Meeting of the San Bernardino Community College District Board of Trustees
SBCCD Boardroom, 114 S. Del Rosa Dr., San Bernardino, CA 92408
Study Session Meeting Agenda
January 17, 2019 @ 12:00 p.m.

1. **CALL TO ORDER – PLEDGE OF ALLEGIANCE**

2. **PUBLIC COMMENTS**
   The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the agenda will be heard after the board has heard all action agenda items. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session. Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the Board meeting as possible.

3. **PRESENTATIONS**
   3.1.   Vision for Success Goal Alignment 2018-19 Presentation (p2)
   3.2.   Vision for Success Handout (p12)
   3.3.   SBCCD Promise Presentation (p20)
   3.4.   SBCCD Promise Proposal (p29)

4. **ADJOURN**
   The next meeting of the Board: Study Session – Topic #1 Measure CC – Next Steps & Various Construction Delivery Methods; Topic #2 – Bond Investment Policy

Vision for Success Goal Alignment 2018-19

Presented by Jeremiah A. Gilbert, Ph.D.
Interim Executive Director
Research, Planning & Institutional Effectiveness

San Bernardino Community College District

Crafton Hills College I San Bernardino Valley College I Empire Network/KVCR

Today's Topics

- Student Success Metrics
- Process for Local District Goal Setting
  - Plan to Involve Board of Trustees
  - Review Baseline Data
  - Vision for Success Goals Indicators
  - Review Existing Plans and Priorities
  - Set Local Goals
  - Adopt and Report Local Goals
- Comprehensive Plan and Budget Alignment

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Student Success Metrics

- The Student Success Metrics measure students' progression along their educational journey from recruitment to completion, transfer, and the workforce.
- The metrics provide a holistic approach to work on student success, across funding streams and initiatives.
- This focus benefits college performance on the Funding Formula metrics and system performance on Vision for Success goals.

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Student Success Metrics

- The Simplified Metrics are aligned with all the momentum points and outcomes of the Student Centered Funding Formula (SCFF).
- The data definitions are the same for both.
- The variations between the sets are in terms of rates versus counts:
  - Student Success Metrics looks at students' journeys along their educational pathways from recruitment to completion, therefore most metrics are based on rate.
  - SCFF metrics focus mostly on point-in-time data to generate counts for the purposes of funding allocations.

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Student Success Metrics

- The Student Success Metrics are aligned with the statewide metrics included in the Vision for Success goals.
- The data definitions are also aligned so that colleges and districts can:
  - Identify where they can improve the student journeys in order to help the state achieve the Vision goals
  - Set improvement goals aligned to the Vision as required by Budget Trailer Bill language

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Process for Local District Goal Setting

Plan to Involve Board of Trustees

Review Baseline Data and Report Goals Development Process

Review Existing Plans and Priorities

Set Local Goals

Adopt and Report Local Goals

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# Plan to Involve Board of Trustees

- Colleges lead the process and keep Trustees involved
- Trustees assure goals are aligned with district needs and priorities
- Trustees invited to conversations with stakeholders

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Review Baseline Data and Report Goals Development Process *November – December 2018*
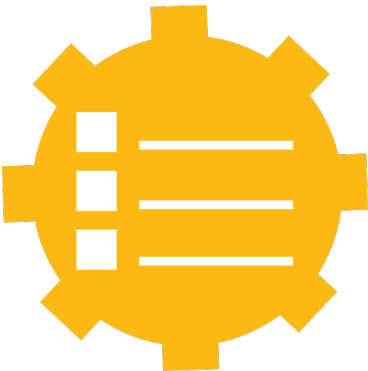
- Use the new Student Success Metrics available on the Launchboard to review baseline data
- Certify to the Chancellor's Office that a local goal-setting plan has been developed or that aligned goals have been set
  - *Required by December 15, 2018*

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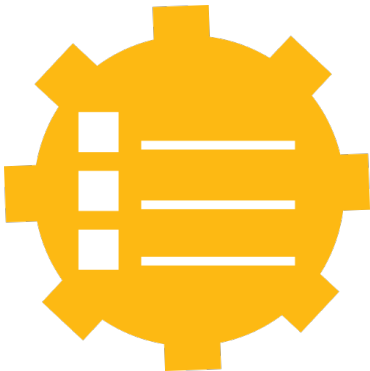# Vision for Success Goals Indicators
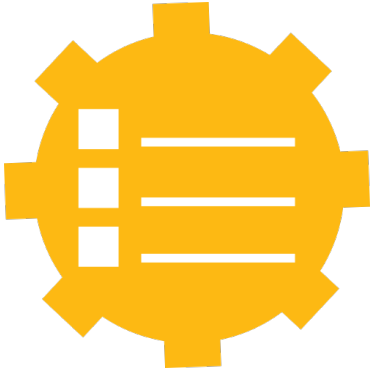
Completion Indicators (Unduplicated)

- <u>Systemwide Goal</u>: Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

- <u>Student Success Metrics</u>: Completed associate degrees AND Completed CCCCO-approved certificates

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# Vision for Success Goals Indicators

Transfer Indicators (Unduplicated)

- <u>Systemwide Goal</u>: Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.

- <u>Student Success Metrics</u>: Completed ADT degrees OR Transfers to UC/CSU

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# Vision for Success Goals Indicators
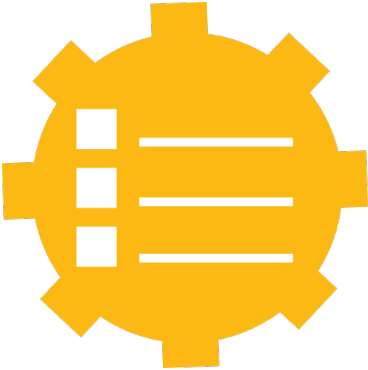
Unit Accumulation Indicator

- <u>Systemwide Goal</u>: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent
- <u>Student Success Metric</u>: Average Number of Units Accumulated by Associate Degree Earners

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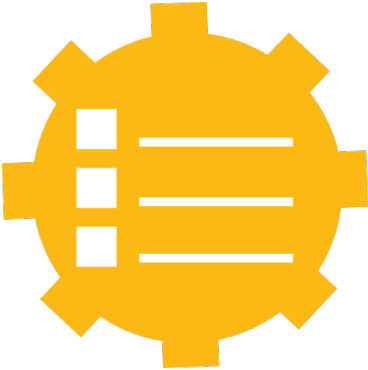# Vision for Success Goals Indicators
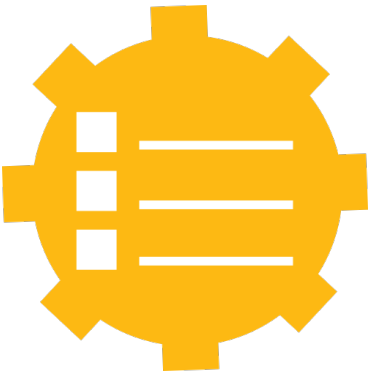
Workforce Indicators

- <u>Systemwide Goal</u>: Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69 percent to 76 percent, an increase of 10 percent.

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Vision for Success Goals Indicators

Workforce Indicators
- Student Success Metrics:
  - Median annual earnings of exiting students OR
  - Change in median earnings of exiting students OR
  - Percent of exiting students earning a living wage OR
  - Number of exiting CTE students who report being employed in their field of study

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Vision for Success Goals Indicators
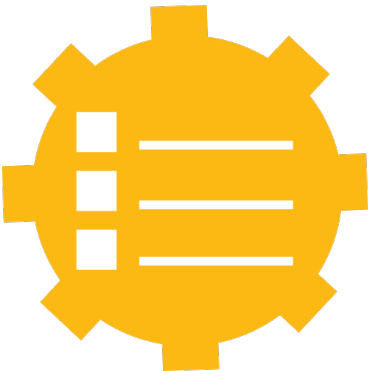
- **Equity Indicators**
  - All of the above indicators, disaggregated for those student groups identified as disproportionately impacted in each colleges' annual Equity Plan and for whom data is available in the Student Success Metrics

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Review Existing Plans and Priorities

January 2019

- Start with existing plans: Strategic Plan, Educational Master Plan
- Review existing goals
  - Are they measurable?
  - Do they align with the *Vision for Success* goals?
  - Compare to current baseline data

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Set Local Goals *February – April 2019*

- Community dialogue about college priorities
  - Community forums
  - Student focus groups
  - Standard consultative practices
  - Leverage existing processes and forums

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Set Local Goals *February – April 2019*

- Work with district leadership to set measurable goals using indicators from the Student Success Metrics
  - Completion Indicators
  - Transfer Indicators
  - Unit Accumulation Indicator
  - Workforce Indicators
  - Equity Indicators

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Adopt and Report Local Goals *May 2019*
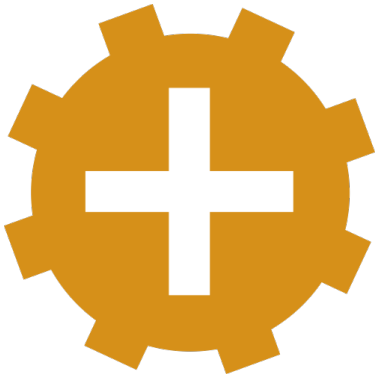
- Add goals to board agenda for formal adoption
  - Finalized goals
  - Timeline to achieve by 2021-22
  - Explain how goals align with *Vision for Success* goals
- Districts submit adopted local goals to Chancellor's Office
  - *Required by May 31, 2019*

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Comprehensive Plan and Budget Alignment

- The law establishing the funding formula and local goal-setting process also requires that each district ultimately align its "comprehensive plan" with its adopted local goals and align its budget with the "comprehensive plan."

- By May 31, 2019, all CCCs will have established local goals in alignment with the systemwide goals established in the Vision for Success. Districts should consider incorporating their newly adopted local goals into their educational master plans, strategic plans, and other districtwide planning documents. The process of aligning the local goals to plans should also align with the district's budget allocation process.

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Comprehensive Plan and Budget Alignment

- Throughout 2019, the Chancellor's Office will be working to revise and combine reporting requirements for Guided Pathways, Student Equity, and other major reports to assist districts in fully complying with the requirement to align their comprehensive plans with local goals. The Chancellor's Office will also provide guidance around aligning budgets with comprehensive plans. Colleges will <u>not</u> be expected to submit their comprehensive plans and aligned budgets until May 31, 2020.

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Local Goal Setting Template with SBCCD Data[1]

In the 2017 **Vision for Success**, the California Community College Chancellor's Office and Board of Governors established ambitious systemwide goals for improved student outcomes. Now local colleges have an opportunity to articulate how they will contribute to reaching the systemwide goals for improvement.

GOAL 1 Completion

Systemwide goal: Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

Aligned college-level goal: (Please fill in at least one of the following)

[NAME OF COLLEGE] will increase the total number of completed associate degrees from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.

Associate Degrees (Excluding ADTs)

	2014-15	2015-16	2016-17
CHC Totals	361	342	375
SBVC Totals	640	743	873

[NAME OF COLLEGE] will increase the number of completed CCCCO-approved certificates from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.

Credit Certificates (Chancellor's Office Approved)

	2014-15	2015-16	2016-17
CHC Totals	49	148	212
SBVC Totals	227	277	328

[1] Data Source: Student Success Metrics (https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics)

GOAL 2 Transfer

Systemwide goal: Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.

Aligned college-level goal: (Please fill in at least one of the following)

[NAME OF COLLEGE] will increase the number of completed ADT degrees from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.

Associate Degrees for Transfer

	2014-15	**2015-16**	**2016-17**
CHC Total	129	153	217
SBVC Total	157	220	328

[NAME OF COLLEGE] will increase the number of transfers to UC/CSU from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.

Transfers to UC/CSU

	2014-15	**2015-16**	**2016-17**
CHC Total	299	204	
SBVC Total	763	636	

GOAL 3 Unit Accumulation

Systemwide goal: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent.

Aligned college-level goal: (Please fill in the following)

[NAME OF COLLEGE] will decrease the average units earned per completed associate degree from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, a decrease of [NUMBER] percent.

	2014-15	**2015-16**	**2016-17**
CHC Average Units	84	85	83
SBVC Average Units	83	83	83

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GOAL 4 Workforce

Systemwide goal: Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69 percent to 76 percent, an increase of 10 percent.

Aligned college-level goal: (Please fill in at least one of the following)

[NAME OF COLLEGE] will increase median annual earnings of exiting students from [NUMBER] dollars per year in 2016-17 to [NUMBER] dollars per year in 2021-22, an increase of [NUMBER] percent.

Median annual earnings of CTE graduates

	2014-15	2015-16	2016-17
CHC Total	$18,816	$20,019	
SBVC Total	$20,165	$21,331	

[NAME OF COLLEGE] will increase the number of exiting students earning a living wage from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent.

