



CJCLS NEWSLETTER

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EDITOR'S NOTE

ACRL allocates the funds for the section newsletters with the intention of providing a forum: a place for groups to share information perhaps too specialized, abstruse or mundane for the division-wide publications. Issued twice a year, the section newsletter is a means of communicating the activities of the group to its widely scattered members. A newsletter might even offer a deeper sense of membership to those who are unable to attend Midwinter and the Annual Conference every year. (Every year? Many are grateful when it rotates to their section of the country every 6 or 7 years!) So, where does that leave CJCLS Newsletter? Looking over our distribution list I find people in universities, colleges, public libraries, even special libraries. I assume many of them may have worked in a community college and want to "keep in touch." (Some of the stars of the profession started out in community college libraries - Bob Wedgeworth is a good example.) Continuing with that long list of names; there are even foreign libraries and library associations. However, the bulk is active community college librarians. Looking at the listing, trying to determine the audience, trying to determine what to do with 16 pages a year, and after some consultation with members of the CJCLS Executive Board, I came to several conclusion. First, I hope the Newsletter will keep you informed

(cont. on p. 8)



## INTERIM RESULTS

The Spring 1986 Newsletter carried a two page questionnaire on Instructional Computing in the LRC, developed by the CJCLS Task Force on Computers in Community Colleges. The questionnaire addressed specifically the role of the LRC in the use of computers for instructional support. Although returns were sparse, the trends were intriguing, and are tabulated below. The self-perceived categories are drawn from Section V of the questionnaire which is reprinted on pages 6 and 7. A broader ~~base~~ <sup>base</sup> of responses is being sought by the Committee. The questionnaire has been printed so that you can either photocopy it or remove it from the Newsletter. Please take a moment to fill it out and return it to Gloria Terwilliger, committee chair ( the address is on the survey.) Duplicate responses will be combined during tabulation. Wouldn't you like to see your institution on the Active or Aggressive list in the next issue of the Newsletter?

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### Additional Highlights from the Questionnaire: (N=52)

35 LRCs reported availability of computers for student use for word processing and indicate that LRC staff are providing basic maintenance for the computers.

44 are involved in software selection and/or ordering.

38 are cataloging software.

At 29 institutions, LRC staff are capable of providing workshops on computer literacy.

9 institutions report new staff titles reflecting responsibilities related to computers.

10 LRCs have new budget codes for tracking computer-related expenses.

Active Category LRCs

Long Beach City College

Hartnell College (CA)

(cont. next page)

INTERIM RESULTS (cont. from page 2)

<u>Active Category</u>	<u>Aggressive Category</u>
San Diego Mesa College	Foothill CC (CA)
Florida Keys CC	CC of Philadelphia
Quinsigamond CC (MA)	Howard CC (MD)
Springfield College (IL)	Pensacola Junior College
Washtenaw CC (MI)	Miami-Dade CC
Rainey River CC (MN)	Broward CC
Davidson County CC (MC)	Kellogg CC
	North Hennepin CC (MN)
	College of Dupage (IL)
	New Mexico Military Institute
	Northern Virginia CC
	Trident Technical College (SC)

State by State Results

ARKANSAS	Developing	(1)	MICHIGAN	Active	(1)
ARIZONA	Emerging	(2)		Aggressive	(1)
CALIFORNIA	Inactive	(1)	MINNESOTA	Active	(1)
	Emerging	(2)		Aggressive	(1)
	Developing	(1)	MISSOURI	Developing	(1)
	Active	(3)	NEW MEXICO	Emerging	(1)
	Aggressive	(1)		Aggressive	(1)
CONNECTICUT	Emerging	(1)	N. CAROLINA	Active	(1)
FLORIDA	Emerging	(2)	OREGON	Emerging	(1)
	Developing	(1)	PENNSYLVANIA	Emerging	(2)
	Active	(1)		Aggressive	(1)
	Aggressive	(2)	S. CAROLINA	Emerging	(2)
GEORGIA	Developing	(1)		Aggressive	(1)
HAWAII	Emerging	(1)	TEXAS	Emerging	(2)
ILLINOIS	Developing	(1)	VIRGINIA	Developing	(1)
	Active	(2)		Aggressive	(1)
	Aggressive	(1)	WASHINGTON	Inactive	(1)
MARYLAND	Developing	(1)		Developing	(2)
	Aggressive	(1)			
MASSACHUSETTS	Inactive	(1)		Total	52
	Developing	(1)			
	Aggressive	(2)			

MEGABYTES WITHOUT MEGABUCKS

Dan Koenig

Piedmont Community College

Greenwood, South Carolina

will discuss the use of inexpensive microcomputers  
for library services, including:

automated circulation

online catalogs

serials control

retrospective cataloging

acquisitions

SATURDAY, JUNE 27

9:00 - 11:00 am

(time has been changed - may be  
listed differently in other sources

this is correct!)

CJCLS BUSINESS MEETING

and Committee Reports

will follow program

Room will be listed in the Conference Program



TOUR, PROGRAM and BRUNCH  
at  
FOOTHILL COMMUNITY COLLEGE

Speakers

Lois Marriott - Chancellor's Office  
California Community Colleges  
Greg Atkins - College of San Mateo  
Tobin Clarke - San Joaquin Delta College

CALIFORNIA UPDATE:  
WILL STATE PARTICIPATION  
INCREASE SUPPORT?

Monday, June 29

(The buses will leave promptly at 8:00 am  
from the Hyatt Regency Embarcadero Hotel.  
They will return at 1:00 pm to the site of the  
ACRL President's Program

Reservations for this program closed June 14th

## QUESTIONNAIRE ON INSTRUCTIONAL COMPUTING IN THE LRC

Your comments are invited

Name of Institution \_\_\_\_\_

Address \_\_\_\_\_

Name and Title of Respondent \_\_\_\_\_

### I. TYPE OF USE OF COMPUTERS IN SUPPORT OF INSTRUCTION IN YOUR LRC/LIBRARY

	<u>YES</u>	<u>NO</u>
A. Word Processing for students	<input type="checkbox"/>	<input type="checkbox"/>
B. Programming languages (BASIC, FORTRAN, etc.) and computers available for students in the LRC	<input type="checkbox"/>	<input type="checkbox"/>
C. Computers used for study aids, e.g., math skills, language skills, writing skills, etc.	<input type="checkbox"/>	<input type="checkbox"/>
D. Extensive use of computers in instruction, e.g., full courses in which the student interacts with the computer	<input type="checkbox"/>	<input type="checkbox"/>
E. Other _____		

### II. LEVEL OF LRC INVOLVEMENT IN DECISION-MAKING AND COMPUTERS

1. LRC is involved in selection of computing equipment.  
Yes\_\_\_ No\_\_\_
2. LRC is involved in software selection and/or ordering.  
Yes\_\_\_ No\_\_\_
3. LRC catalogs computer/microcomputer software.  
Yes\_\_\_ No\_\_\_
4. Member of LRC staff serves on major committee(s) dealing with  
academic computing, setting policies, etc.  
Yes\_\_\_ No\_\_\_

### III. LEVEL OF STAFF COMPUTING EXPERTISE

1. Some LRC staff are developing computer literacy, e.g., DOS,  
word processing, spread sheets, etc.)  
Yes\_\_\_ No\_\_\_
2. LRC staff are able to provide workshops on computer literacy.  
Yes\_\_\_ No\_\_\_



3. LRC staff do provide workshops on computer literacy or on other aspects of computer instruction.

Yes\_\_\_ No\_\_\_

4. Staff in the LRC can provide basic maintenance for microcomputers, diagnose and/or trouble shoot equipment problems.

Yes\_\_\_ No\_\_\_

5. LRC staff (probably A-V personnel) is responsible for maintenance and service of terminals on campus.

Yes\_\_\_ No\_\_\_

#### IV. STAFF AND BUDGET

1. Do any staff titles reflect responsibility for computers - e.g., Supervisor of Computing Labs, Computer specialist, etc.

Yes\_\_\_ No\_\_\_ If Yes, please provide title.

2. Has a budget code been established within the LRC that is expressly dedicated to computers in instruction?

Yes\_\_\_ No\_\_\_

#### V. YOUR PERCEPTION OF THE ROLE OF YOUR LRC IN ACADEMIC AND OR INSTRUCTIONAL COMPUTING (Please circle the response that matches most closely.)

1. Inactive (Other units of the campus/college have been assigned this responsibility.)

2. Emerging (Some micros for staff use, perhaps one or two micros available for using commercially developed software for instructional purposes.)

3. Developing (Including uses described in (2) above, there are plans to expand use.)

4. Active (Operates a computer lab, or purchases and catalogs software for the campus.) Please specify

5. Aggressive (All of the above.) Please specify

#### OTHER COMMENTS

PLEASE RETURN QUESTIONNAIRE TO Dr. Gloria Terwilliger, Director  
LRC, Alexandria Campus, NVCC, 3001 N. Beauregard Street,  
Alexandria, VA 223111

EDITOR'S NOTE (cont. from page 1)

Of CJCLS activities and programs. To that end, in the Fall issue, you'll hear about the doings in San Francisco. Beyond that, I hope that the Newsletter will be a place for community college people to share. We handle probably the widest cross-section of patrons, supply a mind-boggling variety of media about amazingly diverse subjects and provide more services with less money and more good spirit and zest than any other aspect of the library world. So how is it that every single community college librarian I know has at least one story about someone asking them if they ever intend to get a job at a "real" school? We need some good pr. I see those diverse people on our mailing list as natural targets for the second goal of the Newsletter - a bit of boosterism. Thirdly I see it as a place where we can test ideas, share results, even indulge in some in-house research. (Remember though, the really elegant stuff with the chi squares and formulas should be submitted to the Big Guys,) With these purposes in mind, in this issue, you'll find the interim results of Gloria Terwilliger's questionnaire. The returns were disappointing considering that there are 1,200-odd LRCs out there, (some very odd.) So, hoping for a better response, we've reprinted the questionnaire. After all, aren't community colleges the very places where opportunity knocks twice? DS.

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