WASHINGTON STATE COMMUNITY AND TECHNICAL COLLEGES

BACCALAUREATE IN APPLIED SCIENCE DEGREES LIBRARY SERVICES RUBRIC

The purpose of this document is to provide colleges establishing BAS programs with the standards on libraries from the Northwest Commission on Colleges and Universities (NWCCU). These standards may be used while developing the program and planning for accreditation visits as a way to demonstrate academic rigor.

Recommended Best Practices: Colleges will establish a procedure for regular communication with the library, such as a library representative on BAS Committees to:

- Develop a strategy to provide adequate library information resources and information literacy learning strategies for BAS programs
- Provide guidance for future BAS degree proposals
- Develop a clear timeline for acquisition of print and digital resources, for integration of information literacy into the curriculum, and for budgeting personnel needs
- Provide periodic review and assessment of goals and student learning outcome achievements and assessment of expanding/developing needs

NWCCU Standard 2.C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

0—Lacking	1—Some Evidence	2—Progressing	3--Meets Standard
Program faculty design no assignments that require use of library information resources including information literacy instruction in support of the program or course learning outcomes. There is little to no contact between program faculty and library faculty.	Program faculty establish some contact with library faculty regarding the availability of library and information resources including information literacy instruction in support of the program, but contact is not systematic or ongoing. Limited integration into assignments and learning process.	Program faculty and library faculty engage in systematic and ongoing communication to ensure that library information resources including information literacy instruction are available in support of the program. Some integration into assignments and learning process.	Program faculty and library faculty partner to scaffold library and information resources including information literacy instruction into the program curriculum at appropriate levels and times to ensure academic rigor and higher order thinking.

NWCCU Standard 2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.			
0—Lacking	**1—Some Evidence**	**2—Progressing**	**3—Meets Standard**
Library information resources including information literacy instruction support general education at an Associate level with little depth in subject areas.	Library information resources including information literacy instruction support program areas showing some currency, breadth and depth, but with inconsistent effort.	Library has made progress in upgrading information resources including librarians' capacity to provide information literacy instruction to support the upper-division program and general education courses. However, resources lack depth, breadth, or currency in relevant areas. Access across multiple modalities may be lacking.	Library information resources including librarians' capacity to provide information literacy instruction consistently reflect the depth, breadth, and currency necessary to support a rigorous, upper-division program and general education courses accessible across multiple modalities. Library resources align with the program and course outcomes and are selected to assist students in applying a broad range of ideas and perspectives.
NWCCU Standard 2.E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.			
0—Lacking	**1—Some Evidence**	**2—Progressing**	**3—Meets Standard**
Library demonstrates little or no planning for library information resources including information literacy instruction for upper-division programs or general education, notably lacking feedback from program administration or faculty and library administration or faculty.	Library demonstrates progress in planning for information resources including information literacy instruction for upper-division programs and general education curriculum, but lacks sufficient data from program and library administration, faculty, and students.	Library demonstrates progress in planning for information resources including information literacy instruction for upper-division program and general education curriculum with some data and some support from program and library administration, faculty, and students..	Library administration and faculty plan information resources, space, services, and education, including information literacy instruction, needed to assure students are engaging with 300-400 level program and general education curriculum on an ongoing basis guided by data from library and program administration, faculty, and students.

NWCCU Standard 2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

0—Lacking	1—Some Evidence	2—Progressing	3—Meets Standard
Library provides general level instruction but does not support 300-400 level courses, programs, or program-related general education courses.	Library has had some involvement in developing library-related instruction for 300-400 level courses, programs, or program-related general education courses, but is not consistently involved in delivering support. Librarians have identified information literacy student learning outcomes.	Library provides significant instruction and support, as appropriate, in obtaining, evaluating, and using library and information resources that support its 300-400 level courses, programs, or program-related general education courses, but not systemically. Librarians have identified student learning outcomes and metrics for assessing information literacy.	The library faculty collaborate with discipline faculty to design an integrated, multi-dimensional, and developmental instructional program for students systemically and strategically placed throughout the curriculum of each program that assures students can achieve program and course learning outcomes. Student learning is focused on obtaining, evaluating, and using library and information resources, as well as the strategies and ways of thinking that result in effective use of information in the discipline, i.e., students recognize authority as constructed and contextual, research as inquiry, scholarship as conversation, and searching as strategic exploration. Librarians have assessed information literacy student learning outcomes and show evidence of using data for program improvement.

NWCCU Standard 2.E.4: The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

0—Lacking	1—Some Evidence	2—Progressing	3—Meets Standard
Institution provides little or no evidence of regular and systematic evaluation of the quality, adequacy, utilization, and security of library and information resources and services.	Institution provides some evidence of evaluation, but not regular and systematic.	Institution demonstrates some progress in regular and systematic evaluation of the quality, adequacy, utilization, and security of library and information resources and services but is lacking in depth or across all localities and modalities.	Institution demonstrates that it regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services contributing to the rigor of upper-division program and general education wherever offered and however delivered.

Score Range: 0 – 15 Score:_____

Approved by LLC, 10/23/2018