

Hagerty Library at Drexel University:

Analysis of Selected Collections

Casey Hoeve

Lori Krystkiewicz

James Marshall

Michelle Reyes

Table of Contents

Library Information.....3

Subject Areas to be Mapped.....4

Internal Analysis of Mapped Subject Areas.....5

External Analysis of Mapped Subject Areas.....7

Group Strategies and Responsibilities.....11

Appendix.....12

Bibliography.....24

## Hagerty Library at Drexel University:

### Analysis of Selected Collections

#### Library Information

The Hagerty Library at Drexel University, located in Philadelphia, Pennsylvania, serves a student body of 13,484 undergraduates and 9,009 graduates, totaling a service community 22,493 people (<http://www.drexel.edu/em/undergrad/get-to-know/overview/default.aspx>). Based on 2008 statistics from the National Center for Educational Statistics, Drexel's multifarious service community stood at 55.4% male and 44.6% female, with 62.4% of students being white non-Hispanic, 8.4% black non-Hispanic, 3.2% Hispanic, 12.3% Asian or Pacific Islander, 5.9% non-resident aliens, and 7.5% of unknown race/ethnicity ([http://nces.ed.gov/globallocator/col\\_info\\_popup.asp?ID=212054](http://nces.ed.gov/globallocator/col_info_popup.asp?ID=212054)).

Hagerty Library is situated on the University City main campus, where the majority of the collection is housed; the entire collection numbers approximately 500,000 items (<http://www.library.drexel.edu/about/hagerty.html>). According to the W.W. Hagerty Library Collection Development Policy (2006), Hagerty's mission statement is as follows:

*"The Hagerty Library is a continually evolving, innovative organization dedicated to the provision of services, instruction, collections, technology and facilities to meet the information and information-related needs of the Drexel community."*

Closely aligned with the library mission statement, Hagerty enumerates collection goals in the Objectives of the Library Collection section of the Collection Development Policy (2006):

*“Specific Library objectives include the development of a centralized, working collection to support the current and future educational and research needs of faculty, staff and students. A high priority is placed on supporting the curriculum-related needs of the undergraduate and professional program students.”*

Maintaining the collections in accordance with curricular and user demands necessitates periodic collection analysis and evaluation. Mapping of selected collections assists in providing valuable data, which reveals collection strengths and weaknesses, in order to secure funding for current and future resources, and to properly provide adequate materials to support the needs of the service community.

### **Subject Areas to be Mapped**

Specific library collections, pertaining to general and specific subject areas, have been identified in order to analyze and evaluate the current holdings. Selected collections include the general emphasis collections of Languages and Literature (P) and Social Sciences (H), along with the specific emphasis collection of Graphic Design (NC). Considering the intense technological and scientific focus present at the University, a concerted effort is required to evaluate and rectify subject collections in areas other than science and technology. Subject areas were chosen in the interest of attaining a representative cross-section of Hagerty’s non-science related academic materials, and with respect to the conjunctive mission statements of Hagerty Library and Drexel University, which emphasize the importance of “comprehensive integrated

academic offerings” (<http://www.drexel.edu/about/mission.aspx>). Upholding the principles in the aforementioned mission statements requires that the library work to preserve and expand a truly comprehensive collection. These “academic offerings” must be supplemented with scholarly materials in all of the library’s subject collections, to maintain a balance across all subject areas. Examining the general emphasis subject areas of P and H, in addition to the special emphasis subject area of NC, provides a broad overview of the strengths and weaknesses discovered in the library's non-science oriented collections, and will aid in determining the appropriate measures to correct these weaknesses.

### **Internal Analysis of Mapped Subject Areas**

An internal analysis of the library is beneficial for many purposes, and is best reasoned by Robert Downs in Evans and Saponaro (2005), stating, "From the internal point of view, the survey, if properly done, gives one an opportunity to stand off and get an objective look at the library, to see its strengths, its weaknesses, and the directions in which it has been developing" (p. 316). This internal analysis will help to locate areas of problems and strengths within each subject mapped. The internal analysis additionally examines select Hagerty Library collections on the local level, bereft of outside library comparisons, to adequately assess the degree of met need in the service community.

