Library Collection Assessment

Statement and Plan

Adopted by Library Cluster, 2003
Revised, April 2006
Contents

I. Introduction ................................................................. 2
II. Background and Need .................................................. 2 - 3
III. Collection Assessment Planning ................................. 3 - 4
   A. Definition
   B. Goals
   C. Involving the College Community
   D. Timeline
   E. Selection of Methods
IV. Collection Assessment Techniques .............................. 4 - 5
   A. Collection-Based
   B. Use-based
V. Collection Assessment Procedures ............................... 5 - 6
VI. Reporting Assessment Results .................................. 6
VII. Statement and Plan Review ....................................... 6
VIII. Location and Dissemination of Statement and Plan ...... 6
IX. Acknowledgment ....................................................... 6
X. References ............................................................... 7 - 8
XI. Appendices
   A. Collection Assessment Worksheet
   B. Collection Assessment Worksheet for Joint Review by Program Manager and Librarian
   C. Faculty Survey
   D. Student Survey
   E. Collection Assessment Report Form
   F. Library of Congress Classification Outline
I. Introduction

This document has been created to establish criteria and provide guidance for the librarians of Hillsborough Community College (HCC) in evaluating campus library print and electronic collections. The guidelines are intended to formalize the collection assessment process and enable librarians to examine the relevance of the campus library collections to College programs. These guidelines are based on Southern Association of Colleges and Schools (SACS) Principles of Accreditation: Foundations for Quality Enhancement (www.sacsccoc.org/pdf/PrinciplesOfAccreditation.PDF), and Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education (http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm). The plan supports the institution's mission and goals and the recently implemented Baldrige quality initiative. Using a four-step process of design-implement-evaluate-modify, the Baldrige Education Criteria for Performance Excellence ensure that the institution continually assesses performance and engages in an ongoing program of improvement.

II. Background and Need

In 1996 Hillsborough Community College received a SACS recommendation that the libraries "implement campus evaluative measures to determine the adequacy of access to resources for each instructional location" (60). In response, Dr. Anna Perrault, a Library Collection Assessment Consultant from the University of South Florida (USF), was hired to conduct a collection assessment. Among the findings of her 1997 study were heavy usage of resources, limited access to electronic information sources, a high proportion of older monographic materials, and a lower than average title to student ratio at the four campus libraries.

In 1998 and 2002, comprehensive collection assessment projects were conducted under the sponsorship of the College Center for Library Automation (CCLA). These statewide projects analyzed the monographic collections of Florida's twenty-eight community colleges. The 1998 study found the collections to be significantly out of date, with the majority of titles published before the 1980s.

In 1999, the Florida Legislature appropriated additional funding to the Florida Division of Community Colleges with the expressed intention of updating the library collections of the community colleges. Based on data in the Florida Community College Collection Assessment 2002 report, HCC benefited significantly from this collection enhancement funding. According to the report, the Hillsborough collection grew by approximately 13% a year between 1998 and 2002 and the percentage shares for books published in the 1990s increased dramatically (5). In 2002, Hillsborough's monographic count was 100,170 titles, approximately 10.43 titles per FTE student (1). In addition to monographic collection enhancement during that four-year period, HCC also began providing 24-hour access to a variety of CCLA and locally provided databases.

The findings and recommendations in Dr. Perrault's 1997 HCC collection assessment report, the baseline assessment of the monographic collections in 1998, and the comparative data in the 2002 report provide a foundation for continued evaluation of the HCC campus library collections. Although a variety of evaluative techniques are currently used by the campus librarians to gauge the adequacy of access to resources, a need exists for a systematic, ongoing process that uses collection-based and use-based
methods to assess the collection. A formal documentation of the findings is needed annually to provide the qualitative and quantitative data necessary to guide collection development decisions and ensure quality enhancement. Such data is also required by external evaluators.

III. Collection Assessment Planning

Definition

Collection assessment is an organized, continuing process using a variety of methods to determine the strengths of a collection and to identify areas needing improvement. The process determines how well the collection satisfies the needs of the users, its relationship to programs and curricula, and its physical condition, age and use. It presents a snapshot of existing collections and provides a means to compare what "is" to what "ought to be" for a specific library.

