

B. Section II: The Program Narrative

San Bernardino Valley College Student Success Project

1. San Bernardino's Successes and Challenges

San Bernardino Valley College (SBVC) serves a student population of nearly 27,000, the majority of whom are minorities. Nearly 48% of students identify themselves as Hispanic. A federally designated Hispanic Serving Institution and Minority Serving Institution, the college has considered the issue of effectively serving the large number of diverse students one of its top priorities. To that end, the college currently offers nine programs targeting student success and academic achievement:

- Tumaini
- The Puente Project
- Valley-Bound Commitment
- Extended Opportunities Programs and Services (EOP&S)
- Success Through Achievement and Retention (STAR)
- California Work Opportunity and Responsibility to Kids (CalWorks)
- Middle College High School (MCHS)
- Foster & Kinship Care Education (FKCE)
- Math and Science Student Success Center (MSSSC)

A number of these programs are well established and have been shown to significantly improve student grades, transfer rates, and graduation rates. The most pressing challenge facing the college, however, is meeting the incredible demand for services while grappling with year-to-year funding cuts as a result of the California state budget crisis. College administrators and student services staff are invested in not only improving existing services, but expanding them, to reach the greatest number of students and to assist them in attaining their educational goals. For this reason, San Bernardino College is applying to be a part of the 2011-2012 Walmart AIHEC HACU NAFEO Student Success Collaborative.

For Hispanic students, core values of sharing and networks of relationships are keys to their success and lend themselves well to collaborative and experiential learning settings. SBVC has found that tutoring, celebration, field trip, and retreat activities have thus resulted in improved achievement for students. The Pell Institute for the Study of Opportunity in Higher Education found that institutions with many students from low-income families and higher-than-average graduation rates “emphasized academic planning and intrusive advising, academic reviews for students in trouble, special programs, a dedicated faculty, financial aid and an explicit retention policy.” (2004).

The college has identified a number of strategies to improve Hispanic retention, graduation and transfer rates. Those strategies are currently being employed and include: faculty mentors providing guidance, curriculum redesign, improving course structures, providing

transfer/graduation assistance to students, counseling services, tutoring services, mentoring programs, and student recruitment efforts.

San Bernardino Valley College has been recognized for its efforts to provide educational programs targeting Hispanic students. In March, *Hispanic Outlook in Higher Education* magazine ranked SBVC in the top 50 community colleges in the nation for serving Latino students and faculty. The magazine's analysis was based on 2009 figures provided by the National Center for Education Statistics and included information on enrollment, faculty diversity and degrees granted.

The college placed in three separate categories of the magazine's analysis:

- SBVC ranked 35th in the United State for Hispanic full-time enrollment. More than 7,000 of the 14,918 students enrolled at the college in 2009 were Latino.
- SBVC ranked 46th in the United States for the number of associate degrees granted to Hispanics. The college awarded degrees to 309 Latino students in 2009, representing 44 percent of the nearly 700 degrees granted that year.
- SBVC ranked 47th in the United States for Hispanic faculty members. In 2009, 85 of the 577 faculty members were of Latino descent.

The college's Hispanic community is active and engaged. Campus organizations include the Hispanic Faculty Association and the Latino Faculty, Staff and Administrators' Association. Hispanic student organizations include MeCHA Club, the Spanish Club and the Puente Club, which works to promote and increase the number of under-represented students who attend colleges and universities.

In designing programs aimed at improving student success rates, SBVC faculty and staff are well aware that many students only begin to consider their transfer options and higher education options once they are progressing at the community college – not before. Some students enter college with limited goals and their horizons expand as they begin to experience positive performance. A Chronicle of Education article on college completion rates, published April 14, 2010, noted that, "Colleges that have succeeded in improving their students' retention and graduation rates ... are geared toward helping students on an individual basis." SBVC staff and faculty have worked diligently to support minority students by offering creatively designed programs with strong peer tutoring, faculty mentoring, and counselor support. These programs offer students a compelling rationale for pursuing a challenging academic pathway.

The college also tracks the strengths, challenges and impact of its programs (Table 1). Each year, the student services department conducts a program review and produces a report on the results. Current challenges identified by student services include: not enough counselors, tutors, and mentors to serve all the students who need them; limited space for enrollment, and limited awareness of programs among part-time students.

Table 1. Analysis of student support services to improve student access, achievement, and advancement.		
Institutional Management		
Strengths	Challenges	Impact
1. Support services in key subjects offer students counseling (academic and career), tutoring and mentoring.	Not enough counselors, tutors and mentors to serve all the students who need them. Services should extend beyond first year for career and transfer.	Students who do not receive support do not achieve at the same rate as others.
2. Students have access to cohorts that reflect their experience and background, such as Puente, Tumaini and Valley-Bound Commitment.	Space for enrollment in programs is limited by available staff to serve them. Also, new groups are needed for veterans and accelerated AA cohorts.	Resources limit the college's ability to implement or expand innovative programs.
3. The college culture is inclusive, safe, welcoming, and culturally rich. It offers multiple chances for all students to participate.	Many students are part-time and are not involved in campus activities; therefore, they are unaware of opportunities to affect their environment.	Need to accurately assess solutions to help students become full time.

Among the goals of the nine student success programs offered by SBVC is improving graduation rates. The college's three-year graduation rate is 12.8%, according to the Dept. of Education's Integrated Postsecondary Education Data System (IPEDS). Lower graduation rates among minority students can be attributed to a number of factors. For example, many students leave college to pursue the reward of immediate income-producing employment, foregoing the long-term gains of higher education. These students also may encounter familial pressures to go to work. Another factor is that many students arrive at SBVC who do not have the math or English skills to be placed in introductory college-level courses. Students who place in remedial classes often finish later or drop out more often. And because many SBVC students live at poverty level, they often need to work full time while attending school part time, prolonging the duration it takes for them to obtain their degrees. In addition, a unique challenge faced by the college is addressing the needs of a large student population of *second chancers*, students who are re-entering the educational system after serving prison sentences or completing drug or alcohol rehabilitation programs.

Most SBVC students attend part time, and thus take longer than the two years presumed necessary to complete a community college program. They may take three (150% of the base time of two years), four (200%) or even six years to complete their degrees and/or transfer. An analysis of data of first-year freshman six years after their entry into the college shows the rate at which they graduate or transfer (Table 2). By year six, approximately one-third of the students transfer to another college or university. (Note these numbers do not include all students for a given year, just those enrolling as freshmen for the first time.)

