

# CCL OUTLOOK

**THE NEWSLETTER OF THE COUNCIL OF CHIEF LIBRARIANS  
CALIFORNIA COMMUNITY COLLEGES**

**VOLUME 12 NUMBER 6 APRIL / MAY 2002**

## **CCL PRESIDENT'S UPDATE:**

Accreditation ... Information Competency ... Title 5 Buildings Standards (again) ... And then (!) eBooks ... work on a revised state data collection tool ... development of guidelines for yet-to-be funded pieces of Tech2. Plus (!!) the workshop with Joan Frye Williams on outcomes assessment/student learning outcomes. And ... the soon-to-be-convened OCLC Community College Libraries Advisory Group.

It takes a group like CCL -- the Board, the officers, and individuals who serve on various committees and task forces -- to identify, plan, organize, pursue, persist and insist. (And even, occasionally, to foot the bill.) CCL makes a difference for California community college libraries/LRCs! Your commitment to the reps and officers is a real key to keeping the organization vital -- on behalf of all of us who have served this year, **THANK YOU!**

### Update on Information Competency:

- Yes! At the April 18 meeting of the Consultation Council, agreement was reached on the recommendation to the Board of Governors. At this time, the recommendation is to add the requirement to degrees only. No consensus could be reached concerning certificates. The Board will first discuss the recommendation at its July meeting.
- Interestingly, one of the CEOs felt moved to suggest that no Title 5 language should be added because it wasn't necessary -- faculty should just be incorporating this stuff into their courses anyway. Yes, good teaching practices would just be enough to make it happen. I did not leap out of my chair with a frenzied shriek, although I wanted to. Eventually, the State Academic Senate redirected the conversation with the help of American River College's Dan Crump (ARC Senate President and faculty librarian).
- The Board will first discuss the recommendation at its June meeting. It would take the vote at the August meeting. Probable date of effectiveness would be July 2003. (*For the complete text of Title 5, see elsewhere in this issue.*)

### Title 5 Library Space Standards:

- Remember how wonderful it was when the Board adopted new library space standards in 1999? Then the Dept. of Finance blocked them from

- final adoption, citing lack of authority on the part of the agency and potential cost to the state.
- CCL has been pushing the Chancellor's Office to get DOF to take another look. We asked if this couldn't be reconsidered, and took this request through the Library and Learning Resources Programs Advisory Committee to make it official and formal.
  - With the help of Fred Harris (CCCCO College Finance and Facilities Planning Div), a meeting was arranged with DOF staff on April 8. Mona Martin and I attended, and had a wide-ranging discussion about the issue. Chancellor's Office facilities staff (Harris and Dale Clevenger) and LeBaron Woodyard and Carolyn Norman helped review the topic. With one exception, all of the DOF people were new and had not been involved in the original review. We talked about CSU libraries, what's happened as we've built new CCC libraries/LRCs, the changes in focus, and the careful work done by our consultant (Linda Demmers) to help produce a balanced, thoughtful new policy and guidelines. We believe that the DOF people were impressed and are seriously considering approval of the guidelines (although we don't know when they will act).

The next CCL President's column will be written by Johanna Bowen. She brings a fresh eye to our work, and a ready willingness to act. And she's always ready to answer your phone or email. Welcome, Johanna!

It has been my real joy to serve as CCL President for the last 4 years. I strongly believe in being pro-active and strategic and in working for our common good, and I'm so pleased to have been able to help increase CCL's ability to serve us in that manner. It has also been my very good fortune to meet so many of my colleagues in the course of doing CCL work - that has been the real and constant pleasure.

**Gregg Atkins, CCL President**  
[atkinsg@scc.losrios.cc.ca.us](mailto:atkinsg@scc.losrios.cc.ca.us)

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### **RECOMMENDED PROFESSIONAL READING**

Title: The invisible web: uncovering information sources, search engines you can't see  
Editor: Sherman, chris and Price, Gary.  
Pub. Date: 2001  
Publisher: Cyberage Books  
ISBN: 0 910965 51 x Binding: Paper Price: \$30



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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 2001-2002 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  
Submit contributions to:

**August 1, 2002**  
**Susan Walsh, Merced College LRC**  
**3600 M Street, Merced, CA 95348**  
[susan@merced.cc.ca.us](mailto:susan@merced.cc.ca.us)

Or to:

The Council of Chief Librarians Web site is located at :



## C.C.L. WEBSITE

<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)

## REVISING THE ANNUAL DATA SURVEY

Colleagues, The proposed DRAFT of the Annual Library and Learning Resources Data Survey, 2002-2003 has been posted to the Chancellor's Office new website

[www.cccco.edu/divisions/esed/irt/llrp.htm](http://www.cccco.edu/divisions/esed/irt/llrp.htm)).

The survey indicates comments to be returned by April 26, 2002.  
Due to the lateness of the survey being posted, we have requested

comments by Friday, May 10, 2002. As you have time, review the website and provide your comments.

*Carolyn F. Norman, Coordinator, Library & Learning Resources Programs  
1102 Q Street, Sacramento, Ca. 95811 (916) 302-6200 (office)*

## **C.C.L. ELECTION NEWS**

*Thanks to all who voted (we had a great turnout!).  
I know that the people you elected appreciate your support.*

- **PRESIDENT: *Johanna Bowen, Cabrillo College***

- **NORTHERN REGION:**

**SAN FRANCISCO-EAST BAY: *Shirley Peck, Ohlone College***

**SOUTHWEST BAY: *Win-Shin Chiang, Mission College\****

**NORTHEAST: *Tabzeera Dosu, Butte College***

**EAST CENTRAL: *Evia Moore, San Joaquin Delta College***

**NORTHWEST: *Will Baty, Santa Rosa Junior College***

- **SOUTHERN REGION:**

**WEST CENTRAL: *Delois Flowers, Oxnard College***

**DESERT: *Dennis Vanderwerff, Cerro Coso Community College***

**SAN DIEGO: *Sandra Pesce, San Diego Miramar College***

**LOS ANGELES: *Sandy Thomsen, L.A. Southwest College***

**SOUTHCOAST: *Cheryl Stewart, Coast Community College***

**(\*Due to Johanna Bowen's election as President, the Board has appointed Win-Shin Chiang to serve the term.)**

***Gregg T. Atkins***

## **Comments on Proposition 39 Bonds - The Santa Rosa Experience**

As you are no doubt aware, many community colleges are seeking the approval of bond measures on ballots across the state. The recent passage of Proposition 39 allows for college districts to seek voter approval of these bonds with a 55% or greater vote. In the last election 12 out of 13 districts successfully passed these bond measures that allow voters to invest in the future of their local community college.

One of the very attractive features of a Proposition 39 bond measure is that a district can spend the funds on more than just building construction, including equipment and infrastructure. A College can put together a bond package that includes a number of different initiatives that support the College. What is essential is that the need is clearly identified and defined to be able to demonstrate to the voters what the bond funds will be spent on.

At Santa Rosa Junior College, we successfully passed a bond measure that reflected a carefully thought out list of needs that fell under a broad umbrella of initiatives. These included new buildings, such as a new library, renovation and modernization efforts, health and safety related improvements, energy efficiency improvements, technology infrastructure, land acquisition and transportation issues.

What should be clear from this list is that categories such as technology infrastructure need to be broadly defined to include library automation upgrades, one-time purchased of digital information resources, computer replacement cycles and upgrades, multimedia classrooms and lab upgrades.

Key to the success of any bond measure is the process that is established to develop the list of needs. It is essential that the instructional and learning resource components are part of the discussion to ensure that our facilities and services are adequate to meet our students and faculty needs. If your College is considering a Prop 39 bond measure make sure that the planning process allows for input from faculty leaders, librarians and others who play a major role in providing a quality instructional experience at the community college.

**Will Baty  
Santa Rosa Community College**



**Proposed Revisions to Title 5 Regulations  
Chapter 6. Curriculum and Instruction  
Subchapter 10. Degrees and Certificates**

1. Section 55801 of Subchapter 10 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

*55801. Definitions.*

For the purpose of this chapter, the following definitions shall apply:

- (a) "Satisfactorily completed" means either credit earned on a "credit-no credit" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.
- (b) "Information competency" means the ability to recognize the need for information and to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information use and requires the application of both critical thinking and communication skills.

*Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.*

2. Section 55805 of Subchapter 10 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

**55805. Philosophy and Criteria for Associate Degree and General Education.**

*(a) The governing board of a community college district shall adopt policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:*

*The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to find, evaluate, use, and communicate information in all its various formats; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.*

*Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.*

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.

*Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.*

3. Section 55806 of Subchapter 10 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is amended to read:

55806. Minimum Requirements for the Associate Degree (Applicable July 1, 1983)

*The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated information competency and competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of college work. This course work requirement must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in General Education and at least 18 semester or 27 quarter units in a major as prescribed in this section. Of the required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the Associate Degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.*

(a) Major Requirements. At least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines, as listed in the Community Colleges "Taxonomy of Programs," shall be required.

(b) General Education Requirements.

(1) Students receiving an Associate Degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (A), (B) and (C) and the same minimum in each part of (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey

courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign

languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

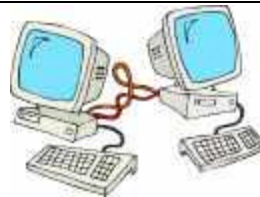
1. *English Composition.* Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

2. *Communication and Analytical Thinking.* Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such course is eligible under the provisions of section 40405 of this title.

(3) Ethnic Studies will be offered in at least one of the required areas.

(c) The provisions of this section shall be applicable to all students who enter a community college on or after July 1, 1983, provided that a governing board may specify an earlier implementation date pursuant to subsection (b) of Section 55810.



## ***Foothill Global Access You CAN Teach Online***

**You are invited to sign up for an online course, EDUC 100: You CAN Teach Online, offered through Foothill Global Access entirely online from June 3 to June 14, 2002.**

**This is the first of three courses in the Cyber Teachers' Institute Series designed primarily for newcomers to online instruction and veterans who wish to rethink their online courses. It focuses on the actual mechanics of developing, conducting, and evaluating an online class. For more information on the course, fees, and registration, please go to: <http://www.foothillglobalaccess.org/cyber-cti/>**



Vivian Sinou Dean, Distance & Mediated Learning  
Foothill College 12345 El Monte Road Los Altos Hills, CA 94022  
Phone: (650) 949-7109 Fax: (650) 949-7123 E-Mail: sinouvivian@fhda.edu

***Infopeople Workshop  
"Making Your Numbers Count:  
Effective Library Statistics"***

From: Linda Rodenspiel

Infopeople is pleased to offer this new workshop:  
Making Your Numbers Count: Effective Library Statistics

**Dates and locations:**

Tuesday, June 11, Sacramento County Office of Education  
Thursday, June 27, Cerritos Public Library  
Thursday, July 11, San Francisco Public Library  
Tuesday, August 20, Los Angeles Public Library-Mid-Valley Regional Br.  
Thursday, August 29, San Jose Public Library

To register for this workshop: Use the online registration form at  
<http://infopeople.org/WS/workshop/Workshop/83>

**Workshop Description:**

In this full-day workshop, participants will learn about the many options available to them for gathering, analyzing and presenting quantitative data about their libraries and programs of service. The workshop will provide the opportunity for participants to share their own experiences and frustrations with what can often be an overwhelming amount of irrelevant information and to learn practical, basic concepts and tools. This is NOT a workshop about technical statistical analysis.

**Fee:** There is a \$75.00 fee for this workshop. Infopeople does not provide parking passes, lunch or refreshments.

**Other logistics:**

On-site check-in is from 8:30-9 AM; instruction is from 9 AM-4:30 PM  
Maps, directions, and parking information are available on the Infopeople Web site at <http://www.infopeople.org/WS/workshop/Directions>  
Infopeople does not provide refreshments or lunch. Since some training locations do not have in-house or convenient food service, Infopeople recommends that participants bring a sack lunch.

If you have questions about registration or scheduling of workshops, please contact Linda Rodenspiel, the Infopeople Project Assistant, at [assist@infopeople.org](mailto:assist@infopeople.org) or by phone at 650-571-8832, ext. 3046

***California Community Colleges System  
Awards Multi-Million Dollar  
E-Conferencing Contract To Horizon Live***

**SAN MARCOS, CALIFORNIA --** The California Community Colleges (CCC) e-Conferencing grant project, based at Palomar College in San Marcos, California, announces a one-year, multi-million dollar agreement with HorizonLive. The e-Conferencing project interconnects all California community colleges with voice conferencing, data conferencing and meeting management for real-time, collaborative communication. HorizonLive's software enables live learning, interaction, collaboration and community-building over the Internet. The one-year agreement with e-Conferencing will begin with the installation of HorizonLive's Web conferencing solution throughout the 108 CCC campus system.

"This will take meetings and collaboration to new heights throughout our system," said Charles Mawson, 2001 Project Manager of the e-Conferencing grant. "After completing a comprehensive, in-depth nationwide analysis of e-conferencing providers and systems, Horizonlive was our System's first choice."

Under the agreement, the e-Conferencing project will work with HorizonLive to ensure their platform is compliant with Section 508 of the Rehabilitation Act of 1973, a first in the industry. "In addition to the obvious advantages in HorizonLive's current approach to e-conferencing, their commitment to providing a solution compliant with Section 508 of the Rehabilitation Act of 1973 was a tremendous advantage."

Palomar College was selected by the Chancellor's office of the California Community Colleges system to implement the \$11.5 million, five-year e-Conferencing grant. The data and audio collaboration provided by e-Conferencing will allow faculty, students and administrators to integrate voice and data conferencing and meeting management for real-time collaborative communications. It enables a person to talk and share the content on one computer with multiple people and sites, from any access point they choose, simultaneously and in real time.

The initial implementation phase of the e-Conferencing project included a series of targeted surveys to the administration, as well as the broadcast of five live satellite teleconferences on the process of conducting meetings with e-Conferencing that was directed to the 108 CCC campuses. It became apparent that a need existed for additional tools to encourage collaboration among faculty, staff and students in the CCC system. E-Conferencing will allow larger numbers of faculty, staff and students to more easily connect and effectively exchange knowledge and information. It also facilitates virtual collaboration in the areas of student services, shared governance and other collaborative activities anywhere, anytime using a toll-free telephone number for access.

For more information contact: Laura Gropen, 760-744-1150 ext. 1519  
Stephanie Gonzales, 760-744-1150 ext. 1511



## Library & Learning Resources Program Sub-unit

Welcome to the Library and Learning Resources Programs Sub-Unit. This program area provides statewide leadership and coordination of the library, media tutorial and learning assistance programs of the California Community Colleges. This site provides an overview and History about the programs.

The mission of the Library & Learning Resources Program Sub-Unit is to provide statewide leadership and coordinate the library, media, tutorial, and learning assistance programs of the 108 California Community Colleges into a comprehensive system.

The new web page for the Library & Learning Resources Program at the Chancellor's Office:

<http://www.cccco.edu/divisions/esed/irt/llrp.htm>

### LIBRARY EXPENDITURES FOR CALIFORNIA COMMUNITY COLLEGES A REPORT OF THE COUNCIL OF CHIEF LIBRARIANS

Library Expenditures for California Community College, An Annual Report of the Council of Chief Librarians is a document that has been produced by CCL for over a decade. Tabzeera Dozu of Butte College has undertaken the renovation and remodeling of this report. She has sent each of us an Excel document via email through which we can submit our information for this report for 1999-2000 and 2000-2001. The response to date has not been terrific.

CCL appreciates the time it takes to fill out the surveys. We urge you to fill them out so that we can have reliable information that serves us all as we try to provide services to students state-wide.

**CORRECTION:**  
**Joyce Livingston recommends**  
**Skipping Christmas by John Grisham.**

