Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

San Bernardino Valley College
701 South Mount Vernon Avenue
San Bernardino, CA 92410

to

Accrediting Commission for Community and Junior Colleges

December 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Diana Z. Rodriguez, Ed.D., District Chancellor	Date
Gilbert J. Contreras, Ph.D., College President	Date
Nathan D. Gonzales, Ph.D., Board Chair	Date
Leticia Hector, Accreditation Liaison Officer	Date
Andrea Hecht, Academic Senate President	Date
John Feist, Classified Senate President	Date
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Forward to the Institutional Self-Evaluation Report

The development of the Institutional Self-Evaluation Report (ISER) allowed the College to review and reflect on policies, procedures, and practices related to the accreditation standards. The development of the ISER occurred through college-wide contribution and feedback that was facilitated by the Accreditation Liaison Office, Accreditation Lead Faculty, and the Accreditation and Student Learning Outcomes Committee. Support was also provided by the Academic Senate, Associated Student Government, Classified Senate, and College Council.

Continual learning, development, and improvement are foundational practices of the College, and participation in the ISER has supported the review, codifying, and validation of the College structures and processes. The review of the ISER by the Accreditation Liaison Officer, Accreditation Lead Faculty, and the Accreditation and Student Learning Outcomes Committee led to the identification of several key themes within the report. Below is a summary of the common themes that emerged from the ISER:

- The College's mission, vision, and values are foundational and influence the procedures, practices, and decisions made at the College.
- The College is working to intentionally integrate the accreditation standards and promising practices into the College's processes, including Program Review and Planning processes.
- The College goals have been blended throughout the College planning processes with a concerted effort to review disaggregated data across common metrics at the institutional level to the discipline and service level.
- The College has made significant efforts to embed diversity, equity, inclusion, social justice, accessibility, and anti-racism throughout professional development, instruction, services, and operations of the College.
- The College has numerous learning communities, including Puente, Taytayan, and Umoja-Tumani, that provide dedicated counseling, events, workshops, and a sense of safety and belonging to numerous student populations.
- The College continues to innovate and try new ways to support student learning through flexible scheduling and modalities for instruction and services.

The following area was identified as a focus for continual improvement:

- Continue work to strengthen shared governance and collegial consultation. This work has begun with the Participatory Governance Task Force's numerous recommendations and development of a Participatory Governance Handbook and Academy.

Introduction: Institutional Context

College History

An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately 30 acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college.

The 1927-1928 SBVC faculty comprised 11 men and six women. Nearly 300 students enrolled for the fall semester of 1927 with the freshmen outnumbering the sophomores nearly six to one. Fifty-four courses were offered, nearly all with a strong academic orientation.

The effects of the Great Depression were felt on campus in the early 1930s, but beginning in 1936, SBVCs financial situation seemed to recover. Additional buildings were added, providing employment for over 500 individuals in the area. The auditorium was accepted by the Board of Trustees in October 1938, and during that same month, the Drama Department presented Shakespeare's As You Like It as its first production. In other construction projects, State Emergency Relief Administration funds were obtained to construct a Greek Theatre, and Works Progress Administration (WPA) funds were used to build concrete bleachers for the stadium and a new vocational building.

The fall of France in 1940 and the passage and implementation of the Selective Service Act had a sobering effect on the SBVC campus. After the United States' entry into World War II, the number of male students on the campus decreased drastically. The war impacted the college in other direct ways in both curriculum and campus activities. The vocational building, completed in the fall of 1941, was used to house a number of Off Reservation Training (ORT) courses. Courses in radio equipment repair and battery maintenance were also offered. Some of the first veterans returned to campus in 1944, and a Veterans' Club was organized. By the fall of 1945, the faculty men who had been on military leave began to return, and veterans enrolled in SBVC in ever-increasing numbers. A big expansion in enrollment came a year later in 1946 with the addition of many new faculty members and a rapidly growing student body.

Through the 1960s, 1970s, and 1980s, changes in curriculum mirrored the changing social and economic conditions. The Civil Rights Movement resulted in a substantial increase of minority students. Occupational courses were in great demand, and courses in psychology and philosophy also became popular.
Faced with increasing enrollment and a cap on state funding, SBVC faculty and administration held a forum in 1991 to discuss "Whom Shall We Serve?" Initiatives to bring new populations to the campus were reduced, while state-mandated tuition was increased, resulting in a sharp decline in enrollment. An earthquake in 1992 severely damaged the book stacks on the main floor of the Library, causing the facility to be closed for the summer while repairs were made.

During the winter break for the 1995-1996 academic year, trenching began to determine the vulnerability of the campus to future seismic activity. The results of the study revealed that seven of the 15 buildings on campus straddled or were near the San Jacinto earthquake fault and would eventually have to be taken down.

In 1997, SBVC President Sharon Caballero was presented with an immediate challenge. There was a pressing need to identify a funding source to build new facilities to replace seven buildings that straddled the San Jacinto fault line, which traversed the campus. A combination of District and College efforts as well as contacts with the Federal Emergency Management Agency (FEMA) resulted in the positive outcome of a state commitment of over $40 million to erect replacement structures.

In 2002, voters passed Measure P, a local bond measure totaling $190 million benefiting SBCCD and its two sister colleges. Steven Ehrlich, a noted architect, was hired to design the new buildings for the Library, Administration/Student Services, Campus Center, Health and Life Sciences, and the Art Building and Gallery at SBVC. These buildings were completed between 2005 and 2006. At the same time several outdated buildings were demolished, and three buildings were retrofitted.

In 2008, SBCCD asked voters again to approve funds to complete work laid out in SBCCD's Master Plan. Voters approved a $500 million general obligation bond, Measure M, to complete construction projects at SBVC and Crafton Hills College (CHC). In fall 2008, SBVC began another phase of construction with a phasing in of three new buildings on campus and a fourth across Grant Street and the demolition of the old North Hall, the Physical Sciences Building, the Chemistry Building, and the Maintenance and Operations (M&O) Building. Four new buildings opened in 2010: North Hall, Media and Communications, Custodial, and M&O. The new M&O Building was soon converted to the Diesel instructional program, with M&O and Custodial using the same building. In fall 2011, another new three-story building opened, the 56,000-square-foot Physical Sciences Building, the campus's first Leadership in Energy and Environmental Design (LEED) certified building.

The SBVC campus now features new access points, sweeping walkways, vistas, and an expansive greenbelt area. As visitors, staff, and students traverse the college grounds—from the Administration Building to the Campus Center—the area now equals the size of the Pasadena Rose Bowl. The revamped Business Building is Silver LEED Certified from the U.S. Green Building Council. A new state-of-the-art Athletic building opened in fall 2016.

In November 2018, voters approved bond measure CC to support new construction and retrofitting of buildings laid out in the 2016 Facilities Master Plan. In addition, SBVC will receive $34 million from Prop 51 funding to support the construction of a new Career Technology Education (CTE) building.

The COVID-19 pandemic of 2020 had significant impact on SBVC and SBCCD. Just prior to spring break SBCCD announced that in order to reduce the spread of the virus and for the safety of students and District employees, most classes and many student and learning support services would be moved online. The campus complied with the CCCCOs Office and ACCJC requirements for waiving DE requirements. The District entered MOUs with SBCDTA and CSEA on March 16, 2020. The campus moved forward in good faith to provide DE training for faculty, work at home training for all employees, and for department chairs and deans to identify classes which could be feasibly taught online.

After more than a year of virtual learning, San Bernardino Valley College students returned to campus in August 2021. At the start of the fall semester, 18,000 students engaged in 60% online learning, 21% in-person instruction, and 17% hybrid learning. On May 25, 2022, SBVC held a commencement ceremony for more than 4,500 students from the Classes of 2020, 2021, and 2022 – the college's first in-person graduation ceremony since 2019.

In the last few years the college has added several new programs, transfer degrees, and certificates ranging from glassblowing to piloting aircraft. On March 6, 2025, SBVC celebrated the grand opening of the Applied Technology Building, the final facility completed within the college's first century. The state-of-the-art facility will serve as a hub for career education programs in fields such as welding, automotive technology, and electrical technology.

Fall 2025 was a historic semester for the college, starting with the launch of its centennial year. A festive procession and opening ceremony was held on Aug. 22, 2025, with members of SBVC's athletic teams lining the walkway through campus while a drill team, drumline, and mascot Blue led students, faculty, administrators, and staff to the historic auditorium. Additionally, SBVC launched its Valley Up! Initiative 2025-2030 to advance the college's mission through intentional strategic planning that leverages existing planning

documents and sets a vision as the college enters its second century.

Between August and December, the first 70 of 100 centennial events were held. One event was the groundbreaking for the new Student Services Building, slated to be finished in April 2027. Another Fall 2025 milestone was enrolling more than 15,750 students. The SBVC student body reflected the demographic backgrounds of the communities served by the college, with 73% Hispanic; 10% Black; 9% white; 5% Asian, Filipino, Native American, and Pacific Islander; and 3% two or more races.

Student Trends and Metrics

From academic years 2020–2021 through 2024–2025, the enrollment trends show a clear recovery followed by sustained growth across nearly all categories. After a low point in 2021–2022, overall enrollment rose steadily to 91,384 in 2024–2025 (see Table 1), while student headcount increased by 24.7%, reaching 21,876 students. Total FTES grew by 18.3% over the period, from 9,416.0 to 11,143.3, with resident FTES following a similar upward trajectory, indicating both increased participation and stronger instructional activity. To support this growth, the number of sections offered expanded by 19.3%, rising from 3,272 to 3,902, while instructional capacity (FTEF) increased from 761.8 to 911.3. Despite expanded offerings, fill rates remained relatively stable, hovering in the low-to-mid 70 percent range, suggesting balanced growth rather than overextension. The FTES/FTEF ratio remained consistent overall, improving from 12.36 in 2020–2021 to 12.23 in 2024–2025, reflecting maintained instructional efficiency alongside increased access and student demand.

Table 1. SBVC Enrollment Trends

Enrollment	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Enrollment (Seats Filled)	74,051	65,239	72,211	85,502	91,384
Headcount (Unduplicated)	17,540	15,689	16,840	19,895	21,876
Total FTES	9416.0	8337.1	8760.9	10,416.2	11,143.3
Resident FTES	8977.8	7951.8	8401.3	9953.1	10,655.2
Sections	3272	3214	3228	3642	3902
Fill Rates	73.7%	69.3%	71.4%	74.3%	73.7%
FTEF	761.8	735.6	743.5	831.8	911.3
FTES/FTEF	12.36	11.33	11.78	12.52	12.23

Table 2 highlights a significant shift in instructional modality that aligns with the well-documented impacts of the COVID-19 pandemic, particularly during 2020–2021, which occurred immediately after the March 2020 campus shutdowns and emergency remote instruction implemented across California community colleges. During this period, online asynchronous courses dominated instruction, accounting for 97.5% of enrollment, while in-person instruction was nearly eliminated (1.2%), reflecting public health restrictions and systemwide guidance to limit on-campus activity. As pandemic conditions eased and colleges gradually reopened, instructional delivery began to rebalance in-person enrollment rose sharply to 29.2% in 2021–2022 and continued increasing to 46.7% by 2024–2025, signaling a strong return to face-to-face learning. At the same time, online asynchronous instruction steadily declined from its pandemic peak to 71.3%, indicating reduced, but still substantial, student demand for flexible online options. Hybrid instruction expanded consistently, growing from 6.6% to 33.4%, suggesting increased institutional investment in blended learning models that combine flexibility with in-person engagement. Conversely, fully synchronous and hybrid online modalities declined over time, reflecting fewer offerings and a strategic consolidation of online formats. Overall, these trends demonstrate a post-COVID transition toward instructional balance, with sustained innovation in hybrid delivery and a clear recovery of in-person instruction alongside a recalibrated online presence.

Table 2. Enrollment Trends by Instructional Modality

Instructional Modality	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Hybrid	6.6%	26.6%	26.4%	28.6%	33.4%
In Person	1.2%	29.2%	45.1%	46.3%	46.7%
Online Asynchronous	97.5%	84.6%	74.5%	73.4%	71.3%
Online Hybrid (Asynch/Synch)	2.8%	5.9%	4.9%	4.5%	3.1%
Online Synchronous	4.1%	11.2%	6.1%	2.8%	3.0%

Table 3 shows notable shifts in the composition of the unduplicated student population across gender, race/ethnicity, and age groups from 2020–2021 through 2024–2025. Gender distribution remains relatively stable, with female students continuing to represent the majority of enrollment, though declining from 62.7% to 59.6%, while male students increased from 36.6% to 39.6%; students identifying as non-binary also increased steadily, from 0.2% to 0.7%, indicating growing gender diversity and reporting. Racial and ethnic trends reveal more pronounced changes: Hispanic students increased by 2.2 percentage points, from 67.9% to 70.1%, reinforcing their role as the largest student population served, while Filipino student representation declined sharply from 1.1% to 0.2%, a nearly 0.9 percentage-point decrease over the period. Other racial groups remained comparatively stable, with modest fluctuations among Asian, Black/African American, White, and multiracial students. Age distribution trends indicate a younger student population over time, with students aged 19 or less rising from 27.5% to 32.8%, while older age groups—particularly those aged 25–29—declined steadily. Collectively, these patterns suggest demographic shifts toward a younger and increasingly Hispanic student population, with important equity implications for outreach, retention, and targeted student support strategies.

Table 3. Trends in Unduplicated Student Headcount by Demographic Characteristics

Demographic	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
GENDER					
Decline to State	0.5%	0.6%	0.6%	0.9%	1.0%
Female	62.7%	61.3%	58.8%	59.1%	59.6%
Male	36.6%	37.8%	40.3%	39.4%	39.6%
Non-binary	0.2%	0.2%	0.3%	0.6%	0.7%
RACE					
Asian	4.0%	4.3%	3.9%	4.1%	4.5%
Black/African American	10.7%	11.0%	10.7%	10.3%	10.1%
Filipino	1.1%	1.0%	0.9%	0.5%	0.2%
Hispanic	67.9%	67.1%	68.9%	69.9%	70.1%
Native American/Alaska Native	0.2%	0.2%	0.2%	0.2%	0.2%
Pacific Islander/Hawaiian	0.2%	0.2%	0.3%	0.4%	0.3%
Two or More Races	3.9%	4.0%	3.6%	3.8%	3.5%
Unknown/Unreported	0.8%	0.6%	0.5%	0.6%	0.6%
White	11.3%	11.6%	10.9%	10.3%	10.5%
AGE GROUP					
19 or less	27.5%	25.0%	26.9%	30.2%	32.8%
20–24	28.1%	29.6%	27.8%	26.2%	26.2%
25–29	17.7%	17.4%	15.9%	14.7%	13.5%
30–34	10.8%	10.8%	11.3%	10.6%	10.2%
35–39	6.5%	6.8%	6.8%	6.7%	6.4%
40–49	6.3%	6.7%	7.1%	7.5%	7.0%
50 or more	3.2%	3.8%	4.2%	4.1%	3.9%

Table 4 reveals meaningful improvements in course success rates across several student demographics over time, with notable gains that align with the post-pandemic rebalancing of instructional modalities. By 2024–2025, success rates increased across nearly all gender groups, with male students rising from 66.0% to 72.2% and female students increasing from 68.0% to 71.5%, while students who declined to state gender showed a sharp increase to 77.2%. Racial and ethnic trends show particularly strong gains for Hispanic students, whose success rates increased by 5.5 percentage points (66.0% to 71.5%), mirroring their growing enrollment share and suggesting improved alignment of instructional delivery and support services. Black/African American students also experienced gains, increasing from 60.4% to 65.8%, though equity gaps remain relative to other groups. Age-based patterns indicate substantial improvement among younger students, with those aged 19 or less increasing from 63.2% to 70.8%, consistent with the expansion of in-person and hybrid modalities that often-better support first-time and traditional-aged students. Modality trends reinforce this connection: in-person courses consistently demonstrated the highest success rates, remaining above 72% after the pandemic rebound, while hybrid courses showed a strong recovery, rising to 75.2% in 2024–2025 after earlier declines. Online courses, while historically lower in success rates, showed a meaningful increase from 66.9% to 70.3%, narrowing the gap as course design and student support improved.

Table 4. Trends in Course Success Rates Across Student Demographics and Instructional Modalities

Demographic	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
GENDER					
Decline to state	69.2%	71.5%	68.7%	69.0%	77.2%
Female	68.0%	65.1%	66.8%	68.0%	71.5%
Male	66.0%	67.0%	68.8%	70.4%	72.2%
Non-binary	78.5%	58.2%	55.6%	57.7%	69.8%
RACE					
Asian	82.5%	79.8%	81.2%	82.5%	84.6%
Filipino	82.0%	76.9%	79.6%	80.0%	76.9%
Hispanic	66.0%	65.3%	67.0%	68.2%	71.5%
Native American/Alaskan Native	67.2%	69.9%	72.4%	71.5%	61.5%
Pacific Islander/Hawaiian Native	58.1%	64.1%	67.4%	62.7%	62.5%
Two or More Races	66.6%	64.2%	66.3%	68.5%	71.9%
Unknown/Unreported	75.6%	73.2%	72.4%	67.3%	83.2%
White	75.8%	70.8%	76.0%	76.8%	76.2%
Black/African American	60.4%	58.7%	58.2%	62.7%	65.8%
AGE GROUP					
19 or less	63.2%	61.9%	63.7%	66.1%	70.8%
20-24	66.2%	64.1%	68.5%	69.9%	71.9%
25-29	68.8%	67.5%	70.6%	70.0%	71.7%
30-34	71.6%	70.5%	70.3%	70.9%	72.6%
35-39	74.2%	72.6%	69.2%	71.3%	75.7%
40-49	74.7%	74.0%	70.5%	72.2%	73.3%
50 or more	74.6%	73.2%	69.6%	69.3%	72.6%
COURSE MODALITY					
Hybrid	80.0%	70.5%	69.8%	70.0%	75.2%
In-Person	90.6%	72.1%	73.4%	72.1%	72.8%
Online	66.9%	63.9%	64.3%	66.9%	70.3%

Degree and certificate outcomes show notable shifts over the five-year period, reflecting changes in student pathways and completion patterns. Associate degrees (AA, AA-T, AS, AS-T) peaked around 2021–2022 and generally declined by 2024–2025, which may be influenced by enrollment timing effects and students extending coursework following pandemic-era disruptions, see Table 5. In contrast, Certificates of

Achievement grew substantially from 2020–2021 to 2022–2023 and remained relatively strong through 2023–2024 before a modest decline, suggesting increased student engagement in shorter-term, workforce-aligned credentials. General Education Certificates followed a similar pattern, rising sharply after 2020–2021 and remaining elevated until a decline in 2024–2025. Overall, the data indicate a shift toward certificate-based completions during the recovery period, aligning with increased demand for flexible, career-focused credentials.

Table 5. Trends in Degrees and Certificates Conferred by Award Type

Award Type	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
AA Degree	723	839	702	671	440
AA-T Degree	239	220	235	228	111
AS Degree	190	256	202	214	191
AS-T Degree	258	243	198	194	139
Certificate of Achievement	481	558	694	686	610
Certificate of Career Preparation	11	21	20	14	11
Certificate of Competency	0	0	0	1	0
Certificate of Completion	0	1	0	1	0
General Education Certificate	511	684	576	580	333
Total Awards	**2,413**	**2,822**	**2,627**	**2,589**	**1,835**

Four-year transfer trends reveal a gradual recovery following declines after 2020–2021. Total transfers decreased from 796 in 2020–2021 to a low of 672 in 2022–2023, then rebounded to 776 by 2024–2025. Transfers to CSU institutions remain the largest share and show a strong recovery in 2024–2025, nearing early-period levels – see Table 6. UC transfers increased steadily in the last two years, reaching their highest point in 2024–2025, indicating improved transfer momentum to selective institutions. Out-of-state and other California institution transfers remained relatively stable with minor fluctuations. Collectively, these trends suggest strengthening transfer pathways and renewed student progress toward four-year degree attainment as enrollment and in-person engagement stabilized.

Table 6. Trends in Student Transfers to Four-Year Institutions

Transfer Institution	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Out-of-State	163	170	137	146	134
Other CA Institution	140	128	128	105	131
CSU	419	397	346	358	412
UC	74	73	61	87	99
Total Transfers	**796**	**768**	**672**	**696**	**776**

The latest student equity results highlight both areas of progress and persistent disproportionate impact across key student success metrics, as shown in Table 7. Several racial and ethnic groups show strong outcomes in specific areas, such as Asian students' relatively high transfer rates to four-year institutions (13.3%) and very high dual enrollment participation, while Hispanic students demonstrate comparatively strong persistence (61.9%) and Vision Goal Completion (12.2%). However, disproportionate impact is evident in multiple metrics, particularly persistence and Vision Goal Completion for Black/African American students, and across several outcomes for White students, including Successful Enrollment, Transfer-Level Math and English, and Persistence. Transfer to a four-year institution remains an equity concern for Hispanic students and several special populations, including Students with Disabilities, First Generation students, and Veterans, all flagged for disproportionate impact. Gender-based patterns show females experiencing disproportionate impact in Vision Goal Completion and dual enrollment, while males show disproportionate impact in persistence. Among special populations, Students with Disabilities exhibit strong successful enrollment and

persistence but significant equity gaps in transfer-level Math and English and transfer to a four-year institution, indicating barriers at key academic and transition points. Foster Youth and Veterans demonstrate high outcomes in select areas such as dual enrollment and Vision Goal Completion, yet Veterans face disproportionate impact in four-year transfer.

Table 7. Student Equity and Achievement Outcomes by Demographic Group

Demographics	Successful Enrollment	Transfer Lvl Math& English	Persistence	Vision Goal Completion	Transfer to 4YR	Dual Enrollment
RACE						
Asian	39.6%	9.5%	54.4%	10.1%	13.30%	94.5%
Black/African American	38.2%	6.1%	54.0%*	6.5%*	11.70%	78.8%
Filipino	NA	NA	NA	13.8%	20.00%	100.0%
Hispanic	10,780	8.5%	61.9%	12.2%	**8.0%***	**82.1%***
Native American/ Alaskan Native	44.8%	NA	42.9%	NA	NA	100.0%
Pacific Islander/ Hawaiian Native	36.7%	NA	59.1%	17.6%	NA	83.3%
Two or More Races	38.7%	5.1%	53.3%	9.1%	6.7%	92.0%
White	**27.9%***	**2.6%***	**41.3%***	12.8%	10.7%	90.8%
GENDER						
Female	39.00%	6.7%	59.0%	8.4%*	9.8%	**82.0%***
Male	38.00%	8.5%	**56.9%***	16.1%	8.1%	85.6%
Nonbinary	33.70%	10.5%	64.6%	NA	NA	82.8%
SPECIAL POPULATIONS						
Students with Disabilities	82.5%	**3.5%***	75.2%	11.5%	**2.7%***	92.9%
First Generation	38.1%	8.1%	58.4%	11.5%	**7.6%***	83.3%
Foster Youth	70.4%	5.9%	68.2%	13.2%	21.4%	100.0%
LGBTQ+	38.5%	6.6%	54.7%	7.9%	6.7%	78.4%
Veteran	90.1%	16.7%	54.4%	46.3%	**2.0%***	100.0%

% D.I. Observed*

Overall, the results suggest that while access-oriented metrics such as dual enrollment are relatively strong for many groups, equity gaps persist in momentum and completion milestones, particularly transfer-level coursework, persistence, and four-year transfer, underscoring the need for targeted, disaggregated strategies aligned with student equity planning guidelines.

Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

In alignment with District board policies and administrative procedures BP 1200 (District Mission Statement) (1.1.1) and BP/AP 3250 (Institutional Planning) (1.1.2, 1.1.3), the college has a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics, which articulates a commitment to ensuring equitable educational opportunities and outcomes for all students.

The current college mission statement is:

San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

The mission aligns to the standard by speaking to the college's character, values, and structure, unique student demographic, and commitment to ensuring equitable educational opportunities and outcomes for all students. The mission is paired with the college's vision:

Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

San Bernardino Valley College's commitment to its mission is expressed through its values. As a community, the college values:

- **Diversity, Equity, Inclusion, and Anti-Racism**: Our strength as an institution is enhanced by the cultural diversity, and varied lived experiences of our students, faculty, staff, and external community. Policies, plans, and decisions must be data-informed, utilize an equity lens, and be based on thoughtful consideration of what will best serve our students and the community at large.
- **Student Success**: Quality education and training supports students in improving their lives and the lives of their families, while uplifting the community. Students will enhance their ability to think critically, to communicate clearly, and to grow personally and professionally within an enriched learning environment that promotes creativity, self-expression, and the development of critical thinking skills. We strive to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.
- **Open Access**: We are committed to providing quality programs and services for every member of our community regardless of their level of preparedness; socioeconomic status; gender and gender expression; sexual orientation; cultural, religion, ethnic background; and abilities. Additionally, we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.

- **Campus Climate**: We value a campus-wide climate that is student-focused, fosters mutual respect between all constituencies, values multiple perspectives, and appreciates diverse cultures and human experiences. We must hold ourselves and our students to the highest ethical and intellectual standards.
- **Participatory Governance**: As part of the collegial consultation process, all levels of the college must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services. We value equitable, inclusive, collaborative, and transparent governance processes grounded in open, honest, and reflective discourse.

College planning at San Bernardino Valley College establishes clear directions that align with the college's mission, vision, and values (1.1.4). These plans, including the Educational Master Plan (1.1.5) and Student Equity Plan (1.1.6), are developed collaboratively with input from our faculty, students, classified professionals, management, and community partners. The process involves determining planning priorities, implementing action items, and tracking progress toward the completion of objectives. The process of integrating the plans includes aligning the goals and supporting action items. This alignment can be found in the Plan Alignment Table (1.1.7).

The latest college mission statement was reviewed and adopted by the San Bernardino Community College District Board of Trustees on October 13, 2022 (1.1.8). Prior to this, it went through a collegial process that included the Academic Senate (1.1.9) and College Council (1.1.10).

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

San Bernardino Valley College establishes meaningful and ambitious goals for institutional improvement through an integrated and systematic planning framework that is grounded in evidence, regular evaluation, and broad campus participation. Program Review serves as the foundation for continuous improvement by requiring instructional and non-instructional programs to assess outcomes, analyze data, and identify areas for growth on a recurring cycle (1.2.1). Through the ASPIRE resource request process (1.2.2) and the Program Review Year End Reports (1.2.3), departments link identified needs directly to budget planning and resource allocation, ensuring that institutional priorities are addressed in a transparent and data driven manner. This work is further strengthened using efficacy resources and student learning outcome assessment (1.2.4), which provide faculty and staff with actionable information to improve teaching, services, and program effectiveness. These processes are aligned with the college’s coordinated planning model, where the Strategic Plan, Educational Master Plan, Student Equity Plan, technology planning, and facilities planning are intentionally connected (1.2.5). Together, these planning structures ensure that institutional improvement efforts are ambitious, measurable, and sustained over time rather than isolated or episodic.

The college also advances innovation through intentional redesign of academic and support structures to better serve students and remove systemic barriers. Guided Pathways represent a central innovation (1.2.6), reshaping how programs are organized, how students are advised, and how progress is monitored from entry through completion. As part of this reform, the college implemented significant changes to math and English placement and curriculum, including co requisite support and new pathway aligned courses, to accelerate student progress into transfer level coursework (1.2.7). The integration of Zero Textbook Cost pathways within Guided Pathways further demonstrates innovation by addressing affordability while maintaining academic quality and equity (1.2.8). Participatory governance plays a critical role in sustaining innovation, as faculty, staff, students, and administrators contribute to decision making through data informed dialogue (1.2.9). The Participatory Governance Task Force (1.2.10) has reviewed and refined committee structures and functions to ensure alignment with institutional goals, creating space for new ideas and continuous adaptation rooted in shared responsibility and institutional values.

Successful outcomes for all students are central to the college's mission and are reinforced through intentional planning, evaluation, and accountability structures. The mission explicitly affirms a commitment to equity, inclusion, anti-racism, open access, and student success, providing a clear framework for defining and measuring outcomes (1.2.11). The Student Equity Plan operationalizes this commitment by identifying disproportionately impacted populations and establishing targeted goals and strategies to improve access, persistence, completion, and transfer (1.2.12). These goals are closely aligned with the Guided Pathways Work Plan and Student Equity and Achievement metrics (1.2.13), ensuring that improvements in transfer level math and English, persistence, and completion are systematically monitored and addressed. The Office of Research, Planning and Institutional Effectiveness (RPIE) supports this work by providing public dashboards and reports that allow the campus to evaluate progress and adjust strategies as needed (1.2.15). In addition, assessment of library and student support services through Service Area Outcomes ensures that non instructional programs contribute meaningfully to retention, course success, and student satisfaction (1.2.16). Collectively, these efforts demonstrate that the college sets ambitious goals and uses evidence, innovation, and continuous evaluation to promote successful outcomes for all students.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

San Bernardino Vally College data dashboards (1.3.1) provide public access to success, retention, awards, enrollment, and demographic data. Data can be disaggregated by age, gender, race, and other characters such as first-generation college students. Many of the dashboards are used to identify disproportionate impact trends by race. Dashboard data is used throughout campus integrated planning.

Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) are assessed continuously (1.3.2, 1.3.3). Outcomes data is analyzed at the department level and reported in the Program Review APIRE Process. SBVC disaggregates and analyzes SLOs by modality, lower-upper division, and time of day. Institutional Learning Outcomes (ILOs) are assessed through course mapping, and by aligning ILOs to SBVC campus climate surveys (1.3.4).

SBVC has established Institution-Set Standards (ISS) in accordance with ACCJC Policy. The ISS are published on the Valley College Website (1.3.5). ISS are reviewed annually by the Accreditation and Outcomes Committee and shared with campus constituents using collegial processes.

From Spring 2020 to Spring 2025 SBVC's ISS were:

- Floor: More than One (1) Standard Deviation Below the Three (3) Year Average
- Goal: Equal to One (1) Standard Deviation Above the Three (3) Year Average
- Stretch Goal: Greater than or Equal to One and One Half (1.5) Standard Deviation Above the Three (3) Year Average

In Fall 2024 conversations began in the Accreditation and Outcomes Committee that while the campus was meeting most of the floor, goals, and stretch goals it didn't feel 'enough' in some categories. Discussion and analysis centered on if measuring the college against itself adequate or should the college's ISS be based on external factors. In Spring 2025 new ISS standards were adopted using campus collegial processes (1.3.6, 1.3.7, 1.3.8). The new standards use regional CCC's, Vision 2030, and the prior standards for measures of ISS. The new measures went into effect in Fall 2026.

Table 8. Institutional Set Standards Target-Setting

ACCJC Metric	ISS	ISS Rationale	Stretch	Stretch Rationale
Successful Course Completion	69.7%	Lowest avg 5-year success rates of other regional CCCs	71.7%	Avg 5-year success rates of other regional CCCs
Certificates Awarded (16+ units)	1071	-1 SD; exclude 2019-20 due to GE certificates	1404	Vision 2030: 30% increase
Associate Degrees Awarded	1309	-1 SD	1429	Vision 2030: 30% increase
Transfer	674	-1 SD	729	Vision 2030: 20% increase
Licensure Examination Pass Rates				
Nursing	83.7%	Lowest 5-year pass rates of other regional CCC nursing programs	93.7%	Avg 5-year pass rates of other regional CCC nursing programs
Psychiatric Technology	67.2%	Lowest 5-year pass rates of other CA programs- 2019-2023	78.6%	Avg 5-year pass rates of other CA psych tech programs- 2019-2023

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

San Bernardino Valley College's mission provides the foundation for how the institution directs resource allocation, advances innovation, and sustains continuous quality improvement through systematic planning and evaluation of programs and services. This mission driven approach is embedded in an integrated planning framework that ensures institutional priorities are clearly defined, regularly assessed, and directly connected to decision making at all levels of the college.

Resource allocation at SBVC is guided by long term institutional planning documents, most notably the Educational Master Plan 2023 to 2028 (1.4.1), which serves as the primary blueprint for institutional direction. The plan identifies strategic priorities such as eliminating barriers to access and success, advancing equity and inclusion, strengthening regional leadership, and ensuring fiscal sustainability. These priorities are explicitly aligned with the college mission and are used to guide decisions related to funding, staffing, facilities, technology, and program development. The Budget Committee operationalizes this mission driven planning by aligning fiscal decisions with institutional plans and program review outcomes (1.4.2). Through its charge, the committee evaluates funding requests, recommends allocation of discretionary and reserve funds, and addresses emerging fiscal needs in a manner that ensures financial resources are directed toward mission aligned goals rather than isolated or ad hoc initiatives.

The Program Review process further strengthens this alignment by serving as the primary mechanism through which instructional and service units evaluate effectiveness and identify resource needs. All units conduct regular self-assessments and submit structured needs assessments related to budget, personnel, equipment, facilities, and technology. These requests are prioritized through the ASPIRE resource allocation process using standardized rubric and are reviewed by shared governance bodies, including College Council and the President's Cabinet. This process ensures that resource allocation decisions are grounded in documented need, institutional data, and alignment with the mission and Educational Master Plan. SBVC's integrated planning model reinforces this connection by aligning Program Review, Student Equity and Achievement planning, technology planning, facilities planning, and fiscal planning into a coordinated structure that promotes coherence and accountability across the institution.

Innovation at SBVC is likewise mission driven and supported through intentional planning and investment. The Campus Technology Strategic Plan 2023 to 2026 (1.4.3) outlines a forward-looking vision for technology that enhances access, student support, instructional delivery, and operational effectiveness. The plan prioritizes

investments that expand digital infrastructure, support online and hybrid learning environments, and improve institutional efficiency, all in alignment with the college's mission and educational goals. Innovation is further advanced through coordinated planning for distance education and online learning, led by the Technology Committee and related governance structures (1.4.4). These efforts reflect the college's responsiveness to evolving student needs and learning modalities, ensuring that instructional programs and services remain relevant, accessible, and effective in a changing educational landscape.

Continuous quality improvement is institutionalized through SBVC's ongoing evaluation and assessment practices. The Program Review cycle provides a systematic and recurring process for evaluating the effectiveness of all instructional and service areas, assessing outcomes, identifying gaps, and recommending improvements (1.4.5). Findings from Program Review directly inform planning and resource allocation decisions, creating a clear feedback loop between evaluation, planning, and implementation. This cycle is supported by the Division of Research, Planning, and Institutional Effectiveness (1..4.6), which leads data informed decision making across the college. By providing research, analysis, and institutional data, RPIE ensures that planning efforts, program evaluations, and improvement initiatives are grounded in evidence and aligned with mission driven objectives.

The resource request and funding prioritization process closes the loop on continuous improvement by ensuring that identified needs result in actionable support. Requests linked to Program Review findings are evaluated using established criteria, prioritized in relation to institutional goals, and funded based on availability and strategic importance (1.4.7). This process ensures that evaluation leads to meaningful action and that improvements to programs and services are sustained over time. Collectively, these structures demonstrate that SBVC's mission is not merely aspirational, but actively directs how the institution plans, allocates resources, innovates, and continuously improves to better serve students and the broader community.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

San Bernardino Valley College regularly facilitates communication of its progress to achieve its mission and goals with internal and external stakeholders. Internally, one of the primary methods of which faculty, staff, and administrators are made aware of institutional progress is via the delivery of the College President's State of the College address every semester on Opening Day, which takes place on the Friday before the first Monday of the start-of-classes each term (1.5.1). During this address, our college President highlights his vision for the college for the upcoming term and/or academic year, reviews the progress made to achieve the goals for the previous year, and highlights areas for continued improvement.

