

Substantive Change Proposal Template
Change in Mode of Delivery
Correspondence Education

Directions: This application should be submitted *at least* 30 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org.

Fees must be submitted to ACCJC, 331 J Street, Suite 200, Sacramento, CA 95814

Date of Inquiry:

Anticipated Start Date: 10/24/2022

Institution Name: Victor Valley College

Address: 18422 Bear Valley Road

**City: Victorville
5850**

State: CA

Zip: 92395-

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Title of Application and description of Proposal:

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Describe the planning process used to determine the rationale and need to offer programs through correspondence education.

During the development of Victor Valley College's Education Master Plan, (described below) one of the key themes that emerged was identifying under-served populations within the District. It became readily clear that the justice-involved population in the district, numbering in the thousands, had little to no access to educational opportunities.

The Victor Valley College Educational Mater Plan: A Blueprint for Success is a five-year road map to position the college as a preeminent provider of postsecondary education in the High Desert region, San Bernardino County, state of California, and nation. An extensive planning process, involving numerous college stakeholders in every Victor

Valley College (VVC) department, was undertaken to develop this plan. The process began in 2019 with the completion of a comprehensive Environmental Scan and meetings conducted with every academic department. These activities culminated with the development of initial goals. At the beginning of 2020, additional environmental scanning was conducted on the future of higher education and future trends in each industry pertaining to programs offered at VVC. Subsequently, meetings were conducted with each academic department to consider these future findings and program goals were adjusted, if necessary. Themes that emerged from all planning efforts to that point, along with major priorities and endeavors currently underway at VVC, were synthesized into a strategic framework that provides the glue for this educational master plan. A team was established to consider and develop plans for increasing excellence at VVC. Finally, Administrative Services, Human Resources, and Student Services administrators and staff reviewed environmental scanning findings, specific elements of the strategic framework, initial planning goals, and subsequently developed integrated and supportive plans.

The Victor Valley College Educational Master Plan identifies “inmate and re-entry education development priorities through: expansion of inmate education partnerships and learning options portfolio, expansion of re-entry partnerships and learning options portfolio, expansion and sustainability of integrated supports for incarcerated students, and expansion and sustainability of integrated supports for re-entry students.” (pp. 49-50) Additionally, flexible learning options such as strategies and priorities for other learning approaches, which includes correspondence education, is also addressed in the Educational Master Plan. (pg. 50) Progress Indicators includes a strategic plan initiative that addresses expanded learning options (e.g. correspondence education), sufficient organization structures and resources in place for those learning options, and support or removal of barriers for these expanded learning options. (pg. 51). Measures of effectiveness include increasing the number of inmate education and training partnerships, which will be offered through correspondence education, and increasing the number of services and resources in the incarcerated student support portfolio, which will institutionally support correspondence education. (pg. 51)

Describe how the change is consistent with the mission and goals of the institution.

The mission of Victor Valley College, “in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.” VVC is “committed to: cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development; create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy; embrace differences in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all; inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs; and

empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.”

As a direct response to the mission of Victor Valley College, we will be creating the VVC Justice-Involved Education program to provide exceptional lifelong learning opportunities through correspondence education to the justice-impacted population in our service area. Based on research-proven programs for justice-impacted individuals which reduce recidivism and open doors to gainful employment, correspondence education will also address the empowerment of each student to make a meaningful contribution to society. The programs offered will cultivate individual intellectual growth and communitywide economic development by partnering with community-based organizations to provide pathways from incarceration to education to careers. VVC’s primary delivery of education to incarcerated students is through correspondence education. Victor Valley College had and does offer limited educational opportunities for justice-involved individuals at the Federal Corrections Complex in Victorville, however due to correctional institution limitations, lockdowns, and faculty availability bringing educational opportunities to scale is not sustainable or effective. Correspondence education is the only viable option at this point.

What is the expected impact of this change? What benefits will result from this change?

The expected impact of this change is that the correspondence education programs offered will cultivate individual intellectual growth and provide students with the opportunity to complete an academic pathway that has the potential to lead to gainful employment. Based on research-proven programs for justice-impacted individuals which reduce recidivism, decrease behavioral issues, and open doors to gainful employment, correspondence education program will also address the empowerment of each student to make a meaningful contribution to society while they are still incarcerated. Correspondence education as offered to the justice-involved students will specifically address ACCJC II.A.3.c, the “recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.”

The benefits of this change are that the correspondence education program will deliver a curriculum and degree-opportunity for students who have been involved in the justice system and are currently incarcerated without access to other postsecondary education and training. VVC’s correspondence education within local facilities will also support the transition to a college within their service area upon release.

VVC’s Institutional Learning Outcomes: Every Course Student Learning Outcome (SLOs) is Mapped to Program Learning Outcomes (PLOs) then to Institutional Learning Outcomes

(ILOs). In the event there are no courses, certificates, or degrees within the discipline, Victor Valley College has adopted the following institutional outcomes to define the learning that all students are intended to achieve as a result of their experience with the college's instructional, student support, and campus support programs.

Communication

Read and write analytically including evaluation, synthesis, and research; deliver focused and coherent presentations.

Computation

Apply complex problem-solving skills using technology, computer proficiency, decision analysis (synthesis and evaluation), applications of mathematical concepts and reasoning, and the analysis and use of numerical data.

Creative, Critical and Analytical Thinking

Apply procedures for sound reasoning in the exercise of judgment and decision making; demonstrate intellectual curiosity and a respect for learning; solve problems through analysis, synthesis, evaluation and creativity; identify, evaluate and appropriate use of multiple sources of information.

Social and Personal Responsibility

Evaluate the relationship between natural, social and economic systems and the significance of sustainability; demonstrate responsible attitudes toward cultural diversity, citizenship, personal contribution to local and international communities, and the effect of human actions on the environment.

Information Competency

Students demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize library and information resources within the guidelines of academic standards to meet collegiate and personal information needs.

Health and Human Flourishing

Synthesize educational aims into a holistic approach to the many facets of human flourishing; apply principles of physical, psychological and emotional health and fitness; demonstrate scholarly skills that support intellectual virtues for life-long learning; embrace concepts of fiscal responsibility; and define goals that extend beyond oneself.

(Academic Senate: Adopted: 02-14-2014, Revised 12-03-2020)

Describe how CE programs will be incorporated into the college's integrated planning processes.

Victor Valley College's (VVC) correspondence education program will adapt the current curricula for delivery using the rigors of faculty Curriculum Committee oversight. Student learning outcomes will not be altered based on the delivery of coursework via correspondence. Program learning outcomes have been established that address the unique nature of correspondence education for justice-involved students while adhering to ACCJC Standard II.A.3. The correspondence education initiative is addressed in the VVC Education Master Plan through non-credit and expanded learning options (pg. 50).

Master Scheduling will include the offering and assignment of correspondence education classes based on the established academic pathways for Sociology and Business.

The justice-involved correspondence education program will be incorporated into the college integrated planning processes including annual non-instructional program review cycle, resource requests and allocation, and program goals and assessment. The structure of justice-involved correspondence education will adapt the policies and procedures already established by Distance Education which has a similar structure of supporting all academic programs, provides faculty training, and analyzes similar outcomes based on data. Unique features of correspondence education that are not congruent to distance education are student identification and tracking in the database management information system, restrictions on access to technology, and complications with the justice facilities on scheduling and student work completion. Those will be taken into account as the program review is established.

Standard II: Student Learning Programs and Support Services

Describe how the institution will ensure that the CE program is evaluated for academic quality and improvement.

The correspondence education program will be incorporated into the existing academic quality processes and procedures. The purpose of the Instructional Program Review process is to use measurable student enrollment data and outcomes assessment data, both quantitative and qualitative, to support the effectiveness of programs and improve the quality of education at Victor Valley College. Analysis of student enrollment and outcomes data allows for strategic planning and resource allocation with the goal of supporting student success. Program Review also facilitates assessment of impact of resource and allocations disbursement by the district on instructional programs.

Program Review Objectives:

The objectives of the Instructional Program Review at Victor Valley College are to:

- ❖ provide information concerning the alignment of a program's mission and goals to the institutional mission.
- ❖ provide an analysis of student enrollment and outcomes assessment data to assess effectiveness, to identify strengths and weaknesses, and to provide direction for improvement.
- ❖ conduct and document dialogue within and across programs to promote the effectiveness and relevance of instruction and the effective use of resources.
- ❖ develop recommendations and evaluations for resource and budgetary allocation and implementation. Note: Current PRAISE reports, updates and related documents are live documents available for budget decisions at any time.
- ❖ provide an avenue to assess impact of resource and allocations disbursed by the district on instructional programs.

- ❖ comply with Federal and State law, including but not limited to California Education Code, Title 5, and Americans with Disabilities Act (ADA) as well as standards for Perkins, matriculation (including prerequisite and co-requisite standards), Accrediting Commission for Community and Junior Colleges (ACCJC), and other legal and certification requirements.
- ❖ Ensure that each program “closing the loop” for every program goal and approved budget augmentation.

The Faculty Curriculum Committee has established the Correspondence Education Addendum through our CurriQunet interface that establishes the guidelines and process for current courses that have been identified to be adapted for delivery via correspondence education.

The SLOs will be evaluated regularly in alignment with what our local Student Learning Outcomes Assessment Committee (SLOAC) has defined. (ACCJC STANDARD II.A.3)

Syllabi will be submitted to the appropriate dean before delivery into a prison or detention facility. The syllabi are forwarded for electronic archiving with our instructional office. Students will be surveyed every semester to allow for formative and summative data informing continuous improvements for the program.

The Justice-Involved Education program has been added to the annual non-instruction program review process every Fall. Part of that review will include correspondence education. This process will detail the resources of correspondence education, activities of correspondence education, data that supports correspondence education activities, and areas for improvement or growth. Faculty will also be evaluated in accordance with faculty association agreements which also include student evaluations and peer observations.

Describe the comparable programs, services and activities which will support correspondence education students (tutoring, learning resources, counseling and advising, etc.), and how students will be informed of their rights and responsibilities including the college’s grievance process.

Students will be informed every semester of their rights and responsibilities through syllabus statements in their correspondence education packets. Students will read, sign, and return a learning contract for each course that clearly establishes the student and faculty expectations for successful correspondence course completion. Through professional development, faculty will be provided strategies and techniques of clear student communication through correspondence education. Student work and communication will be overseen by the facility staff to ensure appropriate communication.

Instructors will be provided a general email for correspondence students in the situation where a student has access to email (e.g., justice.bus100@vvc.edu). VVC will forward the general email when faculty assignments are made before the class is taught. In the event, the student does not have email access, they will use a written correspondence form to communicate their questions, concerns, receive additional feedback, or other course-relevant information.

The Justice-Involved Education Office, which oversees correspondence education, has worked with the Tutoring Center on campus to provide a general email (i.e., justice.tutoring@vvc.edu) for correspondence students to use for tutoring and learning resources (e.g., the Writing Center). When students do not have access to email for academic support, they will use a written correspondence form to communicate with the JIE office, correspondence education instructor, or other referred service on campus. An example of a potential referral is the Academic Resource Center (e.g., the Library).

Justice-involved correspondence students will also be provided a general email to access a justice-aware counselor (i.e., justice.counselor@vvc.edu) for academic advising and other services provided to all students. When correspondence students do not have access to email for academic support, they will use a written correspondence form to communicate with the JIE office, instructor, or other referred service on campus. Examples of additional services could be requests for a transcript or an update on academic pathways.

