

EDUCATIONAL MASTER PLAN

2012 and Beyond



October 9, 2012

Table of Contents

CHAPTER 1 PURPOSE AND PLANNING LINKS.....	9
Links to Other College Plans.....	9
Facilities Master Plan (FMP)	9
Distance Education Plan (DE Plan)	10
Technology Master Plan (Tech Plan)	10
Link to Previous Educational Master Plan	11
Institutional Planning System and Updates	12
CHAPTER 2 COLLEGE HISTORY & INSTITUTIONAL IDENTITY	14
History of VVC, 1961 – 2011	14
Changing Emphasis.....	14
Innovative Partnerships.....	15
A History of Success.....	15
Institutional Identity.....	15
Mission	15
Vision & Values.....	16
Goals.....	16
CHAPTER 3 EXTERNAL ENVIRONMENT & ITS IMPACTS.....	18
Communities Served	18
Population Served.....	19
Population by Age	20
Population by Race	22
Housing Characteristics	22
Population by School Enrollment.....	23
Labor Force.....	25

Marketplace Characteristics 26

Employment Forecasts by Industry 2008 – 2018..... 26

Competition for Students 26

Synthesizing External Factors for Planning 26

Implications for Planning..... 27

Program-Specific Planning Implications..... 29

CHAPTER 4 INTERNAL ENVIRONMENT AND ITS IMPACTS 32

Our Programs..... 32

Adult/Community Education 32

Community Service 32

Degrees and Certificates 32

Career-Technical Education 32

Our Students..... 33

Our Accomplishments 35

Educational Programs 35

Services to Students..... 36

Implications for Planning..... 37

CHAPTER 5 PLANNING ASSUMPTIONS AND STRATEGIC PRIORITIES 39

Summary of Implications for Planning..... 39

External Drivers..... 39

Internal Drivers 40

Strategic Planning Priorities..... 41

Community Input on Strategic Priorities 42

Budget Planning Assumptions..... 42

General Assumptions 42

Revenue Assumptions	43
Expense Assumptions	43
Monitoring Effective Progress on Plans.....	43
CHAPTER 6 COLLEGE INSTRUCTIONAL PROGRAMS	46
Career Technical Education Programs.....	46
Administration of Justice (2105).....	46
Agriculture & Natural Resources (0109).....	47
Allied Health/Nursing (1200/1203.10).....	47
Automotive Technology (0948).....	48
Business Administration/Economics (0500)	49
Business Education Technology (BET; 0514)	49
Business Real Estate & Escrow (0511).....	50
Child Development (1305).....	51
Computer Information Systems (CIS; 0700).....	52
Computer Integrated Design and Graphics (CIDG; 0953)	52
Construction Technology (0952).....	54
Cooperative Education (4930)	54
Education/Educational Technology.....	56
Electronics and Computer Technology (0934)	56
Fire Technology (2133)	57
Nursing (1230.10).....	58
Paramedic/Emergency Medical Services (1250)	58
Respiratory Therapy (1207).....	58
Restaurant Management	59
Welding (0956)	59
General Education.....	61

Anthropology	61
Art/Photography (1011)	61
Basic Skills	62
Biology (0400)	62
Chemistry (1905)	64
Communication Studies (1506)	65
English (1501)	65
English as a Second Language (ESL)	66
Foreign Language (1100)	67
Geography (2200)	67
History (2205)	68
Mathematics (1701)	68
Music (1004)	69
Philosophy & Religious Studies (1509)	70
Physical Education/Kinesiology (0835)	71
Physical Sciences (1900)	72
Physics (1900)	73
Political Science	73
The Model UN program	74
Psychology (2000)	74
Sociology	76
CHAPTER 7 STUDENT SUPPORT PROGRAMS AND SERVICES	77
Admissions & Records (6200)	77
Assessment Center (6303)	77
Associated Student Body (ASB; 6301)	78
Athletics (0836)	78

CalWORKs (6430).....	79
Counseling (6300).....	80
Dean, Student Services (6455)	81
Disabled Students Programs and Services (DSPS; 6420)	81
Extended Opportunity Program and Services & Cooperative Agencies for Education (EOPS/CARE; 6430).....	82
Financial Aid (6460).....	83
GEAR UP (6455)	83
K-16 Bridge Program (6455)	84
Student Services Lab/Career Development Center (6302)	84
Transfer Center (6455)	85
Upward Bound (6455).....	85
CHAPTER 8 ADMINISTRATIVE SUPPORT AREAS/FUNCTIONS.....	86
Academic Dean, Health Sciences, Public Safety & Industrial Technology (HSPSIT; 6050)	86
Academic Dean, Humanities, Art, Social Sciences & Business (HASS; 6070).....	86
Academic Dean, Science, Technology, Engineering, & Math (STEM; 6040)	87
Academic Dean, Instruction Office (6020).....	88
Auxiliary Services (6930).....	89
Campus Police (6772).....	89
Facilities (6680).....	90
Fiscal Services (6720).....	91
Human Resources (6730).....	92
Institutional Effectiveness/Research (6681).....	92
Instructional Media Support (IMS; 6130)	93
Library.....	93
Maintenance, Operations, and Grounds (6510).....	94

Management Information Systems (MIS; 6780) 94

Marketing and Public Information (6615) 95

Technology & Information Resources (IT; 6790)..... 95

VVCCD Foundation (6710/6820/6825/7010) 96

LIST OF FIGURES

Figure 1 - Institutional Planning Systems 13

Figure 2 - Regional Location of College 18

Figure 3 – VVC Service Area 19

Figure 5 – Unduplicated Headcount Trends, 2002-2011..... 34

Figure 6 – Trends in FTES, 2004-05 to 2011-2012 34

Figure 7 – Awards Conferred 36

Figure 8 – Fill Rates and Course Success..... 40

Figure 9 - Balanced Scorecard Model for VVC..... 45

LIST OF TABLES

Table 1 - Status of 2007 EMP Goals 11

Table 2 - Population By Race, Study Area..... 22

Table 3 - Median Household Income - 2nd Qtr 2011..... 23

Table 4 – Population By School Enrollment 24

Table 5 - Labor Force by Industry Groupings - 2nd Qtr 2011 25

Table 6 - Tool for Defining "Hot Jobs" 27

Table 7 – Population By Gender..... 35

Table 8 – Population By Race..... 35

Table 9 – Population By Age 35

CHAPTER 1

PURPOSE AND PLANNING LINKS

Victor Valley College commenced revisions to its Educational Master Plan (EMP) in the fall of 2011. The EMP is designed to provide alignment between program planning efforts and VVC'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 that reflects VVC's core values and clear links to other college planning documents.

Links to Other College Plans

Facilities Master Plan (FMP)

The 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.

In past years, the District has used the FMP as a guideline but has found that the economic downturn has severely changed what can be accomplished. The FMP has included many local partnerships and State funding to accomplish a very large wish list of projects and improvements District wide. However, in order to better align facility planning with the current economic situation, the Facilities and Finance/Budget and Planning Committees made up of faculty, staff, students, and administrators worked collaboratively to gather data (e.g., 2012 Room Use Analysis, 2012 Five Year Capital Construction Plan, 2012 Space Inventory, 2012 PRAISE Reports) and revise recommendations for capital construction projects.

The Board-approved project list (adopted on June 14, 2011) includes the Music Building Code Compliance/Renovation (budgeted at \$ 3.8 million), the Health/New Science Building Expansion (budgeted at \$14.4 million), and the Vocational Complex Expansion and Renovation which will include a new diesel shop and an addition to the Welding

Building (budgeted at 6.5 million). The building phase for these projects will occur between now and 2015 with full occupancy for all projects slated for 2015. Programs affected by this revised list of projects have considered such implications in the development of EMP goals for individual programs and service areas.

Distance Education Plan (DE Plan)

The DE Plan supports the District's value of accessibility by guiding the improvement and development of distance education programs and services. The DE Plan, adopted in the spring of 2012, 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.

Implementation of the DE plan and all it entails has involved major changes to DE activities at VVC. Regular assessment to ameliorate the DE Plan will take place on a cyclical basis as implementation is rolled out. The result should be a marked improvement over existing practices and a more standardized approach to teaching and learning online consistent with current best practices in the field, as well as state and federal mandates.

Adherence to accreditation standards for DE programs is currently in process via submission of a substantive change proposal to the Accrediting Commission for Community and Junior Colleges on October 15, 2012. All programs and services across campus are impacted by the DE Plan given its comprehensive scope; hence, evident in many of the individual EMP program-level goals are enhancements to services for our growing base of DE students.

Technology Master Plan (Tech Plan)

The Tech Plan supports the District's mission to inspire innovative teaching through the use of various information technologies. Furthermore, the TMP enables members of the VVC workforce to provide quality user training in the creation and delivery of instruction, and the support of programs and services which, in turn, enhances student learning.

The Tech Plan is reviewed and updated on a regular basis as upcoming technology trends are identified that may benefit students, faculty, and/or staff. One of the strategic priorities guiding implementation of this EMP (see Chapter 5) involves the expanded use of technology across all programs and service areas. Hence, paralleling development of this EMP, the Tech Plan commenced its update last year and is currently being vetted.

Link to Previous Educational Master Plan

This revised EMP 2012 continues the work of 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 VVC continues to evolve as an organization, setting goals, achieving them, refining operations, and striving towards VVC vision. The status of each 2007 goal is shown below in Table 1.

Table 1 - Status of 2007 EMP Goals

EMP 2007 GOALS	STATUS
Organizational Excellence - VVC'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 - VVC will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political and social responsibilities.	Making revisions to the 2007 plan supports this goal as VVC is responding to changing needs. Moreover, vision, values, and mission continue to embrace and reaffirm VVC's role in regional economic and community development.
Diverse Populations - VVC 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 - VVC 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, VVC 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, VVC has invested in alternative revenue generation through the pursuit of grants and contract education opportunities.

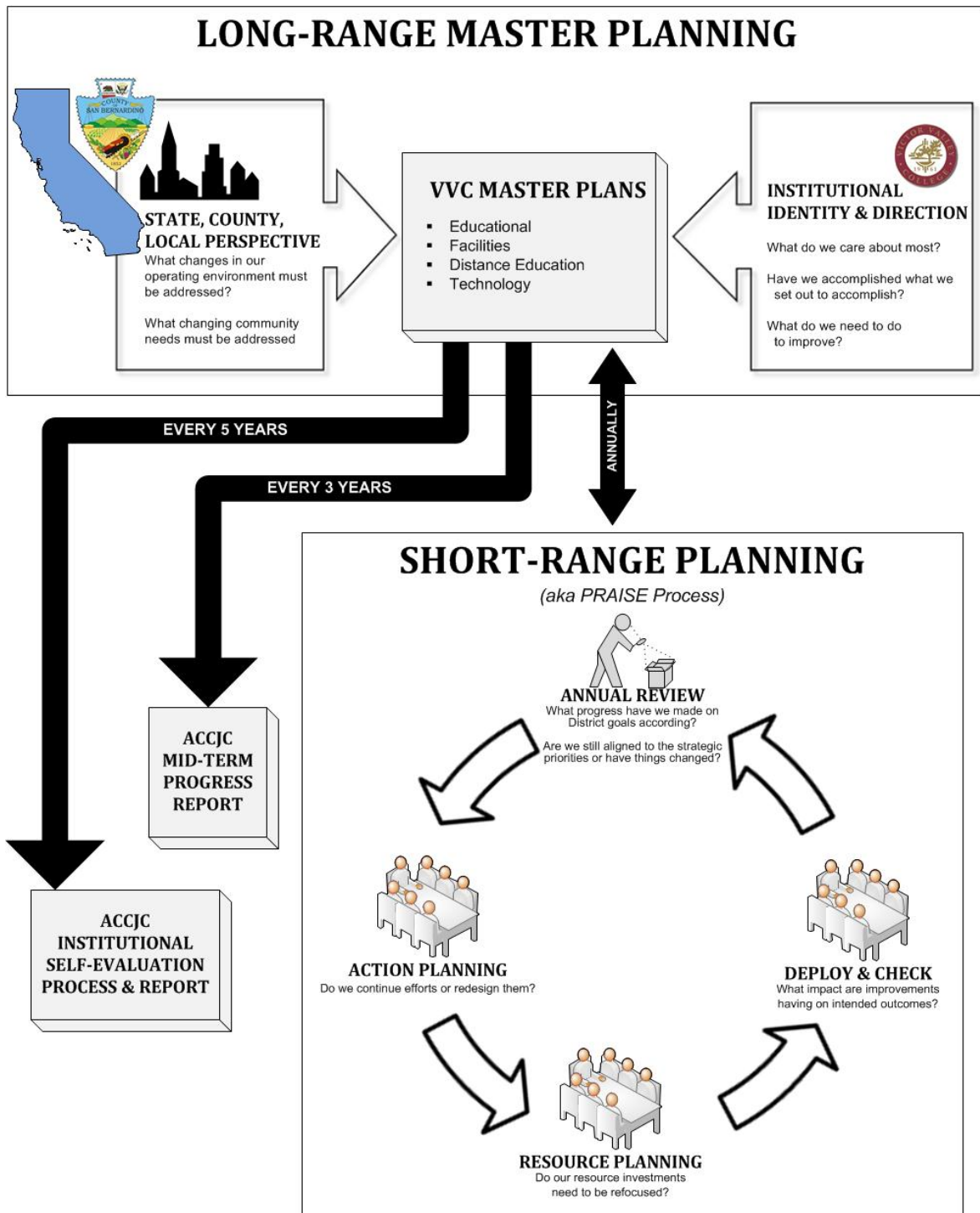
While there is more work to be done, the new goals and strategic priorities addressed herein provide the direction needed to align our processes, actions, and resources for the next 3 to 5 years.

Institutional Planning System and Updates

Figure 1 illustrates relations among various College planning cycles and relevant update triggers. This EMP will be evaluated annually as part of established program review, planning and budget development 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 updates to the EMP or other College plans include:

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

Figure 1 - Institutional Planning Systems



CHAPTER 2

COLLEGE HISTORY & INSTITUTIONAL IDENTITY

History of VVC, 1961 – 2011

Victor Valley College was established by authority of the voters in 1960 with the first classes offered in 1961. VVC 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 VVC's sphere of influence. In the beginning, VVC 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, VVC 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, VVC 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, VVC 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 VVC to expand programs, offer new training opportunities, and increase revenues that, in part, replace funds lost due to reductions in state appropriations. For example, VVC has formed partnerships with local hospitals resulting in an increase in the number of nursing students able to enroll in VVC'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. VVC 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, VVC 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 VVC's actions with an internally consistent framework of principles
- **Accessibility** - facilitating access to VVC'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, formalized into Board Policy 1200, District Vision, Values, Mission and Goals:

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

- Student Success - VVC'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 VVC's accreditation status.
- Image - VVC'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 VVC's study area. VVC's Institutional 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 Victor Valley College by Madrid Consulting Group and provides guidance on how we can better serve our increasingly diverse and growing community.

Communities Served

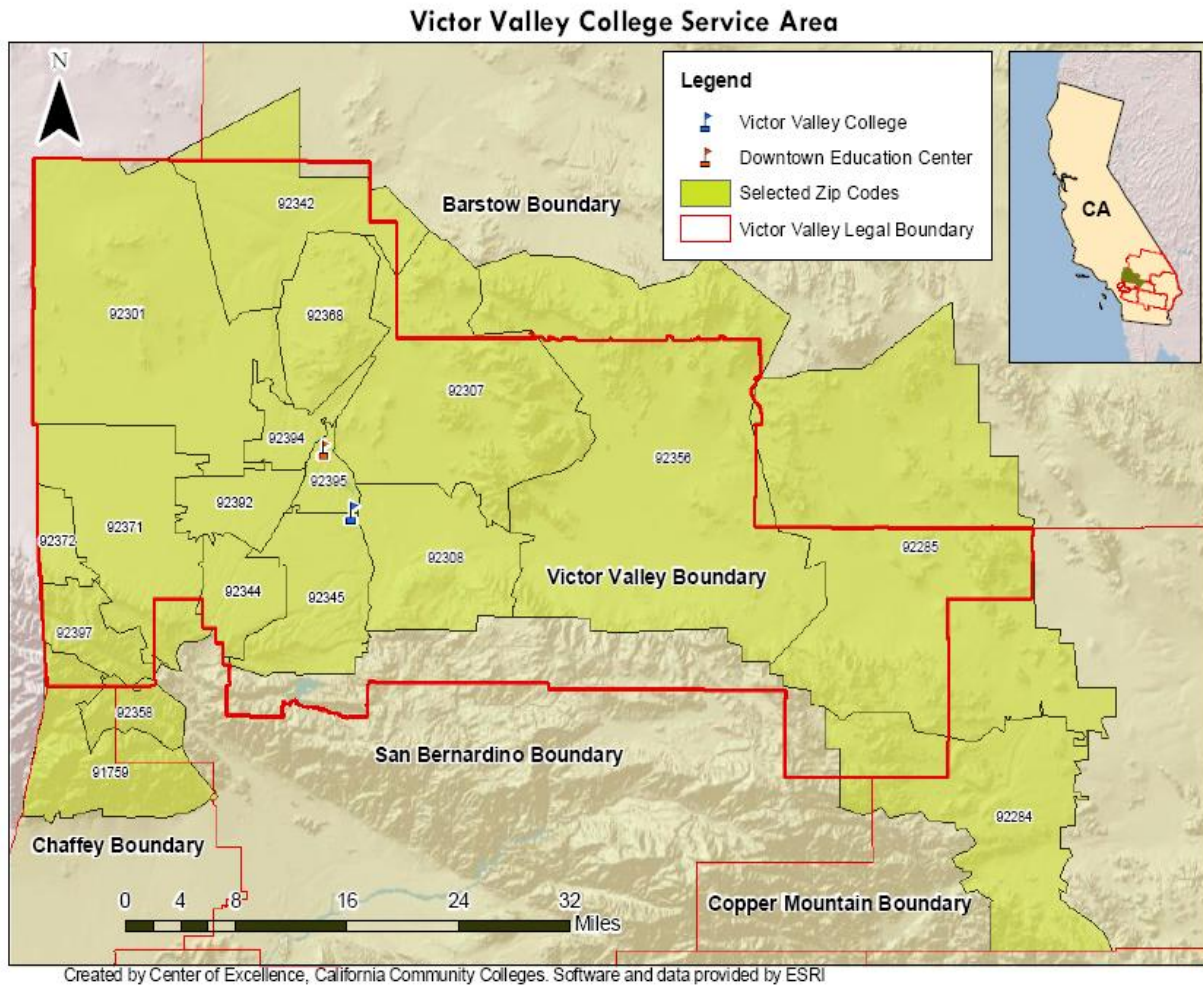
Victor Valley College is located in San Bernardino County, approximately 90 miles northeast of Los Angeles and 35 miles north of San Bernardino (See Figure 2).

Figure 2 - Regional Location of College



The majority of 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).

Figure 3



Population Served

The estimated population of 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 2
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 – 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

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 2). It is notable that the Hispanic population now represents nearly the same percentage of the population as White (not Hispanic).

Table 2 - 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).

Table 3 - Median Household Income - 2nd Qrt 2011

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 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 4). 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 4

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 Zips 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	1,033	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
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 and many of these people are desperately looking for training or re-training to re-enter the workforce.

Table 5 - Labor Force by Industry Groupings - 2nd Qtr 2011

Study Area Zips	Labor Force			
	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

Table 3.6 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. Victor Valley College 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.

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 section lists educational institutions that may offer related curricula and, therefore, compete with us 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 6 - Tool for Defining "Hot Jobs"

LABOR FORCE	ESTABLISHMENTS**	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	15-30% (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); Taxonomy of Programs (TOP); Classification of Instructional Programs (CIP); Standard Occupational Classification (SOC). ** From Environmental Scan, Figure III-4.1 for individual businesses. *** Must review private colleges that may not be represented in env. scan data

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 VVC 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 VVC study area is in education and health sectors. The highest number of Blue-Collar daytime jobs, within VVC 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 Managers, Compliance Managers, Supply Chain Managers, Wind Energy Managers, Brownsfield 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, 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

VVC 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

VVC 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

VVC offers two degrees and over 100 certificates of achievement for satisfactory completion of specific programs of study. Associate in Science (AS) degrees are awarded in the areas of Math/Science and various technical areas such as Automotive Technology. Associate in Arts (AA) degrees are awarded in the areas of business, liberal arts, and fine arts. Transfer associate degrees (AA-T and AS-T) are also offered. The three principal areas of study are Humanities and Social Sciences, Business and Vocational Programs, and Mathematics and Science.

Career-Technical Education

VVC 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

VVC has grown exponentially in the recent past and with that comes the challenge of serving a more diverse population. As depicted in Figure 4, 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 5.

VVC 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 VVC'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 VVC 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 – Unduplicated Headcount Trends, 2002-2011

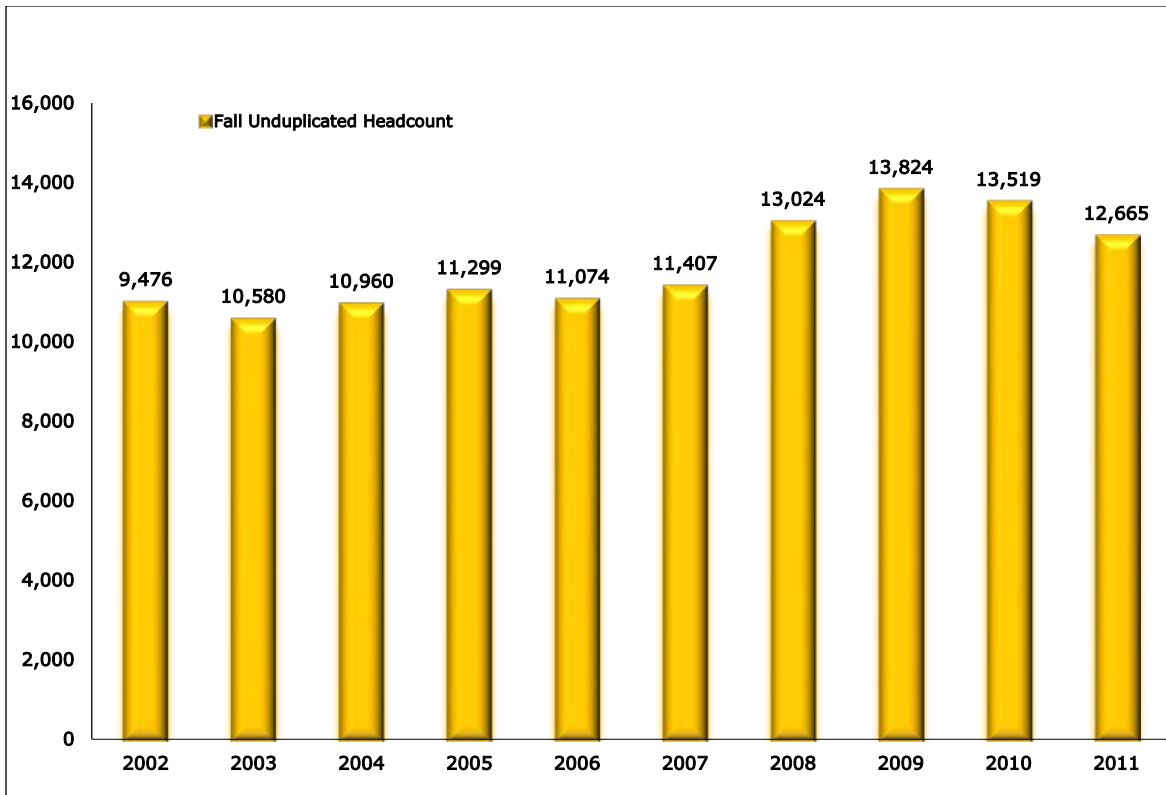


Figure 5 – Trends in FTES, 2004-05 to 2011-2012

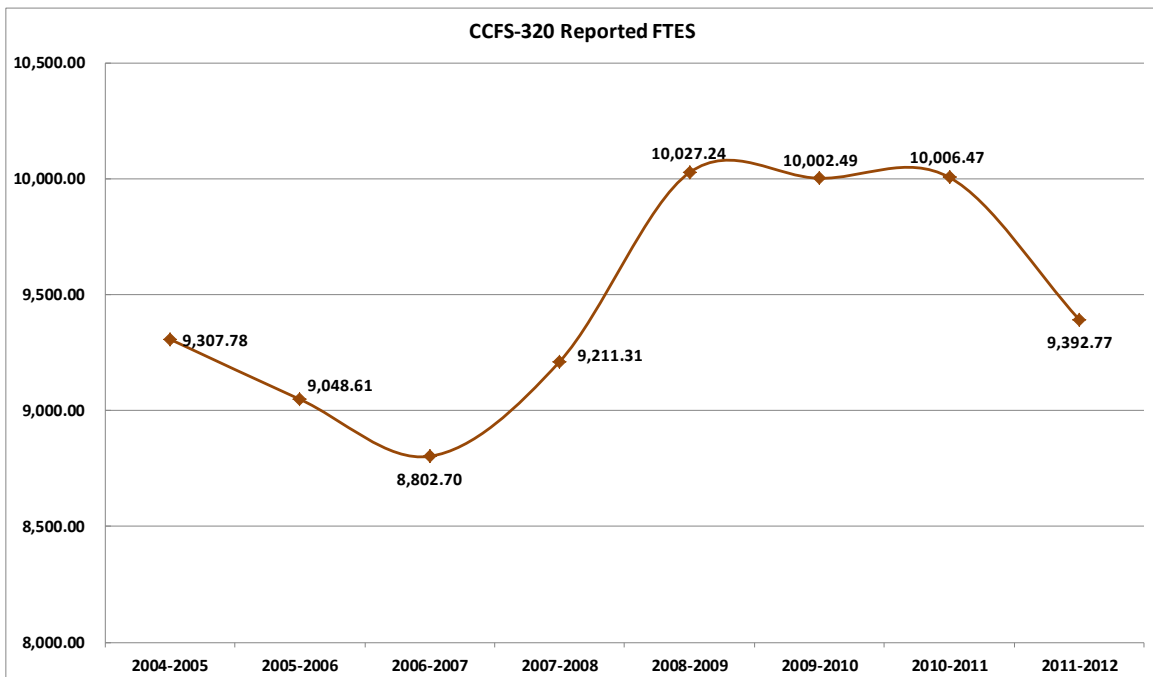


Table 7

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

Table 8

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 9

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%

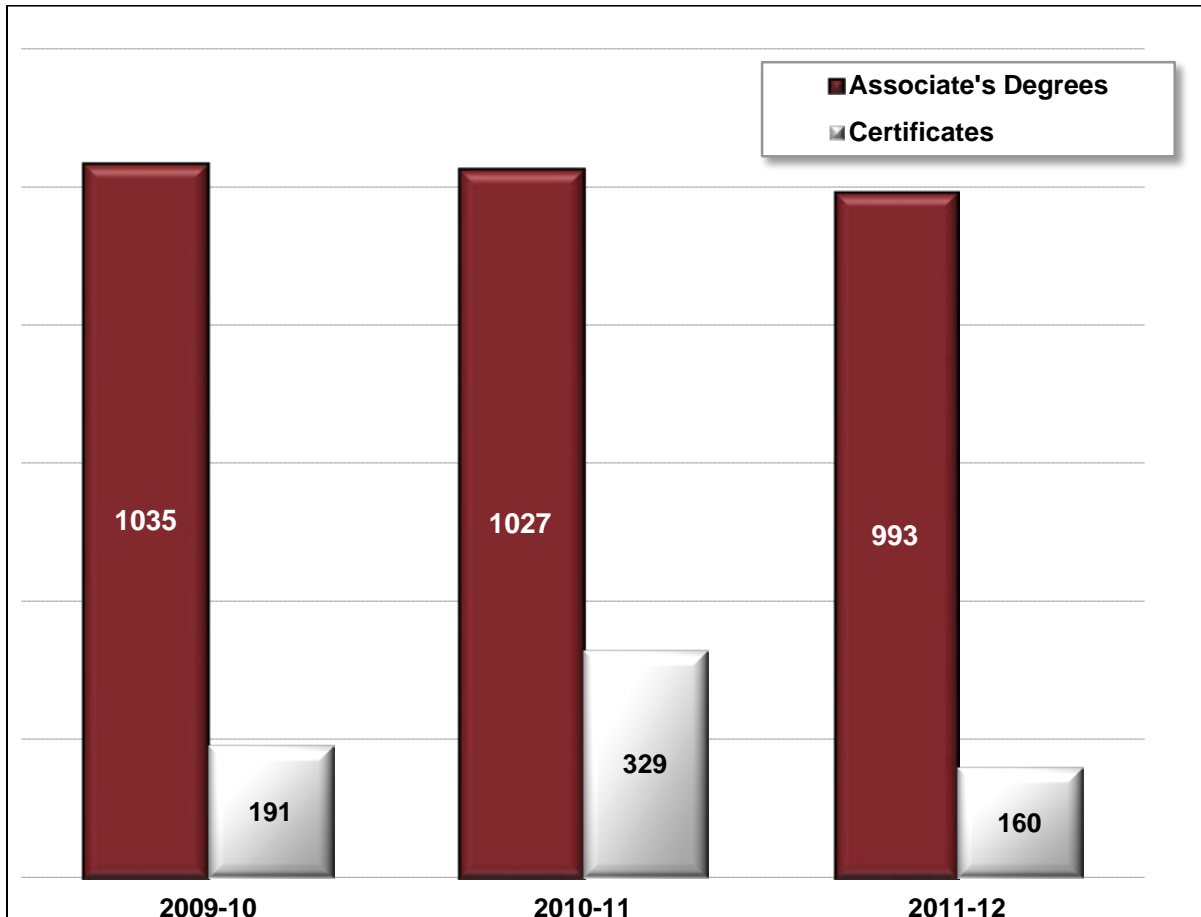
Our Accomplishments

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 7). 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 6 – 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 first-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 PRIORITIES

Summary 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. VVC 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.

