CHAPTER 1
PURPOSE AND ORGANIZATION OF THE PLAN

Victor Valley College (VVC) commenced revisions to its Educational Master Planning (EMP) in the fall of 2011. The EMP is designed to provide alignment between program planning efforts and The college's vision, values, mission, and goals (Board Policy 1200) through the identification of strategic priorities around which those planning efforts revolve. In addition, the EMP acts as the platform for regular monitoring of the District's progress on its goals through established program review and planning processes.

This revision effort was charged to the EMP task force, a shared governance group comprised of representatives from all campus constituencies. Since October, 2011, the EMP task force studied existing campus-wide plans, reviewed best practices from other districts, and analyzed internal and external data to ensure a collaborative process culminating in a plan the reflects VVC's core values and clear links to other college planning documents:

- The Facilities Master Plan (FMP) supports the district's value of excellence by guiding the ongoing planning, improvements, and maintenance of all District facilities and infrastructure using sustainable practices. The FMP serves as a guide in the vision and planning process for all future classroom and educational facilities so VVC can continue to provide outstanding educational facilities.

- The Distance Education Plan (DEP) supports the district's value of accessibility by guiding the improvement and development of distance education programs and services. The DEP is a response to faculty recognition of the need for improvements in access, learning, and success of distance education students, and for improvements in the overall management and support of distance education.

- The Technology Master Plan (TMP) supports the district's mission to inspire innovative teaching by utilizing technology. Furthermore, the TMP enables VVC to provide quality technological training for the creation and delivery of instruction, and the support of programs and services which, in turn, enhances student learning.

The EMP will be evaluated annually as part of established program review and planning processes. As programs review and report their progress on EMP-related activities, progress on the EMP can be monitored. Triggers indicating the possible need for an update of the EMP include:

- Changes in legislative or regulatory mandates impacting VVC
- Changes in the fiscal climate or marketplace demands impacting VVC
- Changes made to the VVC vision, values, mission, and goals pursuant to Administrative Procedure 1200

Current Plan As It Relates to March 2007 Plan

This revised EMP continues the work of the previous EMP 2007 in fulfilling its mission and achieving district goals as established by the Board of Trustees. With the adoption of a new mission in 2007 and a new set of goals in 2010, a revision to the EMP was necessitated. An evaluation of the status of goals established in the previous EMP indicates The college continues to evolve as an organization, setting goals, achieving them, refining operations, and striving towards The college vision. The status of each 2007 goal is shown below in Table 1.

Table 1.1 - Status of 2007 EMP Goals.

EMP 2007 GOALS	STATUS
Organizational Excellence - The college's governance roles and processes are structured to maximize institutional effectiveness.	"Excellence" integrated into the vision and organizational core values. In addition, BPs and APs established regarding academic excellence and institutional effectiveness
Institutional Commitment to Student Learning and Student Success through Educational Excellence - Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.	Focus maintained through new district goal of Student Success and strategic priorities (Chapter 5) emphasizing performance measurement and maintaining high quality programs and services.
Economic and Community Development - The college will effectively meet changing community needs for education leading to	Making revisions to the 2007 plan supports this goal as VVC is responding to changing needs. Moreover, vision, values, and mission continue to

EMP 2007 GOALS	STATUS
employment, cultural enrichment, civic, political and social responsibilities.	embrace and reaffirm The college's role in regional economic and community development.
Diverse Populations - The college will increase access opportunities by improving programs and services to better serve an increasingly diverse campus population.	Access and diversity are integrated into the vision, values, and mission, and are addressed in other core planning documents. Measures of access are assessed and discussed as part of annual non-instructional program , and student diversity is addressed in the Student Equity Plan.
Effective Technology Integration - The college will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.	This goal is achieved through the implementation of the Distance Education Plan and Technology Plan.
Learning Centered Resource Management - Through utilization of prudent fiscal policies and the proactive entrepreneurial pursuit of increased revenue, The college will work diligently to secure solid financial resources to meet current and future enrollment growth, community learning needs and learning outcomes.	Efforts continue through adoption of new district goals of Fiscal Stability and Accreditation Recommendations. In collaboration with the VVCCD Foundation, The college has invested in alternative revenue generation through the pursuit of grants and contract education opportunities.

While there is more work to be done, the new goals and strategic priorities addressed herein provide the direction needed to align our processes, actions, and resources for the next 3 to 5 years.

CHAPTER 2
COLLEGE HISTORY & INSTITUTIONAL IDENTITY

History of The college, 1961 – 2011

The Victor Valley College was established by authority of the voters in 1960 with the first classes offered in 1961. 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, Pinion Hills, Victorville and 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 regions proximity to major markets, inexpensive cost of land, affordable housing, access to major transportation arteries, and the 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 13,000 students per semester and an annual FTES near 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 Victor Valley 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 sight on the Westside of the

Victor Valley, and funding for the construction of an Eastside Public Safety Training Facility. This off-campus site served as a regional training facility for future firefighters, paramedics, police and correctional officers for the first time in the spring 2012 semester. Additionally, Victor Valley College completed a one-megawatt solar power generating plant in the summer of 2010 that supplies more than a third of the campus' 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 has 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 High Desert residents have made the journey to Victor Valley College and gone on to become contributing members of society. 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 Michael J. Bazdarich, MB Economics and Senior Economist at UCLA's Anderson School of Management to determine the economic impact VVC has on our local economy. This report estimated the gross annual impact to be nearly $900 million.

Institutional Identity

Mission

The mission of Victor Valley Community College is 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 difference 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.

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

Vision & Values

Victor Valley Community College uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership.

As a student-centered learning organization, we will uphold the following core values:

- **Excellence** - providing superior service and educational learning opportunities

- **Integrity** - guiding The college's actions with an internally consistent framework of principles

- **Accessibility** - facilitating access to The college's programs from other locations

- **Diversity** - valuing different points of view and contributions of all

- **Collaboration** - encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal

- **Innovation** - providing creative approaches to learning problem solving and growth

Goals

At their annual retreat on May 21, 2011, the Board of Trustees identified the following new goals:

- Fiscal Stability - The college's financial resources will remain sufficient to support quality programs and services, and the ongoing improvement of all college operations.

- Student Success - The college's courses, programs, and support services advance student success.

- Accreditation Recommendations - All recommendations from the ACCJC 2011 Site Evaluation Report will be fully addressed to reaffirm The college's accreditation status.

- Image - The college's reputation among High Desert residents will be that of a quality institution of higher education

CHAPTER 3
EXTERNAL ENVIRONMENT & ITS IMPACTS

In November of 2011, Victor Valley College contracted with the Madrid Consulting Group to perform an environmental scan of The college's study area. The VVC Research Office provided guidance as to the definition of the study area and the environmental indicators that required focused attention. Upon completion of the scan, Research Office staff integrated the material based upon the topics of "demographic changes" and "hot jobs". This information was then presented to the campus community during the spring 2012 semester. This chapter synthesizes the information provided to VVC by Madrid Consulting Group and provides guidance on how we can better serve our increasingly diverse and growing community.

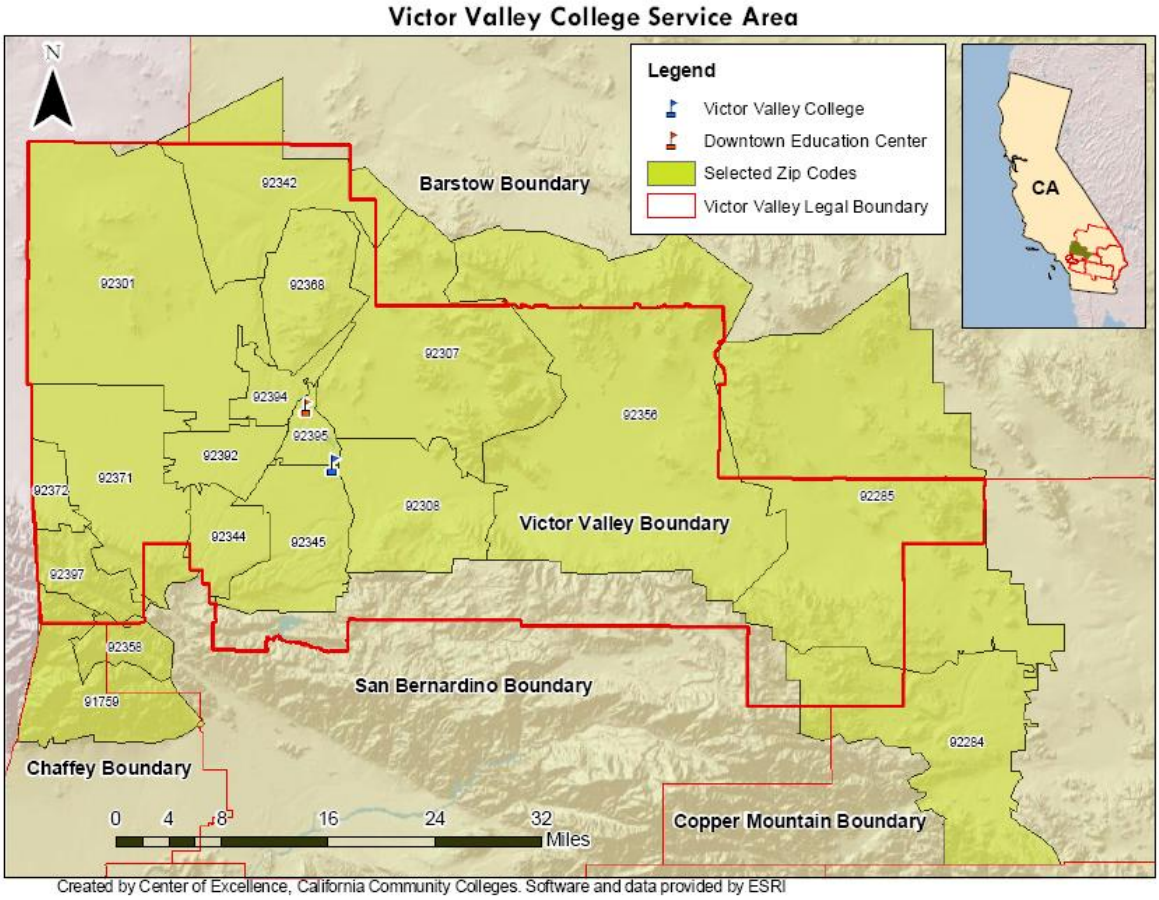
Communities Served

VVC is located in San Bernardino County, approximately 90 miles northeast of Los Angeles and 35 miles north of San Bernardino (See Figure 3.1).

Figure 3.1 – Regional Location of College.

The majority of the students at VVC come from the communities of Adelanto (92301) , Apple Valley (92307, 92308) Hesperia (92340, 92344, 92345), and Victorville (92392, 92393, 92394, 92395) (See Figure 3.2).

Figure 3.2 - Environmental Scan Study Area.



Population Served

The estimated population of the VVC study area is 371,750 or about 18% of the San Bernardino County total. The population is projected to increase to 507,406 in ten years, which will equate to nearly 21% of the County total (See Table 3.1).

