



VICTOR  
VALLEY  
COLLEGE

*FACTBOOK*  
*2002*

Institutional Research

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**Published by:** Institutional Research

Mark Clair: Research Analytical Technician

David Bell: Director, Information Technology & Research

Willard C. Lewallen: Vice President, Student Services

**Phone:** (760) 245-4271 ext. 2648

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# THE PLANETARIUM at Victor Valley College

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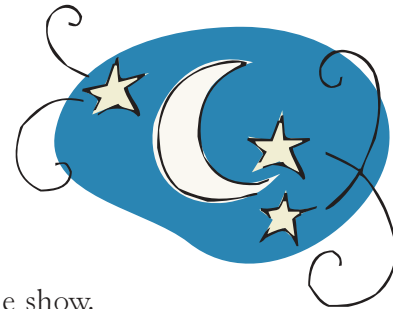
Fall 2001 and Spring 2002 shows included titles such as:

- \* Worlds in Motion
- \* Is there life on Mars?
- \* 'Tis the season
- \* In Search of New Worlds

**AND MANY MORE!**

In addition, telescopes are available for your use after the show.

(for changes and updates call (760) 245-4271 ext. 2324)

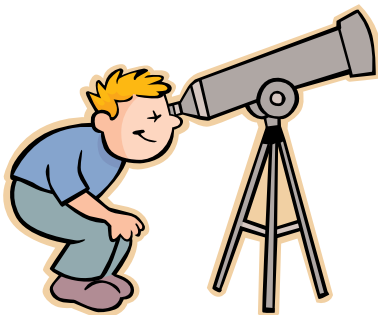


**School Teachers**  
**Scout Leaders**  
**Non-Profit Group Leaders**

A daytime program for school classes, scout troops, other nonprofit youth groups and nonprofit adult organizations and clubs can be arranged through an advanced reservation procedure.

Reservation forms, complete program listings and presentation prices can be requested by phone at (760) 245-4271 ext. 2324. Please leave your name and mailing address with your voice mail or mail request to:

Victor Valley Community College District  
Dave Meyer, Planetarium Director  
18422 Bear Valley Rd.  
Victorville, CA 92392-5849



## **Program Times**

Doors open at 6:30 P.M..

Programs begin at **7 P.M.. Sharp**  
**Late seating is not possible! The door is closed and locked when the program begins. It cannot be opened once the show has started. Sorry - there is no exceptions to this rule.**



## **Admission Prices**

General	\$4.00
Seniors (over 55 years)	\$2.50
Students (with school ID)	\$2.50
Friends of the planetarium	\$2.00

All seating is on a first come first serve basis. Seating is limited to 50 persons per show.

Reservations are not normally accepted, but groups of six or more may call in advance with their name, date of attendance and size of party. Tickets will be held until 6:45 P.M., but sold if not claimed by then.

# FACT BOOK EVALUATION

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In an effort to create a concise and serviceable document, we would appreciate feedback on this Fact Book. By answering the following questions and offering comments, the respondents become a critical player in the success of this document. After you have answered the following questions, you may cut out the page at the vertical dotted line, fold the paper at the horizontal lines depicted on the opposite side of this page and affix a piece of tape for proper mailing. Thank you for your assistance.

	Needs				
	Improvement				Excellent
Were the sections well defined?	1	2	3	4	5
Were the tables and charts easy to interpret?	1	2	3	4	5
Were specific topics clarified (e.g. retention)?	1	2	3	4	5
Were the graphics clear and concise?	1	2	3	4	5
Was the information useful and relevant?	1	2	3	4	5
Please rate the overall quality of the Fact Book.	1	2	3	4	5

What sections would you like to see included or expanded in the next edition of the Fact Book?

Please include additional comments:

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# INSTITUTIONAL RESEARCH

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## Mission and Purpose

Knowing our community and students well is important to the Victor Valley Community College District. We believe that investing in research to thoroughly understand our constituents guides planning and improves the quality of education and services we can support. Institutional Research provides that support to all segments of the District.

## Activities

- ✎ Designs, conducts and publishes statistical studies to assist in District policies, program planning and development.
- ✎ Designs, conducts and publishes on-demand studies to meet departmental, institutional, community, state and federally mandated needs.
- ✎ Provides assistance, guidance and support to faculty, staff and administrators in the conduct of their research activities and coordinates District and College-related research efforts.

# VICTOR VALLEY COLLEGE PROFILE

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## PHILOSOPHY AND MISSION STATEMENT

### Philosophy

Victor Valley Community College District should be accessible to all people in the community who seek growth and can benefit from its programs, courses, and activities. The College's educational, civic, social and cultural programs will be designed to meet the needs of individual students and the community as a whole.

### Mission Statement

We at Victor Valley College are committed to excellence in educational programs and services that are accessible to a diverse student population. We will continue to be an educational leader by striving for instructional excellence, being responsive to the needs of the community, and providing a nurturing learning environment.

### OUR GUIDING BELIEFS ARE:

- Students are our top priority;
- Students learn better in a nurturing environment;
- Learning enhances the quality of life;
- Learning is lifelong;
- 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 synergetic 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 inter-dependent, each 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.

## RICH HISTORY

Clean air, sunny days and clear, star-studded nights complement the unusual, natural beauty of the High Desert which is the home of Victor Valley College. Around the campus is a landscape ringed with nearby mountains and Joshua trees, featuring spectacular explosions of beautiful desert wild flowers in the spring.

Victor Valley College is one of the most modern of the 108 community colleges in California. For more than 40 years, the history of the college has been entwined with the rich heritage and history of the High Desert and its people.

Victor Valley College serves one of the largest geographical areas in the state and one first settled more than a hundred years ago by California gold miners, trappers, ranchers, merchants and railroad men.

Within the Inland Empire, the boundaries of the Victor Valley Community College District include an area of some 2,200 square miles.

Victorville itself, site of the college and the commercial hub of the High Desert area, was originally a trading post. Victorville's first European inhabitants were merchants who provided a stream of railroaders, farmers and miners with the necessities of life such as ammunition, postal service and provisions.

## VVC Profile

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Victor Valley College has at its core the fundamental elements and history of the California community college movement, which began around 1910.

The Victor Valley Community College District was created by a vote of the public in 1960, when voters enthusiastically approved the creation of a new community college district to educate local students.

The first classes at the college were held in 1961 on the campus of Victor Valley High School and included a small student body of only 500 students and a 15-member faculty and staff. Construction began on the present campus in 1963, on the site of what was once a sprawling 230-acre ranch.

In 1965, the new Victor Valley College campus opened its doors to students. An expanded technical complex was opened in 1979. In 1981, the Performing Arts Center was opened for the use of students and the community as a whole. A new Allied Health building opened in 1983. In 1988, the Student Services Building was added to the campus complex.

The campus has changed considerably over the past five years: Gym, Science, Library, Construction Technology, and Student Activities Center buildings have been added. The old library has been remodeled into an academic commons housing a learning center for tutoring, Business Education Technology (BET) and Computer Information Services (CIS) classrooms and faculty offices. Two former classroom buildings have been remodeled and transformed into student services buildings providing improved access and convenience. Construction of a new Child Development Center has been completed and is now open to students. New soccer fields are also available for play. In addition, an elevator connecting the lower and upper campus, parking lots, and tennis

courts have been added to the campus. On the horizon are a major classroom building with some 950-student computer learning stations, a dramatic arts/speech addition to the Performing Arts Center, and new softball fields.

The college draws students from Adelanto, Apple Valley, Victorville, Helendale, Hesperia, Las Flores, Lucerne Valley, Oro Grande, Phelan, Piñon Hills and Wrightwood.

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### BOARD OF TRUSTEES

Dennis Henderson	Thomas M. Elder, II
Dorothy N. Franke Ph.D.	Maxine Moore
Dr. Bettye Underhill	ASB President

Elected by the voters of the community, the Victor Valley Community College District Board of Trustees is the governing body of the college.

The Board of Trustees sets overall standards and academic policies for the college and guides the development of college programs and policies.

Policies set by the board are implemented on a day-to-day basis by the superintendent/president of the District and a well-trained group of administrators, faculty and staff on behalf of the trustees.

Many Victor Valley College students transfer to four-year colleges and universities, and the Board of Trustees designs those educational programs in conjunction with the entire network of community colleges and universities in California.

The Victor Valley Community College District Board of Trustees also works closely with local community and business leaders to establish programs which will benefit the community as a whole. These and other initiatives are parts of the Strategic Development plans mandated by the Board.

## VVC Profile

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Working with employers within the Victor Valley area, the Board of Trustees has approved a number of programs to train students for specific jobs. With these technical programs, the Board of Trustees aims to help provide greater occupational opportunities within the Victor Valley area.

In recent years, through its Economic and Community Development Department, the college has begun delivering a wide variety of customized training programs to meet the needs of local business, industry and public agencies.

The Victor Valley Community College District Board of Trustees is under the advisory supervision of the California Board of Governors, which oversees higher education in California.

The Board of Trustees is responsible for budgeting funds received from state and local districts for the benefit of the college and its student body.

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### CAMPUS CULTURE AND CLIMATE

At Victor Valley College there is one constant upon which everything is based: The student is always first! This is true in all stages of planning and implementation. This includes the preparation of the college's budget, program development and all services offered to the student. It is basic to our success and the success of our students.

According to Terrence E. Deal and Allen A. Kennedy, in *Corporate Culture* (1982, ch. 1), "A strong culture is a system of informal rules that spells out how people are to behave most of the time." Climate, on the other hand, is the informal day-to-day behavior, with its underlying attitudes, beliefs and values, of members of the organization. Climate is not visual, but it is the feel, tone, atmosphere and internal characteristics of the institution.

Accordingly, Victor Valley College will seek to enhance its supportive organizational culture and climate by continuous implementation of all elements of a well defined plan.

#### **We will:**

- motivate all members of the college community to do their best.
- recognize that tone and expectation, in essence climate and culture, are at the CEO level.
- foster the development and support the success of an increasingly diverse student population.
- encourage a quality-focused paradigm characterized by embracing institutional effectiveness, measuring student success, and creating innovative yet relevant educational programs and services.
- build cooperation and trust and create cross-cultural teams capable of meeting the political and educational demands for effectiveness and quality.
- develop leaders who are self-confident, group-oriented, facilitative of change, catalytic toward quality, and persuasive with all external and internal constituencies.
- destroy the illusion that constituent groups are separate, unrelated and often competing forces.
- provide leadership that will guide activities resulting in appropriate change.
- promote continuous development of administration, faculty and staff to provide programs and services of quality and excellence.
- encourage decision-making to be decentralized, management to be participative, and governance to be shared.
- advocate a college-wide problem-solving attitude desirous of institutional excellence and a quality college in the 21st century.
- acknowledge that learning and work can and should be fun and satisfying.
- thrive on effective communications, vertically and laterally, formally and informally, throughout the organization and in the community.

## VVC Profile

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- reward and respect quality, excellence and success.
- constantly and continuously seek institutional renewal and improvement.

### ADMINISTRATION

Dr. Fay Freeman,

Interim Superintendent/President

Willard Clark Lewallen, Ph.D.,

Vice President, Student Services

James E. Williams, Ed.D.,

Vice President, Administrative Services

Tom Clark,

Dean, Vocational Programs

Leonard M. Crawford, Ed.D.,

Dean, Student Services & Interim Athletic

Director

Henry Yong,

Dean, Academic Programs

The administration of Victor Valley College implements the policies and direction set by the Victor Valley Community College District Board of Trustees.

Under the direction of the superintendent/president, the administration of Victor Valley College keeps the college running smoothly on a day-to-day basis.

### WHAT WE OFFER

#### Adult/Continuing Education

Victor Valley College maintains a program of Adult/Continuing Education which offers a variety of day and evening classes as well as some classes on weekends. All of these classes are non-credit.

Adult/Continuing Education classes are designed to meet a broad range of needs in the Victor Valley community, and include subjects such as adult literacy, older adult education, parenting, ESL and physical fitness.

Adult Education also provides classes in vocational areas such as home economics and bus driver training, which allow students to grow personally and professionally.

#### Awards

Each year, Victor Valley College sponsors an awards program where scholarships are given by companies, private groups, or individuals to college students who excel.

Information on awards, as well as a variety of student financial aid programs, is available in detail from the Financial Aid Office where application forms for scholarships and grants may be found.

Phi Theta Kappa, the International Honor Society of the Two-Year College, was established in 1918. It is the only internationally acclaimed honor society serving institutions which offer associate degree programs. Membership is given added significance by the fact that the society is recognized by the American Association of Community Colleges as the official Honor Society for two-year colleges.

The purpose of Phi Theta Kappa is to encourage scholarship and community service. To achieve this purpose, Phi Theta Kappa provides opportunities for the development of leadership in an intellectual climate to exchange ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

## VVC Profile

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Included in the lifetime membership is a nationwide job search program and the availability of over \$1,000,000 of transfer scholarships. Our chapter's name is Alpha Phi Gamma. To qualify for membership, a student must complete 12 units at Victor Valley College and have a cumulative G. P. A. of at least 3.5.

### **Community Service**

Victor Valley College offers Self-Financing Community Services classes in areas in which students may desire personal growth or have a particular interest. These classes often include a cultural component involving seminars, film festivals, forums and short-term general interest courses.

Community Service classes are funded entirely by fees collected at the time of registration and not by the Victor Valley Community College District. Fees for community service classes are not refundable unless the particular class is canceled.

### **Degrees and Certificates**

Victor Valley College offers 23 programs of study leading to an Associate in Science or an Associate in Arts. Additionally, over 100 certificates of achievement are available for satisfactory completion of specific programs of study. For a complete listing, see Appendix.

Associate degrees typically require two years of full-time study, although the length of time may vary according to individual student programs.

Associate in Science (A.S.) degrees are awarded in the areas of Math/Science and various technical areas.

Associate in Arts (A.A.) degrees are awarded in the areas of liberal arts and fine arts.

Non-degree continuing education courses for adults are also offered at Victor Valley College on a regular basis during the day, evening, or on Saturdays.

# VICTOR VALLEY COLLEGE LOCATION AND FACTS

## Location



Victor Valley College is located:

- \* 38 miles North of San Bernardino
- \* 83 miles Northeast of Los Angeles
- \* 190 miles South of Las Vegas

*map\_victorville\_area.TIF*

Source: <http://www.mapquest.com>

## Facts

District Size	2,200 square miles
Campus Size	252 acres
Permanent Employees (January 2002)	351
Fall 2001 Enrollment (Credit & Noncredit)	11,809
Average Student Age (Fall 2001)	30
Male Students (Fall 2001)	38%
Female Students (Fall 2001)	62%
International Students (Fall 2001)	10
Budget (tentative) 2002-2003	\$39,969,199

# Campus Map





# PERFORMING ARTS CENTER

## Entertaining Our Community

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Dedicated in 1981, the Performing Arts Center (PAC), on the Victor Valley College campus, celebrated its 20th year of service to the Victor Valley community.



★ Nearly 75,000 school-aged children since its conception have attended free performances thanks to the Children's Free Theatre Program created in 1983.

★ Over 50,000 people attend events each year.

★ The Performing Arts Center is used 265 days a year.

**COME VISIT US!**

Well over 40 VVC employees, student hourly employees and volunteers partake in technical assistance, ticket sales, advertising, marketing, maintenance, grounds and custodial functions to make the PAC a success each year.

2002

# Profile of VICTOR VALLEY

Adelanto



Apple Valley



Hesperia



Victorville



High Desert Corridor



San Bernardino County





## TOTAL POPULATION

◆ (2000) 18,130

◆ (2001) 18,580

*\*Inland Empire: Quarterly Economic Report (2002)*

## DEMOGRAPHICS

◆ (2000) M = 9,698 (53.5%)

◆ (2000) F = 8,432 (46.5%)

◆ (2000) Median Age = 26.9

## LABOR MARKET

### INFORMATION

◆ (2002) Labor Force 3,510

◆ (2002) Employment 3,070

◆ (2002) Unemployment Rate 12.6%

*\*<http://www.calmis.ca.gov/file/lfmonth/sanbrsub.txt>*

## HOUSING INFORMATION

◆ (2001) Median New Home \$117,000

◆ (2000) Median Household Income \$27,700

*\*Inland Empire: Quarterly Economic Report (2002)*

◆ (2000) Occupied housing units 85.0%

◆ (2000) Average Household Size 3.53

◆ (2000) Average Family Size 3.89

◆ (2000) Households with individuals under 18 years 62.3%

◆ (2000) Homeowner vacancy rate 4.9%

◆ (2000) Rental vacancy rate 22.3%

## POTENTIAL COLLEGE STUDENT POPULATION

Population between the ages 15-44

Age	1990		1999		2004	
	Number	%	Number	%	Number	%
15-17	282	3.31	920	4.27	1,203	4.58
18-20	395	4.64	877	4.07	1,174	4.47
21	149	1.75	243	1.13	357	1.36
22-24	561	6.59	797	3.70	998	3.80
25-29	1,094	2.84	1,471	6.83	1,521	5.79
30-34	889	10.44	1,994	9.26	1,789	6.81
35-39	619	7.27	2,076	9.64	2,233	8.50
40-44	372	4.37	1,579	7.33	2,251	8.57
Total	4,361		9,957		11,526	

*\*City of Hesperia, National Decision Systems (1999)*



# Town of Apple Valley

<http://www.applevalley.org>

## TOTAL POPULATION

◆ (2000) 54,239

◆ (2001) 55,968

*\*Inland Empire: Quarterly Economic Report (2002)*

## DEMOGRAPHICS

◆ (2000) M = 26,251 (48.4%)

◆ (2000) F = 27,988 (51.6%)

◆ (2000) Median Age = 35.4

## HOUSING INFORMATION

◆ (2001) Median New Home \$175,800

◆ (2000) Median Household Income \$48,000

*\*Inland Empire: Quarterly Economic Report (2002)*

## LABOR MARKET

### INFORMATION

◆ (2002) Labor Force 25,900

◆ (2002) Employment 24,500

◆ (2002) Unemployment Rate 5.4%

*\*<http://www.calmis.ca.gov/file/lfmonth/sanbrsub.txt>*

◆ (2000) Occupied housing units 92.0%

◆ (2000) Average Household Size 2.90

◆ (2000) Average Family Size 3.27

◆ (2000) Households with individuals  
under 18 years 43.4%

◆ (2000) Homeowner Vacancy Rate 3.4%

◆ (2000) Rental Vacancy Rate 7.8%

## POTENTIAL COLLEGE STUDENT POPULATION

Population between the ages 15-44

Age	1990		1999		2004	
	Number	%	Number	%	Number	%
15-17	2,101	4.56	2,495	4.53	2,647	4.52
18-20	1,751	3.80	2,335	4.24	2,589	4.42
21	585	1.27	776	1.41	884	1.51
22-24	1,640	3.56	2,203	4.00	2,425	4.14
25-29	3,755	8.15	3,492	6.34	3,684	6.29
30-34	4,064	8.82	3,536	6.42	3,596	6.14
35-39	3,640	7.90	4,241	7.70	3,678	6.28
40-44	<u>3,322</u>	7.21	<u>4,119</u>	7.48	<u>4,270</u>	7.29
Total	20,858		23,197		23,773	

*\*City of Hesperia, National Decision Systems (1999)*

# City of Hesperia

<http://www.ci.hesperia.ca.us>



## TOTAL POPULATION

◆ (2000) 62,582

## DEMOGRAPHICS

◆ (2000) M = 30,865 (49.3%)

◆ (2000) F = 31,717 (50.7%)

◆ (2000) Median Age = 32.0

◆ (2001) 64,234

*\*Inland Empire: Quarterly Economic Report (2002)*

## POPULATION BY EDUCATION

### Population 25+

◆ (1999) High School Graduate (12) 32.1%

◆ (1999) Some College (13-15)  
No Degree 25.5%

◆ (1999) Obtained College Degree 13.8%

*\*City of Hesperia, National Decision Systems (1999)*

## LABOR MARKET

### INFORMATION

◆ (2002) Labor Force 26,590

◆ (2002) Employment 24,950

◆ (2002) Unemployment Rate 6.2%

*\*<http://www.calmis.ca.gov/file/lfmonth/sanbrsub.txt>*

## HOUSING INFORMATION

◆ (2001) Median New Home \$114,500

◆ (2000) Median Household Income \$44,100

*\*Inland Empire: Quarterly Economic Report (2002)*

◆ (2000) Occupied housing units 93.5%

◆ (2000) Average Household Size 3.12

◆ (2000) Average Family Size 3.47

◆ (2000) Households with individuals  
under 18 years 48.2%

◆ (2000) Homeowner Vacancy Rate 2.7%

◆ (2000) Rental Vacancy Rate 7.3%

## POTENTIAL COLLEGE STUDENT POPULATION

Population between the ages 15-44

Age	1990		1999		2004	
	Number	%	Number	%	Number	%
15-17	2,290	4.55	2,905	4.65	3,063	4.56
18-20	1,951	3.87	2,749	4.40	3,076	4.58
21	575	1.14	806	1.29	1,028	1.53
22-24	1,750	3.47	2,518	4.03	2,935	4.37
25-29	3,807	7.55	4,055	6.49	4,185	6.23
30-34	4,664	9.25	3,799	6.08	4,212	6.27
35-39	4,054	8.04	4,654	7.45	5,004	5.91
40-44	3,383	6.71	4,979	7.97	5,353	7.05
Total	22,474		26,465		28,896	

*\*City of Hesperia, National Decision Systems (1999)*



# City of Victorville

<http://www.ci.victorville.ca.us>

## TOTAL POPULATION

◆ (2000) 64,029

◆ (2001) 67,561

*\*Inland Empire: Quarterly Economic Report (2002)*

## DEMOGRAPHICS

◆ (2000) M = 31,004 (48.4%)

◆ (2000) F = 33,025 (51.6%)

◆ (2000) Median Age = 30.7

## POPULATION BY EDUCATION

◆ (1998 estimate) High School Graduates	29.8%
◆ (1998 estimate) Some College	25.7%
◆ (1998 estimate) Obtained College Degree	19.4%

*\*City of Victorville, The Meyers Group (1998 Claritas estimates)*

## LABOR MARKET

### INFORMATION

◆ (2002) Labor Force	21,470
◆ (2002) Employment	19,970
◆ (2002) Unemployment Rate	7.0%

*\*<http://www.calmis.ca.gov/file/lfmonth/sanbrsub.txt>*

## HOUSING INFORMATION

◆ (2001) Median New Home \$137,800

◆ (2000) Median Household Income \$41,200

*\*Inland Empire: Quarterly Economic Report (2002)*

◆ (2000) Occupied housing units 92.9%

◆ (2000) Average Household Size 3.03

◆ (2000) Average Family Size 3.47

◆ (2000) Households with individuals under 18 years 48.9%

◆ (2000) Homeowner Vacancy Rate 2.8%

◆ (2000) Rental Vacancy Rate 7.9%

## POTENTIAL COLLEGE STUDENT POPULATION

Population between the ages 15-44

Age	1990		1999		2004	
	Number	%	Number	%	Number	%
15-17	1,485	3.65	2,473	4.26	2,965	4.58
18-20	1,607	3.95	2,189	3.77	2,739	4.23
21	533	1.31	673	1.16	880	1.36
22-24	1,895	4.66	2,061	3.55	2,467	3.81
25-29	4,080	10.03	3,762	6.48	3,677	5.68
30-34	3,905	9.60	4,494	7.74	4,124	6.37
35-39	3,010	7.40	5,225	9.00	4,752	7.34
40-44	<u>2,367</u>	5.82	<u>4,465</u>	7.69	<u>5,380</u>	8.31
Total	18,882		25,342		26,984	

*\*City of Hesperia, National Decision Systems (1999)*

# High Desert Corridor



<http://www.hdreda.com>

## TOTAL POPULATION

◆ (2000) 301,477

## DEMOGRAPHICS

◆ (2000 estimate) M = 149,803 (49.7%)

◆ (2000 estimate) F = 151,673 (50.3%)

## POPULATION BY EDUCATION

### Population 25+

◆ (2001) High School Graduate (12)	32.0%
◆ (2001) Some College (13-15) No Degree	25.6%
◆ (2001) Obtained College Degree	18.6%

## HOUSING INFORMATION

◆ (2001) Median Property Value	\$109,651
◆ (2001) Median Rent	\$499
◆ (2000) Estimated Median Household Income	\$33,286
◆ (1990) Persons Per Household	2.92

## LABOR MARKET

### INFORMATION

◆ (1999) Labor force	88,444
◆ (1999) Employment	82,360
◆ (1999) Unemployment Rate	6.9%

## LABOR MARKET INDUSTRY

(2001)

INDUSTRY	#BUSINESSES	#EMPLOYEES
Agriculture	158	620
Mining	4	157
Construction	591	3,252
Manufacturing	398	5,381
Trans., Commun./Public Utilities	305	4,911
Wholesale Trade	342	3,422
Government	266	5,304

Daytime Population 76,000

Residential Population 301,477

Source: Regional Economic Development Authority, National Decision Systems (January, 2001)

Information on this page was valid at time of publication.

