COLLECTION DEVELOPMENT MANUAL

JIM AND PATSY ROSE LIBRARY

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I. INTRODUCTION

The planned development of any library collection requires the consistent application of stated collection development guidelines. The purpose of this document is to serve as a general guide in the attempt to achieve excellence in the development and maintenance of the Library’s collections. These guidelines will enable selectors to work with consistency toward the goals set forth, thereby shaping a stronger collection while using limited funds wisely.

The guidelines were formulated by the Jim and Patsy Rose Library staff in conjunction with the Cleveland Community College Library Committee. Developers referred to "Guidelines for the Formulation of Collection Development Policies" prepared by the Collection Development Committee of the Resources Section, Resources and Technical Services Division, American Library Association.

As the community college is not a static institution, the Library, which operates within the framework of institutional goals, must be responsive to change. Therefore, the guidelines that follow must be interpreted as currently in the best interests of the College while being responsive to institutional change. The document is subject to review at all times by the Library staff and by the Library Committee. It should, in any case, be carefully reviewed at least every five years. This document was approved by the Library Committee and updated in April 2014.
II. PHILOSOPHY AND GOALS STATEMENT

Cleveland Community College is a two-year public college whose mission is:

*Cleveland Community College provides diverse and accessible learning opportunities to meet the educational and training needs of our community.*

The school strives to prepare students for the third and fourth years of college, offer associate degrees and diplomas in relevant and current vocational and technical fields, and provide adult and continuing education programs for the community through diverse course offerings and support services. An "open door" policy of admittance reflects the commitment of Cleveland Community College to help each student improve his or her own education.

The Jim and Patsy Rose Library is a multimedia facility designed to support the various programs of the college and to enhance the teaching/learning process for students, faculty, administration, and community patrons. The objectives of the Library are parallel to the objectives of the college. The purpose of the Library is to help fulfill the mission of the college by providing carefully selected resources and versatile services and instruction which reinforce and enrich the curriculum and which are responsive to the needs of the College community. Because this clientele represents varying ages, interests, academic backgrounds and degrees of academic intention those responsible for collection development face a great challenge.

Although the Library functions with space and budget constraints, we believe that students should not have to go to other libraries for materials used in their studies, except in the case of research for which rare, highly specialized, or very expensive items are required. The Library may not always be able to meet all faculty needs for published research. However, no faculty member should have to depend upon another library for the preparation of lectures and teaching, except in cases where expensive, esoteric or seldom-used items can be quickly and easily accessed through an existing cooperative network.
III. SELECTION GUIDELINES

The responsibility for the selection of library materials for Cleveland Community College lies with the entire College community. Because faculty members have the most direct involvement with the teaching programs it is particularly desirable that they take responsibility for selecting materials in their subject fields. Faculty members, staff, and administrative officers may request resources by submitting adequate bibliographic information (author, title, copyright date, ISBN number) to the Library or by initialing titles listed in bibliographies, reviews, or catalogs and returning these to the librarians who will take responsibility for obtaining the bibliographic information needed for ordering.

Students seeking to have items added to the collection are encouraged to submit requests to the library staff. The library provides a form for this purpose which can be obtained at the circulation desk. (See Appendix A – “Student Request for Purchase”) Requests from students will be given serious consideration within the framework of the general guidelines.

Because the librarians are in the best position to judge the quality and comprehensiveness of the collection, and because they are ultimately responsible for the integrity of the collection, professional library staff members will select and purchase materials in all areas. In addition they will assume the responsibility for coordinating collection development and assessment, as well as for providing bibliographic aid to faculty and staff. In general, the collection should be dedicated to the use, rather than to the preservation, of recorded knowledge and therefore should reflect an emphasis on current, rather than archival, needs for information. Unless prohibited by technological concerns or prohibitive expense, learning resources are purchased in the format requested.

A. Priority for learning resources to be purchased for the Library is:

1. Materials which directly meet curricular needs in the courses offered, including items needed for course assignments, supplemental reading and individual study, along with appropriate reference and bibliographic tools to facilitate finding and using these materials;

2. Items that help provide a balanced collection in all fields of knowledge;

3. Materials to assist administrative and service personnel in the effective performance of their duties;
4. Items of general interest and/or for support of lifelong learning

B. General Evaluative Criteria for all learning resource purchases should be:

1. Overall purpose
2. Permanent or timely value
3. Factual accuracy
4. Cost in context of projected use
5. Authoritativenss of the material and/or its author
6. Usefulness of the material with respect to the existing collection, including:
   a. Representation of various sides of controversial issues
   b. Avoidance of materials that merely duplicate materials already held
   c. Avoidance of expensive materials of limited use
7. Inclusion in recognized bibliographies, indexes, and award lists
8. Quality of publisher
9. Scarcity or availability of materials on the subject

C. Certain types of materials require special consideration, as follows:

1. Non-Print Resources – Non-print resources are added to the collection to support and complement the curriculum and to enhance the learning experience. In evaluating non-print resources accessibility is a primary concern. The Library will only acquire multimedia items that are captioned. In cases where captions are not available for suggested purchases, instructors will be asked to locate and recommend for purchase captioned sources of similar content. If a non-
captioned item is deemed essential by an instructor the Library will purchase the items if the copyright holder will grant permission to caption as a condition of purchase. If neither captions nor permission are available the Library will not acquire the item.