To properly analyze the selected subjects, we have used the Loertscher Scale, developed by David V. Loertscher in 1985. For the general emphasis areas, a scale labeled Fair, Good,

Superior, and Exemplary was established, with each subject area correlating with the number of subject area items per student. A classification of "Fair" is equivalent to .30 items per student, "Good" equals .60 items per student, "Superior" equals 1.20 items per student, and "Exemplary" equals 7.0 items per student. For the Special Emphasis area, another scale is used for analysis. The classification of "Fair" is equivalent to .10 items per student, "Good" equals .15 items per student, "Superior" equals .25 items per student, and "Exemplary" equals 2.0 items per student. Likewise, the total collection was also analyzed, using a scale to determine how many items per student are available in the whole collection. A "Superior" Collection is equivalent to 40 total items per student. "Mediocre" ranges between 0-8 items per student, "Making Progress" ranges between 8-16 items per student, "Good" ranges between 16 and 24 items per student, "Excellent" ranges between 24-32 items per student, and "Exemplary" ranges between 32-40 items per student. These scales will help to determine strengths and weaknesses in the aforementioned specific subject areas.

In general emphasis collection LC Subject Heading H (Social Sciences), there are a total number of 62,688 books. Hagerty Library serves 22,493 students total, so the number of items per student equals about 2.79. According to the Loertscher Scale, that places this collection in the Superior range. When looked at individually, there are some specific parts of the collection that are stronger than others. The strongest area of this subject area is HD, which is "Industries. Land Use. Labor." The total amount of materials in this specific area is 15,774 items. The weakest area of this subject is HS, which is "Societies: secret, benevolent, etc." This section

only contains 52 books. However, due to the overall Superior ranking of the collection, this subject area falls in line with Hagerty Library's mission statement of successfully meeting the information needs of the Drexel service community.

The next subject mapped was Languages and Literature, which is LC subject heading P. There are a total number of 43,836 books in this subject area. The items per student came to about 1.95. This still falls into the Superior range, but it is obvious that this subject area is weaker than H (Social Sciences). This may be consistent with Drexel's stronger holdings in the Sciences, as Social Sciences would more likely support those collections than the humanities. Books categorized under PE, which is English Language, had the highest amount of books, equaling 1,497 books. This is consistent with the missions and goals of Drexel University Library, which emphasizes the collection of materials in the English Language. Materials categorized under PH, which is Uralic/Basque Languages, had the lowest amount of books, equaling 31. Again, since the overall P collection was ranked as Superior, this collection also supports Hagerty Library's mission statement.

The special emphasis subject that was mapped was LC subclass NC, which is Drawing, Design, and Illustration. This subject holds 1,271 items, which totals approximately 0.056 items per student. This falls below Fair in the Loertscher Scale for the Specific Emphasis Areas. It is definitely a weak subject area that should be built upon. Since this falls below Fair, this area is not meeting the standards of Hagerty Library's mission statement.

## **External Analysis of Mapped Subject Areas**

While an internal analysis of a library collection will focus on matching the interests and needs of a community to the capacity and resources of the library, an external analysis will focus on factors outside of the library community. In a business setting, the external environment will consist of the moves and strategies of competitors, as well as changes in the general economy and society. This is generally consistent for a library as well, but instead of competitors, other library institutions would be used as the point of comparison. When mapping areas of emphasis in a collection, with the intention of tailoring future development, an internal analysis may show that a collection is adequate, but it may pale in comparison to similar libraries. It is also possible that social factors may require a greater emphasis than the internal analysis would indicate.

An external analysis of the selected collections of Hagerty Library was conducted by comparing the size of the segments, to the same collections of another, similar library. A suitable library for comparison was found using the Library Statistics Program provided by the National Center for Education Statistics (NCES). The comparison library was found by using three criteria specific to Hagerty: type of library, region, and size. A list was compiled of academic libraries in the Mid-East region with "books, serials, and other print materials held" within the range of 450,000 and 550,000. (This list has been included in the appendix.) Connelly Library at La Salle University was chosen for its matching criteria, as well as the similarities in the Online Public Access Catalog. (OPAC)

In conducting the comparison, we find that while the two institutions appear on the

surface to be similar, their internal make-up differs rather dramatically. Both institutions are academic libraries, affiliated with a Philadelphia based university, and containing a comparable amount of print holdings; yet, we find different emphases placed upon collections, due to the needs of their own communities. The collection sizes are roughly the same, but the size of the service communities show one of the stark differences between the two: the service community of Hagerty library is nearly triple that of Connelly Library, numbering 22,493 (Hagerty) to 7541(Connelly). The service community statistic consists of the total enrolled student population of the university, both undergraduate and graduate, as well as the number of faculty present at the university. The ratio of total collection items per member of the community at Hagerty is 21.6 items per member, which falls into the “Good” range of the Loertscher scale used in the internal analysis. However, when placed against the same ratio of items per member at Connelly, we find that perhaps it is not quite as “good” as it seemed; the ratio at Connelly is 66.3, a tremendous increase, which required an extension to the Loertscher scale [“Above Exemplary”].

The “Language and Literature” general emphasis collection of Hagerty library fared well during the internal analysis. There are 43,836 records within the collection, and the ratio of items to members came to 1.894 per member, which is “superior” on the Loertscher scale. However, the Connelly library shows that this collection may in fact be inadequate. The “Language and Literature” collection at Connelly library, calculated using the same method, can vouch for having 111,660 items at 14.8 items per member. This is a staggering difference! A segment analysis of the collections showed across the board, that Connelly has a larger collection in each

of the sub-categories of languages, but the main difference lies in the literature sections of the collection. One possible reason for this discrepancy is that the particular interests and missions of the two libraries may be fundamentally different. Whereas Drexel places an emphasis on technology and science, it is possible that La Salle has bolstered its liberal arts collections beyond the standard in academic libraries. Additionally, whereas Drexel does not emphasize the collection of non-English materials, La Salle is a Catholic University, and maintains a large collection of works in Italian, Spanish, and Greco-Roman Languages. These collections are consistent with La Salle's service community, as Catholicism is heavily rooted in these languages, and this factor most likely accounts for the disparity between Drexel and LaSalle's collections.

"Social Sciences" was the second general emphasis collection analyzed, and in this evaluation, Hagerty compared favorably. Hagerty's collection was numerically superior in total items by a count of 62,688 to 43,106. Although it once again fell short in ratio of items to members, the difference was not nearly as drastic as it was in the other general emphasis collection. Both collections would be considered "superior" on the Loertscher scale, but most interesting, is where the differences within this collection lie. For each collection, the subgroup consisting of "Industries. Land Use. Labor." (LC subheading HD) was the largest in terms of materials, although Hagerty could boast a significantly larger collection (15,774 to 7505). Interestingly, the second and third largest subgroups differed by collection: Hagerty favored "Commerce" and "Finance" as compared to Connolly, which favored "Social Pathology. Social

and Public Welfare. Criminology" and "The Family. Marriage. Women." This is most likely due to specific community needs, although by conducting an external analysis such as this, Hagerty Library is now better equipped to know which segments of their general collection could be improved.

The special emphasis unit is by definition, a collection that Hagerty has singled out as a niche segment of the general collection, which is to be improved specifically for its applicability to community interests and uses. As a result, Hagerty library has compiled a larger collection of items related to "Graphic Design" than La Salle, which has not designated that collection as in need of special emphasis. However, concurrent with the results of the internal analysis, we find that the external analysis shows that more could be done for this collection to have a clear 'special emphasis.' The ratio of items per member did not fare well in the internal analysis, but when compared to the ratio of La Salle, which has not targeted this segment for emphasis, it is clearly shown to be poor.

