LIS 653 – Fall 2011

Collection Analysis

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Introduction

A comprehensive analysis was performed on the Southeast Middle School Library collection. This analysis included examining a sampling of eighty books, an evaluation of the entire collection, and a thorough examination of the Dewey Decimal 300, 500, and 900 sections. Additionally, the collection was also evaluated in relation to one section of Science and one section of Social Studies within the North Carolina Standard Course of Study for Middle School. The following report details the process and the findings of the collection analysis. Also provided in conclusion, based on the results of the analysis, is a suggested five-year collection development plan.

Part One: Data Collection

School Data

Southeast Middle School (SEMS) is located in Greensboro, North Carolina, and is part of North Carolina's Guilford County School system. Information about the students, such as gender, ethnicity, and performance was collected. Information about the school, its teachers, and its library were also collected from North Carolina reporting agencies.

Sampling Data

The Southeast Middle School (SEMS) Library currently houses a collection of 14, 381 items (Follett, 2011, pg. 1). A sampling of eighty books was physically examined for analysis. This eighty book sampling consisted of twenty books each of the following sections: Fiction, the 300's, the 500's and the 900's. To begin the selection process for the sampling analysis, the number of shelves in each

section from which books were selected were counted.   The number of shelves was divided by twenty. This determined how many shelves a book could be randomly selected from. In the 300 section, there were twenty shelves. One book was selected at random per shelf. In the 500 section, there were twenty-one shelves. One book was selected at random from the first twenty shelves. In the 900 section, there were 86 shelves. This resulted in one book being selected at random from every fourth shelf of the section until twenty titles were collected. The Fiction section had 151 shelves. This resulted in one book being selected at random from every seventh shelf until twenty titles were collected.

Data pertaining to condition, publication, copyright, call number, and title were taken upon physically removing the book from the shelf. Data pertaining to acquisition and circulation were retrieved and recorded for each book selected from the Destiny automated catalog system.

Collection Data

An outside vendor, Follett, was asked to perform an analysis of the Southeast Middle School library collection. On October 18, 2011, automated catalog data records were transferred to Follett electronically. In turn, Follett generated a seventeen page report analyzing the collection. The Follett Title Wise analysis included such things as age, percentage, and size-based reports for the collection as a whole and by sections. A comparison of the collection to Follett percentage-based recommendations and Wilson Collection standards were also included.

Curriculum Data

The school librarian asked the science and social studies departments at SEMS if there was a specific area of the collection that they would like evaluated for their curriculum needs r espectively.

The response from the Science department was to examine an area within Physics. The response from the Social Studies department was to examine an area relating to maps. To benefit the library program the most, the North Carolina Standard Course of Study (NC SCOS) for middles school was examined by Ms. Crone, the SEMS librarian. Based on her knowledge of the middle school curriculum, Ms. Crone selected Objective 6.05 of the Seventh Grade Science NC SCOS and Objective 1.02 of the Seventh Grade Social Studies NC SCOS to be evaluated for strengths or weaknesses within the collection.

The NC SCOS Seventh Grade Science Objective 6.05 states students will "Describe and measure quantities that characterize moving objects and their interactions within a system: time, distance, mass, force, velocity, center of mass, acceleration." (2004, pg. 6). Key words time, distance, mass, force, velocity, and acceleration were entered into the automated catalog subject search and a list of titles and call numbers was generated for possible materials. Items on the list were pulled from the shelf and examined for content related to the objective. Additionally, all items in the Dewey call number range, 520's and 530's, were examined for related content. Reference materials for the same call number areas were also examined.

The NC SCOS Seventh Grade Social Studies Objective 1.02 states "generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment, and society, and spatial dynamics and connections." (2006, pg. 1). To determine what materials were available, research was done in the automated catalog to establish what books the library had on the above subjects. Key words maps and atlases were searched in the automated catalog. A list of titles and call numbers was generated for possible materials. Items on the list were pulled from the shelf and examined for content related to the objective. Additionally, all items in the Dewey call number range for 910's were examined for related content. Reference materials of maps, globes and atlases, were also searched for general uses.
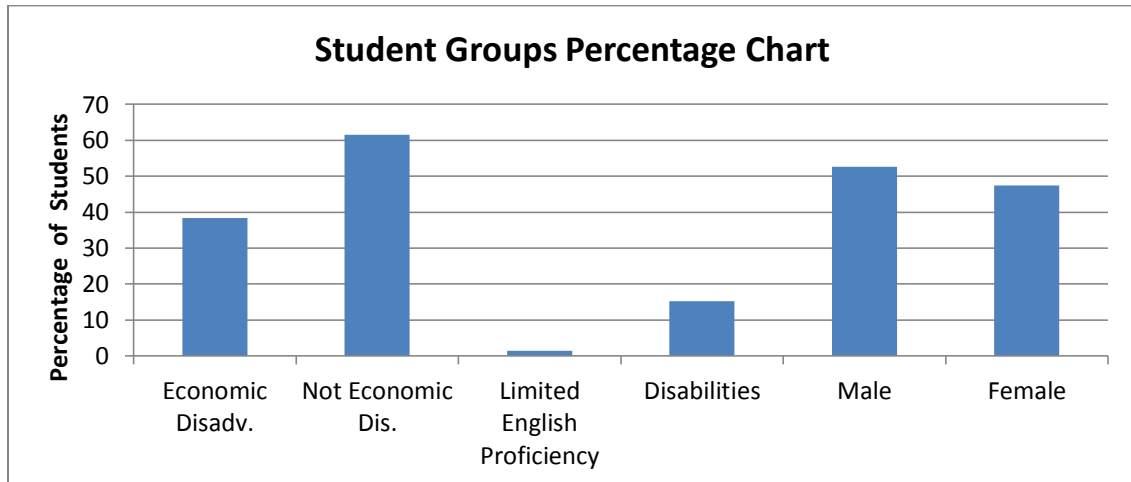
Part Two: Analysis

