

# Harper College Library Collection Development Policy

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## Mission

The Library is committed to providing resources and services that support and enhance the Core Values of Harper College. The Harper College Library responds to patron's informational needs by developing, maintaining and providing access to a wide range of materials and services that reflects the full range of diversity of the college community.

The Library is one of five venues for curricular support within the Resources for Learning division (RFL). The goals of the Library, the [Dept. of Instructional Technology](#), [Success Services](#), the [Tutoring Center](#), and the [Writing Center](#) are all closely aligned, with our principal focus being student success.

Building a diverse collection of resources in a variety of formats, and making those resources accessible to the Harper community, is central to the Library's mission. It is an extensive thoughtful endeavor to select, deselect, order, process, maintain, review and manage a library collection. It is the nature of a strong collection to always be in a state of growth and change. As new courses are offered and new degrees developed both in the traditional and online formats, the library collection makes a concerted effort to keep pace with those demands.

The Library's mission is geared toward fulfilling the greater academic mission of Harper College. Collection priority is always given to academic titles that support the curriculum and programs of Harper College. The Collection Development coordinator makes every effort to work progressively with other library departments to meet the goals set out in the Library Mission for collection development:

- To acquire, provide, and preserve access to books, periodicals, and non-print material that best support and enrich the curriculum.
- To assist faculty in ordering materials that will enhance classroom performance.
- To evaluate library resources and services on a regular basis and to participate in the College institutional program review process.
- To encourage the use of the Library by building awareness of our collections, resources, and services.

**Who Can Use the Harper Library?**

The Library is primarily for students, faculty and staff of the College. Harper College is however a public institution and the library is open to the general public. District residents and their children are given checkout privileges. Persons not living in the district, are welcome to use the library, but may not check out materials. View a list of the towns and cities in the [Harper District](#) eligible for library materials checkout. Residents in the town of Inverness, who do not have access to a public library, may also checkout materials.

**Primary User Population Statistics**

38% of in-district 18 year olds attend Harper College  
 29% of in-district 19-24 year olds attends Harper College  
 9.5% of in-district 25-34 year olds attends Harper College

Annual enrollment is approximately 26,000 students; roughly 15,000 are full-time. The student FTE for Fall 2006 was 9,385 and 8,813 in Spring 2007.

**Ethnicity of Credit Students 2006-2007** p81 Harper Fact Book

	<b>N</b>	<b>%</b>
Asian or Pacific Islander	3,070	12%
American Indian or Alaskan Native	60	<1%
African-American	1,030	4%
Hispanic	4,469	18%
White Non-Hispanic	14,479	57%
International	199	1%
Unknown	2,007	8%
Total	25,314	100%

**Gender of Credit Students 2006-2007** p71 Harper Fact Book

	<b>N</b>	<b>%</b>
Female	8,514	56%
Male	6,638	44%
Unknown	4	<1%
Total		100%

\*Statistics supplied by the Harper College Office of Research, *Fact Book 2007*.

### Degrees Granted

Harper College offers seven degrees on-campus and ten degrees in distance format:

<b>Degrees offered on-campus</b>	<b>Degrees offered in distance format</b>
<ul style="list-style-type: none"><li>• Associate in Arts</li><li>• Associate in Science</li><li>• Associate in Fine Arts–Music</li><li>• Associate in Fine Arts–Art</li><li>• Associate in Applied Science</li><li>• Associate in Engineering Science</li><li>• Associate of General Studies</li></ul>	<ul style="list-style-type: none"><li>• Associate of Arts (AA)</li><li>• Associate of Science (AS)</li><li>• Associate in General Studies (AGS)</li><li>• Associate of Applied Sciences (AAS)<ul style="list-style-type: none"><li>○ Computers in Business: Computer Desktop Support (AAS)</li><li>○ Computers in Business: Database Management (AAS)</li><li>○ Computers in Business: LAN Administration (AAS)</li><li>○ Computers in Business: Management Information Systems (AAS)</li><li>○ Financial Services: Commercial Credit Management (AAS)</li><li>○ Management (AAS)</li><li>○ Marketing: Marketing Communications (AAS)</li></ul></li></ul>

“The A.A., A.S., A.F.A. and A.E.S. degrees are primarily for students desiring to transfer to four-year institutions. The Associate in Applied Science (A.A.S.) is primarily for those in two-year career programs, although many students transfer to four-year colleges after earning the A.A.S. degree. The Associate of General Studies Degree (A.G.S.) primarily for adults who have taken classes in the past but never completed a degree. One of the requirements of the AGS degree is that you meet with a counselor, before you begin, to develop an individualized educational plan and identify the classes that will best meet your personal interest and needs.”

