



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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