Table 2. First-time Freshmen Cohort. (Source: Data Mart)						
First-time Freshmen Cohort*						
Note: The cohort of first-time students is evaluated six years after initial enrollment to determine whether they have shown behavioral intent to transfer (e.g., enrollment in a degree-applicable math or science course.)						
<u>Year</u>	<u>Cohort Count</u>	<u>Persistence (Fall to Fall)</u>	<u>Transfer (2 Years)</u>	<u>Transfer (3 Years – 150%)</u>	<u>Transfer (4 Years – 200%)</u>	<u>Transfer (6 Years)</u>
2003-04	742	63%	4%	10%	19%	33%
2002-03	1,089	59%	4%	9%	19%	30%
2001-02	1,198	60%	5%	11%	19%	31%
2000-01	1,117	61%	5%	12%	19%	32%

One of the college’s most successful and award-winning programs is Valley-Bound Commitment, which has been shown to increase retention and graduation rates. Valley-Bound Commitment is designed to remove economic barriers and strengthen the academic achievement of its participants through a learning community within the First Year Experience program.

Inland Empire-area high school graduates, including AB540 students, who qualify for this life-changing program have their enrollment fees and textbooks covered for the first year of attendance at SBVC. While nearly half of the campus population is Hispanic, the vast majority of students enrolled in Valley-Bound Commitment are Hispanic, nearly 80%. Sixteen out of the 150 students participating in the program during the 2010-2011 academic year were AB540 students. (AB540 state legislation allows qualified undocumented students to be exempt from paying significantly higher out-of-state tuition at public colleges and universities in California.)

Another focus of the college’s student success programs has been to engender, encourage, and support qualified students on their journey to STEM degrees, while supporting thousands of students to achieve success in STEM courses (almost all students must take at least one math course to graduate). One of the programs that has been shown to have a significant impact on retention, success and pass rates is the Math and Science Student Success Center (Table 3). The center aims to serve disadvantaged individuals by increasing the number of Hispanic and other minority and low income students earning degrees in science, technology, engineering and/or mathematics. Other creative activities that have improved achievement for students include celebrations, career days, field trips, and retreat activities.

Table 3. Comparison showing the impact of the MSSC using Fall 2009 data.		
<u>STEM Impact Category</u>	<u>SBVC</u>	<u>MSSSC</u>
STEM Retention Rate	74%	82%
STEM Success Rate	54%	66%
STEM Pass Rate	72%	80%

As witnessed by the large number of applicants to its programs, college outreach is clearly effective with the students in our region who want to go to college. The various programs offered by the college have made great strides in student success through comprehensive

outreach and instructional support services for students, but there is always room for improvement. One of the college's strategies for improving student success rates involves gathering and using information from current and graduating students, and revising programs based on feedback from students about what is still needed.

However, despite its successes, the college still faces challenges in retaining and graduating Hispanic students. A number of factors contribute to this issue. San Bernardino County has one of the lowest going-to-college rates in all of California. Only 18.6% of adults, 25 and older, in San Bernardino County hold bachelor's degrees or higher, and 48.3% of adults in San Bernardino County stopped their schooling without any college classes. According to Economist John Husing, in his Inland Empire Quarterly Economic Report issued January 2011, "These data underscore the long term difficulties the inland area faces with education issues and building a high-end economy."

California's 62nd Assembly District (where most SBVC students reside) ranks 69th out of 89 with a college-going rate of less than 35% (Source: CA Postsecondary Education Commission). An Institute for Higher Education Leadership and Policy study at California State University, Sacramento found "The Inland Empire is least likely in California to prepare students for college." The study also found just 28.5% of Inland Empire high school graduates completed coursework necessary to enroll in state universities compared with 35.2% throughout California.

We believe SBVC has great potential to expand the reach and impact of its student success programs, and we look forward to the opportunity to work with HACU leaders to explore options for increasing Hispanic academic success. Data show that more minority students attend community colleges than four-year universities, especially those who are first-year college goers. However, student persistence and graduation rates are typically lower for these under-represented populations, as demonstrated at SBVC, calling attention to the need for programs with specific support strategies to sustain students through their educational pathways.

According to a 2009 study by the Pew Hispanic Center, 89% Latino young adults, ages 16 to 25, said that a college education is important for success in life. But only about half that number, 48%, said that they planned to get a college degree. And nearly three-quarters of all 16- to 25-year-old survey respondents who cut their education short during or right after high school said they did so because they had to support their family.

There is clearly a great need for programs, both locally and nationally, that assist these students in pursuing degrees in higher education. Our faculty and administrators are well aware that if students with the most barriers to continuing their education – from a low socioeconomic group and a high minority population – can succeed at SBVC, other students will be able to succeed as well.

SBVC Student Success Programs: A Summary

Addressing the college’s goal of access for all students requires designing and implementing programs to meet their needs and build their strengths. Three SBVC programs in particular – Valley-Bound Commitment, Tumaini and Puente – have indicated a promising direction for access and success for low-income students and special populations in learning communities. These programs have demonstrated success because they incorporate strategies such as mandatory student development workshops, full-time (12-unit minimum) attendance and community service components.

The college has implemented a total of nine programs intended to improve student success rates. The programs can be categorized into two groups – those programs that facilitate first- and second-year retention and those programs that facilitate transfer to four-year institutions or certification (Table 4).

Table 4. Overview of programs offered to improve student success rates.	
<u>First-year Learning Communities</u>	<u>Learning Communities focused on Transfers or Certification</u>
<ul style="list-style-type: none"> • Tumaini • The Puente Project • Valley-Bound Commitment 	<ul style="list-style-type: none"> • Extended Opportunities Programs and Services (EOP&S) • Success Through Achievement and Retention (STAR) • California Work Opportunity and Responsibility to Kids (CalWorks) • Middle College High School (MCHS) • Foster & Kinship Care Education (FKCE) • Math and Science Student Success Center (MSSSC)

First-year Learning Communities:

All three of the following programs are based on a cohort model in which students take classes and work together.

Tumaini Program – Tumaini is designed to increase academic and personal success and promote transfer to four-year colleges and universities. The program targets students interested in learning about African-American history, literature and culture. Tumaini instructors and counselors use collaborative and other community building strategies to enhance students' learning potential in and out of the classroom. The program combines elements of counseling

and other courses (English, Math) to assist students with the rigors of college life. Tumaini is open to all students.

Puente Project – The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities to obtain their bachelor's degrees and return to the community as leaders and mentors of future generations. The program was established in 1981, and Puente has been at SBVC since 1984. Puente is a successful statewide transfer program consisting of counseling, mentoring, and writing components. Students take two consecutive writing classes: English 015 (fall) and English 101 (spring). Students build confidence in their writing skills through an exploration of Mexican-American/Latino literature. Classes are linked with a one-unit class each semester: Student Development 015 and Student Development 101. Puente is open to all students.

Valley-Bound Commitment – Valley-Bound Commitment is a successful first-year experience program with a learning community core for students from area high schools who meet economically disadvantaged levels demonstrated through their financial aid applications (FAFSA). This program received the California Community College Chancellor's Office *only* award in 2010, acknowledging its outstanding achievement in student success.