Percent of CTE graduates earning a living wage

	2014-15	2015-16	2016-17
CHC Rate	37%	41%	
SBVC Rate	40%	43%	

[NAME OF COLLEGE] will increase the percent of exiting CTE students who report being employed in their field of study from [NUMBER] percent in 2016-17 to [NUMBER] percent in 2021-22, an increase of [NUMBER] percent.

Number of exiting CTE students who report being employed in their field of study

	2014-15	2015-16	2016-17
CHC Rate	77%		
SBVC Rate	72%		

GOAL 5 Equity

Systemwide goal: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

Aligned college-level goal: (Please complete the following)
Which groups of students at your college have been identified as disproportionately impacted according to the point gap methodology?

Identify which of your disproportionately impacted groups have data available in the Student Success Metrics. For each of these groups, please identify a completion goal that envisions a faster rate of improvement than for your college as a whole.

Additionally, for each of your college's disproportionately impacted groups, please identify a transfer goal that envisions a faster rate of improvement than for your college as a whole.

Colleges could opt to also provide goals for additional metrics:
[TYPE GOALS HERE]

Timeline (2019)

February 15: The Launchboard will have the complete set of Student Success Metrics and all the drill-downs for equity purposes

May 31: Deadline for districts and colleges to submit the completed Local Goals Reporting Form to the Chancellor's Office

Summer: Chancellor's Office releases streamlined reporting requirements

	Student Success Metrics	Vision for Success	Student Centered Funding Formula
Successful Enrollment	Students who enrolled in a course within a year of applying		
Learning Progress	Students with an adult education or ESL skills gain		
	Course success rate		
	Students who completed transfer-level English and math within one year of enrolling in a district		Same definition as Student Success Metrics
Momentum	Students who completed an adult education level		
	Students with a noncredit workforce milestone		
	Students who completed 9+ CTE units		Same definition as Student Success Metrics
	Students who successfully completed unit thresholds in the fall		
	Students who successfully completed unit thresholds in the academic year		
	Students retained from fall to spring		

Success	Students who transitioned from noncredit to credit		
	Unduplicated count of students who earned each of the following award types: • a noncredit certificate over 48 contact hours • a Chancellor's Office approved credit certificate • associate degree • associate degree for transfer • CCC bachelor's degree • apprenticeship journey status (in the second release of the dashboard, an additional view will show the Vision Goal definition as well)	Unduplicated count of students who earned one of the following awards: • a Chancellor's Office approved credit certificate • associate degree • associate degree for transfer	Number of the following awards issued: • approved credit certificates over 18 units (will be reduced to 16 units) • associate degrees • associate degrees for transfer • CCC bachelor's degree (duplicated count)
	Students who transferred to a four-year institution	Students who transferred to UC or CSU	Same definition as the Student Success Metrics
	Average number of units accumulated by associate degree earners	Sam definition as Student Success Metrics	
Employment	Students who were unemployed who became employed		
	Career education students who reported that their job is closely or very closely related to their field of study who did not transfer	Same definition as the Student Success Metrics	
Earnings	Median annual earnings for non-transfer exiting students, in the first year after exit		

	Median change in earnings for non-transfer exiting students		
	Students who exited but did not transfer who attained the living wage for a single adult in the county where the college's district office is located		Same definition as the Student Success Metrics

Student Success Metrics Initiative Alignments

Student Success Metric	Initiative					
	AEBG	IEPI	Equity	Pathways	Scorecard	SWP
Successful Enrollment						
Adult Ed/ESL Skills Gain	X					
English / Math Completion		X	X	X	X	
Completed a Level of Adult Education		X	X	X		
CTE Progress	X					X
Fall to Spring Retention				X	X	
Unit Thresholds				X	X	
Transitioned to Postsecondary	X					
Completion Rate	X	X	X		X	X
Noncredit Workforce Milestones						X
Degrees and Certifiates Awarded		X				
Context for Degree Attainment		X				
Transition to Post-Secondary	X					
Transfers		X	X			X
Unemployed Students Who Became Employed	X					X
Employment in Field of Study						X
Earnings	X	X			X	X
Living Wage Attainment	X					X

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

PROMISE

PROPOSAL BY:

San Bernardino Community College District | Crafton Hills College | San Bernardino Valley College

PRESENTED:

January 17, 2019
Board of Trustees Study Session

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Statewide Challenge

- California is expected to add about 2.5 million new jobs by 2022.

