

Assessment of the Library Collection of the Central Luzon State University Library: Basis of the Collection Development Program

Camia Abergos Lasig , Roselyn M. Madia , Nuelah SJ. Reyes , Vanessa B. Morales  and Richie N. Garabiles 

Volume 19, Number 1, 2024

URI: <https://id.erudit.org/iderudit/1110655ar>

DOI: <https://doi.org/10.18438/ebliip30458>

[See table of contents](#)

Publisher(s)

University of Alberta Library

ISSN

1715-720X (digital)

[Explore this journal](#)

Cite this article

Lasig, C., Madia, R., Reyes, N., Morales, V. & Garabiles, R. (2024). Assessment of the Library Collection of the Central Luzon State University Library: Basis of the Collection Development Program. *Evidence Based Library and Information Practice*, 19(1), 77–92. <https://doi.org/10.18438/ebliip30458>

Article abstract

Objective – The collection assessment project of the University Library is significant in determining whether the quantity of the collection meets the regulatory standard of the Commission on Higher Education (CHED) for academic libraries. This study specifically sought to find the level of library collection compliance in terms of major subject courses, to determine the curricular programs that are compliant with the standard or have a high rate of compliance, and to identify the curricular programs that should be prioritized in acquiring additional book titles.

Methods – The assessment was conducted using an action research model of iterative reflection and improvement. It follows the four steps for carrying out the research: plan, act, observe, and reflect, as proposed by Davidoff and Van den Berg (1990). Furthermore, we employed CHED Memorandum Order (CMO) No. 22, Series of 2021, Section 4 (b.4-5) to analyze the collection's compliance based on its quantity. The data was presented using a table and percentage.

Results – There are 32 undergraduate curricular programs offered at Central Luzon State University, which include 1,055 major subject courses. More than half of major subject courses (57.3%) on various curricular programs are non-compliant with CHED criteria, including 17.63% of major subject courses with zero titles copyrighted within the last five years. Findings also reveal that only 6 (18.75%) of the total programs were able to reach above 70% compliance with CHED standards, and there are 23 curricular programs with title gaps of 50% or higher that need to be prioritized in the acquisition of book titles.

Conclusion – The library collection assessment technique is crucial for identifying gaps in the collection and determining areas where additional resources may be required. As the findings indicate that more than half of the major subject courses do not meet the requirements set by CHED, the librarians have been investigating ways to acquire additional academic sources to fill this gap. However, their current efforts are not yet enough to meet the requirements. A long-term plan for gradually building up the collection has been devised.

© Camia Abergos Lasig, Roselyn M. Madia, Nuelah SJ. Reyes, Vanessa B. Morales and Richie N. Garabiles, 2024



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>



Research Article

Assessment of the Library Collection of the Central Luzon State University Library: Basis of the Collection Development Program

Camia Abergos Lasig
College Librarian
University Library and Information Services
Central Luzon State University
Science City of Muñoz, Nueva Ecija, Philippines
Email: cma_lasig@clsu.edu.ph

Roselyn M. Madia
College Librarian
University Library and Information Services
Central Luzon State University
Science City of Muñoz, Nueva Ecija, Philippines
Email: roselynmadia@clsu.edu.ph

Nuelah SJ. Reyes
University Librarian
University Library and Information Services
Central Luzon State University
Science City of Muñoz, Nueva Ecija, Philippines
Email: nuelahsj@clsu.edu.ph

Vanessa B. Morales
College Librarian
University Library and Information Services
Central Luzon State University
Science City of Muñoz, Nueva Ecija, Philippines
Email: vbmorales@clsu.edu.ph

Richie N. Garabiles
College Librarian
University Library and Information Services
Central Luzon State University
Science City of Muñoz, Nueva Ecija, Philippines
Email: rngarabiles@clsu.edu.ph

Received: 5 Oct. 2023

Accepted: 11 Jan. 2024

© 2024 Lasig, Madia, Reyes, Morales, and Garabiles. This is an Open Access article distributed under the terms of the Creative Commons-Attribution-Noncommercial-Share Alike License 4.0 International (<http://creativecommons.org/licenses/by-nc-sa/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly attributed, not used for commercial purposes, and, if transformed, the resulting work is redistributed under the same or similar license to this one.

DOI: 10.18438/ebliip30458

Abstract

Objective – The collection assessment project of the University Library is significant in determining whether the quantity of the collection meets the regulatory standard of the Commission on Higher Education (CHED) for academic libraries. This study specifically sought to find the level of library collection compliance in terms of major subject courses, to determine the curricular programs that are compliant with the standard or have a high rate of compliance, and to identify the curricular programs that should be prioritized in acquiring additional book titles.

Methods – The assessment was conducted using an action research model of iterative reflection and improvement. It follows the four steps for carrying out the research: plan, act, observe, and reflect, as proposed by Davidoff and Van den Berg (1990). Furthermore, we employed CHED Memorandum Order (CMO) No. 22, Series of 2021, Section 4 (b.4-5) to analyze the collection's compliance based on its quantity. The data was presented using a table and percentage.

Results – There are 32 undergraduate curricular programs offered at Central Luzon State University, which include 1,055 major subject courses. More than half of major subject courses (57.3%) on various curricular programs are non-compliant with CHED criteria, including 17.63% of major subject courses with zero titles copyrighted within the last five years. Findings also reveal that only 6 (18.75%) of the total programs were able to reach above 70% compliance with CHED standards, and there are 23 curricular programs with title gaps of 50% or higher that need to be prioritized in the acquisition of book titles.

Conclusion – The library collection assessment technique is crucial for identifying gaps in the collection and determining areas where additional resources may be required. As the findings indicate that more than half of the major subject courses do not meet the requirements set by CHED, the librarians have been investigating ways to acquire additional academic sources to fill this gap. However, their current efforts are not yet enough to meet the requirements. A long-term plan for gradually building up the collection has been devised.

Introduction

Collection development is a fundamental activity of every library in order to expand their library collection in various formats and meet the needs of all clients. In an academic library, a collection assessment is a systematic method of examining the library's collection of materials to determine its efficacy, relevance, adequacy, and alignment with the institution's aims and the needs of its users. As the

collection grows in any library, it is crucial to identify what is necessary and relevant. The Central Luzon State University (CLSU) library's Collection Development Policy governs collection development and weeding. However, collection assessment has not been common practice for many years. Collection assessment necessitates a regular evaluation of the collection to determine whether the quantity and quality of the collection are relevant, adequate, and well-balanced. It assists with determining budget requirements by focusing attention on how well the library's collections in specific areas support the needs of the users and the needs of the institution. It also points out whether the institution's investment in the collection is being managed responsibly (Henry et al., 2008). Being wise with the library budget is critical because, while prices are high, the library budget, which is primarily funded by student library fees, is a fixed amount that costs only 200 pesos per undergraduate student. By providing relevant and sound data, librarians can ascertain which resources should be acquired to optimize the budget so that effective collections can be built (Finch & Flenner, 2017 as cited in Lim Li Min & Casselden, 2021).

The Central Luzon State University Library is constantly acquiring library materials in various formats to meet the research needs of its patrons. The collection has grown over the years since its inception in 1907, though some of the collection was damaged and lost when the library building collapsed because of the 7.8 magnitude earthquake that struck in the Northern and Central parts of Luzon in 1990. The library management continues to acquire books based on recommendations from faculty, students, and accreditors, as well as curricular program requirements. Currently, the library houses a total of 20,985 titles and 30,968 volumes from the reference collection, fiction collection, Filipiniana collection, and professional printed book collection in various sections and electronic books. To remove books from the collection, weeding is done in accordance with the weeding policy. However, no assessment based on its quality and quantity has been conducted since the new library building was built in 1993. Currently, the university offers 32 undergraduate degree programs. Our goal as an academic library is to enhance and expand our collection of information resources that are suitable for each level of the curriculum. This will enable us to effectively meet the learning preferences and educational requirements of the academic community. We also conform to the rules set by the Commission on Higher Education (CHED) regarding the minimum requirements for libraries in higher education institutions. CHED governs tertiary and graduate education. It is composed of a policy-making body that formulates plans, policies, and strategies relating to higher education and the operation of CHED. One of its mandates is to promote relevant and quality higher education (i.e., to ensure higher education institutions and programs are at par with international standards, and graduates and professionals are highly competent and recognized in the international arena); and to ensure that quality higher education is accessible to all who seek it, particularly those who may not be able to afford it. Moreover, one of CHED's powers and functions is to monitor and evaluate the performance of programs and institutions of higher learning for appropriate incentives as well as the imposition of sanctions such as, but not limited to, diminution or withdrawal of subsidy, recommendation on the downgrading or withdrawal of accreditation, program termination, or school course (Commission on Higher Education, n.d.). CHED Memorandum Order (2021, No. 22, Section 4 b. 4-5), states that for each undergraduate program offering, the library shall provide five relevant book titles for each major subject published within the last five years, in combination of print and purchased electronic formats, the ratio of which shall be determined by the institution. For subjects that do not normally come out with new editions or book titles, the requirement of publication within the last five years may be waived. Curricular programs are the names of the degrees, while major subject courses are one of the components of the program offering that focus on developing professional competencies. Further, accrediting bodies have advised the CLSU library to maintain its book acquisition efforts as a means to satisfy the academic community's requirements and ensure compliance with quantity standards. The University Library serves around 11,000 college students enrolled in various courses offered by the institution. Thus, we were eager to conduct the collection assessment in order to

improve our collection development program, which will benefit our clients and the institution while also ensuring compliance with CHED.