The program has been so successful the college has not only engaged in efforts to continue it, but also to expand it. The program began at a pilot level in 2008 with 36 students; in 2010, the college extended the program to 150 students. However, scaling up this program has created logistical and cost issues; the pilot effort serving 36 students did not place a noticeable strain on the college's services, including counseling (both individual and class/workshop sessions), tutoring, linked courses (one section of each), and coordinating service learning activities and placements. Additional services to these students who were low-income, and frequently the first in their family to go to college, included essential support such as bus passes and textbooks; students could not afford to buy these themselves, creating barriers to getting to the college or completing class assignments without a textbook. Funding from the *San Manuel Band of Mission Indians*, located in the college's district, offered much-needed direct support for categories not funded through public sources.

As the program more than doubled in size, the institutional impacts became more obvious, and staff members who had been borrowed from other programs on a part-time basis needed to be assigned to *Valley-Bound Commitment* full time. This last year, at the same time local funding supporting the initial effort was trimmed, the college held to its commitment to increase the program nearly five-fold to serve 150 students. Even that amount of increase includes only a fraction of the students who are both in need of and qualified for this program: in 2010, 450 students from 12 regional high schools applied for the available 150 slots. Further, in the same term, roughly 2200 students enrolled in basic skills (aka developmental or remedial) level math courses. There is clearly a great need for and a great demand by students to participate in these programs. But although interest is high, capacity is limited by the number of available student support staff to serve them.

Learning Communities focused on Transfers or Certification:

Extended Opportunities Programs and Services (EOP&S) – SBVC recognizes that, as a result of financial need, language differences, and academic difficulties, some students will need special assistance for college success. The EOP&S program is a state-funded effort that provides special services to full-time community college students. Participants must meet financial and educational disadvantage criteria. After eligibility requirements are met, EOP&S services offer the following: specialized academic, career, and personal counseling, book voucher/ loan, transportation assistance, priority registration, transfer assistance, special activities, and workshops. EOP&S also offers Cooperative Agencies Resources for Education (CARE) to EOP&S students who are single parents receiving TANF/CalWORKs with children under the age of fourteen. CARE services are in addition to what a student would receive as an EOP&S student.

Success Through Achievement and Retention (STAR) – STAR is a federally funded Student Support Services TRIO Program. STAR provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their AA/AS degrees. The goal of STAR is to increase the college retention and graduation rates of its participants and facilitate the process of transferring to a four-year university. STAR has been a prominent part of SBVC Student Services since 1993. The STAR Center serves 200 students each year and is home to a wide variety of student activities and services—tutoring and counseling assistance, desktop computer access, same-day and overnight educational and cultural field trips. Transfer is an education goal of the program, and students do not have to attend full time to participate.

California Work Opportunity and Responsibility to Kids (CalWORKs) – CalWORKs is a welfare reform program established by the California Legislature. The program has been designed to assist welfare recipient students to transition off of welfare to achieve long-term self-sufficiency through coordinated student services including: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services. The program is intended to help students achieve educational goals and employment self-sufficiency. Qualified students are eligible to receive the following services: book voucher, parking permit voucher, monthly bus pass, childcare assistance, academic counseling, and employment assistance.

Middle College High School (MCHS) – MCHS provides high school students in San Bernardino an opportunity to earn a high school diploma and an Associate of Arts Degree (AA) at the same time. MCHS has been shown to help prevent students from dropping out of high school while assisting students in getting a step up on completing an associate degree and starting at a four-year institution as juniors. Students are responsible for attendance, academics and behavior. Classes are kept low in size, and teachers have the availability to help students before school and in some cases after school. SBVC provides extensive support services for students. The program has earned a number of state and national awards. In 2005, the Association of California School Boards awarded the Golden Bell Award. In 2006, MCHS became a California Distinguished School, and in 2007, MCHS became a Blue Ribbon School

Nominee and also Title 1 School of Achievement. Also in 2008 Governor Schwarzenegger picked a Middle College senior to be part of his 25 Top State Academic Team members.

Foster & Kinship Care Education (FKCE) – Foster/Kinship provides education and support opportunities for care givers of children and youth in out-of-home care so that these providers can meet the educational, emotional, behavioral, and developmental needs of children and youth. The target audience for FKCE consists of new, prospective and existing licensed foster parents, kinship care providers and non-relative extended family members in the county or counties the college has been authorized to serve. The college works in collaboration with the county department of social services to deliver high-quality education and training to these care providers.

Math and Science Student Success Center – The MSSSC was launched in October 2008 and has reached large numbers of students through its tutoring services. For instance, in 2009-2010, the MSSSC's 24 tutors provided 31,128 hours of tutoring (estimated headcount: 1,175 @ 2 hours/week). A grant from the Department of Education allowed the program to grow into a robust tutoring center employing 24 tutors and facilitators and overflowing with students seeking tutoring services. The center supports thousands of students by offering programs free of charge to all students enrolled in biology, chemistry, math, physics, astronomy, engineering, and geography courses. The college demonstrates its commitment to STEM through the MSSSC and by hosting numerous math and science events. These are designed to increase women's and minority participation in STEM disciplines and careers: e.g., Celebrating Women in Math and Science, Empowering Men in Mathematics, Science and Mathematics Day, and Mathematics Appreciation Day. The MSSSC has offered additional services and programs to advance students: academic and career counseling, discipline-specific workshops, a Summer Bridge program, STEM-at-Work field trips to familiarize students with STEM careers, and leadership retreats entitled "Learners to Leaders." Of the 7,569 students enrolled in Fall 2009 STEM courses, more than 18% (1,390) were served at the MSSSC. Students participating in the center's tutoring services in fall 2009 showed an 8-12% improvement in retention, success and pass rates, as compared with students as a whole.

Strategies and Challenges Impacting SBVC Graduation and Retention

One of the challenges in programmatic, planning, and strategic efforts to increase graduation and retention rates faced by San Bernardino Valley College involves inadequate funding as a result of the California state budget crisis. Despite high demand, there are not enough student services support personnel to expand programs. This also carries over to the college having fewer managers and fewer faculty members than in the past.

In addition, SBVC is overwhelmed with an increasing number of students who are not prepared for college study. A staggering 89% of students who enroll at SBVC require developmental courses in mathematics, reading or writing. A stunning 60% require remediation in all 3 areas. Students placed at the lowest level of developmental education face a rugged climb through as many as 10 courses – SBVC's 4 math, 4 reading, and 2 English courses – before they can enroll in their first college-level course. SBVC ranks near the bottom of California's 112

community colleges in percentage of college-ready students. More than 6,000 students enroll in developmental courses each semester and suffer an overall failure rate of 40%.

(Note: Please see further discussion of challenges, and actions taken to address them, in the College Self-Assessment on the last page of the ARCC report in the Attachments section.)