Analysis of Southeast Middle School

Southeast Middle School (SEMS) is the second largest middle school in Guilford County. During the 2010-2011 school year, SEMS student population equaled 1,018 (NCDPI, 2011, SEMS).   Average class size for sixth grade is 23 students, for seventh grade is 24 students, and for eighth grade is 25 students. The following chart shows the student body make-up as reported by the *NC School Report Card.*
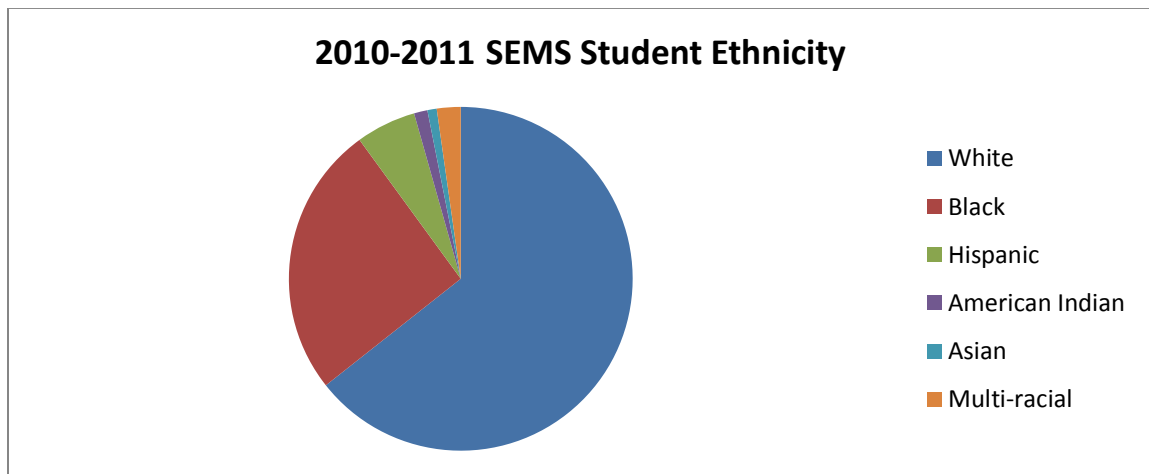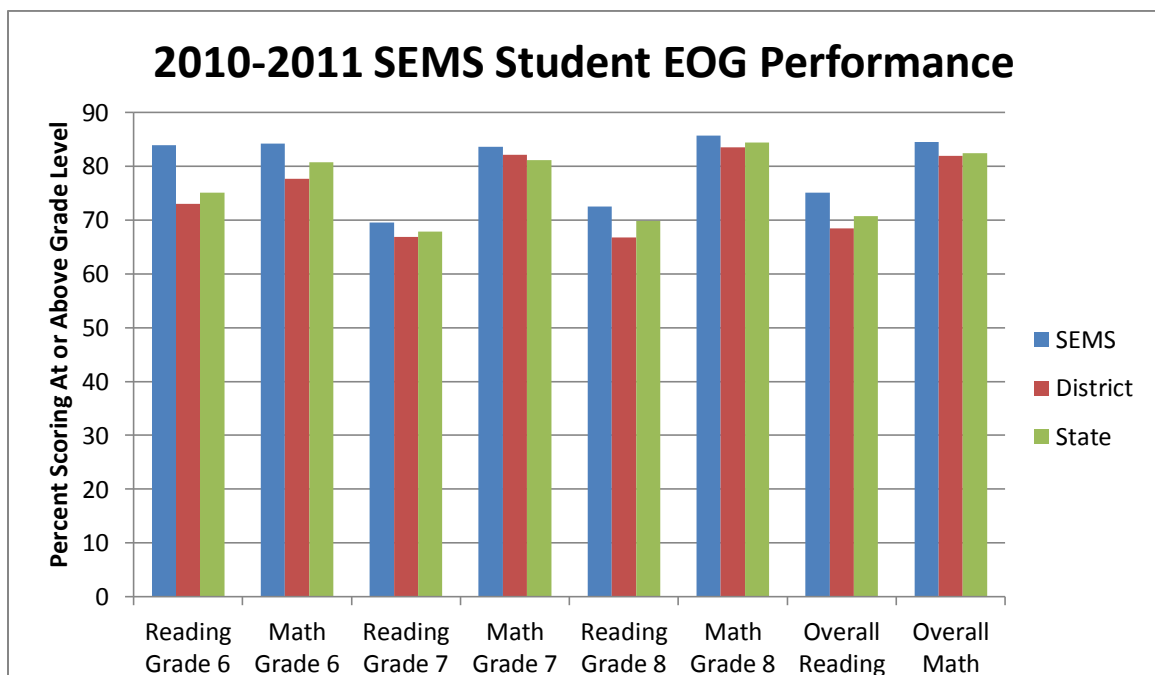

Although students at Southeast Middle School are predominantly white, the students at SEMS are a uniquely diverse group. The following chart shows the gender, socio-economic distinction, and disadvantaged student representations of the student population (NC REPORT CARD):

Student Groups Percentage Chart

A bar chart titled "Student Groups Percentage Chart" with y-axis "Percentage of Students" (0 to 70). Bars: Economic Disadv. ~38, Not Economic Dis. ~62, Limited English Proficiency ~1, Disabilities ~15, Male ~52, Female ~47.

Over half (61.6%) of the students at SEMS are not economically disadvantaged. Likewise, around half of the students have disadvantages. Fifty-four percent are economically disadvantaged and/or have limited English proficiency or other disabilities.

During the prior school year, SEMS students performed well as a whole on the North Carolina End-of-Grade (EOG) Performance evaluations. The following chart shows the percentage of students passing at or above grade level per test and subject.

2010-2011 SEMS Student EOG Performance

A grouped bar chart titled "2010-2011 SEMS Student EOG Performance" with y-axis "Percent Scoring At or Above Grade Level" (0 to 90). Categories: Reading Grade 6, Math Grade 6, Reading Grade 7, Math Grade 7, Reading Grade 8, Math Grade 8, Overall Reading, Overall Math. Series: SEMS, District, State.

At each grade level, SEMS students scored above the district and state on both the Reading EOG and the Math EOG (NCDPI, 2011, SEMS). Likewise, the school as a whole also scored above the district and state on both the Reading and Math EOGs.

The following chart indicates the combined math and reading performance of each student group represented at Southeast Middle School for the same End-of-Grade testing.

2010-2011 SEMS Student Groups EOG Performance
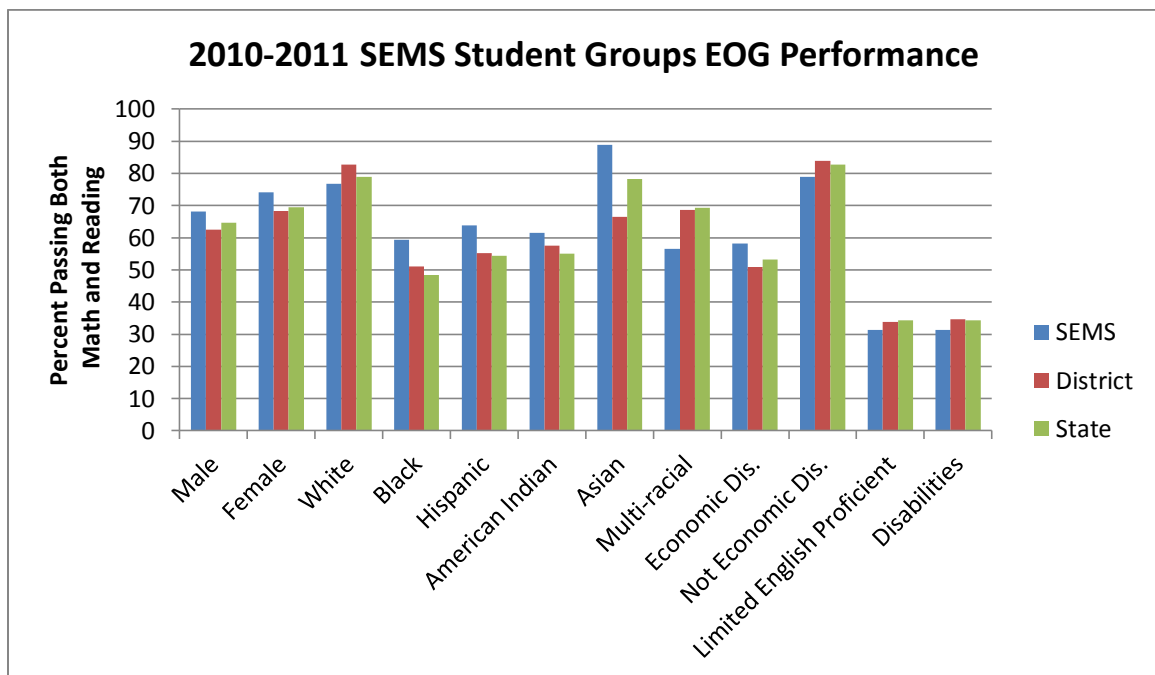
Five of the twelve groups did not score above the district or state for the combined math and reading EOG tests. However, only three of those five groups had a percentage of the students passing below a 70%. This results in SEMS being ranked a "school of progress, with expected growth" (NCDPI, 2011, SEMS). Currently, SEMS is up for its SACS Accreditation Review. In preparation for the review and after receiving several 21st Century technology-based classrooms, many of the school's missions and goals are being re-evaluated by the leadership team at this time to ensure the school's mission leads students toward being successful 21st Century learners.

SEMS has approximately 60 fully licensed classroom teachers. Only 15% of SEMS teachers have less than four years of experience. Almost half, 48%, of the teachers at SEMS have ten or more years of experience (NCDPI, 2011, SEMS).   The school's librarian is among those with more than ten years of experience.

Betsy Crone, the SEMS librarian, has over fifteen years of experience as a teacher and librarian. Ms. Crone has also been the Southeast Middle School Librarian for eight years. Ms. Crone oversees the entire school library and media program. The library's current collection consists of over 14,000 items.

Analysis of the Collection Sample

The eighty book sampling of the collection was analyzed for physical condition, usage (circulation), age (copyright), and length of holding (acquisition). The overall collection was analyzed for age (copyright), for size, and for comparison against North Carolina's *IMPACT* and *Wilson Core Collections* standards.