Other examples of Internal communication include but are not limited to:

- Wolverine Weekly: An email is sent weekly to the entire college from the President's office that summarizes events that occurred on and off campus that are in alignment with the colleges Mission (1.5.2).
- Updates on Reimaging of SBVC: Throughout 2025, the college worked on a reimaging of its structure and had a webpage specifically dedicated to this (1.5.3). All employees had access to updates and could provide input as.
- The Valley Up Initiative for 2025-30 strives to advance the mission of Valley College through intentional strategic planning that leverages existing planning documents and sets the vision as Valley College enters its second century. Progress on the Valley up Initiative is accessible via the college website (1.5.4).

The strategic plan aims to align the district's efforts with the vision and mission of San Bernardino Valley Community College District, ensuring a culture of excellence and innovation that empowers students to achieve their fullest potential and positively impact the community. The Strategic Plan and objectives can be accessed on the district website (1.5.5).

Key components communicated in the 2024-2025 SBCCD Strategic Plan and Objectives (1.5.6) are:

- **Student Success**: Enhancing retention and graduation rates through tailored programs and resources.
- **Innovation**: Leveraging technology and new methodologies to improve learning outcomes.
- **Equity**: Ensuring access and support for all students, particularly those from historically underserved communities.
- **Fiscal Stewardship**: Maintaining the financial health of the district through responsible budgeting and resource allocation.
- **Collaboratio**n: Fostering partnerships that enhance educational opportunities and community engagement.

The San Bernardino Valley College Educational Master Plan (1.5.7) is a 5-year strategic blueprint guiding the college's direction for student success, equity, and regional leadership, aligning with the larger San Bernardino Community College District (SBCCD) goals, focusing on innovative programs, diverse learning environments, and continuous improvement for its community. This living document, currently for 2023-2028, serves as a roadmap, integrating planning efforts and responding to student needs, economic realities, and community challenges, ensuring resources support goals like eliminating barriers to access and fostering an anti-racist culture.

San Bernardino Valley College Council is the central participatory governance body representing all constituencies. It serves as the final recommending body to the College President, ensuring inclusive decision-making and alignment with the college’s mission, vision, and strategic goals.

College Council reviews and makes recommendations on college-wide policies, procedures, and initiatives; ensures participatory governance principles (equitable, collegial input); receives and votes on recommendations from constituent groups/committees; approves and updates the Participatory Governance Handbook every three years; and routes approved recommendations to the President, who decides on acceptance, timeline, and implementation. Agendas, minutes, attachments, meeting dates and member list are accessible on the college website (1.5.8).

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

San Bernardino Valley College (SBVC) offers instructional programs that are fully aligned with its mission to serve a diverse community of learners and to meet regional educational, transfer, and workforce needs. The College provides associate degrees, transfer degrees, certificates, and noncredit certificates across a broad range of academic and career technical fields, including basic skills and workforce preparation (2.1.1). Instruction is delivered through multiple modalities—on-campus, hybrid, fully online, and dual/concurrent enrollment—ensuring equitable access while maintaining consistent academic standards and expected learning outcomes. Through the comprehensive Program Review process, departments are required to demonstrate alignment of all programs with the College mission and institutional goals (2.1.2).

Institutional planning documents, such as the Education Master Plan (1.1.5), which includes an Internal Environmental Scan (2.1.3), External environmental Scan (2.1.4), and Strong Workforce regional alignment (2.1.5), provide evidence that academic and career technical education (CTE) programs are developed and sustained in response to documented community and labor market needs. CTE programs maintain active employer advisory boards to ensure curriculum relevance, appropriate program depth, and alignment with current industry standards (2.1.6, 2.1.7, 2.1.8). These programs undergo regular curricular and program review on a biennial cycle (2.1.9) and are reviewed by the Inland Empire Regional Consortium (2.1.10) and the California Community Colleges Chancellor's Office for labor market demand, program viability, and compliance (2.1.11, 2.1.12).

Academic rigor and consistency of learning outcomes are maintained across all instructional locations and modes of delivery. Course objectives, student learning outcomes, and unit values are equivalent for face-to-face, hybrid, online, and dual enrollment offerings. Distance Education courses undergo regular content review, and the DE addendum process ensures that instructional methods, assessments, and student support are appropriate for the modality while preserving course integrity and academic expectations (2.1.13).

All degrees, certificates, and courses are reviewed and approved through a transparent and faculty-driven curriculum process that ensures alignment with the College mission, appropriate breadth and depth of content, clearly defined learning outcomes, adequate resources, and compliance with state and accreditation standards. The Curriculum Committee (2.1.14) follows a clearly articulated review cycle and workflow outlined in the San Bernardino Valley College Curriculum Handbook (2.1.15) and implemented through the META system. In February 2025, the Committee approved revisions to the Curriculum Review Cycle that place Division Dean review at the initial stage and add a final level of review for Distance Education, Honors, Diversity, Equity, Inclusion, and Accessibility (DEIA), and Outcomes, further strengthening academic quality and coherence across all programs and modalities (Curriculum Committee Minutes, Feb. 3, 2025) (2.1.16).

Course content review is conducted in accordance with Title 5 and Chancellor's Office guidelines and is led by discipline faculty to ensure that prerequisites, corequisites, and course sequencing reflect appropriate academic preparation and rigor (2.1.17). All prerequisites and corequisites are reviewed on a six-year cycle, and CTE requirements are reviewed every two years, ensuring that curriculum maintains appropriate lower-

division and upper-division expectations, disciplinary standards, and workforce or transfer alignment (2.1.18). Through these integrated planning, review, and approval processes, SBVC ensures that academic programs at all locations and in all modes of delivery reflect appropriate breadth, depth, and clearly defined learning outcomes consistent with the institution's mission.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)

San Bernardino Valley College (SBVC) relies on faculty leadership and broad participation of appropriate stakeholders to design, deliver, and continuously improve academic programs that reflect current disciplinary and industry standards while supporting equitable attainment of learning outcomes and student educational goals. Curriculum development and review occur through a comprehensive, multilevel process involving discipline faculty, department chairs, division deans, and the faculty-led Curriculum Committee (2.2.1). This collaborative structure ensures that all courses and programs meet established academic standards, align with professional and workforce expectations, and remain responsive to student and community needs.

The Curriculum Committee (2.1.8), composed of faculty representatives from each instructional division, provides rigorous oversight to ensure compliance with Title 5, Institutional guidelines, and accreditation standards. As outlined in the SBVC Curriculum Handbook (2.1.9), every Course Outline of Record (COR) must clearly define methods of instruction, learning objectives, student learning outcomes (SLOs), assignments, and instructional materials. Courses offered in distance education modalities undergo additional review to verify that instructional methods, assessments, and student support strategies are pedagogically sound and aligned with the California Virtual Campus–Online Education Initiative (CVC-OEI) standards and local distance education guidelines (2.2.2). Faculty teaching online complete evidence-based professional development that emphasizes equitable course design, accessibility, regular and substantive interaction, and effective online pedagogy, ensuring that learning outcomes are achieved across all instructional modalities (2.2.3).

Program and degree development similarly follows a faculty-driven approval process that evaluates learning outcomes, sequencing, and curricular coherence, and confirms alignment with transfer expectations, industry standards, and regional workforce needs (2.2.4). Career Technical Education (CTE) programs incorporate employer advisory input to ensure currency of skills, relevance of competencies, and alignment with labor market expectations. These processes collectively ensure that academic programs demonstrate appropriate breadth, depth, and rigor and support students in achieving their educational and career goals.

Educational quality and equity are further supported through the college's integrated Outcomes Assessment and Program Review systems. Learning outcomes are established for all courses, certificates, and degrees and are documented on the COR and in SLO Cloud (2.2.5), the College's official repository for outcomes and assessment data. Faculty assess SLOs, analyze student performance, and engage in reflective dialogue regarding instructional effectiveness, equity gaps, and improvement strategies. Course-level outcomes are mapped to Program Learning Outcomes (PLOs) (2.2.6), enabling the college to evaluate how well students are achieving program-level competencies.

The Curriculum Committee maintains an outcomes approval and review process that ensures learning outcomes meet established rubrics for clarity, measurability, and alignment with disciplinary standards as seen in the Outcomes Handbook (2.2.7). This review process, embedded within the curriculum workflow, reinforces faculty oversight and supports continuous quality improvement. SLO and PLO data are

systematically analyzed during the Program Review cycle (2.2.8), which integrates institutional research, equity indicators, and labor market information to evaluate program effectiveness and relevance.

Through Program Review, departments examine student achievement trends, equity gaps, professional development, curriculum currency, and alignment with the College mission and strategic priorities (2.2.9). Faculty-led dialogue and evidence-based analysis result in action plans, resource requests, and instructional improvements that promote equitable student success (2.2.10). Advisory board input, transfer expectations, and industry standards are incorporated as appropriate to ensure that program outcomes remain current and meaningful.

Collectively, these coordinated curriculum, outcomes, and program review processes demonstrate that SBVC, through the leadership of faculty and engagement of key stakeholders, intentionally designs and delivers academic programs grounded in disciplinary and industry standards, guided by equity-minded practices, and focused on supporting students in achieving learning outcomes and educational goals across all locations and modes of delivery.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

All associate degree programs at San Bernardino Valley College (SBVC) include a comprehensive general education (GE) framework designed to ensure the development of broad knowledge, essential skills, and core competencies in communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and engagement with diverse perspectives. The general education requirements for all degrees are clearly articulated in the SBVC College Catalog (2.3.1), which outlines approved GE patterns and the breadth of coursework required across the arts and humanities, social sciences, natural sciences, and mathematics, ensuring students attain a well-rounded educational foundation.

The College's general education curriculum is developed and maintained through a faculty-driven curriculum process grounded in disciplinary expertise and aligned with state and transfer standards. Faculty, in collaboration with the Articulation Officer (2.3.2) and the Curriculum Committee, ensure that courses proposed for inclusion in the GE pattern meet established criteria and align with Title 5 regulations (2.3.3), the Program and Course Approval Handbook (PCAH) (2.3.4), and systemwide transfer frameworks such as Cal-GETC (2.3.5). The Articulation Officer serves as a standing member of the Curriculum Committee (2.3.6) and provides guidance on course alignment with general education and transfer requirements. The SBVC Curriculum Handbook (2.1.9) provides detailed criteria and guidance for aligning courses with GE areas, and annual Curriculum Committee trainings (2.3.7) reinforce compliance with state standards and articulation expectations.

Courses are reviewed and approved through a rigorous and transparent process prior to being designated as GE and published in the College Catalog (2.3.8). This review verifies that course objectives, content, and learning outcomes support the development of written and oral communication, quantitative and analytical reasoning, critical thinking, information literacy, and civic and cultural understanding. The inclusion of courses in the Cal-GETC pattern further ensures that SBVC's GE framework supports transfer readiness and the acquisition of broad, integrative knowledge across disciplines.

SBVC's Institutional Learning Outcomes (ILOs) (2.3.9, 2.3.10) reinforce the purpose and coherence of the general education program by articulating expectations for student achievement in lifelong learning, application of knowledge, ethical and civic engagement, and understanding of diverse perspectives across the arts, humanities, sciences, mathematics, and social sciences. These outcomes are aligned with BP and AP 4100 (Graduation Requirements for Degrees and Certificates) (2.3.11, 2.3.12), which establishes

graduation requirements for degrees and certificates and affirms the role of general education in fostering intellectual inquiry, cultural awareness, and responsible participation in a diverse and democratic society.

Through clearly defined GE requirements, faculty-led curriculum review, articulation oversight, and alignment with state and transfer frameworks such as Cal-GETC, SBVC ensures that all degree programs provide a coherent and comprehensive general education foundation that supports the development of broad knowledge, essential skills, and competencies necessary for academic success, civic engagement, and lifelong learning.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

San Bernardino Valley College provides students with accurate, current, and consistent information about student learning outcomes (SLOs), programs, services, and resources in ways that foster success in their unique educational journeys. Program learning outcomes (PLOs) are clearly published in the College Catalog (2.4.1) and on program webpages (2.4.2, 2.4.3, 2.4.4) so that students understand the knowledge, skills, and abilities they are expected to achieve in the courses and programs in which they are enrolled. Faculty and departments review and update these outcomes on a regular cycle as part of curriculum and program review processes, ensuring that SLOs remain current, aligned with institutional and transfer expectations, and consistently communicated across modalities.

The institution has mechanisms to ensure effective communication with students in multiple modalities about programs, services, and resources that support their progress from entry to completion. Admissions and Records maintain a comprehensive website (2.4.5) that houses key forms, policies, and procedures (2.4.6) and provides contact information (2.4.7) that is regularly updated and available to students 24/7, while related policies and procedures are also clearly outlined in both the physical and online Catalog (2.4.8, 2.4.9). Students receive structured and timely communications at all stages of the graduation process submission (2.4.10), ineligibility, and eligibility/completion so they understand degree and certificate requirements, processing timelines, commencement participation guidelines, diploma availability, and honors criteria; ineligibility notices explain outstanding requirements and direct students to evaluators and counseling, while eligibility notices provide next steps and celebrate students' achievements.

Student Accessibility Services (SAS) provides detailed web pages that explain its mission (2.4.11) and the disability laws under which it operates (2.4.12), describe accommodations and assistive technology software and hardware available to students (2.4.13), and outline a programmatic requirement that students meet with an SAS counselor at least once per semester. Appointments are available in person, by email, or by phone, ensuring clear pathways for students with disabilities to access support (2.4.14), while the Assistive Technology webpage highlights specific software and hardware solutions organized in an accessible format so students can identify tools that help them acquire, retain, and demonstrate course content. Health Services further demonstrates the college's commitment to clear, accessible communication by maintaining an office website (2.4.15) that describes available medical and mental-health services, eligibility, hours of operation, and contact information, complemented by an office flyer that summarizes services, locations, and appointment procedures in a concise, student-friendly format.

San Bernardino Valley College also uses the Starfish Early Alert platform (2.4.16) as a primary mechanism for delivering clear, accurate, and accessible information that supports students' individual educational journeys (2.4.17). Over the past year, Starfish has facilitated 381,934 personalized and custom communications to 45,045 current and prospective students, with messages curated based on biographical details, academic progress, program of study, enrollment status, and identified needs, ensuring relevance and accuracy across diverse student populations. Through Starfish, the College communicates timely information related to academic programs, course expectations and outcomes, registration priorities, advising, financial aid, basic

needs, tutoring, and other support services via email and text messaging, with content aligned to catalog, syllabus, and program information and targeted to key points in the student lifecycle to promote clarity and success (2.4.18, 2.4.19).

The Valley Bound Commitment Program (VBC) further illustrates the institution's commitment to clear, accessible, and consistent communication supporting students' educational pathways. The program communicates expectations, eligibility requirements, and available services through multiple modalities, including the college website (2.4.20), orientation sessions (2.4.21), counseling appointments (2.4.22), and direct student communication, with program materials clearly outlining student responsibilities and support services in accessible formats. Communication practices are coordinated through counseling, email, and Canvas to ensure accuracy, clarity, and consistency so that students understand both the benefits of participation and the institutional resources available to them, as documented in program artifacts such as the Valley Bound Commitment website, application materials, and orientation presentations.

The institution regularly reviews its communication practices, policies, and procedures to ensure clarity, consistency, accuracy, and relevance across all these channels. Offices collaborate to audit website and Catalog content, update forms, and revise standard email and letter templates on defined cycles or when regulations or institutional processes change, with units such as Admissions and Records, SAS, Health Services, Starfish coordination, and VBC reviewing communications at least annually. Feedback from students, staff, and faculty through surveys (2.4.23), informal feedback, and service usage data is used to identify gaps, confusing language, or duplicated information, leading to improvements such as simplifying instructions, clarifying deadlines, enhancing accessibility, and expanding communication in multiple modalities, thereby ensuring that information about learning outcomes, programs, services, and resources effectively supports students as they navigate their individual educational pathways.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

San Bernardino Valley College (SBVC) intentionally designs its course and counseling scheduling processes to ensure that students can progress through their academic programs in a timely and efficient manner. Scheduling practices are guided by clear program pathways, structured collaboration among divisions, and systematic use of enrollment and utilization data to support on-time completion.

Instructional Scheduling to Support Program Pathways
Instructional scheduling processes are intentionally structured to align course offerings with established program sequences and prerequisite requirements, ensuring that students can progress through their pathways without unnecessary delays (2.5.1). Clear documentation of course sequencing, prerequisites, and term-by-term rotations is maintained and applied during schedule development (2.5.2) to avoid conflicts that impede student progression. Instructional deans and department faculty collaborate with Counseling and Enrollment Services to verify that required courses—particularly high-demand, gateway, and capstone offerings—are available at the appropriate points throughout the academic year. Each term, enrollment trends and student demand are analyzed to determine whether additional sections, alternative modalities, or schedule adjustments are needed (2.5.3, 2.5.4, 2.5.5). These established processes help ensure that students have consistent access to required courses, supporting on-time program completion and improved student success outcomes.

Counseling Scheduling and Access to Guidance
Counseling scheduling processes are designed to provide timely, equitable access to academic, transfer, and personal guidance that supports students' progress toward their educational and career goals. Documentation is maintained for appointment availability, counselor assignment procedures, and follow-up protocols, ensuring predictable and equitable access to services. Counseling collaborates closely with

instructional departments to remain informed about program maps (2.5.6, 2.5.7, 2.5.8), course sequencing (2.5.9), new or revised programs, and enrollment trends, enabling counselors to provide accurate and up to date educational planning that prevents delays in student pathways. Each term, appointment demand and student needs are assessed to adjust counselor availability (2.5.10), including expanded appointment blocks, additional drop-in hours (2.5.11), and targeted workshops (2.5.12) during peak registration periods. These processes ensure that students receive the advising and planning support (2.5.13) needed for timely and successful program completion.

Ongoing Coordination and Data-Informed Adjustments
Counseling collaborates with instructional departments and Enrollment Services to remain updated on course offerings, program changes, and enrollment demand, enabling delivery of accurate and current advising. Each term scheduling data including peak periods, no show rates, and appointment utilization is assessed to adjust counseling availability and ensure adequate access across in person and online modalities. This continuous feedback loop allows the college to respond to emerging needs, such as increased demand in specific programs or services. Collectively, these documented processes ensure that students receive timely, comprehensive guidance that supports on time completion and advances the institution's student success goals.

Counseling's Role in Enrollment Management and Course Availability
Counseling plays an integral role in enrollment management processes that support clear pathways and timely completion (2.5.14). Counseling faculty collaborate with instructional divisions and Enrollment Services to ensure that scheduling, sequencing, and the availability of high-demand or prerequisite courses are informed by student needs, educational plans, and program pathway requirements (2.5.15). Counselors use program maps, degree audits, and individual education plans to identify enrollment patterns and course-demand trends that may affect timely completion, such as bottlenecks in key courses or limited offerings in certain terms. Academic departments and enrollment management teams receive communication (2.5.16) on how to guide decisions about course offerings, section expansion, intersession availability, and modality options. By aligning student demand with course availability, these processes help preserve pathway integrity, reduce barriers in sequencing or access, and support students in completing their programs within expected time limits.

Analysis and Evaluation
Overall, the college's coordinated instructional scheduling and counseling practices demonstrate that SBVC meets Standard 2.5 by organizing course offerings and student support services to enable timely progression and completion. Documented processes across instruction and counseling ensure that decisions are clear in program maps, accurate prerequisite structures, and real time enrollment and utilization data. Continuous assessment of course demand, counseling access, and student progression identifies areas for improvement, prompting the addition of sections, expansion of modalities, or adjustments to counseling availability as needed. Through this ongoing improvement cycle, SBVC uses evidence to refine its scheduling and advising practices, reduce bottlenecks, and promote equitable completion across programs and student groups.

Through integrated instructional scheduling, data-informed enrollment management, and responsive counseling availability, SBVC ensures that students can move efficiently through their academic pathways and complete their degrees and certificates within the expected time limit. These coordinated, documented processes demonstrate the college's commitment to student success and institutional effectiveness.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

San Bernardino Valley College (SBVC) ensures that its distance-education (DE) delivery modes and teaching methodologies meet student and curricular needs and promote equitable student learning and

achievement through strong institutional oversight, clearly defined DE expectations, comprehensive faculty development, and formal curriculum review processes. The College's approach integrates governance (DE Committee), policy (RSI expectations), faculty preparation and currency (DE Level 1 and the DE Refresher), advanced mentoring (DE Level 2: RSI Essentials), and course-level approval mechanisms (DE Addendum and Emergency DE Addendum). Together, these structures align SBVC's online and hybrid offerings with federal and accreditor requirements while supporting continuous improvement in teaching practice.

Institutional Oversight and Policy

The DE Committee (2.6.1) is a standing, biweekly governance body that provides institutional oversight for distance education. Co-chaired by a faculty DE lead and an instructional manager and including faculty representation across divisions, classified professionals, and District TESS, the committee's updated charge and mission emphasize advising on all DE modalities and promoting an inclusive, equitable, accessible online learning environment. Acting through collegial consultation, the DE Committee originated SBVC's Regular and Substantive Interaction (RSI) Policy (2.6.2) and coordinated its approval through the governance pathway to final adoption (2.6.3). The policy defines "regular" instructor-to-student interaction for online courses and sets frequency expectations, ensuring ongoing alignment with federal DE definitions and ACCJC expectations. To support implementation, the College provides an RSI Faculty Reflection (checklist) (2.6.4) that translates the policy into practical guidance—clarifying interaction types, frequency, examples of effective practices, and accessibility considerations—so faculty can self-assess and strengthen course design and facilitation.

Faculty Preparation and Currency

SBVC requires faculty who teach online or hybrid to complete foundational DE training and to remain current on a three-year cycle (2.6.5, 2.6.6). Introduction to Online Teaching & Learning (IOTL), the College's DE Level 1 course (2.6.7), is faculty-facilitated and offered multiple times across the year in 4- or 8-week formats so instructors can access training that fits their assignment timeline. To uphold currency, the DE Refresher provides a shorter, focused pathway for faculty who have already completed Level 1, with emphasis on RSI expectations, accessibility practices, and effective online teaching methodologies. These trainings are scheduled and managed in Canvas Professional Development (2.6.8, 2.6.9), evidencing recurring opportunities and institutional support rather than ad-hoc offerings. The three-year currency requirement—satisfied by Level 1, the DE Refresher, or approved equivalents—ensures that faculty preparation is ongoing and aligned with current expectations (2.6.10).

Advanced Mentoring for RSI Practice

To move beyond baseline compliance and further strengthen the quality of interaction in online courses, SBVC has implemented DE Level 2: RSI Essentials, a one-on-one faculty mentoring program (2.6.11). Selected faculty are paired with a DE Committee mentor who receives observer access to one live Canvas course and provides individualized, formative feedback on weekly communications and RSI activities. A companion Canvas shell supports peer connection, idea-sharing, and submission of brief deliverables drawn directly from existing course materials—keeping the focus on authentic practice rather than creating artifacts for their own sake. This mentoring model reinforces federal RSI expectations in day-to-day instruction and fosters a culture of continuous improvement.

Curriculum Review and Delivery-Mode Approval

At the course level, SBVC's DE Addendum (updated) (2.6.12) and newly developed Emergency DE Addendum (2.6.13) provide the formal mechanisms by which delivery modes are approved, documented, and kept current. Following the temporary, systemwide emergency addendum used during the COVID-19 shutdown, the College later consolidated into a single standard DE Addendum. However, in Fall 2025, SBVC intentionally re-established a dedicated Emergency DE Addendum to ensure proactive planning for future disruptions. The updated DE Addendum clarifies instructions and embeds more specific guidance for RSI and accessibility, while the new Emergency DE Addendum establishes a defined process for non-DE courses to pivot to online delivery during emergencies. Both addenda were developed through the DE Committee

(2.6.14) and formally approved by the Curriculum Committee (2.6.15), demonstrating that delivery-mode decisions follow established governance and quality-assurance processes.

Evaluation and Improvement
SBVC regularly evaluates the effectiveness of its DE delivery modes and teaching methodologies through its governance processes and uses results to guide improvements. Recent actions—updating the DE Addendum, adopting an institution-wide RSI Policy, reaffirming the training-currency requirement, implementing the RSI checklist, and launching Level 2 mentoring—reflect the College's responsiveness to evolving expectations and its commitment to equitable student learning and achievement in online and hybrid environments. Collectively, these structures ensure that courses are designed, delivered, reviewed, and supported in ways that align with federal requirements, accreditation standards, and the needs of SBVC's students.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

San Bernardino Valley College (SBVC) remains deeply committed to designing and delivering student services that support the whole individual—addressing both academic and non-academic needs to maximize student success. Recognizing that barriers such as food insecurity, transportation limitations, housing instability, and childcare challenges can directly impact a student's ability to persist and complete their education, SBVC has developed a comprehensive Basic Needs program that ensures equitable access to essential services aligned with the college's mission of transforming lives through education.

Basic Needs Program
The Basic Needs program provides a centralized framework for students to request and receive individualized support. The Basic Needs Landing Page (2.7.1) serves as the main hub for information, connecting students with food, housing, childcare, transportation, and wellness resources. Students and employees can complete the Basic Needs Request Form (2.7.2) to refer themselves or others, ensuring no student is overlooked. For students seeking housing, the Den2Den Application (2.7.3) connects applicants directly with opportunities within the college's housing partnership with California State University, San Bernardino (CSUSB). These coordinated access points enable early intervention to mitigate basic-needs insecurity that might otherwise disrupt academic progress.

Food Insecurity and Pantry Services
Addressing food insecurity has been a cornerstone of SBVC's non-academic support system. Established in 2018, the Valley 360 Resource Center (2.7.4)—the college's on-campus food pantry—has evolved into a focal point for holistic basic-needs assistance. With integrated PantrySoft software (2.7.5), students discreetly register for food services and schedule pickups. Partnerships with Feeding America (2.7.6), Community Action Partnership (2.7.7), and on-campus donors sustain the pantry's operations. Weekly food distributions are complemented by grocery gift cards, cafeteria meal vouchers, and CalFresh enrollment support (2.7.8). Between June 2024 and August 2025, the pantry recorded 13,246 student visits, reflecting growing recognition and utilization of food support services.

In December 2025, SBVC submitted a proposal to rename the Valley 360 Resource Center as Blue's Pantry to reflect its refined focus on food access and align with the college's mascot. The rebranding will include updated logos, signage, and outreach materials that clarify the pantry's purpose while emphasizing the college's commitment to food equity and campus belonging.

Support for Student Parents
Through its partnership with Community Action Partnership (2.7.7), SBVC supports student parents with a monthly diaper distribution program coordinated through PantrySoft (2.7.5). Over 102 families were served in 2022–2023, 105 families between October 2024 and June 2025, and 120 families between July and October 2025. These targeted resources enable student parents to balance caregiving and academic responsibilities effectively.

Transportation Access
Recognizing that transportation can be a barrier to persistence, SBVC partners with Omnitrans (2.7.9) and Metrolink (2.7.10) to provide free rides on local buses and the Arrow train for students presenting their SBVC ID (2.7.11). Students with greater needs may also receive gas or Uber gift cards, distributed after individual consultations with the Basic Needs Coordinator (2.7.1). This layered approach ensures reliable transportation to classes and student support offices across the region.

Housing Stability
Student housing insecurity is addressed through partnerships with Jovenes, Inc. and CSUSB (2.7.12). Jovenes provides temporary motel vouchers, rental assistance, and apartment placement with holistic case management, including weekly check-ins. Through the Den2Den partnership (2.7.3), SBVC students may access 32 dormitory units on the CSUSB campus, giving them stable, affordable housing while pursuing their studies.

Staffing and Engagement
The Basic Needs initiative is supported by a dedicated network of CCC Foundation Ambassadors, a DREAMers Fellow, College Corps students, Federal Work-Study assistants, and a delivery driver responsible for logistical operations. This staffing model ensures consistent outreach while fostering student leadership opportunities in peer support and community engagement.

Throughout the academic year, the Basic Needs office organizes high-engagement events that promote awareness and belonging. The Wellness Spooktacular (2.7.13), coordinated with Student Health Services, drew over 430 students for a campus-wide “Trick or Treat for Resources” fair. The Operation Gobble initiative (2.7.14) provided 500 meal kits (150 for pantry users) supported by KVCR, Community Action Partnership, and Stater Bros. These events integrate wellness, outreach, and community building in ways that directly advance SBVC’s equity and retention goals.

Academic Support and Counseling Services
SBVC provides a comprehensive network of academic programs and counseling services designed to foster student success from enrollment through completion. Student Accessibility Services (SAS) (2.4.11) ensures equitable academic access by providing accommodations for students with verified temporary or permanent disabilities, consistent with Title 5 Regulations (Sections 56032–56044, 56002). Eligible disabilities include physical, sensory, learning, intellectual, psychological, and other health-related conditions. Students who are uncertain about eligibility may request assessments for possible learning disabilities.

The college utilizes Starfish (2.4.16) and Degree Audit platforms to enhance communication, intervention, and course progress tracking. Starfish allows faculty to issue early alerts or kudos while facilitating direct counselor outreach, and Degree Audit helps confirm fulfillment of general education and major requirements, expediting graduation checks.

Student Counseling and Events
Through the Counseling Department, SBVC implements several structured initiatives that encourage proactive engagement and persistence:

- Fast Track Events help students' complete orientation, guided self-placement, education planning, and registration in a single session (2.7.15).
- Grad Check Events allow students to review graduation requirements with counselors and submit final petitions, often within celebratory and interactive settings (2.7.16, 2.7.17).
- Know Your GEs Events educate students on general education options, major pathways, and transfer planning in collaboration with discipline faculty (2.7.18).

To meet demand during high-traffic periods, student services departments extend hours during the first two weeks of each semester—Monday through Thursday (8:00 a.m.–7:00 p.m.), Friday (8:00 a.m.–4:30 p.m.), and Saturday (10:00 a.m.–1:00 p.m.)—ensuring timely access to counselors, registration help, and advising services.

High School Outreach
The High School Counselor Outreach Program provides academic advising, education planning, and registration support at local high schools. Students meet individually with counselors to design education plans and receive college readiness materials, preparing them to register during priority enrollment.

Outreach and Recruitment
The Outreach and Recruitment Team (2.7.19) coordinate large-scale annual events that connect SBVC with students, families, and local K–12 communities. These partnerships with local community organizations and school districts strengthen access, responsiveness, and inclusivity across diverse cultural and socioeconomic populations. Key initiatives include:

- Wolverine Welcome: An annual orientation for first-time SBVC students, introducing academic programs, support services, learning communities, and student organizations (2.7.20).
- Joe Baca Jr. College & Career Fair: A collaboration between Outreach and Assemblymember Joe Baca Jr.'s office, featuring logistical coordination and campus tours to showcase academic pathways and services for local high school students (2.7.21).
- Pasifika Reef: Hosted in partnership with the San Bernardino Unified School District and Island Grad, this annual event centers on Asian and Pacific Islander students, supported through outreach coordination and funding (2.7.22).
- Senior Day: A large-scale open house with keynote speakers, workshops, resource fairs, and campus tours. In Spring 2025, more than 600 high school seniors from regional districts participated (2.7.23).
- Island Grad: A collaborative commencement celebration for Pacific Islander graduates, coordinated through logistical and funding support from Outreach (2.7.24).
- Back to School Extravaganza: Conducted with the San Bernardino Unified School District to distribute school supplies and promote college awareness, including backpacks and resource materials managed by Outreach staff (2.7.25).

These initiatives exemplify SBVC's commitment to engaging diverse student populations through culturally responsive outreach and early intervention, ensuring equitable access and informed entry into higher education.

Cultural Engagement and Inclusion
In alignment with institutional goals emphasizing diversity, inclusion, and cultural learning, SBVC hosts campus events that broaden student understanding and promote cultural pride. On November 18, 2025, the College held its Annual Native American Event (2.7.26), attended by approximately 70 students. The program

featured traditional dancers and a keynote speaker who discussed the significance of Native American culture and the preservation of cultural traditions. This event fostered cultural learning, inclusion, and community connection, reinforcing the college's commitment to diversity and equity.

Through these comprehensive, student-centered programs—ranging from basic needs and accessibility services to outreach, counseling, and cultural engagement—San Bernardino Valley College demonstrates its mission-driven commitment to equity, empowerment, and holistic student success. The integration of academic, wellness, and community-based support ensures all students have the tools and resources necessary to reach their full educational potential.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

San Bernardino Valley College fosters a sense of belonging and community by providing multiple formal and informal opportunities for students to engage with the institution, academic programs, and peers. Engagement occurs through cultural, academic, social, and co-curricular activities, including student clubs, political and ethnicity-based organizations, networking events, athletics, internships, and career training opportunities. These initiatives reflect the college's ongoing commitment to inclusiveness and the diverse needs of its student population.

The institution intentionally designs its co-curricular and student engagement activities to meet the needs of the students and community it serves, including historically underserved and first-generation populations. Each program maintains processes for continuous assessment of quality and effectiveness through qualitative and quantitative data, participation feedback, and student learning outcomes to ensure meaningful engagement and long-term impact.

The Outreach and Recruitment team (2.7.19) anchors these efforts with its signature orientation event, Wolverine Welcome (2.7.20), designed to ensure new students feel welcomed, informed, and connected. This event introduces students to key campus services such as Admissions, Financial Aid, and Counseling, while connecting them with student organizations including the Associated Student Government (2.8.1), clubs (2.8.2), learning communities (2.8.3, 2.8.4, 2.8.5), and academic programs. Through these experiences, new students begin forming relationships and developing a sense of community from the outset of their college journey.

Outreach further supports engagement through campus tours for K–12 school groups (2.8.6). The tours provide educational and interactive weekly sessions, giving schools the option to focus on areas such as Aeronautics, Nursing, or Film. Programs and departments include firsthand demonstrations, helping participants explore potential academic and career pathways while nurturing an early sense of connection to higher education.

The Valley Bound Commitment program (2.8.7) fosters belonging through a cohort-based model that intentionally connects students with counselors, staff, and peers. Activities such as orientations, workshops, volunteer events, and consistent program communication encourage relationship building and engagement among participants particularly those from first-generation and historically underserved backgrounds (2.8.8, 2.8.9, 2.8.10). We track participation and collect student feedback to assess effectiveness and ensure engagement opportunities remain high quality and relevant.

Valley Bound students also complete 30 hours of community service each academic year, which can be fulfilled through on-campus projects or service within the broader community. With approximately 150

participants annually, students collectively contribute over 4,500 hours of community service per year. These experiences help students develop a stronger sense of civic engagement, build valuable networking skills, and apply what they learn in real-world contexts, reinforcing both personal growth and institutional connection.

The DEEP (Dedicated Engagement to Empower Part-Timers) further strengthens campus belonging by offering multiple, inclusive opportunities for student engagement (2.8.11, 2.8.12). All newly accepted students participate in a comprehensive DEEP orientation (2.8.13), which is also open to continuing DEEP participants. This orientation provides an in-depth overview of program requirements, available benefits, and resources that promote academic and personal success. During the event, students connect with the DEEP coordinator, counselors, and departmental staff, establishing supportive relationships early in their journey. To meet diverse student needs, the orientation offers both modalities, in person and virtually, with evening and weekend options available (2.8.14). Throughout the year, DEEP students participate in financial literacy and skill-building workshops that reinforce engagement and belonging. End-of-year celebrations recognize student achievement and strengthen the sense of community among participants.

The Office of Student Life and Leadership (2.8.15) expands engagement by offering diverse activities such as student leadership conferences, buses to athletic events, Lavender Graduation, and club spotlights highlighting student involvement and identity-based initiatives. These co-curricular experiences promote pride, campus connection, and leadership development across the student body.

The college also prioritizes student wellness through Student Health Services (2.8.16), which offers the Wellness on Wheels mobile health program (2.8.17) providing free STI testing, prevention education, and resources. Additional offerings such as journaling workshops, self-compassion sessions, and stress management programs encourage holistic student well-being (2.8.18, 2.8.19, 2.8.20). The First-Generation Support Group provides a resolute, supportive space for students who are the first in their families to attend college, helping them share experiences and form meaningful peer connections.

In 2025, the college launched the Den2Den partnership (2.7.3) with California State University , San Bernardino (CSUSB), allowing SBVC students to live in CSUSB housing while taking one no-cost course at the university. This initiative enhances the sense of community and transfer readiness by integrating students into both institutions' support networks.

Collectively, these programs demonstrate SBVC's ongoing commitment to fostering inclusion, connection, and student belonging through intentional, data-informed engagement opportunities that reflect the college's mission to support every student's success

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

San Bernardino Valley College's program review process provides substantial evidence of systematic review and assessment ensuring quality across academic programs, learning support, and student services.

The ASPIRE framework's evolution, particularly its Year 2 DEIAA focus, directly addressed equitable student achievement. Now in Year 3 the focus is Demand and Currency (2.9.1). The committee's transparent identification of challenges and development of innovations demonstrates an authentic culture of continuous improvement. Each program's annual review is posted by department chairs in SBVC's Curriculum Management System (CurrIQunet Meta), enabling cross-departmental collaboration and ensuring broad access to program review findings (2.9.2).

The Program Review Committee actively refines the ASPIRE process to strengthen institutional assessment practices. Responding to Year 2 reports (2.9.3) that lacked analytical depth, the committee implemented enhanced writer support for Year 3, including targeted launch events, open lab sessions, and structured opportunities for programs to clarify expectations and identify relevant evidence. The Program Review Committee developed comprehensive guidance on integrating institutional research and data into program self-evaluation, ensuring evidence-based analysis drives improvement planning (2.9.4).

The Division of Research, Planning, and Institutional Effectiveness provides real-time, disaggregated data through comprehensive dashboards that enable evidence-based program evaluation and equity-focused improvements (2.9.5).The Student Equity & Achievement Dashboard tracks California Community Colleges' five SEA metrics with demographic disaggregation, revealing disproportionate impact and achievement gaps across student populations in access, completion, attainment, and transfer (2.9.6). The Performance Dashboard displays course-level retention and success rates by demographics, allowing systematic identification of equity gaps in specific programs and courses (2.9.7).

In response to AB 705 and AB 1705 mandates eliminating remedial prerequisites in English and mathematics, the college developed specialized dashboards tracking student placement, enrollment patterns, and success rates in transfer-level courses (2.9.8). Faculty in English, Mathematics, and Science disciplines use these data tools to monitor the impact of curricular reforms, identify students requiring additional support, and refine co-requisite models. This data transparency has fostered a robust community of practice among affected faculty, who regularly convene to analyze throughput metrics, share pedagogical innovations for supporting underprepared students, and implement evidence-based instructional adjustments that improve equitable access and success in gateway courses (2.9.9).

Moreover, the Curriculum Committee's comprehensive review checklist demonstrates San Bernardino Valley College's approach to ensuring quality in its academic programs through structured assessment that directly supports equitable student achievement (2.9.10, 2.9.11). This checklist requires all course and program proposals to include explicit evidence of diverse and culturally responsive content, differentiated support for all learners, reduction of assessment bias, and incorporation of at least one Student Learning Outcome addressing diversity, equity, inclusion, anti-racism, and access (IDEAA). The review process assesses alignment across all course components from learning outcomes and objectives through content, assignments, and materials while specifically requiring textbook selections that consider socio-economic equity through Open Educational Resources and low-cost options. By embedding equity criteria as mandatory review standards rather than optional considerations, SBVC has institutionalized quality assurance processes that systematically evaluate whether curriculum design promotes accessible, inclusive learning environments and implements improvements based on these assessments, directly fulfilling the standard's requirement for systematic review to ensure quality and support equitable student achievement across all instructional programs.

In alignment with its Student Equity Plan, the college has developed a comprehensive action plan for Spring 2026 that establishes specific student equity objectives with measurable outcomes. This action plan operationalizes the broader equity goals by identifying targeted interventions, responsible parties, and data-informed benchmarks to assess progress in closing achievement gaps among disproportionately impacted student populations. Together, these documents reflect the institution's systematic commitment to translating equity aspirations into accountable, measurable actions (2.9.12, 2.9.13).

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

The District's Equal Opportunity Plan (3.1.1) reflects our commitment to equal consideration for all qualified candidates in hiring staff and fostering their development, aligning with our Equal Employment Opportunity (EEO) and Diversity, Equity, and Inclusion (DEI) goals. We understand that these efforts are critical for cultivating an inclusive climate at SBCCD. The Plan prioritizes equal employment opportunity in recruitment and hiring practices, adhering to Title 5 regulations (Section 53000 et seq.) and outlining the steps the District will take to establish sound EEO strategies throughout the hiring process.

Key Components of the Plan include:

1. Compliance with Title IV Regulations: Adhering to EEO standards.
2. Methods for Supporting Equal Employment Opportunities: Ensuring fair access to job opportunities.
3. Strategic Selection Processes: Implementing specific EEO strategies during pre-hiring, hiring, and post-hiring phases.

SBCCD is dedicated to upholding the principles of equal employment opportunity and will maintain a comprehensive program to effectively put these principles into practice. Our policy guarantees that all qualified applicants and employees benefit from equal access to employment opportunities, free from discrimination across all programs and activities. The District has taken numerous steps to enhance workplace diversity, student equity, and inclusive practices, including the development of the Equal Employment Opportunity Plan, campus-specific Student Equity Plans (3.1.2), a commitment to diversity as outlined in BP 7100 (3.1.3) and AP 7100 (3.1.4), and strategic goals outlined in the 2022-2027 Strategic Plan (3.1.5).

The District is actively working to become a model for equal employment opportunity best practices, addressing adverse impact through the integration of DEI principles across recruitment, hiring, professional development, and evaluation processes. This initiative encompasses a focused approach to rectify recruitment deficiencies and fully embed DEI values into the selection processes for new hires. The District will utilize the following hiring and selection strategies in accordance with AP 7120 (3.1.6) and our EEO Initiatives:

- Equity Questions and Rubric Development: Creating equity-based questions and a rubric to be reviewed in applications for all faculty, classified professionals, and managerial positions.
- Interview Process Enhancements: Implementing an Equity Rubric for interviews across various job classifications.
- EEO Training: Including training on equity questions and rubrics in EEO training for hiring committees.
- Adverse Impact Analysis: Establishing a formal process for analyzing adverse impact within the hiring framework.

The District will uphold a verifiable Equal Employment Opportunity recruitment program that focuses on qualified members of historically underrepresented groups across all job categories, including faculty and all administrative and managerial positions.

Job announcements clearly outline job specifications, including:

- A description of duties and responsibilities.
- Minimum qualifications.
- Additional desirable qualifications that relate to job responsibilities.
- Provisions for demonstrating qualifications equivalent to the minimum requirements.
- Information regarding testing requirements, if applicable.
- Legal qualifiers established by the Office of Human Resources in compliance with Federal, State, and District regulations (e.g., Title 5, Title VII, EEO, and ADA).

The Office of Human Resources pre-screens applications to ensure that all applicants meet the minimum qualifications stated in the job announcements. The office consults with relevant expertise as needed and certify the pool of qualified applicants. Additionally, the Office of Human Resources conducts applicant pool reviews and handle any necessary actions in accordance with Section 53023 of Title 5 of the California Code of Regulations.

The San Bernardino Community College District has established the following hiring qualifications for all faculty positions in accordance with AP7211 (3.1.7):

1. For faculty and administrative positions, job requirements shall include (A) a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students as demonstrated by skills and abilities in cultural responsiveness and cultural humility; and (B) a demonstrated commitment to recognizing patterns of inequity in student outcomes, taking personal and institutional responsibility for the success of students, engaging in critical assessment of own practices, and applying a race-conscious awareness of the social and historical context of exclusionary practices in American Higher Education.
2. The Minimum Qualifications for discipline expertise adopted by the Board of Governors for California Community Colleges or possession of a valid and appropriate California Community College Credential as provided in Education Code 87355.
3. All applicants will be provided the opportunity to have qualifications for discipline expertise reviewed and considered for meeting minimum qualifications that meet or exceed those listed adopted by the Board of Governors through alternate means.

All community college faculty should exemplify the qualities of a college educated person. Pursuant to Education Code Section 87359, the equivalency process “shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.” Equivalency may be recognized in three major ways: course work, work experience, and eminence in the field or a combination of the three. In order to determine when an applicant for a faculty position who lacks the specific degree or experience specified in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” Handbook possesses qualifications that are equivalent.

The San Bernardino Community College promotes the effort to ensure that their supervisors and managers are administrators who can lead, organize, plan, and supervise; and who understand the needs of students, classified, faculty and the learning environment; and who value institutional governance based upon a genuine sharing of responsibility with faculty colleagues. The minimum qualifications for supervisors and administrators should help the District to ensure that it will select individuals who are competent to

perform the kind of administrative responsibilities that administrators are normally required to assume, such as supervision, organizational planning, and budget development and administration. The management equivalency process (3.1.8) is designed to include exceptionally strong candidates who may have earned, in a variety of ways, the equivalent to a Masters Degree. Equivalency determinations shall be determined jointly by the President of the College or designee and the Vice Chancellor of Human Resources, or Designee. The criteria used in making the determination shall be reflected in the governing board's action when employing the individual.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The San Bernardino Community College District is dedicated to fostering an enriching educational environment that promotes belonging and wellness within our community (3.2.1). Our commitment to creating a safe and inclusive space for all members is paramount, and we express our gratitude to everyone contributing to the advancement of our mission and values.

In alignment with our diversity goals (3.2.2), the Human Resources Department will spearhead districtwide participation in the Region 9 Rising Faculty Fellowship Program. This initiative aims to provide internship opportunities for diverse candidates aspiring to secure faculty or administrative positions within California Community Colleges in the Inland Empire.

- Year 1: Pilot the program by accepting an initial cohort of four fellows.
- Year 2: Expand the cohort, increasing the number of fellows participating in SBCCD.
- Year 3: Develop a structured hiring pipeline for fellows who successfully complete the comprehensive program cycle.

The District is committed to compensating faculty for professional development activities, offering up to four (4) hours for those with a teaching load of 0.40 or less, and up to eight (8) hours for those with a teaching load exceeding 0.401 (3.2.3, 3.2.4).This supports continuous professional growth and ensures faculty remain at the forefront of educational best practices.

Additionally, the District has actively enhanced the professional development initiatives at both colleges. The Professional and Organizational Development Department plays a crucial role in fostering an environment of ongoing personal and professional growth for all staff. This department has curated and disseminated resources aimed at improving knowledge, instructional methods, performance, and support services tailored to the diverse college community (3.2.5).

The district's efforts also include targeted support for classified professionals through in-service days, classified retreats, and opportunities for participation in the statewide classified leadership conference.

Goals by Classification:

- Faculty Goals
    - Engage in collaborative learning with peers.
    - Share innovative ideas and instructional strategies.
    - Collaboratively address and solve educational challenges.
    - Prepare for interviews by exploring new technologies.
- Classified Staff Goals
    - Enhance and refine professional skills.
    - Participate in peer learning and networking opportunities.

    - Foster relationships to strengthen career development pathways.
    - Engage in interview preparation activities.
- Management Goals
    - Model effective leadership practices.
    - Implement Collective Bargaining Agreement (CBA) strategies.
    - Advocate for equitable hiring practices to promote diversity in leadership roles.

Through these initiatives, SBCCD aims to cultivate an educational environment that supports the success of all learners, reflecting our commitment to continuous improvement and inclusivity in higher education.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

In alignment with accreditation standards, all employees within the institution will undergo a systematic performance evaluation at designated intervals as outlined in BP 7150 (3.3.1) and AP 7150 (3.3.2). The Chancellor is responsible for ensuring that evaluations are conducted periodically for faculty, managerial staff, confidential employees, and classified personnel. This process aims to enhance educational effectiveness and professional development across all roles.

The evaluation criteria for managerial and confidential employees will adhere to established board policies, specific job descriptions, and performance goals mutually developed by the respective employee and their supervisor. Comprehensive guidelines regarding evaluation protocols for collective bargaining groups can be found within the respective collective bargaining agreements.

Evaluation for CSEA Members
For California School Employees Association (CSEA) members, the evaluation process serves to provide constructive feedback aiding continuous improvement aligned with district expectations and performance standards. Evaluation procedures are outlined in Article 13 of the CSEA Bargaining Agreement (3.3.3). The district commits to evaluating permanent unit members annually during their anniversary month, unless exceptions arise due to emergency circumstances, as outlined in Article 2: Management Rights (3.3.4), or when a member is on leave.

Performance evaluations for unit members will encompass two distinct components:

1. Unit Member Self-Assessment: Unit members may complete a self-assessment using the Employee Performance Evaluation Form during the month preceding their anniversary month.

2. Evaluator's Assessment: Evaluators will prepare a performance evaluation using the Employee Performance Evaluation Form. Should the overall performance result in a rating of "Performance Needs Improvement" or "Unsatisfactory Performance," a written Performance Improvement Plan (PIP) will be developed in consultation with the Office of Human Resources.

Faculty Evaluation Process
The institution retains the sole responsibility for evaluating and assessing the performance of each faculty member. Evaluation procedures are outlined in Article 16 of the CTA Bargaining Agreement (3.3.5). The evaluation serves multiple purposes:

- To recognize exemplary performance in instruction, counseling, and educational services.
- To support and enhance satisfactory performance.
- To identify areas needing improvement.
- To document instances of unsatisfactory performance.

- To recommend targeted improvement measures and monitor subsequent progress.

Faculty evaluation forms, including the Initial Conference form completed by the Evaluating Manager and Peer Evaluation forms for both instruction and non-instructional faculty, can be found in Appendix G of the CTA Bargaining Agreement (3.3.6).

Manager Evaluation Process
The evaluation process for managerial staff is designed to provide constructive feedback regarding job performance, highlighting both strengths and areas in need of improvement (3.3.7). The objectives of the performance evaluation process include:

1. Recognizing outstanding performance.
2. Establishing measurable performance standards.
3. Providing assurance for satisfactory performers.
4. Identifying and assisting individuals with performance challenges.
5. Clarifying job expectations and prioritizing responsibilities.
6. Facilitating constructive dialogue between managers and supervisors to enhance job effectiveness, satisfaction, professional growth, and career development.

The primary components of the manager evaluation include self-evaluation, supervisor assessment, and behavioral ratings, ensuring a comprehensive review of performance. This structured performance evaluation framework aligns with accreditation expectations, emphasizing continuous improvement, accountability, and professional development across all employee classifications within the institution.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Fiscal resources at San Bernardino Valley College including state general fund allocations, grant and categorical funds, capital improvement bond funding, and local revenues are used to develop, maintain, and enhance educational services and operational functions in ways that directly support equitable student access, engagement, and success.

Each year, the general fund is budgeted to support the foundational educational and operational programs at SBVC, reflected in the distribution of resources for salaries, benefits, and operating budgets. The general fund allocation is disseminated across the College by program to ensure that core services are adequately funded and aligned with institutional priorities. Consistent with state requirements, SBVC maintains adequate reserves equivalent to a minimum of two months of operating expenses. These reserves ensure continuity of operations and help the College navigate periods of fiscal uncertainty while remaining focused on its mission.

Grant and categorical allocations are aligned with allowable expenditures and are reported in accordance with the requirements of each funding source. These funds support key initiatives such as equity, guided pathways, career education, and other student-centered programs.

SBVC continues to invest in improving campus operations and facilities through capital improvements outlined in the Facilities Master Plan (3.4.1, 3.4.2) and funded through Measure M (2007) and Measure CC (2018). State deferred maintenance funding has also supported several essential maintenance and infrastructure projects included in the College's five-year scheduled maintenance plans.

In addition to facilities and operational improvements, the College continues to strengthen programs that directly support student well-being and belonging. Our Veteran's Resource Center (3.4.3) provides a

gathering space for our student veterans, where they can share lived experience to enhance their feeling of belonginess. Another example is our BROTHERS (3.4.4) program that offers specialized counseling for out Black and Men of Color students. All told, SBVC offers 21 separate specialized counseling programs (3.4.5) to ensure equitable opportunities for our students.

Collectively, these resource investments demonstrate SBVC's intentional alignment between institutional planning, the Educational Master Plan, and the College mission by directing funds to the areas most critical for advancing equitable student achievement.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

San Bernardino Valley College has identified the importance of fiscal accountability in our 2023–2028 Educational Master Plan (EMP) (3.5.1) that guides the College in fulfilling its mission to change lives and serve our diverse community through a transformational learning environment.

- **Strategic Direction 8:** Ensure Sustainability Through Fiscal Accountability
- **Supporting Action 1:** Evaluate and improve resource prioritization processes
- **Supporting Action 2:** Maintain appropriate staffing levels to support student success
- **Supporting Action 3:** Ensure consistent upkeep of current and future infrastructure
- **Supporting Action 4:** Demonstrate responsiveness to community needs with regard to certificates, degrees, and programs
- **Supporting Action 5:** Initiate culturally responsive strategic enrollment management

To support the improvement and evaluation of resource prioritization processes, SBVC is currently on year three of a six-year program review process through the All Services and Programs Institutional Resources and Engagement (ASPIRE) (3.5.2). The ASPIRE program utilizes a committee to review resource requests and determine how they align with the college's mission, vision, & values. As part of these requests, departments are asked to provide background into who is served by their services, a Strengths, Weaknesses, Opportunities, and Threats (SWAT) analysis, and goals. The six-year cycle allows for a different lens each year on the requests considering how the resource allocations align with the following opportunities and threats:

- **Year 1 (2023):** Program or Area Overview
- **Year 2 (2024):** Diversity, Equity, Inclusion, and Accessibility
- **Year 3 (2025):** Demand and Currency
- **Year 4 (2026):** Productivity and Growth
- **Year 5 (2027):** Outcomes Assessment Analysis
- **Year 6 (2028):** Reflection.

Resource requests are sent to the Deans for Division Review by the Program Review Committee so that the requests can be prioritized. Division rankings are then submitted back to the Program Review Committee. After that, the Program Review Committee finalizes the prioritization of all requests and submits the results to the President's Executive Cabinet, College Council, Academic Senate, Managers, and Department Chairs. The College Council completes the funding process, and once finished, the funding results are reported to the Academic Senate, Managers, and Department Chairs.

To support appropriate staffing levels to support student success, the President's Executive Cabinet works diligently with the district's Human Resources and Fiscal Services departments to ensure information is

accurate and reflects the positions that are available for recruitment and that sufficient budget has been allocated. From July 2024 through September 2025 over 83 vacant positions have been filled (3.5.3).

Supporting Action 3 is supported through a combination of state funds through the Scheduled Maintenance and Special Repairs Program (3.5.4) allocation as well as allocations from Measure M (2007) (3.5.5) and Measure CC (2018) (3.5.6) call for funds to be used for improvement of existing facilities and infrastructure. Scheduled Maintenance and Special Repair Program funds are utilized to fund scheduled maintenance/special repairs, water conservation, building improvements, energy efficiency, and affordable student housing. A 5-year maintenance plan must be submitted to the State that outlines projects to be funded with these funds with a Project Funding Proposal. Measure M and CC funds have been used to repair and improve the infrastructure of San Bernardino Valley College to ensure the facilities are in good repair for students, faculty, and staff. Ongoing, new facilities are built

Measures M (2007) and CC (2018) support Supporting Action 4 by ensuring that new buildings are designed to meet the growing needs of the region. Current and future construction is focused on increasing and modernizing programs. In January of 2025, a new Applied Technology building opened. This building provided new, modern space for programs such as Automotive Technology (11% projected growth) (3.5.7), Electricity/Electronics (13% projected growth) (3.5.8), Heating, Ventilation, Air Conditioning and Refrigeration (12% projected growth) (3.5.10), Heavy/Medium Duty Truck Technology (11% projected growth) (3.5.11), and others. With an expected 10% growth (3.5.12) in Water Supply Technology, the college has moved to offering a bachelorette degree.

Three additional buildings will support growth in the areas of Health Sciences, including Nursing (7% projected growth) (3.5.13) and Pharmacy Technology (7% projected growth) (3.5.14) , Aeronautics (12% projected growth) (3.5.15), and Welding (4% projected growth) (3.5.16).

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

SBVC maintains a strong commitment to transparency and broad participation in fiscal planning. In accordance with BP and AP 6200 (Budget Preparation) (3.6.1, 3.6.2), the Board of Trustees provides initial direction on resource distribution before March 1 each year. The District's budget is prepared in alignment with Title 5 regulations, the California Community Colleges Budget and Accounting Manual, and all other relevant state and federal requirements. SBVC collaborates closely with District Fiscal Services to develop the annual budget, ensuring that institutional plans, department needs, and campus-wide input are incorporated.

The District uses Questica as the primary tool for budget development, while historical budget data is accessible through Financial 2000 and Oracle budget management systems. Department chairs, managers, and staff have access to these systems to support informed planning. At the start of each developmental budget cycle, the Vice President of Administrative Services issues instructions outlining the procedures, timelines, and budget assumptions for each division and department.

During the developmental budget period, managers meet with faculty chairs and classified staff to review prior-year budgets, discuss adjustments, and enter budget requests into Questica. These requests are then submitted to the division vice presidents and ultimately reviewed by the Vice President of Administrative Services. Administrative Services prepares comparison reports and meets with the College President before submitting the developmental budget to the District for integration into the District-wide budget. Throughout the fiscal year, managers are responsible for monitoring their budgets with oversight from division vice presidents and Administrative Services. The college's Budget Committee (3.6.3) meets regularly to review recommendations and provide input on budget development and management, while the District-

wide Budget Advisory Committee (DBAC) (3.6.4) meets regularly to review District office budgets, the budget calendar, and District-level financial information.

Through its integrated planning processes and resource prioritization efforts, SBVC sustains its mission and strengthens student success. The combination of planning and program review, the developmental budget process, and shared governance through campus and District-wide budget committees ensures that financial planning at SBVC is inclusive, mission-driven, and aligned with institutional priorities for equitable student outcomes.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

The College uses a mix of financial planning tools, multi-year projections, and district reserves to maintain fiscal stability and long-term sustainability. Each year, the District builds a five-year financial plan into the annual budget, which includes enrollment management projections, salary and benefit costs, and revenue estimates based on the Governor's Enacted Budget. The Unrestricted General Fund Multi-Year Forecast outlines a five-year budget that maintains a minimum balance equal to about two months of operating costs, helping ensure we can continue delivering services without disruption (3.7.1).

District Fiscal Services also manages the budget for Other Post-Employment Benefits (OPEB) each year. These obligations are defined by GASB Statements 74 and 75, which require public employers to identify and report their OPEB liabilities. To help meet these long-term obligations, District Fiscal Services, working with the District Budget Committee and with Board approval, established a Futurist Trust to pre-fund future OPEB benefits (Ev. PARS Trust Fund Report to Board Finance Committee). This irrevocable governmental trust is overseen by a Retirement Board of Authority made up of District personnel. The Benefit Trust Company manages the trust's assets and investment policy, and Keenan & Associates coordinates the overall program. In 2024-25, the trust was fully funded and covered 100 percent of the District's projected OPEB liability (3.7.2).

Support from the local community through bond measures has also allowed San Bernardino Valley College to continue improving its facilities. SBVC is currently working on projects funded by Measure CC, passed in 2018. These projects were identified and prioritized in the 2017–2022 Facilities Master Plan (FMP), with a focus on total cost of ownership. This approach helps SBVC avoid overspending its limited operating budget while ensuring long-term financial sustainability and better space utilization across campus. This includes the FMP Approved Bond Construction Project List 2017, which was reprioritized 8/12/21 (3.7.3), and the 2025-2037 Facilities Master Plan (3.7.4).

Through all of these efforts, the College continues to demonstrate a thoughtful, mission-aligned approach to fiscal solvency that supports day-to-day operations as well as long-term institutional stability.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

San Bernardino Valley College (SBVC) demonstrates a comprehensive and systematic approach to constructing, maintaining, and continuously improving its physical resources in order to support student learning, instructional delivery, and operational effectiveness. Through integrated planning, proactive maintenance, collaborative governance, and data-driven decision-making, SBVC ensures that its facilities, infrastructure, and equipment remain safe, functional, and aligned with institutional priorities (3.7.4, 3.8.1,

3.8.2).

Facilities planning is embedded within SBVC's institutional planning and budgeting processes. Capital improvement projects and modernization efforts are prioritized based on instructional need, regulatory compliance, safety considerations, and long-term sustainability (3.8.3). These efforts ensure that physical resources evolve in step with academic programs, enrollment trends, and student support services.

To promote safety, operational effectiveness, and continuous improvement, SBVC maintains an active Facilities and Safety Committee (3.8.4), comprised of cross-functional representation including facilities, campus safety, administration, faculty, and classified staff. This committee meets regularly to collaborate on facility-related concerns, review campus safety issues, assess emerging risks, and proactively identify solutions that advance campus operations and maintain regulatory compliance. The committee plays a key role in ensuring transparent communication, shared governance, and early intervention to prevent potential operational or safety issues.

SBVC operates a comprehensive Preventive Maintenance Program to sustain building systems, infrastructure, and equipment reliability (3.8.5). In support of this program, the College utilizes a Computerized Maintenance Management System (CMMS) to track, document, and manage both preventive and corrective maintenance activities. The CMMS provides real-time data on work order volume, response times, equipment history, and asset lifecycle performance, enabling data-driven planning, accountability, and continuous operational improvement.

Routine safety inspections, regulatory compliance audits, and system testing are conducted in coordination with Environmental Health & Safety (EH&S), Risk Management, and external regulatory agencies (3.8.6, 3.8.7, 3.8.8). These activities include fire and life safety inspections, elevator certifications, hazardous materials compliance, indoor air quality assessments, and emergency preparedness planning (3.8.9, 3.8.10). Together, these measures ensure that all instructional and service locations meet applicable safety standards and support a healthy learning and working environment.

Custodial and grounds operations further contribute to campus safety, functionality, and appearance. Structured cleaning schedules, grounds maintenance plans, and on campus event support protocols ensure that facilities remain clean, accessible, and welcoming for students, faculty, staff, and community members (3.8.11).

Sustainability is integrated into facilities operations through energy-efficient building systems, HVAC optimization, lighting upgrades, and utility monitoring (3.8.12). These efforts reduce operational costs, minimize environmental impact, and support the College's commitment to long-term environmental stewardship.

Through strategic planning, collaborative governance, preventive maintenance, technology-driven asset management, and continuous assessment, SBVC ensures that its physical resources effectively support educational excellence, student success, and institutional sustainability.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

San Bernardino Community College District (SBCCD) uses a consistent, districtwide planning and program review process that guides all technology planning. Through this process, Technology and Educational Support Services (TESS) and San Bernardino Valley College Campus Technology Services (SBVC CTS) develop

and update technology plans (3.9.1) that directly support our institutional goals. Annual planning and program review keep these goals current, so they continue to reinforce SBCCD's educational and operational outcomes (3.9.2).

SBCCD depends on broad collegial consultation to ensure technology planning stays responsive to campus and student needs. The SBVC Technology Committee (3.9.3) meets monthly to review progress, collect feedback and incorporate input from all constituent groups. A TESS representative participates in each committee, and the District Technology Master Plan (3.9.4) incorporates this feedback along with input from districtwide groups such as the Institutional Effectiveness Advisory Committee (3.9.5), Distance Education Coordination Council (3.9.6) and District Applications Workgroup (3.9.7). Technology leadership teams also meet monthly to adjust priorities as needs evolve.

SBCCD evaluates the effectiveness of technology services which is shares through quarterly newsletters (3.9.8) and through a public project dashboard managed by TESS (3.9.9). This dashboard allows users to submit requests, view prioritization, and track the status of active projects. Major projects conclude with documented knowledge transfer and training resources that support long term sustainability.

Board Policies and Administrative Procedures in the 3700 series define the appropriate and secure use of SBCCD technology resources:

- BP/AP 3710 Securing of Copyright (3.9.10, 3.9.11)
- BP/AP 3715 Intellectual Property (3.9.12, 3.9.13)
- BP/AP 3720 Computer and Network Use (3.9.14, 3.9.15)
- BP/AP 3725 Information and Communications Technology Accessibility (3.9.16, 3.9.17)
- AP 3726 Information Security Data Classification (3.9.18)
- AP 3727 Information Security Access Control (3.9.19)
- AP 3728 Information Security Physical Security (3.9.20)
- AP 3729 Information Security Logging and Monitoring (3.9.21)
- AP 3730 Information Security Remote Access (3.9.22)
- AP 3731 Information Security Internally Developed Systems Change Control (3.9.23)
- AP 3732 Information Security Security Incident Response (3.9.24)
- AP 3733 Information Security Secure Operations (3.9.25)
- AP 3734 Information Security-Network Security (3.9.26)
- AP 3735 Information Security Disaster Recovery (3.9.27)
- AP 3736 Information Security Cloud Storage (3.9.28)
- AP 3737 Information Security Payment Card Industry Requirements (3.9.29)
- AP 3750 Use of Copyrighted Material (3.9.30)

All users must agree to the Acceptable Use Policy (3.9.15). SBCCD maintains strong information security practices that include annual penetration testing, GLBA and PCI compliance audits, continuous network and log monitoring, regular system backups, and mandatory annual cybersecurity training for employees (3.9.31).

To ensure technology remains current and reliable, instructional and non-instructional hardware follows a structured replacement cycle with adjustments as needs change. The TESS Helpdesk (3.9.32) provides timely support for end users, while SBVC CTS maintains, updates, and repairs technology across the campus.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

San Bernardino Community College District (SBCCD) has policies and procedures in place that will mitigate emergencies and unforeseen occurrences that would significantly impact availability of its resources. SBCCD board policies and administrative procedures that govern risk and emergency response are the following:

- BP/AP 3505 Emergency Response Plan (3.10.1, 3.10.2)
- BP/AP 6540 Insurance (3.10.3, 3.10.4)

SBCCD mitigates these risks through structured insurance coverage, participation in statewide joint powers authorities (JPAs), and by requiring contractors to provide insurance certifications and indemnifications commensurate with the risks associated with their service. As noted in the 2023-24 audit report, SBCCD has sufficient insurance to cover its needs in financial emergencies (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

To manage property and liability risks, SBCCD contracts with the Statewide Association for Excess Risks (SAFER), which provides excess property and liability insurance tailored to California K–12 and community college districts. The District has not experienced claims exceeding coverage limits during the past three fiscal years. Additionally, there has been no significant reduction in insurance coverage year over year, demonstrating SBCCD's commitment to maintaining adequate protection for District assets and operations (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

SBCCD further strengthens its risk management framework through participation in the Statewide Association of Community Colleges (SWACC). SWACC arranges and administers comprehensive property and liability protection for its member districts and participates in collective decision-making that enhances fiscal resilience and supports coordinated responses to potential emergencies (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

Employee-related risks are addressed through SBCCD's membership in the Schools Alliance for Workers' Compensation Excess II (SAWCX II) Joint Powers Authority. This self-insurance pool provides workers' compensation coverage and related services, allowing the District to effectively manage employee injury claims while maintaining financial predictability. Governance through a representative board ensures transparency, accountability, and adherence to best practices in risk mitigation and claims management (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

To mitigate financial risk, SBCCD participates in the California Community College Financing Authority (CCCFA), which provides access to short-term financing when needed. This capability enhances the District's readiness to respond to financial emergencies or cash-flow disruptions (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

Finally, SBCCD ensures readiness for unexpected events by adhering to the guidelines laid out in our policies for Security Incident Response (AP 3732) (3.9.24). This policy outlines the district's approach to responding to a cybersecurity incident. District Technology Support Services has conducted a cybersecurity audit to identify internal and external vulnerabilities and developed a corresponding corrective action plan (3.10.6). The implementation of this plan drives annual cybersecurity training for staff (3.10.7) and the implementation of additional measures such as the implementation of multi-factor authentication for all employees in Fall 2023 (3.10.8). Contracts with SIS and ERP hosting vendors specify backup frequency, retention schedules, and recovery timeframes. All components of these policies are formally approved and published as Administrative Procedures.

Collectively, SBCCD's layered insurance coverage, participation in multiple JPAs, access to financing mechanisms, and formally established information technology protocols demonstrate that the District has appropriate strategies, policies, and procedures in place to manage risk and implement contingency plans consistent with the standard.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

In alignment with the following District Board Policies and Administrative Procedures:

- BP/AP AP 3900 (Speech: Time Place, Place, and Manner) (4.1.1, 4.1.2)
- BP/AP 4020 (Program Curriculum and Course Development) (4.1.3, 4.1.4)
- BP 4025 (Philosophy and Criteria for Associate Degrees and General Education) (4.1.5, 4.1.6)
- BP 4030 (Academic Freedom) (4.1.7)
- BP/AP 5500 (Student Code of Conduct) (4.1.8, 4.1.9)
- AP 5520 (Student Discipline Procedures) (4.1.10)
- BP/AP 5530 (Student Rights and Grievances) (4.1.11, 4.1.12)

And in support of the College Mission, the College upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

Academic freedom is the leeway to pursue knowledge and/or research across a vast range of diverse opinions and perspectives, without censure or undue interference. Through freedom of inquiry, faculty are granted the right to explore and discuss challenging ideas and topics related to their courses and areas of expertise within the classroom and District. While adhering to the course outline of record, faculty members may exercise professional judgment to discuss additional topics that enhance student learning, guided by a commitment to student dignity and knowledge advancement as addressed in Article 6 of the CTA 2025-28 Bargaining Agreement (4.1.13).

Academic integrity is presented in the College Catalog (4.1.14), in course syllabi (4.1.15, 4.1.16), and in the Faculty Ethics Statement (4.1.17). The College follows the student conduct process for addressing integrity inquiries as outlined in the College Catalog (4.1.18), website (4.1.19), and in the Faculty Handbook (4.1.20). To support student success and continual improvement, the College hosts Library Workshops and resources to build knowledge and develop skills towards strengthening academic integrity (4.1.21, 4.1.22, 4.1.23). It is intended that students who attended and completed the workshops have higher rates of course successes.

To support continual improvement, a cyclical review of Board Policies and Administrative Procedures are conducted to ensure the policies and procedures are current and relevant to support instructional effectiveness and student equitable outcomes (4.1.24). The District Policies and Procedures Advisory Committee (4.1.25), co-chaired by the Executive Vice Chancellor and the Vice Chancellor of Human Resources & Police Services (4.1.26), is a district-wide participatory committee (4.1.27), whose charge is to review and revise, as needed, and develop new Board Policies and Administrative Procedures in accordance with BP/AP 2410 (Board Policies and Administrative Procedures) (4.1.28, 4.1.29). The committee forwards recommendations for changes to APs/BPs to the Chancellor's Council (4.1.30). Then the BPs and APs are advanced to the Board of Trustees for its consideration at regular Board meetings.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

In alignment with District Board Policies and Administrative Procedures BP/AP 2430 (Delegation of Authority to the Chancellor) (4.2.1, 4.2.2), BP/AP 2510 (Participation in Local Decision Making) (4.2.3, 4.2.4), BP/AP 3250 (Institutional Planning) (1.1.2, 1.1.3), and BP 5400 (Associated Student Organizations) (4.2.5) and in support of the College Mission, institutional structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

The Chancellor delegates power and duties to the College President to effectively manage the operation of the College and campuses. However, the Chancellor is specifically responsible to the Board of Trustees for the execution of such delegated powers and duties. The President is expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through goal setting or the evaluation process, and other duties as required by the daily operation of the Colleges.

The President is the Chief Executive Officer of the College. The President reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees. The President is responsible for implementing the College's plans and District policies. The President works with the Chancellor, the Vice Chancellors, and the other College Presidents to ensure that planning and organizational initiatives are collaborative and coordinated in support of both the District and the College's goals. The President's administrative organization shall be the established authority on campus, and the College President is the final authority at the College level.

The Campus Committees website (4.2.6) outlines the various campus committees and their functions. Each committee is composed of diverse stakeholders, ensuring that a wide range of perspectives is represented. These members are appointed through the appropriate SBVC governance constituencies (faculty, classified professionals, students) and administrative leadership processes. This maintains accountability back to the constituency or functional area being represented.

College Council (4.2.7) is the overarching participatory governance group of San Bernardino Valley College. The purpose of the College Council is to provide a venue for constituent groups to participate in developing recommendations that have college-wide and district-wide impact. The role of the College Council is to make recommendations to the president regarding the design, implementation, and progress of major college-wide planning and initiatives according to a regular schedule of review or as necessary to meet college needs. As committees of the college, the Accreditation and Outcomes Committee, the Arts, Lectures & Diversity Committee, the Budget Committee, the Enrollment Management and Student Equity Committee, the Facilities & Safety Committee, the Professional Development Committee, and the Technology Committee report directly to College Council. Various constituency groups have appointments to College Council (4.2.8) and are expected to report back to their constituencies. When there are vacancies on the council, constituency groups are asked to communicate to their members and fill vacancies.

Those committees that do not report to College Council, such as Curriculum and Program Review, report to the Academic Senate (4.2.9). The senate and senate meetings are conducted in accordance with Title 5 and the Brown Act. The purpose of the San Bernardino Valley College Academic Senate is to represent the college faculty in all academic and professional matters as established under California state law, the California Code of Regulations, and the board policies and administrative regulations of the San Bernardino Community College District (4.2.10). The power of the Academic Senate is derived from the California Education Code and the California Code of Regulations and implemented through the formal actions taken by the body after appropriate consideration. As stated in Title 5 § 53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Sections 53200 (c), "Academic and professional matters" means the 10+1 policy development and implementation

matters (4.2.11).

In Fall 2024, authorized by the Academic Senate and College Council, the Participatory Governance Task Force (4.2.12) was formed and charged with reviewing and refining San Bernardino Valley College's governance processes to improve decision-making processes in support of enhancing student success, improving the student experience, and ensuring equitable access and outcomes through an effective, inclusive governance system. From Fall 2024 through Spring 2026, the task force:

- Reviewed and refined SBVC's committee structure to increase efficiencies and effectiveness in accordance with AB 1725, ACCJC standards, CA Education Code, Title 5 regulations, and relevant district policies
- Engaged representatives from all campus constituencies to create a transparent recommendation- and decision-making process
- Developed a Participatory Governance Handbook (4.2.13) outlining governance philosophies, committee structures, and decision-making processes
- Presented final recommendations (4.2.14) to College Council, Academic Senate, and Classified Senate for support and adoption.

In addition to campus committees, special forums are convened to address emerging issues, ensuring that stakeholders remain informed and involved. Most recently, the college undertook a Reimaging SBVC initiative focused on a campus-wide reorganization to provide a simplified and streamlined student experience, an organizational structure that minimizes duplication of services, and an inclusive approach that advances emerging areas, complex educational and support needs of students, and maximizing the priorities in the Valley Up! Initiative (1.5.4). This entailed a comprehensive timeline (4.2.15) that included public forums and multiple ways to contribute feedback (4.2.16).

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

The center of decision-making at San Bernadino Valley College are its Mission, Vision, and Values (1.1.4), which are found in many planning documents, including page 9 of the 2023-2028 Educational Master Plan (4.3.1) and page 3 and 4 of the 2022-25 Student Equity Plan (4.3.2). These are stated explicitly, along with the Educational Master Plan's goals that detail commitments to (1) eliminate barriers to student access and success, (2) be a diverse, equitable, inclusive, and anti-racist institution, (3) be a leader and partner in addressing regional issues, and (4) ensure fiscal accountability and sustainability. These goals are accompanied by eight strategic directions that each include multiple supporting actions (4.3.3):

- **Strategic Direction 1:** Create a College-Going Culture Through Intentional Community Outreach and Clear Communication of Pathways
- **Strategic Direction 2:** Innovate Curriculum and Course Offerings to Support Student Equity and Completion
- **Strategic Direction 3:** Expand and Align Support Services and Resources in Conjunction with Student Pathways
- **Strategic Direction 4:** Create Relationships with the Black and African American Community
- **Strategic Direction 5:** Utilize Quantitative and Qualitative Data to Understand Our Students' Lived Experiences and Better Support Them Towards Their Goals
- **Strategic Direction 6:** Create and Sustain a Sense of Belonging for all College and Community Stakeholders
- **Strategic Direction 7:** Connect Students to Regional and Community Opportunities
- **Strategic Direction 8:** Ensure Sustainability Through Fiscal Accountability

One of the most recent examples of the college's commitment to advancing the mission and prioritizing equitable student outcomes is the development of the Student Equity Plan. While developing the 2022-25 plan, SBVC was intentional in creating a culture of equity, inclusion, and anti-racism. The campus expanded equity-mindedness within instructional support. It also identified and institutionalized equitable hiring practices and processes. This included the creation of the District Human Resources, Diversity, Equity, and Inclusion (DEI) Advisory Committee (4.3.4), which is charged with aligning Districtwide DEI efforts and ensure adequate support is available.

The campus had the opportunity to participate in the Student Equity Plan Institute (SEPI) throughout the year. SBVC selected individuals from staff, faculty, administrators, and the Guided Pathways lead. The institute provided the team with an insight into the shift that is occurring throughout the State of California. Region 9 colleges participated and engaged in workshops and received tools to create a student equity plan that incorporated race consciousness efforts in closing disproportionate gaps. The institute also emphasized the importance of collaborating and braiding in Guided Pathways into our Student Equity Plan.

For 2022-2025, SBVC's Student Equity Plan focused on five metrics of student success: 1) Successful Enrollment; 2) Transfer level Math and English; 3) Retention from Primary Term to Secondary Term; 4) Completion; and 5) Transfer to a 4-year university. The target groups that were identified in the plan represented the Disproportionately Impacted (DI) student groups for each of the five student support metrics. SBVC is focused on closing the gaps within our highly disproportionated group, which has been identified as our Black/African American students in all metrics except for Transfer which, in this particular metric, is our Hispanic/Latinx student population.

For the 2025-28 Student Equity Plan (4.3.5), an update was provided on these metrics. This data is also available on the Student Equity & Achievement Dashboard (4.3.6):

- **Metric 1: Successful Enrollment** – Analysis of data from 2020-21 through 2024-25 showed that the enrollment gap was closed for Black/African American students. (4.3.7)
- **Metric 2: Transfer Level English and Mathematics** – Analysis of data from 2020-21 through 2024-25 showed that the enrollment gap was closed for Black/African American students. (4.3.8)
- **Metric 3: Term-to-Term Persistence** – In 2024-2025, 54.0% of the 524 first-time Black/African American students persisted from their first primary term (either Fall or Spring) to the next immediate primary term, resulting in an observable disproportionate impact. (4.3.9)
- **Metric 4: Vision Goal Completion** – In 2021-2022, 6.5% of the 536 first-time Black/African American students graduated within three academic years of starting at SBVC, resulting in an observable disproportionate impact. (4.3.10)
- **Metric 5: Transfer to a 4-year University** – In 2021-2022, 8.0% of the 1,604 first-time Hispanic students transferred to a 4-year university within four academic years of starting at SBVC, resulting in an observable disproportionate impact. (4.3.11)

SBVC will support Disproportionately Impacted students by embedding equity into curriculum, instruction, and student services. This includes culturally responsive pedagogy, expanded financial aid outreach, and intentional community-building efforts. By aligning these supports with Vision 2030, SBVC ensures that persistence and completion outcomes reflect the true potential of all students (4.3.12).

In developing the 2025-28 Student Equity Plan, SBVC recognizes that authentic equity work begins with listening to students and the community. The college will continue to expand opportunities for students to influence institutional equity goals through student voice forums and listening sessions (4.3.13), student focus groups, student participation in governance (2.8.1), campus climate and equity surveys (4.3.14), and transparency and engagement. By embedding student voice and cross-constituent collaboration in every stage of the Student Equity Plan from development to implementation, SBVC transforms equity work into a collective responsibility and a shared commitment to student success.

Additionally, SBVC will continue to implement an equity-centered evaluation cycle that includes data analysis, reflection, and planning throughout each academic year. The Student Success Advisory Committee (SSAC), which integrates Student Equity, Guided Pathways, and Student Support Service, serves as one of the primary bodies responsible for overseeing implementation and review of the Student Equity Plan. (4.3.15)

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The San Bernardino Community College District (SBCCD) is governed by a seven-member board, whose primary responsibility is established by Board Policy, 2200, Board Duties and Responsibilities (4.4.1). This policy outlines the duties that board members have to ensure accountability for academic quality and successful outcomes for all students. SBCCD's Board of Trustees regularly reviews key indicators of student learning and achievement and evaluates institutional plans to improve academic quality and student outcomes (4.4.2). As outlined in the Student Equity Plan, the college monitors five equity measures on an annual basis to address equity gaps (4.4.3).

The Board of Trustees adopted its Strategic Plan that includes four goals to ensure the overall effectiveness of the District (4.4.4). The Board Goals are to 1) Eliminate Barriers to Student Access and Success, 2) Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution, 3) Be a Leader and Partner in Addressing Regional Issues, and 4) Ensure Fiscal Accountability and Sustainability. The Board monitors progress by reviewing disaggregated success metrics that include enrollment and achievement data, and districtwide strategies for improving academic success on an annual basis (4.4.5, 4.4.6) The Chancellor also updates the Board of Trustees on a monthly basis to discuss how SBCCD is meeting the District goals (4.4.7, see pgs. 2, 24-25). In addition, a weekly RoundUp with information regarding how the campuses and overall district are working to support students and serve its community are distributed to the Board of Trustees (4.4.8).

The Board also regularly receives Strategic Plan Goal updates. For example, Goal 1 focused on eliminating barriers to student access and success, including actions to improve enrollment processes, expand academic programs, strengthen outreach, and support underrepresented student groups (4.4.9, see pgs. 3, 239-240). In addition, the Board reviews reports and presentations that highlight direct evidence of student learning and achievement, such as Honors Program outcomes, accreditation mid-term reports, AB705 throughput data, sabbatical research impacting curriculum and instruction, and President's Reports containing student completion milestones (4.4.10). Presentations such as the districtwide DEIA initiatives and the National Conference on Race and Equity (NCORE) further provide the Board with institutional plans designed to enhance academic quality, reduce equity gaps, and support student success (4.4.11).

The Board of Trustees (BOT) adopt a budget on an annual basis that aligns directly with its four goals, on January 09, 2025, the Board Members received a presentation on the prioritized board directives and the Strategic Plan Summary (4.4.12). In addition, the BOT received monthly budget reports as part of their regular board meetings (4.4.13, see pgs. 4, 332-334). The Board conducts at least two strategy sessions per year to review proposed tentative budget, final budgets, and/or other fiscal related items (4.4.14, 4.4.15). Moreover, the Board Finance Committee (BFC) provides monthly verbal reports to the full board regarding the work conducted at the monthly BFC meeting (4.4.16, see pg. 2).

The Board of Trustees receive multiple annual presentations of the Apportionment Attendance Reports (CCFS-320), which provide disaggregated full-time enrollment data, year-over-year trends, and analysis connected to enrollment management, budgeting, and strategic goal setting (4.4.17, pgs. 4, 242-245, 267). These reports and information allow the Board of Trustless to monitor the overall financial health of SBCCD and make recommendations to ensure the overall fiscal health of the District. Additionally, through the Board Legislative Committee, Trustees receive regular updates on legislative priorities, budget advocacy,

and external policy developments that affect fiscal stability, facilities, and student access. The Board oversees and adopts districtwide legislative and budget priorities aligned with the Strategic Plan and provides direction for communicating institutional priorities and impact to policymakers and the public (4.4.18).

The Board of Trustees regularly assess its policies for effectiveness in fulfilling the District's mission as outlined in Board Policy, 2410, Board Policies and Administrative Procedures (4.4.19). Board policies are reviewed on an ongoing basis through the District's Policy and Procedures Advisory Committee that has constituency representation and follows the vetting procedures outlined in Administrative Procedure, 2410, Board Policies and Administrative Procedures (4.4.20). During the 2024-2025 academic year, the Board of Trustees approved over 90 board policies and procedures that directly support the goals and fiscal health of SBCCD (4.4.21 see pgs. 2, 28-93, 4.4.22, see pgs. 2, 35-58).

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Board of Trustees (BOT) has established policies that outline a process to hire and evaluate SBCCD's chief executive officer BP 2431, Chancellor Selection (4.5.1), and BP 2435, Evaluation of the Chancellor (4.5.2). Administrative Procedure 2435, Evaluation of the Chancellor (4.5.3), states that the Chancellor will be evaluated at least annually (4.5.4, 4.5.5, 4.5.6). The Chancellor also has an informal mid-year evaluation to receive feedback. The most recent informal evaluation was conducted in December 12, 2025 (4.5.7). SBCCD's Board of Trustees has regular reports on the Board of Trustees Strategic Plan goals from the Chancellor (4.5.8). Throughout the year, the Chancellor has a timeline that ensures the Board of Trustees receive updates on all goals (4.5.9, pgs. 248-251). On an annual basis, the Board of Trustees received an update on the progress that SBCCD has made in meeting its goals for the year (4.5.10). For example, during the 2024-25 SBCCD expanded its dual enrollment offerings from 260 in Spring of 2023 to 687 in Spring of 2025. These efforts support the Board of Trustees' Goal 1 to ensure access and give more high school students free access to college courses, helping them build confidence, save money, and succeed (4.5.11).

As described in Standard 4.4, the BOT regularly assesses its policies for effectiveness in fulfilling the district's mission as outlined in BP/AP 2410, Board Policies and Administrative Procedures. Moreover, the BOT establishes policies that set standards for the quality, ethics, and prudence of overall operations of the institutions. In addition, the Board of Trustees delegates to the Chancellor the executive responsibility for administering Board-adopted policies and implementing all Board decisions that require administrative action as outlined in BP 2430, Delegation of Authority to the Chancellor (4.5.12). The Chancellor is expected to perform the duties in the Chancellor's job description and fulfill other responsibilities that include educational programs and services, personnel and human resources, and fiscal health and stability. Consistent with this delegated authority, the Chancellor is also authorized to represent the district in state and regional policy forums, legislative advocacy, and intergovernmental partnerships that advance workforce development, facilities planning, and student support services in alignment with Board priorities. In addition, specific assignments for the Chancellor may be identified during the evaluation or goal-setting process. For example, the Board of Trustees adopted Board Policy 6100, Delegation of Authority, Business and Fiscal Affairs (4.5.13), that delegates the authority to the Chancellor to supervise the general business procedures of the District. The Chancellor ensures that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion. SBCCD submits annual fiscal reports to the California Community Colleges Chancellor's Office within the required timeline of submission (4.5.14, 4.5.15, 4.5.16). The Board of Trustees approves an annual budget calendar (4.5.17, see pg. 3) as required by AP 6200, Budget Preparation (4.5.18), that states the Board will adopt a budget calendar prior to February 1 each year.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The San Bernardino Community College District Board of Trustees governs on behalf of the citizens in accordance with the authority granted and duties defined in Education Code Section 70902. They work as a collective unit to support the mission (4.6.1) to "positively impact the lives of and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities." The Board of Trustees adhere to their duties and responsibilities as outlined in BP 2200, Board Duties and Responsibilities (4.6.2). They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of the region. This is demonstrated through various actions taken during board meetings that support the greater good of the institution, for example, during the December Board Meeting, the Board of Trustees took action with a unanimous vote, to support SBCCD's 2026 Legislative and Budget Priorities that support workforce development and community prosperity (4.6.3). As illustrated previously in standard 4.4 and 4.5, the Board's legislative and budget priorities are informed by districtwide data, community input, and regional workforce trends, and are advanced through coordinated government relations and communications efforts that support the District's Strategic Plan goals. Trustee engagement in state and regional conferences, legislative briefings, and budget-related discussions further demonstrate the Board's collective role in advancing institutional priorities.

The Board of Trustees maintain high ethical standards of conduct and follow BP 2715, Code of Ethics/Standards of Practice (4.6.4). Annual training is provided to ensure that board members uphold their areas of responsibility (4.6.5). In addition to this training, the Board of Trustees is committed to its ongoing development as a board and engages in strategy sessions, conferences, and other activities that foster trustee education. During the 2025-26 academic year, board members participated and represented SBCCD in HACU's Annual Conference, ACCT Leadership Congress, CCLC Annual Convention, and CCLC Legislative Conference. During these trainings/conferences Board members are able to obtain updates related to current topics that impact local and state decisions (4.6.6), legal updates (4.6.5), and innovation and high impact practices that support student success (4.6.7, 4.6.8). Another example includes the presentation on EEO Hiring Practices and Student Impact Analysis that took place on February 27, 2025, Strategy Session (4.6.9). Board members access online educational resources such as the Board Orientation Handbook (4.6.10), Trustee Handbook (4.6.11), Trusteeship (4.6.12), Board Chair Handbook (4.6.13), and Student Trustee Handbook (4.6.14).

The Board of Trustees is committed to assessing its performance as a Board to improve its effectiveness. Ongoing evaluation of the Board of Trustees is outlined in BP 2745, Board Self-Evaluation (4.6.15). The Board of Trustees conduct a self-evaluation and discuss the results during their annual board retreat (4.6.16, 4.6.17). There is an opportunity for discussion to identify strengths and areas in which there are opportunities. The results are used to identify goals for the upcoming year.

Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	• ACCJC Reaffirmation Letter 02/01/2021 • ACCJC Action on Midterm Report 1/25/2025
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	• BP 1200 (District Mission Statement) • BP/AP 3250 (Institutional Planning)
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	• SBCCD BOT Minutes 10/13/2022
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	• Education Master Plan 2023-2028, pages 10 - 11
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	• Institutional Set Standards

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission *Policy on Competency Based Education* and *Policy on Credit Hour, Clock Hour, and Academic Year*)	• College Catalog, pages 69-82 • BP/AP 4020 (Program, Curriculum, and Course Development) • BP/AP 4025 (Philosophy and Criteria for Associate Degree and General Education) • BP/AP 4100 (Graduation Requirements for Degrees and Certificates)
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	• College Catalog, pages 57-64 • BP/AP 4050 (Articulation) BP/AP 4235 (Credit for Prior Learning) • AP 4236 (Advanced Placement Credit) • BP/AP 5120 (Transfer Center)
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	• BP/AP 5010 (Admission and Concurrent Enrollment) • AP 5011 (Admission and Dual Concurrent Enrollment of High School and Other Young Students) • BP/AP 5052 (Open Enrollment) • BP/AP 5055 (Enrollment Priorities)
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	• Student Complaint Reporting Form • College Catalog, Pages 47 – 49 • AP 5045 (Student Records - Challenging Content & Access Log) • BP/AP 5530 (Student Rights and Grievances)
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit

Required Item	Documentation
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	• Authorization to Release Student Information (FERPA) Form • BP/AP 5035 (Withholding of Student Records) • BP/AP 5040 (Student Records and Privacy)
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	• AP 4021 (Program Discontinuance) • Senate Policy on Program Discontinuance
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	• DoE Final Program Review Determination
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	• BP/AP 4105 (Distance Education) • BP/AP 5040 (Student Records, Directory Information)
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	• College Catalog, pages 20 - 21
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	• BP/AP 4235 (Credit for Prior Learning)
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	• Community College League of California • EBSCO
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	• BP/AP 5500 (Standards of Student Conduct) • College Catalog, page 19 and pages 37 - 47

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	• BP/AP 7120 (Recruitment and Hiring) • BP/AP 3420 (Equal Employment Opportunity) • BP/AP 7236 (Substitute and Short Term Employees)
ii. Employee handbooks or similar documents that communicate expectations to employees	• Confidential Employee Handbook • Faculty Handbook • Management Personnel Plan • CSEA 2023-26 Bargaining Agreement • CTA 2025-28 Bargaining Agreement • POA 2023-26 Bargaining Agreement • BP/AP 3050 (Institutional Code of Ethics)
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	• SBCCD Audit 2024-25 • SBCCD Audit 2023-24 • SBCCD Audit 2022-23
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	• BP/AP 6200 (Budget Preparation)
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	• BP/AP 6250 (Budget Management) • BP/AP 6300 (Fiscal Management) • AP 6305 (Reserves)
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	• BP/AP 3720 (Computer and Network Use)
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	• FY 2022 Cohort Default Rates
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	• BP/AP 6340 Bids and Contracts
ix. Written code of professional ethics for all personnel including consequences for violations	• BP/AP 2710 (Conflict of Interest) • AP 2712 (Conflict of Interest Code) • BP 2715 (Code of Ethics/Standards of Practice) • BP/AP 3050 (Institutional Code of Ethics) • Classified Senate Code of Ethics • Faculty Ethics Statement

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	• BP 2200 (Board Duties and Responsibilities) • BP/AP 2431 (CEO Selection) • BP 2432 (CEO Succession) • BP/AP 2435 (Evaluation of the Chancellor)
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	• BP 2210 (Officers) • BP/AP 2430 (Delegation of Authority to the CEO)
iii. Governing board policies/procedures/bylaws related to Board Ethics	• BP 2715 (Code of Ethics/Standards of Practice)
iv. Governing board policies/procedures/bylaws related to conflict of interest	• BP/AP 2710 (Conflict of Interest) • AP 2712 (Conflict of Interest Code) • Conflict of Interest List of Designated Positions Per AP 2712

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	• SBVC Accreditation Website (bottom of page)
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	• SBVC Homepage (Link to Accreditation at bottom of page)

Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	Link to Catalog PDF
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 6
Educational Mission	Page 6
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 8
Course, Program, and Degree Offerings	Pages 69 - 359
Student Learning Outcomes of Programs and Degrees	Pages 83 - 358
Academic Calendar and Program Length	Page 371
Academic Freedom Statement	Page 20
Available Student Financial Aid	Pages 35 - 36
Available Learning Resources	Pages 65 - 66
Names and Degrees of Administrators and Faculty	Pages 360 - 370
Names of Governing Board Members	Page 6
Requirements	
Admissions	Pages 22 - 26
Student Tuition, Fees, and Other Financial Obligations	Page 25
Degrees, Certificates, Graduation and Transfer	Pages 51 - 64
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Pages 36 - 49
Nondiscrimination	Page 19
Acceptance and Transfer of Credits	Pages 11 - 17 and 57 - 59
Transcripts	Page 17
Grievance and Complaint Procedures	Pages 47 - 49
Sexual Harassment	Pages 19 - 20
Refund of Fees	Pages 25 - 26
Locations or Publications Where Other Policies May be Found	
District Policies & Procedures	SBCCD Policies & Procedures

Appendix 2: Organizational Structure

The organizational chart for San Bernardino Valley College for academic year 2025-26 can be found here. It is also copied below. Throughout 2025 and into 2026, a re-imaging of the college's structure was evaluated and the new, 2026-27 organizational chart can be found here.

San Bernardino Valley College
Vice President of Instruction Cont.
Interim Vice President Instruction
Leticia Hector
Dean Mathematics, Business, & Computer Technology
Stephanie Lewis, Ph.D.
Faculty Chairs
Michael Assumma
Anthony Castro
Reginald Metu
Administrative Assistant III
Melissa Heredia
Vivian Marquez
Faculty
Samuel Addington
Maha Al-Husseini
Vincente Alvarez
Victoria Anemelu
Rui Bautista
Yvonne Beebe
Anthony Castro
Jesse Chou
Jeremiah Gilbert
Ali Hassanzadah
Abeir Israeil
Moustafa Kanawati
Chauyou Keith Lee
Steven Lee
David Martin
Ebony Perez
Amada Qader
Alvin Sacdalan
Malik Stalbert
Teri Strong
Bethany Tasaka
Bruce Underwood
Sydnee Woodland
VACANT
Administrative Assistant III
TaQuera Evans (sub)
Interim Dean Science
Lorrie Burnham
Associate Dean of Health Sciences & Director of Nursing
Denise Valle
STEM-MESA Director
Daniel Mayo
Administrative Assistant III
Maryum Malika
Assistant Directors of Nursing
Reshmi Kappattil
Angela Vogel
Administrative Assistant I
Robyn Bender
Nursing Faculty Counselor
Nicole Jimenez
Allied Health Lab Assistant
Jennifer Losee
Faculty Chairs
Todd Heibel
Carol Jones
Doris Ortiveros
Matthew Robles
Melissa Romero
Anna Tolstova
Maria Valdez
Lab Technicians
Kadir Gallindo
Isaac Hayden
Patricia Jenkins
Hsiao (Ariel) Liang
Sandra Robles
Cassandra Windhausen
Sarah Yearyean
Administrative Assistant II
Amber Hamilton
Tutoring Specialist
Brianna Cunningham
Administrative Clerk
Faye Epps
Faculty Counselors
Kristina Elpel
Lourdes Maldonado
Steven Silva
Abena Weber
VACANT
Planetarium Specialist
Tom Varden
Faculty
Leif Andersen
Anita Arnold
Amy Avelar
DJ Bouzidi
Kim Dubois-Eastman
Espree Foscolos
Fernando Gomez
Mezhgan Hassanzadah
Michelle Jackson
Nicoe Lambrou
Thomas Lechuga
Jesse Lemieux
Sheri Lillard
Ana Mayo
Joan Murillo
Jesus Navarro
Maria Ottinger
Mary Rascon
Marissa Sepulveda
Hayley Smalls
Soha Sobhanian
Michael Torrez
Tatiana Vasquez
Oscar Vazquez Valdez
Teresa Weaver
VACANT
Administrative Assistant III
Angela Grotke
Dean Social Sciences, Human Development, & Physical Education
Kirk Rogers, Ph.D.
Administrative Assistant I
Emma Taylor
Director, Child Development
Sandy Karge
Director, Police Academy
Paul Dennis
Administrative Assistant I
George Rojas
Lead Teacher
Audrey Davis
Administrative Assistant III
Amelia Gonzales
Administrative Clerk
Brittney Harris
Child Development Teachers
Blanca Cortez-Roman
Leslie Diaz
Raquel Garcia
Lena Huizar
Carolina Jaime
Angelica Lopez
Irene Menchaca
Juana Moreno
Blanca Perez-Ponce
Diane Roque
Neveen Shehata
Nancy Vasquez
VACANT
Nutrition Specialist
Richard Garcia
Food Service Workers
Melinda Molina
Juliette Calvillo
Child Development Assistants
Prisolla Acosta
Yesenia Arellano
Gloria Bustamante
Vivianna Gonzalez
Xochiquetzal Hernandez
Melissa Huckaby
Martha Morales
Ida Newman
Lucia Ramirez
Vanessa Rodriguez
Nancy Salas
Patricias Serrano
Jacqueline Soto
Renee Turner
Stephanie Vargas
Sophia Williams
VACANT
VACANT
VACANT
Faculty Chairs
Kellie Barnett
Anthony Blacksher
Ed Gomez
Danielle Graham
Lisa Henkle
Kimberly Jefferson
Melissa King
Denise Knight
Ken Lawler
Melinda Moneymaker
Adam Pave
Wei-Chung Wang
VACANT
Faculty
Dawn Adler
Tammy Allen
John Banola
Quincy Brewer
Jeffrey Demsky
Kristin Hauge
Raise Jakpor
Parul Khokher
Patricia Holder
Leonard Lopez
Sandra Moore
Brandy Nelson
Romana Pires
Irene Sanchez
Christina Torres
VACANT
1/28/2025

San Bernardino Valley College
San Bernardino Valley College
Administrative Coordinator
Mary Bender (sub)
Vice President Student Services
Yvonne Gutierrez-Sandoval M.Ed.
Dean Counseling & Matriculation
Marco A. Cota
Administrative Assistant III
Nancy Bulgarelli
Associate Dean of Student Services
Joanne Hinojosa
Administrative Assistant II
Bonnie Cruz
Administrative Assistant II
Amber Martin
Counselor
Leslie Gregory
Job Developer
VACANT
Student Services Technician II
Patricia Valenzuela
Student Services Technician I
Wendy Nahuat
Senior Student Services Tech NextUp/Guardian Scholars
Cynthia Bernal
Counselor NextUp /Guardian Scholars
Evelyn Luna
Outreach Coordinators
Alan Eiving
Rocio Delgado
Senior Student Services Tech
Treesa Sabato
Monica Perales
Counselors
Maribel Cisneros
Keenan Giles
Brittany Etheridge
Director Student Accessibility Services
Marty Milligan
Administrative Assistant II
Alexa Guilatco
Counselor
Elizabeth Larivee
Interpreting Services Specialist
Laurie Sullivan
Student Services Coordinator
Michelle Crocfer
Student Services Technician II
Muriel Armstead-Moore
Learning Disabilities Specialist
Monique Aycock
Alternative Media Assistive Technology Specialist
Ana Bojorquez
Academic Support Specialist
Karina West
Administrative Assistant I
Fabiola Treto
Administrative Assistant I
Shaneikah Grant
Faculty Co-Chair
Tahirah Simpson
Michelle Tinoco
Counseling Faculty
Frank Dunn
Andrea Hecht
Jamie Salyer
Patricia Jones
Debbie Orozco
Rema Ghazaleh
Armando Garcia
Deana Kelly-Silagy
VACANT
VACANT
Articulation
Janice Wilkins
SSSP Coordinator
Yancie Carter
SSSP Coordinator
Joseph Nguyen
M & A Senior Student Services Technician
Arleen Delgado
M & A Student Services Technician I
Arlene Cruz
Puente Program
Elizabeth Banuelos
Faculty Coordinator Transfer & Career Services
Keynasia Buffong
Administrative Assistant I
Nia Bowens-McLeod
SSSP Coordinator
Oscar Rodriguez
Transfer Counselor
Botra Moeung
Career Counselor
Erica Begg
Faculty Coordinator Star Program
VACANT (Faculty)
Administrative Assistant I
Briana Yarbrough
The Huddle Counseling Faculty
Andre Wooten
The Huddle Administrative Assistant I
Brandy Heller
Administrative Assistant III
Naomi Lara
Dean Student Equity & Success
Maria Del Carmen Rodriguez
Director Financial Aid
Samuel Trejo
Administrative Assistant I
Michelle Chow
Technician
VACANT (2)
Coordinator
Priscilla De Loera
Fermin Ramirez
Patrice Hollis
Specialist
David Cosme
Maria Adkins
Margie Soto
Ossiris Acevedo
Leilani Piernas
Rocio Cortez
Associate Dean Student Support Services & Outreach, Recruitment and Educational Partnerships
April Dale
Administrative Assistant III
Aida Gil
DREAMers Resources Center
Evelyn Ruiz Trujillo
Counselor
Craig Luke, Sr.,Ed.D.
Dominique Johnson
Ulavale Matavao
Umoja/Tumaini Program Coordinator
Frederick Jones
Umoja Counselor
Rutina Taylor
Student Services & Support Program Coordinator
Ayanna Spivey
VACANT
Coordinator Outreach & Relations w/ Schools
Amanda Moody
Justine Plemons
Rising Scholars LGBTQIA + Scholar's
VACANT
Student Services Technology Specialist
Kristina Heilgeist
Director Admissions & Records
VACANT
Administrative Assistant I
Erin Williams
Clerical Assistant
Nicholas Chavez
Coordinator
Veada Benjamin
Evaluators
Sophin Im
Steven Silva
Julia Ulloa
VACANT
Specialist
Maria Romo, OOC, MAP
Specialist
Raquel Villa, OOC, A+R
Technicians
Melissa Carmell
Kathryn Jaramillo
Allison Mcinemy
Naila Popat
Adam El-Sherif
Ebony Anderson
Veterans Resource Center Coordinator
Jason Alvarez
Administrative Assistant III
Maritza Portillo
Dean Student Engagement & Wellness
Raymond Carlos, Ed.D.
Faculty Coordinator Student Health Services
Elaine Akers, DNP, RN, PHN
Administrative Assistant II
Dawn Garcia
Administrative Clerk
Jessica Munoz
College Nurse
Laura Estrada
Student Engagement Specialist
Marie Maghuyop
Basic Needs Coordinator
LaCretia Smith
Director of Athletics
David Rubio
Senior Student Services Tech I
Maureen Ryan
Athletic Trainer
Keith Candelaria
Ashley Reamer
PE/Athletics Equipment Specialist
Gigi Callejas
Mark Wall
Sports Info Specialist
Bill Norris
1/28/2025

San Bernardino Valley College
San Bernardino Valley College
Administrative Coordinator
Karol Pasillas
Vice President Administrative Services
Keith Bacon
Administrative Assistant II
Dana Williams-Hoffman
Warehouse Technician
Damon Smith
Director Facilities, Maintenance & Operations
Sergio Zazueta
Mail Clerk
Heidi Walker
CBO Account Technician
Roslin Halim
Anabel Martinez
Desiree Vargas
Food Service Supervisor
Erik Morden
Supervisor Custodial
Albert Camacho
Supervisor Maintenance & Grounds
Kevin Grishow
Lead Custodian
Darrell Fisher
Jerry Ohigashi
Edward Stevens
Custodian
Armando Alcala
David Brown
Christina Camarena
Jimmy Chavarria
Jose Galindo
Jorge Gomez
Benny Gonzales
Amber Hernandez
Garrett Hernandez
Gloria Hernandez
Robert Hernandez
Maria Huerta
Johnny Kates
Gloria Kracher
Dinora Menendez
Irene Mulgado
Kyle Phares
Trayvion Robinson
Cindi Rocha-Garcia
Brandon Vargas
Leticia Vargas
HVAC Technician
Nicholas Mendoza
Lead Grounds Caretaker
Ronald Gordin
Maintenance Technician - Electrician
Alonzo Aispuro
Grounds Caretaker
Jose Alvarez
Jenifer Carl
Shane Caudill
Alfredo Martinez
Cesar Rojas
Maintenance Technician - Carpenter
Weldon Babino
Maintenance Technician – Plumber
Kenneth Reese
Maintenance Technician – Painter
Stephanie Silva
Maintenance Technician – Locksmith
Kristian Suarez
Maintenance Worker
Genaro Vargas
Lead Food Service Worker
Tanya Gomez
Jessica Sotelo
Food Service Worker
Lorena Arteaga
Maria Esparza
VACANT
1/28/2025