Despite these challenges, the college has been able to maintain a wide offering of student support services. The college also has remained committed to a variety of area outreach activities with specific strategies to attract students who may have different interests and abilities. For example, the college has a mobile van for the career technical area, often used for presenting career and pathway information at middle and high schools. In addition, the college recruits students through career fairs and Math and Science Day and through counselors who advise students about traditional and non-traditional career paths. College staff members make career and technical education presentations at middle and high schools to expose students to occupational careers, and they present demonstrations emphasizing STEM technical fields by using hands-on activities.

Although the college has faced many years of state budget cuts and restrictions, one of its greatest strengths is the ability of its faculty to use wisely whatever resources are available, leveraging these resources through effective partnerships and industry networks. Again and again, college faculty and staff have been able to demonstrate that when resources are provided to the college, they are used to their maximum effect to produce courses and programs that directly benefit students.

Allocation of resources

The Student Services annual budget is \$9,119,297. This is both restricted and unrestricted general funds. It includes certificated and classified salaries, employee benefits, supplies, services and other expenses and capital outlay.

The college employs a number of processes to insure equitable allocation of resources. Each area participates in program review. This involves identifying areas of strength or weakness, projecting growth or decreases and identifying gaps in services or materials, and making recommendations for resources of staff or materials to support the program area's needs. These program reviews are supported by data collected and analyzed by the college's Office of Research and Planning, noting student enrollment in courses and program areas, and retention and completion rates within each program. The reports are summarized into one-page formats and included in an annual update of the Educational Master Plan. For the academic areas, the Academic Senate oversees the program review process. For the administrative areas, the president of the college oversees the process, and the Office of Research and Planning creates the document. This document is not only useful for day-to-day management, but it allows for future planning based on trends revealed in the data about each program area. It forms the basis of decision-making about future resource allocation for identified areas of need and growth.

Another process contributing to equitable allocation of resources is the college's open dialog policy about key issues. Campus meetings are held on major decisions. For example, within the last few months, meetings were held to prioritize the renovations and building plans

for new buildings funded by an earlier approved bond measure. The bond allocation was based on property tax revenues; as these revenues have decreased in the last few years as a result of the housing market crash, the bond value is significantly less than expected. The campus meetings were held to discuss and prioritize which projects should be completed first with knowledge of the reduction in expected building funds.

Another process contributing to allocation of resources occurs through the college's leadership group for managers, PALM (Professional Advancement in Leadership for Managers). PALM meets monthly during the academic year for a half-day session. At this time, managers across all the areas of the college meet to discuss key issues and plan for the future, engaging in full-group and breakout sessions. The group meetings result in multiple recommendations for policy and practice. These, along with the Educational Master Plan, the institution's Strategic Initiatives and Strategic Plan, are used to guide decision-making about resource allocation.

Student population served

San Bernardino Valley Community College (SBVC) is about 50 miles east of Los Angeles. For the 2008-2009, school year, SBVC had 11,500 full-time students (Table 5). (FTES is the full-time student enrollment based on a formula which posits full-time enrollment through a number of factors, including days of instruction.)

The actual number of students (total headcount) at SBVC is closer to 27,000. Approximately 65% of the student body is minority, according to 2008-2009 data. During the 2010-2011 academic year 48% of the student body was Hispanic.

The college attracts a diverse student body from a geographical area the size of Vermont and New Hampshire combined. There are a number of public and private four-year institutions of higher education within a one-hour drive of the college. These institutions include the University of California, Riverside; California State University, San Bernardino; California State, Fullerton; California State Polytechnic, Pomona; Claremont Colleges; Occidental College; California Baptist University; University of La Verne; and La Sierra University. SBVC has articulation agreements with a number of four-year institutions in the region.

Many of the students attending SBVC are high need. More than 70% of SBVC students are eligible for financial aid. This profile typically predicts a poor showing in academic achievement, especially in science and math. The nine student success programs outlined earlier

Table 5. Ethnicity of SBVC Student Population.

<u>Ethnicity</u>	<u>2008-2009</u>
Hispanic	11,458 (42.9%)
Caucasian	6,003 (22.5%)
African American	5,474 (20.5%)
Asian/Pacific Islander	1,864 (7%)
Native American	249 (1%)
Other/Unknown	1071 (4%)
No Response	587 (2.2%)
Total	26,704

in this proposal are a direct result of college's awareness of the incredible need for support services within this student group.

The college is located in the City of San Bernardino, a metropolitan area with a population of nearly 200,000 that for years has grappled with high rates of crime and poverty. Only 2.2% of residents in the immediate surrounding area have a bachelor's degree and 77% have a high school diploma or less. This low level of academic preparation translates generally into a shortage of technologically prepared people. This shortage affects the overall economy in the city by not providing enough trained employees and condemns many of the local residents to working in low-paying jobs. According to the California Employment Development Department, unemployment in San Bernardino County in May 2011 was 13%. But in parts of the city of San Bernardino, that rate is much higher. In the Zip code surrounding the college, the unemployment rate is as high as 15%.

In light of the high unemployment rate in the county and the city of San Bernardino, the community needs a trained and educated workforce that can enter the job market and adapt to emerging technologies. Given SBVC's diverse student body, the college is poised to prepare a diverse work force, comprising many first generation college-goers.

Institutional framework and efforts for capacity building

One of the questions constantly facing administrators and faculty at the college is: How do we serve the overwhelming need we have at the college? For example, each term 2,200 students enroll in basic skills math. Despite high demand, financial constraints have restricted the staffing levels for basic skills math and other programs.

SBVC is not alone in this. Severe economic downturns in both federal and state funding have required colleges to function with fewer resources and have impacted community colleges greatly across the nation, even as these colleges' responsibility to address multiple missions and populations has not altered. Colleges have faced this challenge of reduced budgets while aiming to reduce services to all students as little as possible. The particular issue this raises in regard to learning communities and other specialty programs or boutique programs is that they are expensive in terms of both time and dollars. Such programs include such time- and staff-intensive efforts as: intrusive counseling, academic and career classes, orientations for students and parents with assistance for applying to the college and financial aid, support for faculty professional development, linked courses (requiring faculty coordination), tutoring, mentoring, supplemental instruction, bridge programs, service learning and internship opportunities (requiring coordination), field trips, and events. All of these require dedicated staff working many hours.

An additional constraint contributes to the challenge of continuing these services. Public and private grant monies (including those awarded by public agency programs such as FIPSE, and foundations such as Lumina, Kellogg, and Gates) initially funded many of these programs at both 2- and 4-year colleges, and as the terms of funding ended, the supporting agencies requested or required the institutions to institutionalize successful practices. Students with limited

academic preparation are expensive to educate while state policies have not provided enough resources for colleges and the students they serve.

