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Guidelines for Library Services to Extension/Noncampus Students: Draft of Proposed Revisions

FOREWORD

The following draft of proposed revised *Guidelines for Library Services to Extension/Noncampus Students* has been prepared under the auspices of the ACRL Standards and Accreditation Committee. The decision to revise the existing guidelines was based on a nationwide survey of randomly selected academic libraries. The findings of the survey were further supported by individual comments made during the ACRL/COPA Accreditation Institute held in June 1980 in New York City. The thinking among some of those queried was that more explicit guidelines were needed.

If guidelines are to be revised, then should they be general or specific? Qualitative or quantitative? Should an evaluative checklist be included in a set of evaluative guidelines? The responses to these issues were studied and analyzed. There seemed to be a slight preference for general as opposed to specific guidelines, against quantitative guidelines, and for an evaluative checklist. When the same responses were grouped into four geographic regions, only one region preferred general guidelines (Northeast) while preferences of the other three (South, Midwest, West) were split between general and specific guidelines; a similar pattern was observed on the question of quantitative guidelines. Two regions favored an evaluative checklist (South and Midwest), one region was evenly split (West) and one was opposed (Northeast).

On the basis of these responses the proposed revised *Guidelines for Library Services to Extension/Noncampus Students* has been prepared. Following the proposed guidelines is *An Evaluative Checklist for Reviewing Library Services to Extension/Noncampus Students*. To facilitate the ACRL membership review of the document, the proposed guidelines and the accompanying checklist are published here.

In this issue:

Guidelines for Library Services to Extension/Noncampus Students: Draft of Proposed Revisions 265

ACRL 1980/81 Budget 274

Continuing Education: CE and the Academic Library Administration 277

News from the Field 282

People 285

Calendar 290

Classified Advertising 291

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A special hearing to review this document is planned for the January 1981 ALA Midwinter Meeting in Washington, D.C. Persons wishing to react to this document are encouraged to send their comments before the end of November to: George V. Hodowanec, William Allen White Memorial Library, Emporia State University, Emporia, KS 66801. Individual comments will be incorporated into a revised draft that will be available before the January 1981 hearing.

Membership of the Standards and Accreditation Committee at the time this project was first discussed included Marjorie C. Dennin, director of Learning Resources, Annandale Campus, Northern Virginia Community College; James T. Dodson (chair), director, University of Texas at Dallas Library; Jane G. Flener, associate director, University of Michigan Libraries; Peter C. Haskell, director, Franklin and Marshall College Library; George V. Hodowanec, director of the library, Emporia State University; Jay K. Lucker, director of libraries, Massachusetts Institute of Technology; Elizabeth M. Salzer, librarian, J. Henry Meyer Memorial Library of Stanford University Libraries; and Barbara J. Williams, director, South Carolina State College Library. Since June of 1980, the following membership changes have occurred: Patricia A. Sacks, director of libraries, Muhlenberg and Cedar Crest colleges, replaced James T. Dodson as chair of the committee and Irene B. Hoadley, director of libraries, Texas A&M University, replaced Jane Flener.

The growing importance of off-campus programs offered by colleges and universities is quite evident by the rapid expansion within the last fifteen years of part-time degree programs. By and large library services to extension/noncampus students have not kept pace with this rapid growth, and as a result, are inadequate in many respects. Because of the dynamic and innovative nature of library services to extension/noncampus students, it is imperative that the ACRL membership review and comment on these proposed revised guidelines.—George V. Hodowanec.

DRAFT OF PROPOSED REVISIONS

What follows is a set of proposed revised guidelines for library services to noncampus/extension students based on the original guidelines published in 1967. As the guidelines have been revised, so have the assumptions upon which they are based.

ASSUMPTIONS

1. As with campus courses, library services are an integral part of the quality of credit noncampus/extension or night courses offered by an academic institution.
2. If a university or college assumes a responsibility for the provision of library services for its

campus courses, it should also assume the responsibility for providing adequate library support for its noncampus/extension courses. This provision may be achieved through a variety of ways, but the ultimate responsibility rests with the institution.

3. The level of support for noncampus/extension courses, including printed materials as well as nonprint or audiovisual materials, should mirror the level of support for campus courses at both the graduate and undergraduate levels. The following types of noncampus courses necessitate library support as determined by instructors of noncampus/extension courses and library extension personnel:
 - a. Credit courses: require the active support of library resources as an extension of the classroom.
 - b. Independent study: this type of course often involves the active pursuit of a variety of library resources by a student and thus the full range of library services is necessary.
 - c. Courses offered through electronic media: since in many cases the student in this type of course has limited personal access to the instructor, library services often must take up the slack. In many cases, students requiring materials for such courses must obtain them from libraries.
 - d. Noncredit courses: this type of noncampus course has the broadest span of subjects and therefore library needs are difficult to assess. Since the course is not for credit, often the need for print materials is not as intense. However, library resources should be available and at times such resources may be essential to the course.

