

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. Institutional communication, including the development and distribution of college-wide messaging, digital content, and public-facing materials, is coordinated through the Marketing, Creative Services & Public Affairs department (transitioning to Strategic Communications & Marketing effective July 1, 2026) ([2.4.1](#)). These functions support the college's efforts to communicate progress, ensure access to information, and engage internal and external stakeholders. Ensuring consistency, clarity, and accessibility across these platforms requires alignment of content, design standards, and messaging practices ([2.4.2](#), [2.4.3](#)).

Program learning outcomes (PLOs) are clearly published in the College Catalog ([2.4.4](#)) and on program webpages ([2.4.5](#), [2.4.6](#), [2.4.7](#)) 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 ([2.4.8](#)) that houses key forms, policies, and procedures ([2.4.9](#)) and provides contact information ([2.4.10](#)) 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 ([2.4.11](#), [2.4.12](#)). Students receive structured and timely communications at all stages of the graduation process submission ([2.4.13](#)), 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 ([2.4.14](#)) and the disability laws under which it operates ([2.4.15](#)), describe accommodations and assistive technology software and hardware available to students ([2.4.16](#)), 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 ([2.4.17](#)), 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 ([2.4.18](#)) 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 ([2.4.19](#)) as a primary mechanism for delivering clear, accurate, and accessible information that supports students' individual educational journeys ([2.4.20](#)). 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 ([2.4.21](#), [2.4.22](#)).

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 ([2.4.23](#)), orientation sessions ([2.4.24](#)), counseling appointments ([2.4.25](#)), 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 ([2.4.26](#)), 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.

The SBVC Foundation also contributes to student success by helping foster belonging, pride, and connection to the institution ([1.4.8](#)). Through scholarships, donor-supported recognition, events, alumni engagement, and mission-focused storytelling, the Foundation helps reinforce that students are valued and that the broader community is invested in their success. This is an important complement to the College's direct student engagement efforts. From the Foundation's perspective, philanthropy is at its strongest when it not only funds access and completion, but also helps students feel seen, supported, and connected to the larger SBVC community.

Communications planning, promotional design, media relations, and social media distribution play a key role in ensuring these initiatives reach both students and the broader community and is coordinated through the

Marketing, Creative Services & Public Affairs department (transitioning to Strategic Communications & Marketing effective July 1, 2026) ([2.4.1](#)). Without coordinated communication systems, the visibility and impact of these programs would be significantly limited.

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 (Diversity, Equity, Inclusion, Antiracism, and Accessibility) 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](#)).