Goals

The HCC collection assessment process is intended to accomplish the following goals:

- To verify on a regular basis that the collections and information access at the campus libraries support the educational mission of the College and reflect changes in programs and curricula.
- To ensure that library collections and information access are in alignment with SACS reaffirmation criteria as benchmarks of excellence.
- To provide for a systematic review of campus library resources that will give librarians the data necessary to make optimum use of collection development funding, and will result in continual improvement of the resources.

Involving the College Community

The HCC Campus Libraries serve three primary groups: HCC students, faculty, and administration/staff. All three user groups have unique perspectives on library collections and their input should be actively solicited. The faculty possesses expertise in their disciplines and is involved in collection development activities. Effective evaluation of program-specific collections will require joint review by library and program faculty.

Timeline

Since collection assessments represent a significant investment of time, HCC will spread the impact over a five-year period. Each year, the focus of the assessment will be on those parts of the collection that support the Associate in Science programs under review, and one or two selected Associate in Arts disciplines. The process will ensure that each program and discipline is reviewed at least once during a five-year period. All campus libraries will evaluate the same curriculum areas simultaneously with the exception of unique programs, which will vary by campus. For example, the fire science and legal assisting programs are unique to Ybor; the nursing program is unique to Dale Mabry and Plant City, and the aquaculture program is unique to Brandon.
Selection of Methods

Since no standard formula exists for measuring the relevancy of library materials across all disciplines and programs, the assessment methods selected will depend on the collection being evaluated and the purpose of the evaluation. Librarians, in conjunction with program managers from the reviewed disciplines, will need to select the most appropriate methods for the collection to be evaluated. Since HCC has access to numerous reports that provide quantitative data, there appears to be greater need for qualitative information gathered through contact with academic program managers or designated faculty. Collaboration between librarian and program faculty will be necessary to assure assessment success.

IV. Collection Assessment Techniques

Since there is no single optimum method to evaluate a particular collection, a combination of techniques will best provide the desired results. HCC librarians support combining collection-based techniques and use-based methods to gather two types of data: quantitative (including numbers of titles, age and/or use statistics) and qualitative (accomplished by professional observation).

Collection-Based Techniques

These techniques examine an existing collection to compare its size, scope, depth and significance with external criteria. Suggested techniques for HCC collections include:

- Direct examination of material on the shelf by a librarian to determine scope, depth, age and condition. (See Collection Assessment Worksheet - Appendix A)
- Joint review of subject holdings by librarian and program manager and/or designated faculty. (See Collection Assessment Worksheet for Joint Review by Program Manager and Librarian - Appendix B)
- Print LINCC customized shelf list for call range under review. Examine titles for age and loan history.
- Check holdings against course supplemental reading lists, if available, for subject area under review.
- Examine content of electronic databases and web site subject links for subject areas under review.
- Utilize core holdings lists and standard bibliographies, if appropriate, for subject areas under review.

Use-Based Techniques

These methods go beyond the collection itself to determine whether the materials are available and utilized, and what unmet needs exist. Techniques include conducting user surveys and gathering information on how patrons use the collection. Suggested use-based techniques for HCC include:

- During a period of time in October, conduct an in-house usage sampling of periodicals, books and audiovisual materials in subject area under review. (Replicate study designed by Dr. Ana Perrault in 1997 and summarized in her Executive Summary)
• Analyze interlibrary loan data for subject area under review.
• Review LINCC reports L002 (LINCC External Database Connections by College), L006 (First Search Statistics), and L007 (Other Vendor Statistics) for general database usage.
• Extract answers for collection-related questions 8, 9, 10 and 11 from annual survey for faculty. (Appendix C)
• Extract answers for collection-related questions 14, 15, 16 and 17 from annual survey for students. (Appendix D)

