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Jennifer Schmidt

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Serving Diverse Populations in the Library Media Program

by

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A Starred Paper

Submitted to the Graduate Faculty of

St. Cloud State University

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Chapter 1: Introduction

Culture is a way of life. This is a dynamic accepted view that unites all persons of the globe whether they are formal students of cultural geography or simply residents of the planet. Culture can serve to unite and divide. The role of the school library media center in relation to a small town is to provide students with a window to the ever-expanding global community. The school library media center is a hub of activity for students with services and information readily available. School library media centers provide students and schools with the opportunity to explore other worlds, cultures, and viewpoints through the collection. This chapter focuses on the need for diversified collections in a school library media center especially in rural districts.

Background

According to the researcher, small towns arguably can be used as a microcosm of this premise in that while the economy forces the town to look beyond its borders, colliding with other cultures, the small town desperately strives to hold on to its cultural uniqueness and quaint appeal. Furthermore, this desperation keeps the town divided among the folk, popular, and elite cultures.

Consider first the folk culture of a small town. Folk culture according to Crang (1998) is rooted in traditional rules strongly based in religion and family. This aspect can be seen in the role of the dominant church in a small town. For example, within one rural Minnesota school district, one town the dominant denomination is Lutheran, while in contrast the neighboring two towns the dominant churches are Catholic. These churches also have parochial schools that serve not only the local community, but surrounding towns. However, both have student populations that are homogeneous and attend the private schools out of family tradition. The newcomer, both

student and family, is viewed with caution and often, even after years of attendance, is still considered new or from somewhere else. This notion gives credence to Crang's (1998) presentation; the predictable nature of community is "made problematic by strangers, about whom nothing is known, about whom people have no preconceived ideas, no material on which to judge their likely actions" (p. 53).

Further reinforcing the definition of folk culture in a small town is the example of the small-town celebration. Each town proudly displays their culture not only in the name of the celebration, for example *Good Neighbor Days* or *Red Rooster Days*, but also in the activities planned to display the mental map of each town. The diffusion of the town culture is evident in the ambassador pageants, the sharing of foods each town is famous for, the high school marching band, and culminating in the epitome of culture, the town parade. Even more folk culture diffusion occurs when the ambassador or selected princesses travel to other town celebrations to represent her town and its culture as depicted on the float she proudly rides upon.

According to the researcher, popular culture by design readily imposes upon small town life through the bombardment of media, technology, and arguably the youth. By design the small town is physically geographically isolated from the mainstream; however, through the media and technology the youth tend to be the first to accept new ideas or innovations and bring them to their neighborhood in the high school social realm. The diffusion of new ideas for example, can be traced from a popular student to the clique, to a sports team, to the student body, and then to the home. A new idea can be a type of dance, a style of dress, or an activity such as the "cold water challenge" where students challenge one another by nomination to jump into a cold body of water. Thus, this type of diffusion can be argued as hierarchical. However, the influx of

popular culture does not leave long term changes on the small town in that people still move into communities that reflect their values, living expectations, and similarities.

Lastly, consider the idea of elite culture in a small town. Elite culture, according to the researcher, is a mental map that conjures high society, wealth, and privilege. In a small-town elite culture arguably exists in the planning of the neighborhoods which serve to keep strangers out. By design the placement of the new housing project eliminates those deemed economically and socially unworthy. For example, a new housing development along a golf course promises the luxury lifestyle but is limited to home designs which are considered lower middle class, i.e., the split entry with the façade of rock or brick front. The ideal location clearly supports Crang's (1998) statement "there is an urban geography of fragmentation and active spatial division" (p. 87) is the lake home. This prized home is the epitome of elite culture in a small town in Minnesota. The mental map, if you will, provides the image of wealth, happiness, success, and no worries thus reinforcing the division of classes.

Cultural landscape is still evident in the globalization of the small town in "over time, people-through culture-reshape the natural landscape to meet their needs" (Knox & Marston, 1998, p. 191). Folk culture is shaped by accepted religion and familial roles. Folk culture is perpetuated through small town celebrations and taking culture to other town celebrations. Popular culture diffuses into the small town through the media, technology, and the youth. Elite culture is prevalent in the planning of neighborhoods and division of socio-economic classes. Ultimately, as Williams has proposed, "culture is a signifying system where social order is communicated, reproduced, experienced and explored" (Williams, 1982, p. 13).

Rationale

The role of the school library media center in relation to the small town is to provide students with a window to the ever-expanding global community (National School, 2018, p. 2). The school library media program needs to be focused on lifelong learning skills for twenty-first century patrons that consider school curriculum, goals and mission of the school district, and the needs of all learners (National School, 2018, p. 2). The program should promote reading as a basic skill for life-long learning, growth, and enjoyment (National School, 2018, p. 1). The program should include multiple literacies such as media, information, visual, aural, and technology (National School, 2018, p. 6). The program also should include a well-developed collection of print and non-print material in a variety of formats that support curriculum, student interest, and critical thinking skills (National School, 2018, p. 5).

School library media specialists must be equipped to meet the needs of all students. According to a study by Hill (2012), the stereotype of the separated school librarian has been replaced by a collaborative trained teacher who works with classroom teachers, special education teachers, support staff, and parents to meet the needs of all students. Further the school library media program provides equal access to ideas, information, and technology throughout the school and external stakeholders in the community. The role of the library media specialist is to share, convey, and store information in print and digital formats that are important for upholding social and educational standards.

Another significant role of the school library media program is the instruction of and development of digital citizens. With the advancement of personal devices which allow easy internet access, the rise in social media use, and the continual altering of visual media, the

argument for digital citizenship and visual literacy is never more essential than now. A study by De Abreu (2008) illustrates this point and demonstrates “visual images unconsciously shape our students' thinking and their perception of the world” (p. 38). Instructing students how to analyze, determine credibility, and correctly cite resources is a vital step in creating digital citizens who are responsible and respectable.

Similarly, a school library media program should include a well-developed collection of print and non-print material in a variety of formats to support curriculum, student interest, and critical thinking skills. Students and faculty should have access to print material that fosters reading and creativity while not only reflecting the immediate culture, but also diversity. A simple example of this is themed monthly displays of topics ranging from historical to current concepts such as Women’s History Month in March or poetry month in April. Activities to foster interest may include blackout poetry makerspaces or analysis of speeches by famous women in history captured on audio.

Research Questions

The role of the school library media center is to provide students with a window to the ever-expanding global community. Students of today are expected to be more aware, more tolerant, and more welcoming to the diverse cultures they will experience. Through studying the collection at a rural middle school an analysis of diversity in the collection will be provided. Not only is the hope to find diversity, but to find awareness by the library media specialist in charge of the collection that purposeful selection has been made to broaden student experiences.

- What evidence of diversity can be found in rural school districts?
- Do the collections of rural schools strive to provide multiple examples of other cultures, of cultures within the student body, and of special needs groups?
- Are library media specialists purposeful in the selection of their materials to create and foster diversity?

Significance of the Starred Paper

Diversity has been a topic of debate and discussion for years in education. However, what has not been established is the method in which library media specialists incorporate diversity into the media collection. The benefits of incorporation of materials that prepare students to be members of a diverse global community have not been established. Further, the effects of globalization, multiculturalism, and purposeful diversity in collection development has not been practiced long enough for data to be collected and analyzed to establish norms. It is for these reasons, these research questions will suggest possible recommendations for providing awareness and development of diversity in media collections that serve diverse populations in schools focusing on characters who are not white, disability, LGBTQIA+, and mental illness/ social and emotional learning (SEL).

Definition of Terms

Collection: according to Merriam-Webster online dictionary (2021) an accumulation of objects gathered for study, comparison, or exhibition; for purposes of this paper, the materials both print and digital available to students and staff in a school library media center.

Diversity: composed of different elements; variety; referring to social or culture; according to Follett Titlewave (2021), “support an environment that values and promotes diversity, equity, and inclusion” (p. 3).

Follett Titlewave Collection Analysis: a tool used by library media specialists to examine collections and determine strengths, areas of need, or wedding (Learn How to Perform, 2021).

Genre: according to Merriam-Webster online dictionary (2021) a particular type or category of literature or art; for purposes of this paper, a subject category of literature used for collection development in a library media center.

Library media center: the physical space in a school dedicated to housing print material, digital content, and technology resources available for students and staff (Empowering Learners, 2009).

Library media program: a program whose main goal is to instruct students and staff information and technology literacy (Empowering Learners, 2009).

Library media specialist (LMS): a teacher who holds a license as a Library Media Specialist who oversees program administration and teaching information and technology literacy skills (Empowering Learners, 2009).