DEFINITIONS

It is necessary to the clarity of the proposed revised guidelines that one term be defined.

Noncampus/extension course: This term applies to any course offered by a college or university which does not utilize normal campus classrooms and facilities during normal campus class times. The term covers courses which meet as a class off the main campus, courses which may meet on campus but not during times when normal campus activities are in operation, and courses offered through electronic media or correspondence.

In reference to library services, a noncampus course is any course which does not have access to full library services on equal par with regular campus courses.

The term, with these connotations, is used as follows:

noncampus/extension courses
noncampus/extension/library services, resources, facilities
noncampus/extension student

In order to insure the provision of adequate

library services, resources, and facilities for the noncampus/extension student, what follows serves as guidelines for the institution's responsibility of providing library support for its noncampus/extension course offerings.

GUIDELINES

1. *Finances*

Noncampus/extension library services cannot be assured unless adequate financing is provided, therefore:

- a. Library services for noncampus/extension purposes should be financed on a regular basis.
- b. Funds should be budgeted specifically for the purpose of providing library resources to noncampus/extension students.
- c. The amount spent for noncampus/extension students should be comparable to the per student expenditures for campus students and/or proportional to the level and complexity of campus programs.

2. *Personnel*

The task of providing library resources, services, and facilities for noncampus/extension courses must be assumed by competent library personnel, therefore:

- a. Library personnel should be given the specific responsibility for identifying information needs and making appropriate arrangements for delivery of materials and services to noncampus courses.
- b. Staffing requirements for off campus programs depend upon the nature and level of the courses offered. They should be comparable to the staffing requirements identified in the *Standards for College Libraries* (Formula B).
- c. It is the task of library personnel in charge of noncampus/extension needs to consider, in consultation with necessary faculty and library staff, the library needs for any existing or proposed noncampus/extension course and then determine how these needs can be provided for. If, in the opinion of the librarian and the instructor, adequate library resources cannot be made available, the course should not be approved.

3. *Facilities*

One of the following arrangements should be met in an effort to satisfy the need for library facilities to noncampus/extension students:

- a. Establishment of a branch library should be considered if a large number of classes are offered in an off campus area.
- b. Contract with local public libraries or any other library in the area to provide facilities to noncampus/extension students.
- c. Arrangement with the instructor of the noncampus/extension class to transport resources needed by students from the main campus to the class location.

- d. Provision of a cooperative branch library service among area academic libraries. If service does not exist but is feasible, plans should be made to formulate such.

4. *Resources*

The provision of library resources is a crucial aspect to any noncampus/extension course, therefore:

- a. The noncampus/extension library service coordinator will make sure that all the resources needed by students in preparing for a noncampus/extension course are made available either through cooperative arrangement with other libraries or systematic collection development.
- b. Depending on the nature and level of off campus programs, the rate of collection development for noncampus/extension programs, whether in terms of dollars or resources, should be comparable to the main campus.

5. *Services*

The following library services should be provided to noncampus/extension students:

- a. Access to library resources and assistance in library use should be available to noncampus/extension students as is normally available to campus students.
- b. Noncampus/extension students should have the opportunity to take library orientation tours at the library which will extend library services to them during the course of the semester.
- c. Noncampus/extension students should have access to periodicals, reserve collections, and any other collections normally available to campus students.
- d. Access to online literature search service should be available to noncampus/extension students as is normally available to campus students.

EVALUATIVE CHECKLIST FOR REVIEWING
LIBRARY SERVICES TO
NONCAMPUS/EXTENSION STUDENTS: DRAFT

The following evaluative checklist for library noncampus/extension services is not intended to provide a precise and totally objective picture of a library's ability to meet the needs of its noncampus/extension students. However, if thoughtfully completed, it will suggest strengths and weaknesses in a library's program for noncampus/extension services. The checklist is broken down into five major components of noncampus/extension services: budget, staff, facilities, resources, and services. While an evaluator should realize that such a breakdown is not all-inclusive, it does incorporate many of the elements of a successful library noncampus/extension program.

In format and structure this checklist was guided by, and is indebted to, "An Evaluative

Checklist for Reviewing a College Library Program" developed by ACRL.

DIRECTIONS FOR USE

A set of guidelines for each component is offered before the checklist. Based on these guidelines, a continuum of four statements concerning parts of that component follows. These statements represent the checklist. The evaluator should determine which of the four statements best describes the library.

To the left of each statement are three numbers, ranging from 1 to 12. If the statement chosen accurately describes the library, circle the middle number (2, 5, 8, or 11). If the evaluator feels the conditions of the library are below those described by the statement, circle the higher numbers (3, 6, 9, or 12). If the conditions at the library are above those of the statement, circle one of the lower numbers (1, 4, 7, or 10). Circle *only one* of the numbers in the 1 to 12 grouping.

Component 1: Budget for Noncampus/Extension Services

- 1. Library services for noncampus/extension purposes would be financed on a regular basis.
 - 1.1 Funds should be budgeted specifically for the purpose of providing library resources to noncampus/extension students.
- 2. The amount spent for noncampus/extension students should be comparable to the per student expenditures for campus students and/or proportional to the level and complexity of campus programs.

A. *Budget Allocation*

- 1 2 3 Funds specifically for noncampus/extension student library services are regularly allocated as part of the annual library budget.
- 4 5 6 Noncampus/extension student services are not specifically allocated funds, but some expenditures are made regularly for this purpose.
- 7 8 9 Funds are used for noncampus/extension students services only occasionally.
- 10 11 12 No funds are provided for noncampus/extension student library services.

B. *Budget Amounts*

- 1 2 3 The amount spent for noncampus/extension services is comparable to the per student expenditures for campus students.
- 4 5 6 The amount spent for noncampus/extension services approaches but seldom equals the amount spent per student for campus students.
- 7 8 9 The amount spent for noncampus/

extension services is well below the amount spent per student for campus students.

- 10 11 12 No amount is spent for library non-campus/extension students.

Component 2: Staff for Noncampus/Extension Services

1. Library personnel should be given the specific responsibility for identifying information needs and making appropriate arrangements for delivery of materials and services to noncampus/extension courses.
2. Staffing requirements for off campus programs depend upon the nature and level of the courses offered. They should be comparable to the staffing requirements identified in the *Standards for College Libraries* (Formula B).
3. It is the task of library personnel in charge of noncampus/extension needs to consider, in consultation with necessary faculty and library staff, the library needs for any existing or proposed noncampus/extension course and then determine how these needs can be provided for. If, in the opinion of the libraries and the instructor, adequate library resources cannot be made available, that course should not be approved.

A. Responsibility for Noncampus/Extension Services

- 1 2 3 Library personnel are given the specific responsibility for providing library services to noncampus/extension courses.
- 4 5 6 Library needs for noncampus/extension courses are handled regularly by what library personnel is available.
- 7 8 9 Library needs for noncampus/extension courses are only occasionally handled by what library personnel is available.
- 10 11 12 No library personnel have the responsibility for handling library needs of noncampus/extension students or courses.

B. Support Staff for Noncampus/Extension Services

- 1 2 3 Support staff for noncampus/extension library needs is provided in accordance with the staffing requirements of the *Standards for College Libraries* (Formula B).
- 4 5 6 Support staff is provided to assist in noncampus/extension library needs, but not always in accordance with staffing requirements.
- 7 8 9 Occasionally support staff is provided but seldom in accordance with staffing requirements.

- 10 11 12 No support staff is provided to assist in noncampus/extension library needs, contrary to staffing requirements.

C. Staff Duties for Noncampus/Extension Services

- 1 2 3 Library personnel in charge of non-campus/extension library needs regularly consult with faculty and library staff and assess each proposed non-campus/extension course.
- 4 5 6 Library personnel frequently assess the needs for noncampus/extension courses.
- 7 8 9 Library personnel assess the needs of noncampus/extension courses only in particular cases or upon request by a student, faculty member, etc.
- 10 11 12 No assessment of noncampus/extension library needs is made by library personnel.

Component 3: Facilities for Noncampus/Extension Services

1. One of the following arrangements should be met in an effort to satisfy the need for library facilities to noncampus/extension students:
 - 1.1 The establishment of a branch library in the area where most noncampus/extension courses are offered so that noncam-

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pus/extension students may have access to the facility.

- 1.2 A contract with local public libraries or any other library in the area to provide facilities to noncampus/extension students.
- 1.3 An arrangement with the instructor of the noncampus/extension class to transport resources needed by students from the main campus to the class location.
- 1.4 The provision of a cooperative branch library service among area academic libraries. If no service exists but is feasible, plans should be made to formulate such.