- If trends continue, California will be short 1.1 million workers with bachelor's degrees and 2.3 million workers with community college certificates and degrees to fill high-skilled jobs.

Sources:

Regional Challenge

- Low-income and first-generation students constitute the majority of the Inland Empire student population.

- Despite having high school graduation rates higher than the statewide average, the Inland Empire fares particularly poorly with respect to college enrollment, and too often college students fail to earn their degrees.

Source: PPIC | PUBLIC POLICY INSTITUTE OF CALIFORNIA

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NEWS

SBCCD Trustees make historic $10 million investment to explore making college free for two years

OCTOBER 2018

Student Success Strategies	AB 19 California College Promise (2017)	SBCCD Promise Proposal
Waive student tuition fees	1 Year	2 Years
Establish stronger partnerships with K-12 (college tours, parent workshops, etc.)	✓	✓
Utilize multiple measures of student performance for college course placement	✓	✓
Participate in Guided Pathways to promote timely degree/certificate completion	✓	✓
Participate in the federal loan program	✓	-
Two-year student completion	-	✓
Six-week summer bridge	-	✓
Priority class registration	-	✓
Free laptop	-	✓
$600 textbook assistance	-	✓
$200 voucher for transportation costs	-	✓
$100 university transfer application fee assistance	-	✓
Individualized advising and education plan from high school to college	-	✓
Work experience opportunity as paid peer mentor	-	✓
30 hours of volunteer community service	-	✓

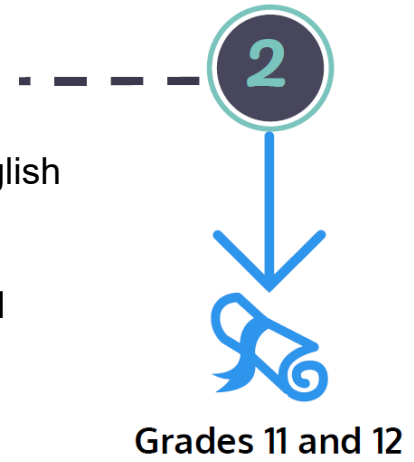## SBCCD Promise
Proposed Framework
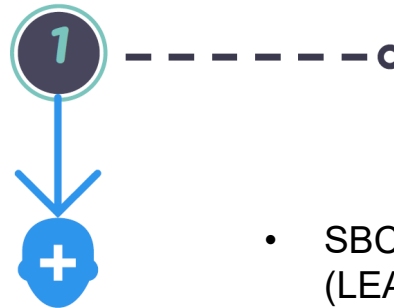
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Grades 9 and 10

- SBCCD and Local Educational Agency (LEA) create Early Commitment to College Promise

- Family involvement in Opportunity for 9th and 10th grade students and families to learn about college opportunities and visit campuses

- 10th graders begin dual enrollment pathway (i.e. CTE skill certificates, STEM, transfer program classes)

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SBCCD Promise
Proposed Framework

- Prepare for college-level math, English and reading skills

- Multiple measures assessment and placement

- Enhanced noncredit courses for contextualized math and English

- Guided Pathways are in place

- 100% college applications, FAFSA and CA Dream Act forms are completed

- Maximized access to need-based financial aid upon entering college

- 11th and 12th grade students in dual enrollment pathway

2

Grades 11 and 12

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SBCCD Promise
Proposed Framework

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Community College

- Enroll full-time for at least 12 units each semester

- Meet with counselor three times each semester

- Complete 30 volunteer hours each semester

- During second year, gain work experience as paid peer mentor to incoming SBCCD Promise students

- Attend three student success workshops each semester

- Commit to enhanced student support services

- Commit to added study time in tutoring or supplemental instruction

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

PROMISE

PROPOSAL BY:

San Bernardino Community College District | Crafton Hills College | San Bernardino Valley College

QUESTIONS?

DRAFT

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

PROMISE

DRAFT

PROPOSAL BY:

San Bernardino Community College District | Crafton Hills College | San Bernardino Valley College

Building the Inland Empire's pipeline of college graduates

Executive Summary

Statewide Challenge: According to the California Employment Development Department, California is expected to add about 2.5 million new jobs by 2022. However, if trends continue, the California Chamber of Commerce estimates that California will be short 1.1 million workers with bachelor's degrees and 2.3 million community college certificates and degrees to fill high-skilled jobs. "When jobs go unfilled because employers cannot find enough qualified workers, businesses are less productive and the state loses on corporate tax revenue that could be used to support critical government programs and services, including education," according to the CalChamber[1].

