

January 10, 2014

To: ACCJC Commission
From: Tim Karas; President Council of Chief Librarians, California Community Colleges

RE: Revision to ACCJC Standards

The Council of Chief Librarians encourages the ACCJC to utilize an inclusive approach similar to the prior Standards revision in 2001-02.

In that 2001-2002 process, the library and learning resources field worked very closely with the commission staff in creating the 2002 Standards. Since the Commission did not chose to organize this revision process in that way, the Council of Chief Librarians took on that role and worked with the librarians in California on recommendations to present to the Commission. That process took Summer and early Fall, 2012. A Council of Chief Librarian committee was created which included library and learning resources administrators and faculty librarians, two of which have served on multiple accreditation teams. That committee reviewed the 2002 standards, reviewed standards from other regional accreditation agencies, created draft revisions, shared them with the field and created consensus on the revisions sent to the commission.

The Council of Chief Librarians provided detailed input to the commission in September 2012 in preparation for the standard revisions. Our proposal strengthens the intent of the commission by adding that information competency is a goal within all courses, degree and certificate programs. Additionally, the library plays a key role in providing instruction on information competency and research skills. The recommendation sharpens the standard's focus on the library and its instructional role and the vital connection of collaboration among faculty, library faculty, and administrators in curriculum development as it relates to information competency and critical thinking

We were dismayed to read that none of our input was incorporated into the draft revision. Furthermore, the ACCJC draft Standards weaken, to the detriment of student learning, the criteria used in the 2002 Standards in regard to information competency and access to library materials and services regardless of location or means of delivery by placing the standards now in that section IIC under Standard IIB (Student Services). This eliminates the existence of library and learning support services unique significance of being comprised of instructional and student service element. It is critical to retain Library and Learning Support Services as an independent sub-standard.

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