Table 3.1
Population Projections - 2000 to 2021
Victor Valley College Study Area Zips

City	Study Areas	2000 Census	2011	2016	2021	2011-2000	2016-2011	2021-2016
Adelanto	92301	19,124	32,028	39,864	46,303	67.48%	24.47%	16.15%
Apple Valley	92307, 92308	60,045	78,308	87,968	97,162	30.42%	12.34%	10.45%
Helendale	92342	4,774	5,085	5,284	5,604	6.51%	3.91%	6.06%
Hesperia	92340, 92344, 92345	68,634	94,948	111,168	126,016	38.34%	17.08%	13.36%
Lucerne Valley	92356	5,281	5,946	6,240	6,655	12.59%	4.94%	6.65%
Oro Grande	92368	982	978	974	1,014	-0.41%	-0.41%	4.11%
Phelan	92371, 92329	12,165	18,655	22,462	25,699	53.35%	20.41%	14.41%
Pinon Hills	92372	3,789	4,344	4,637	5,003	14.65%	6.74%	7.89%
Victorville	92392, 92393, 92394, 92395	75,860	126,751	160,509	188,940	67.09%	26.63%	17.71%
Wrightwood	92397	4,598	4,707	4,768	5,010	2.37%	1.30%	5.08%
	Combined Zips	255,252	371,750	443,874	507,406	45.64%	19.40%	14.31%
	SB County	1,709,434	2,035,155	2,226,688	2,429,576	19.05%	9.41%	9.11%

Source: Synergos Technologies

Population by Age

As depicted in Table 3.2, the 18 to 22 age group is projected to decrease 8.0% while the 30 to 35 age group is projected to increase substantially (70%) over the next five years.

Table 3.2 – Population by Age Groups in Study Area

Age Group	2011	2016	Percent Change
Age 30 to 35	20,200	34,367	70%
Age 65 to 70	14,459	20,684	43%
Age 60 to 65	18,724	25,989	39%
Age 25 to 30	29,622	39,900	35%
Age 55 to 60	23,144	30,578	32%
Age 70 to 75	11,730	15,434	32%
Age 85 and over	6,304	8,324	32%
Age 35 to 40	18,107	23,278	29%
Age 0 to 4	23,028	28,723	25%
Age 75 to 80	9,660	11,837	23%
Age 22 to 25	20,032	24,226	21%
Age 80 to 85	7,768	8,846	14%
Age 5 to 14	43,434	48,399	11%
Age 50 to 55	26,855	29,728	11%
Age 40 to 45	20,716	20,768	0%
Age 14 to 18	23,210	22,268	-4%
Age 18 to 22	28,906	26,660	-8%
Age 45 to 50	25,853	23,865	-8%
Total Population	371,752	443,874	19%
Average Age	37.2	38.1	2%
Median Age	34.4	34.6	1%

Population by Race

The VVC study area population is comprised of the following race and ethnicity segments: White (not Hispanic) 42.8%, Hispanic 41.3%, Black 9.6%, Asian 2.7%, and other 3.5% (Table 3.3). It is notable that the Hispanic population now represents nearly the same percentage of the population as White (not Hispanic).

Table 3.3 - Population By Race, Study Area

	Total Population	Total %	White (not Hispanic)	White (not Hispanic) %	Black	Black %	Asian	Asian %	Hispanic	Hispanic %	Other	Other %
Adelanto	32,028	8.6%	6,093	19.0%	5,912	18.5%	505	1.6%	18,353	57.3%	1,165	3.6%
Apple Valley	78,308	21.1%	44,313	56.6%	6,430	8.2%	2073	2.6%	22,479	28.7%	3,013	3.8%
Helendale	5,085	1.4%	3,478	68.4%	261	5.1%	161	3.2%	1,023	20.1%	163	3.2%
Hesperia	94,948	25.5%	41,703	43.9%	4,655	4.9%	1813	1.9%	44,148	46.5%	2629	2.8%
Lucerne Valley	5,946	1.6%	3,963	66.6%	165	2.8%	85	1.4%	1,500	25.2%	233	3.9%
Oro Grande	978	0.3%	429	43.9%	8	0.8%	15	1.5%	495	50.6%	32	3.3%
Phelan	18,655	5.0%	11,359	60.9%	469	2.5%	537	2.9%	5,712	30.6%	578	3.1%
Pinon Hills	4,344	1.2%	3,077	70.8%	35	0.8%	113	2.6%	1,007	23.2%	112	2.6%
Victorville	126,751	34.1%	40,967	32.3%	17,885	14.1%	4,643	3.7%	58,240	45.9%	5,017	4.0%
Wrightwood	4,707	1.3%	3,859	82.0%	39	0.8%	77	1.6%	590	12.5%	142	3.0%
	371,750		42.8%		9.6%		2.7%		41.3%		3.5%	

Source: Exhibit II-5 - Synergos Technologies - 2011 projection

Housing Characteristics

VVC's study area shows a fairly high occupancy rate (91%) which is notable considering the recent economic downturn and extensive residential foreclosure activities in the region. This is mostly due to the low median housing value in the study area in comparison to the county ($143,970 vs. $179,273). The average median household income for the combined study area zip codes is $50,010 or about 90% of the county median. The wealthiest study zip code is 92397 at $65,554 located in the Wrightwood area and the poorest is 92368 located in Oro Grande at $31,740 (See Table 3.4).

Table 3.4

Median Household Income - 2nd Qrt 2011
Victor Valley College Study Area Zips and San Bernardino County

Study Area Zips	Study Area Cities	Median Household Income	% of County Median
92397	Wrightwood	$65,554	118%
92342	Helendale	$62,754	113%
92344	Hesperia	$62,533	112%
San Bernardino Co	county	$55,668	100%
92392	Victorville	$55,484	100%
92307	Apple Valley	$55,123	99%
92371	Phelan	$55,104	99%
92372	Pinon Hills	$52,428	94%
92345	Hesperia	$50,227	90%
All Zip Combined	All Zip Combined	$50,010	90%
92308	Apple Valley	$49,993	90%
92395	Victorville	$42,923	77%
92394	Victorville	$41,384	74%
92301	Adelanto	$41,019	74%
92356	Lucerne Valley	$40,660	73%
92368	Oro Grande	$31,740	57%

Source: Synergos Technologies

Population by School Enrollment

The VVC study area mirrors that of the county in regards to educational enrollment. For instance, the study area population enrolled in college is similar to the county, 5.3% and 6.0% respectively. Unfortunately, similar findings can be found for those not enrolled in any educational endeavor (study area = 68.0%, county = 67.0%). The following table presents an estimate of educational attainment for persons 25+ years for the study area by educational level (See Table 3.5). Over half of the study area population has attained a high school diploma or less. In addition, less than a quarter of the population in the study area has earned a degree. This may indicate that the population is not successful in their educational endeavors. Consequently, 44% of the study area population is labeled in the psychographic category of “Urban Cliff Climbers”. These individuals are younger and are defined by their working class mentality. They are content with a

middle class urban life style made possible with some college but mostly on-the-job-training.

Table 3.5

Population by Educational Attainment - Age 25+ Years
Victor Valley College Study Area Zips

Study Area Zips	Study Area Cities	Totals	Less than 9th grade	Some High School, no diploma	High School Graduate (or GED)	Some College, no degree	Associate Degree	Bachelor's Degree	Master's Degree	Professional School Degree	Doctorate Degree
All Zip Combined		233,144	16,032	36,294	69,156	67,024	17,995	17,207	6,482	2,104	849
% All Zips			6.9%	15.6%	29.7%	28.7%	7.7%	7.4%	2.8%	0.9%	0.4%
92301	Adelanto	18,225	2,096	3,826	5,380	4,838	939	780	274	91	2
92307	Apple Valley	24,137	792	3,151	6,161	7,805	1,792	2,550	1,243	443	200
92308	Apple Valley	26,701	1,386	3,818	8,166	7,487	2,365	2,208	799	368	105
92342	Helendale	3,576	123	343	893	1,225	260	408	246	63	15
92344	Hesperia	13,344	757	1,599	4,060	4,144	1,038	1,236	363	112	35
92345	Hesperia	46,703	4,071	8,767	14,424	12,568	3,209	2,421	791	305	146
92356	Lucerne Valley	4,100	265	717	1,452	1,066	297	246	32	25	1
92368	Oro Grande	620	106	137	184	145	19	18	10	0	0
92371	Phelan	12,259	621	2,054	3,978	3,715	843	716	239	69	25
92372	Pinon Hills	2,960	146	417	784	1,013	318	187	84	10	0
92392	Victorville	34,000	2,006	4,186	10,010	10,698	3,082	2,697	1,083	171	66
92394	Victorville	17,471	1,404	2,981	5,596	4,561	1,314	1,187	305	86	37
92395	Victorville	25,861	2,247	4,116	7,384	6,597	2,168	2,148	701	316	185
92397	Wrightwood	3,186	11	182	685	1,162	352	405	312	44	32
SB County		1,254,663	131,445	192,059	315,534	322,700	95,255	130,023	44,558	16,375	6,714
			10.5%	15.3%	25.1%	25.7%	7.6%	10.4%	3.6%	1.3%	0.5%

Source: Synergos Technologies

Labor Force

Community colleges are the higher education segment providing workforce education that is most directly related to the local area economy. Understanding the changing nature of the area's economy is critical to aligning current academic programs as well as developing new academic programs that meet the needs of local business and industry.

The housing market has driven the economy in the High Desert for the last 30 years and new residential building has spurred our recovery every time. However, this recession is very slow to recover and new residential building efforts have all but stalled. Therefore, a major concern for this region is the high unemployment rate (15.0%) in comparison to the state (10.7%). In addition, some localities in our study area are

seeing unemployment rates between 18% and 30%. The result of high unemployment is an influx of students at VVC and many of these people are desperately looking for training or re-training to re-enter the workforce.

The following table shows the study area labor force estimates by the major industry grouping in which they are employed as of the 2nd quarter 2011. The data allows for an understanding of where the labor force is employed by industry that may allow VVC to focus on programs related to these industries. VVC can also determine the relative health of such industries and possibly provide assistance. The data shows that the highest percentage of the study area (21.4%) is employed in the education, health, and social services industries (See Table 3.6).

Table 3.6

Labor Force by Industry Groupings - 2nd Qrt 2011

Victor Valley College Study Area Zips and San Bernardino County

	Labor Force			
Study Area Zips	Service Area Zips		SB County	
	#	%	#	%
Employed Population Age 16+	120,324	100.0%	730,263	100.0%
Ed, health, social serv	25,789	21.4%	154,986	21.2%
Wholesale & retail trade	19,279	16.0%	120,510	16.5%
Manufacturing	12,332	10.2%	92,804	12.7%
Ag, forest, fish, hunt, mine, const	11,489	9.5%	60,326	8.3%
Trans warehouse utilities	10,528	8.7%	50,921	7.0%
Arts, enter, rec, accom, food	8,295	6.9%	52,833	7.2%
Public Admin	7,931	6.6%	41,974	5.7%
Other services	7,138	5.9%	37,491	5.1%
FIRE Leasing	6,110	5.1%	41,957	5.7%
Info	3,939	3.3%	20,700	2.8%
Prof, scien, tech	3,791	3.2%	27,474	3.8%
waste mgt services	3,700	3.1%	28,118	3.9%
Mgt of companies	4	0.0%	169	0.0%

Source: Synergos Technologies

Note: sorted by Study Area Zips Labor Force

Using the North American Industry Classification System (NAICS), the largest number of establishments for the study area are in the retail industry (16.5%) followed by health care and social assistance (14.5%).