Regional Challenge: Low-income and first-generation students constitute the majority of the Inland Empire student population. Despite having high school graduation rates higher than the statewide average, the Inland Empire fares particularly poorly with respect to college enrollment, and too often college students fail to earn their degree[2].

Our Mission: For the Inland Empire to close the skills gap, the Public Policy Institute of California (PPIC) suggests it will take a two-pronged approach: Enroll more students as first-time freshman and improve completion rates for students already enrolled in college. Towards that effort, the San Bernardino Community College District (SBCCD) intends to make two years of college free for local high school graduates, helping them gain career training certificates or start the first half of their bachelor's degree at no cost. That is the SBCCD Promise.

Tuition-Free Two Years: Local high school graduates will be eligible for tuition-free two years at Crafton Hills College or San Bernardino Valley College.

Two-Year Completion: Students can earn an associate's degree, a career training certificate or transfer to UC/CSU within two years.

College Expense Assistance: Students will receive a free laptop, $600 textbook assistance, $200 voucher for transportation costs, and $100 assistance for university transfer application fees.

Student Support: During high school and college, students will receive individualized advising and educational plan.

Work-Based Learning: Students will participate in career exploration workshops, and as paid peer mentors to first-year SBCCD Promise students to cultivate a college-going culture.

K-12 Partnerships: SBCCD will provide K-12 students tours of Crafton Hills College and San Bernardino Valley College, and expand access to college courses and work-based learning offered at local high schools.

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[1] *"Education Policy,"* (2018); *California Chamber of Commerce*.

[2] *"Meeting California's Need for College Graduates: A Regional Perspective,"* (June 2017), Hans Johnson, Kevin Cook, Marisol Cuellar Mejia; *Public Policy Institute of California*.

Regional Profile

Ongoing Challenges

Economic hardship
In the Inland Empire, 23 percent of young children lived in poverty. The proportion varied from 8 percent in Temecula City to 35 percent in West San Bernardino, according to the PPIC. For the average young child in poverty, a family's total resources, including earnings and benefits from safety net programs, were below $26,100 per year for a family of four. A recent study showed that about 4,300 SBCCD students enroll in classes but then are unable to pay enrollment fees and are therefore dropped. Nearly 60% of these students re-enroll in the same classes from which they were dropped. Those students are less likely to complete their courses successfully than students who never experienced that same financial hardship and had to be dropped.

Low college preparedness
The share of high school graduates in the Inland Empire who complete the A-G college-prep courses required for UC/CSU admission is 32 percent, compared to the state average of 38%[3]. Additionally, the Inland Empire mirrors a statewide trend: 80 percent of entering community college students enroll in at least one remedial course in English or math. Of those students enrolled in a remedial course, only 24 percent transfer to a UC/CSU after six years[4].

Low college enrollment
Despite having high school graduation rates higher than the statewide average, the Inland Empire fares particularly poorly with respect to college enrollment. Only 42% of Inland Empire high school graduates immediately enroll in college after graduation, 10 percentage points lower than the state average and the third lowest rate in the state[5].

Low college completion
On average, it takes a student in SBCCD over five years to complete a degree. Our data shows that students in remedial courses were less likely to complete their educational goals within six years of college entrance than those who were prepared for college. In addition, only 37% of students who placed into remedial math or English in SBCCD finished within six years, compared to 47% statewide. Poor math preparation is a strong predictor of failure to attain degrees or certificates, or to transfer. Students are twice as likely to transfer to a four-year institution if they successfully completed 15 units in their first semester. Students were also more likely to transfer if they enrolled full-time in four or more semesters or enrolled in two or more summer semesters.

[3] *"Average Won't Do: The State of Higher Education in California"* *(July 2014), The Campaign for College Opportunity.*
[4] *"Meeting California's Need for College Graduates: A Regional Perspective," (June 2017), Hans Johnson, Kevin Cook, Marisol Cuellar Mejia; Public Policy Institute of California.*

[5] *"Average Won't Do: The State of Higher Education in California"* *(July 2014), The Campaign for College Opportunity.*

The San Bernardino Community College District Promise

Cradle-to-Career Strategies

"College promise programs represent a long-term investment in increasing college-going rates, which will undoubtedly be necessary in meeting the needs of California's workforce. By motivating students early in their academic careers to prepare for college, these programs allow families to plan for an affordable college option, and they help create or contribute to a local college-going culture."

