

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

ACCIC 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.
- **Collaboration:** 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](#)).