Certification of Continued Institutional Compliance With Eligibility Requirements

1. **Authority**

   In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.
   For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

   Crafton Hills College (CHC) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008. Crafton Hills College has been accredited since 1972. The College conducts a self-evaluation every six years.

2. **Mission**

   The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

   The mission of Crafton Hills College can be found in the College Catalog, the Educational Master Plan, and the Organizational Handbook and on the minutes and agendas of most participative governance committees. This year, the mission, vision, and values statements of Crafton Hills College are being reviewed and revised by the Educational Master Planning Committee with input from the college community. The College mission, to "advance the education and success of students in a quality learning environment" both reflects and includes all offsite programs.

3. **Governing Board**

   The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

A seven-member Board of Trustees comprises the governance body of the San Bernardino Community College District Board of Trustees. The Board holds open, public meetings monthly. Minutes and agendas are published in online and paper formats well in advance of each meeting. Trustee biographies, board minutes and agendas, and board policies and administrative procedures are accessible on the San Bernardino Community College District (SBCCD) website (E.3.a., E.3.b., and E.3.c).

4. **Chief Executive Officer**
The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Dr. Cheryl A. Marshall, president of Crafton Hills College, oversees the College's broad strategic directions and executive responsibilities for administering Board policies and procedures. Board Policy 3100 states the SBCCD Chancellor is responsible for establishing and documenting the organizational structure (E.4.a). The organizational chart of the District and its two campuses are subject to review by the Board.

5. **Administrative Capacity**
The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Crafton Hills College has sufficient staffing in the management ranks to ensure that the College mission is carried out. To qualify for employment within the District, all managers must meet or exceed minimum qualifications.   College managers are listed in the College Catalog (E.5.a., p.190).

6. **Operational Status**
The institution must be operational, with students actively pursuing its degree programs.

Crafton Hills College has operated continuously since 1972. Students engage in transfer preparation as well as degree and/or certificate attainment. The College offers a comprehensive range of associates degrees, transfer degrees, certificates, basic skills courses, and career and technical programs (E.6.a.; E.6.b).

7. **Degrees**
A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Degree and certificate options at CHC are designed to meet students' divergent goals. The College offers 52 degrees, of which 13 are California State University (CSU) Transfer Degrees to include the Associate of Arts-Transfer Degree (AA-T) and the Associate of Science-Transfer Degree (AS-T), as well as 25 certificates (E.7.a.). The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely fashion

8. Educational Programs

The institution's principal degree programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The principal degree programs at CHC lead to an Associate of Arts (AA) or Associate of Science (AS) Degree, or facilitate transfer to a university after a student completes 60 or more units. The College also offers a Certificate of Achievement in several career or technical fields. Consistent with the College mission and vision, considerable emphasis is placed on transfer preparation and on public safety and health career preparation

The College Catalog and website list all degree and certificate programs, as well as program and course descriptions. Certificate programs listed in the Catalog include each program's objective.

The online and pdf versions of each semester's schedule of classes includes: a brief course description, the number of units per course, the meeting pattern, and the class location.

Lastly, the CHC Curriculum Committee examines the curriculum for each program to determine that curriculum is need-based and meets all requirements with respect to content, rigor, quality, and length regardless of where the program is offered.

1. Academic Credit

The institution must award academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

Crafton Hills College policies regarding transfer and awarding of credit are specified in the College Catalog (E.9.a., pp. 11, 16, 32). Credit for courses is based on the "Carnegie unit," which assumes that each student earns one unit based on the completion of 18 hours of in-class and out-of-class work. Each CHC course is of sufficient length and content to comprise its unit assignment, consistent with Title 5, section 55002.5 of the California Administrative Code.

10. Student Learning and Achievement

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Crafton Hills College has made steady progress toward defining and assessing outcomes at all levels (E.10.a.). Comprehensive course-level assessment reports are posted online and are updated as programs complete their assessment cycles. SLOs have been developed for all courses offered within the past two years, and of these, 71.6 percent have completed the assessment cycle at least one time.

Beginning in 2008-2009 and each year thereafter, the College Catalog has been published in hard copy and online and includes program level outcomes for certificates and degrees. As of spring 2014, 100 percent of the 44 instructional programs have defined program level outcomes, while 68.2 percent of programs are assessing outcomes on an ongoing basis. Of the learning and support activities on campus, all have defined outcomes and are engaged in ongoing assessment, with some units completing as many as four cycles.

The College has six Institutional Learning Outcomes (ILOs): Critical Thinking, Written and Oral Communication, Interpersonal and Group Skills, Society and Culture, Information Literacy, and Ethics and Values. All ILOs have been assessed and are mapped to General Education Learning Outcomes.

Beginning in 2013-2014, course-level, program-level, and institutional outcomes will be aligned through the use of a universally adopted four-point rubric. The content of the rubric will change to fit the needs of the course or program, but the structural consistency across levels will allow lower-level assessments to provide evidence for higher-level outcomes. Assessments will be at least 80 percent complete for all course, program, and institutional outcomes by the end of the academic year.

11. **General Education**

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general education.

General Education courses are incorporated into all Crafton Hills College degree offerings. General Education at CHC is designed to prepare students to:
- Analyze, synthesize, and evaluate various forms of information
- Demonstrate effective oral and written communication
- Analyze and use quantitative and qualitative information

- Apply problem-solving and decision-making skills utilizing multiple methods of inquiry;
- Recognize the contributions of the arts, humanities, and sciences
- Make informed decisions regarding physical, mental and emotional health issues
- Develop social awareness and a global perspective
- Understand the power and complexity of diversity

General education courses are clearly identified in the College Catalog (E.11.a., pp. 59- 61). Course-level outcomes for each General Education cluster are also described in the College Catalog. Outcomes for each course are assessed in accordance with the CHC Institutional Assessment Plan.

The Curriculum Committee, charged by the Academic Senate, ensures the academic rigor and quality of all CHC courses including those designated as General Education. Courses are taught in accordance with the Course Outline of Record.

12. Academic Freedom

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The San Bernardino Community College District is committed to the principle that the free expression of ideas is essential to the education of its students and to the effective governance of its Colleges. The free expression of ideas is limited only by the principles of fairness, respectful expression, and the careful differentiation between fact and opinion. No limitations are placed upon study, investigation, presentation, and interpretation of facts and ideas. Students have the opportunity to study controversial issues and divergent viewpoints. Academic employees are obligated to protect a student's right to freedom of inquiry, even when the conclusions of such inquiry differ from those of the employee. The Board Policy and Administrative Procedure (4030) on Academic Freedom are posted on the San Bernardino Community College District website (E.12.a. and E.12.b.). Additionally, the College Catalog contains the policies and procedures regarding academic freedom (E.12.c, p. 43).

13. Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

As of fall 2012, Crafton Hills College employed 69 tenured/tenure track faculty and over 130 part-time faculty. All CHC faculty meet minimum qualifications for their discipline.as stipulated in the California Teachers Association (CTA) Bargaining Agreement (E.13.a.).

The CTA contract contains a full description of faculty responsibilities and includes a 2013 Memorandum of Understanding between CTA and SBCCD that describes those responsibilities:

    a. Writing and revising learning outcomes
    b. Choosing a method to measure the learning outcomes
    c. Setting a numerical target for outcome results
    d. Assessment of the learning outcomes
    e. Participating in departmental meetings
    f. Documenting the results of the cycle.

The CHC Academic Senate also passed a resolution stating that it is the faculty right and responsibility to assess student learning to ensure student achievement and program effectiveness. (E.13.b).

14. Student Services

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Crafton Hills College provides a range of services for all students to actively engage, learn, and advance. Services are described in the College Catalog, Online Orientation, and New Student Handbook (E.14.a., b., c.).

Admissions. Students access the online application and registration process via the statewide CCCApply portal (E.14.b.). Students can register and pay for classes, withdraw from classes, and check their grades through the CHC online portal known as, WebAdvisor. This portal-provides students with important deadlines, pre-requisites, co-requisites, program information, and policy information. In addition, students can order transcripts online and submit online requests for enrollment and degree verification. Student contact information can also be updated in WebAdvisor.

Bookstore. Students can order textbooks and supplies online through the CHC Bookstore (E.14.c). Links to the online book ordering service are located in the college e-schedule. Students can view or order books for a specific course while perusing the schedule.

Financial Aid. The Financial Aid department's website allows students to download financial aid forms, sign up for a Sallie Mae Debit Card, apply for Federal Work Study, and view the financial aid refund policy. The website also includes a links to the Federal Application for Federal Student Aid (FAFSA) and to online financial aid resources such as: scholarship sites, a net price calculator to determine the cost of attendance, the College Board, and the California Student Aid Commission (E.14.d).

Academic Advising, Counseling, and Transfer. Degree and transfer information is provided in the CHC Catalog, the Online Orientation, and the New Student Handbook.

Assessment and Placement. Students interested in pursuing a degree or certificate requiring math or English must take the college assessment.

College Police and Security. The District Police are responsible for the safety and security of students, staff, and property throughout the District. The temporary offsite location for the Basic Firefighter Academy has been added to the routine patrol schedule.

Disabled Student Programs and Services (DSPS). DSPS is available to provide assessment, advisement, testing accommodations, assistive technology, textbooks in alternate formats, and other academic adjustments to qualified students. - Licensing exams are also available to students. Additionally, the department -reviews medical and mental health documentation and has developed an appropriate referral and accommodation plan for students with learning and psychological challenges.   DSPS services are described in the online orientation, the college catalog, the New Student Handbook, and the campus website.

Extended Opportunity Program and Services (EOPS)/ Cooperative Agencies Resource for Education (CARE)/ California Work Opportunities and Responsibility to Kids (CalWORKS). Crafton Hills College has EOPS/CARE/CalWORKS programs that serve approximately 354 financially disadvantaged students. The College online orientation, College Catalog, New Student Handbook, and campus website contain information about these programs.

Health and Wellness Center. The Health and Wellness Center provides mental health counseling, inoculations, and medical intervention to all enrolled CHC students. The department's website provides a wealth of information and resources to students.

15. **Admissions**

The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The CHC admission policy is located in the College Catalog E.15.a., p. 11). Statements regarding student qualifications for admission, admission requirements for students transferring credit, international students, and high school students can also be found in the Catalog. Admissions information includes residency rules, advanced placement, and acceptance of College-Level Examination Program (CLEP).

16. **Information and Learning Resources**

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The College provides learning, information, and tutorial support through several programs, including the Tutoring Center, the Science, Technology, Engineering, and Mathematics (STEM) Trek Program, a Title V grant-funded program, Disabled Student Programs and Services, and the CHC Library. Tutorial and learning support services are offered in face-to-face formats. Appointments can be made online. Efforts are being made to meet the learning needs of the Basic Firefighter Academy cadets since their facility is temporarily located off-site.

The Tutoring Center has worked closely with -faculty to provide in-class tutorial support for specific topics. All SBCCD students- can use the San Bernardino Community College District Libraries and Beyond link to search for books and informational materials. The College Library also provides access to a large collection of over 150,000 eBooks that are accessible online through EBSCO Host. A broad range of library databases, such as EBSCO Host, Political Science Complete, and Vocational Studies Complete are available for student use.

17. Financial Resources

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Campus financial planning and information for Crafton Hills College is the responsibility of the president of Crafton Hills College in collaboration- with - the vice president of Administrative Services. At the District level, the vice chancellor of Fiscal Services oversees -all fiscal matters, including the budget development process, accounting, purchasing, contracts, district strategic planning, and environmental, health, and safety compliance. Enrollment targets and college allocations are determined by the vice chancellor based on the SBCCD Budget Allocation model, with input from the College presidents.

The annual District budget serves as a financial plan for all District entities and is broadly distributed. District budgets are available on the District website (E.17.a.). General, restricted, and categorical funds are identified in the budget development process to support instructional programs and student services. The annual budget identifies revenues, their sources and amounts, and a detailed description of budgeted revenue and expenditures by fund. SBCCD won the Distinguished Budget Presentation Award from the Government Financial Officers Association for the fiscal year beginning July 1, 2012.

18. Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of

Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

As a community college district and public entity, San Bernardino Community College District is required to have an annual audit of financial statements. The District contracts with an independent audit firm to conduct the annual audit. The District makes each final audit report available to the public with all other annual reports.

A typical annual financial audit consists of the following:

1. Pre-audit conference between the Internal Auditor and the independent audit firm
2. Interim fieldwork- consisting of compliance elements and internal control testing
3. Year-end fieldwork- consisting of the drafting of the District's financial statements and testing of the balance sheet accounts
4. Receipt and review of the independent audit firm's report
5. Acceptance of the independent audit firm's report by the Board of Trustees and submission to the State of California and the California Community College Chancellor's Office

Annual audit reports are available online at the District Website (E.18.a.).

19. Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

At Crafton Hills College, the Planning and Program Review Committee (PPR) has developed a cyclical and sustainable process that is central to integrated planning, evaluation, and resource allocation. Each unit participates in a full program review every four years and completes the Annual Planning questionnaire on alternate years. All units in each of the four major administrative areas, President, Student Services, Instruction, and Administrative Services have participated in at least one cycle of program review and have submitted at least one annual plan (E.19.a.).

Over the past several years, the College has continued to revise and refine PPR to ensure clarity and shared understanding of the purpose, evaluative standards, and product of the PPR process. The committee has built into its calendar a process of continuous quality improvement consisting of direct feedback from PPR participants. In the current year, the PPR web tool is also the common site for reporting course and program-level outcomes.

In addition to the planning and program review process, the College is guided by its Educational Master Plan. The Educational Master Plan Committee (EMPC) is the body responsible for reviewing, revising, and updating the plan with input from the campus community. The Educational Master Plan can be viewed online by accessing the link under Faculty and Staff (E.19.b.).

20. **Integrity in Communication with the Public**
The institution must provide a catalog for its constituencies with precise, accurate, and current information about the college in general, requirements, major policies affecting students, and documentation.

Catalog information is available at the Crafton Hills College website under the Prospective and Current Student links (E.20.a.; E.20.b.). The catalog contains all policies affecting students. Policies can also be accessed online at the District website (E.20.c.). A link to the District website is provided at the bottom of the CHC homepage. Student policies and procedures are also described in the Online Orientation, the New Student Handbook, and the Schedule of Classes.

21. **Relations with the Accrediting Commission**
The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The CHC Catalog includes a general statement of accreditation in the President's Message (E.21.a., p. 5), a description of the College, degrees and certificate programs, and policies and procedures. The front page of the website has a direct link to the College Accreditation reports from 2005 to the present, and a link to the ACCJC website. Students and community members can file a complaint with ACCJC through our "Contact Us" link (E.21.b.) which includes a form for local complaints and a link to the ACCJC complaint form. The student policies and procedures section of the College Catalog -includes a table listing the responsible party for each policy, including Accreditation (E.21.c., p. 42).

Evidence, Eligibility Requirements for Accreditation

E.3.a.	SBCCD Website, Board of Trustees http://www.sbccd.org/Board_of_Trustees/Trustees
E.3.b.	SBCCD Website, Board of Trustees Agendas and Minutes http://www.sbccd.org/Board_of_Trustees/Board_Agendas_,-a-,_Minutes
E.3.c.	SBCCD Website, Board of Trustees, Policies and Procedures http://www.sbccd.org/Board_of_Trustees/Policies_,-a-,_Procedures
E.4.a.	SBCCD Website, Board Policy 3100, Organizational Structure http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/3000/3100_Org%20Structure.pdf
E.5.a.	CHC Catalog, 2013-2014 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.6.a.	CHC Website, Degrees and Certificates http://www.craftonhills.edu/Degrees_and_Certs
E.6.b.	CHC Catalog, Degrees and Certificates http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.7.a.	CHC Catalog, 2013-2014 http://www.craftonhills.edu/Degrees_and_Certs
E.9.a.	CHC Catalog, 2013-2014, pp. 11, 16, 32 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.10.a.	2014 Annual Report to ACCJC http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/2014_Copy_AnnualReport_Final.pdf
E.11.a.	CHC Catalog, 2013-2014, pp. 59-61 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.12.a.	Board Policy 4030, Academic Freedom http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/4000/4030_Academic%20Freedom.pdf
E.12.b.	Administrative Procedure 4030, Academic Freedom http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/4000/4030__AP.pdf

E.12.c.	CHC Catalog (p. 43) http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.13.a.	CTA Bargaining Agreement http://www.sbccd.org/~/media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/2007-2010%20CTA%20Agreement.pdf
E.13.b.	CHC Academic Senate Resolution on Student Learning Outcomes http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Resolutions/10-11/RESOLUTION_STUDENT_LEARNING_OUTCOMES.pdf
E.14.a	CHC Catalog 2013-2014 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.14.b.	CHC Online Orientation http://www.craftonhills.edu/Apps/Orientation/chc.asp
E.14.c.	CHC Student Handbook, 2013-2014
E.14.d.	CHC Website, Apply http://www.craftonhills.edu/Admissions_and_Records/Apply
E.14.e.	CHC Website, Bookstore https://bookstore.craftonhills.edu/
E.14.f.	CHC Website, Financial Aid http://www.craftonhills.edu/Current_Students/Financial_Aid
E.15.a.	CHC Catalog, 2013-2014, p. 11 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.17.a.	SBCCD Website, Annual Reports http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publications/Annual_Reports.aspx
E.18.a.	SBCCD Website, Annual Reports http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publications/Annual_Reports.aspx
E.19.a.	Integrated Planning and Program Review Handbook, 5th edition http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%20201304

	[25.pdf](25.pdf)
[E.19.b.](E.19.b.)	CHC Education Master Plan http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
[E.20.a.](E.20.a.)	CHC Website, Prospective Students Link http://www.craftonhills.edu/CHC/Prospective%20Students.aspx
E.20.b.	CHC Website, Current Students Link http://www.craftonhills.edu/CHC/Current%20Students.aspx
E.20.c.	SBCCD Website, Policies and Administrative Procedures http://www.sbccd.org/Board_of_Trustees/Policies_,-a-,_Procedures
[E.21.a.](E.21.a.)	CHC Catalog, p. 5 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
[E.21.b.](E.21.b.)	CHC Website, Contact Us/Student Complaints http://www.craftonhills.edu/Utilities/Contact_Us/Student%20Complaints.aspx
[E.21.c.](E.21.c.)	CHC Catalog, p. 42 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf