

# COLLECTION EVALUATION REPORT

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LIBE 461: Selection of Learning Resources I

Assignment 2

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## Introduction

Collection evaluation is an integral part of the Collection Development Cycle, along with community analysis, weeding, and selection. Evaluating the collection helps in determining the effectiveness of the collection in meeting the needs of the clientele, as well as identifying any potential gaps in the collection (Mardis, 2016).

According to Mardis (2016), collection evaluation should include a range of quantitative and qualitative techniques in which the program-level and user-level impacts are examined on an ongoing basis. It is also an effective means of communicating the library's importance for all stakeholders in addition to justifying decisions made regarding the library.

Mardis (2016) defines collection mapping as "a visual display of the strengths and weaknesses of a library collection" (p.177). Because this collection map is focused on a specific subset of the overall collection, it can also be called an *emphasis map* or *mini-map*.

The collection evaluation focus for this report will be on a subset of items in the David Oppenheimer Elementary library learning commons. The curricular focus for this report is Grade 4 Social Studies: **the history of the local community and of local First Peoples communities**. I collected data for my collection evaluation report using Mardis' theories of "collection-centred measures" (p.172) and "user-centred measures" (p.179). I began with a general quantitative analysis of the overall library learning commons collection as well as the chosen subset, and then conducted a qualitative analysis on a subset of the collection relating to the Grade 4 Social Studies big ideas, curricular competencies and content.



# Quantitative Analysis: The Overall Library Collection

Gathering quantitative data is important as it can provide an overall sense of the collection and how it is used (Mardis, 2016). I conducted this quantitative analysis by generating reports on our automated library system called Destiny to determine statistics for the number of items in the collection, collection circulation, the age of the collection, and the value of the collection. I then combined the data from each report into the table below.

## Summary of David Oppenheimer Library Collection: Collection Age Report, Collection Value Report, and Collection Circulation Report

Range	Total Items	Collection Age	Collection Value (\$)	Circulation (2017-present)
000-099	35 [0.33%]	2006 [15 yrs.]	383 [0.65%]	383 [0.65%]
100-199	54 [0.50%]	2008 [13 yrs.]	385 [0.65%]	385 [0.65%]
200-299	50 [0.46%]	2001 [20 yrs.]	90 [0.15%]	90 [0.15%]
300-399	629 [5.84%]	2001 [20 yrs.]	930 [1.57%]	930 [1.57%]
400-499	76 [0.71%]	2000 [21 yrs.]	35 [0.06%]	35 [0.06%]
500-599	1483 [13.77%]	2000 [21 yrs.]	3454 [5.82%]	3454 [5.82%]
600-699	558 [5.18%]	2001 [20 yrs.]	1498 [2.53%]	1489 [2.53%]
700-799	517 [4.80%]	2000 [21 yrs.]	2479 [4.18%]	2479 [4.18%]
800-899	213 [1.98%]	1997 [ 24 yrs.]	248 [0.42%]	248 [0.42%]
900-999	1228 [11.41%]	2002 [19 yrs.]	1841 [3.10%]	1841 [3.10%]
AUD	7 [0.07%]	2002 [19 yrs.]	0 [0.00%]	0 [0.0%]
B	0 [0.00%]	[0 yrs.]	0 [0.00%]	0 [0.0%]
BB	13 [0.12%]	1992 [29 yrs.]	0 [0.00%]	0 [0.0%]
COM	10 [0.09%]	1997 [24 yrs.]	0 [0.00%]	0 [0.0%]
E	2330 [21.64%]	2001 [20 yrs.]	14333 [24.17%]	14333 [24.17%]
ELE	0 [0.00%]	[0 yrs.]	0 [0.00%]	1 [0.00%]
F	2011 [18.68%]	2007 [14 yrs.]	17442 [29.41%]	17442 [29.41%]
FB	2 [0.02%]	1994 [27 yrs.]	89 [0.15%]	89 [0.15%]
FF	0 [0.00%]	[0 yrs.]	0 [0.00%]	0 [0.0%]
FIC	1 [0.01%]	2018 [3 yrs.]	0 [0.00%]	0 [0.0%]
FL	33 [0.30%]	1998 [23 yrs.]	11 [0.02%]	11 [0.02%]
G	366 [3.40%]	2012 [9 yrs.]	8194 [13.82%]	8194 [13.82%]
I	1 [0.01%]	[0 yrs.]	0 [0.00%]	0 [0.0%]
KIT	32 [0.30%]	2003 [18 yrs.]	55 [0.09%]	55 [0.09%]
LA	0 [0.00%]	[0 yrs.]	0 [0.00%]	0 [0.0%]
NL	1 [0.01%]	2014 [ 4yrs.]	13 [0.02%]	13 [0.02%]
PAR	1 [0.01%]	2009 12 yrs.]	1 [0.00%]	1 [0.00%]
PB	520 [4.83%]	1997 [24yrs.]	3055 [5.15%]	3055 [5.15%]
PER	13 [0.12%]	[0 yrs.]	288 [0.49%]	288 [0.49%]
PNF	9 [0.08%]	2011 [10 yrs.]	190 [0.32%]	190 [0.32%]
PRO	247 [2.29%]	2003 [18 yrs.]	61 [0.10%]	61 [0.10%]
QR	1 [0.01%]	2014 [ 7 yrs.]	18 [0.03%]	18 [0.03%]
REA	234 [2.17%]	2010 [11 yrs.]	4112 [6.93%]	4112 [6.93%]
REF	73 [0.68%]	2003 [ 18 yrs.]	5 [0.01%]	5 [0.01%]
RES	1 [0.01%]	2001 [20 yrs.]	5 [0.01%]	5 [0.01%]
SCHOLASTIC	1 [0.01%]	2012 [9 yrs.]	25 [0.04%]	25 [0.04%]
SEA	6 [0.06%]	2005 [16 yrs.]	41 [0.07%]	41 [0.07%]
STEP	1 [0.01%]	2011 [10 yrs.]	19 [0.03%]	19 [0.03%]
TXT	1 [0.01%]	1981 [40 yrs.]	0 [0.00%]	0 [0.0%]
VID	8 [0.07%]	2003 [18 yrs.]	0 [0.00%]	0 [0.0%]
WORLD	1 [0.01%]	2015 [6 yrs.]	0 [0.00%]	0 [0.0%]

\*Data collected from Destiny reports, then cross-referenced and combined to create summary.

