Planning years: 2020-21 through 2022-23
Plan Type: Program Plan

Title: Library Book & Media Collection
OPR: Dean, Learning Resources
Collaborative Group(s): Collection Development Librarian; Technical Services Librarian; Library Department Chair; Media Services Librarian; Outreach Center Library Staff; Library Technical Services Staff; LRC Dean
Reference documents: see Appendices

Plan Author: Rebecca Goodchild
Plan Editor: Jeffrey Karlsen
Date: November 2019
REVIEW CYCLE: Three year

SECTION I: Overview & Strategic Information

A. PROGRAM DESCRIPTION

 The Library Materials Program consists of library books, ebooks, DVDs, periodicals, periodical databases, and streaming media databases. These resources comprise the core educational resources that support SCC instructional programs and provide information students rely upon to succeed in their coursework.

The purpose of the SCC Library Materials Program is to support student success and college goals through the ongoing selection of library materials.
- The program plan accomplishes the library mission of "Providing a balanced, up-to-date collection of print, non-print and electronic resources."
- The program plan provides library resources to help meet college goals. Materials contribute directly to student engagement and success; successful transition to college; course and program success; preparation for degree, certificate, and transfer; improvement of basic skills; distance education; instructional improvement; and new community needs.

B. ENVIRONMENTAL SCAN

Environmental Scan Outline: External and Internal Factors

External
- Material Prices
  - Material Prices, General Print

- E-resource Prices
- Textbook Prices
  - Nationwide
  - Locally
- Streaming Media Prices

Internal
- Library Material Use
  - Increasing reserve textbook use
  - Decreasing print book use
  - Allocation Budget Formula
  - Increasing ebook and streaming media use
- Library space as a material
- Ongoing collection maintenance
  - weeding and gap analysis
- Spending per student (FTES) for library materials
- Participation in shared district library materials and services
- Service to outreach centers
- Streamlined Acquisition Processes
  - better track spending, circulation, and e-resource usage

External
Material Prices
The price of library materials is the largest factor affecting the library materials program plan.

Material Prices, General Print
According to Choice (2018) magazine's yearly report on US College Book Price Information, print titles have slightly lagged in comparison with inflation since 2010. In 2010, the per-title average (including pricier reference titles) was $66.27, and in 2018 the average was $72.20, a rise of about 9% in comparison with total inflation of 15%.

E-Resource Prices
In the last several years, academic ebook purchasing has risen nationwide and within our district. The purchasing landscape for ebooks differs significantly from print. Because ebooks are licensed rather than bought, publishers have wide latitude to set pricing using tiered access models. Ebook prices are generally higher than print, and at their lowest cost may offer only a single-concurrent-use license, with the ebook locked down by digital rights management technology. A multiple or unlimited concurrent use license, which reduces or eliminates the risk of a user being locked out of the resource, may cost several times as much as a print copy.

We have not succeeded in finding an index that clearly tracks academic ebook pricing. However, The North American Academic Book price index, which tracks electronic and print titles, "saw a substantial increase (16.6%) in 2017" in price as compared to the 2016 index. Given that the print price index we consulted saw a slight decrease in pricing in the same year, this data suggests that ebook prices may be rising significantly.

We should also note that vendors of subscription e-resources, such as full-text periodical databases, typically raise their prices 3-6% per year, regardless of inflation (or corporate tax breaks).

Textbooks Prices - Nationwide

Mirroring the rapid increase of electronic materials costs, textbook prices are also increasing quickly. According to a report from the Bureau of Labor Statistics (2016), "consumer prices for college textbooks increased 88%" between 2006-2016, compared to "an increase of 21% for all items." Even more astonishing is the rise of textbook prices, compared to overall inflation, from 1977 to 2015. Using Bureau of Labor Statistics, NBC News (2015) reported that "textbook prices have risen over three times the rate of inflation from 1977 to 2015, a 1,041 percent increase." The overall rate of inflation, for this time period, is 308%.

Figure 1: Bureau of Labor Statistics (2016). "College Tuition and Fees Increase 63%"
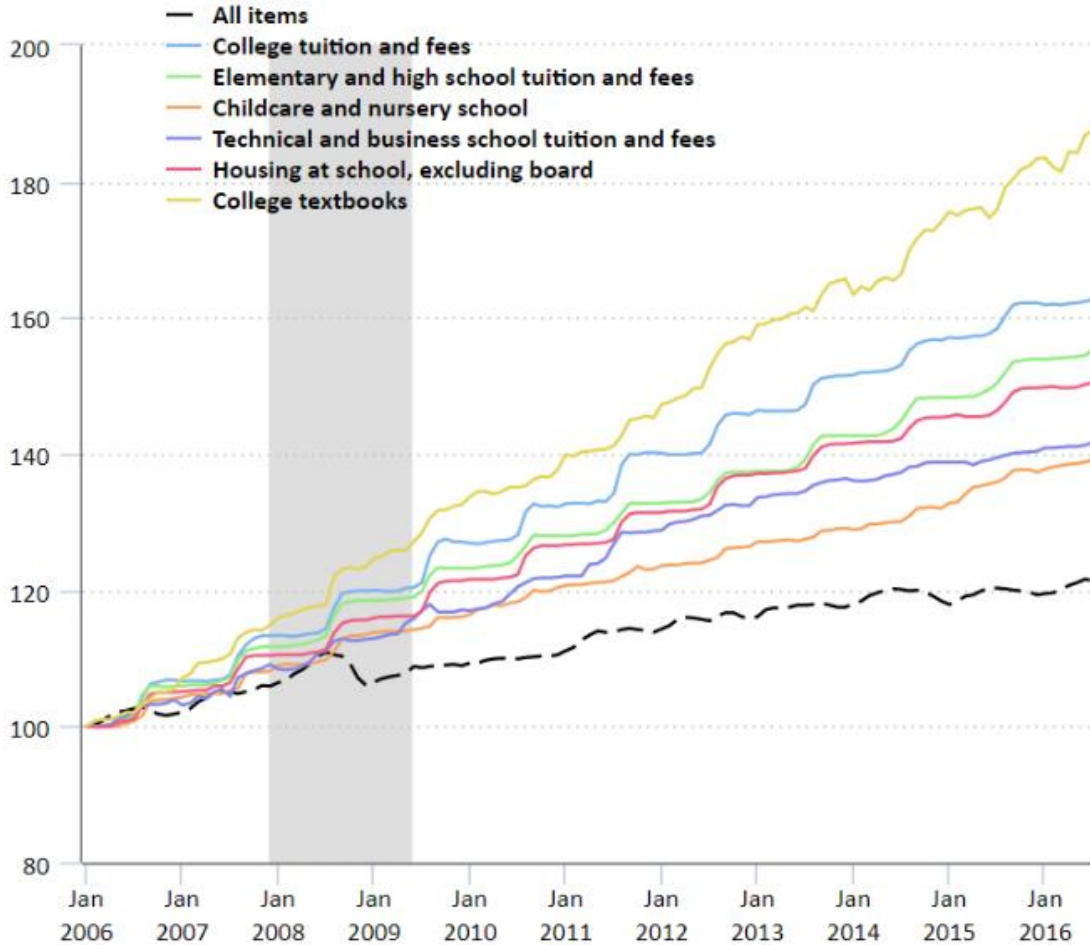
Additionally, the U.S. PIRG Education Fund (2014) report found that "65% of students said that they had decided against buying a textbook because it was too expensive" (p. 4). This is clearly due to cost as "94% of students who had forgone purchasing a textbook were concerned that doing so would hurt their grade in a course" (p.11). A more recent study conducted by CSU Channel Islands' Campus Coordinators for Affordable Learning Solutions (2018) found the same information: "65% of students did not buy a textbook due to cost" (p.3). Furthermore, 85.7% of Caucasian students experienced increased stress due to textbook costs, while 91.1% of Latinx students experienced increased stress due to textbook costs (p. 3). Essentially, textbook prices are a significant "educational barrier for all CSUCI students," and they are an "even greater barrier for historically underserved students" (p. 5). Sacramento City College has a large population of historically underserved students, with a high level of stress related to textbook prices.

<div align="center">**Textbook Prices - Locally**</div>

Locally, the textbooks sold through SCC's college store also mirrored this national, longitudinal data from the Bureau of Labor Statistics. Textbook prices taken from the SCC College Store website in Fall 2017 and Fall 2019 were averaged and compared (Figure 2). By reviewing the average Math 120 textbook costs for used and new textbooks from Fall 2017 to Fall 2019, one can see a price jump of almost 30% over just two years (Figure 2).

Figure 2: Textbook Prices for Math 120 Compared, from Fall 2017 to Fall 2019 (at Sacramento City College)

Course Average *	Used	New
Fall 2019 Math 120	$157.70	$210.50
Fall 2017 Math 120	$110.81	$147.71
Percent Change	**29.72%**	**29.80%**

*Fall 2019 book prices taken from SCC College Store website & Fall 2017 averages for some courses compiled by a textbook affordability assistant through AB 798 grant money – Math 120 was used as a benchmark to consider changes between the 2 years of textbook prices at SCC due to the high degree of sections offered.