V. Collection Assessment Procedures

1. Early in the Fall Term, campus librarians examine the College's program review schedule for the year to determine which Associate in Science (AS) programs are scheduled for review. The librarians also select one or two Associate in Arts (AA) disciplines, usually in ascending Cluster number order, for which to perform collection assessments.
2. Campus librarians consult with the respective program managers and/or faculty representatives to obtain their suggestions and establish an assessment timeline.
3. Review existing documentation, such as Dr. Perrault's 1997 study and the comprehensive collection reports sponsored by CCLA.
4. Campus librarians, in concert with program managers, determine the most appropriate collection-based and use-based techniques for the particular assessment. To assure program faculty participation, every effort should be made to use a joint review of subject holdings by a librarian and program manager as one of the methods.
5. Identify campus technical staff and others who may be involved with the process.
6. Provide staff training and resources as required.
7. Assign and schedule tasks, establish timetable for completion.
8. Enlist the help of District Learning Resources staff if needed.
9. Carry out the assessment, keeping records of methods used and decisions reached.
10. Review LINCC report T004 (Title Summary Count by Campus) to determine the number of volumes in the campus library.
11. Prior to the conclusion of the Spring Term, campus librarians prepare assessment reports with recommendations for the reviewed collections. (See Collection Assessment Report form - Appendix E)
12. Campus librarians transmit final reports and recommendations to appropriate persons as noted in the "Reporting Assessment Results" section of this document.
13. Incorporate the assessment results and recommendations into the collection development process, budgeting for a five-year period as needed.
14. Review collection assessment reports a minimum of every five-years to determine what changes have taken place in the profiles of the collections.

VI. Reporting Assessment Results

To ensure that assessment findings and recommendations are documented, each campus library will prepare a brief report annually for the areas evaluated. It is recommended that the standard evaluation form (Appendix E) be used. The report should be transmitted to the following:
a. Affected program manager or faculty  
b. Dean responsible for the program  
c. Director of Associate in Arts Programs  
d. Library's webmaster for posting on the Library Cluster web page

VII. Statement and Plan Review

The HCC Library Cluster will review this statement and plan at least every five years, or as needed.

VIII. Location and Dissemination of Statement and Plan

To ensure a wide knowledge of and adherence to these guidelines, a copy will reside with each HCC librarian and with the Director of Associate in Arts Programs. A copy will be available for public view on the HCC Libraries web site.

IX. Acknowledgement

This document was approved by the Library Cluster on October 31, 2003. Revisions approved on April 28, 2006.
X. References


Appendix A

Collection Assessment Worksheet
**Collection Assessment Worksheet**

**Discipline or program reviewed:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Collection Features</th>
<th>Use Factor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description</td>
<td>Estimated Number of titles</td>
<td>Estimated Median Age</td>
</tr>
<tr>
<td>LC Class</td>
<td>In House Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LC Class</td>
<td>In House Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LC Class</td>
<td>In House Use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Collection Assessment Worksheet for Joint Review by Program Manager and Librarian
Collection Evaluation Worksheet
for
Joint Review by Program Manager and Librarian

Campus: _________________________________________________________

Discipline or Program: _______________________________________________

Participating Program Manager or Faculty: ______________________________

Librarian: _____________________________      Date: ____________________

1. How effective do you find the campus library's collection in your discipline?
   - Reference books: _______________________________________________
   - Circulating books: ______________________________________________
   - Audiovisual materials: __________________________________________
   - Periodicals: ____________________________________________________
   - Electronic resources and remote access: ___________________________

2. What are the deficiencies, if any, in the collection in your subject specialty?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. How many times per semester are students in your program expected to use library
   resources?
   a. _______ Never
   b. _______ Once per semester
   c. _______ Approximately once per month
   d. _______ Weekly
   e. _______ Daily

4. Have your students complained to you of inadequacies in the library collection in your
   discipline?_______
   If yes, please discuss. ______________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
5. Have faculty in your program been pleased with the responsiveness of the library to their input in the materials selections process? ______________
   If no, please discuss. _____________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. What specific references or materials in your discipline do you recommend that the library purchase?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. List any periodical titles to which the library does not subscribe nor have electronic access, that you think are important to your program?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. What new programs of instruction are you planning that will involve library resources?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

9. If you were to consider your responses to the above questions in terms of a five-year period, what are the priorities for library collection development for your discipline?
   Year one:  ______________________________________________________
             ______________________________________________________
   Year two:  ______________________________________________________
             ______________________________________________________
   Year three: ____________________________________________________
             ______________________________________________________
   Year four:  ______________________________________________________
             ______________________________________________________
   Year five:   ____________________________________________________
                 ______________________________________________________
Appendix  C

Faculty Survey
Please help us improve our library services by completing the following questionnaire.

FOLD AND RETURN VIA CAMPUS MAIL OR DROP OFF AT LIBRARY.

Alicia Ellison, Jeneice Sorrentino - Librarians

Please check appropriate space:

I am ___full-time ___part-time faculty. I teach [write subject(s)] ______________________________

I use the service of the Library __daily__weekly__a few times a semester__never
(If “never,” please tell us why in “Comments”)

Using the following scale, please rate the Ybor City Campus Library services listed below by checking appropriate column:

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Staff knowledge/expertise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Staff courtesy/helpfulness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Hours open</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reference services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Library instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Interlibrary loan (ILL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Book Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Periodical Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. AV Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Electronic resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Availability of computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. HCC Library Website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

Thank you!
Appendix D

Student Survey
HILLSBOROUGH COMMUNITY COLLEGE
Ybor City Campus Library
2006 STUDENT SURVEY

INSTRUCTIONS
Please circle letter of your response: A. B. C. or D.

1. Most of my classes this semester are
   A. at night  B. during the day  C. on weekends

2. I use this library  A. daily  B. weekly  C. a few times a semester  D. never
   (if never, skip to # 23. on back)

Rate the Ybor City Campus Library services listed below:

3. STAFF AVAILABILITY
   A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

4. STAFF KNOWLEDGE
   A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

5. STAFF COURTESY/HELPFULNESS
   A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

6. HOURS OPEN
   A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

7. AVAILABILITY OF SEATING
   A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

8. GENERAL APPEARANCE OF THE LIBRARY
   A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

9. TEMPERATURE
   A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

10. NOISE LEVEL
    A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

11. LIBRARY ORIENTATION WITH MY CLASS
    A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Have not had an orientation

12. LIBRARY INSTRUCTIONAL HANDOUTS AND/OR RESEARCH GUIDES
    A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Have not used handouts or guides

13. INTERLIBRARY LOAN (ILL)
    A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

14. BOOK COLLECTION
    A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown

15. MAGAZINES/JOURNALS
    A. Very Satisfied  B. Satisfied  C. Unsatisfied  D. Unknown
16. VIDEO/AUDIO TAPES
   A. Very Satisfied    B. Satisfied    C. Unsatisfied    D. Unknown

17. ELECTRONIC RESOURCES: LINCC & OTHER DATABASES, CD-ROMS
   A. Very Satisfied    B. Satisfied    C. Unsatisfied    D. Unknown

18. ACCESS TO THE INTERNET
   A. Very Satisfied    B. Satisfied    C. Unsatisfied    D. Unknown

19. AVAILABILITY OF COMPUTERS
   A. Very Satisfied    B. Satisfied    C. Unsatisfied    D. Unknown

20. HCC LIBRARY WEBSITE
   A. Very Satisfied    B. Satisfied    C. Unsatisfied    D. Unknown

What subject area did you last research in the library? (write in subject)

21. Did you find what you needed to complete the research?
   A. yes    B. no

22. Did you ask for assistance to complete the research?
   A. yes    B. no

23. IF YOU ANSWERED “NEVER” IN #2, PLEASE BRIEFLY EXPLAIN WHY YOU NEVER USE THIS LIBRARY

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Please write any additional comments

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Thank you!
Appendix E

Collection Assessment Report Form
Collection Assessment Report

Campus: _________________________________________________________
Number of volumes in Campus Library: _________________________________
Discipline or Program Reviewed: _______________________________________
Program Manager or Faculty Contact: _________________________________
Librarian Completing Report: ________________________________________
Date: ___________________________

Measurement Techniques Used

1. Collection-centered:

2. Use-centered:

Summary of Findings:

Recommendations:
Plan of Action (Include cost estimate):

Year one:

Individual responsible: ________________________
Target completion date: ________________________

Year two:

Individual responsible: ________________________
Target completion date: ________________________

Year three:

Individual responsible: ________________________
Target completion date: ________________________

Year four:

Individual responsible: ________________________
Target completion date: ________________________

Year five:

Individual responsible: ________________________
Target completion date: ________________________
Appendix F

Library of Congress Classification Outline
Library of Congress Classification System

A - General Works
AC - Collections, Series, Collected Works
AE - Encyclopedias (General)
AG - Dictionaries and Other General Reference Works
AI - Indexes (General)
AM - Museums, Collectors and Collecting
AN - Newspapers
AP - Periodicals
AS - Academies and Learned Societies (General)
AY - Yearbooks, Almanacs, Directories
AZ - History of Scholarship and Learning, The Humanities

B - Philosophy, Psychology, Religion
B - Philosophy (General)
BC - Logic
BD - Speculative Philosophy
BF - Psychology, Parapsychology, Occult Sciences
BH - Aesthetics
BJ - Ethics, Social Usages, Etiquette
BL - Religion
BM - Judaism
BP - Islam, Bahaism, Theosophy
BQ - Buddhism
BR - Christianity
BS - The Bible
BT - Doctrinal Theology
BV - Practical Theology
BX - Christian Denominations

C - Auxiliary Sciences of History
C - Auxiliary Sciences of History (General)
CB - History of Civilization
CC - Archaeology
CD - Diplomatics, Archives, Seals
CE - Calendar, Technical Chronology
CJ - Numismatics, Coins, Medals
CN - Inscriptions, Epigraphy
CR - Heraldry
CS - Genealogy
CT - General Biography

D - History: General and outside the Americas
D - General World History
DA - Great Britain, Central Europe
DB - Austria, Hungary, Czech Republic, Slovakia
DC - France
DD - Germany
DE - The Mediterranean Region
DF - Greece
DG - Italy
DH - Belgium, Luxemburg
DJ - Netherlands (Holland)
DK - Russia and former Soviet Republics
DL - Northern Europe, Scandinavia
DP - Spain, Portugal
DQ - Switzerland
DR - Balkan Peninsula
DS - Asia
DT - Africa
DU - Oceania, Australia, New Zealand
DX - Roma (Gypsies)

**E - History: America**
The Revolution - 1776
Civil War
Twentieth Century

**F - History: United States Local and America**
Eastern U.S.
Southern U.S.
Midwestern U.S.
Western U.S.
Canada
Mexico
Latin and South America

**G - Geography, Anthropology, Recreation**
G - General Geography, Atlases, Maps
GA - Cartography, Mathematical Geography
GB - Physical Geography
GC - Oceanography
GE - Environmental Sciences
GF - Human Geography
GN - Anthropology
GR - Folklore
GT - Manners and Customs
GV - Recreation, Leisure

**H - Social Sciences**
H - General Social Sciences
HA - Statistics
HB - Economic Theory, Demography, Business Cycles
HC-HD Economic History
HE - Transportation and Communications
HF - Commerce
HG - Finance
HJ - Public Finance
HM - General Sociology
HN - Social History, Problems, and Reform
HQ - Family, Marriage, Women
HS - Societies and Clubs
HT - Cities, Communities, Races
HV - Social Service, Welfare, Criminology
HX - Socialism, Communism, Utopias, Anarchism
**J - Political Science**
- J - General Legislative and Executive Papers
- JA - Political Science (General)
- JC - Political Theory, Theory of the State
- JF - Political Institutions and Public Administration
- JK - Political Institutions and Public Administration: United States
- JL - Political Institutions and Public Administration: America Outside the U.S.
- JN - Political Institutions and Public Administration: Europe
- JQ - Political Institutions and Public Administration: Asia, Africa, Australia, Oceania
- JS - Local Government
- JV - Colonies and Colonization. Emigration and Immigration
- JX - International Relations and Law

**K - Law**
- K - Law (General)
- KD - United Kingdom and Ireland
- KE - Canada
- KF - United States
- KG - Central America, Caribbean
- KH - South America
- KJ - Europe

**L - Education**
- L - Education (General)
- LA - History of Education
- LB - Theory and Practice of Education
- LC - Social Aspects of Education
- LD - Individual Institutions: United States
- LE - Individual Institutions: America except United States
- LF - Individual Institutions: Europe
- LG - Individual Institutions: Asia, Africa, Oceania
- LH - College and School Magazines and Papers
- LJ - Student Fraternities and Societies in the United States
- LT - Multi-Subject Textbooks

**M - Music**
- M - Instrumental and Vocal Music
- ML - Literature of Music
- MT - Musical Instruction and Study

**N - Fine Arts**
- N - Visual Arts (General)
- NA - Architecture
- NB - Sculpture
- NC - Illustration, Design, Drawing
- ND - Painting
- NE - Printing
- NK - Decorative Arts, Applied Arts
- NX - Arts in General