### **Group Strategies and Responsibilities**

The group strategy was to pick two general emphasis subject areas to assess that did not deal primarily with technology. Drexel University is well known for its technological programs and scientific emphasis, and therefore, our group wanted to see where Hagerty Library stood in terms of its other subject areas. We chose the LC category of P, which is Language and Literature, and another category of H, which is the Social Sciences. For our special emphasis we

chose Graphic Design, specifically drawing, design, and illustration.

Our timeline was to take a week to create the collection maps based on those three areas. There was the initial confusion of what to do when the OPAC could not display more than 10,000 items, but once that was worked out the group made progress quickly. After creating the maps, we looked at the internal and external analysis portion of the project, and based our results on the article, "Collection Mapping: An Evaluation Strategy for Collection Development" by David V. Loertscher. Michelle Reyes was in charge of completing parts 1-4, which was finding information about the school and specific information on the areas to be mapped. Casey Hoeve worked on the actual mapping of the subject areas and did the external analysis, along with acting as a liaison to Drexel and LaSalle Library, to finalize the item counts for the limited out OPAC searches. James Marshall found a comparison library, worked on the statistics of that library, and helped with the external and the internal analysis. Lori Krystkiewicz analyzed the group strategies and did the Internal Analysis of the mapped subject areas. Each group member met his or her responsibilities well.

## **Appendix**

### **Collection Map Worksheet**

**School name:** Drexel University

**Number of students:** 22,493

Drexel Student Population Size = 13,484 undergraduates and 9,009 graduates = 22,493

<http://www.drexel.edu/em/undergrad/get-to-know/overview/default.aspx>

**Number of Faculty:** 656

<http://www.citytowninfo.com/school-profiles/drexel-university>

**Total Number in Service Community:** 23,149 members of the service community

**Total number of items in the collection:** approx. 500,000

<http://www.library.drexel.edu/about/hagerty.html>

**Number of total collection items per student:** 21.6

**Collection Segments: Drexel University**

	General Emphasis		Specific Emphasis
	H	P	NC
	Social Sciences	Languages & Literature	Graphic Design
<b>Total</b>	62,688	43,836	1271

## Collection Segments: LaSalle University

	General Emphasis		Specific Emphasis
	H	P	NC
	Social Sciences	Languages & Literature	Graphic Design
Total	43,106	111,660	741

**School name:** LaSalle University

**Number of students:** 7,311

LaSalle Student Population Size = 3,359 full-time undergraduates, 1,314 part-time undergraduates, and 2,658 graduate and doctoral students

<http://www.lasalle.edu/univcomm/glance.php>

**Number of Faculty:** 230

<http://www.citytowninfo.com/school-profiles/la-salle-university>

**Total Number in Service Community:** 7541 members of the service community

**Total number of items in the collection:** approx. 500,000

**Number of total collection items per student:** 66.3

**Items to Service community Ratio for Library of Congress Subject H: Social Science:**

ISR = 43,106 items/ 7541 members = 5.72 items per person

**Items to Service community Ratio for Library of Congress Subject P: Languages and Literature:**

ISR = 111660 items/ 7541 members = 14.8 items per person

**Items to Service community Ratio for Library of Congress Specific Emphasis NC:**

**Drawing, Design, Illustration:**

ISR = 741 items/ 7541 members = .098 items per person

**Collection Segments by Subject:**

**Subject 1: LC Classification: P-Languages and Literature**

LC Subclass	Name	Items in Collection
----------------	------	------------------------

P	Philology	2,606
PA	Greek/Latin Language and Literature	687
PB	Modern/Celtic Languages	55
PC	Romantic Languages	251
PD	German/Scandinavian Languages	36
PE	English Language	1497
PF	West Germanic Languages	94
PG	Slavic/Baltic/Albanian Languages	585
PH	Uralic/Basque Languages	31
PJ	Oriental Languages and Literatures	319
PK	Indo-Iranian Languages and Literatures	71
PL	Languages of Eastern Asia, Africa, and Oceania	517
PM	Hyperborean, Indian, and Artificial Languages	67
PN	Literature General	11,124
PQ	French/Italian/Spanish/Portuguese Literature	1,675
PR	English Literature	7,066