Access VVC



# County of San Bernardino

<http://www.co.san-bernardino.ca.us>

## TOTAL POPULATION

- ◆ (2000) 1,700,434
- ◆ (2001) 1,764,334  
*\*Inland Empire: Quarterly Economic Report (2002)*

## DEMOGRAPHICS

- ◆ (2000) M = 853,024 (49.9%)
- ◆ (2000) F = 856,410 (50.1%)
- ◆ (2000) Median Age = 30.3

## POPULATION BY EDUCATION

Population 25 yrs and over

- ◆ (2000 estimate) High School Graduate (including equivalency) 29.5%
- ◆ (2000 estimate) Some College, no degree 20.5%
- ◆ (2000 estimate) Obtained College Degree 31.6%

## LABOR MARKET

### INFORMATION

- ◆ (2002) Labor Force 839,200
- ◆ (2002) Employment 796,700
- ◆ (2002) Unemployment Rate 5.1%

*\*<http://www.calmis.ca.gov/file/lfmonth/sanbrsub.txt>*

## HOUSING INFORMATION

- ◆ (2001) Median New Home \$214,000
- ◆ (2000) Median Household Income \$47,400  
*\*Inland Empire: Quarterly Economic Report (2002)*
- ◆ (2000) Occupied housing units 87.9%
- ◆ (2000) Average Household Size 3.15
- ◆ (2000) Average Family Size 3.58
- ◆ (2000) Households with individuals under 18 years 48.8%
- ◆ (2000) Homeowner Vacancy Rate 3.1
- ◆ (2000) Rental Vacancy Rate 7.3

# POPULATION TRENDS

## Of The Victor Valley

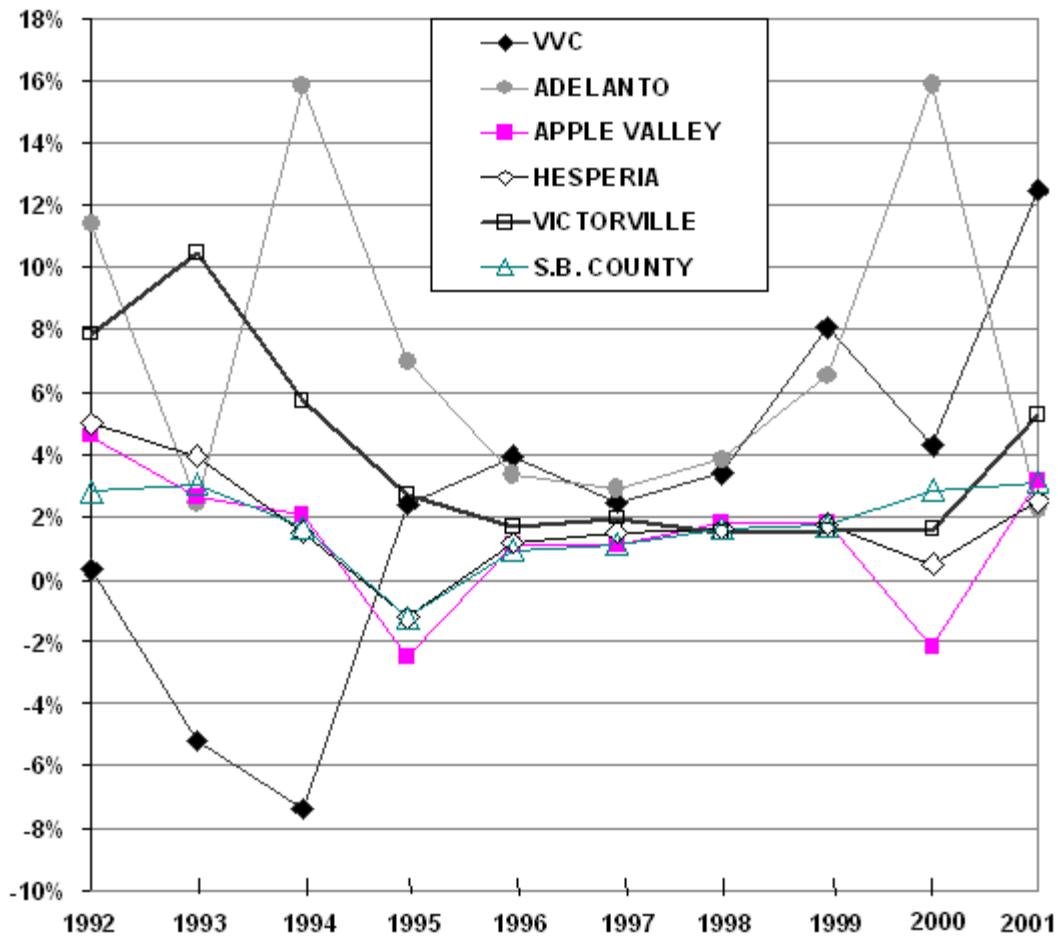
POPULATION TRENDS (1992 - 2001)												
	WVC		Adelanto		Apple Valley		Hesperia		Victorville		S. B. County	
Year	Fall Count	Annual % of Change	Count	Annual % of Change	Count	Annual % of Change	Count	Annual % of Change	Count	Annual % of Change	Count	Annual % of Change
1992	9,061	0.3	9,850	11.4	51,000	4.6	56,100	5.0	48,350	7.9	1,517,660	2.8
1993	8,615	-5.2	10,100	2.5	52,400	2.7	58,400	3.9	54,000	10.5	1,565,400	3.1
1994	8,024	-7.4	12,000	15.8	53,500	2.1	59,300	1.5	57,300	5.8	1,591,800	1.7
1995	8,224	2.4	12,900	7.0	52,200	-2.5	58,600	-1.2	58,900	2.7	1,572,700	-1.2
1996	8,562	3.9	13,350	3.4	52,800	1.1	59,300	1.2	59,900	1.7	1,587,200	0.9
1997	8,780	2.5	13,750	2.9	53,400	1.1	60,200	1.5	61,100	2.0	1,605,000	1.1
1998	9,089	3.4	14,300	3.8	54,400	1.8	61,200	1.6	62,000	1.5	1,631,500	1.6
1999	9,886	8.1	15,300	6.5	55,400	1.8	62,300	1.8	63,000	1.6	1,660,200	1.7
*2000	10,332	4.3	18,180	15.8	54,239	-2.1	62,582	0.5	64,029	1.6	1,709,434	2.9
2001	11,809	12.5	18,600	2.3	56,000	3.1	64,200	2.5	67,600	5.3	1,764,300	3.1

Source: County of San Bernardino: Department of Economic and Community Development  
<http://www.co.san-bernardino.ca.us/ecd/> 2002 Demographic Profile

pop\_trends.xls

NOTE: 1992 - 1999 and 2001 and projections provided by California State Department of Finance  
 \* Obtained from Census Report

### Annual Rates of Change in Population



pop\_trends.xls

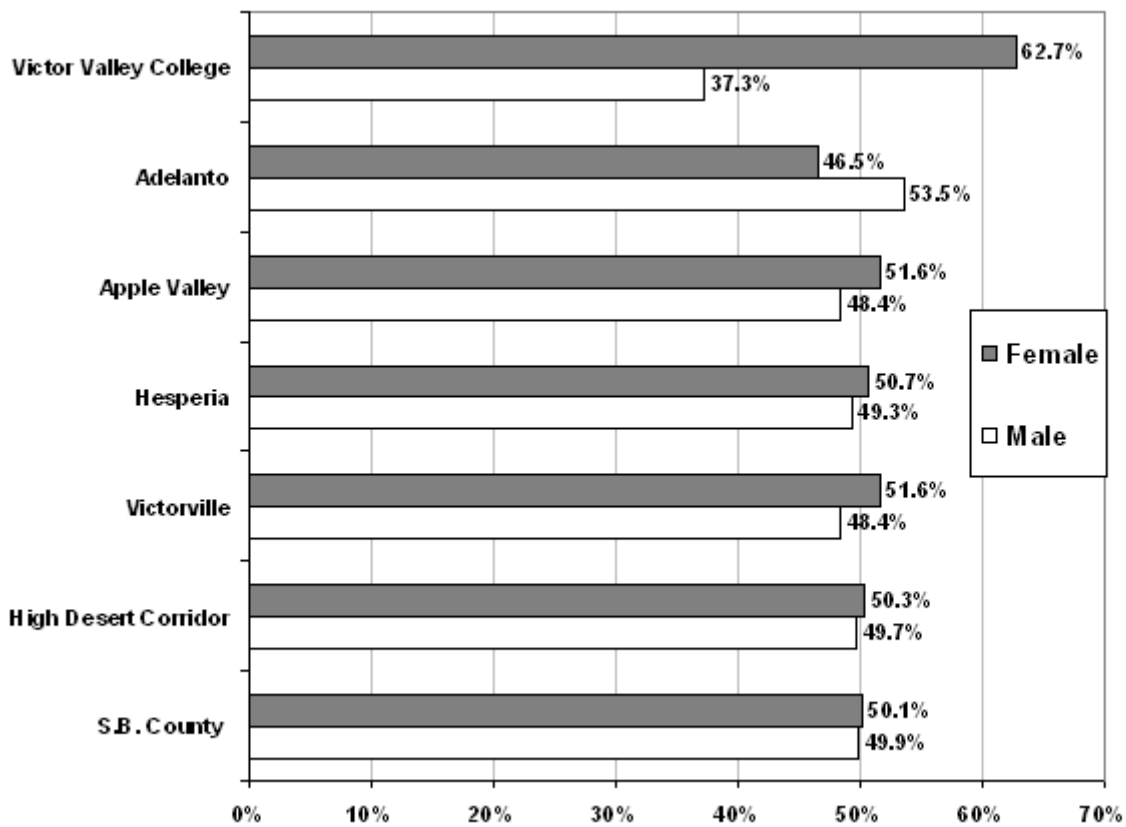
# GENDER DISTRIBUTION Of The Victor Valley

GENDER DISTRIBUTION							
	Victor Valley College	Adelanto	Apple Valley	Hesperia	Victorville	High Desert Corridor	S.B. County
Gender	Fall 2001	2000	2000	2000	2000	2000	2000
<b>Male</b>	38.4%	53.5%	48.4%	49.3%	48.4%	49.7%	49.9%
<b>Female</b>	61.6%	46.5%	51.6%	50.7%	51.6%	50.3%	50.1%

Source: U.S. Census Bureau, Census 2000  
VVC data is as of the first day of 1st census

GenderForHDREDA.xls

**Gender Distribution by Location**



# ETHNICITY DISTRIBUTION

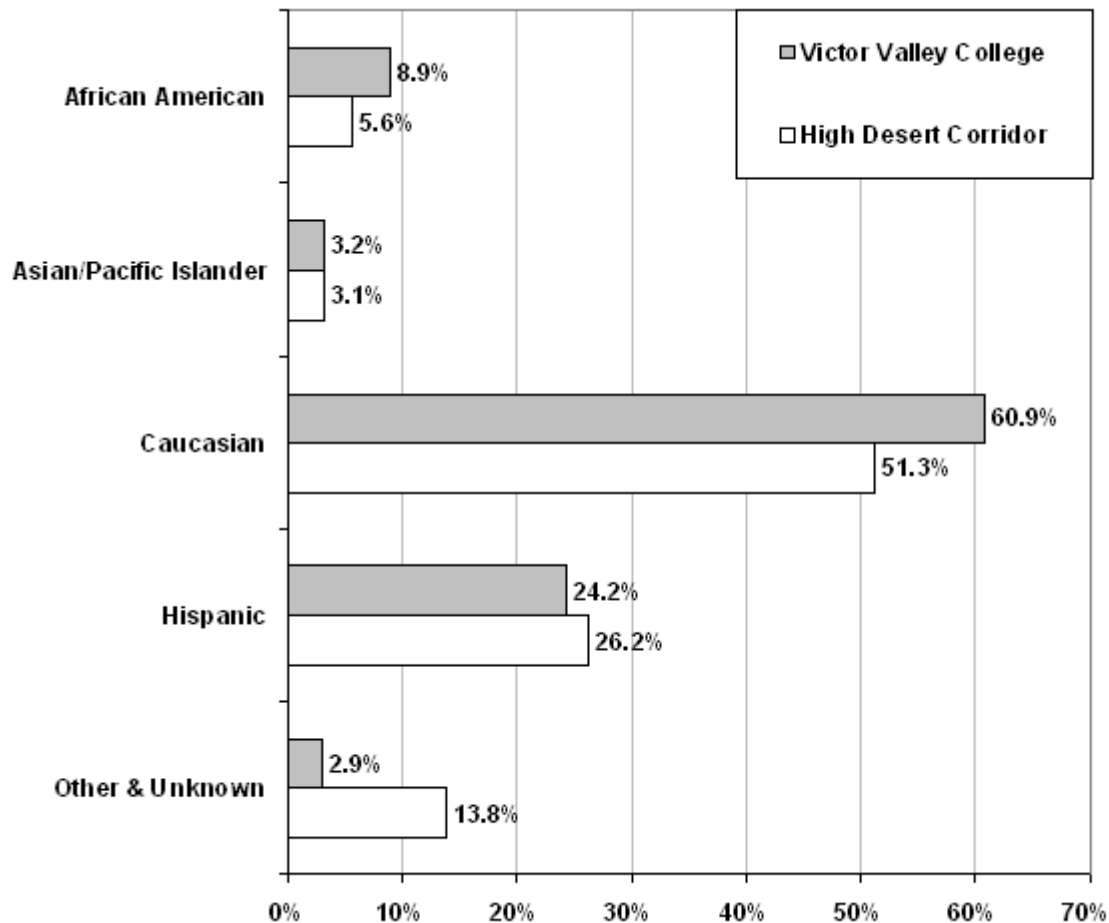
## Of The Victor Valley

RACE / ETHNICITY DISTRIBUTION							
	Victor Valley College	Adelanto	Apple Valley	Hesperia	Victorville	High Desert Corridor	S. B. County
Ethnicity	Fall 2001	2000	2000	2000	2000	2000 Estimate	2000
African American	8.9%	12.7%	7.6%	3.8%	11.6%	5.6%	8.8%
Asian/Pacific Islander	3.2%	1.7%	2.3%	1.2%	3.4%	3.1%	4.8%
Caucasian	60.9%	36.5%	67.7%	62.4%	47.5%	51.3%	44.0%
Hispanic	24.2%	45.8%	18.6%	29.4%	33.5%	26.2%	39.2%
Other	2.9%	3.4%	3.8%	3.2%	4.0%	13.8%	3.2%

NOTE: The "Other" category consists of American Indian/Alaska Native, other races and multi-races  
 Source: U.S. Census Bureau, Census 2000  
 VVC data is as of the first day of 1st census

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### RACE / ETHNICITY DISTRIBUTION: VVC vs. High Desert Corridor



# AGE DISTRIBUTION:

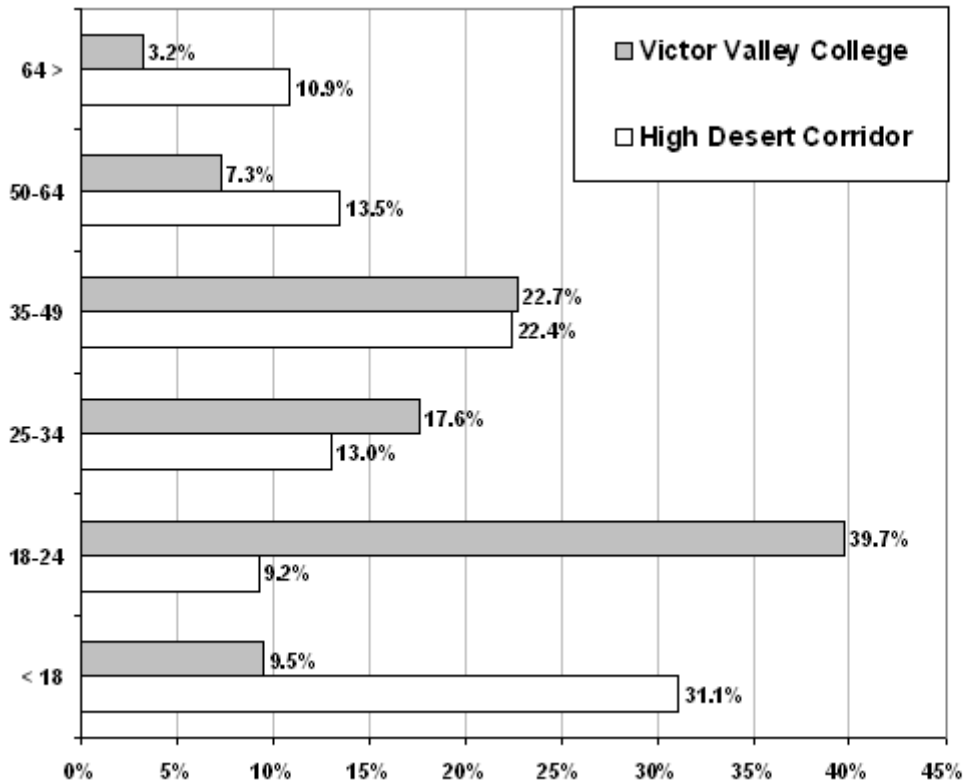
## High Desert Corridor versus Victor Valley College

AGE DISTRIBUTION		
	High Desert Corridor	Victor Valley College
Age	2000 Estimated	Fall 2001
< 18	31.1%	9.5%
18-24	9.2%	39.7%
25-34	13.0%	17.6%
35-49	22.4%	22.7%
50-64	13.5%	7.3%
64 >	10.9%	3.2%

Source: Regional Economic Development Authority,  
National Decision Systems (January, 2001)

pop\_trends\_ethnicity\_age.xls  
VVC data is as of the first day of 1st census

### AGE DISTRIBUTION: VVC vs. High Desert Corridor



92-01

# *10 yr Trends*

## Enrollment & Achievement

- ⚡ Overall (School Year) Enrollment
- ⚡ Enrollment
  - by Gender
- ⚡ Enrollment
  - by Race / Ethnicity
- ⚡ Enrollment
  - by Age
- ⚡ Awards Earned



# EXAMPLE OF OUR GROWTH

## at Victor Valley College

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Victor Valley College was allotted \$17.5 million in state funding to construct an Advanced Technology Complex on the upper campus.

*Approximate Completion Date of Summer 2005*



The 58,400-square-foot building will open a number of opportunities for the community such as:

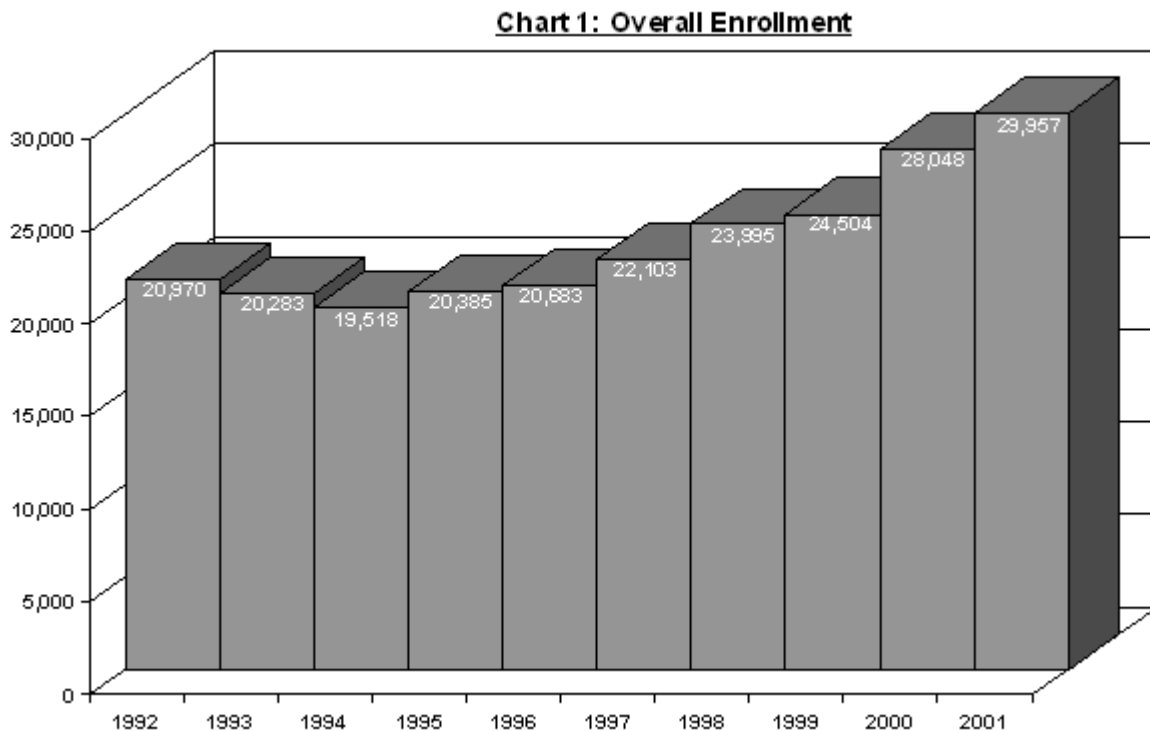
- \* Expansion of the digital animation, computer graphics and digital video production programs.
- \* A “computer mall” containing approximately 250 computers
- \* 24 faculty offices
- \* 5 computerized classroom labs
- \* 15 classrooms with laptop docking capability and internet access
- \* Instructors will have the ability to present their material via pictures, video clips or charts using computer files and graphics.



On the following pages, VVC's demographic trends are presented over a ten-year time frame. All data are based upon the enrollment count (credit and noncredit students) as of the day of first census. The overall enrollment figures include the fall semester of the selected year in addition to the consecutive spring semester and summer intersession. The same student may be represented multiple times in the overall enrollment data; however, semester and intersession figures include an unduplicated headcount.

## Overall (School Year) Enrollment

As viewed in Chart 1, the trend in enrollment depicts two years of declines (-3.3%, -3.8%) from 1992 to 1994. Contributory factors to this decline were the closure of George Air Force Base in December of 1992 and the implementation of a differential fee in 1993. In 1997 enrollment rebounded by 6.9% followed by steady increases of 8.6% in 1998, 2.1% in 1999, 14.5% in 2000 and 6.8% in 2001. Since 1994 enrollment has increased by 53.5% and nearly half of this increase has occurred in the last two years.



Several population trends have contributed to the enrollment pattern represented in the previous chart. The High Desert Corridor (Adelanto, Apple Valley, Barstow, Hesperia, Victorville and surrounding areas) has experienced enormous change in the last two decades. Of particular interest, is the population increase of 125,693 (a growth rate of 113.3%) between 1980 and 1990. During this same period, 41,716 (a growth rate of 108.0%) new households were established. The population and number of households in the High Desert Corridor for 2000 were estimated to be 301,477 and 102,391, respectively (Regional Economic Development Authority, 2001). These population trends will undoubtedly continue to affect VVC's enrollment for years to come.

**Chart 2: Fall Enrollment**

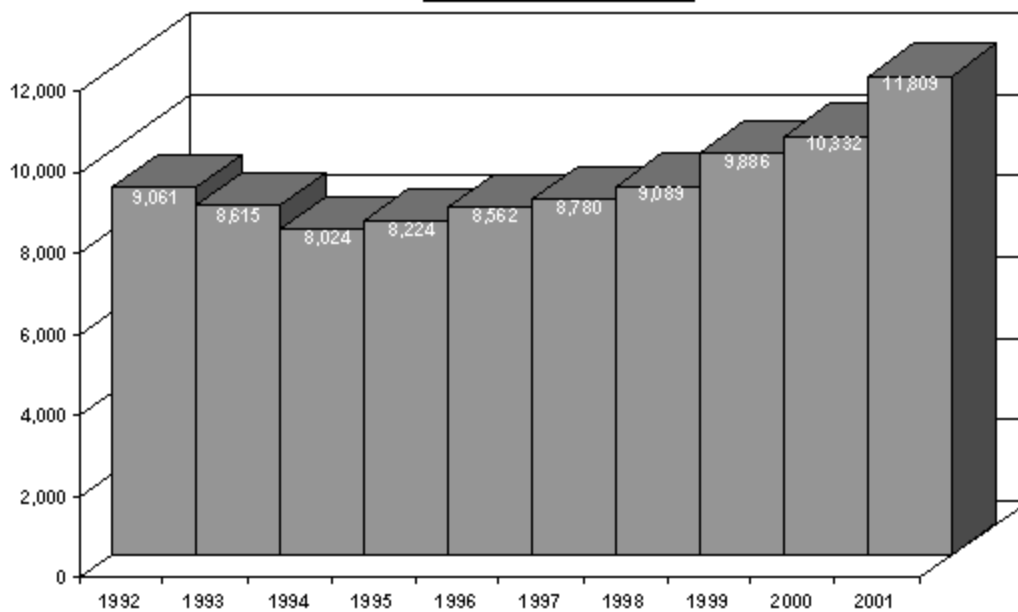


Chart 2 reveals an increase in enrollment of 19.5% in the last two years and an increase of 47.2% since 1994.

**Chart 3: Spring Enrollment**

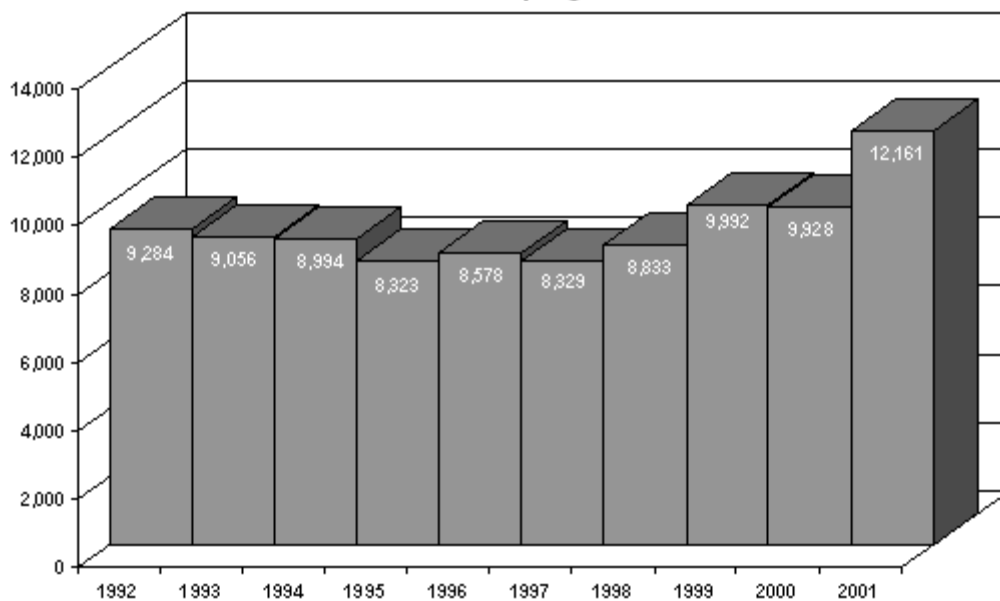
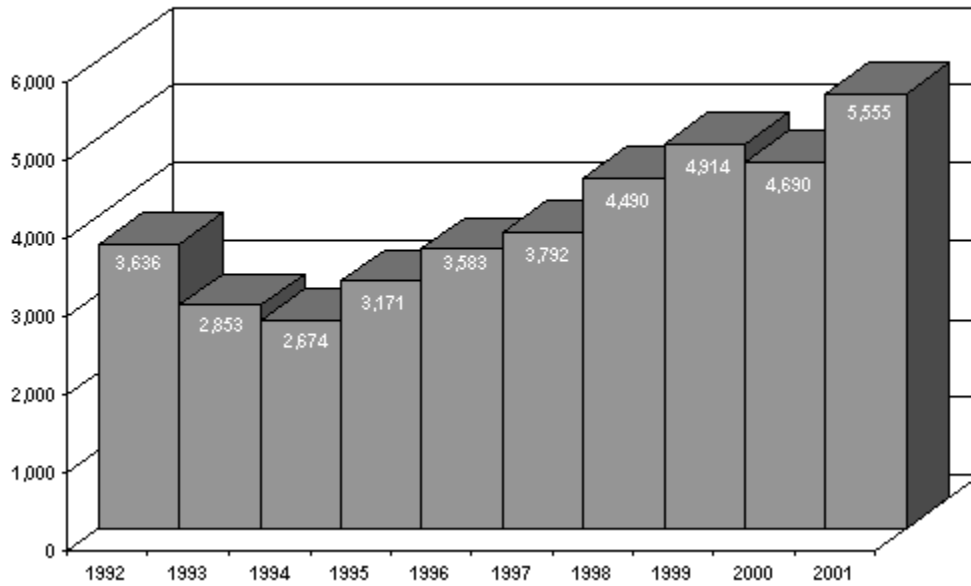


Chart 3 portrays an increase of 13.1% in 1999 which was the largest increase in the last decade until 2001 when enrollment dramatically increased by 22.5%.

**Chart 4: Summer Enrollment**



As depicted in Chart 4, 1993 shows a decrease in enrollment of 21.5% (the largest decline between 1991 and 2000) followed by a 6.3% decrease the following year. Again, factors in this decline were the closing of George Air Force Base and the introduction of a differential fee. Especially considering that many professional or paraprofessional individuals, who typically have at least a bachelor's degree, may be more likely to take a class during the summer to better their skills. The rebound in enrollment of 18.6% in 1995 coincided with the differential fee being eliminated. Since that time the Summer intersession has seen a growth of 107.7%.

Projections for the High Desert Corridor suggest that between 2000 and 2005, the population will increase by 9.9% (Regional Economic Development Authority, 2001). Between 1997 and 2004, the Department of Economic and Community Development (2002) is projecting for San Bernardino County a dramatic job growth in classifications such as "Professional & Technical" (22.9%) and "Teachers, Educators & Librarian" (30.8%); thereby, affecting VVC's involvement and contribution amid the community in the years to come.

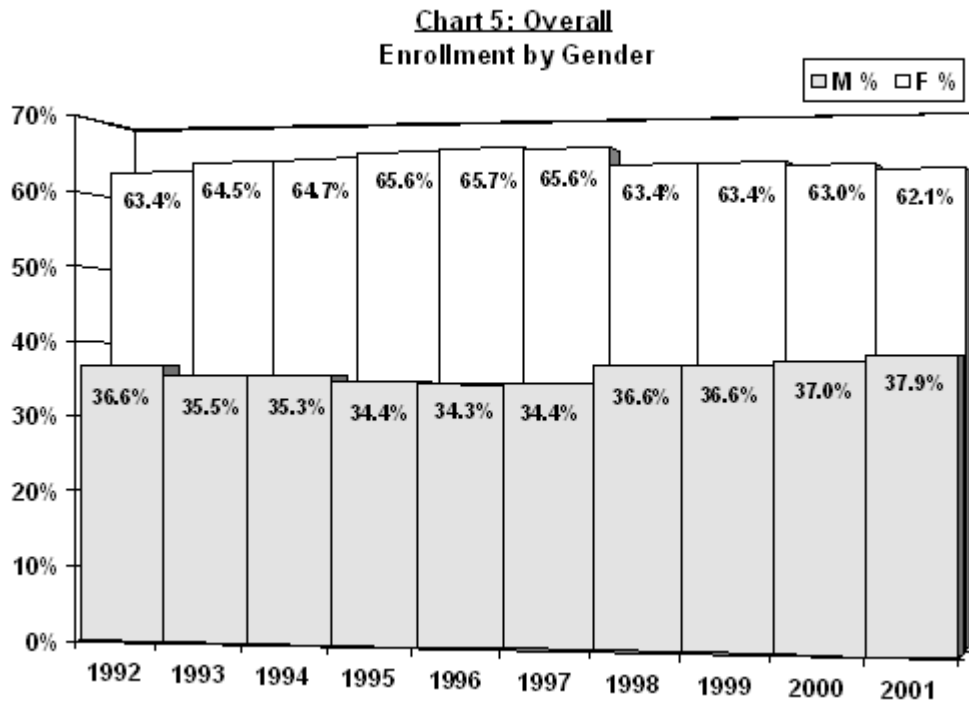


Chart 5 presents the gender proportions for VVC's overall (school year) enrollment. During the current period (1992-2001), the average proportion of enrollment for males was 35.9% while the average proportion of enrollment for females was 64.1%.

**Table 1: Overall Enrollment by Gender**

Year	Male	M %	Female	F %
1992	7,670	36.6%	13,260	63.4%
1993	7,192	35.5%	13,045	64.5%
1994	6,862	35.3%	12,596	64.7%
1995	7,006	34.4%	13,334	65.6%
1996	7,075	34.3%	13,573	65.7%
1997	7,582	34.4%	14,478	65.6%
1998	8,749	36.6%	15,174	63.4%
1999	8,943	36.6%	15,486	63.4%
2000	10,348	37.0%	17,604	63.0%
2001	11,322	37.9%	18,550	62.1%

As viewed in Table 1, the proportion of males shows an increase of 3.5% between 1997 and 2001.

**Chart 6: Fall  
Enrollment by Gender**

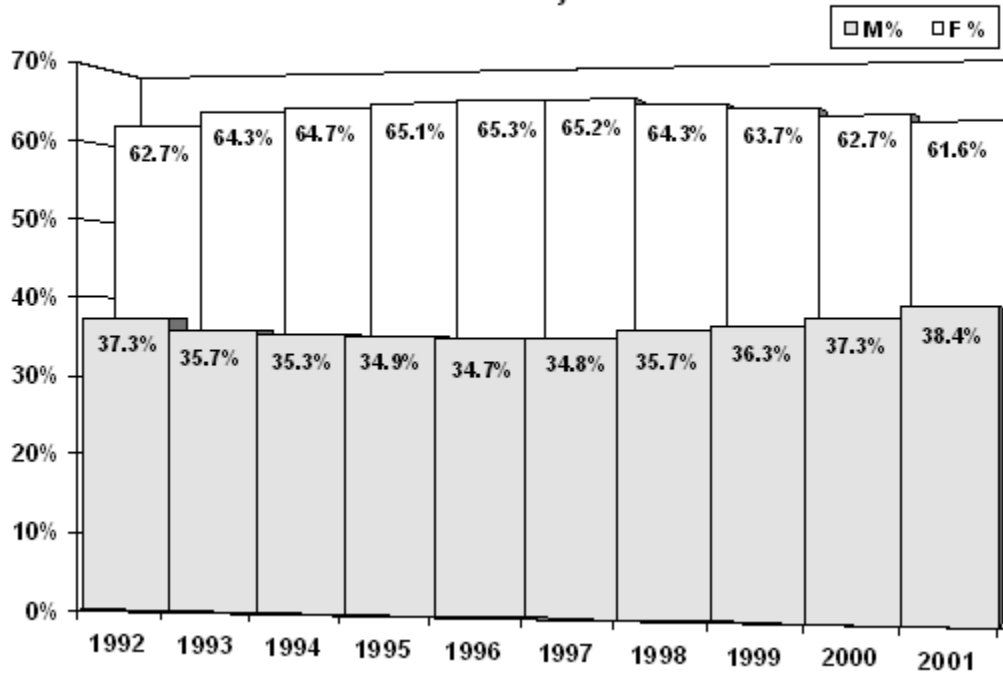


Chart 6 and Table 2 demonstrate that female and male proportions remain very stable during the Fall semester. The larger percentage of males on the ends of the trend may mirror the economy at the time.

**Table 2: Fall Enrollment by Gender**

Year	Male	M %	Female	F %
1992	3,372	37.3%	5,666	62.7%
1993	3,071	35.7%	5,525	64.3%
1994	2,827	35.3%	5,176	64.7%
1995	2,866	34.9%	5,336	65.1%
1996	2,966	34.7%	5,585	65.3%
1997	3,049	34.8%	5,703	65.2%
1998	3,238	35.7%	5,842	64.3%
1999	3,583	36.3%	6,281	63.7%
2000	3,838	37.3%	6,457	62.7%
2001	4,521	38.4%	7,247	61.6%

**Chart 7: Spring Enrollment by Gender**

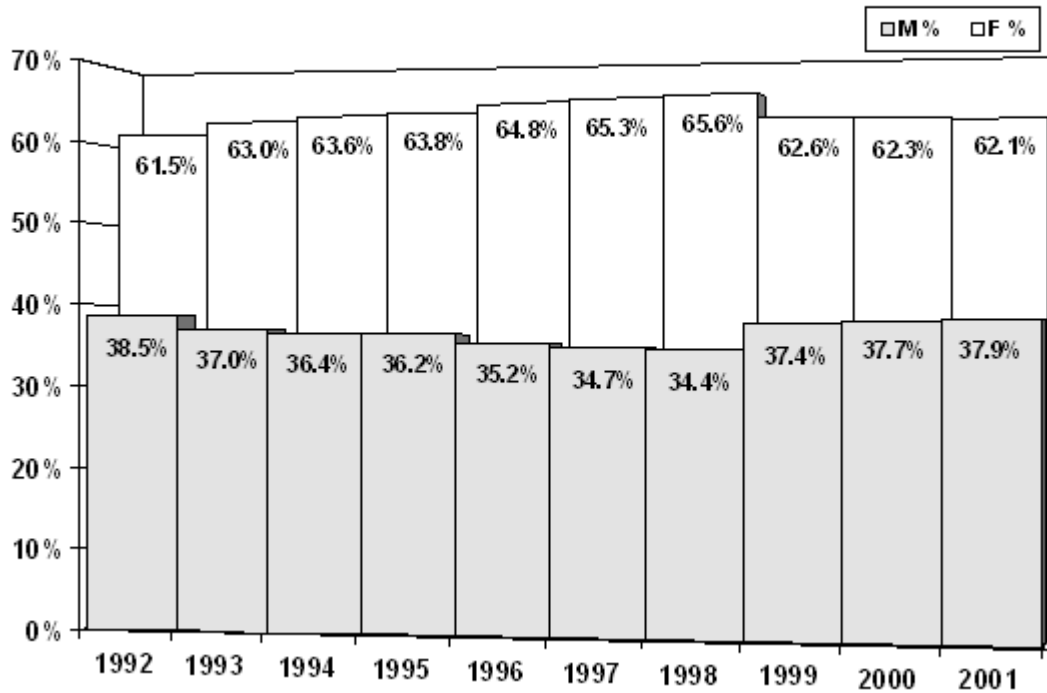


Chart 7 and Table 3 illustrate that in 1992 (38.5%), as well as in 2000 (37.7%) and 2001 (37.9%), the proportion of males are at their highest points. Coincidentally, these two time periods are represented by the largest increases in enrollment. Of interest, between 1992 and 1998 female proportions reveal an increase of 4.1%.

**Table 3: Spring Enrollment by Gender**

Year	Male	M %	Female	F %
1992	3,566	38.5%	5,694	61.5%
1993	3,342	37.0%	5,701	63.0%
1994	3,266	36.4%	5,702	63.6%
1995	3,006	36.2%	5,287	63.8%
1996	3,010	35.2%	5,547	64.8%
1997	2,887	34.7%	5,430	65.3%
1998	3,038	34.4%	5,787	65.6%
1999	3,727	37.4%	6,229	62.6%
2000	3,728	37.7%	6,167	62.3%
2001	4,597	37.9%	7,532	62.1%

**Chart 8: Summer Enrollment by Gender**

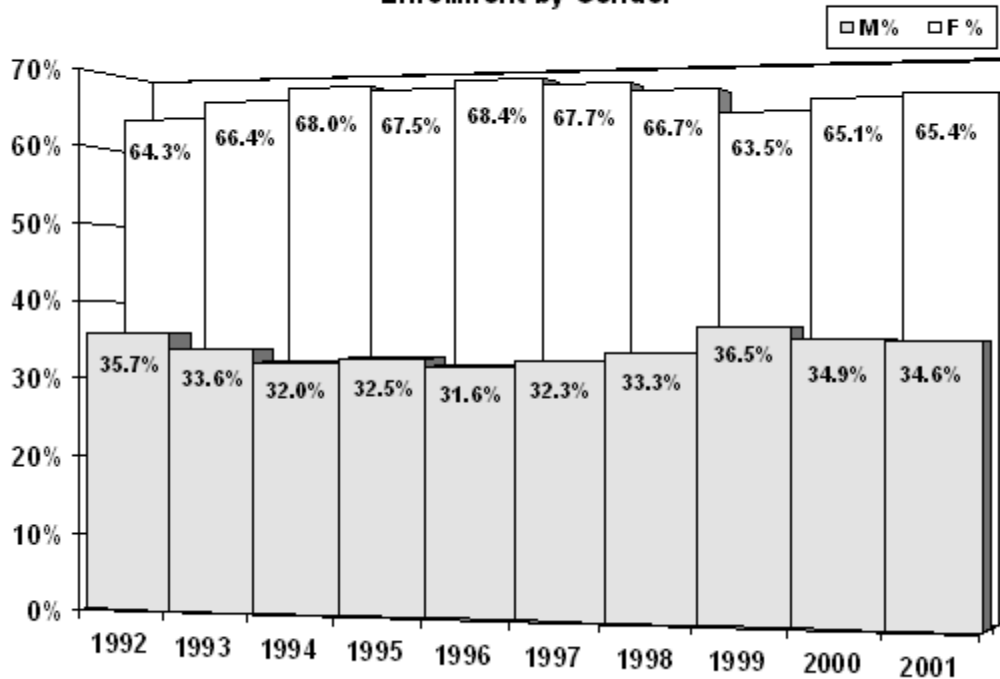


Chart 8 and Table 4 explicate that gender proportions broaden during the summer intersession. For instance, between 1994 and 1997 female students accounted for 67.9% of the population. From 1992 to 1996 a moderate increase (+4.1%) is viewed in the proportion of females. However, 1999 identifies a lower proportion of females (63.5%) not viewed since 1992.