### Certificates Offered

“The College provides certificate programs designed to meet specific needs of the community. These programs are normally one year in length, and upon completion of the prescribed courses, the student receives a certificate of completion.”

Source: <http://goforward.harpercollege.edu/page.cfm?p=2908>

“Harper College currently offers **21 certificates** entirely through distance education. A certificate program is made up of a sequence of courses in a specialized academic and/or technical area. Certificates can require as few as four courses or as many as ten courses for completion. While some certificate coursework prepares the student to take a licensure exam, all courses are applicable toward an associate degree.”

Source: <http://goforward.harpercollege.edu/page.cfm?p=2260>

**Collection Statistics** The Library, strives to provide materials in a variety of formats accessible both in house and remotely. Resources include:

- Books – approximately 329,000 volumes (165,000 titles)
- Electronic Databases – indexing approximately 15,000 journals titles; 10,000 of which are full text
- Print periodicals (journals and newspapers) - approximately 300 subscriptions\*
- DVDs – approximately 3000 titles
- Streaming videos – 150
- VHS – approximately 12,000
- CDs – approximately 5000
- CD-ROMs – approximately 300

The overall size of the Library's collection has remained largely consistent from year to year, with the number of volumes staying basically the same. This is due in part to rigorous deselection efforts that target outdated materials. (The number of titles has increased by 7% over five years.)

\*With the increasing availability of periodicals in electronic format, the Library has made a diligent effort to replace paper subscriptions with electronic. Electronic subscriptions provide 24-hour access to the resource from computers everywhere. The Library has decreased paper subscriptions from nearly one thousand titles in 1997 to three hundred in 2007. The Library has increased the full-text electronic subscriptions to nearly 10,000.

### **Acquisition Methods**

Library materials are acquired through firm orders, standing orders and gifts.

A **Firm Order** system is in place to handle item by item requests originating from librarians, faculty, and staff members. These requests are reviewed by the collection development department to determine relevancy.

**Standing Orders** The library maintains standing orders for a wide variety of materials (monographic and serial). Standing orders provide an effective method for keeping the collection up to date by obtaining the latest edition of core titles, as soon as they are published.

**Gifts** The Coordinator of Collection Development accepts donations with the understanding that upon receipt the library assumes ownership and thus reserves the right to determine retention, location, processing and other considerations relating to the material's use or disposal. All donations will be acknowledged. The library will not attest to the monetary value of the donated materials.

1. Textbooks: None accepted if older than (6) years, unless of permanent value. Workbooks not accepted unless accompanied by an acceptable textbook. Teacher's manuals or editions will not be accepted.
2. Pamphlets: May be accepted if of current interest or historical value.
3. Audiovisual Materials: Should be complete and in good condition, current, and relevant to the program.
4. Printed Materials: Should be accepted primarily for their value as teaching tools. When accepting print materials, the library will consider: Suitability for curricula; Space required to house; Duplication of materials; Cost of upkeep
5. Periodicals: Duplicates of current holdings will not be accepted unless replacing lost or mutilated issues. New titles will be accepted only if they

directly support the curricula. The Library does not accept periodical runs of less than two complete consecutive years. Consideration will be given to whether funds will permit continuance of serials. Space requirements will be considered.

### **Materials Budget**

The Coordinator of Collections is responsible for setting the overall vision, within the administration's assigned budget, for the print and media collections. The Coordinator of Collections is responsible for spending funds in all subject areas for the book, media and new programs budgets. The Library liaisons assist in collection development by focusing purchases on assigned divisional areas. Delegating collection responsibilities to the librarians and determining the fund allocations for each curricular campus division are important parts of that process. For each of the College's seven curricular divisions, funds may change based on enrollment, increases in average book prices, circulation statistics and need.