Literature Review

According to Reitz and the definition in the Online Dictionary of Library and Information Science (2013), collection development is defined as "... the process of planning and acquiring a balanced collection of library materials over a period of years, based on an on-going assessment of the information needs of the library's clientele, analysis of usage statistics, and demographic projection." Collection assessment is a prerequisite for better resource management and provides the library administration with written evidence of the library's effective stewardship (Henry et al., 2008). Henry et al. (2008) state that practical collection assessment gives quantitative and qualitative data for evaluating a library's holdings. Collection assessment can be used to determine how well the emerging collection adheres to established guidelines. Collection assessment can also help with strategic planning in the library by identifying strengths and limitations in the collection, especially in emerging areas of interest. It can also assist in identifying areas that may require greater funding to sustain the level of support previously provided to an area (Johnson, 2016). Different libraries use various collection assessment methodologies. Although there is no single perfect way to evaluate collections, general capacity, utilization, users, subject-specific standards, academic publication, and environmental considerations are now the most commonly utilized or weighted indicators (Murphy, 2013). Rama et al. (2022) used the Philippine National Bibliographies (PNB) as an evaluation instrument to examine their library's print collection on Philippine languages. Henry et al. (2008) collected data on total holdings, interlibrary loan statistics, publication dates, comparisons of e-book and print book collections, comparisons of print collections using books for college libraries and Choice Outstanding Titles, and comparisons of print collections to selected peer institutions for their collection analysis.

As the 21st century arrived, many libraries began to assume that acquisitions should be driven by what users needed, and the Patron-Driven Acquisition Approach (PDAA) grew more widespread (Nixon et al., 2010). Checking the citations in publications against the library's holdings also allows the librarian to assess how well the collection supports the user's research needs (Edwards, 1999). Citation analysis is a bibliometric tool used to uncover patterns in scholars' publication habits, such as how frequently an author or publication is mentioned, or to find scholarly communication networks (White, 2019). Citation analysis, on the other hand, has limitations, one of which is that a reference list may not include all of the resources studied. The author may have mentioned the materials for reasons other than their relevance to the research (White, 2019). Collection assessment may also be conducted through a mixed-methods approach. Lim Li Min and Casselden (2021) conducted a study on the collection of Singapore Management University libraries. They utilized the patron-driven acquisitions process, publications' references from the Scopus database, a library service quality survey, and interviews with selected undergraduate and postgraduate students. Additionally, Yang et al. (2022) developed a computing tool to measure the suitability of the overall collection and user intention, while Duncan and O'Gara (2015) used a collection assessment model to evaluate subject collections in their libraries. Hence, methodologies can adopt a qualitative approach by focusing on the user's subjective perspective, a quantitative approach by focusing on quantities and numerical data, or a combination of both (Johnson, 2009).

Aims

The collection assessment project of the University Library is significant in determining whether the quantity of the collection meets the regulatory standard of the Commission on Higher Education (CHED)

for academic libraries. The initial phase of the study focuses solely on the quantity of the collection that is pertinent to undergraduate programs. It seeks to answer the following questions:

1. What is the level of library collection compliance in terms of major subject courses?
2. Which undergraduate curricular programs are compliant or have a high percentage of compliance?
3. What undergraduate curricular programs should be prioritized to supplement the relevant titles?

Methods and Findings

This study devised an assessment based on an action research model of iterative reflection and improvement. This will follow Sue Davidoff and Owen van den Berg's (1990) suggested four steps in conducting the study: plan, act, observe, and reflect. Additionally, we used the CHED Memorandum Order (CMO) No. 22, Series of 2021, Section 4 (b. 4-5) to assess the compliance of the collection based on its quantity. Percentage was employed to present the data.

Plan

As suggested by Davidoff and Van den Berg (1990), steps in planning include identifying the problem area, narrowing it down so that it is manageable, investigating the problem, thinking about what might be causing the problem, thinking about a solution and how to implement it, and thinking about what evidence you will collect to decide whether your action is successful or not. To identify the problem area, the librarians held a meeting on February 10, 2021, to plan the collection assessment that will serve as the basis for the buying plan. Accreditors have recommended that the acquisition of materials for the programs under review be continued because there are subject courses that do not meet the criteria established by the Commission on Higher Education. The data was gathered using the previous subject course bibliography prepared by the librarian cataloger for each curriculum program used for Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) accreditation and International Standard Organization (ISO) audit. The subject course bibliography is the list of available references for every subject course prescribed for a particular curricular program. This was initially created as one of the requirements of the CHED for proposing a new curriculum to be offered. As time passes, when the program is viable and subjected to accreditation, this list be used again to check if the number of references meets the CHED criteria. Then the references included for each subject course will be verified against the library management system to ensure their accuracy and identify any available references that were omitted. We compiled the data into a spreadsheet and added a column to determine whether the number of references met the CHED's criteria. The collection's assessment is limited to the bibliography as of April 2022.

