

Helena College Library Collection Management Plan Helena College – University of Montana

A. INTRODUCTION

1. Mission:

Our mission at the Helena College Library is to enhance learning and thereby enable student success in the programs and degrees offered at the college. In order to achieve this mission, professional librarians will select and purchase resources and equipment for access to information, and provide instruction in the use of these selected resources. The library also exists as a quiet place of study and inquiry and fosters lifelong learning by providing informational and recreational reading for students, faculty, staff and the public.

2. Purpose of the Plan:

This plan serves as a basis to guide the development and maintenance of library collections that are created to fulfill the informational needs of students and faculty. It will also provide a system of accountability for the institution, will describe how the collection serves its users, and will establish guidelines for library operations. However, the library, like the college itself, is a growing organism and as such is constantly evolving. We therefore invite public scrutiny of this document and suggestions for library improvement.

3. Community and User Groups Defined:

Helena College is a two year college located on two campuses, the main Donaldson Campus and the Airport Campus, in Helena, Montana. The primary users of the library are the students, faculty and staff of the college. Currently there are 1066 full time equivalent (FTE) students, 40 faculty, 146 adjunct instructors, and 55 administrative and support staff. As a member of the Affiliated Libraries of the University of Montana and the Online Computer Library Center (OCLC), the library shares all of its resources with libraries in Montana and selected resources throughout the United States of America. As a library funded by taxpayers, Montana state residents are invited to use and/or check out the library's physical resources and to use its electronic resources onsite.

4. Patron Needs and Programs Defined:

In accordance with its mission statement, materials are purchased to enable student success at Helena College. In order to enable success, the informational needs of students, faculty and staff will be supported to enhance learning in

coordination with the following academic programs: Accounting and Business Technology, Automotive Technology, Aviation Maintenance Technology, Computer Aided Manufacturing, Computer Technology, Construction Technology, Diesel Technology, Fire and Rescue, General/Transfer Degrees, Geoscience Technology, Metals Technology, Nursing Programs, Office Technology, Water Resources, and Welding Technology. Additional academic opportunities offered at Helena College through affiliated partnerships: Bachelor of Applied Science – Business, Bachelor of Science in Early Childhood Education, and Bachelor of Science in Secondary Education – Industrial Technology.

A small leisure reading collection is maintained for recreational usage by Helena College patrons as well as the surrounding community.

5. Brief General Statement Describing the Collection:

The library collection encompasses the following items, most at a level appropriate for undergraduate and technical education:

- 10,157 books and audio-visual materials
- 2 print newspaper subscriptions
- 91 print journal subscriptions (archived 3–6 months if electronic as well)
- 48,997 electronic journals (available remotely)
- 141 electronic databases (available remotely)
- 317,280 electronic books (indexed in catalog and available remotely)

While the print collection has grown at an average of 500 items per year since 2003, we are still working on a core collection fine-tuned for our college community. Our collection gravitates more each year toward shared electronic resources. The majority of these resources are selected collaboratively with our UM affiliates.

6. Cooperative Collection Management and Interlibrary Loan:

As a member of the Affiliated Libraries of the University of Montana, Helena College Library lends and borrows materials amongst other affiliate libraries through an on-shelf hold system provided by the Voyager Integrated Library System (ILS). Our affiliates are the University of Montana – Missoula, Missoula College, Montana Tech, and the University of Montana – Western. The holdings of affiliates are considered when selecting resources though this does not necessarily preclude a decision to purchase. As mentioned above, the majority of our electronic books, journals, and reference materials are selected and purchased collaboratively with our affiliates.

The library also lends and borrows materials on demand on behalf of its user groups using OCLC loan protocols.

Helena College Library has formal cooperative use agreements with five other libraries in Helena: Carroll College Corette Library, Montana Office of Public Instruction, Helena High School Library, Lewis & Clark Public Library, and Montana State Library.

B. COLLECTION PRIORITIES AND POLICIES

1. Chronological Coverage:

Helena College Library's main focus is to make the appropriate current information available in areas pertaining to the college's academic programs and continuing education opportunities. Few materials are kept for archival or research purposes, with volumes in the literature, social sciences and history collections being the exception. Relying primarily on electronic journal databases for back files, only three to six months of back issues are retained in print with exception given to journals not available electronically which are kept for 3 years. Electronic materials, i.e. databases of books and journals, are selected with a primary focus on up-to-date information with the exception of those with necessary historical and literary information. The reserve collection is created anew each semester by instructor request.

2. Formats:

The library collects information in the following formats: print reference books and monographs, print periodicals, CDs, VHS, DVDs and databases of electronic books, electronic reference sources, and electronic periodicals.

3. Multiple Copies & Textbooks

In most instances only a single copy of a book or other material is purchased. Duplicates are placed in the collection under certain conditions if warranted by high demand.

Textbooks and other classroom materials are not usually added to the collection by purchase or donation, but may be cataloged and placed on reserve as requested by instructors for student use.

4. Funding Considerations

Institutional funds for the Helena College Library are obtained through biennial state legislative appropriation. This money is allocated to the Montana University System and then to the college based on enrollment. The funding for the library program is then budgeted annually by the college's Budget Committee, with participation from administration, department chairs, and all directors, including the Director of Library Services. At this time, the library receives approximately \$25,000 annually for collection development. The approved student library fee provides approximately \$30,000 annually for core collection development as well.

5. Collection Responsibilities and Selection Procedures

Students, faculty, administration, and staff are encouraged to suggest items for purchase at any time throughout the year, though periodicals are usually only purchased annually in April. The Director of Library Services provides final authority for selection of purchases and a committee consisting of the Associate

Dean of Academics, staff and student representatives, and the Director of Library Services will review any complaints or concerns with the selection process.

Materials purchased for a specific instructional program that are to be housed outside the library will not be purchased from the library budget. All materials purchased with library funds will be added to the library collection and will be accessible to students, faculty, staff, and the general public.

While selection of electronic resources is primarily done through consortia, the selection principles used will be the same as when selecting print resources.

Selection criteria:

- a. Relevance of the subject matter to the collection, curriculum, target audience and library mission
- b. Balance in the collection; scarcity of material on the subject
- c. Accuracy and objectivity
- d. Professional reviews and recommended bibliographies
- e. Authoritativeness, literary merit, or author's reputation
- f. Timeliness or permanence of the materials
- g. Appropriate format for information
- h. Price

Selection aids will include:

- a. Recommendation of other professionals/instructors in the field
- b. Reviews and/or endorsements from recognized professional publications such as Library Journal and Choice
- c. Preview and examination of professional copies
- d. Recommended lists from recognized authorities
- e. Requests by patrons
- f. Standard catalogs such as Resources for College Libraries
- g. Literary awards
- h. Electronic bookstores such as Amazon.com and Baker & Taylor which have reviews of items.
- i. Publisher descriptions

6. Gifts:

The Library accepts only unconditional gifts. Gifts will be judged by the same criteria as other acquisitions and will be added to the collection at the discretion of the Director of Library Services. Gifts that cannot be used will be discarded, passed on to other libraries, schools, students, etc., without the donor's permission. Receipts for gifts shall indicate only the number and type of items donated, not the value, as the federal Internal Revenue Service's regulations forbid the appraisal of donations for tax purposes by the Library.

7. Collection Maintenance (Weeding and Withdrawal):

Items in the library that are outdated, severely worn, or no longer relevant to the curriculum will be withdrawn or replaced. The physical collection will be weeded between semesters by curriculum and in consultation with faculty. All items will be reviewed for relevancy on a rotating basis bi-annually.

8. Complaints and Collection Review

The Library Bill of Rights (American Library Association), Freedom to Read Statement (American Library Association and Association of American Publishers), Freedom to View Statement (American Film and Video Association) and An Affirmation of the Right to Information (Montana Library Association) will be supported by the Helena College Library (see Appendices).

Materials included or excluded from the collection can be reviewed by the following procedure:

1. Contact the Director of Library Services.
2. Submit a request in writing, including name and address, description of item to be reviewed and reason for request.
3. A committee consisting of the Associate Dean of Academic Affairs, staff and student representatives, and the Director of Library Services will review any complaints or concerns.

C. SUBJECT AREAS COLLECTED

1. Subjects

The library collection contains material in all subject areas but focuses mainly on areas pertaining to instructional programs offered at Helena College. Following is an overview of guidelines for collection development and maintenance. Dewey numbers serve as a reference for physical materials, subjects listed pertain to electronic materials as well.

000's- Computer technology -- at the basic level with many resources in software and programming languages. Due to rapidly changing information in the industry, this area is weeded and updated frequently.

100's- Psychology -- at the basic level in support of growing course offerings in psychology and mental health.

200's- Religion -- at the minimal level, with intent to collect only basic references and materials for the support of arts, humanities, and social science courses that reference topics in religion.

300's- Social Sciences – at advanced level – a strong area for this collection with focus on economics, law, social issues, study aids, extensive job & college search information, issues in higher education and many reference books.

400's- Language -- at the minimal level, with a very small Spanish language collection and English language reference materials.

500's- Natural Science & Mathematics – at the basic level in support of the growing course offerings in physical and biological sciences.

600's- Technology (Applied Sciences) – at advanced level. This is the largest section of the collection and the circulation in this area is significant due to the institution's offerings in nursing, and business and accounting. The nursing collection is weeded and updated every two to three years as currency is particularly important in this discipline. There is also a new focus over the next three years in support of programs at the Airport Campus.

700's- The Arts -- at basic level, with an emphasis on carpentry and design. This is an area of emphasis for moderate growth with the addition of the Interior Space Planning & Design program and with an increase of Continuing Education program offerings in applied fine arts.

800's- Literature – at basic level and growing in areas of British, Comparative, Montana and American Literature. Emphasis will continue for growth in these areas.

900's- Geography & History – at basic level, a strong area for this collection, with primary focus on American History.

Fiction – at minimal level, for popular leisure reading with most items acquired under a McNaughton book lease plan.

Definitions of levels:

Minimal: A few selected items supporting fundamental inquiry.

Basic: An up-to-date collection of general materials that introduces readers to a subject, includes important primary materials, and indicates the varieties of information available elsewhere. This level supports routine inquiries and basic undergraduate instruction.

Advanced: Covers a wider range of basic materials and expanded electronic coverage.

2. Future Acquisition Levels or Goals

The size of the library collection will increase to a minimum of 12 volumes per FTE student (12,000 volumes is the goal at this time) and will be maintained at that level. We will maintain a steady increase, a minimum of 5% per year, in access to electronic information that will be available remotely to students, faculty and staff. Concentrated development effort is needed in physical and natural sciences, social sciences, arts and humanities, and applied technology.

We are in the collaborative process of reviewing discovery tools that would supply a “one search” approach to information retrieval from all subscribed sources.

3. Evaluation and Weeding the Collection

The Director of Library Services, with input from appropriate instructional staff, will look at the collection and evaluate in this manner:

- a. Evaluate each item as a separate entity
- b. Evaluate the total Dewey classification system in regard to curricula
- c. Evaluate all formats in above mentioned formats

D. PLAN IMPLEMENTATION, EVALUATION AND REVISION

1. This plan will be effective January 1, 2013 and will be reviewed prior to January 2016.
2. It will be the responsibility of the Director of Library Services, with input from the Associate Dean for Academic Affairs and Library Advisory Council, to review this Collection Management Plan every three years so that it remains a relevant tool for collection evaluation.

Director of Library Services

Date

Dean/CEO of Helena College (for Associate Dean of Academic Affairs)

Date

Appendices

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.

Adopted June 18, 1948.

Amended February 2, 1961; June 28, 1967; and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

THE FREEDOM TO READ

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.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

FREEDOM TO VIEW STATEMENT

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the **First Amendment to the Constitution of the United States**. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

AN AFFIRMATION OF THE RIGHT TO INFORMATION

Adopted: April 25, 1995

The Montana Library Association affirms the right of every Montanan to freely and confidentially access information and ideas, and to be afforded the opportunity to select from a variety of materials relating to the widest possible spectrum of issues and points of view.

- The cornerstone of a viable democracy is an informed citizenry.
- Libraries serve as neutral arenas in which all point of views are made available to all citizens.
- It is no coincidence that all governments which have attempted the suppression of individual rights have restricted access to information in libraries.
- Libraries take no position on issues of controversy; rather they collect and provide access to information and points of view so that citizens can freely determine their own thoughts on critical issues.
- Efforts to censor or restrict access to information are on the rise both nationally and in Montana.
- The Montana Library Association supports free access to information for all citizens. The Association supports the American Library Association Library Bill of Rights.