Rural: according to Merriam-Webster online dictionary (2021) relating to the countryside; for purposes of this paper, not considered a part of the metro Twin Cities area; a town with a population of less than 2,500.

Social and Emotional Learning (SEL): According to Follett Titlewave, (2021) “support the skills to be emotionally intelligent, establish relationships, and make responsible decisions” (p. 3).

Summary

This paper on serving diverse populations in the library media program strives to demonstrate the role of the school library media program as a vital part of education. The role of the school library media center in relation to the small town is to provide students with a window to the ever-expanding global community. The school library media center is a hub of activity, students, services, and information. School library media centers provide schools with the opportunity to explore other worlds, cultures, and viewpoints through the collection. Based on AASL and ITSE standards, the role of a licensed library media specialist is collaborator, teacher, and facilitator not only with staff, but also the student body and their families. The library media specialist is knowledgeable of multiple literacies and formats, curriculum, technology, and literature. In light of this role, the goal is the library media specialist will be aware and purposeful in the incorporation of diversity in the collection. Chapter 2 will provide a literature review on the need for diversity in the collections of school library media centers. Chapter 3 will describe a study of methodology.

Chapter 2: Literature Review

Introduction

It is through books that readers are exposed to other cultures and ethnicities thereby developing appreciations, shared experiences, and tolerances of diversity. Arsenault and Brown (2007) put forth the argument “books that illustrate the universality of life and the lives of people from different cultures” are needed in school library programs (p. 20). It then becomes the role of the school library media center to provide students with a window to the ever-expanding global community through exploring other worlds, cultures, and viewpoints through the collection. Further, within this context the readers, or patrons, will find their own reflections in the context of the diverse media collection and become a member of the community.

Research and Selection Criteria

The literature search was conducted using several databases from St. Cloud State University’s library including EBSCO Academic Search Premier, Library Literature and Information Science Full Text, and Educational Resources Information Center (ERIC). The search terms used were “multiculturalism,” “diversity,” “library,” “school,” and “collection.” The research parameters of resources from 1998 to present were based on the combination of the researcher’s interest in cultural geography and serving diverse populations in school libraries. The project was initially begun as an examination of rural towns in 2014 for a cultural geography course and expanded upon in 2016 for a methodology compilation for library media courses. Over the course of 7 years the project has grown; however, the decision to limit the literature research to prior to 2020 is due to the changing cultural views on diversity in schools that would

result in entirely new research project. Further the examination of the rural school library collection is between 2011 and 2021.

Review of Literature

In order for a school library media center to be culturally diverse, the collection should be a representation of the languages, cultures, and ethnic groups of the school and it should not be represented only on culturally celebrated monthly themes, but in all opportunities to display and encourage selections of literature by students. Further, the library media specialist also needs to be culturally aware and sensitive to diversity. This section sets to outline three major components to creating diversity in the school library media center: current conditions of multiculturalism in the school library media center, the need for multicultural literacy, and a review of evidence for multiculturalism found in research.

Multiculturalism in the School Library Media Center

Even though school library media centers may have a large selection of multicultural books, many students have trouble self-selecting books. Exposure to books with characters of different cultures has many benefits and will broaden the student knowledge base. Through an all-inclusive approach to multiculturalism rather than add-ons for monthly cultural celebrations, the library media specialist provides students with knowledge, awareness, and values of diverse cultures to foster cultural awareness and cultural sensitivity.

Even with a rise in ethnic and racial diversity and a conscious effort to embrace multiculturalism in education and literature, a racial inequality in literature still exists (Hughes-Hassell et al., 2009). Reading declines for children of color in three ways: the lack of main characters of children of color, the lack of authors of color, and the lack of stories reflecting

cultural experiences. In order to bridge the gap, librarians need to incorporate books that mirror the experiences and culture of those children. Too often, Hughes' study found, children portrayed in books are not distinguished by language or actions, but by skin tone and facial features (Hughes-Hassell et al., 2009). By helping children of color see reflections of themselves in literature, equality in literacy will occur and students of color will see they are valued.

Diversity incorporation in a school media program is as easy as recommending books of diversity which needs to be intentional. In recommending books to students, library media specialists and library staff must comb through the collection to determine what perspectives and voices are missing. In *Children and Libraries*, the author suggests making a "diversity cheat sheet" to help remember the variety of patrons in the community (Intentional diversity, 2015). Further ideas for incorporating diversity in the library are given such as: author panels of multicultural contributors, school visits from local Native American groups, incorporating local and national issues in the news to book selections, and celebrating holidays that embrace diversity. Finally, and most importantly, connections are made when children and families of diverse backgrounds see themselves and their experiences reflected in our programs (Intentional diversity, 2015).

The existing conditions of multiculturalism in the school library media center alone are not enough to provide students with an awareness and understanding of the diverse global community they join. Students, collections, and media personnel must strive to provide multiple opportunities of other cultures not only of the world, but also among the student body. The next section will examine research supporting the need for multicultural literacy.

The Need for Multicultural Literacy

In an article by Gilton (2012), an overview is presented outlining the history of multicultural and ethnic children's literature that according to the author began in the 1970s after the impact of the Civil Rights Movement. The Council on Interracial Books for Children (CIBC) created the first guidelines to evaluate children's books for authenticity. However, many barriers still prevent multicultural children's books today such as lack of publishing diversity, questions of authenticity of culture represented in the work, and qualifications of authors writing about cultures that are not their own. Ultimately, multicultural and ethnic literature is essential to all readers regardless of background or age. Not only does it empower the minority culture, but according to Gilton (2012) it allows learning, knowledge, celebration, and promotion of those cultures.

Multicultural literacy for today's students is vital to their development of knowledge, attitudes, and skills to function in a diverse society (Bishop, 2003). The incorporation of multicultural literacy should not only be found in curriculum, but also in the library media collection. In addition to integrating diversity into curriculum from contributions recognized by holidays and crafts, adding multicultural themes, transforming literary selections to reflect diverse populations, to social action through studies of social problems and how to address and resolve them; both culturally neutral and culturally specific books need to be in the library collections. Through both types of literature children can experience their peers in everyday issues not just conflict.

Like many schools that struggle with diversity, a study conducted at a California middle school by the school librarian and a sixth-grade classroom teacher demonstrated the need to get

students interested in reading books by or about African American authors and Latino/Hispanic American authors since neither group was overly represented in the school population (Burrows & Morrissey, 2015). The hope was cross-cultural understanding could be obtained if students broaden experiences, global views, and increase awareness of values and themes common to all people. Two hundred books were selected which were hoped to show commonality with a character from another culture students had perceived as different. To heighten student interest, the school librarian created book talks and held roundtable discussions. The study showed the strongest connections were between readers and a group previously unfamiliar to most students.

Another area of diversity in student populations which must not be overlooked is serving students with special needs. School librarians must be equipped to meet the needs of all students including those with special needs (Hill, 2012). Hill's (2012) survey was a replica of a master's thesis and was conducted in central New York. School librarians were asked about knowledge, practices, resources, services and accommodations offered, and collaboration with special education teachers regarding serving students with special needs. Researchers found the stereotype of the separated school librarian has been replaced by a collaborative trained teacher (Hill, 2012). Although the survey population was small, the overwhelming conclusion was that school librarians do ensure through collaboration with special education teachers, support staff, and parents, students with special needs have equal access to materials and instruction (Hill, 2012).

In "Where Are All the Brown People, Grandma?", Rohr (2007) discusses innocent questions by the author's granddaughter where people of color are in movies prompts her to research into the presence of characters of diverse cultures in literature. Rohr (2007) contends

children of color may be turned off not only to movies, but also literature where they do not see their realities depicted or identify with characters' experiences relevant to their own. Students should not have to ask where they are in the characters portrayed in novels. The issue becomes how to make cultural diversity in collections available and a benefit for all students who use the library. Reading allows students to draw conclusions, resolve conflicts, and validate their experiences through characters in literature. Rohr (2007) warns not having books that provide these experiences and opportunity for connections may discourage rather than foster reading habits.

History of the need for multicultural literacy dates to the Civil Rights Movement but is not limited to a historical rendering of theme celebrations. Multicultural literacy should not be found only in curriculum, but also in the library media collection through purposeful selection of materials by library media specialists to foster and create diversity. The next section evaluates the evidence for multiculturalism found in research studies.

Evidence for Multiculturalism in Research

In “American Indian Studies, Multiculturalism, and the Academic Library,” a study by Alexander (2013) focused on the experiences of American Indian students and the assumption libraries are neutral and experienced the same; however, in reality this is not the case. Libraries wanting to make a difference in multiculturalism and diversity first need to learn more about diverse populations and transfer this into collections. Further library media specialists need to consider students from minority cultural backgrounds differing in language, perspective, and interests. The environment of the library also should be inclusive and engaging for students of minority populations. A goal for library media specialists at any level when faced with diversity

is to reduce the barriers that affect collections and create connections between learning styles and diverse student populations.

Libraries need to be focused not only on cultural competence for twenty-first century libraries, but also on lifelong learning of cultural differences relevant to specific cultures within their communities. In a literature review Blackburn (2015) focused on the changing United States library model and whether it could be incorporated into Australian library systems. First, they defined three cultural competences: a) cognitive through recognizing one's own culture and biases; b) interpersonal based on who they work with; and c) environmental as physical and operational features of the library. Blackburn (2015) found that both countries, USA and Australia, are faced with ever growing diverse communities and the need for libraries to incorporate cultural competence and awareness into policy, education, and practices to better serve their communities (p. 1). In order for this to be achieved, library staff must be aware of and respect cultures within their communities. Unfortunately, the study found without dedicated training and support, the system is not fully competent and is underachieving in supporting diversity.

In a study conducted by The University of Mississippi, Holmes et al. (2007) focused on student motivation with regard to reading. The initial hypothesis was that offering books of diversity would increase student interest. The variable was whether the race of the main character was the same as the student reader. The participants were thirty-two third graders from varied backgrounds and socioeconomic levels. Students were given books similar in topic and sports books were omitted. The study showed students disregarded the race of the characters on book covers when selecting a book. The authors concluded students regardless of race will read

books with characters of different races if given the opportunity. Reading books about other cultures would promote awareness which could lead to understanding and acceptance of diversity. Finally, the authors felt this study needed to be replicated to determine if the findings are accurate.

The field of diversity in library media program is not limited to the collections. An ever-present change upon the field is diversity does not simply pertain to student populations and literature, but also to professionals entering the field. A study by Jaeger et al. (2011) examines the need for library information science programs to draw students from differing backgrounds to the field. Today's global society demands graduates are culturally aware of different populations in schools and communities. Colleges need to provide prospective library media specialists with experiences in outreach, partnership, and community activities to prepare students for what they will encounter in the field. Library and information professionals bridge multiple divides which makes it vital for future library media specialists to be equipped and relevant to the changes in society in the offerings of information, literature, services, courses, and programs so regardless of ethnicity equal access to information is available to all.

In "What are You Reading?" Lafferty (2014) summarizes a 4-year study focused on the accessibility of multicultural literature in school libraries and the role of school librarians in promoting multicultural fiction. Past research has shown literature reflecting students' lives can promote connections between their experiences and close gaps between cultures and achievement. Further genre fiction can foster compassion and understanding of other cultures which is becoming ever more vital in an emerging global society. This study found students were not checking out racially diverse multicultural literature from school libraries; rather student

selections were greatly influenced by movie tie-ins. The most common circulated books were set in the United States, written by White authors, and featured White protagonists. Ultimately, Lafferty (2014) found collaboration and partnership between school librarians and English teachers to move beyond canonical texts would improve the issue of diversity, literacy, and student success.

The goal of a 2013 ALISE Diversity Taskforce to define diversity through the experiences of five members of the taskforce is outlined in *Igniting Diversity: Actionable Methods and Ideas for Advancing Diversity in LIS Education in the US*. Foremost, according to Lee et al. (2015) many newly qualified librarians are ill-prepared to work in diverse areas because they lack cultural experiences to support the twenty-first century library needs. Chancellor noted diversity should be addressed throughout course preparation in library media (cited in Lee et al., 2015). Chu noted multicultural knowledge is critical to library preparation in it fosters attitudes and skills for work in multicultural communities (cited in Lee et al., 2015). Another researcher in the Lee et al. (2015) study, Rodriguez-Mori, focused on communication skills of librarians and how cultural factors can influence and hinder communication and the transfer of information. Finally, researcher Roy, a member of the Minnesota Chippewa Tribe of the White Earth Reservation, advised friendship, global community development, mindful of communication practices of other groups, collaboration, inclusiveness, patience, and time were vital to the success of a diversity aware librarian (cited in Lee et al., 2015).

Summary

In summary, the need for diversity in the media collection is clear from the current stance of multiculturalism in the school library media center, the need for multicultural literacy, and the

evidence found in the research. Students need to see reflections of themselves in literature in order to make connections to diverse backgrounds. Ultimately, multicultural and ethnic literature is essential to all readers and to the development of the global community. Finally, libraries and library media specialists need to be focused not only on cultural competence for twenty-first century learners, but also on lifelong learning of cultural differences relevant to specific cultures within their communities. This awareness of diversity in students, collection development, and in library staff is important in bridging information, cultural, and ethnic divides.

Chapter 3: Methodology

Introduction

The research question of this is paper is: Do school library media centers provide accurate representations of diversity in such a way students can gain knowledge, learn perspective, create tolerance, and foster lifelong reading?

The literature review in Chapter 2 attempted to address the need for diverse representations in media collections by focusing on the current stance of multiculturalism in the school library media center, the need for multicultural literacy, and the evidence found in the research. The following research attempts to gain supporting evidence of the creation and fostering of diversity in rural school districts through examination of the collection and the library media specialist's selection process.

Research Design

Based on the research question, a collection analysis was conducted using collection statistics from Destiny Library Manager and Titlewave in the form of a case study. The study focused on a middle school library media center located in rural Minnesota. The analysis focused on fiction genres and determined if the following characteristics were represented in the collection: main characters who are not white, disability, LGBTQIA+, mental illness/SEL (social emotional learning).

IRB Approval

For the purpose of this study, Institutional Review Board approval was not needed. The analysis was only of the collection and not student data.

Description of Population of Study

A sampling method was used. The media center collection is divided into two main groups: fiction and nonfiction. All fiction books are categorized by genre. The size of the sample was limited to a middle school media center and focused on fiction to complete the analysis in a timely manner. Nonfiction books were not considered due to other criteria for addition to the collection and due to the age of copyright.

Variables

The purpose of the research was to gather a sampling to provide knowledge on the impact of diversity in the middle school media center collection. The collection is divided into 20 genres. The genres selected for this analysis were adventure, animals, drama, fantasy, graphic, historical, horror, humor, mystery, poetry, science fiction, and sports. Genres excluded from the analysis are book club, Caldecott, classics, everybody, inspirational, Newbery, Maud Hart Lovelace nominees, Maud Hart Lovelace winners, tales and myths. The rationale for excluding these genres was the selection is not by the library media specialist, but by committee selection or award winning. Book club selections are previous Maud Hart Lovelace nominees and therefore not selected by the library media specialist, but by a committee. Duplicate titles were also eliminated from the results list.

An additional variable was the collection has been added over time by different library media specialists. The selection process and the selection policy may have changed over time.

Assumptions

An assumption was the school library media center collection will have examples of diversity for students to read. These resources have hopefully been selected with purposeful

intent and are reflections of real students. The materials purchased were selected to align with curricular goals and are developmentally appropriate for students in grades 5-8. Lastly, the library media specialist is aware of the need for diversity in the media collection and strives to provide examples for students and staff.

In order to accept the anticipated data collected, certain assumptions must be made. First, the collections already contained items which show diversity. Second, students were able to make connections to these diverse examples.

Limitations/Delimitations

A limitation to this study was the basis of the research is from one building within one district. The delimitations for the study were the small sample of books written for 5-8 grade audiences of the school and focus on fiction books with pre-defined genres. This study did not consider books with #OwnVoices because that may include biography or autobiographies which are nonfiction.

Description of Research Procedures

Before this research project began, a graduate committee was formed, and approval of the proposal received. Once approval was received from the graduate committee, an analysis of the middle school collection was conducted through Follett Titlewave. Two aspects of the Follett report were previously not available for the middle school or district. The representative for Follett was contacted and the two missing components, diversity analysis and social and emotional learning analysis were turned on for the district. Further, the library media specialist had to update all the genre classifications for the collection. Two reports were analyzed: one

from 2011 and one from 2021 to broadly examine how the collection has changed over a 10-year period.

Confidentiality

This study was confidential because only an analysis of the qualities of books within the collection was conducted. No student data or how educators use the materials was collected or analyzed. There was no need to collect or maintain information about individual students or educators that identified them. The information regarding the collection is already available to the public online through the media center's catalog.

Validity and Reliability of Instruments

Although the complete collection was submitted for analysis, not all the collection was analyzed. There were 45 unrecognized titles that were omitted from the results. Further, only 12 genres were broken down into the researcher's categories of nonwhite, disability, LGBTQIA+, mental illness or social emotional learning.

Statistics and Data Collection Devices

A Follett Titlewave Collection Analysis provided the library media specialist with valuable information about the collection. The report distributed the collection into subgroups including number of items, the average age, items per student, print, audiovisual and digital resources, fiction and nonfiction, diversity, social and emotional learning, and reading levels. These categories are further distributed into subcategories. For the purpose of this paper, the focus was on the subcategories in diversity and social and emotional learning. In both sections, the collection was analyzed by examining the diverse and SEL titles in the collection, the percentage of the collection these titles are, and the average age of the titles.

Timeline

The researcher's graduate committee was formed in January 2020. A meeting was held with the researcher's new advisor in February 2020 to discuss the first three chapters of the starred paper. An official proposal meeting with the graduate committee members was held in April 2020. Due to the COVID 19 pandemic, the project was delayed and shelved until August 2021 when a meeting was held with the researcher's newest advisor. A new timeline was established and a review of the first three chapters was conducted. The committee was restructured in September 2021 with the same members. The collection analysis with the Follett Titlewave Collection Analysis tool was completed in September and October 2021. The remaining timeline is as follows:

October 2021	Completed starred paper
	Met with advisor to discuss final paper and submitted copies to Graduate Committee Members
November 2021	Presented final starred paper
December 2021	Graduate

Summary

The purpose of this research was to answer the question: Do school library media centers provide accurate representations of diversity in such a way students can gain knowledge, learn perspective, create tolerance, and foster life-long reading?

Through the proposed analysis it is hoped a better understanding of the creation and fostering of diversity in rural school districts through examination of a rural middle school

collection. Through the use of Follett Titlewave Collection Analysis, an examination of fiction books in the collection was conducted focusing on diversity and social and emotional learning.

Chapter 4: Findings

Introduction

The information presented in the analysis showed the content of the collection based on diversity and social and emotional learning. Diversity is composed of different elements; variety; referring to social or culture. According to Follett Titlewave (2021), diversity “supports an environment that values and promotes diversity, equity, and inclusion” (p. 3). Cultural diversity in a collection allows for students to find themselves reflected in the stories. The subcategories reviewed were racial discrimination, African American, Asian American, First Nations Peoples of Canada and the United States, Latinx/Hispanic American, Middle Eastern Regions, LGBTQIA+, diverse families, learning disabilities, physical disabilities and special needs, and mental health.

According to Follett Titlewave, social and emotional learning “supports the skills to be emotionally intelligent, establish relationships, and make responsible decisions” (2021, p. 3). The categories the analysis is broken down into are bullying, change, character education, determination, feelings and emotions, identity, internal struggle, journey, overcoming adversity, perseverance, relationship skills, responsible decision making, self-awareness, self-management, self-reliance, and social awareness. This section of the analysis will be addressed as a whole rather than separated by topic.

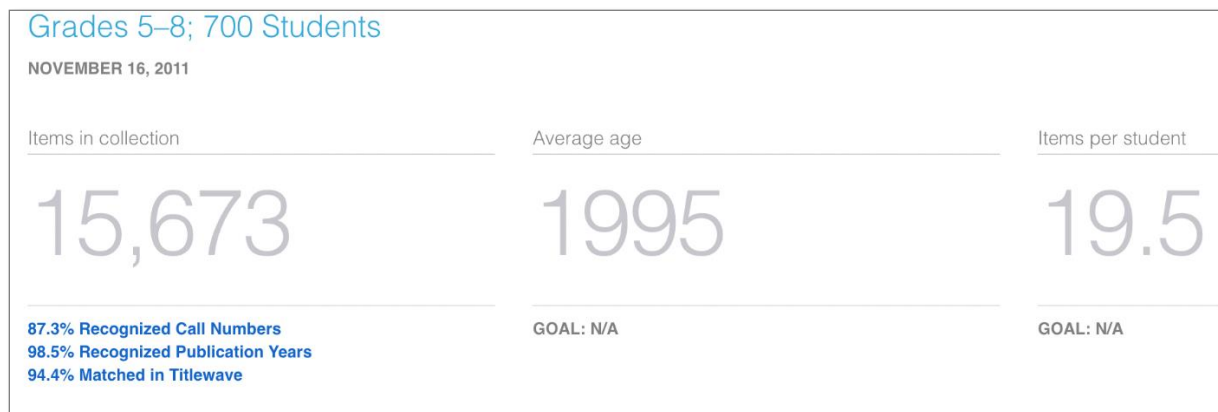
Findings

The overall findings of the collection analysis showed the collection has been reduced in terms of items overall but has increased in terms of items in the categories of diversity and social and emotional learning. Figures 4.1 through 4.4 show the changes in the total number of items in

the collection, the average age of the collection, and the overview of diversity and social and emotional learning.

Figure 4.1

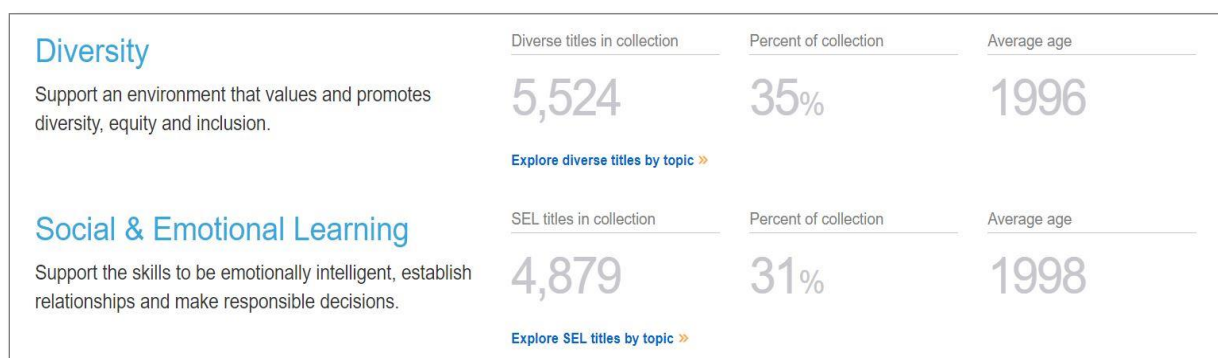
Collection Statistics 2011



Note. Overall findings of collection from 2011 under previous library media specialist.

Figure 4.2

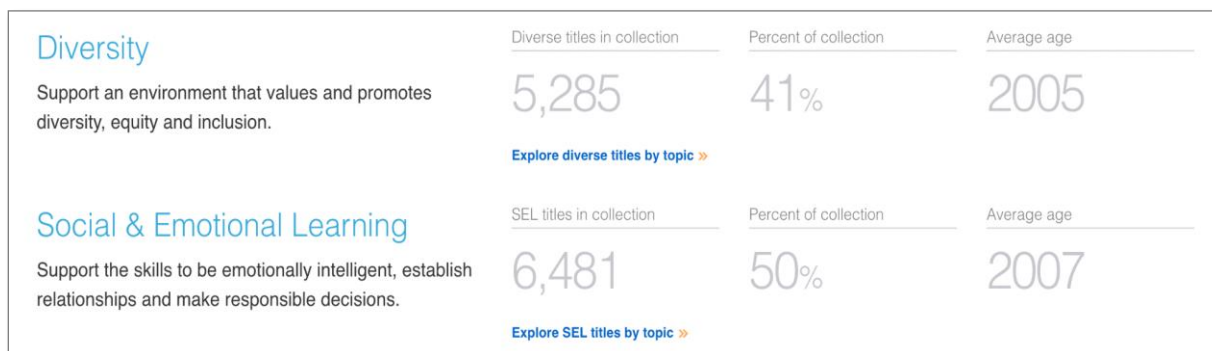
Diversity and Social and Emotional Learning Statistics 2011



Note. Overall findings of diversity and social and emotional learning from 2011 under previous library media specialist.

Figure 4.3*Collection Statistics 2021*

Note. Overall findings of collection from 2021 under current library media specialist.

Figure 4.4*Diversity and Social and Emotional Learning Statistics 2021*

Note. Overall findings of diversity and social and emotional learning from 2021 under current library media specialist.

In Figure 4.5 an overview of the data reviewed from the Follett Titlewave Collection Analysis that was run on October 4, 2021, for diversity is depicted. The actual count column took into consideration only the titles in the genres selected for this analysis: adventure, animals, drama, fantasy, graphic, historical, horror, humor, mystery, poetry, science fiction, and sports.

Further the actual count column showed only one copy listed for each title rather than duplication of titles as counted in the item column.

Figure 4.5

Count of Diversity Titles in Collection

Topic	Average Age	Fiction	Other	Items	Actual Count
Race (not white)					
African American	2007	1	490	491	237
Asian American	2008	—	132	132	71
Diverse Families	2007	2	760	762	436
First Nations Peoples of Canada and the United States	2002	3	225	228	105
Latinx/Hispanic American	2007	—	81	81	57
Middle Eastern Regions	2007	—	86	86	41
Racial Discrimination	2009	1	359	360	169
Disability					
Learning Disabilities	2008	—	30	30	11
Physical Disabilities and Special Needs	2010	—	148	148	54
LGBTQIA+	2016	—	40	40	15
Mental Health	2006	—	111	111	78
Totals	2008	7	2462	2469	1274

Similarly, Figure 4.6 showed an overview of the data reviewed from the Follett Titlewave Collection Analysis that was run on October 4, 2021, for social and emotional learning (SEL). The results of the analysis for social and emotional learning showed the average age of the collection to be 2007. There are 6,481 copies across all genres that deal with the list of SEL topics. The actual count considered only the 12 genres that were used for examination for the purpose of this paper. A chart detailing this breakdown across the SEL topics is included in the appendix.

Figure 4.6*Count of Social and Emotional Learning Titles in Collection*

Topic	Average Age	Fiction	Other	Items	Actual Count
Bullying	2010	1	525	526	325
Change	2008	2	1,351	1,353	946
Character Education	2008	—	304	304	251
Determination	2010	1	255	256	155
Feelings and Emotions	2007	2	461	463	352
Identity	2009	1	561	562	397
Internal Struggle	2008	1	606	607	472
Journey	2006	1	507	508	384
Overcoming Adversity	2008	1	1,557	1,558	1,091
Perseverance	2003	—	34	34	20
Relationship Skills	2007	6	4,993	4,999	3,907
Responsible Decision Making	2011	—	462	462	257
Self-Awareness	2008	2	482	484	332
Self-Management	2007	2	568	570	397
Self-Reliance	2007	2	409	411	312
Social Awareness	2007	4	1,730	1,734	1,171
	2007	13	6,468	6,481	

Summary

This chapter presented the results from the Follett Titlewave Collection Analysis completed on October 4, 2021. The results showed the breakdown of items in the 12 genres selected for the purpose of this study. The next chapter will discuss the findings of this analysis and include how to utilize the information with other library media specialists in the district.

Chapter 5: Conclusion

Introduction

This chapter examines the results of the Follett Titlewave Collection Analysis in terms of diversity and social and emotional learning. The focus is on 12 genres selected for analysis of a collection of twenty. Conclusions presented are drawn from the collection analysis and the literature review from Chapter 2. Finally, this chapter will present recommendations for the application, sharing of analysis, and further continued research.

Discussion of Results

The research question this paper examined was: Do school library media centers provide accurate representations of diversity in such a way students can gain knowledge, learn perspective, create tolerance, and foster life-long reading?

In an attempt to answer this question, an analysis of a rural middle school collection was completed and showed that from 2011 to 2021 there has been growth in the number of items in the collection with regard to diversity and social and emotional learning titles. The analysis focused on fiction genres and determined if the following characteristics are represented in the collection: main characters who are not white, disability, LGBTQIA+, mental illness/SEL (social and emotional learning).

Research Questions in Relation to Findings

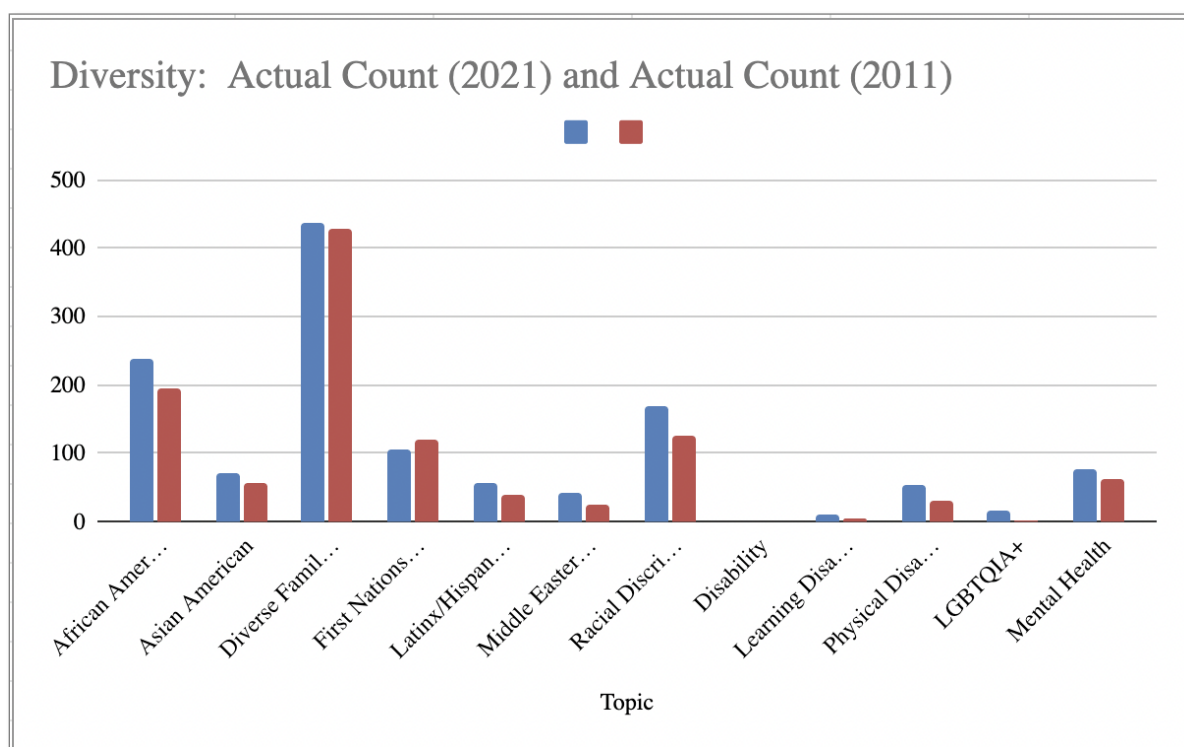
The research did show a discrepancy between 2011-2021 as had been anticipated. With regard to diversity there has been a growth in the number of diverse titles in the collection. The percentage of the collection has increased from 35% to 41%. The topic of diverse families has been the most well represented topic over the 10-year period. Diverse families are considered

those that are not traditional where families may have one parent, grandparents, same-sex parent, adopted, stepfamilies, or foster families. The least represented topic is learning disabilities.

Learning disabilities are defined as dyslexia, ADHD, or any diagnosed disorder that makes learning difficult. One topic that is not accurately reflected in the graph is disability. This is a mistake and should be excluded from the results as it is just a general title, not a topic.

Figure 5.1

Comparison of Diversity Titles from 2011 and 2021



The main research question asked is if school library media centers provide accurate representations of diversity. By comparing the percentage of diversity topics with the enrollment of race and ethnicity from the Minnesota Report Card, it can be determined that the collection is providing examples of titles where students are represented in the material. The highest percentage of the population represented in the collection is African American at 18.6%. The

lowest percentage of the population represented is Asian American at 5.6%. The distribution of students enrolled by race or ethnicity shows the highest percentage of the population is Hispanic or Latino at 3.9% and the lowest percentage of the population is Native Hawaiian or other Pacific Islander at 0.2% and American Indian or Alaska Native at 0.2%.

Figure 5.2

Percentage of Diversity: Race, LGBTQIA+, Disability, Mental Illness Titles in Collection

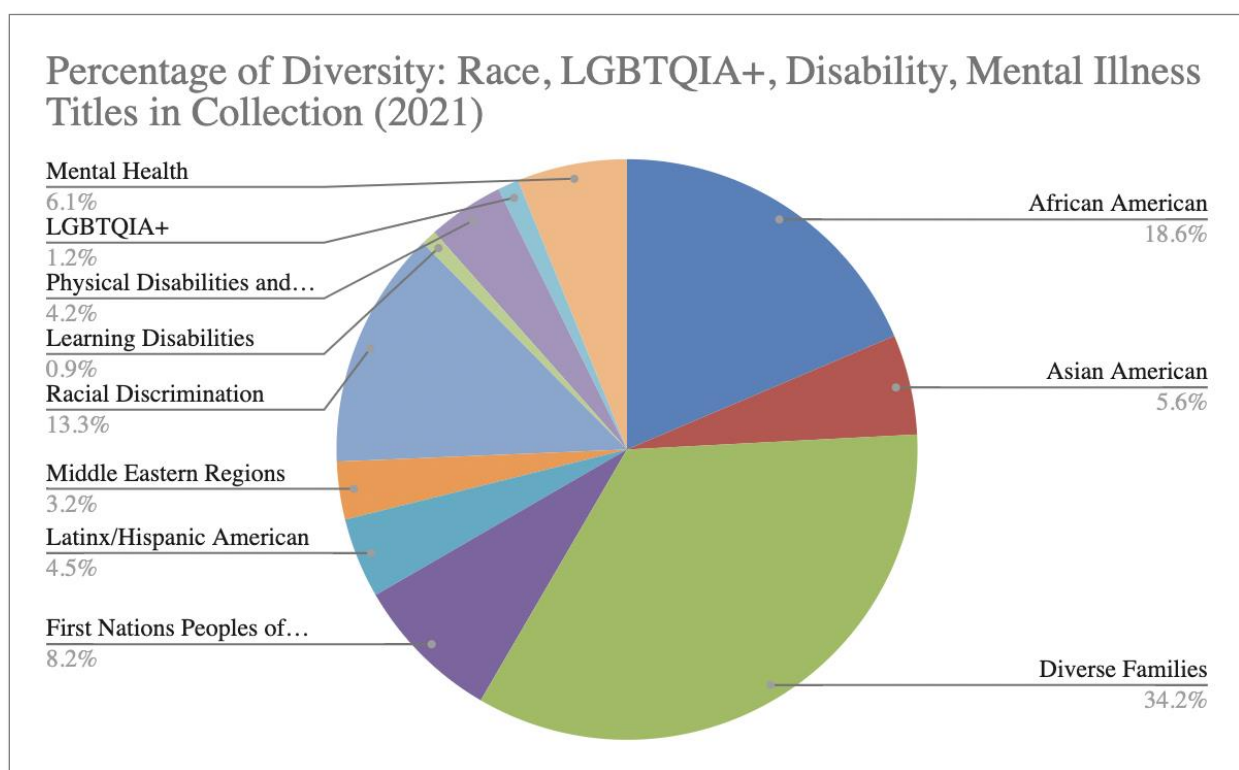
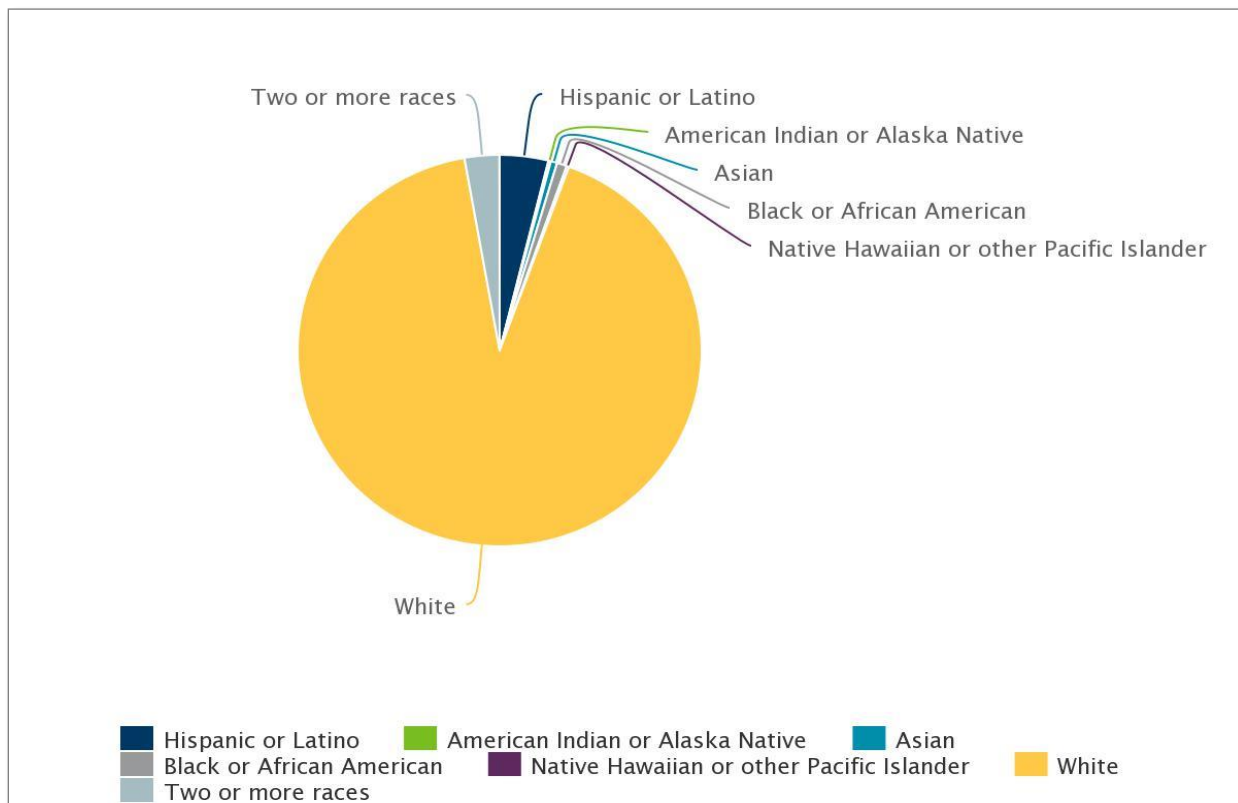


Figure 5.3

C, courtesy of MN Report Card

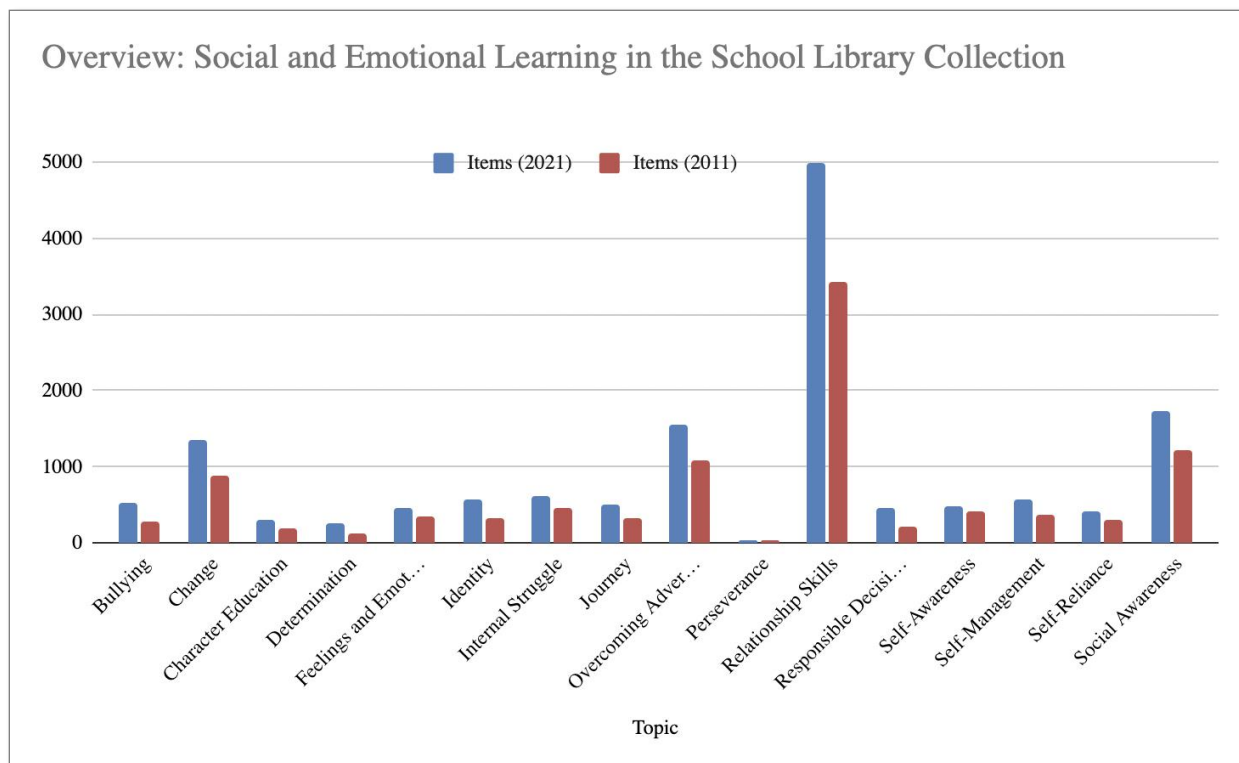


The second component of the main research question was does the collection provide students with the ability to gain knowledge, learn perspective, create tolerance of diversity. Social and emotional learning titles provide students exposure to skills needed to be socially adept to establish relationships. Social and emotional learning titles have also increased as has the percentage of the collection from 31% in 2011 to 50% in 2021. There are sixteen topics for social and emotional learning within the collection analysis: bullying, change, character education, determination, feelings and emotions, identity, internal struggle, journey, overcoming adversity, perseverance, relationship skills, responsible decision making, self-awareness, self-

management, self-reliance, and social awareness. Relationship skills had the highest number of titles in 2011 and 2021. The lowest topic was perseverance for both 2011 and 2021.

Figure 5.4

Overview: Social and Emotional Learning in the School Library Collection



Note. Comparison of social and emotional learning titles in the collection for 2011 and 2021.

Relationship between Findings and Literature Review

According to the researcher, the library media collection should provide patrons with books where their own reflections are in the stories. This view is also supported by the research of Bishop who stated in an interview that “we need diverse books because we need books in which children can find themselves, see reflections of themselves” (2015, para. 23). Further the role of the school library media center in relation to the small town is to provide students with a

window to the ever-expanding global community (National School, 2018, p. 2). As the collection analysis suggested there is a small percentage of the collection that is fulfilling this role by incorporating stories with diverse characters. The literature review in Chapter 2 further supports the need for collection development based on the incorporation of diverse titles where race is not white, disability, LGBTQIA+, and mental illness/SEL.

The difficulty in the collection is the location and circulation of diverse and SEL titles. As the literature review stated, students have a difficult time self-selecting titles that are diverse. The collection analysis showed that there are diverse and SEL titles throughout the collection, but the search terms within the current online catalog make locating the titles difficult. Often the same title was referenced in multiple genres.

Recommendations for Application

The benefit of utilizing the Follett Titlewave Collection Analysis tool is far reaching. The multiple layers of the report allow for collection development, weeding, and adding titles purposely to enrich diversity and SEL categories. Another benefit of the analysis is the ability to refine the current catalog. In 2011 the collection was still organized by the Dewey Decimal System. In 2021 the collection is now organized by genre. The analysis provided insight for where some titles have been catalogued incorrectly or may have been missed.

A secondary benefit is the collaborative opportunities for the media department across the district. Prior to 2021, the diversity and SEL components were turned off for the district. Now that these features have been turned on, each library media specialist is able to see what materials may be lacking or are in need of development or weeding in their collection. Further the library media specialist can pull a list of titles for a specific category for a teacher who may need

references for a class, a project, or assignment. Another benefit is the information provided in the analysis can aid in the writing of grants for funding, demonstrate the curricular support the collection provides classrooms, and provide an opportunity to examine or modify the current selection policy.

Recommendations for Further Research

Further research into the collection development in rural library media centers would be beneficial, especially in relation to the incorporation of diversity with an emphasis on characters who are not white, disability, LGBTQIA+, and mental illness/SEL. It would be interesting to survey other library media specialists in the area about their collection to gain data supporting evidence of the creation and fostering of diversity in rural school districts through examination of student preparation, the collection, and the media specialist's selection process. The survey would ask about their collection compositions and service of diversity. Questions would be asked regarding the process of book selection and how it serves diversity development in the media collection. In addition to book selection, the surveys would focus on current diversity within the media collection.

Additionally, further research into the topic of multicultural collection development is warranted. Since the beginning of this project, there have been many culturally significant events that have shaped the current social climate. An analysis of cultural norms in 2021 versus the current age of the collection would be intriguing.

Conclusion

The literature review for this research revealed how students need to see reflections of themselves in literature in order to make connections to diverse backgrounds. School library

media centers provide schools with the opportunity to explore other worlds, cultures, and viewpoints through the collection. In the words of Bishop “diversity in children’s books is going to flourish when we are able to have it just accepted a normal part of schooling and librarianship” (2015, para. 30).

The collection analysis demonstrated that the incorporation of diverse and social and emotional learning titles is crucial to the development of a multicultural collection. Further the analysis provides crucial information for future purchasing, promoting, and weeding of the collection. Ultimately the purpose of the school library media center is to provide access to the collection to the students which it serves.

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Appendix A

Follet Titlewave Collection Analysis October 4, 2021

[Settings](#) | [MARC Profile](#) | [Diagnostics](#)

School Library Collection Print & Audiovisual eBooks & Digital

School Library

Collection

Grades 5–8; 700 Students

OCTOBER 4, 2021

Items in collection	Average age	Items per student
12,862	2005	18.3
<small>99.7% Recognized Call Numbers 97.7% Recognized Publication Years 94.8% Matched in Titlewave</small>	GOAL: N/A	GOAL: N/A

Print, Audiovisual & Digital

Resource-rich school libraries play a key role in promoting both information literacy and reading for information and inspiration.

Physical vs. digital resources

99%
Print

AVG. AGE: 2005

1%
Digital

AVG. AGE: 2007

Fiction & Nonfiction

Reading comprehension requires more than just decoding and knowing the meanings of words — background knowledge is essential.

Literary vs. informational texts

1%
Fiction

AVG. AGE: 2009

1%
Nonfiction

AVG. AGE: 2006

Compare recommended balance by Dewey

Collection by nonfiction classification

All Dewey Classes Age-Sensitive Areas

Classification	Avg. Age	Items
Computer Science, Information & General Works	—	—

Collection by year

5000			
4000			
3000			
2000			

Classification	Avg. Age	Items
Philosophy & Psychology	2006	1
Religion	2006	1
Social Sciences	2006	3
Language	—	—
Science	—	—
Technology	—	—
Arts & Recreation	—	—
Literature	2006	46
History & Geography	2005	2
	2006	53

Dig into the Dewey divisions by 10s

Fiction

Classification	Avg. Age	Items
General Fiction	2009	38
	2009	38

Other classifications

Classification	Avg. Age	Items
Adventure	2006	491
Animals	2002	391
A/V	2009	322
Biography	—	—
Bookclub	2015	634
Caldecott	1992	83
Classic	1989	316
Drama	2006	1,349
Equipment	—	221
Everybody	1994	318
Fantasy	2008	1,322
Graphic	2009	865
Historical	2002	984
Horror	2006	293
Humor	2006	868
Inspirational	2000	99
Mhi Nominee	2009	304
Mystery	2005	820
Newbery	1993	254
NI	2003	1,428
Poetry	1998	174
Professional	2000	20
Reference	2011	26
Science Fiction	2009	625
Sports	2005	358
Tales Myths	1996	161
Unrecognized	2015	45
	2005	12,771



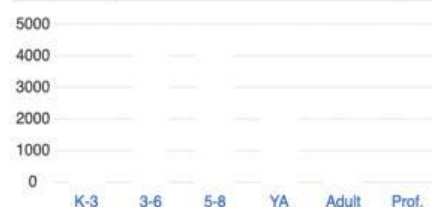
42%

12%

5,342 ITEMS

1,480 ITEMS

Collection by interest level



Diversity

Diverse titles in collection Percent of collection Average age

Support an environment that values and promotes diversity, equity and inclusion.

5,282 41% 2005

[Explore diverse titles by topic](#)

Social & Emotional Learning

SEL titles in collection Percent of collection Average age

Support the skills to be emotionally intelligent, establish relationships and make responsible decisions.

6,477 50% 2007

[Explore SEL titles by topic](#)

Reading Levels

Average reading level by program

Match students to texts that can be read with success, thus assisting them to grow as readers.

U 730 4.8
GUIDED READING/F&P LEXILE ACCELERATED READER

Collection by reading level



Average reading level

4th grade

Appendix B

Follett Titlewave Collection Analysis November 16, 2011

School Library

Collection

NOVEMBER 16, 2011

Items in collection	Average age	Items per studen.
15,673	1995	19.5
87.3% Recognized Call Numbers 98.5% Recognized Publication Years 94.4% Matched in Titlewave	GOAL: N/A	GOAL: N/A

Fiction & Nonfiction

Reading comprehension requires more than just decoding and knowing the meanings of words — background knowledge is essential.