Table 1

Summary of Updated Subject Courses Per College for Undergraduate Programs

Colleges	Total No. of Curricular Programs	Total No. of Major Subject Courses	Standard No. of Titles (total number of major courses multiplied by five (5) titles copyrighted in the last five years is the standard requirement of CHED)	Total No. of Major Subject Courses with 0 titles copyrighted in the last 5 years	Percentage (%) of Compliance by Major Subject Courses to CHED Requirements	
					Compliant	Non-Compliant
College of Agriculture	2	46	46 (5) = 230	5	17 (36.9%)	29 (63.1%)
College of Arts and Social Sciences	5	101	101 (5) = 505	39	30 (29.7%)	71 (70.3%)
College of Business Administration & Accountancy	4	160	160 (5) = 800	15	71 (44.4%)	89 (55.6%)
College of Education	6	278	278 (5) = 1,390	64	111 (39.9%)	167 (60.1%)
College of Engineering	4	121	121 (5) = 605	35	35 (28.9%)	86 (71.1%)
College of Fisheries	1	32	32 (5) = 160	6	11 (34.4%)	21 (65.6%)
College of Home Science and Industry	4	123	123 (5) = 615	17	50 (40.7%)	73 (59.3%)
College of Science	5	143	143 (5) = 715	2	106 (74.1%)	37 (25.9%)
College of Veterinary Science and Medicine	1	51	51 (5) = 255	3	20 (39.3%)	31 (60.7%)
TOTAL	32	1,055	5,275	186 (17.63%)	451 (42.7%)	604 (57.3%)

Table 2

Summary of Undergraduate Curricular Programs, Available Titles Copyrighted in the Last Five Years and the Percentage of Compliance and Non-Compliance to CHED Standard Requirements

Curricular Programs	Standard No. of Titles (total number of major courses multiplied by five (5) *5 titles copyrighted in the last five years is the standard requirement of CHED for each major subject courses	Available titles copyrighted in the last 5 years	Percentage of Compliance to CHED requirements	Percentage of Non-Compliance to CHED requirements
Bachelor of Science in Mathematics	20 (5) = 100	125	18 (90.0%)	2 (10.0%)
Bachelor of Science In Environmental Science	45 (5) = 225	343	38 (84.4%)	7 (15.6%)
Bachelor of Science in Information Technology	19 (5) = 95	120	16 (84.2%)	3 (15.8%)
Bachelor of Science in Technology & Livelihood Education (2 majors)	64 (5) = 320	362	52 (81.25%)	12 (18.75%)
Bachelor of Science in Psychology	14 (5) = 70	101	11 (78.6%)	3 (21.4%)
Bachelor of Science in Biology	38 (5) = 190	206	29 (76.3%)	9 (23.7%)
Bachelor of Science in Business Administration	40 (5) = 200	233	26 (65.0%)	14 (35.0%)
Bachelor of Science in Statistics	22 (5) = 110	110	14 (63.6%)	8 (36.4%)
Bachelor of Science in Agriculture	23 (5) = 115	110	13 (56.5%)	10 (43.5%)
Bachelor of Science in Accountancy	51 (5) = 255	180	25 (49.1%)	26 (50.8%)
Bachelor of Science in Hospitality Management	35 (5) = 175	168	17 (48.6%)	18 (51.4%)
Bachelor of Science in Development Communication	18 (5) = 90	80	8 (44.4%)	10 (55.6%)
Bachelor of Science in Food Technology	37 (5) = 185	154	15 (40.5%)	22 (59.5%)

Bachelor of Science in Fashion & Textile Technology (2 majors)	37 (5) = 185	143	14 (37.8%)	23 (62.2%)
*Doctor of Veterinary Medicine	51 (5) = 255	202	20 (39.2%)	31 (60.8%)
Bachelor of Science in Chemistry	18 (5) = 90	67	7 (38.9%)	11 (61.1%)
Bachelor of Elementary Education	29 (5) = 145	130	10 (34.5%)	19 (65.5%)
Bachelor of Science in Fisheries	32 (5) = 160	132	11 (34.4%)	21 (65.6%)
Bachelor of Arts in Social Science	26 (5) = 130	79	8 (30.8)	18 (69.2%)
Bachelor in Physical Education	23 (5) = 115	40	7 (30.4%)	16 (69.6%)
Bachelor of Science in Management Accounting	48 (5) = 240	160	14 (29.2%)	34 (70.8%)
Bachelor of Science in Tourism Management	14 (5) = 70	36	4 (28.6%)	10 (71.4%)
Bachelor of Science in Entrepreneurship	21 (5)=105	74	6 (28.6%)	15 (71.4%)
Bachelor of Secondary Education (5 majors)	99 (5) = 495	203	27 (27.3%)	72 (72.7%)
Bachelor of Early Childhood Education	31 (5) = 155	74	8 (25.8%)	23 (74.2%)
Bachelor of Science in Civil Engineering	36 (5) = 180	116	9 (25.0%)	27 (75.0%)
Bachelor of Culture and Arts Education	32 (5) = 160	90	7 (21.9%)	25 (78.1%)
Bachelor of Science in Agribusiness	23 (5) = 115	52	4 (17.4%)	19 (82.6%)
Bachelor of Science in Meteorology	36 (5) = 180	68	6 (16.7%)	30 (83.3%)
Bachelor of Arts in Literature	22 (5) = 110	40	3 (13.6%)	19 (86.4%)
Bachelor of Science in Agricultural &	30 (5) = 150	80	4 (13.3%)	26 (86.7%)

