St. Clair County Community College Library

Collection Development Policy

I. Introduction
St. Clair County Community College Library (SC4 Library) serves the mission of St. Clair County Community College (SC4) in maximizing student success; the vision of creating an academic and cultural environment that empowers students to succeed; and the goal of remaining fiscally responsible and responsive to the community which the library serves.

The primary purpose of SC4 Library’s collection development policy is to support the College’s educational programs, courses, and their objectives. This is done by providing students, faculty, and staff resources that are timely, appropriate, accessible, and support intellectual development.

This policy provides for the systematic development and management of all materials collected by SC4 Library, including but not limited to books, reference resources, audiovisual works, periodicals, and electronic resources.

Materials are made available to community residents based on current guest user policies, but are not specifically acquired for community residents or groups.

II. Goals
This policy considers collection development and management issues within the dynamic framework of global access to information resources and will require regular assessment and adjustment. The goals of this policy are as follows:
A. To assist librarians in providing current, diverse, balanced collections of materials to support the instructional, institutional and individual needs of students, faculty, and staff.
B. To provide access to materials in appropriate format and reading level for community college level students.
C. To encourage instructional faculty participation in collection development and effective communication of available resources.
D. To foster coordinated collection development, management, and services among library staff.
E. To serve distance education students and faculty by providing remote access to materials.
F. To align with College fiscal policy and responsibilities.

III. Scope
The primary focus of SC4 Library’s collection is to provide materials that supplement the curriculum of the College.
IV. Selection guidelines
A. General
Selection involves the planned identification and review of items best suited to strengthen the College’s resources for support of instruction. The importance of wise selection is necessary due to the volume of available material; the cost of those materials; and the cost of acquiring, cataloging, housing, and servicing the materials. The librarians are responsible for selecting materials for the entire collection. Except when specified, librarians will not be assigned a particular section(s) to oversee. The attempt is to foster coordinated development of the collection. SC4 librarians are ultimately responsible for the overall quality and balance of the Library collection including print, audiovisual, and electronic resources. [State of Michigan Public Act No. 455, Section 5, (1)]. All SC4 librarians are to take an active role in the entire collection development process. Any member of the administration, the faculty, staff, or student body are encouraged to request material be added to the collection by submitting a library recommendation request form to the library. The general criteria for inclusion of the requested material will be taken into consideration. Fulfillment of the academic curricular needs is the first criterion against which any potential item is evaluated. Specific considerations in choosing individual items include the following:

1. Relevance to current St. Clair County Community College curriculum
2. Appropriateness to the user including various reading levels
3. Timelessness and lasting value of material
4. Reputation of the author, issuing body, and/or publisher
5. Presentation: Style, clarity, reading level
6. Aesthetic considerations: Literary, artistic, or social value; appeal to the imagination, senses, or intellect.
7. Special features: Detailed, logical, accurate index; bibliography; footnotes, appropriate illustrations
8. Ease of access or user-friendliness
9. Suitability of content to form and format
10. Depth of current holdings in the same or similar subject
11. Demand, frequency of interlibrary loan requests placed for material on the same or similar subjects
12. Cost of material relative to the budget and other available material
13. Availability in alternate physical or online formats

No material will be excluded on the basis of the race, nationality, or sex of the author(s), or the political, moral, or religious views expressed therein. Every attempt will be made to represent all sides of a controversial issue, insofar as material is available. SC4 Library subscribes to the tenets expressed in the American Library Association Library Bill of Rights and Freedom to Read Statements as noted in Appendices B and C of this document.

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1 See Detailed Analysis of Subject Collections, Appendix A.
B. Circulating physical books and ebooks
For cost-saving purposes, paperback versions will be purchased over hard-copy versions. Protective covers will be put on the paperback versions to provide for greater durability. Purchase preference for multi-user or perpetual access copies of ebooks will be given over single-user titles. When possible, preference will be given to titles acquired through established vendors to provide ease of access for patrons.

