

**News from the president:**

The Golden and not so Golden Age of Libraries

My column this month is going to be rather different from the past. I assure you I will not become a columnist! Last week, I visited a number of new libraries, all glorious with great tech built into them that I wish to incorporate into a new building at my college if we get funded. It struck me that we have been in the middle of a construction boom for community college libraries for some time now. I can think of at least 6 library dedication ceremonies in the last 2 years that I could have attended. How many new or major construction projects have been completed in the last 5-10 years, 30? We certainly are in a Golden Age.

As I work the reference desk, my students and I have access to thousands of magazines and newspapers, not to mention the whole internet world, to help students in their research. Back 20 years ago we were using microfilm magazine indexing rolls and the Wilson paper indexes to access the 300 periodical titles my library owned. Yes, we are certainly in a Golden Age.

So why don't I feel like I am living in a Golden Age for community college libraries? Well, there is the bouncing ball of library hours. Our hours go up a little in good times and then go back down when another deficit has to be eliminated. We have the continuing issue with the inadequate library book budgets. There are fewer of us librarians and staff members to serve our students. The job of library director seems to not be valued by our administrations. Current directors seem to have bulls-eyes on their backs when new work gets reallocated.

When directors retire, library management seems less important to colleges so I can argue that the library director position should be added to the endangered species list.

So are we in a Golden Age? In some ways, I think we are, as impossible that is to contemplate. Can we use the energy and support we are getting for capital projects for our other needs? I hope so! I guess I have CCL's New Year's resolution. I hope that when we all meet at the Deans and Director's Meeting next Spring, we can spend some time together talking about ideas and solutions.

*Happy New Year*

*Jim*

## ***Your CCL Executive Board: 2008/10***

*(phone numbers and email addresses are available at the CCL Website [www.cclccc.org](http://www.cclccc.org))*

**President:** Jim Matthews (Chabot College)

### **Northern Regional Representatives:**

East Central: Susan Walsh (Merced College)  
Northeast: Dr. Luozhu Cen (Butte College)  
Northwest: John Koetzner (Mendocino College)  
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CCL-EAR Chair: Tony McGee (Southwestern College)  
CCL/CC League Consortium Liaison: Sarah Raley  
Chair, Library & Resources Advisory Committee: Dan Crump (American River College)  
Outlook & Website Editor, Past President: Johanna Bowen (Cabrillo College)

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## **CCL MEMBERSHIP UPDATE**

Good work, everybody! Our membership count is strong and steady ... we're up to 63 (and I have five more checks which arrived today!). It's a good sign that we may be able to match last year's spectacular total (our best ever)! of 105 members.

Go online to the CCL website ([www.cc.ccc.org](http://www.cc.ccc.org)) and check to be sure that your college has paid.

Already two institutions which sent checks in early October have needed to re-issue checks because we never got the first ones. Yes, it happens. And there are a few Districts which somehow used our old, old address this year ... no telling where that check is sitting! And, yes, some District business offices are just notoriously slow to issue checks!

If you don't have a star by your college's name and think that you should, call me to see what's up. If need be, I can send an electronic copy of the invoice to you.

I've talked with many library clerks and business clerks over the years – thanks to everyone who massages their college's payment through the process, and makes sure that we see a check in our mailbox! CCL is lucky to have friends like that!

Contributed by Gregg Atkins, CCL Executive Director

## **What do people do when their technology breaks down?**

The Pew Internet and American Life Project <<http://www.pewinternet.org/>> has released a new study: *When Technology Fails (2008)*.

A few highlights from the study:

- 48% of tech users need help from others in getting new devices and services to work.
- In the past year, 44% of respondents with home Internet access had it fail and 39% with desktop or laptop computers had them fail.
- When something breaks, 38% of users contact user support for help, 28% just fix it themselves, 15% ask friends or family for help, and 2% find help online.
- 59% felt impatient to solve the problem because they had important uses for the broken technology.

“Struggles with modern gadgetry mean less engagement with the services they enable,” said John B. Horrigan, Associate Director of the Pew Internet Project and co-author of the report.

We should not be surprised by the statistics or the attention being paid to technology frustration. The tech tool breaks when you're trying to use it, and what you're using it for is usually important, resulting in you feeling impatient, frustrated, and just plain angry at the darn machine.

So what does this mean for libraries?

Well, we have a known opportunity here: being a resource for people with failed devices. Offering them free WIFI when theirs goes down. Offering open access computers. Offering reliable printing services. Providing computer self-help manuals and online access to many more resources. Having staff with expertise in certain devices and technologies that can sometimes make a red-faced patron leave smiling and shaking your hand enthusiastically, repeating over and over "I can't believe you fixed it! I can't believe it!"

This is why technology training in our libraries is so important.

Adapted from [LibrarianInBlack.net](http://LibrarianInBlack.net)

## **News From the Academic Senate for California Community Colleges (ASCCC)**

The ASCCC held its Fall Plenary Session (theme was "Celebrating Participatory Governance: Twenty Years After AB 1725") in November. Along with Cathy Cox (Mission College) and me on the Executive Committee, it was great to see other librarians in attendance at Session, including Kevin Bontenbal (Cuesta), Marie Boyd (Chaffey), Evelyn Lord (Laney), Dena Martin (Woodland) and Cheryl Stewart (Coastline) -- a great show of librarians in campus faculty leadership. A listing of resolutions passed at Session is available at the Senate website at [www.asccc.org](http://www.asccc.org).

I would also like to encourage you to consider attending the *ASCCC Counseling and Library Science Faculty Development Institute* to be held February 20-22 at the San Jose Marriott. The Institute will provide a unique faculty development opportunity and focus on the many ways librarians and counselors support student success in the California community colleges. Meeting the diverse needs of our broad population of developmental students will also be discussed. Each day will be filled with general and breakout sessions exploring effective practices of interest to library and counseling faculty, as well as relevant statewide issues such as Accreditation, the Basic Skills Initiative, Statewide Career Pathways, and Information Competency. Attendees will have opportunities throughout the Institute to ask questions, pursue discussions, share issues and strategies, and develop a network of support.

**SCHOLARSHIPS ARE AVAILABLE.**

The Institute will provide a unique faculty development opportunity for our wide range of Library Science, Counseling and student support faculty.

Meeting the diverse needs of our broad population of developmental students will also be discussed.

Each day will be filled with general and breakout sessions exploring a variety of topics, such as: Effective practices of interest to Counseling and Library Science faculty

Accreditation; The Basic Skills Initiative; Statewide Career Pathways  
**Information Competency**; Counseling specific populations; Articulation  
Serving diverse students; General strategies for promoting student success  
**Building relationships and programs between faculty members in different departments and divisions**

Attendees will have opportunities throughout the Institute to ask questions, pursue discussions, share issues and strategies, and develop a network of support. There will also be some time to relax and enjoy the surroundings.

Register as soon as possible - space is limited. First come, first serve.

Visit <http://www.asccc.org/Events/CLSFD.htm> for more information.  
**Deadline to register is January 23, 2009.**

#### **Upcoming ASCCC Institutes:**

Accreditation, January 23-25, San Jose

Library/Counseling Faculty Development, February 20-22, San Jose

For more info, check the ASCCC website at [www.asccc.org](http://www.asccc.org)

Submitted by Dan Crump (American River College)

### **Chancellor's Office Library & Learning Resources Programs Advisory Committee**

Whoops, things got deferred.

The Advisory Committee will meet sometime in January. Major topics of discussion will include:

- the Annual Data Survey,
- the Annual Directors/Deans Meeting,
- how the state budget will affect CCC libraries (e.g. TTIP funding, SIELM)
- reporting and representation in the Chancellor's/System Office.

The data from the Annual Data Survey for the 2005-06 and 2006-07 academic years will be tabulated and processed in searchable report and publication soon for access on the Chancellor's Office website. Look upon it as a Christmastime present.

The request for data for the 2007-08 academic year will be going out sometime the beginning of the New Year (I had previously mentioned Thanksgiving time, but this turkey didn't get it out by then).

The Annual Library Directors/Deans Meeting will be held on Friday, March 27, in Sacramento. Check the CCL website (<http://www.cclccc.org>) for updates and further information on this event.

Thanks to the Council of Chief Librarians for its collaboration in both the Annual Data Survey and Directors/Deans Meeting activities and generous contributions of time and money.

**Submitted by: Dan Crump (American River College)**

## **Information Competency: Back on the front burner**

Although the Department of Finance blocked the implementation of a statewide graduation requirement in Information Competency in 2002, the need for such a requirement has not gone away – if anything, it has only become more evident. Several recent resolutions of the Academic Senate for California Community Colleges (ASCCC) have addressed the continuing importance of this topic statewide.

At the ASCCC Fall Plenary in November, the Educational Policies Committee and the Counseling and Library Faculty Issues Committee presented a joint breakout on The Future of Information Competency: Facilitating Student Analysis, Research, and Evaluation. Panelists reviewed the history of information competency requirements in the community college system and explored the current status of information competency implementation at colleges around the state. Speakers from four different college districts discussed varying methods of integrating information competency into the curriculum such as self-paced tutorials, infusion into existing curriculum, stand-alone classes (whether online or face-to-face), self-paced tutorials, and free-standing orientations or workshops.

A survey will be sent out shortly to all 110 community colleges to gather data about the implementation of information competency requirements at the local level. In addition, the ASCCC's teaching institute (February 20 – 22, in Santa Clara) will be focusing specifically on issues relating to counseling and library faculty, including information competency.

**Submitted by: Catherine Cox, Mission College**



## Greetings,

My name is Lori Gaskin and I am currently serving a second term as president of the California Community Colleges Chief Instructional Officers (CIO) organization. In my other life, I am Vice President of Academic Affairs and Student Services at Lake Tahoe Community College. Johanna Bowen, your newsletter editor, extended an invitation to me to write a brief note of introduction to all of you. I thank you for providing me with this opportunity. I thought I would begin with a brief look at the relationship between the CIOs and CCL.

The goals of the CIO organization are many – but of particular importance are the following:

- Providing a central voice for academic matters in the state.
- Promoting and advancing teaching and learning in our colleges.

Further, what's noteworthy about the CIO organization is that the CCL is officially designated as a liaison organization in our constitution. In addition to CCL, our liaison organizations include the California Community College Association of Occupational Administrators (CCCAOE) and the Association for Community and Continuing Education (ACCE). Liaison membership to our CIO Executive Board is open to a designee from each of the liaison organizations we represent. This has proven to be a critical link between our two organizations as it serves to promote communication, foster a greater understanding of the issues we have in common, and promote a collective voice on matters of shared interests. You have been ably and well served by having Jim Matthews be the CCL liaison designee to our CIO Executive Board. Jim is a passionate advocate and representative for CCL and contributes much as a liaison member to the Board.

The CIO constitution also speaks to the process of statewide consultation (through the formal body known as Consultation Council). The CIO organization has membership on this body, participates in the consultation process, and represents CIOs and, where possible, the views of our liaison organizations on matters of import to these groups.

Hopefully, this gives you a sense of what our organization is all about and how we work together to further what I suspect are our shared values of excellence in teaching and learning and academic support. But there's more to our relationship than what is formally noted in our constitution. The CIOs hold you in very high regard. Your commitment to

students is deserving of recognition. You ensure that students are exposed to the foundations of a well-rounded education. We have watched you eagerly embrace dramatic change in response to the dynamic nature of your profession and the influences of technology. We have witnessed the strong partnerships you forge with faculty across the disciplines toward the goal of enhancing the teaching/learning process for students. We have seen your unwavering advocacy for ensuring our students have the skills to navigate an increasingly complex and information-driven world. Quite simply, we have had the privilege of calling you our colleagues and watching you work magic with our students. We don't say it often enough: THANK YOU FOR ALL YOU DO!

A library staff member at my college recently shared this quote with me and it certainly sums up my feelings and the CIOs' feelings about what you provide to our colleges:

*What a school thinks about its library is a measure of what it thinks about education.*

**Harold Howe II, former U.S. Commissioner of Education**

Thank you for letting me share some thoughts with you. I wish you well and encourage you to contact me at [gaskin@ltcc.edu](mailto:gaskin@ltcc.edu) if you would like to share any thoughts/concerns with the CIO organization.

### **Project Rio Hondo: An e-Learning Tutorial**

**(Verizon gives \$12,500.00)**

Verizon is contributing \$12,500.00 through the Rio Hondo College Foundation to fund a Rio Hondo College Library online library literacy tutorial: *Project Rio Hondo: An e-Learning Tutorial*. The goal of this new initiative is to improve the retention rates of entering freshman by increasing their ability to identify and employ library resources through the development of an e-Learning tutorial to be used by remedial and entry-level English classes, speech classes, and social sciences classes. Project Rio Hondo will complement classes by providing convenient 24/7 access to information about how to conduct research and complete reports and essays. As much as 80% of all Rio Hondo College classes already have an online component to assist nontraditional students.

Project Rio Hondo will teach students how to identify and utilize the learning resources provided by the Rio Hondo College Library. These resources include books, magazines, journals, newspapers, and databases, such as ProQuest and Gale Virtual Reference Library. Currently, the librarians instruct students in the use of resources that are accessible to all Rio Hondo College students through on-campus orientations. These library literacy workshops reach 66%-75% of the remedial and entry-level English classes. The e-Learning technology will allow librarians to reach students off-campus as well, extending library outreach to include 100% of remedial and entry-level English classes. The use of these interactive learning tools will increase library literacy. Student knowledge of learning resources correlates to heightened confidence in writing reports and essays and conducting research.

The Verizon grant will pay for software and librarian time. Librarians Tatiana Shabelnik and Marco Carrillo will design and implement Project Rio Hondo, which will be available to the over 20,000 Rio Hondo College students. Shabelnik has extensive experience in the development of online information for college students, and will lead Project Rio Hondo. Carrillo is a practiced designer of Web information and will assist Shabelnik. Shabelnik says, "The library will greatly benefit from online tutorials. Linked from the main Rio Hondo Library Web page, the tutorials will offer patrons step-by-step demonstrations of how to use databases, Rio WebCat, and library services. Patrons will be able to watch the tutorials at their own pace. If they do not understand a particular concept, they can rewind the frame or they can fast forward through those frames with which they were already familiar." She continues, "Online tutorials also will be used as student assessment tools as they will include quizzes/feedback surveys at the end of each tutorial. These comments will help us to improve the design/content of future tutorials. I am very excited about this project!"

Carrillo agrees, "This generous grant from Verizon will enhance the information competency of our library community. We are grateful and motivated to enrich our library's services." Project Rio Hondo will be promoted by the Dean of Student Learning Support and Articulation, Dr. Loretta Canett-Bailes, and the Rio Hondo College Library librarians. This team will work to build campus-wide support and awareness of Project Rio Hondo.

Verizon is committed to being America's literacy champion. The company is conducting a national campaign to increase community awareness and to generate additional funding and support of literacy programs for adults, children and families. Working under the banner of Verizon Reads, a private charity, the award-winning philanthropy program reaches out to the nearly 40 million Americans who have low literacy skills. For more information on Verizon Reads, visit [www.VerizonReads.net](http://www.VerizonReads.net).

## **What's New at the Community College Consortium**      Contributed by Sarah Raley

### **Consortium now offers JSTOR**

The consortium has announced that JSTOR can now be purchased through the League. Although this vendor does not provide any discounts to consortia, if you subscribe through the consortium, the onetime \$1000 Capital Archive Fee is waived. This has been a much requested resource by librarians.

**What is JSTOR:** JSTOR is a not for profit organization building a scholarly digital archive.

**What collections are available in JSTOR:** There are six Arts & Sciences Collections, a Life Sciences Collection, and discipline specific collections in Biological Sciences, Business, Ecology & Botany, Health & General Sciences, Language & Literature, Mathematics & Statistics and Music. You can choose one collection or several.

**What is the Moving Wall in JSTOR:** The moving wall is the time lag between the most current issue published and when the content is available on JSTOR. By not making the most current content available on JSTOR, the publisher is able to maintain the revenue from their current issues subscriptions. The majority of the journals have moving walls of 3 to 5 years with a few exceptions.

**Is training available:** There are two upcoming Webinars on using JSTOR: Tuesday, December 9 and Wednesday, December 17. Also available are recorded webinars, Powerpoint presentations, and short tutorials.

For more information, link to

<http://www.jstor.org/page/info/resources/librarians/training.jsp>

**How does JSTOR work with Google:** Google has signed an agreement with JSTOR that allows it to crawl and index the content of JSTOR. Over 2 million of the scholarly content archived in JSTOR is searchable in both Google and Google Scholar.

**How do I get more information:** Link to [www.jstor.org](http://www.jstor.org) for information on the collections and content. Contact Sarah Raley ([sarahraleyc@ccleagues.org](mailto:sarahraleyc@ccleagues.org)) if you would like to purchase any of the collections.

Check out all the program announcements on the consortium web site:

<http://www.cclibraries.org>

### **CCCs “Articulation”(?) with Information Resources at CSU and UC**

According to the Chancellor office’s web site, the 10 California community colleges with the most transfers to the UC system in 2006 were: Santa Barbara, Santa Monica, Diablo Valley, DeAnza, Moorpark, Orange Coast, Pasadena, San Diego Mesa, Los Angeles Pierce, and Cabrillo. Eight of these colleges purchase Literature Resource Center (Gale), seven purchase the Netlibrary collection, and all purchase either National Newspaper Core (ProQuest) or America’s Newspapers (NewsBank).

The 10 California community colleges with the most transfers to the CSU system in 2006 were: Fullerton, Orange Coast, Pasadena, Mt. San Antonio, DeAzna, City College of San Francisco, El Camino, Diablo Valley and Fresno City. Among these colleges, eight purchase Literature Resource Center (Gale), eight purchase National Newspaper Core (ProQuest) and seven purchase CQ Researcher.

These statistics look only at those databases purchased through the consortium.

## **Edustream**

Are you aware of a new digital repository available to California community colleges? Edustream <[www.edustream.org](http://www.edustream.org)> is a cost-effective, centralized resource for providing participating institutions with the video-on-demand capabilities they might not otherwise be prepared to implement or manage. Funded entirely by a grant, it currently has 3000 captioned clips for community colleges. Faculty can upload their own digital content or create their own playlist. Also included is the ability to search content in CSU's Digital Market Place and the University of California's UCTV. Development is underway for developing an XML interface allowing libraries to embed links in their catalog for searching the repository. Currently 40 colleges have signed up for the no cost service. Some of the colleges that have been a partner in the development are Palomar, Riverside, Crafton Hills and San Bernardino Valley colleges.

## **Vendor 508 Compliance**

Do you need to know if your vendor is ADA compliant? Are you in accordance with the license agreement of the vendor your college uses? On the consortium website, you can find this information for each vendor. Look under the additional resources section (located on the right side of each vendor web page) on the consortium web site <[www.cclibraries.org](http://www.cclibraries.org)>. With last summer's EBSCOhost 2.0 fully ADA compliant release, there is an alternative to the EBSCOhost Text Only interface, which will be fully retired in the spring of 2009.

If you use the Text Only interface for accessing EBSCOhost via a handheld device, you will find EBSCOhost 2.0 equally effective. A brand new product for accessing EBSCOhost using handheld devices is currently in development and targeted for release in the spring.

For those who continue to use the Text Only interface to minimize connectivity speed issues based on your local network providers, EBSCOhost 2.0 provides a superior alternative to Text Only.

## **CCL-EAR Update December 2008** Contributed by Linda Winters, Associate Dean Library and Learning Resources, Glendale Community College

Please save the date. The CCL Consortium Vendor Day will be held on Friday Feb. 6th at the San Jose Public/University Library from 9:30 AM - 2:30 PM. More information will follow when vendors have been confirmed.

The products scheduled to be reviewed for Spring 2009 are LearningExpress and EBSCO's Vocational Studies Database. In addition a Pro/Con Database Content Comparison Review will be conducted. It will include Facts.com, Issues and Controversies, EBSCO's Points of View Reference Center, SIRS, Opposing Viewpoints

Resource Center and CQ Researcher. To read other committee reviews and find out more about the CCL-EAR Committee go to < <http://www.cclibraries.org/index.html> >

**Jr. Colleges Outpace 4-Year Schools In Tech Use (CDW-G) Dec 02, 2008**

Overall, U.S. colleges and universities are only half way to realizing the 21st-century campus, a new survey suggests.

Most community colleges cannot match the budgets and endowments that are typical of four-year colleges and universities. But that doesn't mean they are lagging in terms of educational technology: In a recent survey on technology integration in higher education, community colleges actually scored slightly higher than four-year institutions. Overall, U.S. colleges and universities are only half way to fulfilling their potential for 21st-century teaching and learning, according to CDW-G's "21st-Century Campus" report. Only a third of professors said technology is fully integrated into the higher-educational experience, and although 63 percent of students said they use technology to prepare for their classes, just 24 percent said they use it during class.

"We really found that technology matters in the classroom, and that came through loud and clear," said Josh Roberts, senior sales manager for CDW-G's higher-education business. "Students said they wanted it, and faculty said they wanted it. But we also found a disconnect in terms of how often technology is being used in teaching and learning."

College faculty and IT staff agreed that a lack of technology know-how among professors is the biggest barrier to technology integration on campus. Although 85 percent of faculty members said their institutions provide some kind of technology training, 44 percent nevertheless said their biggest challenge is knowing how to use technology in their teaching. Despite often having fewer resources, community colleges performed slightly higher in CDW-G's index, with an average score of 48.47 out of 100 possible points--compared with an average overall score of 46.08 for all colleges and universities (including community colleges).

This suggests that technology integration depends more on the culture of an institution than on the size of its budget or endowment, Roberts said.

Community colleges, which tend to serve a larger percentage of commuters and adult professionals, scored especially high in supporting the use of podcasting and distance education to deliver instruction. According to the survey, 94 percent of community colleges offer online-learning opportunities, compared with 74 percent of institutions overall. But community colleges also lag in certain areas, the index suggests--including using social-networking tools to enhance faculty-student interaction and giving students access to their computer networks off campus.

Only 44 percent of community colleges give their students off-campus network access, compared with 62 percent of institutions overall. That's an area where community colleges could look to improve, Roberts said. Regardless of their majors, students indicated that campus technology played a key role in their selection of a college or university. That gives higher-education officials a powerful testimonial to the importance of IT investments on campus, Roberts said.

Students said their No. 1 desired technology was the ability to hold online chats with professors, which was requested by 39 percent of student respondents. Yet only 23 percent of IT staffers said their institutions offer this. Another key finding: Having "smart" classrooms appears to encourage technology use. Forty-three percent of faculty members who teach in "smart" classrooms--those equipped with devices such as digital projectors, interactive whiteboards, and lecture-capturing systems--said they use technology during every class, compared with 28 percent of faculty members who don't teach in "smart" classrooms.

CDW-G offered four recommendations for integrating technology more effectively in higher education:

1. Monitor. What's relevant after graduation? Identify technologies that students will use in their professional careers, by major, and give students training in and exposure to these technologies.
2. Assess. What's happening on campus? Survey incoming students on their technology needs and expectations; conduct an annual technology assessment that identifies how faculty members use technology in class; and identify challenges, best practices, and key opportunities.
3. Develop. What do professors need? Survey faculty members to learn what they want and need to learn; ensure that professional development accommodates professors' schedules; identify useful ed-tech case studies and publish them to the faculty community.
4. Connect. How should you use Web 2.0 technologies? Leverage chat, blogs, and social media tools to connect students and faculty members; build a sense of community within and beyond campus; and keep an eye on technology trends to remain competitive.

To help institutions with its second recommendation, CDW-G is making available a technology assessment template that colleges and universities can download free of charge at <[www.21stcenturycampusindex.com](http://www.21stcenturycampusindex.com)>. Campus leaders can complete the assessment, then enter the data on this web site to find out how they stack up against comparable institutions.

CDW-G's higher-education technology index is based on a survey of 671 students, faculty, and IT executives at colleges and universities nationwide. It has a margin of error of plus or minus 4 percentage points.

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<<http://newsroom.cdwg.com/features/feature-10-13-08.html>>