

# C.C.L. OUTLOOK

**THE NEWSLETTER OF THE COUNCIL OF CHIEF LIBRARIANS  
CALIFORNIA COMMUNITY COLLEGES  
VOLUME 13 NUMBER 6 APRIL/ MAY 2003**

## **CCL PRESIDENT'S MESSAGE:**

**To: CCL Colleagues From: Johanna Bowen**

I never thought I would be encouraging librarians to write, write, and write again, as consistently as I have had to this year.

We have two statewide issues that are central to the survival of our academic libraries. We cannot stop making our voices heard on these two topics. Letters and emails must continue to make the point that our system needs good libraries to support transfer and vocational education. Decision makers in Sacramento need to know that we are not giving up on these two issues:

1. Securing stable TTIP categorical funding for online electronic resources.
2. Rejecting the Chancellor's Office proposal to **"suspend Education Code with respect to roles of Board of Governors in setting standards for libraries, and the associated monitoring, data collection and reporting activity."**

As we wind down another hectic semester we need to take a minute to imagine the unacceptable plight of college libraries without electronic resources. And the unacceptable situation where there is no tangible link between the governance structure in the world's largest system of higher education and the provision of library *services* to our students.

The Chancellor's Office has taken the regrettable step of cutting the services to libraries provided by Carolyn Norman and Denise Sims. These two have worked tirelessly for our needs and concerns for many years. Staffing reductions are an unfortunate consequence in a disastrous budgetary climate. It is however totally inappropriate for a system of higher education to drop oversight of libraries and legal concern with the provision of information resources to its students. We should not be suspending Section 78101 of the Ed Code.

Send your letters and emails to the Consultation Council members (see the March Outlook for a list of members). Send your letters to the Chancellor's office. We are in a "do it now" situation and I hope we will be heard.

Yours, **Johanna Bowen** jobowen@cabrillo.edu 831-479-6536

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## **RECOMMENDED PROFESSIONAL READING**

Title: Hacker culture.  
Author: Thomas, Douglas.  
Pub. Date: 2002  
Publisher: University of Minnesota Press  
ISBN: 0 8166 3345 2 Binding: Cloth Price: \$25.95

Title: Enough: Staying human in an engineered age.  
Author: McKibben, Bill.  
Pub. Date: 2003  
Publisher: Henry Holt  
ISBN: 0 8050 7096 6 Binding: Cloth Price: \$25



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# Newsletter Information

The Council of Chief Librarians, California Community Colleges, publishes the CCL Outlook.  
CCL's mailing address is: 2017 O STREET, SACRAMENTO CA 95814  
The editor for the 2002-2003 year is Dr. Susan Walsh, the Director of Merced College's Learning Resources Center.

We encourage and appreciate contributions from our colleagues and friends  
The next newsletter deadline is August 31, 2003

Submit contributions to: **Susan Walsh, Merced College LRC**  
**3600 M Street, Merced, CA 95348**  
Or to: **walsh.s@mccd.edu**



## C.C.L. WEBSITE

The Council of Chief Librarians Web site is located at : <http://www.cclccc.org>

This web page has been set up to provide information for community college librarians.  
**Many thanks to Johanna Bowen at the Cabrillo College Library**  
**for developing and maintaining this page for us.**

Check it out and send comments, suggestions, and outright praise (if you feel like it) to:  
Johanna Bowen [jobowen@cabrillo.cc.ca.us](mailto:jobowen@cabrillo.cc.ca.us)

**This eloquent letter expresses the feelings of many in the community college library community and in the Council of Chief Librarians. We reprint it here because we cannot say it better.**

**Susan Walsh, OUTLOOK Editor**

Dear Carolyn,

I am saddened to read your email announcing the official elimination of the library and learning resources staff and program at the Chancellor's office as we know it. I personally think it is shortsighted of the Chancellor to take this step, one that would cause irreparable damage to the fledgling program you and Denise Sims have invested so much positive energy and time to build and nurture. As the entire nation becomes increasingly aware of the need to raise the overall quality of our education and the level of information competency in our students, it is unfathomable and unconscionable that our Chancellor's office would see fit to remove its oversight and support of the LRC program. I hope that the Chancellor will reconsider the merit of this decision and take steps to reinstate the oversight of and support for the LRC program.