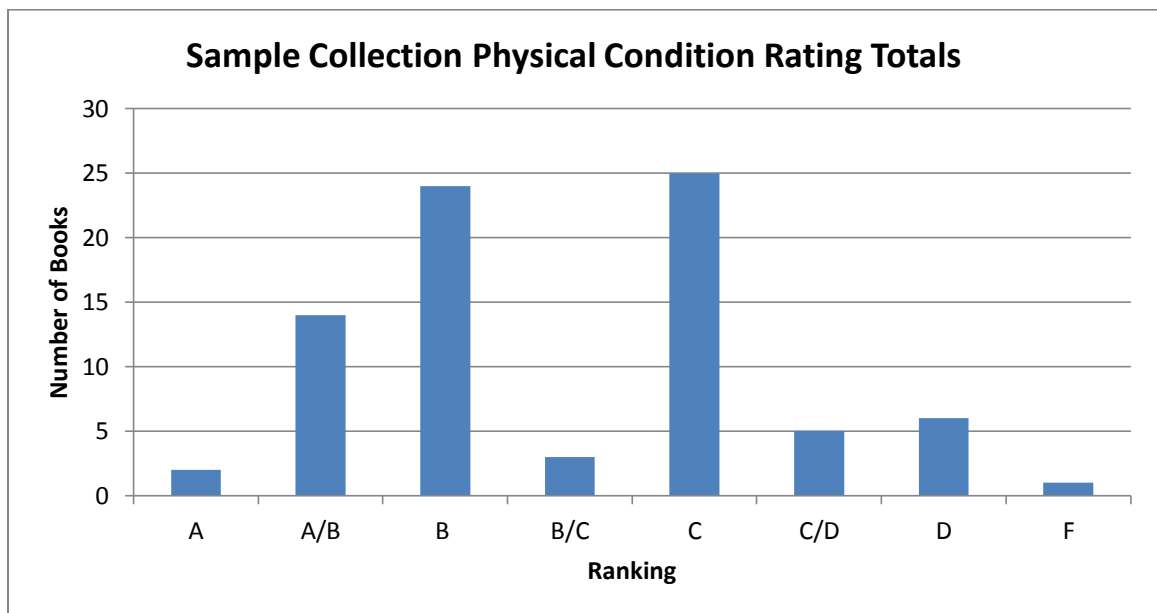*Physical Condition of Collection Sample*

Each book of the eighty book sampling was physically examined for overall condition.   The following ranking system was used:

- A - new
- A/B - like new condition
- B - good
- B/C - starting to show wear

- C - worn

- C/D - bad

- D - Damaged

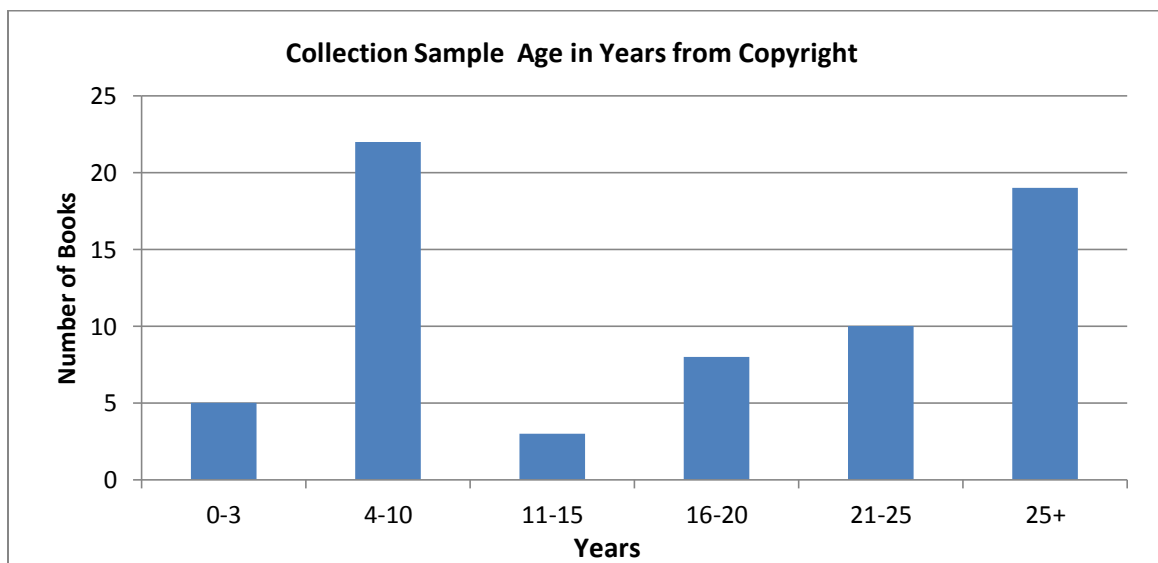- F - severely bad condition/should be discarded.

Books that were new or looked brand new were given an A rating. Books that were not brand new, yet looked to be in very good condition were given a rating of A/B. Books that did not look new but were not showing signs of wear were given a B rating. Books that were showing small signs of wear, such as scratches in the cover or bent pages were given a B/C rating. Books in slightly less than a fair condition, showing significant wear, were given a C rating. Exceedingly worn books or books that appeared to be in poor condition were given a C/D rating. Damaged books, such as broken spines or pages falling out were given a D rating. Books that were so worn and/or damaged that there was no means to salvage the book were given a rating of F. The following chart indicates the results.

Sample Collection Physical Condition Rating Totals

A bar chart titled "Sample Collection Physical Condition Rating Totals" with the y-axis labeled "Number of Books" (ranging from 0 to 30) and the x-axis labeled "Ranking". The values are approximately: A = 2, A/B = 14, B = 24, B/C = 3, C = 25, C/D = 5, D = 6, F = 1.

The results of the physical examination showed that half of the sampling, a total of 40 books, scored at the B rating or above for their condition. Only one book received a rating of F. Six books were considered damaged, receiving a rating of D, and were temporarily removed from the shelves for repair. Twenty-five or 31% of the books were rated with a C for their worn condition. A total of 12 or 15% of the books were scored below a C.

Analysis of Sampling Copyright

The oldest copyright date in the 80 book collection sample was 1941. The newest copyright date in the collection sampling was 2010. The average age of the collection sample is 1992. The chart below expresses the age of the copyrights in years for the 80 book sample.

Collection Sample Age in Years from Copyright

Number of Books

| Years	Number of Books
0-3	5
4-10	22
11-15	3
16-20	8
21-25	10
25+	19

From the collection sample, almost half the books have copyright dates that are over fifteen years old, 38 of the 80. Twenty-eight or 35% of the 80 book sampling as a whole are less than ten years old. Twenty-nine or 36.25% of the 80 book sampling are over twenty years old. The following chart shows the copyright age in years of the 80 book sampling in terms of the 20-book per section breakdown.