Biosystems Engineering				
Bachelor of Arts in Filipino	21 (5) = 105	12	0 (0.0%)	21 (100.0%)

**This program is among the undergraduate offerings at the institution; however, it has a duration of six years, as compared to the standard four-year duration of other programs. Although it carries the title of Doctor of Veterinary Medicine, under the Philippine educational system, it is considered an undergraduate curriculum.*

Table 3

Summary of Number of Titles Per-curricular Programs that Must Be Prioritized in the Acquisition of New Titles Copyrighted in the Last Five Years to Fill in the Gaps

Curricular Program	Standard No. of Titles (total number of major courses multiplied by five (5) *5 titles copyrighted in the last five years is the standard requirement of CHED for each major subject courses)	Total No. of Major Subject Courses with 0 titles copyrighted in the last 5 years	No. of Major Subject Courses Non-Compliant to CHED Requirements
Bachelor of Arts in Filipino	21 (5) = 105	21	21 (100%)
Bachelor of Science in Agricultural & Biosystems Engineering	30 (5) = 150	8	26 (86.7%)
Bachelor of Arts in Literature	22 (5) = 110	12	19 (86.4%)
Bachelor of Science in Meteorology	36 (5) = 180	17	30 (83.3%)
Bachelor of Science in Agribusiness	23 (5) = 115	4	19 (82.6%)
Bachelor of Culture and Arts Education	32 (5) = 160	5	25 (78.1%)
Bachelor of Science in Civil Engineering	36 (5) = 180	9	27 (75.0%)
Bachelor of Early Childhood Education	31 (5) = 155	9	23 (74.19%)
BSE (5 majors)	99 (5) = 495	31	72 (72.7%)
Bachelor of Science in Entrepreneurship	21 (5)=105	2	15 (71.4%)

Bachelor of Science in Tourism Management	14 (5) = 70	6	10 (71.4%)
Bachelor of Science in Management Accounting	48 (5) = 240	13	34 (70.8%)
Bachelor in Physical Education	23 (5) = 115	16	16 (69.6%)
Bachelor of Arts in Social Science	26 (5) = 130	5	18 (69.2%)
Bachelor of Science in Fisheries	32 (5) = 160	6	21 (65.6%)
Bachelor of Elementary Education	29 (5) = 145	3	19 (65.5%)
Bachelor of Science in Fashion & Textile Technology (2 majors)	37 (5) = 185	2	23 (62.2%)
Bachelor of Science in Chemistry	18 (5) = 90	0	11 (61.1%)
*Doctor of Veterinary Medicine	51 (5) = 255	3	31 (60.7%)
Bachelor of Science in Food Technology	37 (5) = 185	6	22 (59.5%)
Bachelor of Science in Development Communication	18 (5) = 90	0	10 (55.6%)
Bachelor of Science in Accountancy	51 (5) = 255	0	27 (52.9%)
Bachelor of Science in Hospitality Management	35 (5) = 175	3	18 (51.4%)
Bachelor of Science in Agriculture	23 (5) = 115	1	10 (43.5%)
Bachelor of Science in Statistics	22 (5) = 110	0	8 (36.4)
Bachelor of Science in Business Administration	40 (5) = 200	0	14 (35%)

Table 1 shows the names of the 9 university colleges, the 32 curricular programs offered by the university, the 1,055 major subject courses, the 5,275 major courses multiplied by 5 (5 titles for the standard requirement by CHED) for each major subject course, 186 or 17.63% major subject courses with 0 titles copyrighted in the last 5 years, 451 or 42.7% major subject courses that are compliant with the CHED requirement, and 604 or 57.3% major subject courses that are non-complaint to the CHED requirements. Findings also indicate that of the 9 colleges, the College of Education has the most major subject courses (278), implying the greatest curricular offers, while the College of Fisheries has the fewest major subject courses (32), indicating the fewest curricular programs. In terms of CHED requirements, the College of

Science has the highest percentage of compliance (74.1%), followed by the College of Business Administration and Accounting (44.4%), and the College of Home Science and Industry (40.7%). However, in terms of non-compliance, the study reveals that the College of Engineering has the largest percentage of non-compliance (71.1%), followed by the College of Arts and Social Sciences (70.3%), and the College of Fisheries (65.6%).