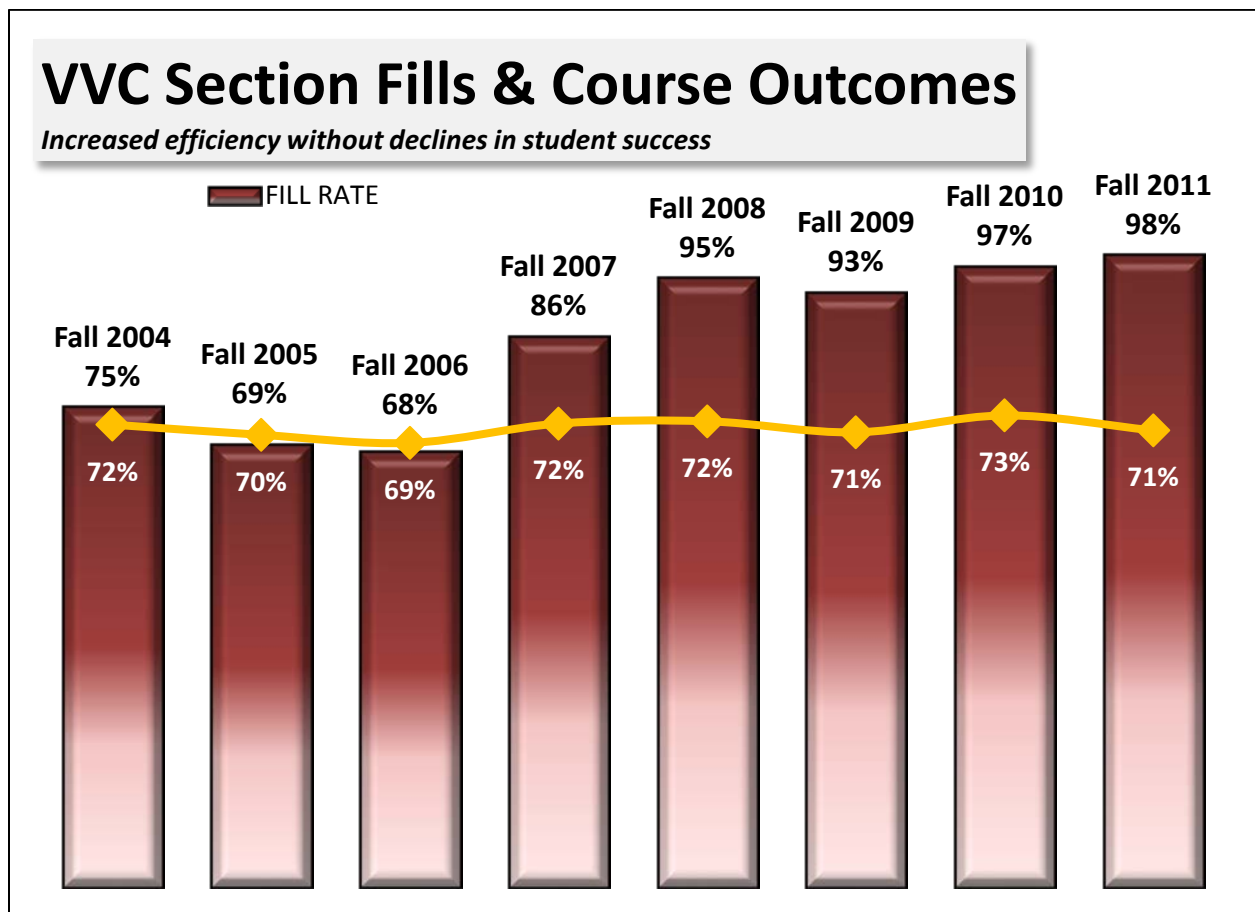
Internal Drivers

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 with no significant declines in course success rates (see Figure 7).

Figure 7 – Fill Rates and Course Success



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 VVC. 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, but they are aligned to each District goal stated in [Board Policy 1200](#).

1. Meet the needs of all students through a variety of scheduling options, class locations, service delivery methods, and universal access to program and services. *(Supports District goals of Accreditation Recommendations and Image).*
2. Expand the use of technology to improve instructional programs, student support services, and campus support operations. *(Supports District goals of Student Success, Accreditation Recommendations and Image).*

3. Develop innovative education and training programs guided by market demand and available institutional assets and resources. *(Supports all District goals).*
4. Improve institutional performance on measures of student success, institutional effectiveness, and fiscal responsibility. *(Supports all District goals).*
5. Collaborate with regional K-12 schools, business partners, and community-based organizations to improve college and career readiness of High Desert students. *(Supports all District goals).*
6. Provide consistent, high quality customer service to empower students, community members, and fellow employees throughout the campus. *(Supports District goals of Accreditation Recommendations and Image).*
7. Foster an inclusive campus climate where all are welcomed, respected, and valued. *(Supports District goals of Accreditation Recommendations and Image).*

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.

Community Input on Strategic Priorities

Community focus groups were conducted in September 2012 across the region with representatives from all sectors (business/industry; government; education; community-based organization; faith-based organization). A total of 27 groups were conducted with 170 members of the community participating.

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.

Monitoring Effective Progress on Plans

According to [Board Policy 1202, Institutional Effectiveness](#):

It is required that Victor Valley Community College engage in systematic and regular program review, as well as short and long term planning and resource allocation processes, that support the improvement of

institutional and educational effectiveness. Student learning outcomes and instructional improvement are required components of institutional processes for evaluation, planning, and overall institutional effectiveness—the assessment of which includes:

- 1. Program review;*
- 2. Use of data and analysis to inform institutional planning and improvement; and*
- 3. Assessment of student learning.*

This EMP serves to guide investment of District resources into activities and initiatives that are clearly aligned with the strategic priorities and, by extension, District goals. By defining those goals in measurable terms, progress towards their achievement can be regularly reviewed to indicate what is working.

Even more valuable, regular review will reveal what opportunities for improvement need to be addressed. This continuous cycle of regular evaluation, planning for improvement, implementation, and re-evaluation enables the campus community to make strategic adjustments to their activities, initiatives, or operations for the benefit of students. Moreover, this ongoing evaluation-planning-action-re-evaluation cycle fulfills Board Policy 1202 and its accompanying Administrative Procedure 1202, therefore ensuring adherence to accrediting expectations for sustainable continuous quality improvement.

Each individual program plan in this EMP identifies its top goal, related objectives and outcomes, and alignment of the program goal with District goals. Similarly, measurable objectives for each District goal are necessary to assess VVC's institutional effectiveness.

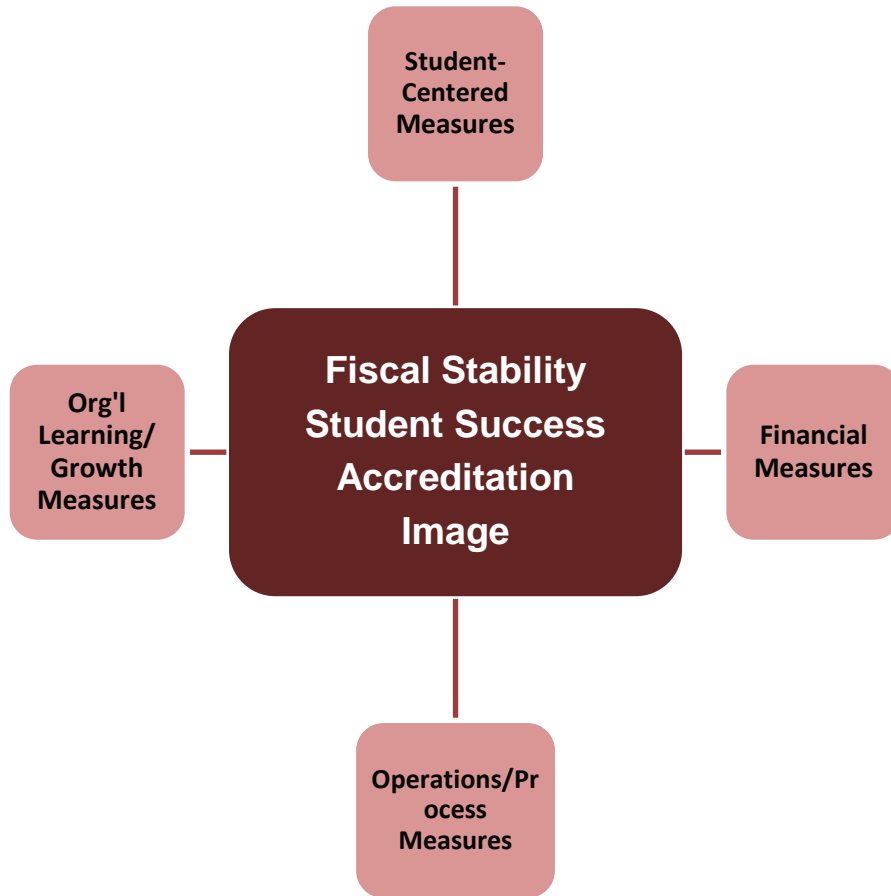
To that end, an "Institutional Effectiveness (IE) Scorecard" will be used to evaluate performance on District goals on an annual basis. Following a balanced scorecard methodology¹, the components of the VVC IE Scorecard cover a full complement of measures which will be used to evaluate progress on District goals (see Figure 8) for specification of metrics):

Consistent with Administrative Procedure 1202, Implementing Institutional Effectiveness, compiling and reporting this information will be conducted on an annual basis by the Office of Institutional Effectiveness as part of the District Annual Report. It will be disseminated following shared governance procedures for the purpose of

¹ Kaplan & Norton (1992, January-February). *The Balanced Scorecard—Measures That Drive Performance*. Harvard Business Review, pp 71-79.

spurring dialogue, informing decision-making, and planning for improvement—that is, the Institutional Effectiveness Scorecard will serve as VVC's performance measurement system for monitoring progress on this Educational Master Plan and, by extension, District goals.

Figure 8 - Balanced Scorecard Model for VVC



CHAPTER 6

COLLEGE INSTRUCTIONAL PROGRAMS

Career Technical Education Programs

Administration of Justice (2105)

Program Description

The Administration of Justice discipline was required to reduce total course offerings by 10% per semester in the Fall and Spring. A reduction in course offerings resulted in a minus .012% change in total enrollment. During FY 2010- 2011 AJ generated 222.43 FTE's, bringing to VVC approximately \$889,720@ \$ 4,000 per FTE. The State Chancellor's Office Core Indicators reported the following:

Completers: Negotiated 81.21; AJ attained 89.88
Perseverance/transfer: negotiated 85.4; attained 80.89
Employment: negotiated 73.31; attained 88.79
Non-Traditional Participation: negotiated 20.37; attained 56.37
Non-Traditional completers: negotiated 22.10; attained 59.84

During FY 2010 -2011 a new Public Safety Training Center was under construction with plans to open for the Spring 2012 semester. The Public Safety Center will be home for Administration of Justice, Fire Technology, and EMS.

Program Goals ([click here for detailed plan](#))

With the opening of a new Public Safety Center in North Apple Valley, the AOJ department will be expanding course offering the following areas.\

Goal 1: Module I Law Enforcement Basic Course. With the addition of the third module of three modules in the Law Enforcement Basic Course, students in the High Desert will be able to complete all of the state required Basic training for Law Enforcement entry positions.

Goal 2: Pubic Safety Dispatcher Course: The new Public Safety Center will provide ideal learning conditions for the entry level Public Safety Dispatcher course. This course is required by POST for all entry level dispatcher positions.

Goal 3: Firearms club; a new in-door range will provide the opportunity for VVC to start a shooting club for all AJ students interested in firearms training and competition. The

shooting club provides a means for VVC to generate additional funds to off-set maintenance costs of the facility.

Agriculture & Natural Resources (0109)

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.

Program Goals ([click here for detailed plan](#))

Goal 1: Curriculum and Program Enhancement

Goal 2: Inter-departmental Collaboration and Community Linkage

Goal 3: Technology Enhancement- continue to stay current with the rapidly evolving green technologies

Allied Health/Nursing (1200/1203.10)

Program Description

Victor Valley Allied Health program originated in the early 1980's. The faculty and students are extremely active within the community and provide an array of services to diverse and vulnerable populations. A steady growth in the population of the high desert resulted in the need to increase the supply of medical practitioners in the allied health profession. State Officials predict that as the population continues to age there will be an increased need for skilled nursing facilities and modified senior living facilities throughout the state of California. A change in the population age trend will require that an adequate amount of skilled nurse's aides and other type allied health practitioners be available to support the increase demand. Currently local long-term care facilities experience relatively long waiting lists due to the low bed available for the growing local population. Victor Valley College provides the majority of Certified Nursing Assistants working in the local skilled nursing facilities.

Program Goals ([click here for detailed plan](#))

Goal 1: Increase the amount of clinical sites for the certificated programs. Additional clinical sites will provide adequate student learning experiences and increase the number of prepared graduates to work in community.

Goal 2: Increased the number of course sections. Additional sections will decrease class sizes and enrollment wait list.

Goal 3: Revise and update the program curriculum and student learning outcomes (SLO). Revising and updating the student outcomes will assist the faculty with monitoring, evaluation, promotion of student success, and compliance with industry standards,

Automotive Technology (0948)

Program Description

It is the mission of the Automotive Department of Victor Valley Community College to provide quality automotive instruction to a diverse community of students; the array of courses offered shall serve the educational needs of the beginning student as well as the employed professional. Through industry input the department shall strive to create and maintain the most up to date curriculum based on current industry trends. The department will acquire and maintain the appropriate equipment that will augment the current course curriculum.

Each year the Bureau of Labor Statistics lists the need for Automotive Technicians as one of the nation's highest. This shortage of well-trained technicians has been created by the technological advances caused by the addition of the computerized engine controls and the need to control automotive pollution.

Program Goals ([click here for detailed plan](#))

Goal 1: One full time faculty member, each year it is very difficult to find qualified personal that are available during the day for instruction. During the departments NATEF re-certification the visiting team made this suggestion and the Automotive Advisory Council agreed. This new position would benefit the students and train them for employment.

Goal 2: The supply budget for Auto was \$28,000.00 and now has dwindled to less than \$8,000.00. John Sweet was responsible for securing the contract for the California State Smog Referee from the Community College Foundation and the rent generated from

this is \$12,000.00 per year. The Auto Advisory Council would like to see the supply budget raised to at least what Auto generates each year.

Goal 3: During day to day operation the VVC Auto Department is like any other auto repair facility and may experience missing tools or breakage. There needs to be a fund that these unforeseen losses can be replaced from. Cost = \$1,500.00

Business Administration/Economics (0500)

Program Description

The Business Administration and Economics Department consists of 4 full-time and 11 associate faculty department members (however, one full-time faculty member is currently on reassignment), offering a variety of courses designed to meet the needs of those who are looking to improve their employability and work skills, transfer to a 4-year university, obtain an AA degree in Business Administration, obtain a Certificate in Management or Bookkeeping I Certificate, or to gain general business knowledge. There are typically 22 courses and 45 to 48 sections offered each fall and spring semester, and 6 to 8 sections taught in the summer, utilizing a variety of instructional formats to meet the needs of the student and community. These include on-campus lecture and lab, off-campus, online, and in a hybrid format.

Program Goals ([click here for detailed plan](#))

Goal 1: To have the Academic Commons remodeled into Smart Classrooms and a Business computer lab.

Goal 2: Assess the SLO's for each class in the department.

Goal 3: Complete Program Learning Outcomes (PLO's) for the department and certificates offered within the department.

Business Education Technology (BET; 0514)

Program Description

Through a variety of delivery methods including online, individualized instruction, hybrid and lecture, the BET Department continues to provide students with the following educational opportunities: * To earn a number of certificates and an AA degree. *To develop office skills useful for transfer to USC or CSU. *To achieve or update skills for numerous employment positions from entry level up through administrative assistant level. Additionally, we offer certified typing tests to the public which are widely accepted by business and industry throughout the U.S. Our programs have helped many students

become VVC employees as well as assisting current VVC employees in upgrading their skills.

Program Goals ([click here for detailed plan](#))

Goal 1: Reinstate our full-time Senior Instructional Aide

Goal 2: Have a line item budget for hiring tutors/hourly.

Goal 3: Initiate a dedicated open lab for students needing additional time to complete computer related assignments.

Business Real Estate & Escrow (0511)

Program Description

The Business-Real Estate program is committed to providing a learning environment that consistently demonstrates accessibility to a diverse student population and educational leadership in vocational real estate training. In addition to providing a variety of courses for an Associate of Science degree in Real Estate, this program provides all or some of the vocational preparation courses necessary for taking the California Real Estate Salesperson's exam, the Real Estate Broker's exam, and the Real Estate Appraiser's exam. The department attracts students from the local community and outside the area into its on-campus and online courses. Students recognize the diverse selection of course offerings, their consistent availability, and the affordable training options available through the Victor Valley College real estate program. This program maintains close relations with its past and present students. For almost twenty years the department has conducted surveys and discussions with existing and past students as well as business leaders within the industry. These active discussions and surveys have helped the department evaluate the changing needs of its student base as well as provide insight into modifying or enhancing its course delivery (online, hybrid, lectures, PowerPoint presentations, etc.) and content. For approximately fifteen years the department has taken upon itself the sizeable task of evaluating the results of course assessments to better enhance student success by making adjustments in course delivery or modifying test questions, discussions, projects or classroom discussions that better address the goals of the department and/or the course. This is an ongoing process and will continue. This program is committed to offering additional courses for those in the industry that wish to enrich their educational experience beyond the state licensing or Associate of Science degree requirements. With its challenging curriculum, comprehensive on campus and online courses, and its multiple certificate programs it allows students flexibility and options to complete their education.

Program Goals ([click here for detailed plan](#))

Goal 1: Maintain our commitment to our students and to the California Department of Real Estate by continuing to offer the courses necessary to complete the educational requirements for the Real Estate Salesman's license and Real Estate Broker's license as well as offer additional courses for those in the industry that wish to enrich their educational experience beyond the state licensing or Associate of Science degree requirements.

Goal 2: As we have done since 1997, we will continue monitoring the success of students through the use of assessment questions or other measurement tools that measure student learning outcomes and use those results to improve student success. This process will continue, albeit in a more formal way.

Child Development (1305)

Program Description

The VVC Child Development Program in conjunction with its preschool lab, the VVC Child Development Lab Classroom, offers all coursework to meet four-year transfer requirements and the AS in Child Development (CHDV) Degree. offers all coursework to meet four-year transfer requirements and the AS in Child Development (CHDV) Degree. The Child Development Program has received approval from the CA Community Colleges Curriculum Alignment Project (CAP) and is now fully aligned with other community colleges across the state. These alignments ensure a rigorous course of study, and assist students in transfers within the community college system and 4 year colleges. The Child Development Program is also taking part in the CA Dept. of Education's Early Childhood Educator's Competencies Project (CIP), participates in the Child Development Training Consortium (CDTC) Verification of Completion Program enabling the CDP to verify students' completion of credentialing requirements, sign off on permit applications and expedite the permit application process. The Child Development Program has had a long-term collaboration with the California Early Childhood Mentor Program (CECMP); providing opportunities for a greater number of students to work under the guidance of highly trained and experienced early childhood professionals within our local communities. Our extensive certificate program provides the necessary coursework for student's to obtain licensing for a variety of careers in the field of early childhood education, including family child care and the various teaching positions in center-based care, both in the private and public sectors. Advanced certification assists those who want to go into leadership positions in the field.

Program Goals ([click here for detailed plan](#))

Goal 1: Fully implement the use of “Digital Portfolios” as a formative assessment tool to document student progress throughout the program’s eight core courses.

Goal 2: Maintain student’s access to high quality, hands -on experiences in community mentor classroom sites and to our campus lab classroom. This will ensure that state mandated Practicum hours, VVC pedagogy and best practices are available for our students.

Goal 3: Increase the use of technology in all areas of the Child Development Program including the use of digital versions of state mandated assessments tools (DRDP- R and the CLASS) used in the field.

Computer Information Systems (CIS; 0700)

Program Description

The CIS department provides instruction on a range of computing related topics varying in complexity from basic to advanced. We provide basic computer literacy training which forms the backbone of successful employment in the modern digital world. We also specialize in several focus areas including: network administration, database administration, web development and programming.

Program Goals ([click here for detailed plan](#))

Goal 1: Set goal of student attainment of SLO's to 70% attainment. This will involve the ongoing assessment cycle and comparison of subsequent year's data.

Goal 2: Continue to reassess program to steer program offerings in the directions necessary to meet industry demand.

Goal 3: Continue to expand and improve remote desktop and collaboration capabilities for all students, not only online students using open source software to reduce costs where feasible.

Computer Integrated Design and Graphics (CIDG; 0953)

Program Description

The Computer Integrated Design and Graphics (CIDG) and Media Arts (MERT) Departments have provided students with an excellent foundation in the areas of Computer-Aided-Drafting (CAD), Computer Graphics, Computer Animation & Game Design and just started this fall in the rapidly growing area of Geographic Information

Systems (GIS). Over the past year, the enrollment in these programs has had a healthy jump in FTES due the fact that we added two GIS courses in the fall and three GIS courses in the spring. It is important to point out that GIS program was able to start after we agreed to stop offering courses in civil engineering. Our future growth rate is predicted to be around 7%, however, I feel that our growth will be slightly higher due to the increased number of GIS related jobs coming available in our local area and the county as a whole.

[Program Goals \(click here for detailed plan\)](#)

The department has added student learning outcomes to all our courses in CurricUNET and is currently working on accessing those student learning outcomes. We will have successful completed assessing our entire department's student learning outcomes for Fall 2011, Spring 2012, and Summer 2012 by the first month of Fall 2012. We coordinated with Fire Technology and Agriculture and Natural Resources to provide four courses all related to GIS and Emergency Preparedness. A group of about 60 students have completed the first two courses in our new GIS for Emergency Preparedness certificate this fall and they will complete the remaining two courses this spring. We have added three new adjunct faculty members in the area of GIS and look forward to purchasing a 3-D Rapid Prototyping Printer, at a cost of \$50,000, which can be used in all three of our core curriculum areas of Animation, CAD and GIS. This 3-D Rapid Prototyping Printer will complement our 3-D scanner purchase a few years ago and allow us to take our curriculum to the next generation of 3-D visualization and product research, development, production, proposal and presentation. The 3-D Rapid Prototyping Printer will be able to be used by our Animation, CAD, Architecture, Engineering, and GIS students to create a prototype of their lab projects. This multi-discipline use will allow us to increase our teaming projects across the various programs in CIDG and MERT. We will also be able to team with programs all across campus from Anthropology and Geology to Auto, Electronics, Nursing, and many others. Departmental Goals for the next three years include:

Goal 1: Purchase of a 3-D Rapid Prototyping Printer to help support all programs (Animation, CAD, Engineering, Architecture, and GIS) in advance their curriculum to include rapid prototyping of projects and a Trimble GIS lab pack with handheld GPS units, a tablet, a laptop, and curriculum.

Goal 2: Maintain our current level of funding (\$12,000) for our student tutor program. This amount will cover three students, one per lab, for the fall, spring, and summer semesters. We hope to augment our student tutor program with Federal Work Study students as well. That however is greatly dependent on whether or not we can find excellent student tutors who qualify for the Federal Work Study Program.

Goal 3: We plan to develop, along with our co-op ed program, some internships for our students and bring real world projects into our labs. We have several local companies that are willing to provide us with real Animation, CAD, Engineering, Architecture, and GIS projects our students can work on as part of their coursework and work in the field in a paid internship program. Our measurable objectives and timelines for the departments three main goals are listed below, as well as factors that would assist or hinder our efforts in reaching these goals.

Construction Technology (0952)

Program Description

Our mission is to promote the attainment of knowledge and skills necessary for success in today's economy. Through imaginative use of collaboration within and beyond VVC, and the adoption of emerging technologies, we seek to empower meaningful contribution to society and better environmental stewardship by our students.

The department provides a full complement construction and manufacturing courses, including safety, building codes, financing, management, design, law, and public works, Our current FTES for the program (all four divisions) for Fall, Spring and Summer is at 214.79 up 7.2% from our previous year and a 71.7% increase over 2008-2009 of 125.12. The department is currently generating \$937,344 for VVC in FTES funding.

Program Goals ([click here for detailed plan](#))

Goal 1: Develop a robust renewable (solar) energy course of study that equips students to step from the classroom to the job-site seamlessly.

Goal 2: Develop a robust Computer-Aided Manufacturing course of study that equips students to step from the classroom to the job-site seamlessly.

Goal 3: Develop a successful and robust internship program where students and employers are brought together. Track and communicate the success of students effectively so that we can improve our offerings, and present students can better see the positive outcomes our graduates.

Cooperative Education (4930)

Program Description

Cooperative Education continues to draw students to its 34-course offerings with over 240 sections. Employers continue to give positive feedback each semester about the performance of VVC students and their preparation from related coursework. There is

no certificate or degree in Cooperative Education. It supports our other departments on campus, particularly the Vocational Education departments. Students use their current worksites or internship worksites as their classrooms and accomplish new learning objectives with the approval of their employers/supervisors. Students can “try-out” jobs by volunteering at potential employment worksites. The loss of one full-time faculty member in the summer of June 2005 has impacted our program. Enrollment has decreased and, beginning in the fall of 2008, the remaining faculty member has been limited to no more than 125 students (per Title 5)—no overload allowed. Enrollment will remain stagnant at 125 in the future with no overload allowed or additional associate faculty hired. Our program is probably one of the least inexpensive programs to run due to lack of expensive equipment/leases and no need for classrooms or buildings. Over the past six years, the district has saved a substantial amount in salary/benefits since the retirement of one full-time faculty member. The current department budget is somewhat sufficient for supplies, salaries, and mileage for travel to job sites for Title 5-required visits with the student and supervisor. A few years ago, our mileage budget was cut by \$1300, which has impacted us. Priority goals remain to increase enrollment, backfill the vacant full-time faculty position, and increase internship partnerships with employers, like our partnerships with the VVC Nursing Department and local hospitals for their nurse externship programs and Victor Valley Wastewater Reclamation Authority (VWRA) and their new internship program implemented in the spring of 2010. Over the past two years, our firefighter intern program has been quite successful. Fire Academy graduates have the opportunity to put their Academy skills to the test by interning at local and regional fire stations for three semesters. Their time was help them qualify for Firefighter I positions in the future. Our department continues to investigate other possible internship sites throughout the region as those calls/requests come in.

[Program Goals \(click here for detailed plan\)](#)

Goal 1: To increase enrollment (to be able to take on an overload up to 75 students in the fall and spring and up to 25 in the summer) to accommodate those working students who would like to enroll in Cooperative Education. Right now we are limited to 125 students per semester due to current budget restraints. Students enroll in Cooperative Education to earn elective units and, at the same time, apply their school knowledge to their jobs. This class works well with their busy schedules of school and work since there is no seat-time for these students.

Goal 2: To increase partnerships with employers for internship program opportunities. Currently, we have partnered with the VVC Nursing Department and some of the local hospitals (Desert Valley Hospital and Victor Valley Hospital) in requiring their nurse externs to enroll in Cooperative Education as the instructional component. And, we have recently, in the spring of 2010, partnered with the Victor Valley Wastewater

Reclamation Authority (VWRA), in requiring that the interns in their new internship program enroll in four units of Cooperative Education each year. Students work in three different departments (completing pre-designed learning objectives) at the VWRA treatment facility in Victorville. Students will be required to register and complete Co-op Ed. for a period of one year. We also have a very successful Firefighter Intern program. Years ago, at a community meeting attended by VVC top management and community leaders the number one need mentioned by the community leaders was the need for interns in their businesses. They asked VVC for their help in making this happen.

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.

Electronics and Computer Technology (0934)

Program Description

The Electronics and Computer Technology Department provides students with college level associate degree program curriculums in electronics and computer engineering technology, career technology certificate programs in hi-tech and emerging technologies, professional growth courses, industry certification, and government licensing. Since the last PRAISE report, the department has witnessed a continuous increase in student enrollment, and we predict a modest increase for the next academic year. To accommodate the increase in student body, and to maintain the number of courses offered, the department has hired 2 new part time faculty and in the process of hiring a third one. In the past year we have coordinated with CSULB to develop engineering courses that we submitted to the curriculum committee and in the process of approval to be articulated and transferred to CSULB electrical engineering department, and to participate in a program by CSULB which let students in the high dessert and surroundings to obtain an engineering degree remotely without traveling to CSULB campus. We also developed and submitted to the curriculum committee new courses in networking to cover the ever-increasing demand of networking skills in the high dessert and surroundings. We also submitted new courses in Microprocessor applications to accommodate student and industry demands to computer automations and control. In the past year we continue to revise, update, improve and add SLOs to our current department course offerings.

Goal 1: (Perkins Priority V and VI) Expand our Cisco Networking Academy to include new technologies and certificates such as: o CCNA Security Certificate o CCNA Voice Certificate Also to update the LAB equipment for the Cisco program to align with the academy latest curriculum and industry standards.

Goal 2: (Perkins Priority I) Expand and improve our electronics courses by enhancing the LAB with modern test and troubleshooting equipment to accommodate modern lab experiments and meet current industry standards and modern safety mandates.

Goal 3: (Perkins Priority III and IV) Expand and improve our Industrial Electronics courses by adding a certificate for industrial electronics, obtaining more lab equipment to expand and improve our existing lab and to accommodate the new and updated curriculum for industrial electronics.

Fire Technology (2133)

Program Description

The Fire Technology program has continued to attract new and continuing students who want to become professionals in the California Fire Service or who are trying to promote within the fire service by completing State Fire Training certificated programs. We continue to offer both entry level and career driven courses for our students. Working with local Fire Departments and agencies we now offer a State Fire Training approved Basic Fire Academy along with an intern program that will enable the student to receive the State Fire Training Fire Fighter 1 certification. We also offer a Wildland Fire Fighter program that will prepare the students to gain employment with CAL Fire, BLM and the U.S. Forest Service.

Program Goals ([click here for detailed plan](#))

Goal 1: We also need to update our existing flashover container and other propane props that we have had for about 15 years to meet current safety and performance standards. This will be at a cost of about \$35,000.00 and will be moved to the new training facility.

Goal 2: The approximately 80 air cylinders for the Self Contained Breathing Apparatus (SCBA) were donated along with the air packs themselves. The cylinders have almost reached the end of their life span of 15 years. In order to be able to continue to use the air packs we need to purchase about 40 new cylinders for a cost of about \$25,000.00 along with maintenance of the air packs of about \$10,000.00.

Goal 3: The program has been trying to get International Fire Service Accreditation Congress (IFSAC) approval for several years (2007-2008). This will allow our program

to certify our existing courses to meet IFSAC criteria and students will receive nationally recognized certifications. We would then be the only community college fire program in California to offer this certification. This would be at an initial cost of about \$3000.00 and then annually of about \$1500.00. I need clerical staff to prepare the paperwork for submittal to IFSAC for approval of our institution/program as outlined in the PRAISE report of 2007-2008.

Nursing (1230.10)

See Allied Health/Nursing.

Paramedic/Emergency Medical Services (1250)

Program Description

The 2011/2012 FY has brought many changes to our department in terms of leadership, program maturity and the strengthening of industry partnerships, both within and outside of the Victor Valley College community. The following synopsis of our positioning within the various communities clearly frames our 'Pathway for Success' for the FY 2012/2013 and is reflected in our stated budgetary needs.

Program Goals ([click here for detailed plan](#))

Goal 1: Simulation lab implementation and outreach.

Goal 2: Technology applications for students and instructional staff.

Goal 3: Simulation lab accreditation

Respiratory Therapy (1207)

Program Description

The respiratory therapy program at VVC is an advanced standing program, which mean all graduating students are qualified to sit for the entry level exams (CRT) as well as the advanced standing exams (RRT/CSE). All modalities of respiratory therapy as well as polysomnography and echocardiography are taught in the program. The RT program provides qualified respiratory therapist for community hire in hospitals, clinics, pre hospital care, and industry.

Program Goals ([click here for detailed plan](#))

Goal 1: Recruit more clinical sites and be provided a larger lab.

Goal 2: Maintain quality education in both the classroom and clinical site.

Goal 3: Adding echocardiography as a certificate program will increase numbers and provide quality echocardiographers into the community setting.

Restaurant Management

Program Description

The Restaurant Management program is an academic discipline that prepares students for careers in the food service industry. Basic food preparation and techniques, nutrition, sanitation and safety are taught as the fundamentals for an educational foundation of more specialized and advanced skills. Creativity, innovation and team concepts are encouraged. Emphasizing hands on practical experience coupled with strong managerial and accounting subjects makes graduates well qualified for employment. The Restaurant Management Department makes a positive contribution to the educational, social, and economic development of the campus and local community. Restaurant Management develops competencies for enrolled students in coordination with the Educational Foundation of the National Restaurant Association and through extensive research of industry and educational training needs. Skills are taught in task-oriented format. Instruction, demonstration, practice and proficiency are documented through a comprehensive understanding in foodservice management. Workforce training is essential to maintaining and improving the overall health of the food production and preparation industry. Currently California secondary, post-secondary and private educational institutions cannot meet industry's demand for skilled workers. However, the growth and expansion of training programs reflect an increasing recognition on the part of educators that food preparation is a field of opportunities. The purpose of Restaurant Management shall be:

- A. To provide a medium through which its students may jointly advance and promote their common interests, goals, and objectives.
- B. To advance the highest standards of food service at Victor Valley College.
- C. To provide information and assistance to students by means of discussion, research, and practical exercises.
- D. To advance the cause of good nutrition
- E. To work cooperatively with the food service industry towards the attainment of compatible objectives.

Program Goals ([click here for detailed plan](#))

Goal 1: Approve the position of Interim Full Time Faculty position for the Senior Instructional Assistant of Restaurant Management for one year. This will achieve the ability to complete the other goals listed below and serve students to the best of the department's ability.

Goal 2: Remove the Restaurant Management Department from HASS and move back to CTE. The department does not belong in HASS, has had zero support from the Dean of HASS and consequently the department is not providing the optimum learning opportunities for students.

Goal 3: Expand the department to the Food Court. The safety and security of the current lab situation has hindered the expansion of the department. The current head count of 149 provides a serious safety issue in the current facility. Students are in the lab Monday through Thursday up to 8 hours per day. If events are held on Fridays or Saturdays the contact hours increase. The minimum requirement for advanced students is 216 contact hours. Most students participate in an average of 300-500 lab hours per semester. Expansion to the food court would provide a safer environment for students and more student learning opportunities."

Welding (0956)

Program Description

The main indicators, enrollment, retention and success are very close to institutional norms. The program made a difference by responding to the 11-12 institutional need to reduce FTES by reducing offerings in fall and spring by 11 units and 18 hours of instruction per semester. The major issues for the program are funding for the instructional supplies, enrollment management to meet current institutional targets, and management of the laboratory to accommodate maximum class size. The success of the department is being able to offer opportunities for students to enter welding related occupations, retrain those seeking new careers, and for those employed in welding occupations to learn new skills and upgrade themselves for new positions.

Program Goals ([click here for detailed plan](#))

Goal 1: To meet student learning outcomes.

Goal 2: To restore the program offerings to meet student needs.

Goal 3: Keeping the equipment updated, the environment safe and energy efficient and sustainable which clearly meets college-wide goals 1 and 4.

General Education

Anthropology

Program Description

Anthropology encompasses the study of humans as an integrated whole: their languages, social organizations, biology, and history/prehistory. Career opportunities in Anthropology are diverse, specialized, and related to the various areas of concentration within the four sub-fields above. Often, anthropologists are cross-trained and proficient in other fields as they relate to the study of humans. Currently, the program has pared down to its essentials, but the department hopes to offer more sections of needed transfer courses soon, as well as developing certificates for working field and laboratory archaeologists.

Program Goals

Goal 1: Add sections of courses to meet student transfer needs.

Goal 2: Examine the possibility of an AA in Anthropology

Goal 3: Update and replace the field and laboratory equipment, display collections, and supplies utilized by the department for lecture, field and lab sections.

Art/Photography (1011)

Program Description

The photography program provides our students with an introductory course that still utilizes film and traditional techniques of photography. CSU requires that we continue to use silver based photography as the foundation of photographic education. In our intermediate and advanced classes students have a choice in what type of system they can use of digital or film. Our intermediate and advanced courses provide students with an introduction to Photoshop which is considered the industry standard for the art and design fields. These courses mirror the offerings of other community colleges, universities and art schools and provides our students a solid foundation to pursue an advanced degree.

We have added sections of Photo 100 and of Photo 52 because of increased interests expressed by students. All additional sections are filled and have full wait lists. If we had additional photography labs, more sections could be offered and filled because of the continued interest that students have in photography.

We also offer a certificate in photography that is awarded after the completion of 17 units.

[Program Goals \(click here for detailed plan\)](#)

Goal 1: Write and implement an Associate's Degree in photography.

Goal 2: Upgrade our current 24 station computer lab so it will run current software. The current computers in our lab are 7 years old. Purchase and install a second computer lab to support the Associates Degree.

Goal 3: A complete redesign of the current facility so that space is better utilized in support of photography and art. A relocation of the current lecture spaces is suggested so that the entire building serves the production of visual art.

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.

Biology (0400)

Program Description

The Biology program at Victor Valley College offers a variety of courses to meet the needs of our diverse student population. We have rigorous courses which satisfy the lower division requirements for biology and pre-health profession majors who plan to transfer to a 4-year university. We also offer a wide variety of non-science major courses which allow students to explore science, learn about their bodies, and discover the living world around them, while satisfying University of California and California State University systems GE requirements. The Department of Biology serves the needs of students by providing them with the essential skills, knowledge and thought processes needed to compete for entry into professional/graduate schools or for entry into the work force within the discipline of Biology. Many of our students will pursue advanced degrees in various medical fields such as nursing, medicine, dentistry, physical therapy, and pharmacy. Victor Valley College Biology students who enter and complete these programs tell us that they were well prepared for the basic biological foundations required by these programs. Some of our students pursue advanced degrees in various graduate school programs. Still other students find job opportunities

in Biology upon graduation from our program. Additionally, a small number of our students will become Biology educators at the secondary school level.

[Program Goals \(click here for detailed plan\)](#)

Goal 1: All science students must demonstrate the ability to evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions.

- a. Students must demonstrate the ability to gather and critically evaluate information including library research skills, experimental design in laboratory or field settings, and the use of technology for gathering information.
- b. Students must demonstrate the ability to analyze information.
- c. Students must demonstrate the ability to synthesize information via the formation of hypotheses, the use of numerical and statistical techniques, the use of simulation models, and the ability to apply a system approach.
- d. Students must demonstrate the ability to effectively communicate in a professional setting, including technical writing, oral presentations and use of available technology.
- e. Students must be able to perform experiments.

Goal 2: Students must demonstrate knowledge of the interaction between science and society.

- a. Students must demonstrate an awareness of the ethical aspects of science, their conduct as a scientist, and their conduct as a citizen.
- b. An ability to understand and participate in the development and implementation of public policy.
- c. Students must demonstrate the ability to solve problems in individual and group settings and incorporate a diversity of values and approaches.

Goal 3: Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms.

- a. The origin of life and the mechanisms of evolution that shape that life, including an emphasis on natural selection.

- b. The origin of the earth and the processes that shape the globe including an emphasis on plate tectonics.
- c. The origin of the universe and the mechanisms that control it.
- d. The structure and organization of biotic systems from cells through the biosphere including an emphasis on the organization and functions of the human organism.

Chemistry (1905)

Program Description

Chemistry is a discipline in the Department of Physical Science at VVC. Currently, two full-time and three adjuncts teach the following courses: Introductory Chemistry (CHEM 100); General Chemistry (CHEM 201 and 202); Organic Chemistry (CHEM 281 and 282); Introductory Chemistry: Organic and Biochemistry (CHEM 206 and 207).

The current economic climate has placed limitations on the total number of sections offered in Chemistry. Typically, one section of each course is consistently offered with exception to CHEM 100, where it is not uncommon to have 8 to 11 sections offered. The course offerings in Chemistry clearly support students entering the Nursing Program at VVC. Chem 100, although not listed as a prerequisite for Nursing, is a prerequisite for many of the classes listed as Nursing prerequisites. We understand and embrace our role in the education of future Nursing students by providing a sound foundation in the basic principles of General Chemistry, Organic Chemistry, and Biochemistry. In addition, the laboratory component of CHEM 100 introduces student's to practical aspects of chemistry. Instruction in basic experimental techniques and data interpretation provides the experience necessary for successful completion of subsequent prerequisite classes.

The balance of classes offered in Chemistry target students pursuing more advanced degrees. ie: medical school, dental school, pharmacy, 4-year degrees in science, etc. These classes are significantly more advanced and are supported by a comprehensive list of analytical instruments. Currently, VVC houses a GC-MS, a FT-IR, and a UV/Vis Spectrophotometer. These instruments provide students with hands on experience in the use of modern research grade instruments. These classes are routinely accepted as transfer credit by 4-year institutions.

Program Goals ([click here for detailed plan](#))

Goal 1: Develop and implement AS degree in Chemistry.

Goal 2: Hire one full-time tenure-track faculty member in Chemistry.

Communication Studies (1506)

Program Description

The Communication Studies program offers several courses to address the multitude of communication situations individuals may encounter in their professional and personal lives. Specific course offerings include: Intercultural Communication, Interpersonal Communication, Family Communication, Group Discussion, and Public Speaking. Additionally the department is offering a transfer degree in Communication Studies and has a Communication Center dedicated to the development of students' public speaking skills in both composition and delivery. Our department's focus in the development of oral communication skills in students partners with that of other centers and departments on campus to assist students in achieving a complete skill set that includes academic, oral, and written skills.

Program Goals ([click here for detailed plan](#))

Goal 1: The addition of a full-time instructor within the Communication Studies department remains a primary goal of the department and meets the Accrediting Standard that calls for "...an adequate number of faculty whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential to fulfill the institution's mission and purposes."

Goal 2: Expanding the hours of operation for the Communication Center from 20 to 25 hours per week. Additional hours of operation would be geared to meet the needs of our evening-only students. Goal 3: Purchase equipment/budget allocation for the Communication Center that would support video-capture in a digital format. Currently the center operates using an outdated analog system

English (1501)

Program Description

As a core component for transfer, certificates and most courses of academic study, the English Dept. (along with Math) serves almost all of the students at VVC. We teach four levels of composition from basic skills (English 6) through the transfer level (English 104), and a variety of elective courses in creative writing and literature. In addition to providing required courses for students, we offer them the opportunity to sharpen their critical thinking skills, broaden their modes of communication, and develop their writing abilities. They will gain an appreciation for the strength and value of language and the literary arts.

Program Goals (click here for detailed plan)

Goal 1: Instructors (improve consistency and quality of instruction):

Hire two more full-time English instructors.

Hire a full-time Writing Center faculty member (improve success rate)

Persuade administration to create a separate Reading Department, hire a full-time instructor, and institute a reading requirement for graduation (improve success rate).

Develop further workshops for adjunct faculty to address grading standards, general assessment, and SLOs

Goal 2: Assessment/Placement (All designed to improve success rate):

Adopt a written component to compliment AccuPlacer to help place students into more appropriate classes.

Establish an exit exam for English 50.

Establish AccuPlacer (or supplementary) cut scores for placement in English 6 and/or a Basic Skills pre-requisite (see section IV below).

Conduct further research, and then consider revising the English 6 course description to include a co-requisite one unit lab. for students (see section IV below).

Goal 3: Sections

Increase the number of Fall and Spring sections to meet increasing student demand.

Increase the number of short term sections (summer and winter) to promote further student success and retention.

Expand the Writing Center so that we can increase services to meet student needs.:

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 (1100)

Program Description

The Foreign Language Department offers a comprehensive program of integrated-skills courses that emphasize the listening, speaking, reading, and writing in Spanish and French. The curriculum includes the study of vocabulary, grammar and syntax, pronunciation, orthography, morphology and cultural perspectives. The program combines classroom lectures, guided practice, and a variety of communicative activities in the target language, with individual work provided online, using a variety of multimedia materials. In addition, the department offers courses in conversation and specialized courses for students in business and/or medical fields. Furthermore, ASL courses have been added to our department. The Foreign Language Department gives students theoretical and practical experience consistent with the core competencies of the district. From this foundation, students develop competencies in communication, cultural awareness and community responsibility.

Program Goals ([click here for detailed plan](#))

Goal 1: Replace Spanish and French instructors to meet program demand. Very important that we replace these instructors or at least hire someone with a French and Spanish combo degree because the student demand for second language courses is high.

Goal 2: Hire a full-time ASL instructor to meet program demand and we need to be in compliance with the state. Create and institute an ASL program or degree/certificate for Spanish to support a comprehensive program of study.

Goal 3: Assign three new smart and/or equipped classrooms to the department for teaching language and ASL courses. Very critical that this goal be implemented now.

Geography (2200)

Program Description

Geography is both a natural and a social science. The discipline explores the global environment, its physical and cultural attributes. At VVC we provide courses for those students who are pursuing a degree or preparing for a vocation and/or who are interested in learning more about the Earth and its inhabitants. Geographers are trained in both spatial and analytical analysis using tools, such as maps, GIS, remote sensing, statistical data, GPS, quantitative and qualitative methods that explore the similarities and differences within the changing global environment. In the next year because of the state SB 1440 an AS degree in Geography will be available at VVC.

Program Goals ([click here for detailed plan](#))

Goal 1: Complete assessment of course SLO's.

Goal 2: Write new curriculum to support the state's Transfer Model Curriculum for a Geography AA degree at VVC.

Goal 3: Develop Green Career Pathways in collaboration with the Agriculture and Natural Resources Department.

History (2205)

Program Description

The History Department, a discipline within the Humanities Department, is an active part of VVC curriculum. With the largest percentage of faculty members and FTEFs in Humanities, History offers the largest number and widest variety of courses in the department. History is necessary for an Associate Degree, Transfer, as well as General Education, American Institutions, and graduation requirement.

Program Goals ([click here for detailed plan](#))

Goal 1: We have initiated methodology and rubrics to formalize the assessment process, our goal is to implement program strategies and to assess all PLOs and SLOs in all of our history courses.

Goal 2: History plans to increase the availability and variety of Honors courses, including History 103 and 104, and to potentially include online Honors courses.

Goal 3: Over the next 3-5 years, we would like to hire an additional full-time History instructor.

Mathematics (1701)

Program Description

The Mathematics Department offers a variety of courses to meet the needs of our diverse student population. It is a vital and growing program, providing reasoning skills to help students function in a wide range of sciences: social, biological, physical, behavioral, and management. Mathematics is necessary for understanding and expressing ideas in science, engineering, and human affairs. Mathematics is integrally related to computer science and statistics, which have proven invaluable to advancing research and modern industrial technology. The Mathematics curriculum academically prepares the student to transfer to a 4-year university to complete a Baccalaureate

degree; it is also an integral part of many certificates and degrees offered at VVC. In addition, we offer a Math AS-T degree for students who wish to major in mathematics.

Program Goals ([click here for detailed plan](#))

Goal 1: Fully functioning math lab with tutors.

Goal 2: Additional FT tenure-track faculty.

Goal 3: Funding to consider course and program redesigns.

Music (1004)

Program Description

The Music program, now part of the Fine & Applied Arts Department, has continued to grow in spite of a severely reduced program budget, lack of adequate facilities and the continued need for more full time faculty. A key reason for this growth and success is the highly dedicated adjunct faculty who have "full time" attitudes on part time pay. The program now includes 14 performance ensembles in addition to an effective music transfer course track and a comprehensive number of general education classes. The new move statewide to implement a "Music Transfer" degree will only strengthen our department and most likely increase student demand. Our transfer majors continue to excel, earning scholarships and becoming tutors in such programs as CSUs at Fullerton, Long Beach, Northridge, and San Bernardino, and private colleges such as Claremont, Biola University, University of Redlands, USC, and Boston University., to name but a few. In addition to providing the course track for music transfer majors, the department has an extensive offering of courses in support of VVC's general education mission, including such courses as Music Appreciation, History of Rock and Roll, History of Jazz, Music in America and Music Fundamentals. The music program, along with the other programs in the Fine/Applied Arts Department, is a key provider of cultural activity in the high desert. VVC ensembles presented more than thirty concerts and events on campus and in the community this past year. These events provide an outlet for student and community musicians to participate in high quality musical experiences while providing such experiences for college and community audiences, including schools and area groups of all kinds. College Singers hosted the 35th annual Christmas Choralfest for 9 area jr. high and high school choirs. The VVC choirs regularly combine with the CSUSB choirs to present joint concerts in one of the longest running relationships of its kind in the state. The Symphonic Band hosted a joint concert with the CSUSB Wind Ensemble in the PAC this past June. The Music program also regularly works interdepartmentally with the Theatre Arts Program on musicals and support for dramatic productions, with the Art/Photography Program in providing musical support for their student art shows, with the Foundation in such

events as the 50th anniversary celebration, and with any number of other campus programs providing music for special events. The latest in a growing number of special opportunities for the Music Program took place this past summer with the invitation for twenty two members of VVC Singers and Master Arts Chorale to participate with professional choirs from New York City, Washington D.C. and Bulgaria, the Indianapolis Children's Choir, and the National Symphony Orchestra to perform the world premiere of "A Melancholy Beauty," a new oratorio by Bulgarian composer Georgi Andreev. The three premiere performances at Kennedy Center, Wang Theater in Boston, and Avery Fischer Hall at Lincoln Center in New York included individual performances by the VVC choir in addition to the oratorio. This added three more debuts for the VVC choral program at several of the world's top concert venues..

Program Goals ([click here for detailed plan](#))

Goal 1: The primary goal for the next 1-3 years is the refurbishing of and additions to the current music building, the oldest building on campus that has not been remodeled since being constructed in 1968. The planning for this is a work in progress as of fall, 2011, with intent to begin construction in 2012-2013. This will allow refurbishing of the rooms, including new audio/video recording and smart classroom technology; acoustic tuning to the rehearsal labs; the addition of 4-6 practice rooms, computer labs, and office-teaching studios. The addition of more practice areas will permit the use of positive attendance practice and open lab use hours to fund a more robust and effective applied music program which would in turn grow the entire transfer majors and performance ensembles program. This will also permit the consideration of the development of a commercial music program when faculty and the proper computer lab are in place.

Goal 2: Faculty—two additional full time positions to strengthen and expand the piano/theory and instrumental performance areas. We are currently overextending our faculty in order to maintain the program we have developed. A total of four full time positions would also permit us to apply for accreditation with the National Association of Schools of Music which would make it easier for our music transfer majors to transition to four year schools.

Goal 3: Investigate the addition of commercial music and music media courses, possibly in conjunction with the digital media courses offered in by the Art program.

Philosophy & Religious Studies (1509)

Program Description

Courses in the discipline of Philosophy at Victor Valley College serve student degree and transfer needs through high-quality, introductory instruction in the values, methods,

subject matter, and history of philosophy. Students become more careful, critical, and independent thinkers through the application of reasoned inquiry to the ideas expressed by the world's major thinkers and most influential texts regarding such themes as human values, religious experience, political order, truth, and ultimate reality. Courses in the discipline of Religious Studies at Victor Valley College provide students with the opportunity to explore the fundamental questions of human existence from a variety of perspectives and to understand the ways in which religious ideas, practices, and communities have contributed to the construction of meaning, both historically and within contemporary cultures and societies. Through the application of academic methodologies that balance detachment with empathy, students acquire the ability to make meaningful and critical comparisons among and evaluations of the world's religious traditions.

Program Goals ([click here for detailed plan](#))

Goal 1: Develop a separate organizational structure for the disciplines of Philosophy and Religious Studies that supports coordinated program evaluation and improvement activities in these disciplines

Goal 2: Improve learning outcomes achievement among students enrolled in courses of the Department of Philosophy and Religious Studies.

Goal 3: Develop and update Philosophy and Religious Studies curriculum.:

Physical Education/Kinesiology (0835)

Program Description

The physical education department is a combination of general physical education classes, health classes, dance classes, sport related laboratory classes, adapted classes and adult physical education classes. The department requires a multitude of specialized faculty, equipment, maintenance and grounds. As was noted last year, the findings do not include all areas of the department. Adult PE (ADPE) is not included in any section of data, unless specifically noted. PEDA was sectioned out in some data. Additionally, cross listed classes are not always included. Those classes would be Theater Arts (TA), Anthropology (ANTH) and Allied Health (ALDH). TOP Code 0835 specifically includes all areas; Physical Education, Health, Dance, Adapted and Adult PE. Until such time that all data can be given, this exercise will remain incomplete and will not reflect the true nature of the "department". The data that was reviewed indicates large increases in some areas (enrollment, and headcount), total FTES showed an increase over the last year. A significant increase is noted in student success. This increase is more than that of the institution in general and reflects focused offerings, flexibility in offerings, and a general willingness to listen to students

and offer what they believe is relevant. Retention rates have increased and are excellent, as compared to the institution. A lower retention rate is inherent in physical activity classes so this increase and comparison is actually more notable in Physical Education than other disciplines. The retention rate is substantially higher than the industry's retention rate. Adapted PE is still lacking a full time instructor, despite the department requesting this position for more than nine years and ranking #1 priority on the last faculty hiring prioritization for the institution. Until this position is awarded and filled, the area of Adapted PE will stay stagnant. Also, the department still remains one faculty member down in dance. Notwithstanding, the course offerings have continued with addition of adjunct faculty. With the new dance/adapted building completed and active; dance is able to change their offerings to include more diverse classes concentrating on the appropriate classes for the time and current students. All Physical Education, Health, Dance and Adapted classes have completed their Student Learning Outcomes. Assessments are being conducted on multiple classes. The goal is to assess student success and make adjustments where necessary to increase student success. Multiple methods of instruction are being used so this affords the department a comparison of successful methodologies. We have added an open lab tennis lab. This class was added to aid students in life long learning, an outdoor sport, an option to the weight room lab, better utilization of the facilities, and cardiovascular training. We are currently arranging instillation of the SARS student record system for the tennis lab, which will be used by Athletics also. We have added Saturday health classes that are offered in a hybrid style (both online and classroom). They are very popular, appealing to the working students. New dance curriculum are ready to be offered in musical theater, salsa, Hawaiian dance and ballet folklorico. Curriculum is being developed for Women's Health. Sports related class offerings are at a bare minimum for Physical Education. One class in volleyball and one in basketball are currently being offered.

[Program Goals \(click here for detailed plan\)](#)

Goal 1: Develop full Adapted PE program .

Goal 2: Integrate more science classes into the program and into existing courses.

Goal 3: Develop a recreational/intramural program.

Physical Sciences (1900)

Program Description

The Department of Physical Science is a multi-disciplinary department and includes the disciplines of Astronomy, Chemistry, Geography, Geology, Oceanography, Physical Science, and Physics. Introductory courses are offered regularly in each discipline. Also

offered are a calculus-based General Physics sequence, a calculus-based Engineering Physics sequence, a General Chemistry sequence, an Organic Chemistry sequence, and survey classes in Organic Chemistry and Biochemistry. Classes are offered at all times during the week, and on Saturdays, to provide our students with educational options that enable them to complete their educational objectives in a timely manner..

Program Goals ([click here for detailed plan](#))

Goal 1: Hire full-time tenure-track faculty in Chemistry, Astronomy, Geology

Goal 2: Budget augmentation for materials and Equipment maintenance and repair

Physics (1900)

Program Description

The physics program at Victor Valley College provides students the opportunity to complete one of their science requirements with a lab if they take the introductory physics course. It also provides students with two calculus-based physics sequences aimed at students who are majoring in the physical and natural sciences, engineering, biology, pre-medicine, along with a wide range of other majors.

The physics program is part of a coalition of campuses which provide students the opportunity to intern at the Jet Propulsion Laboratory (JPL). In the past two years seven VVC students were selected to work at JPL as interns.

Program Goals ([click here for detailed plan](#))

Goal 1: Apply the latest methods of physics education research to our pedagogy

Goal 2: Establish a cooperation with related disciplines in terms of interdisciplinary assignments and projects.

Goal 3: Continue the increase in enrollment trend for the calculus-based physics sequences.

Political Science

Program Description

Political Science is one of discipline areas in the Social Sciences Department. The Political Science discipline 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.

Political Science at Victor Valley College appeals to many areas of the student population, community agencies and career seeking individuals. The discipline focuses instruction to familiarize students with government institutions and issues at the entry level of government. The discipline is also focused at career preparation and enhancement. Most courses may be applied towards an Associate's degree in Liberal Arts and the discipline also offers a Certificate in International Studies, and a Certificate in Paralegal Studies for students pursuing careers as paralegals. American Government (POLS 102) is a course that is required for most CSU majors, a strong general education lead course for UC majors, and beginning in Fall 2011, this course is also now required for A.A. degrees at VVC.

The Model UN program, a program housed within Political Science, continues to grow and continues to garner top competition awards in regional, national, and international events.

Program Goals ([click here for detailed plan](#))

Goal 1: Full time hire in Paralegal Studies/Political Science.

Goal 2: Application for an Associate of Arts, Transfer Degree in Political Science is approved.

Goal 3: Application for American Bar Association certification of the Paralegal Studies Certificate program is approved.

Psychology (2000)

Program Description

The discipline of Psychology at Victor Valley College appeals to a wide array of the student population beyond its status as a general education requirement. The discipline is focused upon an academic discipline that leads toward an understanding of behavior and mental processes. Education in the science of psychology is becoming increasingly attractive to students seeking education and a career in what is being recognized as a service-driven economy. In addition, it has been recognized in the research literature that psychology as a major, minor, and non-major provides substantial preparation in many valuable skills, e.g. in business and law. Students have recognized the Psychology discipline as a campus leader in striving for instructional excellence. Discipline faculty come from a wide array of professional backgrounds but all share a love for the discipline and a love of teaching. Psychology has been quite successful in

meeting the needs of students, transfer schools, and the community at large. The faculty has incorporated substantial writing and critical thinking assignments across the psychology curriculum, implemented honors courses, and have submitted the required materials toward offering a degree in psychology consistent with state-wide mandates. Full-time and associate faculty strive to make the discipline relevant outside of the classroom by participating in campus activities and committees.

Psychology has committed itself to an ambitious Educational Master Plan designed around the needs of our students. We seek to further expand course offerings, instructional delivery modes, and instructional resources in psychology. Primary short-term goals for the Department are to receive curriculum committee approval for the psychology degree, and add relevant new curriculum. Longer term would be to establish a certificate program in drug and alcohol counseling. Just completed is a comprehensive rewrite of the course outlines of record. Enrollment growth in psychology has strongly outpaced that of the institution. From 2006-10 Psychology saw an increase in enrollments of over 44%. This is a rate of increase over double the overall college growth for the same time period. FTES growth has shown a similar strong pattern for Psychology versus the institution. Psychology has maintained a retention rate consistently higher than VVC over the past five years. Psychology's retention rate has never been lower than 84% in this period. For 2010-11, Psychology posted a success rate of greater than 64%, again higher than the institution overall, and a retention rate of greater than 88%, more than 2 points higher than the institution. The discipline's FT/PT ratio remains out of compliance with AB1725. The full-time faculty sections are being outnumbered by part-time (associate) faculty sections—27%/73%. VVC community owes a considerable debt to a dedicated psychology associate faculty that has been consistently willing to add students to already full classrooms while having no offices or workspace. We take advantage of their skills to teach specialty courses in their areas of expertise, write and revise curriculum, and mentor students. Despite these substantial successes, Psychology has taken a disproportionate cut in summer sections, nearly a 50% loss of enrollment, that seem to ignore the student demand, retention and success of the department..

[Program Goals \(click here for detailed plan\)](#)

Goal 1: We seek to further expand course offerings, instructional delivery modes, and instructional resources in psychology.

Goal 2: Primary short-term goals for the Department are to receive curriculum committee approval for the psychology degree.

Goal 3: Add relevant new curriculum. Sociology

Sociology

Program Description

Sociology offers much to the student who desires to understand the web and rhythm of human behavior. From intimate, personal, and family relationships to international corporation activities; from marginality, deviance and crime to recreation, religion and medicine, few disciplines have such broad scope and relevance.

Associate in Arts in Sociology for Transfer degree is to prepare students for transfer to the California State University system. It is specifically designed to fulfill the lower division requirements for the Baccalaureate degree in Sociology at a California State University. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals.

Program Goals ([click here for detailed plan](#))

CHAPTER 7

STUDENT SUPPORT PROGRAMS AND SERVICES

Admissions & Records (6200)

Program Description

The Admissions and Records office provides a large number of services to students, faculty and the community which include the admissions and registration processes, maintaining academic records, and sending/receiving student transcripts. We also oversee the degree and certificate evaluation, diploma ordering and distribution, academic petition and degree and enrollment verification processes. We manage grades, census and positive attendance data and administer the International Student program. The Admissions and Records office is the heart of VVC. We continue to meet the needs of the students by developing technology and applications and look for more efficient ways to improve upon our processes on an ongoing basis.

Program Goals ([click here for detailed plan](#))

Goal 1: Drop for non-payment (Deregistration)

Goal 2: Transfer Course Equivalent Project

Assessment Center (6303)

Program Description

The Assessment Center primarily services new students enrolling into Victor Valley College. All students who follow the Matriculation Steps will need to complete the computerized Assessment/ Placement test (AccuPlacer or CELSA ESL). It also provides test scores for students who have previously completed the assessment test at Victor Valley College. In addition to testing services for VVC and other college students, the Assessment Center also works in partnership with the K16 Bridge Program. Besides these services, the Assessment Center provides makeup test services to faculty who need their students to come to VVC and make up an exam they missed in class. Proctoring services are also available to students who are enrolled into other college/university. These students can contact VVC Assessment to inquire about our proctoring services when they are in need of completing an exam that needs to be proctored by a certified proctor.

Program Goals ([click here for detailed plan](#))

Goal 1: Improved Customer Service. Online scheduling and online access to assessment scores will improve customer service as well as improve VVC's image as student friendly. Being able to easily schedule assessment tests and access test scores online will facilitate the matriculation process. Assessment scores are an important requirement for the creation of an educational plan - the blueprint for student success. This goal supports accreditation standards related to student support services.

Goal 2: Implement Compass Assessment. The Compass Assessment is less expensive than AccuPlacer. The diagnostic component will highlight skill deficiencies. Interventions and re-assessment will permit students to place in higher levels of math. This will save students and the District time and money and will significantly improve the chances of student success. This goal also supports accreditation standards related to student learning programs and services.

Goal 3: Assessment Interventions. Providing assessment interventions, including a welcome packet, will improve customer service as well as improve VVC's image as student friendly. Assessment interventions will improve the chances for student success. A welcome packet will provide new students with important information regarding student success resources. This goal also supports accreditation standards related to student learning programs and services.

Associated Student Body (ASB; 6301)

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 ASB council is 18 people, comprised of 5 executive officers, 8 department senators, and 5 ASB senators. The length of term for ASB council members is approximately one year.

Program Goals ([click here for detailed goals](#))

Athletics (0836)

Program Description

In keeping w/ the philosophy of providing programs to meet the diverse needs of students so that they may continue to develop physically, mentally, and emotionally throughout their lifetime. There are **xx** programs for men's sports and **xx** programs for women's sports.

[Program Goals \(click here for detailed plan\)](#)

Goal 1: Will collect data from prospective students to see if other sports need to be offered, especially for our female population. We will need to comply with Title IX.

CalWORKs (6430)

Program Description

CalWORKs provides guidance in education, skills, job training and placement to low income families who are receiving welfare. CalWORKs has had many great achievements. We started with 75 students and now serve over 600. This year, we started several new programs. First, we started a CalWORKs Tutoring Program. The CalWORKs club, Rams Forward, is starting a mentoring program. The club also finds community service sites for students to volunteer and meet their welfare to work hours. We have started a Guidance 50 class for all CalWORKs students. Students with a GPA below a 2.0 during a semester are required to attend a guidance class. We have also initiated a series of county approved classes that students can attend to obtain the hours they need to meet their Welfare Participation Requirement.

Our work study program works hard to get our students skilled and trained so they may re-enter the workforce and become self-sufficient. We have many success stories. A re-instituted Job Placement Specialist works with the County and community employers to place students. In partnership with the County Welfare Office, the District received an additional \$40,000 dollars to assist students in search of employment. Veronica Manriquez, our Job Placement Specialist, has been wonderful in placing students. She has contacted and partnered with many different organizations throughout our community. Although she has just started she has started bringing our work study back to best practices.

We were able to start a Childcare Program partnering with various day care centers in the community to ensure that all our CalWORKs family are provided childcare while attending school and meeting their Welfare Participation Requirement.

One of our greatest achievements was to see 32 of our CalWORKs students graduate. Over half of them transferred to a four-year university

[Program Goals \(click here for detailed plan\)](#)

Goal 1: Expand Workshop Development. County approved workshops are designed to assist students with meeting their participation hours while the campus is closed for

winter and summer sessions. These workshops develop student soft skills to improve chances of both academic and job placement success. This goal supports accreditation standards related to student learning programs and services and promotes VVC's image.

Goal 2. Expand Annual Job Fair. The CalWorks job fair is designed to facilitate the transition from welfare to self-sufficiency. Through this process, students are connected with regional employers and promotes student success as defined as job . This goal supports accreditation standards related to student learning programs and services and promotes VVC's image.

Goal 3. Resume status on the Chancellor's Office Best Practice list. The CalWorks program was on the Chancellor's Best Practice List. By regaining this status, the program would support accreditation standards related to student learning programs and services. This recognition would also promote VVC's image.

Counseling (6300)

Program Description

General Counseling Services are available to all students. Professional counselors provide confidential help to students in strengthening academic performance, selecting an educational goal/major, developing educational plans, and dealing with personal issues. When appropriate, counselors refer students to campus and/or community resources. Counselors teach Guidance Classes aimed at college success, career and life planning, building math confidence, improving self-esteem and more (Guidance 50, 51, 55, 56, 100, 101, 105, 107). These courses can benefit all students since the skills and information learned in these courses can transfer to other courses.

In January 2012, the Counseling Department created a Reprieve Committee to save students who demonstrated significant progress in fall 2011 from dismissal. The criteria were based on the following:

- Students on Academic Dismissal had to have Cs or better or Pass grades in all fall classes.
- Students on Progress Dismissal had to have no Ws, Incompletes, or No Pass grades.
- 25% (over 100) of the students slated for dismissal were spared.

The same percentage proved to be true for students spared from dismissal following spring 2012 grades.

Program Goals ([click here for detailed plan](#))

Goal 1: To hire an additional full-time generalist counselor. Due to the increase in the mental health issues students are facing, a counselor with a mental health background would be ideal. On line advising and on line orientations serve a purpose but do not meet the students' needs in the same way as face to face communication. Many VVC students do not choose the online options and many do not have the capability to do so.

Goal 2: To hire an additional full-time office assistant. Serving over 100 - over 300 students per day is too much for one individual.

Goal 3: SARS (used for counseling appointments, orientations and Student Success Workshops) and Datatel need to be linked so that the required matriculation data does not have to be entered manually as it has been for decades.

Dean, Student Services (6455)

Program Description

The matriculation process is intended to provide a comprehensive and integrated delivery of services for all students to increase retention and persistence and to provide students with a foundation to support their success in college.

The focus of the Student Services Division is the successful Matriculation of our students. Our intention is to provide a coherent, integrated response to address student access, success and customer satisfaction. Each department within the Division will focus on individual goals designed to achieve these objectives.

Program Goals ([click here for detailed plan](#))

Goal 1: Attain compliance with all provisions of SB1456, "The Student Success Act," by Fall, 2014.

Goal 2: Implement ImageNow workflow processes and for Admissions and Records and Financial Aid by June, 2013.

Goal 3: Launch a student "Information Center" in Building 53 by Spring 2013.

Disabled Students Programs and Services (DSPS; 6420)

Program Description

Disabled Students Programs and Services endeavors to assist in providing accessible lifelong learning opportunities at Victor Valley College. Therefore, DSPS will empower

students with disabilities capable of benefitting from a quality education. Through the provision of specialized guidance, accommodation, and resources, DSPTS will afford these students the opportunity to achieve to their fullest potential in a diverse global society.

The DSPTS department is the only department on the Victor Valley College campus where students with disabilities receive counseling and services or accommodations specific to their individual disability related needs. The counselors and staff have specialty knowledge and skills required to assist these student needs.

The aim is to intervene when a developmental, learning, physical, and/or psychological limitation interferes with the instructional process provided by VVC. This allows students an equal opportunity to the same quality education as any other student. With the growing awareness on the part of all people regarding human rights and equal access, all students need to understand that it is ability not disability that counts.

Program Goals ([click here for detailed plan](#))

Goal 1: Improving and updating the program's access to adaptive technology will directly relate to student success and fiscal stability.

Goal 2: Hiring additional staff.

Extended Opportunity Program and Services & Cooperative Agencies for Education (EOPS/CARE; 6430)

Program Description

EOPS is a state funded program that provides services to help students achieve their educational goals of an associate's degree, vocational certificate, transfer, or all of these.

Program Goals ([click here for detailed plan](#))

Goal 1: EOPS students will identify available services that the program provides.

Goal 2: EOPS students will know the number of required counseling contacts per semester.

Goal 3: EOPS students who complete the required number of counseling contacts per semester will succeed at a higher rate than those who do not.

Financial Aid (6460)

Program Description

The financial aid staff is committed to the success of our students. Our goal is to facilitate their academic journey by offering information and services to help each student secure all of the financial aid eligible to receive. The financial aid office will assist in providing the necessary grants, loans, scholarships and work-study available to students to support the achievement of their educational goals at Victor Valley College.

Program Goals ([click here for detailed plan](#))

Goal 1: Customer Service

Goal 2: Colleague Automation

Goal 3: Efficiency

GEAR UP (6455)

Program Description

The GEAR UP Program will serve as a catalyst for activities, strategies and events designed to achieve and measure improvement in the academic performance of students from target GEAR UP schools. GEAR UP will assist in effectively increasing early college awareness and readiness, by providing consistent and timely academic advising, tutoring, mentoring, and a host of other comprehensive services. The GEAR UP Program started by serving 1,475 students beginning in the seventh grades at five eligible middle schools; the GEAR UP Program will provide critically needed educational and support services to eligible low-income middle school students and continue to monitor these students academic progress at two target high schools. The overall goal of the GEAR UP Program is to enable students to stay in school, become academically successful, and take appropriate courses to attend college. Schools will promote rigorous coursework, and students' progress will be monitored to ensure that they will be academically prepared for college. Through concerted efforts, parents and teachers will become actively involved in preparing students for college, as well as in promoting continuous improvements in instruction and curriculum.

Program Goals ([click here for detailed plan](#))

Goal 1: The goal of the GEAR UP Program is to significantly increase the number of students who are prepared to enter and succeed in post-secondary education in the current GEAR UP student cohort/target schools and grades.

K-16 Bridge Program (6455)

Program Description

The K16 Bridge Program serves the K-12 schools in the Victor Valley in order to raise the number of students moving on to a post-secondary institution. The program can be started with students as young as five and continues on until the student successfully transitions from high school to a college, trade school or the military. The program provides both online career assessments, soft skills development, tutoring and learning management system. The goal is to bring together career aspirations, academic support and educational pathway development to put the student and his or her parents in a position of knowing the steps they will need to take to reach their goal. For students choosing to attend VVC they can receive priority registration from the first semester of their freshman year or two full years of priority registration if they meet the Bridge Scholar requirements.

Program Goals ([click here for detailed plan](#))

Goal 1: Online matriculation system that measures the progress of students in real time. This information will then be distributed to educational stakeholders and to the students personal My Mentor website that they get as part of the K16 Bridge Program.

Goal 2: Career assessment and pathway data beginning in middle school pushed to VVC from Lewis Center

Goal 3: Reduction of remediation courses needed by incoming K16 Bridge students in half by fall 2015.

Student Services Lab/Career Development Center (6302)

Program Description

I work in the Admissions and Records' Student Services Lab. The entire Lab is computerized. The computers in the Lab are used to assist individuals to apply for admissions, register for classes, obtain financial aid information, make assessment appointments, and to do orientations for VVC. Also, transcripts can be ordered, colleges/universities can be reviewed, basic employment information can be researched, resumes can be done, and the Federal work study (employment) program can be accessed.

Program Goals ([click here for detailed plan](#))

Goal 1: The Lab will continue to assist students as they succeed in the application and registration processes. We will continue to work with students to help them to understand how important the counseling staff is in helping them to reach their goals.

Transfer Center (6455)

Program Description

The Transfer Center provides information, resources, and activities to students considering and interested in transferring to a four-year university to obtain a bachelor's degree. These services include: workshops, class presentations, counseling, resource library, computer access, university representative appointments, campus tours, annual college fairs, end-of-year transfer celebration, Transferring Made Easy Conference, CSU and UC application assistance, and general transfer information.

Program Goals ([click here for detailed plan](#))

Goal 1: Provide a 3-day Northern California campus tour to 15-20 students during the first week of spring break.

Upward Bound (6455)

Program Description

UB and UBMS are student support programs to assist first generation and low income participants with their academic success, high school graduation, and attainment of a bachelor's degree.

Program Goals ([click here for detailed plan](#))

Goal 1: We would like to have more site visits to four-year institutions.

Goal 2: Build stronger relationships with EOPS/CARE, CalWorks, Writing Center, and Counseling Departments.

CHAPTER 8

ADMINISTRATIVE SUPPORT AREAS/FUNCTIONS

Academic Dean, Health Sciences, Public Safety & Industrial Technology (HSPSIT; 6050)

Program Description

HSPSIT is divided into three areas and 19 departments. The programs/courses and departments are CTE programs that offer classes resulting in a degree or certificate. The office provides services to all the students enrolled in a class and the faculty teaching those courses. The office is responsible for creation of the class schedules, purchase requisitions, personnel and faculty evaluations, budgets and work orders. The departments have out-reach programs to middle and high schools. The office ensures that the division has adequate supplies and equipment, ensures there is a flow of documents to the administration, fiscal, HR and payroll. There is active involvement with outside regulatory agencies, state offices, and local governing bodies.

Program Goals ([click here for detailed plan](#))

Goal 1: Implement additional Systems-Wide Technology which would promote efficiency and accuracy such as in faculty contracts, rec. for hires, schedule changes

Goal 2: Obtain adequate clerical support in each area for vital instructional demands, accreditation reports and daily work.

Goal 3: Ensure compliance with ACCJC regulations with commitment to the EMP, PRAISE.

Academic Dean, Humanities, Art, Social Sciences & Business (HASS; 6070)

Program Description

The HASS division is the largest instructional division of the three instructional divisions in the college. This division consists of 43 full-time faculty, 200+ part-time faculty each semester and 18 classified employees. Approximately 50% of the Full-Time Equivalent Students (FTES) are taught in this division.

The disciplines in this division are Fine and Applied Art (Art/Photography, Music & Theater Arts), English, Business Administration (Business Real Estate, Business

Education Technology and Economics), Basic Skills (Language Arts, Mathematics English as a Second Language and Education Technology), Anthropology, History, Philosophy/Religious Studies, Foreign Languages (Spanish, German French & American Sign Language), Communication Studies, Psychology, Sociology, Political Science and the Library.

This division also provides the largest number of classes for the Study Abroad Program, the Model United Nations Program, and the PACE program and provides support for the California High School Exit Exam Program, and the PUENTE Program. This division is also responsible for managing the Academic Commons Building that houses the HASS deans office, the STEM dean's office, the Math and Science Upward Bound Program, the Cooperative Education Program, the offices of the American Federation of Teachers (the adjunct faculty union) offices of the Business Administration Faculty and the classrooms and offices of the Computer Information Sciences Program and the mathematics tutoring center. The HASS dean also has responsibility for the Performing Arts Center (PAC) and the Advanced Technology Center (ATC).

Program Goals ([click here for detailed plan](#))

Goal 1: Have each classroom equipped with a smart podium that will include internet access, a projection system and a smart Board.

Goal 2: Each discipline will have assigned classroom space on the main campus and the satellite campuses to offer their classes. Each classroom will be appropriately outfitted with maps and other teaching aids appropriate to the discipline.

Goal 3: Get the Paralegal program ABA accredited and establish an Associate of Arts degree in American Sign Language.

Academic Dean, Science, Technology, Engineering, & Math (STEM; 6040)

Program Description

The S.T.E.M. offices schedules courses and appoints/hires faculty to teach these in the S.T.E.M. related disciplines. The office also helps students resolve any issues re: the above. The office is the point area of service for faculty contracts and course scheduling for full time faculty teaching loads, including part time faculty assignments. Almost all communication from executive administration of the college is disseminated to S.T.E.M. faculty through the S.T.E.M. office, and any program or grant related activity is coordinated through staff personnel. The Dean of S.T.E.M. also handles any Distance Education related activity for students, faculty, and staff.

Program Goals ([click here for detailed plan](#))

Goal 1: Improve service to students.

Goal 2: Improve service to faculty.

Goal 3: Improve service to students and faculty enrolled in hybrid and online courses.

Academic Dean, Instruction Office (6020)

Program Description

The Office of Instruction is the “heart” of this organization. It provides the necessary information and tools for the students to be successful. These include but are not limited to such things as a schedule of classes and VVC catalog. The Instructional Office also provides critical information and support to all offices on campus. Without appropriate data from this office, other offices cannot serve students or complete other tasks such as reports that are needed at the Chancellor’s office. Finally, the office supports all faculty on confirming their classes, processing their workloads for payment, processing curriculum submissions, etc.

The current process of scheduling classes involves the Office of Instruction and all offices offering instructional classes/programs. The large number of errors can be contributed to the manual process which includes many people utilizing reams of paper and pencils to submit and review classes and a large number of employees entering the data each semester to create a new schedule. Class schedules are not merely “rolled over” in the system. They are created and manually entered each semester into Colleague.

Program Goals ([click here for detailed plan](#))

Goal 1: Automation of Office of Instruction processes.

Goal 2: Activate Communications Management System for Office of Instruction – Similar to AlertU. Sends an email to students about class cancellations, etc.

Goal 3: Dedicated MIS employee to work with the Office of Instruction. For example when new software is downloaded or software patches are implemented, MIS employee will ensure Office of Instruction information is not lost or altered.

Auxiliary Services (6930)

Program Description

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 that 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

Program Goals ([click here for detailed plan](#))

Goal 1: 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.

Goal 2: 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.

Goal 3: 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.

Campus Police (6772)

Program Description

The Victor College Police and Reserve Officers are sworn law enforcement officers under the California Penal Code, Section 830.32 and meet the peace officer standards and training requirements mandatory for California law enforcement officers. These sections give the law enforcement officers their authority to enforce the laws and make arrests. The Police and Reserve Officers receive training on tolerance and diversity to better serve VVC's diverse group of faculty, staff and students. Additionally, the officers

receive 24 hours of perishable skills training every two years as mandated by the State of California. The department also have Public Safety Officers who cannot exercise the all the duties and responsibilities of the Police and Reserve Officers.

The mission of Victor Valley College Police is to provide quality service to our campus community, which consists of the faculty, staff and students and ensure the campus environment is safe and conducive for classroom instruction and learning. In order to accomplish the mission of the department, the police department works to ensure student learning by educating and informing the students as to campus safety, crime prevention, traffic enforcement, emergency preparedness and ensuring the campus environment is safe and conducive to learning.

[Program Goals \(click here for detailed plan\)](#)

Goal 1: Develop and implement a quality mass notification system that will provide timely notifications utilizing current and up to date technology.

Goal 2: Discuss the feasibility of hiring a police supervisor

Goal 3: Move to a facility better suited to deliver quality public safety services (Request for two Excelsior Old Portables, the storage shed, the adjacent parking lot and some furniture. Projected moving expense and moderate building modifications estimated at \$20,000.

Facilities (6680)

Program Description

The Facilities Construction and Contracts Department is the hub in which all capital construction and planning for future construction for the District is done. We work with faculty, students, and staff as well as many outside entities to plan and construct educational facilities for the District. We utilize the Educational Master plan as a tool in which to create a Facilities Master Plan that guides the District in future planning and construction.

[Program Goals \(click here for detailed plan\)](#)

Goal 1: Finish construction and commissioning of the Regional Public Safety Training Center. This facility began construction in June 2010 and will add approximately 30,000 ASF of instructional space.

Goal 2: Complete the asbestos abatement and reconstruction of the Music Code Compliance and Renovation project. This project will make the facility ADA compliant and add additional lab space for music instruction.

Goal 3: Complete the programming, planning and construction of both the New Health/ Science building and the Vocational Education complex.

Fiscal Services (6720)

Program Description

The Fiscal Department keeps working towards greater customer service for the students who are serviced through Financial Aid disbursements. The Fiscal Services staff that are involved with Financial Aid processing are very knowledgeable and keep up with the guidelines for disbursements through communication with the Financial Aid and Administrative Services. The department regularly attends meeting with the departments to review workflow through the Datatel system. In addition, the department completes reconciliations of student accounts out to the payment of the students. The Department has implemented financial aid payments through debt card system 'Higher One'. This allows the amount to be put directly on the cards with sending out fewer checks. This shows one aspect of the dedication of helping to serve the student in a more efficient manner.

Program Goals ([click here for detailed plan](#))

Goal 1: Student's financial aid disbursements began to be delivered to students via electronic debit cards "Higher One Card". This was accomplishment to better serve the Financial Aid students.

Goal 2: During this fiscal year, Fiscal Services staff had the goal of cleaning up student accounts so, we would be 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 have been very time consuming and a manual task. There were many accounts with erroneous and/or optional fees that need to be removed. The challenge will be completed this year to pull the correct information for the collection of the outstanding debt that is due to the District through the collaboration of Fiscal Services and Management Information Services.

Goal 3: Increased communication with other departments on campus is goal of Fiscal Services/Purchasing/Bursar. There have been scheduled training sessions on our Snowwhite budget system and Financial 2000 requisition and Purchasing system.

Snowwhite training included information on running budget reports and how to read them. Along with the training, Fiscal staff is in constant communication with Budget Manager's along with oversight boards to review that they are in line with the Budget set forth at the beginning of the Fiscal Years. The staffing has shifted to separate some the Grant reporting to various staff to better service the restricted funds in compliance to Federal, State and local requirements.

Human Resources (6730)

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 VVC community meets the accreditation standards outlined by Accreditation Commission for Community and Junior Colleges (ACCJC).

Program Goals ([click here for detailed plan](#))

Goal 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.

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

Goal 3: Increase Staff Development funds.

Institutional Effectiveness/Research (6681)

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.

[Program Goals \(click here for detailed plan\)](#)

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.

Instructional Media Support (IMS; 6130)

Program Description

IMS provides media support for instructional and operational needs.

[Program Goals \(click here for detailed plan\)](#)

Goal 1: Upgrade instructional media equipment (smart classrooms)

Goal 2: Replacement of outdated media equipment (other than smart classrooms)

Goal 3: Replacement of transparency projectors with document cameras.

Library

Program Description

The library supports the academic success of VVC students by providing reference services, library instruction, and a collection of information resources in a variety of formats to meet students' research needs. The library is an integral component of student learning and success as evidenced by its information competency program, which is a general education learning outcome and graduation requirement for the

associate degree. The information competency requirement is included in the curriculum for English 101 (students who take ENGL 101 at other institutions fulfill the requirement by independently completing the library's information competency project).

Program Goals ([click here for detailed plan](#))

Goal 1: Replace full-time faculty position of Technical Services Librarian vacated in fall 2010.

Goal 2: Replacement computer equipment for outdated staff workstations as planned in the "Library Five-Year Information Technology Plan, 2010-2015."

Goal 3: Adequate and stable financial resources for library materials and technological resources, as required by accreditation recommendation 2.

Maintenance, Operations, and Grounds (6510)

Program Description

The Maintenance & Operations department consists of Facility Maintenance, Grounds, Custodial, Warehouse, Switchboard and Vehicle Maintenance. This department maintains the built environment, athletic fields and landscaped areas, cleans classrooms and offices, receives incoming freight, sorts and delivers incoming and outgoing postal and intra-district mail, and provides a critical telecommunication interface between college staff and our customers.

Program Goals ([click here for detailed plan](#))

Goal 1: Preserve and maintain structures when funding is available.

Goal 2: Continue to appeal for personnel increases for facilities maintenance, custodial services and grounds.

Goal 3: Decrease the waiting time for work orders.

Management Information Systems (MIS; 6780)

Program Description

Enterprise application support and programming.

Program Goals ([click here for detailed plan](#))

Goal 1: Implement student self-service password reset.

Goal 2: Automating Instruction Office.

Goal 3: Implementing Contact Center.

Marketing and Public Information (6615)

Program Description

The mission of the Marketing and Public Information Office is to generate good will and To generate good will and image enhancement by actively promoting and advocating for VVC 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.

Program Goals ([click here for detailed plan](#))

Goal 1: (one year or less) Work to structure the Marketing Department with its newly acquired personnel to enhance relations with all communities served within the parameters of the strategic planning process

Goal 2: (two to three years) Continue work on a comprehensive internal communications program that informs and promotes college collegiality (example, climate and culture).

Goal 3 (two to three years) Utilize social media and web resources and timely marketing and communication vehicles to reach students, the community, and share holders

Technology & Information Resources (IT; 6790)

Program Description

IT is comprised of Information Technology, Management Information Systems, and Instructional Media Services. Its purpose is to provide technology and media support for instructional and operational needs.

Program Goals ([click here for detailed plan](#))

Goal 1: Desktop Computers FY2013: For Campus Computer Replacements over 5 years. This involves a plan to replace desktops with a thin-client (VDI) solution.

Goal 2: Replacement vehicle for campus and remote site support - \$18,000, (FY 2013) – Also identified in M&O Praise Report: Needed to meet the needs of technical support going to remote locations such as SCLA, RPSTC, Hesperia, and Downtown.

Goal 3: Fax Server Solution – FY 2013: Allows for the elimination of dedicated fax lines at the cost of \$25 per month. There are approximately 50 dedicated fax lines on campus at this time. The new solution will be more flexible in its operation, and easier to maintain.

VVCCD Foundation (6710/6820/6825/7010)

Program Description

The Victor Valley College Foundation gives opportunities to people with dreams.

Our mission is to make friends and develop resources that help Victor Valley College to serve our community. We raise money, facilitate donations of goods, manage scholarships, build partnerships and serve as an extension of college public relations efforts. We want all students who want an education and are willing to work hard at learning to have the opportunity to realize their educational and ultimately their career dreams. Everything we do is funded by donations from our generous community and alumni.

The VVC Foundation is an independent partner of the college. A 33-member board of directors comprised of private sector community leaders and college constituent representatives provides oversight for the organization. All VVC Foundation leaders are also donors. We are trusted by thousands of donors every year and take our stewardship responsibility seriously. The Victor Valley College District Foundation is a 501 (c) 3 regional educational foundation operating as a public benefit corporation in the State of California. Gifts to the VVC Foundation are tax deductible as charitable contributions.

Program Goals ([click here for detailed plan](#))

Goal 1: Raise \$2 million for the college.

Goal 2: Improve the fiscal strength of the Foundation.

Goal 3: Increase giving by individuals.