INSIDE THIS ISSUE:

A MESSAGE FROM THE NORTHERN CHAIR

Dear Instruction Librarians and Colleagues,

This year CCLI-North is kicking off its 27th year. As the 1999/2000 chair, I would like to invite you to take part in our activities. If you are interested in planning the Spring 2000 workshop, please feel free to contact me about attending our meetings. Meeting times and places are also posted at the CCLI-North website at:

> **http://library.monterey.edu/ccli/meetings.html.**

All members are welcome to attend CCLI meetings. Remember, CCLI-North charges no membership fees. If you are not a member and would like to join, please fill out and submit the mailing list form at: **http://library.monterey.edu/ccli/mail.html.** Your name will be added to our postal and Internet reflector mailing lists.

So what's new for this year? In addition to planning our Spring program, members are now working on a new website for CCLI-North with a Depository of links to online library instruction resources at California libraries. Please feel free to submit your suggestions for HTML or PDF viewable library instruction files at:

> **http://library.monterey.edu/ccli/deposi.html.**

We are accepting suggestions in four categories: subject guides, database guides, tutorials (includes information competency) and virtual tours. Another item currently under discussion in both CCLI-North and South is the question of whether to affiliate with CARL (California Academic Research Libraries). Look for the pro and con articles included in this newsletter. If you have any comments about the affiliation issue, please contact me at email address listed below.

I would also like to take this chance to thank *Evelyn Lord*, last year's CCLI chair, and the CCLI North Steering Committee for organizing the Spring 1999 workshop on *Instructional Imperatives: Information Competence and Assessment*. A summary is provided inside this issue for those who missed it. Thanks to San Jose City College and to SJCC librarian *Joseph King* for hosting the site. Feedback from our attendees was very favorable. Other CCLI members who deserve a round of applause include: *Mari Miller* (Newsletter editor), *Linda Goff* (treasurer), *Helene La France* (depository manager), *Betty Ronayne* (secretary) and *Margaret Phillips* (membership database coordinator). Thanks to *Judith Welsh* for organizing workshop attendance. Finally, I would like to welcome *Kris Veldheer* as chair-elect and *Tina Peterson* as secretary for 1999/2000.

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From left to right: Evelyn Lord, Kathlene Hanson (top), Kris Veldheer, Tina Peterson.

CCLI Steering Committee Officers 1999/2000

For the North:

http://library.monterey.edu/ccli/steering.html

For the South:

http://gort.ucsd.edu/dtweedy/officers.html

It started out as a business meeting, but it has turned into an annual CCLI post-workshop luncheon celebration at the scenic Skate's By the Bay restaurant in Berkeley. This year's business was postponed until after lunch on May 26th, when a well-fed Steering Committee elected a new slate of officers for the coming year. The new officers are: Kathlene Hanson (CSU Monterey Bay), Chair ; Kris Veldheer (Graduate Theological Union), Chair-Elect ; Tina Peterson (San Jose State University), Secretary ; Linda Goff (CSU Sacramento), Treasurer ; and Mari Miller (UC Berkeley), Newsletter Editor.

From left to right: Sandy Warmington (Sacramento City College), Judith Welsh (UC Davis), Beth Fain (Vista College), Kathlene Hanson, Margaret Phillips (UC Berkeley), Gail Gradowski (Santa Clara University), Betty Ronayne (CSU Sacramento), Tina Peterson, Liz Green (Stanford University), Kris Veldheer, Mari Miller.

Should CCLI North Become an Interest Group in CARL?

Argument FOR:

In a dialogue between CARL and CCLI-N held August 24, a formal invitation was extended to CCLI-N to become a CARL Interest Group. As the debate rages within CCLI-N as to whether we should do this, here are my thoughts on why this might be good for CCLI-N.