Sample Collection Copyright Age in Years By Section
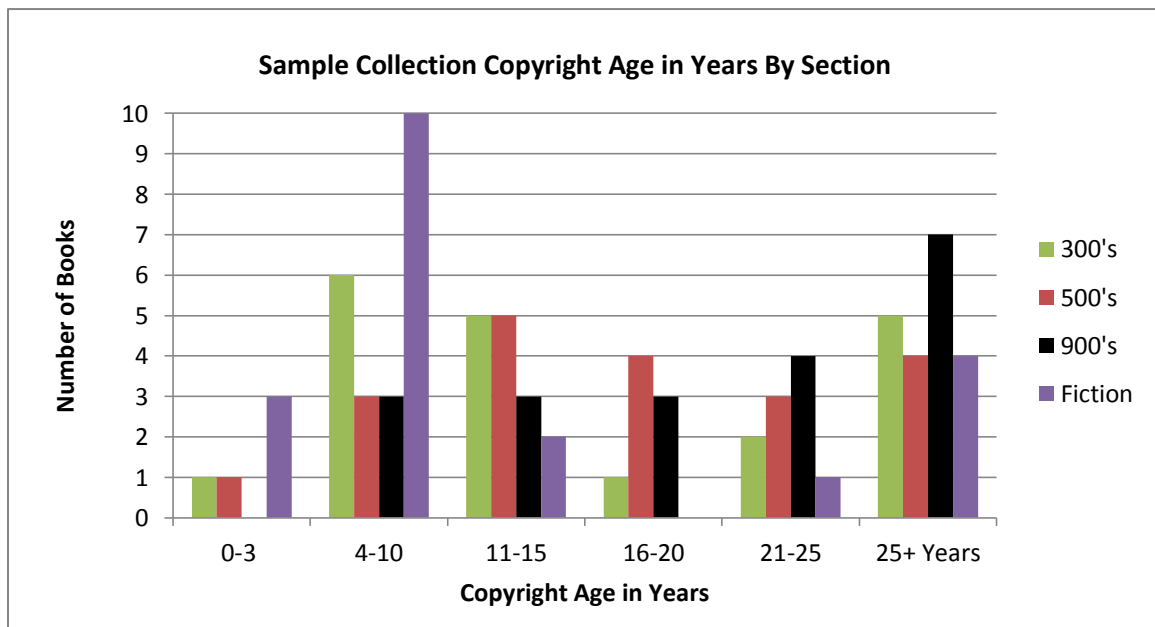
The fiction sample collection has the most new books with 13 of the 20 or 65% sampled being less than ten years old. The 900's collection sample had no new books and had more than half, 55%, of the books sampled over twenty years old.   Eleven of the twenty books sampled from the 500's were over fifteen years old.

Analysis of Sampling Acquisition

According to the Destiny Automated Catalog, the book that has the longest acquisition date in the collection sample is 1969. The newest acquired book was in 2011. A surprising number of books were acquired in August 2009. The following chart indicates the number of books from the sampling acquired each year.

Sample Collection Total Acquisitions Per Year
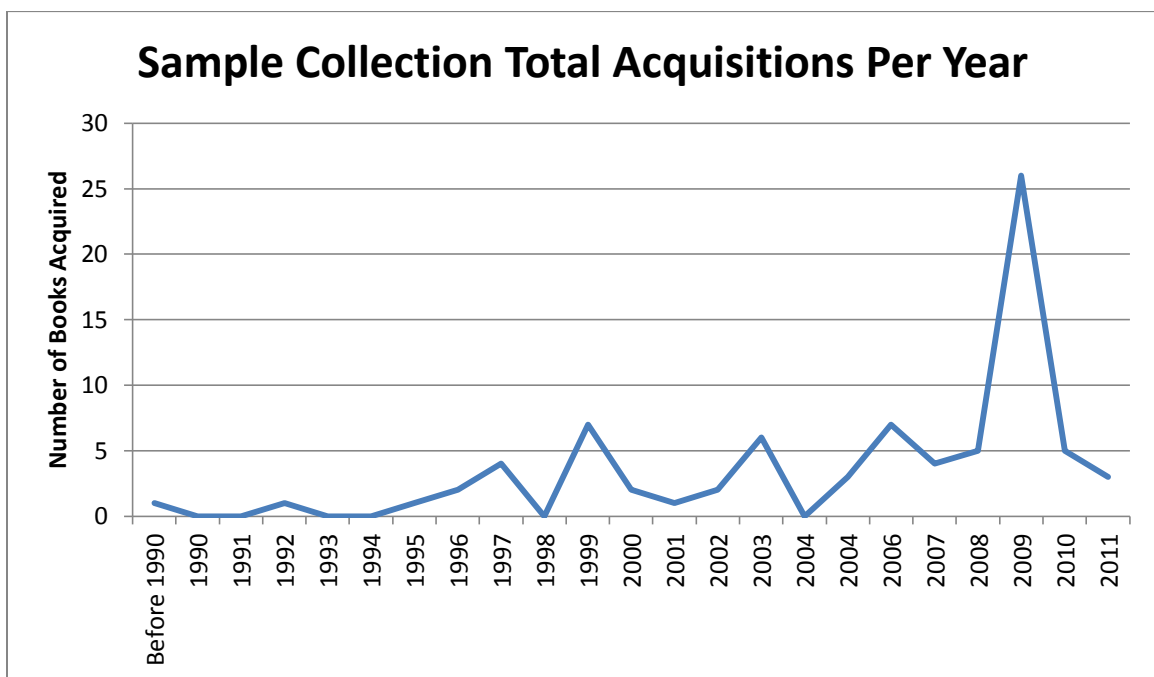
Of the sampling, twenty-four or 30% of the eighty were shown to have been acquired in August 2009. The current librarian, Betsy Crone, was on staff in 2009. Ms. Crone said that there was an inventory issue in 2009 in which a large number of titles were recaptured or re-entered into the system at that time. Previous records concerning circulation were possibly lost. This will result in inaccurate circulation data as well as inaccurate acquisition data. Some books may have circulated more than what

is currently reported.   Three of the twenty-four books show no circulation. One of these items has a copyright of 1969. It is doubtful that a book has remained in the collection for such a period close to the copyright without having circulated. Actual acquisition in unknown for items such as these.

Analysis of Sampling Circulation

The range of usage, as indicated in check-outs through circulation, for the sampling is large. Some books have never been checked out while some have been checked out as many as 66 times. The following chart shows the total number of checkouts since the book was added to the collection.

Total Circulation Since Acquisition

Number of Books (y-axis)
Number of Check-outs (x-axis)

Legend: Total Sample, 300's, 500's, 900's, Fiction
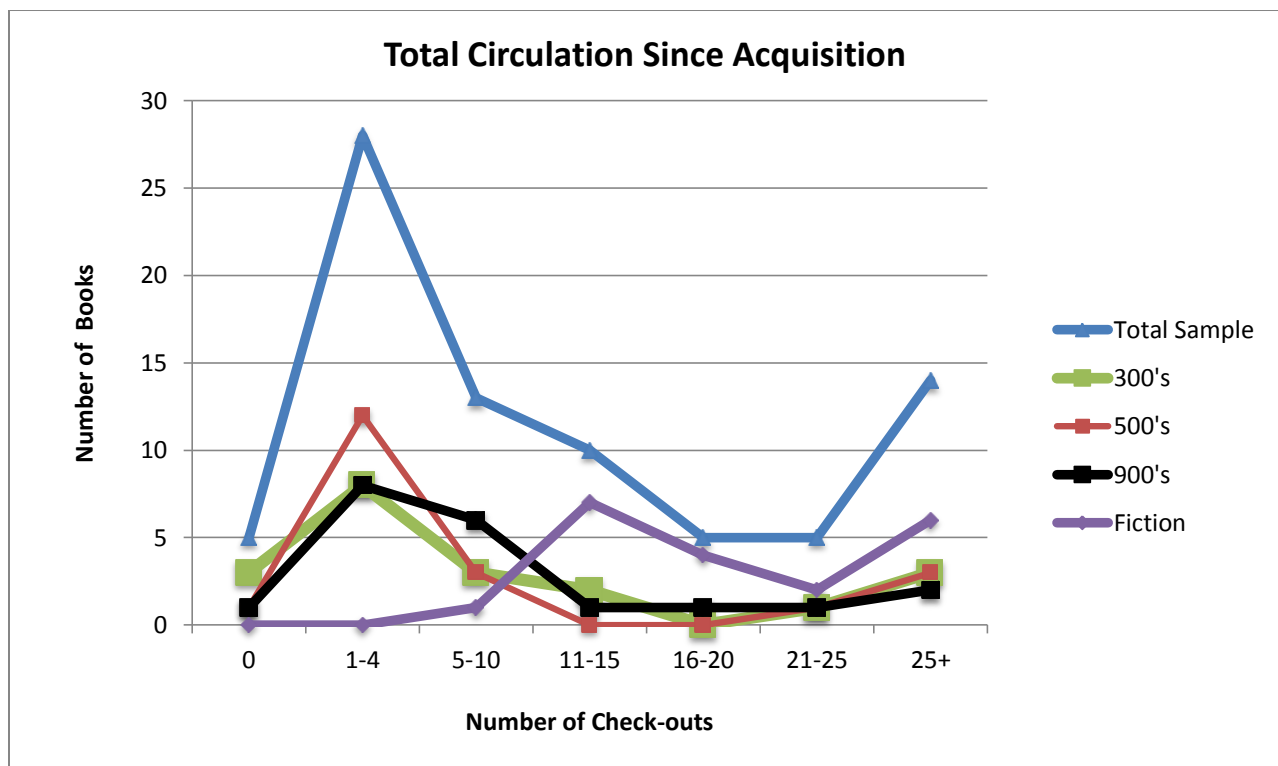
The fiction section is the only section of the sample collection in which all items have been checked out. Of the entire 80 book collection sample, only five had not been checked out at all. Three

of these are from the 300's. Overall, there is indication that the books in the sample collection are being utilized. Thirty-four of the eighty book sample have been checked out more than ten times. Fourteen of these have been checked out over twenty-five times each.

