



Task Title: Role of College Library Services

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will read a longer text about the role of Library Services at an Ontario College, and answer comprehension questions.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.3
- Communicate Ideas and Information/Write Continuous Text/B2.3

Materials Required:

- Pen/pencil and paper and/or digital device

Learner Information

College and University libraries make decisions about which materials to purchase, replace, or remove from their collections.

Scan "Conestoga Library Services: Collection Development Practices".



CONESTOGA

LIBRARY SERVICES

Collection Development Practices

1.0 Purpose, Scope and Alignment with College Mission and Strategic Plan

1.1 Purpose and Alignment with Mission

The purpose of these Collection Development Practices is to document and guide the processes involved in planning, developing and maintaining the Library's collections to support Conestoga's curriculum. Collection development Practices are used by libraries to ensure that their collections remain relevant and accessible to their clientele while taking into consideration budget and spatial limitations.

This document guides the continuous development of our collections to ensure they effectively support innovation in education and research. We strive to support the needs and priorities of our community by aligning our collection with curricular learning outcomes.

By developing, maintaining, and providing ongoing access to resources relevant to Conestoga's programs and to students' career development needs, the library empowers individuals to achieve their potential. The Library also supports excellence in teaching and learning through the collection of resources on topics related to instruction and for professional development.

The Library is committed to providing equitable access to valuable information and resources that are accessible to all community members and represent a variety of inclusive and diverse perspectives and experiences.

1.2 Clientele

The Library's primary clients are the students currently enrolled in full and part-time programs at Conestoga. Faculty and staff also have full access to library services and resources for curriculum-related and general information needs. Other members of the Conestoga community (including alumni) and the community at large may also make use of the collections, subject to licensing restrictions. Registered alumni and community

borrowers are permitted to borrow books from the circulating collection. Off-campus access to online resources is restricted to current students, staff and faculty only.

2.0 Responsibility for Collection Development

Collection development activity is a collaborative effort. Responsibility for collection development and maintenance decisions lies with various Library staff.

- Manager, Access & Education carries overall responsibility for managing the collection
- Librarians, Library Technologists and Managers collaboratively select resources for the collection and assess the collection for maintenance. Resources selected are curriculum-related, or otherwise encourage and support student success and learning. Recommendations from faculty are highly valued
- Library Technician (Periodicals) and Library Technician (Media) oversee the acquisition and processing of related collections
- Library Technicians (Resource Access and Metadata) oversee processing of print collection and cataloguing of print and online materials
- Library Technician (Metadata) provides access to special collections by indexing and cataloguing archives and repository items

Decisions related to subscriptions to online collections packages or databases are made by the Manager, Access & Education, based on recommendations from library staff and faculty, and in consultation with the Library Director.

3.0 Professional Standards and Policy Statements

The Library strives to meet the [Standards for Canadian College Libraries](#), Standard 5 (Collection Development) set out by the Canadian Library Association in 2004 and supported by College Libraries Ontario.

The Library believes that freedom of expression and access to many ideas and resources are necessary to support the educational process.

In the development, provision and maintenance of its collections, the Library supports and abides by the relevant components of the following policy statements and guidelines, adopted by the Canadian Federation of Library Associations.

- [Code of Ethics for CFLA-FCAB](#)
- [Diversity and Inclusion](#)
- [Intellectual Freedom and Libraries](#)
- [Library Service to Multicultural Communities](#)

Library users wishing to question the appropriateness or purpose of an item in the Library collections should contact lrcinfo@conestogac.on.ca.

4.0 Attributes of the Collection

4.1 Collections

The following collections are actively maintained in both print and/or online format.

- Archival Collection - documents and other items made or received in connection with the functions of Conestoga and/or the Library
- General Collection – i.e. books
- Media Collection – films and documentaries
- Periodicals Collection – academic journals, magazines and newspapers
- Reference Collection – encyclopedias, dictionaries, almanacs, directories, statistical sources
- Reserves Collection - books, periodical articles, and other high use materials specific to particular courses
- Standards Collection
- Statistics Collection, e.g. datasets

4.2 Print and Online Formats

Titles may be purchased in either print or electronic format, based on a balanced analysis of availability, user preference, cost, accessibility, ease and extent of access, and space considerations.

4.3 Multiple Formats

The Library does not purchase more than one copy of a title per campus library, as the aim of collection development is to offer as wide a selection of resources as possible, taking into consideration budgetary and spatial limitations.

4.4 Workbooks and Study Guides

Workbooks and study guides, as well as worksheets, or items that are intended for personal use are considered

“consumables.” Conestoga’s fair dealing guidelines, based on the Canadian Copyright Act and related case law, do not allow for any amount of copying of this type of material. It is also impractical for the library to allow users to write in or otherwise mark up these items during the course of their use; doing so destroys their value for the next borrower. Due to these factors, the library minimizes the purchase of this type of material, and places a particular focus in this area on licenced e-books and other online resources.

5.0 Criteria for the addition of information sources to the collection

The library adds information sources with applicability to curriculum or that promote student success and life-long learning.

