

COLLECTION AND FACILITY ASSESSMENT
Teaching Resources Center, Joyner Library, East Carolina University
June 7-9, 2005

PREFACE

Gwen Jackson, Library Media Consultant with Library Services Unlimited, spent Tuesday, June 7, 2005 – Thursday, June 9, 2005 at the Teaching Resources Center in Joyner Library at East Carolina University for the purpose of conducting a comprehensive assessment of the print collection and the facility arrangement.

Data for this study were gathered from on-site observations, the shelf list of the K-12 book collection, and interviews with Linda M. Teel, Head of the Teaching Resources Center and other staff members. Other data and documentation (e.g.; mission and goal statements, collection development guidelines TRC goals and accomplishments, and circulation records) were also used.

Since the bulk of this report focuses on areas that could be improved, it is important to communicate to all persons with whom the consultant worked that many positive practices and attitudes were observed. She was impressed with the enthusiasm and commitment of the TRC personnel for a strong program.

OVERVIEW

During the assessment, observations were made in the area of Information Access and Delivery as defined by *Information Power: Building Partnerships for Learning* (1998) and *Impact Guidelines for Media and Technology Programs* (2000). These guidelines were used as the basis for the assessment for the following reasons.

- They are the principles/guidelines under which K-12 school library media centers operate.
- The purpose of the Teaching Resources Center is “to support the education curriculum of East Carolina University College of Education and the *North Carolina Standard Course of Study*.”
- The Teaching Resources Center “serves as a model school media center for undergraduate and graduate education majors.”

Some of the principles addressed in this area were:

- Are current print materials supporting all curricular areas available?
- Is the collection developed and evaluated collaboratively to support the curriculum and to meet the diverse learning needs of students?
- Is physical access to information and resources provided?
- Is a climate that is conducive to learning provided?
- Would rearranging the spaces be beneficial?
- Are areas appropriately marked for easy accessibility?

The objective of this assessment was to look at the current status of the print collection and to make recommendations for short- and long-range plans that would improve the collection and thereby enhance the services provided by the TRC staff.

INFORMATION ACCESS AND DELIVERY

All K-12 school library media and technology programs depend on the access and delivery of information. The Teaching Resources Center staff connects students and other users with the information they need to engage in authentic learning by providing intellectual and physical access to information and ideas. Intellectual access means a well organized collection of resources; information in a variety of formats; accurate, current information that meets the needs of learners; and methods for finding, judging, and using information. Physical access means physical facilities, arranged to meet the needs of students, faculty, and community members; equitable access that provides instruction for all at the point of need; and free, timely, and easy access to program services, resources, and facilities.

Intellectual Access

The changing nature and expansion of collections make the use of quantitative standards obsolete. Today, selecting resources that meet the unique needs of the individual patrons and community must be based on an analysis of many factors. The resources collection should contain new formats and delivery systems; however, traditional materials must also be represented.

The Teaching Resources Center users should have the opportunity to access the information needed to support the K-12 curriculum and over-all school programs as well as the developmental needs and interests of its students. To achieve this access to information, a collection development plan that focuses on strategies and practices for making the best selection choices for its curricular and patron needs must be available. The collection development plan should include collection assessments, collection development through resource selection, collection maintenance through deselection of inappropriate resources, and collection management through the organization and circulation of materials.

Observation

1. Approximately 86.4% of the nonfiction collection is more than 10 years old (4.0% is less than 5 years old) reflecting a need to aggressively up-date the collection through de-selection/weeding and new acquisitions. A general rule-of-thumb is 80% of the nonfiction collection would be no older than ten years. (Note: Recently received titles (686) that have not been entered into the catalog were not included in this analysis.)

Recommendations

- 1.1 Remove from the collection, out-of-date, worn, and inappropriate resources. The collection should reflect K-12 curricular units.
- 1.2 In the nonfiction section, special attention should be given to areas with rapidly changing subject matter, e.g., the social sciences (300s), technology (000s and 600s), and geography/ travel (900s). Perhaps these areas should be evaluated and weeded first. (See Specific Helps in Weeding Nonfiction for additional information.)

- 1.3 In updating the nonfiction collection, use the copyright markers included in the *Teaching Resources Center Collection Development Guidelines* as well as the following specific time sensitive areas that should include resources no more than 10 years old:
- 320-329
 - 330-339
 - 360-369
 - 370-379
 - 380-389
 - 520-529
 - 550-559
 - 560-569
 - 570-579
 - 610-619
 - 620-629
 - 790-799
 - 910-919 (geography/travel)
 - 940-999 (geography/travel)
- 1.4 Develop a Collection Development Plan for up-dating specific areas of the collection. Review the Plan annually to ensure that indicated priority items remain a priority.
- 1.5 Use recommended selection guides for building the basic collection. Some of these are: Elementary School Library Collection, Children’s Catalog, Middle and Junior High School Catalog, Senior High Catalog, Core Collection for Young Adults, InfoTech, Notable Books, and annual award books.