Literary vs. informational texts

40%
Fiction

AVG. AGE: 1996

34%
Nonfiction

AVG. AGE: 1994

Compare recommended balance by Dewey

Collection by nonfiction classification

Classification	Avg. Age	Items
Computer Science, Information & General Works	1998	57
Philosophy & Psychology	1994	67
Religion	1987	55
Social Sciences	1993	732
Language	1988	54
Science	1993	1,088
Technology	1994	849
Arts & Recreation	1995	770
Literature	1992	307
History & Geography	1994	1,365
	1994	5,344

[Dig into the Dewey divisions by 10s](#)

Collection by year



Aged titles	2006 and newer
47%	17%
7,361 ITEMS	2,676 ITEMS

Collection by interest level



Diversity

Support an environment that values and promotes diversity, equity and inclusion.

Diverse titles in collection Percent of collection Average age

5,282 41% 2005

[Explore diverse titles by topic](#)

Social & Emotional Learning

Support the skills to be emotionally intelligent, establish relationships and make responsible decisions.

SEL titles in collection Percent of collection Average age

6,477 50% 2007

[Explore SEL titles by topic](#)

Reading Levels

Match students to texts that can be read with success, thus assisting them to grow as readers.

Average reading level by program

U **730** **4.8**
GUIDED READING/F&P **LEXILE** **ACCELERATED READER**

Collection by reading level



Average reading level

4th grade

responsible decisions.

Reading Levels

Match students to texts that can be read with success, thus assisting them to grow as readers.

Average reading level by program

T **770** **5.2**
GUIDED READING/F&P **LEXILE** **ACCELERATED READER**

Collection by reading level



Average reading level

5th grade

Appendix C:

Overview: Social and Emotional Learning for a Rural School Library Collection (10/4/2021)

Topic	Average Age	Fiction	Other	Items (2021)	Actual Count	Items (2011)
Bullying	2010	1	525	526	325	279
Change	2008	2	1,351	1,353	946	875
Character Education	2008	—	304	304	251	193
Determination	2010	1	255	256	155	113
Feelings and Emotions	2007	2	461	463	352	346
Identity	2009	1	561	562	397	333
Internal Struggle	2008	1	606	607	472	467
Journey	2006	1	507	508	384	335
Overcoming Adversity	2008	1	1,557	1,558	1,091	1,083
Perseverance	2003	—	34	34	20	30
Relationship Skills	2007	6	4,993	4,999	3,907	3,430
Responsible Decision Making	2011	—	462	462	257	216
Self-Awareness	2008	2	482	484	332	415
Self-Management	2007	2	568	570	397	377
Self-Reliance	2007	2	409	411	312	295
Social Awareness	2007	4	1,730	1,734	1,171	1,208
	2007	13	6,468	6,481		4,879

Bullying

Other Classifications	Avg. Age	Older	'70s	'80s	'90s	'00s	'10s	'20s	Items
Adventure	2001	—	—	2	1	3	—	1	7
Animals	2009	—	—	—	—	3	5	—	8
Drama	2009	—	1	1	14	53	68	7	144
Fantasy	2010	—	—	—	—	9	1	3	13
Graphic	2011	—	—	—	—	3	5	—	8
Historical	2007	—	—	—	6.0	16	15	1	38
Horror	—	—	—	—	—	—	—	—	—
Humor	2011	—	—	1	—	9	23	—	33
Mystery	2011	—	—	—	2.0	6	11	1	20
Newbery	2002	—	—	3	5.0	2	6	—	16
Poetry	2016	—	—	—	—	1	—	3	4
Science Fiction	2014	—	—	—	—	1	9	—	10
Sports	2009	—	—	—	2	11	10	1	24
Total Titles									325

Identity									
Other Classifications	Avg. Age	Older	'70s	'80s	'90s	'00s	'10s	'20s	Items
Adventure	2004	—	—	2	3	6	3	1	15
Animals	2006	—	—	—	—	2	—	—	2
Drama	2009	—	—	1	12	72	93	2	180
Fantasy	2010	—	—	—	—	16	18	1	35
Graphic	2011	—	—	—	—	2	7	2	11
Historical	2007	—	—	1	3	38	24	—	66
Horror	—	—	—	—	—	—	—	—	—
Humor	2010	—	—	—	—	4	3	—	7
Mystery	2010	—	—	—	—	12	16	1	29
Poetry	—	—	—	—	—	—	—	—	—
Science Fiction	2010	—	—	—	—	18	26	1	45
Sports	2013	—	—	—	—	1	5	1	7
Total Titles									397

Internal Struggle

Other Classifications	Avg. Age	Older	'70s	'80s	'90s	'00s	'10s	'20s	Items
Adventure	2013	—	—	—	—	4	8	2	14
Animals	2010	—	—	—	1	5	7	1	14
Drama	2007	—	—	7	43	120	97	14	281
Fantasy	2010	—	1	—	—	9	17	1	28
Graphic	2013	—	—	—	—	—	11	1	12
Historical	2006	—	—	1	4	13	8	1	27
Horror	2006	—	—	—	3	6	8	—	17
Humor	2005	—	—	—	3	5	5	—	13
Mystery	2007	—	—	1	2	4	7	—	14
Poetry	—	—	—	—	—	—	—	—	—
Science Fiction	2009	—	—	—	1	16	13	—	30
Sports	2008	—	1	—	3	10	3	5	22
Total Titles									472

Journey

Other Classifications	Avg. Age	Older	'70s	'80s	'90s	'00s	'10s	'20s	Items
Adventure	2005	—	1	2	1	9	6	—	19
Animals	2009	—	—	—	—	1	2	—	3
Drama	2006	—	—	7	32	80	65	2	186
Fantasy	2009	—	—	—	—	11	4	—	15
Graphic	2013	—	—	—	—	—	11	—	11
Historical	2008	—	—	1	9	21	32	1	64
Horror	2006	—	—	—	2	2	5	—	9
Humor	2004	—	—	—	5	10	5	—	20
Mystery	2012	—	—	—	—	1	10	—	11
Poetry	2001	—	—	—	—	1	—	—	1
Science Fiction	2011	—	—	—	—	16	19	—	35
Sports	2011	—	—	—	—	6	4	—	10
Total Titles									384

Responsible Decision Making

Other Classifications	Avg. Age	Older	'70s	'80s	'90s	'00s	'10s	'20s	Items
Adventure	2002	—	—	2	—	3	—	1	6
Animals	2007	—	—	—	—	3	2	—	5
Drama	2010	—	—	—	6	38	59	3	106
Fantasy	2010	—	—	—	—	7	1	2	10
Graphic	2011	—	—	—	—	3	6	—	9
Historical	2007	—	—	—	4	13	12	—	29
Horror	—	—	—	—	—	—	—	—	—
Humor	2011	—	—	1	—	9	23	—	33
Mystery	2011	—	—	—	2	2	14	—	18
Poetry	2016	—	—	—	—	1	—	3	4
Science Fiction	2014	—	—	—	—	1	9	—	10
Sports	2011	—	—	—	—	14	10	3	27
Total Titles									257

Self-Management

Other Classifications	Avg. Age	Older	'70s	'80s	'90s	'00s	'10s	'20s	Items
Adventure	2003	—	—	—	12	7	6	—	25
Animals	2008	—	—	—	4	6	8	—	18
Drama	2008	—	—	1	7	63	52	4	127
Fantasy	2009	—	—	—	6	11	18	2	37
Graphic	2013	—	—	—	—	—	7	—	7
Historical	2007	—	—	—	3	23	12	1	39
Horror	—	—	—	—	—	—	—	—	—
Humor	2008	—	1	—	2	22	24	—	49
Mystery	2016	—	—	—	—	—	4	—	4
Poetry	2001	—	—	—	—	1	—	—	1
Science Fiction	2010	—	—	—	—	15	11	—	26
Sports	2005	1	3	2	11	18	25	4	64
Total Titles									397

Social Awareness

Other Classifications	Avg. Age	Older	'70s	'80s	'90s	'00s	'10s	'20s	Items
Adventure	2004	—	—	6	13	24	16	3	62
Animals	2005	—	—	—	12	26	16	—	54
Drama	2007	1	1	7	40	153	142	16	360
Fantasy	2011	—	1	—	3	27	56	4	91
Graphic	2015	—	—	—	—	3	15	5	23
Historical	2004	6	—	14	51	135	90	5	301
Horror	2009	—	—	—	1	11	14	—	26
Humor	2007	—	—	—	6	27	17	2	52
Mystery	2010	1	—	—	5	14	39	—	59
Poetry	2013	—	—	—	1	1	6	3	11
Science Fiction	2010	—	—	1	2	15	25	—	43
Sports	2006	—	3	3	13	26	42	2	89
Total Titles									1171