<div align="center">**Streaming Media Prices**</div>

Streaming media prices are high. When reviewing academic literature, it is often difficult to disambiguate streaming media prices with text-based e-resources prices (as they are often lumped together). According to Savova and Price (2019) the average academic research library spending nearly two-thirds of its materials budget on e-resources; and the average North American library was spending three-quarters of its budget on e-resources in 2014.

Currently we spend approximately 10% of our program plan library materials budget on media, which includes DVDs and streaming media provided via the Kanopy platform. (This figure does not include Films on Demand, a streaming media database provided by the district to all students). Demand for streaming, rather than tangible (e.g DVD), media increases steadily. Many students and faculty prefer streaming video and many do not have DVD players (though the SCC Library has DVD players to check out).

As with ebooks, streaming media vendors often provide tiered pricing. For instance, Kanopy offers 1-year, 3-year, 5-year and perpetual licenses, with steep increases at each level. Within Los Rios, the Libraries have negotiated a significant concession from Kanopy that allows all four colleges to access films bought under a single license, effectively cutting the per-library cost by 75%. Even still, we are seeing the need to devote increasing amounts of our budget to these licenses and are closely tracking spending and demand.

Internal

Library Material Use

<div align="center">**Increasing reserve textbook use**</div>

Yearly, the SCC Library conducts a student library satisfaction survey to measure how students view, and use, the library (see Appendix B). Each year, we see a decline in students checking out general circulating books, and an increase in students checking out textbooks on reserve (see Figure 4 and Figure 5). The rise of reserve textbook usage and textbook cost has a strong positive correlation whether or not the textbook costs are taken from our college store or via Bureau of Labor Statistics reports on textbook costs, and whether or not the reserve textbook usage is calculated via student surveys or through circulation statistics

on reserve textbook checkouts (see Figure 3). Comparing BLS statistics on textbook costs and student self-reported reserve textbook checkouts over the years 2001-2019, there is a correlation of 0.773 which indicates a strong mathematical correlation between the two variables (see Figure 3 and Appendix B). This longitudinal data analysis indicates that there is a relationship between college fees and textbook costs rising and the usage of reserve textbooks in the last 17 years (enrollment has dropped in that time, so an increase in students is not the extra variable).

Figure 3: PFE Survey results on Reserve Textbook usage from 2001-2018 to Textbook costs from Bureau of Labor Statistics, 2001-2018.
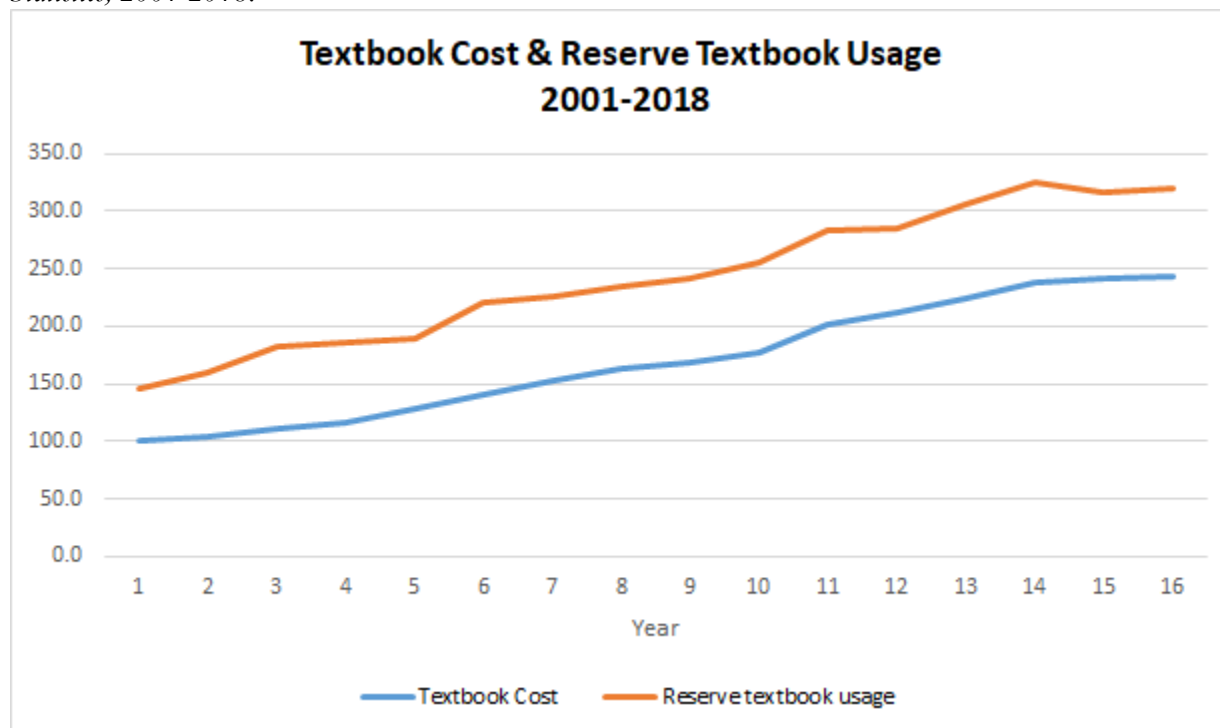
Additionally, our PFE annual survey, last collected in spring 2019, shows that coursework as the reason for checking out or using library book has increased 13.6% from the PFE spring 2018 survey. If one looks at the last 18 years of PFE survey data collected in the SCC Library, one can see that students self-report a gradual increase in their use of our reserve textbook collection and a decrease in their usage of the general and reference book collections (see Figure 4).

The main purpose of the library collection is to support SCC instructional programs and provide information for students to succeed in their coursework. The high number of students using our reserve textbook collection, combined with the rise in cost of textbooks, indicates a growing focus and cost to continue providing this service to students via our SCC Library. Thus, reserve materials represent a significant portion of our library materials budget, which, barring overwhelming adoption of open educational resources, is likely to continue to grow.

Figure 4: Library materials usage - PFE Survey Results (2001-2019)
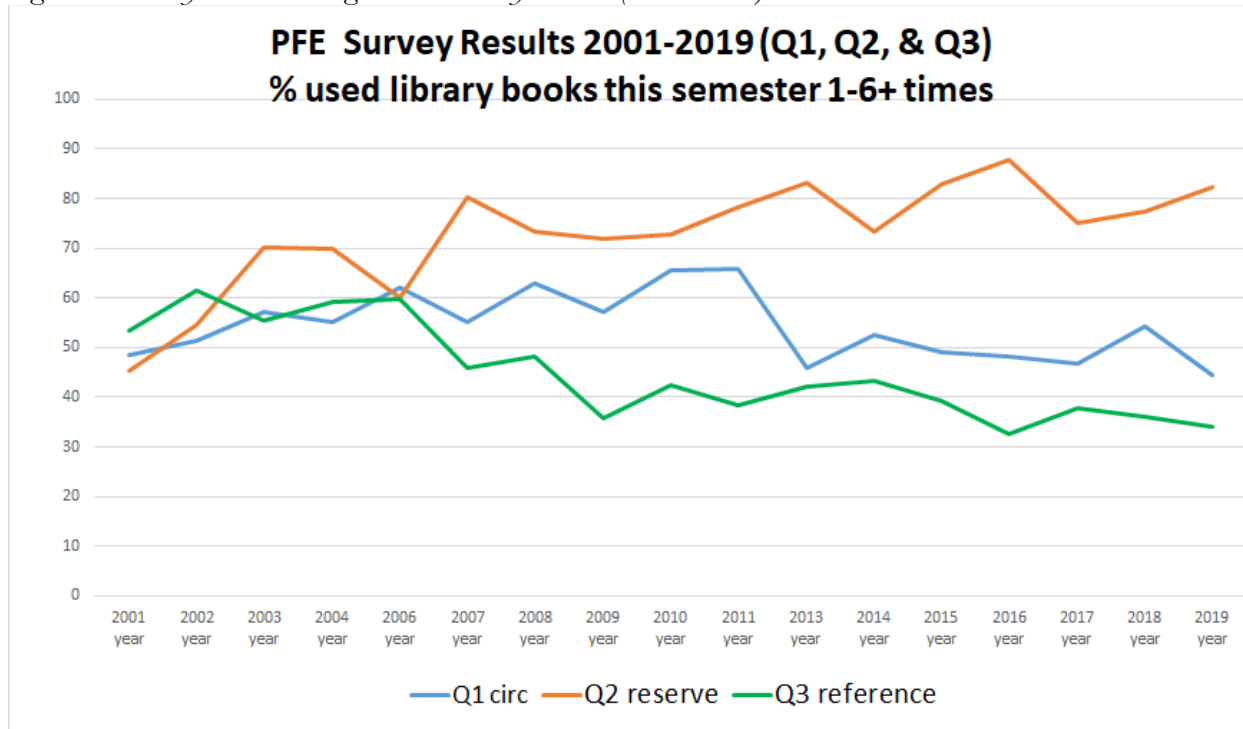
Compiled from PFE 2019 survey data (student survey on SCC Library – see Appendix B for more detailed information. Each year, students are asked how many times they use various library services. This figure shows the response rates for students who marked that they had used these three services 1-6 times in the semester surveyed; the three services were the following:
Q1 *Checked out books from the 3rd floor (available for 3 weeks)*
Q2 *Checked out reserve materials for short-term loan (located at circulation desk, mostly textbooks, usually 2 hours)*
Q3 *Used reference books such as dictionaries, encyclopedias, atlases, etc. (located in the reference area, cannot be checked out)*

Decreasing print book use

For the past ten years, SCC's library has seen a decrease in the circulation of print books from the library (this excludes print reference books and reserve textbooks), and an increase in the circulation of textbooks on reserve. SCC's FTE in 2009-10 was 20,281, which fell to 14,518 in 2018-19-- a 28.4% drop in enrollment. Print circulation went from 36,307 to 11,875 (2009-10 to 2018-19), which is a 67.3% drop in circulation. Thus, this drop in circulation is not solely related to the drop in enrollment over the past ten years. The textbook circulation statistics for the same ten-year period increased by 41.2%.

General, Print Circulation:
2009-10 = 36,307
2014-15 = 21,081
2018-19 = 11,875

Reserve Textbook Circulation:
2009-10 = 74,281
2014-15 = 57,486
2018-19 = 104,898

Additionally, when surveyed over the last ten years, students reported that they have increased the amount of times they have checked out textbooks on reserve, and decreased the amount of times they have checked out general books (see Figure 5). In other words, students are aware of their circulation behavior.

Figure 5: Reserve Textbook and General Book Circulation, 2009-2019*
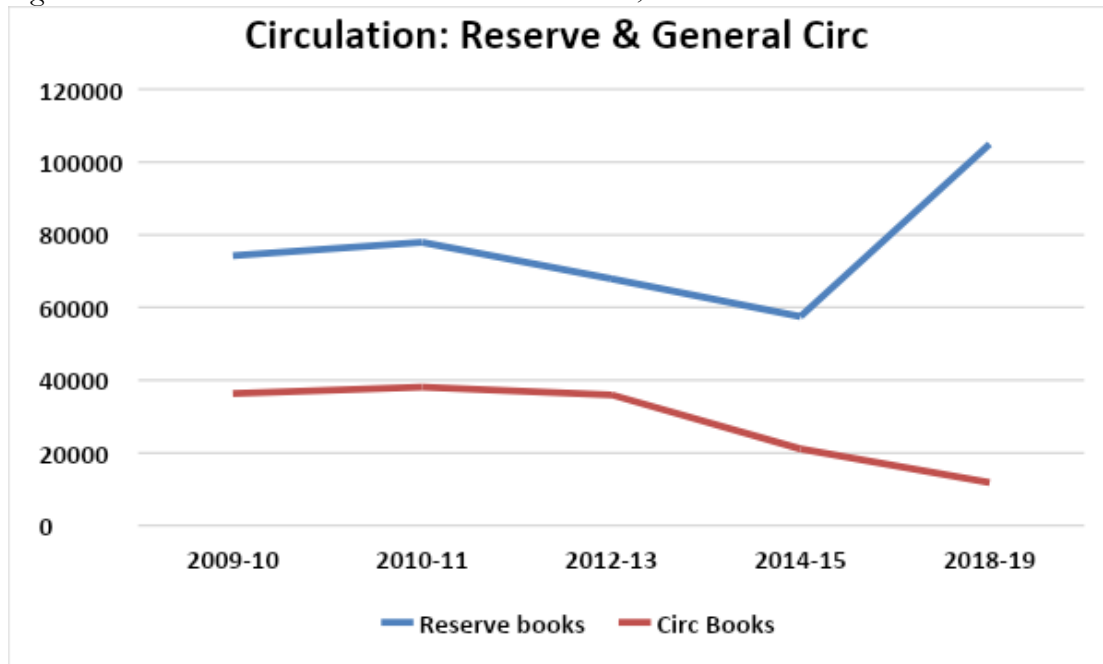
*See Appendix B- numbers based on student reported use of the collection and not actual circulation statistics (though they match in terms of slope of the lines).

Allocation Budget Formula

Beginning in Fall 2019, a new budget allocation formula was implemented to reflect print book usage changes in order to support student coursework, research, and personal enrichment needs. After reviewing several different allocation budget formulas, a formula used by Folsom Lake College's Library was adopted. This formula was adopted because it is weighted to favor circulation over enrollment. Circulation is a better indicator than self-reported behavior of what students actually use from the library. It is a more accurate way to assess, by subject, what library materials are being used for assignments in various academic subjects on campus.

Budget Allocation Formula - by subject area (print, mainly)
[(%Enrollment x 0.3) + (%Circulation x 0.7)] x total book budget $$ = $ in that subject area.
%Enrollment = Number of students enrolled in a particular subject / total number of enrolled students.
%Circulation = Circulation for subject area from the previous year/ total circulation

Increasing laptop, DVDs, ebook, and streaming media use

Laptops @ SCC
Laptops, acquired via a one-time Budget Committee allotment, were available for students to check out for the first time during the 2018-19 fiscal year. They were checked out 2960 times despite limited marketing, indicating that if this service were to be expanded, the usage would increase predictably.

DVD Checkouts @ SCC
2015-16 = 2785 checkouts
2018-19 = 3689 checkouts

Ebooks
I have included information on ebook usage at SCC for calendar years 2017 and 2018.).

> ebook views 2017
> 2017 EBSCO ebooks - 17,825 views. 226 accessed denied (indicating high demand for titles with limited concurrent users).
> 2017 Gale ebooks - 7,976 views
> 2017 Salem ebooks - 3,331 views
> Total views usage for 2017 = 29,132
>
> ebook views 2018
> 2018 EBSCO ebooks - 15,416 views. 194 accessed denied (indicating high demand for titles with limited concurrent users).
> 2018 Gale ebooks - 9,932 views.
> 2018 Salem ebooks - 2,206 views.
> Total views usage for 2018 = 27,554

Streaming Media
> Streaming video - Kanopy - not broken down by campus (all LRCCs)
> 2017 Kanopy - 5,503 video views
> 2018 Kanopy - 14,458 video views
>
> Streaming video - Films on Demand @ SCC
> 2017 Films on Demand - 7,476 video views
> 2018 Films on Demand - 6,613 video views

Thus, students and faculty are using our laptops, DVDs, ebooks, and streaming media. We will continue to use a significant portion of our materials allocation budget to continue providing these types of materials to students. In addition, the new Library Services Platform currently being adopted will facilitate better and more timely tracking of the use of both print and electronic resources generally.

Ongoing Collection Maintenance: Weeding and Gap Analysis

The size of the print library book collection has leveled off over the past few years through scheduled weeding and reductions in purchasing of print materials. In particular, librarians have deaccessioned a large number of titles that were added to the print collection during the relatively well-funded 1960s and 70s (see Figure 6). The library now owns approximately 68,000 print books. The first ebooks were added to the SCC collection in 2002. Since that time, the number of ebooks in the shared district collection has risen significantly. In addition, the SCC library shares electronic access to a collection of subscription ebooks, accessible through OneSearch and the library ebook subscription databases. As one can see from the graph below, the number of paper items in our collection during the most current decade (2010-2019) is smaller than the amount from the previous decade (2000-2009). Current weeding processes would imply the opposite trend (i.e. the most content would be the most recent content), but ebook content is more expensive, does not take up shelf space, and is not included in the "Age of Collection" calculations (which are reported annually to external bodies such as the Chancellor's Office and IPEDS).

Figure 6: Age of the Paper library Collection, 2019. X-axis = content publication date. Y-axis = # of items.