Observation

2. The reference collection needs to be strengthened and up-dated to reflect the K-12 curricula. The shelf analysis indicates that 41.3% of the reference collection (479 titles of a total 1161 titles in the reference collection) is less than ten years old. A rule-of-thumb suggests that 70% of the reference collection should be less than ten years old.

Recommendations

- 2.1 Discard out-of-date and/or reference volumes that are not appropriate for the K-12 curricular; e.g. *Children’s Britannica* (1990), *Compton’s Precyclopedia* (1988), *Doubleday Children’s Encyclopedia* (1989), *Encyclopedia Americana* (1993), *Human Behavior* (1990), *Career Discovery* (1993), *Popular Science* (1990), *World of Science* (1989), *Macmillan Encyclopedia of Science* (1991), *Science in Our World* (1991), *Raintree Illustrated Science Encyclopedia* (1991), *Grolier Science Investigations* (1991), *Landshapes* (1992), *Marshall Cavendish Encyclopedia of Health* (1989), *Plants and Earth Sciences* (1988).
- 2.2 Strengthen the K-3 reference selections by adding primary resources (e.g. *Heinemann First Encyclopedia*, *My First Britannica*, *World Book Student Discovery*, *Biography for Beginners*).

Observation

3. Some of the titles recommended for a high school basic collection are available through Joyner Library's collection.

Recommendations

- 3.1 Investigate methods to advise patrons of the availability of these resources (e.g. appropriate bibliographies).
- 3.2 Determine the benefits of having a second copy of these basic resources in the Teaching Resources Collection

Observation

4. The current budget is inadequate to update the Teaching Resources Center collection. (An investigation of several new schools' opening day or basic collection showed an expenditure of approximately \$150,000 per school.)

Recommendations

- 4.1 Seek additional funding that would provide a minimum of one book title per student in the School of Education per year. This student number should include full-time and part-time students – the primary users of the Teaching Resources Center. (Note: A minimum of \$30,000 per year in additional funds for books for the next five years would be needed to realize the goal of having a desirable basic K-12 collection.)
- 4.2 Continue the funding commitment to receive the annual award books, ALA Notable Books and other "Best Books of the Year" on standing order.

Observation

5. The Teaching Resources Center receives and maintains an outstanding collection of textbooks adopted for use in North Carolina's public schools as well as supplementary materials. This annual donation has a value of \$250,000 - \$500,000 based on the area being adopted

Recommendations

- 5.1 Continue to maintain these valuable resources for pre-service educators and educators in the surrounding counties.
- 5.2 Continue to provide easy accessibility to these textbook resources.

Physical Access

The degree of accessibility to resources is influenced by the adequacy of facilities and furnishings to accommodate and promote the use of a variety of resources. The physical arrangement of the Teaching Resources Center should contribute to the overall efficiency of the total program, increasing the availability of resources, encouraging production of materials, and inviting patrons to make more frequent use of the available resources and services. All users of the Center, whether they are staff, teachers, or students, are interested in an arrangement which allows them to complete tasks in an efficient manner. The Center should have aesthetic appeal and an atmosphere conducive to learning. Patrons should feel encouraged to explore, inquire, research, and browse.

Observation

1. The Teaching Resources Center has an open, inviting, and attractive atmosphere.

Recommendations

- 1.1 Continue to appeal to patron interests by displaying their projects and other curricula related materials. This is an ideal way to generate enthusiasm and to add personal touches to the Teaching Resources Center.
- 1.2 Enhance the ease of locating and shelving resources by labeling each individual shelf with the beginning Dewey Decimal number, a simple term, and an icon; e.g.;
598 Birds [picture]
- 1.3 Use appropriate signage within the stacks to label the various sections and therefore, make the sections easily and quickly accessible. These signs could be suspended from the support frames between the stacks.

Observation

2. The TRC staff is committed to providing the highest level of service to the patrons. A comparison of the circulation statistics for FY 2003/2004 and FY 2004/2005 indicates an increase of 31.9% in circulation of curriculum resources. The statistical data also indicates an additional 5,699 items were used in-house during FY 2004/2005. Comparable data for FY 2003/2004 was not available.