A. *The Provision of Facilities for Noncampus/Extension Students*

- 1 2 3 Library facilities for noncampus/extension courses and students are consistently and adequately provided. These facilities are sufficient to accommodate necessary resources.
- 4 5 6 Library facilities are usually provided for noncampus/extension courses and students.
- 7 8 9 Library facilities are seldom provided for noncampus/extension courses and students.
- 10 11 12 Library facilities are never pro-

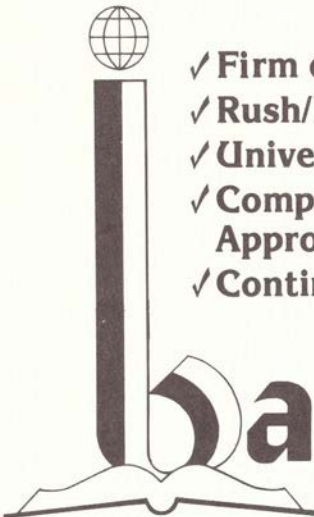
vided or are provided only by impetus of the instructor of a noncampus/extension course.

Component 4: Resources for Noncampus/Extension Services

1. The noncampus/extension library service coordinator will make sure that all the resources needed by students in preparing for a noncampus/extension course are made available either through cooperative arrangement with other libraries or systematic collection development.
2. Depending on the nature and level of off campus programs, the rate of collection development for noncampus/extension programs, whether in terms of dollars or resources, should be comparable to the main campus.

A. *Provision of Resources*

- 1 2 3 All necessary resources for noncampus/extension courses are regularly provided by the library service coordinator through some sort of arrangement.
- 4 5 6 An effect is usually made to provide necessary resources for noncampus/extension courses, and most courses are regularly provided for.
- 7 8 9 Resources are seldom provided for



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noncampus/extension courses and often those resources which are provided are insufficient.

10 11 12 No effort is made to make resources available for noncampus/extension courses.

B. Rate of Collection Development

1 2 3 The library has an active collection development program for noncampus/extension courses and that development is comparable to the collection development efforts on the main campus.

4 5 6 The library has collection development for noncampus/extension courses, but the rate of collection development is not comparable to that at the main campus.

7 8 9 Collection development for noncampus/extension courses occurs incidentally. Little effort is made to expand that collection.

10 11 12 No collection development is provided for noncampus/extension courses.

Component 5: Noncampus/Extension Library Services

1. Access to library resources and assistance in library use should be available to noncampus/extension students as is normally available to campus students.

2. Noncampus/extension students should have the opportunity to take library orientation tours at the library which will extend library services to them during the course of the semester.

3. Noncampus/extension students should have access to periodicals, reserve collections, and any other collections normally available to campus students.

3.1 Access to online literature search services should be available to noncampus/extension students as is normally available to campus students.

A. Availability of Services

1 2 3 Access to library resources and assistance in library use is available to noncampus/extension students on a comparable basis to what is provided the campus students.

4 5 6 Efforts are made to provide noncampus/extension students with library resources and assistance in library use approaching a comparable basis to what is provided the campus students.

7 8 9 Occasionally efforts are made to provide noncampus/extension students with library resources and

assistance in library use, but as a whole services are not on a comparable basis to what is provided the campus students.

10 11 12 Few or no library services are available to noncampus/extension students.

B. Library Orientation

1 2 3 Arrangements have been made which insure that noncampus/extension students have the opportunity to take library orientation tours at the library which extends library services to them during the semester.

4 5 6 Noncampus/extension students are not assured library orientation tours, but such tours generally are provided.

7 8 9 Library orientation tours are available to noncampus/extension students only upon request and not necessarily at the library which extends services to them during the semester.

10 11 12 Noncampus/extension students have no opportunity to take library orientation tours at the library which extends library services to them, either because no arrangements have been made for such tours or no library has been provided.

C. Access to Periodicals, Collections, Search Services

1 2 3 Noncampus/extension students have access to all materials available to campus students and online literature search services are provided as is normally available to campus students.

4 5 6 Noncampus/extension students have some access to library materials but library privileges comparable to campus students are not provided. Limited access to online services are also provided compared to those provided to campus students.

7 8 9 Noncampus/extension students have only limited library privileges, which may or may not include online search services.

10 11 12 Noncampus/extension students have no access to library materials and no access to online literature search services.

PROFILE OF NONCAMPUS LIBRARY SERVICES

The following chart is provided to tabulate and summarize the judgment recorded on the evaluative checklist. To develop a profile, transfer the marks from each item of the checklist to this

		Strong											Weak
		1	2	3	4	5	6	7	8	9	10	11	
Budget	Component 1												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	Item B	1	2	3	4	5	6	7	8	9	10	11	12
Staff	Component 2												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	Item B	1	2	3	4	5	6	7	8	9	10	11	12
	Item C	1	2	3	4	5	6	7	8	9	10	11	12
Facilities	Component 3												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
Resources	Component 4												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	Item B	1	2	3	4	5	6	7	8	9	10	11	12
Services	Component 5												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	Item B	1	2	3	4	5	6	7	8	9	10	11	12
	Item C	1	2	3	4	5	6	7	8	9	10	11	12

sheet. Connect the marked circles by straight lines. Then turn the sheet to a horizontal position to observe the resulting graph. The result should

indicate those components of noncampus library services in which the library is either strong or weak and in need of improvement. ■■

COPYRIGHT OFFICE SEEKS INPUT

Librarians are urged to send suggestions and recommendations for a new *Compendium of Copyright Office Practices* to the Copyright Office at the Library of Congress this fall.

This compendium will reflect and control the examining practices of the Copyright Office under the copyright law which took effect on January 1, 1978. The target date for its completion is April 1, 1981; if all goes smoothly, it will take effect later that year.

Like the previous compendium, which covered cases governed by the amended Copyright Law of 1909, the new compendium is planned as an indexed, looseleaf publication. It will function as an administrative staff manual for the general guidance of the copyright office staff in making registrations and doing related work, and will be

available for purchase from the U.S. Government Printing Office.

The Copyright Office seeks recommendations from the general public, experts, and the copyright industries to contribute to the preparation of this manual. Libraries' comments as publishers would be of the greatest use to the office. The proposed compendium, and revisions of the copyright application forms first issued in 1978, will be published in the Federal Register for public comment before they take effect.

Libraries should send their comments to Waldo H. Moore, Associate Register of Copyrights for Special Programs, Library of Congress, Washington, DC 20559. ■■

List of Extension Librarians in Preparation

All extension librarians and librarians interested in, or with responsibility for, extension services are urged to furnish their name and addresses so that a list of extension services personnel may be prepared. Please send your name and address to George V. Hodowanec, William Allen White Library, Emporia State University, Emporia, KS 66801.

Wanted: News and Letters

The *News* needs reporters, people who know news when they see it and can get the facts to us by phone or mail. News about librarianship is everywhere—at the meetings you go to, in your local newspaper, even in your own library.

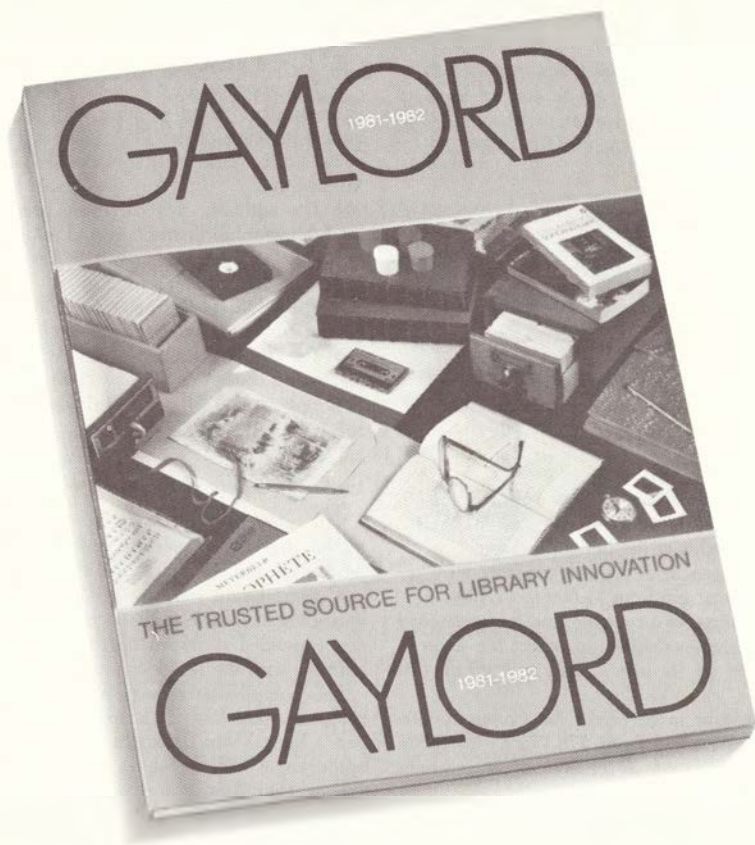
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The editor reserves the right to select news items and letters for publication and to edit letters to fit the available space.

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