Conclusion of Sampling Analysis

The sample of the collection used for physical analysis shows that the majority of the books are in good to average condition. The circulation statistics indicate that the books in the sample collection are also being used. The analysis also indicates that many of the books sampled are very dated. The average copyright age of the sampling was 1992 or nineteen years.

Part Two: The Collection Analysis

An analysis of the entire collection was performed by Follett Title Wise. The collection analysis was done on October 18, 2011. Southeast Middle School Librarian, Betsy Crone, transferred data from the school library's automated catalog via the internet. Based on the data Ms. Crone sent Follett, an analysis was performed and a report was generated analyzing the collection in terms of the Dewey Decimal classification by 100's and additional category listings. Additional category listings included: General Fiction, Reference, Biography, Professional, Story Collection, Paperback, Easy, Graphic Novels, and Magazines (Follett, 2011, pg. 2). Information given in the report detailed the collection age and percentages of collection areas as compared to Follett and Wilson standards.

Analysis of Entire Collection – Size

Follett reported with 99.85% accuracy that 14,381 items were recognized in the Southeast Middle School library collection with 14, 359 items having recognized call numbers (2011, pg. 1). Based on a student population of 1,018, the number of items per student is 14.09. The size of the collection in relation to the student population according to The North Carolina *IMPACT* Collection Guidelines (2008) indicates that SEMS almost meets "Developing Collection Guidelines" which has a minimum of 15 books per student.

The following chart lists the average age, number of items, and percent of the entire collection for each section of SEMS' collection.

Collection Analysis (by 100s)

The Hundred Divisions		Average Age	Items	% of Collection
000	Generalities	2000	88	0.61%
100	Philosophy and Psychology	1997	99	0.69%
200	Religion	1995	134	0.93%
300	Social Sciences	1995	753	5.24%
400	Language	1990	122	0.85%
500	Natural Sciences/Mathematics	1998	904	6.30%
600	Technology	1998	815	5.68%
700	The Arts	1995	1037	7.22%
800	Literature and Rhetoric	1990	388	2.70%
900	Geography and History	1994	1564	10.89%
	Hundred Divisions Totals	**1995**	**5904**	**41.12%**

Additional Category Listings	Average Age	Items	% of Collection
General Fiction	1998	5613	39.09%
Reference	1988	422	2.94%
Biography	1997	1173	8.17%
Professional	2001	824	5.74%
Story Collection	1988	115	0.80%
Paperback	n/a	0	0.00%
Easy	n/a	0	0.00%
Graphic Novels	2006	243	1.69%
Magazines	2009	65	0.45%
Additional Category Listings Totals	**1998**	**8455**	**58.88%**

	Average Age	Items	% of Collection
Totals	**1997**	**14359**	

The Follett Title Wise analysis of the Southeast Middle School Library collection includes a collection comparison to the Wilson Core Collection (Follett, 2011, pg. 11). The following chart compares the percentage of the SEMS collection by section to the Wilson Balanced Collection Guidelines.

Balanced Dewey Comparisons: Wilson
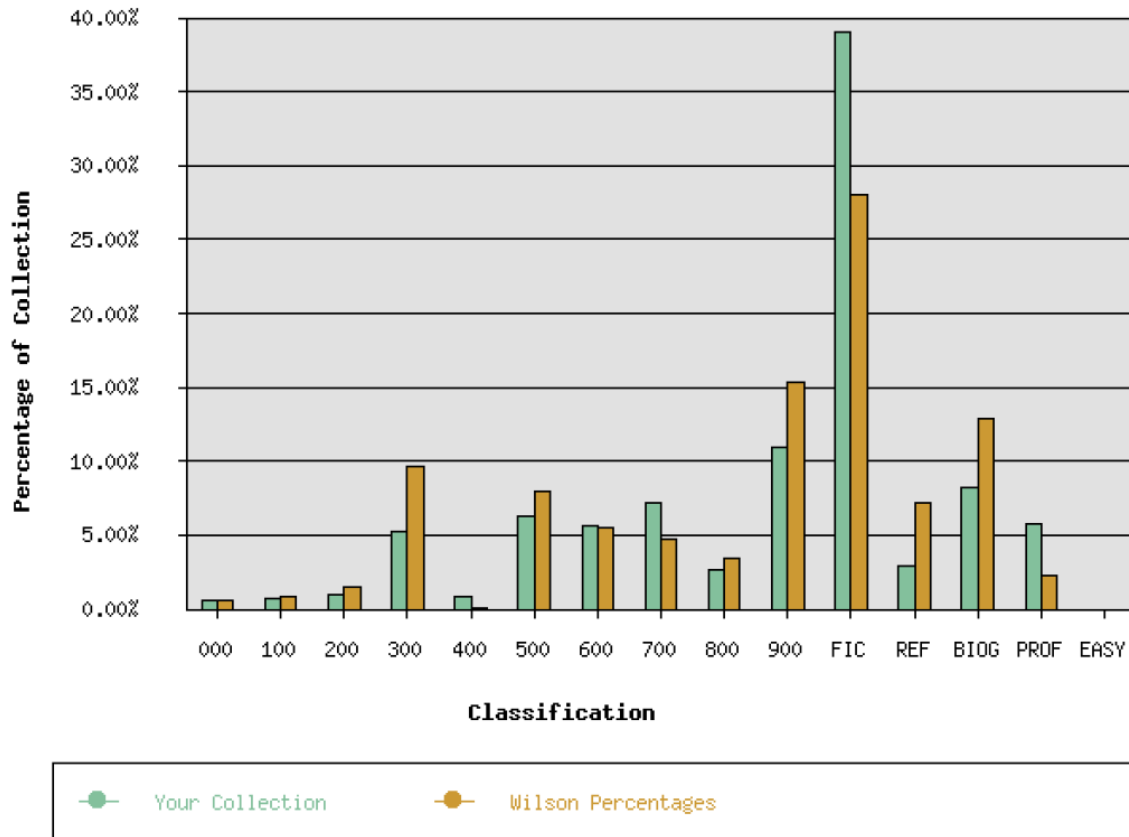
Southeast Middle School's collection clearly covers all sections of the core collection. In six areas, SEMS exceeds Wilson standards. SEMS' Fiction section far exceeds Wilson standards. Fiction at SEMS consists of 39.09% of the total collection. Wilson recommends Fiction represent only 28% of the total collection. In contrast, eight areas of the SEMS collection are below Wilson standards for their percentage of the collection. Four of these eight areas are greater than 4% below the Wilson recommended percentage of the collection size. These four areas include the 300's, the 900's, Reference, and Biography.

Analysis of Entire Collection – Age

Follett reports that the average age, based on copyright, of the SEMS library collection is 1997 or 14 years old. The average age of the collection according to The North Carolina *IMPACT* Collection Guidelines (2008) indicates that SEMS falls between "Developing Collection Guidelines" of 12 years and "Minimum Guidelines" of 16 years.

IMPACT guidelines suggest most materials in the collection have a copyright of five years (2005, pg. 141-142).   However, *IMPACT* has several areas in which older material is deemed appropriate. Some materials should be kept up to 10 years. Other material may be retained longer depending on its use and relevance (pg. 141-142).

The newest portion of the SEMS collection is Magazines with a copyright average of 2009. The oldest sections are the Reference and Story Collections both with a copyright average of 1988. *IMPACT* does not recommend Reference material to be older than 5 years unless historical in nature.

The Follett Title Wise analysis provides the following data indicating the number of items in designated areas with which the acceptable age is five years and the number of items in that area of the SEMS collection over the acceptable age (pg. 15).
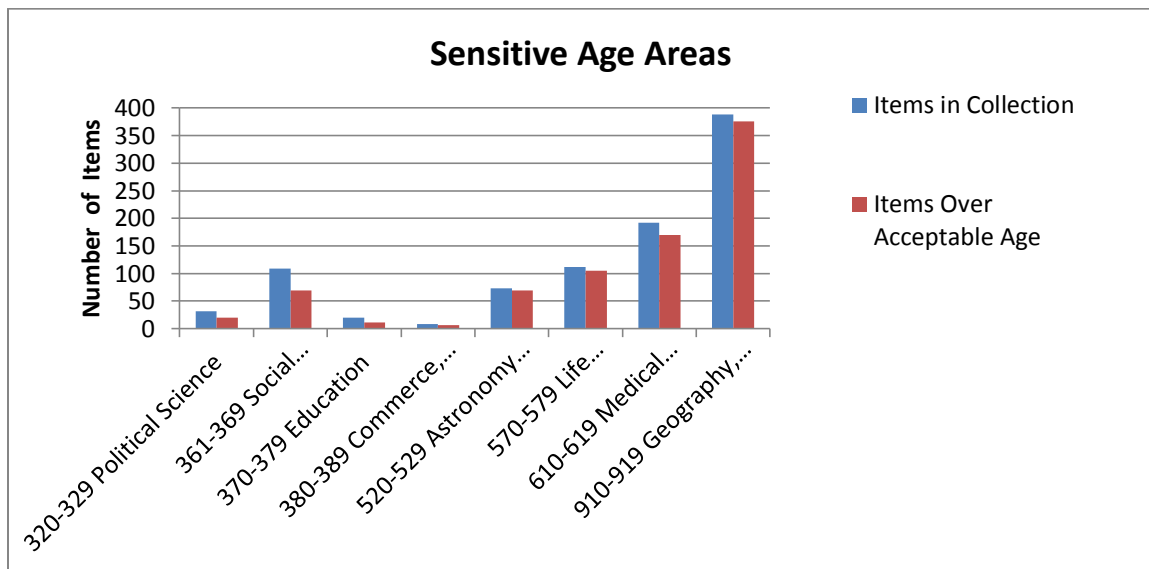
However, only two of the areas Follett targeted as "age sensitive" correspond to the *IMPACT*

guidelines for acceptable age. The two areas are the 520's and the 610's. Based on Follett's analysis,

94.5% and 87.6%, respectively, of these areas are outdated according to *IMPACT* guidelines. The

following chart indicates the *IMPACT* Suggested copyright age (2005, pg. 141-142) in comparison to the

Average copyright age in designated areas as reported in the Follett Title Wise Collection Analysis (pg. 5-

8). Areas in which an age(blue) is not indicated for *IMPACT* do not have a specific age and older

materials are acceptable.
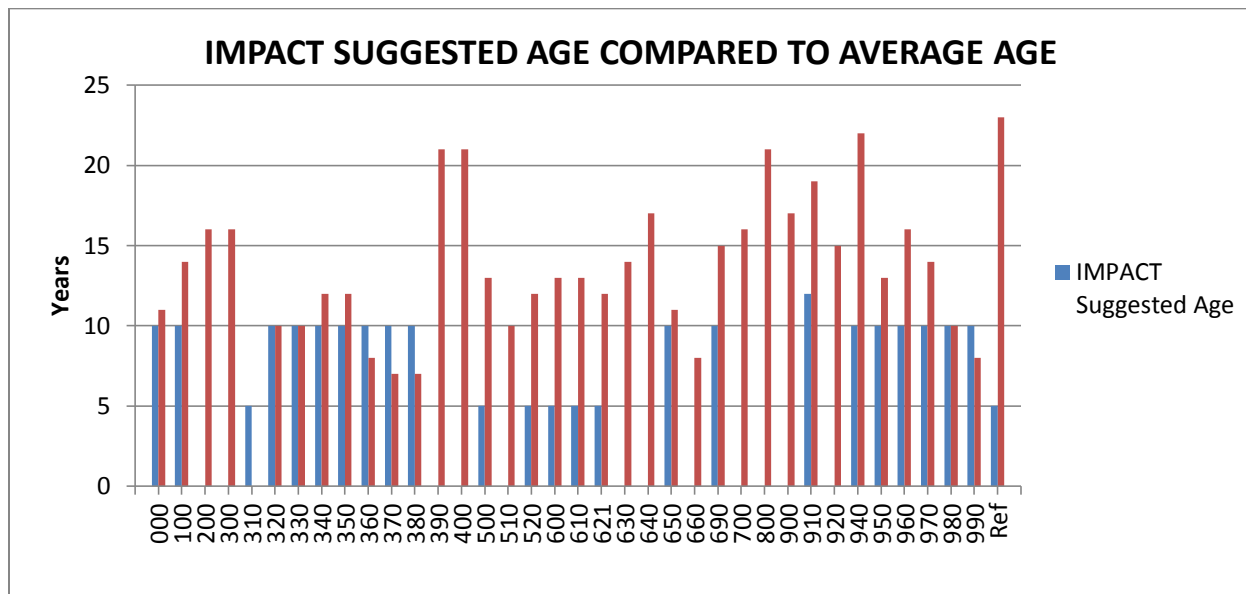
From the *IMPACT* suggested age comparison to the collection age, only the 360's, 370's, 380's,

and 990's are within appropriate age. In all other areas in which a specified age was given in the

IMPACT guidelines, the SEMS collection exceeds the suggested age guidelines clearly indicating that the

SEMS collection is largely outdated.

Detail Analysis of 300 Section

The 300 Section of the SEMS library collection consists of 753 items and makes up 5.24% of the overall collection. The average copyright age of the 300 Section is 1995. The following chart indicates the average age, number of items, and percentage of the entire collection of the 300 Section by Dewey Decimal ten divisions.

Collection Analysis (by 10s)

The Hundreds Divisions		Age	Items	% of Collection
300	Social Sciences	2003	67	0.47%
310	Collections of General Statistics	n/a	0	0.00%
320	Political Science	2001	33	0.23%
330	Economics	2001	28	0.19%
340	Law	1999	24	0.17%
350	Public Admin and Military Science	1999	43	0.30%
360	Social Problems and Services	2003	109	0.76%
370	Education	2004	20	0.14%
380	Commerce, Commun., Transportation	2004	8	0.06%
390	Customs, Etiquette, Folklore	1990	421	2.93%
	Social Sciences Totals	**1995**	**753**	**5.24%**

Based on *IMPACT* guidelines, most sections of the 300's are acceptable to be ten years old. The exceptions are 310 should not be more than 5 years, and 390's may be older if appropriate. Overall, most of the 300's are of acceptable age.

The Wilson Core Collection standards suggest that the 300 Section represent 9.7% of the entire collection. SEMS' 300 Section only represents 5.24% of its collection. This is significantly below standard level. One area of the 300's that SEMS currently has no representation in is the 310 area. Therefore, size rather than age is a concern in the 300 Section.

Detail Analysis of 500 Section

The 500 Section of the SEMS library collection consists of 904 items and makes up 6.30% of the overall collection. The average copyright age of the 500 Section is 1998. The following chart indicates

the average age, number of items, and percentage of the entire collection of the 500 Section by Dewey

Decimal ten divisions.

