

Standard IC Institutional Integrity

IC.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Description

The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations through its published materials, web presence, and through various social media platforms such as Facebook [IC.1-1]. Furthermore, the College assures that it provides accurate information to students, faculty, staff, and the public about its accreditation status, including the ACCJC, by employing many communication channels, such as the College's website and catalog. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the curriculum. To further ensure the currency of the catalog content, the College recently added a catalog Addendum. In addition, information about the College's Mission, Values, Vision, and Goals, Learning Outcomes, Program Learning Outcomes, Institutional Learning Outcomes, program offerings, and academic support services is contained in the College's catalog, academic program brochures such as the Student Equity and Success Division brochures, course outlines of record, and College website. The College also informs students and prospective students, personnel, and persons or organizations about its mission, learning outcomes, educational programs, and the services it provides to students through electronic signs located at the entrance to the institution. The College also provides information about its planning and strategic priorities through Institutional Effectiveness Plan Initiative (IEPI) [IC.1-2]. To provide information to the public regarding the College's mission statement, the College publishes its mission statement under many places including the College website, Board Policies [IC.1-3], and under "About VVC" [IC.1-4].

All College courses are expected to have student learning outcomes (SLOs). Courses without SLOs may not be scheduled for offering [IC.1-5]. Course level information is also communicated to students through the approved course outlines of record. Course outlines of records are available on the web through the CurricUNET [IC.1-6]. Students also receive information about the course on the syllabus. It is the College's requirement that all Course syllabi must contain SLOs.

Evaluation

The College meets the standard. The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations through its published materials, web presence, and through various social media platforms such as Facebook. Furthermore, the College assures that it provides accurate information to students, faculty, staff, and the public about its accreditation status including the ACCJC, by employing many communication channels, such as the College's website and catalog. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the College's curricula. The College will continue working at refining and

improving its communication channels in order to better inform the students, public and other organizations about its achievement and accomplishments.

Action Plan

No Action Plan Required. According to the evidence, the College meets this standard. However, the College is committed to continuous quality improvement and institutional effectiveness. Therefore, the College will continue to explore additional and alternative innovative strategies in order to meet its commitment to ongoing, systemic continuous quality improvement.

IC.1. Evidence

- IC.1-01 [Facebook Social Media](#)
- IC.1-02 [Institutional Effectiveness Plan Initiative](#)
- IC.1-03 [Board-Policy-1200](#)
- IC.1-04 [About VVC – Website](#)
- IC.1-05 [Student Learning Outcomes](#)
- IC.1-06 [CurricUNET](#)

IC.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Description

The College provides a print and an online catalog for students and prospective students. The College Catalog is the primary vehicle by which prospective and current students, faculty and staff, and community constituencies gain knowledge and answers to questions regarding its programs, policies, and procedures. The College provides a printed copy for use only among staff while its primary version for public consumption is online [[IC.2-1](#)]. Due to cost considerations, the number of copies in print are more limited and made available to key faculty and personnel responsible for the delegation and interpretation of its contents to students and the public. A link to the online version is found on the College’s home web page, listed as “College Catalog” under the grouping Online Resources [[IC.2-2](#)].

Review, update, and publication of the College’s catalog is accomplished through the Office of Instruction and the Catalog Committee. Beginning in fall, the Office of Instruction supervises the reviewing and writing of the upcoming academic year’s catalog. The Catalog Committee [[IC.2-3](#)] consists of both teaching and counseling faculty, student support personnel, and administrators. The authenticity, precision and accuracy of the information contained in the catalog is achieved through multiple conversations with the College’s Curriculum Committee, department chairs and Division deans. Throughout the spring term, the catalog information is analyzed in order to ensure that only the most accurate information is conveyed through the catalog [[IC.2-4](#)]. Members of the catalog committee request any content updates, deletions, or corrections from the departments and service areas. By early summer, the final hard copy of the catalog is sent out for print and an online version is completed at the same time.

Both the online and hard copy versions of the College’s catalog include all elements of the Catalog Requirements listed under Eligibility Requirement 20 (see Table 1). The catalog provides precise, current, and accurate information including, courses, programs, procedures and the statement regarding policies [[IC.2-5](#)].

Table 38. Catalog Requirements Location in the College Catalog, 2016-2017

General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Inside front cover – title Page 3
Educational Mission	Page 10
Representation of accredited status with ACCJC and with programmatic accreditors, if any	Page 3
Course, Program, and Degree Offerings	Page 93-96
Student Learning Outcomes for Programs and Degrees	Currently not provided due to space-text limitations
Academic Calendar and Program Length	Inside front cover
Academic Freedom Statement	Page 16
Available Student Financial Aid	Page 63-66
Available Learning Resources	Page 22, 35-39
Names and Degrees of Administrators and Faculty	Page 13, 431-437
Names of Governing Board Members	Page 11

The College provides information about its online course offerings on the website found under the main section Online Classes @ VVC webpage [[IC.2-6](#)]. Under Blackboard Log In, students can find information about software and hardware needed for students to enroll in online courses. There is also a student readiness survey that is designed to help students determine whether or not an online course is a good match for the student’s independent learning style.

Evaluation

The College meets this standard. The College provides a print and an online catalog for students and prospective students. The catalog is the primary vehicle by which prospective and current students, faculty and staff, and community constituencies obtain knowledge facts and answers to questions regarding educational programs, policies, and procedures.

Action Plan

No Action Plan Required. According to the evidence, the College meets this standard. However, the College is committed to continuous quality improvement and institutional effectiveness. Therefore, the College will continue to explore additional and alternative innovative strategies in order to meet its commitment to ongoing, systemic continuous quality improvement.

IC.2. Evidence

- IC.2-01 [The College Catalog \(Web copy\)](#)
- IC.2-02 [The College Website Home Page](#)
- IC.2-03 [Catalog Committee Meeting Agenda Timeline](#)
- IC.2-04 [Catalog Distribution List](#)
- IC.2-05 [Eligibility Requirement 20 Met, College Website Catalog Page 3](#)
- IC.2-06 [Distance Education Offerings, College Website](#)

IC.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Description

The College communicates its academic achievements and accomplishments, and academic quality matters to appropriate constituencies including current and prospective students and the public through a number of methods including the College's Student Success Scorecard presented annually to the Board of Trustees [

[IC.3-1](#)]. The College also communicates matters of academic quality through Institutional Effectiveness (IE) website [IC.3-2](#). IE provides information about the College's performance on measures of student achievement defined by the California Community Colleges Chancellor's Office (CCCCO) as the "Accountability Report for Community Colleges" (ARCC) under the Partnership for Excellence legislation [IC.3-3](#). These reports are also published on the College website [IC.3-4](#). What was once known as the ARCC reports is now known as the Student Success Scorecard. Additional information is also found in the Parcel Reports produced by the Instructional Program Review Committee (IPRI) dated March 2015 [IC.3-5](#)].

Additionally, the Instructional program review reports clearly communicate academic quality and student learning and achievement [IC.3-5](#). The IR website acts a hub for housing Institutional Effectiveness Data, as well as instructional and non-instructional program review reports. The various reports demonstrably show academic quality through student success momentum points, degree and certificate completion rates, student learning outcomes, program learning, and Institutional Learning Outcomes. These different data points clearly articulate to the College constituencies, including current and prospective students, and the public how effective the College is in carrying out its mission of providing quality educational programs. In compliance with state mandates, the practice of annually presenting student achievement information to the College's governing board still continues as a means to communicate matters of academic quality to the public.

Evaluation

The College meets this standard. The College employs many strategies for communicating the academic quality of its programs to appropriate constituencies, including current and prospective students and the public. However, there is ample room for the College to improve how it communicates matters of academic quality to current students, prospective students, and the public at large.

Action Plan

College will continue to identify additional strategies for communicating how it uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality.

IC.3. Evidence

- IC.3-01 [IER-Scorecard](#)
- IC.3-02 [Institutional Effectiveness Scorecard Portal](#)
- IC.3-03 [Accountability Report for Community Colleges](#)
- IC.3-04 [Victor Valley College Published Report](#)
- IC.3-05 [2014 SLOAC Parcel Report](#)

IC.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Description

The College clearly describes in details the content, course requirements, and expected learning outcomes for all its certificates and degrees. This information is made available through a number of channels. For example, the College's certificates and degrees are described in the College catalog, which is published in two formats, online version and print version [IC.4-1]. For example, in the 2016-2017 catalog, degrees are specified by type and degree, and certificate requirements are broken down into general education and elective courses. [IC.4-2]. Furthermore, majors are listed alphabetically, and each section provides an explanation for course requirements for both degrees and certificates.

The College also describes and communicates the purpose, content, course requirements, and expected learning outcomes to its students through the CurricUNET. CurricUNET is an Internet-based software that is designed to automate and enhance the development and approval of curriculum. Faculty use CurricUNET to develop course and program proposals. This software also allows quick data entry, processing, review, and curriculum approval. The College also uses CurricUNET as the warehouse and source for specific course information, certificates, and program information including the listing of all the courses and course outline of record both historical and active. [IC.4-3].

Another means by which the College describes and communicates learning outcomes is through course syllabi. Regardless of the method of instruction or location, all faculty members develop a course syllabus for each course section that they teach. Additionally, every course syllabus includes the course learning outcomes [[IC.4-4](#)].

Evaluation

The College meets this standard. Multiple locations exist on the College's webpage where a viewer can locate the description of the College's majors, types of degrees or certificates awarded, or specifications of all the majors and certificates. Current and prospective students can access the online catalog or link to specific departments for the various majors to find course specific requirements.

Action Plan

According to the evidence, the College meets this standard. However, the College is committed to continuous quality improvement and institutional effectiveness. Therefore, the College will continue to explore additional, innovative strategies in order to meet its commitment to ongoing, systemic, and continuous quality improvement.

IC.4. Evidence

- IC.4-01 [Catalog \(Web Page 94\)](#)
- IC.4-02 [Catalog pg. 73-76](#)
- IC.4-03 [CurricUNET](#)
- IC.4-04 [SharePoint: Syllabi Submission Portal](#)

IC.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Description

The College regularly reviews its policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. For example, the Academic Senate recently approved Administrative Procedure 1202 (AP 1202). AP 1202 provides the College with the best process by which to review its institutional policies and procedures [[IC.5-1](#)]. Furthermore, AP 1202 enhances the district efforts to regularly review its policies, procedures, and publications [[IC.5-2](#)]. In addition, the College regularly reviews District Vision, Values, Mission and Goals (BP Policy 1200) [[IC.5-3](#)], and the Standards of Academic Excellence (BP 4000) [[IC.5-4](#)]. During the September 7, 2016 College Council meeting, the president invited the College community to actively participate in the revision of the College's mission statement [[IC.5-5](#)].

In addition, the Office of Instruction, the Catalog Committee, and the Curriculum Committee, regularly review the catalog and curriculum to ensure program and service integrity. Additionally, the Academic Senate and various shared governance committees are responsible for reviewing and updating policies and regulations relevant to their functions.

Evaluation

The College meets this standard. However, even though the College meets this standard, there is room for improving the consistency of the instructional review process for the policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Action Plan

Develop an ongoing systemic process for reviewing the College processes, procedures, and publications.

IC.5. Evidence

- IC.5-01 [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- IC.5-02 [Board Policy 1202, Institutional Effectiveness](#)
- IC.5-03 [Board Policy 1200, District Vision, Values, Mission and Goals](#)
- IC.5-04 [Board Policy 4000, Standards of Academic Excellence](#)
- IC.5-05 [College Council Agenda](#)

IC.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Description

The College employs several channels to communicate the total cost of education to its students. To accurately inform current and prospective students about the cost of education, including tuition, fees, expenses, textbooks, and other instructional materials, the College uses the catalog, the College website, and financial aid education. On the website, information regarding tuition and fees is listed under Fees and Refunds [[IC.6-1](#)]. The College also provides information regarding enrollment fees, nonresident tuition and fees under Financial Aid, Admissions and Records websites. Furthermore, fees are explained under Administrative Procedure 5030 [[IC.6-2](#)]. To further assist students in understanding the cost of education, the Financial Aid Office coordinates and presents numerous workshops throughout the year for both new and current students [[IC.6-3](#)]. Dates for these events are published on the website and are frequently announced on the College's main marquee off the school's main campus entrance. Under Admissions and Records, the following information is outlined:

- Required fees
- Optional fees
- How to pay for fees (to include a student fee worksheet)
- Fee refund policy
- Fee exchange (to account for when classes are cancelled)

To help students, the College is established with a monthly payment plan through e-cashier [[IC.6-4](#)]. There is also a link to the college bookstore [[IC.6-5](#)] that allows students to access their class schedule as well as the cost of their textbooks. Program specific fees and cost of textbooks for programs such as Registered Nursing or Paramedic are reported on the website link [[IC.6-6](#), [IC.6-7](#)] Students are also able to view their fee obligations, as well as financial aid awards on their personal VVC WebAdvisor Registration System [[IC.6-8](#)].

Evaluation

The College meets this standard. The catalog and the website provide exhaustive information about fees and expenses. The Financial Aid site includes the same fee information, but with a greater array of options on how students can fund their education. For example, there is a section on scholarships and policies, the Board of Governor (BOG) fee waiver program and various grants. Incorporated into the page is a section on “How much will college cost?” that encourages students to calculate a true net cost of attending. This webpage permits students to explore strategies regarding personal budgeting, educational, and career planning.

Action Plan

No Action Plan Required.

IC.6. Evidence

- IC.6-01 [Fees and Refunds Webpage](#)
- IC.6-02 [Administrative Procedure 5030, Fees](#)
- IC.6-03 [Financial Aid Workshops – Example April 22, 2016](#)
- IC.6-04 [E-Cashier Payment Plan](#)
- IC.6-05 [Bookstore Webpage](#)
- IC.6-06 [Nursing Program Fees](#)
- IC.6-07 [Paramedic Program Fees](#)
- IC.6-08 [WebAdvisor log in webpage](#)

IC.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Description

The College regularly assures academic integrity and publishes governing board policies on academic freedom and responsibilities. Institutional and academic integrity is articulated in Board Policy 4030, Academic Freedom [[IC.7-1](#)]. BP 4030, clearly outlined the College’s commitment to the free pursuit and dissemination of knowledge and academic freedom. An excerpt from BP4030 states:

Victor Valley College believes academic freedom in relation to teaching duties is fundamental and essential to the teaching profession. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.

Additionally, the College clearly reaffirms its commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies by pledging under Administrative Policy 3720 (a), that:

The freedom to teach and freedom to learn are inseparable facts of academic freedom. The freedom to teach and learn, depend on appropriate opportunities and conditions not only in the classroom, but on the campus as a whole. The responsibility to secure and to respect general conditions conducive to academic freedom is shared by all members of the academic community, faculty, staff, and students [IC.7-2].

Evaluation

The College meets this standard. As evidence clearly shows, the College has established clear policies and guidelines designed to reinforce academic freedom. To ensure that academic policies and guidelines are followed, the College publishes these policies and guidelines.

Action Plan

No Action Plan Required

IC.7. Evidence

IC.7-01 [Board Policy 4030, Academic Freedom](#)

IC.7-02 [Administrative Policy 3720](#)

IC.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Description

The College has established and published clear policies and procedures that promote honesty, responsibilities and academic integrity. BP 2200 provides the establishment of the policies and procedures that promote honesty, responsibilities, and academic integrity. BP 2200 spells out high expectations for the Board of Trustees including the Board's duties and responsibilities [IC.8-1]. BP 2715, articulates the College's Code of Ethics and the Standards of Practice [IC.8-2]. Furthermore, the College has established policies designed to provide direction for disciplinary actions [IC.8-3; IC.8-4].

Administrative Procedure AP 5520 (AP), Student Discipline Procedures, establishes standards for student discipline policy and due process procedures. The code of conduct also spells out the student discipline and the due process. In part, AP 5520 states that any, “Acts of dishonesty,” include but are not limited to the following:

- A. Cheating, plagiarism, or other forms of academic dishonesty.
- B. Furnishing false information to any Victor Valley College official, faculty member or office.
- C. Forgery, alteration, or misuse of any Victor Valley College document, record or instrument of identification.
- D. Tampering with the election of any Victor Valley College recognized student Organization [[IC.8-5](#)]

Procedures promoting honesty and integrity are also highlighted in the College Catalog (page 54ff) [[IC.8-6](#)]. These policies and procedures are also found in the Student Handbook [[IC.8-7](#)]. Faculty also routinely add on their course syllabi expectations for classroom behavior and the standards of student conduct.

With regard to distance education, the College has established a policy on distance education authentication and integrity. The policy states in part that, “Student access to all online and hybrid classes at VVC requires a secure login and password via Blackboard, the district Learning Management System. The purpose of this requirement is to establish that the student who registers in a distance education class or program is the same person who participates every time in and completes the class or program and receives the academic credit [[IC.8-8](#), [IC.8-9](#)].

Evaluation

The College meets this standard. Evidence shows the College has established and published clear policies and procedures that promote honesty, responsibilities and academic integrity. BP 2200 provides the establishment of the policies and procedures that promote honesty, responsibilities, and academic integrity. BP 2200 spells out high expectations for the Board of Trustees including the Board’s duties and responsibilities. BP 2715 articulates the College’s Code of Ethics and the Standards of Practice.

Action Plan

Even though the College meets this standard, there is room for improvement. In keeping with the College’s commitment to continuous quality improvement and institutional effectiveness, the College will continue to explore additional, innovative strategies in order to meet its commitment to ongoing, systemic, and continuous quality improvement in regards to establishing and publishing clear policies and procedures that promote honesty, responsibility and academic integrity.

IC.8. Evidence

- IC.8-01 [Board Policy 2200, Board Duties and Responsibilities](#)
- IC.8-02 [Board Policy 2715, Board Code of Ethics](#)
- IC.8-03 [Board Policy 7360, Discipline Academic Employees](#)
- IC.8-04 [Board Policy 7365, Discipline Classified Employees](#)
- IC.8-05 [Administrative Policy 5520a](#)
- IC.8-06 [College Catalog, \(Page 54ff\)](#)
- IC.8-07 [Student Handbook](#)
- IC.8-08 [Distance Education Advisory Committee –Policy on Student Authentication](#)
- IC.8-09 [Distance Education SafeAssign Authentication process](#)

IC.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

The College faculty distinguish between personal convictions and professionally accepted views in a discipline and they present data and information fairly and objectively. Board Policy 4030 on Academic Freedom encourages faculty to “be free to evaluate, criticize, and or advocate personal points of view concerning educational matters in the classroom” [IC.9-1]. Moreover, Board Policy 4000, on Standards of Educational Excellence, states explicitly that, “we sustain an optimal learning environment in which our students can succeed” [IC.9-2]. The classroom and online instructional environment must permit a free exchange of both evidentiary information and opinion to pass. Further strengthening the distinction between personal conviction and professionally accepted views is conveyed through the course syllabi. Below is an example from an Intercultural Communications (CMST 105) spring 2016 syllabus.

“Respect for others: Due to the nature of a communication course, we will share personal opinions and trust others to be mindful of varying beliefs and values. It is important that respect for others be demonstrated throughout the duration of the semester” [IC.9-3].

Additionally, students who are concerned about a presentation of materials by an instructor, can use AP 3900 provisions to file an official complaint [IC.9-4]. Students can also file a formal grievance, which is outlined in the College catalog (page 58). [IC.9-5].

Evaluation

The College meets this standard. The College’s academic freedom clearly stipulates under BP 4030 its commitment to providing faculty the right in expression of divergent points of view, judgments and opinions. BP 4030 also guarantees procedures for students to follow when they are concerned that faculty are not able to distinguish between personal conviction and professionally accepted views in a discipline. However, the College needs to improve its systems for ensuring that faculty distinguish between personal conviction and professionally accepted views in their disciplines.

Action Plan

The College will develop a plan that will further enhance the ethical standards regarding how faculty distinguish between personal conviction and professionally accepted views in their disciplines.

IC.9. Evidence

- IC.9-01 [Board Policy 4030, Academic Freedom](#)
- IC.9-02 [Board Policy 4000, Standards of Academic Excellence](#)
- IC.9-03 [Syllabus: Intercultural Communications \(CMST 105 Section # 55468\)](#)
- IC.9-04 [Administrative Procedure 3900, Complaint Procedure and Form](#)
- IC.9-05 [College Catalog – Grievance Process \(Page 58\)](#)

IC.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Description

The College does not require conformity to specific beliefs or codes of conduct of staff, faculty, administrators or students with respect to instilling specific beliefs or world views. However, the College does have expectations for student conduct. Administrative Procedure 5520(a) establishes Student Discipline Procedures and guidelines, expectations, and processes to be followed when students violate the policy. This information is also available in the catalog [[IC.10-1](#)].

Evaluation

The College meets this standard. The College has expectations for student conduct. Administrative Procedure 5520(a) establishes Student Discipline Procedures and guidelines, expectations, and processes to be followed when students violate the policy.

Action Plan

No Action Plan Required.

IC.10. Evidence

- IC.10-01 [AP 5520](#)

IC.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Description

The College does not operate in any foreign locations. Therefore, this standard is not applicable.

Evaluation

Not applicable.

Action Plan

No Action Plan Required

IC.11. Evidence

No Evidence

IC.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Description

The College has a history of complying with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, and institutional reporting. In preparation for the 2017 Institutional Self-Evaluation Report, the College has complied with all Commission requirements and procedures. In addition, the College has historically demonstrated evidence of its willingness to comply as exemplified by the College's Mid-Term Report, submitted in 2014. Furthermore, the College successfully complied with all Commission protocols in its Follow-up report leading to the College's successful passage from Probation sanctions to the full affirmation of accreditation [[IC.12-I](#)].

The College has also successfully complied with all Accreditation Commission requirements concerning public disclosure, institutional reporting, team visits, and prior approval of substantive changes. For all the 53 years of its existence, the College has fully, timely, and accurately met all the accreditation requirements. The College will fully comply with all future disclosure requirements of the Accrediting Commission.

Evidence of meeting this standard is also apparent in the College's responses to the Commission's Annual Reports. All relevant accreditation related documents and evaluation report, evaluation team reports, and commission action letters are published on the College website, readily

accessible to the general public in compliance with the Commission's Policy on Public Disclosure and Confidentiality of the Accreditation Process [[IC.12-2](#)].

In preparation for the 2017 accreditation comprehensive visit, the College has developed a webpage containing the Institution's Self-Evaluation Report. The webpage contains all the major components of the evaluation report and the process. This includes information that allows the public to track the completion of the documents and the various aspects of the self-evaluation report [[IC.12-3](#)]. In keeping with the Commission Policies, the information includes particulars such as the institution's Executive Vice President who is the district's Accreditation Liaison Officer. Additionally, there is information as well regarding the Accreditation Steering Committee, which is tasked with coordinating the accreditation process and the writing of the institutional self-evaluation report. Furthermore, there is information about sub-groups that are assigned different tasks, such as Standard Writing Teams (SWT), the Lodging Teams (LT), and Verification Team, which is responsible for reviewing each draft to ensure that self-evaluation content meets ACJC guidelines [[IC.12-4](#)]. In preparation for this ACCJC accreditation cycle, many teams have been in place for over a year. The process includes over a hundred volunteers, representing faculty, managers, administrators, staff, and students. Each SWT sub-committee has its own Chairperson. Within each team are designated report/and evidence collectors and document writers. Teams meet bi-weekly [[IC.12-5](#)].

Evaluation

The College meets this standard. As the evidence above clearly shows, the College has successfully complied with all Accreditation Commission requirements concerning public disclosure, institutional reporting, team visits, and prior approval of substantive changes. For all the 53 years of its existence, the College has fully, timely, and accurately met all the accreditation requirements. The College will fully comply with all future disclosure requirements of the Commission.

Action Plan

No Action Plan Required.

IC.12. Evidence

- IC.12-01. [Letter Affirmation of Accreditation](#)
- IC.12-02. [Accreditation Discovery and Disclosure](#)
- IC.12-03. [Accreditation Self-Evaluation Cycle Work Plan and Timeline](#)
- IC.12-04. [Accreditation Steering Committee and Standard Teams - SharePoint](#)
- IC.12-05. [Accreditation Steering Committee Meetings - SharePoint](#)

IC.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Description

The College's commitment to honesty and integrity in its dealings with external agencies is conveyed and consistently upheld in all its relationships with external agencies. The College has several career and technical educational programs that require additional or specialized accreditation requirements. Some examples of these accrediting agencies are listed below:

Automotive Technology:

- The Bureau of Automotive Repair (BAR) visits the automotive program every year for its annual audit to determine whether the program has all the necessary equipment and that those equipment meet the needs of the students. .
- NATEF and ATTS conduct joint inspections on a regular basis.
- NATEF/ASE accreditation is renewed every five years with an additional self-study performed by the Automotive Advisory Council, which takes place every two and half years [[IC.13-1](#)]. This process includes a determination of whether or not all automotive instructors are ASE certified. In addition, this process ensures that each instructor receives at least 20 hours of update training each year.
- In addition to publicly posting professional accreditations in the classrooms/labs and website, all department meetings and minutes are posted on the College's website.

Emergency Medical Services (EMS) Program:

- Commission on Accreditation of Allied Health Education Programs (CAAHEP) ensures that Allied Health Programs engage in continuous improvement [[IC.13-2](#)].
- There is also the Committee on Accreditation of EMS Education Programs (CoAEMSP), which ensures that there is continuous accreditation. This is also the process by which the College assures that it is in good standing. The College has been in good standing since 2008, and it had its last comprehensive review in 2015 [[IC.13-3](#)].
- Inland Counties EMS Agency (ICEMA)/California EMS Authority (CalEMSA) ensures the program is in good standing through continuous accreditation. The program has been in good standing since 2004. The program received its last comprehensive review and audit in 2015 [[IC.13-4](#)].

Health Occupations:

- The nursing program is fully approved by the state of California, Department of Consumer Affairs Board of Regulatory Nursing [[IC.13-5](#)].
- Commission on Accreditation for Respiratory

- Care (CoARC) – The RT Program is current in its accreditation with the Commission on Accreditation for Respiratory Care (CoARC) [[IC.13-6](#)].

Criminal Justice:

- California Commission on Peace Officer Standards and Training
- California Standards and Training For Corrections

To maintain its Bond obligations, the College has established the Citizen’s Bond Oversight Committee [[IC.13-7](#)]. The committee is tasked with the responsibility of ensuring that bond monies are directed in the manner set forth and approved by voters.

Evaluation

The College meets this standard. It advocates for and demonstrates honesty and integrity in its relationships with external agencies and complies with regulations and statutes.

Action Plan

No Action Plan Required.

IC.13. Evidence

- IC.13-01 [Self -study Auto Program](#)
- IC.13-02 [Allied Health Self-study](#)
- IC.13-03 [Emergency Medical Services Self-study 2015 Advisory Committee](#)
- IC.13-04 [Inland Counties EMS Certification](#)
- IC.13-05 [Nursing Program Accreditation](#)
- IC.13-06 [Respiratory Program Accreditation](#)
- IC.13-07 [Measure JJ Citizen’s Bond Oversight Committee](#)

IC.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Description

As the mission statement clearly articulates, the College’s primary commitment is to provide quality educational programs for its students. By extension, student achievement and student learning are central to the College’s plans and resources allocation [[IC.14-1](#)]. All the College’s plans, priorities and resources are dedicated to ensuring that student success and student needs receive primacy above all else.

As a public institution, the College does not have any competing objectives other than the primary purpose of providing excellent quality educational opportunities to its students. As articulated in Standard II.A, Standard I.B, Standard II.B, II.C, Standard III.A, Standard III.B, and other standards, the College has devoted its resources to the needs of students.

The College's shared governance committees dedicate a lot of time in discussions around student success. For example, the College Council routinely devotes considerable time on student success issues [IC.14-2]. The Deans Council has student success as a dedicated agenda item. [IC.14-3]. The College recently hired a dean whose sole responsibility is student success and student equity [IC.14-4]. Furthermore, the College has consolidated all its tutoring services under one roof in order to enable students to access academic support services into one space. In order to enhance the effectiveness of these additional student resources, the College is in the process of hiring the Director for the First Year Experience program and another Director for Student Tutoring Services. In addition, the College Foundation has also placed student needs and student success at the top of its strategic plans.

Evaluation

The College meets this standard. As the mission statement clearly articulates, the College's primary commitment is to provide quality educational programs for its students. By extension, student achievement and student learning are central to the College's plans and resources allocation. All College plans, priorities, and resources are dedicated to ensuring that student success and student needs receive primacy above all other institutional needs. As a public institution, the College does not have any competing objectives other than the primary purpose of providing excellent quality educational opportunities to its students.

Action Plan

No Action Plan Required.

IC-14 Evidence

- IC.14-01 [Vision And Mission Statement](#)
- IC.14-02 [VVC ABS Goals](#)
- IC.14-03 [Student Equity and Student Success Dean Position](#)
- IC.14-04 [Academic Administrators](#)