

# **COLLECTION DEVELOPMENT STATEMENT**

**ST. LOUIS COMMUNITY COLLEGE  
INSTRUCTIONAL RESOURCES  
LIBRARY AND MEDIA SERVICES**

*Revised  
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## TABLE OF CONTENTS

- I. Introduction
- II. Philosophy and Mission of the College
- III. Objectives of the Instructional Resources Program
- IV. Objectives of the Collection Development Program
- V. Responsibility for Collection Development
- VI. Description of the Clientele Served
- VII. Philosophy of Services
- VIII. Intellectual Freedom
- IX. Copyright
- X. Standards
- XI. Definition of Materials
- XII. Criteria for Selection of Materials
- XIII. Definition of Equipment
- XIV. Equipment Selection Criteria
- XV. Budget
- XVI. Networking
- XVII. Gifts & Donations
- XVIII. Provision for Review

## I. INTRODUCTION

Collection development is one of the library's most important tasks. Because the collection of materials provided for use often defines a library, and an appropriate collection is essential to the provision of services to users, developing and maintaining a collection in accord with the mission of the institution it serves are central to the function of a library. Collection development includes the selection of appropriate books for the library, the selection of other instructional materials and equipment, and the continued re-evaluation and maintenance of these items. St. Louis Community College Library Services and Media Services departments, together with the centralized Instructional Resources Department, work to develop the library materials collections for all locations of St. Louis Community College.

St. Louis Community College is a public two-year institution located in the St. Louis metropolitan area in the central eastern portion of Missouri. Three campuses, four educational centers, and numerous extension centers are located throughout the service area of St. Louis city, St. Louis county, and portions of Franklin and Jefferson counties.

The College offers a broad array of academic and training opportunities. It awards associate in art (AA), associate in applied science (AAS), and associate in science (AS) degrees, general education certificate, certificates of proficiency, and certificates of specialization, and it provides many additional educational opportunities.

The college transfer programs lead to the AA degree. While the catalogs detail different transfer curricula, all provide the first two years of a baccalaureate program. Over 100 career programs lead to certificates of specialization, certificates of proficiency, and AAS degrees. The College also offers a number of developmental courses for students who are underprepared for college work, most of them in basic skills-- mathematics, reading, and writing.

Continuing Education offers a variety of credit and non-credit offerings at more than 50 community locations. The College's Center for Business, Industry and Labor offers specialized "customized" training and re-training programs for local business and industry.

Within St. Louis Community College, the Library Services and Media Services departments have been assigned the responsibility for the development of library and media services, which support the instructional goals of the College. Each campus has separate Library and Media departments, which jointly form an Instructional Resources unit on each campus. A centralized Instructional Resources department offers college-wide support services and is administratively part of the Cosand Center.

The purpose of this statement is to develop a college-wide document which will define the collection development program and will provide necessary guidance for building and maintaining the material and equipment collections in support of the mission of the College and its instructional programs.

## **II. PHILOSOPHY AND MISSION OF THE COLLEGE**

St. Louis Community College recognizes the dignity and worth of all human beings and believes that postsecondary education should be available to all who can benefit from it. The College further believes that education should be a rewarding experience offered in an environment that fosters the growth and well-being of all members of the community it serves.

The mission statement of St. Louis Community College is: "St. Louis Community College expands minds and changes lives every day. We create accessible, dynamic learning environments focused on the needs of our diverse communities."

## **III. OBJECTIVES OF THE INSTRUCTIONAL RESOURCES PROGRAM**

The following statements reflect the objectives of the instructional resources units and program:

1. To provide leadership and assistance in the development of instructional systems and materials which employ effective and efficient means of accomplishing institutional and instructional objectives.
2. To provide an organized and readily accessible collection of materials and supportive equipment needed to meet institutional, instructional, and individual needs of students, staff, and faculty.
3. To provide a staff qualified, concerned, and involved in serving the needs of the students, faculty, staff, and community.
4. To encourage innovation, learning, and community services by providing facilities and resources that will make them possible.

## **IV. OBJECTIVES OF THE COLLECTION DEVELOPMENT PROGRAM**

Collection development program is an on-going activity that is designed to meet the following objectives:

1. To provide materials and equipment to support and meet the instructional, institutional, and individual needs of students, faculty, and staff.
2. To provide a mechanism for instructional faculty participation in the development of the collection.
3. To provide an integrated collection of print and non-print materials.
4. To provide quantitative and philosophical diversity/balance in relation to curricula, programs, course, and personal development needs of the students, faculty, and staff.
5. To respond to the diversity of the student body.
6. To provide centralized collections when appropriate.
7. To collaborate on a college-wide basis for evaluation of the collection as well as each campus location.
8. To initiate and make use of resource sharing programs throughout the state.
9. To provide the basis for budget planning and use for the current and future years.
10. To incorporate new technologies and services as they become available to improve support for learning and add resources for instruction.

## **V. RESPONSIBILITY FOR COLLECTION DEVELOPMENT**

Responsibility for each location rests with the Managers of Library Services, the Managers of Media Services, and the Director of Instructional Resources.

All purchases shall be made in accordance with *St. Louis Community College Board Policy and Administrative Procedures*.

Library and Media faculty and staff are assigned selection responsibilities for library and media collections. In addition, instructional faculty make recommendations for print and non-print material to support curricula. Library faculty are assigned responsibility for the development of one or more subject areas of the collection. To insure that the material they select supports instruction, the Library faculty and staff consult with instructional faculty in the divisions/departments representing subject areas. They may also attend divisions' and departments' meetings as needed.

Library faculty and staff encourage the participation of all segments of the College community in the collection development program--inviting requests for new materials, routing review materials, involving them in previewing and evaluating non-print material, database trials, and consulting with them during collection reevaluation.

## **VI. DESCRIPTION OF THE CLIENTELE SERVED**

The clientele is composed of the student body, the College's faculty and staff, and residents of the community.

Because St. Louis Community College offers an open-door admissions policy as well as a wide variety of educational programs, its student body is diverse. There are full and part-time students attending courses during the day and/or evening sessions, students with full-time jobs attending classes on a part-time basis, students enrolled in technical and vocational programs, and those enrolled in non-credit, continuing education courses as well as others who fit in some combination of these groups.

Although the student body is diverse, certain characteristics and trends of the student body as a whole can be identified. Changes in student population include more students with documented learning disabilities and more under preparedness for college level work. At the same time, the College is expanding a number of programs including general education, developmental and honors, all of which the library needs to support.

## **VII. PHILOSOPHY OF SERVICES**

The services and the collection of the Instructional Resources units on each campus are publicized and made available to all members of the College community: students, faculty, staff, and the community.

The Library faculty work with the students and are liaisons for all departments, collaborating with subject faculty in the teaching and learning process. The Library faculty member has a unique opportunity to help students expand intellectual horizons, see relationships between various areas of their studies, appreciate resource materials as a means of intellectual stimulus and growth, clarify student assignments, learn expert use of the library's resources, and become aware of the utility of individual reference works. Instructional Resources encourages students enrolled in off-campus programs to make use of the on-campus facilities and, in addition, provides electronic and traditional resources to off-campus locations.

Expanded services are also available to faculty and staff including searches that support the process of instruction, the smooth flow of administration, and the overall objectives of the College. Library faculty and staff stay abreast of the resources in the area; thus the research needs of faculty, staff, and students beyond the capabilities of the campus may be appropriately referred to special collections in area libraries. Instructional designers work with faculty to devise or select appropriate delivery methodologies and materials for learning, for use in traditional or distance learning situations.

Community residents as taxpayers are served as their needs require and as reference staff time allows. A part of service to community residents is instruction in the purpose and proximity of libraries and other resources more primary to their needs.

## **VIII. INTELLECTUAL FREEDOM**

Implementation of the concept of intellectual freedom in Instructional Resources involves selecting some materials that may be considered controversial by some individuals or groups. Reasons often cited for materials considered offensive include profanity, divergent viewpoints, controversial authors, and sexual explicitness, use of non-standard English and dialects, and depictions of violence and criminal acts. The acquisition of such material does not imply approval or endorsement of contents. These materials are acquired to support the curriculum and to represent all sides of controversial issues. The selection criteria used by St. Louis Community College remain broad and flexible in order to provide a collection that supports the broad range of academic programs and diverse backgrounds of its clientele. Library access to internet resources is provided in accordance with the *St. Louis Community College Board Policy and Administrative Procedures, C15*.

Procedures for handling complaints include allowing citizen(s) to complete a form requesting that the material be reconsidered and appropriate administrative review. The form is available at each Instructional Resources location of the College.