Age of Collection, 2019
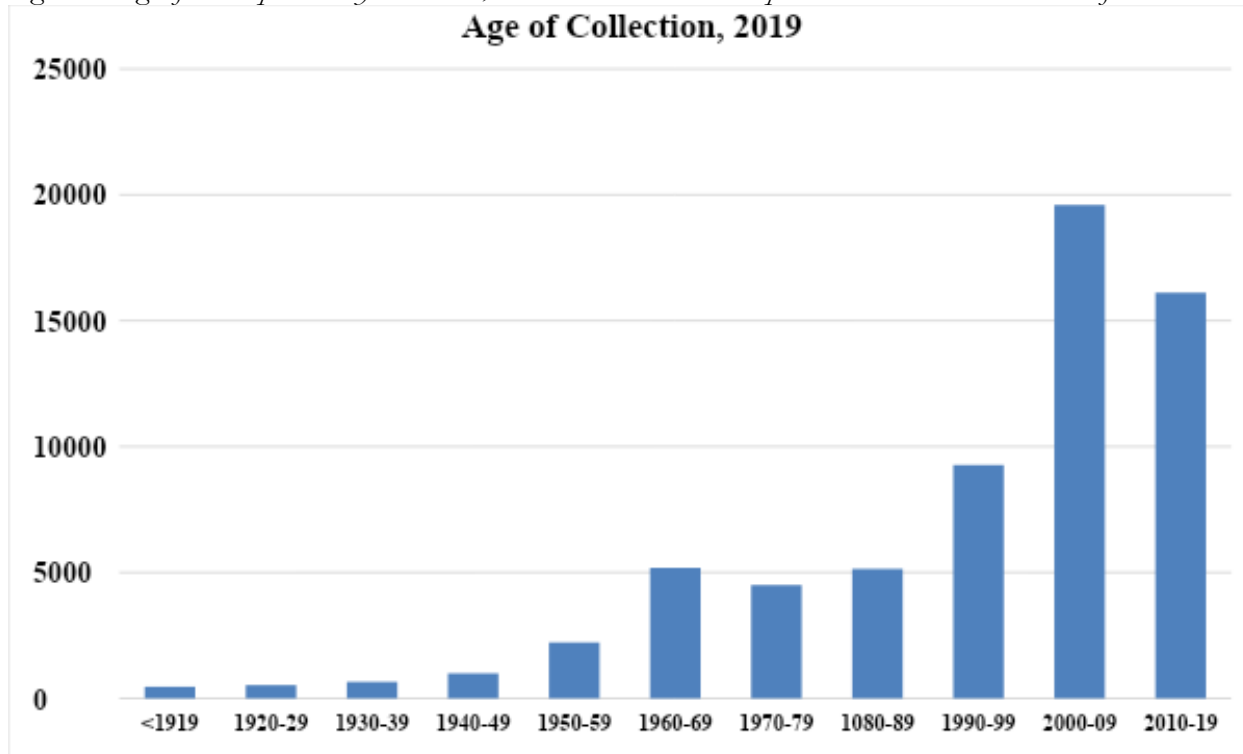
Spending per student (FTE) for library materials
SCC full time student enrollment (FTE) has fluctuated from a high of 20,281 in 2009-2010 to a low of 14,518 in 2018-19. During this time, overall circulation of print library materials (which excludes reserve textbooks and ebooks) has also declined over the past decade: 36,307 in 2009-2010, to 21,081 in 2014-15, to 11,875 in 2018-19. However, reserve textbook circulation has increased over the past decade: 74,281 in 2009-10, to 57,486 in 2014-15, to 104,898 in 2018-19. The dramatic jump in the last several years is possibly related to the increase in the number of reserve textbooks (covering a larger number of courses) and our semester long textbook checkout programs. This means that in 2018-19, the total circulation rate for library books (not textbooks, ebooks, or reserve books) was at an all-time low of 0.81 books loans per student in 2018-19, but textbook checkouts were at a high of 7.22 textbook loans per student. In other words, enrollment and general circulation have both decreased in the last ten years, while the circulation of textbooks on reserve has increased. It is natural for a smaller group of people to check out a smaller amount of books, but there has to be another variable influencing the increase of textbook reserves as this increase is unrelated to an increase in students. As discussed, at length, previously, thee cost of textbooks seems like the most likely additional variable (see pages 3-5).

Participation in Shared District Library Materials and Services
The Los Rios District librarians have worked collaboratively for many years to provide students with access to high-quality information resources, including a shared library management system, research databases, ebooks, and simple intercampus lending. Through librarian collaboration, students gain access to a far greater number of resources than their home library could provide, and the district is able to serve students studying at the centers and through distance education at a level equivalent to that for students enrolled at a

main campus. Intercampus loans also reduce the need for excess duplication and thus save on some purchase costs.

Collaborative library planning has also resulted in reduced costs to the colleges and the district. For example, through districtwide negotiations with integrated library system vendors, librarians have saved costs for the district on purchases of materials, IT services, maintenance, and software updates for over 25 years. In addition to savings on the library system, district librarians collaboratively choose and purchase the most effective databases for students' needs at a group discount through the Community College League or by using group purchasing power to negotiate discounts from vendors.

Currently 110 out of the 114 California community college libraries are migrating to a new Library Services Platform, Alma/Primo from the vendor Ex Libris. Los Rios Librarians recommended that the district libraries migrate as a single institution rather than separately. This setup preserves the college libraries' ability to purchase and track expenditures and circulation separately while allowing for coordination of policies and consortial acquisition of online resources, and also enabling easier tracking of resource use districtwide. While making decisions in a larger group can slow down certain pieces of this process, the libraries are also strengthened by the ability to cull people from this larger pool to form teams focusing on discrete functional areas without burdening a small number of library personnel to shoulder the entire migration and implementation.

District-wide coordination is balanced by each library's attention to the local needs of its own college. Each library strives to build a robust local collection that provides its students quick and convenient access to materials needed for their assignments. Therefore, the SCC library requires stable ongoing funding, both for its print collection and for electronic resources, in order to fully participate with ARC, CRC, and FLC in collections that are enjoyed by all Los Rios students. SCC students can readily borrow print materials from other district libraries, and should likewise enjoy ease of access to electronic materials. If SCC is unable to participate in district-wide purchasing of online materials, SCC students can be "locked out" of materials they may need.

Service to Outreach Centers

Library services at the outreach centers have evolved as an extension of library services for the main college. The Davis and West Sacramento centers have developed on-site reserve textbook collections, initially through faculty donations of textbooks and more recently through Program Plan funding. This funding has made it possible for center staff to purchase additional required textbooks. Outreach center students are also able to request non-reserve books for delivery from the main library to the centers via the request function in the library catalog.

Both centers have expanded their on-site reserve textbook collections and added selective reference materials to serve students' course-related information needs. To support the outreach centers in providing students with access to required textbooks and course information, we increased the amount of money we send to the centers each year from $3,000 to $5,000 to each outreach center. These levels are increases over funding allocations in the current year due to faculty and course offering changes, insufficient funding for students' textbook needs in the current year, and the continuing rise in the cost of textbooks.

See Appendix C for the Library Survey to Faculty for more information on library resources available at the SCC centers.

Streamlined Acquisition Processes

As mentioned above, the Los Rios Libraries are all in the process of migrating from the integrated library system Sierra to the library systems platform Alma. This new system will streamline our acquisitions processes, and enable us to track spending, circulation, and e-resource usage much more effectively. Improved tracking will improve our ability to serve students' research and coursework needs.

C. MULTI-YEAR DIRECTIONS AND STRATEGIES

Overall Goal: The Library Materials Program will continue to seek stable, satisfactory funding at a level adequate for purchase of sufficient materials in support of curriculum and college goals.

Multi-year directions: The Library Materials Program will continue to provide the diverse, balanced, up-to-date collection of print, non-print and electronic resources essential to helping SCC students become efficient and effective consumers of information, able to find, evaluate, analyze, use and communicate data. The Library Materials Program will also continue to provide resources for teaching critical thinking and information seeking skills, as well as basic and significant works, suitable to lower division college students, in major fields of human behavior and knowledge. Regular weeding will continue to focus the collection on current student needs.

Over the next three years, the total number of print books in the SCC circulating and reserve collections and the number of titles in the media collection will remain stable or decline slightly through balanced acquisition and weeding, and the number of ebooks and streaming media titles will continue to grow. Additionally, our reserve textbook collection will continue to increase, especially as we carefully grow our semester long textbook checkout program. Our new laptop checkout program is popular, and helps provide some support related to digital access issues among our students; we are planning to increase our laptop checkout program.

The library will continue to receive input from instructional programs on needed online resources, but no longer solely relies upon the district-wide database selection process to meet such requests.
Program Directions aligned with College Goals:

> **SCC Goal A.** Deliver programs and services that demonstrate a commitment to high quality teaching and learning in support of student success and achievement.
> *Library Materials Program Plan Support:* The library provides high-quality academic resources that support academic programs. The library provides reserve textbooks for many courses, which directly support student success and achievement by creating a high level of access to academic materials.

> **SCC Goal B.** Align processes and practices to assist students in moving from first enrollment to goal completion.
> *Library Materials PP Support:* The library provides academic materials at various college competency levels in order to support students' academic goals. Furthermore, the library has many career planning resources that can aid in the formation of academic goals.

> **SCC Goal C.** Support employee engagement and organizational effectiveness by providing an excellent working environment.
> *Library Materials PP Support:* The library collection is created in collaboration with instructional faculty. There is a priority on purchasing library materials that directly correlate to course requirements.

SCC Goal D. Provide a college environment that embraces equity and diversity and reduces disproportionate impacts between student populations.
Library Materials PP Support: As part of our collection maintenance processes, we assess any gaps or problematic areas in our collection in order to provide a diverse and equitable collection for our students and faculty.

SCC Goal E. Enhance connections to the Sacramento region with a focus on serving the community, including meeting workforce needs.
Library Materials PP Support: We have increased our outreach efforts to faculty in the Career Education areas in order to create a better library collection to serve CE students as well as non-CE students. As SCC trains many people to meet local workforce needs, providing our CE programs with library material support, directly supports this college goal.

SECTION II: Review and Plan

A: REVIEW OF ACCOMPLISHMENT OVER THE PREVIOUS PLANNING CYCLE
Briefly state the objectives you worked on last year and the progress you have made on those objectives since the last time the plan was updated.