While a number of VHS resources remain in the collection, new audio-visual resources will be purchased in digital format only, with a preference for online availability. Materials in VHS format that are judged necessary for instruction will be replaced with digital content as such becomes available and as funds allow. Non-print works are evaluated using the same basic criteria as print materials. Also taken into consideration are:

a. Suitability of the format for continued use

b. Quality of the production

c. Faculty recommendation

d. Potential for interdisciplinary use

e. College’s ability to provide equipment to view the media

2. Periodicals - In general, the Library purchases periodicals and newspapers to upgrade and support the curriculum and programs offered. Because a periodical subscription often represents a significant financial investment the following guidelines apply to all print and electronic periodical additions:

a. New periodical subscriptions and back files will be subject to availability of general periodical funds.

b. Each request for a new periodical title must be submitted to one of the librarians for a decision on whether to add it, based on:

   i. Favorable appraisal of anticipated use by students (i.e. curriculum or program need) and faculty within the framework of the general acquisition policy

   ii. Non-prohibititive cost relative to possible use
iii. Usefulness in providing information not available or quickly outdated in books in a factual and objective manner

iv. Favorable reviews and/or listing in standard periodical collection development guides

v. Usefulness as a reviewing source and materials selection aid

vi. Presentation of material and/or subject not covered by other periodicals in the collection

vii. Usefulness in providing general and recreational reading material and in the promotion of reading as pleasure

c. Periodical formats -- As electronic versions of periodicals are offered online, this medium will be the format of choice; print versions and print backfiles will be maintained only when comparable content is not available online. The library will consider the addition of electronic subscriptions and the replacement of print subscriptions with electronic subscriptions based on:

i. Timely availability of full-text

ii. Enhanced contents and additional functionality of electronic as compared with print

iii. Convenience access related to time and location

iv. Reliability of access

v. Cost-effectiveness, e.g. subscription savings, lower handling and overhead costs, number of simultaneous users included in license terms

vi. Publisher/vendor commitment to maintaining web access to an appropriate set of back-issues and a permanent accessible archive
vii. Availability of usage statistics to enable data-informed decisions on renewals

d. Multiple Copies - In order to provide the broadest possible subject coverage on a limited budget, multiple copies of periodicals will not be ordered. Simultaneous electronic and paper subscriptions to an individual title will be maintained only when

i. Electronic access is available only to print subscribers

ii. Electronic access is free to print subscribers

iii. Electronic access is needed for off campus or multiple users but the content coverage is not identical to that of the print version or the text or illustration format of the print and electronic version is not of the same quality

e. Backfiles - The library will acquire backfiles of periodicals, in electronic format, depending on student and faculty research needs, frequency of use and availability of funds. Students and faculty are encouraged to request seldom used and/or esoteric materials through interlibrary loan.

3. Electronic databases - The Library contracts with database providers to obtain access to bibliographic and full-text databases to extend and enhance periodical, book, and reference holdings. Online databases are used to access and/or acquire information that is beyond the holdings of the Library and to access/acquire information that is available only through online services. As reference materials (encyclopedias, dictionaries, handbooks, etc.) formerly purchased in print become available online the Library will replace print reference volume purchases with electronic versions when feasible. Such resources can be more easily updated, provide access to multiple users at once, and serve the needs of the growing community of distance learners. The professional library staff makes decisions concerning additions and cancellations for general use.
databases, and the professional library staff and appropriate teaching faculty make decisions concerning additions and cancellations for subject specific databases. The following criteria will be considered in determining new online database subscriptions:

a. Relevance to curriculum

b. Cost (initial cost, ongoing/maintenance cost)

c. Recommendation of faculty

d. Currency and quality of data

e. Quality of production and user interface

f. Ease of Use

g. Vendor’s reputation for reliability and customer support

h. Availability of usage statistics to enable rational decisions on value

4. Gifts - The Library solicits and encourages gifts and donations of useful materials or money to purchase them, provided there are no restrictions attached. No commitment to accept gifts should be made by anyone other than a member of the professional library staff. Materials received as gifts will be evaluated by the same criteria as materials purchased. The Library will make clear to the donor that:

a. The Library will determine the classification, housing, and circulation policies of all gifts.

b. The Library retains the right to dispose of duplicates and unneeded materials as it sees fit.

c. The Library does not evaluate gifts for tax purposes
5. Problem Materials and Controversial Subjects - The American Library Association’s Library Bill of Rights and the Freedom to Read Statement of the American Library Association and the American Book Publisher’s Council are integral parts of the collection philosophy of the Jim and Patsy Rose Library. While we recognize that various materials and subjects can stimulate controversy and offend patrons, selections will not be made on the basis of anticipated approval or disapproval, but solely on the merits of the work in relation to the building of the collection and within the framework of the general selection statement. The Library must serve as a resource for the individual to examine issues freely. It cannot act as an agent for or against any issue but will maintain the position of a free channel of communication. Serious objections to materials owned by the Library should be submitted to the Dean of Learning Resources on the “Request for Reconsideration of Library Material” which can be obtained from the Library Website. Challenged material will be placed on reserve for the Library Committee to examine. No challenged material will be removed from the Library except by a majority vote of the Library Committee who will re-evaluate the material and make recommendations concerning its appropriateness to the collection within the framework of the general selection statement. The person who requested the review will be notified of the decision.

