Of Like Minds

Community College Baccalaureate Association
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Frontiers of Access

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Whether you are **providing** the degree(s) through – for Example- articulation or centers; **partnering** formally with others, **promoting** area programs or **planning** for your own - your library or learning resource center should be part of the discussion and decision making and ultimately the equation for providing the complete baccalaureate experience. Because, however, there is no one answer to serving baccalaureate, university and/or graduate level students or faculty in any program or support area, what institutions should strive for is the **right set of questions** for assessing their educational environment.

The perfect set of questions and answers might be to "find out what your accrediting bodies are recommending and requiring – musts and shoulds" and begin building from there. Accrediting bodies, however, are dramatically different (both general and discipline- specific) and this creative approach to expanding, offering and accessing higher education for community college students is "new" relatively speaking – too new to have sets of questions and answers for almost all areas of educational planning and design. So…the fall back "perfect set" of Q & A should come from the library and information construct of services and resources. They include:

Reference & Info Services

1. Do additional programs/levels bring discipline/program specific **accreditation** issues for library staff, resources and services? (Example- staff credentials, continuing education, print materials, electronic resources including ownership/access)
2. Do print and online resources **represent appropriate reading/grade/learning levels**? Freshman/Sophomore and Junior/Senior? Post four year?
3. Do collections include scholarly materials for upper level programs/disciplines? (Print, media, online materials)
4. Do library staff need training/education in providing upper division/level research and reference services for students?
5. Do library staff need training/education in providing upper division/level research and reference services for faculty?
6. Will expanded degrees or programs include distributed learning opportunities? Does online learning coursework need expanded database/resources for faculty research and teaching and/or for student research and learning?
7. Are faculty in expanded programs involved in the collection development process? Does the process include expanded offerings? Do librarians have access to necessary selection/acquisitions materials needed for expanded degrees? Programs?

Circulation & Reserve Services

1. Do policies and procedures governing access and circulation need to be revised for expanded needs for students and/or faculty? (Example- longer checkouts for student and/or faculty researchers)
2. While resources are being assessed and expanded, are interim partnerships for access to partner collections (Example- more scholarly materials, primary source) needed for students and faculty?
3. Do reserve materials/services need to be expanded to include higher-level resources?
   Is electronic access to online reserve material acceptable for the expanded population?
4. Are processes in place for expanded interlibrary loan and document delivery for in-depth resources needed?
5. Are copyright guidelines up-to-date and designed to cover expanded resources, expanded faculty research?
6. How will the college handle expanded "textbook" resources? (Example- print, online, course packs)

Instructional Programs

1. Is the information literacy program appropriate for faculty and students in expanded programs? (Example- integrated instruction – "in-person" and online)
2. Are plagiarism processes and content applicable to expanded programs?
3. Are Intellectual Freedom principles articulated for expanded programs?

Facility & Computer/Web Resources

1. Is the size of the library/seating/support environment adequate for existing students and faculty use/enrollments? Expanded use/enrollments?
2. Is there shelving space for print and expanded media resources? Is storage for alternative formats needed?
3. Do expanded processes (Example- articulations, etc.) include use and access issues for physical facilities and e-resources and services?
   Do expanded population special/unique-needs faculty and staff have access to necessary resources and services?
   Are library/learning resource hours of service and online delivery of services adequate for expanded programs?
4. Does the library/learning resource facilities have necessary alternative teaching and learning spaces such as active learning spaces, hardware/software computer/media workstations, and group study rooms?
5. Do tech use/teaching and learning spaces meet expanded program needs (Example- unique software and hardware, instructional design/support staff?)
6. Are hardware and software resources available in-library, for checkout? Accessible remotely?
7. Do media/hardware spaces have resources and staff to meet needs of expanded programs to serve faculty?

Recommendations

1. Gather **standards** for relevant organizations, associations and programs for assessment and comparison.
2. Identify and obtain **accreditation content** for all general discipline-specific programs involved in the expansion.
3. Identify best practices present in expanded programs and create a group (online/in person) among department and related-area groups for **establishing a discussion and decision-making group** to design/choose best practices.
4. Identify assessment questions/**needs assessment** for faculty teaching expanded programs.
5. Identify critical need for **continuous learning** including such things as: patron assistance/customer service; acquisitions issues; instructional design; advanced discipline-specific reference/resources; etc.