

## Introduction to Victor Valley College

### *History and Descriptive Background*

Victor Valley College was established by authority of the voters in 1960 with the first classes offered in 1961. The College is proudly celebrating its 50<sup>th</sup> year of dedicated service to the region, which will be commemorated throughout 2011 with a variety of events and activities. The College is located 90 miles north of Los Angeles in the High Desert of Southern California and covers a geographic service area of approximately 1,700 square miles. Communities served by the District include Adelanto, Apple Valley, Helendale, Hesperia, Las Flores, Lucerne, Oro Grande, Phelan, Piñon Hills, Victorville, Wrightwood, and other communities in the College's sphere of influence. In the beginning, the College had one feeder high school and served a population of roughly 70,000 residents. The region was formerly described as semi-rural, but over the last 15 years has been transformed into an industrial/commercial and retail center for a burgeoning population. According to local economists, this unprecedented growth is a result of the region's proximity to major markets, inexpensive cost of land, affordable housing, access to major transportation arteries, and the relative low cost of living.

### *Changing Emphasis*

Since 1961, the College has progressed far beyond its humble beginnings to become a major institution of higher learning offering a complex schedule of educational opportunities to meet the changing needs of this growing region. Today the College has 14 + feeder high schools and diploma-granting institutions and serves a population base of nearly 400,000 people. This translates into approximately 14,000 students per semester and an annual FTES of over 10,000.

To demonstrate these changing times, the College now offers courses such as solar panel installation, maintenance, and repair; hybrid car maintenance and repair; GPS studies; land restoration; and digital animation to name a few.

A wider transformation is taking place at the College because of the passage of the first local bond measure to be approved by the voters since an initial capital bond was passed in the early 60s. In November 2008, the voters approved a bond measure, Measure JJ, dedicated to the elimination of past debt, the upgrade of College infrastructure, the purchase of land for a future campus site on the westside of the Victor Valley, and funding for the construction of an Eastside Public Safety Training Center. This center is now under construction with a completion date scheduled for December 2011 and will serve as a regional training facility for firefighters, paramedics, police, and correctional officers. Additionally, the bond funded a one megawatt solar power generating plant on campus that supplies more than a third of the College's energy needs.

### *Innovative Partnerships*

Participation in innovative partnerships has enabled the College to expand programs, offer new training opportunities, and increase revenues that, in part, replace funds lost due to reductions in State appropriations. For example, the College has formed partnerships with local hospitals resulting in an increase in the number of nursing students able to enroll in the College's program.

Internships with one of the local cities have created additional training opportunities for automotive students, and grants received through State and County agencies have expanded workforce development programs that eventuate in immediate employment opportunities for students. The College has also increased outside sources of revenue through lease agreements with local and regional entities.

*A History of Success*

For 50 years, thousands of residents from the High Desert and beyond have journeyed to the College and have gone on to achieve remarkable success. From their ranks are civic leaders, business people, service industry personnel, medical providers, first responders, and people of all walks of life who are contributors to the health and welfare of our community. In 2006, the College Foundation commissioned a study with UCLA Anderson School of Management to determine the economic impact the College has on our local economy. This report estimated the annual gross impact to be nearly \$900 million.

***Community, Organizational, and Student Profiles***

*Community Demographics*

The College's service area encompasses 1,700 square miles in the High Desert of Southern California. Our borders are shared with Barstow, Copper Mountain, San Bernardino, Chaffey, and Antelope Valley community college districts.

