San Bernardino Valley College

Midterm Report

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Dr. Diana Rodriguez, SBCCD Chancellor	Date
Dr. Gilbert Contreras, San Bernardino Valley College President	Date
Dr. Stephanie Huston, SBCCD Board of Trustees Chair	Date
Dr. Dina Humble, SBVC VP of Instruction, Accreditation Liaison Officer	Date
Dr. Olivia Rosas, SBVC Interim Vice President of Student Services	Date
Mr. Keith Bacon, SBVC Vice President of Administrative Services	Date
Dr. Joanna Oxendine, Dean, Research, Planning and Institutional Effectiveness	Date
Ms. Andrea Hecht, SBVC President, Academic Senate	Date
Mr. John Feist, SBVC President, Classified Senate	Date
Mr. Dyami Ruiz-Martinez, SBVC President, Associated Student Government	Date

Contents

A. Reflections on Continuous Improvement Since the Last Comprehensive Review

Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. Suggested length for Section A is 3 pages.

1. **Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

San Bernardino Valley College (SBVC) is dedicated to achieving its mission and strategic goals. This commitment is reflected in its comprehensive planning efforts, which focus on enhancing educational opportunities, fostering community engagement, and promoting student success. By aligning its resources and initiatives with these priorities, the college aims to create a supportive and enriching environment for all learners. There have been many efforts across the college focusing on major improvements regarding mission fulfillment, educational quality, and equitable student outcomes. Equity and educational quality are integrated into daily campus conversations and indicative of a campus-wide culture shift. The college community is focused on improving campus processes that have a direct effect on the student experience, equity-conscious planning, building educational partnerships, and supporting student's basic needs. SBVC began its equity journey by rewriting the Campus Mission, Vision, and Values (A1.1), intentionally incorporating Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA). SBVC's commitment to IDEAA is further embedded into the 2022-2025 Student Equity Plan and the 2023-2028 Educational Master Plan (A.1.2, A.1.3).

In response to IDEAA efforts, our Division of Research, Planning, and Institutional Effectiveness (RPIE) set out to implement surveys and focus groups to better understand who our students are and the challenges they face in completing their educational goals (A.1.4). In direct response to the findings from data analysis, which revealed that many disproportionately impacted students lack a sense of belonging, SBVC has strategically implemented several programs and services including the creation and implementation of diverse learning communities to enhance student support and success. Aligned with the Student Equity Plan and Educational Master Plan, these collaborations aim to foster inclusivity and academic achievement. In addition, the college boasts a well-resourced Umoja-Tumaini Center, complemented by targeted programs like Puente and specialized support for student athletes. Through collaborative efforts between Instruction and Student Services, SBVC has developed contextualized learning cohorts such as BROTHERS for African American males and TAYTAYAN for Asian and Pacific Islander students. Additionally, the establishment of the Asian-American Pacific Islanders (AAPI) Association aims to support both AAPI employees and students. Furthermore, to support AB705 compliance, the English and Math departments have formed communities of practice, leading to significant improvements in transfer-level course completion rates.

SBVC's Academic Senate has taken a stand against racism, hate, and violence. Since June 2020, three resolutions have been passed to guide the faculty and campus community, SU20.01 Infusion of Anti-Racism/No-Hate Education (A.1.5), SP21.01 Condemning Anti-Asian Racism and Violence (A.1.6), and FA23.01 in support of the LGBTQ+ Community Rights and Need for Safe Spaces (A.1.7). The Curriculum Committee emphasizes equity and culturally responsive course content and guides Diversity, Equity, Inclusion, Anti-Racism & Accessibility (IDEAA) on the Course Outline of Record (A.1.8). In response to the proposed updates to Title 5 that requires all colleges to add IDEAA to the Course Outline of Record (COR), the Curriculum Committee is seeking an IDEAA Liaison to coordinate with Curriculum Chair and Office of Instruction to provide leadership and training to develop equity-minded curriculum processes that meet local, state, and federal IDEAA guidelines (A.1.9). 10.2.23 Curriculum Minutes

San Bernardino Valley College's 2020 Quality Focus Essay's (QFE) first action project was built around scaling academic and student support services in support of Guided Pathways and AB705. SBVC has successfully created six Career and Academic Pathways (A.1.10) with fully developed program maps. In 2020-21 the Guided Pathways committee worked with the Division of Research, Planning, and Institutional Effectiveness to collect qualitative and quantitative data about onboarding processes, career field guides, and other observations about how students interface with the college and what they want from the college in terms of support. In collaboration with Student Services, Counseling and Matriculation, and Guided Pathways evaluated career assessment tools and purchased VitaNavis, an academic planning and career readiness platform to support the 2022-2025 Student Equity Plan.

SBVC employed several strategies to increase access and remove barriers during the pandemic and post-pandemic years. The college distributed 3700 Chromebooks and 781 hotspots between Spring 2020 and Spring 2023. The Books+ program allowed students to receive free textbooks and course materials. The Books+ program sunset in Summer 2024 and is being replaced by the BookSaver program. The campus is revitalizing the ZTC/OER program and processes to reduce the cost of textbooks.

Beginning in June 2023, a cross-divisional team comprised of ten executive and instructional deans, instructional faculty, non-instructional/counseling faculty, and classified staff, including two researcher analysts, participated in the California Community Colleges Strategy Enrollment Management (SEM) Program. Sparked by a marked increase in fall-to-spring attrition rates from 33.1% between Fall 2018 and Spring 2019 to nearly 40% between Fall 2022 and Spring 2023, the SEM project focused on creating an integrated data framework to support the strategies in the EMP and Enrollment Management Plan. The team worked to develop data-based profiles to gain insight into student demographic groups: Black/African American students, who are disproportionately impacted across four of the five student success metrics; Hispanic/Latinx students, who are disproportionately impacted in one student success metric; students with disabilities; and first-generation students. The overall objective was to identify SEM goals and strategies for each group—taking into account the specific needs of students, especially those from disproportionately impacted groups—ultimately building an integrated SEM framework to inform the revised Strategic Enrollment Management Plan, which will be drafted and solidified in 2024-2025 for a launch in Summer/Fall of 2025 based on not only the foundational work of the SEM Academy team, but also on feedback and insights from the campus community at large, including students and community members.

As the second project for the Quality Focus Essay, the college began and implemented an evaluation of program review processes to ensure integration in planning and prioritization throughout the college. The Program Review Committee reviewed and revised two processes the committee is responsible for: Needs Assessment, gathering campus needs in the areas of classified professionals, equipment, facilities, faculty & technology and prioritizing those needs for recommendation to the President, Cabinet, and College Council; and Program Efficacy, a critical self-evaluation of the effectiveness of all programs and services using available data, the college strategic plan, and external factors. The Committee's work began in Summer 2020 with the evaluation of the current Program Review Process and culminated in Spring 2023 with the successful piloting of the new Program Review ASPIRE Process (A.1.11). The curriculum management system, CurriQunet, evolved into CurriQunet Meta, and the college transitioned to Meta in fall of 2021. During the transition, the college adopted additional modules for program review processes and outcomes assessment. The program review and assessment modules will enter full implementation during fall of 2024.

2. **Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.**

San Bernardino Valley College received the following recommendation from the last Peer Review Team Report in 2020: To increase effectiveness, the team recommends the College continue to strengthen the SAO process for all student services to improve programs and services.

SBVC has taken significant steps to address the recommendation to strengthen the Service Area Outcome (SAO) process for all student services. The Outcomes Faculty Lead has been actively collaborating with key stakeholders, including the Vice President of Student Services, Student Services Council, and Counseling faculty, to enhance the SAO assessment process and distinguish it from Student Learning Outcomes (SLOs). This collaborative effort has led to several important initiatives aimed at improving institutional effectiveness.

A major advancement in this area is the adoption of CurriQnet Meta for SAO assessment. This robust platform provides a centralized system for tracking and analyzing SAOs, allowing for more efficient data management and informed decision-making. To support the effective use of this tool and improve the overall quality of SAOs, SBVC has conducted two workshops focused on enhancing the writing of SAOs. These workshops have been instrumental in building capacity among staff and faculty to create clear, measurable, and meaningful SAOs that align with institutional goals (A.2.1, A.2.2). Furthermore, the college is in the process of establishing a systematic review cycle for SAOs, ensuring regular evaluation and continuous improvement of student services.

In the current academic year, SBVC is working towards fully incorporating SAO data collection and analysis using CurriQnet Meta. This comprehensive approach will enable the college to gather more robust data on the effectiveness of its student and administrative services, facilitating data-driven improvements. By implementing these measures, SBVC is demonstrating its commitment to enhancing the SAO process, ultimately leading to improved programs and services for its diverse student population.

San Bernardino Valley College has also implemented robust processes to address Recommendation 2, ensuring that SLOs on course syllabi accurately reflect those in the officially approved Course Outline of Record (COR). Each semester, division offices systematically collect syllabi for all courses and conduct a thorough verification process to confirm the consistency of SLOs with the COR. To facilitate this review, faculty are now required to place SLOs on the front page of their syllabi, making them easily accessible for verification.

To further streamline this process and promote accuracy, deans are provided with a comprehensive SLO spreadsheet, which serves as a reference tool for verifying the consistency and accuracy of SLOs across all courses in their divisions (A.2.3). Recognizing the importance of this initiative, the deans have collaborated to develop and share best practices for syllabus review and SLO verification. Through this collaborative effort, they have solidified division-specific processes that not only meet but exceed the standard set by the accreditation team. These enhanced procedures ensure a uniform approach across all academic divisions, fostering a culture of accountability and accuracy in representing SLOs to students. This concerted effort demonstrates SBVC's commitment to maintaining the integrity of its curriculum and providing clear, consistent learning expectations to its students.

SBVC has implemented comprehensive measures to address Recommendation 3 to review and revise existing processes and procedures to ensure that all distance education courses consistently provide regular and substantive interaction as defined by the College. To enhance the quality and consistency of regular and substantive interaction (RSI) in its distance education courses, the college has established a robust training framework to ensure all faculty teaching online courses are well-equipped to provide quality distance education. This includes mandatory Level 1 Distance Education (DE) training for all faculty intending to teach online, with encouraged refresher training every three years to maintain certification (A.2.4). To support this

initiative, deans receive updated lists of DE-certified faculty each semester, enabling them to make informed decisions when assigning online courses.

Furthermore, SBVC has extended its efforts beyond faculty training to include administrative support and oversight. Deans have received specialized training on RSI, best practices for course design, and methods for observing student-instructor interactions in online environments. This knowledge enhances their ability to effectively evaluate online courses and provide meaningful feedback. The college has also distributed guidelines on best practices for online instruction to all peers involved in evaluating online courses, ensuring a consistent standard of assessment. These efforts are reinforced by the establishment of required DE training within our Policies and Procedures (AP4105) (A.2.5), institutionalizing the commitment to quality online education. Additionally, SBVC has invested in the professional development of its faculty by fully funding and supporting two cohorts through a year-long ACUE certification program, further elevating the standard of online instruction across the institution.

3. **How are the actions described above helping your institution deepen its practices for continuous improvement and transformation concerning the 2024 Accreditation Standards?**

San Bernardino Valley College has demonstrated a commitment to fostering an educational environment that promotes student success, institutional effectiveness, and equitable outcomes for all learners. In alignment with the 2024 ACCJC standards for accreditation, SBVC has undertaken a range of initiatives designed to enhance its programs, resources, and governance structures. The following practices illustrate how the college is actively working to meet and exceed these standards across various dimensions of its operations.

Standard 1: Mission & Institutional Effectiveness: **SBVC's recent revisions to our program review processes create stronger ties to the campus mission. (I.A.1, I.B.1, I.B.5)** In response to feedback indicating that the previous program review process was biased and difficult to complete, the Program Review Committee led a collaborative effort to design a new process to be more inclusive and streamlined. A pilot version of All Services and Programs Institutional Resources and Engagement, or ASPIRE, was conducted in Spring 2023, with full implementation beginning in Fall 2023. The new process incorporates an annual SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for each department, emphasizing a comprehensive evaluation over a six-year timeframe. The Academic Senate approved ASPIRE on May 17, 2023 (A.3.1), and utilizes CurriQnet Meta to enhance curriculum approval, outcomes assessment, and program review, reflecting SBVC's commitment to continuous improvement and engagement across divisions.

Purchase of CurriQunet Meta to support Program Review and Outcomes processes, enhancing institutional planning, action, evaluation, and improvement. (I.B.2, I.B.4, I.B.6) San Bernardino Valley College (SBVC) adopted CurriQunet Meta to enhance its program review and outcomes assessment processes. During the transition from the previous system, the college invested in additional modules specifically designed to support these functions. The program review module was successfully implemented in 2023, and the college plans to begin implementing the outcomes assessment module in the 2024-25 academic year. This strategic adoption underscores SBVC's commitment to improving institutional planning, evaluation, and continuous improvement, aligning with its mission and institutional effectiveness goals.

Integration of equity work throughout all standards in support of the campus Mission, Vision, and Values. (I.A.3, I.B.1, I.B.3) San Bernardino Valley College has integrated equity work throughout all standards to support its Mission, Vision, and Values, reflecting a deep commitment to fostering an inclusive and equitable educational environment. This integration is exemplified by our comprehensive Student Equity Plan, which focuses on addressing disparities and promoting equitable student success across various metrics, including enrollment, retention, and completion rates. The plan emphasizes race consciousness and includes initiatives such as professional development for faculty and staff, equitable hiring practices, and the establishment of Diversity, Equity, Inclusion, and Anti-Racism (DEIA) committees. By embedding equity considerations into

institutional planning, evaluation, and improvement processes, SBVC aligns with its mission to promote equitable student achievement and foster a culture of inclusivity and continuous improvement. This holistic approach not only supports our core values but also strengthens its institutional effectiveness by ensuring that all students have access to the resources and opportunities necessary for success.

Standard 2: Student Success: **Implementation of CurriQnet Meta for curriculum updates, ensuring clear SLOs, planning processes, equitable language, and opportunities for reflection. (II.A.2, II.A.3, II.A.11)** The implementation of CurriQnet Meta at San Bernardino Valley College has significantly enhanced the process of curriculum updates, ensuring SLOs are clearly defined and aligned with institutional goals. This modern curriculum management system facilitates efficient planning processes by automating workflows and approvals, which reduces administrative burdens on faculty and allows them to focus more on teaching and student engagement. Additionally, CurriQnet Meta supports the use of equitable language throughout curriculum documents, promoting inclusivity and ensuring that course content is accessible and relevant to all students. The platform also provides opportunities for reflection and continuous improvement by enabling real-time reporting and transparent data tracking, which helps faculty and administrators evaluate and refine educational programs effectively. Through these features, SBVC can maintain a dynamic and responsive curriculum that meets the diverse needs of its student population.

Establishment of DE training for faculty. (II.A.2, II.A.7) The establishment of Distance Education training for faculty at San Bernardino Valley College was the result of a collaborative partnership among the Academic Senate, the Vice President of Instruction, and the faculty union. Recognizing the critical role that effective online teaching plays in student success, these key stakeholders worked together to develop a comprehensive training program that equips faculty with the necessary skills and knowledge to deliver high-quality online education. Through open dialogue and shared goals, they reached a consensus that such training was essential not only for enhancing the quality of distance education, but also for supporting faculty professional development. This collaborative effort underscores our commitment to fostering an environment where faculty are well-prepared to meet the evolving needs of students, ultimately contributing to improved student outcomes and satisfaction in online learning environments. By prioritizing DE training, SBVC ensures that our faculty are equipped to provide engaging, equitable, and effective instruction, aligning with the institution's mission to promote academic excellence and student achievement. This includes the provision of refresher courses for faculty to ensure continuous improvement in DE practices. (II.A.2, II.A.7, II.A.16)

Standard 3: Infrastructure & Resources: **Distribution of Chromebooks and hotspots during the pandemic to ensure student access. (III.C.1, III.C.3)** San Bernardino Valley College demonstrated its commitment to ensuring equitable student access during the COVID-19 pandemic through the strategic distribution of Chromebooks and hotspots. This initiative directly addressed the digital divide that many students faced when instruction shifted to remote learning. By rapidly adapting to the challenges posed by the pandemic, SBVC ensured that technology resources remained accessible to all students, regardless of their personal circumstances, thus maintaining the quality of education and support services during a critical time.

Construction of new buildings to improve campus infrastructure. (III.B.1, III.B.2) San Bernardino Valley College has made significant strides in improving its campus infrastructure, largely due to the support of local voters who approved Measure CC, a $470 million bond measure, in November 2018. This bond has enabled us to embark on several major construction projects that align with its 2016 Facilities Master Plan, demonstrating our commitment to providing state-of-the-art facilities for its students and community. Through collegial consultation and many user group meetings, stakeholders had the opportunity to contribute to the projects in support of the mission (A.3.2).

One of the most notable developments is the new Applied Technology Building, set to open in January 2025 (A.3.3). This $101 million facility will replace the previous building constructed in 1965. The state-of-the-art building is designed with sustainability in mind, featuring zero emissions and photovoltaic technology that will

contribute electricity back to the campus. It will provide cutting-edge learning spaces for programs such as electric vehicle repair, water inspection technology, modern machining, and HVAC technology.

Another significant project underway is the Career Pathways 2 (CP2) building, which will house the Allied Health and Aeronautics programs (A.3.4). This project, with a budget of $88 million, is currently in the design phase. Additionally, SBVC is planning a new Student Services Building, demonstrating our commitment to enhancing student support facilities. This project, with a budget of $104 million, is in the early stages of development. Construction is expected to begin in January 2024, with completion projected for April 2026.

These new buildings and renovations represent SBVC's ongoing commitment to providing high-quality educational facilities and resources to its students and the broader San Bernardino community. By investing in modern, sustainable infrastructure, we are positioning ourselves to meet the evolving needs of students and industry partners well into the future, aligning with ACCJC Standards III.B.1 and III.B.2 by ensuring that physical resources support student learning programs and services and promote institutional effectiveness.

Standard 4: Governance and Decision-Making: **Inclusive process for creating the Student Equity Plan and Educational Master Plan. (IV.A.1, IV.A.2, IV.A.3)** SBVC demonstrated a strong commitment to inclusive and collaborative processes in creating both the Student Equity Plan and the Educational Master Plan, aligning with ACCJC Standards IV.A.1, IV.A.2, and IV.A.3. The development of the Student Equity Plan involved diverse participation from staff, faculty, administration, and students, ensuring that a wide range of perspectives shaped the plan. Cross-functional teams were established to align equity efforts with other institutional initiatives. Input was sought from various campus groups, as required by Education Code 78220 section (b), and the planning process was grounded in thorough data analysis to target specific areas of inequity. The process also included reflection on the previous 2019-22 plan, allowing for the continuation of successful strategies while addressing areas for improvement.

Similarly, the creation of the Educational Master Plan involved broad engagement from stakeholders, including faculty, staff, administrators, students, and community partners. The planning process ensured alignment with our mission, vision, and strategic goals while integrating with other institutional plans, such as the Student Equity Plan and Guided Pathways initiatives. Open forums and workshops were conducted to gather input and feedback, and draft versions of the plan were widely shared for review and refinement. This collaborative approach not only resulted in comprehensive and effective plans but also fostered a sense of ownership and commitment among all participants, reflecting our dedication to equity, inclusion, and shared responsibility for student success.

Development of a new Governance Committee Model and Governance Handbook. (IV.A.2, IV.A.5, IV.A.7) San Bernardino Valley College is actively engaged in aligning our practices with the 2024 ACCJC standards for accreditation, demonstrating a strong commitment to institutional effectiveness, student success, resource management, and effective governance. Initiatives, such as the rebranding of program review processes as ASPIRE, the implementation of CurriQnet Meta for enhanced assessment, and the establishment of comprehensive DE training, reflect a systematic approach to ensuring that all aspects of the institution are geared toward fostering equitable student outcomes.

Moreover, SBVC's efforts in distributing essential technology during the pandemic and constructing new facilities showcase our dedication to providing the necessary infrastructure and resources for student success. The inclusive processes for developing the Student Equity Plan and the new Governance Committee Model further illustrate our commitment to transparent governance and stakeholder engagement. Collectively, these actions affirm that SBVC is not only meeting but exceeding the standards set forth by the ACCJC, positioning itself as a leader in promoting equitable educational opportunities and continuous improvement within the community college landscape.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

1. **Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

The following tables reflect ACCJC Annual Report data from 2020 through 2023 regarding SBVC's institution-set standard floors, stretch goals, and actuals over the course of the past three years. Please note that nearly all instruction and student support services were offered via online modalities during 2020-2021 due to the COVID-19 pandemic.

Course Completion Rates Compared to Institution-Set Standards

	2020-2021	2021-2022	2022-2023
Actual Completion Rates	65%	67%	69%
Floor Standard	66%	66%	67%
Stretch Goal	67%	68%	72%

In reviewing the course completion rates for the 2022-2023 academic year, SBVC has demonstrated a positive trend in meeting our floor standards but has not yet achieved our stretch goals. Over the past three years, the course completion rates have shown a gradual improvement, suggesting that our efforts to enhance student success are making a difference. However, the gap between actual performance and the stretch goals indicate areas where we can further focus our efforts to improve outcomes.

Patterns in the data suggest that while we are meeting our minimum expectations, there is room for growth to achieve higher benchmarks. This aligns with broader institutional goals outlined in our Educational Master Plan, which emphasizes eliminating barriers to student access and success. Continued focus on innovative curriculum offerings, student equity, professional development, and support services will be critical in closing the gap between current course completion rates and desired outcomes. Additionally, addressing disparities among disproportionately impacted student groups (see below regarding disaggregated data), as identified in the Student Equity Plan, will be essential for further improving course completion rates and overall student achievement.

Number of Certificates Awarded Compared to Institution-Set Standards

	2020-2021	2021-2022	2022-2023
Actual Number of Certificates	975	1,252	1,271
Floor Standard	393	394	642
Stretch Goal	690	914	1,387

SBVC has demonstrated strong performance in awarding certificates over the past three years, consistently meeting floor standards and often exceeding stretch goals. The trend suggests that we are effectively promoting certificate completion and providing pathways for students to achieve their certificate goals. The slight year-over-year growth in the number of certificates awarded reflects our ongoing efforts to expand and enhance our certificate programs. However, the gap between actuals and stretch goals points to opportunities

for further growth. Moving forward, strategic initiatives focused on increasing program visibility, enhancing student support services, and aligning certificate offerings with industry demands could help bridge the gap to meet and exceed stretch goals. This approach aligns with SBVC's broader objectives of improving student outcomes and meeting the evolving needs of the community.

Number of Associate Degrees Awarded Compared to Institution-Set Standards

	2020-2021	2021-2022	2022-2023
Actual Number of Degrees	**1,400**	**1,548**	**1,279**
Floor Standard	1,262	1,307	1,383
Stretch Goal	1,575	1,587	1,686

Over the three-year period, SBVC initially showed strong performance in awarding associate degrees, consistently exceeding our floor standards and showing improvement in the first two years. However, the decline in the 2022-2023 academic year, where the number of degrees awarded dropped below the floor standard, suggests emerging challenges that need to be addressed, including decreased fall-to-spring and fall-to-fall persistence rates and high rates of food and/or housing insecurity (approximately 70% based on 2023 CCC #RealCollege survey data).

Renewed focus on retention initiatives, enhanced academic advising, and targeted support for students nearing degree completion could help reverse the decline in degrees awarded and realign outcomes with both floor standards and stretch goals. Student services has been working to leverage Starfish in exploring auto-awarding certificates and degrees and is in the process of solidifying a project timeline. Additionally, understanding and mitigating any external factors that may be impacting students' ability to complete their degrees, such as food and/or housing insecurities, will be crucial in maintaining and improving performance in this area.

This analysis highlights the need for ongoing assessment and strategic interventions to ensure that we not only meet our minimum expectations but also work to surpass them as we support students in reaching their educational goals. As such, retention will be an area of focus in our upcoming Strategic Enrollment Management Plan.

Steps are already being taken to support increasing the number of certificates and degrees awarded. In December 2023, the General Counseling Department held its first graduation check event where students met with counselors to check their graduation eligibility and apply for graduation while enjoying snacks and games with their peers. A second event was held in February 2024, with over 200 students in attendance, and planning is underway for the 2025 Grad Fest (B.1.1, B.1.2).

In addition to the Grad Fest events, SBVC is also exploring the use of Starfish to support graduation rates and numbers of degrees and certificates awarded. With the addition of a full-time student services technician to support the expansion and use of Starfish on campus, we are able to explore the platform's capabilities in terms of the auto-awarding of degrees and certificates and/or running automated processes that will inform former and current students that they are close to finishing a certificate or degree and provide information on the class(es) they need to complete (B.1.3).

Number of Transfers to 4-Year Institutions Compared to Institution-Set Standards

	2020-2021	2021-2022	2022-2023
Actual Number of Transfers	**820**	**790**	**654**
Floor Standard	747	744	731
Stretch Goal	788	808	883

Overall, SBVC has demonstrated varying levels of success in meeting its institution-set standards and goals for student transfers to four-year institutions. Over the three-year period, we initially demonstrated strong transfer outcomes, consistently exceeding our floor standards and meeting the stretch goal in 2020-2021. However, the subsequent decline, particularly the sharp drop in 2022-2023, suggests emerging challenges may have impacted students' ability or decision to transfer to 4-year institutions.

SBVC will need to analyze the factors contributing to this decline and implement targeted interventions to reverse the trend. Strengthening transfer advising, expanding partnerships with 4-year institutions, and addressing any barriers to transfer identified through student feedback and data analysis will be essential in improving transfer rates. Additionally, understanding the broader context in which these transfers are taking place, such as changes in university admissions policies or economic conditions, will be critical for developing effective strategies to improve transfers rates for our students.

Examination Pass Rates
Nursing Exam Pass Rates Compared to Institution-Set Standards

	2020-2021	2021-2022	2022-2023
Actual Pass Rates	**81%**	**79%**	**73%**
Floor Standard	80%	83%	78%
Stretch Goal	89%	90%	91%

SBVC has encountered challenges in meeting its floor standards and stretch goals for nursing examination pass rates over the past three academic years, with outcomes declining from 81% in 2020-2021 to 73% in 2022-2023. This trend suggests that the Nursing program is facing increased difficulties that may be affecting student preparedness and performance on the licensure exam. The recent results, particularly in the last two years, indicate that a review of the program's curriculum, instructional methods, and student support services could be beneficial. Potential contributing factors, such as changes in the exam format or external pressures related to the healthcare environment, should be considered in this analysis.

It will be important for us to focus on strategies to support improvement in pass rates. This may include enhancing academic support for nursing students, expanding clinical training opportunities, and providing additional resources for exam preparation. Additionally, gathering and analyzing feedback from students and faculty will help identify specific areas for further development within the program.

Psychiatric Technology Exam Pass Rates Compared to Institution-Set Standards

	2020-2021	2021-2022	2022-2023
Actual Pass Rates	**78%**	**61%**	**56%**
Floor Standard	79%	78%	69%
Stretch Goal	97%	84%	85%

As is the case with nursing examination pass rates, SBVC's Psychiatric Technician program has experienced a decline in examination pass rates. The drop from 78% in 2020-2021 to 56% in 2022-2023 indicates that the program is encountering substantial challenges that may be affecting student preparation and performance on the licensure exam. This presents an opportunity for us to conduct a thorough review of the program's curriculum, instructional strategies, and support services. By examining these areas, we can identify opportunities to better support student preparation and performance. Additionally, considering external factors, such as changes in licensure exam requirements, can provide valuable insights into how to adapt and improve the program to increase examination pass rates.

Gathering and analyzing feedback from students and faculty will be a crucial step in identifying specific areas for growth and developing effective strategies to enhance student success. By leveraging these insights and making thoughtful adjustments, we can work towards improving pass rates and achieving our goals for student examination pass rates in Psych. Tech.

2.   **When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?**

Thanks, in part, to a CCCCO Institutional Effectiveness Partnership Initiative grant secured by SBVC in the spring of 2021, the Office of Research, Planning, & Institutional Effectiveness has been able to build and launch multiple dashboards that display on-demand data regarding student demographics, current enrollment and enrollment trends, multiple success metrics, course-level success rates, and term-to-tern persistence rates, many of which also include flags to denote disproportionate impact. (Course-level performance dashboards with row-level security are being rolled out with support to faculty this fall to aid in their continued reflection on disaggregated data for continual improvement purposes in instruction.) This has enabled us to engage in meaningful and on-going conversations regarding our students' successes, as well as areas for further exploration and improvement.

As mentioned above, one area in which we have identified marked disproportionate impact and are concerned is course completion rates (NOTE: Course success rates by demographic categories can be found in Table 1 below.). Over the course of the past three years, Black and African American students at SBVC have been disproportionately impacted in this metric, with percentage gaps (PPGs) growing from -4% in 2020-2021 to -6% in 2022-2023. Similar trends have also been observed with regard to course success rates, increasing from a -8.8% PPG in 2020-2021 to -11.9% in 2022-2023. (Students 19 years old or younger were also disproportionately impacted across all three years, with PPGs varying between -5.0% and -5.8%. Two additional demographic groups emerged as disproportionately impacted in terms of course completion rates in 2022-2023: Students 40 and older and those whose gender identity is non-binary.)

Table 1. Overall Course Success Rates

Category	2020-2021	2021-2022	2022-2023
Race			
Asian	83.5%	81.3%	81.9%
Black/African American	61.1%	60.3%	58.7%
Filipino	81.4%	77.6%	76.7%
Hispanic	68.1%	67.4%	69.4%
Native American/Alaskan Native	72.4%	73.6%	74.0%
Pacific Islander/Native Hawaiian	54.7%	64.6%	65.2%
Two or More Races	68.1%	68.1%	67.9%
Unknown/Unreported	77.0%	74.4%	71.3%
White	76.8%	73.5%	75.2%
Gender Identity			
Decline to State	72.3%	70.9%	77.1%
Female	69.7%	67.2%	68.9%
Male	67.5%	69.1%	69.8%
Non-Binary	81.9%	56.7%	52.0%
Age Group			
19 or less	65.6%	64.0%	65.9%
20-24	67.8%	66.9%	71.1%
25-29	69.9%	68.6%	71.9%
30-34	72.5%	71.3%	70.6%
35-39	74.9%	75.2%	68.0%
40-49	76.1%	75.4%	71.6%
50 or more	74.8%	76.0%	68.1%

With regard to disaggregation of course success rates, we are excited by the fact that our Hispanic/Latinx students are no longer disproportionately impacted, moving from a PPG of -2.8% in course success rates to a PPG of -1.8% in 2021-2022 and 0.4% in 2022-2023. However, our Black and African American students experienced a marked overall increase in disproportionate impact over the same period, from a PPG of -8.8% in 2020 to -11.8% in 2022-2023. Non-binary students saw an even more drastic increase in disproportionate impact in three years. In 2020-2021, non-binary students experienced the highest overall course success rates among all gender identities (81.9%); by 2022-2023, their overall success rates dropped to 52% and a PPG of -17.3% when compared to all other gender identity groups. Students 19 years old and younger were disproportionately impacted overall three years with PPGs between -5.0% and -5.8%.

Table 2 below provides disaggregated course completion data across racial, gender identity, and age groups. As mentioned in Section B above, overall course completion rates have surpassed our floor standards from Fall 2020 through Spring 2023. This trend holds true when data are disaggregated by demographic categories.

Table 2. Course Completion Rates Compared to Institution-Set Standard Floor

Category	2020-2021	2021-2022	2022-2023
Institution-Set Standard Floor	66%	66%	67%
Race			
Asian	91.4%	90.9%	92.1%
Black/African American	83.9%	84.0%	82.5%
Filipino	92.0%	90.4%	89.0%
Hispanic	87.5%	87.1%	88.3%
Native American/Alaskan Native	87.1%	92.0%	92.1%
Pacific Islander/Native Hawaiian	84.3%	88.0%	83.7%
Two or More Races	87.3%	84.8%	86.2%
Unknown/Unreported	88.4%	90.4%	88.8%
White	89.1%	88.1%	89.4%
Gender Identity			
Decline to State	88.5%	90.9%	89.2%
Female	87.6%	86.3%	87.4%
Male	87.2%	88.1%	88.5%
Non-Binary	90.6%	81.4%	76.3%
Age Group			
19 or less	88.4%	87.8%	88.4%
20-24	87.3%	87.1%	89.0%
25-29	85.8%	85.4%	88.0%
30-34	87.2%	85.5%	87.4%
35-39	87.9%	88.0%	85.9%
40-49	88.4%	87.6%	84.2%
50 or more	85.8%	87.1%	83.5%

3. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions to inform future improvements and innovations in support of equitable student achievement?**

In response to the metrics of and degree to which our Black and African American students are being disproportionately impacted, SBVC has taken several actions to center campus-wide efforts to better address the collective needs of our Black and African American students in support of their individual academic success via our primary planning documents. Under the larger umbrella of our Educational Master Plan, which addresses the overall creation of relationships with our surrounding Black and African American community to improve our support of Black and African American students, SBVC's Student Equity Plan and Guided Pathways Workplan provide integrative goals and actions in support of our Black and African American students. Both plans emphasize the importance of equity-minded professional development for faculty and staff, including opportunities such as the Equity-Minded Learning Institute (EMLI) to foster an inclusive campus environment. The plans work together to create counter-spaces where students can share their experiences and foster a sense of belonging on campus through community, which our integrated data framework approach revealed as a critical need for our Black and African American students. The Guided Pathways Workplan outlines specific approaches to enhance efforts crucial for positive outcomes among Black and African American students, including: 1) Promoting a transfer culture with racially and ethnically sensitive language and aesthetics; 2) developing mentorship programs modeled after successful learning communities; and 3) focusing on life design and career development approaches to help students make informed choices about their programs of study.

Additionally, for the first time, SBVC allocated funds to hire two full-time faculty (a coordinator and a counselor) to join our part-time counselor in the Umoja-Tumaini Program. A learning community for students interested in learning about African-American history, literature, and culture, the Umoja-Tumaini Program builds upon the ideals of unity and community. As we have learned via quantitative and qualitative data analyses, the building of community is critical to creating a sense of belong for our Black and African American students and a principal factor in their success.

To effectively monitor disproportionate impact experienced by students and our progress towards our goals and objectives in support of students, and specifically our most disproportionately impacted students, SBVC will leverage existing data dashboards (and create new dashboards as necessary) and other research findings, including qualitative measures. With visual cues, such as our "red flag" blocks to denote disproportionate impact, on dashboards, the college community is able to see with recent data *any* demographic group who is experiencing disproportionate impact; a callout box when hovering over each "red flag" provides additional information, including the number of students whose success in any given metric for that year would ameliorate the impact. These readily-available and on-demand metrics provide for on-going monitoring and discussion.

C. Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs.**

San Bernardino Valley College has implemented a comprehensive approach to learning outcomes assessment, leveraging data-driven insights to enhance academic programs and improve student success. The Office of Research, Planning, and Institutional Effectiveness plays a crucial role in this process by providing row-level quantitative course outcome data that can be disaggregated by various demographic categories. This granular data, when used in conjunction with student outcomes assessment data, empowers faculty to make informed decisions about instructional strategies and curriculum design, ultimately leading to better student outcomes.

Our commitment to continuous improvement is exemplified by the new Program Review process, ASPIRE. This annual review operates on a six-year cycle, with each year focusing on a different aspect of program evaluation: Program Overview, IDEAA (Inclusion, Diversity, Equity, Anti-racism, and Accessibility), Program Currency and Demand, Productivity and Growth, Outcomes, and Reflections. The ASPIRE process provides a structured framework for departments to analyze their performance and plan for future improvements. Notably, Outcomes Assessment Analysis occurs in year five of the ASPIRE process, allowing programs to conduct a SWOT-style analysis based on outcomes data and evaluation.

The Chemistry Department's Year 1 ASPIRE report showcased their recent outcomes work, which included significant updates to curricula to incorporate diversity and equity-related topics, particularly in relation to the environment and healthcare (C.1.1). Similarly, the English Department's Year 1 ASPIRE report outlined plans to include IDEAA in their outcomes, such as evaluating course objectives and SLOs and incorporating texts that reflect the profile and needs of African American students while removing biased texts (C.1.2). These examples demonstrate how the ASPIRE process is fostering a culture of continuous improvement and equity-mindedness across academic programs at SBVC.

San Bernardino Valley College has made significant strides in our approach to learning outcomes assessment and program review, laying a strong foundation for data-driven decision-making and continuous improvement.

The implementation of the ASPIRE process and the enhanced capabilities of the RPIE office in providing disaggregated course outcome data represent important steps forward. However, we recognize that the journey towards fully integrated, equity-focused outcomes assessment is ongoing.

While the current initiatives have positioned SBVC well for future success, we also acknowledge that there is still work to be done to fully realize the potential of disaggregated outcomes data. The initial stages of this process have revealed both the promise and the complexity of such an undertaking. As SBVC continues to refine our practices and build capacity among faculty and staff, we anticipate a gradual but steady progression towards more comprehensive and nuanced use of outcomes data to inform instructional practices and program improvements.

SBVC is committed to this evolving process, recognizing that achieving the full potential of disaggregated outcomes assessment requires time, resources, and ongoing professional development. We view this as an opportunity for growth and are dedicated to continually enhancing our practices to better serve our diverse student population and meet the evolving standards of institutional effectiveness in higher education.

2. **How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?**

Building upon SBVC's recent efforts to enhance data accessibility and analysis, we acknowledge that previous disaggregation practices have been constrained by course-level reporting limitations and the inflexibility of data reports from the SLO Cloud system. Historically, most instructional departments primarily disaggregated data by mode of delivery. However, there have been notable exceptions where departments have explored more nuanced approaches. For instance, the Culinary Arts department's disaggregation of SLO data revealed lower success rates at the 200-course level, while the History department examined variations in student performance based on class time and duration. These examples highlight the potential benefits of more comprehensive disaggregation practices. With the new capabilities provided by the RPIE office and the ongoing professional development initiatives, SBVC is poised to expand and refine our disaggregation efforts across all departments, moving beyond basic modality distinctions to uncover deeper insights into student learning patterns and equity gaps. While general success rates have been consistent, it is acknowledged that they are not increasing. As we initiate data disaggregation, we will gain more insights for improvement.

SLO Composite Results	2021-2022	2022-2023	2023-2024
SLOS: Course Level All Courses	81%	81%	81%
SLOS: Course Level Outcomes Success Online Courses	80%	80%	80%
SLOS: Course Level Outcomes Success F2F Courses	81%	81%	81%

All Course Outcomes success is constant at 81%. The Accreditation and Outcomes Committee further explored the data by disaggregating it by modality. Success rates continue to be consistent from year to year. This trend is concerning.

SBVC has made significant strides in our approach to disaggregating assessment results, marking an important shift in how we evaluate and address student learning outcomes. While we have been conducting analysis of student success data for some time, recent efforts have expanded the scope and accessibility of disaggregated data to faculty and staff. As mentioned above, Research, Planning, and Institutional Effectiveness now provides row-level course outcome data that can be disaggregated by various demographic categories, including race/ethnicity, gender identity, age, and special populations flags. This granular data is a powerful tool that, when used in conjunction with student outcomes assessment data,

enables faculty to gain deeper insights into the performance of different student populations across various modalities of instruction.

SBVC recognizes that this enhanced access to disaggregated data represents a new frontier in outcomes assessment for many faculty members. As such, we are in the initial stages of integrating this data into our assessment practices and decision-making processes. To support this transition, SBVC has begun offering professional development opportunities aimed at helping faculty interpret and effectively utilize disaggregated data in their dialogue about student learning and instructional improvements.

While the college is excited about the potential of this new approach to drive more equitable outcomes, we also acknowledge that fully realizing this potential will take time and continued effort. The patterns and trends that emerge from this disaggregated data will provide valuable insights into areas where certain student populations may be experiencing disproportionate challenges in achieving learning outcomes. This information will be crucial in guiding targeted interventions and instructional adjustments to promote more equitable attainment of student learning across all groups.

As SBVC continues to refine its practices and build capacity among faculty and staff in utilizing disaggregated data, we anticipate a gradual but steady progression towards more comprehensive and nuanced use of outcomes data to inform instructional practices and program improvements. This evolving process represents an important step forward in SBVC's commitment to equity-minded assessment and continuous improvement in supporting student success and meeting the standards.

3. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions to inform future improvements and innovations in support of equitable student learning?**

San Bernardino Valley College is undergoing a significant cultural shift in its approach to SLO assessment, transitioning from course-level to student-level SLO data analysis. This transformation is facilitated by the implementation of CurriQnet Meta, a comprehensive platform designed to streamline the capture and analysis of critical data. The forms within Meta have been thoughtfully crafted to ensure ease of use for faculty and service area personnel, enabling them to input semester-by-semester data that provides deeper insights into patterns and trends in student learning.

To further enhance this process, SBVC is considering the addition of a reflection form within Meta. This form would allow faculty and service area staff to document their thoughts and observations after reviewing outcomes assessment and other disaggregated data. This reflective practice will play a crucial role in monitoring results and developing future improvements and innovations that support equitable student learning. Additionally, we are exploring the possibility of submitting backlogged data on SAOs into Meta, ensuring a more comprehensive historical view of student services effectiveness. The versatility of Meta will enable SBVC to gather and analyze data on both SLO and SAO assessments, providing a holistic view of institutional effectiveness. As part of this initiative, faculty are engaging in conversations to revisit and refine student-level reporting practices, ensuring that the data collected is both meaningful and actionable in the pursuit of equitable student outcomes. Through these concerted efforts, we are enabling ourselves to make data-driven decisions that will enhance the learning experience for all students and address any identified equity gaps.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

As San Bernardino Valley College approaches its centennial celebration in 2026, we stand at a pivotal moment in our history, poised to build upon a century of educational excellence and community impact. This milestone anniversary not only offers an opportunity for reflection, but also serves as a launching point for our vision for the next 100 years of serving its diverse community. The upcoming comprehensive self-evaluation and peer review will be shaped by this significant backdrop, allowing SBVC to showcase our rich history, enduring impact on the community, and vision for the future.

Key factors influencing SBVC's narrative and strategic direction include our enhanced partnerships with K-12 institutions, businesses, and industry leaders, which are expected to play a significant role in enhancing career pathways and curriculum relevance. Our deep roots in the community will be more evident than ever, highlighting programs and initiatives that directly address community needs and aspirations. SBVC's ongoing commitment to equity, as evidenced by initiatives like the Student Equity Plan and the Educational Master Plan, will be a central focus, demonstrating how these efforts have translated into tangible improvements in student outcomes across diverse populations.

Technological advancements across the campus will feature prominently in the self-evaluation process. These improvements encompass not only data management systems but also state-of-the-art learning technologies in classrooms and laboratories, enhanced digital infrastructure to support remote and hybrid learning modalities, and innovative tools for student support services. The adoption of new GE patterns (CalGETC) and the implementation of the Common Course Numbering (CCN) system will also significantly impact SBVC's curriculum and transfer pathways, reflecting our adaptability to state-wide initiatives. Additionally, recent and ongoing construction projects, including the new Applied Technology Building and planned Student Services Building, demonstrate our commitment to providing cutting-edge learning environments. As SBVC embarks on its next century of service, these technological and infrastructural advancements position us to meet the evolving needs of students and the broader community, ensuring the college's continued role as a pillar of educational opportunity and economic mobility in San Bernardino.

A representative sample of these opportunities is discussed below.

Cultivating Existing Opportunities
There is a joint effect between SBVC, SBCCD, and Crafton Hills College to create and use a common application for both campuses. The common application will increase students' ability to take courses at either campus without going through a separate registration process. Additionally, the District is implementing Self-Service, a web-based system designed to provide students, faculty, administrators, and others with "anytime, anywhere" access to information services.

SBVC will adopt new GE Patterns, known as CalGETC, by Fall 2025. CalGETC aims to reduce excess units, eliminate course repetitions at four-year universities, increase transfer rates, and improve coordination between California Community Colleges and four-year institutions. The transition to CalGETC will require significant efforts from faculty and staff, with the changes reflected in the 2025/2026 College Catalog. SBVC, along with all other community colleges in California, is tasked with implementing a Common Course Numbering system for all GE-required and transfer pathway courses. Faculty and staff will engage in extensive

work during the transition to ensure these new course numbers are published in the Course Catalog, aiming to enhance the transfer process for students and support informed course decisions leading to degree completion.

SBVC is utilizing Coursedog for scheduling (courses and events) and catalog development. This system aims to streamline the scheduling process and offer an innovative catalog, enhancing user experience for both faculty and students.

SBVC's application to establish a Bachelor of Arts degree in Water Resources Management has been accepted by the California Community College Chancellor's Office pending ACCJC Substantive Change approval. The Bachelor of Arts degree in Water Resources Management provides students with opportunities for advancement in various water resources management fields.

SBVC's Dual Enrollment program is growing with 26 partnership agreements (see below) in place with area high schools and charter schools. Marked increases in dual enrollments has prompted the hiring of a Director of Dual Enrollment and Educational Partnerships to further grow the program. SBVC is also working on a new K-12 program through California College and Access Pathways (CCAP) partnership with Bear Valley Unified School District.

Dual Enrollments by District

	2019-2020	2020-2021	2021-2022	2022-2023
Charter Schools	14	33	46	50
Colton JUSD	42	51	25	39
Rialto USD	29	51	25	39
San Bernardino USD	1,128	1,384	1,349	1,677
Total	1,199	1,486	1,399	1,755

Aligned with Vision 2030, SBVC also focuses on expanding noncredit offerings to better serve underserved students. The Office of Instruction submitted a resource request for a Director of Noncredit Programs to build the program and collaborate with the community.

Campus Growth
SBVC is growing OEI Initiatives such as California Virtual Campus, OER, and ZTC are underutilized. The challenges presented by the pandemic slowed down the development and integration of these programs campus-wide. A small task force has been convened to work on the ZTC Implementation and ZTC Acceleration Grants. Faculty leads are being identified to lead OER/ZTC forward. In collaboration with the Academic Senate, library faculty are being identified to assist in this work with curating faculty resources. The Academic Senate has also adopted Low-Cost Textbook definitions and parameters (D.1.1).

The campus is growing with the addition of facilities and instructional spaces. The campus is particularly excited about the completion of the new Applied Technology Building in 2025. The existing technology building that was built in 1965 and long struggled to meet the needs of the campus' thriving CTE programs. A second Applied Technology Building will become a hub for allied health programs.

San Bernardino Valley College is growing as an institution dedicated to equity and social justice. Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) is infused in our Educational Master Plan, strategic initiatives, and Student Equity Plan. Data dashboards make student demographic data and disproportionate impact data readily available (D.1).

Leadership

San Bernardino Valley College (SBVC) has entered a new era of leadership with the conclusion of its presidential search in Spring 2024. In July, the campus welcomed its 15th permanent President, marking a significant milestone in the college's nearly 100-year history. This leadership transition comes at a crucial time as SBVC approaches its centennial celebration in 2026, providing an opportunity to reflect on the institution's rich legacy while charting an innovative course for the future.

The new president is poised to lead SBVC with a strong foundation of equity-minded planning documents, including the Educational Master Plan, Student Equity Plan, and Enrollment Management Plan. Along with the Academic Senate president and other constituent leaders, shared governance is at the heart of the college growth. Shared governance and these guiding frameworks reflect the college's deep commitment to inclusivity, diversity, and student success. Under this new leadership, SBVC is well-positioned to address the evolving needs of its diverse student population and the broader San Bernardino community. The President's role will be pivotal in fostering a campus culture that embraces innovation, strengthens partnerships with K-12 institutions and local industries, and continues to champion initiatives that close equity gaps and enhance student outcomes. As SBVC embarks on its next century of service, this leadership transition represents an exciting opportunity to build upon the college's strengths, address challenges, and reaffirm its position as a leading institution of higher education in the Inland Empire.