PS	American Literature	11,404
PT	German/Dutch/Flemish Literature since 1830- Afrikaans/Scandinavian/Old-Norse literature: Old Icelandic and Old Norwegian- Modern Icelandic literature- Faroese/Danish/Norwegian/ Swedish literature	590
PZ	Fiction and juvenile belles lettres	5,161
<b>Total P</b>	<b>Languages and Literature</b>	<b>43,836</b>

**Items to Service community Ratio for Library of Congress Subject P:**

**Languages and Literature:**

**ISR = 43,836 items / 22,493 members = 1.95 items per person**

**Subject 2: LC Classification: H- Social Sciences**

LC	Name	Number of
----	------	-----------

<b>Subclass</b>		<b>Items</b>
H	Social Science (General)	1,843
HA	Statistics	480
HB	Economic Theory/ Demography	2,283
HC	Economic History and Conditions	3,968
HD	Industries. Land use. Labor	15,774
HE	Transportation and Communication	1,463
HF	Commerce	11,562
HG	Finance	6,446
HJ	Public Finance	1,179
HM	Sociology (General)	2,576
HN	Social History and Conditions. Social Problems. Social Reform	1,602
HQ	The Family. Marriage. Women	5,718
HS	Societies: secret, benevolent, etc.	52
HT	Communities. Classes. Races	1,823

HV	Social Pathology. Social and Public Welfare. Criminology	5,267
HX	Socialism. Communism. Anarchism	652
<b>Total</b>	<b>Social Sciences</b>	<b>62,688</b>

**Items to Service community Ratio for Library of Congress Subject H: Social Sciences:**

**ISR = 62,688 items / 22,439 members = 2.79 items per person**

**Collection Segment: Special Emphasis Collection**

**Special Emphasis: LC Subclass: NC- Drawing.Design.Illustration**

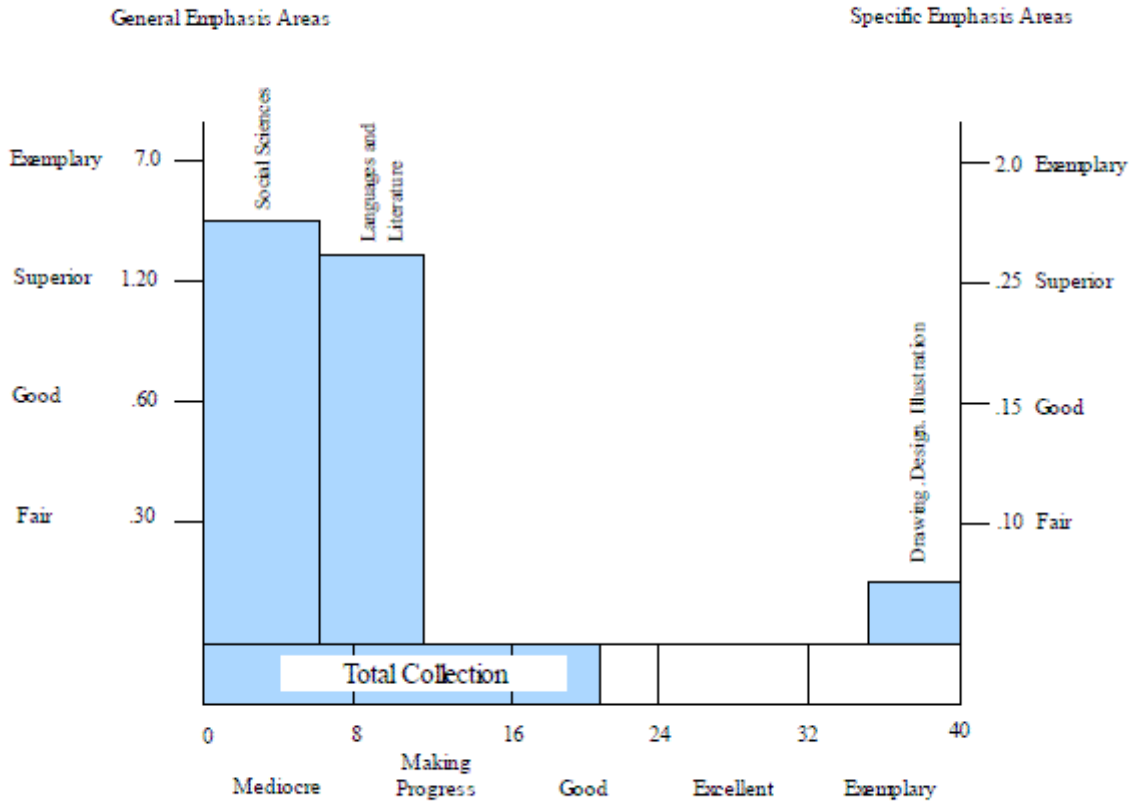
<b>LC Subclass</b>	<b>Name</b>	<b>Number of Items</b>
--------------------	-------------	------------------------