Recommendations

- 2.1 Continue to provide this high level of service to patrons.
- 2.2 Continue to promote the partnership with educators in surrounding counties to use the materials, resources, and services of the Teaching Resources Center.

Observation

3. Some areas of the Teaching Resources Center will need to be rearranged/renovated to accommodate the anticipated increase of services and usage and the proposed additions – textbook review room and Family Literacy/Birth to Age 5 resources.

Recommendations

- 3.1 Enhance the Ronnie Barnes Collection area as a leisure reading area by adding a colorful area rug. Continue to display appropriate art work that emphasizes African-American culture.
- 3.2 Create a Family Literacy/Birth to Age 5 area by adding colorful furniture, area rug, and appropriate resources (e.g.; board books, puppets, literacy bags with book, manipulatives, and activity sheet).
- 3.3 Create a textbook review room.
- 3.4 Adapt or replace the circulation/service desk to better accommodate disabled patrons and young patrons. A lower and/or more open circulation/service desk will also maintain the service-oriented, user- friendly atmosphere that is emphasized.

Summary

Linda Teel, Teaching Resources Center Head, and the Teaching Resources Center staff are exemplifying the mission of the Teaching Resources Center – “to facilitate teaching and learning initiatives by providing resources and services to educators.” In a short period of time, the TRC has increased its services and collection to reflect the goal to serve as a model resource center. As they continue to pursue this goal, a collection development plan and appropriate funding will be essential.

The Teaching Resources Center staff and faculty are to be commended for the customer-driven attitude and service oriented atmosphere that is prevalent throughout all the services provided by the Center – location of resources, reference/instruction, support in ETC room, and outreach to area schools and educators,. The circulation and TRC monthly statistics are evidence of the staff’s commitment to serving all patrons.

Linda Teel, Teaching Resources Center Head, and the Teaching Resources Center staff are also to be commended for the outstanding preparations that were made for the visit. All requested data and documents were well-organized and readily available. During the on-site visit, each of the staff was most helpful in providing additional resources,

WORKS CITED

American Association of School Librarians & the Association of Education Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago, IL: American Library Association, 1998.

Impact: Guidelines for Media and Technology Programs. North Carolina Department of Public Instruction. September, 2000.

Lowe, Karen R. *Resource Alignment: Providing Curriculum Support in the School Library Media Center*. Millers Creek, NC: Beacon Consulting, 2001.

SHELF ANALYSIS OF NONFICTION COLLECTION

Teaching Resources Center, Joyner Library, ECU

June 2005

Dewey Category	Copyright Year					Total	%
	Pre 1975	1976-85	1986-95	1996-2000	2001-05		
000s	3	20	78	26	7	134	0.7%
100s	31	50	165	47	20	313	1.6%
200s	72	27	129	34	13	275	1.4%
300-389	277	511	1,924	467	181	3,360	17.4%
390-399	656	172	711	138	41	1,718	8.9%
400s	52	111	350	63	35	611	3.2%
500s	395	372	2,076	250	114	3,207	16.6%
600s	163	171	1,150	171	53	1,708	8.8%
700s	340	142	821	110	50	1,463	7.6%
800s	523	133	487	105	29	1,277	6.6%
900-919	292	19	270	40	9	630	3.3%
930-999	471	141	1,225	290	122	2,249	11.6%
Biography	1,009	51	830	77	77	2,044	10.6%
Easy							
Fiction/Story Collection							
Reference							
Ronnie Barnes NonFiction	35	18	249	38	28	368	1.9%
TOTAL	4,319	1,938	10,465	1,856	779	19,357	
Percentage	22.3%	10.0%	54.1%	9.6%	4.0%		100.0%

Notes:

Quantities are titles only (duplicates and withdrawn copies are not included).
The oversize collection is included in the appropriate category.

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700s	340	142	821	110	50	1,463	4.0%
800s	523	133	487	105	29	1,277	3.5%
900-919	292	19	270	40	9	630	1.7%
930-999	471	141	1,225	290	122	2,249	6.2%
Biography	1,009	51	830	77	77	2,044	5.6%
Easy	1,160	490	2,490	493	114	4,747	13.1%
Fiction/Story Collection	5,915	755	3,565	681	108	11,024	30.4%
Reference	24	73	585	169	310	1,161	3.2%
Ronnie Barnes NonFiction	35	18	249	38	28	368	1.0%
TOTAL	11,418	3,256	17,105	3,199	1,311	36,289	
Percentage	31.5%	9.0%	47.1%	8.8%	3.6%		100.0%