Marketplace Characteristics

Employment Forecasts by Industry 2008 – 2018

An increase of nearly 107,000 jobs and a growth rate of 7.9% are projected over the next ten years in the Riverside-San Bernardino-Ontario areas according to the state Employment Development Department (EDD) and the Local Market Information (LMI) figures. The Education Services, Health Care and Social Assistance sector will generate an estimated 30,000 jobs (an annual growth rate of 2.3%), the largest number of new jobs for the outlook period in any sector. An additional 17,400 new jobs are estimated to occur in the Government sector, with 15,100 new jobs (an annual growth rate of 1.1%) projected in the Professional and Business Services sector. Other major industry sectors with significant growth rates are Wholesale Trade (1.1%), Leisure and Hospitality (1.0%), and Other Services (0.9%).

Competition for Students

The following sections list educational institutions that may offer VVC study related curriculum and therefore competition for students.

Community Colleges

- Chaffey
- San Bernardino
- Crafton Hills
- Copper Mountain
- Barstow
- Riverside
- Mt San Jacinto
- College of the Desert
- Palo Verde

Private Schools and Colleges

- Brandman University
- American University
- Azusa Pacific University
- Freedom Law School
- Integrated Combat Systems University
- University of La Verne
- Victorville International University
- Westech College
- San Joaquin Valley College

Synthesizing External Factors for Planning

Trainings performed by the Research Office in spring 2012 provided faculty the ability to locate information regarding program output and performance for all community

colleges at the Chancellor's Office Data Mart (http://datamart.cccco.edu). The following factors of labor force, establishments, employment forecasts, and competitors were integrated into Table 3.7. Using the color coding display, one can identify that, for instance, food prep has a good labor force with many establishments and although there are competitors, this field is forecasted to grow. In contrast, the NAICS category of management, business, and finance operations has a labor force with establishments, but there are competitors and the category is forecasted to decline.

Table 3.7 - Tool for Defining "Hot Jobs"

HOT JOBS			
LABOR FORCE	**ESTABLISHMENTS (Fig. III-4.1 for individual businesses)**	**FORECAST**	****COMPETITORS**
*Education (61), health (62) , social services (62)	Education, health care and social assistance	22.8%	Yes
*Professional and related (54)	Professional, architecture, scientific, and technical services	13.1%	Yes
*Food prep (72)	tourism, hospitality, and food services	9.4%	Yes
*Wholesale (42) and retail (44) trade	Retail trade	8.3%	Yes
*Construction (23), extract (21), maintenance (81)	Construction	5.0%	Yes
GIS (NA in labor force)	Few if any establishments	15.0%	Yes
Information Services (small labor force)	Very few establishments	% (statewide)	Yes
Office administration support	No establishments	12.7%	Yes
Warehouse, product, transportation, materials moving	Very few establishments	6.0%	Yes
Management, business, finance operations	Finance, insurance, banking	-2.8%	Yes
Not listed	Real estate and rental and leasing	-7.5%	Yes
Manufacturing	Manufacturing (possible green)	-9.0%	Yes
Low % of labor force	Public administration	NA	NA
** North American Industry Classification System (NAICS)*	*** Must review private colleges that may not be represented in env. scan data*		
Taxonomy of Programs (TOP)			
Classification of Instructional Programs (CIP)			
Standard Occupational Classification (SOC)			

Implications for Planning

- VVC's main campus is centrally located in its study area encircled by all four incorporated cities (i.e. Apple Valley, Hesperia, Victorville, and Adelanto). This provides access to most residents in the Victor Valley with a drive of less than 20 miles or public transportation can be utilized through the Victor Valley Transit Authority.

- Fifteen percent of the study area population is located on the West side of the valley with an estimated driving distance of 15 to 20 miles. In order to better serve this area, plans for a west side center (i.e. Workforce Development Center) and expansion of off-site locations (i.e. Hesperia High School, Silverado High School) are ongoing.

- Although the 18-22 age range is projected to decline slightly, VVC must continue to serve students who are new to The college experience and most

likely have aspirations to transfer. However, just as important is making sure that VVC is prepared to serve an increasing population of students who are in need of finding work (22-25, 25-30, 30-35 age ranges). Therefore, efforts to ensure the transfer of students and efforts to provide vocational training to those who need to provide for their families must be balanced.

- The Race and Ethnicity data indicate that there is stronger growth in population groups that have traditionally been under-represented in higher education. VVC must continue its strong tie to the Hispanic community. In addition, a continuance of outreach efforts and effective student services is vital to serving this growing population.

- Given the high occupancy rate, our residents are invested in the area. Though the economic downturn has dramatically impacted the housing industry and few new homes are being built, the sale of existing homes has been very high due to the attractiveness of the area in terms of housing affordability. Therefore, the population has remained constant in the last couple years with expected increases in the near future (135,651 new residents (27%) in the next 10 years). Even though housing affordability aids economic stability and the relative capacity of households to afford college costs, demand for financial aid will remain a factor.

- As demand for skilled labor increases in the High Desert, VVC will continue to play a key role in the training needs of these individuals. Campaigns geared towards educational attainment at all levels need to be widely disseminated throughout the study area.

Program-Specific Planning Implications

- The highest number of White-Collar daytime jobs within The college study area is in education and health sectors. The highest number of Blue-Collar daytime jobs, within The college study area, is in Retail Sales and Office, Secretaries and Administrative sectors.

- There are about 1,700 jobs in the categories of Food and Beverage Serving and Construction and Trades.

- The fastest-growing industry sector for Riverside and San Bernardino Counties (RSSB) is Education Services, Health Care and Social Assistance with an annual average growth rate of 2.3%.

- The largest employers by industry sector (estimated 200+ employees) in the VVC study area are Electrical Companies, Commercial and Heavy Construction, Plumbing & HVAC Equipment, Steel Production, Construction Materials, Building Materials Retail & Distribution, Home Improvement, Warehouse, and Department Stores, Real Estate, Technical & Scientific Research Services, Advertising & Marketing, Solid Waste Services & Recycling, Education, and Government.

- Accommodations Food Services Sector shows more start-up than failures over the period 2008-2010 crating a great opportunity for contract education programs.

- Construction and building inspectors and construction and engineering manager occupations have a potential for growth with 2,340 job openings.

- Supervisors in the farming, fishing, and forestry occupations which include Green sector managers in the agricultural crop and horticulture occupations have the highest percentage growth rate. The next highest occupation is the first-line supervisors/managers of mechanics, installers, and repairers-which includes the Green occupations in the same categories.

- The highest percentage growth rate is the SOC category Geospatial information Scientists and Technologists which includes the Green category (1,250 job openings). The next three highest occupations are Engineering technicians which include the Green category Electronics, Industrial, and Manufacturing Technologists.

- The highest number for absolute job growth are for managers in the Green categories of Regulatory Affairs Mangers, Compliance Mangers, Supply Chain Mangers, Wind Energy managers, Browsfield Redevelopment Specialist and Site Managers. Within the First-Line supervisors/Managers of Construction Trades and Extraction is the Green category of Solar Energy Installer Managers at 2,010 projected jobs. The next highest absolute growth rate is for Automotive Service Technicians and Mechanics.

- There is a 7 to 9% growth rate for Engineering Technicians which includes the Green categories of Photonics Engineering Technician, Manufacturing Production Technicians, Fuel Cell Technicians, Nanotechnology Engineering Technologists, and Wind Energy Project Managers.

- Within the Computer Occupations are the categories of Business Intelligence Analysts, Computer Specialists, Computer Support Specialists, Computer Systems Engineers/Architects, Document Management Specialists, Information Technology Project Managers, and Web Administrators with a significant growth rate of 15%. The categories Data Warehousing, Database Architect, and Network Designers have a 15% growth rate as well. There is a 57% growth rate within the occupations of Computer Software and Systems Engineers.

- There is a 5% growth rate for Food Service managers.

- The highest growth rate occupation by AA Degree is Computer Specialist.

- The highest growth rate occupation by Post-Secondary Vocational education is Automotive Service Technician and Mechanics.

- The highest growth rate occupation by Work Experience is First Line Supervisors/Managers of Construction Trades and Extraction Workers and Food Service Managers.

- Projections of Most Openings Top 15 Occupations- San Bernardino-Riverside

    - Retail Salespersons

    - Cashiers

    - Personal and Home Care Aides

    - Waiters and Waitresses

    - Laborers and Freight, Stock, and Material Movers, Hand

- Combined Food Preparation and Serving Workers, Including Fast Food
- Stock Clerks and Order Fillers
- Registered Nurses
- Elementary School Teachers, Except Special Education
- Customer Service Representatives
- Office Clerks, General
- Truck Drivers, Heavy and Tractor-Trailer
- Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
- First-Line Supervisors/Managers of Retail Sales Workers
- General and Operations Managers

CHAPTER 4
INTERNAL ENVIRONMENT AND ITS IMPACTS

Our Programs

Aligned with the mission of The college, VVC maintains programs of study that reflect the community need. The entire list and description of programs can be found in the college catalog.

Adult/Community Education

The college offers a variety of day and evening non-credit classes. Adult/Community Education classes are designed to meet a broad range of needs in the Victor Valley community, and include subjects such as basic skills training, older adult education, parenting, ESL and physical fitness

Community Service

The college offers Community Service workshops in areas in which students may desire personal growth or have a particular interest. These are not-for-credit workshops opened to the public with no units attached to them.

Degrees and Certificates

The college offers two degrees and over 100 certificates of achievement for satisfactory completion of specific programs of study. Associate in Science (A.S.) degrees are awarded in the areas of Math/Science and various technical areas. Associate in Arts (A.A.) degrees are awarded in the areas of liberal arts and fine arts. The three principal areas of study are Humanities and Social Sciences, Business and Vocational Programs, and Mathematics and Science.

Career-Technical Education

The college offers certificates in many areas of study, including Administration of Justice, Allied Health, Automotive Technology, Business Administration, Business Real Estate and Escrow, Business Education Technologies, Child Development, Construction Technology, Computer Information Systems, Computer-Integrated Design

and Graphics, Electronics and Computer Technology, Fire Technology, Nursing, Paralegal Studies, Restaurant Management, Respiratory Therapy, and Welding.

Courses are primarily offered on a 16-week fall and spring semester basis as well as short term winter and summer intersessions. In addition, intensive short term classes, open-entry/open-exit curriculum and evening and weekend classes are provided. Course offerings online have also become increasingly popular and serve students who prefer distance education. In fall 2011, online course offerings accounted for approximately 11.4% (530) of the full-time equivalent students (FTES). In addition, over 2,000 VVC students now attend classes at an off-campus location (Fall 2011) which has increased access.

Our Students

The College has grown exponentially in the recent past and with that comes the challenge of serving a more diverse population. As depicted in Figure 4.1, Fall enrollment increased 21.2% from 2007 to 2009. However, due to the economic condition of the state, funding has decreased substantially causing workload reductions which equate to a decrease in sections (e.g. winter intersession has not been offered since 2009). Consequently, FTES has also decreased in the last year as shown in Figure 4.2.

The College continues to underrepresent males in the study area (See Table 4.1). However, most race/ethnicity categories mirror that of the study area aside for Blacks (14.5%) which are overrepresented at VVC (See Table 4.2).

It is noteworthy that the College's proportion of 31 to 40 year olds closely resembles that of the study area (See Table 4.3). 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. Over one-third of VVC students are attempting 12 or more units which could also be an indicator that students are feeling the need to complete their education more quickly in order to enter the workforce.

Figure 4.1 – Unduplicated Headcount Trends, 2002-2011

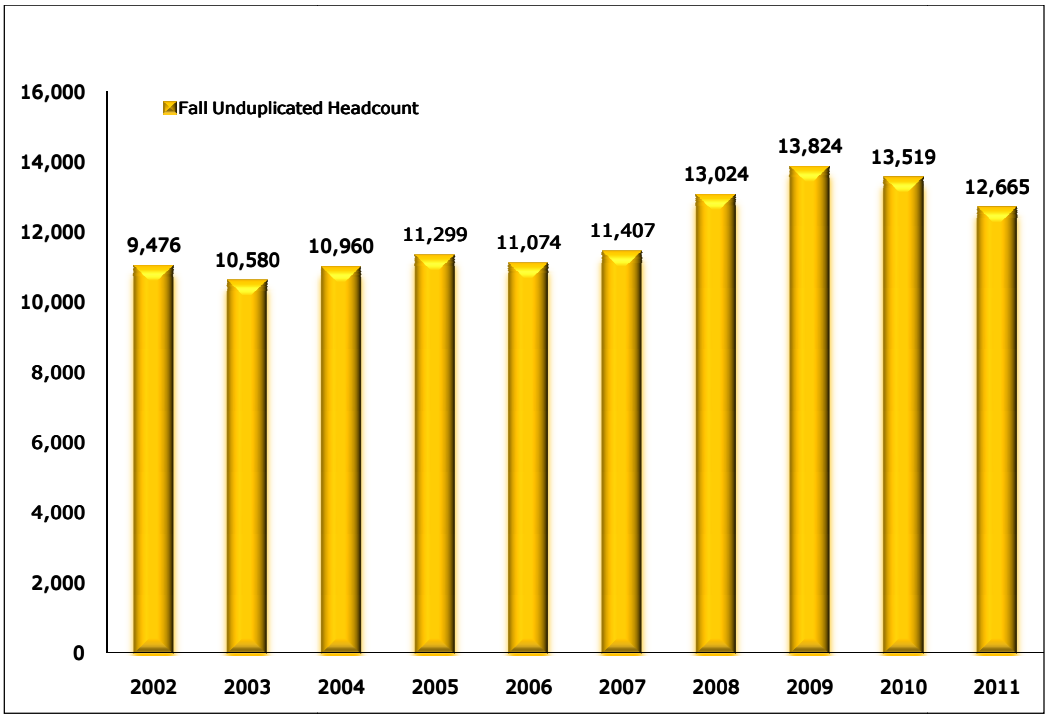


Figure 4.2 – FTES Trends, 2004-2005 thru 2011-2012

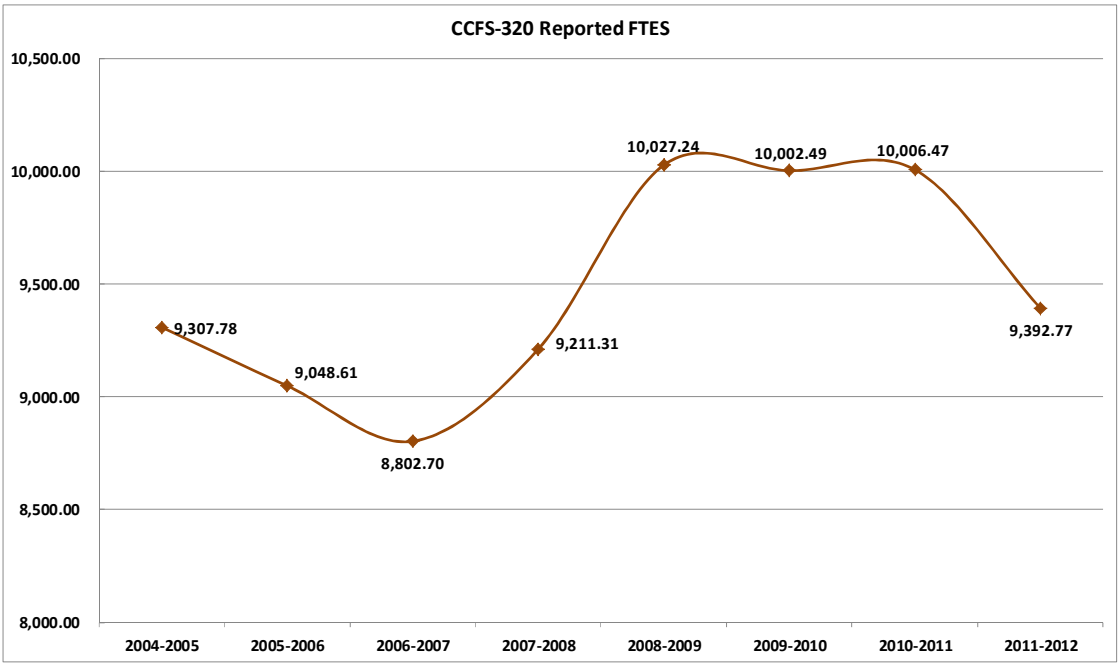


Table 4.1

Gender		
	Study Area (2011)	**VVC (Fall 2011)**
Male	49.8%	42.5%
Female	50.2%	56.3%

Table 4.2

Race/Ethnicity				
	Study Area (2011)		**VVC (Fall 2011)**	
	#	**%**	**#**	**%**
White (not Hispanic)	159,241	42.8%	4,715	38.2%
Black	35,858	9.6%	1,788	14.5%
Asian	10,021	2.7%	173	1.4%
Hispanic	153,548	41.3%	4,995	40.5%
Other	13,084	3.5%	677	5.5%
TOTAL	371,752	100.0%	12,348	100.0%

Table 4.3

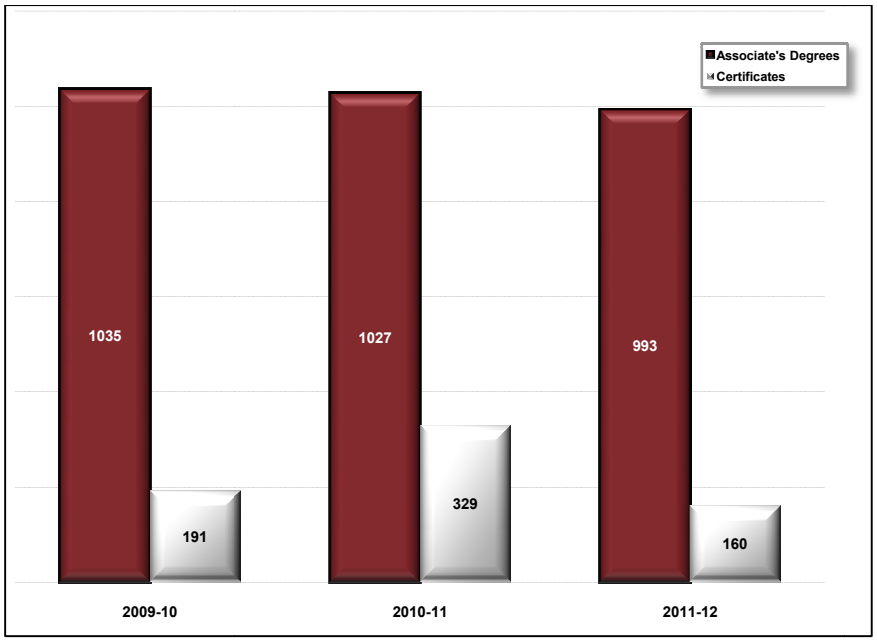
Age				
	Study Area (2011)		VVC (Fall 2011)	
	#	%	#	%
Less than 18	89,672	24.1%	470	3.7%
18-22	28,906	7.8%	6,231	49.0%
23-30	49,654	13.4%	2,816	22.1%
31-40	38,307	10.3%	1,629	12.8%
41-50	46,569	12.5%	1,033	8.1%
51-60	49,999	13.4%	426	3.3%
greater than 60	68,645	18.5%	112	0.9%
TOTAL	371,752	100.0%	12,717	100.0%

Our Accomplishments

Educational Programs

Nearly 1,000 students receive an Associate's Degree each year and many more receive certificates allowing them to find work in our community (See Figure 4.3). The recent decline in certificates may be due to the fact that students are trying to find any kind of work they can in this poor economy. Therefore, they may take a few classes to sharpen skills and then attempt to enter the workforce without achieving the certificate. In addition, because of the economy most spouses are both working which provides little additional time to seek educational advancement.

Figure 4.3 – Awards Conferred



Using the Student Progress and Achievement ARCC indicator, 47% of VVC students who started in 2005-06 earned an AA or AS degree, a certificate, transferred to a four-year, were transfer directed, or were transferred prepared by the 2010-11 year. The percentage of fist-time students who enrolled in a fall semester with at least six units and enrolled in the subsequent fall was 61.6% for the 2009-10 year.

Services to Students

The primary role of Student Services is to assist students through the Matriculation process. Student Services seeks to provide a coherent, integrated response that promotes access and success for all students. As students begin their educational journey, we recognize the initial importance of Admissions and Records, Assessment, Counseling and Financial Aid. Once enrolled, student support programs provide additional assistance designed to help students succeed in their academic experience. Each Student Services program seeks to pay particular attention to strategies that improve “Persistence” and “Student Progress and Achievement.” This focus will help to shape departmental goals and resource priorities.

Implications for Planning

- Through the program review process and CTE advisory groups, VVC must stay apprised of the changing community to ensure that course content, delivery method, and service location are aligned with community need.

- The new DE plan is timely in guiding the institution towards better serving students at the time in which DE students are increasing. Portal advancements are needed for better integration in Blackboard as outline in the Technology Master Plan.

- Technology planning will be impacted with the establishment of new off-campus locations. Technological infrastructure should be provided to faculty in a similar manner regardless of location.

- Although enrollments have decreased because of workload reductions at the state level, there is a very high demand for classes and facilities must be planned for this growth. More importantly, facilities need to be carefully reviewed in light of student demand. For example, the increase in older students may mean that they need to refresh skills to re-enter the workforce and therefore need well equipped CTE facilities to provide them an advantage in the workforce. This is aligned with the Vocational Complex Expansion and Renovation which will include a new diesel shop and an addition to the welding building.

- As students continue to use online resources, VVC must provide advanced and efficient online student services for matriculation needs. This is aligned with the advancement of the VVC portal outlined in the Technology Master Plan and the accreditation standards for online classes.

- Information technology and facilities will work in concert to identify cost effective technological solutions that are beneficial to the students and are in compliance with sustainable practices.