NC	Drawing. Design. Illustration	1271
<b>Total</b>		<b>1271</b>

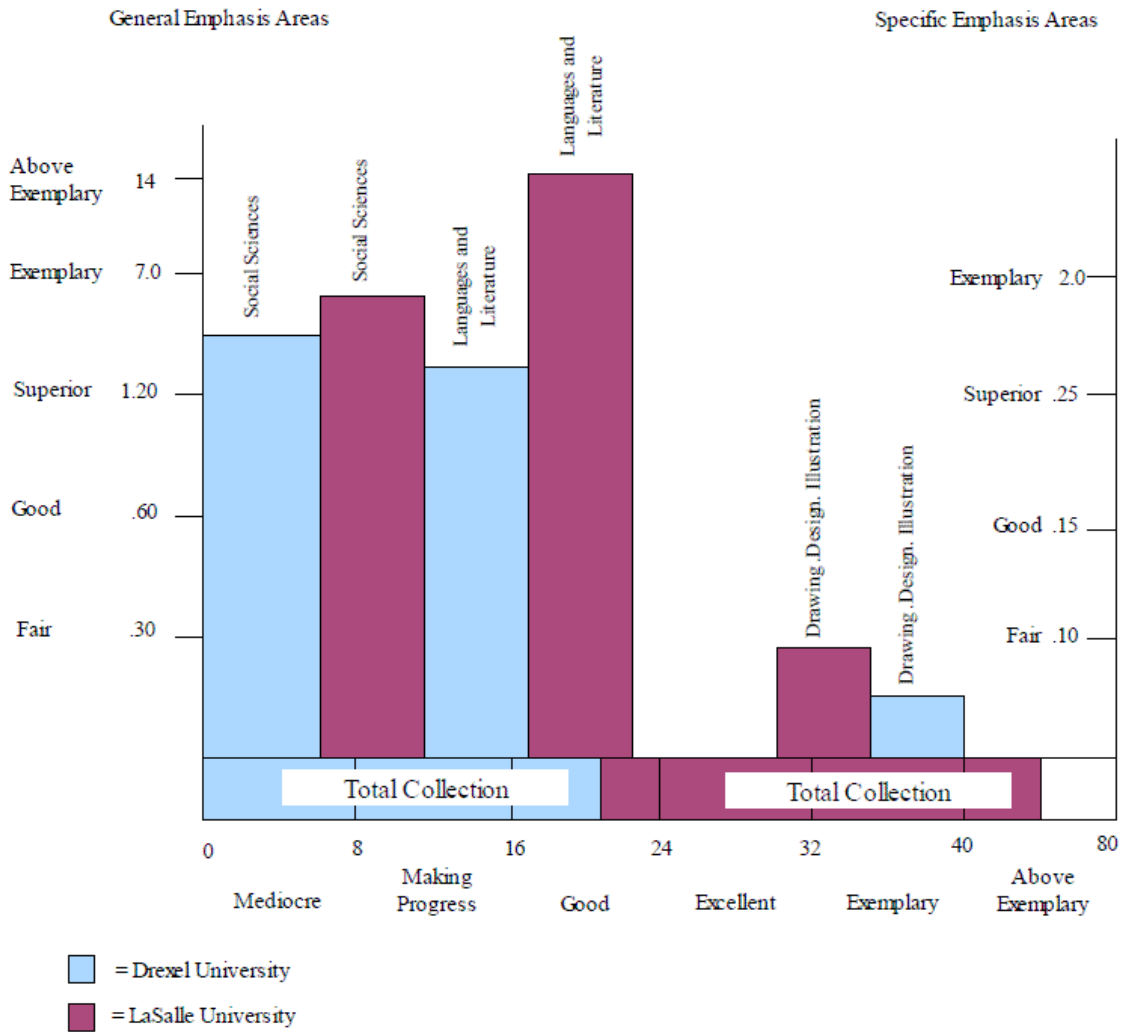
**Items to Service community Ratio for Special Emphasis Subclass NC-  
Drawing.Design.Illustration**