Outcome (AUO/SLO)	Expected Results	Progress to date
1. Acquire $92,000 in funding for library materials.	a. Allocate funds to Program Plan, then to subjects, ebooks, and outreach centers per allocation formula. b. Manage fund allocations using formula that balances acquisitions across subject areas.	· Allocations completed. Allocation formula to determine who much to spend in each subject area. $[(\% \text{ enrollment x.3}) + (\% \text{ circulation x.7})] \times \$ \text{ materials book budget} = \$ \text{ allocation for that subject area.}$
2. Provide materials that help students: · complete degrees, certificates, and transfer; · master basic skills in reading, writing, math, info competency; ·access textbooks; · prepare for jobs; · at centers.	a. Select and purchase library materials at appropriate levels in all formats, including books, ebooks, media, and periodicals using collection development policies and procedures and input from students, faculty, and staff from surveys, request forms, and other interactions. b. Through the curriculum process, work with subject area faculty to ensure the library carries sufficient material for courses.	Purchased circulating books, textbooks, and full semester loans, excluding full semester loans paid for with outside funds. · Purchased media items. · Added reserve textbooks. · Purchased ebooks individually and through joint decisions with the district ebooks committee. Renewed access to subscription ebooks. · Correlated survey results to student demand for materials. · Discussed library support for curriculum with faculty
3. Focus collection on up-to-date, accurate, and relevant materials.	a. Systematically review collection for weeding and renewal to maintain currency, accuracy, and relevance.	Weeded the circulating book collection.

4. Participate equitably in Los Rios intercampus loan program.	a. Evaluate SCC requests, order materials as appropriate. b. Track loans to identify net lending and borrowing	Requested books and media items. Loaned books and media items.
5. Disseminate information about collections to campus, centers, and district.	a. Send collections-related email, posts in The Reader newsletter, Twitter feeds, new books stream; articles in campus publications, slide shows, posters, and new materials lists.	· Email, Reader posts, Twitter feeds, new books stream; articles in campus publications, slide shows, posters, new materials lists, emails to discipline faculty.
6. Compile library reports that illustrate collection trends.	a. Use data from circulation, ILL, age of collection, input from students, instructors, surveys, policies, and formulas to assess collection value. b. Administer 2019 PFE survey; compile results. c. Administer 2019 Faculty Library survey; compile results.	Compiled data from circulation, ILL, age of collection, input from students, instructors, surveys, policies, and formulas to assess collection value. Compiled 2019 PFE Survey results. Compiled 2019 Faculty Library Survey results.
7. Maintain collection development processes	a. Regularly review and distribute policies and procedures to staff.	Updated collection policies and procedures.

UNIT OUTCOMES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) or STUDENT LEARNING OUTCOMES (SLOs) FOR THE PLANNING CURRENT CYCLE

Library Materials Program Objectives for FY 2020-2023
AUO 1-4 align with College Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

AUO 1: The program will acquire requested funding for library materials.
• Expected result: Allocate funds to subject areas, ebooks, and outreach centers per formula.
• Expected result: Manage fund allocations using formula to achieve balance across subject areas.

AUO 2: The program will acquire materials that align with College Goal A (support student completion of degrees and certificates and/or transfer; mastering of basic skills in reading, writing, math, and info competency; accessing textbooks; preparing for jobs; accessing information at the outreach centers.)
• Expected result: Select and purchase materials at appropriate levels in all formats, including books, ebooks, and media using collection development policies and procedures and input from students, faculty, and staff.
• Expected result: Through the curriculum process, work with subject area faculty to help ensure the library carries sufficient material to support coursework.

AUO 3: Focus collection on up-to-date, accurate, and relevant materials.
• Expected result: Systematically review collection for weeding and renewal to maintain currency, accuracy, and relevance.

AUO 4: Participate equitably in intercampus loan program.
• Expected result: Evaluate SCC requests, purchase materials as appropriate.
• Expected result: Track loans to identify net lending and borrowing.

AUO 5-7 align with College Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.
AUO 5: Disseminate information about collections to campus, outreach centers, and district.
• Expected result: Send collections-related email, posts in *The Reader* newsletter, Twitter feeds, new books stream; articles in campus publications, slide shows, posters, and new materials lists.

AUO 6: Compile library reports that illustrate collection trends.
• Expected result: Use data from circulation, ILL, age of collection, input from students, instructors, surveys, policies, and formulas to help assess collection value.
• Expected result: Administer annual PFE survey; compile results.

AUO 7: Maintain collection development processes.
• Expected result: Regularly review, update, and distribute policies and procedures to staff.

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR:

Procedures:
Library collection development is guided by the SCC Library and Instructional Media Center Collection Development Policy (see Appendix D) following guidelines established by the Association of College and Research Libraries of the American Library Association.

The Collection Development Policy supports the goals, strategies, and educational programs of SCC as well as the mission and objectives of the library. The Policy states the principles for selecting and acquiring library materials and provides specific operational procedures for selection and acquisition. The procedures are continually updated and made available to library staff. The formula used to allocate library materials funds to subject areas was updated from in May 2019 to better reflect current college programs, course enrollment, and trends in usage of library materials.

Viable collections depend on the expertise of librarians, and input and support from faculty, students, and staff. Librarians develop a relevant collection using instructor input, curriculum review, library instruction, department meetings, syllabi and assignments, and email solicitation throughout the year. Librarians also select materials through work with students on assignments, including reference, one-on-one appointments, library instruction and interlibrary requests. Librarians use standard college library reviewing resources as well as additional reviews as needed. Further selections are based on analysis of use, age, and relevance of the existing collection.

The library materials budget will be expended according to established collection development objectives, policies, and procedures under guidance from library faculty, staff, and management.

Review of last year's resource use:

Outcome (AUO/SLO)	Expected Results	Progress to date
1. Acquire $92,000 in funding for library materials.	a. Allocate funds to Program Plan, then to subjects, ebooks, and outreach centers per allocation formula. b. Manage fund allocations using formula that balances acquisitions across subject areas.	· Allocations completed. Allocation formula to determine who much to spend in each subject area. $[(\% \text{ enrollment x.3}) + (\% \text{ circulation x.7})] \times \$ \text{ materials}$ book budget = $ allocation for that subject area.
2. Provide materials that help students: · complete degrees, certificates, and transfer; · master basic skills in reading, writing, math, info competency; · access textbooks; · prepare for jobs; · at centers.	a. Select and purchase library materials at appropriate levels in all formats, including books, ebooks, media, and periodicals using collection development policies and procedures and input from students, faculty, and staff from surveys, request forms, and other interactions. b. Through the curriculum process, work with subject area faculty to ensure the library carries sufficient material for courses.	Purchased circulating books, textbooks, and full semester loans, excluding full semester loans paid for with outside funds. · Purchased media items. · Added reserve textbooks. · Purchased ebooks individually and through joint decisions with the district ebooks committee. Renewed access to subscription ebooks. · Correlated survey results to student demand for materials. · Discussed library support for curriculum with faculty
3. Focus collection on up-to-date, accurate, and relevant materials.	a. Systematically review collection for weeding and renewal to maintain currency, accuracy, and relevance.	Weeded the circulating book collection.
4. Participate equitably in Los Rios intercampus loan program.	a. Evaluate SCC requests, order materials as appropriate. b. Track loans to identify net lending and borrowing	Requested books and media items. Loaned books and media items.
5. Disseminate information about collections to campus, centers, and district.	a. Send collections-related email, posts in The Reader newsletter, Twitter feeds, new books stream; articles in campus publications, slide shows, posters, and new materials lists.	· Email, Reader posts, Twitter feeds, new books stream; articles in campus publications, slide shows, posters, new materials lists, emails to discipline faculty.
6. Compile library reports that illustrate collection trends.	a. Use data from circulation, ILL, age of collection, input from students, instructors, surveys, policies, and formulas to assess collection value. b. Administer 2019 PFE survey; compile results. c. Administer 2019 Faculty Library survey; compile results.	Compiled data from circulation, ILL, age of collection, input from students, instructors, surveys, policies, and formulas to assess collection value. Compiled 2019 PFE Survey results. Compiled 2019 Faculty Library Survey results. Submitted data to Chancellor's Data survey and IPEDS.

7. Maintain collection development processes	a. Regularly review and distribute policies and procedures to staff.	Updated collection policies and procedures.

Resource needs for the coming planning year:

This program plan requests funding for library materials for FY 2020-21 in the amount of $92,000 to sustain a basic program (the amount funded for FY 2019-2020).

The program plan covers funding for library circulating, reference, and reserve books and media to support specific and supplementary curriculum and assignments at the main campus and the outreach centers. Funding is required to provide students with adequate, up to date, and accurate research information.

For the previous fiscal year, 2019-2020, the college allocated $92,000 for library materials. College discretionary funding for library materials is stable at roughly $50,000. Together with available fines and replacement funds, it appears that these resources can enable the library materials program to provide the bulk of student research needs. In the planning year, if the funding requirements rise above the current level, the librarians will negotiate with the LRC Dean for the use of additional Division funds.

