**COLLECTION ANALYSIS**

**PART 1: COLLECTION OVERVIEW**

**PURPOSE**

**THE PURPOSE** is to (a) analyze the collection by looking at the items, their amounts, age, circulation, and (b) reflect on the process.

**BACKGROUND**

Expect to have multiple concerns. Your collection is most likely older than you would like. Secondly, you most likely need to improve circulation, especially if you are at the secondary level. Third, you’ll be distressed at what items have never circulated. Ponder how databases might influence the number of print titles, especially in the 500 and 900s. But the key thing I hope you discover is that this work is fun!

**YOUR TASK**

1. For the first three columns, use the automated circulation report for **the last academic year**.
2. To determine % of section, divide the books in that section by the total number of books in the collection.
3. For the last column, answer either yes or no by making a judgment after (1) comparing age and number of items to the Kerby Chart of Considerations and (2) knowledge of curriculum or student interest needs. Does the section need weeding and/or additional materials to meet curriculum or student interests?
4. **Reflection**: After completing the overview chart, (1) Analyze your findings. (2) Share your “ahas.” (3) How does your collection compare to Kerby’s Chart of Considerations? (4) Do you need this many books if you have databases? (5) Identify the top three sections for improvement, explaining your plan for improvement. Improvement denotes improving the collection (a) by age: how much weeding and purchasing is needed to improve the age—what average age is your goal?—and (b) how would you promote to improve circulation? (6) Explain what you learned and what more you want to learn.

**Identify school:**

**Number of students:**

**How many books per student:** (10 books is plenty. More than 20 is too many.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Dewey** | **# Items** | **Average Copyright Age/State Age in Years** | **Circulation** | **# & % of books with no circulation** | **% Total Collection** | **Section needs work?** |
| Reference |  |  |  |  |  |  |
| 000 |  |  |  |  |  |  |
| 100 |  |  |  |  |  |  |
| 200 |  |  |  |  |  |  |
| 300 |  |  |  |  |  |  |
| 400 |  |  |  |  |  |  |
| 500 |  |  |  |  |  |  |
| 600 |  |  |  |  |  |  |
| 700 |  |  |  |  |  |  |
| 800 |  |  |  |  |  |  |
| 900 |  |  |  |  |  |  |
| 92/920 |  |  |  |  |  |  |
| Easy\* |  |  |  |  |  |  |
| Fiction |  |  |  |  |  |  |
| Graphic Novels\*\* |  |  |  |  |  |  |
| **TOTAL**  |  |  |  |  |  |  |
| eBooks |  |  |  |  |  |  |
| Databases |  |  |  |  |  |  |

\*The Easy (Everybody) Section is for elementary collections only.

\*\*Use this row IF your graphic novels have been moved to their own section. Originally, they were shelved in the 700s.

**Kerby’s Chart of Considerations\***

|  |
| --- |
| Grades PK-12 |
| **Category** | **% of Items** | **Years / Age** |
| 000 | .5–1 % | 5–7 years |
| 100 | .5–1 | 10–11 |
| 200 | .5–1 | 9–11 |
| 300 | 6–10 | 7–11 |
| 400 | .5 | 9–12 |
| 500 | 5–12.5 | 7–8 |
| 600 | 5–7 | 7–9 |
| 700 | 5.5–8 | 8–9 |
| 800 | 2–8 | 7–13 |
| 900 | 6.5–12 | 8–9 |
| 92/920/B | 5.5–9 | 9–12 |
| Easy\*\* | 28 | 11 |
| Fiction\*\* | 22-40 | 12 |
| Ebooks  | ? | ? |
| Databases | ? | ? |

\* This chart is based on the recommendations provided by Follett and Mackin.

\*\*Easys (or Everybody books) are for elementary schools only.

\*\*\*For fiction in K-5 schools, suggested percentage is 22%, for middle schools 38-40%, for high 26-30%.

**PART 2: ANALYSIS BY QUALITY & WEEDING**

**PURPOSE**

**The** **PURPOSE** is to select a section of the library and to (a) complete a sample analysis to discover the quality, quantity, age, and circulation, (b) determine identify how many titles to weed from your collection, and (c) reflect on the process.

**BACKGROUND**

To be blunt, the quality of library collections is poor. I’ve never found a collection that matched Wilson’s “Essential” titles better than 20%. This means that about 80% of the library’s titles are not essential. This must change. You must improve the quality of materials.

**YOUR TASK**

1. Choose a large library section. For example, consider fiction, or ½ of the fiction, or a large nonfiction section(s), perhaps around 1,000 titles.
2. Print out the list of the titles, including copyright (original year published) and circulation.
3. Add up the total number of books in that section(s).
4. **To estimate the quality**, you need a 10% **randomized** sample of that total number.
	1. Determine how many books should be in this randomized sample.
	2. To select the sample randomly, look at a dollar bill and find the first number on the serial number. Count that many titles from the beginning and that title is your first item of your sample. Then continue. For example, if this section has 1,000 total books, then your sample size is 100. 1,000 by 100 equals 10, so every 10th book is included in your sample.
	3. On the printout, highlight every 10th title, or whatever the number is.
	4. Look up the highlighted 100 titles in the appropriate Wilson’s database. Mark if the title is listed as “Essential.” **Note**:If you are evaluating a high school library, know that many adult titles will not be found in *Wilson’s Senior High Core Collection* database. A good alternative is to choose Hoover Library’s database “Academic Search Complete,” and type in the title, and the reviews will then show up. If another option is still needed, you can use *Booklist*. If the book appears in Booklist, then it is recommended.
	5. Then figure **the percentage of titles marked “Essential”** according to Wilson’s (or “Recommended” according to Booklist.)
	6. This sample will give you a good idea of the quality of your collection.
5. **Decide what to weed.**
	1. Determine how many books should be weeded to improve the collection by the average copyright year you want. This is a judgement call. By (1) using the multiple print outs, (2) physically examining the books in the section, (3) checking circulation and age, and (4) interpreting the sample size information, you will then make a judgement decision on how many to weed.
	2. To weed, use the MUSTIE formula and the CREW Method.
	3. Identify the number of titles to be weeded in the section.
	4. Explain how you decided what to weed.
	5. List the worst 5 titles (and publishing year) that must be weeded. Explain why.
	6. Decide how many additional titles should be purchased. Using the current SLJ price for the cost of a library book, determine how much money you need. **Avoid these mistakes:** (a) Do NOT assume that the amount of additional print titles *needed* is the same number of titles *weeded*. (b) *Before* you decide how many items to purchase, do a search to see how many new, highly reviewed titles are available. There won’t be as many as you need! (c) Remember. You may not need as many books if you have databases.
6. **Prepare a chart of your findings.** See chart template below.
7. **Reflection:** (1) After completing these steps, use the steps to summarize and analyze this work regarding quality, quantity, age, and circulation.(2) Share multiple“ahas” of this process. (4) Explain what you learned and what more you want to learn and do.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dewey Number/Subject** | # of Items on Shelves | Copyright | % of Wilson’s **Essential** titles on shelves | # that should be weeded to improve age  | # titles recommended for purchase |
| *You may use as many rows as you need.*  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**PART 3: ANALYSIS BY DIVERSITY**

**PURPOSE**

**The PURPOSE** is to (a) evaluate your collection for diversity for **8** diverse subjects, (b) select **3** recently published and highly reviewed titles on one diverse subject, and (c) reflect on this analysis.

**BACKGROUND**

Three companies provide diversity analysis. They are Follett Titlewave, [Mackin](https://home.mackin.com/library/collection-management/send-records/), and [Teaching Books.net](https://school.teachingbooks.net/collectionAnalysis.cgi). Titlewave and Mackin are free. (Your library supervisor must turn on the Follett diversity analysis. Most of them have turned it on.) If your district has a district subscription to TeachingBooks.net, then you can also access their reports free.

But as wonderful as this diversity analysis sounds, there are several “issues” with the reports. One, the reports are overwhelming. Follett uses some 300 tags!

Two, the analysis isn’t always accurate, and here is why. Titlewave uses BISAC codes to analyze the collection. BISAC codes are assigned by the publisher—voluntarily with no monitoring on the correctness of the assigned terms—which means there are tons of mistakes. I love the BISAC term “Diverse Families,” but the BISAC term is a catch all phrase. A diversity report that I looked at for an elementary school collection had 250 hits for “Diverse Families.” Think about what that term means—do you really believe an elementary library would have 250 titles with a subject matter of diverse families?

And the third dilemma—your goal is to purchase recently published and highly reviewed diverse titles. Easier said than done! Try looking up Muslim American in either Wilson’s databases for “essential” titles published in the last two years. Or, use your book jobber and set it to select books about Muslims with three reviews, published within the last two years, and you will see what I mean.

This means you need to adjust the advance settings in the Wilson’s databases. Use multiple terms with the conjunction “or.” You might need to search for recommended titles to improve hits. To say it simply, fiddle with the advance settings. And share your thought process in the reflection.

Study the terms below, decide which terms you prefer, and then that company that to analyze the collection.

* **Follett Titlewave** uses BISAC codes—These seem the most relevant to me:
1. African American
2. Asian American
3. Hispanic
4. Learning Disabilities
5. LGBTQIA+
6. Muslim American
7. Physical Disabilities
* **Mackin** uses its own diversity tags for their reports. Here are a few of them:
	1. African American Voices
	2. Diverse Cultures
	3. LGBTQIA+
	4. Asian American
	5. Hispanic/Latinx
	6. Indigenous/Native American
	7. Neurodiversity
	8. Disability Representation
	9. Gender Identity
	10. Immigrant Experiences
	11. Religious Diversity
	12. Global Perspectives
	13. And often themes like Women's History and Mental Health
* **TeachingBooks.net** uses **cultural definitions** that they created. See this [link](https://school.teachingbooks.net/support.cgi?f=definitions).
	1. African
	2. African American
	3. American Indian
	4. Asian
	5. Asian American
	6. Disability
	7. Gender
		+ Women / Girls
		+ Transgender / Non-Conforming
		+ Men / Boys
	8. Immigrant / Refugee
	9. Latino
	10. LGBTQ+
	11. Middle Eastern
	12. Multiracial
	13. Muslim
	14. Pacific Islander

**YOUR TASK**

1. Choose one company and run the diversity analysis report.
	1. Look at **8** diversities. The first 4 **must** be African American, Asian American, Hispanic, and LGBTQIA+. Select 4 diversities of your choice based on your school community.
2. Select **3** recently published and highly reviewed titles on **one** diverse subject.
	1. Titles must be published in the last two years.
	2. Books must have three positive reviews in Titlewave or Mackin—**or**—be listed as Essential in Wilson’s database.
	3. Include the reviews.
	4. If it’s impossible to find three positive reviews on the diversity you need, then, adapt this portion to meet your school’s needs—and again, explain your reasoning in the reflection.
3. **Complete the chart**. See chart example below.
	1. In the 2nd column, list the number of books in the collection.
	2. For the 3rd column, give the average age of those books.
	3. For the last column, # of Essential & Current Titles Available for Purchase, do this:
		1. Look up each topic in Wilson’s databases and use Advance settings.
		2. Adjust settings for “Essential” titles.
		3. Adjust settings to find books published within the last **2** years.
		4. In the last column, insert the number of “Essential” titles that you found in Wilson’s.
4. **Reflection:** (1) Explain what you did and why you chose the diverse subjects. (2) Share multiple “ahas” of discovery discovered (Always remember these ahas are important for you to remember and—especially fun for your instructor to read. 😊) (3) Explain what you learned and what more you want to do and learn.

**Chart Template Example**

|  |  |
| --- | --- |
| Company:  |  |
| Diversity  | # of Books in the collection | Average Age of books in collection | # of Essential & Current Titles Available for Purchase |
| 1. African American
 |  |  |  |
| 1. Asian American
 |  |  |  |
| 1. Hispanic
 |  |  |  |
| 1. LGBTQIA+
 |  |  |  |
| 1. Your choice
 |  |  |  |
| 1. Your choice
 |  |  |  |
| 1. Your choice
 |  |  |  |
| 1. Your choice
 |  |  |  |