5.1 General Approach

Preference is given to the following:

- Faculty, staff and student requests with curriculum applicability
- Required or supplemental resources for courses

- Items with favourable reviews
- Items included in subject bibliographies, journals or other selection aids
- English Language materials except when applicable for curriculum-related purposes
- Canadian material where applicable. However, the growing importance of a global perspective is recognized and such materials are selected accordingly
- Items published within the last 5 years
- Older items with ongoing curricular value, status as a classic or historic, or that are otherwise recognized as important to a field of study

5.2 General criteria for the addition of information resources

- Currency
- Curriculum relevance
- Reliability, clarity and accuracy
- Student/faculty/staff subject need
- Authority
- Appropriate academic level
- Cost effectiveness
- Durability
- Relationship to existing collections
- Relative importance compared to other materials on the subject
- Availability in an online format purchasable by libraries
- Availability at other local or consortial libraries

5.3 Criteria for the addition of popular fiction and non-fiction

In addition to the general approach and criteria for addition (5.1 and 5.2), the following are considered:

- Nominated or award-winning
- Appearance on bestseller lists
- Positive reviews

5.4 Criteria for the addition of periodicals (journals, magazines and newspapers)

In addition to the general approach and criteria for addition (5.1 and 5.2), the following are considered:

- Electronic availability (indexed or full-text) in current Library database subscriptions
- Curriculum relevance
- Student/faculty subject need
- Appropriate academic level
- Cost effectiveness

- Reliability, clarity and accuracy

5.5 Criteria for the addition of audiovisual media

In addition to the general approach and criteria for addition (5.1 and 5.2), the following are considered:

- Availability of closed captioning, or an Accessibility Agreement in place for the provision of captioning, described video or raw files for the production of such, upon request

5.6 Criteria for the addition of online formats

The current e-resource collection contains curriculum-related licensed databases, eBooks, eJournals, streaming video, standards and other specialized online collections.

In addition to the general approach and relevant criteria for addition (5.1 and 5.2), the following are required:

- Remote / off-campus access availability
- Accessibility of content for use with assistive technologies

These additional criteria are considered:

Functionality Considerations, e.g.

- Search functionality
- Usability format of documents (e.g., PDF with full colour and images available vs. HTML)
- Interface usability
- Ability to print, export and/or download
- Integration with course management software
- Number of simultaneous users

Licensing and Support Considerations, e.g.

- Terms of licensing agreement, e.g. governing laws, definition of users, fair dealing provisions
- Ownership versus subscription access to content
- Existing ownership of the title in physical form
- Availability through database packages or aggregators
- MARC record availability
- Stability and archiving commitments of the publisher

5.7 Criteria for the addition of materials in Conestoga's archives

The following materials are considered a priority for addition:

- Materials which have significant legal, historical, fiscal, administrative or promotional value for the preservation of Conestoga's history, growth and development
 - Administrative and operational records and reports created, received and maintained by the Office of the President, Vice Presidents, Deans, Departments, Directors/Managers and other offices and positions of comparable significance
 - Meeting minutes of the Board of Governors and College Council
 - College publications, past and future works of a similar nature
 - Select Conestoga College building & site plans, contracts, campus maps
 - Course calendars
 - Convocation programs and yearbooks
 - Other records as defined by [Conestoga's Records and Information Retention Procedure](#).

Private papers and/or works of prominent individual staff, faculty, students and alumni, along with artifacts, will be considered for the collection on a case-by-case basis if of significant value to the Conestoga community.

The following materials are not collected:

- More than one copy of an item already in the collection
- Routine records and correspondence
- Poor quality photographs
- obsolete media formats, e.g. filmstrips, floppy discs
- Any item with insufficient identification or context

Materials donated to the archives must include adequate information to document their relevance to Conestoga. If information such as the creator/department of origin, document title (if applicable), year created, etc are not a part of the record, then they must be provided separately.

5.8 Formats the library does not actively collect

The Conestoga Library does not actively collect games, software, CD-ROMs, CDs or music files or realia.

6.0 Evaluation of information resources

6.1 General criteria for evaluation of information resources

A library's physical collection of materials must be continually maintained in order to most effectively serve clients, utilize shelf space, and manage available funds. Older materials may become out-of-date, damaged or infrequently used; others may become irrelevant to

current curricular needs. New areas of research and study emerge and require development to broaden the library's collection and ensure continued relevancy. The library utilizes data related to usage, currency, and subject coverage to assess the current collection, and uses various tools, including subject lists, publication feeds, and the holdings of other comparable libraries to broaden the collection's coverage.

6.2 Replacements

Replacement of lost, stolen, damaged or worn material is not automatic. Replacement copies are purchased if the item is still relevant or current.

7.0 Removal of information resources from the collection

7.1 General criteria for the removal of information resources

The following criteria are used to identify materials for removal:

- Age and historical significance
- Physical condition and appearance
- Availability of resource in electronic format within the collection
- Outside the scope of curriculum
- Frequency of use
- Redundancy
- Obsolescence
- Ongoing/recurring costs (e.g. for subscription)

Deselected items are discarded at the Library's discretion.

Similarly, online resources are reviewed and may be selected for removal using several of the criteria above.

7.2 Additional criteria for the removal of periodicals (journals, magazines and newspapers)

Physical back issues of print periodicals are maintained for 3, 5 or 10 years after publication depending on the retention schedule chosen by library staff. Older issues are discarded.

7.3 Additional Criteria for the removal of audiovisual media

Audiovisual media lacking adequate closed captioning will be removed from the collection. Efforts will be made to purchase closed-captioned versions, or produce closed captions for materials with high use or historic importance, however, the production of closed captions is dependent on the original content creator providing permission to modify the original and therefore, may not always be possible.

7.4 Disposal of removed items

Deselected items are discarded at the Library's discretion. The Library reserves the right to give away, sell or trade removed items as necessary.

8.0 Practices for handling donations and gifts

The Library gratefully considers all donations. The same criteria used for the selection of new materials must be applied to all gifts and donations. Items that are not added to the Library collection because of age, format, topic, physical condition, or copyright considerations will be donated to the college community or non-profit organizations, or in some cases, discarded. In addition, the following criteria are used on an item-by-item basis to determine suitability for addition to the collection:

- Items that are highlighted or in poor condition will not be added;
- No instructor's manuals, study guides or test-banks will be added; and
- Resources older than 5 years must be highly relevant or classic in nature

The Library reserves the right to give away, sell or trade donated items for other materials if necessary.

9.0 Requests and Feedback from the Conestoga community

Conestoga community members can request additions to the library's collection and otherwise provide feedback and suggestions by contacting jrcinfo@conestogac.on.ca.

10.0 Cooperation and Resource Sharing

No library can hold every resource needed by clients at any given time. To this end, Conestoga's Library has an [agreement in place](#) for shared services / resources with libraries at other Ontario colleges.

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Source: <https://lib.conestogac.on.ca/about-us/cd-practices>

Work Sheet

Task 1: List the groups of people who have access to library resources and describe the type of access given to each group.

Answer:

Task 2: List the criteria considered for adding new periodicals to the library collection.

Answer:

Task 3: There are several criteria for removing resources from the library collection. Write an opinion paragraph of at least five (5) sentences explaining why you agree or disagree with at least three (3) of these criteria.

Answer:

Task 4: Write an opinion paragraph of at least five (5) sentences exploring additional criteria you believe could be used to determine removal of library resources.

Answer:

Answers

Task 1: List the groups of people who have access to library resources and describe the type of access given to each group.

Answer:

- Full and part-time Conestoga students: full access including off-campus access to online resources
- Faculty and staff: full access including off-campus access to online resources
- Other members of the Conestoga community (including alumni): subject to licensing restrictions; no off-campus access to online resources
- Community at large: no off-campus access to online resources

Task 2: List the criteria considered for adding new periodicals to the library collection.

Answer:

- Electronic availability
- Curriculum relevance
- Student/faculty subject need
- Appropriate academic level
- Cost effectiveness
- Reliability, clarity and accuracy

Task 3: There are several criteria for removing resources from the library collection. Write an opinion paragraph of at least five (5) sentences explaining why you agree or disagree with at least three (3) of these criteria.

Answers will vary, and may include opinions such as

- Age and historical significance: Older books are not necessarily less important and/or relevant to a modern audience. This may be particularly true for students studying history, classics, philosophy, etc.

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- Physical condition and appearance: Worn books should be replaced instead of removed. The learner may ask whether there is a process for replacement of materials in poor condition. Books may also be in poor condition because they are used more frequently; this could be argued as a case for maintaining these resources in the library collection.
- Availability of resources in electronic format: The learner may defend paper/print copies of resources as not everyone prefers or is comfortable using electronic resources.
- Outside the scope of the curriculum: Many resources could still be useful, and curricula are subject to change; needed resources that align with course curricula are, therefore, also subject to change.
- Frequency of use: A resource may still have importance even if it is used by a relatively small number of people.
- Obsolescence: There may be research and historical reasons for which keeping obsolete texts remains valid and important.
- Ongoing/recurring costs: The learner may question whether resources can be allocated to these costs to ensure certain resources stay within the collection. They may speculate about things like group/bulk purchases.

Task 4: Write an opinion paragraph of at least five (5) sentences exploring additional criteria you believe could be used to determine removal of library resources.

Answers will vary but could include

- Survey of students/faculty to determine resource need/use before removal.
- Consultations with departments to determine most needed resources before considering removal.
- Partnering with other institutions to give students access to additional resources if removal of resources is necessary from one College's collection.
- Consultations about funding to look at when/how resource removal is considered.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	integrates several pieces of information from texts			
	manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	identifies the purpose and relevance of texts			
	skims to get the gist of longer texts			
	begins to recognize bias and points of view in texts			
	infers meaning which is not explicit in texts			
	uses organizational features, such as headings, to locate information			
	follows the main events of descriptive, narrative, informational and persuasive texts			
B2.3	writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade			
	manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.3 cont'd	selects and uses vocabulary, tone and structure appropriate to the task			
	organizes and sequences writing to communicate effectively			
	uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details			

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

Learner (print):