At the heart of the matter, the issues that seem the most problematic for CCLI-N in joining CARL are money, CARL Interest Group rules, and becoming a member of a CARL Interest Group. Under the current arrangement, CCLI-N is a fairly freewheeling group, able to set it's own agenda, control it's own budget, and have anyone it wants to as a member. By becoming a CARL Interest Group, the only thing that CCLI-N will have to sacrifice is it's own budget. My dialogue with CARL has lead me to believe that CCLI-N would retain the ability to set it's own agenda, have it's own programs, and in short continue to be what it is now--a successful organization that provides quality programs on timely topics related to library instruction.

Although there seems to be afoot some fears that CCLI-N would just become another cog in CARL's wheel, I think that in becoming a part of CARL, CCLI-N would get these additional benefits. First, we would have the ability to advertise our programs to a wider audience and have additional programs beyond our usual Spring fling. We could have our own section of the CARL newsletter to keep the wider membership informed of our programs. Secondly, CCLI-N could continue to make the same kind of financial arrangements for its speakers, with the exception of paying the speakers for speaking. We could continue to underwrite all expenses for our speakers, as well as price our programs to just cover expenses. Also, we would could include non-CARL members in our programs at the same rate as CARL members. Finally, it appears our colleagues from CCLI-S are going with CARL, and despite not wanting to follow a pack mentality, I can see where CARL is going to have a Bibliographic Instruction Interest Group that would do almost exactly what CCLI-N is currently doing. This would create a dilemma for people who do not know the history of CCLI-N and create a competitive environment with the potential to take members away from CCLI-N.

Is this alliance problem free? By no means can I answer that question with the affirmative.

However, I see more positive reasons to make CCLI-N an Interest Group of CARL, than I do for CCLI-N to remain independent. This will not be an easy decision and would encourage all CCLI-N members who are also part of CARL to weigh in on this issue.

Kris Veldheer
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Argument AGAINST:

1. We do not charge dues; CARL does. We would, I'm sure, lose some of our current base.

2. We have complete intellectual, as well as financial control, over our programming. We have a pool of money, a budget, that we have total control over. We can count on this money, budget our programs based on these funds. We are able to pay our speakers. Within CARL, Interest Groups cannot pay their speakers, do not have independent budgets for planning. This would dramatically limit our programming options.

3. Our programs are modestly priced, about $30, including lunch and refreshments. It would cost our audience a lot more to attend our programs at CARL, having to register for the entire conference. We wouldn't reach as many people that way.

4. Even though we currently only have one nonacademic librarian on our Steering Committee, we draw people from all sorts of libraries to our programs and have had additional Steering Committee members in the past from other types of libraries. CARL is fundamentally an academic librarians group.

5. Finally, CCLI-North is a very successful, flexible, informal organization. We lack bureaucracy. If we become a CARL Interest Group, we will be just one more cog in that big wheel. It would be a loss.

Just some food for thought.

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Instructional Imperatives: Information Competence and Assessment

For the first time in many years, a South Bay location was the site of CCLI-North Spring workshop. A convergence of timely themes and outstanding presenters drew near-record attendance. Seventy-two librarians gathered in the Community Room of San Jose City College on April 30 to engage in learning, questioning, discussing and sharing ideas for practical application at the variety of libraries represented.

Speakers in the morning session were from Cal Poly, San Luis Obispo: *Paul Adalian*, Assistant Dean and Head of Reference, *Judy Swanson*, Instructional Technology Consultant, and *Professor Del Dingus*. Supported by a grant, the Cal Poly Library has taken the lead in establishing a model program to be used at other CSU campuses as part of the systemwide *Information Competence Project*. The program is accessible on the Internet and can be adapted for use by other institutions.

http://www.lib.calpoly.edu/infocomp

Paul described the IC project from its inception in 1995. The initial planning by the CSU workgroup included faculty, librarians, and representatives from WASC and from the University of California. Nine core competencies were identified. The grant was funded at the end of 1996 and included the following goals: classroom presentations; self-paced, interactive tutorials; 3-unit class; discipline-specific competencies with instructional modules for each--all to be disseminated on a CD for each CSU campus. As the project evolved, Information Technicians and students were included in the planning.

Judy Swanson described how she designed interactive tutorials for the Web. With librarians providing the content, she used *Front Page* software and Javascript, laying out the information on a storyboard. Her goal was a practical tutorial that was graphically pleasing. The result was an interactive electronic workbook that students use as part of the 3-unit Information Competency class. In the class students were taught to use authoring software and *Powerpoint* to prepare a presentation on the topic of their choice.

Wrapping up the first part of the workshop, Paul shared future plans that include a week-long, IC workshop for CSU faculty to be held at Cal Poly, and developing an IC module for students in Distance and Distributed Learning courses. He concluded with a demonstration of the IC Web site, pointing out two problems: it is not ADA-compliant and it is not accessible in text-only.

The morning session ended with Dr. Del Dingus' enthusiastic account of how he integrated the IC module into his classes for soil science majors at Cal Poly. He alluded to his lack of success in persuading other departmental colleagues to follow his example, noting that the library course is not required. He acknowledged that "faculty will be enthusiastic about faculty ideas, but resist ideas from non-faculty," a truism that many instruction librarians have experienced.

Bonnie Gratch Lindauer, Coordinator of Reference Services at the City College of San Francisco, shared a wealth of information (both theoretical and practical) on the topic *Assessment: the Flip Side of Instructional Planning* in the afternoon session. She is a a consultant and recognized authority in this field. Her article *Defining and Measuring the Library's Impact on Campuswide Outcomes* received the ACRL award for outstanding research article (*College & Research Libraries*, vol. 59, no. 6, November 1998).

Bonnie advocated aligning assessment goals with campus priorities and using language from mission statements on academic or literacy goals. She mentioned the CSU's mission statement as a useful example. She mentioned some interesting points related to assessment and library instruction:

- assessment can improve librarians' teaching as well as student outcomes
- library instruction contributes to student retention
- librarians contribute to faculty development
- library instruction relates to campus priorities and to faculty effectiveness important to WASC and accreditation

She pointed out that accreditation commissions can be a two-way street in that librarians can let the accreditation teams know what we would like to have included in the criteria.

There is a multiplicity of valid methods of assessment. Bonnie stated that students are very

capable of self-assessment and students' self-evaluation is now validated by the national literature. It is a very powerful tool particularly in pre- and post-testing. Further, students' ability to self-reflect on what they have learned can itself enhance the learning effect and improve student outcomes. Other techniques that Bonnie recommended are focus groups; surveys; statistics of web page use; observation by student peers; student journals as part of a semester portfolio; and bibliography analysis.

Bonnie pointed out that we already have a lot of statistics and information that document library instruction outcomes: syllabi analysis (our own and faculty's); inventory and use data; instruction statistics by discipline. By adding library questions to surveys being done by other campus departments we could reach an even wider group of respondents. In an academic setting there options for getting expert assistance with constructing surveys and other forms of assessment. Good advice: Get assistance.

Bonnie provided excellent handouts: *A Checklist for Measuring Assignments for Information Competencies; Assessment Domains; Essentials of an Assessment Plan; Good Practice Criteria for Assessment*; and a list of print and online resources on *Assessment Methods and Strategies*, plus more.

Based upon the 50 workshop evaluations that were submitted, the day was a great success with both the morning and afternoon sessions rated very close to "10." Participants appreciated "the blend of theoretical and practical information," "loved the handouts and sources for assessment," and even "the food was very good!"

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CLA ANNUAL CONFERENCE PROGRAMS OF INTEREST TO INSTRUCTION LIBRARIANS:

Sunday
November 14
8:00 - 9:30

CCIG Business Meeting and Program
Establishing Information Competency Requirements :
A Case Study
Dee Near, Merced College
Sponsored by: Community College Interest Group

Sunday
November 14
12:30 - 2:00

Teaching Electronic Research and the Internet
Joy Chase, Evergreen Valley College
Sponsored by: Community College Interest Group

1999 CLA Annual Conference
November 13 -16, 1999
Palm Springs

Additional information available at:

http://www.cla-net.org/

NEW URLs For Instruction Websites:

CCLI-North: **http://library.monterey.edu/ccli**
(Reminder: check here for new Depository items)

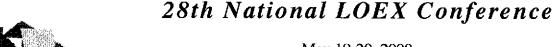*CCLI-South:* **http://gort.ucsd.edu/dtweedy/ccli.html**

ACRL-IS: **http://www.libraries.rutgers.edu/is**

LOEX: **http://www.emich.edu/~lshirato/loex.html**

LOEX of the West: **http://www.lib.montana.edu/loex/**

28th National LOEX Conference

May 19-20, 2000
Ypsilanti, Michigan

First Impressions, Lasting Impact: Introducing the First-Year Student to the Academic Library

CALL FOR PROPOSALS

Submission deadline: November 30, 1999

Additional information is available at: **http://www.emich.edu/~lshirato/index.html**

NEWS FROM THE FRONTLINES: HouseCalls : Bringing the Library to You!

The University of California at Davis Carlson Health Sciences Library and Medical Center Library are offering an outreach program called *HouseCalls* to faculty and staff in the Schools of Medicine, Veterinary Medicine, and related departments. Reference librarians provide assistance to individuals and small groups in departmental offices, or speak at departmental meetings. One-on-one or group instruction is provided on topics relative to research and the use of library resources. Topics include instruction in the use of California Digital Library databases, PubMed, CD-ROM databases, medical and veterinary Internet resources, WWW search engines, and bibliographic management software.

The HouseCalls program was initiated in response to a decrease in faculty and staff attendance at traditional library sponsored classes and workshops. Faculty and staff have become accustomed to searching computerized databases available on the Internet and accessing other Internet based resources from the comfort and convenience of their offices and homes. The intent of the HouseCalls program is to offer a more useful and convenient service to faculty and staff by providing customized instruction and consultation in the client work setting.

Ongoing publicity is necessary to maintain a steady stream of requests for the HouseCalls service. Publicity efforts include monthly email messages to medical and veterinary faculty highlighting new library resources and services, articles in the campus newsletter, flyers, bookmarks, and signage. A web page was designed to highlight the program and provide links to sites frequently discussed during Housecalls visits. The HouseCalls web page is located at:

http://www.lib.ucdavis.edu/hsl/HouseCalls.html

An *Access* database application has been created recently to track requests and assign incoming housecalls to participating reference librarians. Applications include creating records of new housecalls, editing records of pending housecalls, and viewing records of completed housecalls. The database is also used to generate monthly, quarterly and yearly statistical reports. Reports currently include *House-Calls in Progress, HouseCalls by Librarian*, and *Completed HouseCalls*. Other reports sort by Librarian, Library, School, and Department. The database is a work in progress; other reports will be developed as the need requires.

The HouseCalls program was implemented in January 1998. During that time, reference librarians have provided approximately 100 housecalls to 250 faculty and staff in the Schools of Medicine and Veterinary Medicine and other departments served by the library.

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CCLI-SOUTH PROGRAM ANNOUNCEMENT

Here's an opportunity to find out how colleagues in the southland are coping with the challenges of library instruction in our constantly-changing electronic environment... Save the date!

Instruction 2000:A Moderated Discussion of Instruction Issues in an Electronic Age

A joint CARLDIG-South and CCLI-South Program on teaching electronic resources.

Moderator : **Esther Grassian, UCLA College Library**.

Friday morning, December 3, 1999
Pollak Library, Room PL-130
CSU Fullerton

Optional no-host lunch at a nearby restaurant following the program.

Watch for an electronic registration on the CARL and CCLI listservs in late October. There will be no paper announcement.

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LOEX of the West 2000

"Creativity and the Art of Library Instruction"

Montana State University-Bozeman
June 7-10, 2000

Call for Papers!

Important Dates:

Proposal submission deadline:	January 15, 2000
Proposal acceptance notification:	March 1, 2000
Conference registration begins:	**March 1, 2000. Cost of Registration is $150**
Conference registration deadline:	Open until maximum # of attendees is attained
Conference dates:	June 7-10, 2000

Additional information is available at: **http://www.lib.montana.edu/loex/**