

Standard II.C: Library and 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. Such services include library services and 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.

Descriptive Summary

Crafton Hills College primary learning support services include all Library services, Technology Services, collections, the Copy Center/Teaching Aids, the Teaching and Learning Center, the Distance Education Lab, and the Tutoring Center, all housed in the Learning Resource Center (LRC). All of these areas work cooperatively under one roof in a complementary fashion.

The mission of the Crafton Hills College Library is “to support the education and success of students in a quality learning environment. The Library staff supports student education by providing instruction on research techniques, teaching information competency skills, and by maintaining a high-quality collection of print and electronic resources.” (II.C.1.) The Tutoring Center provides a broad range of academic support services (II.C.2.):

- Subject tutoring (Math, Language, Sciences)
- Writing tutoring
- Workshops
- Computers and printers
- Study rooms.

The Tutoring Center is also a resource when students need help with time management, study skills, note-taking skills, test-taking skills, goal-setting, and reading a college textbook.

C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Crafton Hills College offers a full complement of library and academic support services to support instructional programs. The college offers instructional services primarily in a single location. With the exception of a temporary off-site location for the Fire Academy pending the construction of a new facility, off-site programs do not exist at the College.

Library



The recently built (2010), state-of-the-art 59,100 square-foot Learning Resource Center (LRC) is the largest building on the campus. The LRC houses the Library which, along with the Tutoring Center, comprises instructional support (II.C.1; II.C.2). The Library provides over 60,000 items in print, over 140,000 electronic books, reference assistance, research instruction, 96 public access computers, 11 study rooms, fax, copying and printing to support the diverse needs of the campus community both on campus and online. In 2011, Library Reference and Circulation e-mail addresses were created and posted online, and on all Library printed materials in order to increase staff availability to students.

During the fall and spring semesters the Library is open 60 hours per week, Monday through Thursday from 8:00 am to 9:00 pm, and on Fridays from 8:00 am to 4:00 pm. Library's hours of operation varies during intercessions but are generally 8:00 am to 3:00 pm. The Library has been closed on weekends for many years due to a lack of staffing. Current Library hours are always posted outside the Library, at the LRC main entrance and on the Library's website.

The following support services satisfy the mission and purpose of the institution and Library:

- Reference services include one-on-one research instructions, group orientations, and bibliographic instructions where students learn effective use of print and electronic resources, and how to become information-literate researchers.
- Technical services include cataloging, acquisitions and the processing of all materials purchased for the Library. The collection currently consists of over 60,000 physical items in various formats (e.g., print books, periodicals, audio-visual materials) as well as both broad and targeted research databases and e-books fulfilling an important aspect of the Library's mission "to support the education and success of students in a quality learning environment. The Library staff supports student education by giving instruction on research techniques, teaching information competency skills, and providing a high quality collection of print and electronic resources.
- Circulation services includes the checking out of materials, purchasing and handling of periodicals, preservation of Library Archives, maintenance of Circulation policies, and the issuance of IEALC (Inland Empire Academic Library Cooperative) cards.
- Interlibrary loan services move materials beyond the doors of the Library through collegial borrowing agreements with other institutions, thus allowing students access to a broader range of materials from other libraries.
- Reserves services allow students to use textbooks and other course materials set aside by classroom instructors to assist in coursework.
- The EBSCO host database provides access to thousands of journals in all subject areas-- English, History, Math, Science, Art, Philosophy, Psychology and much more, providing convenient and accessible support for research papers, projects, essays, and inquiry. With

the purchase of the H.W. Wilson Company, EBSCO now offers full-text articles from more than 2,200 journals and 500 podcasts and video casts, covering subject areas including the Humanities, Education, General Sciences, Technology, Business and more.

- [Films on Demand](#) is a Web-based digital video delivery service that allows students to view streaming videos from Films Media Group anytime, anywhere. Students can choose from thousands of high-quality educational titles in dozens of subject areas (II.C.3.). Special features allow users the ability to organize and bookmark clips, create and share playlists, personalize folders, and manage their entire collection through a robust administrative reporting system.
- Wireless Printing Services are offered to all students in Learning Resource Center (II.C.4.).
- The library currently offers 96 public access computers for all students.

The library serves as the main source of academic materials outside the classroom in order to support the curricular and learning needs of students. Analysis of the library collection is conducted on an on-going basis with de-selection and selection of materials occurring primarily during the summer months. This process is carried out in line with the collection development policy (II.C.5.)

Each year, the library faculty and staff, after an examination of the collection, selects two to three areas in which to focus collection for the coming fiscal year. Librarians use their expertise and knowledge of collection development to select disciplines that are in most need of updating. Instructional faculty members are also consulted in this process through attendance at shared governance and academic senate committees.

Active shelf list reports of print materials are produced and used on a periodic basis and on demand, showing holdings by title, call number, and usage. The practice identifies the relative efficacy of the library's collection. Electronic resources statistics are analyzed by library staff to determine usage and effectiveness of instruction.

Tutoring

The Tutoring Center is the second of the college's two academic support units, serving both the students and the faculty (II.C.6.). The center provides a variety of support services to students, instructors, and departments that include:

- Individualized and small group tutoring services;
- 24 computers available to students for accessing online and supplemental course materials;
- Permanent, specialized assistance personnel (Instructional Assessment Technicians) in Math, English and Reading;
- Peer tutors within specialized areas;
- Study skills and discipline-specific workshops open to the entire student body;

- Specialized supplemental assistance programs targeting developmental education courses in reading, writing, and mathematics (SLA Pre-algebra program; Summer Bridge program for developmental math and English students and peer-led Study Groups)
- Proctored testing availability in collaboration with instructors and departments.

At Crafton Hills College 67 percent of Crafton students place into developmental level English courses, and 94 percent place into developmental math courses. Most Crafton students begin their college careers without the English, reading, and math skills that they need to be successful in college (II.C.7.). It is imperative that the College's learning support services recognize this need and provide services that are sufficient in quantity, currency, depth, and variety to improve students' academic skills.

The Tutoring Center supports instruction in a variety of ways. For example, the Reading Support Program pairs reading paraprofessionals with Reading 925 (Introduction to Reading) classes. Small groups of 3-7 students meet weekly for 50 minutes with reading to participate in supplemental reading activities. A student survey revealed a high level of satisfaction with this particular intervention (II.C.8.).

C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The college librarians coordinate with discipline faculty to determine the need for both electronic and print materials available in the library. Each year, the library staff selects two to three areas of focus to build the collection. Librarians then reach out to faculty in these disciplines for additional guidance and support. A collection development policy is in place to help guide and inform this process (II.C.5.). Any faculty, staff, or student can make a suggestion for a specific book or material through the CHC library website by completing an online form (II.C.9.). Suggestions are then vetted by the librarians in accordance with library and institutional need. To more specifically support students instructional faculty provide library faculty and staff with course information including syllabi, specific assignments, desired learning outcomes for students coming to the library either independently or as part of a specific class period.

The library and tutoring center work closely with Technology Services to ensure that computers and other equipment in the library are properly functioning and up to date (II.C.10).

The tutorial center faculty and staff coordinate with instructional faculty to ensure that appropriate materials are available in the tutoring center to support student needs. Tutoring

Center staff request input from instructional faculty regularly for guidance to guide the acquisition of books and other learning materials.

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.

Descriptive Summary

Though the institution has developed two courses in information literacy, over the last three years, these courses have not been offered due to budget constraints. However, the teaching of information literacy skills occurs in other effective ways.

Reference services include one-on-one research instructions, group orientations, and bibliographic instructions where students learn effective use of print and electronic resources, and how to become information-literate researchers. Each service serves to reinforce information competency tailored to the need of specific courses as well as the needs of individual students. A printed schedule of library instruction and orientations are provided by librarians upon request.

Information competency skills are delivered to distributed education students through collaboration between instructors and librarians. Librarians are consulted on an as-needed basis to provide information literacy content as it pertains to an individual course.

The tutoring department provides a variety of services including one-on-one tutoring, group tutoring, and workshops designed to help students continue to strengthen their skills in information competency.

Outreach is conducted by library staff through classroom visits, attendance at various shared governance and academic senate meetings to provide faculty with information on the services offered to increase informational competency in students.

The library uses the established program review process and SLO assessments to assess student competencies in information retrieval and use (II.C.11; II.C.12.).

Last, information competency is covered in courses such as English 101 and in other courses that require students to access, assess, and use information (II.C.13.). An examination of specific course outlines provides insight into which courses have a heavy information literacy component and how those are assessed.

C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

During the fall and spring semesters the Library is open 60 hours per week, Monday through Thursday from 8:00 am to 9:00 pm, and Fridays from 8:00 am to 4:00 pm. Library hours vary during intercessions but are generally 8:00 am to 3:00 pm. The Library has been closed on weekends for many years due to a lack of staffing. Limited weekend class offerings limit the need for weekend hours. As the campus expands and more courses are offered on Saturday and Sunday, weekend hours will need to be re-established. Current Library hours are always posted outside the Library, at the LRC main entrance and on the Library's website.

In addition to the operating hours mentioned above, all faculty, staff and students have access to the electronic resources offered through the library both on campus and off, 24 hours per day, 7 days per week. The library does not offer off-site programs, although many library resources are available online. All users can access these materials from off campus using a designated username and password.

Crafton Hills College, like other public entities, is constantly striving to ensure that its technology is accessible to everyone interacting with the campus, in accordance with the Americans with Disabilities Act. To that end, the College builds accessibility into its web site, provide assistance to faculty and staff on how to address accessibility in their unique work areas or instructional strategies, and help develop accessible workstations throughout the campus. Technology Services works closely with the campus Disabled Student Program and Services Office to do everything it can to ensure that all students and staff can use technology effectively throughout the campus.

The institution demonstrates that it takes responsibility for all programs and services by requiring all programs and services participate in the annual planning and program review process. Student or faculty complaints regarding library services are brought to the dean who is responsible for evaluating the complaint and taking appropriate steps to remedy the issue.

C.1.d The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Because the LRC is a new building (August 2010) the maintenance needs are minimal. Maintenance and custodial workers lock and unlock the library doors, and maintain clean restrooms and working areas. A strict no food or drink policy is enforced upon entry into the library/computer/tutoring center locations. For additional security, magnetic tags on books, periodicals, and media items will set off the alarm at the security entrance/exit gate.

It is a policy of the Board of Trustees for the San Bernardino Community College District to protect members of the entire college community and the property of the District. In accordance with this policy, the District maintains a Police Department 24 hours per day, 7 days per week. The officers are sworn and duly Commissioned Police Officers of the State of California as defined in section 830.32 of the Penal Code and 72330 of the California Education Code and authority extends to anywhere within the state. The campus security extension is displayed in all rooms.

C.1e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The College houses twenty-five databases and online book collections (II.C.14.). These include the [eBook Academic Collection](#) with 120,000 eBooks in which titles from leading university presses; such as, Oxford University Press, State University of New York Press, Cambridge University Press, University of California Press, MIT Press, Harvard University Press are contained within. The [eBook Community College Collection](#) focuses on the academic and trade information needs of community colleges. This multidisciplinary collection contains more than 48,000 titles, covering topics across programs and fields of study in key subject areas such as the Humanities and Social Sciences, Business, Science & Technology, and Literary Criticism.

These are vetted and purchased through the Community College League of California's Library Consortium (CCLC). The CCLC contract for Library Databases includes but is not limited to the following resources:

- EBSCO Academic Search Complete This EBSCO host database provides access to thousands of journals in all subject areas, including English, History, Math, Science, Art, Philosophy, Psychology and more. This is a great place to start for research projects. With the purchase of the H.W. Wilson Company, EBSCO offers full-text articles from more than 2,200 journals and 500 podcasts and

videocasts, covering subject areas in the Humanities, Education, General Sciences, Technology, Business.

- Art Museum Image Gallery This database also includes over 100,000 art images from museums around the world, as well as artist biographies. Students can search by artist name, genre, medium and more and retrieve high resolution image results.
- Auto Repair Reference Center contains do-it-yourself repair and maintenance information on most major manufacturers of domestic and imported vehicles.
- Book Index with Reviews is a comprehensive database that provides information on over 5 million book titles, in a wide range of formats as well as almost 800,000 full-text searchable book reviews.
- Book Index with Reviews - Entertainment provides information on about 450,000 music titles and 200,000 DVD/video titles searchable by favorite artist or performer, or a specific genre.
- Business Searching Interface provides business researchers with the highly refined tools they need, in order to conduct sophisticated searches for the business content that they require.
- Communication & Mass Media Complete provides the most robust, quality research solution in areas related to communication and mass media.
- Consumer Health Complete is the single-most comprehensive resource for consumer-oriented health content. It is designed to support the information needs of patients, and to foster an overall understanding of health-related topics. CHC provides content covering all areas of health and wellness from mainstream medicine to the many perspectives of complementary, holistic and integrated medicine.
- Credo Reference provides access to more than 600 reference titles from over 80 publishers. Get access to reliable information from encyclopedias, dictionaries, biographies, bilingual dictionaries and more. Tools such as image search, concept maps, crossword solvers and measurement conversions assist you in locating and using reference information effectively.
- CountryWatch is a comprehensive database of information on countries around the world. The database features current maps (including physical, political, manufacturing, environmental and other data), flags, economic, political, social, gender, investment, intelligence and other extensive country information.
- eBook Academic Collection contains nearly 120,000 eBooks, including titles from leading university presses such as Oxford University Press, State University of New York Press, Cambridge University Press, University of California Press, MIT Press, Harvard University Press and many others.
- eBook Community College Collection is focused on the academic and trade information needs of community colleges. This multidisciplinary collection contains more than 48,000 titles, covering topics across programs and fields of study in key subject areas such as the Humanities and Social Sciences, Business, Science & Technology, and Literary Criticism.
- Education Research Complete covers topics related to curriculum and instruction as well as administration, policy, funding, and related social issues. Topics covered include all levels of education from early childhood to higher education,

and all educational specialties, such as multilingual education, health education, and testing. This database also includes full text for hundreds of books and monographs, and full text for numerous education-related conference papers.

- Environment Complete offers deep coverage in the areas of agriculture, ecosystem ecology, energy, and affiliated areas of study.
- History Reference Center features full text for more than 1,990 reference books, encyclopedias and non-fiction books from leading history publishers as well as full text for more than 200 leading history periodicals.
- Legal Information Reference Center provides exclusive online full text for many of the top consumer legal reference books, contains hundreds of full-text publications and thousands of legal forms, with more content being added on a regular basis.
- LISTA with Full Text Library, Information Science & Technology with Full Text covers subjects including librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more.
- Literary Reference Center Plus is a comprehensive, full-text database that provides the most relevant information on thousands of authors and their works across literary disciplines and timeframes to give students, professors and researchers a complete foundation of literary reference works to meet their research needs.
- MasterFILE Complete offers the largest collection of the most popular full-text magazines, journals, and other highly-regarded sources from the world's leading publishers, covering virtually every subject area of general interest.
- Oxford Music Online Oxford Music Online contains more than 8,000 articles on composers, performers, conductors, instruments and notation, forms and genres, and individual works.
- Points of View contains resources that present multiple sides of an issue, and provides the basis from which students can realize and develop persuasive arguments and essays, better understand controversial issues and develop analytical thinking skills.
- Political Science Complete provides extensive coverage on global political topics and a worldwide focus, reflecting the globalization of contemporary political discourse and designed specifically for students, researchers and government institutions.
- Science Reference Center contains full text for hundreds of science encyclopedias, reference books, periodicals and other sources on the topics of biology, chemistry, earth and space science, environmental science, health and medicine, history of science, life science, physics, science and society, science as inquiry, scientists, technology and wildlife.
- Small Business Reference Center offers a wide variety of information on small business and entrepreneurial subject areas, common business types, a help and advice section, and provides information on how to create business plans that lead to successful funding
- SocINDEX with Full Text is the world's most comprehensive and highest-quality sociology research database. Its extensive scope and content provide users with a

- wealth of extremely useful information encompassing the broad spectrum of sociological study.
- Vocational Studies Complete is a unique database covering such varied topics as: alcohol and drug abuse counseling, audiology, biotechnology, computer and data processing, CAD, cosmetology, electrical technology, fashion design, forensics, graphic arts, health information technology, interior design, law enforcement and criminal justice, paralegal studies, robotics, travel and tourism, veterinary assisting, and dozens more.

The library benefits from the expertise and cost-savings provided by the CCLC for its database contracts. CCLC does quality control on the contracted databases, service, assistance with questions, renewal reminders, and it helps with the purchase of contracts.

C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. 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.

Descriptive Summary

Library

The library has defined and is in the process of assessing learning outcomes for information literacy as well as service outcomes for the department. Further, information literacy is a part of the college's general education learning outcomes and institutional learning outcomes for all students. Institutional Learning Outcome #5 regarding information literacy states, "Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully" (II.C.15). The college has identified information literacy as a General Education Learning Outcome through a shared governance process. The library faculty uses the GLO and SLOs both for the library and other disciplines to integrate information literacy into the day to day work with students. However, assessment of this GLO has not yet been completed. The most recent library SLO assessment was inconclusive; the assessment tool is under revision (II.C.11).

In Spring of 2013, the library successfully applied for a grant from the Association of Research Libraries (ARL) to deliver the LibQUAL evaluation designed to assist libraries with the collection and interpretation of library user feedback. LibQUAL administration and data collection can be used to identify best practices, analyze shortfalls, and to allocate resources.

The web-based LibQUAL evaluation was administered to a random sample of students enrolled at Crafton for the first time in Fall 2013 (II.C.16.). The results of the evaluation were compiled by the ARL and summarized by the Office of Institutional Effectiveness, Research and Planning

at Crafton in a research report. The LibQUAL tool provided the library the opportunity to collect data primarily on the following three library service quality dimensions: a) Service Affect, b) Information Control, and c) Library as Place.

The evaluation elicited respondents' opinions on statements corresponding to these three dimensions, and provided service gap scores which illustrate the extent to which Crafton is meeting or exceeding respondents' expectations. The evaluation also includes library use patterns, satisfaction, information literacy outcomes, and open-ended comments. Additionally, LibQUAL participants can choose to compare library service performance with that of other institutions since access to aggregate data and reports from other institutions is provided by the ARL. The Library staff is reviewing the results of the survey during spring 2014 and will use the results to improve services and support.

As described above, all services are assessed through the planning and program review process. A full program review is completed every four years with annual planning update in all other years. It is important to note that, during the 2012-2013 review, the library conducted a full program review and was deemed to be exemplary after years of receiving the designation of "distressed program" (II.C.17.)

In addition to the program review process, input is collected from faculty, staff and students to evaluate the effectiveness of library and tutoring services on an ongoing basis. Measurement tools include CCSSEE, Student Satisfaction Survey, informal conversation, and point of service surveys. The Student Satisfaction survey showed that 95 percent of respondents felt that library resources meet their needs (II.C.18.).

In addition to SLO, LibQUAL, and CCSSE results, the Library tracks student use statistics. The assessment of the library's use statistics continues to be a high priority as it is one of the basic foundations that inform library service (II.C.19.).

- Door counts
- Database use
- IEALC card
- Circulating materials
- ILL with SBVC
- Computer use

Tutoring

Like all other service units, the tutoring center participates in annual planning and program review. The process requires that programs provide qualitative and quantitative evidence of their effectiveness.

A Spring 2012 Student Survey regarding whether students were satisfied with instructional support services revealed a high level of student satisfaction (II.C.18.). Overall, 91 percent of the respondents are satisfied or very satisfied with the services provided for students at Crafton. Ninety-six percent of students surveyed agreed or strongly agreed that tutoring services are readily available.

A second example of the tutoring center's efficacy can be found in the results of an evaluation of the department's reading support program which, as mentioned earlier in this document, pairs reading paraprofessionals with developmental reading classes. A student survey revealed a high level of satisfaction with this particular intervention (II.C.8.). The tutoring center will continue to assess the extent to which services impact student learning and success.

Self evaluation

The College meets this standard.

Actionable Improvement Plan

None

Evidence, Standard II.C., Library and Learning Resources

II.C.1.	The Library Website http://www.craftonhills.edu/Current_Students/library
II.C.2.	The Tutoring Center http://www.craftonhills.edu/Current_Students/Tutoring_Center
II.C.3.	Films on Demand this is not a link to the service. It requires a user ID and password. http://digital.films.com/portalhome.aspx?e=1&aid=29331
II.C.4.	Wireless Printing Services http://www.craftonhills.edu/Current_Students/Library/Printing_Info
II.C.5..	Collection Development Policy http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Current%20Students/Library/Collection%20Development%20Policy.pdf
II.C.6.	The Tutoring Center http://www.craftonhills.edu/Current_Students/Tutoring_Center
II.C.7.	2012-2013 Student Placement Results http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf

II.C.8.	2013 Reading Support Program Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/Reading%20Support%20Program%20Brief_Final.pdf
II.C.9.	Book Suggestions, online form http://www.craftonhills.edu/Current_Students/Library/Acquisitions/Book_Suggestions
II.C.10.	Technology Services http://www.craftonhills.edu/Faculty_and_Staff/Technology_Services
II.C.11.	Library SLO Assessment Report http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Programs/2012SP_Library.pdf
II.C.12.	Library Course Assessments Report http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Course_Assessment_Reports/LIBR9
II.C.13.	English 101 Course Outline http://www.curricunet.com/Crafton/reports/course_outline_html.cfm?courses_id=2189
II.C.14.	Library Databases http://www.craftonhills.edu/Current_Students/Library/Library_Databases
II.C.15.	ILO Number 5: Information Literacy http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/ILO_Assessment_Reports
II.C.16.	LibQUAL Report http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Services/RRN%20824_Fall2013_LibQual_Report.pdf
II.C.17.	Library Planning and Program Review https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/9e8c4326-c4d0-4d6e-8848-b3f0f4675c6a
II.C.18.	2012 Student Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.C.19.	Library Usage Data onenote:///casper/depts/Research%20and%20Planning\Accreditation\SII%20-%20Student%20Support%20&%20Library.one#C.1.e.%20Formal%20Agreements&selection-id={7BE5D34B-51B8-4AD1-9078-956B22227050}&page-id={B98316E8-1B56-4CB9-B036-A73EED06E757}&object-id={FF64001B-79CC-0674-23ED-C07939725932}&10

II.C.20.	Results of the Spring 2013 Reading Support Program Evaluation from Students in Reading 925 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/Reading%20Support%20Program%20Brief_Final.pdf
----------	---