**ISR = 1271 items / 22,349 members = .056 items per person**

**Collection Map Drexel: (Sample based on current figures):**



**Collection Map: Drexel University and LaSalle University (Sample based on current figures)**



**List of Comparison Libraries compiled by the Library Statistic Program**

Library Name	Books, Serial Backfiles and Other Paper Materials – Held	Region
Clarion University of Pennsylvania, PA	451,915	2
Rochester Institute of Technology, NY	452,355	2
La Salle University, PA	455,457	2
SUNY-Potsdam, NY	458,202	2
CUNY Bernard M Baruch College, NY	463,170	2
Rider University, NJ	475,806	2
Teachers College at Columbia University, NY	490,368	2
Edinboro University of Pennsylvania, PA	492,293	2

<b>Mercy College-Main Campus, NY</b>	<b>492,918</b>	<b>2</b>
<b>Millersville University of Pennsylvania, PA</b>	<b>495,152</b>	<b>2</b>
<b>Dickinson College, PA</b>	<b>501,043</b>	<b>2</b>
<b>Montclair State University, NJ</b>	<b>510,549</b>	<b>2</b>
<b>Slippery Rock University of Pennsylvania, PA</b>	<b>513,194</b>	<b>2</b>
<b>Bloomsburg University of Pennsylvania, PA</b>	<b>520,287</b>	<b>2</b>
<b>SUNY College at New Paltz, NY</b>	<b>527,765</b>	<b>2</b>
<b>Lafayette College, PA</b>	<b>534,061</b>	<b>2</b>

## Bibliography

Drexel University (2010). *About Drexel University*. Retrieved from

<http://www.drexel.edu/em/undergrad/get-to-know/overview/default.aspx>

--*University Mission Statement*. Retrieved from

<http://www.drexel.edu/em/undergrad/get-to-know/overview/default.aspx>

*Drexel University*. Retrieved from

<http://www.citytowninfo.com/school-profiles/drexel-university>

Drexel University Libraries (2010). *About Hagerty*. Retrieved from

<http://www.library.drexel.edu/about/hagerty.html>

-- *W.W. Hagerty collection development policy (2006)*. Retrieved from

[http://www.library.drexel.edu//files/about\\_documents/2006CollDevPolicy.pdf](http://www.library.drexel.edu//files/about_documents/2006CollDevPolicy.pdf)

Evans, G. E & Saponaro, M.Z. (2005). *Developing library and information center collections: fifth edition*. Westport: Libraries Unlimited.

LaSalle University Libraries. Retrieved from <http://www.lasalle.edu/library/>

Loertscher, D.V. (1985). Collection mapping: An evaluation strategy for collection development. *Drexel Library Quarterly*, 21(2), 9-39.

National Center for Education Statistics. Retrieved from <http://nces.ed.gov/surveys/libraries/>