Collection Analysis (by 10s)

The Hundreds Divisions		Age	Items	% of Collection
500	Natural Sciences/Mathematics	1995	39	0.27%
510	Mathematics	2001	55	0.38%
520	Astronomy and Allied Sciences	1999	73	0.51%
530	Physics	1997	36	0.25%
540	Chemistry and Allied Sciences	1998	27	0.19%
550	Earth Sciences	1999	132	0.92%
560	Paleontology, Paleozoology	2000	40	0.28%
570	Life Sciences, Biology	1998	112	0.78%
580	Plants	1993	42	0.29%
590	Animals	1998	348	2.42%
	Natural Sciences/Mathematics Totals	1998	904	6.30%

IMPACT guidelines suggest that science related materials are outdated within five years. This would suggest that most of the 500's are well dated. The 510's, 570's, 580's, and 590's are the only exceptions for older material if appropriate. However, the remaining 500's have an average copyright age well past the *IMPACT* guidelines.

The Wilson suggested representation of the 500's percentage of the entire collection is 7.90%. The SEMS 500's collection is currently 6.30%. While below the suggested standard, the 500 Section is not considerably low. Therefore, age rather than size is by far more of a concern of the 500's.

Detail Analysis of 900 Section

The 900 Section of the SEMS library collection consists of 1,564 items and makes up 10.89% of the overall collection. The average copyright age of the 900 Section is 1994. The following chart

indicates the average age, number of items, and percentage of the entire collection of the 900 Section

by Dewey Decimal ten divisions.

Collection Analysis (by 10s)

The Hundreds Divisions		Age	Items	% of Collection
900	Geography and History	1989	23	0.16%
910	Geography and Travel	1992	391	2.72%
920	Biography, Genealogy, Insignia	1996	128	0.89%
930	History of Ancient World	1993	75	0.52%
940	General History of Europe	1989	310	2.16%
950	General History of Asia	1998	113	0.79%
960	General History of Africa	1995	47	0.33%
970	General History of North America	1997	416	2.90%
980	General History of South America	2001	55	0.38%
990	General History of Other Areas	2003	6	0.04%
	Geography and History Totals	**1994**	**1564**	**10.89%**

IMPACT guidelines for materials in the 900 Section are acceptable to be ten years past

copyright. The 920's and 930's may be older if appropriate. Some history throughout may be older if

appropriate as well. The 990's have the newest average copyright date of eight years. However, all of

the remaining divisions within the 900's Section have an average copyright age of at least ten years and

most are considerably older.

The 900's Section is the largest non-fiction section and second largest section in the entire SEMS

collection. The Wilson standard suggests that the 900's represent 15.30% of the entire collection. The

900's currently represent only 10.89% of the collection. This is significantly below standards. Therefore,

both age and size are areas of concern for the 900's.

Format of the Collection

The majority of the Southeast Middle School collection is print materials. Books and Magazines make up most of the entire collection. Follett's Title Wise analysis lists 65 items under Magazines (2011, pg. 2). Southeast Middle School currently subscribes to 21 magazines.

For the purpose of the Follett Title Wise analysis, only print materials are listed as format. However, SEMS has a DVD and Video collection. All DVD's and Videos, whether movie format or instruction-based, are considered to be in the Professional Collection. Only teachers and staff are allowed access to these materials.

Although not included in the Follett analysis, but part of the SEMS collection, is the school's website and online resources. Currently the school website has links to such resources as *NC Wise Owl*, the Greensboro Public Library, and other online sites which students may access at any time. Guilford County Schools have also begun an e-book collection program recently. SEMS library staff has not received training on this new collection program at present; therefore, e-books are currently not part of the overall collection.

Equipment is another area of the SEMS collection. However, equipment is only permissible for teachers to checkout. Student use is limited to teacher-only-initiated use. As such, equipment such as i-pods, headsets, and computer programs were not included in the collection analysis.

Analysis of Curriculum Areas

As part of the analysis of the SEMS collection, materials supporting one Science and one Social Studies learning objectives of the state mandated course of study were examined. This examination was to determine the level in which the collection supports the curriculum needs of the students.

Science

The SEMS library collection was evaluated in the curriculum area of the Seventh Grade North Carolina Standard Course of Study Science Objective 6.05 "Describe and measure quantities that characterize moving objects and their interactions within a system: time, distance, mass, force, velocity, center of mass, acceleration." Key words from the objective were used in an automated catalog search. The results were generated into a list of potential non-fiction and reference items. The list consisted of seventeen items: ten non-fiction books in the 500's Section, and seven items in the professional collection. The items in the professional collection consisted of one computer game and six videos and/or DVD's.

An examination of the 520's and 530's of the 500 Section did not produce additional items on the subject. Additionally, an examination of the 500's within the Reference Section did not produce any further items on the subject. In fact, the examination of the Reference Section for material on the subject revealed that there are only eleven items in the 500's Reference Section.

The resulting materials from the catalog search were found to be relevant to the learning objective. Additionally, the materials examined were all copyrighted between 1994 and 2007, as well as varied in reading level. Of the ten books found in the collection available for student use, three titles were found in the *Wilson Core Collection*. However, with only ten books in the collection, this is not enough material for a class to do a unit study or project.

Social Studies

Many areas of the Social Studies curriculum rely on maps. The North Carolina Standard Course of Study for Seventh grade Social Studies, Objective 1.02 states to "generate, interpret, and manipulate

information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer

questions about space and place, environment, and society, and spatial dynamics and connections."

General maps and atlases within the collection were evaluated. The words "maps" and "atlas" were

searched as subjects and key words in the automated catalog.

Five titles were generated within the 900 Section and two titles were generated within the

Reference Section. Three of these from the 900's had multiple copies. An examination of the materials

on the shelf in the 910's did not produce other general material. In the Reference Section, an

examination of the material did produce one other resource. However, the automated catalog did not

have a subject for maps to bring access to this source. In total, between the 900's and the Reference

Section, 23 items are available for general map and atlas use. This might be enough for an entire class

to utilize for an assignment.

The five titles in the 900 Section had copyright dates between 1993 and 2000. Only one title

was in the *Wilson Core Collection for Middle and Junior High*. Unfortunately, the copy SEMS has in its

collection is an older edition to the same title in Wilson. The two titles in the Reference Section had

copyright dates of 2002 and 2007. One of the two titles was found in the *Wilson Core Collection for*

Middle and Junior High. However, the edition SEMS has is an older edition of the same tile.

While there are fewer titles in the general map area of the collection, there are more copies.

Even with that being the case, it is questionable if there is enough material as well as enough current

material in the library to afford an entire class doing a project or unit study. However, all classrooms

have a current world globe. Additionally, students have access to the *NC Wise Owl* site also provides

access to several links related such as *Lands and Peoples* and *Britannica*. With three computer labs on

campus, classes have opportunities to utilize the computer labs for such online research.

Analysis Conclusion Summary

Southeast Middle School has a sizable and fairly balanced collection. While not all areas fall in the percentages recommended by Wilson, the collection as a whole has adequate representation with room for expansion. The larger than Wilson recommended percentage of Fiction supports research that demonstrates reading for pleasure and having access to a variety of books improves reading and thus improves reading test scores (Krashen, 2004). Additionally, *School Libraries Work!* (2008), reports "A substantial body of research since 1990 shows a positive relationship between school libraries and student achievement. The research studies show that school libraries can have a positive impact on student achievement- whether such achievement is measured in terms of reading scores, literacy, or learning more generally. A school library program that is adequately staffed, resourced, and funded can lead to higher student achievement- regardless of the socio-economic or educational levels of the community" (pg. 10).

Analysis results also indicate that the collection is being utilized based on the sample collection's statistics for circulation. However, current usage rather than total usage should be considered in weeding older fiction and some non-fiction materials. While the sample analysis results show good usage, the condition of the materials seems to be well-maintained. Again, current circulation should be used to determine possible replacement of worn materials.

Perhaps the area of most concern for the SEMS collection is the age of the non-fiction and reference materials. The average copyright age of the entire collection was 1997 or 14 years. The average age of non-fiction materials was 1995 or 16 years, and the average age of reference material was 1988 or 23 years. The average age of materials in critical areas such as the 300's, 500's, and 900's was 1995 (16 years), 1998 (13 years), and 1994 (17 years) respectively. It is clear that non-fiction materials, including Reference, at Southeast Middle School are significantly outdated and should be

weeded from the collection. Due to the large percentage of outdated material, a collection

development plan should be generated to systematically address age sensitive areas as well as all areas

of the collection.