Capacity building occurs through group sessions aimed at determining college priorities for new or expanded programs, organized by the Department of Grant Development and Management. These sessions aim to elicit priorities for addressing evolving needs, such as additional counseling or tutoring staff to support growing student learning communities. A recent session identified the need for a teacher preparation program and expanded services for veterans. The group met to prioritize program needs and determine objectives for each proposed program. These ideas are translated into project plans and developed into proposals for federal, state, and private funding sources, such as this proposal to Walmart AIHEC HACU NAFEO.

SBVC has a dedicated and knowledgeable faculty, who are willing to give their energy to developing relevant projects and programs. Their vision for the future of the region includes the college's role as a leader in sustainable technologies. For example, the topic of water supply is central to residential and agricultural concerns in Southern California. Likewise, a number of industries involved in alternative and renewable energy are developing in our region. Preparing students to enter these emerging workforces is critical for both the students and the wellbeing of the community. The college's rigorous academic programs, supplemented by student support services, such as tutoring and mentoring, will enable students to pursue careers in these fields.

The college's strengths of a true collaborative decision-making process, conservative fiscal policies, and comprehensive institutional planning will provide a strong foundation to support growth, if that growth takes place strategically.

2. Applicant's Commitment

Through collaboration with its assigned mentor institution, San Bernardino Valley College will learn from their successful strategies and adapt them to our programs. We believe we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals. And we believe we must maintain a current, meaningful, and challenging curriculum. Our goal is to ensure that prospective and enrolled students have access to support services. We are committed to working to strengthen transfer and graduation rates by providing students access to an array of programs, resources, and support services based on best practices.

The project lead for this Student Success Project is Mr. Damon Bell, Vice President of Student Services. Because the project has the potential to influence all student services areas, he is the person with the big picture view who will be able to carry out the changes gained through interaction with the mentoring institution. Because he is a Vice President, his time is not allocated as a faculty member's would be (in terms of release time). Because this student success collaborative project is aligned with his position and purpose, this project will be a key area of commitment during the two years of the project, and beyond when implementing policies and practices gained through the project. (See more in Key Personnel section, below.)

SBVC is eager to be a part of this collaboration because it offers a unique opportunity for our institution to assess, adapt, and possibly create new strategies for student retention and success. We intend to collaborate with the assigned mentor institution through site visits, the HACU project portal, training workshops/webinars, conference calls and telephone consulting.

The mission of SBVC Student Services is to provide a system of support services to enhance student success and achievement of educational goals. A number of the activities already undertaken by Student Services dovetail with the goals outlined by the Walmart AIHEC HACU NAFEO Student Success Collaborative:

1. **Significant intervention strategies for supporting student success**—The college has initiated a wide spectrum of services geared toward intervention. These include mentoring, counseling, tutoring, special events, psychological counseling, anger management programs, and a student development course for first-year students participating in learning communities.
2. **Disseminate and support successful intervention strategies**—Student Services has launched several programs that provide aggressive and proactive intervention strategies. Two programs—Foster Kinship and Independent Living—are disseminated bilingually, with special attention given to outreach for Spanish-speaking parents. Bilingual workshops are also offered for parents.
3. **Build a community of practice among minority serving institutions (MSIs)**—Student Services has an ongoing relationship with the HACU representative from Cal State San Bernardino. SBVC has worked to build partnerships reflecting the diversity of the region. Partners include the San Manuel Band of Mission Indians, whose annual donation supports the Valley-Bound Commitment program. Other partnerships exist with the Powell Center, the Minister Alliance, and the San Bernardino County Workforce Development Board.
4. **Increase the number of students who complete MSI programs of study**—As a community college, SBVC does not offer any MSI programs of study, but it does facilitate many events and programs that celebrate diversity on campus and in the community. There are a number of Hispanic clubs, representing both faculty and students, which are focused on enriching SBVC student experiences. In addition, both Tumaini and Puente incorporate Latino and African-American literature and coursework into their programs.

Our faculty is particularly excited about several of the programs that have been launched by HACU's model institutions. We look forward to interacting with these institution's representations so that we may gather ideas and bring them back to our campus where they can be built upon and implemented.

The following mentor colleges and universities belonging to the Walmart AIHEC HACU NAFEO Student Success Collaborative are of particular interest to SBVC:

California State University, Fullerton — Cal State Fullerton is No. 1 in California and No. 5 in the nation for the number of bachelor's degrees conferred on Hispanic students. Cal State Fullerton offers a number of student services geared toward improving graduation and retention rates. SBVC believes it can learn much from these model programs, including the university's Student Diversity Program, which focuses on the low rate of graduation among the at-risk student population.

St. Mary's University — St. Mary's University was designated by The Education Trust as one of the nation's best universities for graduating Hispanics at the same rate as other students. The university's *dare to eXcel* program encompasses five components that challenge students to become engaged in their college experience from day one through graduation. One compelling aspect of the program offered to students is the Academic Advising Plan, which outlines step-by-step guidelines they can consult throughout their time at St. Mary's.

Community College of Denver — The First Generation Student Success program offered by the Community College of Denver shares many similarities with the programs offered by SBVC, such as offering assistance to students and their families as well as providing assistance with student enrollment, tutoring, mentoring, and academic advising. As of February, SBVC has begun tracking first-time college goers who enroll at the college. There is great potential for SBVC to develop a program modeled after First Generation Student Success or to incorporate aspects of First Generation Student Success into existing SBVC student services. SBVC is particularly interested in the college's holistic approach to this program, namely the details behind how Community College of Denver has designed and implemented a program that offers a "wide spectrum of services aimed at ensuring that students and their families have the personal, emotional, financial, and academic stability and resources they need to focus on being successful in college."

SBVC is committed to implementing findings from the project in order to improve and measure the success of its programs. Specifically, the college is open to trying new ideas and exploring different activities that show promise in improving success rates among Hispanic students. The college aims to learn from and build upon the programs currently offered by HACU mentor institutions. Faculty members will approach the project with an open mind and will seek answers to the following questions: How can we do things differently? How can we create new strategies? And how can we implement new activities that show national promise and that will be effective among the Hispanic and majority minority student body at the college?

Key Personnel

The lead staff member who will serve as project director and liaison to HACU is Damon Bell.

Primary faculty and staff members:

Mr. Damon Bell, Vice President of Student Services—As Vice President of Student Services, Damon Bell has administrative oversight of three deans and 19 student services departments at SBVC. He also is in charge of managing the \$8 million student services budget. He possesses a wide breadth of experience in higher education, having worked at a number of highly regarded

colleges — San Diego Mesa College, Long Beach City College, CSU San Marcos, CSU Monterey Bay and San Francisco State University. He received his bachelor's degree in philosophy from University of California, San Diego and his master's degree in education from the University of Georgia, Athens. He will receive his doctorate in education from California State University, Fullerton in 2012. Damon's leadership in ushering in new programs and events to campus include the Dr. Martin Luther King, Jr. Breakfast and accompanying DREAM Awards, the Man Like Me Mentorship Program and the development of SBVC award winning Valley-Bound Commitment first-year experience program. He also was awarded the 2011 San Bernardino County Education Medal of Honor Excellence in Education/Educational Professional and 2011 Association of California Community College Administrators (ACCCA) Award for Progress in Diversity.