All materials purchased with library funds are to be housed in the library, with the exception of materials purchased for the Career Center, located in the Student Center, building A room 347. Career Center materials are reference materials and do not circulate.

Selection activities are also guided by the principles of the [American Library Association's "Library Bill of Rights"](#), ["Freedom to Read"](#) and ["Freedom to View"](#).

### **Faculty Liaison Program**

The Coordinator of Collections gives some direction to the Liaison program. Each of the six full-time librarians is assigned to one or more College divisions. The librarian/liaison communicates with the faculty in those areas about new acquisitions and enhancements in library services, while encouraging participation in purchasing. The librarian/liaison communicates the vital role that faculty play in purchasing supplemental materials to support the curriculum. The [Liaison Program website](#) explains the program, provides links to collection tools and is used to share collection information. [www.harpercollege.edu/library/liaisons/index.shtml](http://www.harpercollege.edu/library/liaisons/index.shtml)

The Library encourages both adjunct and fulltime faculty to participate in the collection process.

### **Collection Assessment**

The library participates in collection assessment via the following methods:

- Every five years the Library participates in Program Review and ascertains information about user satisfaction with the collection. Focus groups have been conducted to assess users' expectations that include satisfaction with the collection. The Library blog has a digital suggestion box, while physical suggestion boxes can be found at each of the service desks.
  
- The Library measures annually the number of items purchased by faculty, and the total number of faculty who contributed to the collection. This allows the Library to measure the effectiveness of the Library Liaison Program. The teaching faculty purchase approximately 500 items per year, or 10% of the total purchases.

- Reports are run to get a visual sense of what is on the shelf in particular a subject area. These reports reveal the average age of publications, number of circulations and aid in the collection development process.
- Item status reports are run each year listing items “missing” and “lost”. The lists are used to make decisions on withdraw and/or the reordering of materials. Items with a “missing” status will be changed to “lost” after conducting a thorough search. A “lost” status will only be removed once a book is returned. The “lost” item status will remain in the system at least one calendar year, prior to the record being withdrawn.
- The library aims to perform a collection inventory once every ten years to ensure a clean database of records. The library’s last inventory was in 2002.

### **Conspectus**

Conspectus is a concise assessment or synopsis of a subject. The WLN Conspectus is a widely used qualitative method for evaluating a collection’s depth and scope. The library’s strength, activity level and goals are defined using a numerical value. The numbers range from 0 to 5, where 0 is considered out of scope and nothing is collected—to 5, which is exhaustive, comprehensive coverage of a particular subject.

Overall, the Harper Library College Library selects at levels 3 and 3a. Level 3 is designated the “Study or Instructional Support Level”. See the descriptions below from *Using the Conspectus Method: A Collection Assessment Handbook*.

(Bushing, Mary and Burns Davis and Nancy Powell. "Collection Depth Indicators." *Using the Conspectus Method: a Collection Assessment*. WLN, 1997. 27-38.)

#### **Level 3 Study or Instructional Support Level\***

Collections that provide information about a subject in a systematic way, but at a level of less than research intensity and support the needs of general library users through college and beginning graduate instruction include:

- An extensive collection of general monographs and reference works and selected specialized monographs and reference works.
- An extensive collection of general periodicals and a representative collection of specialized periodicals
- Limited collections of appropriate materials in languages other than the primary language of the collection and the country, for example, materials to aid in learning a language for non-native speakers, or literature in the original language, such as German poetry in German or Spanish history in Spanish
- Extensive collections of the works of well-known authors and selectors from the works of lesser-known authors
- Defined access to a broad collection of owned or remotely-accessed electronic resources, including bibliographic tools, texts, datasets, journals, etc.

The Collection should be systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of retrospective materials.

### **Level 3a Basic Study or Instructional Support Level**

Resources adequate for imparting and maintaining knowledge about the primary topics of a subject area that include:

- A high percentage of the most important literature or core works in a field
- An extensive collection of general monographs and reference works
- An extensive collection of general periodicals and indexes/abstracts
- Other than those in the primary collection language, materials are limited to learning materials for non-native speakers and representative well-known authors in the original language, primarily for language education
- Defined access to appropriate electronic resources

The collection supports undergraduate courses, as well as the independent study needs of the lifelong learner.