Funding sources:

SCC Library Book and Media Collection Program Plan					
AUO	**Procedure**	**Timeline**	**Responsible persons**	**Resource Requirements**	**Funding Source(s)**
1: The program will acquire requested funding for library materials.	a. Develop Program Plan	Sept. – Nov.	Coll. Dev. Libn & Collaborative Grp		
	b. Receive budget and request account numbers for new FY	July – Sept.	Tech. Services staff		
	c. Assign funds to Media (10%)	July – Sept.	Tech. Services staff	$9,200	Program Plan
	d. Assign funds to outreach centers	July – Sept.	Tech. Services staff	$5000 WSC $5000 DC	Program Plan
	e. Determine ebooks to be purchased district wide.	Aug.– May	District ebooks librarians		CDF
	f. Monitor expenditures per allocation formula	Monthly	Coll. Dev. Libn and Ref. Librarians		
2: The program will acquire materials that align with College Goal A (support student completion of degrees and certificates and/or transfer; mastering of basic skills in reading, writing, math, and info competency; accessing textbooks; preparing for jobs; accessing information at the outreach centers.)	a. Select, **purchase**, process reserve textbooks	Aug. –May	Tech. Services & Circ. staff	Included in 2g.	Program Plan

.	b. Select books, ebooks, media, streaming media, periodicals using policies, procedures, and input from students, faculty, and staff	Aug. – May	Librarians		
	c. Solicit requests from faculty; meet with departments	Aug. – May	Librarians		
	d. Through curriculum, work with subject faculty to ensure material for course support				
	e. Collect additional requests from faculty, staff, and students	Aug. – July	Librarians		
.	f. Receive curriculum actions, meet with faculty re: library services and collections, select materials	Aug. – May	Librarians		
	g. **Purchase** and process materials	Aug. – May	Tech. Services staff	$72,800	Program Plan
3: Focus on up to date, accurate, relevant materials	a. Systematically review and weed				
	b. **Purchase** new or replacement titles	Aug. – May	Librarians	Included in 2g.	Program Plan
4: Participate in intercampus loan	a. Evaluate SCC requests, **purchase** materials as appropriate	Aug. – May	Librarians, library staff	Included in 2g.	Program Plan
	b. Track loans to identify net lending and borrowing				
5: Disseminate information about collections to campus, outreach centers, and district.	a. Send collections email, Twitter feeds, new books stream; articles in campus publications, slide shows, posters, new materials lists	Aug. – May	Librarians		
6: Compile reports that illustrate trends.	a. Develop analyses using newly acquired tools in Ex Libris Alma to analyze circ. data to find trends	Aug. – May	Librarians, library staff	Included in 2g.	Program Plan

	in use and collection gaps. **Purchase** needed materials.				
	b. Administer annual PFE survey; compile results	April	Coll. dev. Librarian and Circ. staff		
	c. Produce age of collection report to track growth and age	Aug. – May	Tech. Services and Coll. dev. librarian		
	d. Produce use and age reports for weeding and updating	Aug. – May	Coll. dev. librarian		
	e. Use data from circ, ILL, online usage reports, pubn dates, input from students, instructors, surveys, formulas to plan assessment of collection value		Tech. Services and Coll. Dev. librarian		
7: Maintain collection processes.	a. Track expenditure from allocation funds to evaluate and revise internal allocation formula	Aug. – May	Coll. dev. librarian		
	b. Regularly review, update, and distribute policies and procedures	Aug. – May	Library dept. chair, Librarians, library staff, dean		
		Total Program Plan Request	$92,000	Program Plan	
		Anticipated Division CDF Funds. See Appendix A	~$50,000	CDF	
		Total Library Materials:	**~$142,000**		
	Anticipated Fines and Replacement Funds. (See Appendix A) Approximately $20,000 collected in 2018-19 and used primarily for library operations and library material replacement.	Based on 2018-19, ~$20,000 is the anticipated spending from Fines for library materials in 2019-20.	~$20,000	Fines and Replacement	

APPENDICES:

Appendix A - Library Materials Funding Resources

Funding for library materials flows primarily from the sources listed below, with occasional infusions from small external grants. Program Plan funds are used exclusively to purchase, books, textbooks, ebooks, and media. A portion of CDF and Fines and Replacement funds are also used for general library materials. No one single funding source is sufficient to provide adequate library materials.

College Discretionary Fund Background: CDF funding pays for periodical subscriptions and reference standing orders (standard reference book updates), exclusive of most materials purchased under the program plan. This allocation has ranged from a high of $54,000 in 2008-09 to a low of $43,200 in 2009-2012 to the current allocation of approximately $50,000 in the previous few fiscal years. The librarians have also examined the use of books in the reference collection in order to reduce the number of titles received on standing order. Cuts in periodical subscriptions and reference standing orders have redirected funding toward maintenance and development of the reserve, general, streaming media, and ebook collections.

Fines and replacement funds: Fines and replacement funds are linked to, but separate from, other library materials funding. Separate because annual income from Fines and Replacement fees fluctuates, depending on the number and cost of books students lose and pay for, and because some fines may become uncollectable. Fines funding is also separate because Fines income is controlled by the LRC Dean and not at the immediate disposal of librarians for collection development. The bulk of Fines money is collected as students pay their library fees prior to registration, so there are seasonal fluctuations in the balance and the total amount is not known until the end of the fiscal year. The library has attempted to maintain a minimum level in this fund in anticipation of a year when there may be little other materials funding. It should be noted that as part of the process of migrating to the new Library Services Platform and after consultation with college VPAs, fines and fees older than 5 years are being expunged. In addition, fines for circulating materials are being reduced, although fines for reserve materials, which generate the bulk of library fines, are remaining as they have been.

The library spends a portion of Fines throughout the year to replace reserve textbooks, for which there is a continuing need for new replacement editions either due to loss or due to instructor adoption of a new edition. The library also uses Fines money to purchase materials for the general collection, ebooks, and media, as needed and as a supplement to CDF and Program Plan funding. CDF and Program Plan maintain the materials program at the current level, but additional needs arise throughout the year. The library also spends Program Plan and CDF dollars for textbooks.

Appendix B - PFE short report 2019

Sacramento City College Library Survey Results Spring 2019

How many times this semester only have you checked out or used the following?	0		1-5		6+		Total	
Type of materials	N	%	N	%	N	%	N	%
1. Checked out books from the 3rd floor (available for 3 weeks)	25	55.6	16	35.6	4	8.9	45	100
2. Checked out reserve materials for short-term loan (located at circulation desk, mostly textbooks, usually 2 hours)	8	17.8	16	35.6	21	46.7	45	100
3. Used reference books such as dictionaries, encyclopedias, atlases, etc. (located in the reference area, cannot be checked out)	29	65.9	14	31.8	1	2.3	44	100

How important is it for you for this library to have the following:	Very important		Somewhat important		Not at all important		Total	
Type of materials	N	%	N	%	N	%	N	%
4. Books that you can check out for 3 weeks	33	73.3	11	24.4	1	2.2	45	100
5. Reserve materials that you can check out for short-term loan	39	86.7	6	13.3	0	0	45	100
6. Reference books that you can use in the library	32	71.1	11	24.4	2	4.4	45	100

Why are you checking out or using this library material?	Yes		No		Total	
	N	%	N	%	N	%
7. To complete a homework assignment	42	93.3	3	6.7	45	100
8. Textbook for a class	38	84.4	7	15.6	45	100
9. Research for a paper or speech	27	61.4	17	38.6	44	100
10. Life skills or personal growth	20	45.5	24	54.5	44	100
11. Recreation or entertainment	17	38.6	27	61.4	44	100

Will using this library material help you to:	Yes		No		Not sure		Total	
	N	%	N	%	N	%	N	%
12. Complete your course?	41	91.1	1	2.2	3	6.7	45	100

| 13.	Improve your grade?	42	93.3	2	4.4	1	2.2	45	100
14.	Stay in school?	38	84.4	4	8.9	3	6.7	45	100
15.	Prepare to graduate?	36	80.0	5	11.1	4	8.9	45	100
16.	Prepare to transfer?	31	70.5	8	18.1	5	11.4	44	100
17.	Prepare for a job?	28	63.7	10	22.7	6	13.6	44	100
18.	Improve your self confidence?	27	61.4	9	20.4	4	18.2	44	100

Comments:
- I had difficulty finding books on wellness/personal growth/mindfulness.
- Makerspace

Longitudinal Results:

In **table 1, Q1,** there was a little over a 9.8% decrease in the number of students who said they checked out general circulating books over this semester as compared to Spring 2018.

For **Q2,** the number of students who used reserve books increased by 4.8%. Since 2007, the number of students who use reserve books has fluctuated around 78% plus or minus 5% (standard deviation is 5.08% measured from 2007 to 2019). There is a correlation between reserve textbook usage and textbook cost from 2001-2018 of 0.73668762, which is a very strong correlation (see textbook cost and reserve textbook use excel sheet in Google drive pfe survey and graph below - textbook cost and college fee data is from the Bureau of Labor Statistics). There is also a strong, positive correlation between college fees and reserve textbook usage from 2001-2018 of 0.773004. This longitudinal data analysis indicates that there is a relationship between college fees and textbook costs rising and the usage of reserve textbooks in the last 17 years (enrollment has dropped in that time, so an increase in students is not the extra variable). More information is needed to establish a causal relationship between these variables.