Dr. Nori Sogomonian-Mejía, Dept. Chair, Modern Languages—Nori Sogomonian-Mejía earned her bachelor's and master's degrees in Spanish with an emphasis on linguistics from UCLA. She also studied at the University of Guadalajara, Mexico and the University of Madrid, Spain. She has been teaching Spanish at SBVC since spring 1994. In fall of 1999 she was awarded a Fulbright Scholarship and spent the semester teaching courses in linguistics at the Central American University in Managua, Nicaragua. She earned her Ed.D. from California State University, San Bernardino in Educational Leadership in 2011. She enjoys teaching all levels of Spanish and interacting with the diverse student population at San Bernardino Valley College.

Additional faculty and staff members participating in this project:

Dr. James E. Smith—James E. Smith is the director of research and planning at SBVC. He is a former sociology professor and has many years of experience as a data analyst. He earned his bachelor's degree in psychology and African American studies from California State University, Dominguez Hills and a master's degree in Social Sciences /Comparative Culture, University of California, Irvine, where he also received his doctorate in social sciences.

Mr. Herbert L. English, Jr. —Herbert L. English, Jr. is director of Extended Opportunities Programs and Services (EOP&S) and Valley-Bound Commitment. Management of these programs includes oversight of more than 20 faculty, classified and student workers. He has developed, monitored and managed categorical and grant budgets in excess of \$1 million dollars. He earned his bachelor's degree in sociology from California State University, San Bernardino and master's degree in education from the University of Redlands. He is working toward an Ed.D. in educational leadership from California State University, Fullerton.

Dr. Zelma Russ—Zelma Russ is dean of Career College/Cal WORKs and Workforce Education at SBVC. She provides leadership, supervision and administrative direction to the Career College, Workforce Readiness Training and CalWORKs programs. She works with faculty to develop curriculum and coordinates outreach activities related to these programs. She earned her bachelor's degree in psychology and black studies from University of California, Riverside and two master's degrees from California State University, San Bernardino. She received her doctorate in educational administration from the University of Southern California.

Mr. Enrique Murillo—Enrique Murillo is executive director of Cal State San Bernardino’s Latino Education & Advocacy Days (LEAD) Organization. The LEAD Organization serves as a primary site for a set of innovative and productive programs, publications and events in Latinos and Education. These projects involve significant participation of faculty, students and administrators, as well as partnerships in the region and nationally, and strong interactive connections with Latino networks in the U.S., as well as Latin Americans and Indigenous Peoples throughout the Americas and the world, many whom are already in contact with LEAD personnel and the university.

Damon Bell is committed to the project and prepared to travel to mentor institutions and HACU collaborative meetings and the National Walmart AIHEC HACU NAFEO conference. The faculty and staff are enthusiastic about the opportunity to participate in this collaborative and are prepared to make a significant time commitment to this project. These faculty members also are prepared to host mentor institutions on campus. They will attend project staff meetings and will participate fully in all aspects of the National Walmart AIHEC HACU NAFEO Student Success Collaborative Project, including the project’s online portal.

Proposed Activities

The activities proposed through this project will contribute to the knowledge base of the effectiveness of various student services programs. A primary component of this project will be data collection and analysis. We aim to validate tangible benefits of this project using multiple data collection and analysis tools: SARS, Datatel, Cal-PASS, and the National Student Clearinghouse, and share findings with research colleagues and at project director meetings. Cal-PASS, for instance, will allow the project to track cohorts of students through their entire academic careers, from kindergarten through post-graduate. SARS will function as a point-of-service tool for student sign-ups as they participate in activities; when compared with student data available through Datatel, their relative progress can be analyzed per their hours of service use or participation in courses and activities. National Student Clearinghouse will confirm students’ declaration of majors and degree attainment after transfer. A comprehensive evaluation using these tools will confirm whether this project is generating increased student retention, success, and persistence, and completion of certificate and/or degree goals. The methodologies and findings will be applicable to other institutions seeking to show a positive impact from innovative student success program development and services to students.

During both year one and year two, SBVC will hire a consultant to assist the college in developing technology for Latino and minority programs, to build upon what is being offered through the International Hispanic Online University, which offers online university-level education, using Spanish as the primary language of instruction. IHOU has been seeking educational partners at the community college level.

The college will also hire a part-time assessment researcher to collect and analyze data showing the success rates of the nine programs offered by student services. With expanded resources, we will be better able to monitor and track the progress and success of programs offered through student services.

In addition, a coordinating counselor will be hired to help link connecting the nine programs, which currently provide services independently of one another. The coordinating counselor will facilitate sharing strategies and bridging the programs.

The counselor also will provide some direct services for students and will be part of the team – which will include Damon Bell, Herb English, Zelma Russ and James Smith – that will build an implementation plan based on SBCV’s learnings from its assigned mentor institution. Throughout the two-year project, Herb English will lead efforts to monitor, communicate and extract information for dissemination within SBVC from the HACU online portal.

Year 1:

- Attend Walmart AIHEC HACU NAFEO Student Success Collaborative project meeting
- Damon Bell will travel to the assigned mentor institution’s campus for a site visit
- SBVC will host the assigned mentor institution on its campus
- SBVC will hold a bilingual community outreach workshop to provide families with important information regarding the opportunities for their children’s educational journey through higher education.
- In October 2011, SBVC will hold a bilingual outreach family education fair in collaboration with Cal State San Bernardino’s Educational Fair, *Feria Educativa*. A panel discussion by Inland Empire educational leaders will air on Telemundo at the end of September in conjunction with *Feria Educativa*. The fair is being organized by CSUSB and many collaborative partners from educational institutions, faith-based organizations, and nonprofits. All are committed to increasing educational access and attainment for the region’s students and families.
- Damon Bell will oversee the completion of a detailed progress report which will be submitted to HACU within 30 days after completion of year one.