See Appendix 1-3 for Destiny generated reports.

## Notable Statistics

### Items in the Collection:

- There are a total of 10,767 items in our library collection (about 26 books per student)
- Largest section: E – 2330 (21.64%)
- Second largest section: Fiction – 2011 (18.86%)
- Third largest section: 500-599 – 1483 (13.77%)
- 900-999 (focus of this report) – 1228 (11.41%)

### Circulation of the Items in the Collection:

- Since 2017, 59,301 items in total have been in circulation
- Highest circulation: Fiction – 17442 (29.41%)
- Second highest circulation: E – 14333 (24.17%)
- Third highest circulation: G – 8194 (13.82%)
- 900-999 (focus of this report): 1841 (3.10%)



### Value of the Collection:

- Estimated value of the collection is: \$164,296.00
- Actual value of the collection is: \$158,130.48
- Highest valued section: Fiction - \$17442 (29.41%)
- 900-999 (focus of this report):

### Age of the Collection:

- The average age of the collection is: 19 yrs. (2002)
- The range of the collection overall: 3 yrs. to 40 yrs.
- The average age of section 900-999 (focus of this report): 19 yrs. (2002)

## Summary of Quantitative Data Overall Library Collection

Total Number of Items in the Collection: 10,767

Average Age of the Collection: 2002 (19 yrs.)


Total Value of the Collection: \$158,130.48

Total Circulation of the Collection (2017-present): 59,301



# Quantitative Analysis: Examining the Subset

Once I gained an understanding of the overall library collection, I narrowed my search to a subset of the collection. The subset likely to contain the largest number of resources to support the Grade 4 Social Studies curriculum is the 900-999 subset (Geography and History), and more specifically 970-971. The Grade 4 Social Studies curriculum covers various topics including 'interactions between First Peoples and Europeans', 'pre- and post-Confederation BC', 'physiographic features and the natural resources of Canada'. [Click here for details about the BC Social Studies Curriculum.](#)

**Area of Learning: SOCIAL STUDIES — First Peoples and European Contact****Grade 4**

**BIG IDEAS**

The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.

Demographic changes in North America created shifts in economic and political power.

British Columbia followed a unique path in becoming a part of Canada.

**Learning Standards**

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> <ul style="list-style-type: none"><li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li><li>• Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</li><li>• Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)</li><li>• Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)</li><li>• Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)</li><li>• Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)</li><li>• Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)</li></ul>	<i>Students are expected to know the following:</i> <ul style="list-style-type: none"><li>• early contact, trade, co-operation, and conflict between First Peoples and European peoples</li><li>• the fur trade in pre-Confederation Canada and British Columbia</li><li>• demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities</li><li>• economic and political factors that influenced the colonization of British Columbia and its entry into Confederation</li><li>• the impact of colonization on First Peoples societies in British Columbia and Canada</li><li>• the history of the local community and of local First Peoples communities</li><li>• physiographic features and natural resources of Canada</li></ul> <p>Retrieved from: <a href="http://www.curriculum.gov.bc.ca/curriculum/social-studies/4/core">www.curriculum.gov.bc.ca/curriculum/social-studies/4/core</a></p>

*Note:* David Oppenheimer Elementary has an A/B alternating system for Social Studies and Science. Therefore, students from grades 3 and 5 are also likely to study these topics and access this collection.

The 900-999 'Geography and History' subset in its entirety would be too broad of a selection for this evaluation, so I decided to further specify my selection to include items pertaining to the history of the local community (Vancouver, BC) from various cultural perspectives (970-971). This allows me to include the various topics from the Grade 4 curriculum (such as colonization, fur trade, Confederation, local history, natural resources), but focus on those events from the perspectives of the specific local community. It is also important to examine resources specifically pertaining to Indigenous perspectives, as well as fiction resources, which may be located in separate sections.



### Summary of the 900-999 Geography/History

Subset of 900-999	Total Items	Collection Age	Collection Value	Circulation (2017-present)
900-909	32 (0.30%)	2000 (21 yrs.)	\$609.69	4 (0.04%)
910-919	107 (0.99%)	2001 (20 yrs.)	\$1,846.84	44 (0.41%)
920-929	368 (3.42%)	2000 (21 yrs.)	\$6,301.88	95 (0.89%)
930-939	147 (1.36%)	1999 (22 yrs.)	\$2,883.34	8 (0.08%)
940-949	115 (1.07%)	2001 (20 yrs.)	\$2,043.30	67 (0.63%)
950-959	53 (0.49%)	2002 (19 yrs.)	\$924.44	3 (0.03%)
960-969	13 (0.12%)	2000 (21 yrs.)	\$252.50	0 (0.00%)
970-979	379 (3.52%)	2004 (17 yrs.)	\$5,793.51	85(0.80%)
980-989	11 (0.10%)	1998 (23 yrs.)	\$213.00	2 (0.02%)
990-999	3 (0.03%)	2007 (14 yrs.)	\$38.99	0 (0.00%)

\*Data collected from Destiny reports, then cross-referenced and combined to create summary.

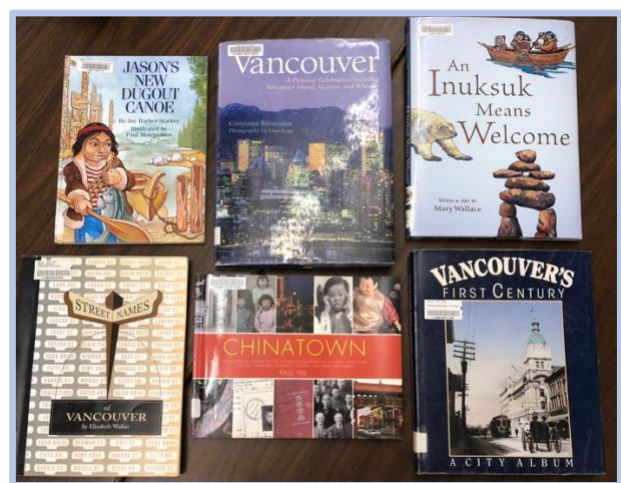
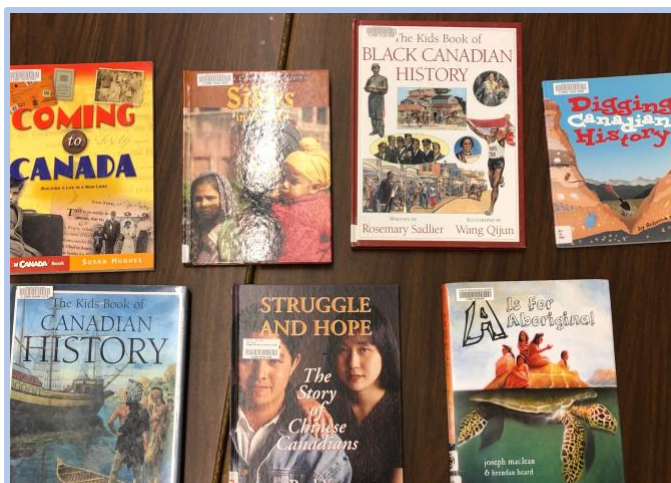
See Appendix 4-6 for Destiny generated reports.

### Summary of the 970 and 971 Sub-Sections Directly Related to the Topic

Subset	Total Items	Collection Age	Collection Value	Circulation (2017-present)
<b>970</b> History of North America	35 (0.32%)	1999 (22 yrs.)	\$859.70	29 (0.05%)
<b>971</b> Canada	320 (2.97%)	2005 (16 yrs.)	\$4,452.91	470 (0.79%)

\*Data collected from Destiny reports, then cross-referenced and combined to create summary.

See Appendix 7-9 for Destiny generated reports.



## Summary of Quantitative Data

### The Subset (900-999)

Total Number of Items in this Sub-set: 1228

Average Age of this Sub-set: 2002 (19 yrs.)

Total Value of this Sub-set: \$20,907.49

Total Circulation of Items in this Sub-set (this school year): 308

### The Subset (970 & 971)

Total Number of Items in this Sub-set: 355

Average Age of this Sub-set: 2002 (19 yrs.)

Total Value of this Sub-set: \$5,312.61

Total Circulation of Items in this Sub-set (this school year): 83

# Qualitative Analysis: Examining the Subset Directly

Evaluating the collection directly can “reveal the size, scope, and depth of a collection” (Mardis, 2016, p.173) and can further determine the timeliness of materials as well as their physical condition.

There are a total of 355 items in this subset. Although this collection evaluation focuses more closely on part of the subset (970-971), I have also included some titles in the other parts of the library collection that may pertain to the topic, specifically those with Indigenous perspectives, including 398, 731, 917, E, F, FL 759, FL 796, and PB.

## A Detailed Look at the Resources:

Raw notes about each item

### **398.2 Folk Literature**

- “The Two Sisters” (2016) – 398.2 JOH – Hardcover, new addition to the library, great condition, placed in the ‘Folklore’ section so may not be as accessible for students, story is appropriate/engaging for all grade levels, includes illustrations, Indigenous focus
- “The Lost Island” (2004) – 398.2 JOH – Hardcover, great condition, no rips or tears, placed in the ‘Folklore’ section so may not be as accessible for students, appropriate for primary or intermediate, includes illustrations, Indigenous focus

### **731 Materials and Methods**

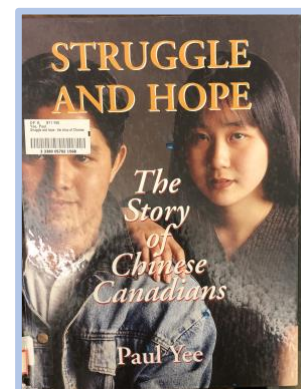
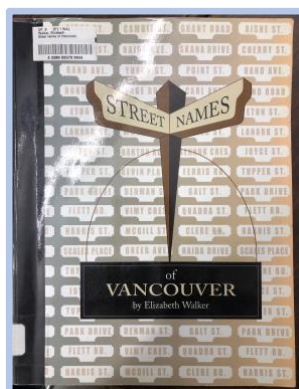
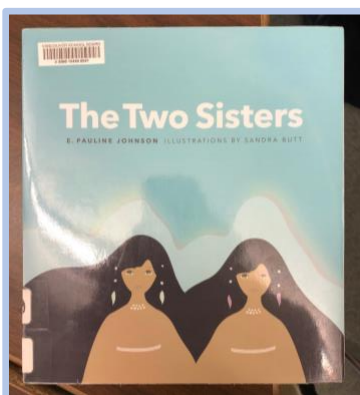
- “The Totem Poles of Stanley Park” (2004) – 731 JEN – Good condition, looks almost new, hardcover, quite text heavy even though each page has a picture, Indigenous focus

### **917.11 North America – Canada – BC**

- “Vancouver: then and now” (1983) – 917.11 MOR – Engaging side by side photos of Vancouver in in the past, it is also dated and does not include more recent Vancouver landmarks, good condition

### **971 General History of Canada**

- “Chinatown: an illustrated history of the Chinese communities of Victoria, Vancouver, Calgary, Winnipeg, Toronto, Ottawa, Montreal, and Halifax” (2005) – 971 YEE – Many pictures on the front cover and inside, good condition, no bends or tears, immigrant focus
- “Struggle and Hope: The story of Chinese Canadians” (1996) – 971 YEE – Hard cover, some water/dust damage on the front cover, small rip on the front cover, immigrant focus





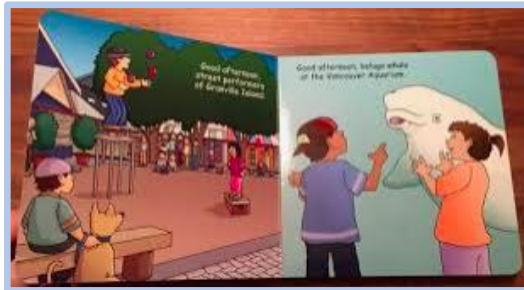
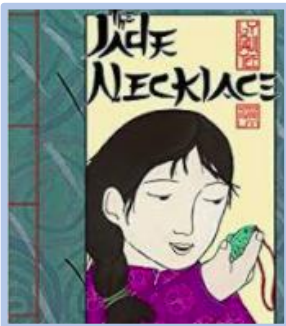
A Detailed Look at the Resources:  
Raw notes about each item (continued)