### **Special Collections**

The library has four special collections:

- **The Career Center** – Career Center Library materials are housed in the Student Center, building A room 347. Materials purchased for the Career Center are in category 2b on the WLN Conspectus—a commonly used collection level indicator tool for libraries. Level 2b: Basic Information Level, Advanced, is defined in *Using the Conspectus Method: A Collection Assessment Handbook* as “sufficient to support the basic informational and recreational reading of educated general public or students through the first two years of college.” The Career Center Library has approximately 1,200 titles, most of which are print. The library does not acquire print periodicals subscriptions for the Career Center, as our electronic databases are available to them.
- **Bestsellers** – The library has an interest in providing the latest bestseller fiction and non-fiction for our patrons. Due to the high interest these items generate, the bestseller collection is shelved separately from our general collection, has shorter loan periods and increased late fees. The books are located behind the 2<sup>nd</sup> floor Library Information desk. The bestseller collection recently expanded to include an additional 220 books per year. At any given moment the collection includes approximately 600 titles.
- **Children’s collection** – Materials purchased for the children’s collection are in the category of 1b on the Conspectus—a commonly used collection level indicator tool for libraries. Level 1b, is defined in the *Collection Assessment Handbook* as “A systematic representation of the subject; includes basic authors, some core works and a spectrum of points of view; it is consistently maintained.” This collection serves students enrolled in Children’s Literature, and Early Childhood education courses. The collection also serves the children enrolled onsite in the Harper Preschool, as well as the general public. The collection currently has 2000 titles, many of which have won children’s

literature awards.

- **Harper College Archives** – The Archives, housed on the Library's 1<sup>st</sup> floor F160, are a special collection of College history. The archives are not a repository for all paperwork generated by College personnel. Instead, the Archives is "charged with documenting the history and accomplishments of Harper College". This includes archiving College yearbooks, College catalogs, photographs, student newspapers, promotional items and final meeting minutes and agendas. See the [Archives webpage](http://www.harpercollege.edu/library/archives/index.shtml) for more information: <http://www.harpercollege.edu/library/archives/index.shtml>  
The Harper College Archives has a portion if its collection indexed online at [Digital Past](http://www.digitalpast.org/nsls.php). <http://www.digitalpast.org/nsls.php>

### **Approval Plans**

The library does not currently have any approval plans. Approval plans are ways for a library to acquire book titles routinely. A vendor provides a list of titles online or physically sends the books to the library, based on a succinct profile previously defined by the Coordinator of Collections and/or liaisons.

The Harper College library has investigated small targeted approval plans for computer programming, software and technology. Additionally, the Library has investigating a nursing, dental and healthcare professions approval plan. As we consider such plans, we keep in mind that the library would be limited to spending less than 25% of the total print budget on approvals, or not more than 25% of books received on approval—*not to exceed either*. Approval plan profiles would be revisited for adjustment if 3-4% of total approval titles were deemed out of intended profile range.

### **Consortia**

For many years libraries have sought to control costs and improve service by cooperating in various consortia. Illinois has a long history of this type of cooperation. The last five years have witnessed a great deal of change in the statewide consortia and the Library's involvement with them. Today, the Harper College Library is a part of the following consortiums:

- CARLI (Consortium of Academic and Research Libraries in Illinois)
- NILRC (Network of Illinois Learning Resources in Community Colleges)
- NSLS (North Suburban Library System)

On November 23, 2003 Harper College was accepted into the Illinois Computer Systems Organization (ILCSO). In August of 2004, the Harper College Library went online with ILCSO. At that time, ILCSO included 65 colleges and university libraries; which with state support, strived toward resource sharing and "technology cost containment". ILCSO members shared an automated library system. Maintenance and software costs were shared by members and the state. Patrons enjoyed borrowing privileges at all member institutions.

On July 1, 2005 ILCSO merged with two other consortia (ICOMP and IDAL) to form the **Consortium of Academic and Resource Libraries in Illinois** (CARLI). The Harper Library continues its participation in CARLI, with access to approximately 70 colleges and university libraries. Consortia of this type will have a growing impact on libraries and their patrons, as costs rise and dependence on technology increases.



Harper students now enjoy access to millions of titles in schools across the state.

