
MEMO

To: Elizabeth Vogt, Assistant Vice President, Accreditation & Institutional Effectiveness

From: Karen Harker, Head of Collection Assessment

CC: Diane Bruxvoort, Dean of Libraries
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Subject: Educational Psychology, Special Education, and Human Development and Family Science
Academic Program Review

Date: July 28, 2023

EXECUTIVE SUMMARY

The UNT Libraries Collection Assessment Department has reviewed the resources and materials in subjects which are relevant to the curricula of the Educational Psychology, Special Education, and Human Development and Family Science programs. While not comprehensive, this review provides insights into the needs of students and faculty who teach and the resources that the UNT Libraries provides to meet these needs. Recommendations for further review are provided, as well.

Our review indicated that **the UNT Libraries' collections appear to support the curricular needs of the Educational Psychology, Special Education, and Human Development and Family Science programs.** Subjects highlighted in this collection include:

Strong Subjects	Adequately Meets Needs	Needing Attention
Mixed Marriages. Same-Sex Marriage. (HQ1031-1035.5) Early Childhood, Preschool, Kindergarten & Primary (LB1139.2-1602.1) Tests, Measurements, Exams (LB3050-3060) Special Aspects of Education (LC) [exceptions noted] Philology. Language Acquisition. (P118) Neuroses. (RC530-552) Mathematical Statistics (QA276-280)	Individual Psychology (BF207-724) [exceptions noted] The Family, Marriage, Home (HQ503-1064) [exceptions noted] Education of Asians (LC3001-3501) Psychiatry. Substance Abuse (RC563-568) Pediatrics. Child Development (RJ125-145) Pediatrics. Speech Disorders (RJ469.S7) Pediatrics. Mental Disorders (RJ499-507)	Apperception. Attention. Listening (BF321-323) Memory (BF370-387) Creative Processes, Imagination, Invention (BF408-426) Adolescent Psychology (BF724) * Child Rearing (HQ768-772) Non-traditional Living Arrangements (HQ961-999) Educational Statistics (LB2846) Alternative Education. Alternative Schools (LC46) Educational Sociology (LC189-214)* Education of Native American Children (LC2628-2629) Neurosciences, Neurology (RC) [exceptions noted] Psychiatry. Developmental Disabilities (RC569.7-577) Pediatrics (RJ) [exceptions noted]

* Need journals more than books

ANALYSIS

Measures of Holdings	Educational Psychology Collection	All Titles	All Collections (Median)
All titles	62,075	3,668,646	36,745
Books (% of collection)	90%	69%	85%
eBooks (% of all books)	26%	54%	27%
Journals (% of collection)	4%	8%	7%
Online journals (% of all journals)	61%	84%	70%
Open Access (% of online journals)	21%	30%	28%
Embargoed (% of online journals)	10%	3%	10%
Audiovisual (% of collection)	5%	14%	3%
Published since 2000 (% of collection)	45%	35%	38%

* Of all subject-based collections

The Educational Psychology collection is larger than most collections and heavily text-centric, with 94% of the over 62,000 titles being books or journals. This collection is quite strategically and centrally located, with over 60% of the titles in subjects of primary relevance to the curriculum, and nearly half of the physical collection located in the Willis Library. The Educational Psychology collection is also relatively young, with 45% of all titles published after 2000. There is a relatively strong audiovisual collection, supported mostly by the [Education in Video](#) resource. The journal collection is smaller than the most collections.

Measures of Quality	Educational Psychology Collection	All Titles	All Collections (Median)
Choice's OAT* books provided (% of OAT)	77.0%	67.9%	63.0%
JCR journals provided** (% of JCR)	86.8%	79.9%	82.5%
Interlibrary Loan requests (% of all requests)	1.8%	--	0.7%
Ratio of Borrowings to Holdings (% of Holdings / % of ILL requests)	1.77	--	1.08
Book Requests (% of collection requests for books)	40%	47%	48.5%

* Choice's Outstanding Academic Titles (OAT) are those with particularly strong reviews.

** Journal Citation Report (JCR) journals are journals that have high bibliometric scores.

The Educational Psychology collection is notably strong. The UNT Libraries provides access to 87% of the journals indexed in the *Journal Citation Report (JCR)*, well above the median of all collections. Most notably, over 95% of the top-rated journals in these subjects are available. These rates were strongest in the Family Studies, Social Issues, and Multidisciplinary Psychology subjects, all over 94%. Weaker areas include Probability and Statistics, Education of Scientific Professions, and, more relevant to this evaluation, Educational Psychology. The UNT Libraries also provides quality books, with 77% of the **Outstanding Academic Titles (OAT)** relevant to the Educational Psychology collection, which is substantially above the median of the collections. Resources relevant to the Educational Psychology collection are requested via **Interlibrary Loans (ILL)** at a greater than expected rate, given the size of the collection, despite substantial declines in requests since 2019. Requests for articles are slightly greater than those for books (54% vs. 46%).