Table 2 presents the names of the 32 undergraduate curricular programs offered by the university, along with the total number of copyrighted book titles per program in the last 5 years, the total number of available copyrighted titles in the same period, and the percentage of compliance and non-compliance with CHED standard requirements. The data indicate that none of the 32 undergraduate curricular programs achieved 100% compliance. Only 6 programs achieved a compliance rate above 70%, while the remaining 26 programs had a compliance rate below 65%.

Table 3 shows the 26 curricular programs with title gaps of 30% or higher. Some of these curricular programs are newly offered, while others have had their curriculum revised. New or specialized academic programs face challenges in achieving the standards imposed by governing authorities such as the CHED or guaranteed access to required book titles. There may not be many publications or textbooks available on the market for specialized subject courses in some cases. To acquire access to a wider range of materials, including foreign publications, we use digital resources such as e-books, online journals, and databases. We also constantly evaluate resource availability and the changing nature of the discipline to update course materials and requirements when new publications become available.

The librarians create a template for evaluating library items based on the objectives of the study, and the cataloguer places the number of available references in each program based on the library system's created report. To achieve the goal of this research, the purchase of books for courses with no or few references will be prioritized. Searching for and downloading free instructional resources, as well as joining certain consortiums, will be undertaken. Collaboration with the Library Committee and faculty was also sought, so suitable course references were included in the acquisition. In addition, attendance at the Manila International Book Fair was carried out.

Act

We begin to implement our solution. The cataloguer has started downloading e-books from open educational resources. The librarians look for open educational resources, which are freely available materials that can be used for teaching and learning. They were able to download some e-books; however, not all available subjects are relevant to the courses offered by the university. The university librarian and the cataloguer sent the list of books to the Library Committee. The Library Committee in our institution consists of the Vice President and faculty representatives from colleges. One of its mandates is to advise the university librarian on matters pertaining to collection development and use. The university librarian instructed them via email to select books on subject courses that have limited references. They selected e-books relevant to their program within the allotted budget. With the assistance of the Library Committee, we continuously acquired books from different sellers.

Last September, the cataloguer and one member of the library staff attended the Manila International Book Fair (MIBF). They were able to select 334 titles that were already paid for, processed, and included in the collection. We were also able to join the Wiley Online Consortium, specifically the Consortium of Engineering Libraries of the Philippines (CELPh), where we were able to access hundreds of e-books. The

newly acquired books were added to the bibliography of subject courses per curricular program to easily identify which was the most augmented and already compliant with the standard.

Observe

Several insights emerged from the analysis of the solution. First and foremost, the Library Committee is eager to collaborate in the selection of book titles related to their curriculum. However, selection is limited because the quantity of titles to be selected was determined by the budget. The cataloguer and library personnel who visited the Manila International Book Fair diligently examined all available titles against the list they had of books that needed to be purchased. However, titles for other degrees, such as Bachelor of Science in Fashion and Textile Technology, Bachelor of Hospitality Management, and others, are limited.

Downloading e-books from open source databases helps to augment certain titles that we require while also saving the library money. While many open access databases offer a large number of e-books, the selection was limited to typical subject courses as compared to what is available through subscription platforms. Another reason why some programs have fewer references is because available publications are costly and library budgets are insufficient. We prioritized programs lined up for accreditation, as there are also programs that have not yet undergone accreditation. The absence of a collection development plan made it difficult to monitor the balance of the distribution of materials across the subject areas, which seems to contribute to the strengths and weaknesses of collection in some curricular programs. It is also desirable to join the Online Books National Consortium and Central Luzon Digital Library Consortium. Sharing resources is one of the key advantages of joining a library consortium. We were able to save money by sharing a number of electronic books. Member libraries can get resources and services at lower prices than they might be able to afford individually, by pooling resources and negotiating collective discounts. While these acts were completed, the processes of gathering, building, and acquisition are ongoing. Students' needs change, curricular updates occur, and books must remain relevant.

Reflect

After analyzing the assessment data, librarians discovered some interesting facts. While other subject courses are compliant, there are some that have no references. This was an alarming conclusion for librarians, as they need to provide materials for students while subject courses with suitable references are available. Additional attention is required to focus on subject courses with zero to minimal information sources. This suggests that there are programs that fall significantly short of the number of references required by the CHED. Librarians should prioritize acquiring titles related to the programs mentioned. There are also issues with the availability of titles. Although librarians explored how to supplement and obtain scholarly sources for these programs, their efforts are insufficient to satisfy the CHED requirements. Additional funding from the General Appropriations Act Fund as well as solicitation from other funding bodies may be employed. The librarians will continue to conduct assessments, including those for graduate programs, until all curricular programs have well-balanced references. Acquisition will include not only physical materials but also subscriptions to online resources. This assessment was based solely on the quantity of the collection. By constructing a long-term plan for gradually building up the collection over time, for instance, we created a long-term collection strategy

that is easy to remember and adhere to by simply using the abbreviation for our university, CLSU. Presented below is a concise guide:

Continue the process of evaluating and analyzing the library's holdings by aligning them with the institution's aims and objectives, as well as current trends and needs. Additionally, conducts surveys and interviews with library users.

