

Merritt College Library

Collection Development Policy

College Mission

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes, and values needed to succeed and participate responsibly in a democratic society and a global economy.

To accomplish its mission, the college provides open access to excellent instructional programs and comprehensive support services in a culturally rich, caring and supportive learning environment. Our purpose is to provide opportunities for lifelong learning, contribute to the economic growth of our communities while assisting students to attain degrees and certificates, earn credits to transfer, and develop the skills necessary to complete their educational goals.

Library Mission

The mission of the Merritt College Library is to support the institutional goals and objectives of the college by providing access to relevant information resources and technologies, as well as information literacy instruction to the diverse college community.

The library acts to fulfill its mission by selecting, acquiring, organizing, maintaining, preserving, and providing access to a collection of materials and electronic resources that address the needs of the community college district's diverse and complex communities in a timely manner as well as by providing relevant instruction and other services. The library collection's primary goal is to meet current student information needs by providing general reference resources in all areas of general education as well as information and other resources in those areas taught in the full range of the college curriculum and that which provides student academic support. Therefore, the library strives to provide a collection designed for active use by our students and the entire campus community which is sensitive to the expressed needs and concerns of the population it serves. The collection affirms and upholds the public's rights to intellectual freedom and access to the whole universe of information and ideas.

The library conforms in every regard to the American Library Association's *Library Bill of Rights*, the Association of College and Research Libraries' *Standards for Libraries in Higher Education*, and the *Standards of Practice for California Community College Libraries Faculty and Programs* adopted by the Academic Senate of the California Community Colleges. These documents govern all interpretation of this plan. This is consistent with Peralta Community College District Board Policy 4040 *Library Services* and Administrative Procedure 4040 *Library and Learning Support Services*. This plan is meant to be understood as applicable to every aspect of the library's collections and resources.

Intellectual Freedom Statement:

The library neither approves nor disapproves of the views expressed in any materials included in the collection. The inclusion of an item is not to be considered an endorsement, official or otherwise, by the library. Selections for the library will not be made on the basis of anticipated

approval or disapproval, but solely on the merits of the material in relation to building the collection and serving the needs and interests of users.

Materials are never marked or identified to show approval or disapproval.

Roles of library faculty and instructional faculty

The library faculty collectively share responsibility for the development and maintenance of all of the library's collections and resources. The advice and recommendation of the teaching faculty is sought regarding material within their various areas of expertise. Suggestions for acquisitions may be received from any member of the college community. An individual librarian may be designated to coordinate the collection development process and all librarians are assigned some collection responsibilities. All librarians are assigned as faculty liaisons for some areas of the college's curriculum and may be given other assignments from time to time.

Selection process

Suggestions for acquisitions are received from the teaching faculty with additional consideration based on professional reviews, current publishers' catalogs, and standard bibliographies. Librarians identify areas in need of development based on their work with students and the teaching faculty and by appropriate statistical measures. All collection development decisions are made on the basis of staff judgment, expertise, and knowledge of what is already in the collection and by evaluating reviews in library review journals and other library selection tools.

The library encourages involvement by the entire college community in all aspects of the selection process. Several mechanisms are provided for this purpose, including analysis of material use, purchase suggestions submitted by library users, and questionnaires and surveys administered by the library. User suggestions for purchase are evaluated in accordance with the standards for selection. It is a best practice of academic libraries to ever deepen and broaden the participation of the college's teaching faculty in the collection development process.

Continuous review, evaluation, and weeding

The entire library collection, digital as well as print materials, is continuously evaluated according to a multi-year schedule. Librarians will have a leading responsibility in those areas for which they are faculty liaisons or to which they have been specially assigned. Through this assessment the weaknesses in the collection are identified and material no longer needed is removed. Guidelines for weeding are issued separately. These guidelines borrow heavily from [*CREW: A Weeding Manual for Modern Libraries*](#). Texas State Library and Archives Commission, 2012.

Selection criteria

Library materials are selected in accordance with the following criteria:

1. Relevance to the curriculum and appropriateness to the user.
2. Timeliness and lasting value of material.

3. Reputation of the author, issuing body, and/or publisher.
4. Presentation: style, clarity, appropriate reading level.
5. Special features: accurate, detailed, and logical index; bibliography; footnotes; pictorial representations.
6. Ease of access or user-friendliness.
7. Depth of current holdings in the same or similar subject.
8. Cost of material relative to the budget and other available material.
9. Accessibility in physical and/or online formats.

Levels of collecting

The library collects different materials in various subject areas to appropriate levels of depth.

Out of Scope. The library does not intentionally collect materials in any format for these areas. Examples include material for recreation and entertainment as well as material meant for secondary school students.

Minimal Information Level A subject area in which few selections are made beyond very basic works. Examples include general works in areas not specifically part of the college curriculum.

Basic Information Level A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, selected editions of important works, historical surveys, bibliographies, handbooks, and a few major periodicals, in the minimum number that will serve the purpose. A basic information collection is not sufficiently intensive to support any courses of independent study in the subject area involved. All areas of the college's curriculum are collected to this level. Also maintained to this level are materials for student success support in areas such as financial aid, study skills, career information, and transfer planning.

Study or Instructional Support Level The library collects to this level in areas where there is a demand and need for materials in areas where students participate in independent or interdisciplinary study. Collecting to this level is meant to support mid-level undergraduate coursework.

Research Level The library does not collect to this level except in well-defined narrow areas as requested by the faculty. An example of this would be the Black Panther Archive collection.

Comprehensive Level The library does not collect to this level in any area.

Types of formats

Preference is given to digital material to increase the accessibility of resources. The library is in a transition from an all-print collection to a mostly digital one and acquires a balanced mix of both digital and print material which reflects the diversity of students served. This transition mirrors that which is underway in higher education more generally and in broader society. The library serves users ranging from those preparing for transfer to digitally based further higher education to students not yet prepared to use any digital resource without assistance. The library actively welcomes the input of the teaching faculty, students, and the student support staff in annually assessing current student needs in this respect.

The same standards are used to select electronic resources as are used for print material with the additional criteria of avoiding duplication, ease of use, availability, stability of coverage, equipment required, and maintenance. Databases will be chosen to reflect the curriculum and service areas of the college in addition to a number of general undergraduate databases. Expiring database subscriptions are reviewed annually.

Audiovisual media not in a digital format is not collected except for archival purposes.

Distance Learning

The library ensures that resources are adequate and accessible for the college's distance instructional programs.

Periodicals

The library meets the periodical research needs of its students and faculty largely by way of electronic databases through which scholarly journals and other material may be accessed. The library also maintains current subscriptions to both general periodicals and titles representing the various aspects of the college curriculum. The library will explore providing some portion of its current periodicals in digital form and will continue to evaluate the usefulness of this collection. The input of the teaching faculty and students is solicited regarding the selection of titles. Library faculty liaisons work to promote use of this collection. Volumes of bound periodicals which are duplicated by electronic databases may be discarded if no longer useful.

Archives

The library maintains the Merritt College Archive which includes the Governance Collection of important college documents as well as other material the college is required to maintain. The publications of the college, images and souvenirs of it, and other media which are expected to be of historical value are also collected. Material, such as that which is superseded by the final draft of a document or of other ephemeral interest, may be discarded when no longer required.

Additionally, a special Black Panther Archive Collection is maintained by the library. It includes a unique collection of primary sources useful for research and a collection of secondary sources sufficient to enable independent study by students. It is the aim of the College Archive to digitize the Black Panther Archive Collection as well as historical material from the general college archive collections.

Professional Development Collection

A collection to support the work of professional educators is maintained. It includes a wide range of topics including planning, curriculum development, assessment, best practices, basic teaching skills, and emerging trends across the various instructional areas of the college. Inclusion of material in this collection is based on faculty recommendation and professional reviews.

Government Documents

The library does not purchase print versions of U.S. government publications which are freely available online.

Reserves

The library maintains a regularly updated collection of course reserve materials, separate and distinct from the permanent collections. The reserve collection includes textbooks, laboratory and solutions manuals, study guides, course packets, and multimedia currently used in active courses. Selection criteria for reserve materials mirror those for the permanent collections, with primary emphasis on the following:

1. Relevance to the curriculum and appropriateness to the user (i.e., the most widely adopted textbooks will be used more frequently by more students).

and

2. Cost of material relative to the budget and other available material (i.e., students are less likely to be able to afford to buy the most expensive textbooks).

Reserve materials are purchased by the library, as well as donated or loaned by campus community, and only correspond to courses actively taught at Merritt. A limited budget precludes the acquisition of every textbook for every course offered. Reserve collection procedures are determined by the library technician responsible for circulation as documented in separate guidelines.

In general, textbooks are excluded from the general collection.

Gifts

Gifts are added to the collection when they meet all criteria applicable to purchased items. All gifts to the library, of every form and format, are irrevocable and are received without any condition upon their use or disposition by the library. Upon request, the library will issue a statement describing a gift, but the library staff will not estimate its financial value. Materials may be loaned to the library such as for display or other temporary use for a fixed term. Loaned materials are displayed or used at the discretion of the library.

Replacements

Materials that have been lost or damaged may be replaced using the same criteria as for selection. Other factors considered when deciding on replacements include the number of copies the district's libraries owns, the availability of newer materials on the subject, the number of duplicate copies, existence of adequate coverage of a field, other similar materials in the collection, demand for and intrinsic value of a specific title.

Dealing with complaints

Final decisions about complaints received regarding library material are made by an *ad hoc* committee comprised of at least one librarian, a designee of the administrator responsible for the library, and, when appropriate, a member of the teaching faculty. Their decision will be based on the criteria of this plan alone.

Regular review of plan

This collection development plan is reviewed in its entirety at least every three years. Specific guidelines for areas of the collection are reviewed annually by the library staff. The Merritt College Library reserves the right to modify this plan at any time without prior notice.

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