To complement the statement in Board Policy on academic freedom, Instructional Resources also affirms the principles contained in the American Library Association's "Library Bill of Rights" and "Freedom to View" statements. Copies of both documents are available from the American Library Association and at its website.

## **IX. COPYRIGHT**

It is the policy of St. Louis Community College to support the property and copyrights of the creators and their assigns to the materials contained in the collections of St. Louis Community College as encompassed in the U.S. Copyright Law (United States Code, Title 17).

The College further recognizes the need for the Fair Use of those materials in the pursuit of the mission of the College.

## **X. STANDARDS**

The American Library Association offers standards which have been developed to provide means for comparing individual facilities, staffs, and materials with recommended minimum and maximum levels of adequacy. The Instructional Resources units of the College support these standards in regard to the statements on collection development, namely the "Standards for Libraries in Higher Education (2004)" that has been approved by the Association of College and Research Libraries.

College activities which use the standards cited above include the curriculum proposals submitted to the Coordinating Board of Higher Education and self-studies written for accrediting associations. Accreditation self-studies often ask for a general measure of the collection along with specific questions related to materials for the program being evaluated. The ALA Standards mentioned above are used as evaluation tools for these reports.

The standards are also used internally for planning and evaluation, including budget proposals.

## **XI. DEFINITION OF MATERIALS**

Materials which are under the jurisdiction of Instructional Resources are those print, non-print and electronic materials which are specifically designed to support the instructional objectives of the College and the instructional resources program. These materials include books, periodicals and other serials, government documents, pamphlets, technical and research reports, microfilms, sound recordings, films/video recordings, pictures, slides, photographs, kits, realia, computerized data bases, computer software, web resources and other such materials and formats that support learning, regardless of whether they are obtained by purchase, lease, rental, loan, gift, exchange or local production.

## **XII. CRITERIA FOR SELECTION OF MATERIALS**

The Instructional Resources staff selects print and non-print materials from professional selection tools, professional journals, standard bibliographies and, in some cases, publisher's catalogs.

The following criteria are used to evaluate materials considered for addition to the collection:

1. Correlation to the existing collection, with first priority given to material needed to support the curriculum.
2. Relevance to student needs.
3. Literary style and quality.
4. Author's expertise.
5. Technical quality.
6. Organization.
7. Timeliness/permanence.
8. Insight into the human condition.
9. Availability of material on the subject.
10. Demand.
11. Price/relative cost of material in relation to the budget and other available materials.
12. Appropriateness of material for the clientele.

### **Evaluations by Faculty and Staff**

Re-evaluation is the regular and continuous process of de-selection of material that is worn, out of date, inaccurate or no longer circulating for withdrawal from Instructional Resources holdings.

Materials in the collection are subject to the same evaluation criteria applied to acquisitions. Circulating and reference works that have been superseded or are found to contain inaccurate (e.g., errors of fact in technical subject areas) or poorly presented information, or otherwise fail to fulfill the collection's purposes will be removed from the collection. Teaching departments are

consulted for this process. All withdrawals are subject to approval of the Manager of Library Services and/or Media Services. Withdrawn titles are disposed of in accordance with College procedures.

Particular attention is paid to currency in certain subject areas in which information changes rapidly. Campus libraries should target appropriate areas in consultation with faculty, and consider the needs of departments that have additional external accreditation agencies. Between three and five percent of the collection should be re-evaluated annually.

Effort will be made to collect in all subject areas at a level to support general information. For subject areas in which use of library and media materials is greater, effort will be made to meet demand through increased purchases in those areas.

Titles withdrawn because of loss, damage, or general condition are considered for replacement. Classics are replaced whenever possible in improved format or edition.

The same considerations applied in original selection apply to replacements, in addition, other factors must be considered:

1. Availability of newer and better materials in the field.
2. The value of the individual title, whether for literary quality, subject appeal, or authority and importance of the author.
3. Requests for the title or subject.
4. Planned curriculum changes at the College such as the addition of new courses or programs or changes in existing ones.

### **XIII. DEFINITION OF EQUIPMENT**

Instructional Resources equipment is any non-consumable device that facilitates the use of instructional materials and programming which require equipment to make them visible, audible or otherwise accessible. Included in this equipment group are projectors, audio and visual playback machines, telecommunications equipment and electronic equipment as needed for access to materials, and associated storage devices and networks.

Instructional Resources equipment also includes that equipment necessary to locally produce materials in support of the instructional goals of the College. Included in this group are video and audio recorders, cameras, multimedia

production tools, scanners, other peripheral support equipment and computers and networks needed for the delivery of instruction materials.