Year 2:

- Attend Walmart AIHEC HACU NAFEO Student Success Collaborative project meeting
- Damon Bell will travel to the assigned mentor institution’s campus for a site visit
- SBVC will host the assigned mentor institution on its campus
- SBVC will hold a bilingual community outreach workshop to provide families with important information regarding the opportunities for their children’s educational journey through higher education.
- In 2012, SBVC will organize and host the African American-Latino Male summit targeting young men from local high schools
 - Designed to increase the college-going rate of these two populations (One-day activity)
 - Coordinated by division dean and appropriate staff
 - Bus transportation will be provided to convey students from their high schools to the college and back.
- SBVC will organize and host in spring 2012 a Roundtable event building on the core membership of the Southern California Regional Consortium of Hispanic Serving Institutions

- Colleges and universities from Long Beach to the Imperial Valley and as far inland as Palo Verde will be invited to attend the one-day event
- SBVC will coordinate a visioning process for the future of Latino education in the region
- Administrators and facilitators from the region will be invited to build a community of practice and to participate in idea sharing and a dialogue about best practices, challenges, solutions and innovative strategies.
- Capacity building workshops will be held during which representatives can teach each other and share ideas in a collaborative environment. These workshops will facilitate cross training and exchanging ideas about what strategies regional HSIs have tried that work and that do not work.
- Juan Sepúlveda, executive director of the White House Initiative on Educational Excellence for Hispanic Americans, will be invited to attend.
- Enrique Murillo, executive director of Cal State San Bernardino's Latino Education & Advocacy Days (LEAD) Organization, will be the event facilitator.
- A post-conference paper will be prepared by Enrique Murillo and will be shared on the HACU online portal.
- SBVC will organize and host in fall 2012 a college fair for Historically Black Colleges and Universities (HBCUs), tribal and Hispanic serving institutions
 - Designed to expose all students to other MSIs. (Half-day activity)
 - Coordinated through the transfer center. (Two faculty)
- Damon Bell will oversee the completion of the final written report of project and its outcomes. The report will be submitted within 30 days of year two.

[From HACU Web site: The Collaborative, as a pilot project, will do the following: identify successful intervention strategies for supporting student success; disseminate and support implementation of these strategies; build a community of practice among participating MSIs around student success; and assist participating institutions to increase the number of students completing their academic programs. These activities will strengthen the MSI contribution to the 2020 national goal of 60 percent of Americans with a college degree.] The US Department of Education has established projections for each institution for increasing the number of Hispanic graduates by 2020. The baseline for this projection used academic year 2008-2009. In that year, SBVC graduated 697 Hispanic students; the expected number of additional graduates by 2020 is 1054; the new expected total by 2020 is 1751 (697 plus 1054).

3. Four-year Institutions: Not applicable. SBVC is a two-year community college.

4. Transfer/Graduation/Retention Data

Transfer, Graduation and/or Program Completion Rates, submitted to the Dept. of Education's Integrated Postsecondary Education Data System (IPEDS). (Note: See additional data in the ARCC 2010 Report of College Level Indicators. The Office of Research and Planning contributes data, and the California Community College Chancellor's Office compiles this report annually for each college in the state system. The report for our college is included in the attachments.)

a. Three-year graduation rate:

The college's three-year graduation rate is 12.8%, according to the Dept. of Education's Integrated Postsecondary Education Data System (IPEDS). Rounded off to the nearest whole percent, for the past 3 years, the rate is:

Year	Graduation Rate
2010	13%
2009	12%
2008	13%

b. Transfer to 4-year or other 2-year institutions:

Transfer rates to four-year and two-year institutions improve significantly between year two and year six for SBVC students. By year six, 35% of students transfer to other higher education institutions. This is likely because the average student takes six years to complete his or her associate degree. (Note: See the full report on Transfer Velocity in the Attachments.)

<u>Year</u>	<u>Transferred Students</u>	<u>Transfer Rate</u>
2	38	5%
3	90	11%
4	185	23%
5	242	30%
6	276	34%

One noteworthy finding of an analysis of transfer rates is that students who participate in Extended Opportunity Programs & Services (EOPS) and Cooperative Agencies Resources for Education (CARE) have a higher transfer rate, 25%, than students who do not, 11%, suggesting that student support services play an important role in student success (Table 7). CARE offers additional support services to EOP&S students who are single parents on Transitional Assistance for Needy Families to break the welfare dependency cycle by completing college-level educational training programs. The goal of the program is to help students become more employable and economically self-sufficient.

Table 8. SBVC Transfer Velocity Cohort For EOPS Students.*
Note: For student cohort starting 2004-2005 and transferred within 3 years. Source: California Community Colleges Chancellor's Offices.

<u>EOPS Status</u>	<u>Transfer Rate</u>
EOPS and Care participant	25%
EOPS participant	14%
Not an EOPS participant	11%

c. Certification completion rates

Table 9. Certificate completion rates

<u>Year</u>	<u>Number of certificates</u>
2010	458
2009	430
2008	378

d. First-year to second-year retention rates:

SBVC's first-year to second-year retention rate is 61%. This rate is for first-time students with a minimum of six units who returned for a subsequent fall term either at SBVC or another institution. This rate is on par with the average retention rate within SBVC's peer group, which is a grouping other community colleges with similar characteristics in California determined by the state Community Colleges Chancellor's Office.

Table 10: First-year to second-year retention rates (fall to fall)

<u>Year</u>	<u>Retention Rate %</u>
Fall 2008 to Fall 2009	61%
Fall 2007 to Fall 2008	61%
Fall 2006 to Fall 2007	61.8%

5. Additional data

a. Percentage of students receiving Pell grants:

During the 2009-2010 academic year, one out of five students, or 21%, received Pell grants. That percentage dramatically increased the following year. During the 2010-2011 academic year, one out of three students, or 29%, received Pell grants (Table 11).

Table 11. SBVC percentage of students receiving Pell grants.

<u>Academic year</u>	<u># received Pell grant</u>	<u>Total student population</u>	<u>Percentage of students</u>
2008-2009	3,495	22,495	16%
2009-2010	4,557	21,305	21%
2010-2011	5,569	19,925	29%

b. Institutional median SAT/ACT Scores:

The college does not have data on this because students do not take SAT or ACT exams to attend community colleges in California.

c. Percentage of student population that is first-generation college:

This percentage is estimated to be 55%. The college only began tracking first-generation college students in February 2011.

d. Other

A newspaper article about the college's Puente Project, with mentions about the STAR and Valley-Bound programs, is the first attachment. Additional data measures are included as attachments, including the California Community Colleges Chancellor's Office 2010 ARCC report, a Transfer Velocity Cohort Report tracking students for 6 years (and thus starting with 2004-2005), and a program report on the Tumaini (African-American) learning community. The ARCC report also uses a 6-year term for tracking data.

Section III: Budget (Exhibit A)

Line Item Budget Summary:

	<u>Year 1</u>	<u>Year 2</u>
<u>Personnel</u>		
Research Assistant	\$18,166	\$10,166
Coordinating Counselor	\$15,538	\$15,538
Fringe Benefits	\$4,404	\$3,084
Total Personnel	\$37,748	\$28,788
<u>Non-personnel</u>		
Independent Contractor-Technology Portal	\$3,000	\$3,000
Bilingual Education Outreach Fair (Feria Educativa with Cal State)		
-Printing	\$500	
-Supplies	\$400	
-Food	\$500	
HBCU Fair		
-Printing		\$1,000
-Supplies		\$500
-Food		\$500
African-American Latino Male summit		
-Printing		\$2,000
-Supplies		\$500
-Food		\$500
-Bus rental		\$2,000
Southern California Roundtable Event		
-Facilitator		\$1,000
-Printing		\$500
-Supplies		\$500
-Food		\$500

Office supplies	\$550	\$1,000
Outreach workshops	\$3,000	\$3,000
Telephone	\$400	\$700
Travel & local mileage	\$3,900	\$4,000
Total Non-personnel	\$12,250	\$21,200
Grand Total	\$49,998	\$49,988

Budget Narrative:

Personnel

During both year 1 and year 2, a part-time researcher will assist with data collection and analysis. The researcher works with the Director of Research to create data models, and collects and analyzes data tracking students' progress through the nine programs offered by student services. The cost of the research assistant will be \$18,166 during year one and \$10,166 during year two.