Look for additional partner libraries and institutions to engage in resource sharing and collaborative endeavors, which will strengthen the entire collection.

Select and acquire a wide range of resources in both physical and digital forms, which may include freely accessible materials, to meet the requirements of the academic community and foster inclusiveness.

Update library collection development policy and buying plan based on the assessment results and the needs of clientele, considering the following: upgrade budget allocation towards high-impact resources as we are also waiting for the approval of the proposed library fee increase; upgrade library technology; build staff competencies through continuous training on collection analysis; and utilize feedback mechanisms to ensure continuous relevance and improvement.

Discussion

The Library Collection Assessment Program is a method that libraries use to assess the effectiveness and relevance of their collections. In this study, the number of available and relevant materials within the library's collection was analyzed by focusing on the main subject courses of each curricular program. The primary purpose of this program is to ensure that the collection meets the academic library criteria established by the CHED. According to the findings, more than half of major subject courses (57.3%) in various curricular programs are non-compliant with CHED regulations, including 17.63% of major subject courses with 0 titles copyrighted in the last 5 years. This could pose difficulties for the institution and have a number of consequences for the quality of education. Identifying subject courses with no or few references is a key component of collection assessment. This exercise assists the library in determining where gaps in the collection exist and where resources may need to be added or improved.

The action research method also provided librarians with useful information for strategically improving their collections and providing greater support for educational and research initiatives. This situation may have consequences for students, staff, and researchers who rely on library materials for academic and research purposes. When a library collection assessment reveals that certain curricular programs meet the CHED reference standards while others do not, it indicates a disparity and imbalance in the availability of resources across different programs. This is because some of the curricular programs are new or have had their curriculum altered. This was also the first time that library management began conducting a detailed analysis of the current collection against the CHED library standards, identifying areas where the collection falls short in terms of quantity and, possibly, the quality of references for the next project. It enables librarians to choose which materials should be obtained to optimize the budget and build an effective collection (Finch & Flenner, 2017). Furthermore, the data indicate that budgetary constraints and a paucity of published books are hampering the acquisition of library materials for a specific topic course. This is consistent with the findings of Kumar and Kumar (2019), showing that a lack of funding for obtaining new items was cited as the top barrier by most librarians. This is a common phenomenon that can cause problems for educational institutions, especially when trying to provide comprehensive resources for specialized courses. Despite this considerable limitation, we continue to identify and select the course's most relevant books. Updating the collection development plan and acquisition strategies must be recalibrated to develop more meaningful and purposeful library collections (Rama et al., 2022). We curate open educational resources, which are materials that are freely available to

the public and can be used for teaching and learning. We work with other institutions to share resources because libraries are willing to give access to their collections and participate on collaborative acquisitions. Coordination with public libraries, university libraries, and other scientific research institutions will help in addressing the information needs of the whole society (Ping, 2022). Seeking external funds, grants, or contributions from alumni, industry partners, and other stakeholders who may be interested in contributing to the acquisition of objects in the subject area is also considered. This study's empirical findings can be utilized to argue for improved budget allocation for library resources and the importance of having appropriate resources for effective teaching and learning. Addressing financial and resource constraints is a gradual process. We can improve the availability of library materials for the subject course by combining diverse tactics and working with key partners. If immediate purchase of materials is difficult, another alternative is to examine launching or upgrading interlibrary loan services. This allows library users to request materials from other libraries, bridging the gap until local resources can be provided. To ensure that the collection remains aligned with shifting curriculum requirements and research trends, it is necessary to design a systematic strategy for reviewing and updating it on a regular basis. Similarly, we must construct a long-term collection development strategy that outlines suggestions for filling collection gaps across several curricular areas.

Limitations and Further Research

We simply evaluated the quantity of our collection in accordance with the CHED requirements. While meeting minimum educational resource standards is important, assessing the quality of our collection and implementing other acquisition methods, such as patron-driven acquisition, user satisfaction surveys, circulation rates, and reference inquiries, may be considered for the next stage of the study, when we intend to assess the quality of the collection based on its utilization. For this next phase, we will also assess the adherence of graduate programs' collections to CHED standards, based on quantity. We will also assess the relevance and currency of materials, considering both print and electronic resources. Furthermore, we will consider client requests and enhance our collection mapping and visualization to illustrate the distribution of materials across various subject areas. Lastly, we will conduct a cost-per-use analysis to identify resources with high costs and low usage, which may be reconsidered or cancelled. Even with limited resources, a deliberate strategy can eventually lead to a more comprehensive collection. These methods have the potential to greatly improve the overall effectiveness, balance, and relevance of our library's holdings.

