ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
October 1, 2009
3:00 p.m. – SSV 151

To conform to the open meeting act, the public may attend open sessions

1.   CALL TO ORDER AND ROLL CALL

2.   OPENING COMMENTS FROM THE SENATE PRESIDENT

3.   OPEN COMMENTS FROM THE PUBLIC
- Course Identification Number System (attachment)

4.   APPROVAL OF MINUTES
a.   September 17, 2009 (attachment)

5.   PRESENTATION
a.   Flu Season Preventative Measures – T. Cleveland
b.   WEAVE Presentation – C. Valiotis and A. Voelcker

6.   REPORT (Limited to 5 minutes each)
a.   Honors Program – Karen Lubick
b.   FPD Committee – Kathryn Mitchell
c.   SLO Committee – Melanie Parker

7.   ACTION ITEMS
a.   Basic Skills Action Plans – Diane Flores-Kagan and Agnes Jose-Eguaras
b.   Academic Senate Constitution Revision
c.   Faculty Mentoring Pilot Program (attachment will be provided prior to the meeting)

8.   DISCUSSION ITEMS
a.   Calendar Committee – Dr. Rosa Hall
b.   Feedback on Policy about Minors on Campus
c.   Library Funding Update (attachment)

9.   SENATE ADMINISTRATIVE BUSINESS
a.   Appointments
- Adjunct Senate Representative
  - Alex Webster

b.   Announcements
- Statewide Senate Fall Plenary Session – November 12 – 14, 2009 (Ontario, CA)
- 2010 Teaching Institute – February 19 – 20, 2010 (Anaheim, CA)
- 2010 Vocational Education Institute – March 11 – 13, 2010 (Napa, CA)
- 2010 Accreditation Institute – March 19 – 20, 2010 (Newport Beach, CA)
- Statewide Senate Spring Plenary Session – April 15 – 17, 2010 (Millbrae, CA)
- 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
- 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)

10.   ADJOURNMENT

1. **CALL TO ORDER AND ROLL CALL**
   Mr. Christos Valiotis, Senate President, called the meeting to order at 3:02 p.m.

Mr. Christos Valiotis requested the Senate to consider amending the agenda to allow Dr. Rosa Hall to present Calendar Committee information as the first order of business so she could attend an off campus engagement. A motion was made and seconded to amend the agenda and move Discussion Item a. – Calendar Committee up to the first item of business. Motion carried.

2. **OPEN COMMENTS FROM THE SENATE PRESIDENT**
   - Course Identification Numbering System (attachment) – Mr. Christos Valiotis reported an email regarding a new effort to institute a common numbering system similar to the obsolete California Numbering System was distributed to all faculty. The three education systems (community colleges, California State Universities, and University of California systems) are participating in this pilot project. The email attachment detailed the project and the need for faculty input/involvement. Please encourage faculty to participate in the discussion process.
   - The next SPBC meeting will occur on Monday, October 5, 2009 at 9:00 a.m. The main agenda item will be adopting the 2009 – 2010 budget.
   - At the Mutual Agreement Council meeting it was announced that the Accreditation Self Study Standard 1 draft has been turned over to the steering committee for review.
   - There are two faculty positions open on the Student Success and Equity Committee. A Math faculty position and At-Large position for three-year terms.
   - The library funding for electronic resources for the 2009 – 2010 academic year has been temporarily resolved. The fees will be paid by the new Title V grant.
   - Last year, a group registration rate was paid for faculty, staff, and students to attend the Technical Education Conference. Only the general conference sessions were covered by the group registration fees and all travel, lodging, meals, and pre-conference expenses are the responsibility of individual participants due to budget constraints. Mr. Valiotis inquired whether the Senate would be interested in supporting participation in a group registration opportunity for faculty, staff, and students to attend the 2010 Technical Education Conference. Senators were in consensus that this would be a great opportunity for interested campus community members to participate.

3. **OPEN COMMENTS FROM THE PUBLIC**
   - None

4. **APPROVAL OF MINUTES**
   a. **September 17, 2009 Senate Meeting (attachment)**
      A motion was made and seconded to approve the September 17, 2009 Academic Senate Meeting minutes. Motion carried.