A part-time coordinating counselor also will be hired to help connect the nine student services programs, which currently operate independently of one another. The coordinating counselor will work closely with the project director to distribute information and incorporate best practices across all programs. The cost of the coordinating counselor is \$15,538 for each year.

Fringe benefits are calculated to cost \$4,404 during year one and \$3,084 during year 2.

Non-personnel

An independent contractor will be hired to develop technology for Latino and minority programs, to build upon what is being offered through the International Hispanic Online University. As this area of the project develops, SBVC key staff members will share findings and strategies through the HACU portal. During year one and year two, the cost of the consultant will be \$3,000.

Events:

- Bilingual Outreach Fair—SBVC will hold a bilingual outreach family education fair in October 2011 in collaboration with Cal State San Bernardino's Educational Fair, *Feria Educativa*, which will be held on October 1, 2011. Costs associated with this event include printing brochures, supplies and food. The total cost will be \$1,400.
- HBCU Fair—SBVC will organize and host in fall 2012 a college fair for Historically Black Colleges and Universities (HBCUs), tribal and Hispanic serving institutions designed to expose all students to other minority serving institutions. Costs associated with this event include printing brochures and marketing material, supplies and food. The total cost will be \$2,000.
- African American-Latino Male Summit—SBVC will organize and host an African American-Latino Male summit in 2012, targeting young men from local high schools. The summit is designed to increase the college-going rate of these two populations through a one-day event. Costs associated with this event include printing brochures and marketing material, supplies, and food. Additionally, bus transportation will be provided to convey students from their high schools to the college and back. Total cost is \$5,000.
- Southern California Roundtable Event—SBVC will organize and host a Roundtable event in spring 2012, building on the core membership of the Southern California

Regional Consortium of Hispanic Serving Institutions. The event will bring together colleges and universities from Long Beach to the Imperial Valley and as far inland as Palo Verde. SBVC will coordinate workshops and brainstorming sessions about the future of Latino education in the region. The philosophical approach is one of cross-training: representatives from colleges can share challenges and solutions, with the intent that one college's challenges might be addressed through another college's strengths. In addition to costs for printing brochures, supplies and food, an event facilitator will be hired to coordinate the various consortium activities at a cost of \$1,000. Dr. Enrique Murillo, executive director of Cal State San Bernardino's Latino Education & Advocacy Days (LEAD) Organization, is highly experienced in organizing such events and will act as the facilitator, leading the group in a visioning process for Latino Education for the southern California region. The total cost for this event will be \$2,500.

- Outreach workshops— In each year of the grant, SBVC will hold a bilingual community outreach workshop to provide families with important information regarding the opportunities for their children's educational journey through higher education. The cost of each workshop will be \$3,000.

Additional expense associated with the proposed activities are office supplies at \$550 in year 1 and \$1,000 in year 2 and telephone charges at a cost of \$400 in year 1 and \$700 in year 2.

The travel and mileage category accounts for trips made by Damon Bell to attend a Walmart AIHEC HACU NAFEO Student Success Collaborative project meeting each year as well as one trip each year to visit the mentor institution's campus and meet with the mentor institution's HACU project team. Funds also include mileage for local travel. The total cost for travel and mileage is \$7,900: \$3,900 in year 1 and \$4,000 in year 2.

The total for personnel and non-personnel costs in year one is \$49,998. The total for personnel and non-personnel in year two is \$49,988.

Attachments:



Professor Laura Gomez teaches the Puente Project class Friday at San Bernardino Valley College. The project helps students learn what it takes to succeed in college, Gomez said. (LaFonzo Carter/Staff Photographer)

Article on Puente in April 10, 2011 issue of the San Bernardino Sun

Pushing for success

Latinos get special help, motivation

[Debbie Pfeiffer Trunnell, Staff Writer](#)

Posted: 04/10/2011 09:27:58 PM PDT

In the weeks ahead, students in the Puente Project at San Bernardino Valley College will take field trips to universities, listen to inspirational speakers, and spend time with mentors.

The motivational program and others like it recently led to the college being recognized as 46th in the nation among more than 1,100 community colleges in the number of associate degrees earned by Latinos.

"I think it's wonderful to be recognized for the effort we have put in to make this community stronger," said Laura Gomez, a professor and counselor who leads the project.

The project is for all students but mostly serves Latinos.

In existence at the college since 1984, its goal is to increase the number of students who enroll in four-year colleges and return to their community as leaders and mentors. Components that help students include counseling, mentoring and writing.

On a recent day at the college, Stan Corella, a former job developer at the campus, offered advice on interviewing and job hunting before answering Puente Project students' questions.

"This project came about because of the high dropout rate in Latino students," Gomez said. "So we work on building an environment where they can build self-confidence in writing and learn what it takes to navigate college."

For Anthony Victoria, 19, of Rialto, being in the project is like being part of a big motivating family.

"I would have been very lost and confused without this," he said. "Now I am working on getting higher grades and running for a position in student government."

For Christina Medina, 36, of Bloomington, the project's mentoring has made a difference.

"I am a single mother of five children, and I just feel like I want to give up sometimes," she said. "My mentor has motivated me to go on to a four-year college."

The college recently received good news after learning it was ranked in the top 50 community colleges in the nation for serving Latino students and faculty in the March 21 issue of Hispanic Outlook in Higher Education magazine.

The magazine's analysis is based on 2009 figures provided by the National Center for Education Statistics and includes information on enrollment, faculty diversity and degrees granted.

Among the findings were that 7,108 of the 14,918 students enrolled at the college in 2009 were Latino. In that same year, the college awarded degrees to 309 Latino students, representing 44 percent of the nearly 700 degrees granted that year.

In addition, 85 of the 577 faculty members were of Latino descent.

The school also has programs other than the Puente Program to help students earn associate degrees. Success Through Achievement and Retention, or STAR, provides counseling, exposure to cultural activities and field trips to four-year universities.

The goal of the Valley-Bound Commitment program is to increase the college-going rate in the San Bernardino area by removing economic barriers.

Valley-Bound, launched at Colton High School in 2008, offers a free first year at San Bernardino Valley College for local high school graduates.