Conclusion

The library collection assessment technique is crucial for identifying gaps in the collection and determining areas where resources may require enhancement or addition. This study aims to enhance our collection development program by assessing whether the quantity of materials in each subject course of the undergraduate program meets the regulatory criteria set by the CHED for academic libraries. The findings indicate that more than half of the major subject courses do not meet the requirements set by CHED. Addressing the significant gap in the titles of more than half of the curricular programs is a priority to obtain the necessary materials that will benefit our clients and the institution while also ensuring CHED compliance.

Acknowledgement

Thanks to Julius Weldon L. Ragasa, MLIS
Management Information System Office for formatting and feedback.

Author Contributions

Camia A. Lasig: Writing – review & editing (lead) **Roselyn M. Madia:** Conceptualization (lead), Writing – original draft (lead), Formal analysis (lead), Writing – review & editing (equal) **Nuelah SJ Reyes:** Writing – review & editing (equal) **Vanessa B. Morales:** Methodology (lead), Writing – review & editing (equal) **Richie N. Garabiles:** Conceptualization (supporting), Writing – original draft (supporting)

References

- Commission on Higher Education. (2021). Minimum requirements for libraries of higher education institutions common to all programs. <https://ched.gov.ph/wp-content/uploads/CMO-No.-22-s.-2021.pdf>
- Davidoff, S. & Van den Berg, O. (1990). *Changing your teaching: The challenge of the classroom*. Centaur Publishing.
- Duncan, C.J. & O'Gara, G.M. (2015). Building holistic and agile collection development and assessment. *Performance Measurement and Metrics*, 16(1), 62-85. <https://doi.org/10.1108/PMM-12-2014-0041>
- Edwards, S. (1999). Citation analysis as a collection development tool: A bibliometric study of polymer science theses and dissertations. *Serials Review*, 25(1), 11-20. <https://doi.org/10.1080/00987913.1999.10764479>
- Finch, J. & Flenner, A. (2017). Using data visualization to examine an academic library collection. *College & Research Libraries*, 77(6), 765. <https://doi.org/10.5860/crl.77.6.765>
- Henry, E., Longstaff, R., & Van Kampen, D. (2008). Collection analysis outcomes in an academic library. *Collection Building*, 27(3), 113–117. <https://doi.org/10.1108/01604950810886022>
- Johnson, P. (2009). *Fundamentals of collection development and management* (2nd ed.). American Library Associations.
- Johnson, Q. (2016). Moving from analysis to assessment: Strategic assessment of library collections. *Journal of Library Administration*, 56(4), 488-498. <https://doi.org/10.1080/01930826.2016.1157425>
- Kumar, S.G.K. & Kumar, D.P. (2019). Collection development policies in B Ed college libraries affiliated to Kuvempu University – A study. *International Journal of Library and Information Studies*, 9(4). <https://www.ijlis.org/articles/collection-development-policies-in-b-ed-college-libraries-affiliated-to-kuvempu-university--a-study.pdf>

- Lim Li Min, S. & Casselden, B. (2021). A case study of Singapore management libraries: Adopting a mixed methods approach towards collection evaluation. *The Journal of Academic Librarianship*, 47(3), 102330. <https://doi.org/10.1016/j.acalib.2021.102330>
- Murphy, E. (2013). Assessing university library print book collections and deselection: A case study at The National University of Ireland Maynooth. *New Review of Academic Librarianship*, 19(3), 256-273. <https://doi.org/10.1080/13614533.2013.808252>
- Nixon, J. M., Freeman, R. S., & Ward, S. M. (2010). Patron-driven acquisitions: An introduction and literature review. *Collection Management*, 35(3-4), 119-124. <https://doi.org/10.1080/01462679.2010.486957>
- Ping, A. (2022). An empirical study of collection assessment based on the quality–utility–value theory. *Library Management*, 43(6/7), 415-426. <https://doi.org/10.1108/LM-01-2022-0004>
- Reitz, J. M. (2013). Online Dictionary of Library and Information Science. <http://lu.com/odlis/>
- White, P. B. (2019). Using data mining for citation analysis. *College & Research Libraries*, 80(1), 76-93. <https://doi.org/10.5860/crl.80.1.76>
- Yang, L. Wei, F. & Chen, E. (2022, January). Developing an assessment index for collection–user suitability: Application of information entropy in library science. *Journal of Academic Librarianship*, 48(1), 102477. <https://doi.org/10.1016/j.acalib.2021.102477>