### 971.1 History of BC

- “At First a Dream: one hundred years of race relations in Vancouver” (1987) – 971.1 ATF – looks dated but still in good condition, very text heavy, may not be engaging for primary or early intermediate
- “Vancouver: a pictorial celebration” (2006) 971.1 BRI – Good condition, plastic cover, mostly city and landscape pictures
- “Everett Crowley Park: paradise reclaimed” (1997) – 971.1 EVE – Good condition, looks dated, mostly maps
- “Hurricane in the Basement and other Vancouver Experiences: stories and photos from the Millennium Collection” (2000) – 971.1 HUR – Looks almost brand new
- “Vancouver: A visual history” (1992) – 971.1 MACD – Colourful hardcover with plastic covering, looks old and well-used, 14 historical maps (one for each decade, from the 1850s to the 1980s) and various reference and social maps, may not be engaging for most students
- “My Vancouver Sketchbook” (2001) – 971.1 PER – Engaging hard cover, drawing-style illustrations throughout the book, good condition, no rips or tears but does look well-used
- “Vancouver’s First Century: a city album” (1985) – 971.1 VAN – Hard cover with plastic cover, some tearing on the plastic, inside of the book is in good condition
- “Street Names of Vancouver” (1999) – 971.1 WAL – Hard cover with plastic cover, some tearing on the plastic, inside of the book is in good condition, text heavy

### E Easy

- “Good Night: Vancouver” (2009) – E ADA – Board book, low text and illustration good for primary level
- “The Jade Necklace” (2002) – E YEE – Engaging illustrations, good condition, no rips or tears, immigrant perspective



### F Fiction

- “An Ocean Apart: the Gold Mountain diary of Chin Mei-Ling” (2004) – F CHA – Hardcover ‘novel’, suited for upper intermediate, good condition, immigrant perspective
- “Leaving the Log House” (2003) – F MAN – Engaging hard cover illustration, story suited for all grade levels, Indigenous focus, inclusive of children with disabilities
- “The Bone Collector’s Son” (2004) – F YEE – Hard cover, some wear and tear, folded in corners, immigrant perspective

### FL French Language

- “Who Hides in the Park” (1986) – 759.11 ASK – Many photos and illustrations, focus on Stanley Park
- “Miga, Quatchi and Sumi: the story of the Vancouver 2010 mascots = l'histoire des mascottes de Vancouver 2010” (2007) – FL 796.98 MUR – Engaging hard cover, suitable for all grade levels, high interest/low vocab

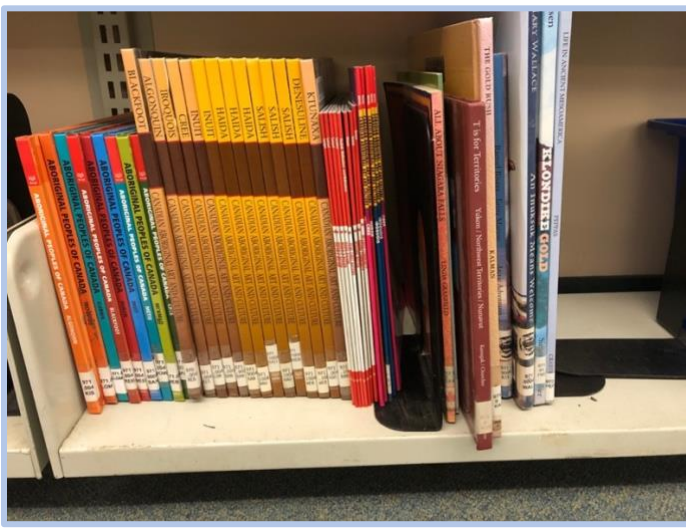
### PB Paperback

- “The Curses of the Third Uncle” (1986) – PB YEE – Corners of the cover are bent in, some water damage, most suited for intermediate

### Running Record of Resource Titles Directly Related to the Topic

The report generated from Destiny only included items that have a circulation number of >0 since 2017. Of the 21 items I observed, only 11 were included on the report. I manually added the remainder of the 10 items (with circulation number of 0 since 2017) to the running record. The categories in which items are sorted in Destiny include: Title, Author, Call Number, and Circulations (since 2017). I looked through each item, and using my raw notes I then added data for my own categories: E) Year of Publication, F) Target Grade Group (grade K to 7), G) Relevance to the Topic (high, mid, low), H) Physical Condition (new, good, fair, poor, unusable), and I) Rating out of 10 based on the previous categories.

	A	B	C	D	E	F	G	H	I	J
1	Title	Author	Call Number	Circulation	Year	Target Grade	Relevance	Physical	Rating/(10)	
2	The two sisters	Johnson, E. Pauli	398.2 JOH	6	2016	K to 7	mid	good	7	
3	The lost island	Johnson, E. Pauli	398.2 JOH	0	2004	K to 7	mid	good	6	
4	The totem poles of Stanley Park	Jensen, Vickie, 15	731 JEN	0	2004	5 to 7	high	good	8	
5	Vancouver then & now.	Morgan, Roland.	917.11 MOR	1	1983	6 to 7	low	good	4	
6	Chinatown : an illustrated history of	Yee, Paul.	971 YEE	1	2005	4 to 7	mid	fair	7	
7	Struggle and Hope: The story of Chine	Yee, Paul.	971 YEE	0	1996	3 to 7	mid	good	6	
8	At first a dream : one hundred years o	City of Vancouver	971.1 ATF	0	1987	6 to 7	low	fair	3	
9	Vancouver : a pictorial celebration	Brissenden, Cons	971.1 BRI	1	2006	4 to 7	low	good	4	
10	Everett Crowley Park : paradise reclai	City of Vancouver	971.1 EVE	0	1997	4 to 7	low	good	3	
11	A hurricane in the basement and othe	City of Vancouver	971.1 HUR	0	2000	4 to 7	mid	good	5	
12	Vancouver : a visual history	Macdonald, Bruc	971.1 MACD	1	1992	4 to 7	low	fair	3	
13	My Vancouver sketchbook	Perry, Robert Gra	971.1 PER	3	2001	3 to 7	mid	fair	6	
14	Vancouver's first century : a city albu	editors, Anne Klo	971.1 VAN	1	1985	3 to 7	mid	fair	6	
15	Street names of Vancouver	Walker, Elizabeth	971.1 WAL	0	1999	6 to 7	low	fair	3	
16	Good night : Vancouver	Adams, David J.	E ADA	0	2009	K to 4	mid	good	5	
17	The jade necklace	Yee, Paul.	E YEE	1	2002	3 to 6	high	good	7	
18	An ocean apart : the Gold Mountain c	Chan, Gillian.	F CHA	3	2004	5 to 7	high	fair	6	
19	Leaving the log house	Manson, Ainslie.	F MAN	0	2003	1 to 7	high	good	7	
20	The bone collector's son.	Yee, Paul.	F YEE	1	2004	3 to 7	high	fair	7	
21	Who hides in the park	Aska, Warabé.	FL 759.11 AS	0	1986	K to 7	mid	fair	5	
22	Miga, Quatchi and Sumi : the story of	Murphy, Michael	FL 796.98 M	2	2007	K to 7	mid	good	6	
23	The curses of Third Uncle	Yee, Paul.	PB YEE	0	1986	4 to 7	mid	fair	5	
24										





# Collection Evaluation Report

When evaluating the collection, I used the selection/evaluation criteria (Intellectual Content, Physical Form, Digital Resources, and Equipment) that is outlined by Mardis (2016, pp.76-86). He also states that a collection evaluation “should be based upon how well the collection meets the needs of its users”.

## Strengths

- There is a combination of primary and intermediate level texts. Although this report focuses on the Grade 4 curriculum, it is likely that students in other grades will need access to this collection at some point. This is also beneficial for accommodating for the variety in students’ reading levels.
- There is a variety of resources relating to Indigenous stories, ways of life, and their significance in Vancouver.
- There is some variety of resource types: such as map books, picture books, biographies, fiction, non-fiction.
- Most of the books are in good to excellent condition.
- There are duplicates for the at least 10 of the books in the subset.

## Weaknesses

- There are very limited resources that actually represent a cultural perspective on *Vancouver history*. There are books about Vancouver, or about some cultures in Vancouver, but not many that combined the two topics.
- There are no non-print/electronic resources for this topic.
- Two of the Indigenous perspective books are organized into the Fairy Tales and Folklore section. This is not necessarily a weakness of the collection, but rather a potential weakness of the system of organization. Students looking for books about BC or Vancouver history may not check the Folklore section. Also, I personally do not agree with Indigenous beliefs being categorized as Fairy tale/Folklore stories.
- There is a limited number of books appropriate for intermediate ELL students. Many of the books are text-heavy, including the ones that are full of pictures and maps.
- There are no textbooks or teaching materials for this topic.
- Many of the books have a circulation count of 0 (since 2017), which means they are not engaging students.

## Summary

Looking at the results from this collection, the quantitative data shows that the books in the 900-999 subset as well as the 970-971 subset are not being used by the students. Possible reasons for this may be: the books do not align with the new BC Curriculum, students do not know where to find them, or perhaps staff members do not see this library collection subset as a valuable enough tool for teaching. The qualitative data shows that although there are many books in the collection, their contents do not necessarily enrich the learning experience for students. The books are in good condition, which is a positive, but it also may be due to the low circulation.

## Recommendations

- Develop the collection by obtaining more relevant and culturally responsive resources. Conduct a community analysis to learn about the cultural backgrounds in the school community, then adapt collection to community accordingly.
- Review the [FNESC “Authentic First Peoples Resources”](#) Guide for resource selection. It also includes an ‘Evaluation Guide’, which can be used in the selection of First Peoples resources, or adapted to represent other cultural groups.
- Use of digital databases, such as [UBC Open Libraries](#) for digital photos, videos, newspapers, books, and more

## Conclusion

Overall, this collection is inadequate for the Grade 4 Social Studies topic of *the history of the local community and of local First Peoples communities*. Although there are a number of resources available in the library collection, they are not engaging for students, nor are they culturally responsive in representing different perspectives of the local community. Further collection development of text and digital resources is recommended, with guidance from culturally authentic resources.

# Reflection

The process of collection evaluation proved to be a very informative and valuable experience for me. I started off feeling quite overwhelmed with the idea of running reports and examining a whole subset of a collection. As I started breaking the process into steps, I also approached my school's Teacher-Librarian for guidance. She showed me how to navigate the Follett Destiny program beyond the simple catalog search that I was already familiar with. I ran various reports and found it quite manageable to find statistics for the overall collection as well as the subsets of focus. I found it challenging to find all the relevant resources. Even though I searched various key words, I realized that some books did not come up at all, but I found them in different sections of the library just by browsing the collection.

This collection evaluation was a very useful activity for me to complete because it provided me with the opportunity to apply some of the concepts we covered in Theme 2 and 3. I understand now that in order to capture an accurate snapshot of the collection, it is necessary to obtain both quantitative and qualitative data. I learned that it is not a linear process, and requires several hours of curriculum planning, understanding the school population needs, observing the library commons space and shelving, and careful consideration of the library's resources and limitations. I believe that as I gain more experience in a future Teacher Librarian role, this process may become more intuitive and easier to maneuver.

I concluded this assignment feeling more confident in my skills in running circulation reports, finding statistics in the Destiny program, and using set criteria to evaluate resources directly. In the future, I hope to locate my school or districts policy for collection evaluation, and perhaps use that as a guide. If there is no updated policy, I would use my experience from this course, as well as consult with other TLs to create/update the policy.

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# Appendices

## Appendix 1: Collection Circulation Report

### David Oppenheimer Elementary School ✓

#### Collection Circulation Report Call numbers grouped by prefix.

Range	Circulations			Total	Collection Copy Count
	Today	This Month	This Year		
000 - 099	1 [0.74%]	4 [0.44%]	29 [0.28%]	383 [0.65%]	35 [0.33%]
100 - 199	0 [0.00%]	6 [0.66%]	54 [0.53%]	385 [0.65%]	54 [0.50%]
200 - 299	0 [0.00%]	0 [0.00%]	14 [0.14%]	90 [0.15%]	50 [0.46%]
300 - 399	0 [0.00%]	9 [0.98%]	149 [1.46%]	930 [1.57%]	629 [5.84%]
400 - 499	0 [0.00%]	0 [0.00%]	1 [0.01%]	35 [0.06%]	76 [0.71%]
500 - 599	16 [11.85%]	84 [9.17%]	913 [8.92%]	3,454 [5.82%]	1,483 [13.77%]
600 - 699	4 [2.96%]	41 [4.48%]	253 [2.47%]	1,498 [2.53%]	558 [5.18%]
700 - 799	3 [2.22%]	32 [3.49%]	400 [3.91%]	2,479 [4.18%]	517 [4.80%]
800 - 899	0 [0.00%]	2 [0.22%]	48 [0.47%]	248 [0.42%]	213 [1.98%]
900 - 999	1 [0.74%]	14 [1.53%]	286 [2.79%]	1,841 [3.10%]	1,228 [11.41%]
AUD	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	7 [0.07%]
B	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]
BB	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	13 [0.12%]
COM	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	10 [0.09%]
E	48 [35.56%]	228 [24.89%]	2,632 [25.71%]	14,333 [24.17%]	2,330 [21.64%]
ELE	0 [0.00%]	0 [0.00%]	0 [0.00%]	1 [0.00%]	0 [0.00%]
F	24 [17.78%]	271 [29.59%]	2,871 [28.04%]	17,442 [29.41%]	2,011 [18.68%]
FB	1 [0.74%]	1 [0.11%]	9 [0.09%]	89 [0.15%]	2 [0.02%]
FF	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]
FIC	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	1 [0.01%]
FL	0 [0.00%]	0 [0.00%]	5 [0.05%]	11 [0.02%]	33 [0.31%]
G	10 [7.41%]	122 [13.32%]	1,432 [13.99%]	8,194 [13.82%]	366 [3.40%]
I	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	1 [0.01%]
KIT	0 [0.00%]	0 [0.00%]	12 [0.12%]	55 [0.09%]	32 [0.30%]
LA	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]
NL	0 [0.00%]	0 [0.00%]	0 [0.00%]	13 [0.02%]	1 [0.01%]
PAR	0 [0.00%]	0 [0.00%]	0 [0.00%]	1 [0.00%]	1 [0.01%]
PB	8 [5.93%]	36 [3.93%]	390 [3.81%]	3,055 [5.15%]	520 [4.83%]
PER	1 [0.74%]	2 [0.22%]	36 [0.35%]	288 [0.49%]	13 [0.12%]

## Appendix 2: Collection Value Report

### David Oppenheimer Elementary School ✓

#### Collection Value Report Call numbers grouped by prefix.

Range	Copies w/ Prices	Value		Circulations		Collection Copy Count
		Actual Value	Estimated Value*	This Year	Total	
000 - 099	35 [100.00%]	\$850.00	\$850.00	29 [0.28%]	383 [0.65%]	35 [0.33%]
100 - 199	53 [98.15%]	\$823.49	\$839.03	54 [0.53%]	385 [0.65%]	54 [0.50%]
200 - 299	50 [100.00%]	\$1,105.40	\$1,105.40	14 [0.14%]	90 [0.15%]	50 [0.46%]
300 - 399	611 [97.14%]	\$11,293.81	\$11,826.52	149 [1.46%]	930 [1.57%]	629 [5.84%]
400 - 499	76 [100.00%]	\$1,299.80	\$1,299.80	1 [0.01%]	35 [0.06%]	76 [0.71%]
500 - 599	1,462 [98.58%]	\$24,552.40	\$24,905.07	913 [8.92%]	3,454 [5.82%]	1,483 [13.77%]
600 - 699	553 [99.10%]	\$9,720.51	\$9,808.40	253 [2.47%]	1,498 [2.53%]	558 [5.18%]
700 - 799	508 [98.26%]	\$8,575.71	\$8,727.64	400 [3.91%]	2,479 [4.18%]	517 [4.80%]
800 - 899	212 [99.53%]	\$4,130.69	\$4,150.17	48 [0.47%]	248 [0.42%]	213 [1.98%]
900 - 999	1,186 [96.58%]	\$20,907.49	\$21,647.89	286 [2.79%]	1,841 [3.10%]	1,228 [11.41%]
AUD	6 [85.71%]	\$90.00	\$105.00	0 [0.00%]	0 [0.00%]	7 [0.07%]
B	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	0 [0.00%]	0 [0.00%]
BB	13 [100.00%]	\$428.00	\$428.00	0 [0.00%]	0 [0.00%]	13 [0.12%]
COM	10 [100.00%]	\$275.00	\$275.00	0 [0.00%]	0 [0.00%]	10 [0.09%]
E	2,198 [94.33%]	\$33,169.45	\$35,161.43	2,632 [25.71%]	14,333 [24.17%]	2,330 [21.64%]
ELE	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	1 [0.00%]	0 [0.00%]
F	1,898 [94.38%]	\$19,800.94	\$20,979.82	2,871 [28.04%]	17,442 [29.41%]	2,011 [18.68%]
FB	2 [100.00%]	\$70.00	\$70.00	9 [0.09%]	89 [0.15%]	2 [0.02%]
FF	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	0 [0.00%]	0 [0.00%]
FIC	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	0 [0.00%]	1 [0.01%]
FL	33 [100.00%]	\$652.98	\$652.98	5 [0.05%]	11 [0.02%]	33 [0.31%]
G	313 [85.52%]	\$3,522.37	\$4,118.81	1,432 [13.99%]	8,194 [13.82%]	366 [3.40%]
I	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	0 [0.00%]	1 [0.01%]
KIT	32 [100.00%]	\$1,515.96	\$1,515.96	12 [0.12%]	55 [0.09%]	32 [0.30%]
LA	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	0 [0.00%]	0 [0.00%]
NL	1 [100.00%]	\$21.95	\$21.95	0 [0.00%]	13 [0.02%]	1 [0.01%]
PAR	1 [100.00%]	\$26.00	\$26.00	0 [0.00%]	1 [0.00%]	1 [0.01%]
PB	519 [99.81%]	\$4,815.50	\$4,824.78	390 [3.81%]	3,055 [5.15%]	520 [4.83%]
PER	10 [75.92%]	\$52.00	\$67.60	36 [0.35%]	288 [0.49%]	13 [0.12%]

## Appendix 3: Collection Age Report

### David Oppenheimer Elementary School ✓

#### Collection Age Report Call numbers grouped by prefix.

Range	Copies w/ Dates	Average Age	Circulations		Collection Copy Count
			This Year	Total	
000 - 099	35 [100.00%]	2006 [15 yrs.]	29 [0.28%]	383 [0.65%]	35 [0.33%]
100 - 199	54 [100.00%]	2008 [13 yrs.]	54 [0.53%]	385 [0.65%]	54 [0.50%]
200 - 299	50 [100.00%]	2001 [20 yrs.]	14 [0.14%]	90 [0.15%]	50 [0.46%]
300 - 399	629 [100.00%]	2001 [20 yrs.]	149 [1.46%]	930 [1.57%]	629 [5.84%]
400 - 499	76 [100.00%]	2000 [21 yrs.]	1 [0.01%]	35 [0.06%]	76 [0.71%]
500 - 599	1,481 [99.87%]	2000 [21 yrs.]	913 [8.92%]	3,454 [5.82%]	1,483 [13.77%]
600 - 699	557 [99.82%]	2001 [20 yrs.]	253 [2.47%]	1,498 [2.53%]	558 [5.18%]
700 - 799	517 [100.00%]	2000 [21 yrs.]	400 [3.91%]	2,479 [4.18%]	517 [4.80%]
800 - 899	213 [100.00%]	1997 [24 yrs.]	48 [0.47%]	248 [0.42%]	213 [1.98%]
900 - 999	1,227 [99.92%]	2002 [19 yrs.]	286 [2.79%]	1,841 [3.10%]	1,228 [11.41%]
AUD	7 [100.00%]	2002 [19 yrs.]	0 [0.00%]	0 [0.00%]	7 [0.07%]
B	0 [0.00%]	- [- yrs.]	0 [0.00%]	0 [0.00%]	0 [0.00%]
BB	13 [100.00%]	1992 [29 yrs.]	0 [0.00%]	0 [0.00%]	13 [0.12%]
COM	10 [100.00%]	1997 [24 yrs.]	0 [0.00%]	0 [0.00%]	10 [0.09%]
E	2,247 [96.44%]	2001 [20 yrs.]	2,632 [25.71%]	14,333 [24.17%]	2,330 [21.64%]
ELE	0 [0.00%]	- [- yrs.]	0 [0.00%]	1 [0.00%]	0 [0.00%]
F	1,952 [97.07%]	2007 [14 yrs.]	2,871 [28.04%]	17,442 [29.41%]	2,011 [18.68%]
FB	2 [100.00%]	1994 [27 yrs.]	9 [0.09%]	89 [0.15%]	2 [0.02%]
FF	0 [0.00%]	- [- yrs.]	0 [0.00%]	0 [0.00%]	0 [0.00%]
FIC	1 [100.00%]	2018 [3 yrs.]	0 [0.00%]	0 [0.00%]	1 [0.01%]
FL	32 [96.97%]	1998 [23 yrs.]	5 [0.05%]	11 [0.02%]	33 [0.31%]
G	366 [100.00%]	2012 [9 yrs.]	1,432 [13.99%]	8,194 [13.82%]	366 [3.40%]
I	0 [0.00%]	- [- yrs.]	0 [0.00%]	0 [0.00%]	1 [0.01%]
KIT	32 [100.00%]	2003 [18 yrs.]	12 [0.12%]	55 [0.09%]	32 [0.30%]
LA	0 [0.00%]	- [- yrs.]	0 [0.00%]	0 [0.00%]	0 [0.00%]
NL	1 [100.00%]	2014 [7 yrs.]	0 [0.00%]	13 [0.02%]	1 [0.01%]
PAR	1 [100.00%]	2009 [12 yrs.]	0 [0.00%]	1 [0.00%]	1 [0.01%]
PB	359 [69.04%]	1997 [24 yrs.]	390 [3.81%]	3,055 [5.15%]	520 [4.83%]
PER	0 [0.00%]	- [- yrs.]	36 [0.35%]	288 [0.49%]	13 [0.12%]



## Appendix 4: 900-999 Collection Circulation Report

2/17/2021

900-999

David Oppenheimer Elementary School

Collection Circulation Report

Call numbers grouped by prefix.

Range	Circulations			Total	Collection Copy Count
	Today	This Month	This Year		
900 - 909	0 [0.00%]	2 [0.15%]	4 [0.04%]	19 [0.03%]	32 [0.30%]
910 - 919	0 [0.00%]	3 [0.23%]	44 [0.41%]	259 [0.43%]	107 [0.99%]
920 - 929	1 [2.17%]	16 [1.21%]	95 [0.89%]	504 [0.84%]	368 [3.42%]
930 - 939	0 [0.00%]	2 [0.15%]	8 [0.08%]	203 [0.34%]	147 [1.36%]
940 - 949	0 [0.00%]	3 [0.23%]	67 [0.63%]	285 [0.48%]	115 [1.07%]
950 - 959	0 [0.00%]	1 [0.08%]	3 [0.03%]	41 [0.07%]	53 [0.49%]
960 - 969	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	13 [0.12%]
970 - 979	0 [0.00%]	8 [0.61%]	85 [0.80%]	523 [0.88%]	379 [3.52%]
980 - 989	0 [0.00%]	1 [0.08%]	2 [0.02%]	15 [0.03%]	11 [0.10%]
990 - 999	0 [0.00%]	0 [0.00%]	0 [0.00%]	14 [0.02%]	3 [0.03%]
	1	36	308	1,863	1,228

NOTE: The Collection Statistics Summary Report includes statistics for both current copies and copies that have been deleted.

Report generated on 2021-02-17 10:19 a.m.

## Appendix 5: 900-999 Collection Value Report

2/17/2021

900-999

David Oppenheimer Elementary School

Collection Value Report

Call numbers grouped by prefix.

Range	Copies w/Prices	Value	Actual Value	Estimated Value*	This Year	Total	Collection
900 - 909	32 [100.00%]		\$609.69	\$609.69	4 [0.04%]	19 [0.03%]	32 [0.30%]
910 - 919	106 [99.07%]		\$1,846.84	\$1,864.26	44 [0.41%]	259 [0.43%]	107 [0.99%]
920 - 929	348 [94.57%]		\$6,301.88	\$6,664.06	95 [0.89%]	504 [0.84%]	368 [3.42%]
930 - 939	147 [100.00%]		\$2,883.34	\$2,883.34	8 [0.08%]	203 [0.34%]	147 [1.36%]
940 - 949	115 [100.00%]		\$2,043.30	\$2,043.30	67 [0.63%]	285 [0.48%]	115 [1.07%]
950 - 959	53 [100.00%]		\$924.44	\$924.44	3 [0.03%]	41 [0.07%]	53 [0.49%]
960 - 969	13 [100.00%]		\$252.50	\$252.50	0 [0.00%]	0 [0.00%]	13 [0.12%]
970 - 979	358 [94.46%]		\$5,793.51	\$6,133.35	85 [0.80%]	523 [0.88%]	379 [3.52%]
980 - 989	11 [100.00%]		\$213.00	\$213.00	2 [0.02%]	15 [0.03%]	11 [0.10%]
990 - 999	3 [100.00%]		\$38.99	\$38.99	0 [0.00%]	14 [0.02%]	3 [0.03%]
	1,186		\$20,907.49	\$21,626.93	308	1,863	1,228

\* The estimated value of each range assumes that the average of the actual value is a valid approximation of the cost for copies that do not contain price information. This calculation is only an estimate.

