

**State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.**

San Bernardino Valley College (SBVC) is committed to the academic success and holistic development of African American students. This commitment is rooted in the belief that achieving equity in education requires intentional action to eliminate systemic barriers and cultivate supportive, empowering learning environments. SBVC provides hands-on, career-focused education in high-demand industries and programs designed to prepare Black students for transfer and the workforce. Our dedication aligns with SBVC's Mission Statement, which strives "to support the educational goals of a culturally diverse community of learners engaging in continuous improvement and actively working toward an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees and the community." This commitment also reflects the core equity goals outlined in Vision 2030 – Equity in Access, Equity in Success, and Equity in Completion – and reinforces our ongoing efforts to ensure equitable outcomes for our African American students.

**Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.**

Spring 2025 as of May 14, 2025: 14.8% of all students

**Please state the number of students identifying as Black/African American enrolled at the college or university for the current term**

Spring 2025 as of May 14, 2025: 2,000 students

**Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.**

1. Increase Retention Rates of Black and African American Students by 20%

Goal: Improve first-year retention rates of Black students by 4% annually over five years.

Strategies:

Expand intrusive academic advising and culturally responsive mentorship programs (currently Umoja and A2MEND (BROTHERS only)).

Establish peer to peer support cohorts tailored to the needs of Black students.

Begin utilizing early alert systems and intervention for academic and non-academic challenges. Having the infrastructure in place

Library usage data can be collected and analyzed to discover the impact that library participation has on retention, completion, and graduation rates.

Courses to support equity gaps

## 2. Improve Time-to-Degree and Time-to-Certificate Completion

Goal: Reduce the time-to-degree and certificate completion for Black students by one semester within five years.

Strategies:

Streamline degree pathways through proactive scheduling.

Create additional summer bridge programs

Ensure Ed plans are aligned with timely course sequencing/offerings.

## 3. Increase Graduation Rates of Black and African American Students by 25%

Goal: Achieve a 5% annual increase in completion rates for degrees and certificates awarded to Black students.

Strategies:

Develop targeted academic support services, such as culturally aware tutoring and writing assistance.

Expand financial aid workshops and emergency aid programs to address economic barriers.

## 4. Increase first year Blk/AfAm student math success completion

Goal: To improve first-year Blk/AfAm student math success completion annually over the 5-year period by 4%

Strategies:

Provide course specific workshops to support student success and completion in transferable math courses for first-year African American/Black students

Send correspondences alerting target students of upcoming course specific workshops/events

Provide faculty with a list of first-time Blk/AfAm students in their class and ask that they utilize Starfish to identify and assist struggling students.

Implement a first-time Blk/AfAm student “check-in” at specific times during the semester to access the students' academic math health.

**Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives**

- Over the past 5 years, from 2020-21 to 2024-25, first-time Blk/AfAm students successfully completing a transferable math course in the same year rose from 13.5% to 27.7% respectively, with an overall Blk/AfAm math success completion of 18.48%. The overall general first-time student population successfully completing a transferable math course, during this same time frame, rose from 21.8% to 31.7%, yielding an overall first-time general student population math success completion of 19.76%. In comparison to first-time successful math completion rates of 18.48 % for Blk/AfAm students and 19.76% for general population, implementing strategies to improve the performance of Blk/AfAm students would have a positive impact on the overall student completion success. Using 18.48% as the base rate, and adding 4% goal each year, would yield the following Blk/AfAm math success completion goal benchmarks:

Year	Benchmark Goal
2025-2026	22.48
2026-2027	26.48
2027-2028	30.48
2028-2029	34.48
2029-2030	38.48

**Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.**

**On campus:**

- Umoja
- A2MEND (BROTHERS)
- SBCCD Black Faculty and Staff Association
- STEM Black Male Cohort
- Allied Health Black Male Cohort
- National Society of Black Engineers (NSBE) Affiliation
- Extended Opportunity Programs & Services (EOPS/CARE)

**Educational Partners:**

- Blu Educational Foundation
- National Black Grads Inc.
- CSUSB Office of Black Student success
- District African American Parent Advisory (San Bernardino, Rialto, Fontana, Redlands, Beaumont)
- San Bernardino City Unified Equity & Targeted Student Achievement
- UCR African Student Programs

**Employment and Empowerment**

- CSUSB Project Impact
- Inland Empire Black Equity Initiative (BEI)
- Inland Empire Black Worker Center
- Starting Over, Inc.
- Youth Action Project (YAP)
- Youth Mentoring Action Network (YMAN)

**Community Organizations**

- AKOMA Unity Center
- Congregations Organized for Prophetic Engagement (C.O.P.E)

- Westside Action Group
- Sistas Making a Difference
- Empowering Girls Network
- Black Chamber of Commerce – City of San Bernardino
- New Hope Missionary Baptist Church Scholarship Committee
- Inland Empire Concerned African American Churches

#### Health & Wellness

- Beaugard Therapy
- Clay Counseling Solutions
- Truth, Healing, and Evolution Counseling Services

**Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.**

#### Upload

**Community College applicants submit the following for the previous three academic years: (A)**

The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

**Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.**

The services provided by the Academic Success Centers are here to help Black students succeed at San Bernardino Valley College by providing academic support, tutoring, and Supplemental Instruction (SI) in multiple subjects to a diverse group of learners. We take special care to empower our students with learning strategies and skills needed to become independent learners on the path towards academic success.

The Financial Aid Office at San Bernardino Valley college is here to support African American students with applying for and receiving financial aid. The goal is to help Black students with limited resources meet their educational expenses. By evaluating students' finances we're able to distribute limited resources fairly and equitably.

BROTHERS, “Brothers Reaching Out to Help Everyone Reach Success”, was created based on the narrative that Black Male Students, and Men of Color in general, were the lowest performing demographic in all statistical categories and key performance indicators in education. Understanding the statistical data is not at all indicative of the potential (academic or otherwise) of the demographic. BROTHERS seeks to change the narrative and exemplify what it means to “be the change you wish to see in the world”.

The Black Faculty & Staff Association actively supports student success and host annual events such as:

**Black 2 School Night:** This community event highlights SBVC support programs aimed at boosting Black student achievement and building broader community connections

**Black Student Success Week:** Held in April each year, this celebration features webinars for faculty, staff, and students on leadership equity, faculty diversity, and advocacy strategies to uplift Black students

**Black Student Parent Night:** Focused on engaging families with information about resources, financial aid, and special programs supporting Black students

**Black Grad:** Originating in 1980, “the Black Grad” has served as the means to celebrate those who have endured struggles and will be completing their educational journey within the district, despite being among the population/demographic that is “statistically least likely to complete their college education”. The Black Grad is more of a “family reunion” than a “graduation”, that

is filled with fun, food, music, live entertainment and good times with loved ones and the community.

**Library:** The library can leverage existing and explore new resources to support Black and African American students, including

- **collection development:** continue building the library's book collections to reflect academic, nonfiction, and fiction work by Black authors
- **print databases:** we currently subscribe to Ethnic NewsWatch and provide access to Black Freedom Struggle (an open-access primary-source database), and our other subscriptions cover Black-focused scholarship; our ebook subscriptions also provide scholarship, fiction, and nonfiction titles by Black authors and topics
- **film databases:** our subscriptions to Kanopy and Alexander Street/AVON provide many films and videos on Black topics and support scholarship and recreational viewing
- **workshops:** librarians can work with instructors and other campus services (STEM-MESA, tutoring, Writing Center, etc.) to create workshops on research and other topics of interest to students
- **research guides:** the library currently has guide focused on Black Literature; new guides supporting Black students and topics of interest can be created with input from students, librarians, and other campus services
- **outreach:** librarians will participate in orientations and all other events focused on Black student success and interests

**Umoja – Tumaini Program/Center-** At Umoja-Tumaini Academy, we are dedicated to empowering Black and African American students to become future leaders rooted in excellence and cultural pride. We strive to eliminate stereotypes and preconceived notions often placed on marginalized communities, creating an environment where Black/African American students feel valued and respected. Through our collaborative efforts, we foster a safe and supportive space that celebrates the unique identities, histories, and contributions of Black and African American students. We wholeheartedly embrace our students for who they are and honor their academic journeys by integrating the 18 Umoja practices to nurture their growth, resilience, and leadership. The center's staff and faculty also support the student-led Umoja club.

**Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.**

In one year, San Bernardino Valley College's Umoja program experienced unprecedented growth, expanding from 40 to over 300 students. This remarkable increase reflects the program's impact and relevance for Black and African American students seeking culturally responsive support, community engagement, and academic success. Through intentional outreach, dedicated staff and faculty (expanding cohort courses from two to ten courses), and a focus on holistic student development, Umoja at SBVC has become a transformative space fostering student retention, persistence, and leadership.

The program is in development stages of creating a dual enrollment pipeline in collaboration with local high schools. By introducing high school students to Umoja's mission, values and providing them with access to college-level coursework within a culturally affirming program. This pipeline ensures early exposure to college and builds a strong foundation for Black student achievement from high school through higher education. SBVC is not only preparing future cohorts of college ready students but also strengthening educational and community partnerships, with Umoja as the centerpiece.