

Assessment of Library Collections
Academic Program Review

Health, Physical Education, and Recreation¹

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The spreadsheets of this report are not on the web site of the Office of Planning and Institutional Effectiveness—but may be requested from the library.

While the library will go forward, as annual budgets allow, with acquisitions recommendations of program reviews, a more durable approach is the comprehensive collection development plan set as a university Millennium Strategic Goal.² That planning process will broaden the library's collaborations with each program, identify resources needed to build research-level collections, and provide a framework for long-range budgeting. This report lays some of the groundwork.

SUMMARY OF OUTCOMES

Books. FIU's book approval plan provides for fairly comprehensive and broadly balanced collections. In **Education** as a general discipline, the library automatically receives about 27% of U.S. and U.K. book-publishing output—29% with additional direct orders. In **Recreation**, the library automatically receives about 3% of output—10% with direct orders. Since there are no substantive subject restrictions in the approval plan, variations in coverage are a function of the proportion of scholarly titles to total book output for particular fields.

Journals. The library has 388 print journals in **Education**, plus 266 online titles; and roughly 18 titles in **Physical Education** or in **Parks and Recreation Administration**.

- Of the 68 citation-ranked journals of **Sport Sciences**, the library has 19 (28%). Faculty review of the 49 titles not held by the library identified six as high priorities (\$1,613) for collection development and seven as medium priorities (\$6,429), for an aggregate cost of \$8,042. Those 13 titles would bring the gap analysis to a close at 32 held of 68 (47%).

¹ This report replaces the one (of May 16, 2003) submitted as part of the Curriculum and Instruction program review.

² Cross-functional plan for graduate education, goal 3 at <http://www.fiu.edu/~pie/>.

- Of the 92 citation-ranked journals of **Education and Educational Research**, the library has 81 (88%). Of the 11 titles not held by the library, two appear to meet the dual criteria of acquisitions priorities: *broad caliber* (in the scholarly communication system) and *local relevance* (to campus programs). Neither title (*Journal of the Learning Sciences*; and *Educational Policy*) pertains directly to this program.
- Of the 23 un-ranked journals of **Physical Education** in the *Education Abstracts* database, the library has 18 (78%). The other five should be reviewed by the faculty for relevance.
- No published list of core journals of **Parks and Recreation Administration** was found. Professor Daniel Dustin will provide a list of any needed journals for this field, which is quite interdisciplinary—ranging from therapeutic recreation to environmental ethics.

Electronic Resources. The library’s collection of electronic resources, about 275 in number, has not included a database in physical education and recreation. The state university library system is set to make a consortium deal for *Physical Education Index* by early 2004.

Program Decisions. With faculty review of the journal-collection assessment of Sport Sciences done, the program should provide a list of any journals needed for Physical Education or Parks and Recreation Administration—and advise the library on any other research-level resources or services for the long-range collection development plan.

MAIN REPORT

SCOPE. The Health, Physical Education, and Recreation program has three tracks: Exercise and Sport Sciences, Parks and Recreation Administration, and Physical Education. This report focuses on books, journals, and electronic resources.³ Four spreadsheets are appended: one is the framework of book acquisitions, the others are journal-collection evaluations.

METHOD. As a rule, it is not feasible to make a comprehensive assessment of “all” library resources that may be relevant to a particular program or literature, given the interdisciplinarity of programs and literatures alike, as well as their library budget lines.⁴ To structure this situation, subject literatures and library collections must be bounded in certain ways, as described in the sections below. For example, a principal method for journal-based literatures is to focus on the core titles of a field, according to the *Journal Citation Reports (JCR)* database of rankings.⁵

³ Reports in the first year of the library’s participation in program reviews included brief descriptions of other areas of support (e.g., audio-visual items and special collections). Unless such areas are of direct relevance to a program, they are now omitted for the sake of brevity. Also omitted are benchmarking comparisons to other library budgets and a note on inflationary pressures in the scholarly communication system. Interested faculty make wish to consult library reports of allied programs at <http://www.fiu.edu/provost/aaproreview/prarchives.htm>.

BOOKS

The library has a fairly comprehensive book approval plan in the social sciences and humanities, for which every book handled by the vendor for U.S. and U.K. publishing is matched against FIU's profile of subject and format parameters. Certain titles are shipped, some generate notification slips for individual title selections, and others fall into a "no book–no slip" category.

For the University Park campus, the library receives all academic- and professional-level titles in education involving the U.S. or Latin America and the Caribbean—and all such titles, including graduate-level textbooks, in recreation and physical education (Library of Congress subject series GV). Spreadsheet 1 shows such acquisitions for FY02 by title counts and in proportion to total book-publishing output in the U.S. and U.K for the various social sciences, with education and recreation/physical education highlighted.

Overall, in education the vendor handled a total of 1,662 titles; University Park campus received 455 titles (27%) of that output; with direct orders, the coverage was 478 titles (29%), at a total cost of \$15,952. In recreation and physical education, the vendor handled a total of 725 titles; the library received 20 (3%); with direct orders, the coverage was 72 titles (10%), at a cost of \$1,975.

Since there are no substantive subject restrictions in the approval plan, variations in coverages are largely a function of the proportion of scholarly titles to total book output for particular fields. Thus, for example, the difference between the 29% coverage in education and the 10% coverage in physical education is that the latter field has a higher proportion of popular literature.

For the Biscayne Bay campus, the approval plan has interdisciplinary coverage for all books on *contemporary U.S. public policy issues in Education*. Notification slips are sent for three subject areas: *school social work*, *school nursing*, and *school journalism*. In FY02, 30 books were sent and 21 others ordered directly, at an aggregate cost of \$891.

In addition, both campus libraries receive all adult-level books reviewed in *The New York Times* or the *Times Review Supplement*.

⁴ The interdisciplinarity of education literature spans sociology, public administration, management, psychology, and industrial/organizational relations. See John M. Budd, "Higher Education Literature: Characteristics of Citation Patterns," *Journal of Higher Education* 61 (January-February 1990): 84-97.

⁵ *JCR* covers about 5,000 journals in the sciences and technology and 1,500 in the social sciences. It is based on Bradford's Law, that most of the important papers in a given field appear in a relatively small set of journals. On this pattern, see Hans Verner Holub et alia, "The Iron Law of Important Articles," *Southern Economic Journal* 58 (1991): 317-28; and John C. Smart and Charles F. Elton, "Structural Characteristics and Citation Rates of Education Journals," *American Educational Research Journal* 18 (Winter 1981): 399-413.

Categories of books and slips *not* received in the field of education involve non-academic levels (e.g., guidebooks and textbooks); unsuitable formats (e.g., unrevised dissertations); studies of specific educational institutions; and studies centering on Europe, Asia, or Africa.

FIU's fairly comprehensive approval-plan coverage in education and in the other social sciences appears to be above average for that of other doctoral-extensive libraries of comparable size.⁶ A main source of this relative strength is FIU's coverage of Latin American and Caribbean Studies, which have had a nationwide decline in library acquisitions since the 1980s.

Online books. Of the total collection of 27,280 *NetLibrary* electronic books owned by the library, 15 titles have *physical education* as a **subject** descriptor, and 18 have *physical education* as a **keyword** descriptor. More broadly, 744 titles have *education* as a **subject** descriptor, and 1,202 have *education* as a **keyword** descriptor. *NetLibrary* is at <http://www.fiu.edu/~library/elibrary/ebooks.html>.

JOURNALS

The library has 388 print journals in **Education** as a general discipline, and 266 online titles; and roughly 18 in **Physical Education** or **Parks and Recreation Administration**.

As noted, interdisciplinarity precludes identification of all the journals relevant to a given field. The main question is whether the library is missing needed or important journals. *Need* is based on local demand, according to interlibrary loan data. *Importance* is based on citation rankings or other indicators of a field's core literature.

To assess need, the library identified the journals most often requested in interlibrary loan over the past three years. In terms of access-versus-ownership analysis (royalty payments compared to their subscription prices), 18 titles of the total set of 135 proved to be more cost-effective to own. Those subscriptions began January 2003. None of the 18 were in education; one—*Rehabilitation Management*—is in an allied field, Physical Therapy. Overall, the library's collections in Health, Physical Education, and Recreation do not require immediate attention for cost-effectiveness.

The other method of evaluation is based on citation-ranked journals according to the *Journal Citation Reports (JCR)* database.

⁶ The supporting data are of low precision but broad reliability. In the 1980s, university libraries generally acquired 35% of academic-level books in the social sciences. That level was a salient decline (of 25 points) from the 1970s in the financial capacity of academic libraries to maintain book collections in the wake of journal inflation. Thus, it is reasonable to see FIU's roughly 40% coverage of the social sciences as being above average for research libraries now. Charles A. Schwartz, "Modeling Scholarly Literatures," *Publishing Research Quarterly* 10 (Summer 1994): 29-35.

Comparison of the library's collections to the citation-ranked literature of **Sports Sciences** is shown in spreadsheet 2. Of the 68 titles, has 19 (28%). Faculty review⁷ of the 49 titles not held by the library identified six as high priorities (\$1,613) and seven as medium priorities (\$6,429), for an aggregate cost of \$8,042. Those 13 titles would bring the gap analysis to a close at 32 held of 68 (47%).

Such comparison to the citation-ranked literature of **Education and Educational Research** is shown in spreadsheet 3. Of the total 92 titles, the library has 81 (88%). Of the missing 11 titles, two are of interest for the collections as a whole: *Journal of the Learning Sciences* (ranked 7th; and 6th of 38 in Psychology, Educational); and *Educational Policy* (26th).

Comparison of the library's collections in **Physical Education** to the unranked journals in the *Education Abstracts* database (of 266 full-text journals) is shown in spreadsheet 4. Of the total 23 titles, the library has 18 (78%). The five titles not held by the library should be reviewed by the faculty for relevance to campus interests, with those selected to be added to the library's collection development plan.

An indicator of FIU's holdings of the unranked journal literature in Education generally is that of the 431 titles indexed in *ERIC* (Educational Resources Information Center database), the library has 276 (64%).

ELECTRONIC RESOURCES

Of some 275 databases owned by the library, the core ones in Education are *ERIC*, *Education Abstracts/Wilson Select Plus*, *MedLine*, and *CCH Health & Human Resources*. Others include *Mental Measurements Yearbook*, *PsycInfo*, and *Lexis-Nexis Academic*. For descriptions, see: <http://www.fiu.edu/~library/subjects/education.html>.

The state university library system will likely acquire by early 2004 *Physical Education Index* (Cambridge Scientific Abstracts: <http://md2.csa.com/csa/factsheets/pei.shtml>). It covers 324 journals in a broad range of areas: physical education curricula and standardized fitness tests; sports medicine, kinesiology, and motor learning; sports sociology, psychology, and law; business and marketing; sports equipment, coaching, and training; health education, dance, and physical therapy. (There is no full-text database in Physical Education on the market.)

Lack of a physical education database has not affected the areas of this program that are involved with athletic training, for which researchers rely on MedLine.

⁷ The review was done by Professor Michelle Cleary in October, 2003 for the Graduate Council hearing on the proposed master's level track in Advanced Athletic Training / Sports Medicine, which was approved by Council.

OVERVIEW for COLLECTION DEVELOPMENT

The collections for the Health, Physical Education, and Recreation program are in fairly good shape, certainly in terms of *core* resources with the prospective addition of *Physical Education Index*. Yet, the essential matter is whether the collections are commensurate with the faculty's needs—and concomitantly, with the university's aim to have research-level library resources and services in appropriate fields. The faculty's recommendations to the options suggested in this report will lay the groundwork of the collection development plan for this program.

The book approval plan, having no substantive subject restrictions in the social sciences, is fairly comprehensive for this program and allied disciplines.

Journals in the citation-ranked literature of Sport Sciences selected by faculty for acquisition are now in the library's long-range collection development plan: six high-priority titles (\$1,613) and seven medium-priority titles (\$6,429) for an aggregate cost of \$8,042. Acquisition of those 13 titles would bring the gap analysis to 32 held of 68 (47%).

Of the core-journal literature on Education and Education Research, the library has 81 (88%) of the 92 titles. Of the 11 titles not in the collections, two appear to be important for the collections as a whole: *Journal of the Learning Sciences* ((\$390) and *Educational Policy* (\$450).

The citation-rankings approach to collection evaluation, with its focus on established journals, has some conservative bias. It generally does not account for newer titles that, though lacking a certain impact in the scholarly system, may be relevant to a campus program. For such needed breadth and innovation in collection development, the library relies on faculty input.

For example, the library has 18 (78%) of the 23 unranked titles in Physical Education indexed in the *Education Abstracts* database. The five not in the library's collections should be reviewed by the faculty for selection for library's collection development plan.

As noted at the outset of this report, collection assessments done in the first year of the library's participation in the program review process included a description of inflationary pressures in the scholarly communication system. We should note that, along with such pressures "out there" are a range of local factors building to make collection development increasingly problematic as an FIU resource-allocation process. Any inventory of such factors would include growth of research and curricular interests, program diversification, and the university's goals for a broad expansion of new Ph.D. programs and the planned medical school.

Thus, it is of critical importance for each program to advise the library on the specific resources and research services that will best serve the faculty's needs. While the library endeavors to stay abreast of new markets and opportunities in the scholarly system, collection development is an area of mutual knowledge and concern.