For all you and Denise have done for our collective and individual programs and services, your advocacy, your consistent communication (which I have come to rely on heavily and taken for granted), your dedication, your passion, and all your heartaches on our behalf, I cannot thank you enough. I wish both of you the best in whatever future endeavor you may undertake.

Sincerely yours,  
Win-Shin Chiang  
Director, Library Services  
Mission College, Santa Clara, California



## **WEB PAGES WORTH LOOKING FOR**

### **Buddhanet.net**

<http://www.buddhanet.net/budnet.htm>

Founded by the Buddha Dharma Education Association, this Buddhist information and education network forms the basis of an online community. It is a content rich site that is updated frequently.

### **FAO Forestry**

<http://www.fao.org/forestry/index.jsp/>

One of the main areas for this web page is the collection, analysis, and dissemination of information on all aspects of forestry. Pages provide information in forest resources, forest management, and interdisciplinary issues.

### **Plagiarism**

<http://www.web-miner.com/plagiarism>

This site by Sharon Stoerger provides links to hundreds of sites that include articles, case studies, detection tools, and ethics resources for several disciplines.

# From EDUPAGE

## DUPLICATE WEB STANDARDS EFFORTS

Led by IBM, Microsoft, and BEA Systems, about 20 businesses plan to propose the creation of a technical committee within the Organization for the Advancement of Structured Information Standards (OASIS) to standardize the Business Process Execution Language for Web Services (BPEL), which is used to automatic complex business processes. The World Wide Web Consortium (W3C) is already trying to sort through similar Web services proposals. The group of companies, which originally authored BPEL, said others can use the language without paying royalties to them as authors of the standard. In addition, the proposal will include an update to BPEL. IBM and Microsoft executives said their companies plan to implement the BPEL standard within their products this year. CNET, 17 April 2003  
<http://news.com.com/2100-1013-997042.html>

## INVESTMENTS IN DISTANCE EDUCATION FELL IN 2002

A report by Eduventures Inc. shows a 45 percent decline in investment in for-profit distance education, for-profit colleges, and other higher education information technology businesses over the past year. In 2002, \$92 million was invested in such enterprises compared to \$167 million in 2001, despite record revenues reported for this sector in 2002. The report notes that private-equity investment took a back seat to mergers and acquisitions. Two distance-education companies, Capella Education Company and American Public University, received the most funding, a combined \$26.7 million from equity investors. According to the report and other industry analysts, investors want to invest in postsecondary businesses, which have out performed nearly all other business sectors during the current economic slump but which lack opportunities. One of the authors of the report noted that many barriers to entering the for-profit postsecondary market exist, "the most important being accreditation." Chronicle of Higher Education, 17 April 2003  
<http://chronicle.com/free/2003/04/2003041702t.htm>

## SURVEY FINDS ONE-QUARTER OF AMERICANS ARE OFFLINE

A study by the Pew Internet and American Life Project found that almost 25 percent of Americans do not use the Internet. The number of people dropping offline equals the number of new users, leading the researchers to conclude that the 60 percent use of the Internet measured in October 2001 is likely to persist. About 42 percent of Americans say they do not use the Internet, but half have either used it in the past or access it through other family members. Only 17 percent are classified as actual net dropouts, but this is an increase from the 13 percent identified in a similar 2000 survey. BBC, 17 April 2003  
<http://news.bbc.co.uk/2/hi/technology/2956315.stm>

## **News from Gregg Atkins**

I have accepted the position of District Librarian (City Librarian), Dixon Public Library -- and will leave SCC / LRCCD at the end of this semester. I have an opportunity to build a new building, and to be directly involved in an active, robust multitype library consortium (North Bay Cooperative Library System) which is very much like the Peninsula Library System. And due to the special sales tax measure passed in 1999 by Solano County voters and also because property values are rising so strongly in the region, Dixon PL has extraordinary financial resources as well.