6. Replacements - When titles in the collection are reported missing or damaged those requested for teaching will be replaced promptly, if they are still obtainable. If no longer available, a similar title will be purchased. Titles for which there is no immediate need may not be replaced for a time, based on budget considerations. Materials judged no longer appropriate for the collection will not be replaced.

7. Duplicates - The Library purchases duplicate copies only in cases of demonstrable need, such as when the number of students in a class or program or the concentrated use of material demands multiple copies.

8. Textbooks - Because of the repetition of information often included in them and because they are often quickly outdated, books published solely as texts are added to the collection only when their usefulness goes beyond that of the typical textbook. Only in extraordinary cases are textbooks currently used on campus considered for inclusion in the library collection.
IV. WEEDING

A. General Guidelines - Judicious and systematic discarding of materials is a vital element in collection building and maintenance. Patrons can best be served when the materials they need are readily and easily accessible, and this can best be achieved by removing from the collection out-of-date materials that are not actively sought by patrons. Space constraints inhibit the continued expansion of shelving and make it necessary to restrict the quantitative growth of the collection.

Of even greater concern is the possible use of older, out-of-date, or factually inaccurate material by unsuspecting patrons under the assumption that the information is the most recent available.

This process of weeding requires the same participation by the faculty as does the selection of materials. Faculty members are asked to examine assigned areas of the collection periodically to bring questionable materials to the attention of the librarians. Faculty members will be notified as to where and when their help is needed. It is the responsibility of the librarians to continuously weed the collection using the “Faculty Learning Resources Collection Assessment” form available on the Library Website. Because the integrity of the collection is ultimately the responsibility of the professional library staff, the librarians will make final decisions on which items are to be removed from the collection.

In general, the following criteria will be considered when evaluating the continued usefulness of learning resource materials:

1. Obsolescence. Is the content outdated or inaccurate? Is there a later edition? Does it supersede this one?

2. Physical condition. Is the item badly worn, soiled, or unattractive?

3. Insufficient use or basic value. Does the item circulate? Is the item useful with regard to the needs of the curriculum, students and faculty? Are there multiple copies?
B. Cancellation of Online Resources - Subscription access to online databases is dependent on available financial resources. The professional library staff and appropriate faculty members review all online database subscriptions annually to assess their continuing value to the collection. Discontinuance or removal of an electronic resource will be based on assessment of the continued value of the resource and/or user input. These resources are more closely reviewed than print sources because of their expense, the hardware necessary for their use, and the staff expertise required for maintenance and instruction in their use. Decisions to discontinue database subscriptions are based on the following considerations:

1. Overlap in content with other online resources
2. Curriculum needs
3. Cost relative to use
4. Cost relative to use
5. Technical concerns which affect use and/or reliability
6. Vendor reliability and customer support
REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Title: __________________________________________________________________________

Author: __________________________ Publisher: ________________________________

Type of Material: __________________________________________________________________

Request initiated by: __________________________________________________________________

Address: __________________________________________________________________________

City: __________________________ Zip: __________________________

Phone #: __________________________

Compliant represents (circle one): Self Organization or Group

To what in the material do you object? (Please be specific, i.e. cite pages.)

What do you feel might be the result of reading/viewing this material?

Is there anything good about this material? If so, what?

Did you read/view the entire material? What parts?

In its place, what material of equal literary quality would you recommend to convey as valuable a picture and perspective on this topic?
If this material is retained, what material would you recommend to present a counterbalancing point of view?

Signature of complainant:
_____________________________________________________

Date: __________________

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Faculty Learning Resources Collection Assessment
(Please use the fillable PDF file located here and submit electronically)

Curriculum Program: __________________________________________________________
Name: ________________________________________________________________
Date: ________________________________________________________________

Examine circulating books, reference books, videos, print journals, and online databases to complete this assessment.

The book collection meets the needs of the instructors and students.  Yes  No
If no, list titles to add and/or subject areas to improve.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The reference books meet the needs of the instructors and students.  Yes  No
If no, list titles to add and/or subject areas to improve.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The A-V collection meets the needs of the instructors and students.  Yes  No
If no, list items to add and/or subject areas to improve.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Print journals that support this program are:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The print journal collection meets the needs of the instructors and students.  Yes  No
If no, list titles to add, and justify the need for print rather than online.
________________________________________________________________________
Online journals/ databases that support this program are:

The online collection meets the needs of the instructors and students. Yes  No
If no, list recommended resources to add and/or subject areas that need additional support.

The following materials were removed from the collection. Materials that need to be replaced with later editions or other resources on the subject are indicated. (You can attach this form to a cart or stack of materials and use post-it notes to comment on items.)

Additional comments: