



Crafton Hills College Foundation
Strategic Plan 2016 - 2021

Table of Contents

Executive Summary	3
Introduction	6
Higher Education in California	7
Goals	19
Implementation Plan	27
Enhance Financial Stewardship	29
Conclusion	33
Glossary	34



Crafton Hills College

Crafton Hills College was established in 1972 as one of two colleges in the San Bernardino Community College District. The college currently serves nearly 8,000 students each year many of whom attend part-time while working. This translates to a full time equivalent number of approximately 4,600. Twenty-one percent of students at CHC are the first in their family to attend college. The college offers over 50 different programs and in 2014-2015, the college awarded over 900 degrees and certificates.

The college strives to give every student the opportunity to succeed providing research-based support services such as intensive tutoring and counseling, mentoring, and accelerated courses. The recently expanded Honors Program, STEM Programs, and Transfer

Center have contributed to a dramatic increase in the number of successful transfer students. Work is currently underway to develop streamlined pathways from K-12 to CHC to 4-Year institutions and the workforce. An athletics program is scheduled to begin in fall 2016 with golf and will grow to include swimming, water polo, and tennis.

Two construction bond programs supported by local tax payers have helped to physically transform the campus with 5 new buildings and numerous renovation projects. These include the Learning Resource Center; the Kinesiology, Health and Aquatics Center; the Public Safety and Allied Health building; a new Science building; and the Crafton Center.

Foundation Goals

Goal 1: Enhance Student Programs and Services – The CHC Foundation provides financial support to students and helps underwrite college activities that cannot be supported through other means.

- Objective 1.1: Increase Student Programs and Services. Examples of support include student employment, emergency text book loans, the Veteran's Resource Center, and transfer services.
- Objective 1.2: Recognize Student Achievement. Examples of support include Tea with the Deans, Grad Breakfast, Scholars Convocation, and Student Awards Dinner.
- Objective 1.3: Award Scholarships. In 2015-2016, 124 students received an

Foundation Goals continued...

average amount of \$836. The target is 150 students to receive an average of \$1,000.

- Objective 1.4: Support Student Engagement. Examples include Three Peaks Challenges, Transfer Day, Student Conferences and Competition, and STEM Activities.
- Objective 1.5: Support Student Outreach. Examples include Arts Day, Senior Day, Sci Fri, and Family Fest.

Goal 2: Increase Financial Contributions – The Foundation is committed to increasing major gifts.

- Objective 2.1: Identify and Nurture Individuals who Share the College Vision. Identify 25 prospects and actively cultivate support.
- Objective 2.2: Cultivate Different Types of Income. Examples include estate planned gifts, endowed scholarships, sponsorships, President’s Circle, and the Annual Appeal.

Goal 3: Respond to the Evolving Needs of the College – The Board will address unforeseen requirements based on staff recommendations.

- Objective 3.1: Changing Curriculum and Campus Life: Examples include Athletics, the College Village, and a baccalaureate degree.

Implementation Plan

- Staff will provide an annual list of the top college needs.
- Board members and staff will actively seek donations to increase the number and amounts of scholarships.
- Board members and staff will cultivate potential donors. Outreach programs to employees, alumni, and community members will expand. Donors will be recognized.
- Fundraising Staff member will cultivate major gifts. Board members and staff will evaluate the pilot program’s effectiveness.
- Board members and staff will advocate with legislators on behalf of the college.
- Financial stewardship will take place to effectively grow and manage all Foundation Funds. Accurate reporting will be provided.
- Board development will include recruitment of additional directors, professional development, and communication tools.



Mission

The mission of the CHC Foundation is to enhance educational excellence. The Foundation achieves its mission by promoting gifts and grants to support and enhance quality education at Crafton Hills College. Funds received are applied to scholarships, campus life improvement programs, support for vocational and academic disciplines and acquisition of facilities and instructional equipment to best serve the needs of students and the community.

Vision

The vision of the CHC Foundation is to become a major partner in funding educational excellence. The Foundation is dedicated to supporting the college by developing strategies to help bolster the college when, where, and how the college needs it most. The Foundation intends to do this by, first, increasing opportunities for students; second, increasing financial contributions; and, third, responding to the evolving needs of the College.

Core Values

- Student Success
- Service to College Community
- Fostering Relationships
- Accountability in Stewardship
- Integrity

Introduction

Crafton Hills College provides quality instruction and support services that allow our students, many of whom face serious obstacles to completion, to pursue and achieve their educational goals. We are extremely proud to be the pathway to social and economic advancement for many who would otherwise not have the opportunity

to pursue a college education. For over 40 years, the Crafton Hills College Foundation has supported CHC in advancing the educational, career, and personal success of our diverse campus community through engagement and learning. The Foundation is a non-profit 501(c)(3) organization.



Higher Education in California

The System

Each year, millions of Californians pursue degrees and certificates or enroll in courses to improve their knowledge and skills at the state's higher education institutions. More are connected to the system as employees, contractors, patients, and community members. California's system of higher education consists of three public segments:

- The University of California (UC) educates approximately 249,000 undergraduate and graduate students at 10 colleges and is the primary institution authorized to independently award doctoral degrees and professional degrees.
- The California State University (CSU) provides undergraduate and graduate instruction to approximately 448,000 students at 23 colleges, and primarily awards baccalaureate and master's degrees.
- The California Community Colleges (CCC) are publicly supported local educational agencies that provide open access educational and vocational programs to approximately 2.1 million students. In total, there are 113 colleges organized within 72 local districts.



The Master Plan

In 1960, the State of California adopted the Master Plan for Higher Education which served as a turning point for higher education in California and resulted in creating the world's largest system of education. Responding to a projected surge of college-aged students, the Master Plan provided the framework for maintaining quality higher education in an era of increased demand. The underlying principles of the Plan's creation were:

- To ensure availability of some form of higher education to all California residents regardless of individual economic means; and
- To differentiate functions of California's three-tiered higher education system for the purpose of maximizing resources and eliminating redundancies.

When signed into law, California's

Master Plan for Higher Education promised publicly subsidized higher education to every Californian willing and able to benefit from college attendance. Enrollment into the three-tiered system was determined solely by academic proficiency. Students graduating in the top one-eighth of their high school class would be guaranteed a place at one of the UC campuses; those in the top onethird were eligible to enter the CSU system; and all remaining applicants were assured acceptance into one of the CCC campuses. During this time, post-secondary education enrollments were equally divided among two-year and four-year institutions.

The Plan was updated in 2002 and major revisions are scheduled to begin in 2016.

Economic Downturns, Crisis and Recovery

When the Master Plan was founded it banned tuition fees for community colleges on the premise that public higher education should be funded in the same manner as public primary and secondary education, i.e., through tax dollars, making it illegal for CCC to implement fee-based programs. However, decades of revenue shortfalls coupled with California's budget crisis

forced the CCC system to eventually implement a per-unit enrollment fee for increasing capacity to meet the ever-growing admission demands.

During the economic crisis, higher education experienced significant cuts to state funding. In 2008, continued revenue shortfalls, further budget reductions, and additional eligibility requirements, severely

Economic Downturns, Crisis and Recovery continued...

restricted admissions into the UC and CSU systems. In response to these reductions, UC and CSU almost doubled system wide, increasing by \$5,556 (84 percent) at UC and by \$2,700 (97 percent) at CSU during this period. These rapid increases—sometimes implemented twice within a given year—often occurred with little advance notice to students and their families. Although tuition and fees have been flat since FY2011-2012, these higher tuition levels remain a hardship for many students and their families.

UC and CSU system funding shortfalls, resulting in steep fee increases, and aggressive cost-cutting, resulting in reduced course availability, diverted aspiring four-year students to pursue their education at a CCC. Additional CCC enrollment demands resulted from the unexpected economic downturn and high unemployment rate. Many more California residents turned to the CCC system seeking new skills, opportunities and ultimately, economic independence. Today, two-thirds of California's first-time

higher education students begin their academic careers at a community college.

Recent budgets have significantly increased state support for higher education. The FY2015-2016 Budget is one of the most beneficial to students in the past 3 decades. The passage of Proposition 30 in November 2012 prevented a \$750Million reduction in General Fund for the three systems (UC, CSU and CCC), plus the state provided an additional \$125Million to each system to recognize that they did not increase tuition and fees in FY2012-2013. As a result of Proposition 30, CCC funding returned to \$4Billion in FY2014-2015 from a low of \$3.3Billion in FY2012-2013.

Despite the improved funding, CCC continues to have the lowest per student funding of all systems. In FY2014-2015, the funding per student was:

- K-12 - \$8,931
- CCC - \$6,557
- CSU - \$13,284
- UC - \$23,892

Role of CCs and Contributions

As CCC struggles to respond to the growing needs of college-bound students it remains committed to the legacy of quality education that has served California residents over the last 50 years. Although each CCC campus is unique, representing the wide variation between urban and rural communities, the regional differences in ethnic diversity and uneven population growth, each campus is expected to meet community needs by offering the following:

- Two-year associate degrees offered in a variety of fields and subjects.
- Transfer courses – which may lead to an associate degree – to prepare students to transfer to bachelor's degree programs at four-year universities.
- Certificate programs – which may include occupational and technical courses designed to prepare students for careers in graphic arts, nursing, bookkeeping, firefighting, auto mechanics, and computer technology, to name a few.
- Remedial (or basic skills) courses to support those who arrive under prepared for college-level work or simply need additional math and English skills for their jobs or personal lives.

CCC remains an integral part of higher education in California:

- The CCC System has an enrollment of 2.1 million students are part of the largest system of higher education in the country.
- One-quarter of all community college students nationwide are enrolled in a CCC.
- CCC enrolls the state's lowest-income students. Full-time students have an annual median income of \$16,223.
- Over 50 percent of CCC students are age 25 or older and are already working adults.
- For every \$1 California invests to get students in and through college, the state's economy receives a \$3 net return on investment.
- Students receiving a degree or certificate from a CCC see an 86% increase in their wages 3 years after earning their degree.
- For every \$1 spent on economic and workforce development programs at community colleges, there is a \$12 increase in California's business income.
- 80% of firefighters, police officers, and EMTs are credentialed at a CCC
- 70% of Nurses in CA received their education from a CCC

Role of CCs and Contributions continued..

- More than half of all Veterans receiving GI benefits attend a CCC thousand
- CCC to Out of State – 14.2 thousand

Transfer Students

- In 2013-2014, CCC students successfully transferred to both public and private institutions.
 - CCC to UC – 15.9 thousand
 - CCC to CSU – 56.5 thousand
 - CCC to In State private – 11
- The percentages of transfer students who started at CCC are:
- CSU – 52%
 - UC – 31% (48% of Science, Technology, Engineering, and Mathematics (STEM) graduates)

Impact of the San Bernardino Community College District

- In FY2013-2014, SBCCD served nearly 25,000 students.
- Alumni have seen increased earnings and employers have experienced increased profits from alumni skills. The impact is added regional income of \$528 million and 9,443 jobs supported in the region.
- Students can expect \$551 Million in higher future earnings. The return on investment for students is a 3.5 benefit/cost ratio for a 14.3% rate of return.
- Tax payers can expect a benefit of \$241 Million in future tax revenue and government savings for a cost of \$73 Million. This is a 9.8% return on investment.



Crafton Hills College History and Overview

Crafton Hills College opened its doors on September 11, 1972, as the second college in the San Bernardino Community College District, joining San Bernardino Valley College, and the 96th California Community College. It is located in the foothills of the San Bernardino Mountains and overlooks the Yucaipa Valley, sitting on 523 acres of land donated by Ruben and Lester Finkelstein. It opened in the fall of 1972 with an enrollment of approximately 1,000 students. At that time, the campus was comprised of five buildings that housed the library, laboratories, classrooms, student services, and a dining hall, which still form the heart of campus today.

The CHC Foundation was established in 1973 to receive and administer gifts of real and personal property for the benefit of Crafton Hills College. To strengthen the resource development capacity of Crafton Hills College, the Office of Resource Development was established in 2005 by a Title V Co-Op

Grant. Staff salary and benefits have been provided by the College at first partially through grant funding, then totally through general funds.

What sets the campus apart from many others is that, in addition to quality instruction, many of the professors are experts in their field outside the classroom. The small size of the College affords students the opportunity for more one-on-one communication with instructors. CHC instructors are noted for being accessible and caring about the students as individuals. In a recent student satisfaction survey, students were asked what they believe are the best things Crafton has to offer; numerous comments referred to the quality of CHC's instructors. For example, one student stated: "Crafton is a great school with great teachers." In 2013, CHC was one of the top ten fastest growing colleges in the nation for its size. (Community College Week, 12/8/14)

Building and Construction

Funding for the construction of the campus was approved by citizens of the San Bernardino Community College District in a special election in 1967. The citizenry approved two bond measures that have substantially expanded and upgraded the campus in 2002 and 2008, adding new buildings and training facilities to accommodate enrollment growth and to improve safety and infrastructure, while maintaining a commitment to the environment and original architecture. Originally designed by award-winning architect E. Stewart Williams, the campus features “brutalism” architecture, which received the first award of excellence in 1973 from the Inland California Chapters of the American Institute of Architecture. New construction has remained faithful to the original style, giving the campus a unified feel. Native vegetation has been left intact wherever possible and

the hills are carefully contoured to match the surrounding topography. Over the past five years, new facilities include:

- The Learning Resource Center which houses the library, tutoring center, technology, and professional development
- The Kinesiology, Health, and Aquatics Center as home to the college’s Olympic training pool, dance studio, and fitness center
- The Crafton Center as the “heartbeat” of campus with student services, the Crafton Store and cafeteria, and administration
- Canyon Hall with biological sciences and chemistry lecture halls and labs
- The Public Safety and Allied Health building as home to the Fire Academy, Fire Science, Emergency Medical Technology, Paramedic, and Respiratory programs

Demographics

Each year more than 7,500 students choose to pursue their education at Crafton Hills College. A snapshot of these students is as follows:

- In FY2014-2015, the college served 7,889 individual students. 37% attended full time, while 63% were part time with an average course load of 9.3 units. The full time equivalent number of students for 2014-2015 was 4,653.
- CHC awarded 448 total degrees with 169 of those being CSU Transfer degrees. 318 Certificates were awarded.
- 78% (1,568) of CHC students received financial aid for a total of \$5,196,082. The average award was \$3,313. Over \$100,000 in scholarships were awarded to over 120 students.
- 53% of CHC students are female and 47% are male.
- The ethnic breakdown of CHC students is:
 - Hispanic – 45%
 - Caucasian – 40%
 - African American – 7.7%
 - Asian – 5.6%
 - Native American – 1.4%
- 41% of students are between the ages of 20-24 and 32% were 19 years or younger. The average age is 24.
- CHC serves over 250 veterans and their family members.
- 68% of students intend to transfer to a four-year university. In FY2014-2015, 54 students transferred to the UCs and 232 to the CSUs.
- 21% of CHC students are the first in their family to attend college.
- 70% are employed; 40% work more than 20 hours a week



Environmental Scan Data

In 2013, the District commissioned an environmental scan to provide detailed information on future student enrollment from local feeder schools, occupational and industry trends, socioeconomic data, and the demographic composition of the communities in proximity to and provided with services by Crafton Hills. A snapshot of the community served by the college is as follows:

- The data forecast an overall 35% population increase through 2022.
- 47% of the population in Crafton's service area was under the age of 30 demonstrating a significant opportunity for the College to continue serving more students now and in future years. With 30 to 50 year olds constituting another quarter of the population, Crafton will continue to be vital in ongoing workforce development for the surrounding communities.
- In 2012, 49% of residents in the Crafton Hills service area identified as Hispanic while an additional 10% were African-Americans.
- The median household income in 2012 was \$54,853 which was lower than both San Bernardino and Riverside county medians, \$56,703 and \$59,109, respectively.
- 22% of adults 25 years or older in the Crafton Hills service area quit attending school without graduating from high school diploma, and another 27% have a high school diploma or GED.
- Crafton Hills serves 49% of community college students in its core service area, which is lower than the Inland Empire community college average core service area student density of 71%.
- Skills-builder students are experienced workers who take a limited number of community college courses to maintain and add to skill-sets required for ongoing employment and career advancement. CHC served 231 of these students whose median wage increased from \$19,199 to \$24,452 (27%) after taking classes.

Programs

Crafton Hills College offers over 50 degrees and certificates to prepare students for transfer and for the workforce. With a strong focus on student success and a commitment to innovation, the campus has grown its capacity to empower all students to achieve their goals. Some highlighted achievements include:

- Transfer services have expanded through our new Transfer Center. The college has a Transfer Guarantee Agreement with 7 UC campuses and over 20 CSU transfer degrees. Applicants to the UC System have a 63% admit rate and 94% have been admitted to CSUSB.
- The CHC Honors Institute has doubled in size and all who completed the requirements of the Institute were accepted into one of their top-choice universities.
- The campus offers students opportunities to join more than 3 dozen clubs and organizations.
- The college's retention and success rates have steadily increased over the past 4 years, with 91% of students staying in their classes and 74% successfully completing their classes. This makes CHC the top performing community college in the Inland Empire.
- The Fire Academy and the Emergency Medical Services-Paramedic Program are two of the finest community college emergency services programs in the state. CHC is the primary trainer for paramedics in San Bernardino and Riverside counties.



Future College Directions and Aspirational Goals

In order to plan for the future of the Foundation we need to anticipate what that future might look like for CHC. The following is list of college goals upon which we will focus our efforts.

- First and foremost, every student will be given the opportunity to succeed. The college proactively reaches out to students who are at-risk with interventions including tutoring, counseling, peer mentoring, learning communities, accelerated courses, and other high impact, research-based practices. Our aspiration is to attain the 90th percentile in retention, success, and program completion rates among all student groups with no significant differences based on differences (ethnicity, gender, socio-economic status, etc.).
- Curriculum, programs, and services will be enhanced to prepare transfer students to succeed at 4-Year institutions. CHC's Honors Program will continue to expand targeting 20% of all students who enroll. The STEM program will be highly recognized in the region and may add pre-engineering courses. An athletics program will be established and will include 3-4 sports over the next five years. We will continue to grow our vibrant student life programs that include student government, clubs, and campus activities.
- In order to increase the college-going rate in the service area, the college will expand outreach programs for families and K-12 students especially among first-generation college goers. Clearly defined and easily navigated pathways from K-12 to CHC to 4-Year colleges will be in place for high demand, high wage careers. Non-credit and adult education programs will serve as bridges within these pathways.
- Enrollment will reach an equivalent of 7,000 (FTEs) and have a participation rate in our service area of 80%. This means 80% of all community college students in the Crafton Hills service area will choose to attend Crafton through to matriculation and not leave for any similar institution in the area.
- The college will have breadth and depth of business and community partners who contribute to the campus, hire our students, and advise on our work. Common goals and projects will be in place to contribute to regional health.
- All new buildings and currently

Future Directions Continued...

identified renovations will be completed and functioning and renovations are complete. Over 90% of the campus will be newly built or renovated, including the Performing Arts Center and parking structures. Our aspiration is for twenty-five percent of rooms and/or buildings to be "named" by sponsors, generating income or establishing endowments

for operational costs.

- The Foundation will achieve full self-sufficiency with a balance of over \$4Million and 25% endowed. Significant returns will be provided for scholarships and college programs.
- The college will have at least 1,000 active alumni who contribute time, talent, and treasure to the campus.



Goal 1: Enhance Student Program and Services

The primary funding source for Crafton Hills College is the state of California; however, community colleges receive the lowest amount of state support of the three college systems. Over the past few decades, the CHC Foundation has provided critical support to Crafton as state support has decreased. The CHC Foundation has been instrumental in providing financial support to students and helping to underwrite items or activities at the College that cannot be funded through other means.

Crafton serves a community where the poverty and unemployment rates exceed the state average, and where the income is below the national average. The majority of Crafton students attend classes and study while working, caring for dependents, and juggling personal, academic, and financial challenges. The role of the CHC Foundation is to support

the dreams of students so that they can have meaningful and productive lives in their communities and chosen professions. Without the support from the Foundation, many of the students who attend Crafton Hills College might not have an opportunity to pursue a college education due to personal financial limitations or their level of academic achievement.

College staff develops an annual list of funding priorities based on existing college plans such as the Educational Master Plan, the Student Equity Plan, the Student Success Plan, and unit needs identified through the Planning and Program Review Process. Staff will be responsible for ensuring alignment of goals, identifying gaps in services and support, and evaluating the impact of interventions.

The College has identified the need for support of the following:

Objective 1.1: Increase Student Programs & Services

Program/Service	Description	Annual Target	Actual 2015	YTD As of Feb 2016
Student Employment	Through on-campus employment, students become better-acquainted with faculty, staff and other students, and more deeply engaged in the campus community. On-campus student employment helps students pay for enrollment fees, textbooks, transportation, and other expenses that may have otherwise interfered with their ability to stay in school.	\$100,000	\$115,000	\$130,400

Objective 1.1 continued...

Emergency Textbook Loans	The cost of college textbooks is cited as one of the top reasons students drop out of college. Prices have been climbing faster than inflation for decades, and the average cost of one textbook is \$125. The emergency text book loan program provides funds for students at Crafton who are at risk for dropping out because they cannot afford their textbooks.	\$10,000	\$6,413	\$1,544
Veteran's Resource Center	Veterans who served in all branches of the US military enroll at Crafton to further their education and launch the next chapter of their career. A Veteran's Resource Center (VRC) will provide services to help these men and women adjust to civilian life while acclimating to the academic rigor and social atmosphere of an active college campus. The VRC will fully integrate all facets of veteran support services, Veterans Administration programs, state services, and student veteran organizations in one location.	\$15,000	\$11,412	\$3,073
First Responders	Each year Crafton trains Paramedics, Firefighters, Respiratory Therapists, and Emergency Medical Technicians who keep our citizens healthy, safe and secure as First Responders. The very best training can only be accomplished by providing our students a quality education with the equipment, gear and supplies that meet the industry demands.	\$50,000	\$56,592	\$12,500
COACH	Food insecurity is defined as "the state of being without reliable access to a sufficient quantity of affordable, nutritious food." The Creating Opportunities and Changing Hearts (COACH) Project is dedicated to meeting the nutritional needs of CHC students through a student garden, food bank, and a food voucher program.	\$15,000	\$4,277	\$2,345

Objective 1.1 continued...

<p>Transfer Services</p>	<p>Transfer Application Fees: High fees for applications often prohibit students from opportunities and limit their futures. Student field trips to Universities: Campus visits plays a crucial role in determining if the transfer institution students are considering is the right “fit” for them.</p>	<p>\$10,000</p>	<p>\$2,375</p>	<p>\$930</p>
<p>Athletics</p>	<p>Establishing an athletics program at Crafton Hills College will attract more students and enhance pride in the college both on campus and within the community.</p>	<p>\$85,000</p>	<p>\$6,185</p>	<p>\$0</p>
<p>Special Needs</p>	<p>Students sometimes face emergency situations requiring immediate financial assistance. Each case is evaluated and support is provided if possible. For example, one fire cadet was confronted with dropping out when he couldn’t afford the required materials and equipment. A donor provided the funds for purchasing his supplies and he graduated from the Fire Academy.</p>	<p>\$5,000</p>	<p>\$0</p>	<p>\$0</p>

In addition to funds raised to support or establish programs and services on campus, each year, the Foundation takes unrestricted funds and adds to accounts for departments across campus through infusion funds. Certain departments, divisions, or offices at Crafton Hills College may have access to infusion funds. Such funds should be used for program support. Examples of program support may include critical equipment and supplies; outreach, recruitment, and/or field trips; and other needs not covered by college or district funds. These funds were

established to provide financial support that will underwrite items or activities at the College that cannot be funded through other means. Use of the funds should be guided by student needs. Each year, the Foundation distributes \$25,000 in Infusion Funds.

Additional donations of equipment and supplies from external agencies and corporations also benefit a variety of programs, particularly the college’s public safety and allied health programs. Fire engines and specialized equipment have benefitted these programs and would otherwise be unattainable.

Objective 1.2: Recognize Student Achievement

Many of our students overcome tremendous challenges to achieve the education they desire and deserve. Celebrating the successes of students is important to inspire continued focus, goal-setting, and hard-work to reach their desired outcomes. Each year, the

Foundation supports activities and programs such as Tea with the Deans, Grad Breakfast, Scholars Convocation, and the Student Awards Dinner with \$7,500 of unrestricted funds.

Objective 1.3: Award Scholarships

The CHC Foundation stewards all scholarship donors, however, not all scholarships are awarded through the Foundation.

The average scholarship amount of \$836 is usually exhausted after registration, fees, and books. Larger scholarships will help offset expenses such as rent, transportation, food, and general necessities so that students can concentrate on their studies.

2013-2014 \$59,400 awarded to 95 students (\$625.26)

2014-2015 \$75,100 awarded to 105 students (\$715.24)

2015-2016 \$103,725 awarded to 124

students (\$836.49)

Target: Award 150 scholarships with an average award amount of \$1,000

Endowed Scholarship Fund is established through a minimum gift of cash or stock totaling \$10,000, which can be made over a period of five years. Endowment funds are invested prudently to establish a permanent fund in which the principal is held in perpetuity and only the investment income is expended annually (payout).

Target: 10 new or existing scholarships to endowed level.

Objective 1.4: Support Student Engagement

Engagement can be the difference between a student completing a degree and dropping out. Factors like student-faculty interaction, active and collaborative learning experiences, and involvement in extracurricular activities have all been shown to make a difference. These events and activities help create a sense of social belonging, and, ultimately, help students feel that there are people who care about their academic welfare. Each year, the Foundation infuses the campus with \$4,000 to fund engagement experiences for students such as; Roadrunner Rally,

Three Peaks Challenges, Transfer Day, Career Day, Declare a Major Day, Student Conferences and Competition, Supplemental Instruction Training and Support, STEM Activities.

Student employment and internship opportunities are additional avenues for increasing engagement, developing career progress, and providing financial stability. Building relationships with external employers and raising funds for on-campus employment will greatly benefit students. Board members willing to serve as mentors for students will be identified and supported.

Objective 1.5: Support Student Outreach

The Foundation provides \$6,000 annually to support a college-going culture through outreach to our communities and K-12 partners.

These events and activities include; Arts Day, Sci Fri, STEM summer camps, Senior Day, Family Fest.



Goal 2: Increase Financial Contributions

In order to obtain major gifts from individuals, foundations, and corporations, adequate research of prospects, cultivation of potential donors, and clear expectations around giving and getting from recruited Board members is a priority. A major gifts program is necessary for all of its constituencies including individuals,

foundations, corporations, community organizations, service groups, and alumni. Based on practical knowledge and best practices, Board members and those closest to the organization including staff and alumni must set a pace for giving that moves beyond a set amount toward individual capacity (which will be different for everyone).

Objective 2.1: Identify and Nurture Individuals that Share College Vision

Target: 25 prospects will be actively cultivated at any given time to maximize support from philanthropists, faculty, retirees, alumni, community members, and board members.

Effective prospect management is the

backbone of successful fundraising. A continuous fundraising cycle of identification, cultivation, solicitation and stewardship will be developed.

Objective 2.2: Cultivate Different Types of Donations

Special events and annual and special appeals have been the pursued avenues to generate philanthropic revenue for our Foundation. Although critical to the success of our Foundation, these efforts require significant time and effort for staff and leadership and in and of themselves are not sufficient to reach our financial goals.

A focus on wills and estates (planned

giving/legacy giving) will yield the greatest return on investment. A primary target group for planned giving would be the graduating classes of 1973-1983, members of which have fond memories of wonderful experiences of the college's beginning and are of an age to have attained financial success. A secondary target group is existing donors who

Objective 2.2: Continued..

are willing to increase their gifts to endowed levels. These individuals have demonstrated a commitment to students and can guarantee annual scholarships by establishing accounts with a minimum of \$10,000.

We will continue to increase financial contributions through

the identification of Corporate and Foundation funders through the development of relationships, preparation and submittal of proposals, and the subsequent stewardship, acknowledgement, implementation, and appropriate reporting of grants.

The programs in need of development include:

Endowed/Major Gifts	2014-2015	2015-2016 Target
Estate Planned Gifts	\$0	\$250,000
Endowed Scholarships	\$400	\$50,000
Sponsorships	\$0	\$85,000
Building Naming	\$0	\$25,000
Grants	\$196,550	\$50,000
Annual Fundraising	2014-2015	2015-2016 Target
President's Circle	\$15,250	\$25,000
Bricks	\$15,750	\$25,000
Pass-through Scholarships	\$49,048	\$75,000
Special Events	\$117,600	\$125,000
Annual Appeal/ Give Big Campaign	\$2,600	\$3,000

Goal 3: Respond to Evolving Needs of the College

Significant physical changes have already recently occurred at Crafton and it is clear other exciting changes are envisioned for the period of this Plan. While the purpose of a Strategic Plan is to identify future needs, it is important that the Board remain flexible and ready to address

unforeseen requirements as they arise during this dynamic period.

Staff will regularly communicate new needs and goals during quarterly board meetings. An annual review and evaluation of goal attainment will take place with input from staff and board members

Objective 3.1: Identify Requirements for Changing Curriculum and Campus Life

Anticipated four-year degree programs, athletic teams and a campus village development in the immediate vicinity of the college will significantly affect the campus life and drive support requirements to be met by the

Foundation. It is important that lines of communication be unobstructed to insure well defined, timely and appropriate provision of support. We want these initiatives to succeed.



Implementation Plan

The Crafton Hills College Foundation aims to become a major partner in funding educational excellence. Over the next five years, the Foundation aspires to transform itself by increasing annual contributions and providing

stewardship to reach a minimum fund balance of \$2.5 million. Achieving this goal will require strong commitment and active participation on the part of board members and staff.

Annual Development of Program Support List

(Objectives 1.1, 1.2, 3.1)

Each year, college staff will review and develop a list of top funding priorities based on needs and college goals. Progress reports will be provided for

items with multi-year funding goals (e.g., Athletics). Dialogue with board members and long-term financial targets.

Increase Scholarships

(Objectives 1.3)

As part of outreach and donor development, the number and individual amounts of scholarships will be increased by:

- Approaching existing scholarship donors to inquire about interest in creating an endowed scholarship and/or increasing the amount awarded. Target: Reach a minimum of half the donors by Dec 2016 and

secure an additional \$50,000.

- Providing quarterly reports to the Board on progress.
- Software will be implemented to allow for online submission and tracking of scholarships.
- Scholarship donors will be recognized through publications, recognition wall, and annual events such as the recognition mixer.

Donor Development

(Objectives 2.1, 2.2)

Board members and staff will identify and cultivate potential donors. Engaging in conversations with prospective donors and advocating for the college are expectations for foundation directors and college leaders.

Fundraising Staff

The Foundation Board has authorized a pilot program by employing a fundraising expert who will be guided by staff and directors. Results will be evaluated on an annual basis to determine continuation of these efforts.

Employee Outreach

Events and one-on-one meetings will be held to approach current and past employees to generate donations.

Alumni Outreach

Staff will maintain regular contact with alumni through quarterly newsletters, events, selection of Alumni of the Year, and other agreed upon methods.

Annual Gala

The annual gala will be used as a fund and friend raiser.

Donor Recognition

Donors will be recognized according to their level of donation including bricks, room plaques, recognition wall, legacy society display, etc.

Community & Legislative Outreach

Board members and staff will regularly communicate with business representatives, service organizations, and legislators to promote the college. Opportunities for speaking engagements will be sought out and potential collaborative projects will be identified. Appropriate advocacy with legislators is encouraged to increase financial support for the college. The college will host events for industry and community leaders as needed.

Enhance Financial Stewardship

As contributions increase the assets of the Foundation, honest and prudent management of the allocation of the assets is paramount. Board members are fiduciaries of the Foundation's assets. They are responsible to see that the funds received are allocated and

dispersed for their intended purpose and that prudent investment practices are followed. This is to be achieved in several ways: 1) Annual budgeting; 2) Accounting; 3) Financial and investment portfolio reporting, and 4) Financial review and auditing.

Develop Detailed Annual Budgets

While a major portion of funds held by the Foundation are endowed or designated for specific purposes, prudent management of general (undesignated) funds is required to ensure expenditures on those items agreed to in priority. As with most

business entities, a budget process requires discussion and debate to address limitless needs with limited funds. The CHC Foundation will develop and approve a detailed, balanced budget on an annual basis.

Maintain Detailed Accounting of Inflows and Outflows

Once agreed upon and approved, a budget requires detailed performance monitoring to ensure compliance and identification of problems in the execution of the Plan. Maintain detailed accounting of inflows and outflows to provide timely and accurate information for reporting

and fund management. Inflow and outflow transactions will be posted as they occur and transaction reports will be made available on a monthly basis. Budget performance reports will be provided on a quarterly basis, at meetings of the Board of Directors.

Provide Clear Financial and Investments Reports

Progress in the achievement of the goals outlined in this Plan requires clear financial and investment reports to determine the fiscal health of the Foundation and inform financial, business, and investment decisions. Investment performance is reported on

a monthly basis by the financial advisor consultants hired by the Foundation. Reports used to monitor progress with respect to the goals listed in this Plan will be available on a monthly basis and presented quarterly at each meeting of the Board of Directors.

Financial Review and Auditing

Any organization dedicated to the accumulation of funds for the purpose of providing charitable goods and services carries the fiduciary responsibility of ensuring these funds are appropriately allocated. In order to satisfy the Board that standards of

financial stewardship are being met, financial review and auditing of the accounting practices, policies and procedures utilized by the Foundation staff will be accomplished by an independent auditor on a biannual basis.



Board Development and Tools

Board Recruitment. The Foundation by-laws allow for up to 25 board members; membership as of fall 2015 is at 14. By fall 2017, an additional 10 board members will be recruited and become official members of the Board. Specific action steps include:

- Board members submit potential member names and staff follow up to review the roles and responsibilities of becoming a board member. Those who are willing to serve will have their names placed on the agenda for the next board meeting.
- Staff will conduct a one-on-one orientation with each new board member and identify responsibilities that match skill sets.

Board Evaluation and Professional Development. Board members and staff will participate in professional development activities that increase skills and confidence in fundraising. Specifically:

- Through the use of a standard form, Board members will complete a self-assessment on an annual basis to identify strengths and areas of need. This form will also allow an evaluation of the performance of the Board as a whole. The results will

help inform Staff for the selection of workshop topics. A minimum of one workshop on fundraising and donor development will be held each year.

Tool Development. Staff will develop and continually update informational materials for board member use in fundraisings. Board members will be given opportunities to ask questions and enhance all materials.

Board Member Commitment. Each board member will commit to a minimum donation level. Donations to be credited may be either from the individual Board member's contributions or from contributions achieved through fundraising from other individual donors or organizations.

Target: 100% of our Directors will attend quarterly meetings of the full Foundation Board, attend the annual fundraising Gala and purchase or fill a table, contribute a gift card and/or basket for the annual fundraising Gala, attend Crafton Hills College activities as often as possible, encourage others to support Crafton Hills College, tell others about the great things going on at CHC, support the efforts of CHC Foundation staff, make a financial

Board Development and Tools Continued...

contribution to the Foundation of \$1,000.00 a year or more. Board members agree to support the Crafton Hills College Foundation as one of the top three non-profit organizations they support.

As a Director of the Crafton Hills College Foundation, each board member is expected to contribute their time, talent and treasure toward the mission

of the Foundation.

Staffing Plan. A pilot will be conducted in FY2015-2016 by hiring an individual or firm to identify at least \$1,000,000 in legacy donors and close on at least \$250,000 with support from the Foundation leadership team. Results will be assessed in early 2017 to determine next steps.



Conclusion

The purpose of this Strategic Plan is to provide insight and focus to what the Foundation intends to accomplish during the period of the Plan. Through a series of workshops and on-line editorial inputs, the Board of Directors has reached consensus as to the goals,

objectives and implementation of this Plan. To ensure this document remains applicable to the activities of the Crafton Hills Foundation, the Strategic Plan shall be reviewed at a regular meeting of the Board at least once a year.



Crafton Hills College Terms, Acronyms, and Colloquialisms

Term	Definition
Arts Day	Event designed to recruit and inform local high school seniors about CHC's arts programs
ASG	Associated Student Governance
BOG	Board of Governors—the elected governance body of the entire California Community College system
CARE	Cooperative Agencies Resources for Education, a program for single parents
Career Day	Event designed to promote major selection and career exploration.
CCC	California Community Colleges
CHC	Crafton Hills College
COACH	Creating Opportunities and Changing Hearts, a program that meets the nutritional needs of food-insecure CHC students
Course Success	Completion of a course with a grade on record of C or above
Course Retention	Completion of a course with any grade on record except W (withdrawal)
CSU	California State University
CTA	California Teachers Association
CTE	Career Technology Education
DE	Distance Education
Declare a Major Day	Event designed to encourage students to declare a major. Students with undeclared majors are more likely to drop out of college than those who select a major early in their educational careers
DSPS	Disabled Student Programs and Services
ELL	English Language Learner
ESL	English as a Second Language
EMT	Emergency Medical Technician
EOPS	Extended Opportunities Programs and Services, a program for financially disadvantaged students
FAFSA	FAFSA Free Application for Federal Student Aid
Family Fest	Community outreach event designed to promote CHC educational opportunities and services to elementary school students and their families

Continued...

Term	Definition
FTEF	Full-time equivalent student, a metric used to calculate enrollment
GED	General Education Development, a system of standardized examinations for a credential equivalent to a high school diploma
GI	Government-Issue
GPA	Grade Point Average
IT	Information Technology
K-12	Kindergarten through Twelfth Grade
LEED	Leadership in Energy and Environmental Design
MSJC	Mt. San Jacinto College
PAC	(Finkelstein) Performing Arts Center
RCC	Riverside City College
Retention(course)	Completion of a class with any grade on record
Roadrunner Rally	A welcome event for new CHD students and their parents, featuring tours, parent orientations, a barbecue, and tables staffed by program representatives
SBCCD	San Bernardino Community College District
Sci Fri	Science Friday. Outreach event designed to promote high school seniors' interest in STEM careers
Senor Day	Event designed to expose approximately 700 high school seniors from CHC's service area to the college's programs and services
SI	Supplemental Instruction
SSSP	Student Success and Support Program provides core services of orientation, assessment, counseling/advisement/educational planning
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
STEM Summer Camps	Multi-week day camp designed to promote elementary and middle-school students' interest in STEM careers
TAG	UC Transfer Admission Guarantee

Continued...

Term	Definition
Three Peaks Challenge	College-wide event designed to engage and challenge students and employees. Three Peaks Challenges are linked to the College's Engage, Learn, Advance framework.
Throughput	The completion of a pre-collegiate mathematics or English Class and subsequent enrollment in a college-level math or English course
Title 5	Title 5 is the section of the California Code of Regulations concerning education. It covers K-12, community college, and CSU and UC regulations
Title V	Title V , Section 501, Part A of the US Code governs the administration of funding to schools and colleges to promote innovation, support reform, and meet the educational needs of all students
Transfer Day	Event designed to support students in transferring to four-year programs. Features representatives from a broad range of colleges and universities.
UC	University of California
VRC	Veterans Resource Center