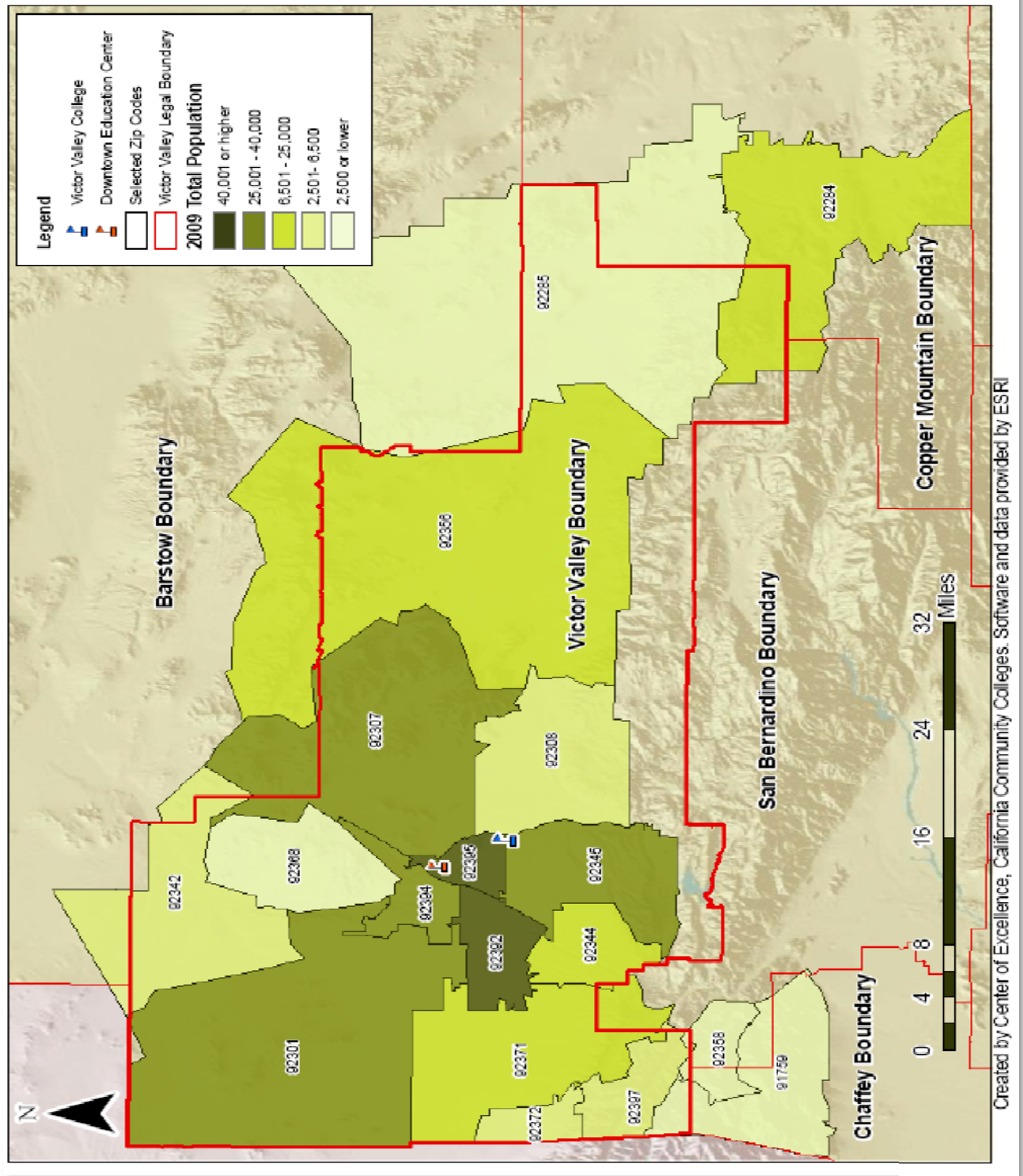


Figure 1. Service Area

In 2000, the population in the service area was 279,625. Over the last nine years, it has increased by 28.7% to 392,371. As revealed in Table 1, the incorporated areas within the service area (Adelanto, Apple Valley, Hesperia, Victorville) account for 82.7% of the population.

Table 1. Service Area by Zip Code

	Service Area	2000 Population	2009 Population	Difference (2000-09)
91759	Mt Baldy	484	545	11.2%
92284	Yucca Valley	20,866	24,561	15.0%
92285	Landers	2,125	2,425	12.4%
92301	Adelanto	18,972	32,232	41.1%
92307	Apple Valley	30,580	36,832	17.0%
92308	Apple Valley	29,528	38,984	24.3%
92342	Helendale	4,846	6,050	19.9%
92344	Hesperia	7,714	18,342	57.9%
92345	Hesperia	60,807	74,184	18.0%
92356	Lucerne Valley	5,309	6,417	17.3%
92358	Lytle Creek	753	855	11.9%
92368	Oro Grande	972	1,093	11.1%
92371	Phelan	12,449	15,591	20.2%
92372	Pinon Hills	3,996	4,703	15.0%
92392	Victorville	30,758	52,452	41.4%
92394	Victorville	13,560	32,162	57.8%
92395	Victorville	31,406	39,446	20.4%
92397	Wrightwood	4,500	5,497	18.1%
		<b>279,625</b>	<b>392,371</b>	<b>28.7%</b>

Source: Rural Opportunities Environmental Scan – counts may be slightly higher than city reports due to the use of zip codes

All of the incorporated areas show substantial increases since 2005. For example, Victorville’s population increased 30.3% between 2005 and 2009 (see table below).

Table 2. Population by Incorporated Areas

	2000	2005	2006	2007	2008	2009	Difference (2005-09)
<b>Adelanto</b>	18,972	23,418	NA	25,718	28,049	32,232	27.3%
<b>Apple Valley</b>	60,108	63,853	75,075	69,835	68,305	75,816	15.8%
<b>Hesperia</b>	68,521	76,114	90,534	90,312	94,798	92,526	17.7%
<b>Victorville</b>	75,724	86,473	100,672	97,534	118,748	124,060	30.3%

All counts are estimates

Source: 2000 = Rural Opportunities Environmental Scan – counts may be slightly higher than city reports due to the use

Source: 2005 = S.B. County Demographic Profile

Source: 2006-2008 = American Community Survey (US Census Bureau)

Source: 2009 = Rural Opportunities Environmental Scan – counts may be slightly higher than city reports due to the use

From 2000 to 2009, the median household income increased 23.8% (39,289 vs. 48,644) in our service area. This was beneficial to the area’s households because the price of housing also increased at an alarming rate over this same time frame. However, due to the recession, housing

values have decreased substantially resulting in much of the population owing more on their homes than they are worth. In addition, due to the poor economy, the unemployment rate has increased from 9.3% in 2000 to 16.2% in 2009. These factors have contributed to increased annual enrollment numbers for 2009-2010 of almost 20,000 credit students.

*Educational Needs of Service Area*

As depicted in Table 3, the percentage of people who graduated from high school has increased slightly in the last nine years (29.5% vs. 31.5%). In addition, the proportion of people who obtained a college degree has increased 15.5% during this same time period.

**Table 3. Educational Attainment by Service Area**

	2000 Population		2009 Population	
<b>&lt; 9th Grade</b>	10,686	6.3%	16,248	6.6%
<b>Some High School</b>	26,779	15.8%	33,138	13.5%
<b>HS Grad</b>	50,120	29.5%	77,352	31.5%
<b>Some College</b>	49,313	29.1%	64,061	26.1%
<b>Associate's Degree</b>	13,024	7.7%	20,625	8.4%
<b>Bachelor's Degree</b>	12,637	7.4%	22,538	9.2%
<b>Graduate Degree or Higher</b>	7,120	4.2%	11,568	4.7%
	<b>169,679</b>	<b>100.0%</b>	<b>245,530</b>	<b>100.0%</b>

Although more people are finishing high school, placement into college-level courses continues to be low for the population. As shown below, very few students place in transfer-level reading, mathematics and English writing courses.

**Table 4. Accuplacer Placement Rates for Fall 2008**

	Mathematics	English Writing	Reading
<b>Transfer Level</b>	1.1%	13.8%	45.8%
<b>1 Level below transfer</b>	3.9%	47.3%	22.4%
<b>2 or more levels below transfer</b>	95.0%	38.9%	31.8%

*Educational Delivery to Service Area*

The College has grown exponentially and with that comes the challenge of servicing a more diverse and eclectic population. The College continues to underrepresent males in the service area, yet Hispanics (37.2%), Blacks (14.5%), Asians (3.2%), and Pacific Islanders (0.5%) are overrepresented (see table below).

**Table 5. Gender (VVC Students vs. Service Area)**

	2000 Population	2009 Population	VVC (Fall '09)
<b>Male</b>	49.4%	49.8%	42.0%
<b>Female</b>	50.6%	50.2%	58.0%

**Table 6. Race/Ethnicity (VVC Students vs. Service Area)**

	2000 Population	2009 Population	VVC (Fall '09)
<b>White</b>	67.5%	59.0%	43.8%
<b>Black</b>	6.2%	6.6%	14.5%
<b>American Indian</b>	1.1%	1.1%	0.8%
<b>Asian</b>	1.8%	2.3%	3.2%
<b>Pacific</b>	0.2%	0.2%	0.5%
<b>Hispanic</b>	23.2%	30.8%	37.2%
	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

It is noteworthy that the College’s proportion of 35 to 44 year olds closely resembles that of the service area. This may be due to the poor economy and that many people have lost their jobs requiring them to look to the College for re-training and skill improvement. The increase in full-time students (34.9% in 2009) could also be an indicator that students are feeling the need to complete their education more quickly in order to enter the workforce.

**Table 7. Age (VVC Students vs. Service Area)**

	2000 Population		2009 Population		VVC (Fall '09)	
<b>&lt;20</b>	96,111	34.4%	120,309	30.7%	4,564	33.0%
<b>20-24</b>	14,634	5.2%	26,532	6.8%	3,731	27.0%
<b>25-29</b>	14,381	5.1%	26,682	6.8%	1,692	12.2%
<b>30-34</b>	16,981	6.1%	22,645	5.8%	1,088	7.9%
<b>35-44</b>	44,013	15.7%	49,601	12.6%	1,516	11.0%
<b>45-59</b>	47,219	16.9%	79,045	20.1%	1,084	7.8%
<b>&gt;59</b>	46,286	16.6%	67,557	17.2%	138	1.0%
	<b>279,625</b>	<b>100.0%</b>	<b>392,371</b>	<b>100.0%</b>	<b>13,813</b>	<b>100.0%</b>

*Occupational Outlook in Service Area (2009)*

**Top 10 most often occurring industries in service area (highest to lowest):**

1. Full-Service Restaurants
2. Offices of Real Estate Agents and Brokers
3. Religious Organizations
4. Commercial and Institutional Building Construction
5. Beauty Salons
6. Insurance Agencies and Brokerage
7. Elementary and Secondary Schools
8. Offices of Physicians (except Mental Health Specialists)
9. General Automotive Repair
10. Plumbing, Heating, and Air-Conditioning Contractors

**Top industries by number of employees in service area (highest to lowest):**

1. Home Centers
2. Offices of Physicians (except Mental Health Specialists)

3. All Other Traveler Accommodation
4. Legislative Bodies
5. Supermarkets and other Grocery (except Convenience) Stores
6. Offices of Real Estate Agents and Brokers
7. Department Stores (except Discount Department Stores)
8. General Medical and Surgical Hospitals
9. Full-Service Restaurants
10. Elementary and Secondary Schools

**Top 10 industries by number of sales in service area (highest to lowest):**

1. Other Miscellaneous Durable Goods Merchant Wholesalers
2. Offices of Real Estate Agents and Brokers
3. Home Centers
4. Department Stores (except Discount Department Stores)
5. Commercial and Institutional Building Construction
6. Used Car Dealers
7. General Medical and Surgical Hospitals
8. Supermarkets and other Grocery (except Convenience) Stores
9. New Car Dealers
10. Petroleum and Petroleum Products Merchant Wholesalers (except Bulk Stations and Terminals)

Meeting the Job Demand

In addition to its well-established career-technical programs, the College’s latest program developments have focused on future prospects in green industry sectors. Through outside funding sources the College now offers training for the following: solar technicians, hybrid mechanics, aviation mechanics, and waste water technicians. A new program in health information technologies has also been added to the College’s already strong training programs for health industry jobs.

**Table 9. Job Demand and Earnings (Newest Programs)**

<b>SOC Code</b>	<b>Description</b>	<b>2009 Jobs</b>	<b>2015 Jobs</b>	<b>Annual Openings</b>	<b>Current Hourly Earnings</b>	<b>Education Level</b>
49-3011	Aircraft mechanics and service technicians	73	81	3	\$27.99	Postsecondary vocational award
51-2011	Aircraft structure, surfaces, rigging, and systems assemblers	<10	<10	--	--	Long-term on-the-job training
49-2091	Avionics technicians	<10	<10	--	--	Postsecondary vocational award
13-1031	Claims adjusters, examiners, and investigators	118	130	5	\$29.29	Long-term on-the-job training
29-2071	Medical records and health information technicians	112	124	5	\$17.81	Associate's degree
51-8031	Water and liquid waste treatment plant and system operators	73	90	4	\$25.58	Long-term on-the-job training

Table 10. Job Demand – Regional, State, National

SOC Code	Description	Regional Change-Vol	Regional % Change	State % Change	National % Change
49-3011	Aircraft mechanics and service technicians	8	11%	3%	4%
51-2011	Aircraft structure, surfaces, rigging, and systems assemblers	1	45%	-6%	3%
49-2091	Avionics technicians	1	15%	-1%	6%
13-1031	Claims adjusters, examiners, and investigators	12	10%	1%	3%
29-2071	Medical records and health information technicians	12	11%	12%	12%
51-8031	Water and liquid waste treatment plant and system operators	17	23%	13%	12%

***Student Learning and Achievement***

The College’s use of established procedures resulted in the identification of student learning outcomes (SLOs) for 100% of courses and its general education program. Evaluation of courses and programs is achieved through curriculum review processes and integration of SLOs and other student achievement data into its annual program review, planning, and resource allocation processes. The centrality of faculty in maintaining quality and ensuring course and program improvement is authorized by Board policy, guided through formally established administrative procedures, and demonstrated throughout the long history of active involvement by faculty in program review and planning.

***Institutional Program Review and Planning***

The College’s Educational Master Plan guides overall institutional planning and development. Other critical planning documents include annual program review and budget planning (Program Review, Allocations, and Institutional Strategies for Excellence or P.R.A.I.S.E.) reports, Matriculation, Student Equity, Disaster Preparedness, Technology, and Facilities Plans. The College’s planning process is broad-based and offers opportunities for participation across the institution.

***Progress on Learning Outcomes Assessment***

The College has made significant progress on developing an institutional framework for learning outcomes assessment. As of Fall 2010, student learning outcomes have been written for 100% of active credit courses and certificate programs. In addition, general education student learning outcomes have been approved by the Academic Senate for the Associate of Arts and Associate of Science degrees. Student learning outcomes have also been drafted for the Student Services Division, and for the Matriculation, Disabled Students Programs and Services (DSPPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and CalWORKS programs. Student learning outcomes are included in each syllabus distributed every term to students in each course section.

The College’s Academic Senate has adopted a course-embedded approach to the assessment of student learning outcomes. Accordingly, methods of assessment are identical with the methods



of evaluation that are required components of each course and program outline of record and are reviewed by the Curriculum Committee prior to the approval of each curriculum proposal. Student learning outcomes for the Associate degrees are assessed within courses that meet one or more of the categories within the general education program. In addition, methods of assessment have been identified for several student services programs, including Matriculation, DSPS, and EOPS/CARE.

Learning outcomes assessment reports are integral parts of the program review templates adopted by the Academic Senate for instructional and student support programs, and a comprehensive report of learning outcomes assessment for courses is included in the Annual Report of Institutional Effectiveness. A full cycle of learning outcomes assessment was completed during the 2007-2008 academic year by several faculty teams who received financial support from a Title V, Hispanic Serving Institutions (HSI) grant. One faculty trainer with experience in assessment received additional grant funds to offer training across disciplines during the 2008-2009 year. The first comprehensive assessment report, based on data gathered at the end of 2009, showed that assessments were being conducted in 11% of credit courses. Moreover, 19% of instructional program reviews submitted in 2010 reported assessment results with 8% reporting the use of assessment results for instructional improvement. Beginning in March 2008, a faculty member was awarded 20% reassigned time as a Student Learning Outcomes and Assessment Facilitator in order to assist faculty and administration with learning outcomes development and assessment.

***Off-Campus Sites and Distance Learning***

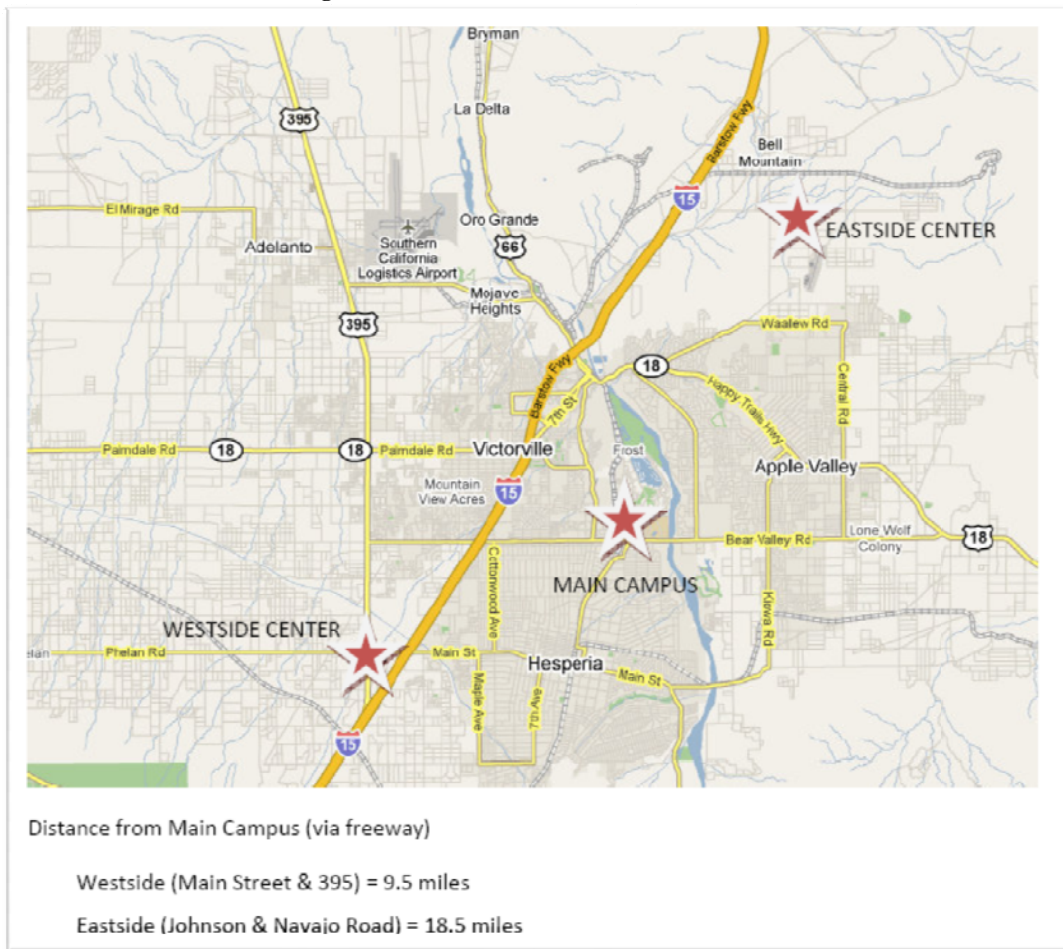
The College's off-site locations and distance education program have significantly expanded student access to courses in all areas of general education and in many career technical fields. Courses are offered at many locations across the service area given that high desert residents (approximately 350,000 of them) are spread throughout the College's service area of 2200 square miles. Locations have included the following:

- |                                 |                                 |
|---------------------------------|---------------------------------|
| APPLE VALLEY COUNTRY CLUB       | SO CAL LOGISTICS AIRPORT        |
| APPLE VALLEY HIGH SCHOOL        | SPRING VALLEY LAKE COUNTRY CLUB |
| EXCELSIOR EDUCATION CENTER      | STERLING INN                    |
| HESPERIA COUNTRY CLUB           | ST JOAN OF ARC CATHOLIC CHURCH  |
| HESPERIA HIGH SCHOOL            | SULTANA HIGH SCHOOL             |
| HIGH DESERT CHEER GYM           | VALLEY CREST RESIDENTIAL        |
| HIGH DESERT VILLAS              | VICTOR VALLEY HIGH SCHOOL       |
| HOOK COMMUNITY CENTER           | VICTOR VALLEY CHRISTIAN SCHOOL  |
| LUCERNE VALLEY GUN RANGE        | VVC EDUCATION CENTER            |
| LUCERNE VALLEY HIGH SCHOOL      | VICTORVILLE PUBLIC WORKS        |
| MOUNTAIN VIEW MONTESSORI SCHOOL | VICTOR VALLEY WASTE WATER       |

OUR LADY OF THE DESERT CHURCH      DISTRICT TREATMENT PLANT  
 PINON MESA MIDDLE SCHOOL  
 RIM OF THE WORLD HIGH SCHOOL  
 SILVERADO HIGH SCHOOL

The number of course offerings at off-campus sites have increased in recent years in response to population changes in the region: 19 sections in Fall 2005 to 62 sections in Fall 2009. The College’s particular emphasis on serving the eastern-most and western-most regions of the service area has been supported by the successful bond measure in 2009 that will enable the construction of 2 off-site facilities shown on the figure below, one focused on public safety training (eastern region) and the other on workforce development in general (western region).

Figure 2. Location of Future VVCCD Centers



Online classes make up an average of 22% of the total sections offered each term and have an average fill rate that exceeds the District rate for credit classes. Blackboard© is the most widely used delivery system for the College’s distance education program. The College’s Service Desk provides technical Blackboard support in person, by phone, and through email for both students

and instructors, and a student self-assessment tool is available for students to measure their readiness to succeed in a distance education class. In addition to online classes, the College offers hybrid and web-enhanced sections that blend face-to-face and electronic instructional methods. All courses in which a portion of instruction is provided by distance education receive separate review by the curriculum committee and are required to meet the same standards of quality as conventionally delivered courses. The Distance Learning Facilitator is appointed from the faculty and receives .20 reassigned time in order to assist in maintaining and improving technical support and educational effectiveness in the College's distance education program.

***Audit of Federal Grant Monies***

An external audit of compliance in accordance with standards generally accepted in the United States of America is conducted annually. Specifically, this audit includes examining on a test basis evidence about College compliance with government auditing standards and Office of Management and Budget Circular A-133. External auditors must determine whether the College complies with such specified requirements. The latest audit for the period ending June 30, 2010, was recently completed and there were no findings.

***College Organizational Chart***

See figure on next page.

Figure 3. Organizational Chart