#### **XIV. EQUIPMENT SELECTION CRITERIA**

Instructional Resources selects that equipment which supports its goals and objectives. The following criteria are used to evaluate equipment:

- The equipment must have college-wide use or potential for college-wide use.
- The equipment must perform to accepted standards. If an industry or educational standard format is available, Media Services will select equipment conforming to the standard format. If no standard format exists, the Media Services staff will attempt to select that equipment which appears to have the best chance for success in the marketplace.
- The relevance to learners' needs shall be considered in selection.
- The equipment for use by patrons shall be easy to operate with a minimum of training.
- The equipment must be designed to withstand use by many different operators and withstand normal instructional use.
- The cost and ease of maintenance shall be considered in selection.
- The equipment must be able to make accessible materials from more than one vendor
- Media Services will make recommendations with regard to existing district inventory of equipment to insure compatibility of parts and supply stocks.

Media Services specifies all media equipment using the above criteria and offers assistance to departments with specialized needs for planning purposes. Purchases made through grants should be routed through Media Services for specifications and to insure compatibility with existing campus equipment. Media Services will provide maintenance on all equipment purchased through Instructional Resources units and on that equipment purchased with restricted funds per Instructional Resources developed specifications.

## **XV. BUDGET**

Library Services and Media Services at each location are responsible for developing, justifying and communicating proposed budgets according to the college-wide principles set forth each year. Customarily, the basis for this proposal is the previous budget with estimated adjustments upward to counteract the rate of inflation and other needs.

In addition, any extraordinary support that may be needed for new courses and new curricula or a marked shift in student population needs must be taken into account. The need for adherence to accepted standards as described above must be a primary consideration. Participation in curriculum committees, Library and Media staff contact with classroom and laboratory faculty, and the needs of students documented through reference interviews aid in the determination of areas requiring special attention.

Instructional Resources units do not allocate specific amounts of materials or equipment budgets to individual departments or individual subject areas of the collection. This allows for the accommodation of unanticipated changes in the curricula and in patron demand. The needs of the various subject areas in the collection vary considerably; flexibility allows, ultimately, for better services in all areas. Campus libraries and Media Services areas may choose to keep track of expenditures by subject areas for planning and informational purposes.

## **XVI. INTERLIBRARY COOPERATION AND LIBRARY NETWORKS**

Interlibrary loan can be defined as the process by which library materials of one library are made available to another library for use by their patrons. On the College level, the four campus libraries make their materials available to each other through inter-campus loan. Books in the circulating collection may also be requested from our Archway partners via the web based library catalog. Those materials unavailable within the Archway catalog may be requested via the online MOBIUS catalog. MOBIUS is a statewide consortium of academic libraries.

Those materials unavailable through the MOBIUS catalog are obtained for students, faculty, and staff from the appropriate lending institution. Materials requested on interlibrary loan through Instructional Resources are limited to those materials MOBIUS member libraries do not own and which cannot be obtained at a moderate cost. All interlibrary loan requests are made in consideration of the copyright law, the American Library Association's interlibrary loan code, and the policies of the lending institution, network, or cooperative system. Direct borrowing privileges may be extended to students, faculty, and staff through cooperative programs such as the St. Louis Regional

Library Network's InfoPass Program subject to specific library policies. Faculty and staff may also be extended direct borrowing privileges through the Higher Education Council's Reciprocal Borrowing Program.

When necessary, the reference librarians at each location determine the appropriate method for securing materials from other libraries and make the necessary arrangements for doing so. Interlibrary loan is a service that should be readily accessible to meet the needs of patrons.

## **XVII. GIFTS & DONATIONS**

Instructional Resources will accept gifts provided that the following conditions are met:

1. All gifts must be accepted in accordance with applicable St. Louis Community College Board Policy and Administrative Procedures.
2. Gifts of materials and/or equipment are evaluated for appropriateness to the College's collection using the same criteria applied to other acquisitions.
3. Instructional Resources personnel will not provide donors with monetary evaluations of gifts.

## **XVIII. PROVISION FOR REVIEW**

This document will be reviewed as needed by the District Library Services Committee and the District Media Services Committee. It will be approved by the District Instructional Resources Committee.

*Approved by the District Library Services Committee  
Approved by the District Media Services Committee  
Approved by the District Instructional Resources Committee*