**Table 4: Summer Enrollment by Gender**

Year	Male	M %	Female	F %
1992	1,296	35.7%	2,333	64.3%
1993	956	33.6%	1,893	66.4%
1994	855	32.0%	1,818	68.0%
1995	1,029	32.5%	2,133	67.5%
1996	1,130	31.6%	2,451	68.4%
1997	1,222	32.3%	2,558	67.7%
1998	1,495	33.3%	2,988	66.7%
1999	1,784	36.5%	3,103	63.5%
2000	1,632	34.9%	3,038	65.1%
2001	1,913	34.6%	3,615	65.4%

## Enrollment by Race/Ethnicity

Ethnicity is categorized as follows: American/Alaskan Native, Asian, African American, White (including Middle Eastern), Hispanic and other minorities (ONW)

**Chart 9: Overall Enrollment by Race/Ethnicity**

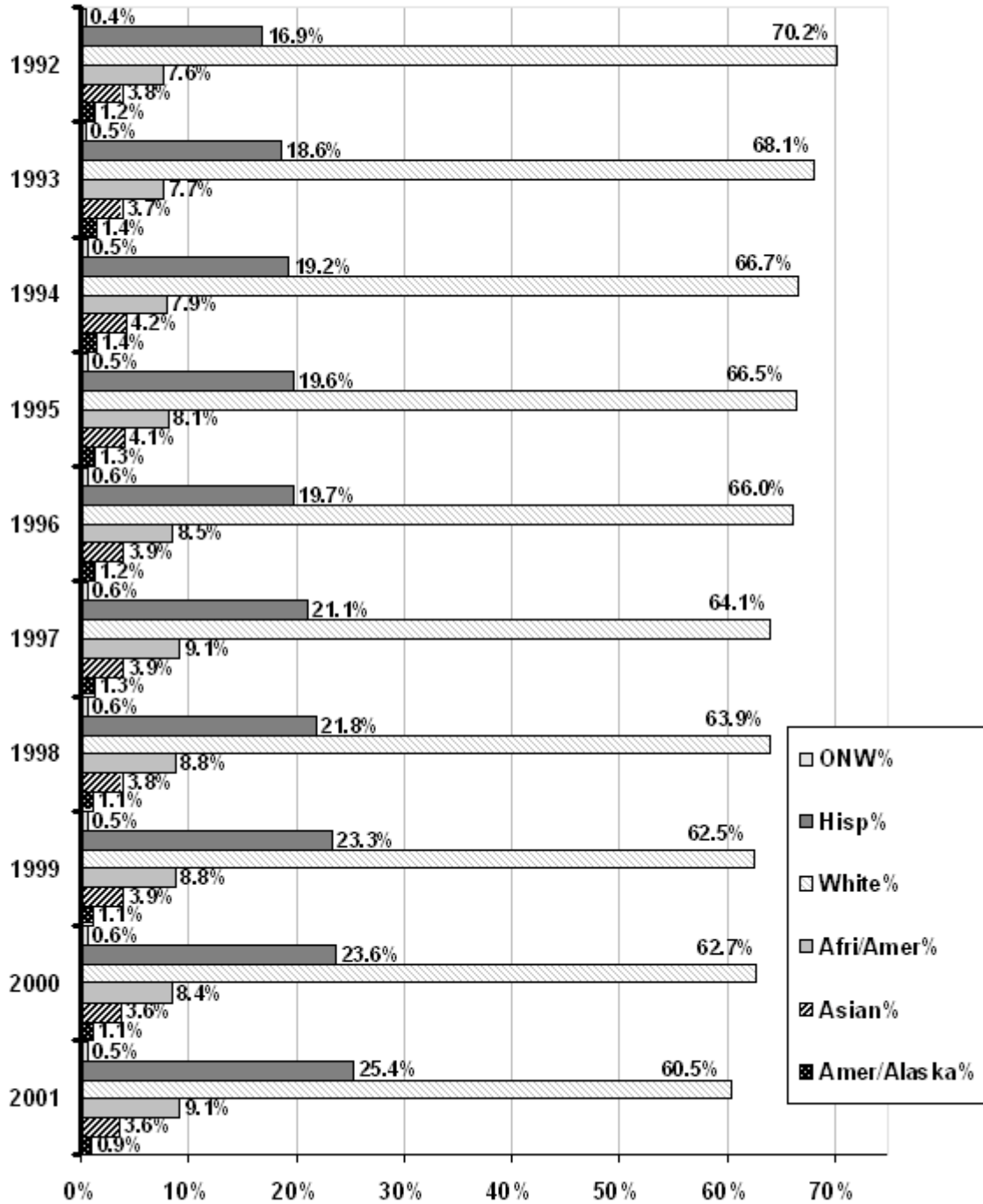


Chart 9 illustrates graphically the percent of overall enrollment by racial/ethnic category.

**Table 5: Overall Enrollment by Race/Ethnicity**

Year	Native American	H/A%	Asian	A%	African American	AA%	White	W%	Hispanic	H%	Other Non-White	ONW%
1992	255	1.2%	784	3.8%	1,587	7.6%	14,656	70.2%	3,523	16.9%	87	0.4%
1993	280	1.4%	751	3.7%	1,563	7.7%	13,805	68.1%	3,776	18.6%	93	0.5%
1994	275	1.4%	825	4.2%	1,539	7.9%	12,999	66.7%	3,743	19.2%	106	0.5%
1996	257	1.3%	825	4.1%	1,657	8.1%	13,521	66.5%	3,990	19.6%	97	0.5%
1998	255	1.2%	812	3.9%	1,752	8.5%	13,634	66.0%	4,067	19.7%	123	0.6%
1997	279	1.3%	849	3.9%	2,003	9.1%	14,090	64.1%	4,632	21.1%	129	0.6%
1998	262	1.1%	914	3.8%	2,097	8.8%	15,260	63.9%	5,201	21.8%	138	0.6%
1999	270	1.1%	946	3.9%	2,145	8.8%	15,241	62.5%	5,672	23.3%	117	0.5%
2000	299	1.1%	1,014	3.6%	2,334	8.4%	17,471	62.7%	6,591	23.6%	162	0.6%
2001	273	0.9%	1,053	3.6%	2,698	9.1%	17,923	60.5%	7,516	25.4%	156	0.5%

Table 5 depicts overall counts per racial/ethnic group followed by the percent of representation in the overall enrollment. In 2000, estimated racial/ethnic representation for the High Desert Corridor is as follows: White (51.3%), Hispanic (26.2%), African American (5.6%), Asian/Pacific Islander (3.1%) and other races (13.8%) (Regional Economic Development Authority, 2001). VVC's racial/ethnic distributions compared to that of the community in 2001 revealed that Whites (60.5%) are well represented, Hispanics (25.4%) are slightly under-represented and African Americans (9.1%) as well as Asian/Pacific Islanders (3.6%) are well represented. Of interest, is that in the last decade VVC's White population has decreased 9.7%. In addition, during this same time frame, the Hispanic population, VVC's largest minority group, rose by 8.5%. Other ethnic groups showed a slight, yet steady increase.

According to the California Basic Educational Data System (CBEDS) report, 48.3% of the San Bernardino County student population is Hispanic. More specifically, in 2001 Hesperia and Victor Valley Unified School Districts displayed Hispanic proportions of 35.5% and 37.9%, respectively. In addition, Adelanto Elementary School District revealed a Hispanic proportion of 46.5% in 2001. (CBEDS, 2001).

**Chart 10: Fall Enrollment by Race/Ethnicity**

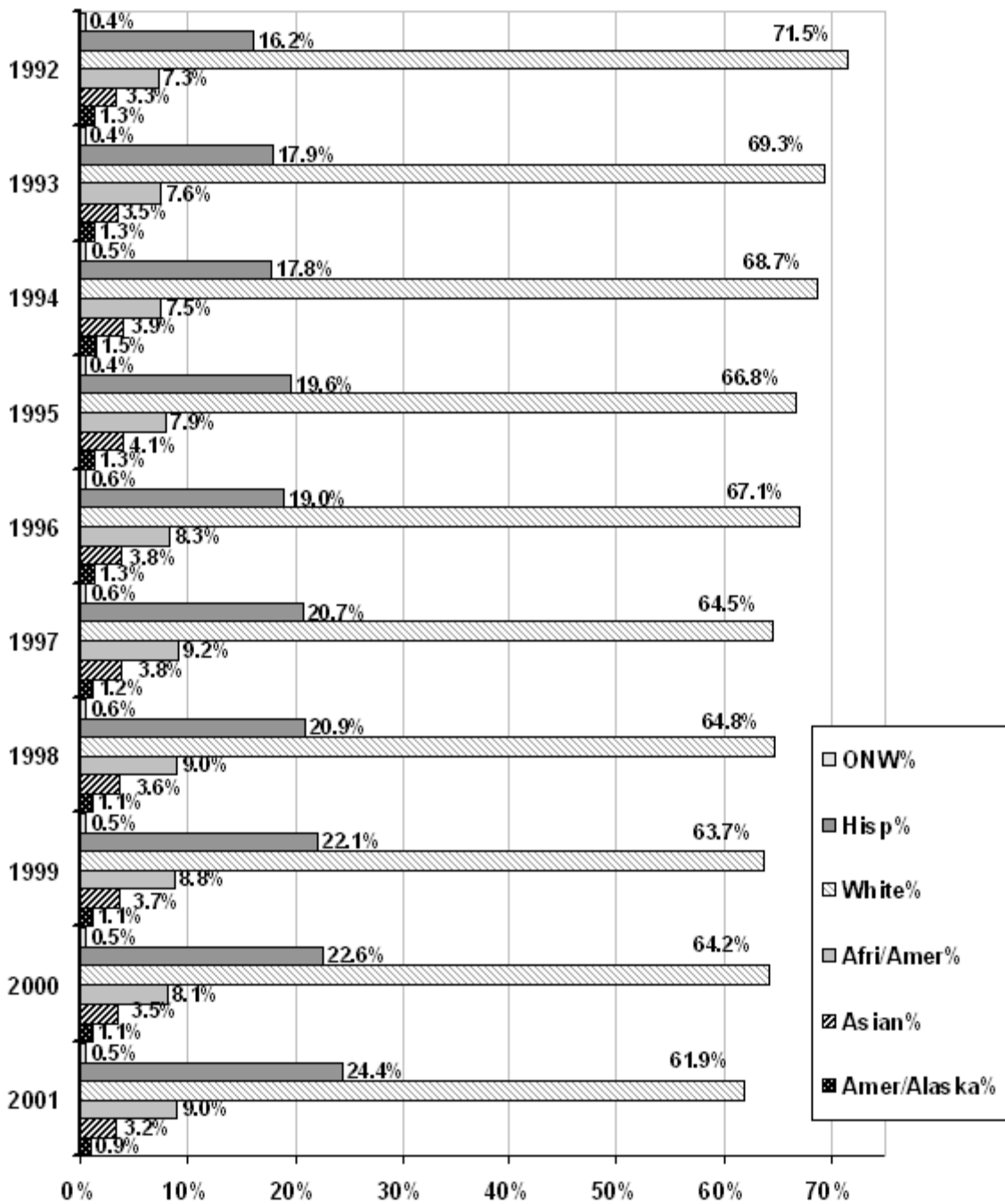


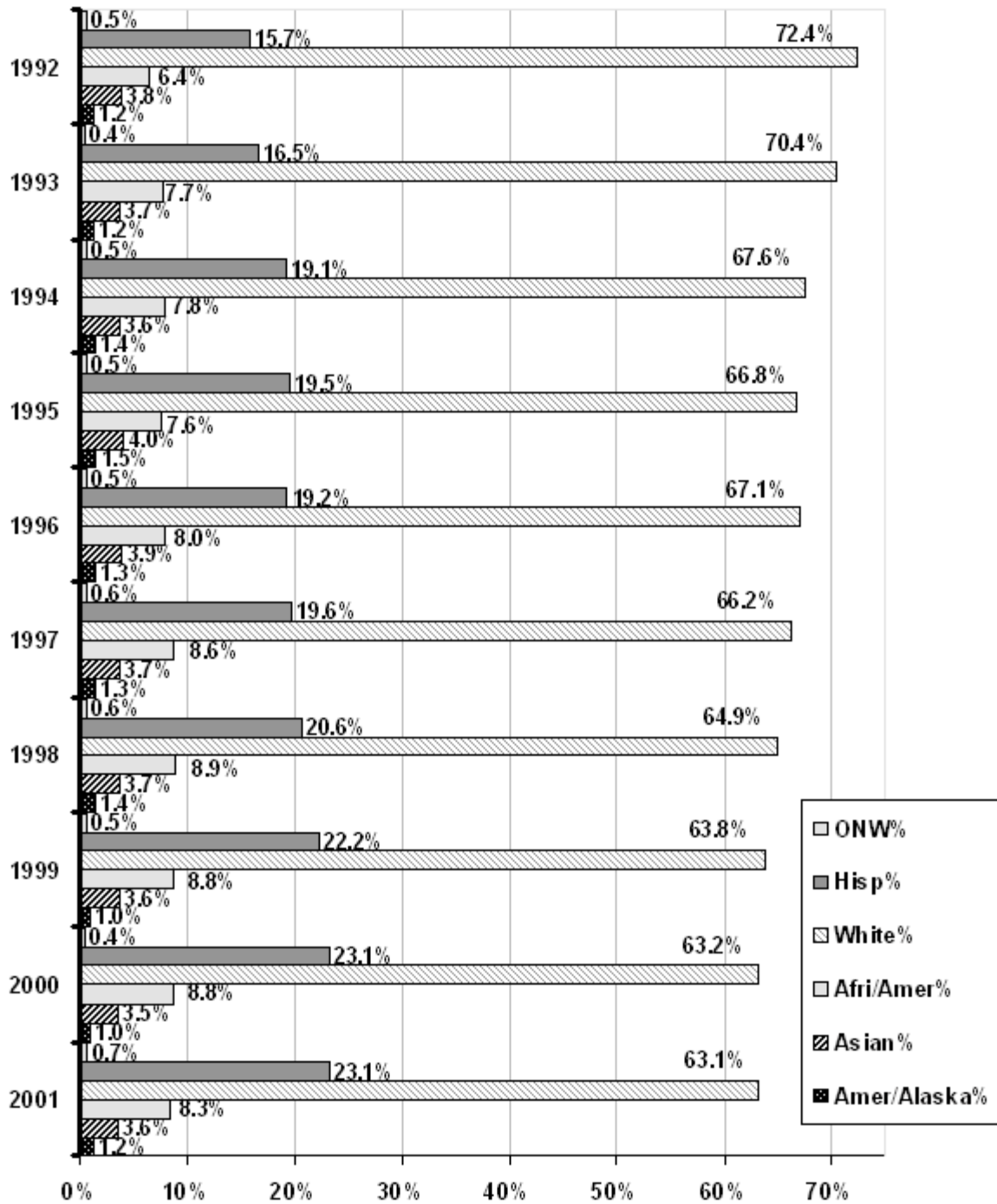
Chart 10 depicts that while most racial/ethnic categories have remained constant during fall, the proportion of Whites decreased by 9.6% and the proportion of Hispanics increased by 8.2%.

**Table 6: Fall Enrollment by Race/Ethnicity**

Year	Native/American Indian	N/A	Asian	A%	African American	AA%	White	W%	Hispanic	H%	Other Non-White	OHW%
1992	114	1.3%	300	3.3%	658	7.3%	6,442	71.5%	1,461	16.2%	32	0.4%
1993	113	1.3%	298	3.5%	658	7.6%	5,967	69.3%	1,542	17.9%	37	0.4%
1994	118	1.5%	314	3.9%	603	7.5%	5,504	68.7%	1,429	17.8%	43	0.5%
1995	107	1.3%	334	4.1%	646	7.9%	5,487	66.8%	1,608	19.6%	36	0.4%
1996	108	1.3%	321	3.8%	707	8.3%	5,735	67.1%	1,625	19.0%	49	0.6%
1997	108	1.2%	332	3.8%	805	9.2%	5,648	64.5%	1,817	20.7%	51	0.6%
1998	102	1.1%	323	3.6%	811	9.0%	5,842	64.8%	1,880	20.9%	58	0.6%
1999	109	1.1%	368	3.7%	864	8.8%	6,257	63.7%	2,171	22.1%	49	0.5%
2000	113	1.1%	364	3.5%	833	8.1%	6,613	64.2%	2,323	22.6%	49	0.5%
2001	110	0.9%	375	3.2%	1,047	9.0%	7,236	61.9%	2,855	24.4%	60	0.5%

Table 6 reveals that while White enrollments declined between 1992 and 2001, the number of Hispanic and African American students showed an increase of 95.4% and 59.1%, respectively.

**Chart 11: Spring Enrollment by Race/Ethnicity**



Spring patterns show similarities to the Fall semester. For instance, Chart 11 shows a decrease in the proportion of White students (-9.3) and an increase in the proportion of Hispanic students (+7.4) from 1992 to 2001. During this same time frame, African American proportions rose steadily (+1.9).

**Table 7: Spring Enrollment by Race/Ethnicity**

Year	Native/Amer Indian	H/A%	Asian	A%	African American	AA%	White	W%	Hispanic	H%	Other Non-white	OHW%
1992	114	1.2%	349	3.8%	596	6.4%	6,696	72.4%	1,452	15.7%	44	0.5%
1993	109	1.2%	338	3.7%	698	7.7%	6,362	70.4%	1,486	16.5%	39	0.4%
1994	125	1.4%	324	3.6%	701	7.8%	6,078	67.6%	1,713	19.1%	45	0.5%
1995	125	1.5%	335	4.0%	634	7.6%	5,553	66.8%	1,617	19.5%	49	0.6%
1996	107	1.3%	335	3.9%	684	8.0%	5,746	67.1%	1,642	19.2%	45	0.5%
1997	109	1.3%	304	3.7%	715	8.6%	5,508	66.2%	1,629	19.6%	49	0.6%
1998	121	1.4%	321	3.7%	777	8.9%	5,690	64.9%	1,810	20.6%	52	0.6%
1999	104	1.0%	360	3.6%	873	8.8%	6,355	63.8%	2,214	22.2%	54	0.5%
2000	103	1.0%	350	3.5%	868	8.8%	6,255	63.2%	2,283	23.1%	43	0.4%
2001	140	1.2%	430	3.6%	1,005	8.3%	7,625	63.1%	2,789	23.1%	86	0.7%

According to Table 7, in the last decade the number of Hispanic and African American students show an increase of 92.1% and 68.6% respectively.

**Chart 12: Summer Enrollment by Race/Ethnicity**

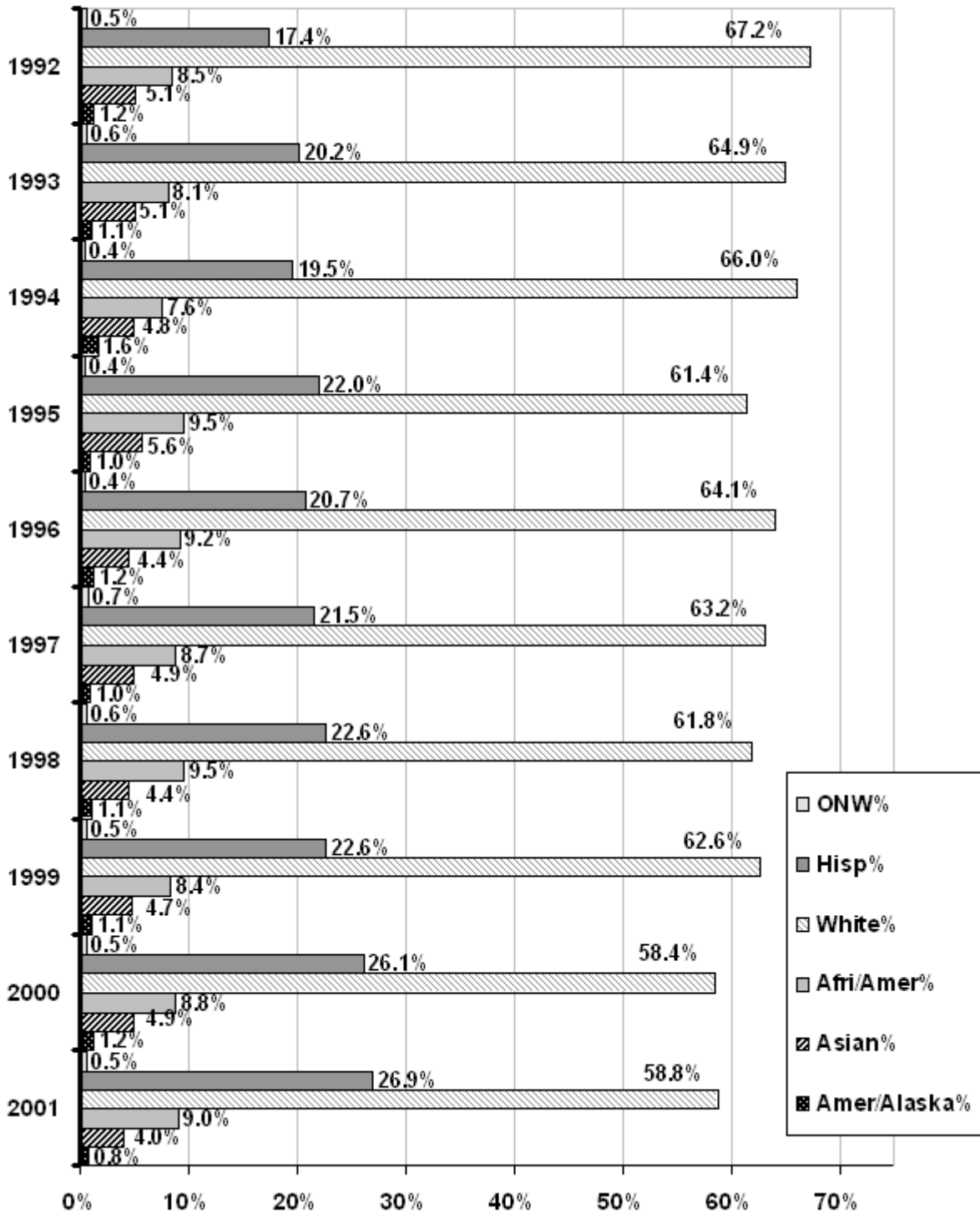


Chart 12 illustrates that the proportion of Hispanic students (+9.5) increased more during the summer intersession than any other term.

**Table 8: Summer Enrollment by Race/Ethnicity**

Year	Native American Indian	NIA%	Asian	A%	African American	AA%	White	W%	Hispanic	H%	Other Non-White	ONW%
1992	42	1.2%	186	5.1%	309	8.5%	2,431	67.2%	630	17.4%	17	0.5%
1993	32	1.1%	146	5.1%	231	8.1%	1,852	64.9%	576	20.2%	16	0.6%
1994	42	1.6%	129	4.8%	204	7.6%	1,760	66.0%	521	19.5%	11	0.4%
1995	32	1.0%	176	5.6%	302	9.5%	1,942	61.4%	697	22.0%	14	0.4%
1996	43	1.2%	156	4.4%	327	9.2%	2,288	64.1%	740	20.7%	16	0.4%
1997	38	1.0%	187	4.9%	330	8.7%	2,391	63.2%	813	21.5%	25	0.7%
1998	50	1.1%	196	4.4%	421	9.5%	2,752	61.8%	1,005	22.6%	26	0.6%
1999	56	1.1%	231	4.7%	413	8.4%	3,063	62.6%	1,107	22.6%	26	0.5%
2000	58	1.2%	228	4.9%	413	8.8%	2,729	58.4%	1,218	26.1%	25	0.5%
2001	46	0.8%	220	4.0%	496	9.0%	3,233	58.8%	1,479	26.9%	27	0.5%

During the summer intersession, some racial/ethnic groups reveal their highest enrollment proportions. Table 8 illustrates this to be true for Asians (5.6%) and African Americans (9.5%). While at the same time, the lowest proportion of White students (58.4%) is viewed.

Chart 13: Overall Enrollment by Age

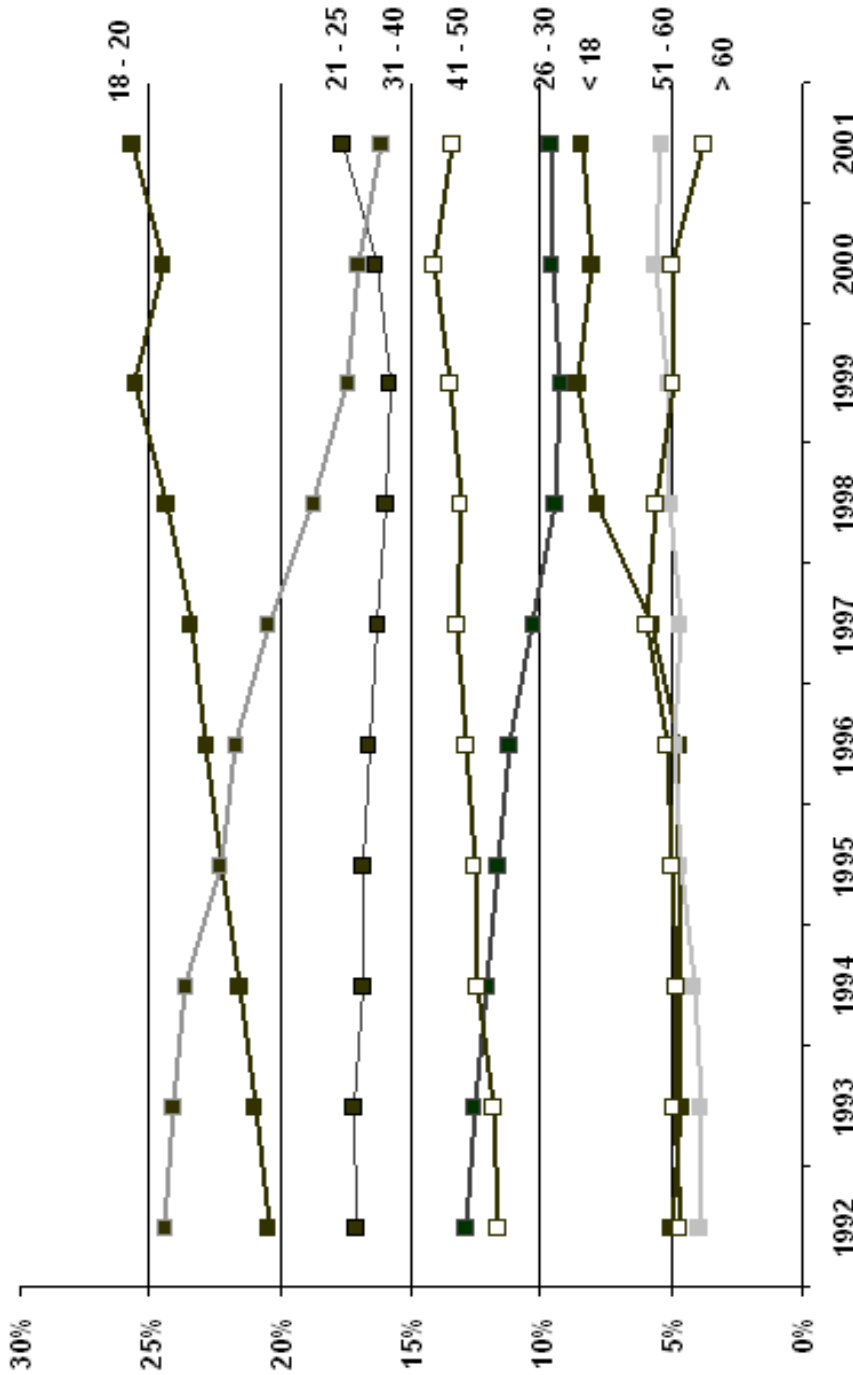


Chart 13 illustrates graphically the percent of overall enrollment by age category. Over the last decade, the proportion of students below VVC's average age in Fall 2001 of 30 (<18, 18-20) have increased, yet the proportion of students near the average age (26-30, 31-40) have decreased or stayed relatively consistent (21-25). In addition, the proportion of students in the 51-60 and >60 categories have shown slow but steady gains until 2001 when a decrease was viewed in both.

**Table 9: Overall Enrollment by Age**

Year	<18	%	18-20	%	21-25	%	26-30	%	31-40	%	41-50	%	51-60	%	>60	%
1992	1,042	5.0%	4,272	20.4%	3,574	17.1%	2,698	12.9%	5,108	24.4%	2,431	11.6%	826	3.9%	979	4.7%
1993	924	4.6%	4,251	21.0%	3,482	17.2%	2,541	12.6%	4,876	24.1%	2,395	11.8%	777	3.8%	991	4.9%
1994	895	4.6%	4,191	21.5%	3,270	16.8%	2,349	12.1%	4,603	23.7%	2,417	12.4%	807	4.1%	926	4.8%
1995	964	4.7%	4,536	22.3%	3,420	16.8%	2,365	11.6%	4,541	22.3%	2,557	12.6%	947	4.7%	1,010	5.0%
1996	974	4.7%	4,712	22.8%	3,432	16.6%	2,316	11.2%	4,486	21.7%	2,661	12.9%	1,004	4.9%	1,063	5.1%
1997	1,274	5.8%	5,165	23.4%	3,588	16.3%	2,276	10.3%	4,503	20.4%	2,918	13.2%	1,028	4.7%	1,308	5.9%
1998	1,877	7.8%	5,831	24.4%	3,812	15.9%	2,262	9.5%	4,483	18.7%	3,121	13.0%	1,204	5.0%	1,333	5.6%
1999	2,089	8.6%	6,240	25.6%	3,847	15.8%	2,250	9.2%	4,238	17.4%	3,289	13.5%	1,254	5.1%	1,196	4.9%
2000	2,245	8.0%	6,833	24.5%	4,561	16.3%	2,665	9.5%	4,736	17.0%	3,932	14.1%	1,560	5.6%	1,384	5.0%
2001	2,500	8.4%	7,691	25.7%	5,256	17.6%	2,873	9.6%	4,812	16.1%	4,017	13.4%	1,609	5.4%	1,114	3.7%

Table 9 depicts the largest proportional increase in age as occurring in the 18-20 group (+5.3) and the largest proportional decrease in age occurring in the 31-40 group (-8.3). The three groups showing the most impressive increases in enrollment in the last decade are the <18 group (+120.0%), 18-20 group (+80.0%) and the 51-60 group (+94.8%).

**Chart 14: Fall Enrollment by Age**

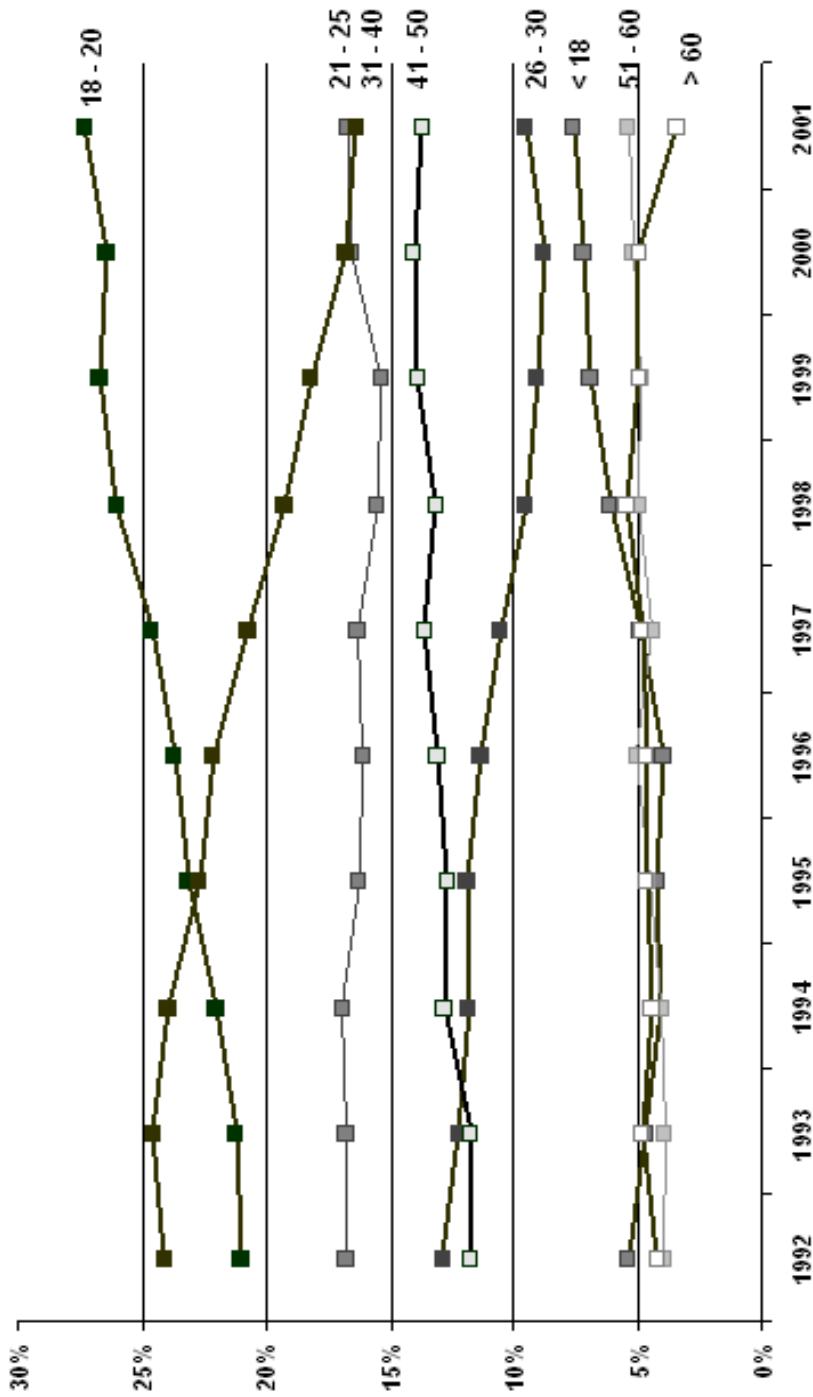


Chart 14 portrays the proportion of various age groups during the Fall semester by year. The fall trend closely resembles the overall (school year) trend.

**Table 10: Fall Enrollment by Age**

Year	<18	%	18-20	%	21-25	%	26-30	%	31-40	%	41-50	%	51-60	%	>60	%
1992	486	5.4%	1,896	21.0%	1,515	16.8%	1,166	12.9%	2,177	24.1%	1,063	11.8%	355	3.9%	380	4.2%
1993	402	4.7%	1,821	21.2%	1,445	16.8%	1,050	12.2%	2,113	24.6%	1,012	11.8%	336	3.9%	417	4.9%
1994	325	4.1%	1,762	22.0%	1,352	16.9%	948	11.8%	1,916	23.9%	1,025	12.8%	322	4.0%	353	4.4%
1995	348	4.2%	1,897	23.1%	1,330	16.2%	973	11.9%	1,862	22.7%	1,038	12.7%	373	4.5%	381	4.6%
1996	338	4.0%	2,027	23.7%	1,380	16.1%	972	11.4%	1,891	22.1%	1,117	13.1%	428	5.0%	398	4.7%
1997	427	4.9%	2,157	24.6%	1,429	16.3%	925	10.6%	1,813	20.7%	1,193	13.6%	388	4.4%	420	4.8%
1998	553	6.1%	2,363	26.0%	1,409	15.5%	865	9.5%	1,751	19.3%	1,192	13.1%	452	5.0%	495	5.5%
1999	682	6.9%	2,634	26.7%	1,514	15.3%	897	9.1%	1,794	18.2%	1,370	13.9%	481	4.9%	492	5.0%
2000	735	7.2%	2,720	26.5%	1,704	16.6%	906	8.8%	1,726	16.8%	1,444	14.1%	534	5.2%	508	4.9%
2001	898	7.6%	3,213	27.3%	1,965	16.7%	1,122	9.5%	1,929	16.4%	1,609	13.7%	633	5.4%	399	3.4%

As viewed in Table 10, in the last decade the proportion of students in the 26-30 and 31-40 groups show decreases of -3.4 and -7.7 respectively and the >60 group reveals the lowest proportion in the category during 2001. In contrast, the 18-20 group depicts a proportional increase of +6.3 in the last ten years.

**Chart 15: Spring Enrollment by Age**

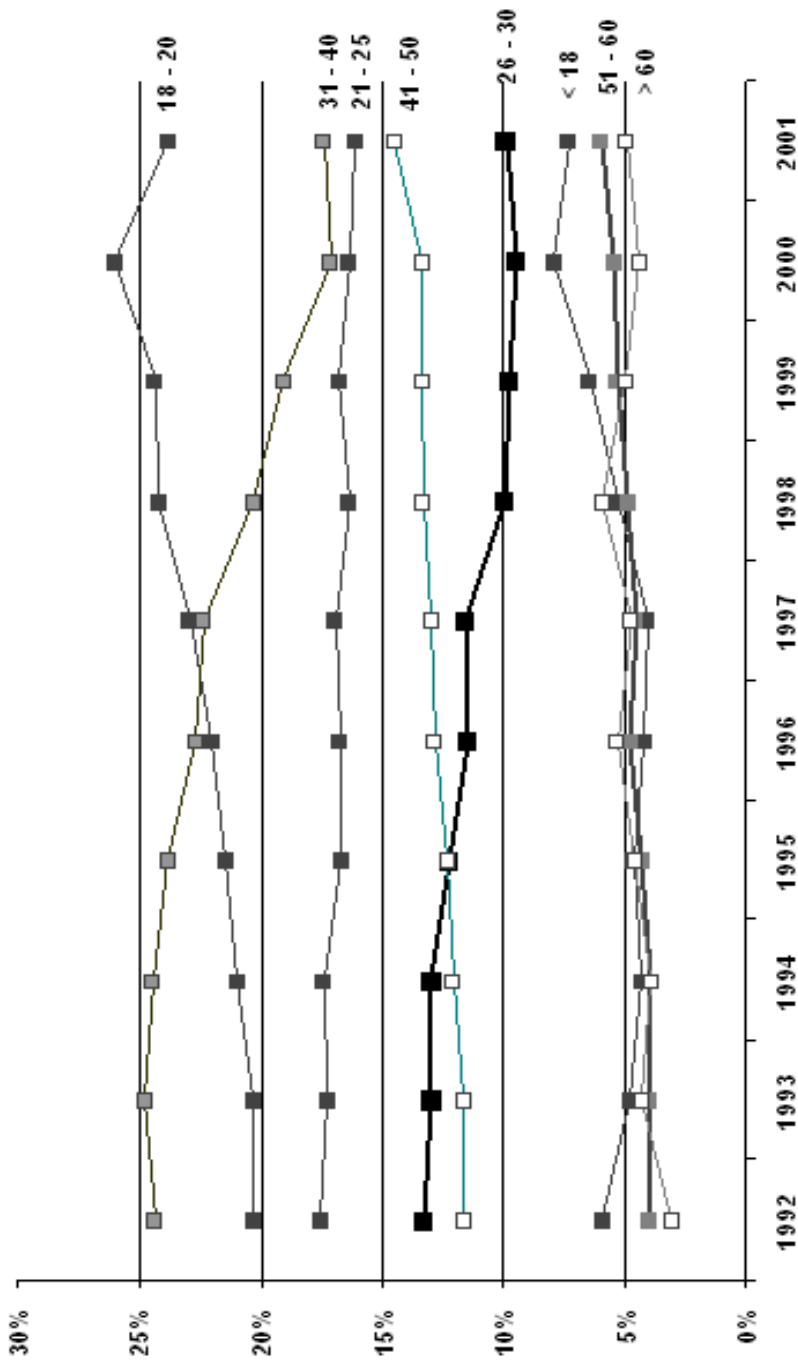


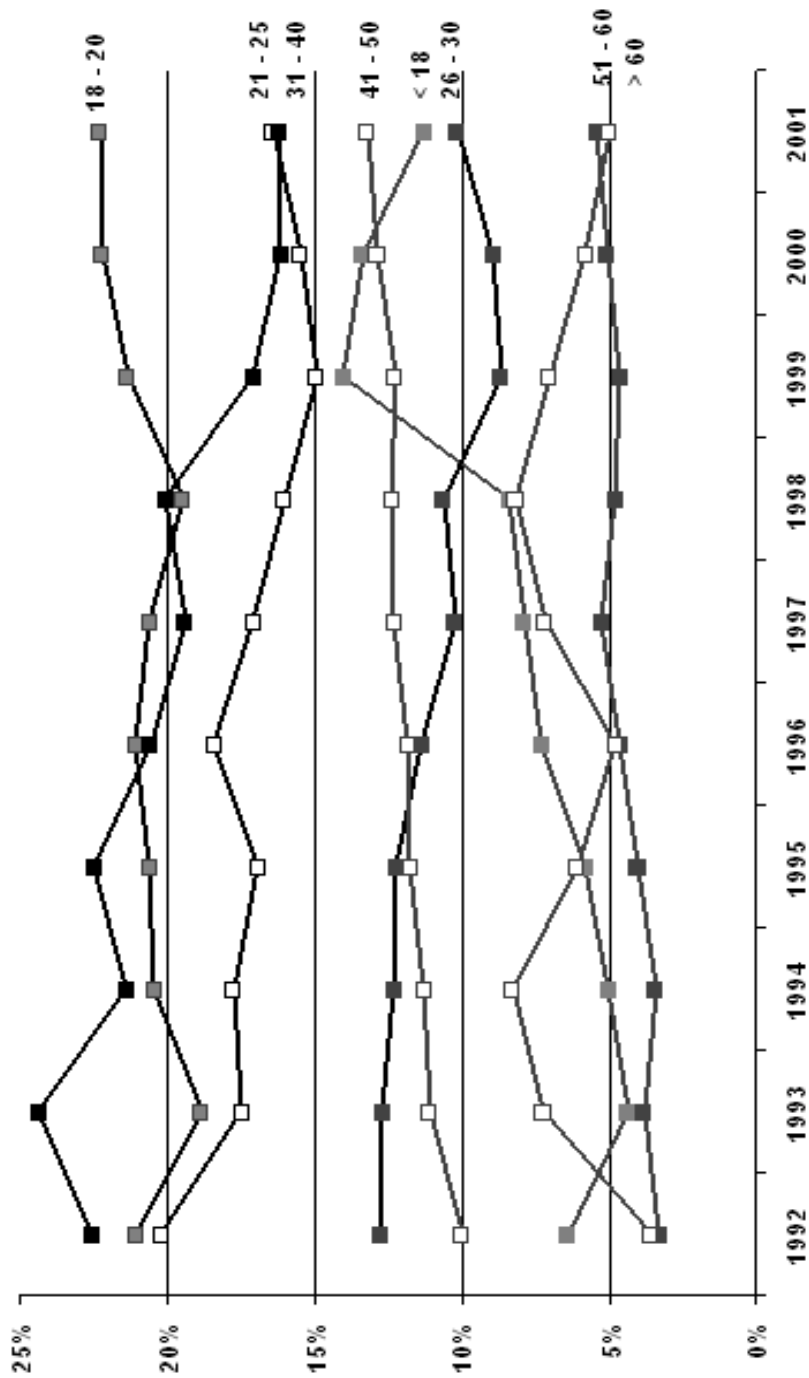
Chart 15 portrays a trend in the <18 group that mirrors the overall enrollment trend during the 1990s. When the overall enrollment decreased, the proportion of students in the <18 group also decreased and when enrollment increased during the decade so did the proportion of students in the <18 group. This same trend is not found in other age categories.

**Table 11: Spring Enrollment by Age**

Year	<18	%	18-20	%	21-25	%	26-30	%	31-40	%	41-50	%	51-60	%	>60	%
1992	548	5.9%	1,881	20.3%	1,621	17.5%	1,231	13.3%	2,257	24.4%	1,073	11.6%	367	4.0%	282	3.0%
1993	432	4.8%	1,839	20.3%	1,561	17.3%	1,169	12.9%	2,236	24.7%	1,051	11.6%	362	4.0%	393	4.3%
1994	388	4.3%	1,883	21.0%	1,562	17.4%	1,161	12.9%	2,191	24.4%	1,082	12.1%	349	3.9%	352	3.9%
1995	387	4.7%	1,776	21.4%	1,382	16.7%	1,015	12.2%	1,975	23.8%	1,019	12.3%	358	4.3%	381	4.6%
1996	355	4.1%	1,884	22.0%	1,430	16.7%	984	11.5%	1,943	22.7%	1,096	12.8%	408	4.8%	457	5.3%
1997	337	4.1%	1,905	22.9%	1,407	16.9%	958	11.5%	1,862	22.4%	1,077	12.9%	378	4.5%	393	4.7%
1998	470	5.3%	2,135	24.2%	1,439	16.3%	876	9.9%	1,790	20.3%	1,170	13.3%	425	4.8%	520	5.9%
1999	638	6.4%	2,425	24.4%	1,673	16.8%	973	9.8%	1,897	19.1%	1,329	13.3%	526	5.3%	495	5.0%
2000	783	7.9%	2,571	26.0%	1,611	16.3%	937	9.5%	1,693	17.1%	1,319	13.3%	535	5.4%	434	4.4%
2001	888	7.3%	2,880	23.8%	1,949	16.1%	1,195	9.9%	2,112	17.4%	1,760	14.5%	729	6.0%	598	4.9%

In contrast to the other semesters, the 18-20 group reveals a proportional decrease of -2.2 in 2001. While most of the age categories depict robust gains in enrollment, the 26-30 and 31-40 groups are just now returning to numbers viewed in 1992-1993 as revealed in Table 11.