5. **PRESENTATION**
   a. **Flu Season Preventative Measures – Terry Cleveland**
      Mr. Terry Cleveland provided a brief overview of preventative measures the district is taking to inform employees and students about H1N1 virus. Faculty, Staff, and Students can access the preventative measures information on the public web site. Department of Public Health informational posters are being posted campus wide to stress the importance of preventative measure such as hand washing, staying home and avoiding public events when feeling ill or have a fever, etc. Mr. Cleveland stated it is imperative to communicate preventative measure information to faculty/staff and take the necessary actions needed to avoid the campus wide

spread of the virus. Dr. Susan Lowry stated she was not aware the flu shot was available on campus and this important information should be announced campus wide for faculty, staff, and students to consider taking advantage of it. Dr. Berkeley Price inquired if the district is looking at installing antibacterial dispensers on campus as an additional preventative measure instituted to mitigate the spread of the flu virus. Mr. Cleveland announced the district will be purchasing antibacterial dispensers in the near future but community members need to be aware that antibacterial foams or liquids do not replace good hand washing.

b. **WEAVE Presentation- Christos Valiotis and Aaron Voelcker**
Mr. Christos Valiotis and Mr. Aaron Voelcker provided a brief overview of WEAVE Software capabilities. A review of reporting and data tracking capabilities was provided to Senators. Mr. Christos Valiotis reported the campus has been engaged in completing SLOs for the past couple of years. The Accrediting Commission has instituted a rubric for community colleges and are expected to achieve a level of sustainability to satisfy accreditation standards. Currently, 95% of course SLOs have been completed but some need to be revisited to include assessments. The data tracking software will allow faculty to input aggregate data that will be used to generate campus wide reports. In addition, the software will streamline the budgeting and planning process, which is another major Accreditation component. Many of the submitted SLOs are missing achievement target expectations. Faculty need to be aware that even if students meet the stated achievement target it will still be necessary for faculty to devise a new action plan for improvement. The first SLO WEAVE software training session will be offered on Friday, October 9, 2009. Campus software training will be the next big campus push to continue the SLO momentum and meet Accreditation requirements. Mr. Aaron Voelcker can be contacted at extension 6826 for training needs and to answer questions regarding software capabilities.

6. **REPORTS (limited to 5 min. each)**
   a. **Honors Program – Karen Lubick**
   Mr. Christos Valiotis announced Ms. Karen Lubick was unable to make the Senate Meeting to provide an Honors Program report due to illness. This report will be tabled and presented at a future Senate meeting.

   b. **Faculty Professional Development Committee – Kathryn Mitchell**
   Ms. Kathryn Mitchell reported the Faculty Professional Development Program is running much smoother than the previous academic year. There are fewer overall delinquencies. Currently, there are five full-time faculty and one hundred five adjunct faculty plans still outstanding. Recently, an all campus email was distributed announcing the cancellation of the Belize trip due to liability issues. Faculty are encouraged to plan accordingly to make up for Standard #2 – College Colloquia hours that would have been awarded for participating in this trip. The trip may still be coordinated, but it will not be considered a district sponsored event and will only qualify for credit in Standard #4 – Professional Projects if related to faculty disciplines. Another issue impacting scheduled program events is due to budget constraints the Senate Office has been notified that any evening event occurring after 4:30 p.m. may not be set up as requested. The budget has restricted hourly employees who were charged with setting up the Boardroom for evening events, therefore faculty presenters should take measures to arrive early to ensure the room is unlocked and set up accordingly. The 2009 – 2010 Welcome Back Day survey results concluded 86% of the received submissions rated the day as excellent or good, 13% rated the day as fair, and 0% rated the day as poor.

   c. **SLO Committee – Melanie Parker**
   Ms. Melanie Parker reported there is still a great deal of work needed to get SLO data entered. Currently, 30% of courses contain assessments and the campus needs to get moving on assessments to meet accreditation requirements. Committee members will be going to division

meetings for the next couple of months to provide faculty with discipline/division SLO data needs. The committee is trying to be sensitive to low morale of faculty, especially adjunct faculty due to tenuous employment status caused by budget constraints. It will be difficult to get adjunct faculty involved in the SLO Assessment process when their employment status is tenuous but faculty need to get the work done to sustain accreditation status. Ms. Parker encouraged all Senators to participate in upcoming WEAVE training opportunities and reported faculty can obtain Standard #1 – Faculty Academy credit for software training events. Identified data managers will be awarded up to twenty hours of credit in Standard #3 – College Governance. During this stage of the process discipline faculty need to begin discussing how to divide the workload. Assessment data is only entered at the end of the term. The campus also needs to begin acquiring PLOs information. Currently, 30% of PLO has been submitted and approve but are missing assessment information. Senators were requested to encourage discipline faculty to participate in the upcoming WEAVE software training session and bring SLO information to the session to begin entering data.

7. **ACTION ITEMS**
   a. **Basic Skills Action Plans (attachment) – Diane Flores-Kagan and Agnes Jose-Eguaras**
   A motion was made and seconded to approve 2009 – 2010 Basic Skills Action Plans. Mr. Christos Valiotis asked the Senators to provide any feedback obtained from discipline constituents.
   - <u>Business, Computer Studies, and Economic Development</u> – no feedback to report
   - <u>Health Sciences</u> – no feedback to report
   - <u>Instructional Resources and Extended Services</u> – faculty did not express any objections to proposed action plans
   - <u>Language Arts</u> – faculty did not express any objections to proposed action plans
   - <u>Math, Science and Engineering</u> – faculty did not express any objections to proposed action plans
   - <u>Physical Education and Athletics</u> – faculty did not express any objections to proposed action plans
   - <u>Social and Behavioral Sciences</u> – no feedback to report
   - <u>Student Services</u> – faculty did not express any objections to proposed action plans, but request to be involved in the training process for advisement
   - <u>Technical Education</u> – faculty did not express any objections to proposed action plans
   <u>Visual and Performing Arts</u> – faculty did not express any objections to proposed action plans
   - <u>At-Large #1</u> – faculty did not express any objections to proposed action plans
   - <u>At-Large #2</u> – faculty did not express any objections to proposed action plans
   - <u>At-Large #3</u> – faculty did not express any objections to proposed action plans
   Motion carried.

   b. **Academic Senate Constitution Revisions**
   A motion was made and seconded to approve the Academic Senate Constitution Revisions. Mr. Valiotis announced faculty approved the recommended revisions made to the Academic Senate Constitution with a majority vote. Motion carried.

   c. **Faculty Mentoring Pilot Program (attachment)**
   A motion was made and seconded to approve the Faculty Pilot Mentoring Pilot Program. A brief discussion ensued about proposed goals and procedures. Senators expressed their concerns about not having concrete duties/responsibilities of faculty mentors. It was suggested to establish a standardized checklist of potential duties and/or responsibilities (i.e. provide campus orientation –how to obtain keys; locate the mailroom/cafeteria/library/learning center, etc.) Mr. Valiotis requested Ms. Carolyn Burrell and Dr. Susan Lowry to revise the draft to

include specific duties and responsibilities of faculty mentors for review and further discussion at the next Senate meeting. Motion failed.

8. **DISCUSSION ITEMS**
   a. **Calendar Committee – Dr. Rosa Hall**
   Dr. Rosa Hall offered her gratitude to the Senate for the opportunity to present Calendar Committee information. The Calendar Committee meets regularly to discuss and draft calendars for upcoming academic years. Recent discussions at Calendar Committee meetings included grade submission timelines. Many students are being adversely impacted with the instituted one-week grade submission timeline. Dr. Hall provided 2008 – 2009 academic year and fall 2009 assessment statistics in efforts to emphasize 92% of AVC students assessed in Basic Skills courses. The majority of these students is also receiving Financial Aid assistance and must demonstrate successful completion in enrolled courses to obtain fee assistance and be eligible to enroll in the successive course(s). The problem with the current grade submission deadline is that students register approximately one month prior to final grade submissions and prerequisite drops are not performed until after the registration period is already closed. Students dropped from registered courses due to failing to successfully passing the prerequisite course are in need to repeat courses which by then are already closed. This situation often delays a student's academic progress by one semester and for most transfer students a full academic year. The Calendar Committee would like faculty to consider changing the grade submission deadlines to either 48 or 72 hours after the semester ends. Dr. Hall reported there are other community colleges that have incorporated a 48 or 72-hour grade submission deadline. A lengthy discussion ensued regarding changing the current grade submission deadline. Dr. Susan Lowry stated the English faculty would be the biggest proponents against instituting a 48 or 72-hour turn around period because they have stacks of final essays to grade. Changing the current grade submission deadline would require English faculty to restructure the way they teach their courses because presently the faculty need all the time allowed to submit grades. Dr. Lowry requested Dr. Hall provide a list of other community colleges that work with a 48 or 72-hour grade submission deadline, so that she could contact the English faculty to research and discuss how they are able to meet the instituted grade submission deadline. Dr. Hall agreed to do some research and report back at the November 1, 2009 Senate Meeting. Mr. Christos Valiotis requested that senators solicit feedback from their divisions.

   b. **Feedback on Policy about Minors on Campus**
   This discussion item was tabled until the October 15, 2009 Senate Meeting due to time constraints.

   c. **Library Funding Update (attachment)**
   This discussion item was tabled until the October 15, 2009 Senate Meeting due to time constraints.

9. **SENATE ADMINISTRATIVE BUSINESS**
   a. **Appointments**
   - **Adjunct Senate Representative**
     o Alexander Webster (1 year term)

     A motion was made and seconded to approve Mr. Alexander Webster as the Adjunct Faculty Senate Representative. Motion carried.

10. **ADJOURNMENT**
    A motion was made and seconded to adjourn the October 1, 2009 Academic Senate meeting at 4:45 p.m. Motion carried.

MEMBERS PRESENT		
Dr. Paul Ahad	MaryAnne Holcomb	Sheronda Myers
Carolyn Burrell	Sandra Hughes	Dr. Berkeley Price
Bonnie Curry (proxy)	Dr. Matthew Jaffe (proxy)	Harish Rao
Debra Feickert	Susan Knapp	Sandra Robinson
Dr. Claude Gratton	Dr. Susan Lowry	Justin Shores
Glenn Haller	Candace Martin	Christos Valiotis
Jack Halliday	Kathy Moore	

MEMBERS ABSENT	GUEST PRESENT	
Dr. Robert Harris	Terry Cleveland	Melanie Parker
Terry Rezek	Diane Flores-Kagan	Heidi Preschler
Casey Scudmore	Dr. Rosa Hall	LaDonna Trimble
Ken Shafer	Agnes Jose-Eguaras	Aaron Veolcker
Sal Suarez	Kathryn Mitchell	
John Taylor		
Alex Webster		

What is C-ID?

C-ID (Course Identification Number System) began as a two-year pilot project (June 2007-July 2009) to design and implement a voluntary, supra-numbering system that responds to mandates and the expressed needs of the UC, CSU, and the CCCs. The project also welcomes independent colleges and universities. Members of all public segments, as well as representatives from private institutions, serve on the C-ID Advisory Committee. This year is C-ID's 3rd year and we are looking forward to fully implementing C-ID.

C-ID is an intersegmental effort to develop a replacement for CAN (California Articulation Number System; http://www.cansystem.org). While C-ID will ultimately offer the benefits of CAN and address the perceived need for a "common numbering system", its most immediate goal is to increase articulation – at a time when more and more of our transfer students are likely to be accepted at a university other than that which they had planned for. Ensuring that articulation is not geographically limited is more important than ever.

What did C-ID accomplish in its pilot years?

During 2007-2008, C-ID convened intersegmental faculty in biology, chemistry, early childhood education, English, history, philosophy, physics, political science, and psychology to develop course descriptors for courses that commonly transfer. In 2008-2009, descriptors were developed for courses in administration of justice, art history, communication studies, geography, geology, and sociology – just to name a few. Draft descriptors are now posted for review and all faculty should be encouraged to visit the C-ID site at www.c-id.net to learn more about C-ID and, where appropriate, to provide their input. C-ID's website is one of its most visible accomplishments – providing a means of communicating about the project – and a place for review of draft descriptors.

During the summer of 2009, a group of Articulation Officers was convened to finalize the vision for how C-ID would work. The conclusion was that C-ID descriptors could serve as a short-cut to articulation – receiving colleges and universities could agree that courses matching a descriptor would fulfill requirements. In this manner, a "one-to-many" articulation system could be established whereby a receiving institution would be able to quickly expand its articulation by agreeing to accept a descriptor. If 30 colleges, for example, have a course that matches that descriptor, 30 new agreements would be achieved through the acceptance (and review) of a single descriptor.

What does C-ID plan to accomplish in 2009-2010?