**P - Language and Literature**
- P - General Linguistics
- PA - Classical Languages and Literature
- PB - Modern European Languages, Celtic Languages and Literature
<table>
<thead>
<tr>
<th>Code</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC</td>
<td>Romance Languages</td>
</tr>
<tr>
<td>PD</td>
<td>Old Germanic, Scandinavian</td>
</tr>
<tr>
<td>PE</td>
<td>English</td>
</tr>
<tr>
<td>PF</td>
<td>Dutch, German</td>
</tr>
<tr>
<td>PG</td>
<td>Slavic</td>
</tr>
<tr>
<td>PH</td>
<td>Finnish</td>
</tr>
<tr>
<td>PJ</td>
<td>Oriental, Semitic</td>
</tr>
<tr>
<td>PK</td>
<td>Indo-Iranian</td>
</tr>
<tr>
<td>PL</td>
<td>East Asian, African, Oceania</td>
</tr>
<tr>
<td>PM</td>
<td>Indigenous American, Artificial Languages</td>
</tr>
<tr>
<td>PN</td>
<td>Literary History and Collections</td>
</tr>
<tr>
<td>PQ</td>
<td>Romance Literature</td>
</tr>
<tr>
<td>PR</td>
<td>English Literature</td>
</tr>
<tr>
<td>PS</td>
<td>American Literature</td>
</tr>
<tr>
<td>PT</td>
<td>Germanic Literature</td>
</tr>
<tr>
<td>PZ</td>
<td>Children's Literature</td>
</tr>
</tbody>
</table>

**Q - Science**

(Q) - General Science
(QA) - Mathematics, Computer Science
(QB) - Astronomy
(QC) - Physics
(QD) - Chemistry
(QE) - Geology
(QH) - Natural History, Biology
(QK) - Botany
(QL) - Zoology
(QM) - Human Anatomy
(QP) - Physiology
(QR) - Microbiology

**R - Medicine**

(R) - General Medicine
(RA) - Public Aspects of Medicine
(RB) - Pathology
(RC) - Internal Medicine
(RD) - Surgery
(RE) - Ophthalmology
(RF) - Ear, Nose, and Throat
(RG) - Gynecology, Obstetrics
(RJ) - Pediatrics
(RK) - Dentistry
(RL) - Dermatology
(RM) - Therapeutics, Pharmacology
(RS) - Pharmacy
(RT) - Nursing
(RV) - Botanic, Eclectic Medicine
(RX) - Homeopathy
(RZ) - Chiropractic, Osteopathy, Mental Healing

**S - Agriculture**

(S) - Agriculture (General)
(SB) - Plant Culture
(SD) - Forestry
(SF) - Animal Culture
SH - Aquaculture
SK - Hunting

T - Technology
  T - General Technology
  TA - General Engineering, General Civil Engineering
  TC - Hydraulic and Ocean Engineering
  TD - Environmental Technology, Sanitary Engineering
  TE - Highway Engineering
  TF - Railroads
  TG - Bridge Engineering
  TH - Building Construction
  TJ - Mechanical Engineering
  TK - Electrical Engineering, Nuclear Engineering
  TL - Motor Vehicles, Aeronautics, Astronautics
  TN - Mining, Metallurgy
  TP - Chemical Technology
  TR - Photography
  TS - Manufactures
  TT - Arts and Crafts, Handicrafts
  TX - Home Economics

U - Military Science
  U - Military Science (General)
  UA - Armies: Organization, Description, Facilities, etc.
  UB - Military Administration
  UC - Maintenance and Transportation
  UD - Infantry
  UE - Cavalry, Armored and Mechanized Cavalry
  UF - Artillery
  UG - Military Engineering, Air Forces, Air Warfare
  UH - Other Services

V - Naval Science
  VA - Navies, Organization, Description, Facilities, etc.
  VB - Naval Administration
  VC - Naval Maintenance
  VD - Naval Seamen
  VE - Marines
  VF - Naval Ordnance

Z - Library Science and Information Resources
  Z4-115.5 Books in General
  Z116-659 Book Industries and Trade
  Z662-1000.5 Libraries
  Z1001-8999 Bibliography
  ZA Information Resources