**Chart 16: Summer Enrollment by Age**



In comparing the age trends of Summer (Chart 16) to the overall, the 21-25 group decreased, yet this age group remained very stable when viewed in the overall trend. In addition, the overall increases viewed in the <18 and 18-20 groups are magnified during the Summer intersession.

**Table 12: Summer Enrollment by Age**

Year	<18	%	18-20	%	21-25	%	26-30	%	31-40	%	41-50	%	51-60	%	>60	%
1992	233	6.4%	765	21.1%	735	20.3%	463	12.8%	819	22.6%	363	10.0%	120	3.3%	131	3.6%
1993	124	4.4%	537	18.8%	498	17.5%	363	12.7%	695	24.4%	317	11.1%	109	3.8%	206	7.2%
1994	134	5.0%	547	20.5%	475	17.8%	330	12.3%	572	21.4%	301	11.3%	92	3.4%	222	8.3%
1995	183	5.8%	653	20.7%	536	17.0%	386	12.2%	712	22.5%	373	11.8%	127	4.0%	192	6.1%
1996	261	7.3%	755	21.1%	660	18.4%	408	11.4%	736	20.6%	423	11.8%	166	4.6%	172	4.8%
1997	299	7.9%	780	20.6%	645	17.1%	386	10.2%	733	19.4%	467	12.4%	198	5.2%	272	7.2%
1998	377	8.4%	873	19.5%	720	16.1%	475	10.6%	900	20.1%	555	12.4%	215	4.8%	368	8.2%
1999	686	14.0%	1,043	21.3%	730	14.9%	424	8.7%	835	17.1%	600	12.3%	226	4.6%	343	7.0%
2000	624	13.4%	1,035	22.2%	722	15.5%	416	8.9%	751	16.1%	600	12.9%	238	5.1%	270	5.8%
2001	622	11.3%	1,233	22.3%	908	16.4%	564	10.2%	898	16.2%	728	13.2%	297	5.4%	278	5.0%

As represented in Table 12, the Summer intercession, more than any other term, reveals the largest increase in the proportion of students in the <18 group (+4.9%) and the largest decrease in the proportion of students in the 21-25 group (-3.9%).

## Enrollment by Awards

**Chart 17: Degrees And Certificates  
Awarded by Academic Year (Fall - Summer)**

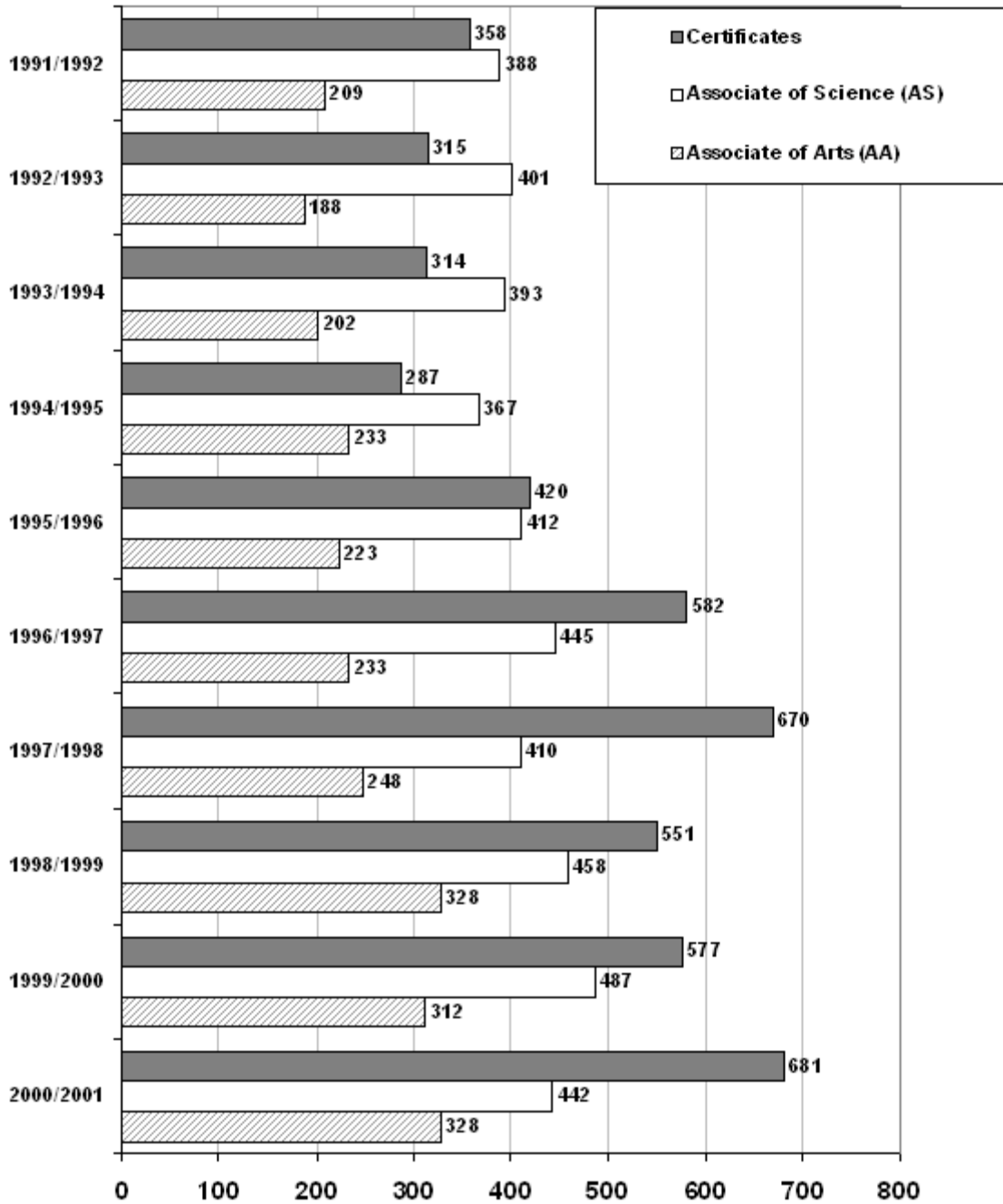


Chart 17 reveals the varied nature of awards earned over the last decade. Until 1995, the AS degree was awarded the most; however, since 1995 more certificates have been earned than any other award. Associate of Arts degrees have shown steady gains throughout the last ten years especially in 1998 when an increase of 32.3% was viewed.

**Table 13: Fall Degrees and Certificates Awarded**

YEAR	A.A.	%	A.S.	%	CERT.	%	TOTAL
1992	64	29.4%	83	38.1%	71	32.6%	218
1993	59	27.3%	80	37.0%	77	35.6%	216
1994	58	28.3%	82	40.0%	65	31.7%	205
1995	64	22.7%	85	30.1%	133	47.2%	282
1996	71	18.4%	107	27.7%	208	53.9%	386
1997	68	14.3%	119	24.9%	290	60.8%	477
1998	92	21.5%	113	26.4%	223	52.1%	428
1999	82	20.6%	121	30.3%	196	49.1%	399
2000	67	15.5%	135	31.3%	230	53.2%	432
2001	106	16.0%	154	27.2%	289	56.8%	549

Table 13 illustrates that in the Fall semester while AA degrees (-13.4) and AS degrees (-10.9) both decreased, the proportion of certificates dramatically increased (+24.2).

**Table 14: Spring Degrees and Certificates Awarded**

YEAR	A.A.	%	A.S.	%	CERT.	%	TOTAL
1992	115	18.4%	272	43.5%	238	38.1%	625
1993	103	16.8%	281	45.9%	228	37.3%	612
1994	123	19.4%	281	44.3%	230	36.3%	634
1995	151	25.4%	260	43.8%	183	30.8%	594
1996	139	21.0%	283	42.7%	240	36.3%	662
1997	139	18.2%	300	39.3%	325	42.5%	764
1998	148	20.4%	251	34.6%	327	45.0%	726
1999	208	26.1%	303	38.0%	287	36.0%	798
2000	193	23.7%	313	38.4%	310	38.0%	816
2001	227	26.1%	260	29.9%	382	44.0%	869

Table 14 depicts that in the last ten years, during the Spring semester, the number of degrees and certificates have increased dramatically. For instance, the number of AA degrees show an increase of 97.4%.

**Table 15: Summer Degrees And Certificates Awarded**

YEAR	A.A.	%	A.S.	%	CERT.	%	TOTAL
1992	18	36.0%	26	52.0%	6	12.0%	50
1993	21	28.4%	37	50.0%	16	21.6%	74
1994	20	33.9%	32	54.2%	7	11.9%	59
1995	24	27.3%	25	28.4%	39	44.3%	88
1996	20	18.0%	44	39.6%	47	42.3%	111
1997	23	20.9%	38	34.5%	49	44.5%	110
1998	32	25.6%	40	32.0%	53	42.4%	125
1999	28	25.2%	42	37.8%	41	36.9%	111
2000	37	23.0%	53	32.9%	71	44.1%	161
2001	34	22.7%	47	31.3%	69	46.0%	150

As viewed in Table 15, between 1992 and 1994 more AS degrees were awarded than any other award. However, between 1995 and 2001 more certificates were awarded than any other award. During the decade, the number of AA degrees awarded during the Summer intersession increased by 88.9%.

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Department of Economic and Community Development (2002). *2002 Demographic Profile: County of San Bernardino*. [On-line]. Available: <http://www.sbcounty.gov/ecd>

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**Fall 01'**

# *Student*

# CHARACTERISTICS

- ✦ Enrollment by Student Type
- ✦ Enrollment by Gender
- ✦ Enrollment by Age
- ✦ Enrollment by GPA
- ✦ Enrollment Status by Gender
- ✦ Enrollment by Units Taken
- ✦ Enrollment Status by Units Taken
- ✦ Enrollment by Number of Classes Taken
- ✦ Enrollment Status by Number of Classes Taken
- ✦ Enrollment by Class Type
- ✦ Gender by Ethnicity

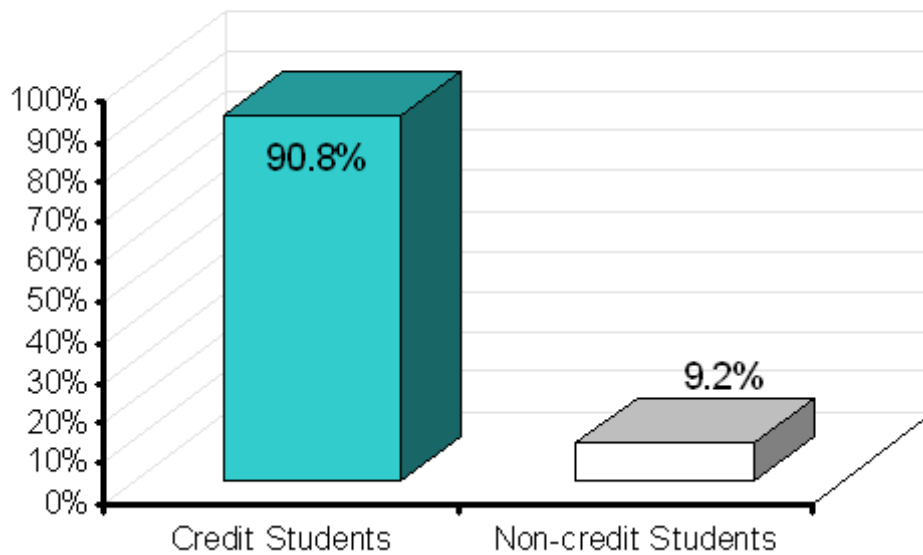




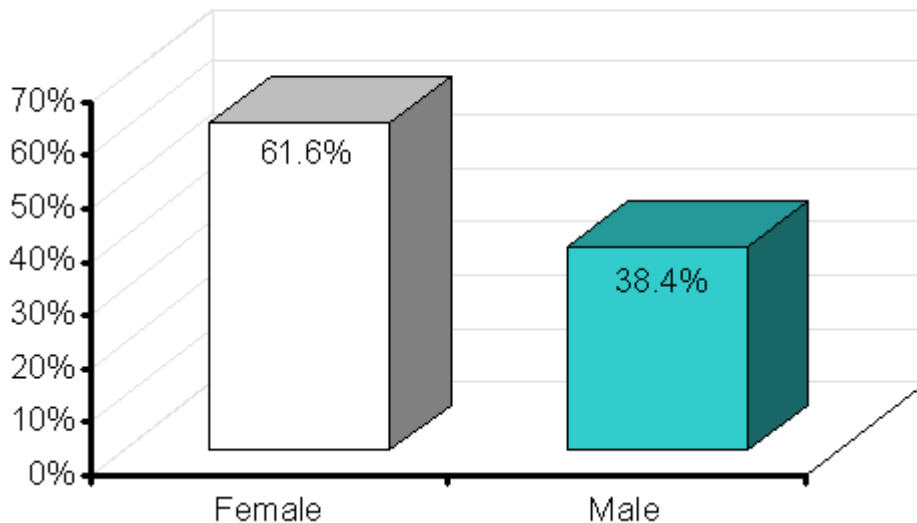
## Fall 2001 Student Characteristics

The following data depicts Victor Valley College students for the Fall semester of 2001. All data are based upon an overall, unduplicated headcount as of the first day of first census. Because all percentages are rounded to the first decimal place, one must remember that a percentage of 0.0 may not always indicate that there were no students represented in a category.

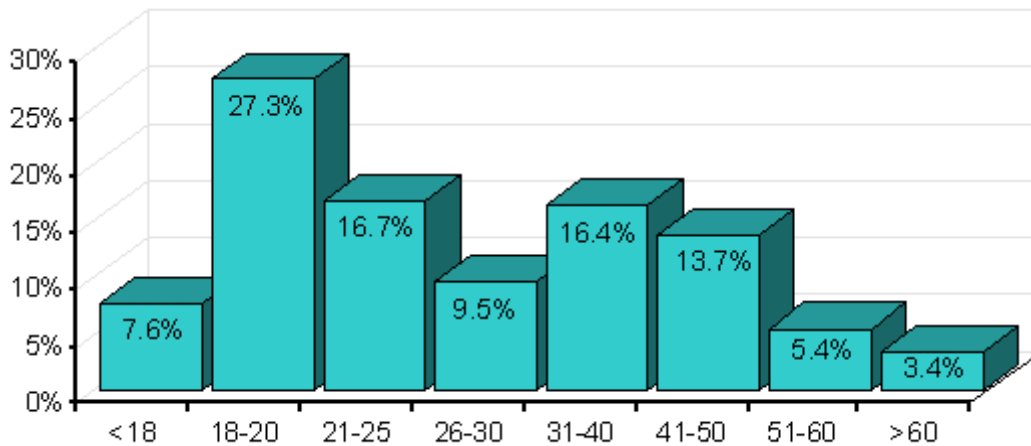
**Chart 1: Fall 2001  
Enrollment by Student Type**



**Chart 2: Fall 2001  
Enrollment by Gender**

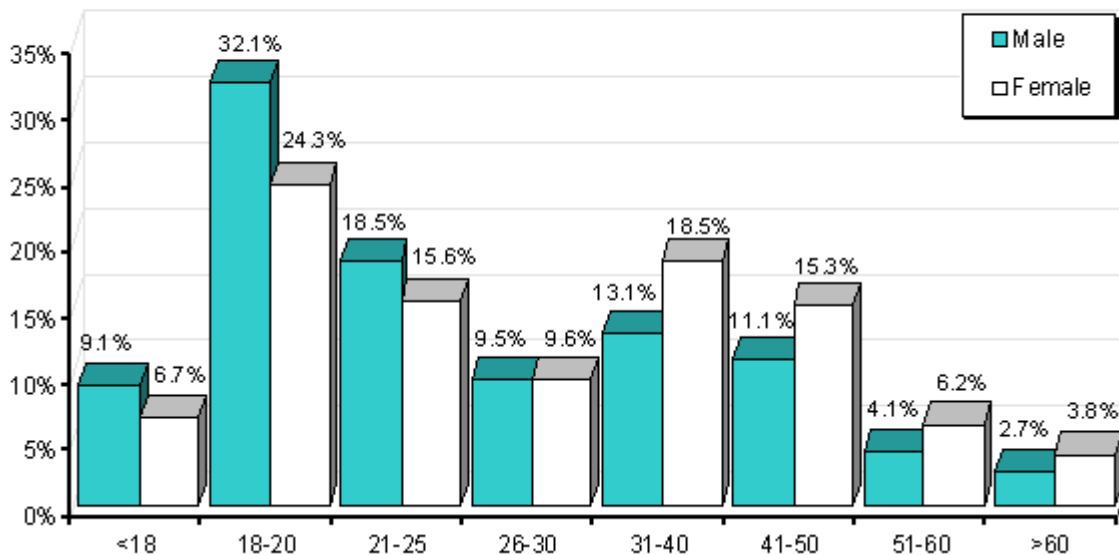


**Chart 3: Fall 2001**  
**Enrollment by Age**



VVC's average student age is 30. Chart 3 illustrates that 61.1% of students are 30 or younger.

**Chart 4: Fall 2001**  
**Gender by Age**



Males are represented to a greater extent in age categories less than 26, while females are represented to a greater extent in age categories greater than 30. In contrast, males and females are represented nearly equally in the 26-30 group.

**Chart 5: Fall 2001**  
**Enrollment by GPA**

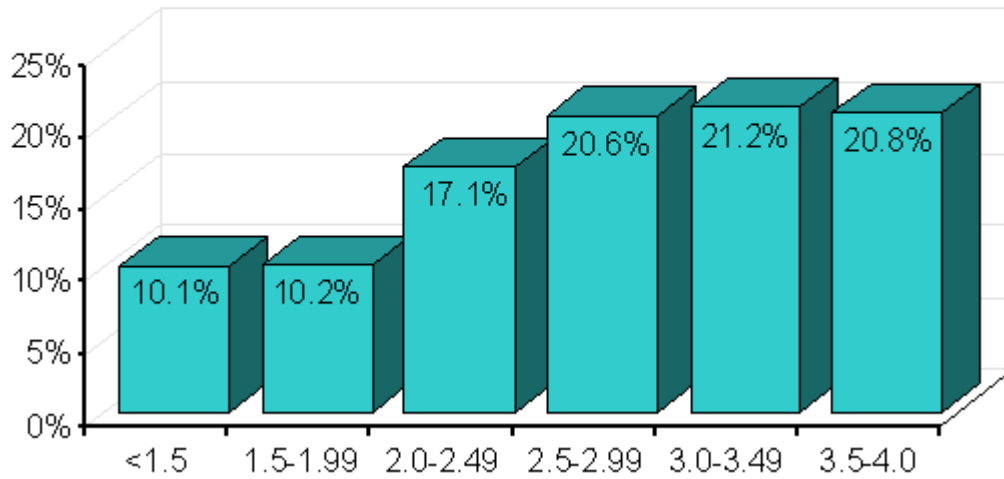


Chart 5 depicts that 42.0% of students are maintaining a G.P.A. of 3.0 or better.

**Chart 6: Fall 2001**  
**Gender by GPA**

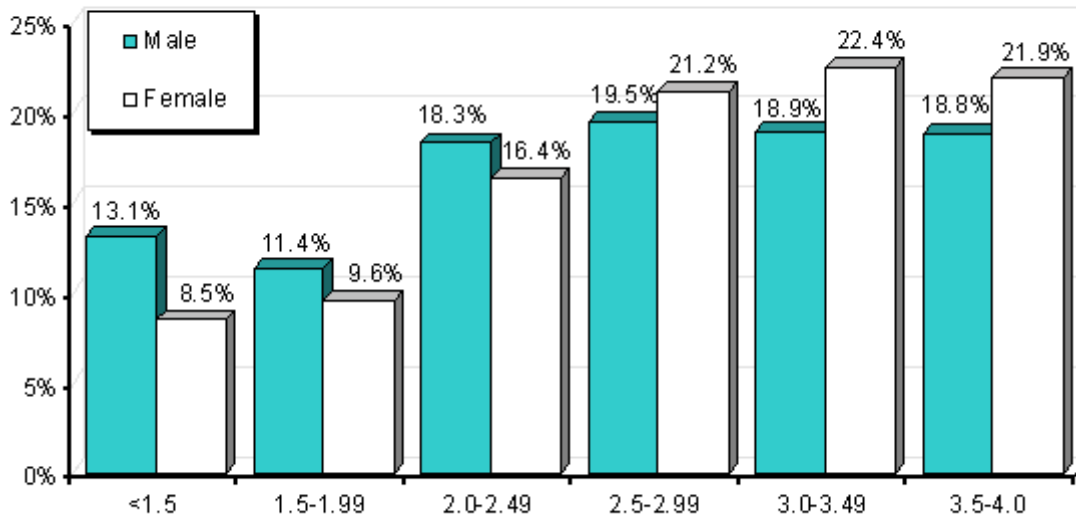


Chart 6 graphically displays that 44.3% of the female population attained a GPA of 3.0 or better; whereas, 37.7% of the male population attained the same GPA range.

**Chart 7: Fall 2001  
Gender by Enrollment Status**

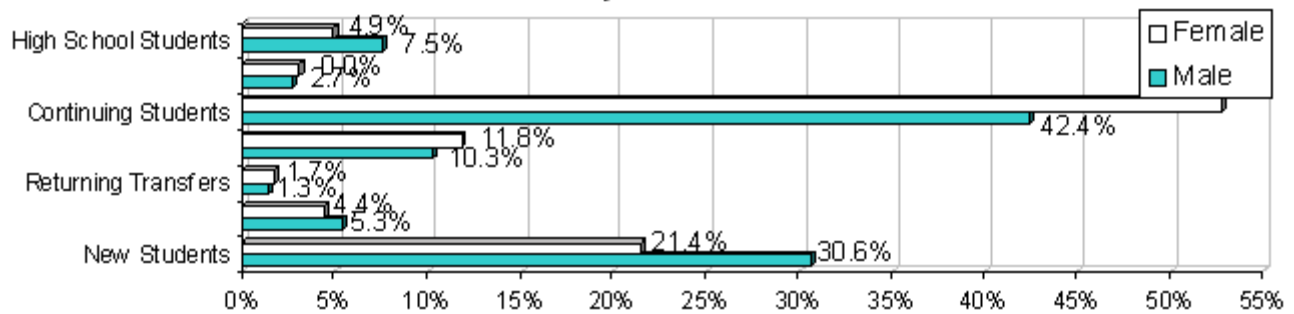


Chart 7 depicts gender by enrollment status.

**Table 1: Gender by Enrollment Status**

ENROLLMENT STATUS	Female	Male	Total
<b>New student</b> = A student enrolled in any college for the first time after high school and exclusive of summer term enrollment.	1,640	1,499	3,139
<b>New transfer student</b> = A student enrolled at VVC for the first time and who transferred from another institution of higher education.	339	262	601
<b>Returning transfer student</b> = A student who has previously attended VVC, transferred to another college and has now returned to VVC.	131	64	195
<b>Returning student</b> = A student enrolled at VVC after an absence of one or more regular sessions without interim attendance at another college.	901	504	1,405
<b>Continuing student</b> = A student who is enrolled in the current session and who was enrolled in the previous regular session.	4,032	2,077	6,109
<b>High School Student</b> = A student who is enrolled in college yet continues to attend high school.	374	367	741
<b>Total</b>	<b>7,417</b>	<b>4,773</b>	<b>12,190</b>

Table 1 reveals that 50.1 % of students are categorized as continuing students and the second most represented category is new students at 25.8%. Of interest, 30.6% of the male population is categorized as a new student which is 9.2% higher than that of the female population.

**Chart 8: Fall 2001**  
**Enrollment by Units Taken**

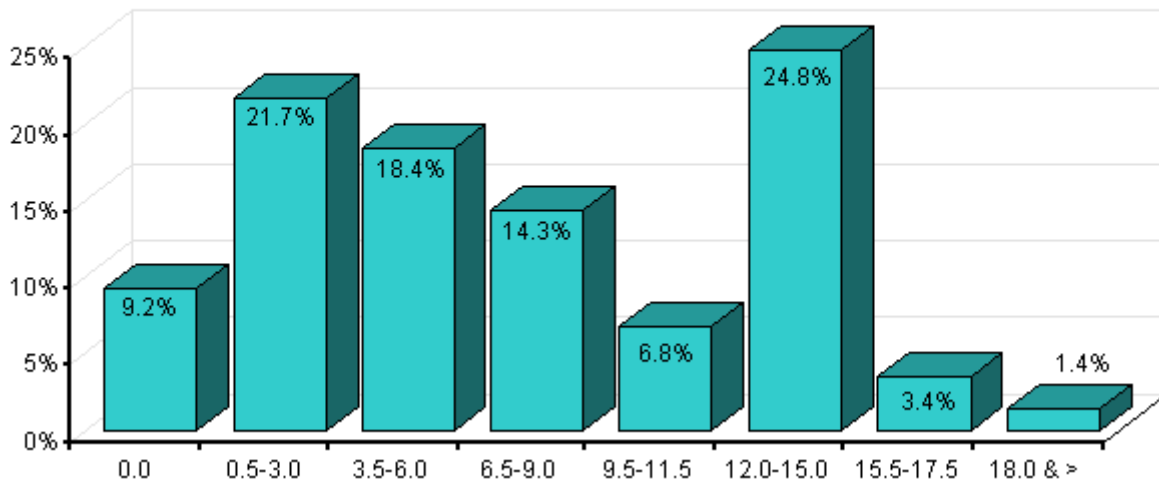
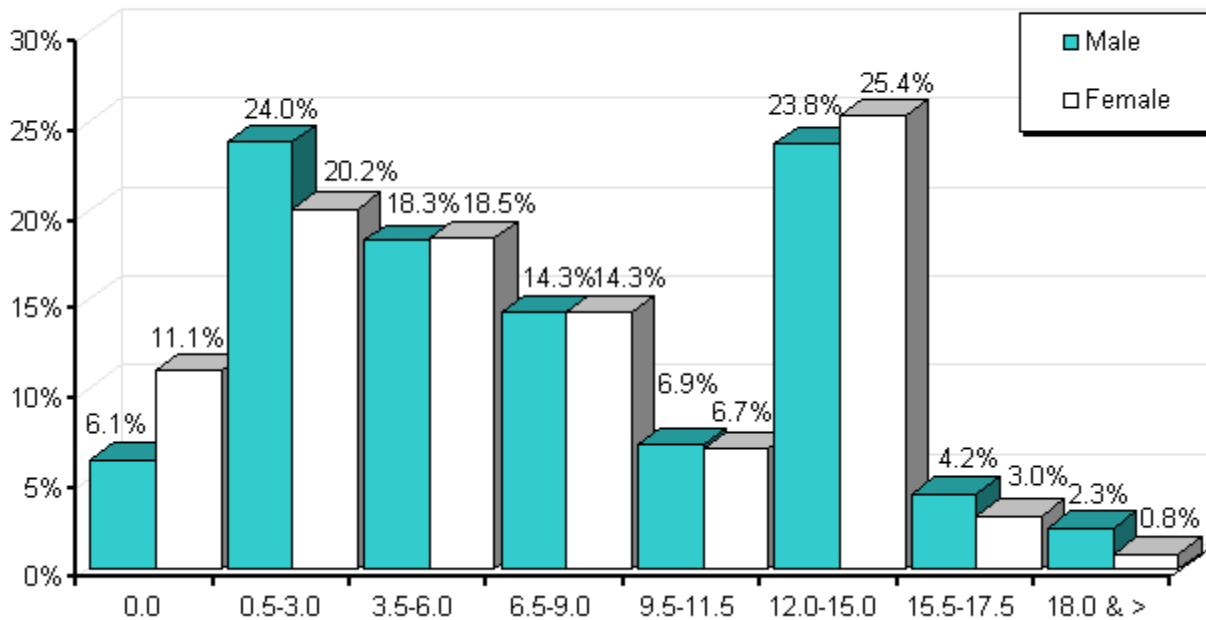


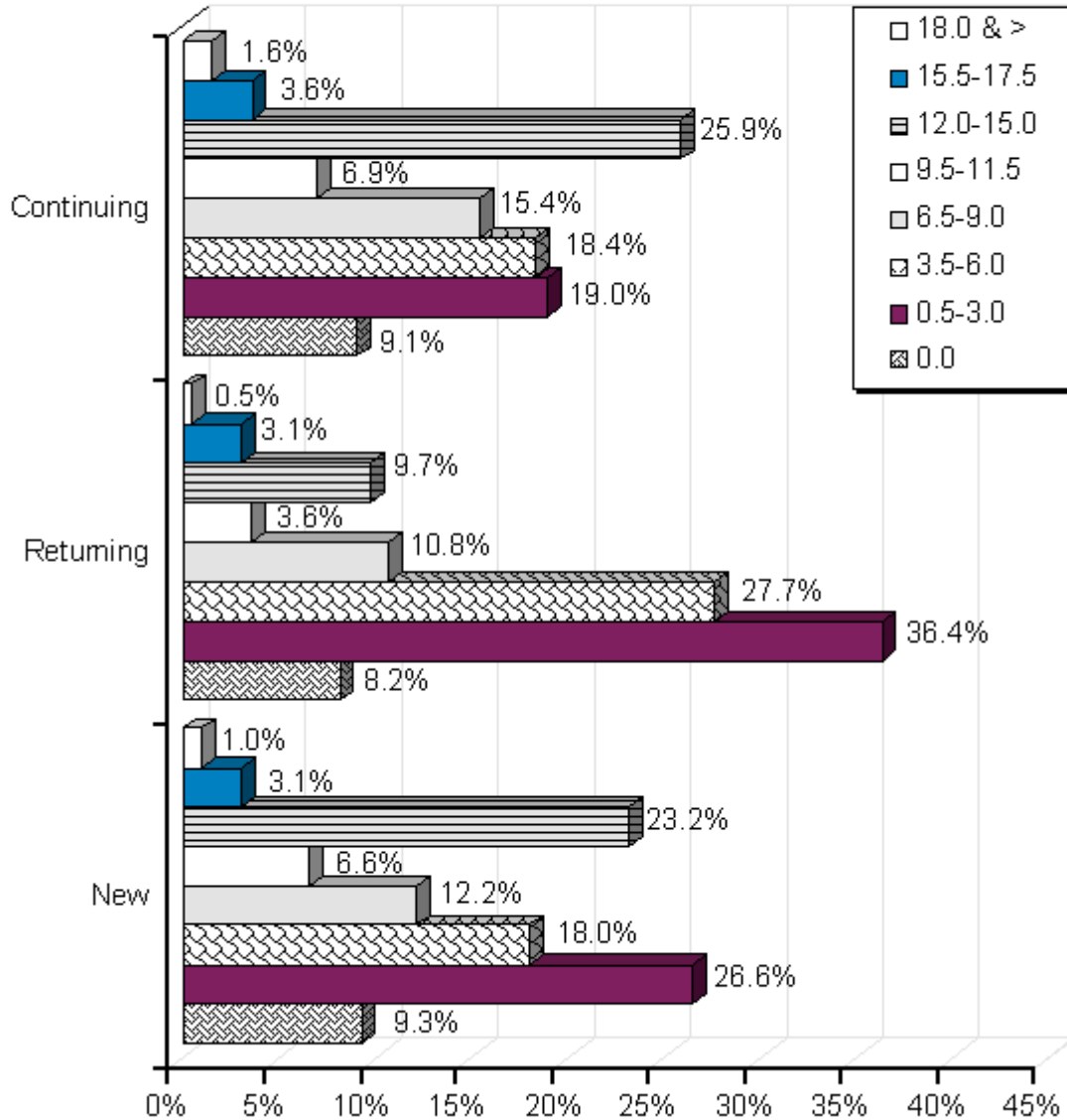
Chart 8 illustrates that 70.4% of students are enrolled in fewer than 12.0 units.

**Chart 9: Fall 2001**  
**Gender by Units Taken**



Most unit categories reveal similar gender proportions as indicated in Chart 9. However, 11.1% of the female population in comparison to only 6.1% of the male population are currently enrolled in noncredit courses (0.0 units).

**Chart 10: Fall 2001**  
**Enrollment Status by Units Taken**



New and continuing students show similarities in the units at which they enroll as illustrated in Chart 10. For instance, 27.3% of new students in comparison to 31.1% of continuing students enrolled in 12.0 or more units. In contrast, only 13.3% of returning students enrolled in 12.0 or more units yet 36.4% enrolled in 0.5-3.0 units.

**Chart 11: Fall 2001**  
**Enrollment by Number of Classes Taken**

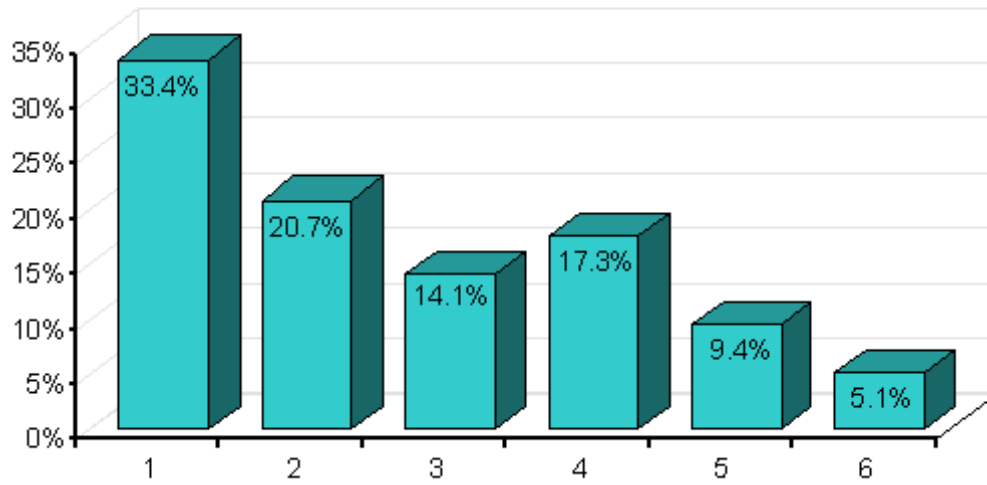
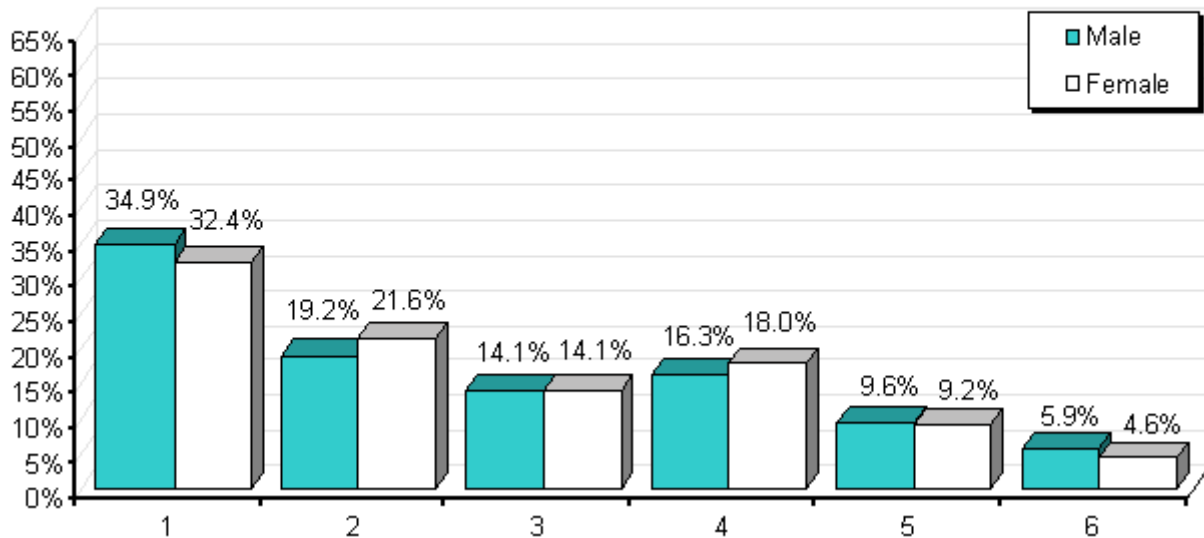


Chart 11 portrays that over half (54.1%) of students enroll in fewer than 3 classes.

**Chart 12: Fall 2001**  
**Gender by Number of Classes Taken**



As viewed in Chart 12, males and females tend to enroll in a very similar manner when it comes to the number of classes taken.

**Chart 13: Fall 2001**  
**Enrollment Status by Number of Classes Taken**

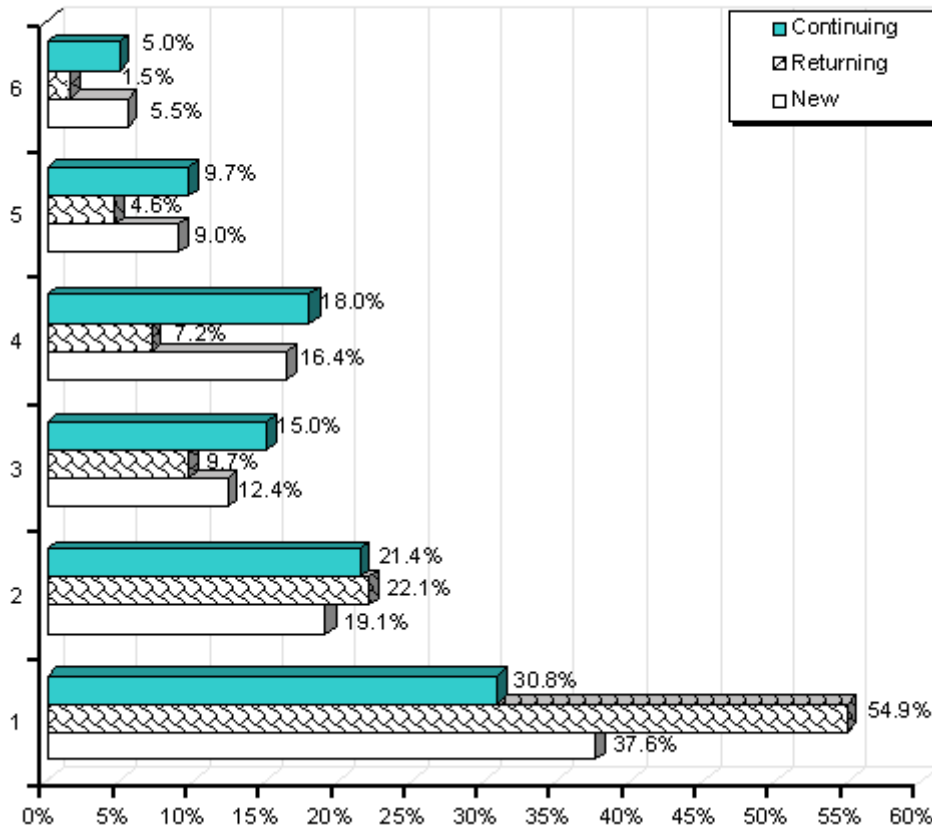
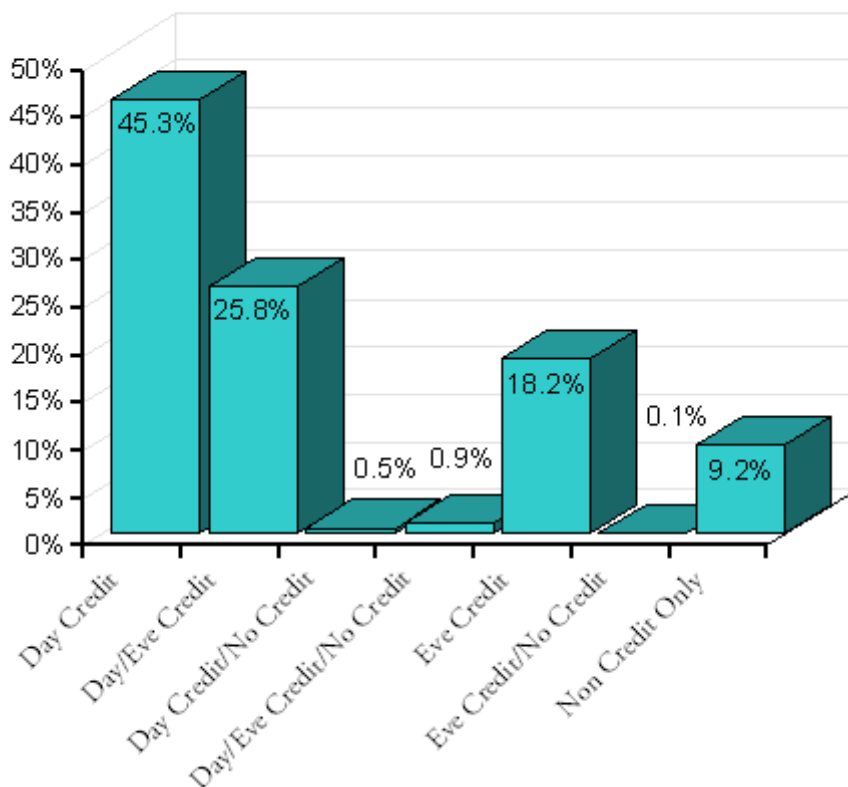
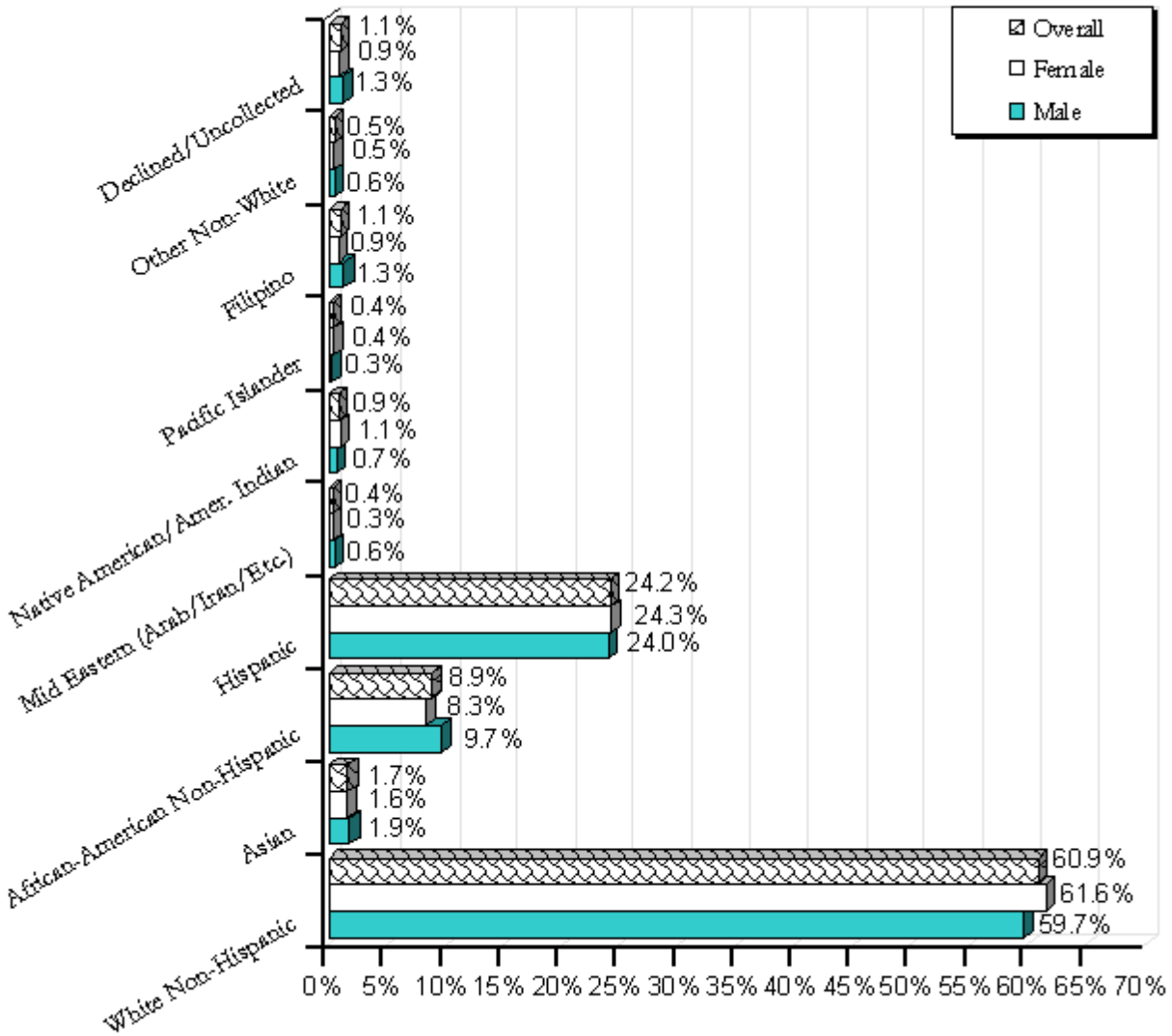


Chart 13 graphically depicts that returning students are more likely to take one class (54.9%) while new and continuing students are more likely to take three or more classes. Chart 14 reveals that 71.1% of students are taking credit only courses and out of these students, 25.8% take courses during the day and night.

