holds 538 core titles, or 32% of all core titles in L-LT call number ranges. This is 6.3% of the education collection. Other subject areas are included here (physical education, child psychology, health education.)

In subject areas (by LC classification) related to curriculum, the library holds roughly 20% (347) of *all* core titles (1681) in LC subject range L-LT. When examined by subheading, strong areas in terms of quantity and percent of core titles held are:

Subject Areas - high % of core titles held					
LC Subject	# titles held	# not held	# core	% held by KL	Avg Pub Date
(LA201-398) History -United States	56	89	145	38.62%	1982
(LB1025-1050.75) Teaching (Principles and practice)	60	115	175	34.29%	1989
(LB2801-3095) School administration and organization	52	116	168	30.95%	1989
(LB1555-1602) Elementary or public school education	29	46	75	38.67%	1986
(LB1705-2286) Education/training of teachers and admin.	17	33	50	34.00%	1991

Some subheadings indicate a high percent of core titles held but few titles in the subheading (2 core titles, both owned = 100% of cored titles held); these were omitted.

Weak areas were identified by those subheadings with percent core holdings less than 10% and total core titles which were considered especially relevant to the curriculum (general titles, histories of regions other than the U.S., higher education, adult education)

Subject Areas - low % core titles held					
LC Subject	# titles held	# not held	# core	% held by KL	Avg Pub Date
(LB51-885) Systems of individual educators and writers	18	72	90	20.00%	1972
(LC980-1099.5) Types of education	10	49	59	16.95%	1996
(LC1390-5160.3) Education of special classes of persons	15	178	193	7.77%	1986
(LC65-245) Social aspects of education	7	171	178	3.93%	1992
(LC251-951) Moral/religious education	0	36	36	0.00%	na

While the library holds relatively few core titles on individual educators and writers, the age of this area is not an issue due to content. Types of education include general, holistic, humanistic and competency-based education as well as career, technical and vocational education, the last of which are not part of the University's education curriculum. Education of special classes of persons include gifted education, education of minorities, immigrants, ethnic groups and the disabled, all of which are a significant part of the curriculum, and an area to address. Social aspects of education cover a myriad of topics: school attendance, compulsory education, literacy and illiteracy, discrimination in education, taxation of schools, economic and demographic aspects of education and school and community. With the exception of how these areas relate to higher education, all are relevant to the current curriculum, notably educational leadership. The education curriculum does not include religious education. Moral or ethical aspects of education are discussed in physical and special education courses, and are likely covered in books specific to these areas.

Response

The analysis of the education collection indicated that the collection was dated (82% of the collection is over ten years old) and while the collection is strong in core holdings compared to the rest of the collection (average 13-16%), there are weak areas based on core titles in curricular areas and educational topics requested from other libraries. Per the library's strategic plan, we wanted to build the number and percent of core education titles held by the library.

At the end of the 2010-11 academic year, \$5000 was set aside to build the education collection. Using the core title analysis for curricular areas, a list of core titles not owned was exported and sorted by publication date. The list was examined for new core titles not relevant to the curriculum; these were removed from the list. The remaining new core titles were purchased up to our budget limit. This resulted in purchase of 71 core education titles relevant to the curriculum with publication dates of 2009 and 2010.

With the support of the (then) interim dean of the college of education, faculty were encouraged to evaluate their instructional areas of the education collection and make recommendations for purchase and de-selection. Three faculty initiated contact with the library, and the head of collection management and education liaison followed up with other faculty. Faculty were contacted individually to set up appointment times to meet in the stacks. Call number ranges associated with instructional areas for each faculty member were marked, so faculty knew which areas to assess. We asked faculty to make purchase recommendations as they went through their areas; librarians took notes and checked holdings and availability of titles mentioned as faculty worked. This was deemed successful as faculty were able to see what was dated, what needed to be updated, and which authors and topics were missing from the collection. This exercise ultimately resulted in a list of about 350 titles needed or recommended. Orders were placed for these at the beginning of the fiscal year; 350 titles were purchased from these discussions. 139 of these were juvenile titles.

