

## 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 Trustees 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.