Part Three: Collection Development Plan

In conclusion of the collection analysis performed on the Southeast Middle School Library collection, the

following comprehensive five-year collection development plan has been proposed. The Collection

Development Plan recommended below is based on the results of the collection analysis. Areas taken

into consideration for the development plan include a comparison of the SEMS collection area

percentages to the Wilson Core Collection for Balanced Library Collections, implementation necessary to

bring the SEMS collection to the "Developing Collection" status for collection size as well as for

implementation necessary to bring the average copyright age of the collection as indicated in *IMPACT*

guidelines.   Pricing for items is based on the reported 2010 Average Book Price quoted by *School Library*

Journal (Kenney). Costs should be expected to increase during the five-year period. Changes to the

development plan are also expected as needs or circumstances arise.

A detailed explanation of the development plan follows.

Collection Development Five-Year Plan

School   **Southeast Middle School**   **ADM**   **1,010**

Collection Size
     Current size *   **14,381**   **Size after weeding** _____

     Average Age of Collection   **1997/14 years**   **# of books per student**   **14.09**

Suggested size based on standards (*North Carolina IMPACT* collection guidelines, p.131) – Choose a target level for growth and development:
     Outstanding Collection
         _____ **Minimum Quantity of 20 books per student**

         _____ **Minimum Quality of 10 years from current year**

     Developing Collection
         __X__ **Minimum Quantity of 15 books per student**

         __X__ **Minimum Quality of 12 years from current year**

     Minimum Collection
         _____ **Minimum Quantity of 10 books per student**

         _____ **Minimum Quality of 16 years from current year**

Collection Development Goals and Priority Areas

Year 1
Goals/Areas
1. **Weed Reference Section, 200 Section, and Fiction A-D for outdated materials to increase average age and relevance.**
2. **Replace Weeded materials with updated materials of same/similar content.**
3. **Add additional Reference materials to increase collection size to align the 200's and Reference collection with Wilson standards for Balanced Collection, remove gaps in the collection, and develop growth.**
4. **Add additional current new fiction for growth.**

Minimum # needed for replacement, growth, and filling gaps
     200 items for growth per year for 5 years to increase collection size based on IMPACT standards for "Developing Collection" in the areas of Fiction, 200's, and Reference.

     150 items for replacement and adding, if applicable, reference materials.

25 items for replacement of outdated material in the 200's.

50 items for replacement of outdated material in the fiction section.

Recommended Growth Budget Amount (in addition to yearly budget) based on average costs per book* (* a yearly standard that changes based on market figures)

$24.97 x 425 books = $10,612.35

Year 2
Goals/Areas
1. Weed 900 Section, 400 Section, and Fiction E-J for outdated materials to increase average age and relevance.
2. Replace Weeded materials with updated materials of same/similar content.
3. Add additional 900 Section materials to increase collection size to align the 900's collection with Wilson standards for Balanced Collection, remove gaps in the collection, and develop growth.
4. Add additional current new fiction for growth.

Minimum # needed for replacement, growth, and filling gaps
200 items for growth per year for 5 years to increase collection size based on IMPACT standards for "Developing Collection" in the areas of Fiction, 400, and 900 Sections.

40 items in the 400's for replacement of outdated material.

300 items for replacement and adding material in the 900's.

Recommended Growth Budget Amount (in addition to yearly budget) based on average costs per book* (* a yearly standard that changes based on market figures)

$24.97 x 540 books = $13,483.80

Year 3
Goals/Areas
1. Weed the 500 Section, the 800 Section, and Fiction K-N for outdated materials to increase average age and relevance.
2. Replace Weeded materials with updated materials of same/similar content.
3. Add additional materials to the 500 Section and 800 Section to increase collection size to align 500's and 800's collections with Wilson standards for Balanced Collection, remove gaps in the collection, and develop growth.
4. Add additional current new fiction for growth.

Minimum # needed for replacement, growth, and filling gaps

> 200 items for growth per year for 5 years to increase collection size based on IMPACT standards for "Developing Collection" in the areas of Fiction, 500, and 800 Sections.

> 60 books in the 800s to replace outdated and add additional materials.

> 120 books in the 500s to replacement and adding material.

> 50 items to replace weeded fiction.

Recommended Growth Budget Amount (in addition to yearly budget) based on average costs per book* (* a yearly standard that changes based on market figures)

> $24.97 x 430 items = $10,737.10

Year 4
Goals/Areas

1. **Weed 000, 100, and 300 Section as well as Fiction O-T for outdated materials to increase average age and relevance.**
2. **Replace Weeded materials with updated materials of same/similar content.**
3. **Add additional materials to the 300 Section and 100 Section to increase collection size to align 100 and 300 collections with Wilson standards for Balanced Collection, remove gaps in the collection, and develop growth.**
4. **Add additional current new fiction for growth.**

Minimum # needed for replacement, growth, and filling gaps

> 200 items for growth per year for 5 years to increase collection size based on IMPACT standards for "Developing Collection" in the areas of Fiction, 000, 300, and 100 Sections.

> 25 books in the 000's to replace outdated materials.

> 175 items in the 300's to replace outdated materials and expand area.

> 25 items in the 100's to replace outdated materials.

Recommended Growth Budget Amount (in addition to yearly budget) based on average costs per book* (* a yearly standard that changes based on market figures)

> $24.97 x 425 = 10,612.25

Year 5

Goals/Areas

1. **Weed 600, 700, Biography, and Professional Sections as well as Fiction U-Z and Graphic Novels for outdated materials to increase average age and relevance.**
2. **Replace Weeded materials with updated materials of same/similar content.**
3. **Add additional materials to the Biography Section to increase collection size to align Biography collection with Wilson standards for Balanced Collection, remove gaps in the collection, and develop growth.**
4. **Add additional current new fiction for growth.**

Minimum # needed for replacement, growth, and filling gaps

> **200 items for growth per year for 5 years to increase collection size based on IMPACT standards for "Developing Collection" in the areas of Fiction, 000, 300, and 100 Sections**

> **200 items in the 600s for replacement of outdated material.**

> **100 items in the 700s for replacement of outdated material.**

> **200 items in Biography's for replacement of outdated materials and additions.**

> **100 items in Professional for replacement of outdated materials.**

Recommended Growth Budget Amount (in addition to yearly budget) based on average costs per book* (* a yearly standard that changes based on market figures)

> **800 items x \$24.97 = \$19,976.00**

Collection Development Plan Detail

Southeast Middle School currently has over 1,000 students in its population. In order to increase its collection size to 15 items per student, approximately 1,000 additional items need to be added to the collection. This brings SEMS to the "Developing Collection" status based on IMPACT guidelines. The collection development plan incorporates these additional items at a rate of 200 per year for the duration of the five year plan.

Each area of the collection is scheduled to be evaluated and weeded during a designated year over the five-year plan. Although the most critical areas for updating based on average copyright age or significant low percentage size based on standards would suggest these areas be targeted first, best practices for collection development incorporate "including one of the 'Big Five' (Reference, 300's, 500's, 600's, and 900's), one or two of the 'little areas' (remaining hundreds), and fiction in each year of the plan" (*IMPAC*T, 2005, pg. 147).

The removal of older worn and/or outdated materials is vital to the development of the collection in that it brings the currency of the collection into alignment with the guidelines recommended by *IMPACT*. Many of the areas in the collection are well past their average age. Removal is only one part of the weeding process. Replacement materials are needed to ensure gaps in the collection are not created. Likewise, replacement of removed materials enables the collection size to not be diminished. Without replacement, not only would collection development growth goals be hindered but the loss of curriculum support in the collection would also hinder if not harm academic success .

The Southeast Middle School library collection was compared to the Wilson Core Collection for Balanced Collections. There were four areas of the collection shown to have a significant deficit in

percentage of collection size. These areas were: 300's, 900's, Biographies, and Reference. Additional items need to be added to these areas in order to bring their alignment to the Wilson standards. This will also allow for more coverage on key areas as curriculum components in the *North Carolina Standard Course of Study for Middle Schools* and ensure classes have adequate materials available in the library for projects.

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