Peer Group		Distinct	Gap	Shared	Grand Total
National Peers (10)	Held by UNT and Peers	8%	77%	15%	100%
	Held by Majority of Peers	N/A	27%	73%	100%
Texas Peers (7)	Held by UNT and Peers	13%	66%	21%	100%
	Held by Majority of Peers	N/A	16%	84%	100%

The **comparison of holdings with peer libraries** is another measure of quality (see Appendix). A relatively large proportion of collective titles which are **unique** is important for supporting a **research** program, while a relatively larger proportion of titles which are **shared** amongst UNT and at least one other peer is important for supporting an **undergraduate** program. The UNT Libraries provides a collection that **strongly supports** the undergraduate and master's professional development academic programs in Educational Psychology, Special Education, and Human Development and Family Science. There is a solid base of titles that are shared with both statewide and national peers, with relatively lower rates of titles not owned. The collection is **not as distinctive** as expected for supporting a doctoral research agenda. An exception to this is the relatively large collection of audiovisual resources that support teacher education as well as psychological counseling professional skills.

Measures of Usage	Educational Psychology Collection	All Collections (Median)
Circulation to Holdings ratio (% of circs / % of holdings)	0.9	0.8
% of all circulations	0.7%	0.2%
% of total holdings	0.8%	0.2%
Online books used (% of collection)	40.8%	31.3%
Depth of online book usage (# uses / title used)	69.8	61.1
Breadth of online book usage (# uses / total titles)	28.5	19.4
Journal usage ratio (% of all uses/% of all titles)	4.8	2.09
% of all journal usage	2.1%	0.8%
% of all active titles	0.4%	0.3%

Physical circulation has rebounded since the COVID crisis and is on track to returning to pre-COVID levels. Circulation is close to that expected for the size of the collection. While usage of **ebooks** is heavier than most collections (40% of titles used, compared with a median of 31%), this usage has been declining, possibly due to changes in the curriculum. **Journal** usage has been steadily increasing, reflecting growing reliance on the use of journal literature in the field. Usage of journals in the Educational Psychology collection is particularly strong, representing over 2% of all usage, despite a collection of only 0.4% of all titles.

KEY RESOURCES

- [Education Source](#)
- [Family & Society Studies Worldwide](#)
- [Health and Psychosocial Instruments \(HAPI\)](#)
- [Mental Measurements Yearbook](#)
- [PsycTESTs \(APA\)](#)
- [Counseling and Therapy in Video](#)
- [Education in Video](#)
- [Sage Research Methods](#)
- [Journal of the American Academy of Child and Adolescent Psychiatry](#)
- [Educational Psychologist](#)
- [Journal of Adolescent Health](#)
- [Journal of Educational Psychology](#)
- [Learning and Instruction](#)
- [Child Development Perspectives](#)
- [Trauma, Violence & Abuse](#)
- [Journal of Marriage and the Family](#)
- [Exceptional Children](#)

Digital Collections

- [UNT Data Repository](#)
- [Texas Association for Bilingual Education Video Footage Collection](#)



RECOMMENDATIONS

Analyses of subjects were based on holdings, usage, interlibrary loan requests, and overlap with *Choice's* OAT. The Collection Assessment Department recommends continuing standard collection development methods, with stronger focus on psychological processes of learning, educational statistics, alternative schools, neurosciences of developmental disabilities, and relevant resources in pediatric medicine. We also recommend enrichment in resources specific to education of indigenous populations. Most of the resources are of historical use and not specific to contemporary issues of children in Native American communities. Finally, we recommend assessing the research needs of faculty and doctoral students to ensure the collection is distinctive to their research interests.

APPENDIX

PEER INSTITUTIONS

The National peers were selected from *The Chronicle of Higher Education's* [Who does your college think its peers are?](#) The Texas peers were selected based largely on data from the UNT Data Analysis and Institutional Research (DAIR) Insight's *Admitted Yet Enrolled Elsewhere* dashboard.

National Peers	Texas Peers
Arizona State University	Texas A&M University
Florida International University	Texas State University
Florida State University	Texas Tech University
Georgia State University	University of Houston
Indiana University - Bloomington	UT Arlington
SUNY at Albany	UT Dallas
University of Cincinnati	UT San Antonio
University of Central Florida	
University of California - Santa Barbara	
University of Oklahoma - Norman	