In addition to CARLI, Harper participates in the **Network of Illinois Learning Resources in Community Colleges** (NILRC) and the **North Suburban Library System** (NSLS). The Harper Library has a long standing affiliation with these groups. NILRC acts as a forum for group buying. It is also a leader and innovator in technology areas, especially AV and teleconferencing. As a group made up solely of community colleges, NILRC is a powerful advocacy organization. The North Suburban Library System (NSLS) consists of all types of libraries, including public, academic, school, corporate and special libraries, all in the northern suburbs. NSLS is part of the statewide library system network and provides a wide array of services, including interlibrary loan document delivery and professional development.

Harper College Library has benefited enormously from its participation in these consortia. Most of our databases are purchased via consortium. On occasion a database is purchased outside of a consortia agreement, but such instances are rare.

## **Deselection of Materials**

### **A) Definition**

Deselecting or weeding is the systematic removal of nonessential materials from the Library's collection. This is an integral part of the creation of an active, academically useful collection. Weeding is essential to the best utilization of limited space and equipment.

### **B) Purpose**

The purpose of weeding is to reevaluate the collection. A corollary purpose is to alert the faculty to areas of weakness in the collection. Care will be taken to retain a balanced viewpoint.

### **C) Discarding Criteria**

A decision to withdraw materials rests with and will be handled by, library faculty with the assistance of the appropriate teaching faculty. Library Faculty retain the right to make final decisions on material retention. Those materials to be considered for withdrawal should be assessed by these considerations.

- Information has been superseded or presented in newer, more accessible formats.
- Seldom used title has been duplicated.
- Physical condition of the material is poor.
- There is a more readily available later edition or revision of the same material.
- The material is part of an incomplete set.
- The material is part of a broken file of non-indexed journals.
- Appropriateness of the subject matter to the collection is questionable.
- Number of circulations and date of circulation.
- The material is missing in inventory.
- The Library will not automatically replace discarded material because of loss, damage or wear.

- Removal of older editions is done automatically as new or revised editions are purchased or added.

#### **D) Criteria for Retention of Material**

- Was published by a local author.
- Has as its subject Harper College or the immediate geographic area.
- The subject matter is unique and/or it is out of print.
- Enjoys a fair circulation.
- Is or was a prize winner (i.e., Pulitzer, Newbery, etc.).
- Is part of a series.
- Is on a subject not frequently written about or approaches the subject from an unusual point of view.
- Is included in basic collection guides, subject bibliographies or basic indices.

#### **E) Disposal of Deselected Materials**

Deselected materials will be disposed of according to the legal requirements of the State. Illinois Procurement Law does not allow state funded institutions to sell state property. For this reason, the library may not sell discarded material. Library materials may be discarded in the following manner:

- Given to a College department or teacher for needed usage by Harper students or staff -- rarely to an individual, and all such instances will be cleared through the Coordinator of Collection Development.
- Given to other public libraries or public institutions in this area.
- Listed or exchanged with other libraries in the Duplicates Exchange Union and/or the North Suburban Library System (NSLS).
- May be offered in vendor-sponsored missing copy bank.

#### **F) Pre-weeding**

As library staff encounters tight shelving, with no room for new books, the need to "pre-weed" will present itself. Staff is asked to use the following guidelines when deciding to whether or not to remove an item. All points should be taken into consideration. All criteria must be met for an item to be removed, with the exception of points 5 and 6. Pre-weeded items are given a location of "cataloging" and are placed outside F253, until the Coordinator of Collections, or the respective liaison review.

1. The work was acquired over 10 years ago.
2. The work has not circulated in 8 or more years.
3. If it is an item in a set, no part of that set has circulated in 8 or more years.
4. The author is not prominent or well-known; the work is not core to the discipline.
5. The item is damaged.
6. Copy two has not circulated in 8 or more years, remove copy two.

### G) Request for Withdrawal of Material by a Patron

There will be no attempt to censor controversial materials by placing them under special control. All sides of a disputed issue should be represented openly in the book collection and audiovisual collection to provide students with free access to ideas, so that they may formulate their own opinions.

If controversial books or audiovisual materials are destroyed, mutilated, or for any reason removed from the Library, they should be considered for replacement according to the same criteria used for any library materials. If, in the opinion of the librarians and faculty representatives in the appropriate subject area, the content of the material is still considered important, a replacement may be ordered.

This policy is in accordance with the "Freedom to Read" statement of the American Library Association (ALA). The Library Bill of Rights notes that libraries are "forums for information and ideas" and that censorship should be challenged.

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillofrights.pdf>

Should you have concerns about resources in our collection, you may fill out a **Reconsideration of Library Resources** form, see Appendix A. All requests will be reviewed by the Library Dean.

### Preservation

The Harper College Library's cataloging department engages in basic book repair. The Library does not engage in conservation efforts for materials needing intense repair. The Library removes books that are confirmed to contain mold. Mold is a health hazard and can easily spread to other books. The Library's main book shelving area is kept at 66-68°F. The media stacks are kept at a cooler 65°F. The humidity is between 40-55% depending on the location.

### RELATIVE TEMPERATURE RECOMMENDATIONS<sup>1</sup>

<u>Materials</u>	<u>Temperature (Degrees F)</u>	<u>Allowable Range (+ or -)</u>
Books, Paper, & People	68-72°	5°
Books & Paper Alone	60°	5°
Photographic Materials	50°	5°
Books & Photographic Materials	60°	5°
Magnetic Media	65°	2°

### RELATIVE HUMIDITY RECOMMENDATIONS<sup>1</sup>

<u>Contents</u>	<u>Relative Humidity</u>	<u>Allowable Fluctuations (+ or -)</u>
Books and Paper	40-55%	3%
Photographic Materials	35%	3%
Books, Papers, and Photos	50%*	3%

Magnetic Media	30%	3%
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\*This level may be reduced to 30-40% in winter to help prevent condensation

### **LIGHTING RECOMMENDATIONS<sup>1</sup>**

<b><u>Type of Space</u></b>	<b><u>Light Level Range</u></b>
Storage	10-50 lux (1-5 fc)
Display	50-150 lux (5-15 fc)
Reading/work areas	300-600 lux (30-60)

To minimize damages, the Harper College Library has indirect lighting in its main stack and media areas. The Library also has blinds on the windows which protect the books from damaging ultraviolet rays. "Light causes bindings, inks, and dyes to fade; darkens and yellows paper; and weakens cellulosic fibers through bleaching and oxidation. The damage caused by light is dependent upon the intensity, the type of light, and the duration of exposure. Light damage is cumulative. Exposure levels are monitored by calculating total exposure, which is the product of the intensity of the source multiplied by the length of exposure. For example, 10 hours of light exposure at the intensity of 5 footcandles (fc) equals 2 hours at 25 fc intensity; both total 50 fc Hours."

<sup>1</sup>Source: "Environmental Specifications for the Storage of Library & Archival Materials." SOLINET- The Southeastern Library Network, Inc. <http://www.solinet.net/emplibfile/environspecs.pdf>

### **Policy Approval**

The Library Dean has read and approved the above policy. The policy is maintained, updated and reviewed yearly by the Library's Coordinator of Collection Development.

## Appendix A: Reconsideration of Library Resources

*The Harper College Library has delegated the responsibility for selection and evaluation of library resources to its librarians and Dean. The library has established reconsideration procedures to address concerns about those resources. Please use this form to express concern regarding library materials. Please return the form to the Library Dean. Mail to Harper College Library, F249, 1200 W. Algonquin Rd., Palatine, IL 60067.*

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Zip \_\_\_\_\_ Phone \_\_\_\_\_

Do you represent self? \_\_\_\_ Organization? \_\_\_\_

1. Resource on which you are commenting:

\_\_\_\_ Book \_\_\_\_ Textbook \_\_\_\_ VHS \_\_\_\_ DVD \_\_\_\_ Display

\_\_\_\_ Magazine \_\_\_\_ Library Program \_\_\_\_ CD Audio Recording

\_\_\_\_ Newspaper \_\_\_\_ Electronic information/network (please specify)

\_\_\_\_ Other \_\_\_\_\_

Title \_\_\_\_\_ Author/Producer \_\_\_\_\_

2. What brought this resource to your attention?

3. Have you examined the entire resource?

4. What concerns you about the resource? (Use other side or additional pages if necessary.)

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?