- As we identify improvements campus-wide to increase success in credit vocational courses as part of our Perkins Planning efforts, each CTE program will continually review and analyze core indicator data, and include improvement plans that are aligned with community need (ARCC indicator).

- Efforts to increase Credit Basic Skills success are at the forefront and a new summer 2012 project is in progress to provide more detail on student and course characteristics (ARCC indicator).

CHAPTER 5
PLANNING ASSUMPTIONS AND STRATEGIC PLAN

Review of Implications for Planning

External Drivers

Whom do we serve?

High desert residents are largely working class citizens who graduated from high school, have some postsecondary education or training, and make a decent living. High occupancy rates in the region demonstrate a community that is invested in the areas served by VVC. While the overall population of the High Desert has remained constant in recent years, small but steady increases are expected over the next 10 years (135,651 new residents or 27%). This is, in part, due to the attraction of affordable housing. While strong sales of existing homes will aid in regional economic stability, the demand for financial aid will remain a factor for future students.

What programs and services are needed?

Despite making a decent wage, opportunities exist for VVC to assist its hard working community members in updating or upgrading their skills for 21st century jobs demanded by the marketplace—from service industry sectors such as retail, health, and education, to more technical occupations in engineering, green industries, computer technologies, and construction. The college must uphold its core mission with balanced offerings in both transfer and vocational programs in order to meet the needs of new high school graduates (age range 18-22 years), as well as the needs of young adults seeking to acquire or advance their college education (22-35 years).

Access to our programs and services is available to most residents with a drive of 15 to 20 miles, given increased offerings on the west side and other off-site locations. In addition to physical access to programs and services, virtual access must be enabled through the use of technology. Ensuring a clear, widely distributed message about all that is available is critical—particularly to the Hispanic community as it continues to grow. Campaigns encouraging educational attainment at all levels need to be widely disseminated throughout the High Desert.

Internal Drivers

What are our strategic advantages?

Recent revisions and refinements to institutional evaluation and planning components will enable better management of college resources and alignment with changes in our operating environment—for example, Facilities Master Plan, Distance Education Plan, Technology Master Plan, and revised annual program review and planning (P.R.A.I.S.E.) procedures.

The State's reduction of our workload in recent years has resulted in improvements to enrollment management in terms of availability of analysis, prioritized decision-making, and information dissemination. As a result fill rates have remained consistently high (**xx%**), with no negative impact on student achievement (**xx%**).

What are our strategic challenges?

The State will continue to address its own shortfall with workload reductions for colleges while student demand for education increases. VVC will need systematically and regularly review its resource use in light of student demand and regulatory changes.

Demands for technology will likely also grow as VVC's State-funded revenue decreases. Off-campus locations will have to be outfitted with the technology needed to deliver programs and services. Overall, as students' reliance on online resources grows, VVC must provide equitable and efficient online support services to meet student matriculation needs.

Student success rates in credit vocational courses have been targeted for improvement by each Career Technical Education program. This will have to be regularly and systematically reviewed and analyzed in order monitor progress and the need for improvement plans, if any. Credit Basic Skills success rates are similarly being targeted for improvement.

Strategic Planning Priorities

Based on the external and internal scans, the following sets forth the priorities that will provide focus to institutional planning efforts. These strategic priorities provide a unified, actionable direction to be followed over the next 3 to 5 planning cycles. As proposals

and requests are submitted, these priorities must be used to guide decisions about how district resources will be allocated.

Through several sessions with EMP Task Force members, various campus committees, and department meetings across campus, discussions were held to analyze and evaluate the impact of environmental scan and internal scan data on possible strategic priorities for the college. In addition, community focus groups were conducted to further solidify our strategic direction over the life of this Educational Master Plan. The priorities presented below are not ranked.

1. Meet the needs of all students through a variety of scheduling options, class locations, and service delivery methods.

2. Expand the use of technology to improve instructional programs, student support services, and campus support operations.

3. Develop innovative education and training programs guided by market demand and available institutional assets and resources.

4. Improve institutional performance on indicators of student success and institutional effectiveness.

5. Adhere to principles of universal accessibility and total cost of ownership in all planning efforts—from concept pitch to formal proposal to budget allocation.

6. Collaborate with regional K-12 schools, business partners, and community-based organizations to improve college and career readiness of High Desert students.

7. Maintain a proactive stance on emerging practice trends and legal changes impacting our programs, services, and/or operations.

8. Provide consistent, high quality customer service to empower students, community members, and fellow employees throughout the campus.

9. Foster an inclusive campus climate wherein diversity is welcomed, respected, and valued.

As program review, planning, and budget development processes are implemented, these strategic priorities must be considered in the discussion and prioritizing of major initiative proposals, action plans, and/or budget augmentations to ensure alignment of district resource allocations with this Educational Master Plan.

Budget Planning Assumptions

In addition to strategic priorities, the following planning assumptions were established for the 2012-103 fiscal year to guide development of the district budget.

General Assumptions

1. The District shall maintain legal compliance with the 50% law.
2. The District will develop a balanced budget with a minimum 5% ending fund balance (reserve).
3. The District will not access long-term reserves for balancing the budget.
4. The Program Review, Planning, and Budget Development Process will guide the allocation of all resources.
5. Vacancies due to retirement or resignation will not automatically be filled.
6. Statewide Enrollment Fee increases from $36 to $46 per unit.

Revenue Assumptions

1. California Controller estimates State revenue shortfall of approximately $15.6 billion for FY 2012/13.
2. If the November tax initiative fails, VVC's share of cuts could be as much as $3 million dollars.
3. Funded workload is anticipated at 8,234 FTES.
4. Categorical funding may be affected due to the state revenue shortfall.
5. The District will save approximately $475,000 by implementing energy efficiencies and sustainability projects.
6. The District will receive approximately $840,000 in new revenue from energy incentives.
7. General fund reserve funds (bridge) will be utilized to offset revenue shortfall.
8. The base allocation increase of approximately $1 million will be maintained for medium college status and continue through 2014/15

Expense Assumptions

1. Budget augmentations will be considered only for mandatory and compliance related requests.

2. Budget augmentations for non-mandated or compliance issues may be considered through reallocation of existing resource or one-time external non-general fund revenue.

3. District health benefit premiums will increase by approximately $470,000.

4. Employer contribution to PERS will increase from 10.9232% to 11.417%.

5. The District will consider fully funding the OPEB liability per the latest actuarial study.

CHAPTER 6
COLLEGE INSTRUCTIONAL PROGRAMS

Career Technical Programs

Administration of Justice

Program Description

The Administration of Justice program is designed to prepare students for careers in law enforcement, corrections, and security at the operational and administrative levels. The program will develop a student's conception of numerous operational functions with the criminal justice system.

Awards Offered

1 Associate Degree Program

8 Certificate Programs

Agriculture & Natural Resources

Program Description

The Agriculture and Natural Resources program provides training and educational resources to students who seek a career in public or private entities which manage and use resources of food, energy, water, air, wild land and wildlife. The Agriculture and Natural Resource program focuses on the scientific principles and math skills that support the disciplines of agriculture and natural resource management, application of technology, "Complete Ecosystem Management", and provides hands on field experience for students.

Awards Offered

1 Associate Degree Program

9 Certificate Programs

Allied Health

Program Description

Allied Health is comprised of a cluster of five programs: Certified Nursing Assistant, Medical Assistant, Paramedic, Emergency Medical Technician, and other Allied Health courses. Three additional areas of focus are under development. They are Radiology, Pharmacy, and Medical Records Technology.

Awards Offered

1 Associate Degree in Paramedics

1 Associate Degree in Medical Assistant

4 Certificate Programs in Allied Health

2 Certificate Programs in Emergency Medical Technician

1 Certificate Program in Medical Assistant

1 Certificate Program in Paramedics

Automotive Technology

Program Description

The Automotive Technology Department provides thorough automotive instruction to a diverse community of students. The program is designed to give students a comprehensive knowledge in the basics of modern automotive technology.

Awards Offered

15 Certificate Programs

Business Administration

Program Description

The Business Administration department offers an array of courses to prepare students for career entry level positions, upgrade job skills, and complete lower division requirements for transfer to four year institutions. Students taking classes

from the department and those who are enrolled in the Certificate or Associates Degree program will be able to expand their knowledge in areas such as Human Resources, Management, Finance, and Accountancy.

Awards Offered

1 Associate Degree Program

2 Certificate Programs

Business Administration

Business Education Technology (BET)

Program Description

The Business Education Technology (BET) is devoted to prepare students who wish to pursue a career in the high-tech business world. Students will develop the skills that are essential for an advanced technological working environment.

Awards Offered

1 Associate Degree Program

9 Certificate Programs

Business Real Estate & Escrow

Program Description

The Business Real Estate & Escrow program is structured to provide students interested in this field of study with the thorough knowledge to pursue a career into the investment, real estate, and escrow industry. Challenging curriculum, comprehensive courses, and multiple certificate programs allows students flexibility and options to complete their education. Students receive the education necessary to qualify and test for state licensing.

Awards Offered

1 Associate of Science Degree

10 Certificate Programs

Computer Information Systems (CIS)

Program Description

The Computer Information Systems Department provides seasoned working professionals and beginning students to become certificated in the areas of Information Systems such as database administration, network administration, webpage development and software development.

Awards Offered

1 Associates Degree Program

10 Certificate Programs

Computer Integrated Design and Graphics (CIDG)

Program Description

The Computer Integrated Design and Graphics Department at Victor Valley College is an exciting and innovative Department which provides courses which will allow students to gain knowledge and skills to secure a job in animation, computer drafting, design and graphics, and Geographical Information Systems (GIS) field. Students completing the Associates Degree may be eligible to transfer to a Bachelors program in Engineering or Architecture.

Awards Offered

1 Associate Degree Program

6 Certificate Programs

Construction Technology

Program Description

The Construction Technology department prepares students who are interested in career opportunities within the construction field.

Awards Offered

1 Associate Degree Program

9 Certificate Programs

Cooperative Education

Program Description

Cooperative Education is an academic program that offers the student an opportunity to combine classroom learning with on the job experience. The purpose of Cooperative Education is to help students choose a career or find the "right" job to achieve success.

Education/Educational Technology

Program Description

The Education and Educational Technology department offers preparatory courses and certificate programs for transfer into teaching credential programs offered at four year institutions. The program prepares students who desire to teach in elementary and secondary schools, as well as Colleges and professional education.

Awards Offered

2 Certificate Programs

Electronics and Computer Technology

Program Description

The Electronics and Computer Technology department offers several concentrations in electronics, computer, and related technologies that are designed to prepare students for a variety of high-tech job/career and transfer opportunities.

Awards Offered

2 Degree Programs

20 Certificate Programs

Fire Technology

Program Description

The Fire Technology Department provides courses and training for students who seek career opportunities in fire protection. It also assists those who wish to seek career advancement, certification, and advancement within the fire protection service field.

Awards Offered

1 Associates Degree Program

3 Certificate Programs

Nursing

Program Description

The Nursing Program provides instruction and training for students who are interested in providing public nursing care. The program provides students with entry-level knowledge in areas which include oncology, medical/surgical, psychiatric, maternal/child, preoperative, geriatric, and critical care. The department is dedicated to preparing students to take and pass the National Licensing Council Examination for their Registered Nursing Licensure.

Awards Offered

1 Associate Degree Program

2 Certificate Programs

Respiratory Therapy

Program Description

The Respiratory Therapy program, fully accredited by the American Medical Association, sets the foundation for personal, professional, and educational development to the allied health care profession. This program is focused on educating students on the diagnosis, treatment, and care of patients suffering from cardiopulmonary failure and/or disease.

Awards Offered

1 Associate Degree Program

1 Certificate Program

Restaurant Management

Program Description

The Restaurant Management department provides students the skills and knowledge for those who wish to pursue a career in the food service industry. The department also offers catering services to events such as conferences, seminars, meetings, weddings, birthdays, graduations, retirements, weddings, school awards banquets, and club and organization functions.

Awards Offered

1 Associate Degree Program

1 Certificate Program

Welding

Program Description

The Welding department offers courses to individuals who are interested in entering welding related occupations. The program offers both an Associate degree and a certificate that will qualify the student to pursue entry-level work in welding.

Awards Offered

1 Associate Degree Program

1 Certificate Program

General Education & Instructional Support Programs

Anthropology

Program Description

The Anthropology department focuses on the study of humans and their origin, behavior, as well as physical, social, and cultural development.

Awards Offered

1 Certificate Program

Art/Commercial Art and Photography

Program Description

The Art/Commercial Art, and Photography department is a vital part of Victor Valley College. This department provides courses which students may use to be applied towards an Associate degree in Fine Arts or Liberal Arts, fulfill humanities requirements, or provide personal enrichment for students. In addition, the community has a great interest in this industry.

Awards Offered

1 Associate Degree Program in Fine Arts

1 Certificate Program in Photography

Basic Skills

Program Description

The Basic Skills program is dedicated to assisting students to build, improve, or refresh their basic math, reading, and writing skills before enrolling in College level courses within those areas. This personalized and media-based program is aimed at providing students the skills and strategies to become confident and independent learners.

English

Program Description

The English department sets a foundation for providing courses in the development of reading, writing, and critical thinking skills. The department also works in conjunction with the Writing Center and the Basic Skills program.

English as a Second Language (ESL)

Program Description

English as a Second Language (ESL) is a program dedicated to the study of English for nonnative speakers. The ESL department focuses on offering non-credit and credit courses from low to intermediate levels on the fundamentals of how to speak, listen, and write in English. ESL programs prepare students in the success for the continuation of other College level courses.

Foreign Language

Program Description

The Foreign Language department offers courses in three different languages; French, German, and Spanish. The curriculum enriches students culturally and intellectually. Students who complete a series of foreign language courses learn the fundamentals of the written and spoken language. Foreign language courses may be used towards an Associate's Degree in Liberal Arts or towards transfer units to a four year institution.

Geography

Program Description

The Geography department provides a wide range of courses for students interested in studying about the earth and its physical characteristics.

History

Program Description

The History department offers courses that examine people, institution, ideas and events of the past and the present that contribute to today's society.

Journalism

Program Description

The Journalism department offer courses for students interested in investigating and reporting current events and/or topics of interest. Curriculum offered by the department touch on aspects of human affairs with the opportunity to specialize in areas such as politics, sports, economics, and international affairs.

Awards Offered

1 Certificate Degree Program

Library

Program Description

The Victor Valley College library is the only academic library in the High Desert region. The library is dedicated to providing services for students and faculty to meet their educational and instructional needs with a diverse collection of learning and research materials for their courses.

Music

Program Description

The Music department's goal is to promote musical interest, talent, and performance. The wide selections of courses allow students to express themselves artistically and harmoniously with music and in the participation of a performance ensemble.

Philosophy & Religious Studies

Program Description

The Philosophy & Religious Studies department offer courses which allow students to explore concepts and fundamental concerns of human life. Students develop strong analytical reading and writing skills, creative and critical thinking and independent judgment while examining the teachings of the world's major thinkers. Themes such as human value, religious experience, political order, truth, and ultimate reality are discussed. Study in this field prepares students for a diverse society and gives students a strong foundation for pursuing many advanced educational and career avenues.

Political Science

Program Description

The Political Science department at Victor Valley College offers courses which are designed to establish a foundation to the workings of government and political organizations, nationally and internationally. Courses will lead toward an understanding of roles and responsibilities of political leaders as well as citizens and explore current issues within the discipline.

Awards Offered

1 Certificate Program

Psychology

Program Description

The Psychology Department at Victor Valley College offers courses for students interested in the field and general education students who are interested in the subject matter. Psychology is a behavioral science which has as its goals to describe, explain, predict, and influence behavior and mental processes. Students who wish to pursue a Bachelor's Degree or Post-Graduate Degree in this discipline may enter fields which include Psychology, Counseling, Mental Health Officer, Advertising and other areas of specialties.

Sociology

Program Description

The Sociology Department offers courses that cover a broad scope of disciplines and integrates themes to understand the essentials of human behavior and interactions. Emphasis on culture and socialization are key components to Sociology curriculum.

Communication Studies

Program Description

The Speech Communication Program goal is to provide students with the knowledge needed to analyze, understand, and effectively express organized thoughts and interact successfully with others. The Theatre Arts Program seeks

to introduce students to all aspects of theatre and provide opportunities for students to actively participate in theatrical productions.

Biology

Program Description

The purpose of the Biology Department is to train students in the biological sciences field. This Department at Victor Valley College encompasses four major areas of study; Biology, Anatomy, Microbiology and Physiology.

Awards Offered

1 Associate Degree in Math/Science

2 Certificates Programs

Chemistry

Program Description

The Chemistry department encompasses the study of science that emphasizes on the composition, structure, properties, and reaction of substances. The department provides students the knowledge for those who wish to pursue technical background work in the chemistry industry. The classes also serve many prerequisites for other programs on campus.

Awards Offered

1 Associate Degree Program

Child Development

Program Description

The purpose of the Child Development Department is to provide high quality instruction to ensure student success in the field of early childhood education.

Awards Offered

1 Associate Degree Program

4 Certificate Programs

Mathematics

Program Description

The Mathematics department is a dynamic discipline that is pertinent to a number of subject fields. The department offers courses that are relevant for students to gain basic and advanced mathematical skills that are necessary for other disciplines.

Awards Offered

1 Associate Degree Program

Kinesiology/Physical Education

Program Description

The Physical Education department, an integral part of the educational program, is an academic science with an emphasis in kinesiology and exercise physiology.

Awards Offered

1 Certificate Program

Physical Sciences

Program Description

The Physical Science department consists of five disciplinary programs including; Astronomy, Geology, Oceanography, and Physical Science. The planetarium is a distinctive part of the department.

Awards Offered

1 Associate Degree Program in Math/Science

Physics

Program Description

Physics is the study motion, force, energy, and matter. The students of physics contemplate wide range of subjects from the smallest like the atom and its components to the largest like galaxies.

Awards Offered

1 Associate Degree Program in Math/Science

CHAPTER 7
STUDENT SUPPORT PROGRAMS AND SERVICES

Admissions & Records

Program Description

The Admissions and Records Office admits all students; maintains and retrieves records; evaluates and distributes records, including grades and transcripts; evaluates certificate and graduation applications; certifies and reports enrollment and attendance data; and serves the members of the student body, staff and the community.

Assessment and Orientation

Program Description

The Assessment Center administers assessment testing to all students. It provides placement examinations in reading, writing, and mathematics and advises students of appropriate placement levels in a variety of courses.

Associated Student Body (A.S.B.)

Program Description

Students of the Associated Student Body pledge to increase their supportive roles in efforts to bring students and the community together in order to promote educational, cultural and social activities.

The A.S.B. council is 16 people, comprised of 5 executive officers, 7 department senators, and 4 A.S.B. senators. The length of term for A.S.B. council members is approximately one year.

Athletics

Program Description

The Athletic Department aims to meet the diverse needs of students and promote lifelong physical, mental, and emotional development.

CalWORKs

Program Description

CalWORKs assists welfare recipient students and those in transition from welfare to achieve long-term self-sufficiency through coordinated efforts in providing education and training as a viable welfare-to-work activity.

Child Development Center (C.D.C.)

Program Description

The Child Development center functions to primarily support low income students by providing care for toddlers (18 months) to five year olds while tudents/parents attend any College. The C.D.C. also provides a lab site for students majoring in child development or related fields.

Counseling

Program Description

The primary objective of the Counseling Department is to support Victor Valley College students and prospective students. Our professionals provide career, educational and personal counseling. They may also refer students to campus or off-campus resources, as appropriate. The College counselors are instructors, offering a wide array of Guidance and Developmental Studies courses aimed at student success.

Disabled Students Programs and Services (D.S.P.S.)

Program Description

D.S.P.S. extends to individuals with communicative, developmental, learning, psychological, physical, visual, and/or hearing disabilities the opportunity to acquire the necessary knowledge and skills for increased self-actualization and independence. These skills may also be used to gain a College degree or for vocational development leading to employment.

Extended Opportunity Program and Services (E.O.P.S.) & Cooperative Agencies for Education (C.A.R.E.)

Program Description

The purpose of E.O.P.S. is to encourage the enrollment and retention of students who are educationally and financially disadvantaged. E.O.P.S. assists eligible students in successfully completing a vocational certificate, an AA/AS degree, or in transferring to a four-year College or university.

The C.A.R.E. Program is funded by the State of California. C.A.R.E. is a support program for single parents receiving Temporary Assistance for Needy Families (TANF) to make the transition from welfare to work.

Financial Aid

Program Description

The Financial Aid department is devoted to providing information and financial support to all eligible students attending Victor Valley College.

The Veteran's program provides financial support to eligible students who are dependents of veterans, active duty veterans, or on active military duty.

The Student Employment Office is established for the purpose of assisting current students and alumni who are seeking to secure part-time employment that will assist them with obtaining practical experience while gaining marketable skills.

Transfer/Career Development Center

Program Description

The Career Center/Transfer Services can provide students with up to date information to ensure a smooth transition to four-year Colleges. The Transfer Center is designed to provide interaction with four year institutions for those students who wish to continue their education.

CHAPTER 8
ADMINISTRATIVE SUPPORT OFFICES

Auxiliary Services

Program Description

The departments under the purview of Auxiliary Services will continue to support campus activities as well as the institutional mission with no or reduced financial cost to the district..During the past year Auxliary Services has continued to operate the Printshop with one employee, funded a daytime custodian (primary location SAC) who provides campus support, reduced the bookstore staff by one full time employee and will for this year operate with 50% reduction in management.

Auxiliary Services remains a consistent and reliable resource within the overall operation of the district, assisting in the setup and coordination of activities, meetings & conferences, providing the educational materials required by our staff and students, creating, coordinating and supporting the district's co-curricular and student activities.

Auxiliary Services encompasses many areas who actively collaborates and partners with other campus departments and groups to serve the campus community. These areas include the campus Print Shop and copier liaison, Rams Bookstore, Food Services, Student activities including the Associated Student Body, Phi Theta Kappa Honor Society, Student Clubs, Event ticket sales, Children's Free Theater, Campus ID cards, RamPage Campus Newspaper, Marquee advertising, on and off site facility scheduling, as well as Performing Arts Center activities and scheduling.

Goals

Currently expanding on the rental of textbooks with in-store rental this Spring 2012 and providing rental drop off. This offering will be expanded to encourage students to use mobile technology to reserve their orders. By summer 2012 price comparisons will be available using mobile technology.

During the coming year will be holding meetings with our faculty to share information on copyright clearance and educational offerings that meet their instructional requirements and provides students the ability to rent.

We are currently addressing the issue of Access Codes nationally and will bring that to campus for vetting so that we can improve the offering of used and rental book. Access codes are a valuable resource for students and the instructors, yet an impediment to the cost for students and the bookstore.

Complete upgrade in Bookstore from Prism to WinPrism to ensure maximum compliance with PCI.

Reduce our Xerox leasing by as much as $300K for the coming 2 years.

Establishing a community market on Saturdays, possibly once a month. Realistically to generate gross revenue between $50K-$75K after one year.

Provide supply sales to our offsite Regional Public Safety Training Facility, possibly through the use of vending.

Ensure that the Student Center Fee is efficiently and properly billed to students, thereby increasing revenue $30-$40K per year to offset the student activity operational expenses.

Campus Police

Program Description

Campus police provides a safe, secure and peaceful learning environment for all students and staff by protecting life and property. Campus police also enforce traffic/parking rules and regulations, directs/controls traffic and the safe movement of vehicles, responds to campus disturbances, and prepares reports regarding investigations.

Office of Facilities

Program Description

The Facilities Construction & Contracts Department (FC&C) supports the College campus by managing design and construction of facilities that function effectively and enhance the ability of the College to meet its educational mission. The department has

the responsibility to construct, remodel, renovate and maintain college facilities in a timely manner and within approved budgets. In addition, newly constructed and renovated facilities shall always meet a high standard of aesthetic and functional quality to provide an exceptional learning environment in which to educate students. FC&C's has a staff with over 30 years of facilities, maintenance and operations experience on the Victor Valley College campus alone. They also bring a vast amount of experience from previous employment, education, training and development courses offered through the construction management industry, the Chancellor's office and the San Bernardino County Superintendent of Schools.

Current challenges that face this department include lack of available funding from State and District sources. The passage of a local bond in November 2008 enabled the District to pay off existing COP's. The first issuance of these bonds were sold on May 7, 2009, and the second on June 23. This funding has allowed the District to enter into the construction phase of the VVCCD Regional Public Safety Training Center and work through the planning process for a new One-Stop Student Services building, Health Science Building expansion, Vocational Complex Expansion/Renovation, Music Building Modernization as well as a parking and traffic circulation plan. This traffic plan has been implemented and construction will be completed in the Fall of 2011. Other Bond funded projects completed during this calendar year include the Main Gymnasium H.V.A.C. Upgrade and the 1 Megawatt Solar Generating Facility. Currently the college is working on a group of energy efficiency projects that includes replacement of the campuses outdoor lighting, including all building and parking lot lighting, tying the Central Plant heating and cooling system into the Allied Health building, and a complete upgrade of the campus Energy Management System. The passage of local Bond JJ has enabled VVCCD to proceed with fulfilling its facility obligations to the students and community of the Victor Valley.

Over the year the Facilities Construction & Contracts Department completed many projects which have contributed to the Vision and Values of the College, including Excellence, Integrity, Accessibility, Diversity, Collaboration, and Innovation, while using the Educational Master Plan, Long Range Facilities Master Plan, and the Facilities Committee as the tools to guide the decision making processes.

- The Campus-Wide Roadway and Parking Lot Replacement project will be complete by the end of the 2011 calendar year. This project removed and replaced nearly the entire "loop" road around the campus, reconfigured the main entrance at Jacaranda Road, improved accessibility to the campus by

widening Francesca Road, and widened the radius at Fish Hatchery Road at the corner to allow larger vehicles more maneuverability (buses, emergency vehicles, etc.), and vastly improved student access to educational facilities.

- Compass Energy Solutions was awarded a contract in May 2011 to perform various energy efficiency projects, including one of the Associated Student Body's (ASB) top goals for the school year of improving and replacing all outdoor building and parking lot lighting to provide brighter lights with a wider footprint and decreased cost of energy consumption and labor for maintenance. Other projects that were completed this past year under this contract included: tying the Central Plant heating and cooling system to the Allied Health building for improved environmental control and energy efficiency, as well as savings in labor for maintenance; and a complete upgrade to the campus Energy Management System which provides the ability to control campus mechanical systems and achieve additional operational savings.

- FC&C completed a replacement of the Heating, Ventilation, & Air Conditioning system in the Main Gymnasium in February 2011.

- FC&C completed the construction and installation of an AT&T cell tower on campus that will generate revenues in excess of one million dollars over the next 20 years.

- FC&C completed and submitted to the State both the District's Five Year Capital Construction Plan and annual space inventory report.

- FC&C completed a five million dollar one-megawatt solar project located on the lower campus in May of 2010, helping to offset the overall electrical demand of the campus by up to 30%.

- FC&C completed the removal and replacement of parking lots 5,6,7,& 8 on the upper campus in August of 2010

- FC&C completed the removal and replacement of parking lots 17,18,&19 also replacing sections of Fish Hatchery Road on the lower campus in August 2010 improving traffic circulation and parking conditions for students and staff.

Fiscal Services

Program Description

Toward the end of the 10-11 fiscal year Fiscal Services lost one Accounting Technician I staff member due to medical leave. This was a very difficult time since the fiscal year-end was approaching quickly. Then as of June 30, 2011, the department lost another Accounting Technician I staff member due to retirement. One of the positions in Accounts Payable remains vacant to date. Even with these challenges, the department increased the number of Purchase Orders created over the previous year. Since Purchasing and Accounts Payable go the extra mile and work well together to get vendors paid in a timely fashion more payments were processed than in the prior fiscal year. As a result of the June 30, 2011 retirement it has become more challenging for Accounts Payable to make payments in a timely fashion but continues to work diligently to provide outstanding customer service.

This past year Financial Aid disbursements increased in each grant category for the number of checks issued as well as the total dollar amount disbursed compared to the prior year. The Fiscal Services staff who are involved with Financial Aid are very knowledgeable and are very conscientious when it comes to following the guidelines and where District debt is concerned. They take steps necessary to audit student accounts to ensure accuracy when it comes to the disbursements, overawards, Return to Title IV, etc… The Fiscal Services Department stepped up again in October 2010 to get the financial aid records reconciled so the auditors could complete their audit. Work continues to be done by the Fiscal Services staff. However, the Financial Aid staff has been working toward taking ownership of the tasks.

Fiscal Services and the Bursar's Office have a strong customer service philosophy and a high commitment to students. We recognize that students are the reason we are here and go out of our way to help them in any way we can. In the Bursar's Office, phone calls are returned within 24 hours. We make every effort to continue this level of service even during busy times. During rush, all windows are open to ensure the most efficient service to the students. Fiscal Services staff assist the Bursar's Office during rush to provide enough window coverage. Both offices remain fully functional during this time so teamwork is very important.

Purchasing continues to work diligently to process requisitions into purchase orders. As soon as purchase orders are signed, they are faxed the same day to the vendors to expedite the receipt of merchandise for instructional programs as well as non-

instructional departments. Purchasing does an exceptional job in reviewing the requisitions to ensure all necessary requirements have been met (Board approval, legal review, a signed contract or agreement has been done, etc…).

Although the Fiscal Services department is short one staff member and has shifted duties among the remaining Accounting Technicians; Fiscal Services staff continues to provide outstanding service to our students, faculty, staff, and vendors. One of the major accomplishments of Fiscal Services/Purchasing/Bursar is TEAMWORK. All work well together and are willing to pitch-in when there is a need.

The department has also been developing Desk-Top Procedures so processes are clear to someone who is newly trained as well as to provide documentation and instructions for staff completing a task in the event the responsible staff is absent. These procedures will also help ensure there is consistency in processes.

Goals

Starting in spring 2012, the financial aid disbursements will be delivered to students via electronic debit cards. This is a big accomplishment for Financial Aid, Fiscal Services, and the Bursar's Office. Over the past year, Fiscal Services was experiencing a problem with the printer on which the Financial Aid checks were printed. The issue resulted in increased staff time spent on check runs and thousands of wasted checks. This new debit card process will reduce the amount of checks printed resulting in less checks being wasted due to printer problems. In addition to savings of staff time spent printing checks and stuffing envelopes, there will be savings on postage, the cost of the checks, paper, envelopes, printer cartridges, fees charged at the bank for each check processed, and fees for stop payments when students do not receive their check. Also, students will receive their funds quicker and checks will not be lost in the mail. Although it is not guaranteed students will choose the debit card option, all students will be encouraged to take advantage of the opportunity in order to streamline the disbursement process and realize savings.

During this next year, Fiscal Services staff has the goal of cleaning up student accounts so we are able to send student debt letters and participate in the Chancellor's Office Tax Offset Program (COTOP). COTOP is a program which enables us to submit bad debt for collection from California tax refunds. VVC has not been able to submit debts to COTOP since 2004 when we went live with Datatel. Clean up of the student accounts is a very time consuming and manual task since there are many accounts with

erroneous and/or optional fees that need to be removed. The challenge will be to complete this by September 2012.

Increased communication with other departments on campus is goal of Fiscal Services/Purchasing/Bursar. There is a need for regularly scheduled training sessions on our Snowhite budget system and Financial 2000 requisition and Purchasing system. Snowhite training will include information on running budget reports and how to read them. Financial 2000 training will consist of best practices for entering requisitions. The training session schedule will be posted on a shared website. Through this site, faculty and staff will be able to register for the session(s) of their choice. Also on the shared site we plan to communicate Fiscal Services year-end purchasing deadlines as well as Bursar's Office deadlines for students.

Maintenance, Operations, and Grounds

Program Description

During the last year the Maintenance & Operations department was able to fill all of the custodial vacancies created by the FY2010 SERP. The number of Custodians that clean the main campus is still woefully short of the number needed to keep the learning environment and office areas cleaned to a professional standard. A five year old staffing study indicated that the campus, with the building square footage at the time, required a minimum of 16 additional custodians. Since that study was completed, that campus has added an additional 100,000 square feet of classroom and office space (ATC, SDA, APE). In 2009, one of the two day shift custodians that served the entire campus took the SERP, and that position was never refilled. This has left the one remaining day custodian to service all of the buildings during the day, as well as fit in jobs that cannot be completed by the night custodians. Hence, the building exteriors are not getting cleaned on a regular basis.

The switchboard was relocated to building 93 in the maintenance yard. The new location provides a more secure environment for the switchboard operators.

The maintenance crew supported the removal and installation of the new asphalt in parking lots 1,2,3,4 and Jacaranda Road. They also supported the installation of new, energy efficient, outdoor lighting throughout the campus. One maintenance worker took the 2010 SERP. In addition, the Lead position was vacated in 2009 to the SERP, and that position was not re-filled. A choice was given to fill either the Lead or worker position, and the department chose the Lead position. That will be filled by March 2012.