Textbook Cost & Reserve Textbook Usage 2001-2018
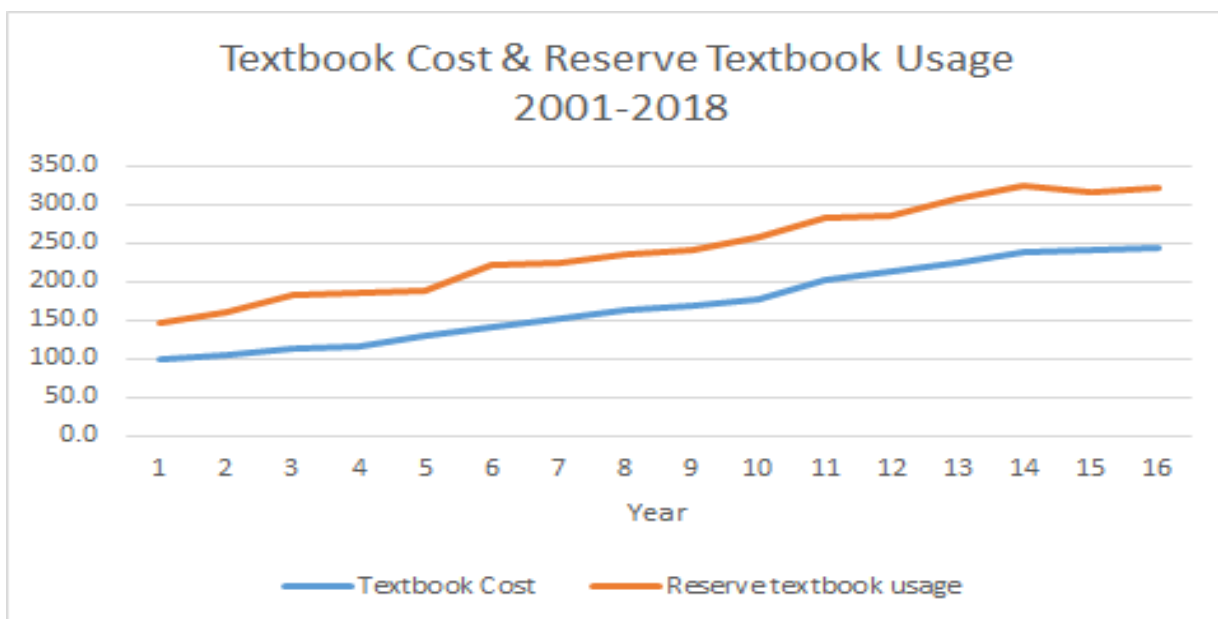
For **Q3,** there was a little over a 2.1% decrease in paper reference book use, which highlights the overall decline in reference use from 2001 to present (from approx. 60% down to approx. 34%), which is a pretty significant drop over the last 17 years.

For **Q4-6,** students still reliably state that general circulating books and reserve textbooks are very or somewhat important (97.7% and 100% respectively, which are similar to previous years). Students' attitudes in regards to the perceived importance of reference books are always a bit confusing. Over the last 18 years, students say at an average of 92.74 %, plus or minus 2%, that reference books are very or somewhat important (standard deviation = 1.91%). I find this surprisingly high when comparing this information to my own anecdotal evidence. It is quite possible that students are more likely to assume that we think reference materials are important and consequently think they should also find them valuable despite now really knowing what reference materials are. Further inquiry is necessary.

Table 1	% used library books this semester 1-6+ times			% stated lib. books very or somewhat impt.		
	Q1 **circ**	Q2 **reserve**	Q3 **reference**	Q4 **circ**	Q5 **reserve**	Q6 **reference**
2001	48.4	45.3	53.4	95.7	91.9	94.4
2002	51.5	54.7	61.5	92.6	92.5	93.2
2003	57.3	70.1	55.5	93.8	92.7	93.1
2004	55.2	69.9	59.5	89.6	89.5	91.5
2006	62	60	59.9	88.4	87.3	90.5
2007	55.2	80.3	45.9	92.5	94.2	91.9
2008	63.1	73.4	48.2	93.9	94.8	94.8
2009	57.3	71.9	35.9	92.7	93.2	94.3
2010	65.7	72.9	42.4	92.9	92.4	93.8
2011	65.8	78.4	38.4	93.2	95.3	94.7
2013	45.8	83.2	42.1	93	94	90.7
2014	52.5	73.5	43.2	94.1	92.4	91.8
2015	49.1	83	39.2	95.9	95.9	94.1
2016	48.1	87.8	32.7	93.0	95.8	93.0
2017	46.9	75.2	37.9	93.1	92.3	90.9
2018	54.3	77.5	36.2	94.6	93.9	88.4
2019	44.5	82.3	34.1	97.7	100	95.5

In **table 2, Q7** – homework as the reason for checking out or using library books, there has been an increase of 13.6% points from last year. This is a very large increase outside of the standard deviation of 4.8%. This aberration may be due to the smaller sample size this year or a combination of other variables.

The results for **Q8** are interesting as there has been a 7.6% increase in students reporting that they check out library books in order to use their class textbooks. If one looks at Q8 from 2001 to 2019, there is a very large increase in students using library books for the purposes of having access to their course textbooks (from 43.5% in 2001 to 84.4 % in 2019).

The results for **Q9** did not change much from last year (1.2% increase from 2018 to 2019). At first glance at Q9, it looks like there has been a 10% drop in students using library books for research from 2001, but on closer inspection, there is actually a lot of fluctuation throughout the last 17 years. The mean is 64.7% and the standard deviation is 4.56%, which does indicate that the last two year have been on the low end of a normal level of fluctuation. Thus, the slightly lower % in regards to how many students use library books for research, seems to be a normal use pattern over the last 17 years.

The results have stayed well within the typical response results.

Table 2	Reasons for checking out or using library books %				
	Q7 homework	Q8 textbook	Q9 research	Q10 life skills	Q11 recreation
2001	82.0	43.5	70.8	47.2	44.1
2002	78.3	54.0	72.7	41.0	51.6
2003	80.7	58.8	69.7	47.8	50.7
2004	85.3	66.3	66.9	48.5	48.8
2006	78.9	48.4	65.3	49.5	55.8
2007	86.6	75.6	65.1	44.8	43.6
2008	85.6	72.3	61.5	48.2	43.6
2009	82.8	72.9	55.7	40.1	32.3
2010	85.7	77.6	67.1	46.7	42.4
2011	87.9	80.5	63.7	47.9	42.1
2013	92.1	82.4	60.2	44.9	38.9
2014	90.6	76.7	66.3	51.4	43.3
2015	92.2	85.5	69.9	49.1	40.1
2016	90.6	83.2	63.8	41.6	37.6
2017	86.9	80	60.1	47.1	46.5
2018	79.7	76.8	60.2	42.6	50.0
2019	93.3	84.4	61.4	45.5	38.6

In **table 3**, students' expectations of library books remain high, overall, with a 5.7% increase in students' expectations that library books will help them complete a course, a 4.8% increase in students' expectations that library books will help them improve their grades, 6.7% increase in their expectation that library books will help them stay in school, 5.4% increase in their expectation that library books will help them prepare to graduate, 7.1% increase in students' expectations that library books will help them prepare for a job, and a 4.2% decrease in their expectation that library books will improve their confidence (compared to 2018).

Table 3	Expectation that library books will help student to… %						
	Q12 complete course	Q13 improve grades	Q14 stay in school	Q15 prepare to graduate	Q16 prepare to transfer	Q17 prepare for job	Q18 improve confidence
2001	77.0	77.6	61.5	64.6	64.6	44.7	57.1
2002	77.6	78.9	62.1	61.5	61.5	52.2	56.5
2003	88	84.7	69.7	69.3	68.6	48.2	52.6
2004	90.2	85.9	72.4	64.4	68.7	50.9	50.9
2006	78.9	73.7	74.7	62.1	60	45.3	49.5
2007	90.1	88.4	77.9	75.6	72.7	51.7	55.8
2008	88.2	83.1	73.8	70.3	65.1	55.9	56.4
2009	89.1	87.5	80.2	70.8	65.1	50.5	56.8
2010	85.7	81.9	79.5	70.0	68.6	55.7	58.6
2011	90.5	90.0	77.9	74.7	71.1	52.6	62.6
2013	95.4	94	87.5	83.3	80.6	68.4	64.8
2014	91.3	88	84.7	83.5	82.4	67.4	70.8
2015	92.3	94	85.4	80.1	80.7	57.9	62

2016	93.9	92	77.1	81.6	68.1	59.9	58.4
2017	89.4	87.5	79.3	73.4	69.5	52.1	67.4
2018	85.4	88.5	77.7	74.6	70.8	56.6	65.6
2019	91.1	93.3	84.4	80	70.5	63.7	61.4

Appendix C - Faculty library survey, shorter version, 2019

Need to be logged into your Los Rios Google Drive to view: https://tinyurl.com/tx4mfhv

Appendix D - Library Collection Development Policy

Full Collection Development Policy available at:
https://www.scc.losrios.edu/library/documents/collection-development-policy.pdf

Sacramento City College Library Collection Development Policy
Introduction
This policy states the principles and guidelines for selecting and acquiring materials in the Library and Instructional Media collections. Library materials support the mission and educational programs of Sacramento City College and the goals and pursuits of SCC students. The policy follows guidelines established by the Association of College and Research Libraries of the American Library Association. Effective collections depend on the expertise of librarians, continuous input and use by faculty, students, and staff, and adequate and consistent fiscal support from the institution.

Intellectual Freedom
The Library and Instructional Media collections provide for the free exchange of ideas in accordance with the Library Bill of Rights as adopted by the American Library Association. No materials will be excluded on the basis of the author's use of language or manner of dealing with racial, religious, political, sexual, social, economic, scientific, or moral issues, or because of the author's race, religion, or sexual orientation. Items that may be controversial to some patrons may be selected if their content fits into the collection parameters and contributes to the range of viewpoints and effectiveness of the collections as a whole.

Objectives of the Collection Development Policy
This policy guides the development of Library and Instructional Media collections that support students' information needs and the mission of the College. Collection development evolves to meet changes in the programs and information needs of the College and its students.

This policy is designed to meet the following objectives:
• To help librarians provide current, diverse, balanced collections of materials in a range of levels and formats appropriate to the support of the instructional, institutional, and individual needs of a diverse student, faculty, and staff clientele;
• To provide faculty, staff, and students integrated and organized access to collections of materials in paper, electronic, and audiovisual formats in a cost-effective manner;
• To guide and ensure faculty participation in collection development;
• To assist with short- and long-range fiscal planning.

Responsibility for Selection of Materials
Librarians have primary responsibility for collection development under the supervision of the Dean of Learning Resources. Librarians solicit input from instructors in all disciplines, encouraging them to make

suggestions by contacting the librarian liaison for their department. Librarians also encourage students, staff, and administrators to make recommendations by email, web forms, and any form of communication. A range of opportunities for making suggestions is available, including a suggestion box, email, web forms, Flex Day activities, and informal communication.

Librarians are charged with maintaining the strengths of the collection, addressing weaknesses, and seeking balance between subjects and formats. Librarians take responsibility for areas of the collection based on their background, education, and interests. Each librarian selects and weeds materials in assigned areas and assists faculty in those areas with the selection and use of library resources. Librarians review faculty and staff recommendations in their areas and make decisions about the appropriateness of titles.

Criteria for Selection of Materials
Librarians analyze circulation data, interlibrary loan requests, and student and faculty needs and interests to determine areas of the collection that need strengthening. Librarians use a variety of tools, including reviewing journals, subject area periodicals, booklists, bibliographies, and online resources to identify relevant materials. In making final selections, the librarians are guided by the composition of the present collection and by the following standard criteria, as applicable to the material under review:
• relevance to the SCC curriculum in one or more courses;
• relevance to a perceived demand, including current events, campus life and staff development topics, and subjects requested on interlibrary loan;
• a style and reading level appropriate for a general, undergraduate, occupational or selected remedial audience;
• positive reviews or other indicators of quality content, including author's reputation, accuracy of content, and publisher reputation;
• availability and currency of existing holdings in the same or similar subject;
• relative need for subject coverage and balance in the collection as a whole;
• permanence or timely merit;
• currency and availability for acquisition;
• appropriate size, physical format and design;
• cost, relative to available funds;
• access to selected materials for interlibrary loan from cooperating libraries;
• ease of access or user-friendliness of electronic resources.

Librarians may select outstanding items in fields of knowledge outside the curriculum if they contribute to the range of viewpoints and effectiveness of the library collection as a whole. Librarians may also select materials for the professional growth of faculty and staff, with the understanding that materials for individual faculty, staff or advanced student research are generally provided through interlibrary loan. The library does not build comprehensive research collections in any individual subject area.

Types and Formats of Materials Collected
Books are generally purchased in paperback unless hardback is preferred for shelf stability or anticipated use, or if only hardback is available.

Electronic books are selected for their relevance to the curriculum, student interests, appropriate style and reading level, reviews or other indicators of quality, and cost. Ebook selection usually involves consideration of shared access with District libraries; special features, such as web links or graphics; and ease of use. Ebooks may duplicate print resources when consortia purchase precludes the selection of individual titles, when there is a cost benefit for purchasing multiple formats, or when different formats meet the needs of off-site, disabled and other user groups.

Online and Internet content will be considered for addition to the collection when it provides the most current and/or cost-effective content for SCC needs. Online resources are made available through the Library's web site and online catalog within the Learning Resource Center and through remote Internet access.

Reference materials are selected primarily to support academic programs at SCC. Reference materials in other subject areas are selected when they provide an introductory overview or key concepts in academic disciplines of interest to SCC students, faculty, or staff. The librarians monitor serially published reference titles for relevance to college needs, price, shelf space, duplication or replacement of content by newer print or electronic resources, shared access, changes in audience, and, for indexes and abstracts, the availability of referenced works. Electronic reference databases may be selected when they are more cost-efficient than print or when they are only available electronically. The librarians pursue cooperative acquisition of databases through local and state consortia.

Course reserve materials are purchased by faculty and librarian request, as funds allow, to provide students with access to texts required for their courses. Donated copies of textbooks are added as space allows. It is the responsibility of faculty to obtain any necessary copyright clearance before placing materials on Reserve.

Textbooks are selected for the general collection when they are recommended by faculty or recognized by librarians as exceptional resources, when they are classics in their field, or when they are the only or best source of information on a topic.

Popular fiction is not routinely purchased. A limited number of popular fiction works that have been well reviewed will be purchased, as funds allow, if they relate to the SCC curriculum or are likely to interest the SCC population. Preference is given to established literary works, prizewinners, and new works that receive literary acclaim. Selected gift copies of popular fiction will be accepted to build a leisure reading collection.

Duplicate titles are purchased only when warranted by anticipated heavy use.

Out-of-print titles are occasionally purchased when they are available through library vendors. The Library will also attempt to provide these materials on interlibrary loan, as appropriate.

Periodicals (magazines, journals, newspapers) are purchased by subscription, in a variety of formats, including print, microform, and electronic. Individual issues or reprints are rarely purchased, although selected gift copies may be accepted to fill gaps in the collection.
> • Print subscriptions are meant to continue indefinitely, so librarians evaluate subscriptions annually using the same criteria that are applied to books, as well as maintenance and storage costs. The librarians also search the Library's databases for requested titles and subject content. The cost of periodicals may make it necessary to discontinue one print subscription in order to add another. Consideration of new titles is given to titles in new curriculum areas.
> • Electronic databases provide access to a broader array of periodical titles than could be acquired in print and may also be more cost-efficient than print, so this method of delivery will be preferred when available, economical, and reasonable for archival needs. The librarians cooperate locally and at the state level to purchase most databases.

Media includes DVDs, videotapes, audiotapes, compact discs, and CD-ROMs, which are housed in the Instructional Media Center. These materials are purchased at the request of librarians and faculty in accordance with SCC Library selection criteria and in support of students' academic goals and interests.

Selected media circulates, with certain limitations, to faculty, staff, and students. Media is intended to be used by individuals in accordance with copyright law.

Materials Budget Allocation Process
The library materials allocation formula was developed using research from the Association of College and Research Libraries and is intended to bring objectivity and balance to the allocation of fiscal resources. The formula is derived from three sources: use of the existing collection by subject area; student enrollment by department; and previous year's allocation. The allocation is adjusted to accommodate patterns of use by students enrolled in non-departmental courses, extraordinary cost factors in reference and other areas, and the requirements of new curriculum. The allocation formula is regularly evaluated and revised to reflect changes in the needs of students and academic programs.

Gifts
Gift materials will be accepted with the understanding that there are no limiting conditions. Gifts will be added to the collection using the same criteria as are used for evaluating materials for purchase. Unused gifts may be sold, donated elsewhere, or discarded. Library and Instructional Media personnel will acknowledge the receipt of gifts by a form letter when requested by the donor, but the monetary value of the gift will be assigned by the donor. Library and Instructional Media personnel assume no responsibility for the use donors make of such acknowledgments.

Weeding and Collection Maintenance
Weeding ensures that collections are current and relevant to LRC and College goals, and to students who seek up-to-date information. The librarian who selects in a subject area is also responsible for weeding in that area, seeking faculty input when appropriate, and confirming withdrawals with additional librarian(s). The criteria used for selecting materials will also apply to deselection. In addition the librarians will consider relevance to the collection, physical condition, duplicate copies, and coverage by other materials, age or obsolescence, and use. Weeded materials are withdrawn from the collection and disposed of by sale, donation, discard or other appropriate means. Back issues of periodicals may be weeded when the value of current content has lapsed.

Challenged Materials
Library staff will ask individuals or groups who object to materials in the Library and Instructional Media to complete and sign a Request for Reconsideration of Library and Instructional Media Resources. This form along with the challenged material will be given to the subject librarian who will consult with the Dean to determine appropriate action. The Dean will respond to the patron explaining the Library's position and the action that will be taken. Repeated criticisms from the same parties will be referred to the College President. While recognizing the rights of individuals and groups to disagree with points of view expressed in library materials, the Library staff resists efforts to limit access to information.

Provisions for Review
This policy will be reviewed periodically to coordinate its provisions with changes in the programs and information needs of students and the college and to align it with the division and department unit planning process.

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