C. Reference physical books and ebooks
The reference collection is composed of information sources both print and electronic which are not meant to be read continuously from beginning to end, but contain relatively short and discrete articles or summaries of information which users will consult one or a few at a time.

1. Reference materials include, but are not limited to, indexes, bibliographies, almanacs, encyclopedias, handbooks, directories, dictionaries, loose-leaf services, atlases and compilations of statistics.
2. Reference materials shall be as up-to-date as is necessary for the provision of current and reliable information.
3. Superseded monographs that are removed from the Reference Collection may be added to the circulating general collection if the information in them is not obsolete or likely to be misleading to users.
4. Purchase preference will be given to electronic titles and established vendor platforms.

D. Textbooks
The SC4 Library does not purchase specific editions of textbooks used in College courses. Instructors or others may place copies on reserve. Workbooks and study guides are not purchased.

E. Subscribed electronic resources including databases
Electronic resources are defined as any material requiring a computer for access. Selection is based on the general selection guidelines stated above. Whenever possible, reviews of electronic resources will be consulted before purchase. If there is a print equivalent to an electronic resource, the following will be considered in the evaluation:

1. More sophisticated searching tools are provided in the electronic format
2. Provides access for remote users and is compatible with remote patron authentication
3. Provides multi-user access
4. Is user-friendly
5. Resources are less vulnerable to damage and theft
6. Space is saved
7. Updates are more frequent
8. The price and/or its increase are equivalent or considered appropriate for the advantage of the format
9. The resources is compatible with existing hardware within the SC4 Library and with hardware used by distance education students
10. The producer of the resource is stable and financially solvent
F. Internet Resources
The SC4 Library uses its general selection guidelines for inclusion on its webpage. Internet resources are not included in the library catalog.

G. Serials, Periodicals and other continuing resources
Periodicals, serials, and other continuing resources will primarily be purchased in electronic format. Purchase and retention of print periodicals will depend upon the following:
1. Use
2. Cost
3. Availability of similar subject matter in other resources
All standing orders will be reviewed by all librarians each academic year for relevancy, cost, use, and availability of subject matter through other resources.

H. Audiovisual Resources
SC4 Library uses its general selection guidelines when considering the purchase of or subscription audiovisual and computer-assisted instructional materials. DVDs, CDs and computer-assisted instructional materials that are purchased by the SC4 Library are added to the collection.

I. Microforms & Microfilms
SC4 Library does not purchase materials in Microfilm or Microform format or maintain equipment for the viewing or printing of this format.

J. Pamphlets, maps, clippings, and other ephemera
SC4 Library does not actively purchase or accept such items for inclusion in library collections. These items may be retained only to support the need for local information and for archival purposes.

K. Government information
The SC4 Library is not a depository for federal or Michigan state government publications. International, federal, state and local government publications are selected according to the same criteria as other library materials.

L. Foreign language materials
Items written in languages other than English are purchased when they support the language curricula of the College.

M. Open Access materials
The SC4 Library uses its general selection guidelines for inclusion of open access resources.

V. Evaluation of collections
SC4 library evaluates its collections on a regular basis. Special evaluation projects departing from the regular rotation may be conducted to accommodate academic program...
accreditation process or the creation of new courses and academic programs at SC4. Evaluation criteria includes but is not limited to the following:

A. Currency  
B. Relevancy  
C. Usage  
D. Scope of collection  
E. Number of students served  
F. Number of active courses  
G. Average cost per item

Subscribed electronic resources are reviewed and evaluated on a yearly basis upon renewal.

VI. De-Selection of Materials  
The following criteria will be considered in the de-selection of material from the collection:

1. Age of material  
   Materials over 10 years old that have not circulated in 10 years. Exceptions include:
   A. Areas such as the humanities, where age may not affect the value of the material.  
   B. Items with local historical significance.  
   C. Reputation of the author as an authority in the field.  
   D. Scarcity of material on the topic. If local or related to SC4 history, may be moved to archives.

2. Multiple copies  
   Generally there would not be more than one copy per title purchased. Exception is heavy use of a title until demand lessens.
   1. At that time, additional copies will be weeded out.

3. Physical condition of the material—damaged or worn out.

4. Older editions of materials that have been updated.

5. Reading level of material—advanced works may need to be replaced by more basic works appropriate to an undergraduate or remedial level.

6. Materials purchased for college programs that are discontinued.
   a. Materials need to be looked at for general relevance.
   b. Materials may be withdrawn to a basic level of coverage to make room for areas where coursework is expanding.

VII. Gift Policy  
SC4 Library follows the St. Clair County Community College Administrative Procedure for Non-Cash Donations, in compliance with SC4 Board of Trustees Policy 2.7, Gifts to the College. No monetary donations will be accepted directly by SC4 Library. Any monetary donations will be processed according to the St. Clair County Community College Administrative Procedure for Donations - Financial, in compliance with SC4 Board of Trustees Policy 2.7, Gifts to the College.
Appendix A

Detailed Analysis of Subject Collections

This section describes the breadth and depth of subject collections. The following categories for collection development levels are used by St. Clair County Community College Library to describe collections appropriate for the support of a community college curriculum. They are adapted from The Research Libraries Group’s RLG Conspectus and Columbia University Libraries’ Collection Depth Indicators policy, and are used by academic and research libraries to define the extent of library collections.

St. Clair County Community College provides degree and certificate programs at the Associate degree level.

The following levels are used for collection activity:

Level 0 = Out of scope
The library does not collect in this area.

Level 1=Minimal level
Few selections are made beyond basic works, but basic authors, some core works, or a spectrum of ideological views may be represented.

Level 1a = Minimal information level, uneven coverage
Few selections and an unsystematic representation of the subject. Supports limited specific service needs. Consistently maintained though coverage is limited

Level 1b = Few selections, but a systematic representation of the subject. Includes basic authors, some core works, and a spectrum of points of view.

Level 2= Basic Information Level
Collection selections are made that serve to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

Level 2a = Basic information level, introductory
Limited collections of introductory monographs and reference tools that include, basic explanatory works, histories of the development of the topic, general works about the field and its important personages, general encyclopedias, periodical indexes-and statistical sources. This collection is sufficient to support the inquiries of patrons and students through high school attempting to locate general information about a subject.

Level 2b = Basic information level, advanced
Collections of general periodicals and a broader and more in-depth array of introductory monographs and reference tools that include basic explanatory works, histories of the development of the topic, general works about the field and its important personages, a broader array of general encyclopedias, periodical indexes, and statistical sources, a limited collection of representative general periodicals, defined access to a limited collection of owned or remotely accessed electronic bibliographic tools, texts, data sets, journals, etc. This collection is sufficient to support the basic informational and recreational reading needs of an educated general public or students through the first two years of college.

**Level 3 = the Instructional Support Level**

Describes a collection supporting undergraduate and most graduate course work or sustained independent study, though at less than research intensity.

**Level 3a = Basic study or instructional support level**

Resources are adequate for maintaining knowledge of a subject area including a high percentage of core works in the field; an extensive collection of general monographs, reference works, general periodicals. Provides access to appropriate electronic resources. Supports undergraduate courses and independent study needs.

SC4 Library does not collect resources to an extent to support the inclusion of the following depths in the subject collection analysis:

**Level 3b = Intermediate study or instructional support level**

**Level 3c = Advanced study or instructional support level**

**Level 4 = Research level**

**Level 5 = Comprehensive level**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Subjects</th>
<th>Collection Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>General Works</td>
<td>1a</td>
</tr>
<tr>
<td>B - BD</td>
<td>Philosophy</td>
<td>1b</td>
</tr>
<tr>
<td>BF</td>
<td>Psychology</td>
<td>2b</td>
</tr>
<tr>
<td>BH - BJ</td>
<td>Aesthetics</td>
<td>1a</td>
</tr>
<tr>
<td>BL - BX</td>
<td>Religion</td>
<td>2a</td>
</tr>
<tr>
<td>C - CR</td>
<td>Auxiliary History</td>
<td>1b</td>
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<tr>
<td>CS</td>
<td>Genealogy</td>
<td>1a</td>
</tr>
<tr>
<td>CT</td>
<td>Biography</td>
<td>2a</td>
</tr>
<tr>
<td>D</td>
<td>General History</td>
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</tr>
<tr>
<td>DA - DX</td>
<td>European History</td>
<td>2a</td>
</tr>
<tr>
<td>E - F</td>
<td>American History</td>
<td>2b</td>
</tr>
<tr>
<td>G - GB</td>
<td>Geography</td>
<td>1b</td>
</tr>
<tr>
<td>GC</td>
<td>Oceanography</td>
<td>1a</td>
</tr>
<tr>
<td>GF - GN</td>
<td>Human Ecology, Anthropology</td>
<td>1b</td>
</tr>
<tr>
<td>GR</td>
<td>Folklore</td>
<td>1a</td>
</tr>
<tr>
<td>GT</td>
<td>Manners, Customs</td>
<td>1b</td>
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<tr>
<td>GV</td>
<td>Recreation</td>
<td>1a</td>
</tr>
<tr>
<td>H</td>
<td>Social Sciences</td>
<td>2a</td>
</tr>
<tr>
<td>HA</td>
<td>Statistics</td>
<td>2a</td>
</tr>
<tr>
<td>HB - HJ</td>
<td>Economics, Finance</td>
<td>2b</td>
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<td>HM - HT</td>
<td>Sociology, Social Groups, Races</td>
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<td>HV</td>
<td>Criminology</td>
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<td>HX</td>
<td>Socialism, Communism, Anarchism</td>
<td>1b</td>
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<td>J - JV</td>
<td>Political Science</td>
<td>2b</td>
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<td>JX</td>
<td>International Relations</td>
<td>2a</td>
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<td>K</td>
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<tr>
<td>L</td>
<td>Education</td>
<td>2b</td>
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<tr>
<td>M</td>
<td>Music</td>
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<tr>
<td>N</td>
<td>Fine Arts</td>
<td>2a</td>
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<tr>
<td>P</td>
<td>Language, Literature</td>
<td>2b</td>
</tr>
<tr>
<td>Q</td>
<td>General Science</td>
<td>2b</td>
</tr>
<tr>
<td>QA</td>
<td>Mathematics, Computer Science</td>
<td>2a</td>
</tr>
<tr>
<td>QB</td>
<td>Astronomy</td>
<td>1b</td>
</tr>
<tr>
<td>QC</td>
<td>Physics</td>
<td>2a</td>
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<tr>
<td>QD</td>
<td>Chemistry</td>
<td>2a</td>
</tr>
<tr>
<td>QE - QH</td>
<td>Geology, Natural History</td>
<td>1b</td>
</tr>
<tr>
<td>QK - QL</td>
<td>Botany, Zoology</td>
<td>1b</td>
</tr>
<tr>
<td>QM - QR</td>
<td>Human Anatomy, Physiology, Microbiology</td>
<td>2b</td>
</tr>
<tr>
<td>R - RZ (except RT)</td>
<td>Medicine</td>
<td>2b</td>
</tr>
<tr>
<td>RT</td>
<td>Nursing</td>
<td>2b</td>
</tr>
<tr>
<td>S</td>
<td>Agriculture</td>
<td>1a</td>
</tr>
<tr>
<td>T</td>
<td>Technology</td>
<td>2b</td>
</tr>
<tr>
<td>U - V</td>
<td>Military, Naval Science</td>
<td>1b</td>
</tr>
<tr>
<td>Z</td>
<td>Bibliography, Library Science</td>
<td>1b</td>
</tr>
</tbody>
</table>
Appendix B

American Library Association - Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.


http://www.ala.org/advocacy/intfreedom/librarybill
Appendix C

American Library Association - The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to
that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

   No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

   To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the
young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these
propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.


A Joint Statement by:

American Library Association
Association of American Publishers

http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement