VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

EDUCATIONAL MASTER PLAN
March 2007

18422 Bear Valley Road, Victorville, CA 92395

PRESIDENT'S STATEMENT

As Victor Valley College prepares for the next generation, several processes are coming together to define the instructional direction of the College and the facilities and other resources that will be needed to support instruction.

The development of this new Educational Master Plan is an important achievement for us. Through our shared governance process, the efforts of many members of the campus community along with members from external constituent groups were focused on items of crucial importance to the College's future and, by extension, the future of the High Desert. This Plan updates the College's 1999 Educational Master Plan by examining the multiple factors that will shape the future vision of the College—a future marked by high quality, community relevance, viability and sustainability.

This Educational Master Plan provides a foundation and establishes the direction for the College's many programs, services, and activities. In addition, developing the Plan has provided the opportunity to build on our integrated planning processes as we use what we have learned to inform our many other strategic planning efforts, as well as our program review and budget augmentation process.

The creation of a Plan of this magnitude required and received contributions from numerous persons, committees and groups. Special thanks go to Vice President of Administrative Services Bruce Baron, Vice President of Student Services Willard Lewallen, Dean of Vocational Education Nick Parisi, Dean of Humanities and Social Science John Rude, and Dean of Math and Science Lori Kildal. Their leadership and liaison with faculty were extremely valuable and deeply appreciated.

Louis E. Zellers, Ph.D.
Interim Superintendent/President
Victor Valley College

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EXECUTIVE SUMMARY

"Excellence in education will be our trademark. Student success will be ensured through the shared efforts of staff, students and community. Our focus will be: Working Together for Student Success."

from *Victor Valley College Vision Statement*

Through its Educational Master Plan, Victor Valley College has drawn a picture of its preferred future. Taking into account what is likely to remain constant over the next ten years, and what is predicted to change, the College expresses through the Plan its intention to play a key educational role in the High Desert.

The College mission to serve the postsecondary needs of the community is likely to remain constant. The mission will remain as comprehensive as it is today, with transfer to four-year Colleges and universities and vocational education at its core, augmented by a variety of functions vital to the communities served.

While the mission remains unchanged, dramatic changes can be seen in the forecast for the next ten years. Chief among the changes are population growth, demographic changes, economic and employment shifts, and a political milieu marked by increased attention to accountability in public education.

Population Growth and Demographic Change
- Population growth from 2000 to 2004 in San Bernardino County was 10.4%, with the largest growth in the College's service area in Victorville at 21.4%.[1]
- Growth will continue over the next decade, with a total projection for Victorville, Hesperia, Apple Valley and Adelanto at over 375,700 by the year 2020. Hesperia is expected to overtake Victorville in population by 2010.[2]

- By 2020, the Hispanic population is projected to reach 63.5% of the population (or 1,559,593 persons).[3]

College Impact: The changes in population growth and demography present an opportunity for the College to ENHANCE AND EXPAND ITS EDUCATIONAL OFFERINGS AND SERVICES to a larger and more diverse group of students. This complex task is made even more challenging by ensuring that the College's services and processes remain student-friendly, streamlined, and reliable.

Furthermore, MAINTAINING HIGH QUALITY VIA SYSTEMATIC ASSESSMENT OF OUTCOMES (both student and institutional) will add yet another layer of complexity to the College's efforts to accommodate growth.

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[1] County of San Bernardino Community Profiles, U.S. Census, 2000 (www.census.gov)
[2] Southern California Association of Governments (www.scag.ca.gov/)
[3] California Department of Finance (ww.dof.ca.gov)

Finally, it should be noted that population growth in the communities served will not automatically lead to enrollment growth. Rather, the College should consider the merits of **INNOVATIVE APPROACHES TO REACHING OUT AND MARKETING TO THE STUDENTS IT HOPES TO ATTRACT AS PART OF THEIR ENROLLMENT MANAGEMENT STRATEGY.**

Economic Development and Employment Shifts

- In recent years, San Bernardino County has seen greater increases in the labor force compared to the rest of the State, with the greatest increases seen in service employment: Annual average in 2001 was 25.8% with projections of a 30.0% growth rate in jobs between 2005 and 2015.[4]

- Most growth in the numbers of jobs available in the County has been for occupations paying less than $20 an hour. Hence, the median annual household income of residents ($42.1k) is below the median for the State ($47.5k). This effect is particularly salient for ethnic minority groups in the County: Median household income for African Americans is $35.7k, and $38.4k for Latinos.[5]

- As the region matures, the development of new businesses and entrepreneurial ventures will require more highly educated and skilled workers. Early signs of just such development can be seen in the creation of new businesses at the Southern California Logistics Airport.

College Impact: The College will meet the demand for employees in both the services industry and the emerging entrepreneurial industries by **DEVELOPING STUDENTS' TECHNICAL SKILLS, AS WELL AS THEIR OVERALL EMPLOYABILITY SKILLS**: Critical thinking, reading, writing and speaking ability, as well as math skills, are valued by employers looking for talent within their companies for promotion. **PARTNERSHIPS BETWEEN THE COLLEGE, FEEDER K-12 SCHOOL DISTRICTS, AND EMPLOYERS** (both private and public), will be essential for this to take place.

Educational Challenges

- More than 30,000 residents in Victorville, Hesperia, Apple Valley, and Adelanto who are 25 years of age and older have not obtained a high school diploma.[5]

- Overall, residents of San Bernardino County who are 25 years of age and older are less educated than the rest of the State, with fewer earning Bachelor's degrees and graduate degrees.[6]

- From 1994 to 2003, the 18-20 age group among students at the College grew from 23.7% to 30.5% of the student body.

- The majority of students entering Victor Valley College for the first time are assessed as eligible for remedial English and math.[7]

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[4] California Employment Development Division, Labor Market Information
[5] U.S. Census, 2000 (www.census.gov)
[6] California Postsecondary Education commission (www.cpec.ca.gov)
[7] Victor Valley College High School Graduation Report, Office of Institutional Research

- These findings are similar to those at California State University, San Bernardino: For the Fall 2005 Freshman class, 53.0% (734 students) needed remediation in math; 63.6% (880 students) in English.[8]

- Community College entry rates in the County (30.0%) lag the state average of 32.0%, as do university entry rates (15.0% for San Bernardino County versus 19.0% for the State).[9]

College Impact: For the economy of the region to reach its potential, the College MUST ADDRESS THE UNDER-PREPARATION OF STUDENTS AT ALL LEVELS: From basic academic preparation, to providing the training and educational attainment required to meet emerging marketplace demands. By working with employers, government, and education leaders from other educational segments, residents of the region will be better prepared as citizens and skilled employees in the new, services-based environment and the entrepreneurial economy to follow.

How Victor Valley College Will Address the Future

In response to a review of the College's external environment, internal capacity, and role as an important resource for education in the region, the following list of recommended planning imperatives are offered for consideration. These recommendations are set within the framework of the College Mission, Philosophy, and Vision, and are cast as a broad framework that provides guidance rather than a fixed agenda. It is understood that the relation of these imperatives to the Strategic Goals will be discussed via the College's established consultation processes in order that a Strategic Plan can be developed that is responsive to changing conditions.

Recommended Planning Imperatives

College-Wide
- Raise the profile of Victor Valley College as a center of learning and culture in the High Desert.
- Serve the Hispanic community through development of relevant programs and services.
- Identify underserved students and communities and meet their educational needs.
- Strengthen all aspects of the College's transfer and workforce development functions, including but not limited a noncredit program that enhances students' employability skills and can lead to credit programs.
- Systematically review and integrate appropriate departmental unit plans, program review findings and unit budget requests into College planning processes.
- Further develop and integrate computer information systems in effective decision-making and assessment of student learning and institutional effectiveness.

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[8] CSU Chancellor's Office, Analytical Studies (www.asd.calstate.edu/remediation/05/Rem_SB_fall2005.htm)
[9] California Postsecondary Education Commission's Education and Demographic Profile for San Bernardino County (www.cpec.ca.gov/CompleteReports/2004Profiles/County36.pdf)

Instructional

- Develop new instructional programs to serve the growing food service and hospitality industry in the High Desert.
- Expand the current Administration of Justice program to meet employment needs.
- Expand current program offerings and develop new programs to meet industry needs in health services.
- Work with business partners to expand current programs and develop new programs to respond to the emerging aviation, transportation, energy and logistics industry in the High Desert.
- Identify appropriate curriculum and offer business courses responsive to entrepreneurial and new businesses locating in the High Desert.
- Expand and develop programs in the Agricultural and Natural Resources department
- Support innovation and expansion of the Math department to respond to the critical need for math education.
- Support program development to meet the high labor market demand for employees in fields related to the care and education of children.
- Support life sciences program offerings at the College as they relate to both health science careers and transfer curricula.
- Support the English department in addressing the challenges in skills development and preparation for College success for students.
- Better serve the working adult population of the High Desert through course scheduling that meets their needs.
- Better serve the adult population lacking high school degrees through a high school diploma equivalency program.

Student Services

- Create a welcoming and effective environment for students attending the College.

Administrative Services

- Update the infrastructure of the College to keep pace with program development and the expansion of the campus.

CHAPTER 1: PURPOSE AND ORGANIZATION OF THE PLAN

Purpose of the Plan

Victor Valley College is an exceptional educational resource accessible to all persons in the High Desert region. As one of only 2 public higher education institutions in the area, its importance to the economic and cultural development of the region cannot be overstated. The decision to update the Educational Master Plan at this time is an opportunity to assess the College's programs and services—as a consequence, the College is better enabled to take on a leadership role as this dynamic region of southern California develops.

This year is a particularly auspicious time to take on the challenge of long range planning at the College. Data from the 2000 U.S. Census, updated in 2005, are available to provide up-to-date and more complete information about the population and economics of the region—including projections through the year 2015 and, in some cases, through 2020. As a result, this Educational Master Plan will take into consideration a longer planning horizon than has been possible in the past.

In addition, the 2007 Educational Master Plan will have the advantage of drawing on recent College-wide efforts: (1) Coordinating and integrating budget development with program review and other planning efforts; and (2) updating of the Mission, Vision and Strategic Goals of the College in 2003.

In general terms, the 2007 Educational Master Plan provides a blueprint for the future of Victor Valley College over the next ten years. It takes into account the history of the College, its core values as an educational institution, scans of the external and internal environments, and the *best thinking* of all constituency groups about what the future of the College should be.

The 2007 Educational Master Plan will serve the following specific purposes:

1. To establish clear direction for the College by envisioning the future in light of the best available evidence—that is, a *future in context* via a comprehensive review and analysis of the College's own strengths and weaknesses (internal scan), and the opportunities and threats posed by changes in the communities served (external scan).

2. To serve as a primary resource for decision-making and the development of other plans for the College, including but not limited to expansion and modification of facilities.

3. To provide a source of information for the community in terms of the College's present situation, needs, and future plans with the intent of forging closer relationships with community members.

4. To fulfill recommendations received from the 2005 Accrediting Commission for Community and Junior Colleges Site Visit Team, which represent standards of effective educational practice.

Current Plan As It Relates to 1999 Plan

An Educational Master Plan was completed for the College in 1999 with the intent of articulating strategic direction for the College's evolution into a comprehensive educational institution. Major themes and initiatives of the 1999 Educational Master Plan included the following: Addressing the unique needs of diverse populations through relevant programs and services; using emerging technologies where and as appropriate; and exploring alternative and collaborative teaching techniques.

It was understood at that time that the Educational Master Plan would be a dynamic document that serves best when periodically reviewed and updated. While portions of the 1999 Educational Master Plan were updated in May 2004, demographic, enrollment, and labor market data have not been updated since the publication of the 1999 Plan.

Recognizing the need for a renewed planning effort, this 2007 Plan updates the 1999 Plan by using the most recent data available: information from the 2000 U.S. Census and College enrollment data from the past few years. Specific changes to the College that have had a major impact include, but are not limited to, administrative changes, modifications to the composition of the Board of Trustees, the construction of new campus facilities, State policy changes impacting finance and reporting, and the implementation of a new integrated student information system.

Approach to Future Updates

In accordance with its commitment to planning processes that are integrated and consistently evaluated, the College will monitor its progress in attaining the longer range goals articulated in this Educational Master Plan by way of its strategic planning efforts. That is, while changes in enrollment, the economy, finances, community needs, legislative mandates, and technology may necessitate adjustments to the College's long range vision, it is more likely that changes will be made to the strategies the College develops and implements based on the recommendations herein. Hence, this Educational Master Plan is considered a *living document* that should be seen as a starting point rather than an ending point for the College's identity over the next years. Within that time, the College's responsiveness to its changing environs will best be managed through its annual operational planning and strategic planning efforts.

CHAPTER 2: COLLEGE HISTORY, MISSION AND VISION

History of the College, 1961 – 2005

Victor Valley Community College District was created by a public vote in the year 1960. The first classes at the College were held in 1961 on the campus of Victor Valley High School. A small community of 500 students and fifteen faculty and staff comprised the College. Two years later construction began on the current 253 acre site on Bear Valley Road on a site that had been a ranch. In 1965, the campus welcomed students to its new campus. The first facilities on campus included the business, library, science, gymnasium, and administration buildings. As enrollments at the College grew so did facilities. In 1979, an expanded technical complex was completed. Two years later the Performing Arts Center opened for instruction use and community benefit. Two additional buildings were constructed in the 1980's: the Allied Health building in 1983 and the Student Services building in1988. Recent construction and remodeling includes: the gymnasium, science building, the library, construction technology building, student activities complex, child development and child care center, and additional softball and soccer fields. On the horizon are an addition to the Performing Arts Center that will add classrooms and performance spaces, an Advanced Technology building, and a new adaptive Physical Education building.

From its beginnings with 500 students, the student body of the College has grown to its current enrollment of approximately 11,000 students each term—students who reflect the growing racial and ethnic diversity of the surrounding area and the aspirations of the entire community.

As Victor Valley College looks forward to its fiftieth anniversary in 2011, it stands as the main gateway to postsecondary education for the majority of community college students in the High Desert.

The Mission

As the region's largest, public higher education institution, the College has a tremendous responsibility to provide quality education, exemplary transfer academics, relevant workforce preparation, and a wide range of life-long learning opportunities to a diverse student population—from new high school graduates, to working adults, to persons with disabilities, to potential future students within local K-12 systems. The College understands its importance to the community as well as to local employers, and earnestly seeks to be responsive to needs as they arise.

The area served by the College encompasses approximately 2,200 square miles and service area includes communities of Adelanto, Apple Valley, Victorville, Helendale, Hesperia, Las Flores, Lucerne Valley, Oro Grande, Phelan, Pinon Hills, Summit Valley, Victorville, and Wrightwood.

To effectively serve such a large area, the College must work in partnership with other educational institutions, businesses, and community groups. For example, through its relationships with area Regional Occupational Programs and other career technical preparation or "Tech Prep" efforts, the College has contributed to the expansion of technical training opportunities for potential future students in the region. In addition, area employers look to the College in their workforce development efforts: Faculty and staff of the College are regularly called upon to assume leadership roles in area chambers of commerce, city task forces, community-based organizations, and regional advancement initiatives.

In addition to meeting the educational and training needs of community members, the mission of the College also includes enhancing High Desert community life by providing some of the finest performing and cultural arts presentations in the region, and ample athletic and recreational events.

College Mission Statement

The current mission statement for Victor Valley College was approved by the Board of Trustees on November 11, 2003. It is as follows:

"The mission of Victor Valley Community College is three-fold:

To enable students to succeed and to develop competence through academic and vocational instruction at the lower division College level. This instruction will lead to the granting of certificates and degrees as well as transfer to other institutions;
To contribute to community and state-wide economic growth and competitiveness through vocational and technical instruction leading to employment, continuing education, student support services, adult non-credit instruction, and instruction in basic skills and English as a Second Language;

To foster personal development and life-long learning through culturally enriching programs and activities for the expanding learning community.

Victor Valley Community College is a learning organization that is committed to

- *Verified student learning success,*
- *Instructional and institutional innovation and excellence,*
- *Systematic self-evaluation and improvement,*
- *Learning-centered planning and allocation of resources,*
- *Respect and civility in personal conduct,*
- *Integrity and collaboration among students, staff, faculty and administrators,*
- *Active and responsible citizenship,*
- *Equality of access,*
- *Understanding and appreciation of diversity, and*
- *Responding to community employment needs."*

Philosophy & Vision

The College is firm in its conviction that excellent service to students and the community is at the core of the institution, its policies, programs, and services. Its philosophy, originally adopted in the College's Educational Master Plan of 1991, is as follows:

"Victor Valley Community College District is accessible to all people in the community who seek growth and can benefit from its programs, courses, and activities. Victor Valley College's educational, civic, social and cultural programs are designed to meet the needs of individual students and the entire community."

In addition to this core philosophy, the College is guided by a vision that focuses the range and depth of its programs and services. The College vision statement, originally adopted in the 1995 Strategic Plan and re-appearing in the 1999 Educational Master Plan, is as follows:

"Students are the only reason for the existence of Victor Valley College, and our institution will be known for their achievements. We will be on the cutting edge of technology and innovative instruction. Excellence in education will be our trademark. Student success will be ensured through the shared efforts of staff, students, and community. Our focus will be: Working Together For Student Success."

To move the College towards its vision, there is a campus commitment to stay focused on student learning and in doing so, to uphold the College's Statement of Beliefs adopted in its 1995 Strategic Plan.

Victor Valley College Statement of Beliefs

- Students are the top priority
- Students learn better in a nurturing environment
- Learning enhances the quality of life
- Learning is life-long
- A commitment to holistic academic excellence is essential
- Respect, responsibility and integrity are the foundation of a quality educational environment
- Quality education is essential to participation in a free society
- Cultural and ethnic diversity enriches learning and educational development
- The faculty, staff, administration, and students are a synergistic educational team
- Every individual is both a teacher and a learner
- Everything we do impacts the quality of our institution
- Effective communication is essential for a quality educational environment
- Responsibilities go hand-in-hand with rights
- The College and the community are interdependent, bringing unique contributions to the other

- Individuals have the opportunity to pursue their educational goals without barriers or discrimination
- The ability to change in response to the rapid advancements of our society is essential.

These beliefs provide a foundation upon which this Educational Master Plan will develop.

Organization of the College

The Victor Valley Community College District is governed by a voter elected five-member Board of Trustees. A student member of the board serves in a non-voting capacity. It is the role of the Board of Trustees to set overall standards and academic policies for the College and guide the development of instructional programs and policies. The implementation of District policies on a daily basis is the responsibility of the Superintendent/President as well as a group of administrators, faculty, and staff. Both internal and external factors, such as funding availability, influence the pace of campus development. Thus, the organizational structure presented in Figure 2.1 of this plan represents a work in progress.

FIGURE 2.1 ORGANIZATIONAL CHART

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

PEOPLE OF CALIFORNIA
BOARD OF TRUSTEES

Exec Asst – *Annette McComas*
Admin Asst – *Suzie Selby*

Interim Superintendent/President
Dr. Louis E. Zellers

Coord, Curr & Schedule
Ruby Wikstrom

Deputy Superintendent/ Executive Vice President, Instruction
Marianne Tortorici

Coord, Student Services
Margie Sandello

Vice President Student Services
Willard Lewallen

Coord, Admin Services /Risk Mgt.
Lael Willingham

Vice President Administrative Services
Bruce Baron

Budget Analyst
Deedee Orta

Vice President Human Resources
Marion Boenheim

Director, Marketing and Public Information
Bill Greulich

Dean Voc Ed
Nick Parisi

Dean Academic Programs, Math & Science
Lori Kildal

Dean Academic Programs, Humanities & Social Science
John Rude

Dir, Admin. & Records
Greta Moon

Dean, Student Svcs Center Student Support Svcs
Victoria Hindes

Dir, Fiscal Svcs
Mary Pringle

Chief, Campus Police
Jack Thomas

Admin Asst – *Linda Cera*
HR Analyst II – *Rocio Chavez*
HR Analyst I - *Cindy Wilson*
Coord PR & Benefit

Sheri Nolan Foster

Dir, of Nursing
Patricia Luther

Interim Dir, Child Dev Center
Jan Espinoza

Dir, DSPS/ADA Compliance Officer
Jeffrey Holmes

Dir, Student Svcs
Willie Pringle

Dir, Facilities Construction
Steve Garcia

Dir, Financial Aid
Sharon Groom

Assoc. Dir, Financial Aid
Greg Ryan

Dir, Maint & Oper
Chris Hylton

Assistant Director, Auxiliary Services
Deanna Murphy

PRINTING

Performing Arts Center

Dir, Athletics
Jaye Tashima

Athletic Trainer
Amy Wilkins

Dir, Auxilliary Services (70%)
Robert Sewell

Dir, EOPS/CARE
Carl Smith

Dir, Technical Svcs
Jon Booth

Instructional Media

Project Activity Director Title IV
Janet Long

Project Activity Director Title V

Dir., CIR
VACANT

Dir, Student Activities Center/ ASB (30%)
Robert Sewell

Admin Asst
Shirley Gonzalez

Executive Dean, Institutional Effectiveness-
Virginia Moran

Adm Justice
Agric & Nat Res
Allied Health
Automotive
Business
Admin
Business Real Estate & Escrow
Cal WORKS
CIDG
CIS
Constr Tech
Coop Ed
Electronics
Fire Tech
Resp Therapy
Rest Mgmt
Tech Prep
VTEA
Welding
BET

Anatomy
Astronomy
Biology
Bio Technology
Chemistry
Child Develop.
Forensics
Geology
Honors Program
Interactive TV
International Ed
Math
Microbiology
Oceanography
Physical Education
Physical Science
Physics
Physiology
Planetarium
Study Abroad
Prog
Supplemental Instruction

Learning Center
Library
Anthropology
Art
Basic Skills
English
ESL
French
Geography
German
History
Journalism
Language Lab
Music
Philosophy
Photography
Political Science
Psychology
Relig Studies
Sociology
Spanish
Speech
Theater Arts
Writing Center

Monday, February 05, 2007

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Strategic Goals

The following revised set of strategic goals for the College were adopted by the Board of Trustees in 2005. These goals will provide the general direction for development of strategies the College will adopt and implement in the coming years:

1. **Organizational Excellence -** The College's governance roles and processes are structured to maximize institutional effectiveness.

2. **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.

3. **Economic and Community Development -** The College will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political and social responsibilities.

4. **Diverse Populations -** The College will increase access opportunities by improving programs and services to better serve an increasingly diverse campus population.

5. **Effective Technology Integration -** The College will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.

6. **Learning Centered Resource Management -** Through utilization of prudent fiscal policies and the proactive entrepreneurial pursuit of increased revenue, the College will work diligently to secure solid financial resources to meet current and future enrollment growth, community learning needs and learning outcomes.

CHAPTER 3: EXTERNAL ENVIRONMENT AND ITS IMPACTS

Population

Current Conditions – Population & Demographics

Victor Valley College is located in the High Desert region of California's Inland Empire, the leading edge of population growth in California. The Inland Empire covers more than one-sixth of California and is roughly the size of the state of Virginia. The High Desert sub-region includes the area along both sides of I-15 north of the junction with I-215 in San Bernardino County to Barstow and slightly east. Victor Valley College draws approximately 85% of its enrollment from the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, and Victorville.

Recent population growth in the High Desert has been largely created by population pressure from the coastal areas. As land has become scarcer and housing prices have climbed, people have moved east. The High Desert, with its available open land and more affordable homes is now an attractive alternative to the more populous, urban cities of San Bernardino and Riverside Counties. San Bernardino County, which contains the High Desert region, is projected to grow faster than Los Angeles, Orange and Ventura counties through 2030.[10]

The median home price in San Bernardino County compared to Los Angeles shows one of the reasons for population growth in the High Desert; it was 28% below the Los Angeles County median in 1999 and 33% lower in 2005. As a consequence, the area served by Victor Valley College is undergoing rapid residential growth and service-business growth. Between 2000 and 2003, each incorporated community within the College service area grew in population. Table 3.1 shows recent population trends for four population centers within the College service area compared to growth within the county as a whole. Of the major incorporated cities within the service radius, Victorville experienced the greatest population growth with an increase of 21.35% from 2000 to 2004. San Bernardino County as a whole sustained less dramatic growth of 10.36% during the same period. Population growth in California from 2000 to 2004 was approximately 5.4%.

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[10] Southern California Association of Governments

TABLE 3.1 POPULATION TRENDS, 2000-2004

	Adelanto		Apple Valley		Hesperia		Victorville		S. B. County	
Year	Count	Annual % Change	Count	Annual % Change	Count	Annual % Change	Count	Annual % Change	Count	Annual % Change
2000	18,180	15.80%	54,239	-2.10%	62,582	0.50%	64,029	1.60%	1,709,434	2.90%
2001	18,240	0.33%	55,200	1.77%	64,200	2.59%	67,600	5.58%	1,764,300	3.21%
2002	18,650	2.25%	56,800	2.90%	65,100	1.40%	69,300	2.51%	1,783,675	1.10%
2003	19,500	4.56%	59,200	4.23%	68,200	4.76%	72,800	5.05%	1,842,100	3.28%
2004	21,250	8.97%	61,300	3.55%	70,300	3.08%	77,700	6.73%	1,886,500	2.41%

Source: County of San Bernardino: Community Profiles

The characteristics of the population in the High Desert have changed as new residents have entered the area. Generally speaking, t is more diverse and younger. In 2000, the White and Hispanic populations formed the majority within each incorporated community served by Victor Valley College. Table 3.2 illustrates the population distribution by race and ethnicity within San Bernardino County as well as major communities within the District's service area.

TABLE 3.2 POPULATION DISTRIBUTION BY RACE/ETHNICITY CENSUS 2000

County / City	Total Population	White	Hispanic	Black	American Indian	Asian	Pacific Islander	Other	Two or More Races
S.B. County	1,709,434	752,222	669,387	150,201	9,804	78,154	4,387	3,039	42,240
%	100	44	39.1	8.8	0.6	4.6	0.3	0.2	2.5
Adelanto	18,130	6,616	8,299	2,305	124	274	27	36	449
%	100	36.5	45.8	12.7	0.7	1.5	0.1	0.2	2.5
Apple Valley	54,239	36,710	10,067	4,141	357	1,167	101	108	1,588
%	100	67.6	18.6	7.8	0.7	2.2	0.2	0.2	2.9
Hesperia	62,582	39,057	18,400	2,388	469	619	102	91	1,456
%	100	62.4	29.4	3.8	0.7	1	0.2	0.1	2.3
Victorville	64,029	30,382	21,426	7,431	380	2,095	107	143	2,065
%	100	47.4	33.5	11.6	0.6	3.3	0.2	0.2	3.2

Source: Department of Finance, Demographic Research Unit, U.S. Census 2000 PL 94-171

Population Projections

According to population projections San Bernardino County will grow to 2,730,276 persons (a 59.72% growth from the year 2000) by the year 2030. Though in the recent past Victorville sustained the highest growth amongst service area cities, Adelanto and Hesperia are projected to grow faster in the near future and more than double in population by the year 2030. The total population of the incorporated cities within the District's direct service area is estimated to be 459,955 persons by 2030. Table 3.3 provides population projections of San Bernardino County and incorporated cities within the District's direct service area.

TABLE 3.3 POPULATION PROJECTIONS

County / City	Year						
	*2000	2005	2010	2015	2020	2025	2030
S. B. County	**1,709,434**	**1,929,736**	**2,070,722**	**2,242,520**	**2,412,025**	**2,574,480**	**2,730,276**
Victorville	64,029	86,473	92,894	105,368	117,669	129,462	140,768
Hesperia	62,582	78,494	95,800	117,568	139,049	159,638	179,383
Apple Valley	54,239	63,453	70,873	77,333	83,707	89,815	95,675
Adelanto	18,180	21,888	25,939	30,675	35,351	39,832	44,129

Source: Southern California Association of Governments. http://www.scag.ca.gov/forecast/downloads/2004GF.xls; *Department of Finance Population Estimate for Victorville 2005 – used to adjust projections for Victorville; *County of San Bernardino: Department of Economic and Community Development*

Department of Finance population estimates for the year 2005 and Southern California Association of Government projections are consistent with those presented above in Table 3.3 for all primary service area cities but Victorville. The Department of Finance estimates that the city of Victorville will have 86,473 persons in the year 2005, 13.18% more than the projection by Southern California Association of Governments. The Department of Finance estimate for Victorville's population in 2005 was used for the purposes of the Educational Plan. Population projections for Victorville from the Southern California Association of Governments were adjusted by 13.18% to account for the discrepancy between estimates.

The growth in the Hispanic population during the decade between the 1990 Census and the 2000 is striking. In 1990, Hispanics accounted for 26.7% of the population of San Bernardino County (378,582 persons of 1,418,380 total population). In 2000, the Hispanic population had climbed to 39.16% of the total county population (669,387 persons of 1,709,434 total population). Department of Finance projections for San Bernardino County by race and ethnicity propose that the trend towards a more diversified county population will continue at a very fast pace (See Table 3.4). By the year 2010 it is expected that the White population will decrease to only 22.3% of the total county. While in the same year the proportion of the Hispanic population will climb to 56.3%.

TABLE 3.4 POPULATION PROJECTIONS BY RACE/ETHNICITY SAN BERNARDINO COUNTY

	2010	% of Total	2020	% of Total
White	475,005	22.3%	342,155	13.9%
Hispanic	1,201,405	56.3%	1,559,593	63.5%
Black	235,285	11.0%	281,974	11.5%
Asian	158,475	7.4%	194,849	7.9%
Pacific Islander	9,173	0.4%	11,511	0.5%
American Indian	16,002	0.8%	21,858	0.9%
Multirace	38,032	1.8%	44,149	1.8%
Total County	2,133,377	100.0%	2,456,089	100.0%

Source: California Department of Finance, Demographic Research Unit - P3 Population Projections

Economic & Employment Trends

Economic Trends

The economy of the High Desert region of the Inland Empire (San Bernardino and Riverside counties) is in transition. As the forces of growth press east from Los Angeles and other coastal counties, the numbers of jobs and business opportunities increase. Figure 3.1 shows the growth of the labor force in San Bernardino County compared to California as a whole.

As job growth has occurred, unemployment in the county has decreased. Figure 3.2 shows a decrease in unemployment in San Bernardino County from 6.1% to 5.4% in 2005. During the same year, however, several cities in the county experienced higher rates (Adelanto 8.4%, Hesperia 7%, and Victorville 6.5%).

Along with the dramatic increase in population numbers, the economy itself has shifted from a manufacturing base to a rapid residential and service-business environment. In the initial phases of this residential development, many of the jobs are housing and service-related. The majority of jobs in this sector are below $20 an hour. As noted by John Husing in the *Inland Empire Quarterly Economic Report* (January 2005), per capita income for the San Bernardino County fell from 30th in the state to 46th from 1990-2002. At the same time, a decline in manufacturing jobs with salaries over $45,000 occurred. At the present time it does not appear that the County has developed high paying jobs requiring above average education and/or training. While employment projections specific for the High Desert region is difficult to find there are indications that technical careers, particularly in aviation technology, transportation/logistics, health services, and alternative energy may be increasing.

FIGURE 3.1 PERCENT CHANGE IN LABOR FORCE
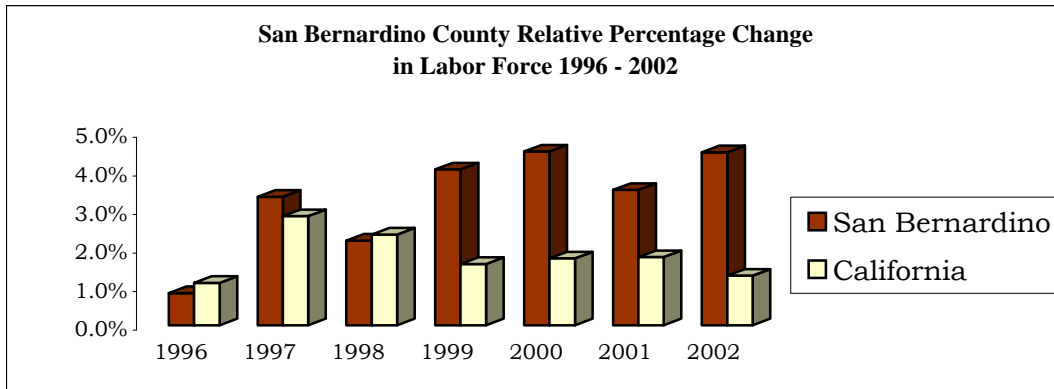
Source: Labor Market Information, California Employment Development Division

The median household income for the region shows San Bernardino County to be below the state average and slightly lower than its neighboring counties. Figure 3.3 shows the median household income in the County at 42.1 thousand dollars. Household income for Latinos in the county was $38.1 thousand, slightly ahead of the state average.

FIGURE 3.2 UNEMPLOYMENT TRENDS, SAN BERNARDINO COUNTY
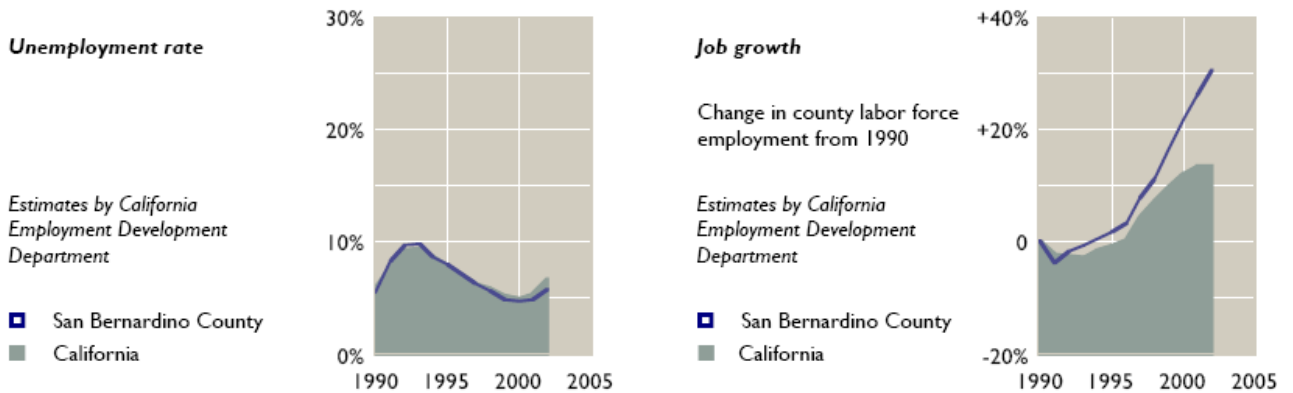
Source: California Educational Postsecondary Commission

FIGURE 3.1 MEDIAN HOUSEHOLD INCOME

Median Household Income

Thousand dollars

Teal band shows the range for California counties

$74.3k Santa Clara County
$42.1k $42.9k $42.2k
$47.5k State average
$27.5k Modoc County

San Bernardino   Riverside   Los Angeles
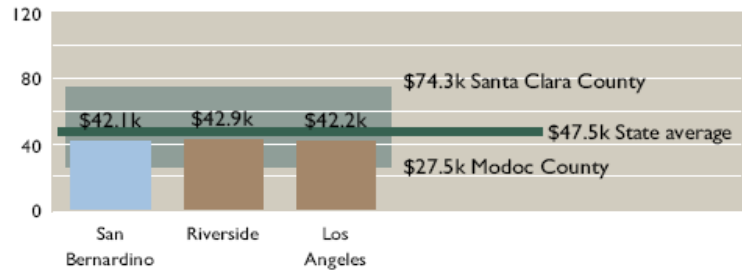
Median household income by race and ethnicity

Thousand dollars

- San Bernardino County
- California

Data from 2000 U.S. Census

	Asian Pacific	African American	American Indian	White	Multiracial	Latino
San Bernardino County	$54.7k	$35.7k	$37.3k	$45.6k	$37.1k	$38.1k
California	$55.4k	$35.0k	$36.5k	$53.7k	$40.4k	$36.5k
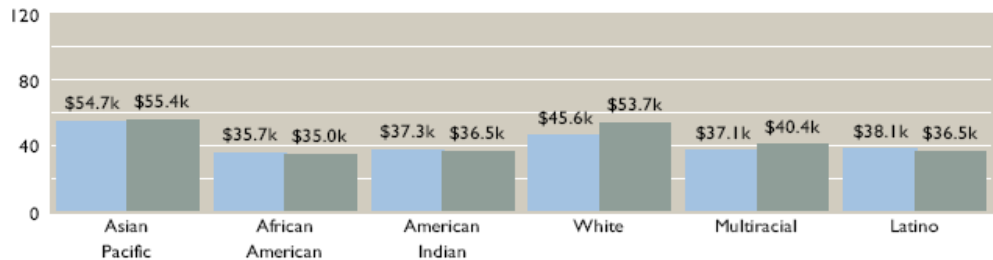
Source: California Post-secondary Education Commission (CPEC)

Multistage Growth of the Inland Empire

Based on the pattern of growth that has occurred in Southern California counties to the south and west, the Inland Empire can be seen as going through a series of stages in its economic maturation. The High Desert is described by Anthony Downs, a visiting fellow at the Public Policy Institute of California, as being at the residential services stage of its development. This period in the cycle of development is characterized by "enough new homes . . . to justify creation of shopping centers, restaurants, dry cleaners, and other businesses servicing the new residents. Warehouses are built for distribution centers for Southern California. This creates some local jobs but few new businesses are established, and many residents still commute to jobs located in other areas."

Importantly, the next stage of development, "Early-development stage" is represented by entrepreneurial development of new firms or branches of existing ones that use local workers to create products and services. The logistics industry may be the basis of job development during this phase. The early-development stage is also characterized by more skilled and higher paid workers who in turn attract more firms. (California's Inland Empire: The Leading Edge of Southern California Growth. Anthony Downs. *California Counts.* Volume 7, Number 2, Nov. 2005)

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Current Employment

Figure 3.4 illustrates the breakdown of employment by industry for San Bernardino County. Currently, San Bernardino's largest employment industries are comprised of services, government and retail trade sectors. Together these three industries accounted for 65% of the total employment in the County. Moreover, industry projections for non-farm employment indicate that 63% of new job growth in the county through 2006 will also be in the same industry groups. A listing of major employers in San Bernardino County is provided below (Table 3.5).

FIGURE 3.2 EMPLOYMENT BY INDUSTRY

**San Bernardino County Employment by Industry
2001 Annual Average**

- Wholesale Trade 5.7%
- Retail Trade 19.4%
- Finance, Insurance & Real Estate 3.2%
- Manufacturing 12.7%
- Construction & Mining 6.0%
- Transportation & Public Utilities 6.8%
- Agriculture 0.6%
- Government 19.8%
- Services 25.8%

Source: Employment Development Department, Labor Market Information

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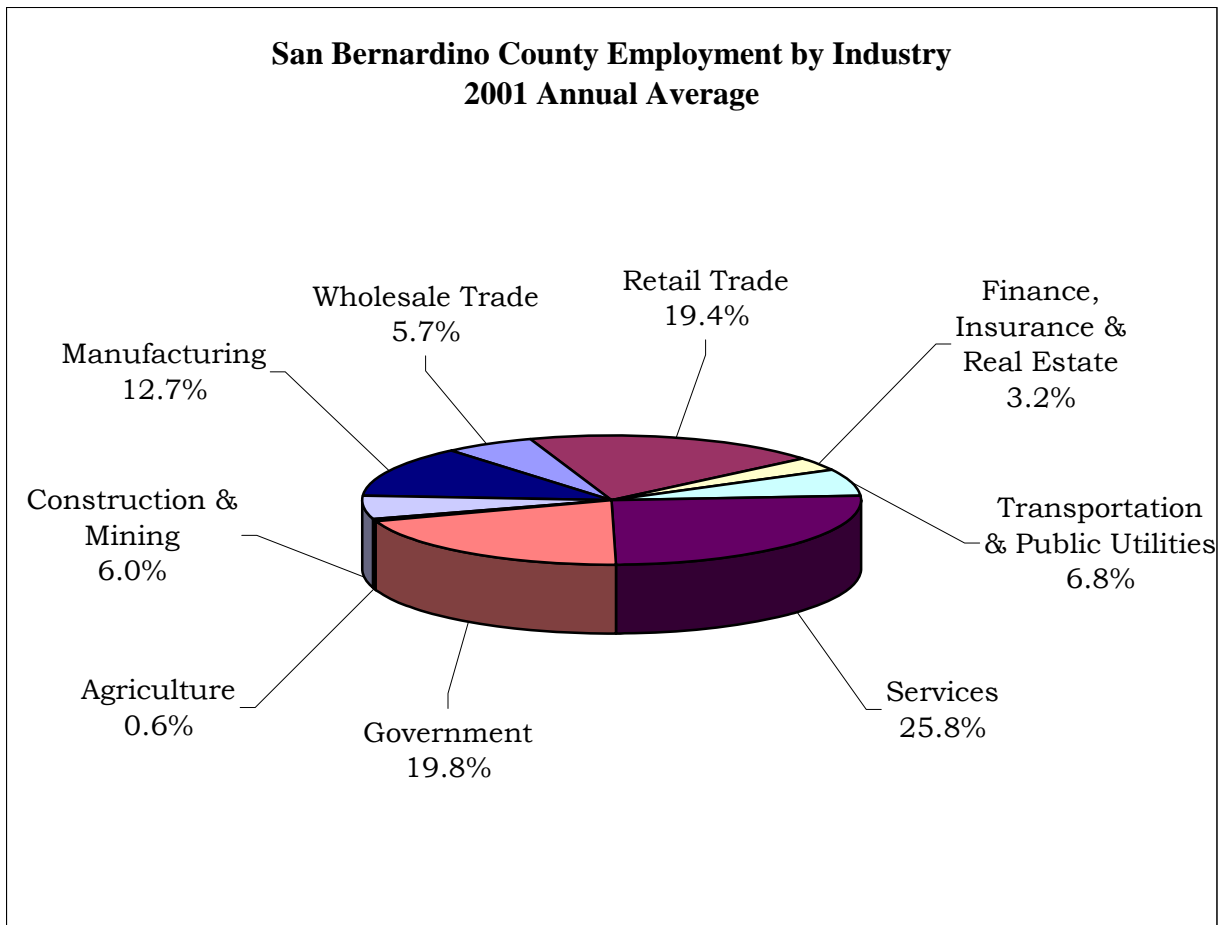
TABLE 3.5 MAJOR EMPLOYERS, SAN BERNARDINO COUNTY

Employer Name	Location	Industry
California State University	San Bernardino	Colleges & Universities
California Steel Industries	Fontana	Blast Furnace/Basic Steel Products
Chaffey Community College	Alta Loma	Colleges & Universities
Community Hospital	San Bernardino	Hospitals
County of San Bernardino	San Bernardino	Public Administration (Government)
Environmental Systems Research	Redlands	Computer / Data Processing Services
Hub Distributing	Ontario	Family Clothing Stores
Jerry L Pettis Memorial Veterans Hospital	Loma Linda	Hospitals
Loma Linda University Medical	Loma Linda	Offices / Clinics of Medical Doctors
Ontario International Airport	Ontario	Airports, Flying Fields & Services
San Manuel Bingo & Casino	Highland	Misc. Shopping Goods Stores
Snow Summit Mountain Resort	Big Bear Lake	Hotels & Motels
Starter Brothers Holdings Inc	Colton	Grocery Stores
University of Redlands	Redlands	Colleges & Universities
US Post Office	San Bernardino	U.S. Postal Service

Sources: Employment Development Department, Labor Market Information Division

Employment Outlook in the County

Employment projections estimate an approximate 30% employment growth between 2005 and 2015 within San Bernardino County. Of the cities within the primary direct service area, Hesperia is projected to sustain job growth of 86% and Victorville is expected to sustain a job growth of 52% between 2005 and 2015. Table 3.6 demonstrates employment projections for cities within the direct service area of the College and for the County.

TABLE 3.6 EMPLOYMENT PROJECTIONS BY CITY

	2005	2010	2015	2020	2025	2030
Adelanto	3,136	4,010	5,321	6,665	8,020	9,394
Apple Valley	16,130	19,338	21,867	24,443	27,043	29,670
Hesperia	17,150	20,109	31,957	44,088	56,332	68,765
Victorville	43,386	53,916	65,887	78,109	90,442	102,930
S B County Total	**674,306**	**777,431**	**878,505**	**981,741**	**1,085,864**	**1,191,405**

Source: Southern California Association of Governments. http://www.scag.ca.gov/forecast/downloads/2004GF.xls;
Department of Finance Population Estimate for Victorville 2005 – used to adjust projections for Victorville;

Employment gains are expected across all major industry sectors except mining. The largest employment growth is expected to be experienced within the services industry, largely due to increases in residential care facilities. Education is expected to contribute to employment growth in the government sector.

Future employment necessities may fluctuate through demographic shifts, changes in product or service demand, technological advancement and business process changes. Projections of occupations expected to have the greatest declines, most job openings, and fastest rate of growth between 2002 and 2012 are provided below (Table 3.7 - 3.9).

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TABLE 3.7 OCCUPATIONS WITH GREATEST DECLINES
SAN BERNARDINO & RIVERSIDE MSA

Occupational Title	Annual Average Employment		% Change	Average Annual Job Openings			Median Hourly Wage	Education & Training Levels
	2002	2012		New Jobs	Replace-ments	Total		
Electrical and Electronic Equipment Assemblers	540	520	-3.7	0	13	13	$10.74	30-DAY OJT
Bindery Workers	240	230	-4.2	0	6	6	$8.56	1-12 MO OJT
Announcers	330	310	-6.1	0	8	8	N/A	12-MO OJT
Sewers, Hand	140	130	-7.1	0	2	2	$7.73	30-DAY OJT
Postal Service Mail Sorters, Processors, and Processing Machine Operators	1,100	1,010	-8.2	0	29	29	$19.69	30-DAY OJT
Railroad Brake, Signal, and Switch Operators	170	150	-11.8	0	2	2	N/A	WORK EXPER
Upholsterers	820	700	-14.6	0	21	21	$11.22	12-MO OJT
Word Processors and Typists	710	600	-15.5	0	16	16	$15.92	1-12 MO OJT

Source: Employment Development Department, Division of Labor Market Information
Note: In occupations where workers do not work full time or year round median hourly wage is not applicable (N/A)

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TABLE 3.8 OCCUPATIONS WITH MOST JOB OPENINGS, 2002-2010
SAN BERNARDINO & RIVERSIDE MSA

Occupational Title	Job Openings	Median Hourly Wage	Education & Training Levels
Retail Salespersons	26,190	$9.32	30-DAY OJT
Cashiers	23,310	$8.51	30-DAY OJT
Combined Food Preparation and Serving Workers, Including Fast Food	18,170	$8.02	30-DAY OJT
Laborers and Freight, Stock, and Material Movers, Hand	13,340	$9.61	30-DAY OJT
Office Clerks, General	13,320	$11.41	30-DAY OJT
Waiters and Waitresses	12,350	$7.93	30-DAY OJT
Truck Drivers, Heavy and Tractor-Trailer	10,490	$18.74	1-12 MO OJT
Teacher Assistants	10,240	N/A	30-DAY OJT
Elementary School Teachers, Except Special Education	9,680	N/A	BA/BS DEGREE
Carpenters	9,420	$20.02	12-MO OJT
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	8,480	$8.14	30-DAY OJT
Registered Nurses	7,830	$31.10	AA DEGREE
Customer Service Representatives	7,670	$12.78	1-12 MO OJT
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	6,950	$21.83	1-12 MO OJT
Construction Laborers	6,950	$12.93	1-12 MO OJT
General and Operations Managers	6,670	$39.63	BA/BS + EXP
Truck Drivers, Light or Delivery Services	6,650	$11.05	30-DAY OJT
Landscaping and Groundskeeping Workers	6,620	$9.71	30-DAY OJT
Stock Clerks and Order Fillers	6,440	$10.82	30-DAY OJT
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	6,390	$8.91	30-DAY OJT
Packers and Packagers, Hand	5,930	$8.13	30-DAY OJT
Secondary School Teachers, Except Special and Vocational Education	5,920	N/A	BA/BS DEGREE
Cooks, Restaurant	5,580	$9.68	12-MO OJT
Receptionists and Information Clerks	5,570	$10.64	30-DAY OJT
Maintenance and Repair Workers, General	4,980	$14.98	12-MO OJT
First-Line Supervisors/Managers, Retail Sales Workers	4,970	$16.98	WORK EXPER
Industrial Truck and Tractor Operators	4,930	$12.78	30-DAY OJT
Team Assemblers	4,890	$10.21	1-12 MO OJT
Bookkeeping, Accounting, and Auditing Clerks	4,780	$15.68	1-12 MO OJT
Security Guards	4,700	$9.41	30-DAY OJT
First-Line Supervisors/Managers of Office and Administrative Support Workers	4,650	$19.85	WORK EXPER
Counter and Rental Clerks	4,450	$8.96	30-DAY OJT
Packaging and Filling Machine Operators and Tenders	4,050	$10.23	30-DAY OJT
Executive Secretaries and Administrative Assistants	3,920	$17.44	1-12 MO OJT
Automotive Service Technicians and Mechanics	3,670	$17.32	POST-SEC VOC-ED

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Occupational Title	Annual Average Employment		% Change	Median Hourly Wage	Education & Training Levels
Shipping, Receiving, and Traffic Clerks	3,490			$11.36	30-DAY OJT
Secretaries, Except Legal, Medical, and Executive	3,430			$14.57	1-12 MO OJT
Medical Assistants	3,370			$12.54	1-12 MO OJT
Food Preparation Workers	3,170			$8.50	30-DAY OJT
Child Care Workers	3,070			$8.56	30-DAY OJT
Cement Masons and Concrete Finishers	2,880			$17.55	12-MO OJT
Tellers	2,840			$10.65	30-DAY OJT
Electricians	2,840			$19.54	12-MO OJT (9)
Dental Assistants	2,820			$13.93	1-12 MO OJT (10)
Maids and Housekeeping Cleaners	2,820			$8.46	30-DAY OJT (11)
First-Line Supervisors/Managers of Food Preparation and Serving Workers	2,760			$12.66	WORK EXPER (8)
Cooks, Fast Food	2,680			$8.03	30-DAY OJT (11)
Dining Room and Cafeteria Attendants and Bartender Helpers	2,660			$7.90	30-DAY OJT (11)
Police and Sheriff's Patrol Officers	2,630			$29.14	12-MO OJT (9)
First-Line Supervisors/Managers of Production and Operating Workers	2,520			$20.90	WORK EXPER (8)

Source: Employment Development Department, Division of Labor Market Information
Note: In occupations where workers do not work full time or year round median hourly wage is not applicable (N/A)

TABLE 3.9 OCCUPATIONS WITH FASTEST GROWTH RATE
SAN BERNARDINO & RIVERSIDE MSA

Occupational Title	Annual Average Employment		% Change	Median Hourly Wage	Education & Training Levels
	2002	2012			
Tank Car, Truck, and Ship Loaders	700	1,200	71.4	$17.48	1-12 MO OJT
Hazardous Materials Removal Workers	550	920	67.3	$12.14	1-12 MO OJT
Claims Adjusters, Examiners, and Investigators	1,510	2,510	66.2	$25.67	12-MO OJT
Merchandise Displayers and Window Trimmers	620	1,030	66.1	$10.30	1-12 MO OJT
Self-Enrichment Education Teachers	1,100	1,800	63.6	$10.51	WORK EXPER
Tapers	1,370	2,230	62.8	$21.57	1-12 MO OJT
Drywall and Ceiling Tile Installers	2,450	3,980	62.4	$20.00	1-12 MO OJT
Tile and Marble Setters	1,100	1,780	61.8	$19.58	12-MO OJT
Packaging and Filling Machine Operators and Tenders	5,070	8,120	60.2	$10.23	30-DAY OJT
Loan Officers	1,960	3,100	58.2	$32.20	BA/BS DEGREE
Carpet Installers	590	920	55.9	$17.25	1-12 MO OJT
Dental Hygienists	1,550	2,400	54.8	$33.82	AA DEGREE
Personal and Home Care Aides	3,370	5,210	54.6	$8.26	30-DAY OJT
Employment, Recruitment, and Placement Specialists	700	1,080	54.3	$17.93	BA/BS DEGREE
Dental Assistants	3,430	5,290	54.2	$13.93	1-12 MO OJT
Demonstrators and Product Promoters	1,250	1,920	53.6	$8.45	1-12 MO OJT
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	1,700	2,610	53.5	$10.94	30-DAY OJT

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Medical Assistants	4,710	7,210	53.1	$12.54	1-12 MO OJT
Cement Masons and Concrete Finishers	3,950	6,030	52.7	$17.55	12-MO OJT
Social and Human Service Assistants	1,580	2,410	52.5	$12.51	1-12 MO OJT
Rehabilitation Counselors	1,030	1,570	52.4	$12.52	MA/MS DEGREE
Truck Drivers, Heavy and Tractor-Trailer	15,290	23,280	52.3	$18.74	1-12 MO OJT
Sales Managers	2,110	3,210	52.1	$41.40	BA/BS + EXPER
Cargo and Freight Agents	580	880	51.7	$18.78	1-12 MO OJT
Truck Drivers, Light or Delivery Services	11,220	16,840	50.1	$11.05	30-DAY OJT
Management Analysts	1,860	2,790	50.0	$33.43	BA/BS + EXPER
Computer Software Engineers, Systems Software	540	810	50.0	$31.77	BA/BS DEGREE
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	9,140	13,680	49.7	$21.83	1-12 MO OJT
Reservation and Transportation Ticket Agents and Travel Clerks	950	1,420	49.5	$10.82	30-DAY OJT
Plasterers and Stucco Masons	3,330	4,960	48.9	$15.51	12-MO OJT
Network Systems and Data Communications Analysts	450	670	48.9	$27.28	BA/BS DEGREE
Medical Records and Health Information Technicians	1,030	1,530	48.5	$14.15	AA DEGREE
Art, Drama, and Music Teachers, Postsecondary	520	770	48.1	N/A	MA/MS DEGREE
Painters, Construction and Maintenance	2,880	4,260	47.9	$14.29	1-12 MO OJT
First-Line Supervisors/Managers of Non-Retail Sales Workers	2,150	3,180	47.9	$23.94	WORK EXPER
Emergency Medical Technicians and Paramedics	880	1,300	47.7	$10.73	POST-SEC VOC-ED
Business Teachers, Postsecondary	400	590	47.5	N/A	MA/MS DEGREE
Brickmasons and Blockmasons	1,160	1,710	47.4	$20.45	12-MO OJT
Roofers	1,120	1,650	47.3	$18.75	1-12 MO OJT
Insulation Workers	700	1,030	47.1	N/A	1-12 MO OJT
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	870	1,280	47.1	$21.74	12-MO OJT
Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	790	1,160	46.8	$10.68	30-DAY OJT
Vocational Education Teachers, Postsecondary	1,540	2,260	46.8	$27.51	POST-SEC VOC-ED
Helpers--Carpenters	1,370	2,010	46.7	$11.33	30-DAY OJT
Database Administrators	430	630	46.5	$30.56	BA/BS DEGREE
Computer Software Engineers, Applications	1,410	2,060	46.1	$34.67	BA/BS DEGREE
Fitness Trainers and Aerobics Instructors	760	1,110	46.1	$11.27	POST-SEC VOC-ED
Carpenters	15,170	22,120	45.8	$20.02	12-MO OJT
English Language and Literature Teachers, Postsecondary	440	640	45.5	N/A	MA/MS DEGREE
Construction and Building Inspectors	970	1,410	45.4	$25.14	WORK EXPER

Source: Employment Development Department, Division of Labor Market Information
Note: In occupations where workers do not work full time or year round median hourly wage is not applicable (N/A)

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TABLE 3.10 EMPLOYMENT PROJECTIONS, 2002-1012, FOR OCCUPATIONS REQUIRING ASSOCIATE'S DEGREE SAN BERNARDINO & RIVERSIDE MSA

Occupational Title	Employment Change, 2002 to 2012		Average Annual Job Openings			Median Hourly Wage (3)
	Number	Percent	New Jobs	Net Replace-ments (1)	Total (2)	
Registered Nurses	4,400	26.9	440	342	782	$31.10
Dental Hygienists	850	54.8	85	13	98	$33.82
Computer Support Specialists	750	34.7	75	27	102	$20.33
Medical Records and Health Information Technicians	500	48.5	50	15	65	$14.15
Electrical and Electronic Engineering Technicians	400	42.6	40	20	60	$25.30
Civil Engineering Technicians	310	32.3	31	20	51	$25.21
Respiratory Therapists	310	33.0	31	31	62	$23.73
Radiologic Technologists and Technicians	270	21.6	27	23	50	$23.79
Drafters, Engineering, and Mapping Technicians, All Other [4]	250	44.6	25	14	39	N/A
Paralegals and Legal Assistants	200	35.1	20	5	25	$22.19
Veterinary Technologists and Technicians	190	40.4	19	6	25	$14.57
Agricultural and Food Science Technicians	170	29.8	17	11	28	$15.22
Physical Therapist Assistants	150	44.1	15	6	21	$20.85
Computer Specialists, All Other	140	32.6	14	5	19	$28.50
Environmental Engineering Technicians	140	58.3	14	5	19	$19.14
Mechanical Engineering Technicians	120	57.1	12	4	16	$17.87

Life, Physical, and Social Science Technicians, All Other	120	30.8	12	9	21	$21.39
Occupational Therapist Assistants	100	62.5	10	2	12	$22.77
Medical and Clinical Laboratory Technicians	80	16.0	8	14	22	$15.51
Cardiovascular Technologists and Technicians	80	27.6	8	5	13	$20.53
Industrial Engineering Technicians	50	21.7	5	5	10	$19.26
Biological Technicians	50	35.7	5	2	7	$15.20
Chemical Technicians	50	13.9	5	9	14	$15.85
Geological and Petroleum Technicians	50	38.5	5	3	8	$18.55
Diagnostic Medical Sonographers	50	21.7	5	4	9	$27.84
Forensic Science Technicians	30	25.0	3	3	6	$25.65
Forest and Conservation Technicians	0	0.0	0	7	7	$14.83

Source: Employment Development Department, Division of Labor Market Information

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Economic Opportunities in the Victor Valley

According to the Department of Finance, three of the four fastest growing communities in San Bernardino County during 2004 were in the Victor Valley (Victorville, Adelanto, and Hesperia). Furthermore, Victorville was the second largest growing city in California with a population of over 50,000 during 2004. Above average population growth within the primary service area is expected to continue with the populations of Victorville, Hesperia, Apple Valley, and Adelanto expected to reach over 375,700 persons by 2020. Residential home development in each service area city is booming and is expected to continue, with median home prices being well below those of neighboring counties and new employment opportunities expected to grow as well.

Currently, approximately 60% of Hesperia's work force commutes to jobs outside the city and drive to the San Bernardino Valley. Though many people are moving from the more expensive San Bernardino Valley to Hesperia to live, they are still commuting to work outside of the city. As indicated by the recent trend, much of the projected population growth through 2010 in Hesperia is due to expected increases in residential development. The city expects to complete construction on approximately 3,000 homes by the end of 2005 and is planning to break ground on an additional 15,000 unit residential home project at the Las Flores development in 2006. Escrow has closed on a 57 acre site in west Hesperia for a proposed Indian casino in Hesperia. The casino is expected to create over 1,000 new jobs and will attract hospitality and food service industries to the area.

Adelanto has been described by its Mayor Jim Nehmens as an "up-and-coming community". Median home prices in Adelanto rose to approximately $213,328 in March 2005, a 55% increase from the previous year. Approximately 1,800 new homes are nearing completion in 2005 and more development is being planned. Proposals have been made to add up to 20,633 homes to house future Southern California Logistics Airport (SCLA) employees though a joint housing and commercial project. Ground has already been broken for the Adelanto Town Center project that will bring the city its first supermarket and pharmacy and is scheduled to open November 2005. The Stellar Plaza project in Adelanto is expected to bring an additional 283,000 square feet of commercial shopping center space to the city. The city of Adelanto has joined a Victor Valley Economic Development Authority (VVEDA) Plan to help market the city to over 500 businesses seeking to locate in the Victor Valley and is also supportive of entrepreneurship.

In a recent study, Apple Valley placed fourth of the five High Desert cities with regards to retail space per capita. It is estimated that 70% of sales tax was lost to surrounding communities. In reaction, Apple Valley plans to add 1.25 million square feet of retail space throughout the year 2006. Retail stores such as Lowe's, Stater Bros., Walgreens, and Home Depot have already been approved for construction. Apple Valley has been the premier residential community in the High Desert for years, however, national retailers are now discovering the untapped market in Apple Valley.

A major expansion of the Southern California Logistics Airport (SCLA) in Victorville is planned to begin in January 2006 and will develop 64 million square feet of industrial space. The initial phase of this project will create 10 million square feet of space over a 30 month period. The project expects to gain from the shortage of industrial space in Los Angeles and San Pedro ports and be a direct job generator within the High Desert. Mayor Mike Rothschild of Victorville expects that "over the next seven years, about 15,000 jobs will be generated by aviation-related businesses at the airport". An active effort will be made to diversify the types of commercial and industrial business that will operate at SCLA. Agreements to operate at SCLA have already been negotiated with Catellus Development Corporation, General Electric, Pasha Group, Pratt & Whitney, Swiss Global Cargo, Boeing, as well as Burlington Northern and Santa Fe Railway Company. These companies have already begun to shape the future of SCLA as the most significant international cargo airport in the nation. The first phase of a rail spur at SCLA is expected to begin in spring 2006 and will be the first step towards the construction of a Rail Complex.

In addition to a newly constructed High Desert Power Plant at SCLA, a 4,500 acre solar energy facility will be built at SCLA. This will be the world's largest solar energy power plant and construction is planned to begin in 2008. The plant is expected to be completed in 2011 and create 150 - 250 high-end jobs.

Population growth throughout the Victor Valley has contributed to great strides for health care facilities. Kaiser Permanente has completed construction on their multi-story facility in Victorville and an expansion of St. Mary Regional Medical Center in Apple Valley has provided advanced levels of service in cardiology, radiology, surgery, emergency care and patient care. The Daily Press and Desert Dispatch have reported that proposals have been discussed to construct a new 100 bed medical facility in Apple Valley that would break ground in 2007. In addition, a tentative agreement has been reached to construct a new 60 bed medical facility in Barstow to replace the existing 56 bed facility by the year 2011.

To meet the employment demand at SCLA, the new solar energy plant, and new medical facilities it will become important for Victor Valley College to work with businesses to develop programs that meet employer needs. Vocational technology and training programs, as well as health services occupations will continue to be in great demand throughout the High Desert. Recognizing employment needs of local employers and strong business relationships will be vital for the College to best meet community needs and ensure institutional effectiveness.

Economic and Employment Summary

The pattern of employment in the High Desert reflects its current stage of economic development. A high percentage of its workers serve the growing residential population, with the exception of the transportation and warehousing industries. The construction industry is exceptionally large because of the need for more homes and other new structures to handle growth demands.

The high numbers of employees needed in education includes K-12 teachers. In this stage of its development, the region is underrepresented in some high wage sectors, such as financial activities, professional and business services (especially professional, scientific, and technical services), and information. A notable component of the developing economy of the region is the logistics industry, built partly on the shipment of goods eastward out of the ports of Los Angeles and Long Beach. About 50% of the goods arriving in these ports are bound for locations outside California. The High Desert region, situated advantageously along both sides of I-15 north of the junction with I-215 in San Bernardino County, is in a position to develop as a transportation and freight-handling center, especially as trade with Asia grows.

Wages in the region are relatively low and have not kept pace with increases in wages elsewhere in the rest of the state. According to the California Employment Development Department, in the year 2003 per capita income in San Bernardino County was $24,042 while the average State per capital income in the year 2003 was $33,415. As the High Desert region develops economically, education of the new, younger population will be key in preparing a well educated and well trained population that will not only be prepared for employment opportunities but will have the ability to shape the economy of the region through entrepreneurship and resourcefulness.

Many of the occupations projected to have the most job openings in the County between 2002 and 2012 do not require College education. However, elementary school teachers, child care workers, health services professionals, and general operations managers are anticipated to be in high demand.

Development of major potential employers within the Victor Valley includes the expansion of Southern California Logistics Airport (SCLA), new medical facilities, a new solar energy power plant, and several retail stores. It will become important for Victor Valley College to work with businesses to develop and expand programs to meet employer needs. Vocational Technology, health service professional, and employee training programs will continue to be in great demand throughout the High Desert.

As the economy of the region matures, it can be anticipated that the need for a more highly educated workforce will develop. More entrepreneurial development and an economy that sustain the expected the expected population growth will closely follow the current early phase of residential growth. The College will have a hand in shaping future economic development by implementing programs for the long term needs of the region.

Public Schools, Colleges, and Universities

Educational Attainment Current Status

The educational attainment of residents within San Bernardino County is currently below the state average. With its history as a manufacturing based economy, education to the associate degree or bachelor degree level exceeded many requirements for employment.
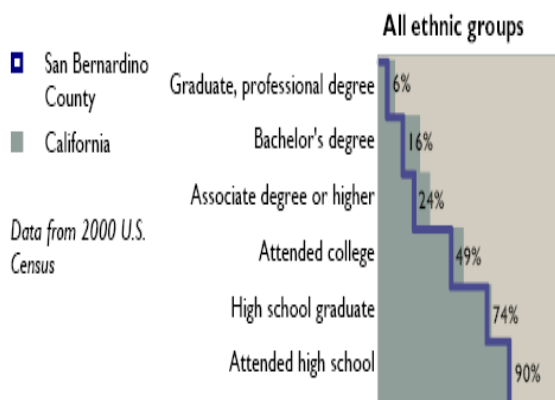
Figure 3.5 shows the number of San Bernardino County residents with bachelor degrees compared to the state average in the year 2000.

Census 2000 data regarding the educational attainment of persons 25 years or older reveals that a substantial proportion of persons within the district service area do not have a high school diploma. Of the 36,777 persons at least 25 years old residing in Victorville, approximately 23% (8,563 persons) reported not obtaining a high school diploma. In Hesperia, approximately 27% of people over the age of 25 reported not holding a high school diploma (10,002 persons). Apple Valley reported approximately 17% for the same group. In the smaller community of Adelanto, 9,750 persons over the age of 25, approximately 33%, specified they did not obtain a high school diploma. Data suggest that the College has an opportunity to better serve its community through outreach to these persons without high school diplomas.

FIGURE 3.3 EDUCATIONAL ATTAINMENT-RESIDENTS OVER AGE 25

Education pyramid for persons 25 years and older

Each step on the pyramid shows the percentage of people 25 years and older who have attained or exceeded the specified level of education

All ethnic groups

- San Bernardino County
- California

Data from 2000 U.S. Census

Level	San Bernardino County
Graduate, professional degree	6%
Bachelor's degree	16%
Associate degree or higher	24%
Attended college	49%
High school graduate	74%
Attended high school	90%

A thinner pyramid indicates a less-well educated population. If the blue line for a given ethnic group is inside the shaded background, the district's population is less well educated than the state as a whole.

If the blue line for a given ethnic group is outside the shaded background, the district's population is better educated than the state as a whole.

The numbers on the pyramids are for San Bernardino County.

Source: California Post-secondary Education Commission (CPEC)

K-12 Educational Segment

The demand for education is expected to increase dramatically during the next decade. Throughout California the anticipated growth in the school age population has been well documented. Called by some Tidal Wave II, in reference to Tidal Wave I, the huge surge in the public school population California experienced in the 1960's, Tidal Wave II is expected to add over 700,000 students to Colleges and universities in California by the year 2010. Much of that growth will be concentrated in relatively few counties in southern California. San Bernardino is one of those counties.

Victor Valley COMMUNITY COLLEGE

Victor Valley College, in its key location in the High Desert, will experience the Tidal Wave II surge. From 2000 through 2010 the number of people between the ages of 15 and 64 within the County will increase by 32.8% to over 1.47 million persons. Victor Valley College should plan for an influx of high school and College age students through 2010. Table 3.10 reveals that in San Bernardino County the high school and College age population (15-64 age group) is expected to grow considerably while K-8 age populations will decrease somewhat through 2010.

A large share of all growth in the high school and College-aged population will occur among Hispanics. In the year 2000, of the 1,106,599 persons within the 15-64 age group, 38.12% (421,917 persons) were Hispanic. By the year 2010, of the 1,469,663 persons within the 15-64 age group, 56.7% (833,258 persons) are expected to be Hispanic.

TABLE 3.11 SAN BERNARDINO COUNTY SCHOOL AGE POPULATION

Age Group	Year 2000 Population	Year 2010 Population	Year 2020 Population
5 – 9	163,205	147,835	192,757
10 – 14	160,039	151,534	176,878
15 – 19	142,720	184,243	158,270
20 – 24	123,135	189,274	162,049
25 – 29	118,188	169,350	193,159
30 – 34	126,383	157,527	200,867
35 – 39	138,767	154,437	180,205
40 – 44	134,193	146,269	161,576
45 – 49	113,690	140,752	152,693
50 – 54	92,502	129,921	142,177
55 – 59	66,072	109,341	134,946
60 – 64	50,949	88,549	121,893
Total School Age	**1,429,843**	**1,769,032**	**1,977,470**
% of Tot Pop	**83.64%**	**85.9%**	**82.47%**

Source: Department of Finance, Demographic Research Unit Projections; Southern California Association of Governments; County of San Bernardino: Department of Economic and Community Development

By the year 2020, an influx of younger-aged family households to the area will increase the K-8 population to approximately 23% above the level for 2010. At the same time, the nine% growth rate for the high school and College age population will continue.

Since most of the growth in the public school age population through 2010 will be at the high school level, Victor Valley College must be prepared for a surge in its own population as these students move through the system.

The College must be prepared to adapt to a student body that is diverse in a number of ways. The student body will be younger, will have a wide range of preparation levels and will be more ethnically diverse.

The need for remedial instruction that is swelling the ranks of English and Math classes at the lower levels of the curriculum is likely to continue for the foreseeable future. This trend affects the four-year Colleges and universities as well as community Colleges. California State University, San Bernardino reports that 64.8% of its entering freshman class in the fall 2004 term failed the proficiency test for College English and 51.6% failed the test for Math.

Because a large share of the public school population will be Hispanic, there will be language challenges for students whose first language is Spanish. In order to attend College, many will need ESL classes and support services for first generation College attendees. In order to maintain its current participation rate,(currently 44 ? per one thousand adult residents), the College will need to make a particular effort to recruit such students. Outreach to the Hispanic community will be important as the College works recruit students. It will be important, as well, to work with high schools to adapt and develop curriculum to promote student success for Hispanic students.

If the College can successfully raise the participation rate through the attractiveness of it curriculum, partnerships with the community and outreach efforts, especially with the Hispanic community, it will have made a substantial contribution to the economic development of the region. Higher educational attainment levels lead to a well educated workforce with the ability to participate in the economic and civic life of the region as it matures.

Higher Education Segment

There are a number of options for higher education in San Bernardino County. The public Colleges and universities include: CUS San Bernardino, UC Riverside, Cal Poly Pomona, CSU Fullerton and UC Irvine. San Bernardino County has six community Colleges, including Chaffey, Mt. San Antonio and San Bernardino Valley, east and south of Victor Valley College. In the northeast part of the county are Victor Valley and Barstow. Several other community Colleges are located in Riverside County, within driving distance depending on students' home locations. A number of private degree-granting institutions are also available in the region. Figure 3.6 illustrates the higher education entry rate for the general population with the county over a three year period (1999-2002). Data reveals that San Bernardino County historically has had an education entry rate below the state average.

**FIGURE 3.4 HIGHER EDUCATION ENTRY RATE,
SAN BERNARDINO COUNTY 1992-2002**

University entry rates

Percent of recent public high schools graduates entering CSU and UC. Three-year average, 1999–2002

Teal band shows the range for California counties

- 14.0% San Bernardino
- 13.9% Riverside
- 18.2% Los Angeles
- 33.7% San Francisco County
- 17.5% State average
- 5.0% Lassen County
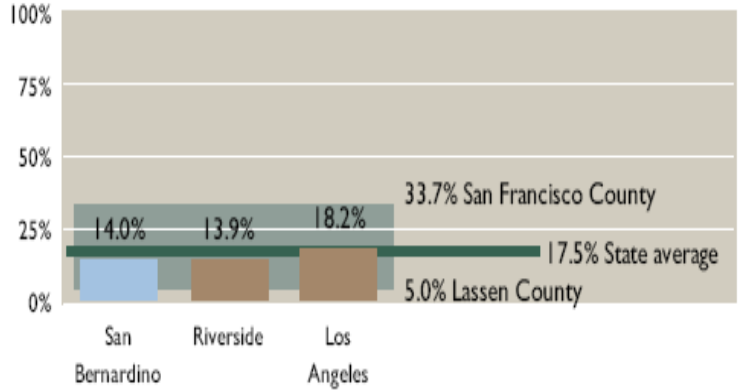
Community college entry rates

Percent of recent high school graduates entering community colleges

Three-year average, 1999–2002

Teal band shows the range for California counties

- 29.9% San Bernardino
- 20.7% Riverside
- 31.3% Los Angeles
- 47.7% San Luis Obispo County
- 31.6% State average
- 11.3% Modoc County
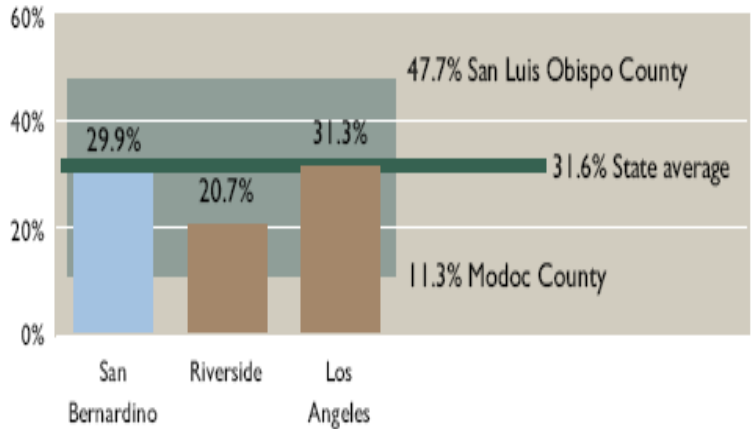
Source: California Post-secondary Education Commission (CPEC)

The majority of high school graduates seeking higher education in San Bernardino County enroll in community Colleges as opposed to University systems. Figure 3.7 lists local degree granting institutions and their relative rate of enrollment from high school graduates in 2002.

Victor Valley COMMUNITY COLLEGE

FIGURE 3.5 COLLEGES & UNIVERSITIES IN SAN BERNARDINO COUNTY

Local Colleges and Universities

Institution	Web site	Enrollment 2002	Part time	Growth from 1997
Public Universities				
CSU Fullerton	www.fullerton.edu	32,140	38%	29%
UC Irvine	www.uci.edu	23,780	4%	34%
Cal Poly, Pomona	www.csupomona.edu	19,820	26%	15%
CSU San Bernardino	www.csusb.edu	16,340	33%	23%
UC Riverside	www.ucr.edu	15,930	8%	61%
Community Colleges				
Mt. San Antonio College, Walnut	www.mtsac.edu	35,710	55%	19%
Riverside City College	www.rccd.cc.ca.us	34,530	61%	60%
Chaffey Community College, Rancho Cucamonga	www.chaffey.cc.ca.us	19,980	68%	39%
San Bernardino Valley College	www.valleycollege.edu/	14,270	66%	42%
Victor Valley College, Victorville	www.victor.cc.ca.us/	11,790	61%	39%
Crafton Hills College, Yucaipa	www.craftonhills.edu/	5,520	69%	15%
Barstow College	www.bcconline.com/	3,350	60%	67%
Copper Mountain College, Joshua Tree	www.cmccd.edu	2,160	69%	
WASC-Accredited Private & Independent Institutions				
University of Redlands	www.redlands.edu/	4,300	2%	21%
Loma Linda University	www.llu.edu/llu/index.html	3,300	24%	(21%)
Other Degree-Granting Institutions				
International School of Theology, Fontana	www.leaderu.com/isot	n	–	
Inland Valley College, Upland	www.ivcol.com/	n	–	
Community Christian College, Redlands		n	–	
Everest College, Rancho Cucamonga	everest-college.com	n	–	

n—Enrollment data not available

The table lists degree-granting institutions in San Bernardino County, plus the top choices for San Bernardino County high school graduates as shown on page 3.

Source: California Post-secondary Education Commission (CPEC)

One reason that students may choose community Colleges is their relative affordability. Enrollment fees in the community College system are currently $26 a unit ($318 for 12 units). The average annual cost of an undergraduate California resident attending the CSU system is approximately $2,566. The average annual cost for an undergraduate resident attending the UC system is approximately $22,150 (includes room and board of $10,880).

Another attraction of the community Colleges is their geographic accessibility. The option to live at home for the first two years of College is a major cost savings for students. Since more than 50% of students attending Victor Valley College are also employed, proximity to home and work can make the difference between no education beyond high school and receiving a College degree.

Additionally, many students who leave high school having failed to meet the admissions requirement of the University of California and CSU may enroll in the community Colleges. As the public four-year institutions tighten their standards and limit the number of admissions due to fiscal constraints, enrollments in the community Colleges are likely to continue to escalate.

Recent studies have reported that only one of every six Latino students leaves high school with the credentials to qualify for either UC or CSU entrance. For many students in the growing Latino population, as well as for many in the general population, the community College system may be the only avenue to higher education.

CSU San Bernardino is the primary receiving institution for Victor Valley College transfer students, accounting for over 62% of the College transfers during the 2002-03 academic year. Table 3.11 shows that the number of students transferring to San Bernardino has increased between fall 1998 through spring of 2003 at an average annual rate of 11.23%.

TABLE 3.12 TRANSFERS FROM VVC TO UC AND CSU

Four-Year Institution	1998/1999		1999/2000		2000/2001		2001/2002		2002/2003	
University of California, Berkeley	0	0.0%	3	1.0%	1	0.3%	0	0.0%	1	0.3%
University of California, Davis	1	0.4%	0	0.0%	2	0.6%	0	0.0%	1	0.3%
University of California, Irvine	0	0.0%	0	0.0%	2	0.6%	2	0.6%	1	0.3%
University of California, Los Angeles	2	0.8%	6	2.0%	2	0.6%	6	1.8%	0	0.0%
University of California, Riverside	14	5.6%	21	6.9%	27	8.3%	21	6.3%	20	6.2%
University of California, San Diego	2	0.8%	2	0.7%	5	1.5%	0	0.0%	5	1.5%
University of California, Santa Barbara	2	0.8%	0	0.0%	5	1.5%	3	0.9%	0	0.0%
University of California, Santa Cruz	0	0.0%	1	0.3%	1	0.3%	1	0.3%	0	0.0%
UC TOTAL	21	8.5%	33	10.9%	45	13.8%	33	10.0%	28	8.7%
California Polytechnic State University, San Luis Obispo	1	0.4%	0	0.0%	0	0.0%	0	0.0%	1	0.3%
California State Polytechnic University, Pomona	18	7.3%	19	6.3%	19	5.8%	24	7.3%	17	5.3%
California State University, Bakersfield	1	0.4%	1	0.3%	2	0.6%	1	0.3%	2	0.6%
California State University, Chico	1	0.4%	4	1.3%	4	1.2%	2	0.6%	1	0.3%
California State University, Dominguez Hills	8	3.2%	4	1.3%	2	0.6%	1	0.3%	4	1.2%
California State University, Fresno	0	0.0%	0	0.0%	1	0.3%	0	0.0%	1	0.3%
California State University, Fullerton	10	4.0%	15	4.9%	17	5.2%	25	7.6%	9	2.8%
California State University, Hayward	1	0.4%	0	0.0%	1	0.3%	1	0.3%	1	0.3%
California State University, Long Beach	3	1.2%	16	5.3%	7	2.2%	3	0.9%	5	1.5%
California State University, Los Angeles	4	1.6%	4	1.3%	0	0.0%	2	0.6%	5	1.5%
California State University, Monterey Bay	0	0.0%	2	0.7%	2	0.6%	2	0.6%	0	0.0%
California State University, Northridge	2	0.8%	7	2.3%	4	1.2%	8	2.4%	3	0.9%
California State University, Sacramento	3	1.2%	0	0.0%	1	0.3%	0	0.0%	2	0.6%
California State University, San Bernardino	132	53.2%	142	46.7%	161	49.5%	179	54.1%	202	62.5%
California State University, San Marcos	0	0.0%	3	1.0%	0	0.0%	1	0.3%	3	0.9%
California State University, Stanislaus	0	0.0%	2	0.7%	0	0.0%	3	0.9%	2	0.6%
Humboldt State University	8	3.2%	6	2.0%	3	0.9%	3	0.9%	0	0.0%
San Diego State University	10	4.0%	6	2.0%	9	2.8%	9	2.7%	6	1.9%
San Francisco State University	3	1.2%	2	0.7%	1	0.3%	0	0.0%	0	0.0%
San José State University	1	0.4%	4	1.3%	0	0.0%	1	0.3%	2	0.6%
Sonoma State University	0	0.0%	1	0.3%	1	0.3%	0	0.0%	1	0.3%
CSU TOTAL	206	83.1%	238	78.3%	235	72.3%	265	80.1%	267	82.7%
TOTAL	248	100.0%	304	100.0%	325	100.0%	331	100.0%	323	100.0%

Source: VVC Fact Book, 2004

Summary of External Environment

San Bernardino County, especially the High Desert region, is experiencing rapid population growth. Along with that growth is an increasingly diverse ethnic population. The Hispanic population is projected to become the County's majority ethnic population by the year 2010 and is estimated to be 63.5% of the population by 2020 (1,559,593 persons).

San Bernardino County population projections by age reveal a major influx of high school and College age persons by the year 2010. It is expected that between the year 2000 through 2010 the number of persons between the ages of 15 and 64 within the County will increase by 32.8% to approximately 1.47 million persons. Of those residents over 56% are expected to be Hispanic. The College has the challenge of serving an increased number of students and a diverse student population.

As is true for many other counties in the region, San Bernardino County is expected to share in the regional shift from a manufacturing-based economy to a services-based economy. San Bernardino Associated Governments projects a 30% employment growth rate for the county between 2005 and 2015. Though much of the expected absolute employment growth is expected in industries where little or no College education is necessary, emerging industries in the area are expected to achieve the largest numbers of jobs in retail, food services, logistics, and education. It is well known that while entry level jobs may not require College, the ability to advance into management and higher level work requires writing and speaking ability as well as math skills. Advanced vocational training and retraining are also important roles for education to play in the economic development of a region.

The level of educational attainment in San Bernardino County is below the state average. This statistic is not surprising given that the economy, in the past, has been built on manufacturing. In this period of dramatic change in the region, the College has an opportunity to lead in the shaping of educational culture and economy of the region. Partnerships with the K-12 schools in the area as well as Colleges and universities, especially CSU San Bernardino, will be vital in raising the overall level of education in the region and in addressing the challenges that may be particular to the region.

By working with employers, government, and education leaders from other educational segments, residents of the region will be better prepared as citizens and skilled employees in the new, services-based environment. As the region matures based on population growth, infrastructure development and business opportunity, the High Desert is likely to take shape in entrepreneurial ways that are yet to be determined. Victor Valley College will be instrumental in providing an educated population base, a highly skilled workforce and civic participation in the High Desert community.

CHAPTER 4: INTERNAL ENVIRONMENT AND ITS IMPACTS

Institutional Structure

From its inception, the College has offered two year academic transfer programs and corresponding vocational educational programs. In fall 2003, approximately 10,580 students enrolled at Victor Valley College with 35% of the students taking 12 on more units per semester. The student body at Victor Valley College is largely composed of a mix of recent high school graduates, adults, single parents, students with disabilities, individuals returning to College to upgrade their skills and life long learners.

Courses at the College are primarily offered on a 16 week fall and spring semester basis with a six week winter session. A summer session provides course-taking opportunities as well. In addition, intensive short term classes, open-entry / open-exit curriculum and evening and weekend classes are provided. Course offerings online have become increasingly popular and serve students who prefer distance education. In fall 2004, online course offerings accounted for approximately 11% of full-time equivalent students (FTES).

Victor Valley College has three principal areas of study: Humanities and Social Sciences, Business and Vocational Programs, and Mathematics and Science. Additional support programs include Student Services and Administrative Services. The primary role of Student Services is to provide resources regarding career planning, job placement, financial aid, childcare, housing and transportation. The College has always been committed to a student centered approach to instruction as well as providing a strong program of support services that are designed to help students succeed in their academic experience.

Current and Future Facilities

A continuous effort has been made by the District to plan for the current and anticipated future space needs of Victor Valley College. Victor Valley College has responded to the diversity of students and instruction by featuring a variety of facilities to support academic delivery, administration, student services, and community services. To date, the College possesses approximately 343,362 assignable square feet (ASF) dedicated to academic instruction and support.(see Table 4.1).

Recently completed facilities projects at Victor Valley College include the construction of the Child Development Center, Auto/Print Shop, and Humanities Center. The above projects have responded to anticipated needs by adding approximately 9,307 ASF of classroom, 1,609 ASF of laboratory, 3,840 ASF of office, 4,025 ASF of library space, and 15,715 ASF of all other type spaces at Victor Valley College. Each project has contributed to a more complete campus atmosphere and added to more comprehensive academic programs.

TABLE 4.1 SUMMARY OF CURRENT CAMPUS ASF

Type of Room Usage	Assignable Square Footage (ASF)
Classroom	41,225
Laboratory	72,479
Office	48,056
Library	46,821
Audio Visual, Radio, TV	4,004
Athletic/Physical Education	32,116
Assembly	16,739
Inactive	4,663
All Other	77,259
TOTAL ASF	**343,362**

Source: California Community Colleges – Facility Utilization Space Inventory Option Net (FUSION) System

Future proposed projects already approved for State Capital Outlay Funding include a replacement of the Auxiliary Gymnasium to house the Adaptive P.E. program, a Speech and Drama Studio addition to the Performing Arts Center, and construction of an Advanced Technology Building. An Initial Project Proposal was recently submitted to the Chancellor's Office regarding potential State funding for a Music building modernization project. According to the District Five Year Construction Plan, anticipated for future locally funded projects include an Allied Health building construction, Academic Commons building renovation, Central Plant phase II construction, road safety phase II, and campus parking projects. A joint project with the City of Victorville for a fire training facility, including a working fire department and training grounds for the Administration of Justice program is currently in discussion.

As District service area population and student enrollment are projected to increase over the next fifteen years, the District must continue to provide facilities that appropriately and adequately respond to changing needs. In order for the District to maintain advanced educational programs, College facilities must also be equipped with infrastructure capable of incorporating new technology for academic instruction. The District has and will continue to utilize State Capital Outlay Funding for the construction and modernization of facilities on Campus, and will consider alternative funding methods such as Local Bond Funding for future facilities projects.

Primary District Service Area

The Victor Valley Community College District service area includes portions of San Bernardino County and encompasses about 2,200 square miles. The primary service area, accounting for approximately 86% of enrollment, includes the incorporated cities of Adelanto, Apple Valley, Hesperia, and Victorville. Other service communities include Pinon Hills, Phelan, Wrightwood, Helendale, and Lucerne Valley.

FIGURE 4.1 DISTRICT SERVICE AREA
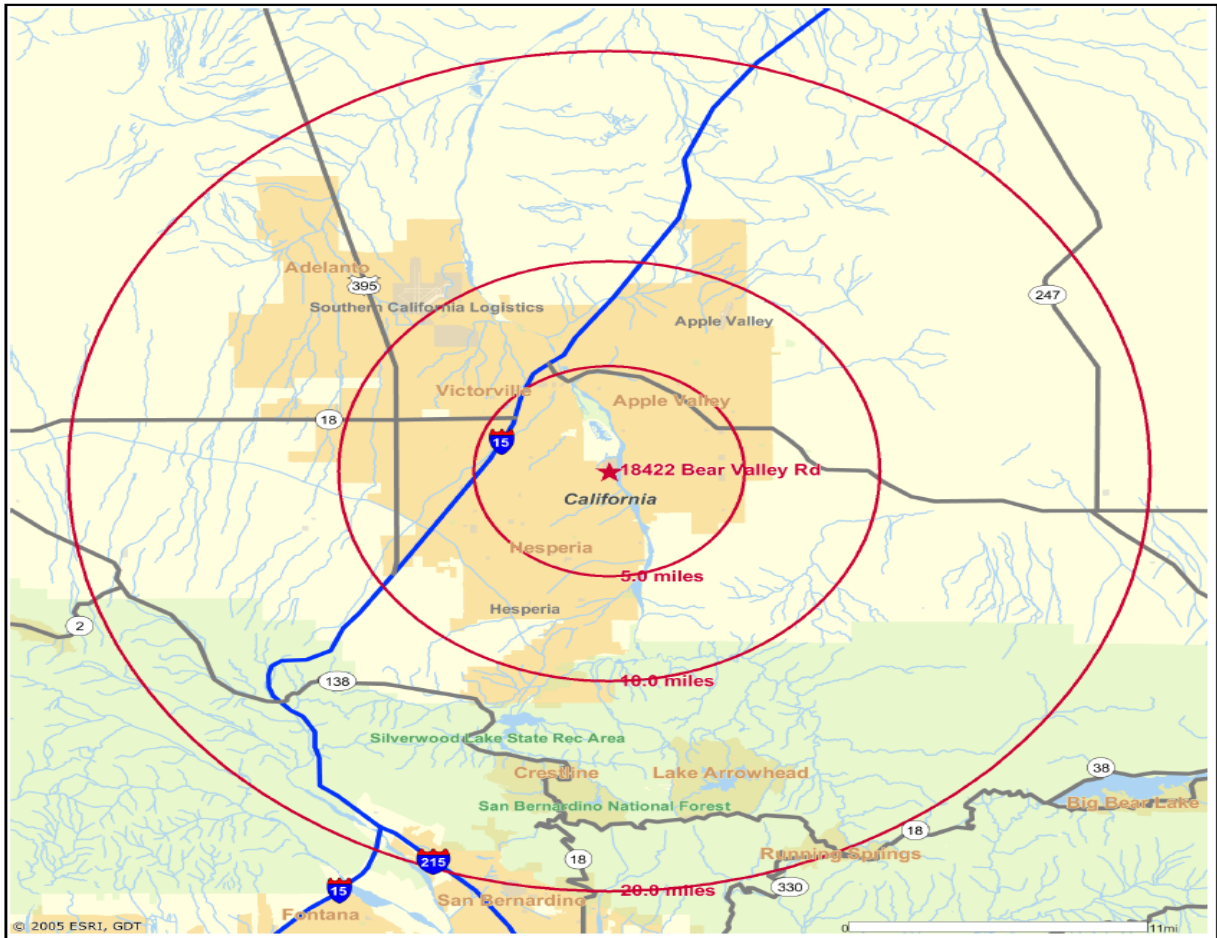
Source: Site Map of 2005 ESRI – Victor Valley College

Participation Rate

Participation rate may be defined as the number of enrollments a College experiences per every 1,000 total population. The California Postsecondary Education Commission estimates California will enroll approximately 1,657,923 students within community Colleges during the year 2005. The Department of Finance estimates California's total population will reach 36,810,358 by the year 2005. Thus, the projected participation rate for California Community Colleges in 2005 is approximately 45 students per 1,000 population. Unduplicated enrollment from each primary service city (Adelanto, Apple Valley, Hesperia, and Victorville) and total population between 2000 and 2004 were used to estimate the participation from these cities (See Table 4.2). The average participation rates within the primary District service area between the years 2000 and 2004 are illustrated in Figure 4.2.

TABLE 4.2 PARTICIPATION RATE BY SERVICE AREA CITY

	Victorville	Hesperia	Apple Valley	Adelanto	TOTAL
Fall 2000					
Enrollment	2,786	2,526	2,371	435	8,118
Total Population	64,029	62,582	54,239	18,180	199,030
Participation Rate	43.51	40.36	43.71	23.93	40.79
Fall 2001					
Enrollment	3,155	2,843	2,734	501	9,233
Total Population	67,600	64,200	55,200	18,240	205,240
Participation Rate	46.67	44.28	49.53	27.47	44.99
Fall 2002					
Enrollment	3,217	2,799	2,806	529	9,351
Total Population	69,300	65,100	56,800	18,650	209,850
Participation Rate	46.42	43	49.4	28.36	44.56
Fall 2003					
Enrollment	3,158	2,792	2,670	571	9,191
Total Population	72,800	68,200	59,200	19,500	219,700
Participation Rate	43.38	40.94	45.1	29.28	41.83
Fall 2004					
Enrollment	3,279	2,733	2,641	591	9,244
Total Population	77,700	70,300	61,300	21,250	230,550
Participation Rate	42.2	38.88	43.08	27.81	40.10

Source: the College Fall 2004 Fact Book, Attendance By Area; Fall 2004 enrollment data from the College Institutional Research; County of San Bernardino, Department of Economic and Community Development – Community Profiles 2004

FIGURE 4.2 AVERAGE PARTICIPATION RATE

Participation Rate By Service Area

Avg. Participation Rate
Apple Valley = 46.17
Victorville = 44.44
Hesperia = 41.49
Adelanto = 27.37
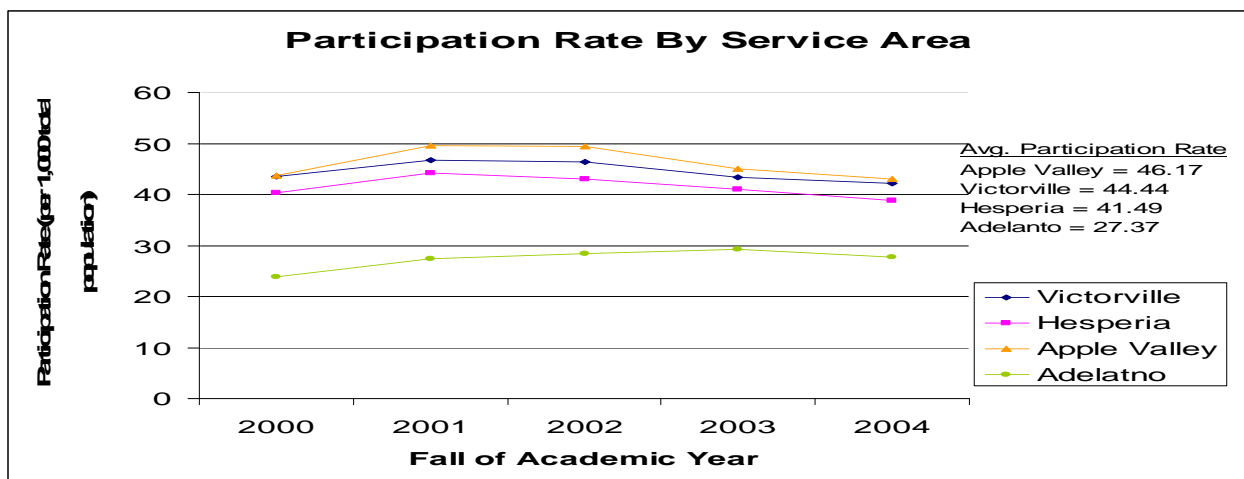
The District's service area population has experienced recent growth and it is expected that these cities will continue to grow significantly through the year 2030. Victor Valley College has shared in this population growth as seen by an increase in enrollment of 12% from 2000 to 2003, as illustrated in Figure 4.3.

Recent Enrollment and FTES Trends

For planning purposes it is important to analyze enrollment and full time equivalent student (FTES) trends by term. Enrollment trends by term establish an indication of how many students a College serves at a given time. Over the past four academic years enrollment by term has been relatively stagnant in fall and spring semesters. Figure 4.4 shows the unduplicated headcount enrollment at Victor Valley College by term. The average annual growth in enrollment over the past four years during fall semester is -0.29% and -1.51% in the spring term. The summer intersession has experienced a decrease in annual enrollment over the past four years, dropping on average by 8.17% per year. However, the addition of a winter intersession during the 2004-2005 academic year has been an immediate success with enrollment over 3,400 students during the first year of implementation.

FIGURE 4.3 POPULATION & ENROLLMENT, COLLEGE V. SERVICE AREA
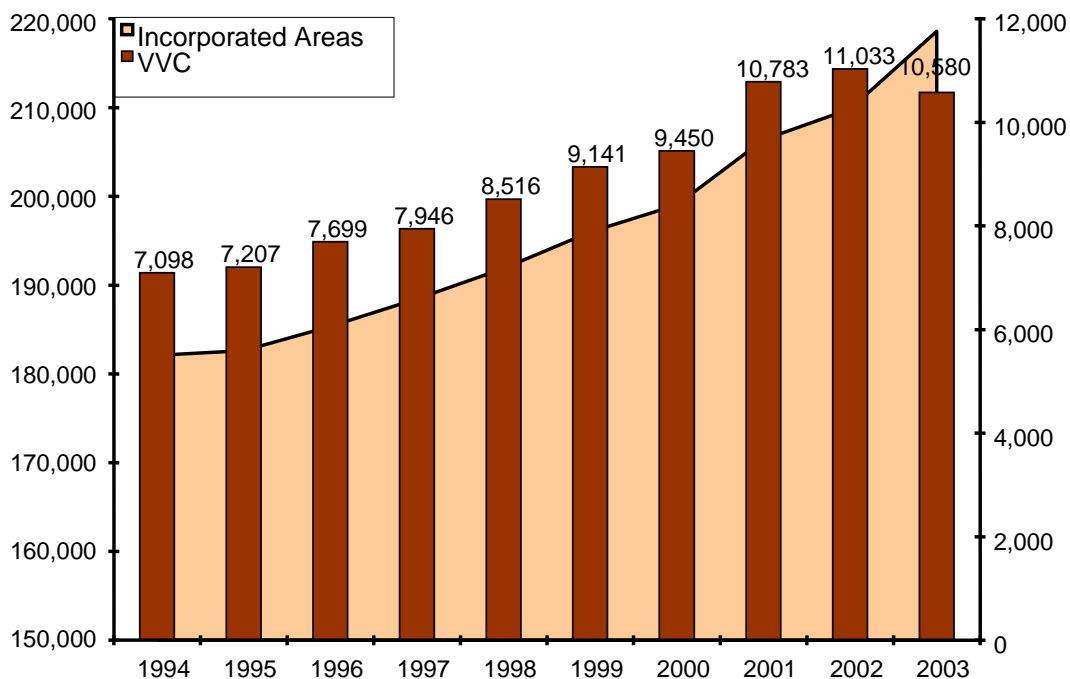
Source: Victor Valley College, Fall 2004 Fact Book

FIGURE 4.4 UNDUPLICATED ENROLLMENT BY TERM

Unduplicated Enrollment By Term

Academic Year	Summer	Spring	Winter	Fall
2001 - 2002	5,122	11,238		10,783
2002 - 2003	4,312	11,833		11,033
2003 - 2004	4,391	10,582		10,580
2004 - 2005	3,967	10,736	3,431	10,691
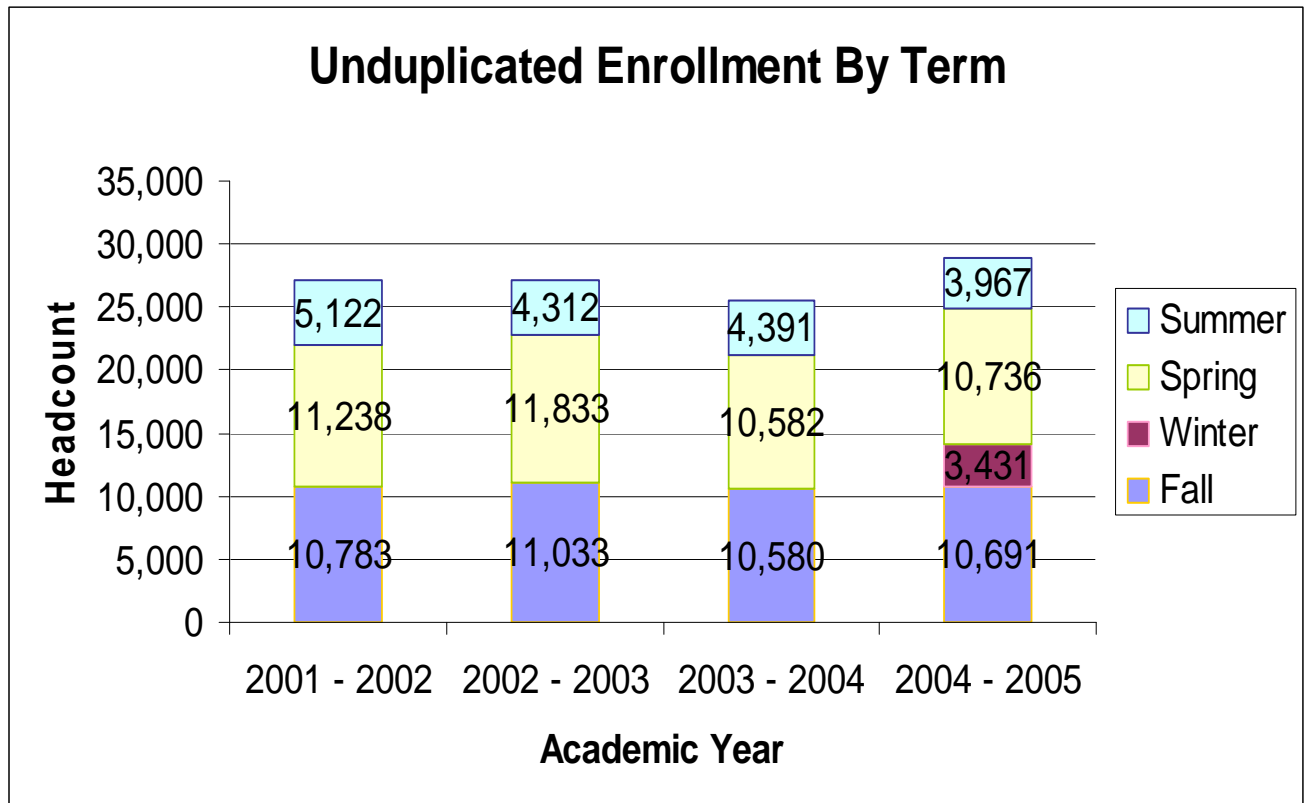
Similarly, FTES trends by term exhibit some of the same traits as those for enrollment. Figure 4.5 illustrates FTES generated by the College through four academic years (fall 2001 though summer 2005). Data reveals that for the fall and spring semesters FTES has remained relatively stagnant. Average annual growth in FTES for fall semester was 0.14% and -0.10% for spring over the last four academic years. It is interesting to note that though enrollment over the past four years within the summer intersession has declined by approximately 8% per year, FTES has only declined at a rate of approximately 1.10% per year. This implies that though fewer students are enrolling during the summer, students who do enroll are taking heavier unit loads. The addition of the winter intersession is responsible for generating approximately 600 FTES during its first year of implementation.

FIGURE 4.5 FULL TIME EQUIVALENT STUDENTS (FTES) BY TERM

FTES By Term
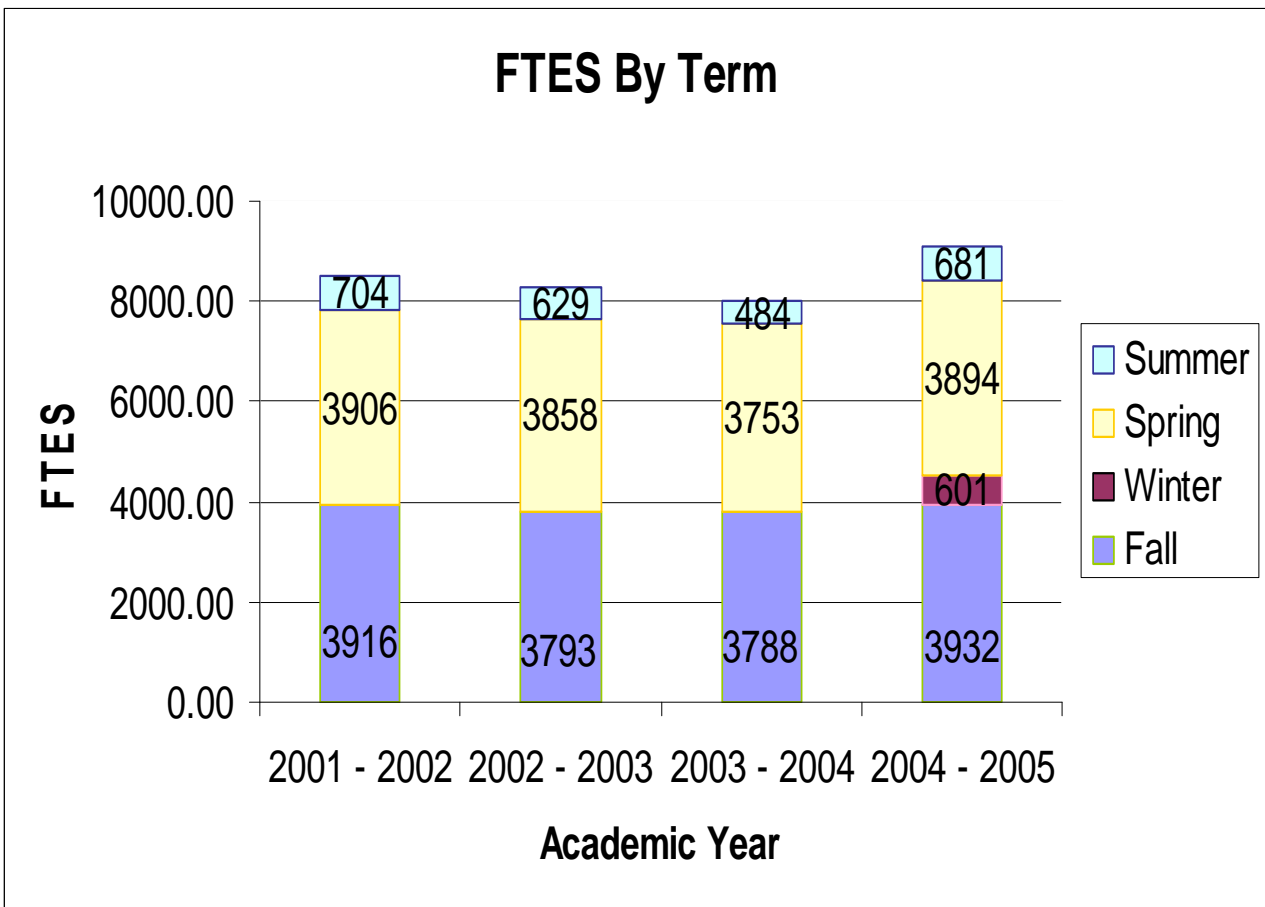
FTES trends by department reveal that the top 10 of all 56 credit departments consistently account for approximately 50% of the total Campus FTES. Table 4.3 illustrates the FTES distribution by department for the top 10 FTES producers for the College between fall 2001 through summer 2005.

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TABLE 4.3 TOP 10 PRODUCERS OF FTES BY DEPARTMENT

2001 – 2002 FTES		2002 – 2003 FTES		2003 – 2004 FTES		2004 – 2005 FTES	
Math	857	Math	775	Math	768	Math	1,044
English	600	English	655	English	684	English	767
P.E.	398	P.E.	458	Biology	495	Biology	590
Biology	385	Biology	441	P.E.	399	P.E.	445
C.I.S.	350	AlldHealth	363	AlldHealth	372	AlldHealth	442
Allied Health	314	C.I.S.	288	History	263	C.I.S.	276
Psychology	266	Psychology	283	Psychology	256	Child Develop.	268
Bus. Admin.	244	History	262	C.I.S.	241	Psychology	265
Automotive	235	Bus.Admin.	248	Bus.Admin.	235	Speech Comm.	251
History	234	Automotive	236	Automotive	235	Bus.Edu.Tech.	249
FTES Top 10	**3,883**		**4,009**		**3,948**		**4,597**
Total FTES	**8,526**		**8,280**		**8,025**		**9,108**
% of Total	**45.54%**		**48.42%**		**49.20%**		**50.47%**

Changing Student Demographic

Racial and ethnic composition of the student body at Victor Valley College has recently shifted in relation to overall population changes. Figure 4.6 illustrates a historical breakdown of fall semester enrollment by race and ethnicity at Victor Valley College between 1994 and 2003. Comparing enrollment figures to the ethnic background of students shows that Hispanic students increased by 39.1% from 1994 to 2003. During the same period, the College experienced a net decrease of 16% in enrollment of White students.

Analysis of enrollment trends based on student age groups reveals there has been a move towards a younger community College student body during the past ten academic years. As depicted in Table 4.4, from 1994 to 2003 the largest percentage increase by age group was sustained in the 18-20 range (6.8% in Fall, 3.6% in Spring, 2.7% in Summer). During the same time frame, the greatest decline by age group was experienced within the 31-40 age group (decrease of 8.7% in Fall, 8.2% in Spring, and 5% in Summer).

FIGURE 4.6 FALL ENROLLMENT BY RACE & ETHNICITY (1ST CENSUS)

Source: the College Fact Book 2004

Legend:
- African American
- American Indian / Pacific Islander
- Asian
- Hispanic
- White
- Other
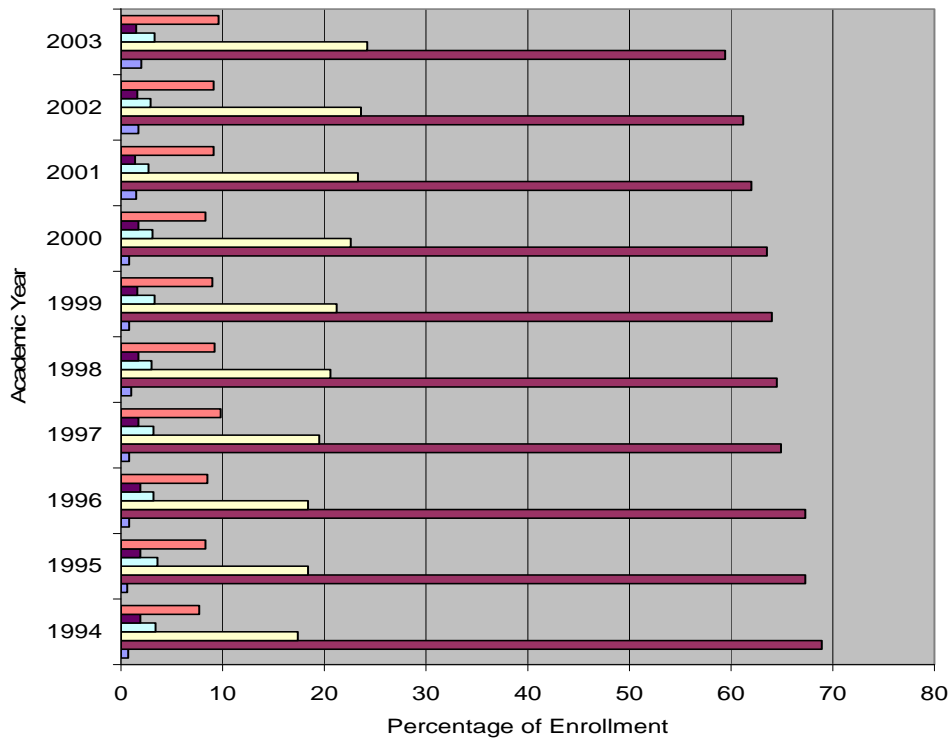
TABLE 4.4 ENROLLMENT BY AGE GROUP (1ST CENSUS)

Fall																
	<18		18-20		21-25		26-30		31-40		41-50		51-60		>60	
1994	400	5.6%	1679	23.7%	1246	17.6%	884	12.5%	1728	24.3%	867	12.2%	227	3.2%	67	0.9%
1995	431	6.0%	1857	25.8%	1214	16.8%	896	12.4%	1653	22.9%	861	11.9%	228	3.2%	67	0.9%
1996	486	6.3%	1943	25.2%	1280	16.6%	918	11.9%	1735	22.5%	965	12.5%	287	3.7%	85	1.1%
1997	591	7.4%	2091	26.2%	1356	17.0%	875	11.0%	1659	20.8%	1038	13.0%	265	3.3%	98	1.2%
1998	724	8.5%	2352	27.6%	1383	16.2%	878	10.3%	1705	20.0%	1074	12.6%	317	3.7%	98	1.1%
1999	879	9.6%	2645	28.9%	1467	16.0%	828	9.0%	1654	18.0%	1216	13.3%	354	3.9%	121	1.3%
2000	902	9.5%	2712	28.6%	1592	16.8%	876	9.2%	1626	17.2%	1265	13.3%	371	3.9%	132	1.4%
2001	1094	10.1%	3053	28.2%	1862	17.2%	1036	9.6%	1769	16.3%	1417	13.1%	469	4.3%	133	1.2%
2002	1043	9.5%	3242	29.4%	2070	18.8%	1034	9.4%	1688	15.3%	1381	12.5%	437	4.0%	138	1.3%
2003	717	6.8%	3229	30.5%	2129	20.1%	1023	9.7%	1651	15.6%	1263	11.9%	437	4.1%	131	1.2%

Source: the College Fact book 2004

Student Goals and Transfer Rates

When students enter the College, they are asked their educational goal. At that time, approximately 40% of the College's students identify a bachelor degree as their goal. Those students intend to transfer.

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Table 4.5 below shows the thirteen options the College provides to students for declaring a goal and the relative proportions chosen. Approximately 40% of students indicate their intention to transfer to four-year institutions, compared to about 25% declaring a vocational goal (This figure combines Associates (Vocational Major), Vocational Certificate, New Job Skills, Update Job Skills and Maintain Certificate). The remaining six categories comprise all other students.

## TABLE 4.5 EDUCATIONAL GOAL – FALL UNDUPLICATED HEADCOUNT

Fall	1999		2000		2001		2002		2003	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bachelor after Associates	3,053	33.3%	3,140	33.1%	3,646	33.7%	3,845	34.8%	3,966	37.5%
Bachelor without Associates	438	4.8%	442	4.7%	546	5.0%	569	5.2%	558	5.3%
Associates (General Education Major)	322	3.5%	308	3.3%	447	4.1%	545	4.9%	569	5.4%
Associates (Vocational Major)	1,002	10.9%	1,010	10.7%	991	9.1%	971	8.8%	961	9.1%
Vocational Certificate	472	5.2%	498	5.3%	488	4.5%	496	4.5%	466	4.4%
Personal Interest	396	4.3%	412	4.3%	435	4.0%	366	3.3%	362	3.4%
New Job Skills	832	9.1%	788	8.3%	862	8.0%	869	7.9%	748	7.1%
Update Job Skills	266	2.9%	285	3.0%	293	2.7%	260	2.4%	255	2.4%
Maintain Certificate	139	1.5%	118	1.2%	124	1.1%	154	1.4%	172	1.6%
Educational Development	122	1.3%	125	1.3%	152	1.4%	143	1.3%	139	1.3%
Improve Basic Skills	117	1.3%	110	1.2%	117	1.1%	108	1.0%	94	0.9%
Complete H.S. Credits	625	6.8%	689	7.3%	869	8.0%	725	6.6%	332	3.1%
Undecided	1,380	15.1%	1,550	16.4%	1,862	17.2%	1,982	18.0%	1,958	18.5%
Total	9,164	100.0%	9,475	100.0%	10,832	100.0%	11,033	100.0%	10,580	100.0%

Source: the College Fact Book 2004

On an annual basis, the College produced between 415 and 453 transfer-ready students between 2001 and 2003. "Transfer-ready" is defined as meeting the course requirements and the number of applicable credit units to be admitted to upper division status at a four-year College or university (See Figure 4.7). The number of transfer-ready students is well below the number who expresses a desire to transfer.

There are a number of barriers to completing academic transfer requirements and then successfully transferring. Chief among them is insufficient academic preparation. Many students come to community Colleges with academic deficits. For students who must take pre-collegiate coursework, the path to transfer is longer than for better prepared students. Another major barrier is the complicated information and processes that a student needs to understand and act on in a timely manner. Many students fall by the wayside for these and other reasons.

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FIGURE 4.7 TRANSFER READY STUDENTS

Year	Number of Students
2001	422
2002	415
2003	453
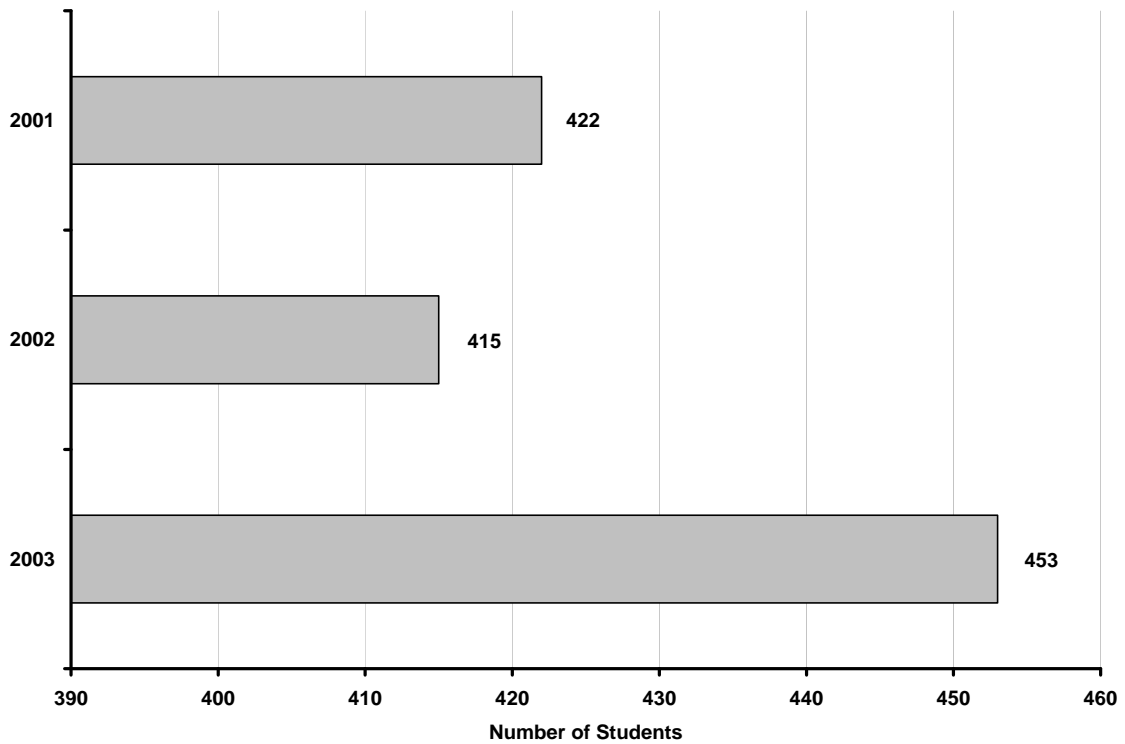
Source: the College Fact Book 2004

Victor Valley College has a transfer rate of 22.08, based on the findings of a Chancellor's Office published in 2002. This figure means that of first-time students who enrolled at the College in 1995, only 22.08% transferred to four-year public universities within six years. The study followed first-time students entering community Colleges in California during 1995 and track them over six years. Table 4.6 shows the range of transfer rates with Victor Valley College in the bottom quartile. Using the same measures, at least 93 other community Colleges, including Barstow and Chaffey, achieved a higher transfer rate with their students during the same period.

Enrollment Projections

Using the average participation rate of cities within the primary district service area (presented in Figure 4.2), and population projections (presented in Table 4.2), enrollment projections through the year 2020 may be seen in Figure 4.8.

TABLE 4.6 TRANSFER RATE CALIFORNIA COMMUNITY COLLEGES

College	Rate (%)	College	Rate (%)	College	Rate (%)
De Anza	50.05	Shasta	34.19	Santa Monica	22.76
Sacramento City	48.97	Napa Valley	33.77	Mendocino	22.35
Moorpark	47.89	Glendale	33.46	Crafton Hills	22.35
Ohlone	46.22	Laney	33.07	Victor Valley	22.08
Foothill	45.53	Coastline	32.74	Rio Hondo	22.07
San Mateo	45.38	Riverside	32.42	West L.A.	21.74
West Valley	45.29	Columbia	32.38	Contra Costa	21.54
Cuesta	45.14	Sequoias	32.37	Cuyamaca	20.04
Saddleback	44.6	Mt. San Antonio	32.16	Southwestern	19.47
Diablo Valley	44.15	Bakersfield	32.13	L.A. SouthW	19.12
Irvine Valley	43.68	Merced	32.09	Marin	17.12
Orange County	43.64	L.A. Valley	31.97	L.A. Trade-Tech	16.9
San Francisco City	43.24	San Diego Miramar	31.81	Imperial Valley	16.37
Santa Barbara City	42.86	Porterville	31.58	San Bndo	15.14
Reedley	41.72	Feather River	31.19	Compton	8.56
Canyons	41.61	El Camino	30.86	Palo Verde	7.89
Las Positas	41.35	Butte	30.77		
Palomar	40.76	Solano	30.53		
Santa Rosa	40.71	Cerritos	29.67		
L.A. Pierce	40.37	West Hills	28.43		
Golden West	40.28	Hartnell	27.97		
Pasadena City	40.18	Mt. San Jacinto	27.55		
Skyline	39.74	Barstow	27.54		
Cañada	39.65	Oxnard	27.41		
Ventura	39.4	Evergreen Valley	26.82		
San Diego Mesa	38.26	Grossmont	26.73		
Cabrillo	38.16	L.A. Harbor	26.69		
Chabot	37.82	Santa Ana	26.66		
American River	37.6	Long Beach City	26.36		
Redwoods	37.5	Citrus	26.26		
Siskiyous	37.37	Monterey	26.24		
Mira Costa	36.72	L.A. Mission	26.2		
Mission	36.55	Desert	26.05		
Consumnes River	36.46	Antelope Valley	25.94		
Sierra	36.39	Merritt	25.74		
Alameda	36.33	San Diego City	25.58		
Allan Hancock	36.09	Vista	25.15		
Lassen	35.65	San Jose City	25.12		
San Joaquin Delta	35.37	Chaffey	24.89		
Gavilan	35.24	Yuba	24.72		
Fullerton	34.89	Cerro Coso	24.37	*Source: Chancellors Office Report,*	
Modesto	34.73	East L.A.	23.89		
Cypress	34.37	Taft	23.64	*Transfer Capacity &Readiness in Community Colleges*	
Fresno City	34.26	L.A. City	23.62		
Lake Tahoe	34.21	Los Medanos	22.83		

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FIGURE 4.8 ENROLLMENT PROJECTIONS FOR VVC
FALL 2005 – FALL 2020

Unduplicated Enrollment Projections - Fall Term
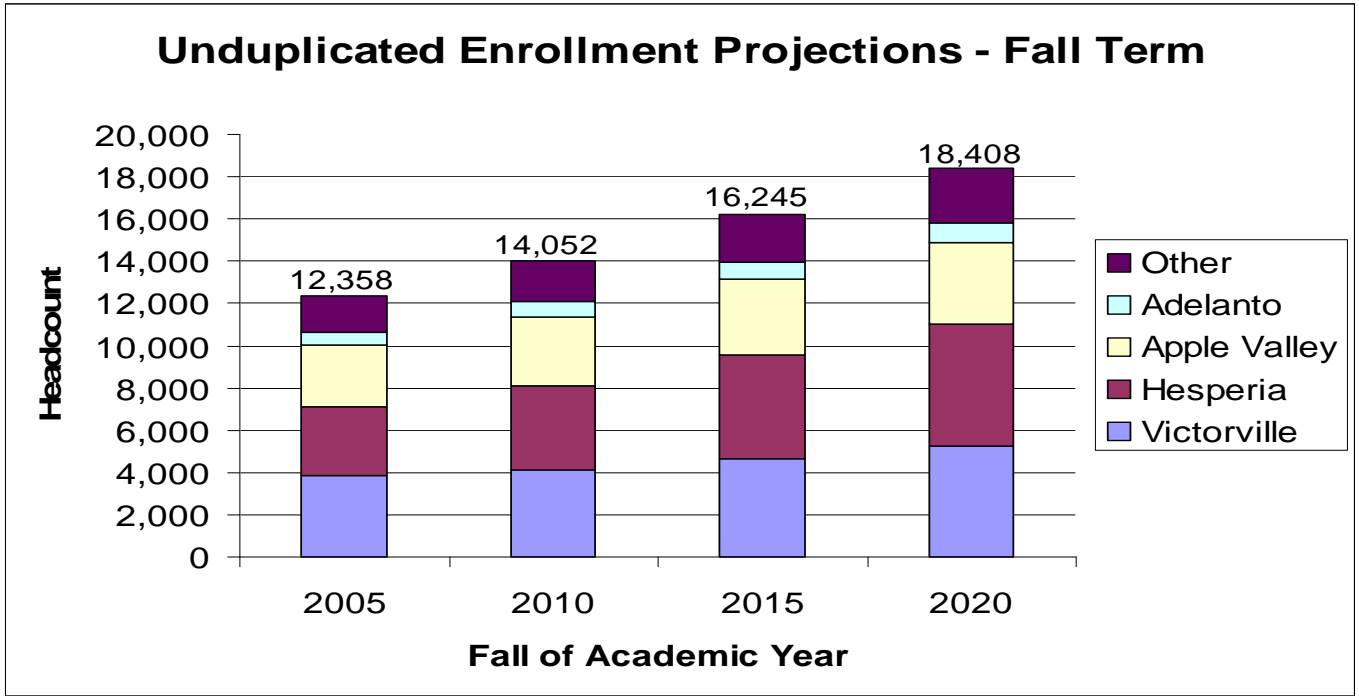
| Service Area	Fall 2005		Fall 2010		Fall 2015		Fa ll 2020	
	Total Pop.	Enroll-ment	Total Pop.	Enroll-ment	Total Pop.	Enroll-ment	Total Pop.	Enroll-ment
Victorville	86,473	3,843	92,894	4,128	105,368	4,683	117,669	5,229
Hesperia	78,494	3,257	95,800	3,975	117,568	4,878	139,049	5,769
Apple Valley	63,453	2,930	70,873	3,272	77,333	3,570	83,707	3,865
Adelanto	21,888	599	25,939	710	30,675	840	35,351	968
Other	N/A	1,730	N/A	1,967	N/A	2,274	N/A	2,577
TOTAL		**12,358**		**14,052**		**16,245**		**18,408**

Enrollment projections assume that the average participation rate per 1,000 total population for Victorville (44.44), Hesperia (41.49), Apple Valley (46.17) and Adelanto (27.37) will be maintained through 2020. Enrollment distribution by area presented in the 2004 Fact Book estimates that enrollment from persons residing in the primary service area accounts for approximately 86% of enrollment on average.

The approximate 14% of Victor Valley College enrollment coming from residents outside the primary district service area cities was used to project enrollment from "other" areas.

FTES Projections

The average FTES generated by each department between 2001-02 and 2004-05 was used to calculate an average percentage of annual FTES for every department. An average percentage of total FTES is representative of the piece of the total FTES pie each department generated over four academic years (2001-02 through 2004-05). The Chancellor's Office "Long Range Enrollment and WSCH Forecast, 2005" was then used to determine a sustainable average annual rate of FTES growth through the year 2020. The Chancellor's Office WSCH forecast suggests that a sustainable average annual growth rate for the College will be approximately 3.0%. Figure 4.9 illustrates the projected annual FTES for Victor Valley College. These projections suggest that in 2020 the College will generate 206,223 WSCH during the fall semester (assuming 43.0% of annual FTES is attributable to the fall term). Fall enrollment projections suggest the College will enroll 18,408 students during fall 2020. Therefore, the projected class load of a typical student at Victor Valley College in 2020 is approximately 11.2 weekly student contact hours.

FIGURE 4.9 ANNUAL FTES PROJECTIONS FOR VVC, 2010 – 2020
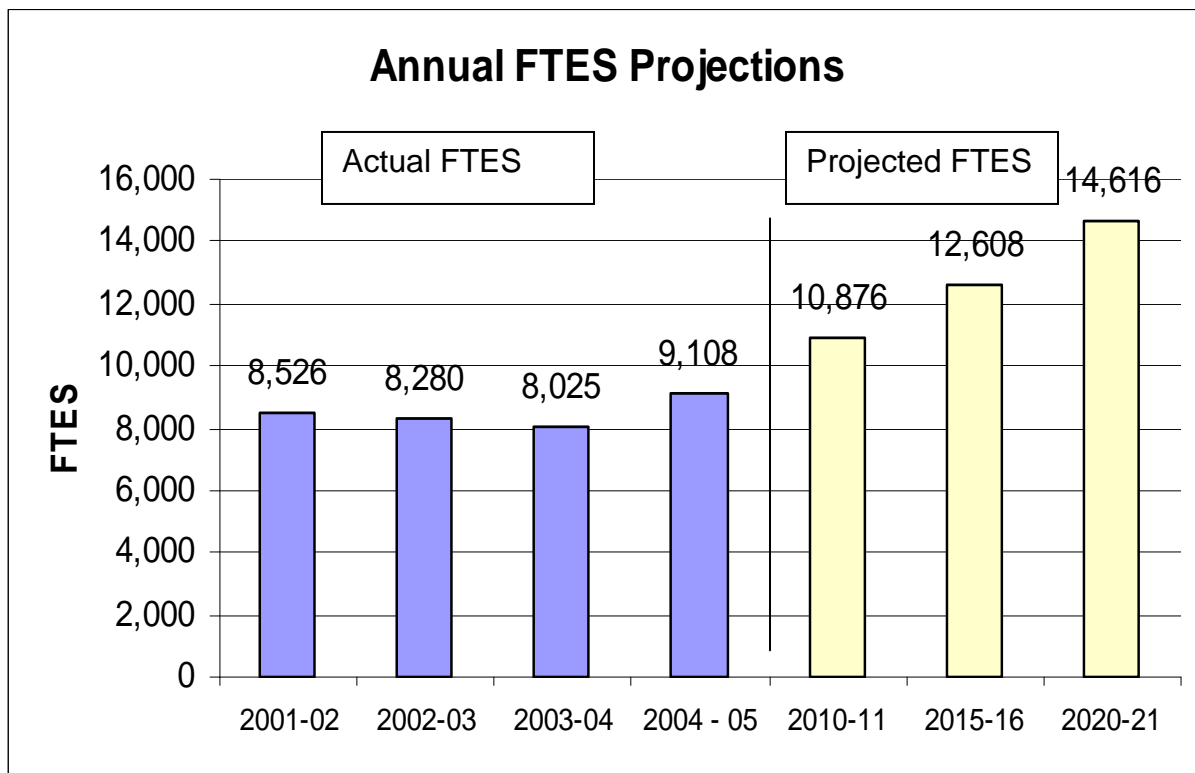
Summary of Internal Environment

Victor Valley College experienced a 14% enrollment growth between the fall 2000 and fall 2001. Since then, fall term enrollment has been relatively stagnant between fall 2001 and fall 2004 with an average annual growth of 0.29%. A report published by the Chancellor's Office titled, *"Impacts of Student Fee Increase and Budget Changes on Enrollment and Financial Aid in the California Community Colleges",* estimates that between spring 2003 and spring 2004 California Community College headcount enrollment decreased by approximately 7.24% due to a fee increase from $11 to $18 per unit and budget reductions beginning in Fiscal Year 2002-03. During the same time (spring 2003 through spring 2004) enrollment headcount at Victor Valley College only decreased by 4.09%. Though Victor Valley College was not affected as much by recent fee increases and budget reductions as the community College system average would indicate, this does not mean the College will maintain better than average enrollment growth.

Because population within the District primary service area is expected to grow at above average rates, the College must make an active effort to maintain and grow its current participation rate. The College's average participation rate amongst it four primary service area cities (Victorville, Hesperia, Adelanto, and Apple Valley) between the year 2000 through 2004 was approximately 42.45 students per 1,000 total population. Currently, this participation rate is just below the community College state average of 45 students per 1,000 total population. By the year 2010 it is anticipated that California Community College participation rates will climb to 50 students per 1,000 total population. To reach the state average of participation rate in 2010, the primary district service area cities must combine to account for 14,275 students. The enrollment projection based on current participation rates estimate 12,085 students will enroll from the primary district service area cities (see Figure 5.5).

The District service area population is expected to grow increasingly diverse thorough the year 2020 and the College must appropriately respond to population changes as to best serve academic and cultural needs within the community. To increase participation rates amongst its primary service area population the College will need to increase outreach efforts to enroll historically underrepresented students, primarily those of Hispanic origin. The population is evolving and the College must adapt to emerging changes within the community. By evaluating key institutional polices and procedures, the College can assure that they do not serve as barriers to student access. The College will be challenged to continue to respond to student demand for programs, courses, and services with available College resources.

CHAPTER 5: PLANNING ASSUMPTIONS AND RECOMMENDED IMPERATIVES

Planning Assumptions

The following assumptions are derived from the lessons learned as a result of the scans of the College's external and internal environments:

1. While population growth in the areas served is a known phenomenon, it will not automatically lead to enrollment growth for the College without focused effort.

2. Growth in the region will challenge education providers to expand capacity while additionally providing programs and services relevant to the increasingly diverse educational needs.

3. The economy of the region will continue to shift from a manufacturing-based to a service-based economy.

4. The immediate need for workforce skills requiring technical training will be followed by the need for higher level skills as the region matures. Hence, education will continue to be a key factor in the economic and civic development of the region.

5. The fiscal uncertainty of the State budget will require the College to seek alternative sources of funding through private partnerships and grants.

6. Transfer to four year institutions and vocational education/training will continue to be the primary goals of entering students.

7. Technology will become an increasingly important factor in College operations.

Recommended Planning Imperatives

College-wide

Raise the profile of Victor Valley College as a center of learning and of culture in the High Desert.

Rationale:
Relevant Strategic Goals 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence) and 3 (Economic and Community Development).

Exposure to diverse cultures, music, art and athletics contributes to the educational experience of students as well as the community as a whole. Currently, there are no venues for major outdoor activities within the High Desert. The College's Music, Speech and Theater Arts departments have already established themselves among the top-level programs within the area. The Performing Arts Center serves as a tremendous asset to the College, providing an indoor facility for cultural performances, concerts, plays, and other performances. The Music department's reputation draws talent from a variety of regions for musical performances, and local high schools utilize the Performing Arts Center for a variety of occasions. However, the current facility is limited to an indoor setting with a 493 person capacity. Athletics is also a part of the cultural identity of the High Desert. Currently, the Athletics department at Victor Valley does not have a full-weather track or football field with permanent spectator seating, lighting or audio announcement capabilities. Athletics and Physical Education generate approximately 600 FTES for the College. Physical Education is amongst the largest FTES generating department at the College, generating 444.71 FTES during the 2004-05 academic year. During the same year the Athletics department generated 153.04 FTES for the College.

Serve the Hispanic community through development of relevant programs and services.

Rationale:
Relevant to Strategic Goals 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence) and 4 (Diverse Populations).

Demographic projections indicate that not only will the population of the High Desert reach a Hispanic majority over the next 10 years, but many people in this new majority will have a limited proficiency in English. There are currently no extensive ESL programs offered at local elementary and high schools. The employability of these persons within jobs in which they can earn a living wage will depend on education.

The courses provided by the ESL program have expanded from 8 in 1994 to 23 in 2004. Approximately 10 new course outlines were developed in spring 2004. The ESL department has recently included four new levels of credit courses that are aligned with PATHWAYS from the Chancellor's Office, Adult Model Standards. As ESL courses become credit classes and students are able to receive financial aid, FTES has grown tremendously within the department. ESL generated only 19.49 FTES during the 2001-02 academic year, and has grown to 84.11 FTES in three academic years (2004-05). Between 2003-04 and 2004-05 academic years ESL grew by approximately 310%.

A trend towards a growing ESL department is supported by both external demographic data of the region as well as analysis of recent departmental data.

Identify underserved students and communities and meet their educational needs.

Rationale:

Relevant to Strategic Goals 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence) and 4 (Diverse Populations).

Access to transportation and easy access to services can make the difference as to whether prospective students attend College, especially those who are not familiar with higher education. Public transportation is underdeveloped at this time in the High Desert, with a number of areas not served by bus transportation. The location of the campus on Bear Valley Road may be beyond the reach of some residents of the service area. Active outreach to community members who may be overwhelmed by the size and complexity of a comprehensive College environment is important. Expanding instructional offerings to various locations in the district service area will help better serve the community. Sharing facilities with local high school and establishing outreach centers are means of serving various sectors of the community. Community Outreach programs such as "Teachers are Heroes" and "La Escuela, La Llave Del Exito" (School, The Key To Success) are currently under development and planned to launch in fall 2006.

In addition to community outreach, the ease with which first time student may access services offered at the College is equally important. Easy accessibility to services plays a significant role for students who may be easily discouraged by complexities of higher education.

Strengthen all aspects of College's the transfer and workforce development functions, including but not limited to a noncredit program that enhances students' employability skills and can lead to credit programs.

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Rationale:

Relevant to Strategic Goals 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence), 3 (Economic and Community Development), and 4 (Diverse Populations).

Transfer is a primary mission of all community Colleges. During their initial enrollment at the College, the majority of students (40%) declare an educational goal of receiving a bachelor's degree. This goal does not take into account academic preparation, knowledge of educational requirements or the wherewithal essential to reach upper-division status. Thus, the task of assuring student success in transfer is enormous. In a study conducted by the state Chancellor's Office, comparing the College's transfer rate to that of other California Community Colleges, Victor Valley had transfer rates in the bottom quartile (22.08%).

Recent legislation enables enhanced funding for noncredit courses that lead to certificates of completion or competency. The College's noncredit program consists of courses that were approved many years ago, but will need updating in order to comply with this new legislation.

> # Systematically review and integrate appropriate departmental unit plans, program review findings and unit budget requests into College planning processes.

Rationale:

Relevant Strategic Goals 1 (Organizational Excellence) and 6 (Learning Centered Resource Management).

During the course of development for the Educational Master Plan, representatives from each individual department within the College were contacted for interviews. Most departments responded, and face-to-face meetings were conducted to receive departmental information and feedback regarding instruction and the institution as a whole. Information gathered through departmental meetings, Program Review Update documents, Organizational Unit Plan documents, and other sources was applied to develop comprehensive departmental summaries. Department summaries, included within this document as Chapters 6-8, include historical FTES data, FTES projections, student outcome statistics, a description of present conditions, and an outlook on future goals for each department at Victor Valley College.

The College's processes of program review and organizational unit planning are an instrumental source for planning. These processes should be continued and systematically reviewed for efficiency and effectiveness.

Further develop and integrate computer information systems in effective decision-making and assessment of student learning and institutional effectiveness.

Rationale:
Relevant to Strategic Goals 1 (Organizational Excellence) and 5 (Effective Technology Integration).

One of the greatest advantages of integrated information systems is the elimination of shadow recordkeeping that causes duplication of effort. As the College grows, consistency of information in content and format will become even more important and is best achieved through system integration. Institutional effectiveness and efficiency depend largely on the ease of information availability for both College staff and students.

Instruction

Develop new instructional programs to serve the growing food service and hospitality industry in the High Desert.

Rationale:
Relevant to Strategic Goals 3 (Economic and Community Development) and 6 (Learning Centered Resource Management).

Food service and hospitality are expected to contribute a large number of employment opportunities within San Bernardino and Riverside Counties. Approximately, 3,942 jobs within the hospitality field are anticipated annually through 2012. Highly growing sectors of employment within the industry include culinary chefs, food service, lodging managers and clerks, gaming and tourism. The College already has a Restaurant Management department with an extraordinary relationship with the community. This department may be used as a foundation for developing new programs within the hospitality industry. As managerial opportunities develop within the hospitality field, the College's program is positioned to provide a venue for training and experience. In addition to the developing High Desert economy, Victor Valley's proximity to Las Vegas is another advantage to establishing a strong food service and hospitality program. Initial stages of curriculum development are underway for new programs, including Culinary Arts, Baking, Catering, and Barista.

Restaurant Management generated 78.51 FTES during the 2004-05 academic year. The department has maintained an average annual growth rate of 4.27% over the past four academic years (2001-02 through 2004-05).

Expand the current Administration of Justice program to meet employment needs.

Rationale:
Relevant to Strategic Goals 3 (Economic and Community Development) and 6 (Learning Centered Resource Management).

San Bernardino County will need to fill positions in the growing fields of law enforcement, corrections, and probation with trained and well-qualified candidates. Within the Victor Valley community, there are two private prisons and one city jail; one federal prison complex (the largest in the continental U.S.); a County Sheriff's Department operating four city contracts; a Probation Department opening the largest Juvenile Detention Center in San Bernardino County; a new 1,000 bed jail in North Apple Valley;
and at least four school districts initiating their own police departments, including Snowline, Hesperia, Apple Valley, and Victorville. Employment projections suggest that jobs within protective services will increase by approximately 27% through the year 2012. It is expected that 1,657 jobs will be available annually within protective services in San Bernardino and Riverside counties through 2012.

The department has generated an average of 188 FTES for the College between the 2001-02 and 2004-05 academic years (1.68% average annual growth over four years).

Expand current program offerings and develop new programs to meet industry needs in health services.

Rationale:
Relevant To Strategic Goals 3 (Economic and Community Development) and 6 (Learning Centered Resource Management).

The growing need for health care professionals in the region is expected to continue throughout the High Desert. A new Kaiser Permanente facility and expansion to St. Mary Regional Medical Center have been recently completed in Apple Valley and Victorville. In addition, initial proposals have been discussed to construct two new medical facilities in Apple Valley and Barstow. Dental hygienists, personal home care aides, medical records and health information technicians, and emergency medical technicians are projected to be among the fastest growing occupations in Riverside and San Bernardino counties between 2002 and 2012. Projections estimate over 1,700 annual job openings through the year 2012 within health services.

Allied Health is the largest FTES-generating department in Vocation Education, producing 442.47 FTES during the 2004-05 academic year. Furthermore, the department has experienced an annual growth rate of 12.11% during the past four academic years (2001-02 through 2004-05).

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Though Respiratory Therapy is a relatively low FTES-generating department (62.56 FTES during 2004-05), it has grown at an average rate of 17.8% per year over the past four academic years. Nursing generated over 200 FTES during the 2004-05 academic year, however, space within the program is limited and the department has been forced to administer wait listing

Expansion of existing programs is important to effectively meet changing community needs. Curriculum expansion within Phlebotomy, Paramedics and Emergency Medical Technician is underway. In addition to expanding existing Health Science programs, the College shall actively plan to identify and develop new programs within health services. A new Pharmacy Technician program has gone through curriculum development and is set to start during fall 2006. Employment projections estimate there will be an employment need for over 100 pharmacy technicians annually through 2012 in San Bernardino and Riverside Counties. Development of a new Radiological Technician program is currently in initial stages of curriculum development.

Radiological Technologist/Technician jobs are expected to provide average annual job openings of 50 persons annually through 2012. Victor Valley College has an opportunity to meet the educational requirement of an Associate degree within the Radiological Technician field.

Work with business partners to expand current programs and develop new programs to respond to the emerging aviation, transportation, energy and logistics industry in the High Desert.

Relevant to Strategic Goals 3 (Economic and Community Development), 5 (Effective Technology Integration), and 6 (Learning Centered Resource Management).

Rationale:

The expansion project at SCLA expects to gain from the shortage of industrial space in Los Angeles and San Pedro ports and be a direct job generator within the High Desert. To attract mechanics and other personnel needed at SCLA it is imperative that the College work closely with the developer of this airport. Mayor Mike Rothschild of Victorville expects that over the next seven years, approximately 15,000 jobs will be generated by aviation-related businesses at the airport. Technology and equipment at SCLA could be utilized by the College to provide the airport with trained and qualified employees.

Boeing, Southern California Aviation, and Heavy lift Helicopters are already tenants at SCLA. The College should work closely with these businesses and form partnerships to provide education to current and potential employees. The College is in the process of writing curriculum for a new Aviation Technology program. Air Frame and Power Plant (A&P), rail and logistics technology may also be programs to consider at SCLA. Facility space and equipment needed for this program may be shared with businesses at SCLA.

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Identify appropriate curriculum and offer business courses responsive to entrepreneurial and new businesses locating in the High Desert.

Rationale:
Relevant to Strategic Goals 3 (Economic and Community Development) and 6 (Learning Centered Resource Management).

The Multistage growth model for economic development suggests that the next stage of economic development within the Inland Empire will be the "Early Development Stage". The Early Development Stage is represented by entrepreneurial development of new firms or branches of existing ones that use local workers to create products and services.
The College may position itself to provide the necessary business foundation to enable potential or present entrepreneurs to learn and apply management principles to the selection, establishment and operation of a small business. An Entrepreneurship program may offer an Associate degree or certification and be co-sponsored by the Small Business Administration. The College may also partner with local entrepreneurs with businesses in the area for hands on working experience. An Entrepreneurship program may be adapted to the particular needs of the small business owner and offered in conjunction with related courses already offered at the College, providing program flexibility.

Expand and develop programs in the Agricultural and Natural Resources department.

Rationale:
Relevant to Strategic Goals 3 (Economic and Community Development) and 6 (Learning Centered Resource Management).

Despite economic and population growth, parts of the High Desert, such as Apple Valley, retain their rural character and ties to equestrian society. Currently, there are only two large animal veterinarians in the area. There is a need for people with knowledge and skill in the maintenance of horses. Evidence may be seen through high enrollments in several one day 0.5 credit classes each on a specific topic of horse care. The College is currently working with Cal Poly Pomona to articulate to their Veterinary Science program. A formalized new Veterinary Tech program with a focus on Equine Science is an option to serve the needs of the community. Equine Health, Animal Biology Technology and Pre-veterinary programs may also be considered to meet community needs.

Growing population coupled with the unique ecosystem of the High Desert creates a tremendous need for education and training regarding natural resource management, particularly water. A new Water/Waste Water Technology program at the College would address the need for qualified professionals within natural resource management. In addition, a 4,500 acre solar energy facility will be built at SCLA.

This will be the world's largest solar energy power plant and construction is planned to begin in 2008. The plant is expected to be completed in 2011 and create 150 - 250 high-end jobs. Alternative Energy Technology may be another area of expansion the College may develop in response to community need.

Support innovation and expansion of the Math department to respond to the critical need for math education.

Rationale:
Relevant to Strategic Goals 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence) and 4 (Diverse Populations).

Victor Valley College's Math department generates the greatest FTES for the College. During the 2004-05 academic year the Math department generated 1,044 of the 9,108 FTES produced by the entire College. The department has maintained an average annual FTES growth rate of approximately 6.8% over the past four academic years (2001-02 to 2004-05). The department is working with the Nursing department to develop a new course pertinent to math for health sciences. There are also plans to pilot a new "Fastrac" program during fall and winter 2006 with three Algebra courses that will allow students to compete the Algebra sequence in 6 months rather than a year and a half.

Four-year universities are now enforcing entrance requirement in math that in the past were un-enforced. As enrollment pressures increase at CSU, it is possible that math requirements for entrance will be raised to make Intermediate Algebra an entrance requirement. In addition, as the economy in the region matures more employers in the area can be expected to require higher levels of math competence amongst entry level workers.

Support program development to meet the high labor market demand for employees in fields related to the care and education of children.

Rationale:
Relevant to Strategic Goals 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence), 3 (Economic and Community Development), and 4 (Diverse Populations).

Employment projections from the California Employment Development Department suggest that child care related fields will employ approximately 800 persons annually over ten years (2002-2012) in San Bernardino and Riverside counties. These fields include: child care workers, child/family school social workers, educational administrators in preschool/child care programs and preschool teachers.

Separate from the above projection, it is also estimated that teacher assistant jobs alone will grow by 1,024 jobs annually over ten years (2002-2012). In addition to employment, population projections by age within San Bernardino County support a future need for increased child care. Between the year 2000 and 2010 it is expected persons between the age of 0-4 will increase by 19.14% in San Bernardino County to 170,758 persons. Between 2010 and 2020 it is projected that those between the age of 0-4 will increase by 14.7% to 195,857 persons.

The Child Development department generated 169.74 FTES during the 2004-05 academic year and has experienced considerable growth in recent years. An analysis of average annual FTES growth reveals that the department grew by 9.72% annually during the past four academic years (2001-02 through 2004-05). There is a strong working relationship established between the Child Care Department and Child Care Center. The energy and creativity of leadership within the department provides a solid basis for further program expansion. The department plans to increase sections to meet student needs by offering classes on mornings, evenings, and weekends. The department is also planning on expanding the number of faculty who can offer online courses.

In addition to the Child Development department, the Education/Education Technology department seeks to expand its articulation of career pathways for future K through 16 teachers. Approximately 4,569 job openings are expected annually for the next ten years, which includes teacher's aids, elementary school teachers, special education teachers, and secondary school teachers. Currently, the department provides students with knowledge in teaching as a career, as well as providing training for existing teachers in instructional technology available through its Teaching-Learning Center.

Support life science program offerings at the College as they relate to both health science careers and transfer curricula.

Rationale:
Relevant to Strategic Goals 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence), 3 (Economic and Community Development), and 4 (Diverse Populations).

Course offerings in the Biology and Chemistry departments support the Allied Health, Nursing and health science-related fields at the College. In addition, life science curricula are important to preparing students for transfer to four-year institutions.

Biology and Chemistry are the largest FTES generating departments among the physical and life sciences offered at Victor Valley College. The Biology department grew approximately 15.33% annually during the 2001-02 through 2004-05 academic years and generated 600 FTES during the 2004-05 year. The Chemistry department grew approximately 10.37% annually over the part four academic years and generated over 231 FTES during the 2004-05 year.

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The Biology department is already working to offer an associate degree in biology. The degree would allow students to follow three tracks: Biology Transfer, Applied Biology, and Biology Allied Health. Biology Transfer would prepare students for transfer to a four year institution and would include mathematics and chemistry courses as required. Applied Biology would emphasize work in biotechnology or forensic science and course work would include chemistry and computer science. New course work in forensics includes forensic pathology, forensic taxonomy, molecular forensics, forensic trace analysis, and forensic photography (in conjunction with the Art department). Allied Health would focus on furthering career skills in medicine, dentistry, and veterinary science. Much of the course work is already in place for the various biology tracks.

The Chemistry department is working to better serve students requiring a more technical foundation for advanced studies and transfer. The department hopes to consistently offer honors courses in biochemistry, introductory chemistry, organic chemistry, and computational chemistry using Title V grant funds. These classes, which target the specific needs of "honor" students, would allow the department to capture and retain a greater portion of its most advanced students.

Support the English department in addressing the challenges of skills development and College success in English and Basics Skills curriculum.

Rationale:
Relevant to Strategic Goals 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence) and 4 (Diverse Populations).

The English department is the second largest FTES producer at the College, generating 766.97 FTES in the 2004-2005 academic year. The department has maintained an average annual FTES growth of 8.53% over the past four academic years (2001-02 through 2004-05). In addition, enrollments in Basic Skills have doubled over the past four academic years, growing from 31 FTES in 2001-02 to 62 FTES in 2004-05. Demand is strong and will continue to be for the coming years because mastery of English is essential to success in upper division education and in the workplace.

While demand is great, many students entering the College assess and are placed at pre-College levels. Consequently, enrollments in pre-collegiate English (below English 101) are high and students must take longer to complete the English sequence required for graduation or for transfer. A further challenge to student success in this critical area is the rate of retention and success in English classes. The College Factbook for 2004 indicates during fall 2003 English had a retention rate of 80.8% and English honors had a retention rate of 42.9%. The institutional average retention rate was 83% in the same term. During Fall 2003 English had a success rate of 59.2% and English honors had a success rate of 28.6%. The institutional average success rate was 60.4% during the same term.

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Proficiency exams required for students at CSU campuses and the implementation of the California High School Exit Exam at the public school level are acknowledgement of a critical need for improved outcomes in English and educational fundamentals. Of first time students entering CSU San Bernardino in Fall 2004, 64.8% required English remediation.

Better serve the working adult population through course scheduling that meets their needs.

Rationale:
Relevant to Strategic Goals 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence), 3 (Economic and Community Development), and 4 (Diverse Populations).

The full time working student population makes up the second largest proportion of students only behind those who are unemployed. Between 1999 and 2003 approximately 18.46% of students at Victor Valley College worked 40 or more hours per week while attending school. In addition, approximately half of all Victor Valley College students report some type of employment while attending school. To better serve the needs of working students, the College is planning to offer a Program for Adult College Education (PACE).

PACE is specially designed to enable working adults to complete a transferable Liberal Arts Associate degree in two years. The PACE program is projected to start during fall 2006 with primarily hybrid courses scheduled during evenings and Saturdays. This program follows the institutional commitment to student learning and success by allowing students to go through the program in cohorts comprised of a fixed sequence of courses that help link and reinforce learning. PACE classes are transferable to four year institutions and students with a degree from PACE may transfer into a wide variety of programs, such as Social Sciences, Humanities, and Education. PACE will help streamline the transfer process for working students and help increase the overall transfer rate at the College.

Better serve the adult population lacking high school degrees through a new High School Diploma equivalency program.

Related to Strategic Goal(s):
3. Economic and Community Development

4. Diverse Populations

6. Learning Centered Resource Management

Rationale:

Census 2000 data regarding the educational attainment of persons 25 years or older reveals a substantial proportion of persons within the district service area who do not have a high school diploma. Of the 36,777 persons at least 25 years old in Victorville, approximately 23% (8,563 persons) reported not obtaining a high school diploma.

In Hesperia, approximately 27% of people over the age of 25 reported that they did not receive a high school diploma (10,002 persons).

Approximately 17% of persons over the age of 25 in Apple Valley indicated they did not have a high school diploma in the year 2000. Of the 9,750 persons over the age of 25 in Adelanto during the year 2000, approximately 33% specified they did not obtain a high school diploma. Data suggests that the College could better serve its community by offering a High School Diploma Program.

The High School Diploma Program would attempt to find high school equivalency courses that compare with California Education Code requirements for high school graduation. The College already has a committee in place and is working to have a High School Diploma program ready for the fall 2006 semester.

Student Services

Create a welcoming and effective environment for students attending the College.

Rationale:
Relevant to Strategic Goals 1 (Organizational Excellence), and 2 (Institutional Commitment to Student Learning and Student Success through Educational Excellence), and 4 (Diverse Populations).

Currently, Student Services functions are located in multiple facilities around campus, including buildings Student Services I, Student Services II, and Counseling / Administration. Student Services serves as the initial point of contact for many first time College students. Locating services within multiple buildings on campus may intimidate and even discourage students from participating in the College experience. Problems such as overcrowding within the atrium of the Admissions and Records and Financial Aid offices have led to numerous complaints by students.

Victor Valley College's unduplicated enrollment by term during the fall 2004 semester was 10,691 students. Compared to the state average, the enrollment at the College appears to not been affected as much by recent fee increases and budget cutbacks. In fact, though the average system-wide decline in enrollment from spring 2003 through spring 2004 is estimated to be 7.24%, Victor Valley's enrollment only declined by 4.09% during the same period. This may be a result of above average population increases in the area and the enforcement of stricter enrollment standards at CSU and UC systems.

Population within the primary District service area (Victorville, Hesperia, Adelanto and Apple Valley) is expected to grow substantially, reaching approximately 285,506 persons by the year 2010.

Further, data reveal that area demographics are moving towards a more diverse and younger population. The greatest growth in the student population at Victor Valley between 1994 and 2003 has been among those within the 18-20 age group.

The proportion of Hispanic students enrolled at the College had a net increased of 39.1% over the same period. Enrollments at the College are expected to continue to increase and reach approximately 14,052 students by the year 2010. The College should prepare to meet the needs of a younger more diverse student population.

Administrative Services

Update the infrastructure of the College to keep pace with program development and the expansion of the campus.

Rationale:
Relevant to Strategic Goals 3 (Economic and Community Development) and 5 (Effective Technology Integration).

As campus facilities, enrollment and academic programs grow, it will become extremely important to efficiently develop and maintain College infrastructure. Integration of technology for instructional delivery through the use of "smart" classrooms and effective access to computer technology will strengthen the College's effectiveness as an educational institution. "Smart" classrooms with multi-media presentation equipment and Internet access provide students with an interactive learning environment and enhance academic programs.

Enrollment projections suggest there will be approximately 14,000 students attending the College during fall 2010. Preventive maintenance of facilities will play an essential role for preserving a superior learning environment.

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CHAPTER 6: COLLEGE INSTRUCTIONAL PROGRAMS – DEPARTMENTAL SUMMARIES

Vocational Education

Administration of Justice

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

Awards Offered:
1 Associate Degree Program
8 Certificate Programs

FTES	2001-02	2002-03	2003-04	2004-05
Fall	93.92	90.16	98.14	90.09
Winter	N/A	N/A	N/A	3.60
Spring	82.71	96.73	83.79	89.18
Summer	4.17	4.89	7.90	7.19
TOTAL	*180.8*	*191.78*	*189.83*	*190.06*
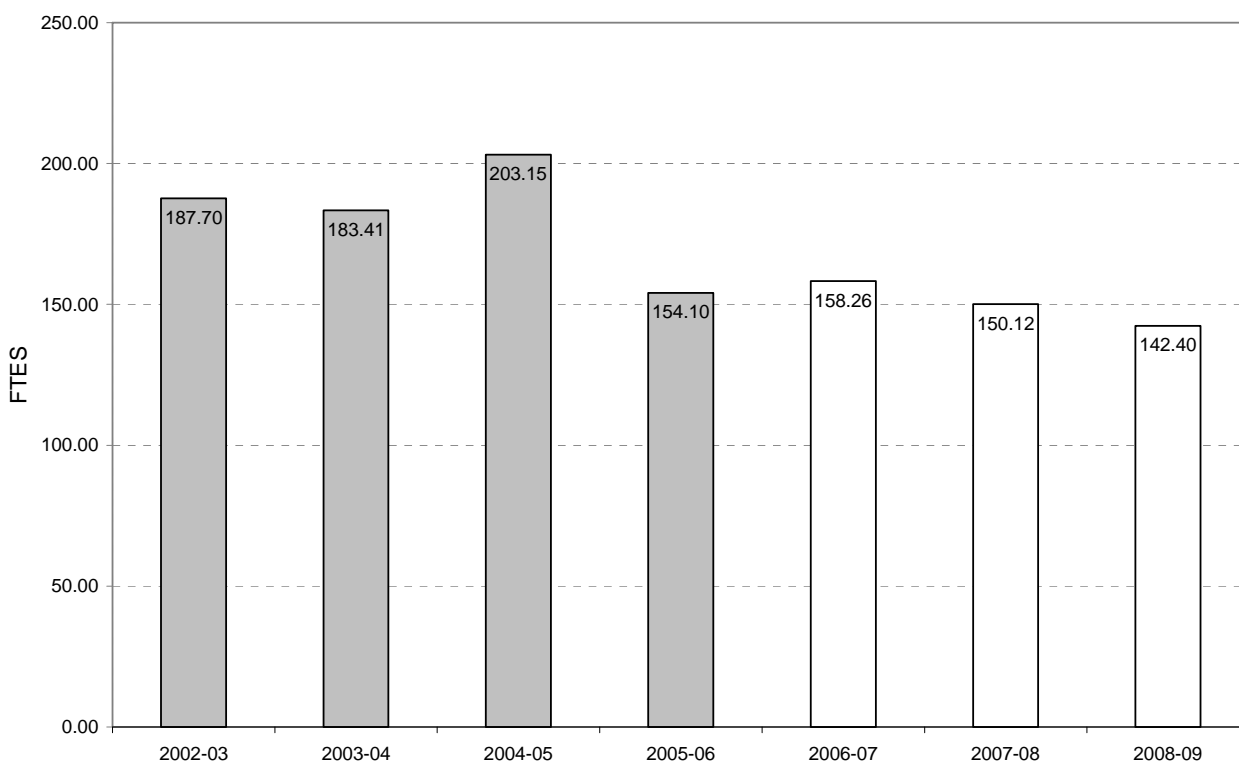
Retention & Success Rates – Administration of Justice

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	89.7%	88.2%	90.6%
Success Rate	70.3%	68.2%	65.8%

The Present:
The Administration of Justice Department currently offers four major areas of study available to students; Law Enforcement Training Academy, Corrections Training Academy, Criminal Justice Studies, and Forensic Sciences. The following degree and certificates are available: Associate in Science for Administration of Justice, Administration of Justice Certificate, Correctional Science Certificate, Corrections Certificate, Fingerprint Recognition, Forensic Specialist Certificate, Juvenile Corrections Certificate, Level III/II Modulated Basic Academy, PC 832 Certificate, Police Technician Specialist Certificate and School Police Certificate.

The Administration of Justice department provides training for State Prisoner correctional officers. It is anticipated at that all students graduating in 2004-05 will be hired by State Prisons (approximately 35 students) or Law Enforcement (approximately 24 students). Students are encouraged to elect to transfer into a Bachelors program upon completion of the Associate Degree in Administration of Justice.

The staff currently consists of one full time faculty and 21-29 part time faculty per semester.

Contribution to Student Learning:

The Administration of Justice Department is an integral part of Victor Valley College. Through its efforts to enhance and expand program offerings, the department has collaborated with academic content areas such as biology and chemistry to ensure students are exposed to the content knowledge relevant to careers in forensic science. Students who wish to obtain employment within federal law enforcement agencies are encouraged to pursue a bachelor's degree in criminal justice.

The Future:

The Probation Department in San Bernardino County is growing and will need to fill positions with properly trained and well qualified candidates in the upcoming years. In order to accommodate needs within growing law enforcement and corrections fields, the department would like to increase the number of online course offerings and offer Advanced Officer training courses, including a Dispatcher course.

Over time, the Administration of Justice department wishes to be able to enroll more students in the program by developing a Public Safety Division and Training Center. This could be accomplished by either new construction or renovation of an existing facility. A training facility would allow further efficiency in implementation of programs such as Law Enforcement Training, Criminal Justice, Corrections, Fire Technology, Hazardous Materials, Emergency Medical Technician, and Probation Officer Training.

In addition to addressing space/facility needs, the department looks forward to developing new partnerships with public agencies (*e.g, County Coroner's office, and federal, state, and local law enforcement agencies)* that will inform and benefit the development of its programs. Furthermore, the department looks forward to continuing its collaborative efforts with academic content areas to create courses that adequately prepare students for emerging careers in the forensic science field.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

| Occupational Title | Annual Avg. Employment | | % Change | Avg. Annual Job Openings | | | Median Hourly Wage |
	2002	2012		New Jobs	Replace-ments	Total	
Law Enforcement Workers	10,180	12,770	25.4	259	241	500	
Security Guards	8,580	11,410	33.0	283	187	470	$9.41
Police and Sheriff's Patrol Officers	5,250	6,520	24.2	127	136	263	$29.14
Correctional Officers and Jailers	4,270	5,420	26.9	115	89	204	$27.73
First-Line Supervisors/Managers Protective Service Workers	1,710	2,140	25.1	43	55	98	
Probation Officers and Correctional Treatment Specialists	1,020	1,260	23.5	24	18	42	$29.59

First-Line Supervisors/Managers of Correctional Officers	570	730	28.1	16	17	33	$31.95
Detectives and Criminal Investigators	540	690	27.8	15	14	29	$32.44
First-Line Supervisors/Managers of Police and Detectives	330	400	21.2	7	11	18	$41.63

Source: Employment Development Department, Labor Market Information Division

The Employment Development Department projects that protective service type occupations will grow by approximately 27% between 2002 and 2012. Of these protective service occupations, the table above identifies potential occupational opportunities for Administration of Justice students.

Sources:
College Website; Interview with Nick Parisi (10-05-05); Employment Development Department, Labor Market Information Division; Update interview with Ron Fields (09-29-06 & 10-03-06)

Agriculture & Natural Resources

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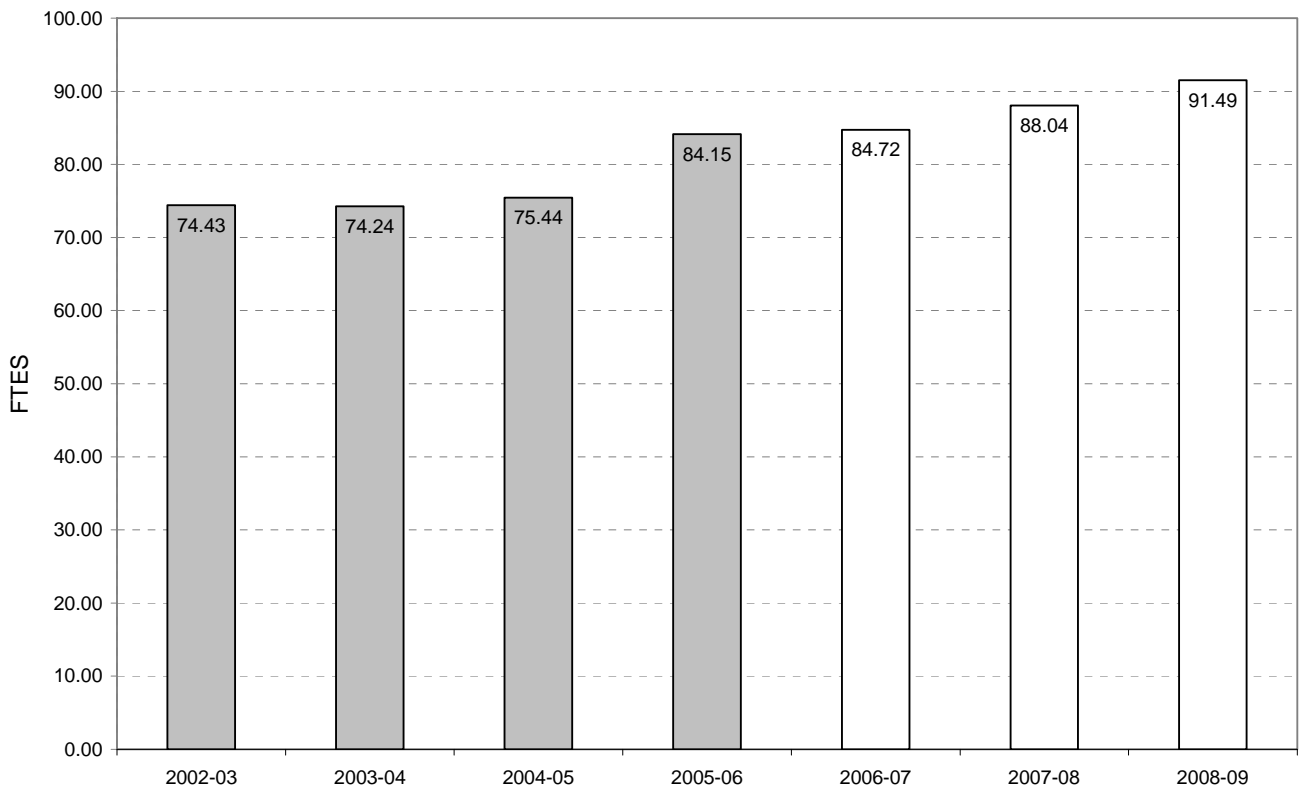
Awards Offered:
1 Associate Degree Program
9 Certificate Programs

Agriculture, Ornamental Horticulture

FTES	2001-02	2002-03	2003-04	2004-05
Fall	28.27	30.90	41.93	40.66
Winter	N/A	N/A	N/A	1.38
Spring	39.20	40.86	29.37	33.50
Summer	4.03	3.02	1.13	5.70
TOTAL	*71.50*	*74.78*	*72.43*	*81.24*

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Agriculture & Natural Resources

Retention & Success Rates – Agriculture and Natural Resources

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	89.7%	86.6%	90.4%
Success Rate	67.7%	70.8%	78.6%

The Present:

Instructional programs include Environmental Horticulture, Environmental Science/Conservation, Desert Restoration Ecology, Water Resource Management, Biotechnology, Geospatial Technology (GIS/GPS), Equine Science, and Landscaping. The following degree and certificates are available through the department: Associate in Science for Environmental Horticulture, Equine Science Specialist Certificate, Floral Design Certificate, Horticulture and Landscape Technician Certificate, Horticulture Specialist Certificate, Landscape Specialist Certificate, Landscape Irrigation Certificate, Natural Resource Management, Technician Certificate, Water Resource Specialist, and Environmental Field Studies Technician.

The staff currently includes one full time faculty and eight part time faculty members. The program is located in the Agricultural Complex in the northeast side of campus.

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Current facilities are in immediate need of maintenance and repair. The nature of instruction within this department requires that facilities be frequently maintained.

Contribution to Student Learning:
The Agriculture & Natural Resources Department at Victor Valley College provides many students with the education and experience in the Agriculture and Natural Science industry. Courses allow students to obtain thorough classroom knowledge, hands on experience and receive a degree or certificate in a variety of specialty fields.

The Future:
As the State of California continues to search for alternative natural resources, it is important that the current resources be managed effectively. In the past few years, Victor Valley College along with natural resource managers and business leaders designed an innovative project known as the Mojave Sustainability Project. This project models how a partnership between the community, government, industry, and education can address issues pertaining to the region and invest in the environment at the same time. The Mojave Sustainability Project will provide unique learning experiences and educational opportunities for the region and provide the industry with knowledgeable professionals with the skills in which the community can depend on.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

Occupational Title	Annual Avg. Employment		% Change	Avg. Annual Job Openings			Median Hourly Wage
	2002	2012		New Jobs	Replace-ments	Total	
Architects, Surveyors, and Cartographers	1,030	1,510	46.6	48	24	72	
Agricultural and Food Science Technicians	570	740	29.8	17	11	28	$15.22
Environmental Scientists and Specialists, Including Health	550	720	30.9	17	10	27	$25.75
Water and Liquid Waste Treatment Plant and System Operators	440	520	18.2	8	15	23	$23.37
Farmworkers/Laborers, Crop, Nursery, and Greenhouse	430	570	32.6	14	12	26	$8.09
Floral Designers	400	440	10.0	4	5	9	$10.54
Forest and Conservation Technicians	310	310	0.0	0	7	7	$14.83
Environmental Engineering Technicians	240	380	58.3	14	5	19	$19.14
Farmworkers, Farm and Ranch Animals	170	250	47.1	8	5	13	$8.57
Geoscientists, Except Hydrologists and Geographers	150	220	46.7	7	3	10	$27.37
Agricultural and Food Scientists	140	170	21.4	3	3	6	N/A
Agricultural Inspectors	120	150	25.0	3	3	6	$20.61
Forest and Conservation Workers	110	130	18.2	2	3	5	N/A

Source: Employment Development Department, Labor Market Information Division

No significant absolute job growth in the Agriculture and Natural Resource field is expected within Riverside and San Bernardino Counties. The category of Architects, Surveyors and Cartographers show the most growth with approximately 72 new job opportunities projected per year through 2012.

Sources:
College Website; Interview with Neville Slade (10-05-05); Employment Development Department, Labor Market Information Division

Allied Health

Program Description:
Allied Health is comprised of a cluster of five programs: Certified Nursing Assistant, Medical Assistant, Paramedic, Emergency Medical Technician, and other Allied Health courses. Three additional areas of focus are under development. They are Radiology, Pharmacy, and Medical Records Technology. The department has met its goal identified in the 1998 Education Plan to add new programs.

Victor Valley
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Awards Offered:
1 Associate Degree in Paramedics
1 Associate Degree in Medical Assistant
4 Certificate Programs in Allied Health
2 Certificate Programs in Emergency Medical Technician
1 Certificate Program in Medical Assistant
1 Certificate Program in Paramedics

The Present:
The Allied Health department offers certification within Phlebotomy at three separate levels as well as for Nursing Assistant/Home Health Aide work. The Certified Nursing Assistant, Medical Assistant, and Emergency Medical Technician programs confer certificates after the completion of a sixteen week course of training. Allied Health programs prepare students to meet standards set by outside professional and governmental entities. The State of California certifies Medical Assistants, Nursing Assistants and Paramedics. Emergency Medical Technicians are certified by the Inland Counties Emergency Medical Services Agency. The program has been successful in supplying job-ready applicants to employers in the region.

Contribution to Student Learning:
The department as a whole largely depends on the Nursing department for its allied health enrollments. The Paramedic program depends on the Fire Technology students for a portion of its enrollments.   Students in Allied Health programs are enrolled in various general education courses. The department has important relationships with the Academic Commons, the Bookstore and Printing unit.

The Future:
The department seeks to expand its professional programs and add enrollments. Due to employee shortages in various health fields and growing demand for health services in the rapidly growing region, the department anticipates the need for additional specialties within the ten year time frame of this plan. Pharmacology, Radiology, Dental Hygiene, Medical Records & Health Information Technology, and Surgical Technology are specialties that should be watched as program possibilities.

The table below reflects potential employment opportunities within Riverside and San Bernardino Counties for students within the department:

Allied Health

FTES	2001-02	2002-03	2003-04	2004-05
Fall	138.17	147.07	125.66	154.13
Winter	N/A	N/A	N/A	35.19
Spring	148.64	187.21	183.44	181.62
Summer	27.25	28.68	62.79	71.53
TOTAL	*314.06*	*362.96*	*371.89*	*442.47*

Victor Valley
COMMUNITY COLLEGE
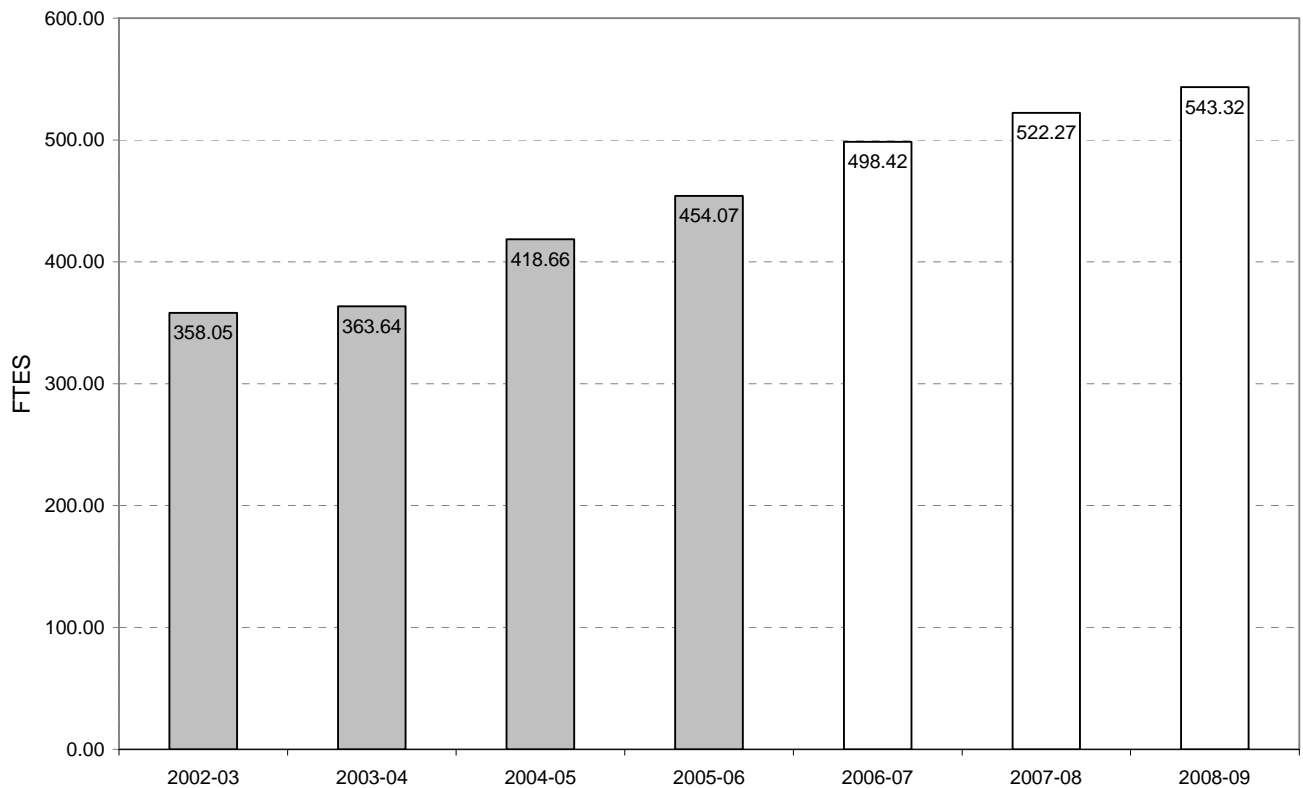
Allied Health

Retention & Success Rates – Allied Health

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	86.4%	88.0%	85.8%
Success Rate	64.6%	61.5%	63.5%

Occupational Title	Annual Avg. Employment		% Change	Average Annual Job Openings			Median Hourly Wage
	2002	2012		New Jobs	Replace-ments	Total	
Dental Hygienists	1550	2400	54.83	85	13	98	33.82
Medical Records and Health Information Technicians	1030	1530	48.54	50	15	65	14.15
Emergency Medical Technicians and Paramedics	880	1300	47.72	42	10	52	10.73
Medical Transcriptionists	580	810	39.65	23	11	34	15.74
Occupational Therapist Assistants	160	260	62.5	10	2	12	22.77

Source: Employment Development Department, Labor Market Information Division

Victor Valley COMMUNITY COLLEGE

Occupations in health are projected to provide 1,700 job openings annually over a ten year period. Dental Hygienists, Personal Home Care Aides, Medical Records & Health Information Technicians, and EMT's are projected to be amongst the fastest growing occupations in Riverside and San Bernardino Counties between 2002 and 2012.

Sources:
Victor Valley College Allied Health Webpage; Interviews with Nick Parisi and Scott Jones (10-05-05); Educational Master Plan 1999; Unit Operational Plan 2005-2006; Employment Development Department, Labor Market Information Division

Automotive Technology

Program Description:
The Automotive Technology Department provides thorough automotive instruction to a diverse community of students. The program is designed to give students a comprehensive knowledge in the basics of modern automotive technology.
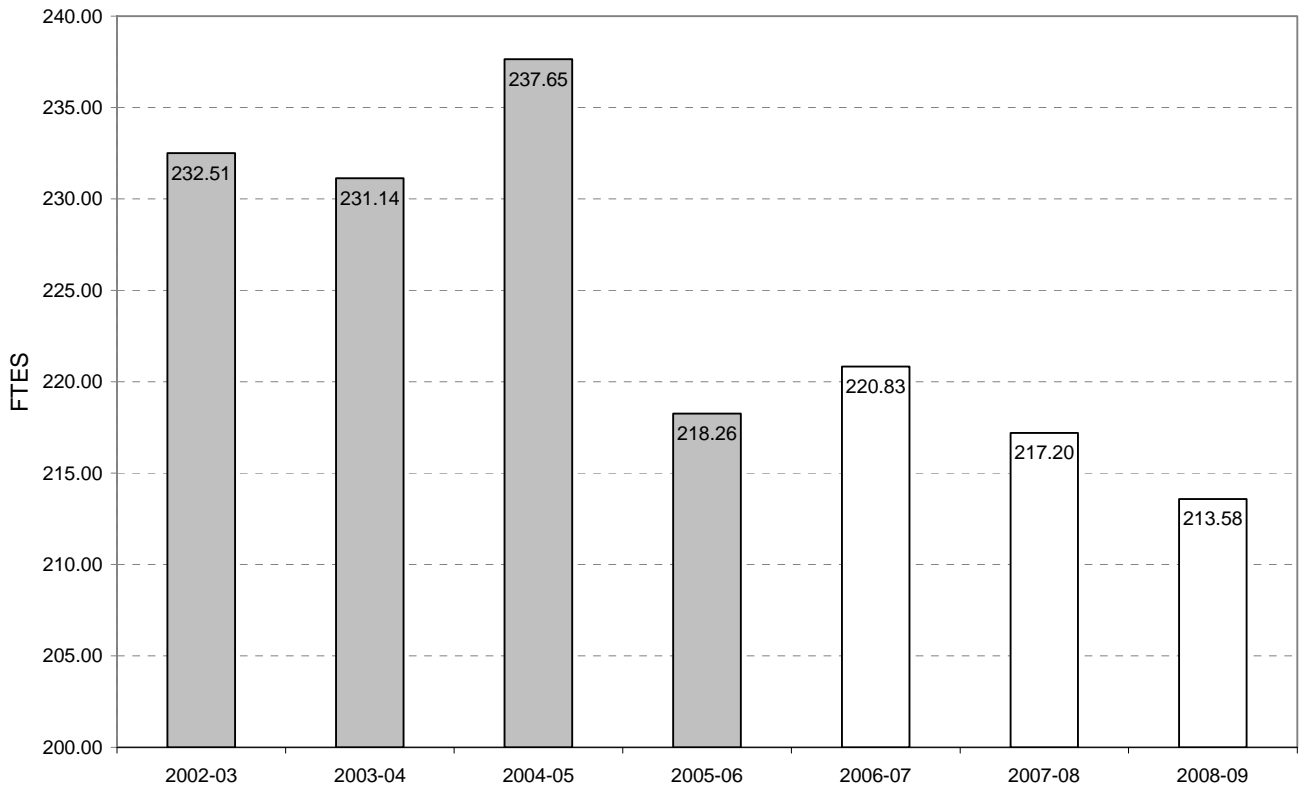
Awards Offered:
15 Certificate Programs

Automotive Technology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	107.43	101.13	112.42	100.08
Winter	N/A	N/A	N/A	9.89
Spring	110.40	120.17	106.74	116.82
Summer	16.72	14.45	15.49	16.28
TOTAL	*234.55*	*235.75*	*234.65*	*243.07*

Automotive Technology

Retention & Success Rates – Automotive Technology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	90.8%	93.6%	89.4%
Success Rate	73.1%	78.2%	70.1%

The Present:

Currently, there are three full time faculty, sixteen part time faculty, and one instructional assistant in the Automotive Technology Department. Classes are held Monday through Saturday between 7:00 am to 10:10 pm.

An Advisory Committee and industry/manufacture representatives' work together to implement and anticipate industry changes so students/technicians are properly trained. In addition to interacting with the industry through its Advisory Committee, the department works with the Bureau of Automotive Repair (BAR), the National Institute of Automotive Service Excellence (ASE), the National Automotive Technician Educational Foundation (NATEF), the Automotive Repair Council (ARC), and the Automotive Service Council (ASC).

Presently, program cluster within the Department includes Automotive, Auto Body, Small Engine, Motorcycles, Diesel Trucks, and Service Writing.

The building currently being used by the Automotive Department was built in 1971 and was constructed to accommodate approximately 30 students. A remodel in 1996 converted the lab area to include three classrooms. These three rooms are still the only facilities being used today despite a large enrollment increase within the department. Instructors have staggering lab and lecture times to ensure classrooms are full, however, this method requires classrooms to be functional for each course and creates logistical concerns while scheduling exams.

Contribution to Student Learning:
The Automotive Technology department is dedicated to aiding students who wish to pursue a career in an automotive field. Providing up to date training and hands-on experience required to secure positions in the field upon completion of the program is the primary goal of the department.

The Future:
Employment in the Automotive Technology field is expected to grow 20 to 30% through the year 2012. Due to the increasing sophistication within the Automotive Technology field, career opportunities are expected to be very good for persons who complete training programs. The program offered at Victor Valley College provides thorough hands on instruction, allowing students to be prepared for successful employment in this industry.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

| Occupational Title | Annual Avg. Employment | | % Change | Avg. Annual Job Openings | | | Median Hourly Wage |
	2002	2012		New Jobs	Replace-ments	Total	
Vehicle and Mobile Equipment Mechanics, Installers	15,320	20,220	32.0	490	402	892	
Automotive Service Technicians and Mechanics	6,350	8,330	31.2	198	169	367	$17.32
Bus and Truck Mechanics and Diesel Engine Specialists	3,150	4,250	34.9	110	81	191	$19.60
Mobile Heavy Equipment Mechanics, Except Engines	1,400	1,760	25.7	36	30	66	$22.21
Automotive Body and Related Repairers	1,370	1,720	25.5	35	28	63	$14.55
Tire Repairers and Changers	980	1,260	28.6	28	42	70	$10.26
Motorcycle Mechanics	320	500	56.3	18	8	26	$16.16
Automotive Glass Installers and Repairers	310	380	22.6	7	6	13	$15.89
Outdoor Power Equipment and Other Small Engine Mechanics	210	290	38.1	8	5	13	$15.43
Farm Equipment Mechanics	150	230	53.3	8	3	11	$12.93
Motorboat Mechanics	130	170	30.8	4	3	7	$17.56
Recreational Vehicle Service Technicians	110	170	54.5	6	5	11	$14.41

Source: Employment Development Department, Labor Market Information Division

The above fields of automotive technology are projected to provide 1,730 jobs per year to Riverside and San Bernardino Counties through the year 2012. Moreover, Automotive Technicians/Mechanics are amongst the area occupations expected to have the most job openings between 2002 and 2012 (3,670 openings over 10 years).

Sources:
College website; Interview with John Sweet (10-05-05); Unit Operational Plan 2005; Employment Development Department, Labor Market Information Division

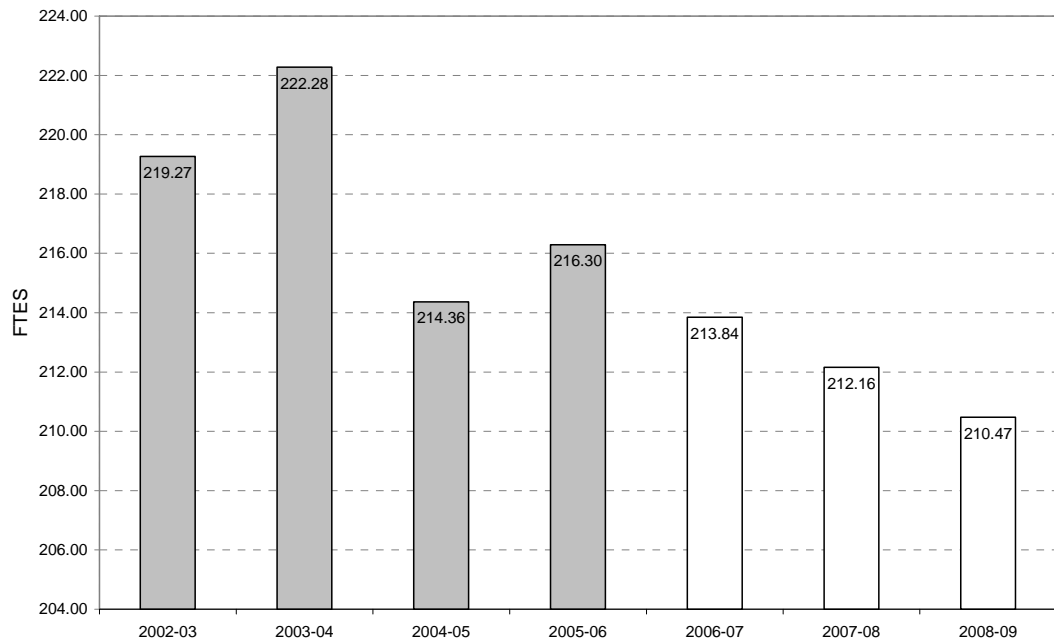## *Business Administration*

Program Description:
The Business Administration department offers an array of courses to prepare students for career entry level positions, upgrade job skills, and complete lower division requirements for transfer to four year institutions. Students taking classes from the department and those who are enrolled in the Certificate or Associates Degree program will be able to expand their knowledge in areas such as Human Resources, Management, Finance, and Accountancy.
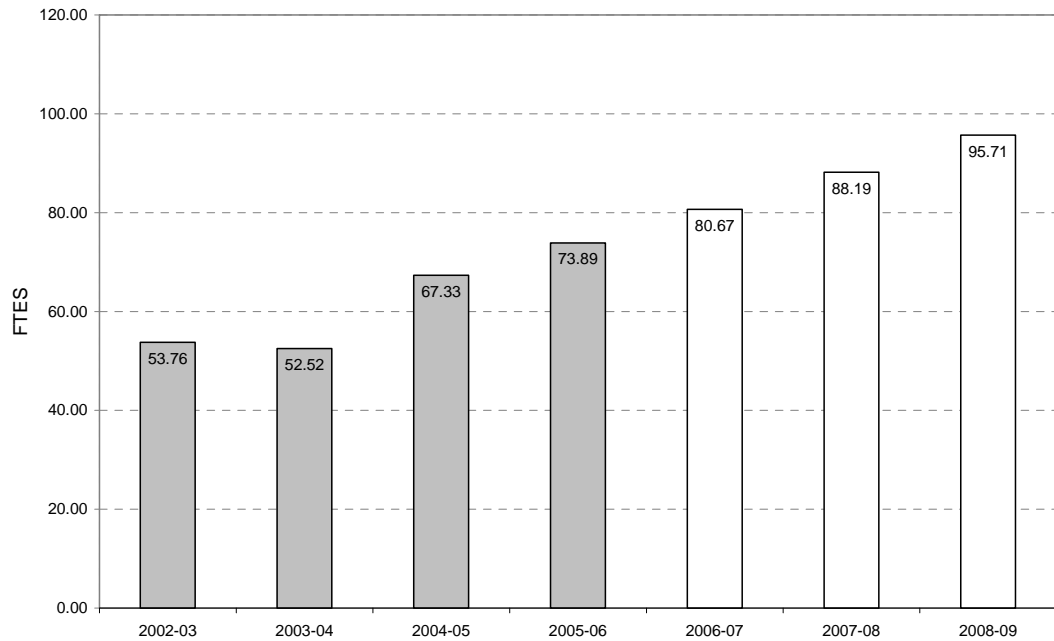
Awards Offered:
1 Associate Degree Program
2 Certificate Programs
Business Administration

FTES	2001-02	2002-03	2003-04	2004-05
Fall	119.92	117.26	115.39	107.32
Winter	N/A	N/A	N/A	16.78
Spring	106.24	118.14	113.22	105.24
Summer	18.18	12.97	6.37	6.88
TOTAL	*244.34*	*248.37*	*234.98*	*236.22*

Business Administration

Economics

Victor Valley
COMMUNITY COLLEGE

Retention & Success Rates – Business Administration

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	82.9%	81.7%	81.2%
Success Rate	56.4%	57.4%	60.2%

The Present:
The Business Administration Department currently has four full time instructors and eleven adjunct professors. The Department offers an Associate in Science, Business Administration, and two certificate programs: Bookkeeping I Certificate and Management Certificate.

Classes are typically offered Monday & Wednesday or Tuesday & Thursday. A few classes are offered Fridays. Course time schedules vary and evening courses are available. No classes are scheduled on Saturday and about 49 sections are offered each semester.

Currently, there are no dedicated instructional spaces for the department and only 1 computer lab space. Course offerings were scattered throughout campus in fall 2005 between the Library, Allied Health, and Upper Portable buildings.

Contribution to Student Learning:
The Business Administration program not only generates FTE for Victor Valley College, it also provides core education as well as General Education courses for students. Students who wish to pursue any management from multiple disciplines can benefit from the courses offered by this department.

The Future:
With the large array of career possibilities with a degree or certification in Business Administration, the Department would like to see more program offerings. Currently, there are only 2 certificate programs available from the department. The vision for the Department includes the revision of the curriculum and an increase number of certificates programs available to the students. Dedicated instructional facilities designated to the Business Administration department are also desired.

Online instruction has increased enrollment over the past year and the Department is offering hybrid classes. Eventually, the department would like to teach approximately 30% of its sections online.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

Occupational Title	Annual Avg. Employment		% Change	Avg. Annual Job Openings			Median Hourly Wage
	2002	2012		New Jobs	Replace -ments	Total	
Retail Salespersons	37,280	49,920	33.9	1,264	1,355	2,619	$9.32
General and Operations Managers	13,250	17,420	31.5	417	250	667	$39.63
Bookkeeping, Accounting, and Auditing Clerks	12,530	14,970	19.5	244	235	479	$15.68
Accountants and Auditors	4,450	5,770	29.7	132	84	216	$25.79
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	3,690	5,320	44.2	163	68	231	
Management Analysts	1,860	2,790	50.0	93	25	118	$33.43
Purchasing Agents, Except Wholesale, Retail, and Farm Products	1,790	2,210	23.5	42	45	87	$21.58
Wholesale and Retail Buyers, Except Farm Products	840	1,070	27.4	23	22	45	$20.18
Human Resources Managers	730	940	28.8	21	12	33	N/A
Employment, Recruitment, and Placement Specialists	700	1,080	54.3	38	11	49	$17.93
Purchasing Managers	520	620	19.2	10	11	21	$31.15

Source: Employment Development Department, Labor Market Information Division

Retail salespersons are expected to have the most employment openings in the area through the year 2012 (26,190 jobs over 10 years). Bookkeeping and Accounting Clerk's are also expected to be in relatively high demand through 2012 with 4,780 job openings over 10 years. Employment Specialists, Sales Managers, and Management Analysts are all amongst the fastest growing occupations in the area.

Many employment opportunities within the business industry require at least a Bachelors Degree. Thus, maintaining and development of curriculum transferable to four year institutions will be extremely advantageous to the department.

Sources:
Interview with Dave Holloman (10-05-05); California Department of Finance – Estimated Population by County Data

Business Education Technology (BET)

Program Description:
The Business Education Technology (BET) is devoted to prepare students who wish to pursue a career in the high-tech business world. Students will develop the skills that are essential for an advanced technological working environment.
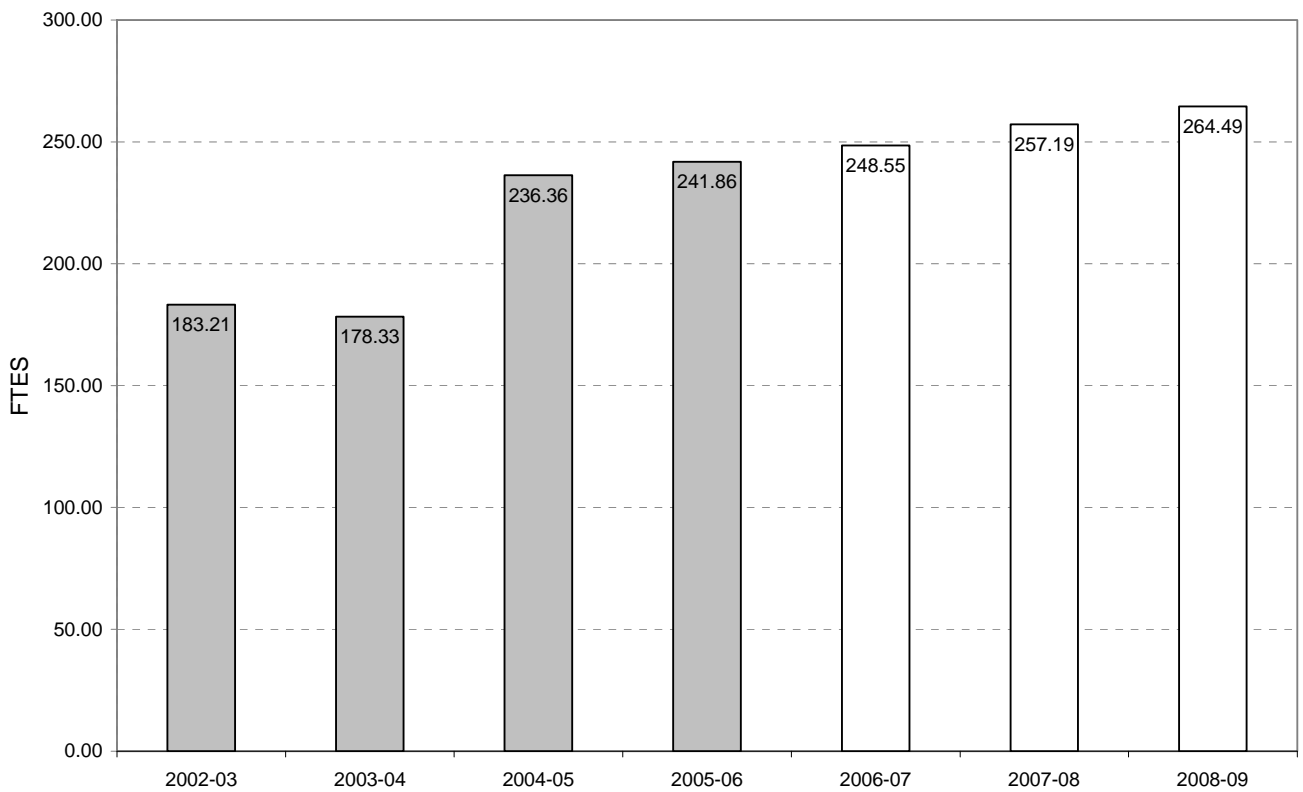
Awards Offered:
1 Associate Degree Program
9 Certificate Programs
Business Education Technology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	94.54	90.60	77.54	98.07
Winter	N/A	N/A	N/A	26.83
Spring	104.46	89.67	88.90	98.14
Summer	13.25	10.22	2.98	25.46
TOTAL	*212.25*	*190.48*	*169.42*	*248.50*

Business Education Technology

Retention & Success Rates – Business Education Technology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	83.4%	83.6%	83.8%
Success Rate	67.4%	71.0%	62.4%

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The Present:
The department currently has two full-time staff, one full-time assistant and 2 part time assistants. Of the two part time assistants, one is available to work in the afternoon and another during the morning. The department is located in the Academic Commons building. Approximately 9 out of 10 BET classes require the utilization of a computer. The department currently utilizes two rooms which combine as an open lab space with approximately 60 stations and one lecture room with 25 stations. The department provides online lecture and hybrid courses and is looking to offer more hybrid courses in the future.

The BET department currently offers nine certificates including the following: Administrative Assistant, Computer Systems I and II, Data Typist, Legal Office, Medical Office, Office Services, Spreadsheet Processor, and Word Processor.

Contribution to Student Learning:
The department offers courses that provide the essential and basic skills that are necessary in the high-tech business world. Courses range from basic computer skills to business communication. BET courses may transfer to UC or CSU systems as electives to fulfill subject credit requirements. If a student chooses to pursue a bachelor's degree in Business Administration, BET courses will not fulfill major requirements for transfer. CSU Los Angeles and CSU Northridge offer a B.S. degree in Business Education for students who plan to teach at a 7th to 12th grade level.

The Future:
There are many jobs in the business sector that require the basic knowledge of various computer applications and software. A majority of these jobs also require the skills of communicating and writing effectively. The department is also planning to expand its course offerings by proposing new classes in basic computer use, advanced business etiquette, and a customer relations class.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

Occupational Title	Annual Avg. Employment		% Change	Avg. Annual Job Openings			Median Hourly Wage
	2002	2012		New Jobs	Replace-ments	Total	
Supervisors, Office and Administrative Support Workers	10,710	13,060	21.9	235	230	465	
Legal Secretaries	1,180	1,480	25.4	30	23	53	$17.24
Medical Secretaries	2,320	2,760	19.0	44	45	89	$14.69
Computer Operators	860	910	5.8	5	18	23	$15.98
Data Entry Keyers	2,840	2,980	4.9	14	67	81	$11.52
Word Processors and Typists	710	600	-15.5	0	16	16	$15.92

Source: Employment Development Department, Labor Market Information Division

Victor Valley
COMMUNITY COLLEGE

Employment opportunities within fields related to BET are not projected to create many job openings over the next ten years. Of the above mentioned jobs, only legal and medical secretaries are suggested to have post secondary vocational education. All other jobs in the above table only require on the job training.

Sources:
College website; Barbara Becker, Becky Palmer, Mike Kwan

Business Real Estate & Escrow

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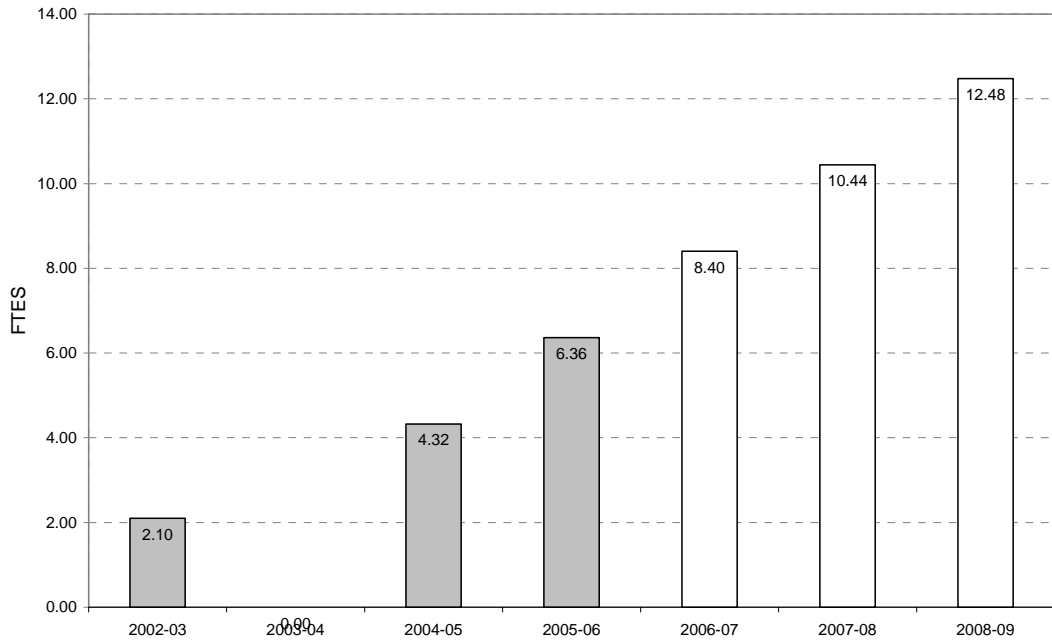
Awards Offered:
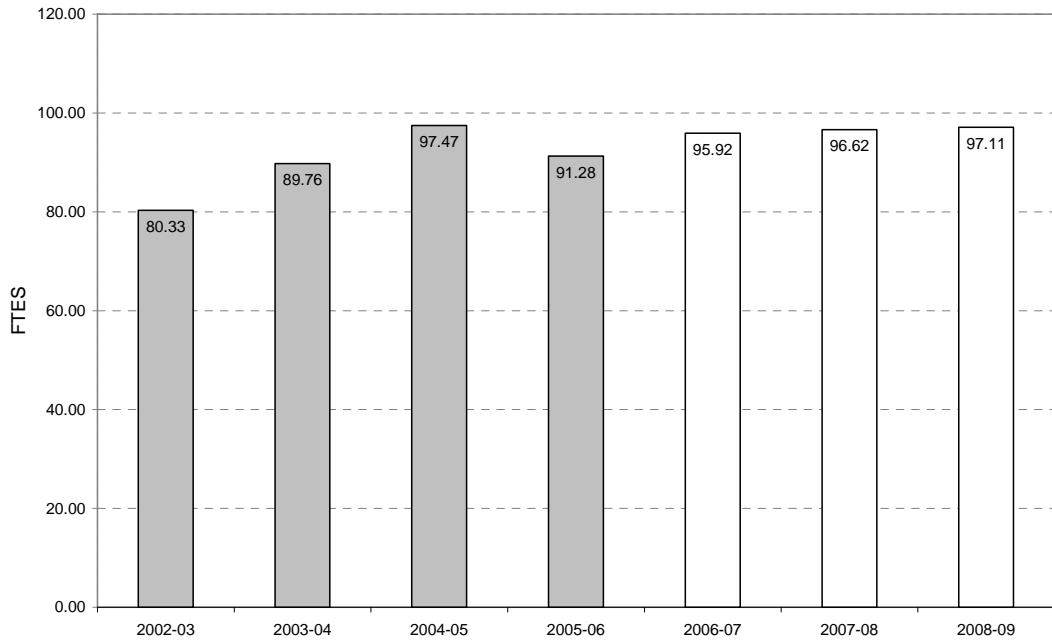1 Associate of Science Degree
10 Certificate Programs

Business Real Estate & Escrow

FTES	2001-02	2002-03	2003-04	2004-05
Fall	32.27	35.00	43.36	56.33
Winter	N/A	N/A	N/A	0
Spring	31.50	40.97	42.50	48.40
Summer	5.23	7.30	0	0.44
TOTAL	*69.00*	*83.27*	*85.86*	*105.17*

Business Escrow

Year	FTES
2002-03	2.10
2003-04	0.00
2004-05	4.32
2005-06	6.36
2006-07	8.40
2007-08	10.44
2008-09	12.48

Business Real Estate

Year	FTES
2002-03	80.33
2003-04	89.76
2004-05	97.47
2005-06	91.28
2006-07	95.92
2007-08	96.62
2008-09	97.11

Victor Valley
COMMUNITY COLLEGE

Retention & Success Rates – Business Real Estate

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	89.8%	81.2%	86.2%
Success Rate	68.8%	61.0%	68.4%

The Present:
Real estate is one of the largest industries in California and in the Victor Valley. Over the past several years, the department has developed the programs to include online courses and faculty members who are professionals within their industries. Additionally, courses have been updated and added to meet the needs of this changing field.

A variety of instructional delivery methods are used by the department including lectures, PowerPoint presentations, overheads, handouts, student research projects, field trips and the Internet. The department has a rotating five-year plan which is designed to allow students to complete the core curriculum within 18 months.

The following Certificates are available within the department: Advanced Business Real Estate, Basic Business Real Estate, Business Real Estate Apprentice, Business Real Estate Trainee, Escrow Secretarial Services, Property Management, Real Estate Appraiser, Real Estate Escrow, Real Estate Marketing, and Real Estate Secretarial Services.

The department currently has one full time faculty and 4-6 part time faculty each semester.

Contribution to Student Learning:
The Business Real Estate & Escrow is an important educational program at the College. The Department is very motivated about instructional technology and different instructional delivery methods to help students remain motivated throughout their education. Furthermore, the Department keeps a well maintained relationship with the community via its Advisory Committee, annual interviews with professionals in the industry and student surveys.

The Future:
Department goals include developing new courses as needed by the changing industry and expanding the program to provide students with a wide range of employment opportunities. The department will continue in its efforts to improve student retention and keep retention above 80%.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

| Occupational Title | Annual Avg. Employment | | % Change | Avg. Annual Job Openings | | | Median Hourly Wage |
	2002	2012		New Jobs	Replace-ments	Total	
Financial Managers	2,570	3,400	32.3	83	37	120	$39.40
Loan Officers	1,960	3,100	58.2	114	31	145	$32.20
Property, Real Estate, & Community Association Mgrs.	1,810	2,440	34.8	63	34	97	$12.19
Financial Analysts	520	720	38.5	20	8	28	$24.73
Insurance Underwriters	420	610	45.2	19	8	27	$22.79
Real Estate Sales Agents	280	380	35.7	10	6	16	$13.34
Personal Financial Advisors	120	170	41.7	5	2	7	$30.62
Real Estate Appraisers	250	320	28.3	7	5	12	$25.94

Source: Employment Development Department, Labor Market Information Division

Employment projections expect loan officer positions to be amongst the fastest growing jobs in the area through 2012.

Sources:
College website; Department Summary from Chris Grover (10-26-05); Employment Development Department, Labor Market Information Division

Computer Information Systems (CIS)

Program Description:
The Computer Information Systems Department provides seasoned working professionals and beginning students to become certificated in the areas of Information Systems such as database administration, network administration, webpage development and software development.
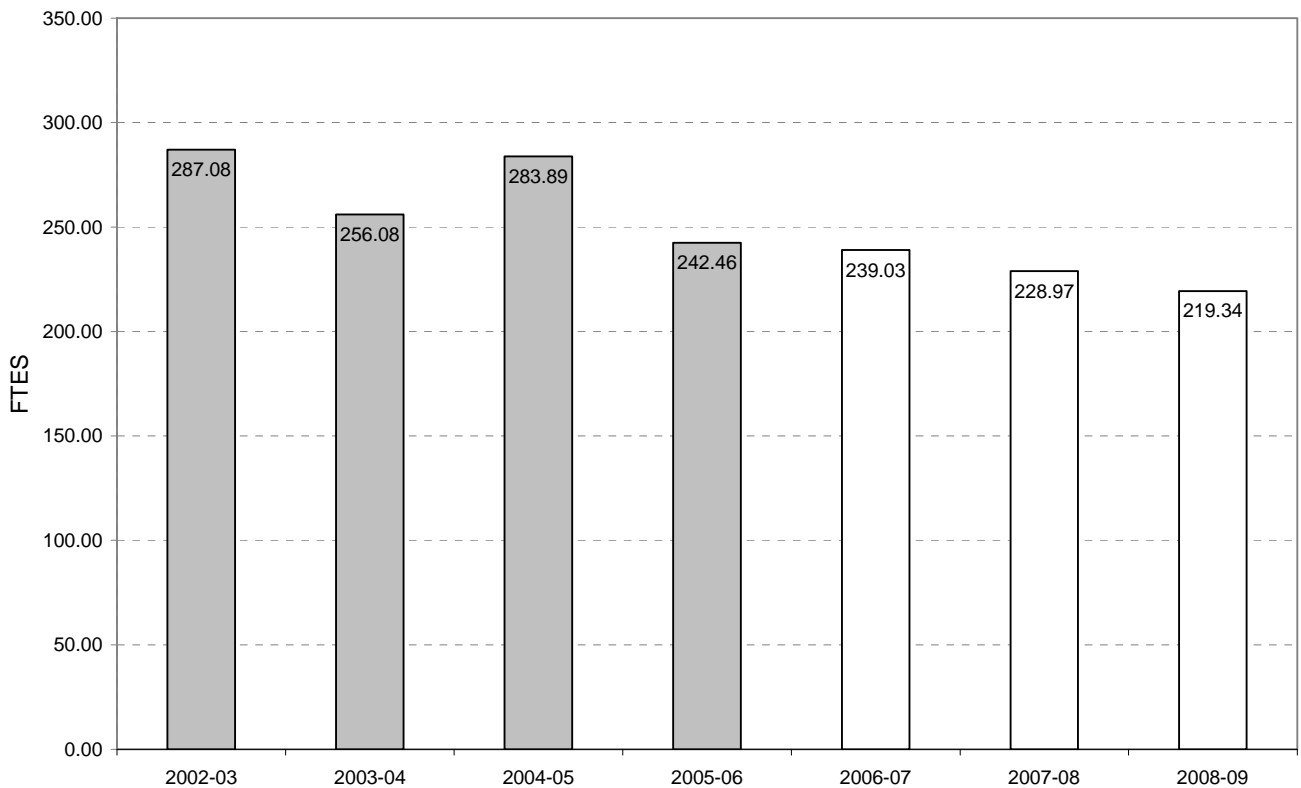
Awards Offered:
1 Associates Degree Program
10 Certificate Programs

Computer Information Systems

FTES	2001-02	2002-03	2003-04	2004-05
Fall	175.14	137.06	124.81	144.24
Winter	N/A	N/A	N/A	24.50
Spring	170.03	140.35	116.05	101.07
Summer	4.40	10.67	0	5.73
TOTAL	*349.57*	*288.08*	*240.86*	*275.54*

Computer Information Systems

Retention & Success Rates – Computer Information Systems

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	79.5%	80.9%	77.5%
Success Rate	61.0%	57.6%	48.1%

The Present:
All course offerings have been tailored to meet industry standards and demands. Coursework for CIS Majors and Certificate students may be categorized by three primary pathways; Networking, Database, and Programming. Each pathway is comprised of core advanced level courses relevant to a specific certificate. Certificates are available in Database Administrator, Database Developer, Unix Administrator, Netware Specialist, Network Specialist, Productivity Specialist, Programming I, Programming II, Visual Basic, and Web Authoring. The department currently staffs five full time faculty and one instructional assistant.

The department offered approximately 30 sections of online courses in the fall 2005 schedule of classes. The Database Developer Certificate may be earned entirely through online study. The department also offers enough units online to satisfy the requirements for getting an associates degree in CIS.

Victor Valley
COMMUNITY COLLEGE

Contribution to Student Learning:
As an academic department in the Vocational Education Discipline, the Computer Information System is important in generating FTE and providing quality education to the students while maintaining industry standards.

The Future:
It is projected that between 2002 and 2012 Riverside and San Bernardino Counties will experience a growth of approximately 7,110 jobs in computer systems, networking and database occupation fields. The projected growth will contribute to 955 job openings per year in the area over ten years. Though it is not expected that computer related occupations will contribute to high numbers of occupational openings in the county, computer technology is a growing industry throughout the state.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

| Occupational Title | Annual Avg. Employment | | % Change | Avg. Annual Job Openings | | | Median Hourly Wage |
	2002	2012		New Jobs	Replace-ments	Total	
Computer Specialists	9,130	12,680	38.9	355	122	477	
Computer Support Specialists	2,160	2,910	34.7	75	27	102	$20.33
Computer Programmers	1,640	2,270	38.4	63	39	102	$32.90
Computer Software Engineers, Applications	1,410	2,060	46.1	65	14	79	$34.67
Network and Computer Systems Administrators	1,050	1,450	38.1	40	12	52	$28.91
Computer Systems Analysts	970	1,270	30.9	30	11	41	$31.69
Computer Software Engineers, Systems Software	540	810	50.0	27	5	32	$31.77
Network Systems and Data Communications Analysts	450	670	48.9	22	5	27	$27.28
Database Administrators	430	630	46.5	20	4	24	$30.56
Computer Specialists, All Other	430	570	32.6	14	5	19	$28.50

Source: Employment Development Department, Labor Market Information Division

Sources:
College website; Fall 2005 Schedule of Classes; Employment Development Department, Labor Market Information Division

Victor Valley
COMMUNITY COLLEGE

Computer Integrated Design and Graphics (CIDG)

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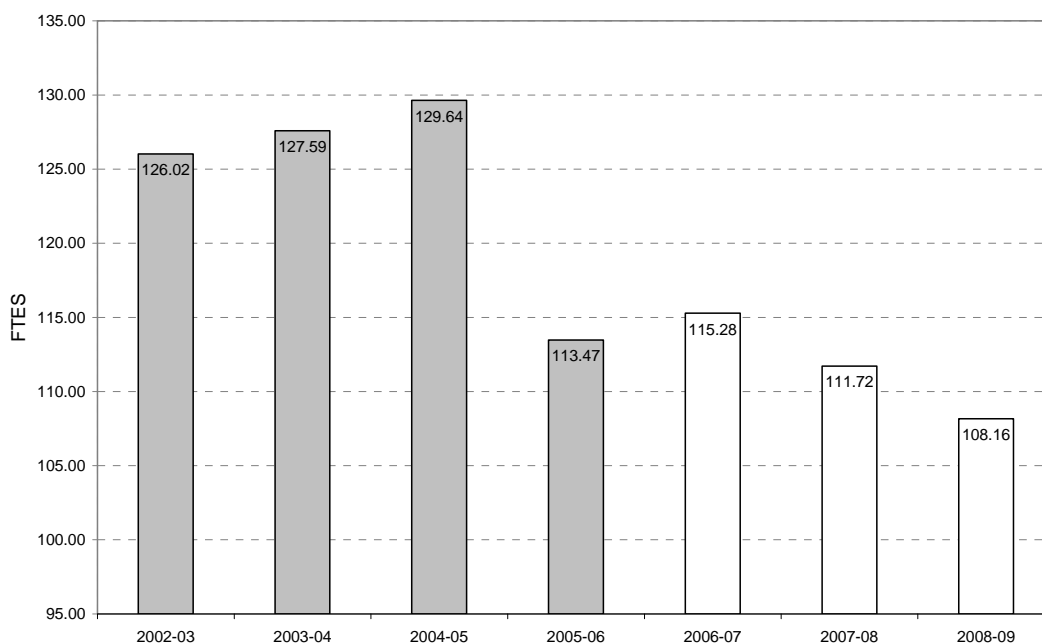
Awards Offered:
1 Associate Degree Program
6 Certificate Programs

Computer Integrated Design and Graphics

FTES	2001-02	2002-03	2003-04	2004-05
Fall	39.13	59.02	57.90	60.49
Winter	N/A	N/A	N/A	0
Spring	39.15	61.40	57.31	62.41
Summer	4.37	6.20	7.26	13.45
TOTAL	*82.65*	*126.62*	*122.47*	*136.35*

Computer Integrated Design & Graphics

Retention & Success Rates – Computer Integrated Design and Graphics

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	78.0%	85.9%	86.0%
Success Rate	50.6%	59.4%	58.9%

The Present:
The Computer Integrated Design and Graphics Department recently added the Visual Communications and Graphic Arts Program. Software packages such as the Adobe Suite and Macromedia Suite will be incorporated into the curriculum. Two entry level certificates and three specialized certificates are offered in the Computer Aided Drafting Design Program.

The Computer Integrated Design and Graphics Department currently employs 4 full time faculty and 7 part time faculty members. The Department is located the CIDG Building (Building 63) located near the Football field at the northeast end of campus.

Students may earn an Associate in Science in Drafting or the following certificates; Drafting Technician I, CADD Technician I, Architectural CADD Technician I, Civil CADD Technician I, Digital Animation Technician I – 3ds Max, or Geographic Information Systems.

Contribution to Student Learning:
The Vocational Education Discipline allows students wishing to obtain an education and certification in a particular industry with an efficient method of learning incorporated with hands on experience. The Computer Integrated Design and Graphics department offers a variety of quality Certificates to meet the needs of the community. The highly specialized programs draw in students and industry professionals. Enrollment generates FTE for the College.

The Future:
The Computer Integrated Design and Graphics industry is a growing field in Riverside and San Bernardino Counties. Industry related employment within the area is expected to provide an estimated 672 jobs annually through the year 2012.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department.

Occupational Title	Annual Avg. Employment		% Change	Avg. Annual Job Openings			Median Hourly Wage
	2002	2012		New Jobs	Replace-ments	Total	
Drafters, Engineering, and Mapping Techs	4,640	6,400	37.9	176	111	287	
Architectural and Civil Drafters	600	830	38.3	23	17	40	$18.90
Electrical and Electronics Drafters	210	250	19.0	4	6	10	$18.31
Mechanical Drafters	360	420	16.7	6	10	16	$19.77
Civil Engineering Techs	960	1,270	32.3	31	20	51	$25.21
Electrical & Electronic	940	1,340	42.6	40	20	60	$25.30

Victor Valley
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Engineering Techs							
Environmental Engineering Techs	240	380	58.3	14	5	19	$19.14
Industrial Engineering Techs	230	280	21.7	5	5	10	$19.26
Mechanical Engineering Techs	210	330	57.1	12	4	16	$17.87
Surveying & Mapping Techs	230	330	43.5	10	9	19	$23.56
Drafters, Engineering, and Mapping Technicians, All Other	560	810	44.6	25	14	39	N/A
Graphic Designers	880	1,210	37.5	33	12	45	$17.66
Media & Communication Workers, All Other	200	270	35.0	7	2	9	$19.80
Media & Communication Equipment Workers	860	1,070	24.4	21	19	40	
Audio & Video Equipment Techs	200	260	30.0	6	5	11	$18.83

Source: Employment Development Department, Labor Market Information Division

Sources:
College website; interview with Claude Oliver (10/05/05); Employment Development Department, Labor Market Information Division

Construction Technology

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

Awards Offered:
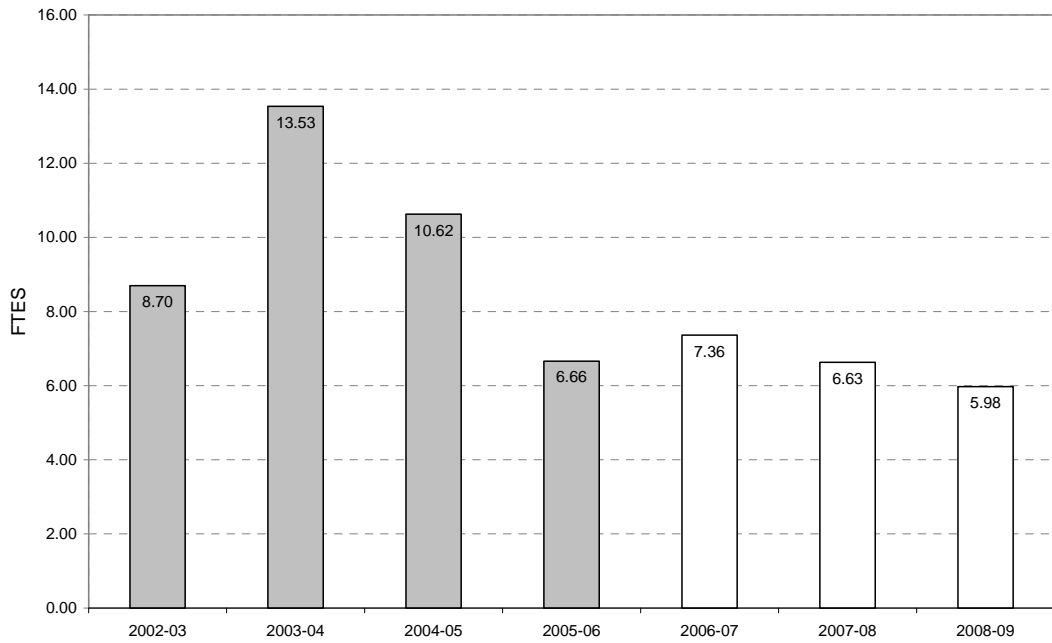1 Associate Degree Program
9 Certificate Programs

Construction and Manufacturing Technology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	51.14	58.75	70.12	53.03
Winter	N/A	N/A	N/A	7.27
Spring	51.37	59.20	67.26	57.16
Summer	7.47	7.19	3.30	3.30
TOTAL	*109.98*	*125.14*	*140.68*	*120.76*
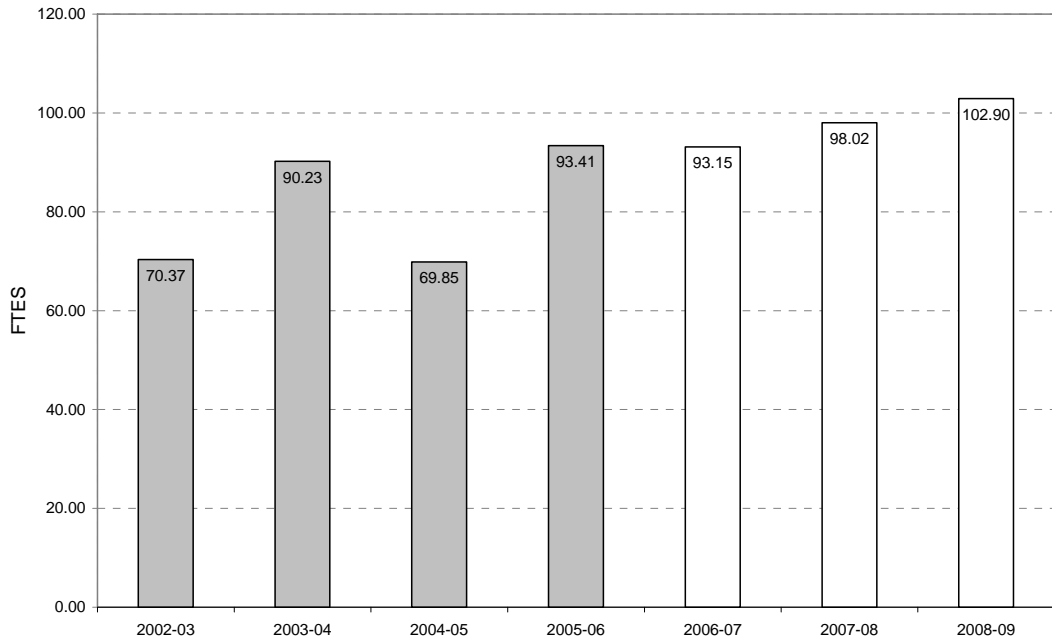
Victor Valley
COMMUNITY COLLEGE

Construction Technology

Construction Technology - Maintenance
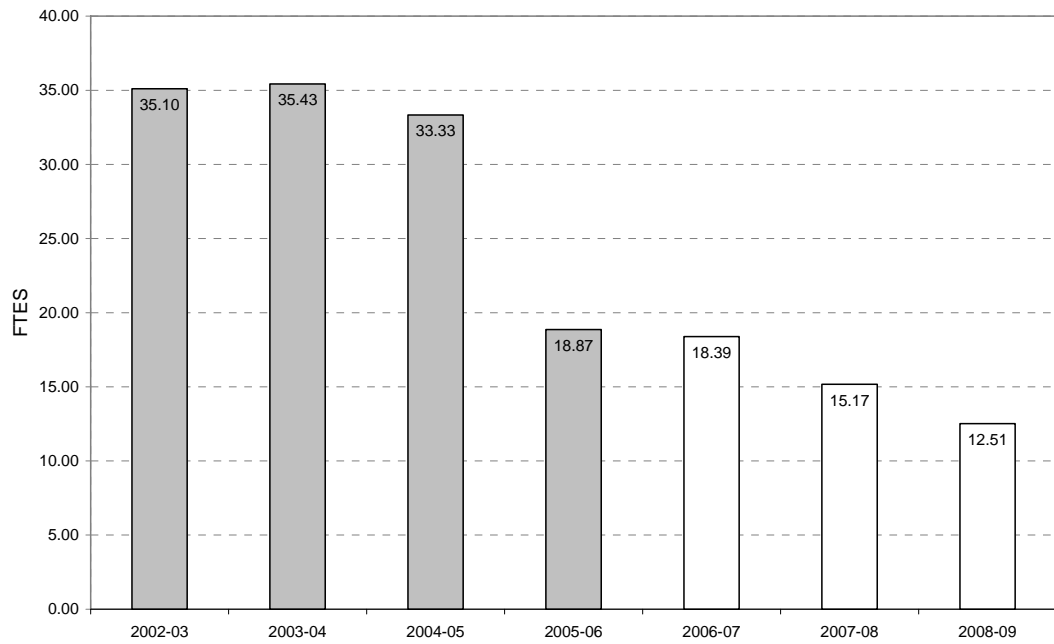
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Construction Technology - Manufacturing

Year	FTES
2002-03	35.10
2003-04	35.43
2004-05	33.33
2005-06	18.87
2006-07	18.39
2007-08	15.17
2008-09	12.51

Construction Technology - Public Works

Year	FTES
2002-03	6.70
2003-04	4.20
2004-05	5.48
2005-06	3.58
2006-07	3.92
2007-08	3.81
2008-09	3.73

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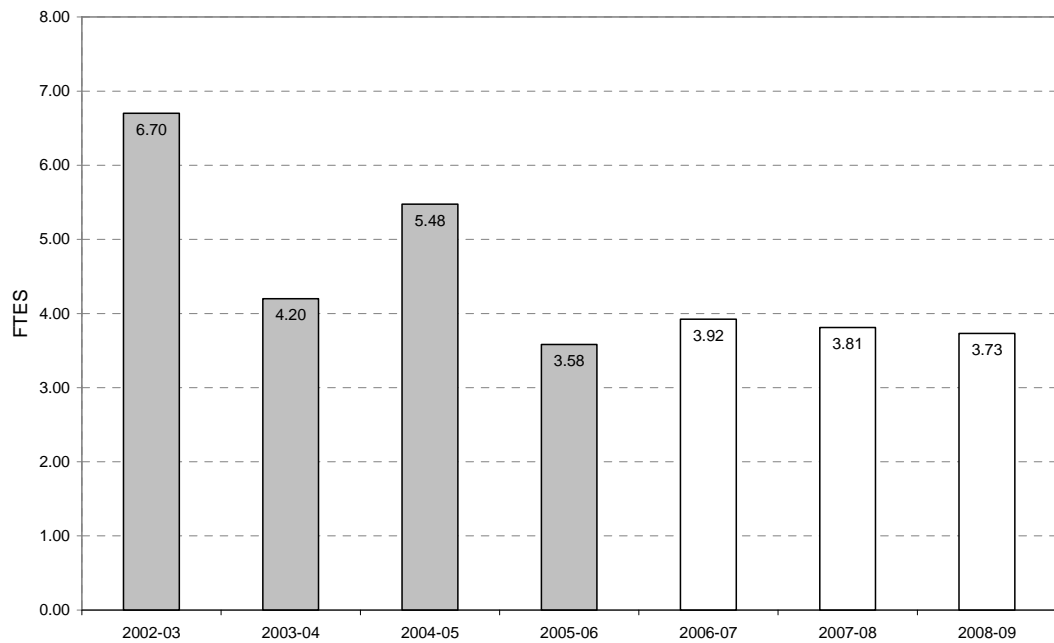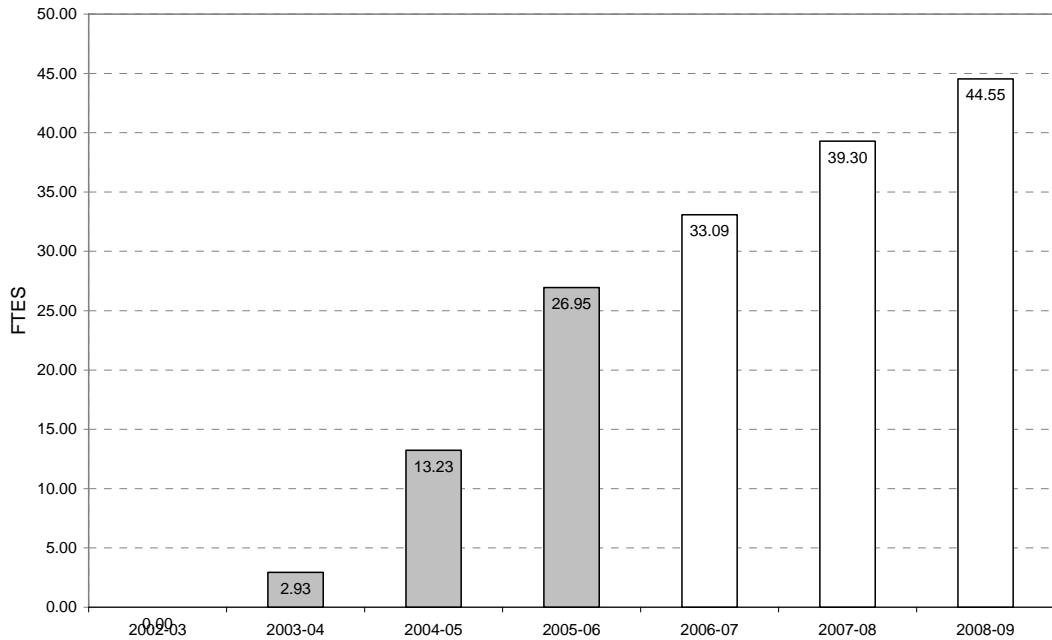
Retention & Success Rates – Construction Technology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	82.2%	82.6%	87.2%
Success Rate	57.9%	61.2%	69.8%

Retention & Success Rates – Construction Technology Manufacturing

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	82.8%	83.9%	85.2%
Success Rate	81.3%	70.1%	81.8%

Retention & Success Rates – Construction Technology Maintenance

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	N/A	80.0%	81.5%
Success Rate	N/A	60.0%	66.7%

Retention & Success Rates – Construction Technology Public Works

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	95.0%	85.1%	86.7%
Success Rate	65.0%	80.9%	86.7%

Victor Valley
COMMUNITY COLLEGE

The Present:
The department currently offers an Associates degree in Construction Manufacturing Technology. The following 9 certificates are available: Building Construction, Building Inspection, Construction Management, Construction Technology, Basic Electrical Technician, Plumbing Technician, Public Works, Basic Residential Maintenance, and Basic HVAC/R.

Approximated 75% of the courses are offered at night, while the remaining 25% are offered during the day. This is due to the fact that many older individuals come to class after daytime work hours. The average age of students enrolled in the department is 37 years of age and only 10% of the students enrolled in the program are recent high school graduates. A majority of the students return to school from the trades for retraining and opportunities for advancement in the field, whereas some are taking courses for their own enrichment. The program has recently developed training for California's new Electrical Licensing in July 2005.

Contribution to Student Learning:
The department provides instruction to students who wish to seek advanced degrees for potential employment in the construction field, such as building inspector, construction supervisor, contractor, civil engineer, project supervisor, public works, technician, surveyor, and much more. The courses also allow students to be creative and to provide an opportunity for a hands-on experience in building.

The Future:
The Construction Technology Department is expected to continue to grow due to high job demand in the area. By 2012, the construction industry is expected to employ over 126 thousand workers. A new electrical certification requirement in California will contribute to enrollment growth as well.

The department is interacting with the Agriculture and Natural Resources department to promote a program for Renewable Energy and Resource Conservation. The program is experiencing rapid growth in building inspection and trade classes. This growth trend is sparked by a demand for skilled workers in the field and the demand is expected to continue increased enrollment in the future.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

Occupational Title	Annual Avg. Employment		% Change	Avg. Annual Job Openings			Median Hourly Wage
	2002	2012		New Jobs	Replace-ments	Total	
Construction Trades Workers	67,440	96,200	42.6	2,876	1,238	4,114	
Electricians	5,170	6,980	35.0	181	102	283	$19.54
Supervisors, Construction and Extraction Workers	4,650	6,360	36.8	171	79	250	
Cement Masons and Concrete Finishers	3,950	6,030	52.7	208	80	288	$17.55
Plasterers and Stucco Masons	3,330	4,960	48.9	163	61	224	$15.51

Painters, Construction and Maintenance	2,880	4,260	47.9	138	44	182	$14.29
Drywall and Ceiling Tile Installers	2,450	3,980	62.4	153	53	206	$20.00
Tapers	1,370	2,230	62.8	86	30	116	$21.57
Construction Managers	1,310	1,830	39.7	52	24	76	$40.63
Brickmasons and Blockmasons	1,160	1,710	47.4	55	17	72	$20.45
Roofers	1,120	1,650	47.3	53	26	79	$18.75
Tile and Marble Setters	1,100	1,780	61.8	68	17	85	$19.58
Construction and Building Inspectors	970	1,410	45.4	44	22	66	$25.14
HVAC / R Mechanics & Installers	870	1,280	47.1	41	12	53	$21.74
Insulation Workers	700	1,030	47.1	33	21	54	N/A
Carpet Installers	590	920	55.9	33	9	42	$17.25
Hazardous Materials Removal Workers	550	920	67.3	37	14	51	$12.14

Source: Employment Development Department, Labor Market Information Division

Employment opportunities around Riverside and San Bernardino Counties within the construction industry are enormous. The occupations in the table above estimates these jobs will contribute to 6,241 jobs annuals through the year 2012. The construction industry is amongst the fastest growing in the area and is projected to employ 126,700 persons in Riverside and San Bernardino Counties by 2012 (40% growth over 10 years). Though many construction jobs do not require higher education degrees, it is anticipated that many of these workers will seek educational enrichment through vocational education to gain promotional opportunities.

Sources:
College website; Interview with Nord Embroden 10-5-05; the College Unit Operational Plan 2005; Employment Development Department, Labor Market Information Division
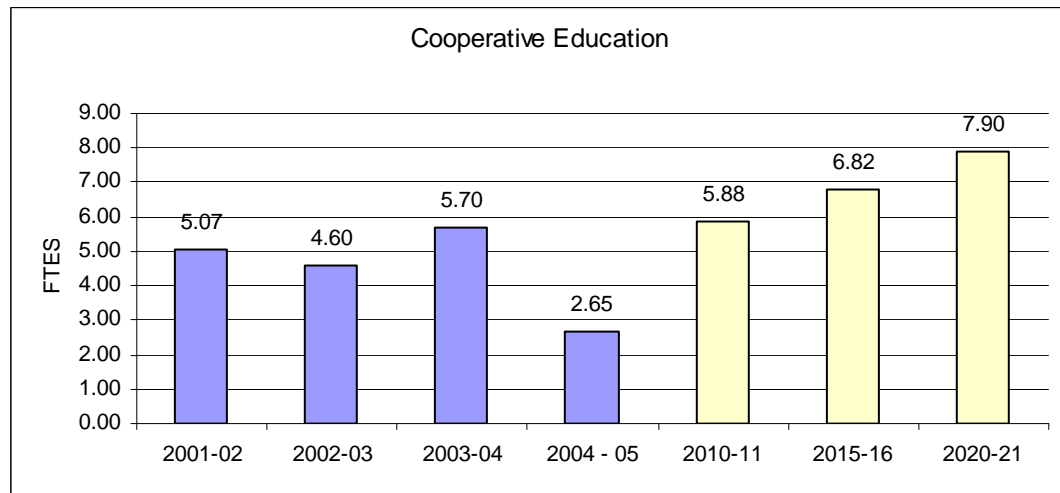
Cooperative Education

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

Pertinent Information:
Fall 2001; 361 Students enrolled in the Co-Op Program
Spring 2002: 327 Students enrolled in the Co-Op Program

Victor Valley
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Cooperative Education

FTES	2001-02	2002-03	2003-04	2004-05
Fall	1.77	2.7	2.0	1.71
Winter	N/A	N/A	N/A	0
Spring	2.60	1.9	3.7	0.94
Summer	0.70	0	0	0
TOTAL	*5.07*	*4.6*	*5.7*	*2.65*

Cooperative Education

The Present:

Cooperative Education offers students an opportunity to earn College elective credits while they learn on the job. The Cooperative Education Office is located in the Academic Commons building and operates Monday through Friday, 8:30am to 5:00pm (closed 12 noon to 1:00pm) and by appointment. In addition, there is a Message Manager available 24 hours a day, 7 days a week. The department office currently staffs one Department Chair and one Administrative Secretary.

To qualify for the Cooperative Education Program, student must spend at least five (5) hours a week at a work site, be accepted by admissions for enrollment, pursue a planned program of Cooperative Education that includes new or expanded responsibilities or learning opportunities and have a prearranged worksite.

The student, employer and College all benefit from this program. Students achieve success and are rewarded with income and educational units. Employers have an excellent source of temporary or permanent personnel who are interested in the industry. The College achieves a high level of student success in the work force and maintains a strong relationship with the community.

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Contribution to Student Learning:
Students who participate in the Cooperative Education Program learn to establish short- and long-range career objectives and to recognize his/her progress by establishing and completing measurable learning objectives. Supervision, evaluation, and suggestions for improvement are provided by department staff. Cooperative Education is a three-way relationship between the student, the College, and the employer. Students may enroll in 16-week, 12-week, and 8-week classes.

The Future:
As industry needs increase over the next few years, there will be a greater demand for qualified personnel. Employers will continue to seek qualified applicants through the College. The Cooperative Education program will continue to grow as the need for employable experience increases. As "real-life" and "hands-on" experience is increasingly sought after in the work place, the Cooperative Education Department expects to grow.

Sources:
College website; Program Review Update 2002.

Education / Educational Technology

Program Description:
The Education and Educational Technology department offers preparatory courses and certificate programs for transfer into teaching credential programs offered at four year institutions. The program prepares students who desire to teach in elementary and secondary schools, as well as Colleges and professional education.
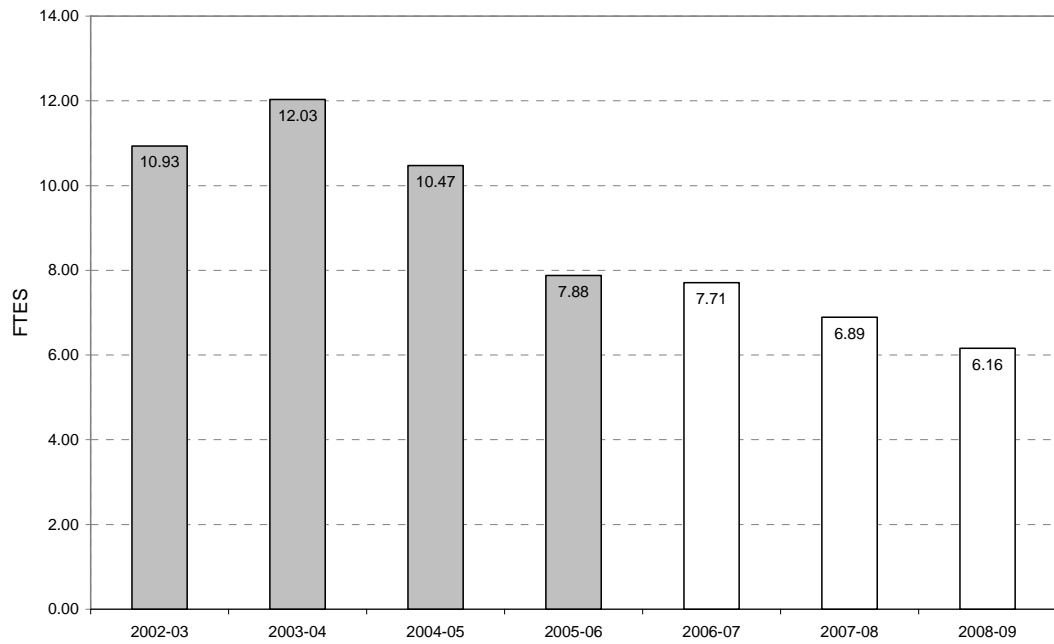
Awards Offered:
No Degree Programs – usually taken by Liberal Arts majors or transfer students
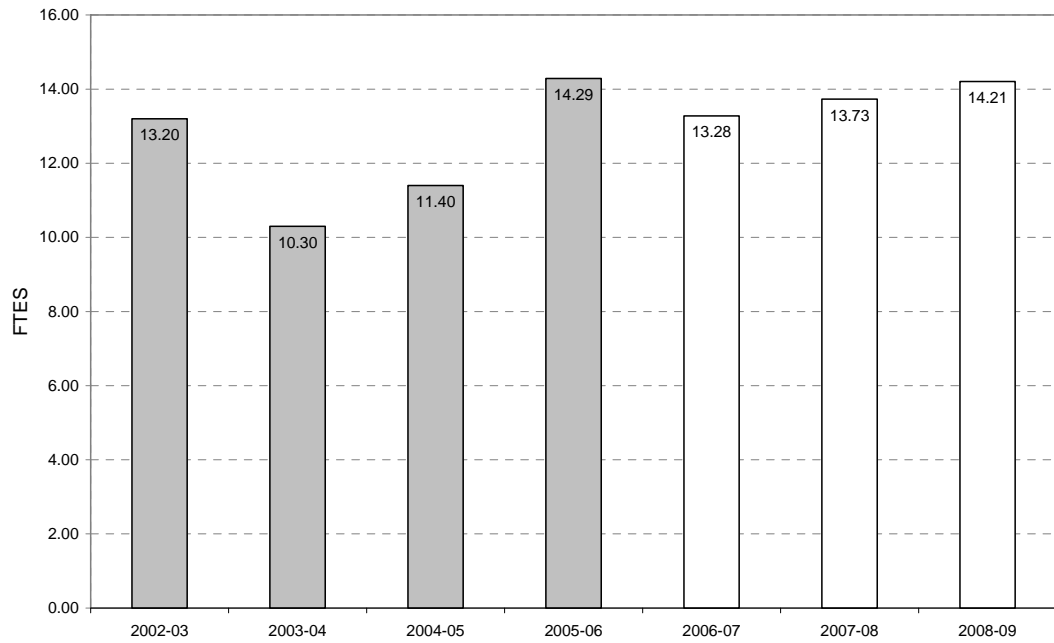2 Certificate Programs

Education/Educational Technology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	0	4.63	4.67	3.57
Winter	N/A	N/A	N/A	0
Spring	4.33	6.30	7.37	11.56
Summer	0	0	0	0
TOTAL	*4.33*	*10.93*	*12.03*	*15.13*

Education Technology

Year	FTES
2002-03	10.93
2003-04	12.03
2004-05	10.47
2005-06	7.88
2006-07	7.71
2007-08	6.89
2008-09	6.16

Education

Year	FTES
2002-03	13.20
2003-04	10.30
2004-05	11.40
2005-06	14.29
2006-07	13.28
2007-08	13.73
2008-09	14.21

Victor Valley
COMMUNITY COLLEGE

Retention & Success Rates –Education / Education Technology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	83.9%	91.0%	87.8%
Success Rate	67.8%	70.8%	65.3%

The Present:
The Education and Educational Technology department provides students with knowledge in teaching as a career as well as technology available for instructional delivery. The department currently offers a certification in Educational Technology as well as Collegial Education Certificate Level I and II. The Educational Technology Certificate program enhances transfer readiness for students who intend to pursue a career in public education or professional education. The certificate also certifies teachers in the use of computers and working in a technology-enhanced school setting. The Collegial Education Certificate is intended to assist parents in developing their understanding of how children think and learn. The certificate may also be used to meet needs of parents who actively home school their children.

The department primarily operates within the Humanities building for instruction. Online and hybrid sections are also offered for most courses. Currently, one full time coordinator and one adjunct faculty staff the department.

Contribution to Student Learning:
This field of study prepares students with skills required to reach their goal of teaching. Courses within the program may transfer to four year universities for Education and Education Technology majors when and where articulation agreements exist. Courses within the department may also be used to fulfill requirements for an Associates degree in Liberal Arts.

The Future:
The need for educators in San Bernardino and Riverside Counties remains as one of the highest employment demands in area.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

Occupational Title	Annual Avg. Employment			Avg. Annual Job Openings		
	2002	2012	% Change	New Jobs	Replace-ments	Total
Postsecondary Teachers	9,250	13,420	45.1	417	209	626
Primary, Secondary, and Special Education School Teachers	49,120	61,080	24.3	1,196	1,103	2,299
Other Teachers and Instructors	7,880	11,730	48.9	385	97	482
Librarians, Curators, and Archivists	1,530	1,910	24.8	38	48	86
Other Education, Training, and Library Occupations	22,980	29,340	27.7	636	440	1,076

Source: Employment Development Department, Labor Market Information Division

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The above teaching occupations are expected to create approximately 4,569 job openings annually for the next ten years within the area. Teacher's aids, elementary school teachers, special education teachers, and secondary school teachers are all amongst jobs expected to have the most job openings within San Bernardino and Riverside Counties over the next ten years. Job openings for teacher's assistants are expected to be 1,024 positions annually for 10 years. Over 960 job openings are expected annually for elementary and special education teachers for 10 years. Approximately 592 jobs openings are expected annually for secondary school teachers for 10 years.

Sources:
The College Catalog 2004-05

Electronics and Computer Technology

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

Awards Offered:
2 Degree Programs
20 Certificate Programs

Electronics and Computer Technology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	57.11	72.67	51.8	45.24
Winter	N/A	N/A	N/A	5.23
Spring	70.97	62.64	55.7	52.49
Summer	14.55	8.32	5.48	13.08
TOTAL	*142.63*	*143.63*	*112.98*	*116.04*

160.00
140.00 — 141.42
120.00 — 113.31
100.00 — 105.28 — 99.55 — 95.03 — 93.07 — 91.68
80.00
60.00
40.00
20.00
0.00

FTES

2002-03 2003-04 2004-05 2005-06 2006-07 2007-08 2008-09
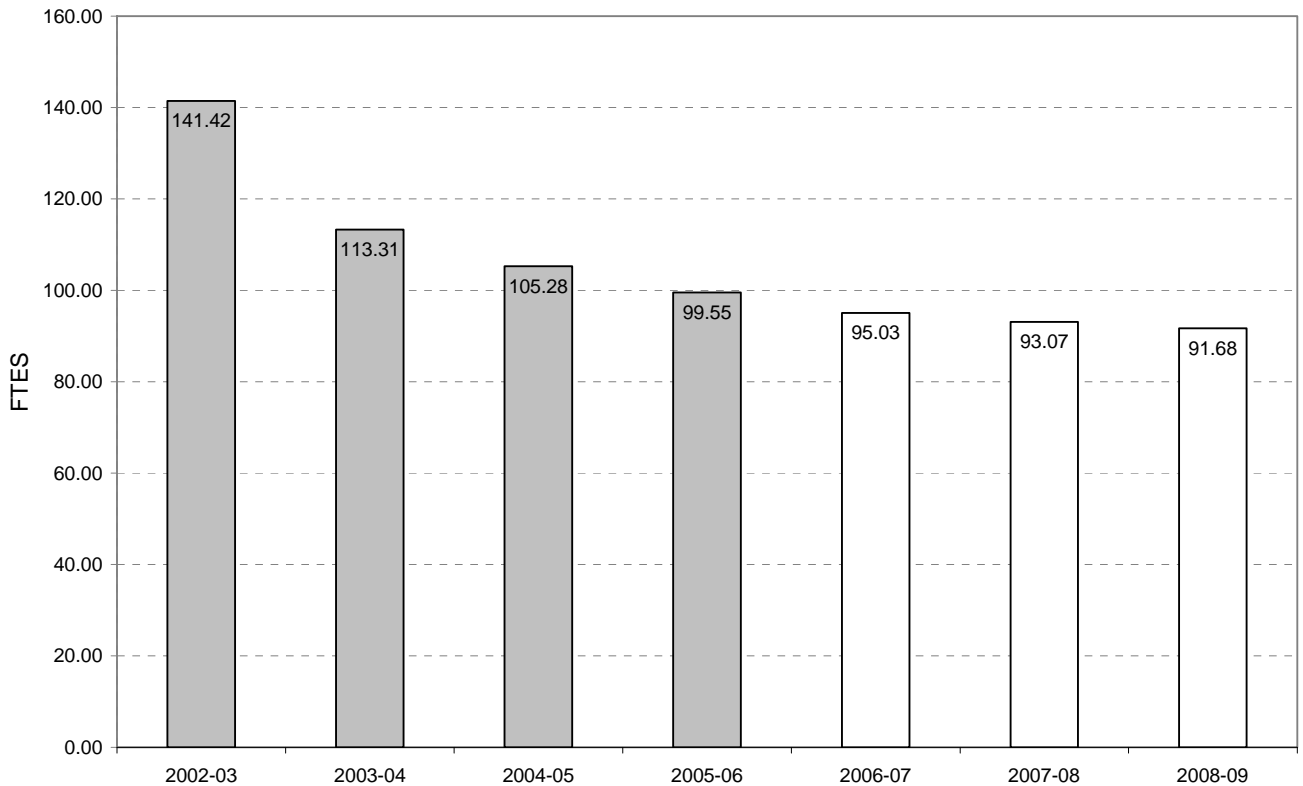
Retention & Success Rates – Electronic Technology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	85.5%	87.9%	91.0%
Success Rate	63.2%	67.8%	66.7%

The Present:
The Electronics and Computer Technology Department is located in the Electronics building (#62) at the North side of Campus. The Electronics and Computer Technology Department has an "open lab policy" where students are free to use the lab facilities anytime labs are open. Current lab hours are as follows: Monday through Thursday, 12:00pm to 10:00pm, Friday 12:00pm to 9:00pm, and Saturday 9:00am to 1:00pm. The staff currently consists of one Department Chair, one full time Instructor, two Staff / Associate Faculty members, and two Associate Faculty members.

The Department offers an Associate Degree program in Electronics Engineering Technology and Computer Engineering Technology. Certificates are offered in Electronics and Computer Technology, Electronics Technology with an emphasis to include: Telecommunications, Wireless Communications, Optoelectronics, and Industrial Electronics, Cisco Networking, Microsoft and A+ Certification Preparation, Network Cabling, and Fiber Optic Cabling.

Contribution to Student Learning:
Throughout the State of California there is unlimited opportunity for employment for men and women with specialized and up-to-date education in electronics and computer technology. Associate degree, certificate, and professional certification program curriculums and courses offered by the Electronics and Computer Technology Department provide education and training consistent with employer needs and expectations.

The Future:
According to the Employment Development Department Labor Market information computer software engineers, network systems and data communications, and database administrators are projected to be amongst the fastest growing occupational categories in Riverside and San Bernardino Counties through 2012. It is projected that between 2002 and 2012 the area will experience a growth of approximately 7,110 jobs in computer systems, networking and database occupation fields. The projected growth will contribute to 955 job openings per year in the area over ten years. Though it is not expected that computer related occupations will contribute to high numbers of occupational openings in the county, technology is a growing industry throughout the state.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

Occupational Title	Annual Avg. Employment		% Change	Avg. Annual Job Openings			Median Hourly Wage
	2002	2012		New Jobs	Replace-ments	Total	
Computer Specialists	9,130	12,680	38.9	355	122	477	
Computer Support Specialists	2,160	2,910	34.7	75	27	102	$20.33
Computer Programmers	1,640	2,270	38.4	63	39	102	$32.90
Computer Software Engineers, Applications	1,410	2,060	46.1	65	14	79	$34.67
Network and Computer Systems Administrators	1,050	1,450	38.1	40	12	52	$28.91
Computer Systems Analysts	970	1,270	30.9	30	11	41	$31.69
Computer Software Engineers, Systems Software	540	810	50.0	27	5	32	$31.77
Network Systems and Data Communications Analysts	450	670	48.9	22	5	27	$27.28
Database Administrators	430	630	46.5	20	4	24	$30.56
Computer Specialists, All Other	430	570	32.6	14	5	19	$28.50

Source: Employment Development Department, Labor Market Information Division

Victor Valley COMMUNITY COLLEGE

Fire Technology

Program Description:
The Fire Technology Department provides courses and training for students who seek career opportunities in fire protection. It also assists those who wish to seek career advancement, certification, and advancement within the fire protection service field.
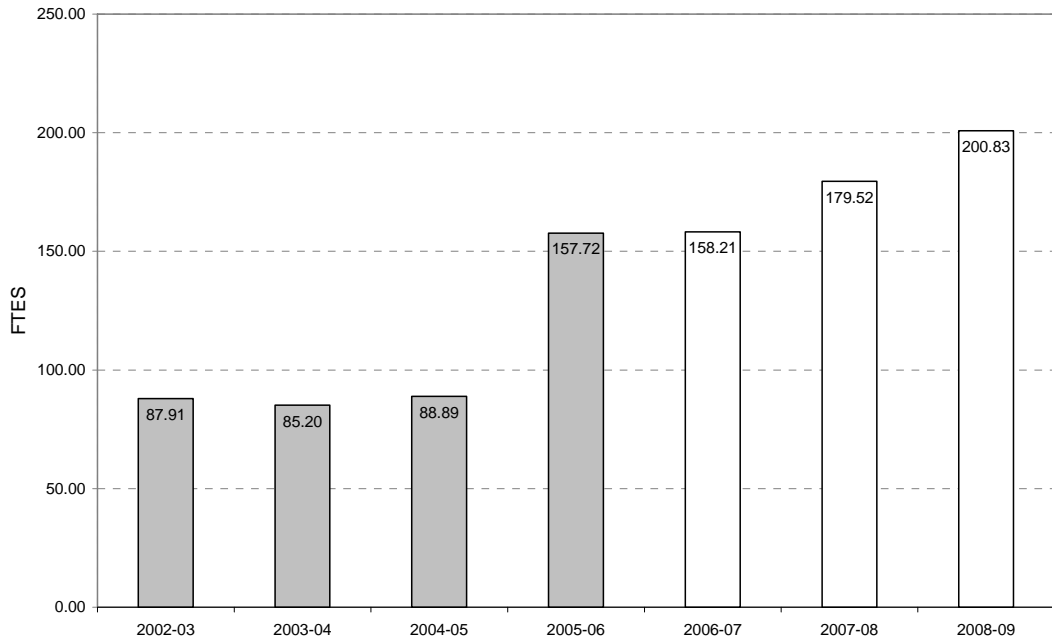
Awards Offered:
1 Associates Degree Program
3 Certificate Programs

Fire Technology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	51.53	43.72	43.69	47.86
Winter	N/A	N/A	N/A	9.49
Spring	103.07	44.32	45.94	74.49
Summer	18.28	4.60	3.85	4.79
TOTAL	*172.88*	*92.64*	*93.48*	*136.63*

Fire Technology

Retention & Success Rates – Fire Technology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	95.5%	94.0%	93.1%
Success Rate	91.9%	86.3%	84.6%

The Present:
The adjunct faculty consists of 30 to 40 members from 12 fire departments near Victor Valley. The High Desert Tri-City area is experiencing a rapid population growth. The average firefighter to population ratio in the area is currently about 1000 to 1.

The department offers an Associate Degree in Science with a major in Fire Technology. Certificates are offered for Firefighter Certification, Fire Prevention Officer Certification, and Fire Officer Certification. Many courses within the department are structured to prepare students for entry in the Firefighter 1 Academy.

Victor Valley College is accredited as a Regional Training Facility through the State Fire Marshal's office. This accreditation allows the fire technology program to deliver advanced courses for fire officer development, chief officer development and other specialized positions within the fire service. Certifications for these courses are issued at the College, as opposed to being sent to the State, thus eliminating the often 6 to 8 week wait for the issuance of certifications.

Contribution to Student Learning:
The department offers accredited courses which prepare students with the skills required to pass employment examinations and apply for the Firefighter I Academy. Successful completion from the academy will earn the student a certification that meets the professional standards, as required by the California State Fire Marshal's Office, to become an entry level firefighter. Because the College is an accredited Regional Training Facility, existing employees within the fire protection industry may take advanced courses at the College for promotional opportunities.

The Future:
The Fire Technology program, along with financial support from the San Bernardino County Fire Department, wishes to construct a new 3-acre Fire Technology Training Center and County Fire Station 22 at the College site. The proposed facility will house a training tower, classrooms, training prop areas, and a full functioning County Fire Station. Urban Search and Rescue (USAR) and Hazardous Materials Teams would also use the facility for regular training and skills maintenance as required by federal and state mandate.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

	Annual Avg. Employment			Avg. Annual Job Openings			Median
			%	New	Replace-		Hourly
Occupational Title	2002	2012	Change	Jobs	ments	Total	Wage
Supervisors/Managers of Fire Fighting and Prevention Workers	430	530	23.3	10	18	28	$27.07
Fire Fighting and Prevention Workers	1,610	1,950	21.1	34	47	81	
Fire Fighters	1,500	1,820	21.3	32	44	76	$17.07

Source: Employment Development Department, Labor Market Information Division

Though it is projected that the above fields of employment within the fire protection industry will only generate 185 jobs annually through 2012, the program is expected to maintain FTES because the College is accredited as a Regional Training Facility. Thus, offering certification training for maintaining federal and state standards is an important aspect of the Fire Technology program.

Sources:
College website; Program update 1999; the CollegeD Training Facility Needs Assessment Proposal – Sid Hulquist, San Bernardino County Fire Department (10/19/05).

Victor Valley
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Nursing

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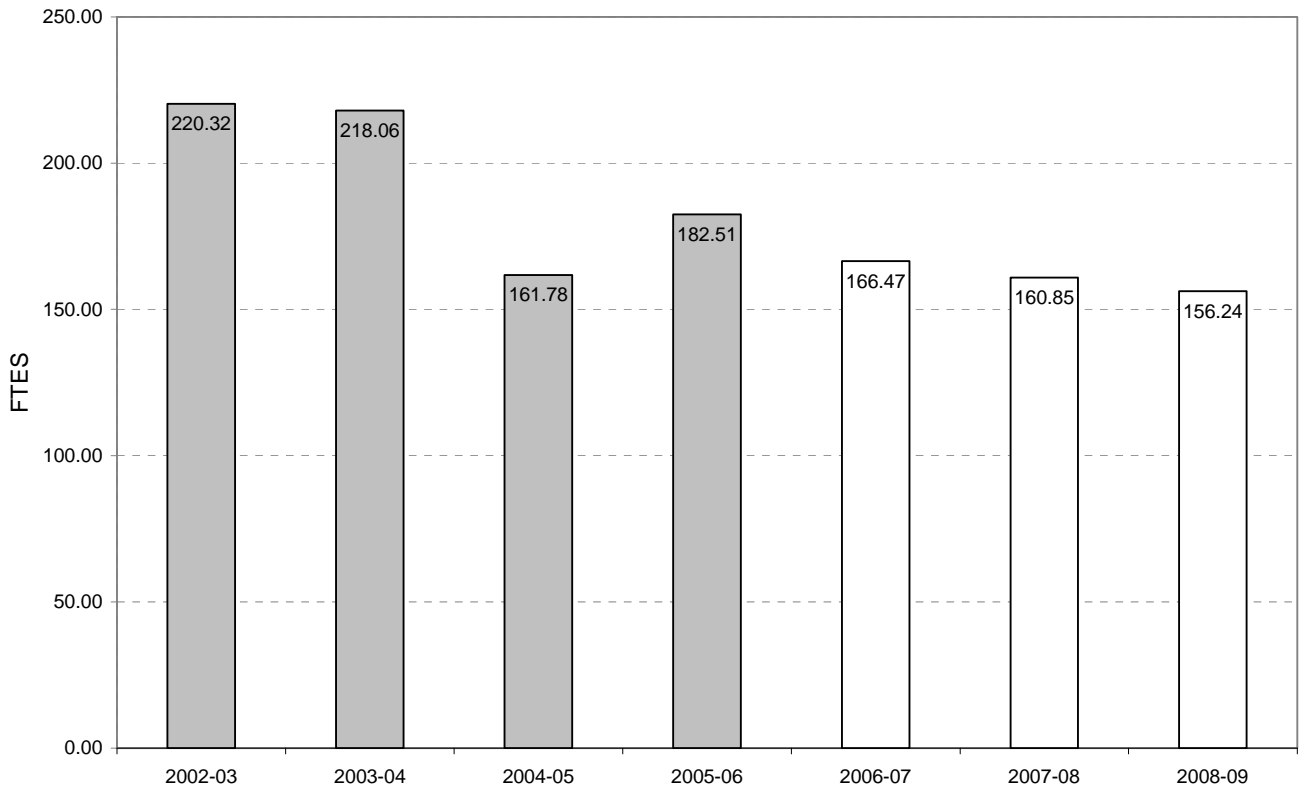
Awards Offered:
1 Associate Degree Program
2 Certificate Programs

Nursing

FTES	2001-02	2002-03	2003-04	2004-05
Fall	96.87	110.70	109.67	83.99
Winter	N/A	N/A	N/A	2.82
Spring	95.58	110.15	105.73	110.36
Summer	4.03	3.60	3.19	3.20
TOTAL	*196.48*	*224.45*	*218.59*	*200.37*

Victor Valley
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Nursing

Retention & Success Rates – Nursing

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	98.3%	97.2%	99.5%
Success Rate	83.0%	92.5%	92.1%

The Present:
An emphasis in nursing composed 13.9% of the entire Associates degree in Science awarded in 2002-2003. In addition, 17.3% of Certificates awarded in 2002-2003 were attributable to the Nursing department. Over the five periods between 2001 and 2003 to take the National Licensing Council Examination for Registered Nurses, on average, 88.4% of graduates pass the first time taking the test.

The need for Registered Nurses is a current priority in the High Desert. There are currently eight full time faculty members within the department and the faculty to student ratio is approximately one full-time faculty for every 20 students. Because the program is so impacted, students must go through a four step enrollment application process in order to be admitted into the program.

Because the number of applications exceeds enrollment capacities each year, random draws are conducted during various steps in the enrollment application process. The students who qualify for enrollment into the program cannot be accepted due to capacity constraints and are placed on a waiting list. As the waiting period for enrollment into the program grows, students begin leaving the College to enroll into the Nursing programs at neighboring institutions.

The program is affiliated with a number of clinical agencies and collaborates with other departments at the College, such as counseling, DSPS, and Admission and Records. The concern with the limited number of courses available in other departments for prerequisites, such as Microbiology and Physiology, prohibits students in the nursing department to move forward in their curriculum.

Contribution to Student Learning:
The Nursing Department consists of a full time faculty with years of teaching and clinical experience. The department prepares students for the National Licensing Council Examination, which is required to become a licensed registered nurse. The program assists graduates in seeking employment and offers workshops and seminars for faculty members. The program also has a partnership with local hospitals, which give students the opportunity to become more involved and connected with the community by servicing the needs of the public.

The Future:
The growing demand for nurses in the community is expected to contribute towards increased enrollment in the program within the near future. The department is preparing to add more class sections for the evening and weekend nursing courses to accommodate student schedules. It is anticipated that there may be a change in the selection criteria for the enrollment process.
The department has a short term goal of offering overtime pay for full time faculty. It also plans to expand its comprehensive curriculum with new courses in Math, Health Science, Critical Thinking and Preceptor Training.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

Occupational Title	Annual Avg. Employment		% Change	Avg. Annual Job Openings			Median Hourly Wage
	2002	2012		New Jobs	Replace-ments	Total	
Registered Nurses	16,340	20,740	26.9	440	342	782	$31.10
Licensed Practical and Licensed Vocational Nurses	4,020	5,000	24.4	98	88	186	$17.91
Nursing Aides, Orderlies, and Attendants	7,470	8,620	15.4	115	98	213	$10.45

Source: Employment Development Department, Labor Market Information Division

The above occupations in nursing are projected to contribute 1,181 jobs annually within Riverside and San Bernardino Counties through 2012. Registered Nurses are amongst occupations with the most expected job openings through 2012 (7,820 jobs over 10 years).

Sources:
the CollegeD website; Unit Operational Plan 2005; Interview with Pat Green (10/6/05); the College Factbook 2003-2004; Employment Development Department, Labor Market Information Division

Respiratory Therapy

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

Awards Offered:
1 Associate Degree Program
1 Certificate Program

Respiratory Therapy

FTES	2001-02	2002-03	2003-04	2004-05
Fall	19.27	14.00	20.63	21.09
Winter	N/A	N/A	N/A	0
Spring	16.97	14.43	19.63	36.01
Summer	2.04	2.84	5.35	5.46
TOTAL	*38.28*	*31.27*	*45.61*	*62.56*

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Respiratory Therapy
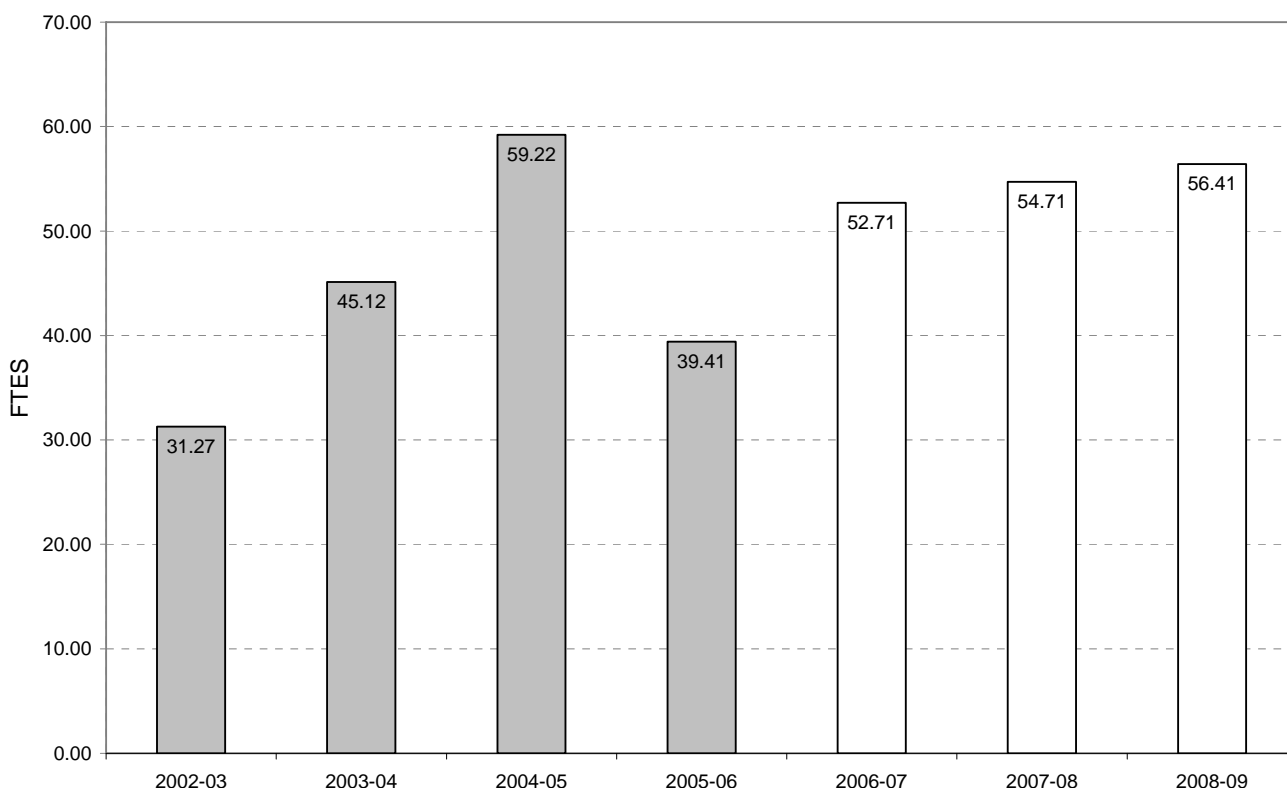
Retention & Success Rates – Respiratory Therapy

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	95.7%	93.3%	100%
Success Rate	91.3%	93.3%	92.3%

The Present:
Approximately 80% of the students enrolled into the program are female. Since 1997, the average graduate success rates on exams were 91.12% on the State Licensure Examination, 95.14% on the National Written Registry Examination, and 89.5% on the National Clinical Simulation Examination. The program experiences a 98% employment rate within 90 days of graduation.

Over the past few years, the program has been experiencing a decrease in enrollment. There are current objectives to try and increase marketing efforts for the program and improve attrition rates to meet minimum class requirements (25 students). Most Respiratory Therapy courses do not transfer; however, two universities offer a bachelor's degree in Respiratory Therapy: California   College   for   Health   Sciences,   National   City Loma Linda University.

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Contribution to Student Learning:
The 24-month program offers an Associate Degree in Science with a major in Respiratory Therapy. A certification in Respiratory Therapy is also offered to prepare students to take the state exam to work as an entry-level practitioner.   The College also offers articulation agreements with CSU San Bernardino, California College for Health Sciences, and Loma Linda University for those who wish to pursue undergraduate studies relating to Respiratory Therapy. The department allows students in the program to become active in the community by participating in events and activities, such as career days with local high schools, health fairs, Respiratory Care Awareness Day, Asthma Walk, and much more. The department also interacts with the Inland Empire hospitals to provide students with skills and supervised clinical practices.

The Future:
Since 2002, the department is striving to make efforts to market the program. Employment projections estimate respiratory therapist occupations to grow by 33% over 10 years and create 62 jobs annually through the year 2012.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

	Annual Avg. Employment			Avg. Annual Job Openings			Median
Occupational Title	**2002**	**2012**	**% Changes**	**New Jobs**	**Replace- ments**	**Total**	**Hourly Wage**
Respiratory Therapists	940	1,250	33.0	31	31	62	$23.73

Source: Employment Development Department, Labor Market Information Division

Sources:
College website; Program Review Update (2002-2003); Employment Development Department, Labor Market Information Division

Restaurant Management

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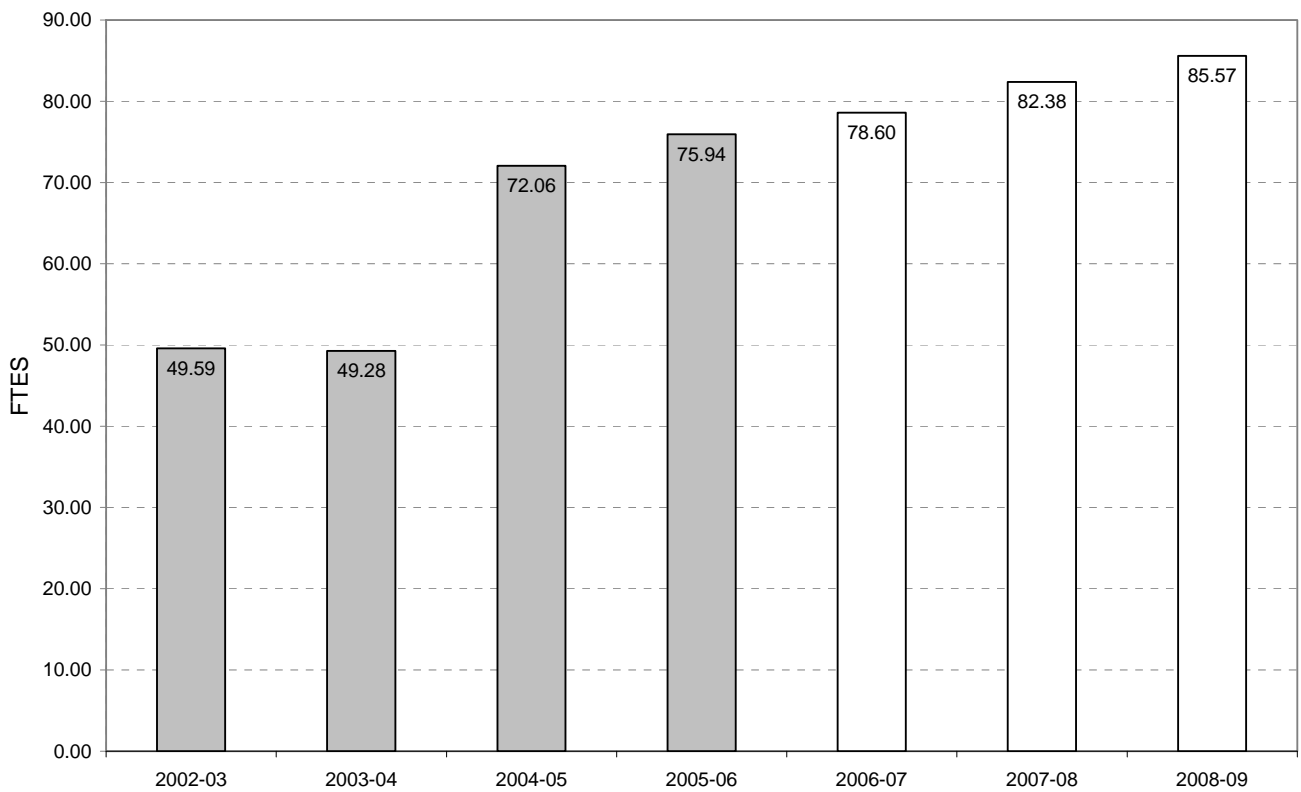
Awards Offered:
1 Associate Degree Program
1 Certificate Program
Restaurant Management

FTES	2001-02	2002-03	2003-04	2004-05
Fall	34.22	26.61	24.06	25.98
Winter	N/A	N/A	N/A	7.31
Spring	25.19	25.82	25.93	33.12
Summer	9.84	3.93	10.98	12.10
TOTAL	*69.24*	*56.36*	*60.84*	*78.51*

Restaurant Management

Retention & Success Rates – Business Education Technology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	85.0%	80.3%	87.9%
Success Rate	50.5%	53.4%	65.7%

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The Present:
The department is currently located in the Students Activities Center and is comprised of one full-time faculty, three associate faculties, and one instructional assistant. The program is also resourceful and renowned for it's lucrative on and off campus catering service. The department uses very limited laboratory space for food preparation and demonstration and utilizes space within the Student Activities Center as a campus restaurant that caters to faculty. Mondays and Tuesdays are usually slow or closed in various food establishments around the community, which allows for working students to take evening classes to pursue management positions. Approximately 92% of the students agree or strongly agree that the program is offering sufficient number of classes as well as class sections. A survey administered by the department revealed that a majority of students are enrolled in 4 or more classes a semester and prefer to take day-time courses in the full semester format.

The department offers an Associate degree in Science with an emphasis in Restaurant Management and also a Certification in the field as well. Training for specific job requirements include: server, prep/line cook, host/hostess, bus person, cashier, dishwasher, and bakery and pastry training catering.

Contribution to Student Learning:
The department delivers a variety of courses in food preparation and techniques, customer service, sanitation, and nutrition. The faculty and staff in the program develop a close relationship with enrolled students by coaching, mentoring, and providing hands-on experience to enhance their educational needs and goals. Students interact with all of the staff for at least 32 to 40 hours per week during lab time. The curriculum is designed to promote creativity, team work, and innovation. It also prepares students with the competency to become accredited by the Educational Foundation of the National Restaurant Association and develop extensive research of the industry as well as educational training needs.

The Future:
Food service is a dynamic industry in the national economy in which vast employment opportunities exist. Enrollment rates in the program are expected to flourish within the next 10 years due to the nature of the local economy and influx of franchise restaurants in the area. The increasing demand in food service, accompanied with the high quality of education that the program provides, will keep retention and enrollment rates high and successful. There may be great opportunities to expand the department by offering a program in Hospitality and/or Hospitality Management. The department is looking to add programs in Culinary Arts, Baking, Barista, and hotel industry. The program, as it is currently structured, provides catering and hospitality services to the College and community. Expansion of the program would likely enrich these benefits.
The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

Occupational Title	Annual Avg. Employment			Avg. Annual Job Openings			Median Hourly Wage
	2002	2012	% Change	New Jobs	Replace-ments	Total	
Supervisors, Food Preparation and Serving Workers	6,170	7,890	27.9	172	151	323	
Chefs and Head Cooks	810	1,050	29.6	24	24	48	$16.89
First-Line Supervisors/Managers of Food Preparation and Serving Workers	5,350	6,840	27.9	149	127	276	$12.66
Cooks and Food Preparation Workers	22,140	27,580	24.6	544	708	1,252	
Waiters and Waitresses	15,190	19,720	29.8	453	781	1,234	$7.93
Dishwashers	4,550	5,420	19.1	87	154	241	$7.80
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	3,320	4,370	31.6	105	106	211	$7.98
Food Service Managers	2,320	3,000	29.3	68	38	106	$18.94
Lodging Managers	180	200	11.1	2	3	5	$20.21
Hotel, Motel, and Resort Desk Clerks	1,240	1,510	21.8	27	56	83	$8.38
Gaming Supervisors	320	390	21.9	7	7	14	$23.41
Gaming Dealers	1,320	1,650	25.0	33	42	75	$7.90
Transportation, Tourism, and Lodging Attendants	1,460	1,870	28.1	41	33	74	

Source: Employment Development Department, Labor Market Information Division

The above occupations are projected to provide approximately 3,942 jobs annually over the next ten years in San Bernardino and Riverside Counties. As outline in the table above there are many opportunities within sectors of hospitality, such as lodging managers, lodging clerks, gaming and tourism that may provide a basis for expanding the department.

Sources:
College website; Program Review Update 2004; Interview with Duane Buckles 10-05-05

Tech-Prep

Program Description:
The primary objective of Tech-Prep, with the collaborative effort between local high schools/R.O.P., San Bernardino County Office of Education, and the College, is to assist high school students to meet their educational goals.

Awards Offered:
Not applicable

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The Present:
This federal and state supported program encourages individuals to continue their education beyond high school. Since, the College is a member of the Inland Desert Tech Prep Consortium, high school students can enroll into the Tech-Prep program and get College credit for high school or R.O.P. classes.

Contribution to Student Learning:
Tech-prep gives students to a head start in their College education by providing a smooth transition from a high school to a College. Each course from Tech Prep has an articulated curriculum between the high school and the community College. The program encourages students to continue education beyond high school or R.O.P. and gives College credit for completed work.
The Future:
No future goals have currently been identified

Sources:
College website; 2004-2005 the College Catalog

Welding

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

Awards Offered:
1 Associate Degree Program
1 Certificate Program

Welding

FTES	2001-02	2002-03	2003-04	2004-05
Fall	29.35	25.85	34.18	35.55
Winter	N/A	N/A	N/A	5.18
Spring	27.97	31.78	31.05	37.42
Summer	6.63	7.43	10.71	10.17
TOTAL	*63.95*	*65.06*	*75.94*	*88.32*

Welding
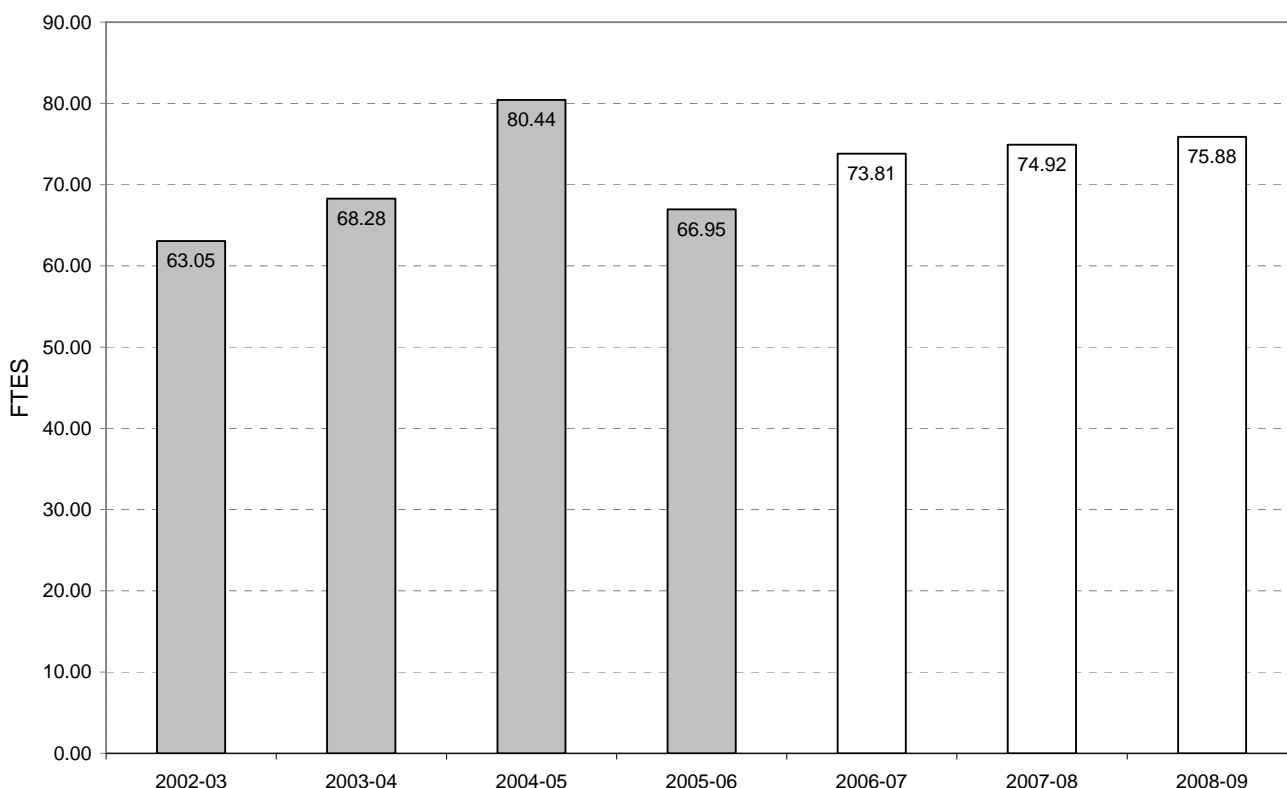
Retention & Success Rates – Welding Technology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	88.6%	88.7%	84.2%
Success Rate	47.6%	53.1%	52.5%

The Present:

There are currently one full-time and 4 part-time faculty members within the department. In an effort to increase department enrollment, welding has begun offering courses on Fridays and Saturdays. The program has historically been heavily attended during the evening, though currently the department has experienced increased enrollment during the day. The program offers an Associate Degree in Science, with an emphasis in welding. The department also offers a 19-unit Welding Certification, which provides students necessary skills to become an entry-level combination welder. The department associates with several companies that hire welders from the College campus, such as Northwest Encased Piping in Adelanto and Day Tec in Hesperia.

The welding program has a large overlap with the automotive department. The welding building is located next to the automotive building on the northeast corner of campus.

The department currently consists of a 6 person staff which includes a Department Chair and Instructional Assistant.

Contribution to Student Learning:
The department is a member of the American Welding Society's Educational Institution Program. Students who complete this entry level welder program will create a portfolio with a compilation of their skills and abilities to share with prospective employers. Students will receive a certificate upon passing the entry-level qualifications test, which will allow them to qualify to register in the national registry of entry-level welders.

The Future:
Enrollment within the department varies with the employment opportunities in the area. The area demand for welders is expected to create approximately 246 jobs annually through 2012. Large employment growth opportunities within the automotive industry are expected to contribute to enrollment within the welding department also.

The following table reflects potential employment opportunities around Riverside and San Bernardino Counties for students within the department:

| Occupational Title | Annual Avg. Employment | | % Change | Avg. Annual Job Openings | | | Median Hourly Wage |
	2002	2012		New Jobs	Replace-ments	Total	
Structural Metal Fabricators & Fitters	1,080	1,280	18.5	20	25	45	$12.37
Welders, Cutters, Solderers, & Brazers	3,200	4,210	31.6	101	90	191	$13.45
Welding, Soldering, & Brazing Machine Setters, Operators, and Tenders	270	290	7.4	2	8	10	$10.68

Source: Employment Development Department, Labor Market Information Division

Sources:
2004-2005 Catalog; Interview with Gary Menser 11/7/05

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Humanities and Social Science

Anthropology

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

Awards Offered:
No Associate Degree Program – usually taken by Liberal Arts majors or transfer students
1 Certificate Program

Anthropology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	33.70	45.80	42.29	44.90
Winter	N/A	N/A	N/A	8.39
Spring	35.63	42.93	41.34	38.58
Summer	5.34	6.39	0	0
Total	*74.67*	*95.12*	*83.63*	*91.87*

Anthropology
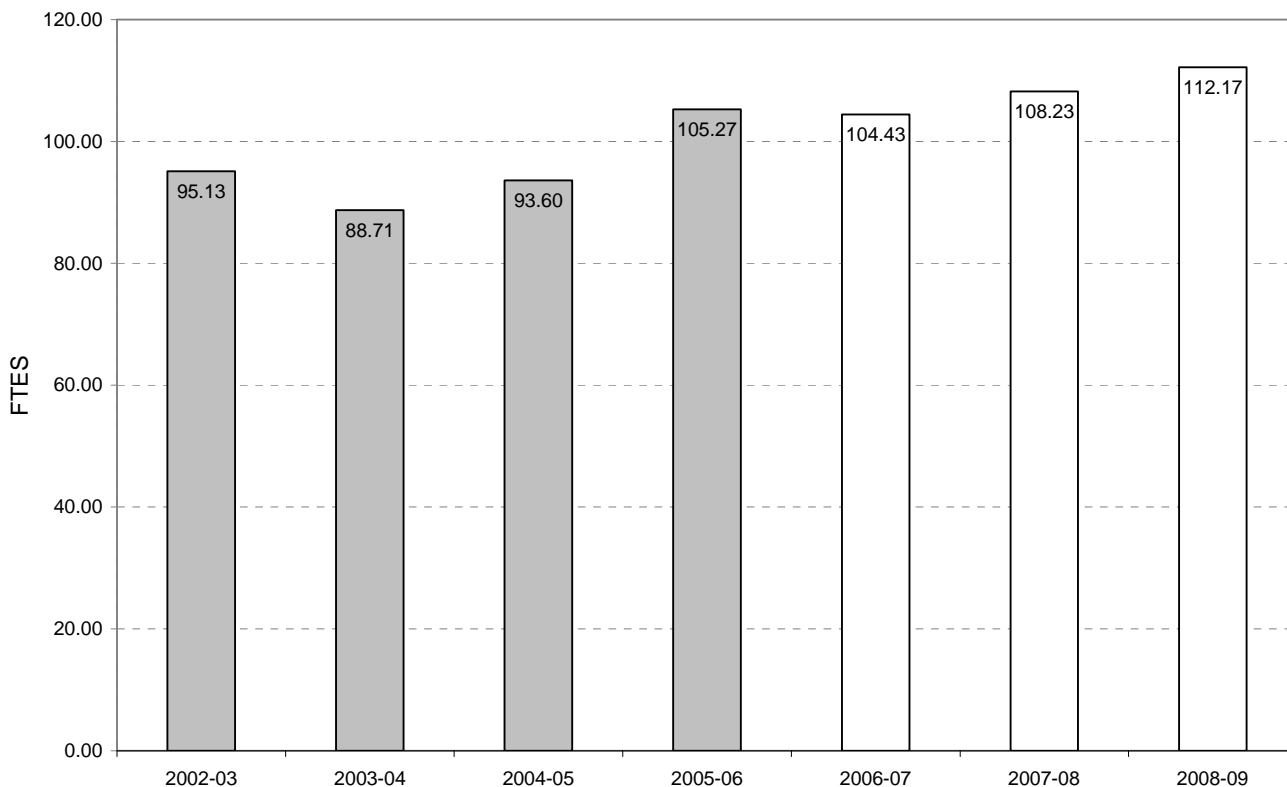
Retention & Success Rates –Anthropology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	85.0%	86.0%	85.9%
Success Rate	69.9%	65.2%	69.6%

The Present:
The Anthropology department is the third largest department within the Social Science discipline. The department offers instruction in traditional, short-term, and online formats. Currently, there are four courses offered through Anthropology that are applied towards a Certificate in Geographic Information Systems (GIS) for Social Sciences. Though the Certificate program in GIS for Social Science is currently offered through the department, it has proven difficult to obtain qualified staff to teach these courses.

There are currently two full-time faculty members within the department. The number of staffing is deemed currently adequate to meet program needs, however, one full time faculty member is needed to teach GIS courses.

Contribution to Student Learning:
Courses in Anthropology can be used towards the GIS Social Sciences Certificate. Students who are interesting in pursuing a higher degree under Anthropology may find prospective employment in a variety of diverse fields and professions, such as archaeologist, environmental impact analyst, museum curator, and much more.

The Future:
The department wishes to build a museum for Anthropology. The department is expecting to double or triple the amount of course offerings in Anthropology courses. The introduction of a Museum Studies program has been explored and curriculum is planned to be developed in the near future.

Sources:
College website; Interview with Richard Cerreto – Anthropology and Social Sciences (10/6/05)

Art Design & Photography

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

Awards Offered:
1 Associate Degree Program in Fine Arts
1 Certificate Program in Photography

Art

FTES	2001-02	2002-03	2003-04	2004-05
Fall	81.01	74.02	58.35	87.20
Winter	N/A	N/A	N/A	18.39
Spring	71.47	57.28	69.53	80.89
Summer	17.05	12.02	9.71	10.07
TOTAL	*169.53*	*143.32*	*137.59*	*196.55*

Photography

FTES	2001-02	2002-03	2003-04	2004-05
Fall	18.00	24.47	16.52	28.34
Winter	N/A	N/A	N/A	2.19
Spring	30.67	14.41	27.07	21.18
Summer	6.68	0.97	4.75	4.15
TOTAL	*55.35*	*39.85*	*48.34*	*55.86*

Art & Photography

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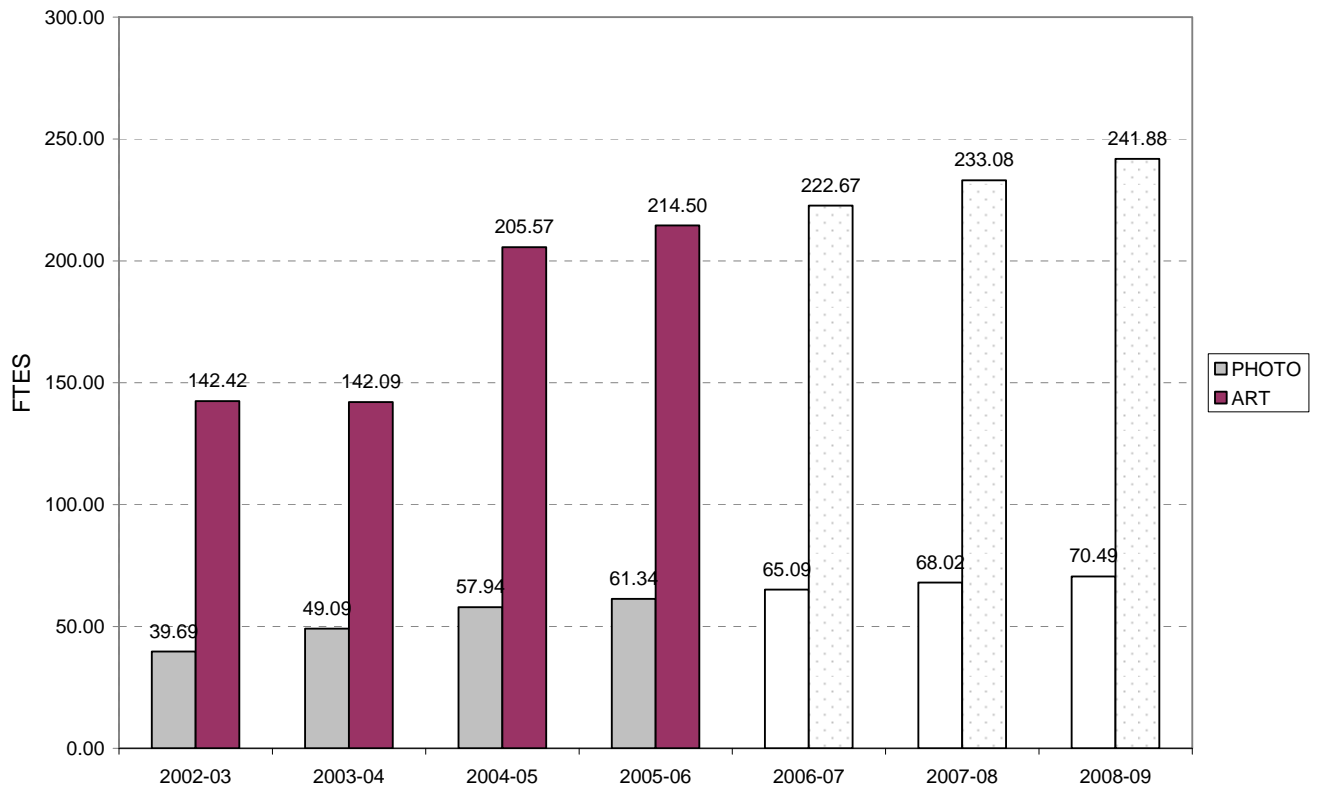
Retention & Success Rates – Art

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	89.3%	87.4%	88.3%
Success Rate	72.2%	72.7%	73.8%

Retention & Success Rates – Photography

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	84.5%	85.6%	91.5%
Success Rate	69.1%	61.6%	70.3%

The Present:
The Photography Program prepares students for various career opportunities in the photography field. Students may pursue a certificate program at the College or a Bachelors degree by satisfying transfer requirements set by receiving institution. Photography courses offered at Victor Valley College emphasize portrait, industrial, commercial, and architectural photography. Emphasis is placed on learning Adobe Photoshop for the Digital Photography Certificate, however, all camera formats will be covered in the program

The Art department encourages students to express their creativity through art and design. The department offers diverse courses, such as art history, drawing, painting, and sculpture. Currently, online courses are being offered in classes such as Film as an Art Form. The Art department recognizes a high interest in art and design amongst persons within the High Desert and feels enrollment may be increased by offering certificate programs in Art and Design.

Currently the Department of Art and Design/Photography has three full time faculty, fifteen adjunct faculty, and one instructional assistant. There is one full time Photography faculty. The department currently utilizes the Art Building on campus, a 9,055 assignable square foot facility.

The Art and Design/Photography Department is concerned with the staffing, facilities, and equipment situation they have faced over the past five years. During that time, budgets have been cut, and the department feels there has not been enough instructional support to accommodate needs of the Department.

Contribution to Student Learning:
The department provides individual consultation between students and faculty. Courses provide students with knowledge of the history, skills, and techniques relevant to Art, Design, and Photography. The program enables students to express themselves creatively and promote self-enrichment. Courses in the art program may be taken to meet humanities requirements of students who wish transfer to a four-year university or working towards an Associate's degree.

The Future:
The Art and Design program plans to offer a beginning glass blowing class within the next five years which is anticipated by the department to add approximately 100 students per semester due to the high interest in glass within the High Desert. In addition, the department is looking to offer certificates in glass blowing, sculpting/ceramics, art history, and jewelry within the next five years.

The Photography program is planning to increase the total number of sections offered each semester. Photography plans to occupy space within the new Technology building, which is anticipated to enhance the digital photography program. The Photography department is looking to add a Forensic Photograph Certificate program within the next five years.

Equipment used by the department has outlasted its useful life and much of it is in need of replacement. Digital cameras and computer hardware and software are approximately six years old, no longer meet industry standards, and in need of replacement or upgrades.

Limited dark room space, budget restrictions and the lack of staff support are seen as having a negative impact on retention in the photography program.

The department also desires to build an art museum on the College campus, which would increase community connectedness with the College as well as provide a site for student art work to be displayed.

Sources:
College Website; Program Review Update 2002; Interview with Brent Wood 10-06-05

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.

Awards Offered:
No Degree or Certificate Programs – usually taken by students to prepare for College level Math and English instruction.

Basic Skills

FTES	2001-02	2002-03	2003-04	2004-05
Fall	11.36	25.01	15.54	25.08
Winter	N/A	N/A	N/A	5.48
Spring	14.91	17.86	10.43	26.25
Summer	4.95	3.47	3.73	5.81
Total	*31.22*	*46.34*	*29.7*	*62.62*
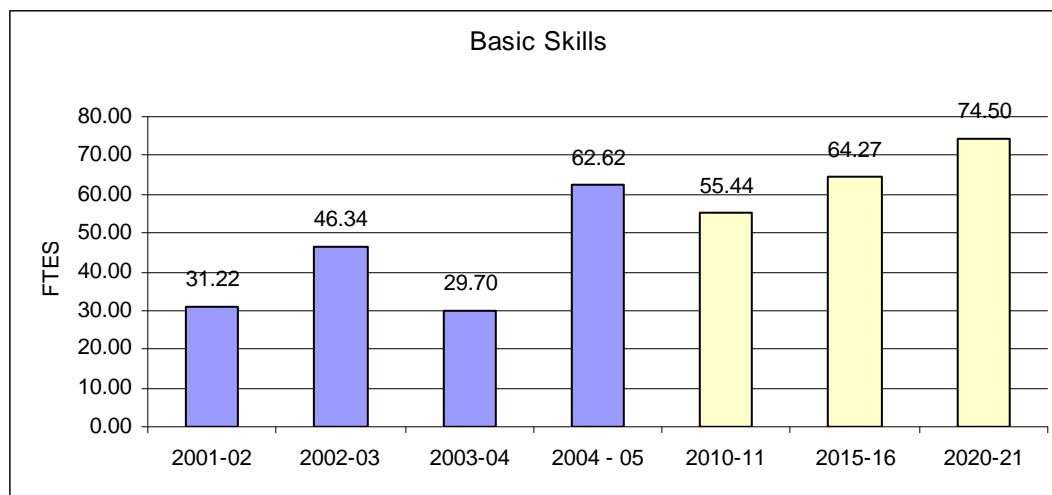
Basic Skills

Retention & Success Rates –Basic Skills

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	69.4%	79%	74.5%
Success Rate	13.9%	28%	17.7%

The Present:
Currently, Basic Skills is not recognized as an individual department at Victor Valley College. The program is located in HC22 at the Basic Skills Center in the Humanities Complex. Ten courses are offered in reading, writing, and math. Six sections are offered for specific topics in English and four sections for Math. Lab hours vary between each instructor and tutor in this program each semester. Nonetheless, normal lab hours are opened Monday through Thursday from 8:00 a.m. to 5:00 p.m., Fridays 8:00 a.m. to 2:00 p.m., and Saturdays 10:00 a.m. to 2:00 p.m. These labs are currently located in a portable trailer.

Currently, the program is staffed by three full time and three part time faculty. Full time faculty members share their load between English or Math and Basic Skills and part time faculty are from the English department. Staffing is currently recognized to be adequate to meet program needs.

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Contribution to Student Learning:
The program works with the Math and English department on campus. Each course provides individual instruction from instructors and tutors to help students improve on their basic skills in math, writing, and reading. Once students are enrolled in these one-unit courses, they are given computer and handwritten assignments through lectures (also known as workshops) on certain topics. Students who need development on basic reading, editing, and writing skills are encouraged to enroll in one of the six Basic English courses. Students who need improvement on the computation of whole numbers, fractions, or decimal operations are encouraged to enroll in one of the four courses in Basic Math. The program teaches students time management, study skills, strategies, and self-discipline on basic math and English to help prepare for College level classes.

The Future:
The program needs to restructure its Basic Skills course offerings. The current open enrollment format of the program contributes to increased drop rates and makes enrollment management difficult. The program also has plans to offer a basic course in grammar for the English component in the near future.

Basic Skill requests to convert the program into its own formally recognized department at the College. The program has experienced considerable growth over the past four academic years, growing from 31.22 FTES during 2001-02 to 62.62 FTES during 2004-05. Growth within Basic Skills is expected to continue at a high rate. Shifting demographics to a more ethnically diverse population for which English is not the primary language will contribute to Basic Skill becoming more of a necessary department at Victor Valley College. Strong relationships between Basic Skills, English, Math, ESL, and Foreign Language departments will be extremely beneficial in recognizing and meeting the needs of students.

Sources:
College website; 2004-2005 Course Catalog; interview with Joe Pendleton 10/7/05

English

Program Description:
The English department sets a foundation for providing courses in the development of reading, writing, and critical thinking skills. The department also works in conjunction with the Writing Center and the Basic Skills department.
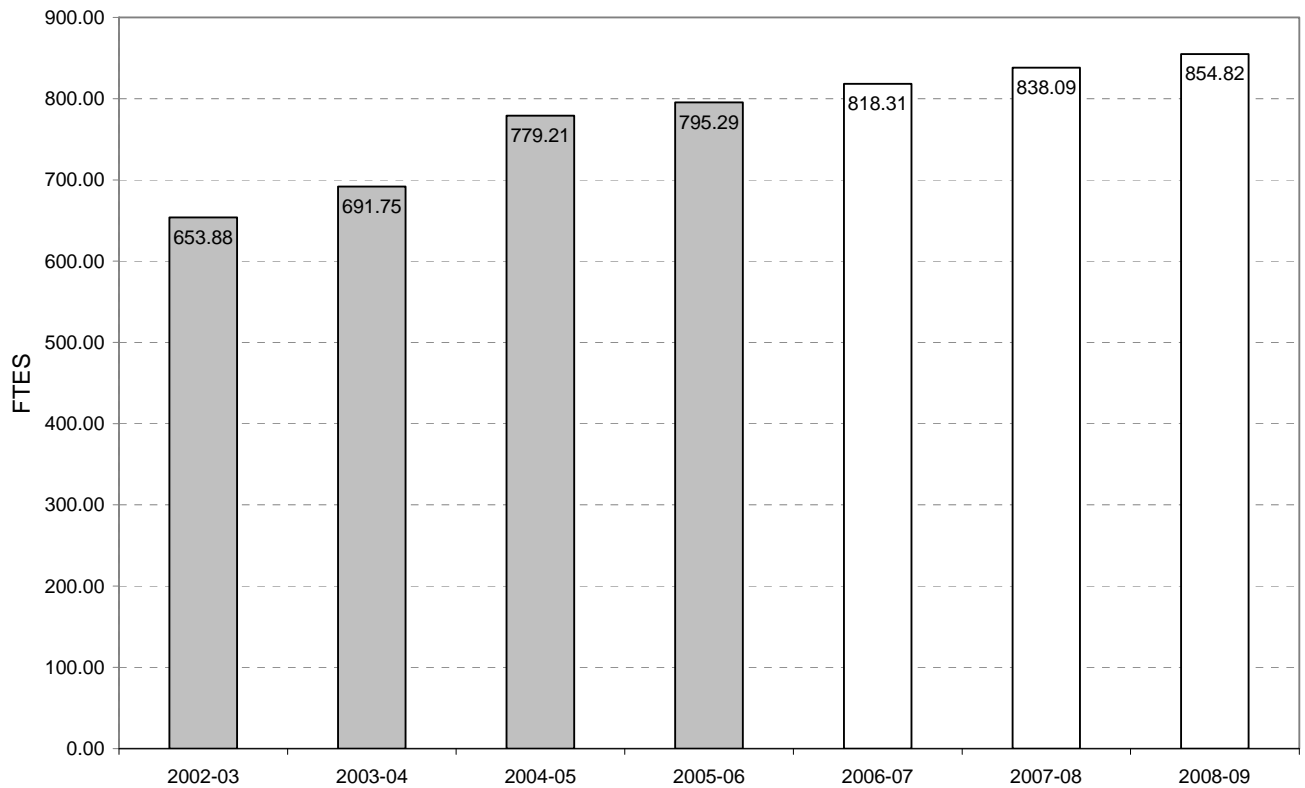
Awards Offered:
No Degree or Certificate Programs – usually taken by Liberal Arts majors or transfer students

English

FTES	2001-02	2002-03	2003-04	2004-05
Fall	274.74	303.95	325.59	342.24
Winter	N/A	N/A	N/A	35.33
Spring	271.77	291.75	312.15	340.99
Summer	53.53	58.94	46.63	48.41
Total	*600.04*	*654.64*	*684.37*	*766.97*

English

Retention & Success Rates – English

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	80.7%	81.5%	80.8%
Success Rate	58.2%	60.7%	59.2%

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Retention & Success Rates – English Honors

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	50%	100%	42.9%
Success Rate	50%	100%	28.6%

The Present:
The English department has consistently been the second largest FTES generating department throughout the 2001-02 and 2004-05 academic years. The English department has recently started to offer honor courses. The department offers instruction in traditional, short-term, and online formats. Though online sections are offered in the departments Writing Fundamentals course, there are no online sections for the department's most popular class, Basic Reading and Writing.

There are approximately 120 sections of English courses available each semester, staffed by 14 full time and 15 adjunct faculty members. At this time, the English department secretary is also working for the Foreign Language and ESL departments.

Contribution to Student Learning:
The English department works in conjunction with the Writing Center and the Basic Skills department for those who need assistance outside of the classroom. English classes are essential to help students write composition papers that are required at the College level courses. It also offers courses with an emphasis in contemporary and traditional writing styles in literature from many cultures around the world.

The Future:
The department desires to offer a more integrated approach to literature courses that will emphasize multiculturalism. It is also considering adding a course in Young Adult Literature in the near future. The department will continue to work on the development with supplemental departments, such as the Writing Center.

Sources:
College website; Program Update 2003; Interview with Judy Solis – Faculty (10-06-05)

English as a Second Language (ESL)

Program Description:
English as a Second Language (ESL) is a program dedicated to the study of English for non-native 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.
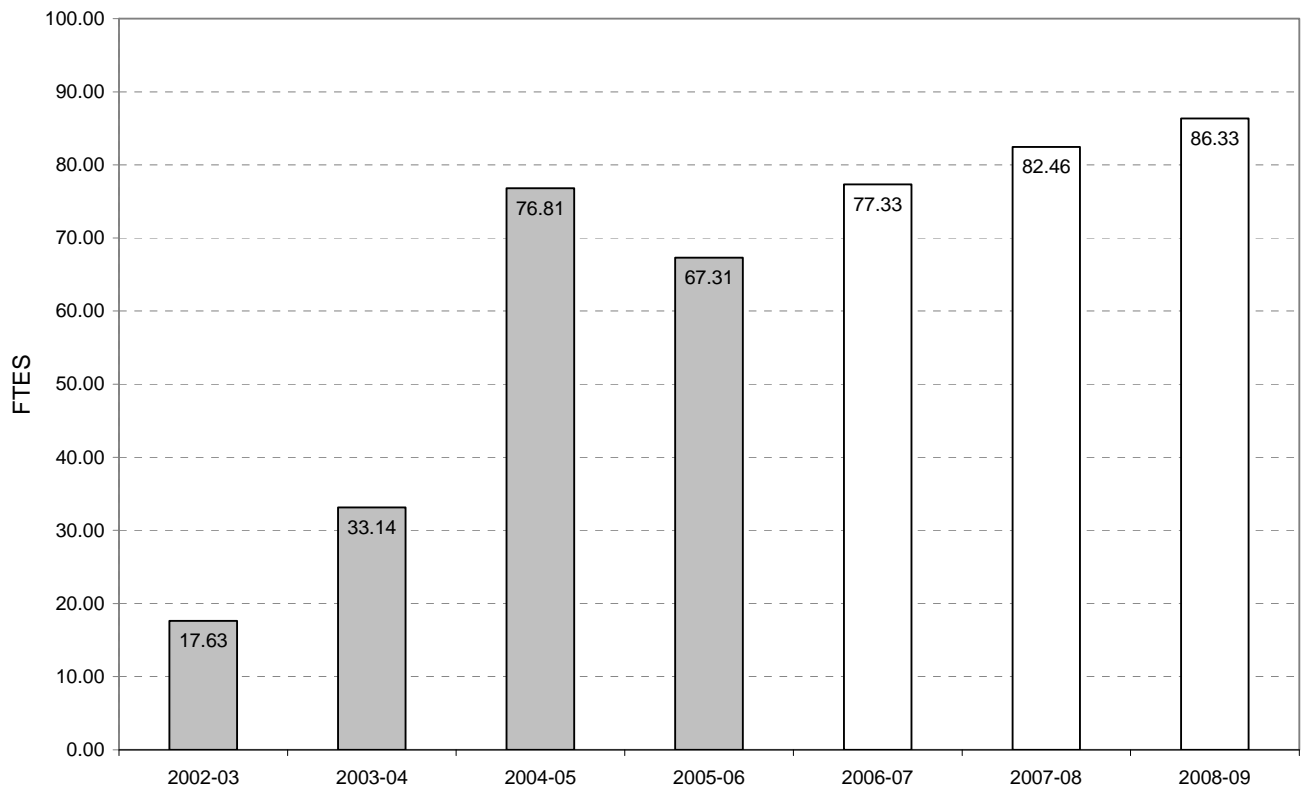
Awards Offered:
No Degree or Certificate Programs – usually taken by non-English speaking students to prepare for College level instruction.

ESL

FTES	2001-02	2002-03	2003-04	2004-05
Fall	9.07	7.56	9.00	36.84
Winter	N/A	N/A	N/A	2.38
Spring	8.98	10.10	11.50	44.89
Summer	1.43	0.09	0	0
Total	*19.48*	*17.75*	*20.50*	*84.11*

English as a Second Language

Retention & Success Rates – ESL

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	94.2%	87.4%	90.9%
Success Rate	73.3%	72.6%	74.5%

The Present:
The courses provided by the ESL program have expanded from 8 in 1994 to 23 in 2004. Approximately 10 new course outlines were developed in spring 2004.

The ESL department has recently included four new levels of credit courses that are aligned with PATHWAYS from the Chancellor's Office as well as with the CDE's Adult Model Standards.

As ESL courses become for credit classes and students are able to receive financial aid. FTES has grown tremendously within the department because of the change to offer for credit ESL. ESL generated only 19.49 FTES during the 2001-02 academic year, but grew to 84.11 FTES by the end of the three following years.

There are currently no extensive ESL programs offered at local elementary and high schools. In recent years the department has limited the number of off-campus offerings in ESL in an attempt to draw these students onto the Victor Valley College campus.
These efforts have brought mixed results and presented challenges for non-native English speakers who seek transportation to the campus. The department recognizes that limiting off-campus offerings may not be the best way to attract ESL students to campus. Other outreach options are necessary to bring these students to the College.

The ESL department is comprised of two full-time and six part-time faculty members.

Contribution to Student Learning:
The ESL department currently offers programs in ESL, Adult English (Non credit), and Adult Community Education (Non credit). New students who wish to enroll in the credit ESL program must have learned some English and take an ESL placement test to determine their level of English proficiency prior to registering for classes. The department also offers courses other than speech and writing, such as the ESL computer basic literacy course. This course aims at teaching students basic keyboarding skills, internet, and email.

The Future:
The department has a high interest in offering online and hybrid courses in the near future. More importantly, the department must attempt to meet the needs of a growing Non-English speaking community. Adelanto, Hesperia, and Victorville are expected to reach a majority Hispanic population within the next 10-15 years. Poor public transportation in outlying areas, unfamiliarity with higher education, and other factors will make it challenging for potential non-English speaking students to come to the College campus. Thus, alternative methods of distance education will be key in reaching the non-English speaking community around the District service area. The potential for off-campus Outreach Centers may be an option the College explores.
An opportunity to implement and design new course offerings and update old ones can be made possible from the Verizon Grant ($95K) and Title V Grant ($2.9M).

Sources:
College website; Program update 2005; Interview with Laird Eklund and Maria Ruiz 10/6/05

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

Awards Offered:
No Degree or Certificate Programs – usually taken by Liberal Arts majors or transfer students

French

FTES	2001-02	2002-03	2003-04	2004-05
Fall	11.20	15.23	12.77	14.04
Winter	N/A	N/A	N/A	0
Spring	9.57	10.23	8.30	6.03
Summer	2.19	2.29	0	0
TOTAL	*22.96*	*27.75*	*21.07*	*20.07*

German

FTES	2001-02	2002-03	2003-04	2004-05
Fall	6.30	4.88	7.87	6.60
Winter	N/A	N/A	N/A	0
Spring	3.63	4.57	4.17	4.25
Summer	0	0	0	0
TOTAL	*9.93*	*9.45*	*12.04*	*10.85*

Spanish

FTES	2001-02	2002-03	2003-04	2004-05
Fall	92.20	106.7	98.47	100.59
Winter	N/A	N/A	N/A	4.98
Spring	93.30	101.0	95.60	101.99
Summer	17.60	12.65	11.11	10.96
TOTAL	*203.10*	*220.35*	*205.18*	*218.52*

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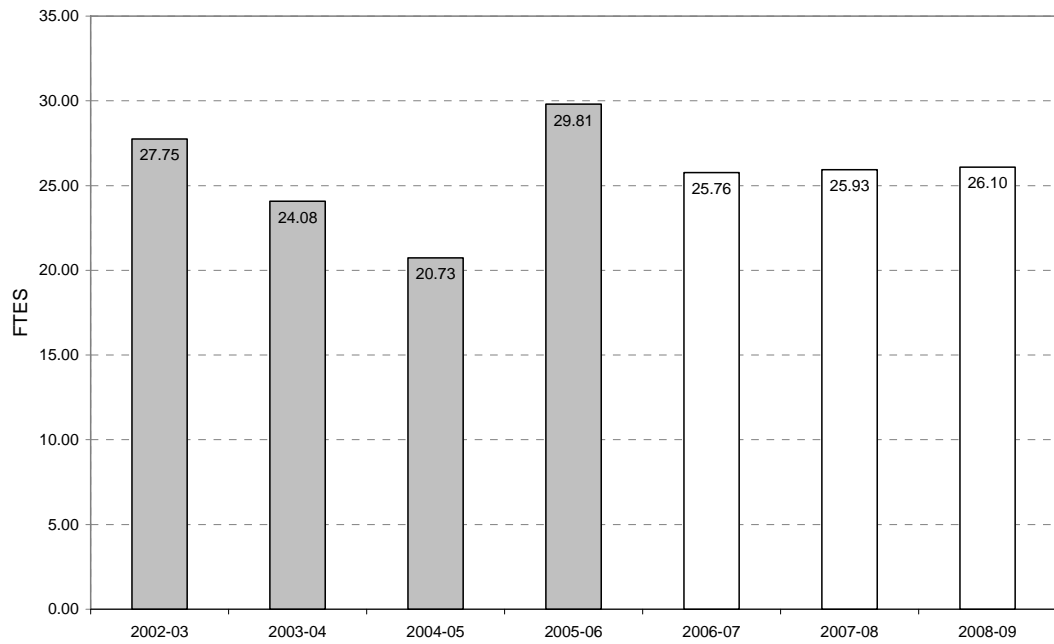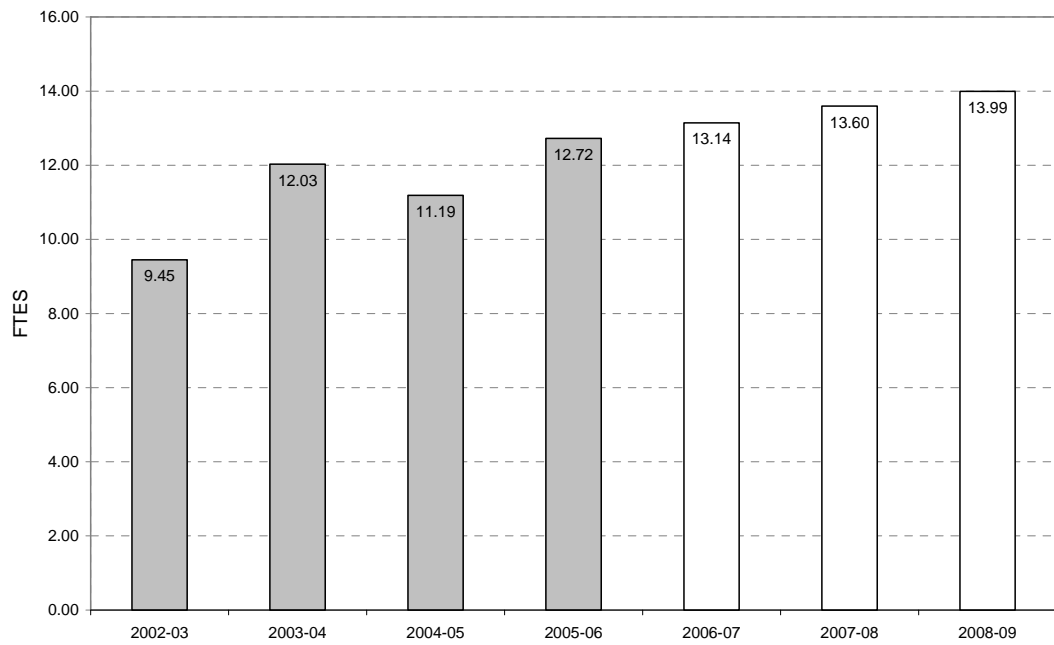
French

German

Spanish
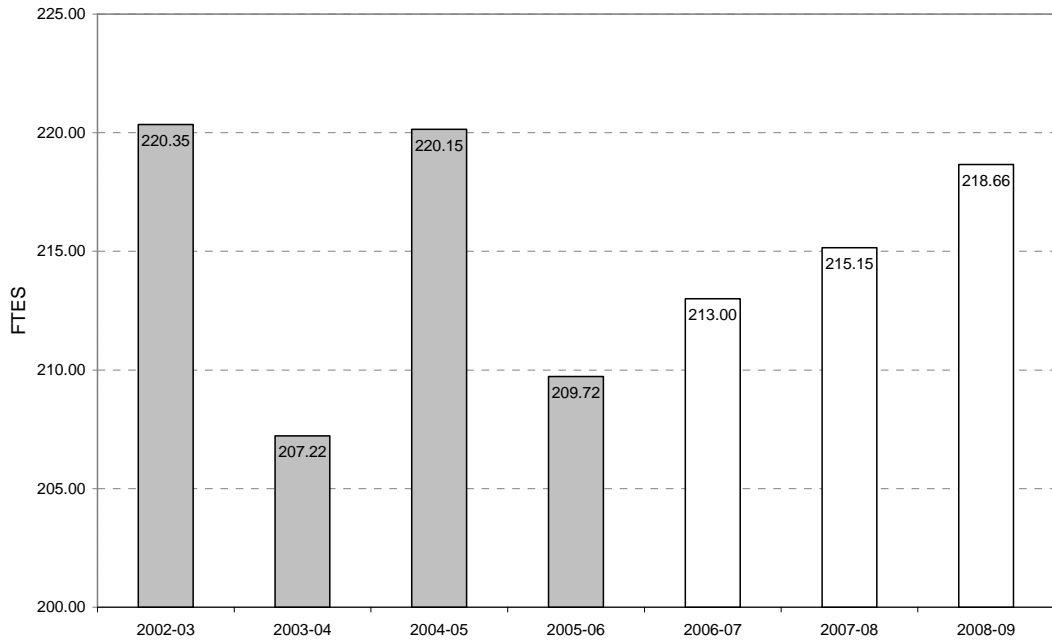
Retention & Success Rates – French

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	95.8%	85.7%	81.6%
Success Rate	76.4%	60.0%	50.6%

Retention & Success Rates – German

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	84.4%	76.3%	88.9%
Success Rate	62.2%	60.5%	79.6%

Retention & Success Rates – Spanish

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	76.9%	77.1%	77.3%
Success Rate	61.2%	64.4%	59.0%

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The Present:
The department primarily serves students who wish to transfer to a four year institution and does not offer any degree or certificate programs at this time. However, courses offered by the department can be applied towards the Associate in Arts, Liberal Arts Degree.

The Foreign Language Department currently has three full time faculty and six part time faculty designated to Spanish instruction. Four additional faculty members are designated to teach French and German. Classes are held between Monday and Friday from 7:00 am to 9:35 pm.

Most courses offered by the Department are housed in the Liberal Arts Building (Building 30). However, there are courses held outside this building. The department offers Interactive TV courses and is planning to expand its online course offerings by the spring 2005 semester. The department works closely with the Office of Student Learning, Office of Customer Relations, DSPS, and EOPS o ensure the needs of students are met.

Contribution to Student Learning:
The Foreign Language Department generates FTES for Victor Valley College. In addition the courses are a valuable commodity to students in an increasingly Hispanic community. Courses give students insight in the literature, heritage, and diverse cultures of the world.

Students requiring additional assistance in courses have the option of utilizing the open ESL/Foreign Language Lab. The Language Lab, located in the Humanities Center, is used to support and assist the Foreign Language Department and ESL students as well as instructors. There are currently 30 networked computer stations and 30 cassette decks at each station for student use.

The Future:
The Foreign Language department has visions to expand the programs offered and update current programs.

The department would also like to be able to extend the working hours within the Language Lab to allow the students additional time and instructional resources. Currently, the Language Lab is only staffed for daytime operation.

The limited operational hours of the Language Lab causes a constraint for many students who attend school full time and/or work. Additional hours would alleviate these constraints and allow more students with access to the lab.

The Department has proposed to add Japanese and Italian and is currently working to add a Translation for Court Certificate Degree. The Department has also received interest in Portuguese and Theoretical Spanish.

Sources:
College website; Interview with Mo Franco (10/06/05); Program Review Update 2002; Unit Operational Plan 2005

Geography

Program Description:
The Geography department provides a wide range of courses for students interested in studying about the earth and its physical characteristics.
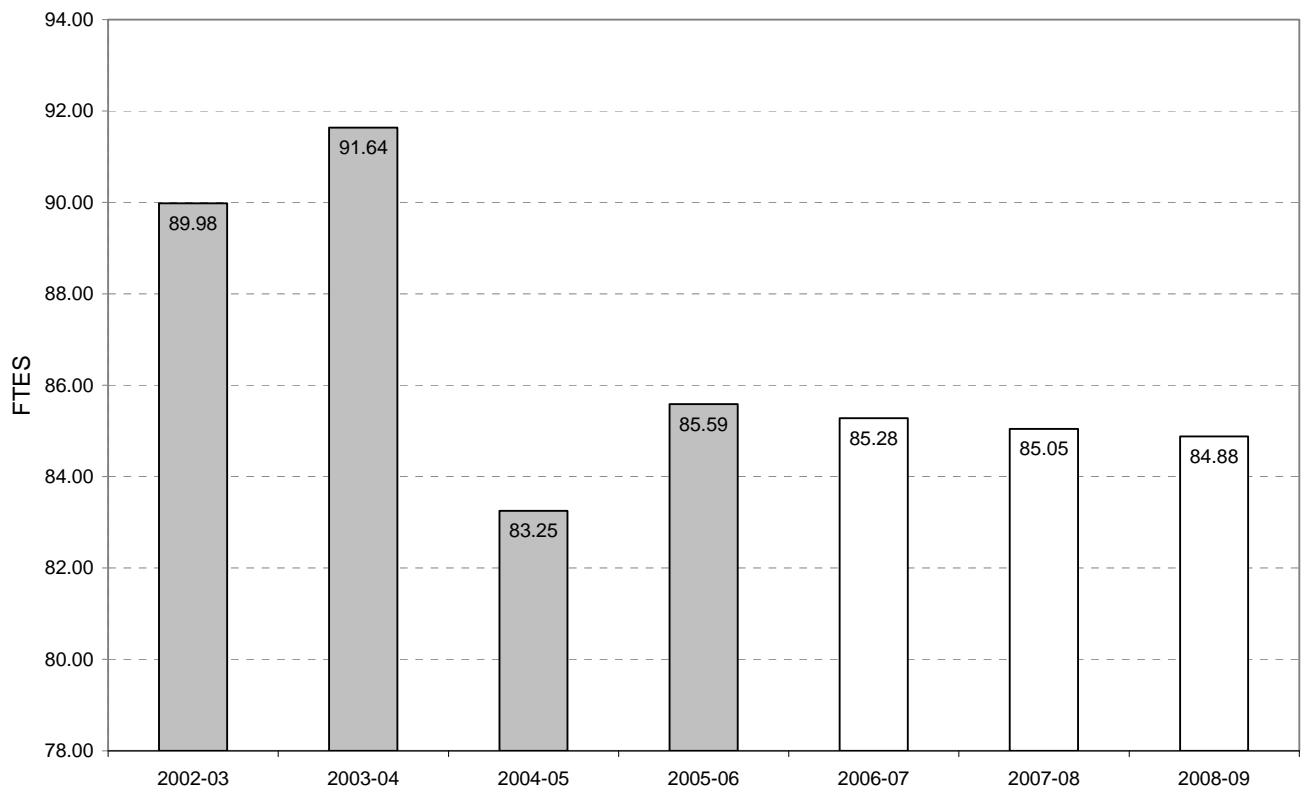
Awards Offered:
No Degree or Certificate Programs – usually taken by Liberal Arts majors or transfer students

Geography

FTES	2001-02	2002-03	2003-04	2004-05
Fall	33.89	43.60	46.00	41.81
Winter	N/A	N/A	N/A	7.05
Spring	38.40	37.30	43.80	35.80
Summer	7.13	9.08	0	0.26
Total	*79.42*	*89.98*	*89.80*	*84.92*

Geography

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Retention & Success Rates – Geography

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	88.5%	90.1%	85.0%
Success Rate	68.2%	67.4%	59.8%

The Present:
Geography is the fourth largest department within the Social Sciences discipline. The department has experience an average annual growth of 2.26% between the 2001-02 and 2004-05 academic years. The department generated an average of 86.3 FTES for the College between the same time period. Currently, there is no Associate or Certificate programs offered in Geography. However, courses within the department may be taken to fulfill major requirements in Liberal Arts or for transfer to a four year institution. The department currently offers instruction using traditional, short term, and online methods.

There are currently two full-time faculty members within the department.

Contribution to Student Learning:
The department offers courses that teach students the physical characteristics of the earth by focusing on the weather, climate, topography, earthquakes, and volcanoes.
The program explores cultural landscapes by focusing language, religion, and settlement patterns of the inhabitants.

The Future:
No future goals have currently been identified.

Sources:
College website

History

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

Awards Offered:
No Degree or Certificate Programs – usually taken by Liberal Arts majors or transfer students

History

FTES	2001-02	2002-03	2003-04	2004-05
Fall	94.64	116.08	127.10	106.46
Winter	N/A	N/A	N/A	16.14
Spring	114.76	125.00	124.99	105.54
Summer	24.35	20.90	11.03	11.35
Total	*233.75*	*261.98*	*263.12*	*239.49*

History
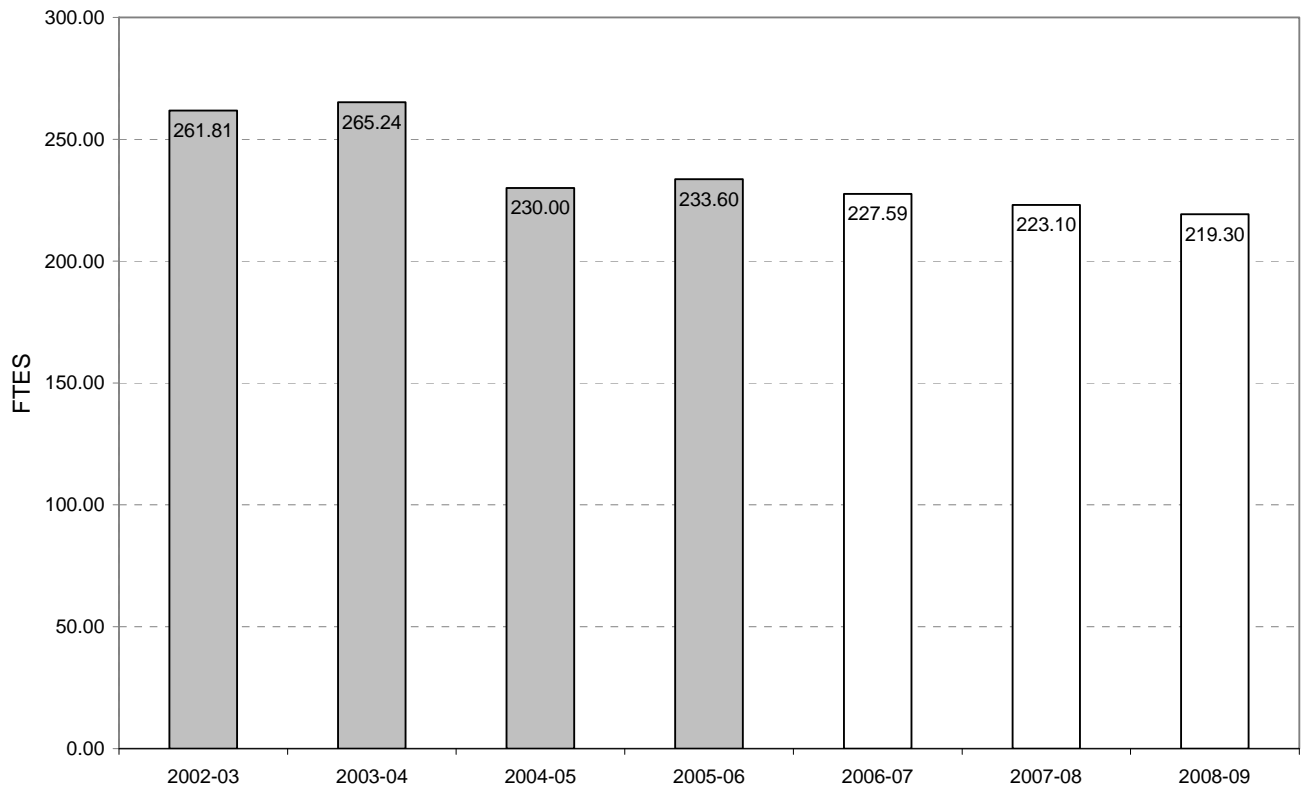
Retention & Success Rates –History

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	82.2%	80.3%	79.9%
Success Rate	56.6%	53.9%	48.4%

The Present:
The History department is currently the largest department amongst all Social Science departments at Victor Valley College. The department offers courses Monday through Thursday from 8:05 a.m. to 10:05 p.m. Traditional, online, and short term courses are offered in History. The faculty consists of four full-time and four part-time teachers.

Contribution to Student Learning:
The History Department offers courses to fulfill requirements for an Associate's degree with a major in Liberal Arts. The department also offers courses to be completed prior to transferring to a four-year College for those who pursue a bachelor's degree in History. A background in History provides preparation for those who seek potential employment in the related field, such as a historian, teacher, reference librarian, archivist/museum curator, journalist, etc.

The Future:
History was amongst the top 10 FTES producing departments between the 2001-02 and 2003-04 academic years. During the 2004-05 academic year History was ranked 12th amongst top FTES producers, accounting for approximately 239 FTES. History is a large department at Victor Valley College and is likely to remain amongst the top FTES producing departments as enrollment and transfer rates at the College increase.

No future goals have currently been identified.

Sources:
College website; Interview with Richard Cerreto (10/6/05)

Journalism

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

Awards Offered:
No Associate Degree Program – usually taken by Liberal Arts majors or transfer students
1 Certificate Degree Program

Journalism

FTES	2001-02	2002-03	2003-04	2004-05
Fall	1.97	3.83	4.70	4.82
Winter	N/A	N/A	N/A	0
Spring	2.77	5.90	4.50	3.37
Summer	0	0	0	0
Total	*4.74*	*9.73*	*9.2*	*8.19*

Journalism
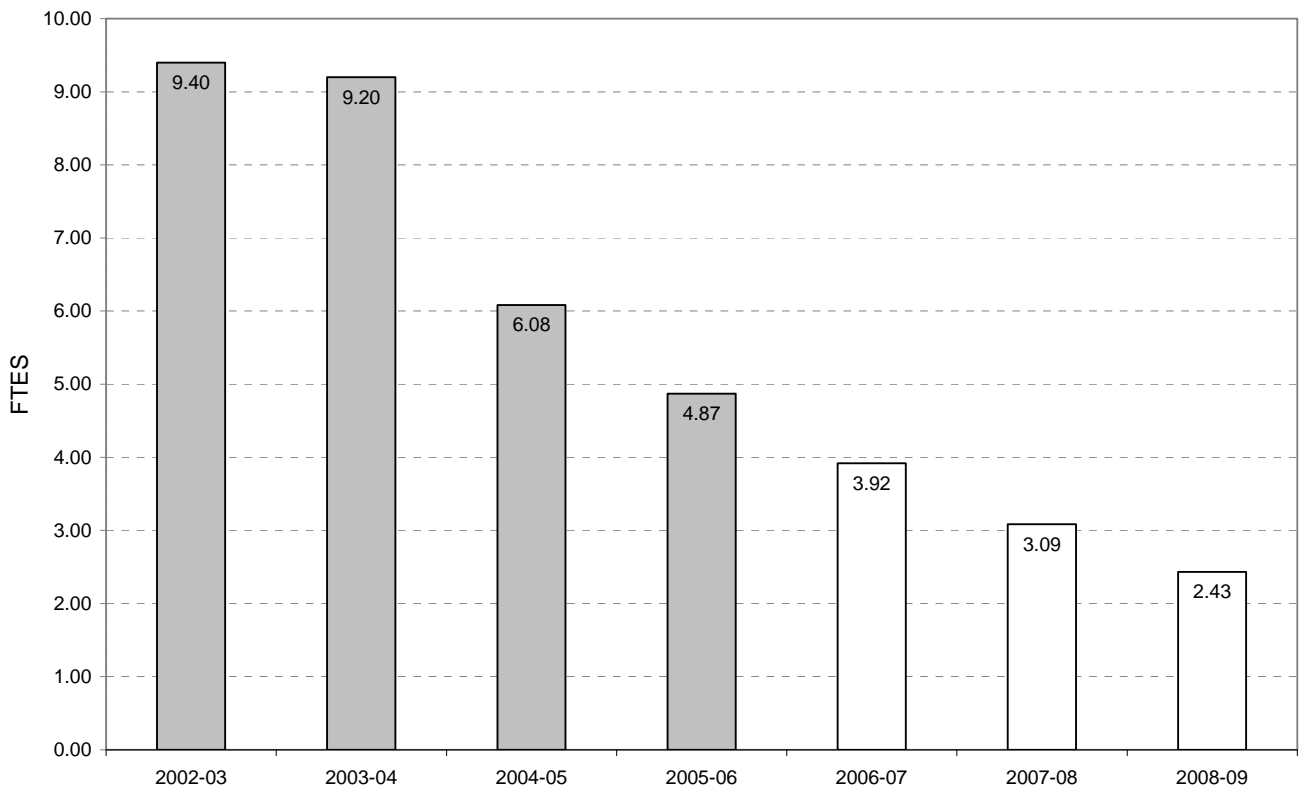
Retention & Success Rates – Journalism

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	100%	80.0%	79.2%
Success Rate	100%	80.0%	75.0%

The Present:
The students who produce RamPage, the College newsletter, are enrolled in the Journalism program, the only such program taught at the College level in the High Desert of San Bernardino County.

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The newspaper is published as an academic exercise during the laboratory portion of the instructional program. Students study topics including interviewing techniques, writing strategies, legal/ethical issues and career options related to journalism. RamPage publishes eight issues a year.

The department does not offer online courses; however, short term course sections are available.

Contribution to Student Learning:
Each department generates FTES for the College and courses can be used by students to fulfill degree requirements towards an Associates degree in Liberal Arts or transfer requirements.

The Future:
Journalism has been a relatively low FTES generating department for the College in recent years. Statistics estimate that though the department grew approximately 20% annually over the 2001-02 and 2004-05 academic years, the maximum FTES generated over that same period was 9.73 FTES. The future of the Journalism department may rely highly on student interest and District funding for equipment and resources.

No future goals have currently been identified.

Sources:
College website

Language Lab

Program Description:
The Language Lab is devoted to students who are enrolled in ESL or Foreign Language classes. Students who need support and improvement in their ESL or Foreign Language courses may come to the Language Lab for assistance.

Pertinent Information:
The Language Lab hours vary each semester:

Lab hours

Day of Week	Operational Hours
Monday	8:45 am - 12:30 pm & 1:30pm -5:00 pm
Tuesday	8:45 am - 12:30 pm & 1:30pm -5:00 pm
Wednesday	8:45 am - 12:30 pm & 1:30pm -5:00 pm
Thursday	8:45 am - 12:30 pm & 1:30pm -5:00 pm
Friday	8:45 am - 12:30 pm & 1:30pm -5:00 pm

The Present:
The Language Lab is located in the Humanities Center. The lab promotes a positive learning environment by offering a variety of language software programs for students to use. There are currently 30 networked computer stations with a cassette deck at each station.

The Language Lab is staffed faculty from the Foreign Language and ESL departments

Contribution to Student Learning:
The lab supports ESL classes and foreign language classes including French, German, and Spanish. The lab is designed so that students can come in at their own convenience to work on their English or foreign language. The lab is also opened to allow teachers to hold classes in the lab when it is not in use during normal lab hours. This permits teachers to use various programs and equipment to provide students a better learning experience.

The Future:
The language lab not being open for student use during evening hours present an accessibility problem for evening students or student who do not have time during the day to visit the lab. The District has received a Hispanic Serving Institution (HSI) grant of approximately $2.9 million to develop and maintain laboratory facilities for ESL and Foreign Language departments.

Sources:
College website; Interview with Mo Franco – Foreign Language (10-06-05); Interview with Laird Ekland – ESL (10-06-05); Unit Organizational Plan – Foreign Language department 2005-06.

Learning Center

Summary Comment

The Learning Center is a free service intended to provide academic support for Victor Valley College students. The facility provides space for students to work on homework, interact with students and tutors, and offers computer access for approximately 84 students.

The Present

The Learning Center is located within the Academic Commons building and has open computer lab hours Monday through Friday from 8:00am to 6:45pm. Services offered at the Learning Center include an open computer lab with word processing, software applications for support in courses such as Business Education Technology and Computer Information Systems, Internet access for class related projects, and Supplemental Instruction / Tutoring (SI/T) in a range of formats. Tutoring for specific classes varies by semester, though availability generally includes subjects such as: philosophy, chemistry, anatomy, Spanish, French, mathematics, political science, history, biology, psychology, geography, health sciences and accounting.

Relationship to Instruction

The Learning Center provides support for students who need extra help with course curriculum or access to a computer for school related projects. Tutoring services help ensure greater academic success for students who need addition help understanding course materials while the open lab ensures all students have access to computers and the Internet.

The Future

No future goals have been currently identified

Source

College Website

Library

Program Description:

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

Pertinent Information:
During the 04-05 academic year, librarians conducted 142 instruction sessions across the curriculum and answered nearly 10,000 reference questions. The library circulated 19,690 books and other materials, filled 9,706 requests for instructor reserve materials, completed 4,000 requests for periodicals, and issued 2,917 passwords for remote access to online databases. The library ordered and processed more than 1,100 new books for the collection. Hours of operation were expanded to include the 6-week winter session and an additional two weeks during summer.

	Operational Hours
Monday	8:00 am – 9:00 pm
Tuesday	8:00 am – 9:00 pm
Wednesday	8:00 am – 9:00 pm
Thursday	8:00 am – 9:00 pm
Friday	8:00 am – 4:00 pm
Saturday	10:00 am – 3:00 pm

The Present:
The library provides instructional services, materials, facilities, and technology for students and faculty to enhance their educational needs. Librarians are available at the reference desk during all hours of operation to assist students with instruction in the use of library resources. Materials in the collection include: 53,000 books, 322 current periodical subscriptions, 3,600 videos, 3,400 audio recordings, and 11 online database subscriptions. There is a collection of course materials on reserve by instructors for students to use for a two-hour loan period. These materials consist of textbooks, videos, and supplemental materials related to assigned coursework. Students, including off-campus and distant learners, can use the College Library website to find research tool guides and websites of other libraries.

The website provides access to the library catalog and online databases for full-text articles in magazines, journals, newspapers, and reference sources. Registered students at the library are also eligible to apply for an Inland Empire Academic Libraries Cooperative (IEALC) card at the circulation desk. This card allows students to borrow materials from other libraries for special research purposes that are not a part of the College Library collection.

The library also serves the local community, as well as K-12 students and other Colleges. Only registered students are allowed to check out library materials on campus. However, members of the community can purchase a borrowing card to check out material from the library. There are two drop-off boxes to return library books, one near the parking lot and another in front of the library. Photocopy machines and microfiche/film reader-printers are available at a fee on the upper floor of the library. Quiet study rooms may be reserved by groups of two or more students. These rooms are reserved for up to three hours and up to one week in advance. Students may come to the library to use one of 12 computers available with Internet access and 19 computers for accessing the library catalog.

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There is a special collections room which maintains a unique collection of local history materials for students, history scholars, and the community. The integrity of the library as a quiet student environment has been negatively affected by the conversion of library space into two dedicated classrooms on the lower level.

Contribution to Student Learning:
Information competency, which combines library literacy, research methods, and technological skills, is a comprehensive learning outcome for general education. The library's information competency program includes a library instruction session and student workbook required for all English 101 courses. Librarians provide instruction in research strategies, using traditional print materials, and searching online databases and Internet sources for courses across the curriculum. Informal individualized instruction occurs during reference transactions with students.

The Future:
Technology-related goals include upgrading the 19 limited use catalog terminals to Internet-accessible computers, implementing wireless network access in the library building, and automating the process for remote access to online databases. Instructional goals include working with faculty committees for implementation of the information competency graduation requirement and developing an introductory library research skills course. The library staff is challenged to meet the needs of students and faculty due to the retirement of a full-time faculty librarian in Spring 04. As of this writing, the position has not been filled.

Sources:
College website; Unit Operational Plan 2005-2006; Interview with John Akins – Librarian (10-06-05); Interview with Leslie Huiner – Librarian (10-06-05).

Music

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

Awards Offered:
No Degree or Certificate Programs – usually taken by Liberal Arts majors, Fine Arts majors or transfer students

Music

FTES	2001-02	2002-03	2003-04	2004-05
Fall	64.51	83.05	84.18	62.46
Winter	N/A	N/A	N/A	6.26
Spring	67.43	85.22	79.70	81.37
Summer	9.36	7.44	4.73	4.73
Total	*141.30*	*175.71*	*168.61*	*154.82*

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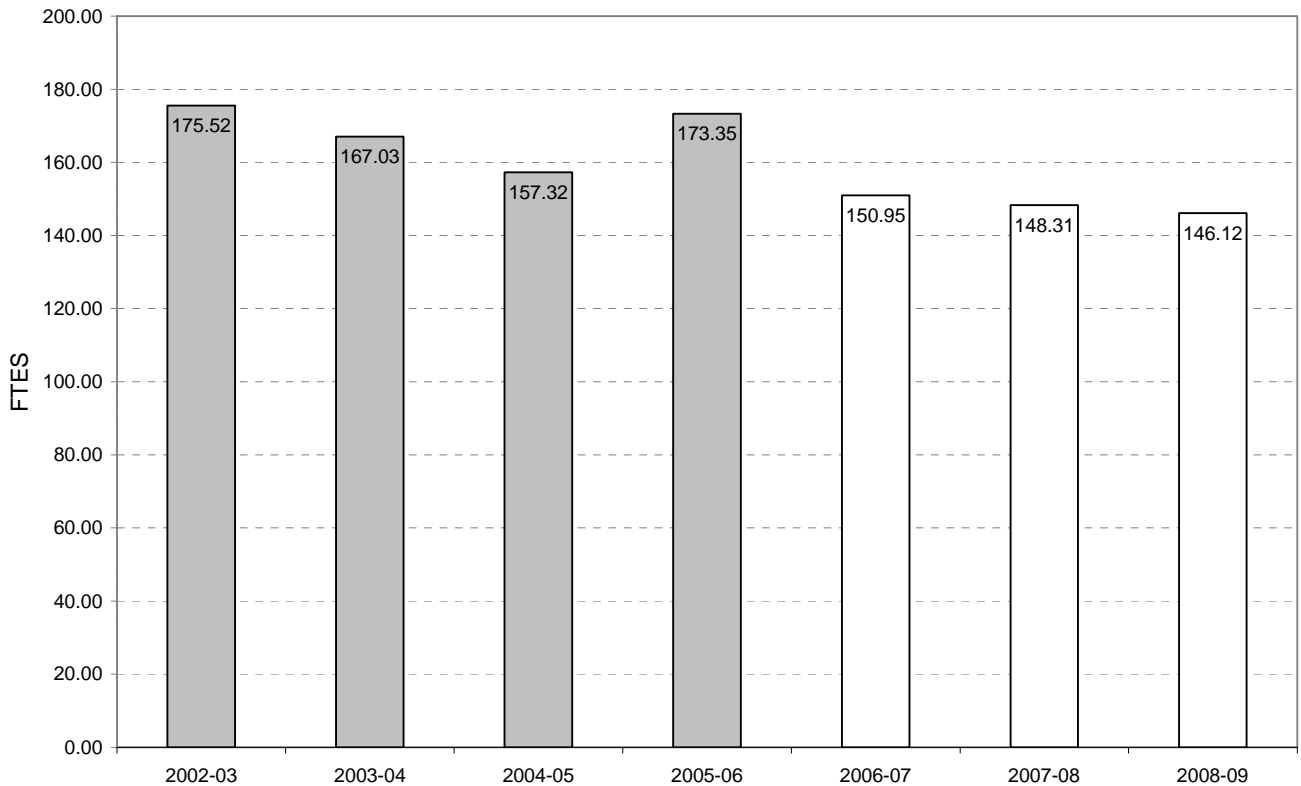
Music

Retention & Success Rates – Music

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	85.7%	84.6%	82.9%
Success Rate	69.7%	69.7%	65.8%

The Present:
The Music department is amongst one of the larger programs on the Victor Valley College campus. Over the past four academic years (2001-02 through 2004-05), the Music department has generated approximately 160.11 FTES for the College and grew on average 3.09% annually. Courses are currently offered in traditional and short term formats. No online courses have been offered by the department. Transfer students with the Music program have shown a strong knowledge of music undergraduate curriculum, as they test very high in Music exams upon transferring. The prestige and community reputation surrounding the College's Music program has allowed individuals, such as children, from outside of the campus to take classes on a fee basis.

The addition of class sections and scheduling are dependent on the addition of faculty and staff as well as the planned modernization project for the existing Music building. The department consists of two full-time and 11 adjunct faculty members.

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Contribution to Student Learning:
The department provides a wide range of courses in vocal and instrumental instruction. It also offers courses in the introduction, fundamentals, and theory of music. The department also offers workshops periodically for transfer majors to ensure that students are aware of the requirements for transfer institutions, concert attendance, juries, entrance proficiency exams, and scholarship and performance auditions.

The Future:
The department plans to add more new courses in the near future, such as a Survey of Rock and Roll course in spring 2006. It also requests to investigate the feasibility of an online or hybrid form of Music 100 and Music 101. The department plans to expand its opportunities by creating a fee based Community Music program or non credit sections. Furthermore, discussions have begun with other departments regarding the integration of curriculum with classes in Philosophy & Religion, Art, History, and Literature.

The planned Speech and Theater Arts addition to the Performing Arts Center (PAC) will provide additional facility spaces for the music department's performances, backstage areas, and rehearsal that will be helpful when managing concerts on campuses. And also, the Advanced Technology Building (ATB) will provide lab facilities for additional courses in digital music / music technology.

Sources:
College website; Program Review Update 2002; Interview with Thomas Miller – Faculty (10-06-05); Interview with Dave Graham – Faculty (10-06-05)

Philosophy & Religious Studies

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

Awards Offered:
No Degree or Certificate Programs – usually taken by Liberal Arts majors or transfer students
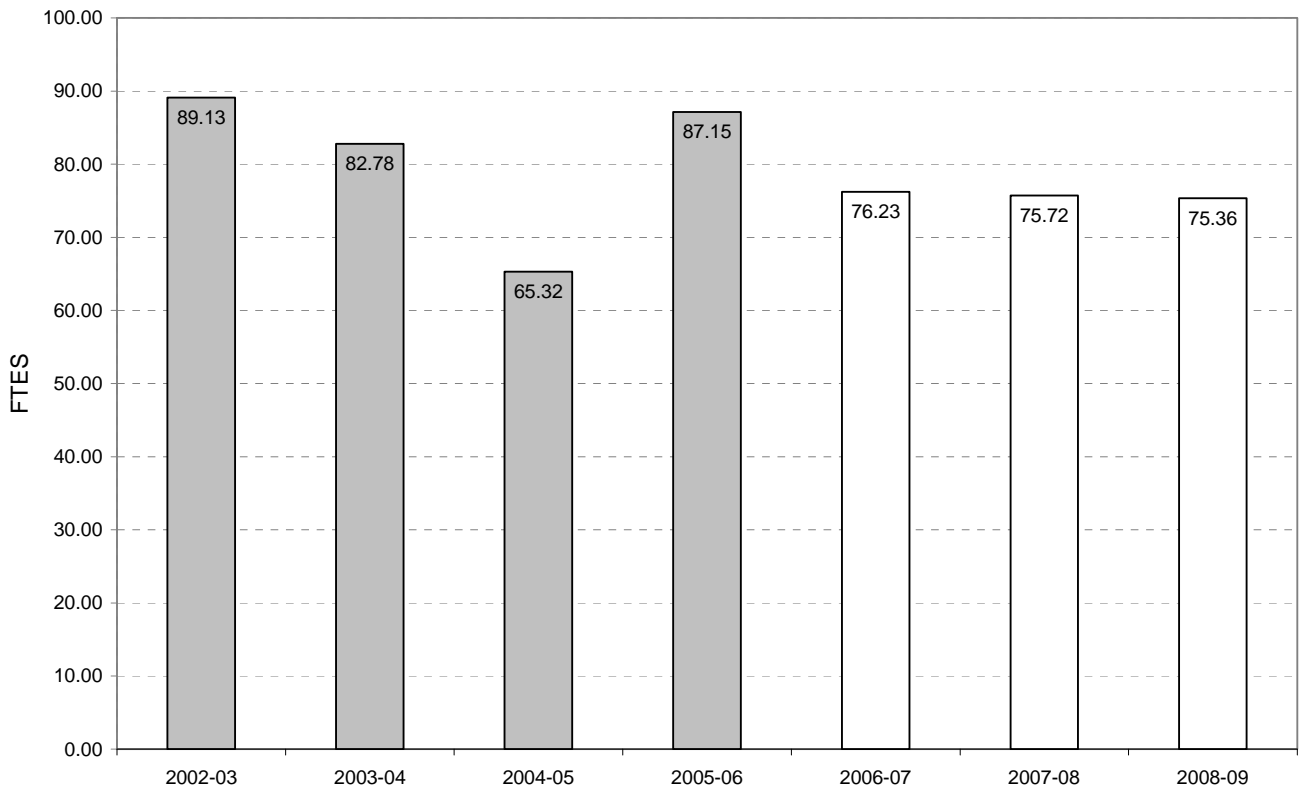
Philosophy

FTES	2001-02	2002-03	2003-04	2004-05
Fall	42.45	46.45	41.6	35.61
Winter	N/A	N/A	N/A	2.16
Spring	44.03	40.11	37.42	34.66
Summer	3.24	2.56	2.52	2.63
TOTAL	*89.72*	*89.12*	*81.54*	*75.06*

Religious Studies

FTES	2001-02	2002-03	2003-04	2004-05
Fall	18.70	21.13	23.62	24.89
Winter	N/A	N/A	N/A	5.18
Spring	20.66	26.69	25.90	24.70
Summer	0	0	0	0
TOTAL	*39.36*	*47.82*	*49.52*	*54.77*

Philosophy

Religious Studies
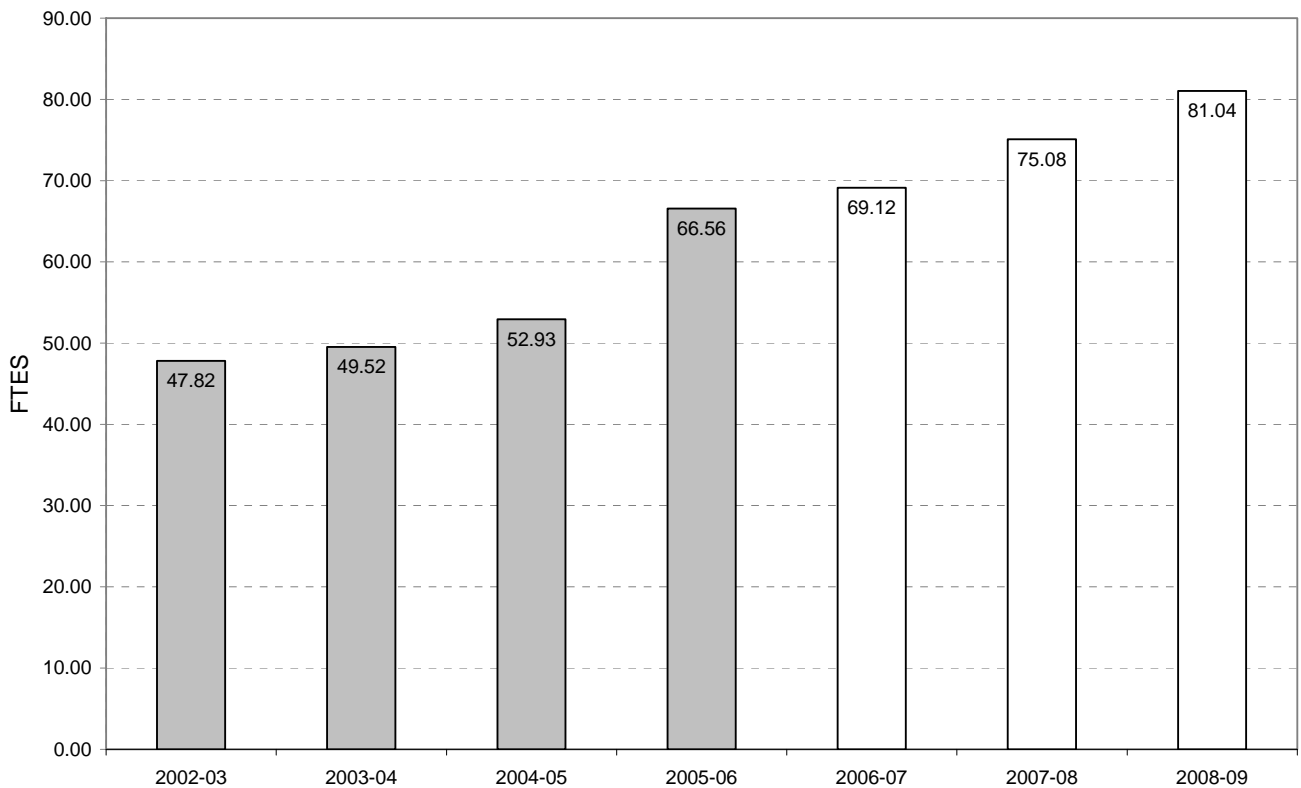
Retention & Success Rates – Philosophy

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	84.7%	79.8%	79.8%
Success Rate	62.6%	55.3%	52.6%

Retention & Success Rates – Religious Studies

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	75.9%	81.6%	84.3%
Success Rate	63.1%	64.1%	64.8%

The Present:
The department primarily serves students who wish to transfer to a four year institution and does not offer any degree or certificate programs at this time. However, courses offered by the department can be applied towards the Associate in Arts, Liberal Arts Degree.

Approximately 50% of the sections offered in fall 2005 were online courses.

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Traditional courses are offered Monday through Thursday, primarily in the afternoon and evenings. Philosophy and Religious Studies department has one full time faculty and ten part time faculty members.

Approximately 80% of Philosophy and Religious Studies sections in the 2004-05 year were taught by associate instructors. Due to conditions of part time employment, associate instructors are seldom available for personal conferences with students or other instructors.

Contribution to Student Learning:
The Philosophy & Religious Studies department generates FTE for the College and provides specialized courses as well as core courses which students can take to apply towards their Associate in Arts Degree in Liberal Arts or transfer to a four year university.

The Future:
The Philosophy and Religious Studies department would like to improve student learning and success as well as the effectiveness of instruction. The department would also like to improve visibility and outreach to promote its courses. Development of new courses such as Asian Philosophy, Asian Religions, and Western Religions is also being explored. The department recognizes the importance of distance education and hybrid course offering and will continue to gradually expand online offerings annually. However, instructors must be adequately trained in the Blackboard system and understand effective instructional methods for online education.

The department is committed to increasing community outreach though organization and sponsorship of student clubs relating to Philosophy and Religious Studies as well as effective marketing of the program throughout the community.

Sources:
College website; Interview with Marc Skuster (10-06-05); Program Review Update 2002; Unit Organizational Plan 2005.

Political Science

Program Description:
The Political Science department at Victor Valley College offers courses which are designed to establish a foundation to the workings of government and political organizations, nationally and internationally. Courses will lead toward an understanding of roles and responsibilities of political leaders as well as citizens and explore current issues within the discipline.
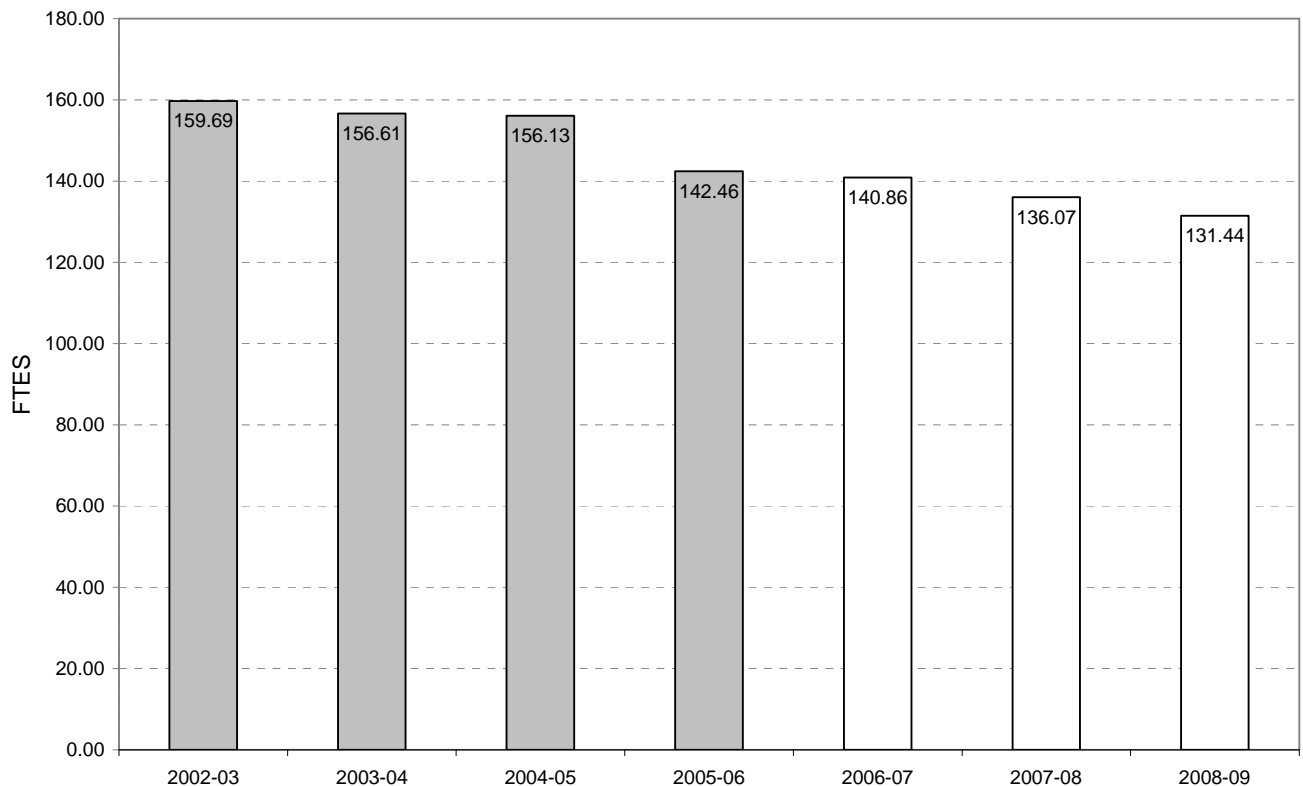
Awards Offered:
No Degree Programs – usually taken by Liberal Arts majors or transfer students
1 Certificate Program

Political Science

FTES	2001-02	2002-03	2003-04	2004-05
Fall	64.32	74.03	71.21	71.53
Winter	N/A	N/A	N/A	14.29
Spring	65.63	72.34	78.53	65.46
Summer	11.69	13.58	6.41	8.74
Total	*141.64*	*159.95*	*156.15*	*160.20*

Political Science

Retention & Success Rates – Political Science

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	82.2%	79.8%	79.1%
Success Rate	55.3%	58.2%	58.3%

The Present:
The Political Science Department at Victor Valley College appeals to many areas of the student population, community agencies and career seeking individuals.
The department focuses instruction to familiarize students with government institutions and issues at the entry level of government.

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The department is also focused on career preparation and enhancement. Most courses may be applied towards an associate degree in Liberal Arts and the department also offers a certificate in Paralegal Studies for students pursuing careers as paralegals. American government is a course that is required for most CSU majors.

The Political Science department currently staffs two full time faculty and fifteen part time faculty. Courses are offered Monday thru Friday between 8:00 am and 8:30 pm and use a variety of instructional spaces around campus. Alternative instructional methods, such as instructional television and online courses, are also used by the Department in conjunction with traditional classroom instruction.

Currently, the Political Science department is seeking state approval to award an associate degree in Paralegal Studies. The department is also working towards certification of its Paralegal Program by the American Bar Association. The Paralegal program does not currently have a full time instructor. All courses are taught by part time faculty. Despite this shortcoming, more certificates were awarded to students in Paralegal Studies than seven other full-timed staffed vocational programs in the past years. Paralegal Studies is a viable certificate program with salaries that place it high among occupations requiring an associate degree or less.

Although the department is performing well, the staffing of courses have become increasingly difficult. With only two full-time faculty in the department, less than 30% of the sections are taught by full-time faculty. In order to fulfill its vision to expand and offer more courses, new certificate programs, and an associate degree in Paralegal Studies, additional staff will be required.

Contribution to Student Learning:
The Political Science Department is an integral unit of Victor Valley College. The courses by the Department are commonly used to satisfy requirements towards an Associate in Arts degree offered by the College. In addition, the Political Science Department is an important part in developing strong leaders for the Associate Student Body (ASB). A Leadership class which teaches leadership skills and provides experience in planning, organization and evaluation is offered through this department. ASB conference workshop presentations and local political candidate debate forums are also moderated by the department. Since Fall of 2001, the Political Science Department has sponsored the Model United Nations (MUN) Club and a National MUN Team which competed with distinction in tournaments for the past 4 years—winning the national competition's highest award in 2005 and 2006.

The Political Science works in collaboration with several other Departments to provide a thorough breadth of academic foundation for students. The Business Administration department offers five courses to be applied towards the Paralegal Studies Certificate and the Administration of Justice Department offers three courses which are used towards fulfilling the Paralegal Studies Certificate.

The Future:
The Political Science department is looking to expand course offerings. Courses currently under development include the following: Politics & Government of the Middle East, Current Issues in American Politics, Modern Political Thought, Citizen Involvement and Action in American Politics, Service Learning, Wills/Trusts and Trusts.

In addition to providing students with a greater variety of courses, the department is also looking to adding an International Studies Certificate, an Associate Degree in Paralegal Studies and a new Public Administration Certificate (a joint venture with Business Administration department).

The expansion of curriculum will result in the department looking to increase the number of full time and part time faculty. The department would also increase the number of sections offered on campus and online.

Sources:
College website; 2005 Political Science Unit Plan; Program Assessment – Political Science (Revision of 2002); interview with David Dupree – Chair of Political Science (10/06/05)

Psychology

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

Awards Offered:
No Degree or Certificate Programs – usually taken by Liberal Arts majors or transfer students

Psychology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	125.53	132.28	125.88	126.78
Winter	N/A	N/A	N/A	20.49
Spring	120.21	130.26	125.82	110.72
Summer	20.21	20.79	4.72	7.38
Total	*265.95*	*283.33*	*256.42*	*265.37*

Psychology
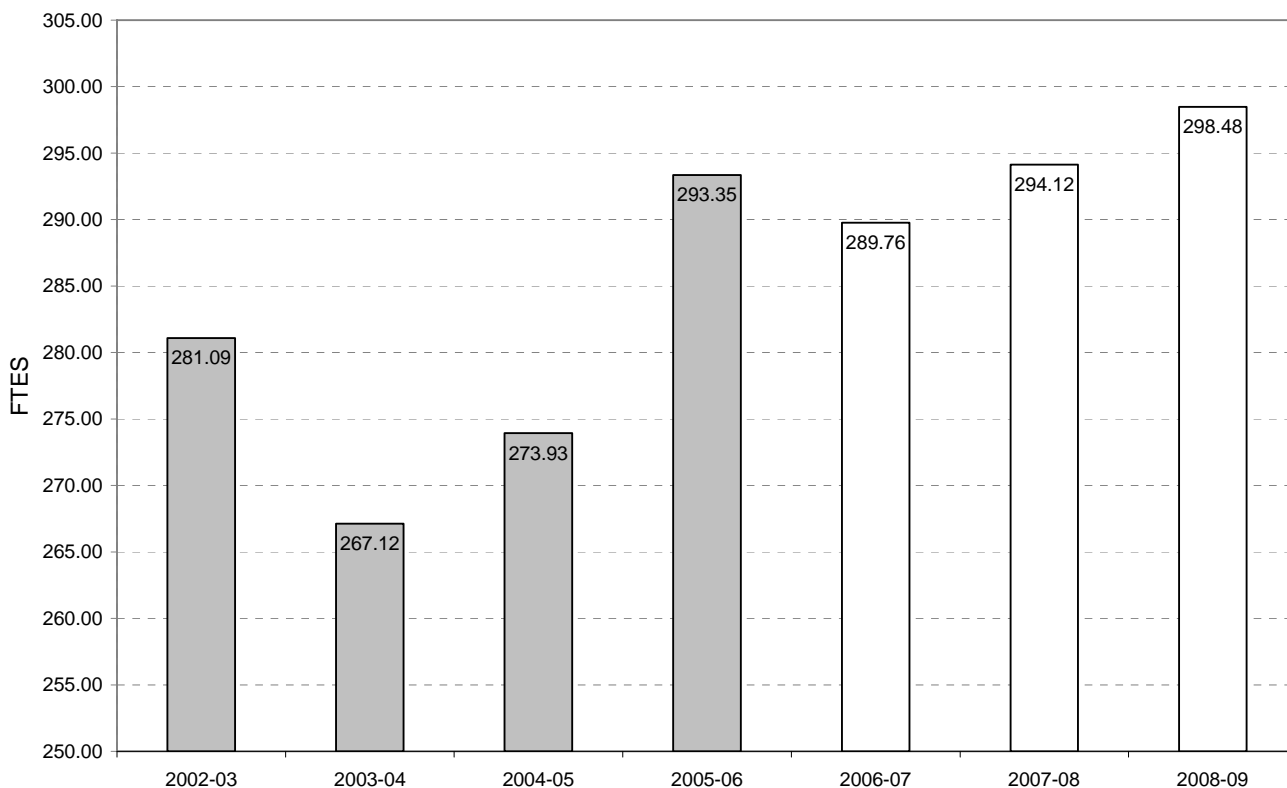
Retention & Success Rates – Psychology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	81.6%	82.8%	85.2%
Success Rate	62.2%	63.0%	64.1%

Retention & Success Rates – Psychology Honors

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	66.7%	83.3%	N/A
Success Rate	66.7%	66.7%	N/A

The Present:
The Psychology department has added two new courses in Bio-Psychology and Social Psychology over the past four years (2001-2005 and offers online courses. The department places a high priority on student success and has incorporated new assessment pedagogy to allow students to check progress and self assess prior to examinations. The majority of Psychology classes are held in the Liberal Arts Building.

The department is constantly faced with the challenge of teaching in spaces that are not equipped for technology based instruction.

The department currently staffs four full time faculty and ten part time faculty who are all dedicated and are willing to teach on Friday evenings and Saturdays. However, the department has been faced with difficulty finding qualified adjunct faculty to hire, resulting in a WSCH to FTEF ratio of approximately 536.3 WSCH per each FTEF in fall 2003.

Contribution to Student Learning:
Courses in psychology enhance student's ability to critically think and analyze problems. Students will be able to apply principles learned through courses provided by the department to personal, social and organizational issues. Many Allied Health programs require students to take Psychology 101 and all Nursing majors are required to pass Psychology 110.

The Future:
The Department is seeking to offer an Associate in Arts Degree in Psychology and is looking to offer Research Methods course for Honors Psychology. Eventually an expansion of distance education course offerings and non tradition scheduling, i.e. evenings, Saturday, and 9 week courses, will be implemented into the program. The department has already planned to add Psychology 103 to its online offerings and Psychology 110 and 101 to its Friday evening / Saturday course offerings in fall 2005.

Sources:
College website; Program Review Update 2002; Unit Operational Plan 2005; Interview with Jim Previte (10/06/05)

Sociology

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

Awards Offered:
No Degree or Certificate Programs – usually taken by Liberal Arts majors or transfer students

Sociology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	53.43	60.74	55.63	70.90
Winter	N/A	N/A	N/A	8.17
Spring	50.92	52.82	57.26	58.20
Summer	9.73	7.31	6.94	10.11
Total	*114.08*	*120.87*	*119.83*	*147.38*

Sociology
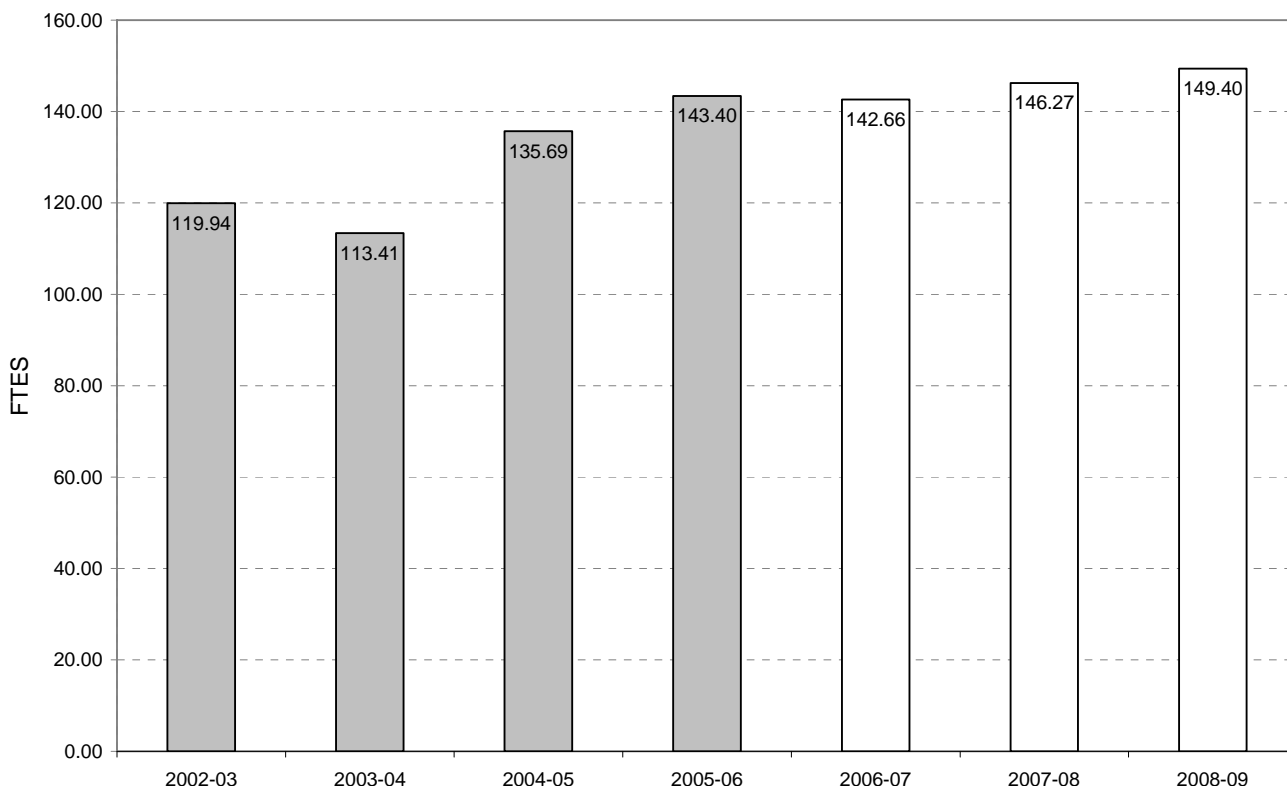
Retention & Success Rates – Sociology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	82.5%	81.9%	85.7%
Success Rate	64.9%	63.0%	65.7%

The Present:
The Sociology department curriculum covers a wide range of topics from personal and family relationships to international corporation activities. Topics such as marginality, deviance and crime, recreation, religion and medicine are all explored within sociology courses. Currently, there are no Associate degree programs or Certificates offered within the department. However, sociology courses may be used to fulfill requirements for an Associates degree in Liberal Arts or for transfer to a four year institution.

Traditional and online courses are offered by the department. Currently, there is one full time faculty and six part time faculty within the department.

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Contribution to Student Learning:
In addition to generating FTE for the College, the department allows integration of the community and institution.

The Future:
The department has experienced a growth of approximately nine% annually from fall 2001 through summer 2005. During the 2004-05 academic year the department achieved its highest FTES rate in four years, generating 146.38 FTES. The department expects to continue an increase in FTES as enrollment grows at the College. With the expected growth instructional staff and space needs should be addressed appropriately as not to diminish instructional effectiveness.

Sources:
College website; Interview with Richard Cerreto (10-06-05)

Speech Communication and Theater Arts

Program Description:
The Speech Communication Program goal is to provide students with the knowledge needed to analyze, understand, and effectively express organized thoughts and interact successfully with others. The Theatre Arts Program seeks to introduce students to all aspects of theatre and provide opportunities for students to actively participate in theatrical productions.

Awards Offered:
No Degree or Certification Programs – Speech Communication is usually taken by students to fulfill electives and general education requirements. Theater Arts may by taken by Fine Arts or Liberal Arts majors

Speech Communication

FTES	2001-02	2002-03	2003-04	2004-05
Fall	87.57	91.84	107.13	100.44
Winter	N/A	N/A	N/A	23.73
Spring	92.74	90.68	97.61	104.21
Summer	24.35	26.87	21.16	22.69
Total	*204.66*	*209.39*	*225.90*	*251.07*

Theater Arts

FTES	2001-02	2002-03	2003-04	2004-05
Fall	40.56	39.24	39.35	33.04
Winter	N/A	N/A	N/A	7.02
Spring	38.78	43.42	41.17	37.65
Summer	17.26	7.41	10.08	16.61
Total	*96.60*	*90.07*	*90.60*	*94.32*

Speech Communication

Victor Valley
COMMUNITY COLLEGE
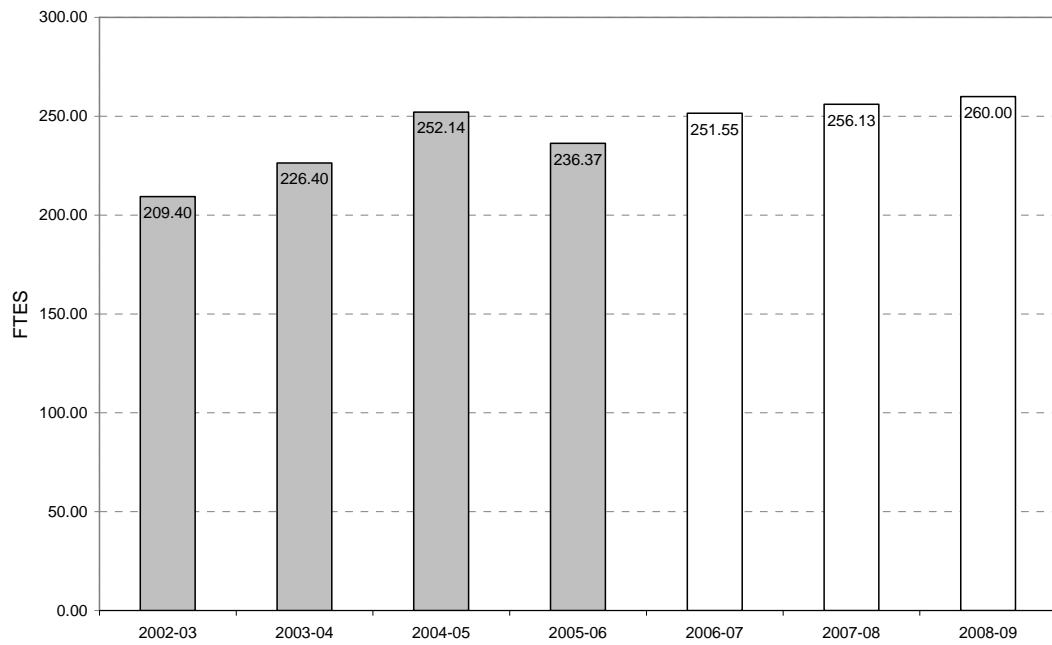
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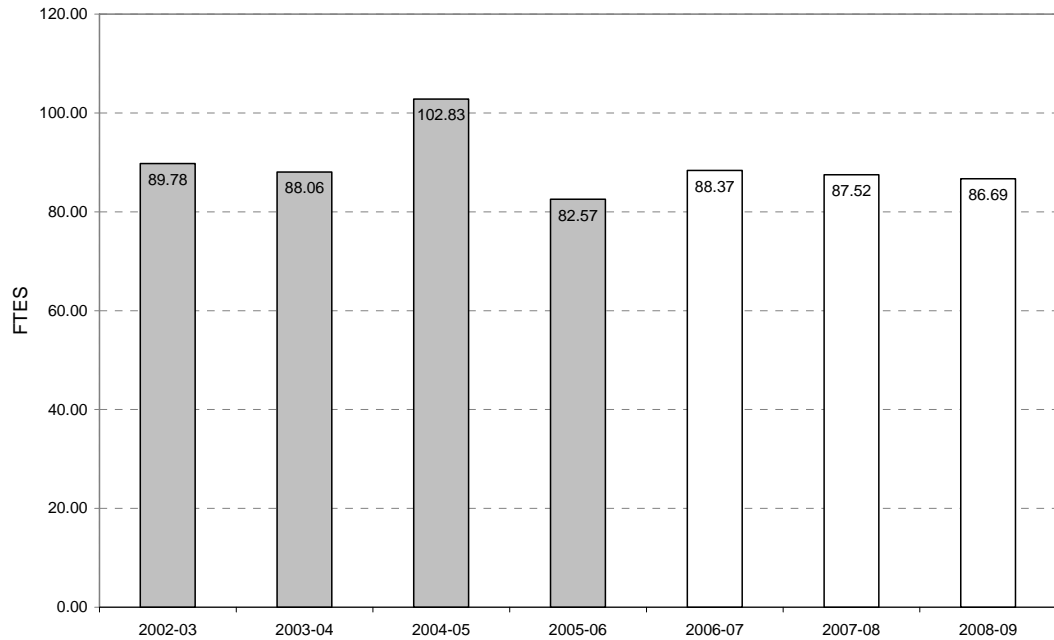
Retention & Success Rates – Speech Communication

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	86.4%	90.0%	86.6%
Success Rate	69.3%	78.7%	75.1%

Retention & Success Rates –Theater Arts

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	89.0%	84.7%	87.2%
Success Rate	73.4%	68.1%	65.7%

The Present:
The Speech Communication Program is a partner with the Theatre Arts Program. Together, they form the Speech Communication and Theatre Arts Department. Speech communication currently offers five courses in the areas of intercultural, interpersonal, and family communication as well as group discussion and public speaking. Speech Communication also offers four successive courses in American Sign Language. Traditional, hybrid, interactive television, and online courses are offered in Speech Communication. Currently, theatre Arts offers 11 courses in the areas of introduction to theatre, history and authors of theatre; oral interpretation, acting, rehearsal and performance; design, technical production, and stagecraft.

Additional courses in the catalog are not currently offered due to loss of full-time faculty in this area.

Speech Communication classes are offered Monday through Friday from 8:00 am to 10:05 pm and Saturday from 9:45 am 12:45 pm. Theatre Arts classes are offered Monday through Thursday from 9:00 am to 9:50 pm and theatrical productions are done in the evenings on Thursday through Saturday as well as Sunday afternoon.

Speech Communication and Theater Arts share instructional staff. The department currently has two full time Speech instructors, two full time instructors who share their load between Speech Communications and Theatre Arts. There are 17 adjunct faculty in the department.

Contribution to Student Learning:
The Speech Communication Department and Theatre Arts Department work closely together.

The Future:
To better accommodate students and articulate with the California State University system, the Speech Communication department plans to review, update, and rewrite course outlines and obtain CAN numbers for as many courses as possible during the 2006-07 academic year. Additionally, the department is looking to change its name to "Communications Studies" to better articulate with CSU San Bernardino.

The Speech Communication department is planning to add several courses within the next five years, including Interpreting Skills for Sign Language I and II, Honors Intercultural Communication, Mass Media, Radio and Television, and Public Relations.

By the year 2009 the Speech Communication department would like to offer a full Interpreting Program leading to a Certificate and an Associate in Arts degree. A certificate in Communication Studies is also planned. The Theater Arts department will update course outlines for Theater Arts courses, Makeup class, Stagecraft, and revise the course outline for the Summer Theatre Workshop during the 2006-07 academic year. It is also the Theater Arts department's intention to prepare curriculum and offer the following courses: Stage Movement, Prosthetic Makeup, Costume Designing and Costume Creation.

The Speech Communication department plans to increase its section offerings for hybrid and online courses. Two additional 8 week hybrid courses are planned for 2006 and the department plans to add at least five more sections by 2009. Similar section increases are planned for online course offerings for Speech Communication.

With the new addition to the Performing Arts Center on its way, each department will need to upgrade its existing equipment and hopes to expand current curriculum to offer a Certificate in Theatre Arts.

Writing Center

Program Description:
The Writing Center consists of faculty members and tutors who assist students on their writing skills. The services provided by the Writing Center enable students to move forward and achieve their goals in other College level courses.

Pertinent Information:
The Writing Center hours vary each semester:

Office Hours – Winter 2005

Day of Week	Operational Hours
Monday	9:00 am – 4:00 pm
Tuesday	9:00 am – 4:00 pm
Wednesday	9:00 am – 4:00 pm
Thursday	9:00 am – 4:00 pm
Friday	9:00 am – 12:30 pm

Office Hours – Spring 2006

Day of Week	Operational Hours
Monday	9:00 am – 7:00 pm
Tuesday	9:00 am – 7:00 pm
Wednesday	9:0 0am – 7:00 pm
Thursday	9:00 am – 7:00 pm
Friday	9:00 am – 3:00 pm

The Present:
The Writing Center is located in the Humanities Building. The number of student tutors varies each year. The Writing Center also provide services online so that students who are unable to visit during normal hours may submit any questions to one of the tutors via email during weekdays. Tutors at the Writing Center strive to make an effort to respond to all email inquiries within 48 hours. Tutors will help students focus their ideas, add supporting examples or details, and help students organize their thoughts.

During the 2004-05 academic year the Writing Center was staffed with seven student tutors, one facilitator, and one English faculty member.

Contribution to Student Learning:
The Writing Center works in conjunction with the English department. The center helps the students with writing assignments and improving their writing styles. This includes recognizing student's punctuation, grammar, and spelling errors. The tutors will also help correct consistent grammatical errors and guide the students on how to recognize and alleviate these mistakes.

The Future:
No future goals have been currently identified.

Sources:
College website; Interview with Judy Solis – English (10-06-05)

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Math and Science

Biology

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

Awards Offered:
1 Associate Degree in Math/Science
2 Certificates Programs

Biology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	169.65	185.02	218.77	233.21
Winter	N/A	N/A	N/A	38.78
Spring	174.11	206.83	213.84	254.49
Summer	40.83	48.84	62.62	63.50
TOTAL	*384.59*	*440.69*	*495.23*	*589.98*

Biology
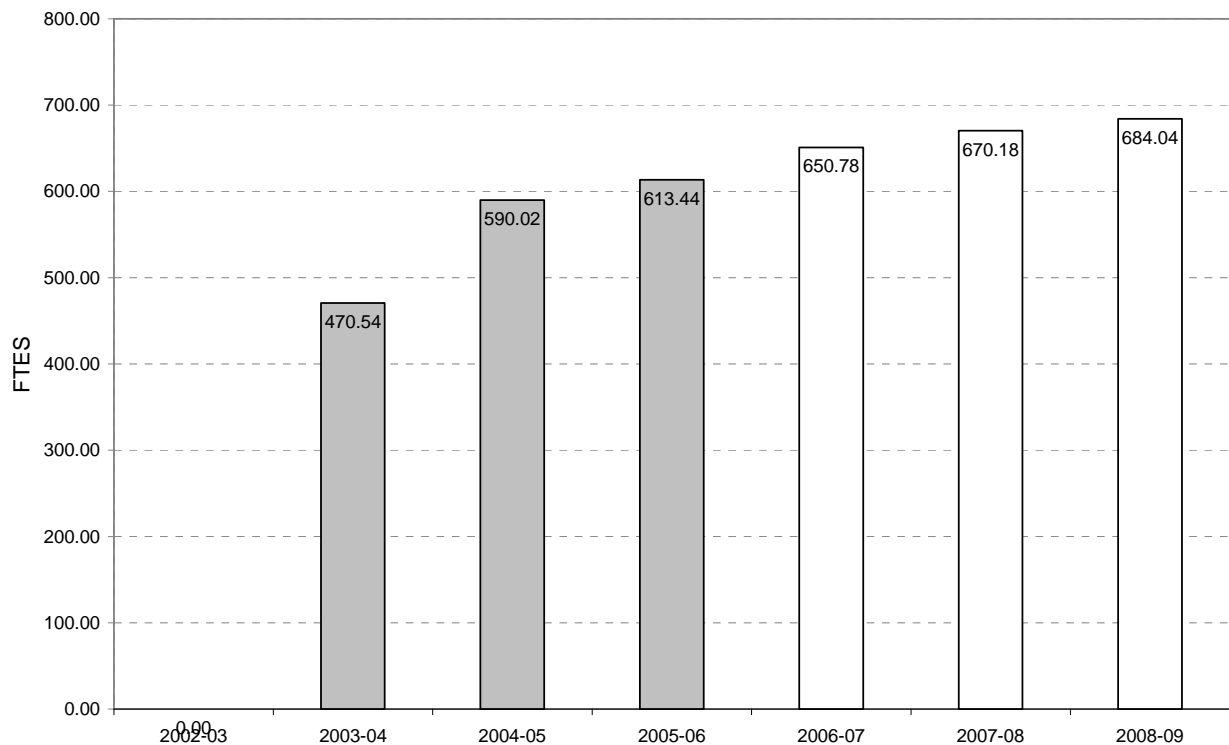
Retention & Success Rates – Biology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	76.9%	89.9%	89.0%
Success Rate	56.9%	74.6%	70.7%

The Present:
The Biology Department is steadily growing. It generated the third largest amount of FTES for Victor Valley College during the 2003-04 and 2004-05 academic years. Courses offered by the department are used in many different disciplines. The Biology department works closely with the Agriculture and Natural Resources department, the Administration of Justice department and the Chemistry department. Courses offered by these departments can be used towards an Associate degree in Math/Science and to satisfy laboratory requirements.

There are currently two certificate programs available to students; the Forensics Certificate and the newly implemented Biotechnology Certificate. Both these certificate programs allow students to learn the latest technology currently used in laboratories and apply them to specialized areas in the field. There is no Associate of Science degree in Biology offered.

The newly implemented Biotechnology program is designed to give students an opportunity to learn about the industry, gain classroom lab experience and give students offers lab training with community employers.

There are six full time faculty, eleven part time faculty, and two classified staff in the Biology Department. Classes are offered Monday thru Friday between 8:00 am and 10:35 pm. Current instructional methods include traditional lecture and lab, online instruction, and cooperative education.

Contribution to Student Learning:
The Department provides specialized training in Biotechnology and Forensics. The rigorous courses provide students with a comprehensive foundation in Life Sciences. Many of these courses satisfy general education requirements and can be used towards the Associate Math/Science Degree. Additionally, most courses are transferable to four-year institutions if students elect to continue with their education to receive a Bachelors degree or higher.

During the summer, the Biology Department works in collaboration with many Biotechnology Companies in the area to provide summer internships for qualified students. These students are able to observe and may work hands on in labs on a weekly rotational basis. This allows students to explore their options within their chosen major and strengthens the relationship of the community businesses with Victor Valley College.

Several student organizations are directly related to the discipline. The Biology Club and the Forensics Club are two examples. These organizations provide students with outreach and extracurricular experience in their field of choice.

The Future:
The Biology Department is working hard to keep instruction and programs updated. To assist student needs, the Department is adding many sections and is currently developing new courses and programs. Future goals are to further enhance the relationships between Departments by offering programs such as Food Technology, Phlebotomy, and expand the Forensics program.

An accredited evaluation team suggested the expansion on the use of technology in the classroom to increase effectiveness and efficiency. This expansion will require the department to upgrade the existing equipment such as the ADAM computer software used in the Anatomy Lab, microscopes for the Microbiology Lab and other labs as needed, and adding a new GC/Mass Spectrometer to be used by multiple classes. Salt water aquariums and supplies to house specimens for observation and examination and laptop computers for instructors will also greatly enhance instruction.

Many courses such as Anatomy, Microbiology, and Physiology are offered through the Biology department and are prerequisites for different programs through a separate department such as Nursing. These courses have a higher demand. With this demand, additional instructors will be needed to provide adequate number of sections of instruction.

There are plans to revise the name and curriculum of several courses to make them UC transferable. This will give students greater opportunity for successful transfers upon completing their education at Victor Valley College.

Sources:
College website; Life Sciences Department Operational Plan; Program Assessment – Biology (Revision of 2002); Interview with Lisa Harvey (11-08-05)

Chemistry

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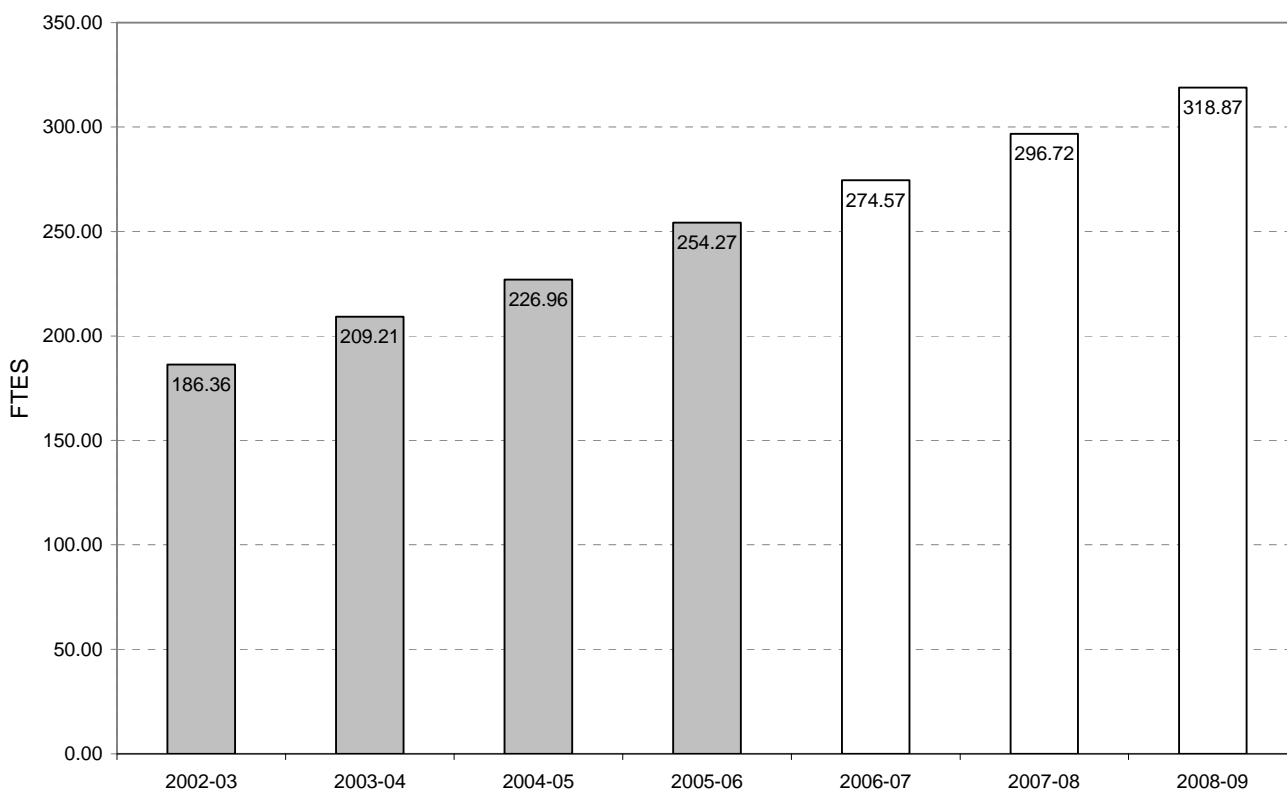
Awards Offered:
1 Associate Degree Program

Chemistry

FTES	2001-02	2002-03	2003-04	2004-05
Fall	65.09	81.40	84.53	98.17
Winter	N/A	N/A	N/A	28.76
Spring	82.23	82.40	100.81	88.36
Summer	24.64	22.56	15.71	15.92
TOTAL	*171.96*	*186.36*	*201.05*	*231.21*

Chemistry

Retention & Success Rates – Chemistry

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	81.4%	81.2%	87.5%
Success Rate	63.7%	59.7%	68.7%

Retention & Success Rates – Chemistry Honors

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	N/A	N/A	83.3%
Success Rate	N/A	N/A	83.3%

The Present:
The Chemistry has recently added new courses, including computational chemistry and various honor courses. Recently, Introductory to Chemistry courses have become impacted and there is need to increase section offerings. With the increased demand in such courses, there are plans to explore the viability of offering classes on the Internet and Integrated Television. Currently, the department only offers traditional length and hybrid course offerings.

The department currently does not offer an Associate degree or certificate program with a major in Chemistry. However, Chemistry courses can be taken to satisfy the requirements for an Associate's degree with an emphasis in Math/Science and also for non-majors who wish to transfer to a four-year university.

The department currently has two full-time faculty members and one full time classified staff member.

Contribution to Student Learning:
The Chemistry department offers courses that provide the fundamentals of the discipline. The courses also emphasize the offering of laboratory classes that are concurrent with the lectures for students to develop experimental skills. This allows students to form a better understanding of the scientific theories and concepts introduced in their lectures. The department offers the necessary prerequisite courses for transfer to four-year university or a degree in any science related field.

The Future:
The department is working with the Nursing program to develop an integrated chemistry course as part of the Inter-segmental Major Preparation Articulated Curriculum (IMPAC) program. In the long run, it would like to see the establishment of an Associate's degree in Chemistry.

Chemistry is likely to remain a life science important for transfer and as a prerequisite for degrees other science related fields. The department was experiencing steady growth until the 2004-05 academic year, when FTES fell to 133.04 (33.83% drop from the previous year). Impacted introductory courses and lack of adequate staffing are reasons believed by the department to account for FTES reduction.

Sources:
College website; Program Update 2002; Interview with T.J. Kennedy (10-07-05)

__Child Development__

Program Description:
The purpose of the Child Development Department is to provide high quality instruction to ensure student success in the field of early childhood education.
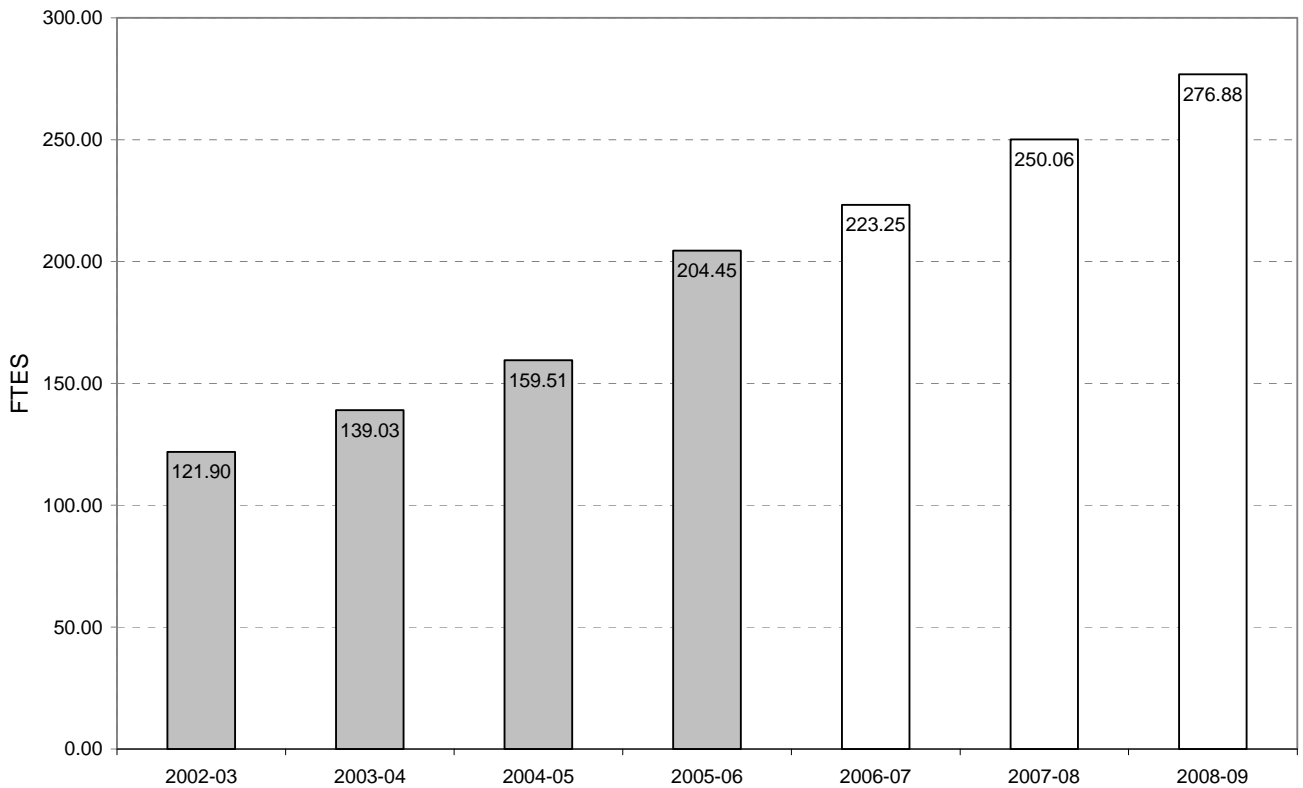
Awards Offered:
1 Associate Degree Program
4 Certificate Programs

Child Development

FTES	2001-02	2002-03	2003-04	2004-05
Fall	59.43	57.39	70.92	65.87
Winter	N/A	N/A	N/A	12.40
Spring	57.78	66.42	66.49	78.56
Summer	11.30	10.55	13.53	12.91
TOTAL	*128.51*	*134.36*	*150.94*	*169.74*

Child Development

Retention & Success Rates – Child Development

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	89.9%	88.4%	85.1%
Success Rate	61.6%	67.8%	69.2%

The Present:
Programs associated with the department include California Development Training Consortium, California Early Childhood Mentor Program, Child Development Grant program, TANF-CDC, Foster Kinship Care Education, Impendent Living Program, IMPAC, and Tech-Prep.

The department currently collaborates with high schools and four-year universities to ensure a seamless transition to and from the child development program. It also adjusts for the convenience of working students by offering courses online, and during evenings and weekends. The department offers an Associate degree in Child Development. Certificate degrees are offered in Family Child Care and Principles of Early Childhood Education (Level I-III).

The department has already experienced recent growth, generating 267.91 FTES during the 2004-05 academic year. Over the past four academic years the department has sustained an average annual growth rate of 27.75%.
The department is currently comprised of two full-time and seventeen part-time faculty members.

Contribution to Student Learning:
The department provides courses for students to meet their educational needs to fulfill transfer requirements. In addition, It provides students with the skills, knowledge, and competency to become practitioners in the care and education of young children. The opportunity to conduct observations at the on-campus child care center is a valuable part of the child development program. It is vital to provide appropriate coursework and field-based work experience to meet various licensing and credentialing requirements.

The department has a strong collaboration with the Child Development Center. Students may use the Center to accumulate field-based work experience by utilizing the lab settings. The department depends on other campus programs to ensure success of its students, such as CalWORKs to refer students to the new TANF-CDC program.

The Future:
There is currently a strong movement towards putting forward free early childhood education for four year olds. The Child Development Department plans to meet the opportunity to be prepared for the "Preschool for All" initiative, formally known as Universal Preschool. The passing of this initiative in the High Desert will change the nature of programs offered within the department, as more students are expected to be interested in childhood education due to a growing demand and higher wages in teaching professions associated with early childhood education. Department growth is expected to continue in the future due to high employment demand and pending initiatives for early childhood education.

The department desires to collaborate more with the CalWORKs program to work in conjunction with the services offered to both students in the department and families in the community.

The department would like the administration to consider allowing the Child Development Department and Center to administer all of the childcare funds and to hire additional full-time faculty. The department will work closely with Human Resources to provide more opportunities for students in the program to obtain based work experience.

Sources:
College website; Organizational Unit Plan 2005; Interview with Sandy Visser (10-7-05).

Mathematics

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

Awards Offered:
1 Associate Degree Program

Math

FTES	2001-02	2002-03	2003-04	2004-05
Fall	389.09	350.98	386.33	466.98
Winter	N/A	N/A	N/A	84.98
Spring	376.60	352.42	372.10	427.67
Summer	90.89	71.89	9.32	64.68
TOTAL	*856.58*	*775.29*	*767.75*	*1044.31*

Mathematics
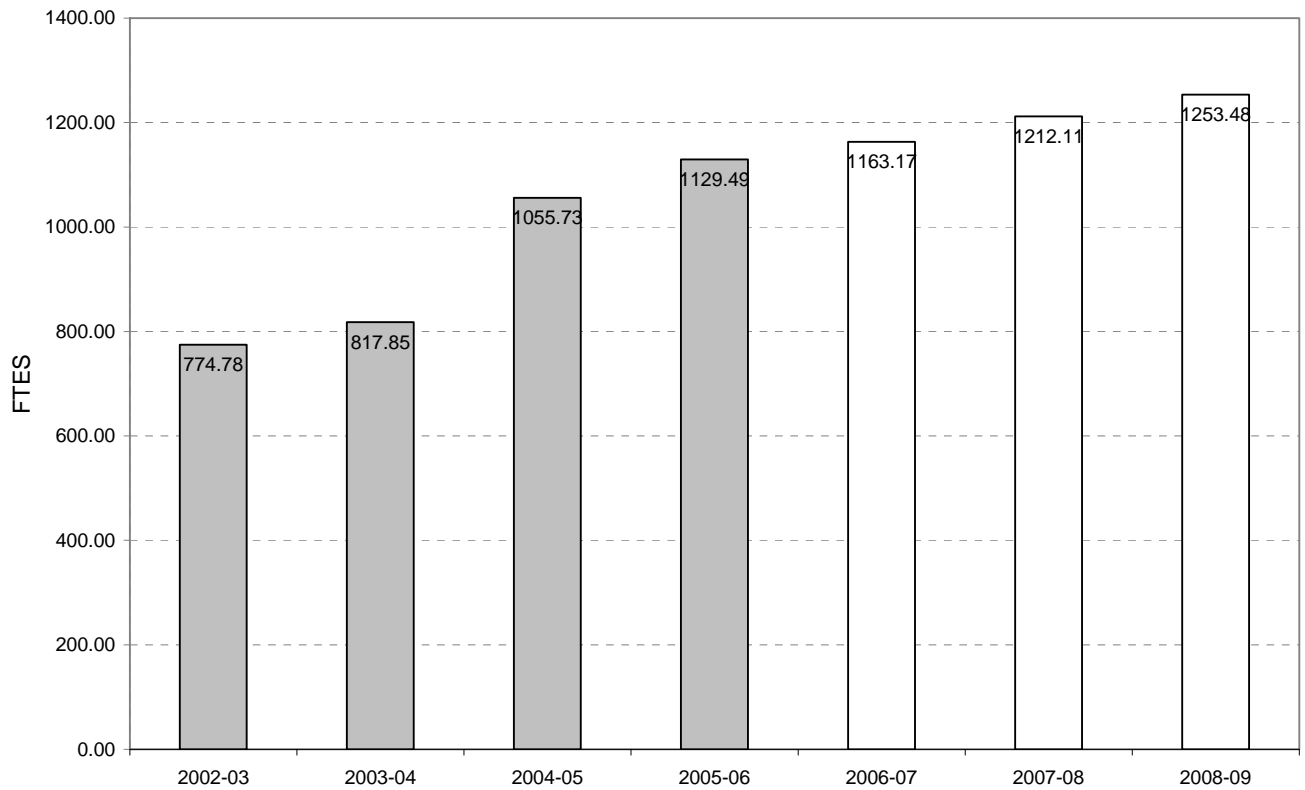
Retention & Success Rates – Mathematics

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	77.2%	74.5%	76.2%
Success Rate	49.5%	50.1%	49.3%

Retention & Success Rates – Mathematics Honors

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	77.8%	60.0%	55.6%
Success Rate	77.8%	60.0%	44.4%

The Present:
In 2003, 25.3% of the students that attended the College took courses in Mathematics. The department is by far the largest FTES generating department within the entire College, accounting for approximately 11% of total FTES in 2004-05.

A basis for high enrollment within the department lies in the math requirement for transfer to a four year institution. Recent increase in math class sections is greatly due to the UC and CSU systems changing math prerequisites for transfer. The department has achieved great success in its online instructional offerings, offering over 20 sections online in fall 2004. The Math department is also collaborating with other departments, such as the Nursing and Allied Health, to develop a course specifically suited for Nursing and/or Respiratory Therapy.

The department includes a total of 14 full-time and 26 part-time instructors.

Contribution to Student Learning:
Mathematics is a problem-solving tool that is used for many subject areas. It serves as a prerequisite for numerous departments, such as Chemistry, Physics, Biology, Nursing, and much more. Victor Valley College offers over 100 certificates that require at least one or more course in Math. The department offers courses that cover many levels in mathematics from basic Algebra to Differential Equations and Calculus.

The Future:
As enrollment pressures increase at CSU, it is possible that math requirements for entrance will be raised to make Intermediate Algebra an entrance requirement. In addition, as the economy in the region matures more employers in the area can be expected to require higher levels of math competence amongst entry level workers. In recognition of these changes, the department would like to offer more preparatory courses for intermediate algebra. A 1-2 unit class to assist student with passing intermediate algebra may respond to student needs. Also, as enrollment increases the department is interested in developing self paced classes to help student learn at a comfortable rate.

The department has established goals to expand online course offerings, hybrid sections and add two new courses: Business Calculus and Finite Mathematics, for Business and Social Science majors. It also desires to implement a Teaching Mathematics through Diversity Certificate in the near future.

The department is working towards making Algebra a requirement for any Associate degree. If this is adopted, the department would see a big increase in enrollment in Algebra classes in the future.

The department has identified long term plans to launch a Mathematics Multimedia Instructional Laboratory. An establishment of a Mathematics department office is desired to help interaction between students and the faculty. The popularity of online, hybrid and interactive television courses will require more training and equipment in the future.

Physical Education

Program Description:
The Physical Education department, an integral part of the educational program, it's an academic science with an emphasis in kinesiology and exercise physiology.
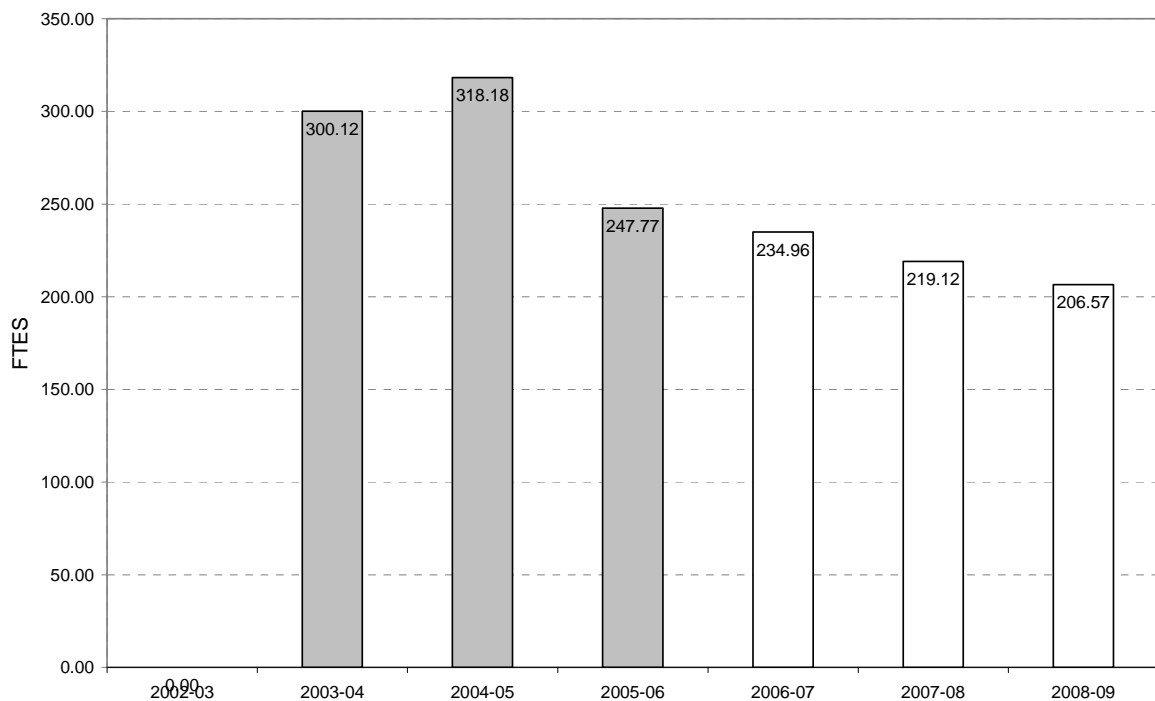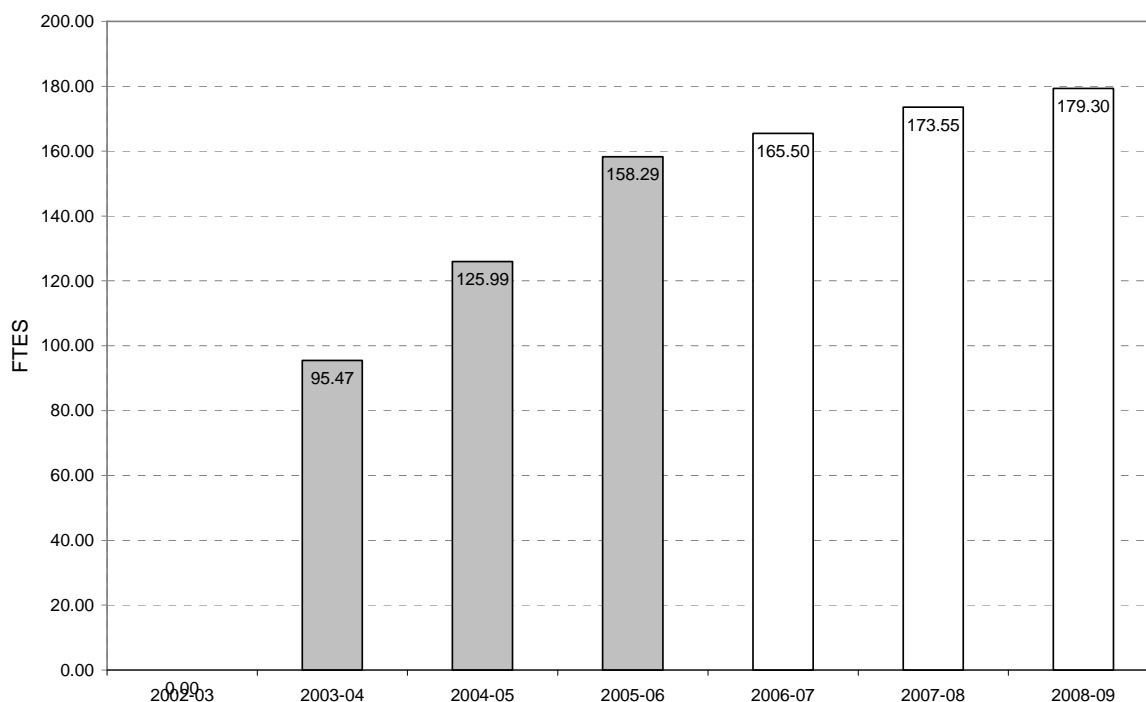
Awards Offered:
1 Certificate Program

Physical Education

FTES	2001-02	2002-03	2003-04	2004-05
Fall	167.24	191.99	180.26	192.42
Winter	N/A	N/A	N/A	34.92
Spring	183.66	216.46	181.13	179.19
Summer	46.60	49.72	37.86	38.18
TOTAL	*397.50*	*458.17*	*399.25*	*444.71*

Physical Education

Physical Education-Dance

Retention & Success Rates – Physical Education

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	80.1%	78.7%	79.7%
Success Rate	46.8%	47.6%	46.7%

Retention & Success Rates – PE Dance

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	N/A	N/A	84.9%
Success Rate	N/A	N/A	69.7%

The Present:
Physical activity classes are offered through the department to encourage good health by promoting mental, physical, social, and emotional growth and development. The department has an open weight room, which is opened Monday-Thursdays 7:00 a.m. to 10:00 p.m., Fridays 7:00 a.m. to 7:00 p.m., and Saturdays 10:00 a.m. to 2:00 p.m.

The department is currently collaborating with other departments on campus to make the physical activity courses more effective. For example, DSPS is putting efforts to help accommodate and work with the Adapted PE courses in the department.

With a wide selection of courses related to physical education, the department also offers a certificate in Dance. Any of the courses offered through the department may be repeated up to three times. A physical education course is required for an Associates degree. However, not more than four units of these classes will be counted toward the Associate in Arts or Science degrees. All physical activity classes are intended for normal, healthy individuals with an exception of Adapted PE courses. Adapted courses are dedicated to those with limitations or restrictions to various fitness programs.

There are currently seven full-time and 20 part-time faculty members serving the Physical Education department. Two of the full-time faculty members are devoted to the Dance Certification. The department also has its own on-call maintenance person to service the physical education building and equipments.

Contribution to Student Learning:
The department offers a diverse selection of physical activity courses that help promotes lifelong growth and development in sustaining good physical health. These courses focus on leadership, sportsmanship, cooperation, safety, and health. Students interested in the physical education field may pursue advance degrees for such careers, including recreation director, sports psychologist, PE instructor/coach, and much more.

The Future:
The future goal for the department is to establish a major specifically for Physical Education. There are also plans to remodel the old gymnasium as dedicated space for Adapted PE (APE) and Dance (PEDA) instruction. There are plans to change the department's institutional name from Physical Education to "Kinesiology and Exercise Science".

Sources:
College website; interview with Debra Blanchard (11-08-05)

Physical Sciences

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

Awards Offered:
1 Associate Degree Program in Math/Science
No Certificate Programs

Victor Valley
COMMUNITY COLLEGE

Astronomy

FTES	2001-02	2002-03	2003-04	2004-05
Fall	7.9	9.6	8.5	10.26
Winter	N/A	N/A	N/A	2.56
Spring	8.3	9.1	9.2	9.73
Summer	0	0	0	0
TOTAL	*16.2*	*18.7*	*17.7*	*22.55*

Geology

FTES	2001-02	2002-03	2003-04	2004-05
Fall	12.0	14.9	11.9	11.5
Winter	N/A	N/A	N/A	0
Spring	13.7	14.4	10.8	10.85
Summer	0	0	1.65	1.65
TOTAL	*25.7*	*29.3*	*24.35*	*24.00*

Oceanography

FTES	2001-02	2002-03	2003-04	2004-05
Fall	0	0	0	0
Winter	N/A	N/A	N/A	0
Spring	3.4	3.5	3.1	2.72
Summer	0	0	0	0
TOTAL	*3.4*	*3.5*	*3.1*	*2.72*

Physics

FTES	2001-02	2002-03	2003-04	2004-05
Fall	17	12.8	13.2	11.46
Winter	N/A	N/A	N/A	0
Spring	13.8	6.8	10.8	10.22
Summer	2.3	4.94	3.4	3.4
TOTAL	*33.1*	*24.54*	*27.4*	*25.08*

Physical Science

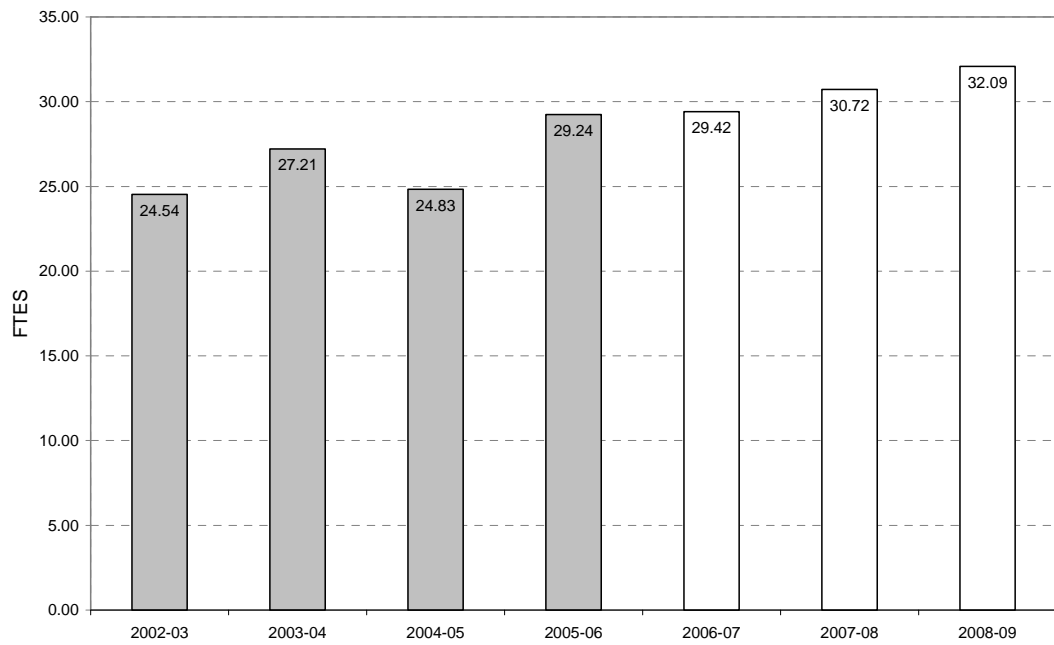| FTES	2001-02	2002-03	2003-04	2004-05
Fall	15.20	16.20	19.00	13.69
Winter	N/A	N/A	N/A	1.98
Spring	15.27	16.90	13.23	7.45
Summer	2.38	0	2.72	2.30
TOTAL	*32.85*	*33.10*	*34.95*	*25.42*

Astronomy
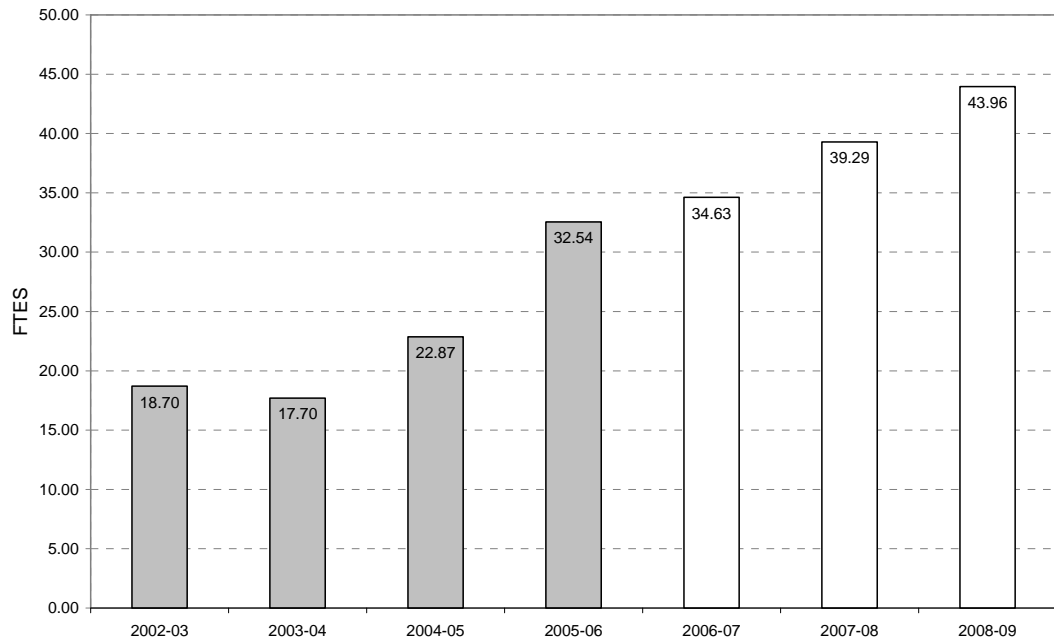
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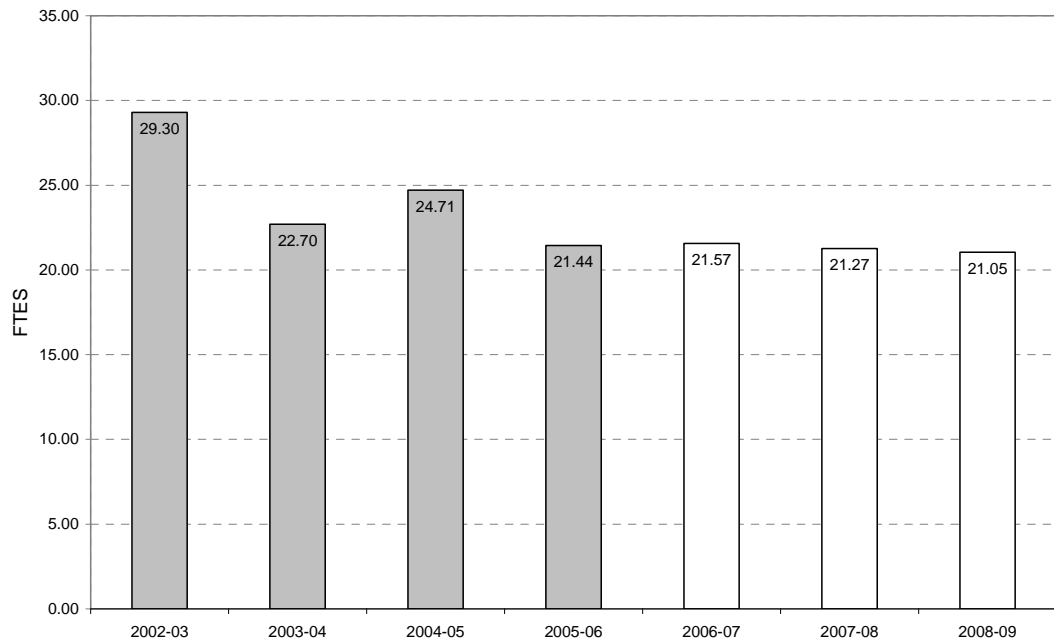
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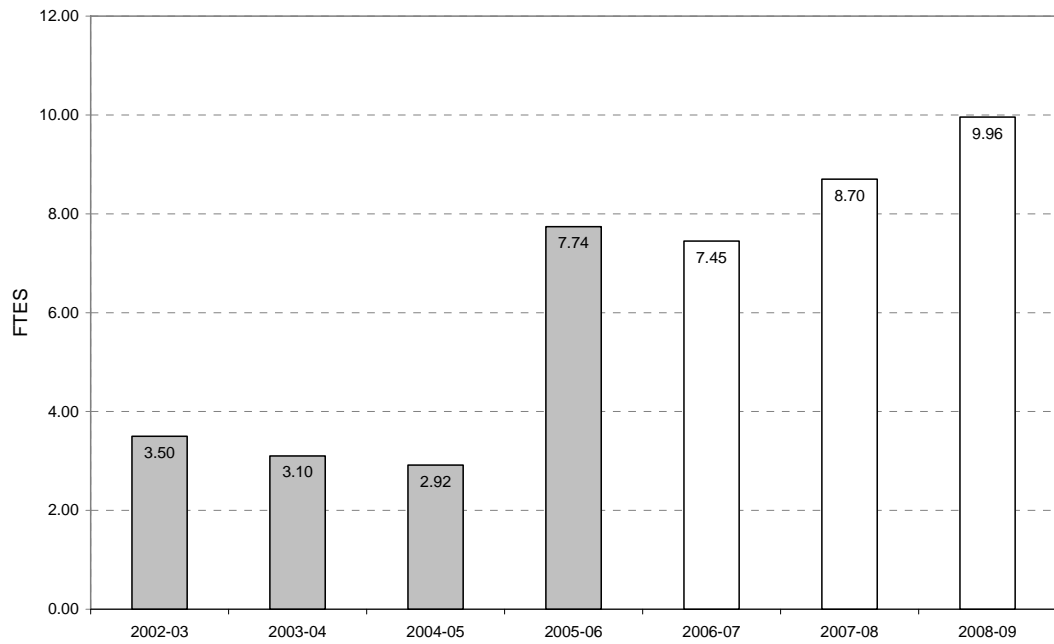
Physics

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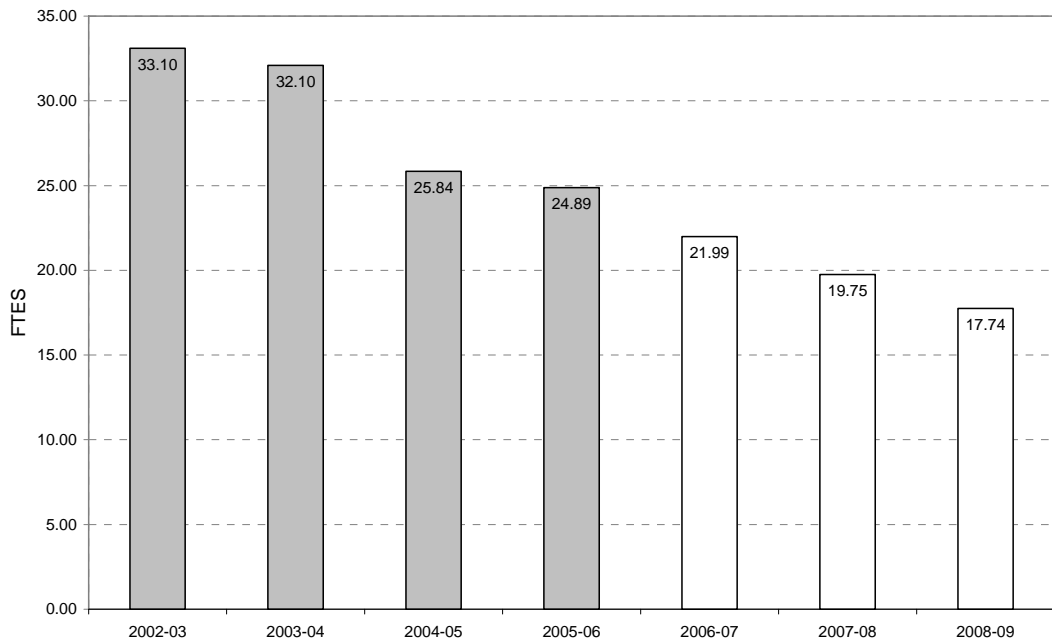
Retention & Success Rates – Astronomy

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	88.6%	90.6%	83.5%
Success Rate	81.0%	71.9%	75.3%

Retention & Success Rates – Geology

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	85.1%	93.3%	80.6%
Success Rate	79.7%	85.6%	56.9%

Retention & Success Rates – Physics

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	70.6%	79.7%	74.2%
Success Rate	60.0%	70.3%	60.6%

Retention & Success Rates – Physical Science

Fall (1st Census)	2001-02	2002-03	2003-04
Retention Rate	78.3%	83.3%	81.1%
Success Rate	61.8%	58.6%	63.2%

Victor Valley
COMMUNITY COLLEGE

The Present:
The department offers introductory courses in Astronomy, Geology, Oceanography, Physical Science, and Physics with traditional and hybrid sections. No online course sections are currently offered within the department.

No Associate Degree is offered with a major in Physical Sciences; however, these courses may be used to fulfill requirements for an Associate of Science degree. There are two sequences of Physics offered, General and Engineering, both fulfill lower division requirements. Astronomy course offerings have expanded and the program has seen recent growth.

The department currently has one full time faculty and nine part time faculty members.

Contribution to Student Learning:
The department has a significant relationship with the English department due to the requirement that students enrolled in Physical Science disciplines must be able to write for experiment write-ups, questions on examinations, and research reports. Also, the department is strongly correlated to the Math department due to all of the prerequisites for courses in Physics.

The Future:
The department has established an objective to increase course offerings in both the scope and number of sections for all of its programs. This would also include internet and other distance education methods for courses in Geology and Astronomy. The department is currently undergoing a process of expanding two field/lab courses for Oceanography and Astronomy, and exploring the possible development of a 0.5 credit field courses to augment Physical Science sections. The success of the Planetarium may lead to more course offerings in Astronomy to serve an increasing demand from many interested individuals in the community. However, it is difficult to find instructors for Astronomy courses.

Geology does not currently have a complete sequence of lower division courses and could develop new courses to be more aligned with the Geology program in UC and CSU systems.

Sources:
College website; Program Review 2002; Unit Plan 2005-2006; Interview with Robert G. Kirkham (10-07-05)

CHAPTER 7: STUDENT SERVICES – DEPARTMENTAL SUMMARIES

Student Services

Admissions & Records

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

The Present:
The Admissions and Records Department is located within the Student Services 1 Building. During the regular academic year office hours are Monday though Thursday 8:30am to 7:00pm and Friday from 8:30am to 3:00pm. Admissions and Records currently staffs one director, two evaluators, three transcripts personnel, one grading personnel, one troubleshooter personnel, one office assistant, and one administrative secretary.

Because the first encounter most persons have with Victor Valley College is through the Admissions and Records Office, it is vital that the process of admission and registration be easy and efficient. Approximately 25% of students utilize the online application process, everyone else walks into the Admissions and Records office. Current student waiting areas are inadequate to efficiently serve student needs. Overcrowding within the atrium has led to numerous problems across all departments in the immediate area, including Financial Aid and Bursar offices.

Inadequacies within current facilities may be alleviated by incorporating more technology within the department. Many Colleges, such as College of the Desert, have incorporated technology to create a "paperless" department for Admissions and Records. For example, document imaging and scanning could be used to store student records that may be accessed by appropriate departments. Transcript ordering services may be offered online so students can order and pay for transcript services over the computer. New network servers have already been ordered for the Department and are expected to replace existing servers and be fully operational by the end of October 2005.

Contribution to Student Learning:
An efficiently functioning Admissions and Records office is extremely important to the immediate support to instructional operations. Accurate, timely and consistent delivery of student lists is essential.

The Future:
The online application process is currently utilized by only approximately 25% of students. The Department wishes to have all applications submitted online and only see students with problem situations. Larger space for student waiting and circulation may be necessary. However, technology can provide faster and more efficient means of operation. Incorporation of a transcript ordering system, digital imaging of student documents, functioning student kiosk systems, and full training with information systems will dramatically increase productivity with the A&R office.

There are strong operational relationships between Admissions and Records, Financial Aid, and Bursar departments. Cross training between all three departments may be a solution to better serve student needs, ease student frustration, and increase productivity.

Source:
College website; Interview with Mary Marble (10-05-05)

Assessment and Orientation

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

The following table illustrates total students tested by academic year:

	2002	**2003**	**2004**	**2005**
Students Tested	6,932	5,651	5,621	5,969

The Present:
The Assessment Center is housed within the Student Services 1 Building and is located adjacent to Admissions & Records, and Financial Aid offices. It has met its 1998 goal of increasing the number of computer stations from 12 to 25. The Assessment office is staffed by one manager, one part time assistant, and one full time assistant. The staff is concerned that the testing environment is inadequate for the following reasons:

- The opening and closing of the door to the testing room distracts students taking tests. A separate waiting room area is needed.
- Twenty-five computer stations are inadequate to efficiently examine all students.
- Inadequate storage space for personal items, such as backpacks and purses, creates examination room clutter.

Contribution to Student Learning:
Assessment supports instructional services by assuring that students are placed at the appropriate level in core academic curriculum. Students are placed in course levels that will best promote success.

The Future:
With the state Chancellor's Office enrollment projections predicting enrollment to reach record highs by 2009, the College must prepare for in influx of students who will need to be tested by the Assessment Department. Computer stations are currently insufficient to efficiently test students. It is anticipated that 25 additional computers would be needed to adequately serve demand.

With the implementation of an additional winter intersession to the academic year, the Assessment Center has experienced longer peak periods of operation. There is an immediate need is realized for an additional full time assistant within the Department.

Along with assessment testing for all students, the Assessment Center has expressed interest in providing additional testing services, such as hazardous materials testing and other assessment to students, faculty and the community.

Sources:
College website; Interview with Willie Pringle (10-05-05)

Associated Student Body (A.S.B.)

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

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

The Present:
The A.S.B. office is located on the second floor of the Student Activities Center. Student representation activities are often seen as "behind the scenes" to some students, however, these activities are essential to long term planning for the A.S.B. Council. Student representation conducted by A.S.B. include weekly council meetings, committee meetings originated by students and faculty, Board of Trustee meetings, the student for California Community Colleges meetings, ASACC meetings, and conferences held by the student senate for California Community Colleges and ASACC. Student representation also involves the development of ASB goals which focus on long term objectives of the A.S.B. Council.

Contribution to Student Learning:
The A.S.B. council plays an active role in advancing the interest of higher education throughout the community, unifying and directing student activities, and coordinating moves towards a perfect line of communication between student, faculty, administration, and the community.   The ASB Council continues to offer educational opportunities for students by providing sponsorship for Academic Transfer Field Trips, sponsorship for educational lectures (this year Religious Studies) and sponsorship Field Trips to a variety of museums and academic environments that otherwise might not be available.

The Future:
The A.S.B. Council of the 2005 – 2006 academic year have identified 11 short term and long term goals related to the nursing program, international studies, student interest, Student Activities Center, campus climate, food services, course offerings, environment, communication, counseling, and student services.

The ASB would like to encourage the Nursing department to explore new ways to allow additional student enrollment and limit wait lists by rewarding academic excellence.   The Council also would like to see the curriculum committee and Vice President of Instruction to create an International Studies Program at Victor Valley College.   The ASB wishes to re-decorate the Student Activities Center to permit display of student art work.   The Council supports an expansion of the Counseling Department to increase quality and continuity of student service.   ASB will also work with the Vice President of Student Services to improve the dependability of RAMTALK and WEBADVISOR systems, and optional electronic deposit of Financial Aid funds.

To enhance campus climate the ASB will actively promote sponsored events, increase school spirit through advertising through various media, and encourage open communication between students, faculty, administration and staff.

Sources:
ASB website, Interview with ASB Council members (11-09-05)

Athletics

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

Athletics

FTES	2001-02	2002-03	2003-04	2004-05
Fall	62.7	63.4	75.38	70.97
Winter	N/A	N/A	N/A	7.17
Spring	55.65	55.06	52.45	56.47
Summer	10.14	14.38	14.83	18.43
TOTAL	*128.49*	*132.84*	*142.66*	*153.04*

Athletics
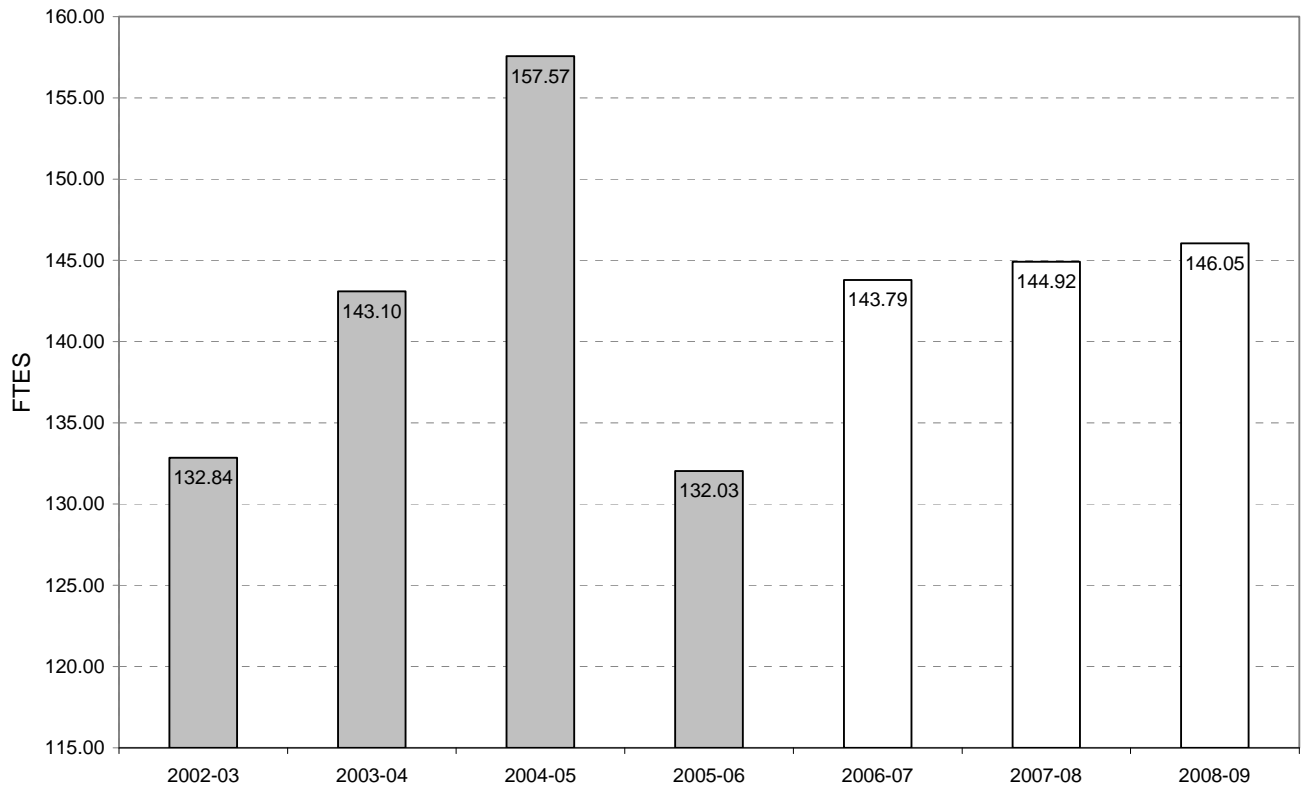
The Present:
Victor Valley College offers 16 sports for collegiate competition. These athletic programs include football, softball, men's and women's tennis, women's volleyball, men's and women's basketball. wrestling, golf, men's and women's soccer, men's and women's cross country, men's and women's track, field, and baseball. Current staff within the Athletic Department includes one Director/Trainer, one full time Athletic Trainer, one full time Evaluator, and one part time Equipment Manager. At least three athletic coaches are also full time academic instructors. Limitations to the hours of availability of coaches directly affect practice scheduling for teams.

The College gymnasium, opened in 1994, houses basketball, wrestling and volleyball activities along with state of the art training and weight lifting equipment. The soccer area contains numerous fields that are well maintained by College staff. The most lacking facility is the football and track field. It currently only has temporary bleachers and no outside lighting.

The College's athletic program maintains strong relationships with local area high schools and athletic clubs. A.A.E. uses the Campus gymnasium for their basketball games. The golf team practices and competes at Spring Valley Country Club, one of the finest golf facilities in the area.

Contribution to Student Learning:
In addition to generating FTES for the College, student athletes must be enrolled in 12 units to participate in an intercollegiate athletic program. Student athletes are granted up to two years of eligibility but must complete 24 units between seasons of competition with a "C" or better grade average in order to be eligible for a second year. Holding strong academic standards for student athletes is important to the total success of student at Victor Valley College.

The Future:
Field maintenance funding provided by the District in 2005 will be used primarily on tennis, softball, and baseball facilities. With the growing population around the High Desert, the Athletic Department would be able to attract athletic prospects to Victor Valley College by providing the best facilities in the High Desert. The most immediate need within the Athletic Department is for a new football stadium and full weather track facility.

Sources:
College website, Interview with Jaye Tashima (11-08-05).

Campus Police

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

Department responded to 4,450 calls for services in the 2004 – 2005 academic year. Approximately 80% of service calls were not crime related, however, with the increase in population, calls for service (crime related) is on the increase.

The Present:
The Campus Police Department Office occupies approximately 480 square feet of space on campus and is located within the Student Activities Center. Office hours are 7:00 a.m. to 4:00 p.m., Monday through Friday.
The patrol coverage is 24 hours a day, seven days per week, for 365 days per year. Current staffing consists of five full time officers, and one part time officer. Ten reserve officers are available for special events, holidays, and vacation relief.

Staffing is a challenge to the department. The workload for one full time office staff person is overwhelming. There is a need for a full time office assistant and reserve officers to assist with special events such as graduation, holidays, vacation time, crowd control, and parking and traffic control. The safety of students, faculty, staff and district property cannot be adequately protected without the use of reserve officers.

Contribution to Student Learning:
The Campus Police Department plays a vital role in the educational delivery at Victor Valley College. The faculty and staff must feel safe for them to accomplish their role of providing quality instruction for students. Students must feel safe and be granted a safe learning environment.

The Future:
The future of the Campus Police Department and the future of the Campus will depend on growth. As the number of students increase, the responsibility of the Police Department will also increase. State Chancellor's Office projections predict the College will maintain an enrollment of approximately 13,965 students by 2010, all which will be dependent on the Campus Police Department for their safety and well-being while on campus.

Community oriented policing will be a key factor in creating the safest possible environment as the College grows. For every 1,500 new full time students, one new police officer should be hired.

Sources:
College website, Program Review Update Document 2002, Interview with Jack Thomas (11-09-05).

CalWORKs

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

Between July 1, 2004 to June 30, 2005:
- 170 County Referrals: number of unduplicated students who are receiving assistance from the district's CalWORKs program and were referred to the community College by the county welfare office with an approved Welfare to Work plan.
- 12 Newly Developed Short-term Training Programs: number of short-term training programs CalWORKs students participated in during this academic year.

The Present:
CalWORKs currently provides the following assistance for eligible students:
- Academic, career and personal counseling
- Case management and tracking of student progress
- Work-study
- Job development and placement
- Post-employment services

2002 budget cuts contributed to a reduction in staff (one full time Counselor and one full time Specialist).

Contribution to Student Learning:
In collaboration with the Student Employment Office, the CalWORKs office helps provides job search assistance to students who meet the eligibility requirements as set forth by the state and county. The program allows students to become self sufficient and develop job skills as well as gain a higher education through assisted placement and training.

The Future:
The department will continue to provide support for students in transition from receiving welfare to gaining self sufficiency. Additional coordination with other campus departments and county entities will benefit the program and students. Continued support of the program through district and state funding sources is vital for providing students with resources necessary to help ensure success. Increased levels of state or local funding would allow the department to expand its services.

Sources:
California Community Colleges Chancellor's Office: CalWORKs Year-End Accountability Report (the College 2004-2005); Program Review Update 2002

Child Development Center (C.D.C.)

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

C.D.C. is licensed for 171 children and serves up to 200 children daily.

Victor Valley
COMMUNITY COLLEGE

Toddler to Adult ratio = 4:1
Preschoolers to Adult ratio = 8:1

The Present:
The Child Development Center is located on the eastern edge of campus off of Spring Valley Parkway. Office hours are Monday through Thursday 7:30am to 6:00pm and Friday 7:30am to 5:00pm. The C.D.C implements the High/Scope educational approach, emphasizing the active learning of children in its preschool program. Children learn by doing; therefore, a hands-on experience with people, materials, events, and ideas is stressed. The Center also offers supplementary services, such as the Child Care Food Program, a resource and referral network, parent workshops, as well as vision, hearing and development assessment referrals.

Eligibility is determined by income level and family size for the State Preschool Program. Other programs that are free or offered at reduced rates require parents be working, going to school, or enrolled in a training program in addition to income eligibility.

Contribution to Student Learning:
Child care services increase student enrollment and motivation by providing student parents with an opportunity to pursue educational and/or career goals with the knowledge that their children are properly cared for. The C.D.C. also serves as an active training site for students majoring in child development or related fields. The Center also provides a computer lab and a work room for Child Development students, thus reducing logistical obstacles for students to maneuver.

The Future:
The current facility was originally constructed in 2003 and is in relatively good condition. The Center operates at fully capacity and is expected to maintain maximum occupancy in the future. The Department is interested in the potential for an attendance card swipe system for children. The system will help monitor the track attendance, and serve as a safety devise by monitoring children whereabouts. Computer software systems must be upgraded to include a system that will upload, store, and retrieve children's personal/emergency information.

Sources:
College website; Program Review Update document 2002; Interview with Phyllis Seifert (10-7-05)

Counseling

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

July 2001 through June 2002 = 9,281 counseling appointments
September 2001 through May 2002 = 3,767 student outreach contacts
On-line Counseling Spring & Summer 2002 = 202 contacts

The Present:
General counseling services are staffed by eight full time and two part time counselors housed within the Counseling / Administration Building. In addition, three counselors for EOPS and three DSPS counselors are located within the Student Services 2 Building. The general counseling office is open five days a week for student appointments. Office hours are Monday through Thursday from 8:30am to 7:00pm and Friday from 8:30am to 5:00pm.   Online counseling via email is also available to students who may not be available to meet in person. Counselors also participate in new student orientation, providing group presentations several times each week to facilitate a smooth transition for entering students.

The Counseling/Administration Building was constructed in 1989 and counseling space has not been renovated since. Current facilities for counseling services are inadequate for the following reasons:

- No confidential office space available for one counselor within the Career and Transfer Center.

- Lack of privacy and confidentiality due to proximity of counseling offices to one another and to general circulation areas.
- The physical disconnect between general counseling, EOPS counseling, and DSPS counseling hampers students' access to services.

- The public waiting area is overcrowded during peak times. With enrollment projected to significantly grow in the near future, counseling services will soon outgrow their space.

- Lack of a dedicated orientation room to hold new student orientations limits effectiveness.

Contribution to Student Learning:
Counseling staff are committed to helping students achieve their educational and professional goals.   The Counseling Center provides academic counseling, career planning, transfer planning, personal development courses, and offers help with social or personal issues.

The Future:
The Counseling Department embraces student diversity and especially recognizes the potential for potential growth among our Spanish speaking clientele. Currently, the department has four bilingual counselors.

The current counselor to student ratio is approximately 1 generalist to 1,987 students. There is an immediate need for one full time counselor devoted to the needs of students within Career and Transfer Center. The recent retirement of two full time counselors has escalated the staffing need within the department.

The Counseling Department is also increasing its efforts to provide outreach to on campus, encouraging each student to see a counselor on a regular basis to develop a comprehensive educational plan. With this increasing outreach effort, anticipated enrollment growth, and the need for at least two additional full time staff, the current facility will be inadequate to meet student needs.

Sources:
College website; Program Review Update Document 2002; Interview with Mike McCracken (10-05-05)

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

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

Unduplicated Enrollment 2000-2001 = 616 students

As of academic year 2004-2005 the department serves 700 to 800 students.

The Present:
D.S.P.S. is designed to respond on an individual basis to the needs of College students with disabilities and allows eligible students an equal opportunity to the same quality education as any other student. The D.S.P.S. office is located within the Student Services 2 Building with office hours from Monday through Thursday 8:30am to 5:00pm, and Friday from 8:30am to 2:30pm. The Department is staffed with one director, three full time counselors, two part time counselors, six full time classified staff, and seven part time classified staff.

Though campus accessibility improvements have been made, the College lacks full compliance with ADA requirements. The district is in the process of updating its ADA Transition Plan. Another challenge facing the department is the campus-wide accommodation policy and its procedure for adaptive equipment.

Contribution to Student Learning:
Services available through D.S.P.S. link the academic experience for students. The department also offers courses in Developmental Education and Guidance.

They include test taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing impaired student, mobility assistance, note taker services, reader services, limited alternate media services, specialized tutoring, access to adaptive equipment, registration assistance, and specialized instruction.

The Future:
The D.S.P.S. department anticipates serving approximately 10% of student enrollment each academic year. To ensure the disabled population is recognized and accommodated, the department will work with the academic senate to update procedures and policies for academic accommodation and disabled student learning methods. The updated District ADA Transition Plan is anticipated to be complete in December 2005.

Sources:
College website; Program Review Update Document 2002; Interview with Jeffrey Holmes and Theresa Bazurto (10-07-05)

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

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

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

Unduplicated Enrollment 2001-2002 = 1,181 students

Unduplicated Enrollment 2004-2005 = Over 1,400 students.

Program Budget 2005-2006 = $875,000 (1.76% budget increase from 2004)

After three years of annual decreases of 10-20% in C.A.R.E enrollment, the program experienced a 25% increase in fall 2002. As of October 2005 C.A.R.E enrollment was 141 students. It was expected to reach 160 by the end of fall 2005.

The Present:
The E.O.P.S. program is located in the Student Services 2 Building. Its office hours are from 8:30am to 5:00pm Monday through Thursday, and 8:30am to 2:00pm on Friday. E.O.P.S. currently staffs one director, three counselors, one specialist, one office assistant, one secretary, and fifteen student assistants. State regulations dictate staffing ratios.

Counselors assist E.O.P.S. students in formulating educational objectives and finding academic or vocational programs in line with each student's need. Student assistants are available to help the E.O.P.S. student become familiar with the College campus and available services. Selected E.O.P.S. students may be placed in jobs on campus through the Work Study program.

Staff may also help students to identify community service agencies that may assist E.O.P.S. students, such as family services, social and health services and women's programs.

The program was utilized by approximately 1,400 students in 2004 and is expected to enroll approximately 1,450 in 2005. The current facility is becoming inadequate to accommodate program growth. Offices for additional counselors are needed as well as more space for privacy between student assistants and program participants.

The C.A.R.E. program is located in the Student Services 2 Building with office house open from Monday through Friday 8:30am to 5:00pm. Currently, there is one C.A.R.E. Specialist. Recent decreases in space has forced the program to limit personnel, namely work study students, as well as placed a limitation on student computer acquisition and availability of meeting rooms.

Contribution to Student Learning:
E.O.P.S. counselors are dedicated to assist students in choosing suitable educational programs from academic and vocational course offerings. Students enrolled in the program are eligible for tutoring in any discipline in which additional help is needed.

Other services provided by E.O.P.S. include the following:
- Book Service to help pay for textbooks
- Caps & Gowns
- Counseling
- Orientation
- Priority Registration
- ASB Cards
- Excellence & Achievement Grants (Scholarships)
- Transfer Assistance
- Referrals

To be eligible for C.A.R.E. a student must be enrolled in 12 or more units in the spring or fall semester. The program provides assistance to students in receiving financial aid grants for child care, transportation, books, and parking vouchers. C.A.R.E. also provides school supplies, typing services, and computer access to its students.

The Future:
Consistent program growth over the past five years is expected to continue.

The state Chancellor's Office projects an average annual enrollment growth of 2.7% over the next ten years and an increase of economically disadvantaged persons. E.O.P.S. staff at the College expects to have a budget of $1,000,000 within the next three years.

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Along with increased program participation, E.O.P.S. will maintain its book program and increase funds from $125 to $150 per student. There is a need for more qualified tutors in more advanced courses.

The program anticipates a gradual growth in participation.

Sources:
College website; Program Review Update Document 2002; interview with Carl Smith (10-05-05); Interview with Carl Smith (10-05-05)

Financial Aid

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

For the 2005-06 academic year, over 7,000 students at Victor Valley College were on some type of Financial Aid. Of those, approximately 3,750 students receive Federal Pell Grant monies.

The Present:
The Financial Aid Department is located within the Student Services 1 Building. Office hours for the Department are Monday through Thursday from 8:30am to 7:00pm, and Friday from 8:30am to 3:00pm. Current staffing in the financial aid office consists of one director, one associate director, one accounting technician, seven specialists, one secretary, two full time assistants, one half time assistant, one employment placement specialist and one academic counselor.

Although a majority of financial aid applications are submitted online, student contact during peak registration times are still extremely high. Much of the student contact in the Financial Aid office deals with personal issues concerning students. Thus, maintaining a private environment for students to express their issues is extremely important. Currently, faculty has requested that back doors remain open. Faculty traffic during student consultations has raised issues of privacy in the Financial Aid office.

The financial aid office, along with Admissions & Records, Registration, and the Bursar's office, experience extreme overcrowding during peak student contact times. Overcrowding and unclear divisions between lines in the building entrance coupled with hot weather has led to students getting extremely frustrated, fighting, and even passing out.

Contribution to Student Learning:
Financial aid programs are important to the recruitment and retention efforts of the entire College. In 2005, approximately 70% of total student enrollment received some type of financial aid at Victor Valley College.

The financial aid system serves as a vital point of access for other support programs such as EOPS, Student Support Services, CalWORKs, and DSPS. Generally, students who participate in supportive services through special services perform at a higher level academically.

The Future:
State Chancellor's Office projections predict the College will maintain an enrollment of approximately 13,600 students by 2010. If the current percentage of students receiving financial aid is maintained, over 9,500 students will be served by the Financial Aid Department.

The financial aid office recently used departmental funding for consulting services to fully incorporate the Datatel system for office functions. The choice not to implement Datatel in Fiscal Services and Payroll Services has meant that Financial Aid is currently required to "hand" process work that could be automated. Issues regarding Datatel are expected to be alleviated over the next few years.

Sources:
College website; Interview with Sharon Groom (10-05-05)

Financial Aid - Veterans

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

The Present:
The Financial Aid Veteran's Certifying Officials Office is located in the Student Services 1 Building. Office hours are Monday through Thursday from 8:30 to 7:00 pm, and Friday 8:30 am to 3:00 pm. GI Bill students must stop by the Financial Aid office at the start of each semester with their enrollment printout and verify that their classes meet requirements. To receive veteran's benefits, students must maintain a 2.0 or higher cumulative GPA and show satisfactory progress in their program.

Contribution to Student Learning:
There are benefits for dependents of veterans and active duty veterans when it comes to financing and continuing their education. For active duty veteran's, active service of 181 days or more and an honorable discharge is required to receive Chapter 30, 31, 35 or 1606+1607 GI Bill. Dependents of veterans with a 0% or greater disability from the Department of Veterans Affairs may be eligible for tuition and fee waiver. Active duty military may be eligible for tuition assistance from their respective branch or service.

The Future:
No future goals or objectives have been identified

Sources: College website

Financial Aid - Student Employment Office

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

Student Employment works with 40 departments on campus, 30 elementary schools and 50 employers throughout the community.

The Present:
The Student Employment Office is located in the Counseling / Administration building with office hours from Monday through Friday 8:30 am to 5:00 pm. The department consists of two different programs; Student Employment and Federal Work Study. To apply for the federal work study program students must first bring their Financial Aid Notification Letter to the Student Employment Office with proper identification. Students must complete the work study hiring packet at the office and clear a fingerprinting check before their job search. The Student Employment Office provides services that include:

- Variety of jobs in the community that are suited to the student's needs

- Technical support services through the internet job search programs

- Current employment information

- Placement for Cooperative Work Experience Education students

- Coordination of placement on/off campus for eligible Federal Work Study and CalWORKs students

- Assistance with resume-writing and interview techniques

- Referrals for currently-enrolled students and alumni.

The center offers students and employers the following employment options: part-time or full-time employment during the day or evening hours, seasonal, on-call and permanent or temporary employment.

Contribution to Student Learning:
The Student Employment Office provides students with contacts who will provide them with practical work experience within their desired career field. The department promotes continued student learning and provides the community with an educated work force.

The Future:
No future goals or objectives have been identified.

Sources: College website

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Transfer/Career Development Center

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

A total of 276 students transferred from Victor College to UC and CSU Colleges in 2003-04. Approximately 170 students transferred to CSU San Bernardino and 17 students to UC Riverside during that period.

The Present:
The Transfer Center is located in the Counseling/Administration Building. The Center is open Monday through Friday, 8:30 a.m. to 5:00 p.m. in the Fall/Spring, and Monday through Thursday 7:00 a.m. to 5:00 p.m. in the summer.

Appointments with four-year College representatives are available at the Transfer Center. Representatives from CSUSB, UCR, and Cal Poly Pomona are available for student contact on a regular basis. Articulation agreements afford students with predetermined course equivalences. Computers are also available for applying to four-year Colleges' on-line and locating education programs nationwide. Services provided by the Career Planning Center include:

- Trained staff
- Career assessment tools to clarify goals
- Research materials for the College career planning courses
- Computer assisted and written information on various career trends, benefits, and requirements
- Job search skills training
- Occupational resource library.

Contribution to Student Learning:
The Transfer Center promotes continued student success through education by providing students with assistance in transferring to a four year institution. The Career Center provides resources for students researching potential career options or interests. The department helps focus student learning towards programs that will help them either obtain gainful employment or allow transfer to a four year institution.

The Future:
Transfer is a primary mission of all community Colleges. During their initial enrollment at the College, the majority of students (40%) declare an educational goal of receiving a bachelor's degree. This goal does not take into account academic preparation, knowledge of educational requirements or the wherewithal essential to reach upper-division status. Thus, the task of assuring student success in transfer is enormous.

Sources: College website; California Postsecondary Education Commission (CPEC)

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Student Support Services, TRIO Grant

Program Description:
The Student Support Services Program (S.S.S.) is a federally funded program that provides academic support and educational services to those who are low-income and / or first generation College students.

Student Support Services is a four-year grant with annual funding of approximately $268,000. The program serves 170 students who have a goal of transferring to a four-year College or university.

The Present:
The Student Support Services office is located within the Student Services 2 building. Current hours of operation during fall and spring semesters are 8:30am to 5:00pm Monday through Thursday and 8:30am to 3:00pm on Friday. The office may remain open outside of normal operating hours for students with appointments. Tutoring services are provided Monday through Thursday from 9:00am to 5:00pm and from 9:00am to 3:00pm on Friday. To become an S.S.S. participant, students must be from low-income households and / or be a first generation student (neither parent has earned a BA) and have aspirations to transfer to a four-year College or university to earn a bachelors degree. Once enrolled into the program, each student's academic progress will be closely monitored while attending Victor Valley College. Once graduated and / or transferred to a four-year institution, the program will track students for up to five years or until the student earns a bachelors degree. The S.S.S. program is staffed with a full time Project Activity Director and Office Assistant, a part time Instructional Assistant and two part time faculty members.
The program also employs up to ten part time English and math tutors. An area for private or group tutoring is provided for the students and computers are available for supplemental instruction or independent study.

Contribution to Student Learning:
The S.S.S. program improves the graduation and transfer rates of the College. Because students within the program must have aspirations of obtaining a bachelors degree, the program contributes to the College's academic mission. Services such as academic and career counseling, assistance with financial aid applications, transfer assistance, cultural activities and visits to four year institutions contribute to the academic success of students within the program.

The Future:
The S.S.S. program will continue its efforts in seeking federal funding at the College and assisting students to achieve their academic goals.

Sources:
College website, Interview with Victoria Hines (11-09-05), Interview with Willard Lewallen (11-09-05); Janet Long, Project Activity Director; Department of Education

Administrative Services

Auxiliary Services

Program Description:
The Auxiliary Services department fulfills the needs of the College by providing goods and services to students and faculty for a more enriching learning environment.

The Present:
The Auxiliary Services department is presently located in the Student Activities Center. The department provides support to the following operations: Bookstore, food services, Performing Arts Center, Print shop, ID card services, Xerox machines, pay phones, vending machines, Associated Student Body, schedules and course catalogs, and the scheduling for non-academic events. A challenge the department is currently experiencing is trying to provide ATM services that would be more convenient for everyone attending the campus.

Contribution to Student Learning:
The Auxiliary Services department provides students and faculty the necessities to help set an enriching learning experience and environment at the College. It offers a variety of goods and services that will help facilitate with student learning needs. Every facility has a niche for all kinds of services that are provided by the department, whether it is a Xerox machine or a vending machine.

The Future:
A future goal of the department is to have mini store service areas within all building on campus. These areas would provide students with resources such as writing utensils, paper, binders, Scantron sheets, and amenities needed for everyday learning.

Sources: Interview with Robert Sewell (10-07-05)

Computing & Information Resources (CIR)

Program Description:
The CIR Department is responsible for the management of the College's integrated administrative system used for gathering data for educational and statistical purposes. It is the responsibility of the department to develop and maintain the system architecture, design hardware plans to support the environment, install and keep current all ERP software and maintain multiple client interfaces to the system such as web, telephone and desktop. MIS is also responsible to maintain the database and all data collected for uses in evaluation, planning, improvement efforts and for state/federal reporting.

The Present:
Since the summer of 2004, Victor Valley College has been operating with the Colleague ERP solution provided by Datatel, Inc in Fairfax Virginia. In October of 2005 the College purchased a new production server to overcome computing difficulties. After several months of hardware difficulties, the server was fixed and to date the College has been operating within a stable environment. Additionally departments have been working with consultants to finish converting critical data, to correct set up issues, to further develop processes and create plans for the implementation of other functional modules.

Victor Valley MIS staff includes two database administrators, one senior programmer, two senior systems analysts and one secretary working in the department. A significant void exists in management of CIR with a vacant director position and no dedicated information officer.

Contribution to Student Learning:
The department relationship is two fold. The first is in support of the development and maintenance of the curriculum, specifically courses and offering. Secondly it plays a critical role in managing academic records relating to student attendance and grading. In support of both areas it plays an instrumental role in maintaining data and presenting data pertinent to the College's enrollment, FTES, and other institutional outcomes.

The Future:
One of the biggest challenges in the future is managing the changing role of CIR, not only for instruction but all areas of the College. Products such as Colleague are providing end users with more desktop tools for data entry as well as querying and reporting. Additionally as more web related access and electronic options become available, it creates a greater challenge in the area of security to ensure privacy of student and institutional data.

Managing this new integrated end-user environment requires an interactive, interdepartmental committee structure to ensure communications between MIS, Instruction and all users of the system. The Colleague committee design implemented in mid year of 2006 is critical in moving the system forward. Additional issues facing Victor Valley and MIS include development of a plan to keep current with patches and upgrades, to design a reporting solution that includes the tools necessary for operational as well as strategic reporting and finally process mapping of tasks to provide the framework for quality improvement.

Sources:
College Website; Interview with Cathy Halisky (11-08-05); Interview with Bernadine James (11-08-05); Interview with Jerome Short (11-08-05); Interview with Mark Clair (11-08-5), Kurt Lehrmann Datatel Project Manager (9-6-06).

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Fiscal Services

Program Description:
The Fiscal Services department is responsible for the financial management of the College. It is also in charge of operating the Bursar's office, which is responsible for the billing and collection of student fees for the College.

The Present:
The Fiscal Services department is located in the Administrative Annex building. The department is also responsible for the Bursar's office, which is located in the Students Services I building. There are currently seven staff members who are responsible for the Fiscal Services department and the Bursar's office. The Fiscal Service department is comprised of two accounting technicians and three full time staff who work with accounts payable. There are two staff workers in the Bursar's Office. The primary function of the department is to oversee all fiscal matters of the College, including purchasing, accounts payable/receivable, and distribution of financial aid checks and grants.

Contribution to Student Learning:
The purpose of this department is to provide financial management for the College and to ensure that all the student fees are paid on time. It also ensures that students receive their checks from financial aid or grants in a timely manner to continue their education with the College.

The Future:
The main goal for the department is to provide the immediate supervision for the Bursar's office. Currently, the supervisor for the Bursar's office is located in a separate building. Other goals include implementing a paperless process by using scanning services in the near future.

Sources:
College website; Interview with Mary Pringle (10-07-05)

Human Resources

Program Description:
Victor Valley College is a growing two year community College. The Human Resources department is responsible for the recruitment and hiring process of personnel, maintenance of personnel records and data, and the College's rules and regulations pertaining to internal structure. The department is responsible for listing job openings, updated salary schedules, payroll information, and benefit information.

The Present:
The Human Resources department maintains records of job and employment opportunities, salary schedules, payroll and benefits information, and faculty and classified association agreements. The department web page provides the above information for easy access to personnel and the public.

Contribution to Student Learning:
One of the key elements in operating and maintaining a professional College is outstanding personnel.
The personnel at Victor Valley College are dedicated to the success of the students. Administrators, faculty, and staff play an important role in the recruitment and retention of students. Without their knowledge and expertise, the College would not be able to function.

The Future:
No future goals have currently been identified.

Sources:
College website; Interview with William Schmidt (11-09-05)

Information Technology (IT) & Instructional Media Services (IMS)

Program Description:
The Information Technology Department at Victor Valley College is responsible for handling all computer issues when instructional assistants do not understand the problem. The department is also responsible for the following systems: phones, fax, monitors, Server/Internet based phone system, Telecom cell phone, and Level 1 alarm system.

The Present:
Information Technology has locations on the Upper Campus and Lower Campus to better serve the College. Challenges the department currently face include working with dated hardware and software (server not desktop) systems, loosely integrated software applications with no information sharing, network security and staffing issues. The wage gap has generated a difficulty in recruiting highly qualified professionals with different specializations. There are currently no Novell experts to assist the department and other professional to address the core competency of the College. Additionally, without a network security specialist, the information's integrity is at risk.

The Instructional Media Services is located on the lower level of the library, which service students and faculty on media service materials. The Instructional Media Services hours are Monday-Friday 7:30 a.m. to 3:30 p.m.

Contribution to Student Learning:
Technology is an essential tool in higher education for students, faculty and staff. With the ongoing trends in technology, it is imperative the College functions with the high level in advancement.

The Information Technology Department works to keep the highest standards for computer systems, telephones, internet, and the Level 1 alarm system. Without these functional operating systems, effective communication at Victor Valley College would not be possible.

The Future:
The Department is looking to establishing a reliable technology core. In order to achieve this goal, the department desires additional staff.
However, the department feels that without an increase in budget to raise the wage for technical personnel, the department will not be able to attain the qualified staff it needs to drive the technology core.

In time, the department would like to integrate technology in all classrooms (Smart Classrooms), allow remote computer access for staff and faculty, assess software management, and integrate wireless internet around the entire campus.

The Instructional Media Services department is severely impacted by the loss of office space for instructional purposes. Rooms 41-1 and 41-2 have recently been used for instructional purposes due to asbestos abatement in the Liberal Arts building. IMS would like to re-use these rooms for their departmental operations once asbestos abatement in completed in the Liberal Arts building.

Sources:
Interview with Jon Booth (10-07-05); Interview with Kathleen Moore – IMS (10-06-05)

Institutional Effectiveness

Program Description:
The Office of Institutional Effectiveness (OIE) provides leadership, coordination, and support for college-wide research and planning-related activities. From ensuring compliance with accreditation standards and other mandates, to developing grant proposals and reports, the OIE monitors and facilitates the organizational development of the College.

The Present:
This new unit was formed as of September 2006; it brings together several functional areas already in existence under one responsibility center: research, planning, accreditation, grant proposal and program development. As with other areas within Administrative Services, the OIE provides centralized coordination of college-wide activities.

Contribution to Student Learning:
As a support unit, the OIE has an indirect influence on student learning: The OIE assists areas that provide direct services to students by ensuring compliance with legal mandates and standards of effective practice. By creating and maintaining systems for monitoring and evaluating programs and services, stakeholders are better able to create an optimal learning environment for students.

The Future:
As a new unit that combines existing functions within the college, an opportunity exists to create new solutions to enduring challenges. For example, efforts to update the District Data Warehouse can be informed by an expanded view of all the reporting needs across the College.

In this way, not only can equitable access to valid and reliable data be facilitated, but a shared understanding of the College's effectiveness can begin to emerge as data are viewed, interpreted, discussed, and used to inform action. Furthermore, as the College continues to improve data quality control processes, the OIE can begin to focus on developing a comprehensive reporting or knowledge management strategy.

Sources:
Meeting with Office of Institutional Effectiveness Staff (10-03-06)

Maintenance & Operations

Program Description:
The Maintenance & Operations department is devoted to the maintenance, and repair of all facilities on campus. The objective is to promote high quality service and safety to support the programs on campus. It also ensures the proper and effective use of the facilities and equipment.

The Present:
The department is involved with grounds keeping, custodial, transportation, and much more. There is currently six maintenance staff. The number of grounds staff within the department has dropped from eight employees to four. The department also has fifteen custodial staff, three of which work during the day and twelve who work the graveyard shift. The Maintenance office and Warehouse are currently located on the lower campus.

Contribution to Student Learning:
The Maintenance & Operations department ensures that students are in a feasible learning and teaching environment. The demanding uses of facilities and equipment by the programs on campus require regular maintenance to ensure safety and efficiency.

The Future:
As the campus grows, preventive maintenance on new buildings and preservation of older facilities will become increasingly important. The longer that required maintenance is deferred, costs to repair equipment and the facilities will become higher.

Sources:
Interview with Steve Garcia (10-07-05)

Marketing and Public Information

Program Description:
The purpose of the Marketing and Public Information department is to enhance the visibility and the image of Victor Valley College to the community. The department provides press releases, marketing services, brochures, flyers for the College and maintains community legislative contacts. The department occasionally works with designers to develop publications for the College.

The Present:
The Marketing and Public Information department is devoted to promoting the College and committed to keeping the community aware of Victor Valley College and its events. The department has had to find creative means to execute their responsibilities due to limited staff and money. Public Information Departments are usually staffed with a director, publisher, officer, photography, graphic designer and assistant. The department at Victor Valley College maintains all functions with one staff member. During the 2004-05 academic year, the departmental budget was increased from $10,000 to $25,000. The increase in funding allowed the College to put advertisements in the Daily Press to publicize its Fast Track classes for spring 2005.

Contribution to Student Learning:
The Marketing and Public Information department's primary responsibility is to maintain the public image of Victor Valley College by means of press releases, creative marketing, brochures, and flyers. This department functions as an important key in creating College awareness within the community.

The Future:
If the College desired to pass a bond initiative, the Marketing and Public Information department will be able to help positively expose the College to the community. Currently, the department is trying to raise $350,000 for a pre bond campaign. There has also been work to implement an online newspaper. The department feels additional staffing is imperative for its goals to be attained.

Sources:
Interview with Bill Greulich (10-07-05)

Appendix A
Timeline of the Organizational Development
of Victor Valley College, 1960 to 2012

1960 – Public vote in support of Victor Valley Community College District, and application to ACCJC for initial candidacy as an accredited postsecondary institution

1961 – First VVC classes held at Victor Valley High School, and ACCJC approval for initial candidacy as an accredited postsecondary institution

1963 – Commenced construction of Bear Valley Road campus, and first ACCJC site visit

1965 – Opening of Bear Valley Road campus

1969 – ACCJC site visit for re-accreditation (approved)

1972 – Submission of Midterm Report to ACCJC (accepted)

1975 – ACCJC site visit for re-accreditation (approved)

1978 – Submission of Midterm Report to ACCJC (accepted)

1979 – Opening of Technical Complex

1981 – Opening of Performing Arts Center, and ACCJC site visit for re-accreditation (approved)

1983 – Opening of Allied Health Building

1984 – Submission of Midterm Report to ACCJC (accepted)

1985 – Adoption of *Educational Master Plan*

1986 – Commencement of self study cycle in preparation for ACCJC site visit

1987 – ACCJC site visit for re-accreditation (approved)

1988 – Student Services building opens

1990 – Submission of Midterm Report to ACCJC (accepted)

1991– Adoption of *Educational Master Plan* (June), and dissemination of *Policy Directions sand Goal Orientation* (October)

1992 – Commencement of self study cycle in preparation for ACCJC site visit

1993 – ACCJC site visit for re-accreditation (approved)

1995 – Dissemination of *The Driving Force; Priorities for the 90s and Beyond, Strategic Plan 1995-2000*

1996 – Submission of Midterm Report to ACCJC (accepted)

1998 – Commencement of self study cycle in preparation for ACCJC site visit; Educational Master Plan, 1998 – 2005 and Beyond

1999 – ACCJC site visit for re-accreditation (approved; required Interim Progress Report)

2000 – Submission of required Interim Progress Report to ACCJC (accepted)

2001 – Submission of Substantive Change Application, Distance Education to ACCJC; update to Educational Master Plan, 1998-2005 and Beyond

2002 – Submission of Midterm Report to ACCJC (accepted)

2004 – Commencement of self study cycle in preparation for ACCJC site visit

2005 – ACCJC site visit for re-accreditation under new standards (March; approved; required Interim Progress Report with visit in November, which was rejected)

2006 – Resubmission of required Interim Progress Report to ACCJC and visit (March/April; accepted with another Interim Progress Report required)

2007 – Interim Progress Report addressing 3 recommendations submitted March 15, 2007. Visit to follow.

The Future

2008 – Midterm Report due; Matriculation Self-Study cycle commences

2009 – Matriculation site review scheduled; commence self study cycle in preparation for ACCJC site visit

2011 – ACCJC site visit for re-accreditation

Appendix B
Strategic Goals and Related Planning Imperatives

1. Organizational Excellence - The College's governance roles and processes are structured to maximize institutional effectiveness.

Recommended Planning Imperatives
- Systematically review and integrate appropriate departmental unit plans, program review findings and unit budget requests into College planning processes.

- Create a welcoming and effective environment for students attending the College.

2. 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.

Recommended Planning Imperatives
- Strengthen all aspects of the College's transfer and workforce development functions, including but not limited a noncredit program that enhances students' employability skills and can lead to credit programs.

- Serve the Hispanic community through development of relevant programs and services.

- Identify underserved students and communities and meet their educational needs.

- Support program development to meet the high labor market demand for employees in fields related to the care and education of children.

- Support life sciences program offerings at the College as they relate to both health science careers and transfer curricula.

- Support the English department in addressing the challenges in skills development and preparation for College success for students.

- Better serve the working adult population of the High Desert through course scheduling that meets their needs.

- Create a welcoming and effective environment for students attending the College.

- Raise the profile of Victor Valley College as a center of learning and culture in the High Desert.

3. Economic and Community Development - The College will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political and social responsibilities.

Recommended Planning Imperatives

- Update the infrastructure of the College to keep pace with program development and expansion of the campus.

- Develop new instructional programs to serve the growing food service and hospitality industry in the High Desert.

- Expand the current Administration of Justice program to meet employment needs.