Faculty were also asked to identify dated and irrelevant books as they went through their instructional areas of the stacks. Between May and August, 2011, fourteen education faculty members visited the library and removed 1468 books from the shelves. These had an average age of 1978 (median 1979.) These books were scanned into a review file and uploaded to *Bowker Book Analysis System* to identify core titles; 41 of these were found to be core titles and were returned to the stacks. The head of collection management and the education liaison did a final review of the stacks for dated material and books in poor condition and removed another 261 titles. Four of these were identified as core titles and were replaced or returned to the stacks.

The collection relevant to the curriculum was reduced by just over 1700 titles, leaving 6661 titles in all formats. The average age of the curricular collection increased from 1987 to 1990. Average publication date of print materials increased to 1988 (from 1986); currently 78% (vs. 82%) of the print collection was published before 2000. This includes curricular areas of the education collection that were not evaluated; music education (643 titles, average publication date 1983) linguistics (73 titles, average publication date 1983) and educational psychology (522 titles, 1983), legal aspects of education (88, 1984) and physical education (111, 2000) were not evaluated. Faculty review focused on education (L – LC), science education (Q 181-183.5) and mathematics education (QA 11-12, QA 135.5) which comprised 80% of the curricular collection.

At the end of the assessment period, education titles relevant to the curriculum were uploaded to *Bowker's Book Analysis System* to determine changes in core titles held, and core titles as a percent of our holdings. We would expect to see an increase in both measures, since core titles were added, none were removed, and the collection size was reduced. In addition to the 71 core titles purchased in May 2011, 86 additional core titles were added through recommendations from faculty. This almost doubled the percent of core titles relevant to the education curriculum from 4% to 7.5%. Changes to the education collection, including core titles held as a percent of the collection, are summarized below:

	2011	2012
Titles held*	8392	6661
Avg age	1987	1990
Avg print age	1986	1988
L - LC	1988	1991
Q, QA	1993	1998
Core titles Held	347	504
core as % of collection	4.10%	7.50%

Appendix A provides an overview of changes to the collection in all subject areas relevant to education. Some areas show fewer core titles owned in 2012; no core titles were removed from the library, but core titles *are* removed from *Resources for College Libraries*, which may account for fewer core titles held. Books added are also noted, but it is important to note that titles requested by faculty in their instructional areas did not always coincide with the call number ranges identified from course descriptions. For example, seven American history titles were added to the collection in LC class E, but this subject range was (perhaps erroneously) excluded from our analysis although the titles will support social studies teaching. Thus, titles added indicate titles added in identified call number ranges, though additional titles were added as well.

Conclusion

While we initially focused our attention on the L call number range, we found that an accurate assessment had to include all areas of the education curriculum; by linking call number ranges with course catalog descriptions, we were able to construct a picture of the collection relevant to the curriculum. Since the library's current collection development policy states that we collect for the curriculum, the catalog is an appropriate guide. Future assessments should include new courses not yet in the catalog; in 2010-11 there were 3 new courses approved for education and two of these were expansions of an existing course.

Faculty participation was critical to successful evaluation of the collection. With the support of the Dean of the College of Education, faculty were encouraged to meet with librarians to review library current holdings. Emphasis was placed on adding needed content rather than removing materials, and verbal requests for new materials were used to generate orders, which were placed promptly.

Familiarity with the education curriculum, faculty needs and updated holdings provided a context for assigning collection levels to subject areas associated with education. WLN conspectus levels (below) were assigned to all call number ranges for education; subject areas within ranges were assigned collection levels but were identified as external to the assessment.

Level 0	Out of Scope
Level 1	Minimal Level
Level 2	Basic Information Level
Level 3	Instructional Support Level
Level 4	Research Level
Level 5	Comprehensive Level

LCCN Range - Education	Level
BF309-499	3
BF712-724.85	3
GV201-555	3
H1-99	3
HM(1)-1281	3
HQ793-799.2	3
KF1-9827	2
L	1
LA5-135	3
LA173-186	1
LA201-398	3
LA410-2284	0
LA2301-2396	2
LB5-1785	3
LB1805-2799.3	2
LB2801-3060.87	3
LB3201-3325	1
LB3401-3495	1
LB3497-3460	1
LC8-58.7	0
LC59	2
LC65-148.5	1
LC149-161	3
lc 215-235	3
LC237-LC1091	0
LC1099-1099.5	3
LC1200-1203	3
LC1390-3593	1
LC3701-3740	3
LC3950-4806.5	3
LC4806-LC6691	1
P118-118.75	2
QA1-43	3
QA101-(145)	3
RA773-788	3
RF460-547	1
RJ125-145	2
RJ370-550	2

Out of context

Sources Consulted

- Gregory, Vicki L. (2011) *Collection Development and Management for 21st Century Collections*. New York: Neal Schuman.
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- IFLA, Section on Acquisition and Collection Development. (2001) “Guidelines for a Collection development policy using the conspectus model.” Retrieved from <http://www.ifla.org/files/acquisition-collection-development/publications/gcdp-en.pdf>
- Johnson, Peggy. (2009) *Fundamentals of Collection Development and Management*. Chicago: American Library Association.
- Lyons, Lucy Elenore. (2010) “Collection Evaluation: Selecting the right tools and methods for your library.” *Library Data : Empowering Practice And Persuasion*. Ed. Darby Orcutt. Santa Barbara, Calif. : Libraries Unlimited.

Appendix A

Education Collection: 2011 - 2012 Comparison

LC Subject	LCCN	Level	Titles owned 2011	Core titles owned 2011	Core not owned	% core owned	% owned - all core titles	Titles Owned 2012	Owned -Net Change	Core titles owned 2012	Core - Net Change	Added 2012
Learning, Psychology of	bf 318-319.5	3	51	1	10	2%	9%	51	0	1	0	
Developmental Psychology	bf 712-724.3	3	470	27	69	6%	28%	469	1	26	-1	
Physical Education - History	gv 211	2	2	0	1	0%	0%	2	0	0	0	
Physical Education - General	gv 223	2	4	0	3	0%	0%	4	0	0	0	
Physical Education - Study and Teaching	gv 361-365	3	55	13	10	24%	57%	55	0	13	0	
PE for special classes of persons	gv 436-445	3	55	10	7	18%	59%	55	0	10	0	
Sports - Philosophy/General Topics	gv 706.8	2	0	0	0			6	-6	0	0	
Social Sciences - Research	H 62	3	25	0	27	0%	0%	25	0	0	0	3
Social Justice	hm 671	3	13	0	3	0%	0%	4	9	0	0	
Youth	HQ 793-799.2	3	122	5	20	4%	20%	120	2	5	0	2
Educational law and legislation	kf 4101-4166	2	78	8	21	10%	28%	75	3	8	0	
Special Education -- law and legis	kf 4209-4210	2	10	2	0	20%	100%	9	1	2	0	
History of Education	la 5-135	3	60	4	19	7%	17%	58	2	3	-1	
History of Education	la 201 - 398	3	484	55	88	11%	38%	345	139	55	0	14
Educators - biography	la 2301-2395	2	39	3	10	8%	23%	35	4	5	2	1
Educational theory	lb 51-875	3	100	15	39	15%	28%	71	29	17	2	
Teaching	lb 1025-1050.75	3	1357	59	114	4%	34%	993	364	59	0	40
Educational Psychology	lb 1050.9 - 1091	3	351	20	32	6%	38%	228	123	20	0	11
Child development	lb 1101-1139	3	276	9	8	3%	53%	110	166	18	9	12

Early Childhood Education	LB 1139.2 - 1139.4	3	82	16	10	20%	62%	79	3	17	1	1
Arts--Study and teaching (Early)	lb 1139.5 .A78	3	10	0	0	0%		10	0	0	0	
Language arts (Early childhood)	lb 1139.5 .L35	3	5	1	1	20%	50%	4	1	0	-1	5
Literature--Study and teaching (Early)	lb 1139.5 .L58	3	1	0	0	0%		1	0	0	0	
Science--Study and teaching (Early)	lb 1139.5 .S35	3	1	0	1	0%	0%		1	0	0	1
Social sciences--Study and teaching (Early)	lb 1139.5 .S64	3	1	0	0	0%			1	0	0	
Education, Preschool	LB 1140 - 1140.5	3	139	3	7	2%	30%	64	75	3	0	5
Language arts/Reading (Preschool)	lb 1140.5	3	21	1	1	5%	50%	19	2	1	0	
Kindergarten	LB1141-1499	3	27	1	0	4%	100%	22	5	1	0	
Language arts (Kindergarten)	LB 1181	3	3	0	0	0%		1	2	0	0	
Coloring for children	LB1187-1188	1	2	0	0	0%		1	1	0	0	
Education, Primary	LB 1501 - 1547	3	84	3	4	4%	43%	69	15	3	0	2
Elementary Education	LB 1555 - 1602	3	849	29	46	3%	39%	721	128	29	0	22
Education--Curricula	lb 1570-1571	3	147	7	4	5%	64%	127	20	7	0	1
Reading - Elementary	LB 1573	3	123	3	11	2%	21%	94	29	5	2	4
Spelling ability - elementary	lb 1574.5	1	4	0	1	0%	0%	4	0	0	0	2
Language arts (elementary)	LB1575.8-1577	3	234	5	7	2%	42%	220	14	5	0	6
Social sciences--Study and teaching (Elementary)	LB1584-1584.5	3	69	1	5	1%	17%	48	21	1	0	3
Science--Study and teaching (Elementary)	lb 1585	2	87	3	3	3%	50%	62	25	6	3	1
High Schools	LB 1603 - 1694	3	254	5	15	2%	25%	166	88	5	0	6
Teachers -- Training of	LB 1705 -1785	3	324	17	33	5%	34%	275	49	16	-1	7

School Management and Org.(Org/Supervis.)	LB 2801-2997	3	705	26	30	4%	46%	633	72	25	-1	19
School Management and Org (Manag/Discipline)	lb 3011 - 3095	3	366	26	56	7%	32%	296	70	26	0	11
Speech Therapy for children	lb 3454	1	2	0	0	0%		1	1	0	0	
Literacy	lc 149-160	3	68	1	16	1%	6%	58	10	3	2	
Community and school	lc 215-239	3	103	4	9	4%	31%	93	10	4	0	8
Multicultural education	lc 1099 - 1099.5	3	78	10	19	13%	34%	58	20	9	-1	13
Inclusive education	LC 1200-1203	3	28	1	3	4%	25%	26	2	1	0	2
Minorities -- Education	lc 3701-3740	3	88	3	7	3%	30%	56	32	3	0	2
Special Education	LC 3950-3990.4	3	54	1	12	2%	8%	34	20	1	0	7
Children with disabilities-- Education	lc 4001-4700.4	3	289	5	9	2%	36%	65	224	5	0	7
learning diabl	lc 4704- 4706	3	84	3	12	4%	20%	34	50	3	0	3
Dyslexic Children	LC 4708-4710	3	6	0	1	0%	0%	5	1	0	0	1
Hyperactive children -- education	lc 4711-4713	3	8	0	0	0%		6	2	1	1	
teaching ADD	lc 4713.2-4713.4	3	6	0	2	0%	0%	6	0	0	0	2
Autistic children -- education	lc 4717-4719	3	8	1	2	13%	33%	3	5	1	0	1
Music - study and teaching	MT	3	644	65	183	10%	26%	635	9	65	0	
Language acquisition	p 118-p118.23	2	73	2	3	3%	40%	73	0	2	0	
Science - study and teaching (secondary)	Q 181 - 183.4	3	160	7	7	4%	50%	160	0	7	0	1
Math - Study and Teaching (secondary)	QA 11-13.5	3	179	5	26	3%	16%	138	41	5	0	4
Arithmetic -- study and teaching	QA 135	3	156	5	5	3%	50%	85	71	7	2	9
lifetime fitness	ra 781	3	61			0%		61	0	61	61	
language disorders in children	rf 496	1	0					0	0			
human growth	rj 131	2	7			0%		7	0	4		1

learning disabilities research	rj 394	2	0				0	0			
learning disabilities etiology	rj 486.5	2	5			0%	5	0			2