C-ID looks forward to on-going intersegmental dialogue as it continues the development of a numbering system beneficial to all, and builds upon efforts of the past. C-ID has enjoyed active involvement of the CSU from the start and this year we look forward to working even more closely with CSU as the descriptors developed for the Lower Division Transfer Pattern Project (http://www.calstate.edu/acadaff/ldtp/) are considered for integration into C-ID.

How can you participate?

Contact the project's Faculty Coordinator, Michelle Pilati at mpilati@riohondo.edu if you have questions about the project or if you wish to nominate a faculty member or an articulation officer to play an active role in the project. Please direct your faculty in these disciplines to the C-ID site at www.c-id.net where they can log on and provide their input.

A Quick Guide to "Supranumber" Projects in California

Name	C-ID	*CAN (No longer Active)	**TCSU (LDTP)
Process for descriptor development	Meetings of intersegmental faculty	Meetings of intersegmental faculty	CSU faculty (some disciplines involved a CCC faculty member)
Process for descriptor review	www.c-id.net permits easy statewide access to developed descriptors	no formal process; no longer functioning as an organization	CSU process requires review and acceptance by specified percentage of CSUs
Involves CC, CSUs, UCs, and privates	Yes	No, UC participated only briefly	No, principally CSU, with limited CCC participation
Institutional Involvement	Voluntary	If 4 CSUs articulated a CCC course, the course was considered "acceptable in lieu of" the native course offered at all institutions participating in CAN – no "course qualification" process	CSU campuses obligated to accept any course assigned a TCSU number
Process for course qualification	Intersegmental faculty review CCC course outlines for comparability to a descriptor		CSU reviews CCC course outlines
Courses involved	Courses commonly transferred to UC/ CSU; often GE or major prep	Common core lower-division transferable, major preparation courses commonly taught on CCC and CSU campuses	2-3 courses commonly agreed upon for each of the 40+ LDTP disciplines
Funding source	CCC	CCC and CSU (UC withdrew its funding in 1990)	CSU – as of Fall, 2009, LDTP is in a transition mode with a planned scaling back of its scope

*The last meeting of the CAN Board was scheduled for February of 2005.
**Not a number intended for publication, but an identifier associated with a descriptor/

Project References

CAN (California Articulation Number System)   www.cansystem.org/

C-ID (Course Identification Number System)   www.c-id.net

LDTP (Lower-Division Transfer Pattern project)   www.calstate.edu/acadaff/ldtp/

Related References

The California Articulation Number System (CAN): Toward Increased Faculty Participation (Academic Senate for the California Community Colleges paper)
http://www.ccccurriculum.info/Curriculum/DevelopCurOutline/CANSystem_FacParticipation.htm

IMPAC (Intersegmental Major Preparation Articulation Curriculum; no longer funded)
www.cal-impac.org

ICAS (Intersegmental Committee of the Academic Senates)
http://www.asccc.org/icas/currentProjects.html

AVC Mentoring Program

Goals:

- **Retain new faculty by helping them to become more familiar with the college culture, to become engaged wit the college processes and structures quickly, and to become aware of college resources.**

- **.Foster a cooperative network by helping new faculty meet and network with other faculty and staff.**

- **Increase the flow of accurate and timely information through the college. Contribute to new faculty morale, motivation and sense of community.**

Procedures

- **Mentor and mentee will meet regularly, at least 3 times a semester.**

- **Mentor and mentee will identify two Faculty Academy activities to attend together.**

- **Mentor and mentee may claim three hours of Faculty Academy credit each for participating in the Mentor Program. They may also claim X number of Professional Development hours each for keeping a log and/or diary of the mentoring experience. (This will help the Mentor Program committee assess the effectiveness of the pilot program.)**

- **The Mentor Committee will involve the Union and Tenure and Evaluation Coordinator in an ongoing dialogue about the mentoring process.**

09/24/09

The State of the Library Periodical and Book Holdings: A Report to the Academic Senate

Carolyn Burrell, M.L.S.
Reference/Electronic Resources Librarian

"What a school thinks about its library is a measure of what it thinks about education." --Harold Howe, former
U.S. Commissioner of Education

Electronic Resources

In1998 the Council of Chief Librarians, the California State University System and the Community College League established the Community College Library Consortium. This Consortium was created to bring the California Community Colleges together as a group with enhanced purchasing power--specifically in the area of electronic databases.

The Consortium passed a resolution in 1998 recommending four core database products as a minimum standard for all Community College libraries. (This core was later expanded to five with the advent of electronic books.) These are:

1. An online encyclopedia resource with web links to related resources
2. An online, full text national and regional newspaper database
3. An academic journal database in full-text
4. A bibliographic resource (e.g. Books in Print)
5. A collection of eBooks

In 1996 the State of California began the Technology and Telecommunications Infrastructure program, commonly known as TTIP funding.   California community colleges began using this funding to purchase electronic databases from various vendors through the newly established Consortium.

For more than a decade California community college libraries have utilized TTIP funds to purchase databases through the Consortium. These databases provide libraries with thousands of periodicals at bargain prices—far lower than the cost of buying the same subscriptions in print or microfiche format. For many colleges, including AVC, TTIP has been virtually the only funding available for electronic resources.   More and more college libraries began dropping print subscriptions in favor of more cost effective online subscriptions. (This trend is not limited to community college libraries; four year colleges and universities have also elected to go this route.)   With the loss of in-house print subscriptions, community colleges have become dependent on electronic resources.   These are essentially "rented" materials. If the subscription stops, the library loses access not only to current periodicals, but also to the entire back-file. This is not a desirable situation, but it is the reality for academic libraries faced with shrinking library budgets. The recent

elimination of the library portion of TTIP monies has left many colleges without the means to purchase databases. Most are actively seeking alternative funding.

The Antelope Valley College Library has relied on TTIP funds for a decade. The loss of these funds has forced the Library to seek funding from other sources. The databases purchased through the Consortium represent virtually the entire periodical collection available to students and faculty. Thus, the loss of these products would have a severely negative impact on all library users. The importance of appropriate academic support services to students and faculty have been formally recognized by accreditation agencies. ACCJC Accreditation Standard IIC incorporates wording which emphasizes the importance of library materials to student success. Funding such materials with categorical funds is unwise, as the funds can and do become unstable or disappear altogether.

Therefore, the Library faculty recommend that electronic databases be funded with district money, not "soft" money from categorical funds or grants. It is time for the district to make a financial commitment to the Library that will guarantee the availability of materials critical to student success.

Electronic Resource--Costs

- EBSCOhost California Premier Package--$21,455

    - CINAHL Plus with Full Text--$3,406 (with California Premier package)

    - Literary Reference Center--$4408 (with Cal Premier package)

    - Medline with Full Text—$2,221 (with Cal Premier package)

    Total: **$31,490**

- LibGuides--**$1,000**

- CQ Researcher/Global Researcher--**$1780**

- World Book Complete Suite--**$1,620.14**

- Britannica Online --**$1,447.39**

- Books In Print--**$1,705**

- Annual Horizon Software Maintenance Fee--**$15,466.39**

Total: $54,508.92

Library Book Collection

The Library print book collection is now at 48,000 volumes. Recently some 6,000 of electronic books were added to the collection. Fifty-nine percent of print titles are 20 years old or older. This situation reflects a decade of sporadic funding. The book budget in 1995 was approximately $32,000 ($45,000 in today's dollars per the CPI). Due to the economic downturn of the early 1990s, the book budget was cut to $15,000. When better economic times returned, the budget was never restored to its original level.   The average library book budget for community colleges in our size range is roughly $45,000.   The average number of books for a college our size is 67,000.

The book collection is heavily used. Over 13,000 circulation transactions took place in FY 2007-2008. Students are expected to do research papers for many of their classes, and many, many areas of the collection are too old to support such papers. Large numbers of books need to be weeded from the collection due to damage or outdated content. In order to improve the Library book collection, the Library needs to receive at least $45,000 a year. Even with an increased budget it will take years to repair the damage done by a decade of inadequate funding.

In addition, beginning in the mid 1990s the Library lost control of its fine and replacement book money. Fine money goes to the general fund, as well as money paid by borrowers for lost books. If a book is lost or damaged beyond repair, the replacement fee assessed to the student is not available to purchase a new volume. These monies should remain in the Library budget.

Conclusions

To give the Library the financial support necessary to serve students properly the institution needs to provide approximately $55,000 yearly for electronic resources and $45,000 yearly for print format books.

09/23/09