*For comment and discussion. Here is the new DRAFT common standard for all libraries in higher education (community colleges, four year and university level) from ACRL.*



## **Standards for Libraries in Higher Education (Draft)**

### **Foreword**

These standards are intended to apply to libraries supporting academic programs at institutions of higher education. Earlier standards for libraries relied heavily upon resource and program "inputs" such as financial support, space, materials and staff activities.(1) These new standards continue to consider "inputs," but they also take into consideration "outputs" and "outcomes." In order to create uniformity, the following definitions, as described in the ACRL Task Force on Academic Library Outcomes Assessment Report, will be used in these standards.

Inputs are generally regarded as the raw materials of a library program-the money, space, collection, equipment, and staff out of which a program can arise.

Outputs serve to quantify the work done, i.e., number of books circulated, number of reference questions answered.

Outcomes are the ways in which library users are changed as a result of their contact with the library's resources and programs.(2)

These standards provide both a quantitative and a qualitative approach to assessing the effectiveness of a library and its librarians. They advocate the use of input, output, and outcome measures in the context of the institution's mission statement. They encourage comparison of these measures with those of peer institutions; they provide statements of good library practice; and they suggest ways to assess that practice in the context of the institution's priorities. They address libraries only, not other components of a larger organization (e.g., computing).

In considering the application of these standards, those who make use of them should keep in mind the rapid changes in scholarly communication that have taken place in recent years. While electronic publications have increased in number, publications on paper and microtext have continued, making it necessary for librarians to store, provide, and interpret information in multiple formats. With the increase in the availability of information, user expectations have risen substantially. Librarians are increasingly expected to assist users in evaluating the information they receive. These changes evince an evolving role for librarians, one that suggests a closer partnership with users and a greater responsibility for the educational process.

The complete document can be found at this URL:

[http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards\\_and\\_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=26874](http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards_and_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=26874)

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**QUESTIONS AND ANSWERS ABOUT  
SUSPENDING Education Code section 78101**

**TO:** Ralph Black, General Counsel  
**FROM:** Gregg Atkins, Chair, Library and Learning Resources Programs Advisory Committee, CCCCCO

At its last meeting on January 30, the Library and Learning Resources Programs Advisory Committee discussed the possible effects and ramifications of proposed budget language which would suspend Education Code section 78101 ("The board of governors shall adopt standards, rules, and regulations for community college library services.").

The committee directed me to ask for your assistance in understanding what the action "to suspend" would actually mean. We have several specific questions:

- 1) Are we correct in assuming that, from date of enactment of a suspension, the Board of Governors and/or the agency cannot establish any new policies, procedures or guidelines or approve any new regulations in Title 5? If this assumption is correct, are we also correct in assuming that colleges and districts cannot be required to submit new types of data, reports, or other information about library and learning resources services which haven't been heretofore requested?
- 2) Are we correct in assuming that existing policies, procedures or guidelines or Title 5 sections established prior to date of enactment continue in force? Or are those suspended as well?

Thank you for your assistance to and guidance for the advisory committee regarding this issue.

Gregg T. Atkins Dean of Learning Resources, Sacramento City College

Dear Dr. Atkins:

Should Education Code section 78101 be suspended, I do not think it would affect existing regulations guidelines etc. because all of our regulations are based on the general authority of the Board of Governors to adopt rules for the supervision and direction of community colleges as well as on any specific statute which may cover the subject in question. For that same reason, I do not think the Board of governors would be completely without authority to regulate in the area of libraries just because section 78101 were suspended or even repealed, but we would, of course, have to consider each particular proposal that might be put forward and determine whether our general regulatory authority would permit us to adopt the regulation in question. You also mentioned guidelines, but guidelines are only advisory and don't require any legal authority, so we could continue to issue guidelines in any case.

Ralph Black  
General Counsel

## **Information Competency: How to get it Rolling on Your Campus**

On March 21 and March 28, 2003 over 100 faculty gathered together for workshops cosponsored by CCL and Santa Rosa Junior College Library. The theme was information competency and how it has been implemented. Shirley Peck (Ohlone College) and Gregg Atkins (Sacramento City College) welcomed everyone.

### **Models**

Erlinda Estrada (Mission/West Valley District College), Bonnie Gratch-Lindauer (City College of San Francisco), Deborah Moore (Glendale Community College), Andy Kivel and Amelie Brown (Diablo Valley College) and Micca Gray (Santa Rosa Junior College) presented the information competency program models on their campuses. The variety of implementation models and status of graduation requirements was covered.

### **Curriculum Development**

One discussion led by Micca Gray (Santa Rosa) was on developing curriculum and Education Code Title V course outlines. Librarians as classroom instructors need to be aware of the Title 5's in developing class materials and course content. The Title 5 outline is the legal document between the student and the college and instructor for program delivery. This is the basic material of the course. There was also discussion on hiring new faculty and establishing an adjunct teaching pool.

### **Faculty Training**

Another important issue that was discussed was how to acclimate and train library faculty into classroom situations. Micca Gray (Santa Rosa) displayed the Instructional Handbook Santa Rosa has developed to transition their non-classroom instructors. Santa Rosa has also held workshops based on the handbook. They have established a best practices file containing sample curriculum materials for other instructors to model. Some of their more experienced instructors have become mentors for the new teaching faculty especially adjunct. They include adjunct in department mailings and trainings to ensure that all faculty have the same information.

Glendale and Mission offer extensive workshops on information competency components for students, and they have created workshop templates for instructors to use. Deborah Moore (Glendale) has developed outlines that other instructors use as content points. Erlinda Estrada (Mission) has developed PowerPoint slide sets that allow instructors to "customize" their presentations. Topsy Smalley (Cabrillo College) talked about their Information Research course, which is a workbook-based, one-unit co-requisite with the college's English 1A (transfer-level) course. At the colleges, Library departments offer a

variety of instructional formats including standalone courses, instructor requested orientations, and workshop series.

### **Assessment**

Bonnie Gratch-Lindauer (San Francisco) , Topsy Smalley (Cabrillo), Andy Kivel and Amelie Brown (Diablo Valley) presented a report on the Bay Area consortium assessment project. The consortium has been working over a year to develop a test that can be used as a challenge or credit by exam instrument. The test is based on modified ACRL Information Competency Standards and outcome measures. It has two parts: cognitive and demonstrative. Both parts have an answer guide and weighted questions. The students are expected to pass both sections. An innovative result in developing the exam was a rubric for assessing correct answers. The questions are mapped to specific ACRL standards. Part B has a rubric that describes answer criteria. It has been pre-tested twice. The group is still revising the exam based on the feedback from a professional test designer hired with a CARL grant. Once the exam is finalized it will be distributed for other colleges to use. This represents a significant achievement that will be available on request.

The new WASC accreditation library standards were discussed as part of assessment. The new accreditation standards include libraries and information competency. This means that libraries will be expected to demonstrate specific outcomes. There are several ways to monitor what is currently done to meet the new standards. Library services need to be evaluated for reaching information literacy learning opportunities and the benefits and impact of such learning opportunities. This may mean surveys, collecting student samples, feedback forms for students and faculty.

### **Conclusion**

Andy Kivel (Diablo Valley) and Gregg Atkins (Sacramento) reported out on Information Competency progress at the state level. Both recommended that folks notify elected officials about the plight of budget cuts on community colleges.

Summarizing, the program gave the audience a chance to see a variety of implementations and input from different models of information competency. The number of attendees demonstrated that this topic is still very much an issue and momentum on local levels.

Submitted by Micca Gray



HAVE A NICE SUMMER.  
WE WILL BE BACK IN TOUCH IN THE FALL.