LIBRARIES AND THE APPLIED BACCALAUREATE:  
The Washington State Experience

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APPROACH

• Themes revealed from research study: Mindy Coslor
  • Planning
  • Collaborating
  • Information resources
  • Staffing
  • Teaching
  • Evaluating

• Ongoing concerns within the SBCTC colleges: Vivienne McClendon

• Best practices: Aryana Bates
Washington State Cumulative Growth of BAS Programs
THEME: PLANNING

• Challenges
  • Library deans:
    • Accreditation concerns regarding collection breadth & depth
    • Acting as advocates, negotiators, and communicators
  • Library faculty:
    • Visible campus leaders
    • Considered modality of program instruction while developing library information resources and library instruction
THEME: PLANNING

• Ongoing concerns
  • Deans continue as advocates, negotiators, & communicators
  • Strategizing on ways to influence campus decision makers regarding needed supports: resources, collection, and staffing
  • Cancellation of planned resources sparks concerns over accreditation
PLANNING: BEST PRACTICES

• Develop an accurate understanding of the information universe
  • How information is created, curated, accessed, maintained, and evaluated
  • Need for sustained funding
  • Fact of inflation
• Ensure library is at the planning table
• Comply with regional and special accreditation requirements for library resources and services
THEME: COLLABORATING

• Challenges
  • Instructional departments with no prior relationship with the library
  • Communication was key
  • Understanding the vision for the program especially working with new adjunct faculty
  • Relationships were harder to develop with completely online programs
  • Adjunct faculty may not be connected to the campus at all
THEME: COLLABORATING

• Ongoing concerns
  • Deans voiced concern over lack of library inclusion in planning for new degrees
  • Continued disconnect with pt faculty or late implementation phase ft faculty hires
COLLABORATING: BEST PRACTICES

• Instructional and library administration should develop ongoing collaboration systems
  • Relationships between the library and BAS programs
  • Relationships between ft/pt instructors and library faculty
• Example: structured developmental model of collaboration
  • Mentorship between university and community college
THEME: INFORMATION RESOURCES

- Challenges
  - Start up costs vs. ongoing costs
  - Confusion over vendor pricing structures (i.e. FTE model)
  - Negotiating vendor pricing for 2 year vs 4 year colleges
  - Competing vendor platforms and access
  - Degree modalities drove decisions to purchase print vs. electronic resources
THEME: INFORMATION RESOURCES

- Ongoing Concerns
  - 4 year vs 2 year invoicing models for databases
  - Planned supports dwindling, not delivered, or unfunded
  - Annual pricing increases & inflation
  - Disconnect between planners and faculty hired to implement
  - Balancing needs of upper vs. lower division students
INFORMATION RESOURCES: BEST PRACTICES

• Databases can be as specialized as the knowledge of faculty

• Acquiring and maintaining:
  • Each vendor offers different information resources due to licensing arrangements
  • Databases are ongoing subscriptions

• Costs Increase Annually

• Recommendations from the field:
  • Start up and ongoing for print and electronic resources
  • Specialized databases can benefit both upper and lower level programs
  • Fund library from a percentage of all BAS program funding
THEME: STAFFING

• Challenges
  • Subject expertise of library faculty
  • New BAS programs strain on existing library staff and faculty in a variety of roles
THEME: STAFFING

• Ongoing Concerns
  • Initial proposals include funding for library staffing: often cut, cancelled
  • Workload procedures of acquisition and delivery of resources not well understood by planners
STAFFING: BEST PRACTICES

• Provide professional development in the BAS subject area for librarians
• Hire/train library faculty with disciplinary expertise
• Ensure adequate staffing levels for increased workload
THEME: TEACHING

• Challenges
  • Program expectations unrealistic to actual preparedness of rising juniors and returning workers
  • Extra time for developing library curriculum for upper division and program modalities
  • Scaffolding library curriculum to allow students to build skills and learn at their own pace
  • Lack of recognition by program instructors of the teaching role of librarians
THEME: TEACHING

• Ongoing concerns
  • Lack of funding impacts capacity for library instruction
  • Lack of understanding regarding prep time needed for info literacy instruction
  • PT or new FT faculty often delete information literacy components from the curriculum after program approval
TEACHING: BEST PRACTICES

• Ensure students are prepared for upper division work
• Include information literacy as a program outcome
• Provide librarians with time and/or money for multimodal curriculum development
• Cultivate recognition of librarians as teaching professionals
THEME: EVALUATING

• Challenges
  • Limited assessment practices among libraries
  • Difficult to determine usage of information resources by program
  • Lack of awareness that library resources and services are a factor in accreditation
THEME: EVALUATING

• Ongoing Concerns
  • Very few colleges have created information literacy courses with assessable Student Learning Outcomes
  • Statewide Library Leadership Council is working to create a transferrable course which can be shared system-wide
EVALUATING: BEST PRACTICES

• BAS curriculum includes a Librarian-taught Information Literacy Course

• Library assessments:
  • Library usage by discipline
  • Student learning outcomes for information literacy
  • Student satisfaction

• Meet library standards set by regional and specialized accrediting bodies
CONCLUSIONS

• Little has changed for libraries
• Early inclusion of the library in the planning cycle is still not consistent
• Funding varies from campus to campus, but continues to dwindle
• Communication between stakeholders remains inconsistent
• Recommend and implement best practices
QUESTIONS?

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