

**Notes from the Joint CJCLS/NCLR Discussion
2010 Midwinter held on Saturday, January 16 in Boston, MA**

- I. Introductions – Alice Lubrecht, Chair of the National Council for Learning Resources opened the session and gave a brief introduction to NCLR:
 - a. NCLR Web page (<http://ol.scc.spokane.edu/nclr/>)
 - b. Spring AACC Program – Seattle WA April 2010
 - ✓ Deb Gilchrist and one or two of her administrators will be speaking on the importance of information literacy
 - c. Report from ACRL Liaison/Fall AACC Meeting
 - ✓ Draft position statement on Open Access
 - ✓ How AACC Works
 - d. Membership in NCLR is \$25 per year and helps to support our message getting to the presidents through interaction at AACC.

In this section, Alice also indicated a need for both a treasurer and a new incoming chair as both she and the current treasurer are currently working in State Library agencies. A call for interested persons will be sent out through CJC-I

- II. Hot Topics Discussions -- Alice had called for discussion topics via CJC-L in December and received the following items:
 - a. Collection Development
 - i. Electronic versus paper
 - ii. Media vendors
 - b. Faculty Collaboration and Assessment of Information Literacy
 - c. Budgeting
 - d. Web Page Development and Control/LibGuides
 - e. Our role in our parent institutions
 - i. Support for initiatives
 - ii. Organizational structure

With approximately 40 people in the room, there was a request to hold the discussions as one large group. By breaking up into smaller tables, attendees felt they might miss something at another table. Alice agreed and led the discussions after calling for a volunteer to take notes. Andromeda Yelton, a student at Simmons GSLIS agreed to take the notes. Alice will post them in the near future on CJC-L as well as the CJCLS Program Planning page at ALA-Connect.

TOPIC 1: SACS and Assessment

Is SACS dinging some people more than others? In the opinion of several attendees, Western/CA is dinging more schools than everybody else combined -- ~40 CCs on warning in CA over last 5 years (not always because of libraries) -- "we have the most

nasty accrediting group that there is" -- student outcomes and planning (inc. in libraries), how they relate to each other & budgeting is key

- How do we respond to dinging/avoid being dinged? How do libraries help colleges through that?
- strong info lit policy including a strong assessment component -- how library assesses itself, how library works with core faculty (e.g. English 101, speech -- where all students get bibliographic instruction) -- how do we talk with those faculty, assess what happens
- Can we prove that info lit programs affect student retention? -- program in question has not gotten that far yet; assessment is a Middle States concern about to hit hard and representatives from that area feel they need to be prepared.

-- But the question remains as to whether anyone has demonstrated the literacy/retention link?

Northampton CC in PA -- went through Middle States accreditation, dinged on assessment -- library feels like it needs to work on assessment too if everybody else is -
- library started a 1st year experience as part of Achieving the Dream initiative -- library started teaching classes in this program -- 3-credit course w/library as 1 credit, librarians teaching 10 classes per section. Originally, optional for students, so only 5 sections -- not overwhelming. This started 4 years ago, so now there are numerous cohorts. Last Thursday, report showing retention of students who have gone through this experience is greater than retention of those who have not -- program now required for students in 2+ developmental courses, so now there are 13 sections -- staffing not available. Therefore part of library assessment = what are most essential parts of class? They've been talking with faculty, trying to eliminate redundancies with English curriculum; now only 5 classes per section. Ongoing assessment & change when students are surveyed or in focus groups, library component is top-mentioned as most important component for success in English, psych courses.

"What are the other 2 components?" several people ask. Study skills, information literacy, critical thinking. Who teaches them? Counseling staff/student services teach other 2 aspects of course. 2-page research paper; library walks students through step-by-step, starting as basic as "does anybody know where to find the author?" what's a magazine, what's a journal, where do we find a publisher, why would you use one material type rather than another. Students in developmental classes either weren't taught this or assumed they weren't going to college and so didn't pay attention; need to teach this.

Are counselors ranked the same as librarians in your college? Answer: some counselors & librarians have faculty status.

Other than info lit, what kinds of assessment have people done to demonstrate to faculty library contrib. to student success?

from **Bunker Hill CC**: We have worked with Simmons to come up with formula to use for 15 Mass. CCs -- process takes years -- Bunker Hill is an Achieving the Dream/Title III institution, which motivates them to do measurement. They have 6 modules; incl. critical thinking, information literacy. We are moving toward ICT rubric. Don't have a 1-credit course; try to embed across the curriculum. For assessment, they talk about the library 2 ways:

- * Job analysis -- what services does the lib. provide?
- * Program review -- info lit & instruction

Librarians here are not faculty, rather professional staff. most of them participate in the program.

Oakland CC in MI: not at the level of these earlier schools yet but working toward it. Accreditation process 2 years ago. We hooked into same assessment model as classroom faculty -- pretest/posttest system to show that students who went through their bibliographic instruction have learned the material. They have assessments for students to fill out. Multiple types of instruction: one-shot; instructors bring students to library, they get instruction & stay to work on assignment; a third one I missed (One-hour courses) All 3 types seem to be imparting desired skills. Two important aspects of assessment: student learning, and justifying the library, especially when there are budget cuts.

Another library -- their last SACS visit did not cover assessment, but it's definitely coming -- everyone should be paying attention. SACS has been handing out an assessment module they want everyone to do. The library knew it was coming; the faculty didn't, are playing catch-up, don't realize what the library is doing and how it relates to this process. Libraries need to pay attention to what faculty are doing, put staff member into the process, make sure faculty don't ignore existing information literacy policy & existing work in rush to invent their own assessments.

The upcoming annual program: *Yours, Mine, Ours: Moving students from HS to CC and on to university*. Half will be given to Ken Burhanna from Kent State to discuss the assessment of information literacy.

Attendees might want to check out Libraries Unlimited who is giving away a book on library assessment in the exhibits.

Northampton CC -- developed a grading rubric. Have asked instructors to grade anonymous student work from their program; discovered that grading standards were not in sync. Instructors from different sections discussed their grading standards with sample work; discovered that some questions were unclear, so instructors (and

students!) were interpreting them differently. Also discovered that some questions, all the students failed -- indicates a failure in instruction, need to teach that material better. They've gone through this process several times to improve their questions and try to be on the same page. Instructors thought this was boring until they looked at the grading info and found how obviously important it was.

Alice Lubrecht: How many have info lit as core critical learning outcome? (at least half the hands in the room go up) for those who don't have it, are you in an area where regional accreditor does not require, or you haven't gotten there yet, or...? AACCC has an info lit position statement on web site. Middle States definitely requires that as a core skill; if your institution doesn't, check out the AACCC statement. AACCC's statement mimics ACRL's, not coincidentally. (a copy of AACCC's statement is located at the end of these minutes)

Bunker Hill CC: NEASC standards left the word "library" in standard 7, talked about information literacy in standard 4 --> info lit is obviously important throughout the process.

Joe Toth, Middlebury College (about to move to a CC): interesting to hear differences between student populations, so he's surprised that ACRL definition is being transposed to AACCC. Is there a different working definition of info lit for different populations?

Alice Lubrecht: it's a spectrum. You may have to start at a developmental level but that doesn't mean you stop there. Some students are going to go on to advanced programs and are going to need info lit skills accordingly.

Joe Toth: his soon-to-be-CC-president said that 95% of accreditation problems are financial -- this has been his experience at other institutions too -- people don't shut you down for non-financial reasons ("except in western states!" someone pipes up) -- so what does it mean to get dinged?

Alice Lubrecht: Middle States told an unnamed CC to put together a report on how they were going to assess learning outcomes, so they're not shutting them down but they're not giving them a "clear path".

Kenley Neufeld (CA): 5% of institutions get dinged in most of the country; means they have to do another report on a specific thing within some time. 4 different levels of "dinging". Western states have had people reach 3rd level, almost getting shut down. ~45% of colleges get "dinged" -- "serious crisis in our region"

Mark (CA)? -- "we are still under 'ding'"

Kenley Neufeld: "it's a warning system"; schools seldom lose accreditation, but most dings are not financial, rather about student learning outcomes. "Everyone's really scared, actually, in our region".

Mark: "the effect is not to lose your accreditation" but to take a lot of overworked people out of everyday jobs to respond to accreditation, prepare for return visit. "Key people...who had better things to do." library got by simply by formalizing the things they'd always done informally, documenting stuff -- library assessment committee which meets each semester, survey stolen from Cal-State system to be administered yearly. Effect of accreditation is to move this stuff up on the priority list (stuff they would've done anyway).

Alice Lubrecht reads the AACC statement on info lit skills desired for CC students. Specifies skills students should have, does not prescribe how particular institutions should achieve this, and gives a way for libraries to communicate with faculty about this.

Question is asked about CCSSE: Bunker Hill CC: our students love us & rate us highly but that doesn't help us get funding/ staffing. Alice Lubrecht: data being gathered, graphed.

A college in the process of developing gen. ed. requirements -- lots of conversations about info lit and tech lit -- should these be together or separate? Incorporated into one another how? How are other schools dealing with tech lit?

School which just created "essential learning outcomes" -- originally wanted info lit and tech lit together, but ACRL web site separates them. Their school now has critical thinking skills (info lit included here) and practical skills (tech lit included here). Authoritative sources on how other orgs dealt with this helped persuade the VP.

Alice Lubrecht: her school had them separate, and she was glad; they're assessed differently. For instance, taking an Office skills course satisfies tech requirement, but does not address info lit. By having them separate, it keeps library and computer people from fighting about what to include and what to assess.

Bunker Hill CC: different skills; no way to assess/measure if you combine.

Seeing that it's a critical thinking skill helps admin see why info & tech lit should be separated.

Oakland: faced same issue; AACC position statement helped convince admin.

Topic 2: Budgeting & Collection Development

AL: how do you figure out how to budget with the expenses of the electronics? Consortia & package deals are one strategy, but her state has drastic budget cuts and it's unclear who/what will survive. Her institution depended on students having at least seen databases in hs, but those might get cut. How are others faring? If you've been depending on state to provide certain access, how do you retool your budget?

?: CT lost some statewide databases

Kenley Neufeld: all states are affected by budget/economy. In CA each of 110 colleges had a \$36K database allocation -- this year cut 100%. Some institutions have had to turn to Google and Wikipedia. Depends on how your board has managed your money; his school has been more conservative in managing \$ so they're a bit better off. Statewide library board for CCs is forming as a nonprofit; will make them eligible to apply for grant \$ from state. They won't get their earlier \$4M but they might get some that they can use to buy a statewide database -- CA has never had a statewide database -- 110 colleges will never agree to a statewide database, but something is better than nothing. He was a member of the board; it has dissolved itself so as to reconstitute as a nonprofit. "It's really messy." Databases fund was "loosey-goosey", an easy target; most other funding was in long-term fixed costs (e.g. internet connection to campuses). Tied in with this is print-to-electronic transition; print budget has not grown in 2 decades, but publication costs have grown hugely, so necessarily he's been cutting print subs -- but this has been OK (no student backlash, some faculty backlash, but they have other options -- databases may have 6 month embargo but this suffices for his school's research needs). He expects print collection to disappear in the future.

AL: "How many of you have shrunk your reference print?" (Many hands go up.) Her institution cut reference whenever more physical space was needed. They had a 5-campus system and it did not make sense to replicate everything 5 times. Also, how do you serve the student in the middle of nowhere with your print collection? Electronic is cheaper than buying 5 copies.

AL: so, accrediting groups. "How many of you have paralegal programs?" (some hands go up) Paralegal accrediting programs insist on some paper/loose-leaf services. "They don't come but every 5 years; we'll cut it for 4..."

Kenley Neufeld: nursing accreditors are different

AL: yes, nurses are wonderful at accepting electronic. Hospitals are very electronic.

?: **question on assessing budgets.** She has a \$10K shortfall in database budget (budget is static but she's being charged per student and # of students has increased...). She did a usage study to try to come up with things to eliminate. v. hard to do a consistent, apples-to-apples study. She has multiple resources for English/humanities faculty -- largest, most vocal -- you try to make any humanities changes, you face backlash. By contrast, she may have only 1 (v. expensive) resource for nanotech program -- but that program brings in a lot of money -- but only has 2 instructors, who aren't as loud as 32 humanities faculty. How can you make good choices about what to eliminate in this political environment?

Joe Toth: "isn't the response to that" -- ok, he had a "surfeit of riches" at current institution -- but isn't it all about whether the resources are sufficient for the program? If we *can't* have a nanotech program without this resource...? Also -- he deals heavily with vendors -- "the downturn has finally brought on us the era of the counteroffer" --

don't look to cut -- go negotiate with vendors. Tell them what you can afford. Vendors want to keep customers. "Academe in general is not good at bargaining", esp. if we're used to letting consortia do it for us. Maybe you don't have to pit departments against each other if you tell vendors they have to work with you.

?: i'm sorry, did you say you cut?

? (assessing budgets person): did usage studies; emailed faculty, said you have XYZ, I need to cut, what happens if I cut Z? Some faculty were simply not OK.

Kenley Neufeld: keep it out of pres office, have a relationship with the faculty. Electronic you can negotiate more than print. He's tried to give faculty an equivalent option whenever he has to cut something. ILL? OCLC? If they say they need X, tell them you can get it for them -- maybe not today, but in 3 days, 5 days. Can they live with that? Their budgets are being cut too; you have to work together, "give them a positive solution to a negative situation". Listen, say that you're trying, even if there's no way you can afford what they really want.

Another voice: Make a distinction between providing things students need and things faculty need. When you talk to faculty, make sure they understand that student needs are the highest priority. Students don't start until the day before & they can't wait 2 days. Faculty...may also do that...but you can legitimately tell them that they can wait. Student needs are the highest priority.

Bunker Hill CC: collection development policy needs multiple factors so that you don't lose control of it. You can always say you can't help it, there's all these factors.

Oakland: take advantage of Perkins money; most CCs have it, and all the requests they've put to it have been okayed. AL: if it isn't entirely soaked up by your computer programs.

Bunker Hill: "all roads lead back to information literacy"

A CA CC -- huge database funding cuts. Her institution is going by usage statistics, showing those to faculty & chair. "We have to go by the statistics." some departments may have money they can use to support lesser-used databases; some have been very accommodating.

An 11-year-old CC. 2004, budget cut only to library scientific funds. Did a survey, but tied it in to %age paid per student. Let the department make the cut -- told them what the options were, reminded them how much money they had, asked them make the choice -- they're the ones who know the most about what their students need to achieve outcomes. But this does make it hard to keep track of whether they have what's needed for accreditation purposes. Also: their paralegal program benefited from a law firm that was getting rid of its print collection in favor of electronic. Now they're still asking

departments to make decisions but making sure all the paperwork goes through the library to keep track of things.

Question on ILL -- they've had problems getting electronic content from other institutions due to licensing restrictions. In the past they could just go on campus (of public institutions) and print stuff out, but now there are access restrictions. How do you do that?

Kenley Neufeld: OCLC. AL: borrow it from another institution. You may have to pay a copyright fee. May also have to pay one to put stuff on reserves -- but it's cheaper than a whole database.

Kenley Neufeld: \$25/article for something you use 5 times/year? Way cheaper than a subscription.

Another Voice: you may not be able to get something by email, but they can print out/send. General agreement that it depends on what the lender's rights constraints are.

Another Voice: if you want to maximize ILL reciprocity, negotiate. "Get in the habit of asking".

Joe Toth: he can't give control over a budget he's been made steward of to another unit.

11-year-old-CC woman: no, that's not how she's handling it. She's still the one spending the budget; she's just looking for input.

JT: but don't they start thinking it's their money?

11-year-CC and AL : sometimes. 11-year-CC: make it clear you're still the one making the decisions, but you need them at the table.

AL: has taught at a place where faculty felt like it was theirs; led to a huge collection in Tudor history (a senior faculty member's specialty) but not enough basic science material. "It's a very dangerous slippery slope", hard to reverse if people get used to having control of your budget.

?: "a lot of these issues point to collaboration" -- how do you deal with that? Some people have great faculty rapport, some are always fighting.

Kenley Neufeld: "I'm the library director; I spend probably 50% of my time or more outside the library." I'm been on a lot of committees; "if I'm not invited, I go anyway." make yourself known. Represent the library. Be the embodiment. At least one person has to be out there on the campus.

AL: "I don't even drink coffee" but she went to faculty morning coffees. Insist on eating lunch over there; don't be in the library staff lounge all the time (although if you aren't there, the staff might think you're stuck up). It gets you "responsibility and respect for the libraries."

JT: do any of you use liaisons? (There is some nodding around the room.) Bunker Hill: we had a liaison program; "collaboration isn't a natural skill", not all librarians have it. They model it with the info lit program. Take faculty seriously, respect, include, but maintain control of your program.

? : do in-service for your faculty on relevant things; helps them see you as an equal.

AL: "Cookies in the library. Food."

Elinor Appel: in re liaisons: she has ESL/humanities, which is awesome, but overwhelmingly large. Need to think about balance, how many faculty members per liaison. Do we really need to be specialized by discipline?

Kenley Neufeld and AL: it's a mix. AL: it depends on what you do well. Some people collaborate really well; some people can only handle their discipline and bad things will result if you make them go outside it. But they reevaluated their liaison relations yearly.

Bunker Hill: "it's not that the liaison thing is archaic", it's just that everyone's multitasking.

JT: "faculty members think they speak for their students" when they talk about their subject areas. "They do not. They speak for themselves." Libraries speak for students, may need to override faculty for the students' good.

AL: We're out of time for this session. I'd like to thank everyone for coming! Look for another session at ALA Annual.

AACC Position Statement on Information Literacy

An important element of both teaching and learning in today's information age is information literacy – the set of skills needed to find, access, retrieve, analyze, synthesize and use information ethically. A community college curriculum offers students an array of general education and workforce content through credit and noncredit coursework, continuing education and distributed education. Effective curricula offer both current and classic content across disciplines within a design that engages students, meets their learning needs, aids in student success in courses and retention in academic programs. Best practices in curriculum design and content include active learning techniques, a variety of formats that take learners beyond the textbook, the establishment of context, real life relevance, the integration of technology, meaningful assessment, and an integration of critical thinking that promotes the questioning and discussion of ideas. Classroom faculty should partner with library and learning resource center staff to form instructional teams to encourage information literacy outcomes in credit and noncredit instruction.

Information literacy, which encompasses “information fluency” and “information technology” mastery, is critical to success in higher education and lifelong learning. Rapid and continual changes in technology and the proliferation of information resources present students with an abundance of information through a variety of vetted and unvetted formats. This wide variety of choices raises questions about the reliability, authenticity, and validity of content and poses challenges for students trying to evaluate, understand, and apply the information. The Association of College and Research Libraries, in its *Information Literacy Competency Standards for Higher Education*, notes that information literacy is now considered as a key outcome by several regional and discipline-specific accreditation bodies because of its close ties to students' competency with evaluating, managing, and using information.

Community college students must be information literate learners who can:

- Determine the extent of information needed
- Access needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into his or her own knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information
- Access and use information ethically.

Colleges should identify and provide personnel and resources appropriate for providing information literacy skills for all students.

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