The grounds crew supported the installation of the xeroscaping at the front of the campus. They also provided support for multiple outside groups that use our athletic fields for their events. They provided support for the installation of a new VVC softball field in the little league complex.

The warehouse crew continues to get the mail, print jobs, and freight delivered to the campus.

The equipment mechanic continues to be a one man machine!

Goals

The department is looking forward to completing the installation of a new Energy Management System that will make it much easier to diagnose environmental conditions and make corrections to improve comfort for students and staff. We are also making plans to repair areas of the campus that make access safer and easier.

The only thing that will prevent the realization of departmental goals is the lack of funding.

Human Resources Office

Program Description

The Human Resources Department at Victor Valley Community College District serves approximately 10,000 students. The Department is responsible for the recruitment, hiring and development of 900 faculty and staff. The Department which thrives to provide stellar services to the college community meets the accreditation standards outlined by Accreditation Commission for Community and Junior Colleges (ACCJC).

Achievements and/or Accomplishments

- Staffing needs were assessed resulting in departmental reorganization to integrate and improve functions including health and welfare benefits, workers' compensation administration and a new position responsible for all part-time faculty needs.

- Human Resources streamlined the on-boarding of employees through centralization by providing one focal point for in-processing with the addition of health and welfare benefits to the department.

- Union participation has been incorporated in the orientation process for new classified employees.

- Technology access for new employees has been streamlined by initiating requests for e-mail accounts, phone extensions and directory information prior to start date.

- The classified employee evaluation process has been converted into electronic format and is currently in the test phase of implementation.

- The classified evaluation form has been improved; it is core competency driven rather than job description driven.

- The classified employees have an updated and comprehensive Upward Mobility program

- The Upward Mobility program for administrative, management and confidential employees has been implemented with minimal funding.

- The Human Resources Department actively coordinated and implemented a voluntary Flex Day.

- The Staff Development Committee received additional funds to increase activities for the fiscal year, including an annual calendar with monthly training activities.

- The Staff Diversity Committee will implement Diversity Month in March of 2012.

- The Health and Welfare Benefits Committee now includes faculty and retirees with the committee meeting on a monthly basis.

- The College has implemented a Crisis Assessment Committee and Crisis Response Team to respond to student and staff crisis needs.

Service-Level Outcomes

Diversity and Staff Development - The Human Resources Department strives to demonstrate organizational understanding of issues of diversity and to create and maintain appropriate programs and services that support the diverse population of the College. Based on surveys conducted in 2009, participating employees ranked desired topics for future diversity workshops as follows:

1. Diversity
2. ADA/Disability sensitivity
3. Infusing multiculturalism
4. Hate crimes
5. Gay/Lesbian/Trans-Gender issues

In response to the feedback, the Staff Diversity Committee organized many events, including ASL movie event, Culture Craze event and a Cultural Diversity workshop. The funding allocation from the State has decreased to approximately $5,000.

Furthermore, the Human Resources Department seeks to provide employees with opportunities for continued professional development. Based on surveys conducted in 2009, participating employees ranked desired topics for possible staff development workshops as follows:

1. Blackboard
2. Promoting creativity in the classroom
3. Preparing hybrid courses
4. Preparing online courses
5. Classroom teaching techniques and strategies

In response to the feedback, the Staff Development Committee organized many events, including a trip for staff to attend the Museum of Tolerance in June 2010, a Blackboard workshop series in Fall 2011 (series obtained over 81% approval rating) and a voluntary Flex Day in September 2011. Approximately 154 employees attended Flex Day. The workshops offered included:

- Developing an Effective Program Review/PRAISE Document (over 58% approval rating)
- Writing Effective Student Learning Outcomes (over 94% approval rating)
- Tips for Building Programs in CurricuNet (over 89% approval rating)

To better coordinate professional development activities, a faculty staff development position was filled by a full-time faculty member with 20% reassigned time. Also, in an effort to encourage professional development, the committee increased funding available for conferences or workshops to a maximum of $700 per employee.

Goals

#1 Increase customer service by continuing to utilize joint communiqués, improving the orientation process, developing training programs and upgrading technology through an integrated system to better serve our faculty and staff.

#2. Automate, improve and streamline current paper processes and record retention by using Perceptive Software technology - ImageNow document management, document imaging and workflow.

#3 Increase Staff Development funds.

Institutional Effectiveness/Research

Program Description

The Office of Institutional Effectiveness (OIE) provides leadership in the planning, organization, direction and administration of:

- institutional master and strategic planning,
- accreditation and assessment of institutional effectiveness,

- data collection and reporting,
- grant development and reporting
- enrollment management; and
- organizational and program development.

Institutional Research (IR) is able to meet the essential demands of the institution due to the collegial work environment and business processes that have been established for reviewing material and evaluating best practices. Some of these practices entail automating internal processes as well as processes for other departments. In addition, there is a sense that the OIR is providing guidance for the institution as it grows and becomes more diverse. The OIR provides support for staff evaluations, program review, annual reporting, institutional effectiveness, enrollment management, federal reporting, and apportionment reporting.

The following items are a sampling of the services provided by the OIR:

- Design, conduct and publish statistical studies to assist in District policies, program planning and development
- Design, conduct and publish on-demand studies to meet departmental, institutional, community, state and federally mandated needs
- Provide assistance, guidance and support to faculty, staff and administrators in the conduct of their research activities and coordinate District and College-related research efforts
- Maintain the data warehouse for college-wide reporting purposes
- Provide the community with information via the Institutional Research Website and the Annual Report
- Provide knowledge, data, and evaluation processes required for accreditation
- Maintain all internal and external surveys

- Support District offices including but not limited to instruction and administrative services

- Provide quantitative data for all off-campus sites

- Provide supporting evidence for scheduling and enrollment management as it pertains to apportionment.

- Provide up-to-date data for key decision makers (e.g. academic deans, VP Instruction etc.)

- Collaborate with campus community to update master planning efforts

Service-Level Outcomes

As an administrative unit serving the whole campus, the following Service Area Outcomes are assessed on a regular basis to demonstrate an institutional commitment to (1) customer service and (2) maintaining quality in all we do.

Service Level Outcome 1 (Customer Service): OIR web pages are accessible to all stakeholders and provide a variety of relevant data, information, and analysis to meet most reporting and decision-making needs.

Assessment 1.1: OIR web pages will be updated regularly to provide timely content to users, with each update cycle depending on the type of information.

Evaluation of assessment 1.1 = Website analytics are collected on a weekly basis, with formal reports published quarterly.

Assessment 1.2: The OIR annual survey will be disseminated to constituencies to evaluate how well we are serving the campus community and to gather information on the needs of our constituencies.

Evaluation of assessment 1.2 = The OIR annual survey will be disseminated in the fall of 2012.

Service Level Outcome 2 (Maintaining Quality): All state and federal reporting, managed by the OIR, will comply with content requirements and will be submitted on a timely basis.

Assessment 2.1: All state and federal reporting deadlines will be achieved for all reports managed by this office, including but not limited to IPEDS, 320, and ARCC college responses, for the 2011-2012 reporting year.

Evaluation of assessment 2.1 = There was 100% compliance for all state and federal reporting deadlines for the 2011-12 reporting year.

Service Level Outcome 3 (Customer Service): Completion of VVCCD's Common Data Set for use by all stakeholders.

Assessment 3.1: The Common Data Set will be completed and posted on the IR website by the spring semester of each year.

Evaluation of assessment 3.1 = Common Data Set was provided to several research organizations such as College Board and ACT. This material was also used by the accreditation visiting team in March 2011.

Goals

Goal #1 = To further develop analysis and reporting tools available to the campus community by upgrading skills of staff members to ensure a seamless migration of the campus enterprise resource platform to a structured query language environment, and by other means as necessary.

Goal #2 = To establish (design, coordinate, implement, and evaluate) a cross-functional work system for improving data integrity across campus.

Goal #3 = To lead the work to formalize administrative procedures related to institutional planning systems. This includes but is not limited to initiating Administrative Procedure 1202 (Implementing Institutional Effectiveness) and Administrative Procedure 3250 (Institutional Planning Systems) in order to reflect recent revisions to the program review handbook.

Marketing and Public Information

Program Description

The mission of the Marketing and Public Information Office is to generate good will and image enhancement by actively promoting and advocating for the college while creating and developing lasting relationships with students, faculty, staff, community members,

elected officials, and other individuals, as well as with businesses, corporations, media, and agencies to advance college goals.

The role of the Marketing and Public Information Department is to establish and implement an overall strategic program that includes internal/external relations, college promotions, event coordination media relation, social media content, legislative advocacy, public information and marketing. It provides meaningful and relevant media and community information while building moral support for the institution.

The Marketing and Public Information Office was expanded this year to include secretarial support for the department. Recruitment was initiated to bring onboard a new position (Marketing Coordinator) in support of the goals and objectives of the department. These staff enhancements will be utilized to coordinate and fully implement initiatives and strategic objectives identified in the Education, Strategic Master Plans, and Board of Trustee Goals by advancing the Image through community relations, public and private partnerships, media relations, social media, college relations/communication, legislation advocacy, and enhanced pride in Victor Valley College.

This year, the department was able to create and promote an extended program in support of the 50th Anniversary year. This program included community events, special promotion of alumni, a 50th Anniversary publication and other related media advisories. The Marketing and Public Information

Office also initiated a program to enhance positive media coverage for the college. This endeavor resulted in weekly articles that brought pride to the institution and the staff who serve students. Students were employed in this program and responded with positive contributions. Additional, social media was increasingly utilized to inform and enhance the college's image.

Technology & Information Resources

Program Description

TIS is comprised of Information Technology, Management Information Systems, and Instructional Media Services. TIS provides technology and media support for instructional and operational needs, enterprise application support and programming, and media support for instructional and operational needs.

Office of the Superintendent/President

Program Description

The purpose of the VVC President's Office is to support and oversee all operational and strategic functions of the college. The office supports all the activities of the Superintendent/President in his role as leader of the college, including oversight and supervision of all other administrative offices. The President's office also supports the College Trustees. The office manages the Board's calendar, agenda, minutes and other details, including the Board's budget and any travel or other expenditures on behalf of individual trustees, and arranges alternate locations for Board meetings. Board support also includes coordination of candidate submissions and information for Board elections (coordination with the County Clerk and others needed), and any activity needed to facilitate redistricting of trustee areas. The office also provides practical support to committees including the President's Cabinet and College Council through issuing agendas and taking and posting minutes. The office provides practical support to accreditation, collective bargaining, and budget development, as needed.

The President's Office is staffed by an Executive Assistant to the President, an Administrative Assistant and the Superintendent/President.

Service-Level Outcomes

The office provides direct support to the Board of Trustees and oversees the implementation of the mission, vision and goals of the College. Please see attached Service Area Outcomes Assessment Report.

Goals

Annual goals and objectives for the office consist of supporting the fulfillment of the Superintendent/ President's performance objectives for the year. After a series of discussion, staff wish to more formally review office services.

Goal 1. To insure that there is 100% revisions of updated board policies. Target date: Spring 2013.

Goal 2. Streamline board support by adopting an online posting system. Train trustees and college community on an implemented board support module. Target date: Spring 2013

Goal 3. Annual review of board agenda item preparation. Target date: Fall 2012.