Additionally, the Director of Justice-Involved Education, which oversees the operations of correspondence education, also has a general email for use by students (i.e., justice.director@vvc.edu). This email could be used for general correspondence education questions, issues not addressed by the instructor or counselor, or other general questions which can be forwarded to another department. When students do not have access to email for academic support, they will use a written correspondence form to communicate with the JIE office, correspondence education instructor, or other referred service on campus.

These emails were established for the ease of facility staff and education supervisors to ensure continuity of availability if there is a change of personnel at the college or as instructors change assignments to teach correspondence courses. These emails and written correspondence forms will allow for students who are in local facilities to have access and receive the same services as on-campus students.

Correspondence students with a grievance will email or submit a written correspondence form with the details of the complaint to the JIE office who will supply the appropriate forms, additional support on understanding the form, and submit the form to the instructor, Dean, or Vice President, whichever is appropriate, on their behalf.

The RamForward re-entry initiative will also be in place to support successful transition from incarceration to community re-entry. RamForward will also help with correspondence education adjustments to online, hybrid, or on-campus course expectations and readiness for students who are looking to complete their degree after their release (if they are interested).

Describe how the college will confirm student authentication for enrollment and attendance purposes.

VVC will have regular communication with justice-involved facility education supervisors to ensure student authentication for enrollment and attendance in correspondence courses and degrees. Facility education staff will determine eligibility of the incarcerated students and provide authentication of student identity. Attendance will be confirmed through analysis of academic progress and communication with the facility education supervisors.

Justice-involved students will be identified by the facility education supervisors and recruited for the VVC JIE program. The VVC CCCApply application will be used when internet is available. In the event that the facility does not have internet access or restricts access to the internet, paper application forms will be completed and submitted to VVC Admissions and Records.

When a correspondence student has been admitted to VVC, transcripts will also be requested from other schools which might have relevant academic records.

Describe how instruction will be delivered and how communications between faculty and students will occur.

Currently incarcerated students interested in correspondence education will be advised by the JIE office or the JIE-aware counselor on the available pathways – currently, the Associate Degree for Transfer (AD-T) in Sociology and/or Psychology and the Associate Degree in Business. A dedicated correspondence education counselor will also take into account previous coursework that will be transferred and apply to the requirements in our pathways.

Course sequencing will start in the Fall and repeat annually starting every Fall. However, almost all classes are offered in a non-sequential order so that students can join a cohort late or out of the proposed sequence or take classes that do not have pre-requisites.

After a student has been advised on appropriate class selection, he will be registered into the course by Admissions and Records through the JIE office.

Prior to the first day of classes, correspondence education faculty will submit instruction packets for delivery to justice-involved students and those will be delivered via courier to the facility for distribution to the enrolled students. At a minimum, the correspondence

instruction packets will include the initial syllabus, a welcome letter, a copy of the VVC Code of Conduct and Honor Code, the Learning Contract, the first module of assignments, and any supplemental instructional materials. (Faculty will determine the pace of their class and assignments.)

Correspondence students will complete the first module ending with the assessment identified by the instructor. If the student has access to email, they can email the instructor the required/due assignment. In the event the student does not have access to email, they will submit the assignment to the facility education supervisor who will prepare the student correspondence work for courier.

A member of the JIE office will regularly communicate and provide courier service to pick up student work or correspondence forms requesting assistance no fewer than twice a week.

When the courier has brought the student work or correspondence form(s) to the JIE office, it will be date stamped on arrival and directed to the correct staff, faculty, or campus office depending on the nature of the communication. For example, a student who submits a correspondence form to drop a class will have the form forwarded to Admissions and Records or their Counselor; while a student with coursework will have the assignment forwarded to the correspondence instructor; and, a student with a research question or request for assistance will be forwarded to Tutoring or Academic Resources.

When the campus office responds to a student question or concern, student work has been graded, and/or instructional packet for the subsequent correspondence module has been prepared, an outgoing courier will deliver VVC correspondence back to the facility with the response addressed to the correspondence education student.

Standard III: Resources

Human Resources:
Please describe the staffing plan to support the CE program.
<p>It is the goal of correspondence education to incorporate appropriate resources and personnel on campus who can provide the same high-quality services to incarcerated correspondence students as offered to on-campus students.</p> <p>The Director of Justice-Involved Education will oversee the correspondence education program, which will include: correspondence course offerings that will meet the pathway requirements for the Associates degrees, support of correspondence education faculty through professional development, act as a college representative to the facility leadership to support correspondence student learning and enhancement of academic</p>

support services, and ensure overall quality of correspondence education services provided by VVC to the facility. The Director will also support the development of correspondence education policies and procedures for VVC to address justice-involved students, make presentations about VVC's correspondence education to stakeholders, and collect and analyze data regarding correspondence education for inclusion in the annual report of non-academic unit program review.

A justice-aware, correspondence counselor will be identified to support student academic pathway completion, advising on course selection, and other issues that might impact student academic achievement.

A justice-involved, correspondence-focused Instructional Program Specialist (IPS) will be assigned to handle training for faculty, staff, and administrators on correspondence education issues. For examples, the IPS will support correspondence education instructor reports of positive attendance, contracts for correspondence faculty, correspondence faculty follow-up and supports, and preparing resources and reports for the office. Additionally, the IPS will also provide support on day-to-day office activities and management of correspondence courses. The IPS will give insight to process and continuous operational improvements.

Correspondence faculty will be supported through professional development on the unique needs of the incarcerated population to be served through correspondence education. Current staff in the Tutoring Center, Library, Writing Center, Admissions and Records, Financial Aid, Counseling, and other offices will be trained through professional development which address the unique needs of the individuals who will be taking correspondence education coursework.

Financial Resources

Describe the impact on institutional finances, including a budget showing evidence those resources are available and committed to support the change.

The college employs a full-time Director of Justice-Involved Education. The annual budget for the Director is attached. The mission for this Director was to get the program started, once the program is implemented and begins to scale the college has committed to adding staff and resources to properly support the program.

Standard IV: Leadership and Governance

What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness are maintained and sustained?

Oversight:

Currently the Justice-Involved Education Director is a management position reporting to an academic dean and is housed with the instructional division. Program reviews are reviewed by the supervising dean and faculty evaluations are reviewed by academic deans.

Institutional Effectiveness Work System:

The District’s overall planning context provides the backdrop for its institutional effectiveness system as depicted in Figure 1a of AP 1201; Figure 1b of AP 1201 specifies the implementation flow of the annual process. As shown, the following entities perform specific functions to produce key outcomes:

ENTITY	FUNCTION	OUTCOME
NON-INSTRUCTIONAL PROGRAM REVIEW COMMITTEE	TECHNICAL REVIEW-NIPR: Perform technical reviews of non-instructional annual program review and planning documents (PRAISE Reports) and other duties as specified in the Program Review Handbook Guide program personnel in complying with minimum standards for program review and planning documents	100% compliance with program review guidelines for (a) timely submissions and (b) minimum quality standards

AP 3250 Implementing Institutional Effectiveness:

Planning Components:

Consistent with Board Policies, referenced laws and accrediting standards, institutional planning serves the improvement of institutional and educational excellence. District planning systems are comprised of the following: Educational Master Plan (EMP): This document defines the institutional identity of the college in terms of vision, values, and mission, and sets goals representing a long range, general direction for the college to which each of the college’s programs and services should contribute. It is based on a comprehensive assessment of and self-reflective dialogue about the college’s internal strengths and weaknesses in the context of external opportunities and threats (approximately 5 year cycle).

Annual Program Review & Resource Planning:

Through the Program Review, Allocations, and Institutional Strategies for Excellence (or “PRAISE”) process, program and institutional effectiveness is assessed across all campus service areas, departments or work units (hereafter, “programs”). Consistent with Board Policy 2510, Academic Senate will be consulted to establish the data and procedures to be used to implement annual PRAISE processes for instructional programs. For all other campus service areas and programs, the Superintendent/President will delegate development and implementation of PRAISE processes to be consistent with Board Policy 6200, Budget Development.

Program-Specific Planning: Other college planning efforts may be conducted more frequently than every 5 years as compelled by compliance with legal mandates and/or standards of effective practice. These various plans must link to relevant long-range planning goals through specific, focused, organized activities. Furthermore, they must comply with relevant legal or other regulatory mandates. Performance metrics for these program-specific plans vary according to relevant legal or regulatory mandates, and operational requirements to insure continuous quality improvement. Where no such regulatory metrics are specified, program review metrics, service area outcomes, and student learning outcomes will be established and monitored on a regular basis.

Examples of program-specific planning include but are not limited to:

- Student Equity and Achievement
- Transfer Center
- Cooperative Work Experience
- Extended Opportunities Programs and Services (EOPS)
- Marketing, Recruitment, and Outreach
- Student Learning Outcomes Assessment
- Annual planning and performance reporting for each grant program funded by outside sources

Implementation Timelines:

Ensuring alignment and integration of short-range and long-range plans requires a carefully choreographed implementation timeline. Ideally, future goals are established by long-range planning efforts every 3 to 5 years. To support District goals, strategic priorities are evaluated and articulated annually to gauge progress on the mission, opportunities for improvement, and funding priorities for the next year. In this way, an ongoing, continuous cycle of evaluation and budget planning is enabled.

The Director of Justice-Involved Education, which also oversees correspondence education, serves as the management representative to the College Council and thus is fully engaged in aligning the correspondence program with the institutional mission and goals. Additionally, the Director has a direct connection with all campus stakeholders to create, revise, or delete policies that keep the District mission and goals aligned with the needs and delivery of correspondence education.

Evidence

Please include documentation that will help the Committee understand the process by which the change was developed, such as former and proposed mission and/or objectives, summary of discussions with campus constituents (Board of Trustees, Academic Senate, students, community members), curriculum committee minutes, strategic plans, financial plans, copies of Board minutes, as appropriate, copies of draft legal documents dealing with matters of facilities and other institutional property,

including agreements with state and/or federal agencies. Please include any state and/or federal approvals, as appropriate. Please include state or other legislative approvals, as appropriate.

**Supporting Artifacts:
JIE Operations Manual
JIE Instructor Manual**

BEST NET CONSORTIUM
73 - Victor Valley Community College
Financial Activity Report - Detail (From: 7/1/2022 To: 6/30/2023)

Effective Date	Fu	LS	Sl	Pgm	SubP	Obj	Type	Revised Budget	Actual Activity	Pre/Encumbered Pended Activity	Running Balance	Reference	Use Tax	Description/ Vendor Name
Fund 01 GENERAL FUND														
LifeSpan 50 RESTRICTED														
Expenditure														
Object 123000 ADMIN SALARY-OTHER														
07/01/2022	01	50	20	6720	2680	123000	2021	208,545.00	0.00	0.00	208,545.00	BGR20220616		Tentative Roll 06/16/22 16:07 PM
08/01/2022	01	50	20	6720	2680	123000	2021	0.00	18,591.00	0.00	189,954.00	PY080122		PAYROLL 08/01/2022
Total Object 123000 ADMIN SALARY-OTHER								208,545.00	18,591.00	0.00	189,954.00			
Total Expenditure								208,545.00	18,591.00	0.00	189,954.00			
Total LifeSpan 50 RESTRICTED								208,545.00	18,591.00	0.00	189,954.00			
Total Fund 01 GENERAL FUND								208,545.00	18,591.00	0.00	189,954.00			

Criteria: Report Type = Detail; Budget Status = Revised; Running Balance = Yes; Default Column Order = No; Include GL Status = Pended, Encumbered, PreEncumbered; Sort/Group = Fund, LifeSpan, Object; Fund = 01; LifeSpan = 50; Site = 20; Program = 6720; Object = 123000; Suppress Net Zero Accounts = Yes; Display Columns FTR = GL Status