DRAFT

MINUTES – Board Meeting, October 11 & 12, 2012
OAKLAND, CA

NOTE: The Board met for the second time with a facilitator on Thursday, October 11 to continue work on development of a long-term vision statement, goals and action plan. The agenda for that work is attached (see Attachment 1). The work of that day is attached (see Attachment 2) and will be further developed, and then reviewed and acted upon at a later meeting.

PRESENT: Gregg Atkins, Johanna Bowen, Meghan Chen, Dan Crump, Lisa Foley, Tim Karas, Andy Kivel, John Koetzner, Matt Magnuson, Jim Matthews, Kenley Neufeld, Sarah Raley, Choonhee Rhim, Taylor Ruhl, Jean Smith, Mark Stengel.

ABSENT: Maries Mestas

1.0 Housekeeping

1.1 Welcome ■ President Kenley Neufeld opened the meeting at 3:15pm on 10/11/12.

1.2 Adoption of the agenda ■ (Moved by Lisa Foley, seconded by Choonhee Rhim, vote was unanimous).

2.0 Reports
2.9 Regional Reports

3.0 Discussion Items
3.1 Accreditation Standards / Jim Matthews ■

Jim Matthews reviewed the work of the small group *(Attachment 3)* (Meghan Chen, Dan Crump, Andy Kivel, JM). He discussed the group's decision to use both section 2A and section 2C to strengthen the role of the library in instruction, with particular reference to information competency in 2A. The proposals have been sent to AACJC; its next meeting is in January 2013, but no plan of next steps/action has been announced. The Board expressed its great appreciation for the work done by the group.

2.0 Reports, cont'd.
2.1 President / Kenley Neufeld ■

- No update from TTAC
- CCCCIO Report https://docs.google.com/a/cclccc.org/document/d/1WpzFdIgyaF5JqImGiJ9ebvFv2Sz4It5nqqQkpWzqoDM/edit
- Email Lists – responses indicate a preference to make the lists inclusive. The Board approved the President's recommendation to re-name the lists and extend invitations the broader CCC library community (Moved by Tim Karas, seconded by John Koetzner, the vote was unanimous).
- Appointments to Student Success TF Professional Development Task Force: Tim Karas

- Survey Updates – the President discussed his recent conversations with LeBaron Woodyard concerning the annual data survey and the Student Engagement survey
- CJCLS/EBSCO Community College Learning Resources and Library Achievement Awards Nominations due: December 7, 2012

1.0 Housekeeping, cont'd.
1.3 Approval of minutes of July 19 & 20, 2012 ▪ The minutes were approved with a correction to show Matt Magnuson in attendance (Moved by John Koetzner, seconded by Mark Stengel, votes was 11 yea, 1 abstention).

2.0 Reports, cont'd.
2.2 CCL-EAR / Jean Smith ▪
In discussing the Sage ejournal offer *(see Attachment 4),* the Board did not choose to accept the offer.

2.3 CC Consortium / Sarah Raley ▪
Fall renewal forms have been sent to the college libraries; most vendors are holding the prices at small increases for the term. She is still discussing with the Colorado community colleges some options for us to partner.

2.4 Publications / Johanna Bowen ▪
In review of the questions posed in JB's report *(see Attachment 5),* the Board agreed a) to charge $150 for an Excel output (#2); b) change the name sort to last name (#3); fix "random sorting" problem (#4). Expenses will be covered out of regular budget.

2.5 Academic Senate for CA Community Colleges / Dan Crump ▪

2.6 Library Learning Resources Programs Advisory Committee / Dan Crump ▪
The Board is concerned that no apparent progress has been made concerning the Annual Data Survey and the Student Engagement Survey; work on both surveys seems to be stalled in the CCCCO. The reactivation of the LLRPAC also seems to be going more hesitantly than expected. Both Dan Crump and President Neufeld will contact appropriate parties to express CCL's mounting concern.

2.7 Financial Report / Gregg Atkins ▪
Executive Director Gregg Atkins presented the first quarter budget report (2012-13). *(See Attachment 6.)*

2.8 Membership Report / Gregg Atkins ▪
Gregg Atkins noted that invoices had been sent to all colleges.

3.0 Discussion Items, cont'd.
3.2 Embedded Librarianship Workshops / Sarah Raley, Gregg Atkins ▪
Sarah Raley reviewed the agenda and speakers planned for the workshops; Gregg Atkins reviewed the facility arrangements, and noted high registration numbers for both workshops.

3.3 Deans and Directors Meeting ▪
The Board discussed the agenda for the next Deans and Directors meeting. It agreed that Thursday would feature a keynote speaker, and workshops on areas of interest to the colleges (accreditation, technology); Friday will be the "business" day, with the

usual; speakers from CCCCO, perhaps another technology workshop, and a closing speaker. The meeting is confirmed for 3/21 & 3/22, 2013 in Sacramento.

3.4 Strategic Objectives for Consortium / Sarah Raley ■
The Board reviewed again the strategic objectives document presented by Sarah Raley at the Retreat. It was approved as revised *(see Attachment 7)*, and will be presented to the League for discussion (moved by Tim Karas, seconded by Mark Stengel, the vote was unanimous).

3.5 Professional Development Task Force ■
President Nuefeld reviewed the planned work of the Student Success TF, and the work that this sub-committee will be doing. This group will hold a 2-day meeting, which Tim Karas will attend as CCL's representative. The group's draft mission statement is posted online at the CCCCO site; comments are solicited.

3.6 Database Pricing Models / CCL-EAR ■
Jean Smith discussed the switch by some vendors to the Carnegie unit for use in pricing models rather than the FTES measure now used; it seems to increase costs to colleges when used. The Board agreed that President Neufeld would discuss the matter with Patrick Perry and report back.

3.6 Sage Offer / CCL-EAR ■
Board declined the offer made by Sage concerning ejournals.

3.6 Work Plan ■
The Board discussed and re-worked the existing workplan, and adopted a revised version *(see Attachment 8)*; however, it will not be labeled "Work Plan." (Moved by John Koetzner, seconded by Tim Karas, the vote was unanimous.)

4.0 Action Items
4.1 Temporary Appointment to CCL-EAR
At the recommendation of CCL-EAR Chair Jean Smith, the Board approved a temporary one-year appointment of Paul Moores (Moved by John Koetzner, seconded by Mark Stengel, the vote was unanimous).

Adjournment ■ The meeting was adjourned at 3:05pm (Moved by John Koetzner, seconded by Andy Kivel, and vote was unanimous).

Council of Chief Librarians | California Community Colleges

Board Agenda
Friday, October 12, 2012 | 9:00am -- 12:00pm
Hilton, Oakland Airport

1.0   Housekeeping
  1.1   Welcome
  1.2   Adoption of the Agenda
  1.3   Approval of the minutes of July 20, 2012

2.0   Reports
  2.1   President
         - CCCCIO
         - Email Lists
         - Survey Updates
  2.2   CCL-EAR
  2.3   Consortium
  2.4   Publications (Outlook, Directory, and Web)
  2.5   Academic Senate for California Community Colleges
  2.6   Library Learning Resources Program Advisory Committee
  2.7   Financial Report
  2.7   Membership Report
  2.9   Regional Reports

3.0   Discussion Items
  3.1   Accreditation Standards
  3.2   Embedded Librarian Workshop
  3.3   Deans and Directors Meeting
  3.4   Strategic Objectives for Consortium
  3.5   Professional Development Task Force
  3.6   Database Pricing Models
  3.6   Sage Offer
  3.6   Work Plan

4.0   Action Items
  4.1   Temporary Appointment to CCL-EAR (Paul Moores)

CCL Board Meeting

October 11, 2012, 9:00 – 4:45
Hilton Oakland Airport

9:00 – 9:15 *Overview:* **Development of the Draft Strategic Plan**
Review of key outcomes from July retreat and the process of developing the draft goals and strategies

9:15 – 10:00 *Small Groups:* **Review Goal A**
We will break into three small groups to discuss the first plan goal. Each group will discuss whether refinements are needed to the focus of the goal, assess the draft strategies (the numbered items), and identify additional detail that could be added to the actions (the bulleted items)

10:00 – 10:45 *Discussion:* **Refine Goal A**
Report out on small group work and determine what changes or additions to make

10:45 – 11:00 Break

11:00 – 11:45 *Small Groups:* **Review Goal B**
We will break into three small groups to discuss the second plan goal. Each group will discuss whether refinements are needed to the focus of the goal, assess the draft strategies (the numbered items), and identify additional detail that could be added to the actions (the bulleted items)

11:45 – 12:30 *Discussion:* **Refine Goal B**
Report out on small group work and determine what changes or additions to make

12:30 – 1:00 *Lunch*

1:00 – 1:45 *Small Groups:* **Review Goal C**
We will break into three small groups to discuss the third plan goal. Each group will discuss whether refinements are needed to the focus of the goal, assess the draft strategies (the numbered items), and identify actions that could be added (create bulleted items)

1:45 – 2:30 *Discussion:* **Refine Goal C**
Report out on small group work and determine what changes or additions to make

2:30-2:45 Break

2:45-3:30 *Discussion:* **What's Missing**
We will review the revised plan to determine if there are other CCL priorities that should be reflected in the strategic plan

3:30 – 3:45 Break

3:45 – 4:15   *Action:* Visual Voting on Priority Strategies
Everyone will use a limited number of colored dots to identify the top priority strategies

4:15 – 4:45   *Discussion:* Finalizing the Plan
We will determine how detailed the formal plan will be, the process for the review of the final plan, and development of the action plan

CCL Detailed Strategic Plan
Includes potential action items and priority votes

Goal A: Strengthen the capacity of California community college libraries to support student success through the attainment of information literacy

1. Adopt consistent mechanisms for teaching and measuring information literacy (20 votes)

Potential Action Items:
- Develop common rubrics, benchmarks, and instruments for measuring student mastery of information literacy
- Create a MOOC that teaches information literacy

2. Document the role of libraries in strengthening information literacy outcomes (7 votes)

Potential Action Items:
- Create and revise data collection instruments on libraries to reflect their evolving role and their impact on students
- Aggregate and disseminate data on how libraries and librarians are supporting information literacy outcomes
- Identify and share effective practices for supporting information literacy

3. Develop and promote approaches that embed library resources and services within the curriculum (9 votes)

Potential Action Items:
- Create models for building information literacy exercises into commonly-offered courses
- Offer professional development to faculty on partnering with librarians, supporting critical thinking, and building independent learning in library-based assignments

4. Partner with other institutions and statewide groups to collaboratively develop strategies for improving information literacy outcomes (1 vote)

Potential Action Items:
- Identify potential partners such as community colleges, four-year institutions K-12, public libraries, and the private sector
- Pursue activities with external partners

Goal B: Leverage access to information and technology tools to support student learning

1. Provide information resources and tools that can help students and faculty navigate the information available to them (6 votes)

Potential Action Items:

- Create professional development opportunities that share effective practices among libraries for tying together instruction and library resources
- Develop recommendations for which tools meet common college needs
- Partner with EBSCO to create community college specific learning modules

2. Identify technology that can be used to effectively advance student learning (0 votes)

Potential Action Items:
- Promote access to new technologies that provide credible information resources
- Communicate and respond to new challenges such as textbook publishing practices, copyright issues, and privatization of information
- Provide leadership to address new opportunities, particularly as libraries move from managing equipment and physical collections to electronic resources and cloud-based technology

3. Identify technology that can be used to effectively advance student learning (11 votes)

Potential Action Items:
- Broker relationships with vendors to ensure that information resources for the college support institutional priorities and are appropriately tailored for community colleges
- Promote system-wide and regional collaboration for equitable and efficient access to library resources

Goal C: Promote libraries as dynamic spaces where students congregate to creatively engage with their peers, information, and instruction

1. Develop library design guidelines and tools to create welcoming and collaborative spaces (4 votes)

Potential Action Items:
- Revise existing library design standards and guidelines
- Develop a tool that can be used to inform the physical design of libraries
- Hold library design workshops
- Identify and promote low and no-cost solutions for library space design and redesign
- Create a process for evaluating usability of existing library designs

2. Support libraries in providing a high level of engagement and customer service for the college community (2 votes)

Potential Action Items:
- Disseminate training opportunities for librarians and library staff on customer service
- Provide workshops and training on customer service
- Establish a mentoring model that helps librarians to better manage libraries, engage with college leadership, and present data on the value of libraries

California Community College Council of Chief Librarians
Suggestions for Change to Accreditation Standards and Practices 2012

Proposal #1 Strengthen Information Competency Language within the Instructional Programs standard (outside of the Library Standard)

1. *Rationale for changes to Standard IIA2 (Instructional Programs Standard)* :

This proposal strengthens the intent of the commission by adding to standard IIA2 so that information competency is a goal within all courses, degree and certificate programs. Currently, information competency is mentioned in two standards: II.A.3.b (General Education) and II.C.1.b. (Library and Learning Support). Neither standard adequately ties together the goals of information competency to institution wide learning goals. Standard I.A.3b is concerned with general education issues. Information competency skills are progressive in nature and these skills should not be limited to only general education. Degree specific information competency skills are required in baccalaureate and CTE programs.

See current standard language referenced in rationale:

> II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

> A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

> II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency

Suggested changes in bold and underlined font:

> New **II.A.2.d. The institution relies on faculty with teaching responsibilities, in partnership with library faculty, to ensure that the development of information competency, concepts , and skills are key outcomes taught and measured within all courses and degree programs regardless of credit awarded**.

> The current (d) would become the new (e) so that the current (d) through (i) would be moved down.

New II.A.2:

> II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

> a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
> b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs

California Community College Council of Chief Librarians
Suggestions for Change to Accreditation Standards and Practices 2012

including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. **[insert suggested new (d)]**

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

e. … through i

2. *Rationale for changes to Standard IIA3:* The focus of this standard is on society's expectations of an educated person, including increasingly sophisticated critical thinking development and competency, for without the skills enumerated, one cannot be expected to communicate effectively orally or in writing, hence, the order of critical thinking before speaking/writing.

> Standard II.A.3.b. *Suggested changes in bold and underlined font:*
>
> The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education **curricula** by examining the stated learning outcomes for the course. **All degrees awarded by the institution are clearly defined in terms of student achievement necessary for graduation and for societal expectations of educated persons that represent more than simply an accumulation of courses or credits.**
>
> General education has comprehensive learning outcomes for the students who complete it, including the following:
>
> b) **A capability to be critical thinker and skilled communicator with data analysis and argument skills based on understanding of information competency, computer literacy, scientific and quantitative reasoning, and oral and written communication.**

3. *Rationale for new II.A.3.c:* This standard focuses on continuous acquisition of knowledge through various means, but there's nothing on the need to acquire and to critically evaluate information, new, old, or emerging across the curricula.

> *Suggested changes in bold and underlined font:*
>
> New (c) The ability to acquire knowledge through a variety of **means and to acquire and critically evaluate information across the curricula**.

Proposal #2: Within the Library Standard IIC, strengthen the language to include the need for sufficient staffing, information competency and better services to students

1. *Rationale for changes to IIC:* Among library and other learning support services, the library plays a key role in providing instruction on information competency and research skills. "Other learning support services" is eliminated because "ongoing instruction" for those other support services facilitate student learning but does not directly develop skills in information competency. This new wording sharpens the standard's focus on (1) the library and its instructional role, (2) the vital connection of collaboration among

California Community College Council of Chief Librarians
Suggestions for Change to Accreditation Standards and Practices 2012

faculty, library faculty, and administrators in curriculum development as it relates to information competency and critical thinking, and (3) the institution's promotion of "other learning support services."

Suggested changes in bold and underlined font:

II.C. Library & Learning Support Services
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. **Effective educational offerings are predicated on the availability and accessibility of sufficient learning resources and a facility staffed by qualified library/other learning support services faculty and staff. Other learning support services include** collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. b.**The institution promotes collaboration among library faculty, faculty with teaching responsibilities, and administrators in fostering information competency and technological competency skills across the curriculum**. The institution provides ongoing instruction for **library** users ~~of library and other learning support services~~ so that students are able to develop skills in information competency. **The institution promotes learning support services to faculty and students so that students use these services to increase their success.**

2. Rationale for changes to II.C.2: Library and learning resources should be evaluated on the basis of their sufficiency in support of educational programs as well as identified student learning needs. Moreover, the word "learning" was added for emphasis.

II.C.2 The institution evaluates library and other learning support services to assure their currency and adequacy in meeting identified student **learning** needs **and in supporting the institution's educational programs**. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Proposal # 3 Add more refined criteria in the ACCJC's "Guide to Evaluating Institutions" in support of the proposals mentioned above.

2.   Rationale for evidence suggestions: the current guide for institutional self-evaluation may be strengthened with more specific indicators for institutions to furnish evidence of meeting information competency, critical thinking related standards.

California Community College Council of Chief Librarians
Suggestions for Change to Accreditation Standards and Practices 2012

For Evaluation Guide:

- **Evidence that students can determine the nature and extent of needed information;**
  - o **access information effectively and efficiently;**
  - o **evaluate critically the sources and content of information;**
  - o **incorporate selected information in the learner's knowledge base and value system;**
  - o **use information effectively to accomplish a specific purpose;**
  - o **understand the economic, legal and social issues surrounding the use of information and information technology; and**
  - o **understand laws, regulations, and institutional policies related to the access and use of information.**
- **Evidence that local and remote information resources, access structures, and technologies are adequate to support the curriculum;**
- **Evidence that information competency is incorporated into the curriculum with syllabi, or other material appropriate to the mode of teaching and learning, describing expectations for students' demonstration of information competency skills;**
- **Evidence that there are accessible reference tools where relevant materials exist and are located;**
- **Evidence that there are assessments of information competency outcomes**
- **Evidence that there are qualified instructional and reference faculty, and other support personnel, available on-site or via remote access, to help students and other faculty locate and evaluate information tools and resources;**
- **Evidence that there is an adequate policy and process, tailored to the mission and goals of the institution, for the development and management of information resources**;

References: Links to the Regional Accreditation websites:

Accrediting Commission for Community and Junior Colleges (WASC) :
http://www.accjc.org/wp-content/uploads/2012/08/Accreditation-Standards_Revised-June-2012.pdf

Middle States Commission on Higher Education: http://www.msche.org/publications.asp

New England Association of Schools and Colleges:
http://cihe.neasc.org/standards_policies/standards/standards_html_version

North Central Association of Colleges and Schools: http://www.ncahlc.org/Information-for-Institutions/accreditation.html

Northwest Commission on Colleges and Universities:
http://www.nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm

Southern Association of Colleges and Schools Commission on Colleges: http://www.sacscoc.org/principles.asp

Western Association of Schools and Colleges: Accrediting Commission for Senior Colleges and Universities:

CCL-EAR Committee Report October 11, 2012

Reviews -- Members of the CCL-EAR Committee continue to work on reviews of products currently offered through our consortium. Reviews of OVID, Gale Virtual Reference Library, Books in Print, VAST (Alexander Street video collection), and Springer ebooks will be available before the end of the Fall semester. Also pending this academic year are comparison reviews of ebook packages (Ebsco, Ebrary, Springer, and possibly JSTOR) and streaming video products (Intelecom, Films on Demand, Alexander Street).

Troubleshooting -- At its recent meeting, the committee discussed how best to assist colleges with database technical issues. Recent issues with Ebsco prompted several discussions with our reps on how they handle trouble calls. They stressed that each trouble call to tech support is logged and assigned a priority. Therefore, calls such as "I have this problem and I know others do too" are less effective than individual calls/reports from several colleges. The committee came up with the following suggested procedures:

1. Contact the vendor's technical support team with details of the problem. Contact information is available on the CCLC website on each contact provider's page. If the problem is subscription-related (e.g. loss of access), contact Sarah Raley directly.
2. Communicate with other colleges via the EARinfo listserv. (If you would like to be added to the listserv, contact Sarah.) Each of the 112 colleges has at least one person on this listserv and it is used to communicate consortium business (renewals, invoices, problems with vendors, etc). Others may share the same problem or have a workable solution.
3. If you are not satisfied with the vendor's response, contact Sarah for further follow-up.

Ebsco's tech support staff, for example, logs each problem report so they can track its progress. The more trouble calls they get on a particular issue, the higher its priority to be solved.

Vendor demos – We invited Ebsco to demo its Discovery product and JSTOR previewed their ebook collection that is due to be released in November.

Sage ejournal offer – The committee discussed Sage's offer to give our colleges free access to two of their subject collections of ejournals if every college with print subscriptions to Sage journals maintains those subscriptions. If the Exec Board approves this offer, the committee recommends pitching it as an "extended trial" since the length of the offer is not defined. The committee recommends that the two subject collections with the most content appropriate for our members are the Communication and Media collection and the Sociology collection.

Pricing models -- - For several years, database vendors who based pricing on FTES used the Fall enrollment numbers from the Chancellor's office (available on the CCLC website). In recent months, some vendors have indicated they would use the Carnegie Classification numbers, which appear to factor in headcount.

Johanna Bowen   **October 12, 2012**
CCL Web, Outlook, Directory Report:

Outlook, no problems
Web Profiles now display on iPads
Directory needs work:
Directory of library homepages. In my semi-annual check of links to library home pages 5 were too long for the field (see below) 11 had changed library address or been mis-entered in the profile as the college home page.

1. **Limit on number of characters accepted in Web address field**

   Example for Santa Ana:
   http://www.sac.edu/StudentServices/Library/Pages/default.aspx

   gets stored as:
   http://www.sac.edu/StudentServices/Library/Pages/default.asp

   Example for Chancellor's office TRIS division
   http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/Divisions/TechnologyResearchandInformationSystems.aspx

   gets stored as:
   http://californiacommunitycolleges.cccco.edu/ChancellorsOffi

   Solutions:
   --Simple, just use Google URL shortener http://goo.gl/ and replace
   --Better, have the field tolerance extended by the programmers.

   At present there are 5 directory entries with addresses that extend beyond the limit and do not display. The two used above for examples and Oxnard, Mt.San Jacinto ---Menafee, and College of the Desert

2. **Excel output from Directory Profiles requested by Jonathan Lee at LA Harbor. Recommend that the product be provided for $150.00**
All three "Additional Directories" have problems:
3. **Director/ faculty librarian list Is actually sorted by first name. Has been this way forever, should we have it fixed?**
4. **Chief Librarian sorted by last name appears to be totally random. Should we fix it?**
5 **Directors CV is incomplete and sorted by college OK?**

COUNCIL OF CHIEF LIBRARIANS, CCC INC.
- **INCOME AND EXPENDITURE REPORT 2012-13**

STATEMENT FOR SEPTEMBER, 2012

INCOME	Annual Budget	Current Month	Year-To-Date
Memberships	13,500.00	0	0
Consortium	55,000.00	0	0
Interest	40.00	.70	2.10
Miscellaneous	0	0	0
CCLC PassThru	0	0	0
TOTAL	**68,540.00**	**.70**	**2.10**

EXPENDITURES	Annual Budget	Current Month	Year-To-Date
Executive Board Retreat	13,000.00	0	13,269.10
Executive Board Meetings	15,000.00	0	0
President's Travel	6,000.00	368.17	743.69
Exec. Director Stipend	10,000.00	833.00	2,499.00
Workshops	0	0	0
Annual Meeting	0	0	0
Area Meetings	500.00	0	0
Publications	500.00	0	0
Publications Stipends (3)	3,000.00	0	0
Website	2,500.00	0	0
Supplies/Operations	540.00	897.04	928.07
CCL-EAR Committee	5,000.00	0	0
Databases (Countrywatch)	8,500.00	0	300.00
Miscellaneous	500.00	0	0
Tax Preparation	500.00	0	0
Data Survey Analysis	3,000.00	0	0
CCLC Pass-Thru	0	0	0
TOTAL	**68,540.00**	**2,098.21**	**17,739.86**

ACCOUNT BALANCES	SEPT 2012
Savings Beginning Balance	16,641.43
Income	.70
Transfer from Checking	0
Transfer to Checking	0
Reserve	3,000.00
Unrestricted Amount	13,642.13
Savings Ending Balance	*16,642.13*
Checking Beginning Balance	101,111.55
Income	0
Transfer to Savings	0
Transfer from Savings	0
Expenditure	2,098.21
Checking Ending Balance	*99,013.34*
TOTAL	**115,655.47**

COUNCIL OF CHIEF LIBRARIANS, CCC INC.

• GRANTS INCOME AND EXPENDITURE REPORT 2012-13

STATEMENT FOR SEPTEMBER, 2012

INCOME	Annual Budget	Current Month	Year-To-Date
Leadership (CCCCO)	150,000	0	0
TOTAL	**150,000**	**0**	**0**

EXPENDITURES	Annual Budget	Current Month	Year-To-Date
Online Resources Acquisition / CCL-EAR	25,000.00	0	0
New Funding Mechanisms	5,000.00	0	0
Discounted Pricing	0	0	0
Online Vendor Relations & Tech Support	35,000.00	0	0
Professional Development & Training	66,000.00	1,972.50	1,972.50
Policy Development	25,000.00	0	1,000.00
Overhead	15,000.00	0	0
TOTAL	**171,000.00**	**1,972.50**	**2,972.50**

ACCOUNT BALANCES	SEPT 2012
Beginning Balance	219,185.16
Income	0
Expenditure	1,972.50
Ending Balance	*217,212.66*
TOTAL	**217,212.66**

Strategic Objectives

California Community College Libraries Consortium

a partnership between the Council of Chief Librarians and the Community College League of California

1. Promote products most beneficial for community colleges.

2. Advocate for products and procedures that promote and ensure access for all users of consortium products.

3. Provide leadership in building collaborative relationships with consortium members, other consortia, and colleagues in higher education to enhance visibility, products and services.

4. Identify growth strategies for the consortium.

5. Pursue opportunities to shape products and pricing models for community colleges through collaboration with vendors and information providers.

Council of Chief Librarians, California Community Colleges

1. Facilitate interaction among Community College library managers
- Provide opportunities to network/share/compare
- Conduct regional, annual and area meetings
- Strengthen and improve channels of communication
- Identify grants and other funding opportunities

2. Facilitate cooperative purchases of resources, services, etc.
- Maintain the electronic information resources purchasing program
- Explore additional library services and products for cooperative purchasing
- Support the activities of the CCL Electronic Access and Resources Committee (CCL EAR)

3. Maintain and expand publications
- Support the www.cclccc.org Website, the *Outlook*, the *Directory*, the EAR-INFO listserv and the CCL listservs
- Annual Data Survey
- Develop topical surveys, assessment tools, position papers and special reports

4. Identify, assess and respond to areas of special concern
- Examples include Services to remote users, Services for Distance Learning, TTIP and "Tech 4", Impact of budget on library services, Library management, professional development, and leadership development

5. Provide leadership and a forum for discussion and action
- Information Literacy and Digital Literacy
- Program review: patterns, models and plans for libraries
- Accessibility / technologies for disabilities
- Accreditation: libraries and the Student Learning Outcomes paradigm
- Basic Skills
- Explore & analyze open source opportunities for libraries

6. Maintain involvement with CCC Chancellor's Office and other state and national level organizations and activities
- Library & Learning Resources Programs Advisory Committee (LLRPAC)
- Telecommunications and Technology Advisory Committee (TTAC)
- Chief Instructional Officers (CCCCIO)
- Consultation Council
- Board of Governors (BOG)
- Community College League of California (CC League)
- Educational Technology Advisory Committee (ETAC)
- Academic Senate for California Community Colleges

Adopted October 12, 2012 by the CCL Executive Board