- Public Policy Institute of California (June 2017)

Cohorts of Valley Bound Commitment students maintain a "C" grade point average, or higher, outpacing their peers.

Tuition-Free Two Years
SBCCD will motivate local students early in their academic careers to plan for college with tuition-free two years at Crafton Hills College or San Bernardino Valley College.

Currently, through the generous support of San Manuel Band of Mission Indians, San Bernardino Valley College offers one-year tuition-free to Valley-Bound Commitment students. Building upon the success of this initiative to two years of tuition-free college at both SBVC and CHC would incentivize low and middle-income families to pursue a college education.

College Expense Assistance
To maximize financial assistance, students must complete the FAFSA/California Dream Act application. Additionally,

students will receive a free laptop, $600 textbook assistance, $200 voucher for transportation costs, and $100 assistance for university transfer application fees.

Two-Year Completion
Through priority enrollment, guided pathways, and small learning communities, students can earn an associate's degree, a career training certificate or transfer to UC/CSU within two years. To be eligible, SBCCD Promise students must enroll at Crafton Hills College or San Bernardino Valley College full-time/12 units per semester.

Student Support

Given that a majority of students in SBCCD's service area are first-generation college students, students will receive individualized college/career advising and a comprehensive educational plan starting in 12th grade.

The summer after high school graduation, students will participate in a six-week summer bridge at Crafton Hills College or San Bernardino Valley College to get ready for life and academics as a college student.

Through an online platform, SBCCD will utilize data analytics to monitor student progress towards their educational goals. The system will send students an early-warning message when their academic performance drops and will refer them to advising or tutoring to keep them on track. Such student system has been piloted at Crafton Hills College, and it has been proven to work. Students in classes that used this online student support system had an average success rate of 89 percent, compared to a 71 percent student success rate of classes that did not utilize this system.

Work-Based Learning

Students will participate in career exploration workshops, and as paid peer mentors to first-year SBCCD Promise students to cultivate a college-going culture.

According to recent SBCCD data, students who participated in the San Manuel Increasing Student Engagement, Employment and Knowledge (ISEEK) Student Worker Program were more likely to complete their courses (79%) than students in the same section (75%). ISEEK students were more likely to study longer and have more conversations with professors outside of class.

K-12 Partnerships

Students in the SBCCD service area will be invited to visit Crafton Hills College and San Bernardino Valley College during their third, fifth grade, and eighth grade years to learn about college opportunities and to develop an expectation that college is in their futures.

SBCCD will recruit students into the Promise from dual enrollment courses offered at the high schools, as well as from the general high school populations.

Additionally, families and students will participate in college-readiness workshops on topics covering the "A-G" course requirements for UC/CSU eligibility, how to apply for college admission, and financial assistance to pay for college.

Proposed SBCCD Promise: Budget Narrative

The San Bernardino Community College District Promise is more than a scholarship. The SBCCD Promise will remove many financial barriers for the families of full-time students to attend college. It will also orient new students to successfully transition into of the college experience by providing a supportive and welcoming environment where first year students will connect with student support services and resources on campus to ensure their student success.

Our first goal is to make a promise to incoming full-time students to provide them with the resources that increase student success. Our second goal is to coach students into completing their education plan.

Coordinators and Support Staff
- The SBCCD Promise staff will coordinate career counseling sessions with participants at high schools and work with participants individually and each year provides workshops at the high schools. Staff will keep a log of advising contacts including date, time spent and primary outcome.
- Each high school student will work individually with a counselor or the coordinator to develop, implement and monitor his or her progress.
- This one-on-one approach will establish a relationship between participants and SBCCD Promise staff members that will help participants realize their potential to complete high school and enroll in post-secondary education. The coordinator and the counselors will work directly with students at their various high schools in the inland empire.
- The coordinators will strengthen partnerships with four-year universities to increase the number of transfer students with an Associate Degree for Transfer (ADT). Additionally, providing access to San Bernardino Valley

College and Crafton Hills College students to their libraries.

Counselors
- The counselors will provide individualized student support services at Crafton Hills College and San Bernardino Valley College.
- A student development course is a key component of the SBCCD Promise. Information about college needs to begin in high school or earlier, but students often do not have the individual attention of an advisor for such purposes. To maximize their academic success, information about college will begin in the 5th grade and continue through high school. Furthermore, high school students will enroll in student success course offered by San Bernardino Valley College and Crafton Hills counselors. Participation in the college course ensures that participants will receive the rigorous coursework and experiences necessary to prepare them for postsecondary education.

Tutoring
- The SBCCD Promise will provide each student up to 105 hours of tutoring each year.

Peer Mentors
- The SBCCD Promise will incorporate peer mentoring that fosters academic excellence among first year students. Research states that peer mentoring is a critical element to increase success and retention rates for college students, especially first year students. The mentors selected will be successful sophomore San Bernardino Valley College and Crafton Hills College students who will serve as peer mentors to all incoming San Bernardino Valley College and Crafton Hills College first year students. Each mentor will have a

caseload of mentees to assist with developing ideas for study groups, on-campus activities and will contact mentees weekly. The goal of the peer mentors is to support their student mentees, increase their knowledge about resources which will aid them to succeed at San Bernardino Valley College and Crafton Hills College.

Tuition and Fees
- Tuition-free two years at San Bernardino Valley College and Crafton Hills College for hard-working students enrolling in at least 12 units. Graduate with an associate's degree, transfer to UC/CSU or earn a certificate that will allow them to be competitive in the workplace.

Operational Expenses, books, and transportation
- Free laptop, $600 assistance for textbook costs, $200 voucher to cover transportation costs, and $100 assistance for university transfer application fees.
- The SBCCD Promise will also provide student success workshops, team-building opportunities, and leadership activities that will aid students to be successful in their two years at San Bernardino Valley College or Crafton Hills College. Through participation in these activities, the disadvantaged student will become aware of the world outside their neighborhood, improve their self-efficacy and be motivated to set ambitious goals for their education and career.

Summary of SBCCD Promise Framework

1 — **Grades 9 and 10**

- SBCCD and Local Educational Agency (LEA) create Early Commitment to College Program (ECCP).
- Family involvement in college workshop/tours.
- Opportunity for 9th and 10th grade students and families learn about college opportunities and visit campuses.
- 10th graders begin dual enrollment pathway (i.e. CTE Skill Certificates, STEM, Transfer Program classes).

2 — **Grades 11 and 12**

- Prepare for college-level math, English and reading skills.
- Multiple Measures Assessment/Placement/Remediation.
- Enhanced noncredit courses for contextualized math and English.
- Guided Pathways are in place.
- 100% college applications and FAFSA financial aid forms/CA Dreamer's Act are completed.
- Maximize access to need-based financial aid upon entering college.
- 11th and 12th grade students in dual enrollment pathway.

3 — **Community College**

STUDENT PROMISE EXPECTATION

- Enroll full-time for at least 12 units each semester.
- Meet with counselor three times each semester.
- Complete 30 volunteer hours each semester.
- Mentor freshman student when sophomore.
- Attend three Student Success Workshops each semester.
- Commit to enhanced student support services
- Commit to added study time in tutoring or supplemental instruction.

SBCCD PROMISE OPTIONS

- Priority registration.
- Six-week summer bridge program participation.
- All course fees covered for first two years.
- No-cost textbooks.
- 100% education plans for two-year completion.
- Block scheduling for two semesters.
- Guided pathways.
- Cooperative work experience availability.

San Bernardino Community College District

About us

San Bernardino Community College District serves 18,000 students through Crafton Hills College and San Bernardino Valley College. For nearly 100 years, our colleges have provided access to affordable, award-winning higher education and career training programs for the residents of:

- Big Bear
- Bloomington
- Calimesa
- Colton
- Grand Terrace
- Highland
- Loma Linda
- Redlands
- Rialto
- San Bernardino
- Yucaipa
- and beyond!

We educate the health care professionals that serve our medical needs, veterans who have served our country, police and firefighters who keep us safe, and skilled workers who fuel our economy.

Our public mission goes beyond our campuses. We are home to the Empire Network (KVCR 91.9 FM and TV 24), the primary PBS television and NPR radio affiliate station for Inland Southern California. Created as a shared vision with the San Manuel Band of Mission Indians, in 2011 we launched FNX | First Nations Experience, the first and only national broadcast television network exclusively devoted to Native American and World Indigenous programming. Learn more about us at www.sbccd.edu