## Appendix 6: 900-999 Collection Age Report

2/17/2021

900-999

David Oppenheimer Elementary School

Collection Age Report

Call numbers grouped by prefix.

Range	Copies w/ Dates	Average Age	This Year	Total	Copy Count
900 - 909	32 [100.00%]	2000 [21 yrs.]	4 [0.04%]	19 [0.03%]	32 [0.30%]
910 - 919	107 [100.00%]	2001 [20 yrs.]	44 [0.41%]	259 [0.43%]	107 [0.99%]
920 - 929	367 [99.73%]	2000 [21 yrs.]	95 [0.89%]	504 [0.84%]	368 [3.42%]
930 - 939	147 [100.00%]	1999 [22 yrs.]	8 [0.08%]	203 [0.34%]	147 [1.36%]
940 - 949	115 [100.00%]	2001 [20 yrs.]	67 [0.63%]	285 [0.48%]	115 [1.07%]
950 - 959	53 [100.00%]	2002 [19 yrs.]	3 [0.03%]	41 [0.07%]	53 [0.49%]
960 - 969	13 [100.00%]	2000 [21 yrs.]	0 [0.00%]	0 [0.00%]	13 [0.12%]
970 - 979	379 [100.00%]	2004 [17 yrs.]	85 [0.80%]	523 [0.88%]	379 [3.52%]
980 - 989	11 [100.00%]	1998 [23 yrs.]	2 [0.02%]	15 [0.03%]	11 [0.10%]
990 - 999	3 [100.00%]	2007 [14 yrs.]	0 [0.00%]	14 [0.02%]	3 [0.03%]
	1,227	2002 [19 yrs.]	308	1,863	1,228

## Appendix 7: 970-979 Collection Circulation Report

2/17/2021

970-979

### David Oppenheimer Elementary School

Collection Circulation Report  
Call numbers grouped by prefix.

Range	Circulations				Collection Copy Count
	Today	This Month	This Year	Total	
970	0 [0.00%]	1 [0.08%]	5 [0.05%]	29 [0.05%]	35 [0.32%]
971	0 [0.00%]	7 [0.53%]	78 [0.73%]	470 [0.79%]	320 [2.97%]
972	0 [0.00%]	0 [0.00%]	1 [0.01%]	5 [0.01%]	21 [0.19%]
973	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	1 [0.01%]
974	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]
975	0 [0.00%]	0 [0.00%]	1 [0.01%]	18 [0.03%]	1 [0.01%]
976	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]
977	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]
978	0 [0.00%]	0 [0.00%]	0 [0.00%]	1 [0.00%]	1 [0.01%]
979	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]	0 [0.00%]
	0	8	85	523	379

NOTE: The Collection Statistics Summary Report includes statistics for both current copies and copies that have been deleted.

Report generated on 2021-02-17 10:18 a.m.

## Appendix 8: 970-979 Collection Value Report

2/17/2021

970-979

### David Oppenheimer Elementary School

Collection Value Report  
Call numbers grouped by prefix.

Range	Copies w/Prices	Value		Circulations		Collection Copy Count
		Actual Value	Estimated Value*	This Year	Total	
970	35 [100.00%]	\$859.70	\$859.70	5 [0.05%]	29 [0.05%]	35 [0.32%]
971	300 [93.75%]	\$4,452.91	\$4,749.77	78 [0.73%]	470 [0.79%]	320 [2.97%]
972	21 [100.00%]	\$447.90	\$447.90	1 [0.01%]	5 [0.01%]	21 [0.19%]
973	1 [100.00%]	\$25.00	\$25.00	0 [0.00%]	0 [0.00%]	1 [0.01%]
974	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	0 [0.00%]	0 [0.00%]
975	1 [100.00%]	\$8.00	\$8.00	1 [0.01%]	18 [0.03%]	1 [0.01%]
976	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	0 [0.00%]	0 [0.00%]
977	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	0 [0.00%]	0 [0.00%]
978	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	1 [0.00%]	1 [0.01%]
979	0 [0.00%]	\$0.00	\$0.00	0 [0.00%]	0 [0.00%]	0 [0.00%]
	358	\$5,793.51	\$6,090.37	85	523	379

\* The estimated value of each range assumes that the average of the actual value is a valid approximation of the cost for copies that do not contain price information. This calculation is only an estimate.

## Appendix 9: 970-979 Collection Age Report

2/17/2021

970-979

### David Oppenheimer Elementary School

Collection Age Report  
Call numbers grouped by prefix.

Range	Age		Circulations		Collection Copy Count
	Copies w/ Dates	Average Age	This Year	Total	
970	35 [100.00%]	1999 [22 yrs.]	5 [0.05%]	29 [0.05%]	35 [0.32%]
971	320 [100.00%]	2005 [16 yrs.]	78 [0.73%]	470 [0.79%]	320 [2.97%]
972	21 [100.00%]	1997 [24 yrs.]	1 [0.01%]	5 [0.01%]	21 [0.19%]
973	1 [100.00%]	1999 [22 yrs.]	0 [0.00%]	0 [0.00%]	1 [0.01%]
974	0 [0.00%]	- [ - yrs.]	0 [0.00%]	0 [0.00%]	0 [0.00%]
975	1 [100.00%]	2015 [6 yrs.]	1 [0.01%]	18 [0.03%]	1 [0.01%]
976	0 [0.00%]	- [ - yrs.]	0 [0.00%]	0 [0.00%]	0 [0.00%]
977	0 [0.00%]	- [ - yrs.]	0 [0.00%]	0 [0.00%]	0 [0.00%]
978	1 [100.00%]	1998 [23 yrs.]	0 [0.00%]	1 [0.00%]	1 [0.01%]
979	0 [0.00%]	- [ - yrs.]	0 [0.00%]	0 [0.00%]	0 [0.00%]
	379	2004 [17 yrs.]	85	523	379