**Chart 14: Fall 2001**  
**Enrollment by Class Type**



**Chart 15: Fall 2001**  
**Gender by Ethnicity**



Sixty-one percent of the student population are White and the largest minority group on campus is Hispanic (24.2%) as represented in Chart 15. Male and female proportions are exceptionally similar with the largest difference being only 1.9% for the White Non-Hispanic category.

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# *Student Origins*

# STUDENTS

# 1st

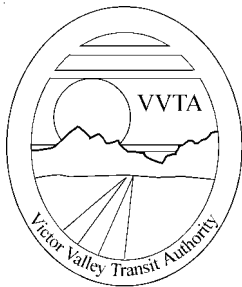
- ✓ Attendance by Location
- ✓ Attendance by School



# HOP THE BUS

## to Victor Valley College

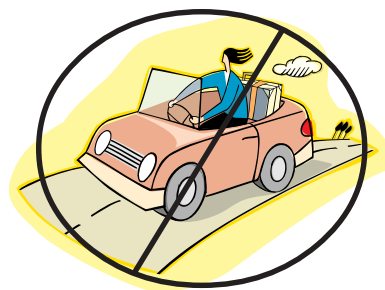
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Victor Valley Transit Authority (VFTA) provides an integrated fixed route transit system that allows riders convenience and flexibility in traveling between communities. Victor Valley Transit also offers curb to curb service in compliance with the Americans with Disabilities Act.

With 49% of all riders being students, it is not surprising that Victor Valley College is a prime transfer point. Four buses representing two routes serve the college 16 times a day. Route #45 operates between Mission & C in Hesperia and Lorene & 7th in Victorville with a free transfer at the college. Route #43 operates between the Mall of Victor Valley and the post office at Quinnault in Apple Valley, also with a free transfer at the college.

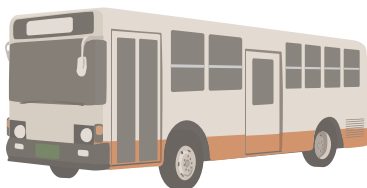
By June of 2003 a new transfer point should be built at the college offering VFTA riders a more comfortable and convenient situation for waiting and transferring onto VFTA routes.



VFTA provides service Monday through Friday 6:00 A.M. to 10:00 P.M., and Saturday 7:00 A.M. to 8:00 P.M. (September 2002). The Authority served just over one million passenger boardings in the past year with approximately 170,000 revenue hours of service. In the past three years, ridership is reported to have grown by 65%. Most service runs on a one-hour headway (70 minutes between noon and 6:00 P.M.) with the regional fixed-route system meeting at strategic transfer points.

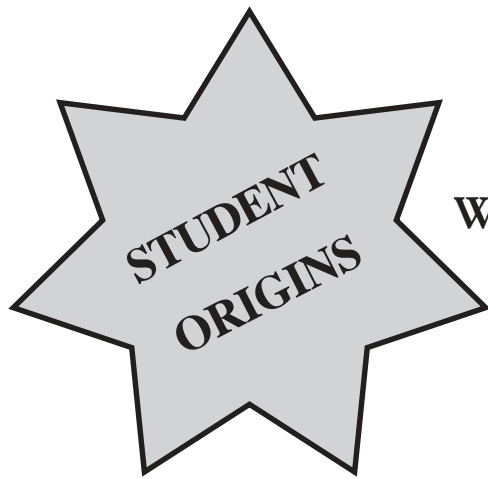
VFTA's service area includes the cities of Adelanto, Hesperia, Victorville, and the Town of Apple Valley; however, there is no formally established service area boundary.

VFTA also operates weekday commuter service to San Bernardino and Rancho Cucamonga.



Rural service is provided to the unincorporated areas of the county which includes Hesperia, Oro Grande, Lucerne Valley, and the Tri-Communities areas of Phelan, Pinon Hills, and Wrightwood.

Kevin Kane,  
General Manager VFTA



## Where do our students come from ?

The following data compares unduplicated enrollment counts of students 18 years of age and older in the 2000 academic year to the adult population (18+) residing in a given zip code. Data are provided for zip codes having .33% or more of the total enrolled adults coming from that zip code. The corresponding academic year to census year 2000 is 1999-2000. The population participation rate (PPR) is the number of students enrolled in the college per 1000 adults in the selected zip code.

<b>Attendance by Location</b>				
<b>Location</b>		<b>2000</b>		
<b>City</b>	<b>Zip Code</b>	<b>Population</b>	<b>Enrollment</b>	<b>PPR</b>
Adelanto	92301	11,864	762	64.2
Apple Valley	92307	22,337	2,390	107.0
	92308	19,527	1,989	101.9
Hodge	92311	21,691	149	6.9
Helendale	92342	3,766	131	34.8
Hesperia	92345	46,225	4,076	88.2
Lucerne Valley	92356	3,855	270	70.0
Phelan	92371	8,604	262	30.5
Pinon Hills	92372	3,068	159	51.8
Victorville	92392	42,623	4,323	101.4
	92394	7,577	605	79.9
Wrightwood	92397	3,036	158	52.0
<b>TOTAL</b>		194,173	15,143	65.7

*student\_origins.xls*

In 2000 more of VVC's students resided in Victorville than any other city. However, Apple Valley has the highest population participation rate (107.0) by zip code. In the current sample, nearly 66 out of every 1000 adults attended VVC in 2000.

## Student Origins

<b>Graduates Attending VVC Directly After High School</b>				
<b>High School</b>		<b>Class of 2000</b>		
		No. of Graduates	No. Entering VVC	Pct. of Graduating Class
<b>Feeder Schools</b>	<b>Apple Valley</b>	659	243	36.9%
	<b>Hesperia</b>	305	140	45.9%
	<b>Lucerne Valley</b>	44	14	31.8%
	<b>Serrano</b>	347	97	28.0%
	<b>Silverado</b>	437	132	30.2%
	<b>Sultana</b>	415	148	35.7%
	<b>Victor Valley</b>	377	152	40.3%
	<b>TOTAL</b>	2,584	926	35.8%
<b>Alternative</b>		N/A	53	N/A
<b>Private</b>		N/A	39	N/A
<b>Outside Area</b>		N/A	178	N/A
<b>OVERALL TOTAL</b>		N/A	<b>1,196</b>	N/A

*student\_origins.xls*

For the high school graduating class of 2000, VVC enrolled 243 graduates from Apple Valley High School which is 21.4% of all the graduates who attended VVC directly after graduation. Of particular interest, nearly half of all the graduates of Hesperia High School attended VVC directly after graduation.

# *Student Outcomes*

## STUDENTS

## 1st

- ✦ Retention
- ✦ Success Rate
- ✦ Workforce Education Data
- ✦ Degrees Awarded
- ✦ Certificates Awarded
- ✦ Moving On
  - \* VVC Transfer Students to CSU Destinations
  - \* VVC Transfer Students to CSUs by Race/Ethnicity
  - \* VVC Transfer Students to CSUs by Continuation Rate and GPA
  - \* VVC Transfer Students to UC Destinations
  - \* VVC Transfer Students to UCs by Race/Ethnicity
  - \* VVC Transfer Students to UCs by Gender
  
- ✦ Student-Right-To-Know (SRTK)
  - \* 1995 Cohort
  - \* 1996 Cohort
  - \* 1997 Cohort
  - \* 1998 Cohort
  
- ✦ Expanded Student Right-To-Know (ESRTK)
  - \* Awards by Race/Ethnicity & Gender
  - \* Award Type
  - \* Award by Program (Top) Code

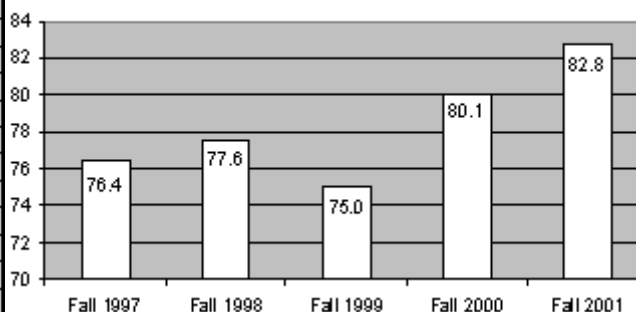


# VVC Retention

Discipline (Fall 2001)	Retention
Journalism	100.0%
Nursing	98.3%
Microbiology	96.7%
French	95.8%
Respiratory Therapy	95.7%
Fire Technology	95.5%
Construction Tech Public Works	95.0%
ESL	94.2%
Athletics	93.1%
Media Arts	93.0%
Automotive Mechanics	90.8%
Developmental Studies	90.6%
Guidance	90.1%
Child Development	89.9%
Business Real Estate	89.8%
Administration of Justice	89.7%
Agriculture	89.7%
Art	89.3%
Theatre Arts	89.0%
Physiology	88.9%
Astronomy	88.6%
Welding	88.6%
Geography	88.5%
Anatomy	86.9%
Speech	86.4%
Allied Health	86.4%
Music	85.7%
Electronic Technology	85.5%
Geology	85.1%
Anthropology	85.0%
Restaurant Management	85.0%
Philosophy	84.7%
Photography	84.5%
German	84.4%
Economics	84.1%
Education	83.9%
Business Education Technology	83.4%
Business Administration	82.9%
<b>Entire Institution</b>	<b>82.8%</b>
Construction Tech Mfg	82.8%
Sociology	82.5%
Construction Technology	82.2%
History	82.2%
Political Science	82.2%
Psychology	81.6%
Chemistry	81.4%
English	80.7%
Physical Education	80.1%
Chemistry Honors	80.0%
Computer Information Systems	79.5%
Physical Science	78.3%
Comp Integrated Design & Graphics	78.0%
Mathematics Honors	77.8%
Mathematics	77.2%
Biology	76.9%
Spanish	76.9%
Religious Studies	75.9%
Physics	70.6%
Basic Skills	69.4%
Psychology Honors	66.7%
Career Development	57.8%
English Honors	50.0%
Cooperative Education	46.2%

Retention rates shown in the table to the left are based upon the comparison between all students (duplicated) at 1st census and those who received a letter grade of (A, B, C, CR, D, F, NC, I, RD). Work Cooperation and Adult Education (non-credit) sections were removed from the analysis.

VVC Retention Rates: 1997 - 2001



Note: *Retention rate* = Percent of students retained in courses out of total enrolled (census) in courses. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100.

*Numerator:* Number of students (duplicated) with A, B, C, D, F, CR, NC, I

*Denominator:* Number of students (duplicated) with A, B, C, D, F, CR, NC, W, I

Source: <http://misweb.cccco.edu/mis/onlinestat/onlinestat.cfm>

## In Comparison

San Bernardino Valley College (13,227) = 80.3%

Antelope Valley College (10,938) = 86.0%

Mt. San Jacinto College (12,128) = 78.7%

Statewide (1,594,810) = 82.2%

Source: <http://misweb.cccco.edu/mis/onlinestat/onlinestat.cfm>

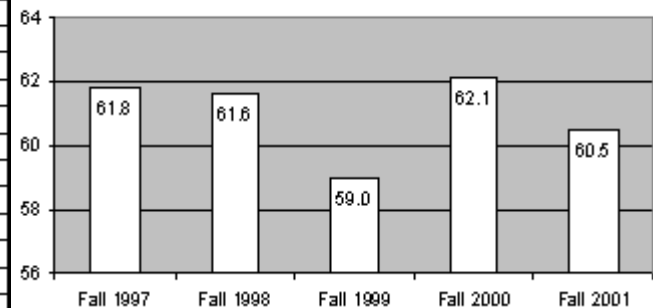
Retention\_Success\_Rates.xls

# VVC Success Rate

Discipline (Fall 2001)	Success
Journalism	100.0%
Microbiology	96.7%
Fire Technology	91.9%
Respiratory Therapy	91.3%
Media Arts	87.8%
Athletics	83.6%
Nursing	83.0%
Construction Tech Mfg	81.3%
Astronomy	81.0%
Chemistry Honors	80.0%
Geology	79.7%
Mathematics Honors	77.8%
French	76.4%
Anatomy	75.7%
Theatre Arts	73.4%
ESL	73.3%
Automotive Mechanics	73.1%
Art	72.2%
Developmental Studies	71.9%
Administration of Justice	70.3%
Anthropology	69.9%
Music	69.7%
Speech	69.3%
Photography	69.1%
Business Real Estate	68.8%
Physiology	68.5%
Geography	68.2%
Education	67.8%
Agriculture	67.7%
Business Education Technology	67.4%
Psychology Honors	66.7%
Construction Tech Public Works	65.0%
Sociology	64.9%
Allied Health	64.6%
Chemistry	63.7%
Electronic Technology	63.2%
Religious Studies	63.1%
Philosophy	62.6%
German	62.2%
Psychology	62.2%
Physical Science	61.8%
Child Development	61.6%
Spanish	61.2%
Computer Information Systems	61.0%
Economics	60.6%
<b>Entire Institution</b>	<b>60.3%</b>
Physics	60.0%
Guidance	59.2%
English	58.2%
Construction Technology	57.9%
Biology	56.9%
History	56.6%
Business Administration	56.4%
Political Science	55.3%
Career Development	53.1%
Comp Integrated Design & Graphics	50.6%
Restaurant Management	50.5%
English Honors	50.0%
Mathematics	49.5%
Welding	47.6%
Physical Education	46.8%
Cooperative Education	38.5%
Basic Skills	13.9%

Student counts (duplicated) were based upon 1st census. Rates shown in the table to the left were calculated using the following formula:  $(A, B, C, CR) / (A, B, C, CR, D, F, NC) \times 100$ . Work Cooperation and Adult Education (non-credit) sections were removed from the analysis.

VVC Success Rates: 1997 - 2001



Note: Success rate = Percent of students successful in courses out of total enrolled (census) in courses. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Numerator: Number of students (duplicated) with A, B, C, CR

Denominator: Number of students (duplicated) with A, B, C, D, E, CR, NC, W, I

Source: <http://misweb.cccco.edu/mis/onlinestat/onlinestat.cfm>

## In Comparison

San Bernardino Valley College (13,227) = 62.0%

Antelope Valley College (10,938) = 66.6%

Mt. San Jacinto College (12,128) = 63.8%

Statewide (1,594,810) = 66.6%

Source: <http://misweb.cccco.edu/mis/onlinestat/onlinestat.cfm>

Retention\_Success\_Rates.xls

# Success Rate (Continued)

## Successful Course Completion by Type of Course

Term	Transfer			Basic Skills			Vocational			All		
	Attempt	Success	%	Attempt	Success	%	Attempt	Success	%	Attempt	Success	%
1992/1993 Summer	0	0	0	154	97	62.99	606	453	74.75	3,697	2,767	74.84
Fall Sem	0	0	0	876	509	58.11	4,434	3,016	68.02	19,233	12,001	62.4
Spring Sem	0	0	0	863	418	48.44	4,354	3,091	70.99	18,357	11,619	63.29
TOTAL	0	0	0	1,893	1,024	54.09	9,394	6,560	69.83	41,287	26,387	63.91
1993/1994 Summer	0	0	0	10	0	0	529	407	76.94	2,497	1,867	74.77
Fall Sem	6,206	3,955	63.73	1,363	655	48.06	3,889	2,743	70.53	18,876	12,220	64.74
Spring Sem	6,103	3,766	61.69	1,444	526	36.43	4,248	2,934	69.07	19,324	12,015	62.18
TOTAL	12,309	7,720	62.72	2,817	1,181	41.92	8,666	6,084	70.21	40,697	26,102	64.14
1994/1995 Summer	1,091	780	71.49	263	127	48.29	454	307	67.62	2,795	1,825	65.3
Fall Sem	6,339	3,720	58.68	1,280	550	42.97	4,380	2,861	65.32	19,132	11,544	60.34
Spring Sem	5,845	3,507	60	1,434	641	44.7	4,112	2,743	66.83	18,464	11,493	62.25
TOTAL	13,275	8,007	60.32	2,977	1,318	44.27	8,946	5,916	66.13	40,391	24,862	61.55
1995/1996 Summer	1,160	872	75.17	307	144	46.91	696	524	75.29	3,638	2,573	70.73
Fall Sem	6,154	3,851	62.58	1,546	654	42.3	3,780	2,573	68.07	19,179	12,031	62.73
Spring Sem	6,186	3,875	62.64	1,258	493	39.25	3,629	2,544	70.1	19,068	11,904	62.43
TOTAL	13,500	8,598	63.69	3,109	1,291	41.52	8,105	5,641	69.6	41,885	26,508	63.29
1996/1997 Summer	1,322	982	74.28	373	149	39.95	680	533	78.38	4,364	3,041	69.68
Fall Sem	6,675	4,064	60.88	1,260	609	48.33	3,640	2,505	68.82	20,156	12,526	62.15
Spring Sem	6,434	3,970	61.7	1,359	612	45.03	3,699	2,501	67.61	20,089	12,286	61.16
TOTAL	14,431	9,016	62.48	2,992	1,370	45.79	8,019	5,539	69.07	44,609	27,853	62.44
1997/1998 Summer	1,364	1,008	73.9	374	185	49.47	656	511	77.9	4,558	3,249	71.28
Fall Sem	7,068	4,446	62.89	1,480	630	42.57	3,632	2,439	67.15	21,677	13,385	61.75
Spring Sem	7,151	4,408	61.64	1,424	624	43.82	4,115	3,048	74.07	22,315	14,073	63.07
TOTAL	15,583	9,861	63.28	3,278	1,439	43.9	8,403	5,998	71.38	48,550	30,707	63.25
1998/1999 Summer	1,657	1,159	69.95	409	233	56.97	959	731	76.23	5,696	3,998	70.19
Fall Sem	7,584	4,704	62.03	1,497	714	47.7	4,174	2,900	69.48	23,864	14,704	61.62
Spring Sem	7,546	4,602	60.99	1,535	723	47.1	4,642	3,282	70.7	25,174	15,216	60.44
TOTAL	16,787	10,466	62.34	3,441	1,670	48.53	9,775	6,913	70.72	54,734	33,918	61.97
1999/2000 Summer	1,562	1,042	66.71	427	204	47.78	858	641	74.71	6,101	4,095	67.12
Fall Sem	7,677	4,597	59.88	1,618	790	48.83	4,628	3,087	66.7	25,707	15,176	59.03
Spring Sem	7,307	4,337	59.35	1,520	685	45.07	5,155	3,663	71.06	25,915	15,786	60.91
TOTAL	16,546	9,976	60.29	3,565	1,679	47.1	10,641	7,391	69.46	57,723	35,057	60.73
2000/2001 Summer	1,571	1,081	68.81	507	209	41.22	968	729	75.31	6,372	4,264	66.92
Fall Sem	7,784	4,840	62.18	1,754	788	44.93	4,661	3,332	71.49	25,872	16,057	62.06
TOTAL	9,355	5,921	63.29	2,261	997	44.1	5,629	4,061	72.14	32,244	20,321	63.02

Source: [www.ccc411.net](http://www.ccc411.net)

course\_completion.xls

### Specifications for Deriving Counts:

All Enrollment records fitting the criteria described below are aggregated by academic year starting with the summer term and ending with the spring term.

Successful course completion requires an enrollment grade reported in SX04 equal to A, B, C, or CR.

Attempted course enrollment is defined with enrollment grade SX04 equal to A, B, C, D, F, CR, NC, I\*, W, and MW.

Excluded from attempted course enrollment counts are grade codes reported in SX04 equal to IP, RD, UD, UG, and XX.

Transferable is defined as enrollments in courses which are transferable to CSU or UC reported in sxenrlm.credit\_flag equal to T.

Vocational Education is defined as enrollments in courses which are Apprenticeship, Advanced Occupational, and Clearly Occupational where CB09 is equal to A, B, or C and transfer status reported in CB05 is equal to a code of C, which is not transferable.

Basic Skill is defined as either precollegiate basic skills or just basic skills where CB08 equals to P or B and the SAM priority code reported in CB09 is equal to D or E, which are defined as "possibly occupational" and "non-vocational".

Counts are reported in the subgroup categories of Transfer, Vocational Education, and Basic Skills, which are defined for purposes of this report only, as mutually exclusive. The "All" category includes the subgroups of Transfer, Vocational Education, Basic Skills, and all other enrollments fitting the above criteria for attempted and successful course enrollments.

The counts reflected in the "Vocational" subgroup column on this report will not match the counts for "Total Vocational" on the Workforce Development Vocational Education goal report because that report includes all transferable and basic skills vocational course enrollments in the "Total Vocational" columns.

The columns labeled "% Success" for each of the subgroups is calculated by dividing the counts in the "Successful" column by the corresponding "Attempted" column and multiplied by 100 to display the percentage.

# Workforce Education Data

One of the prime missions of Victor Valley College is to train or update students that have technical and occupational goals. One set of measures, collected by the Chancellor's Office (See table below) and reported out by system and individual colleges, is referred to as "Core Measures" or "VTEA Core Indicator Reports". While the data are not inclusive, it provides an indication of college program performance and allows for contrasting of accomplishments with other colleges and a performance standard. Interpretation of this data should be made after reviewing the information available at the Chancellor's Office web site (See source below).

<b>VVC Aggregate Core Indicator Information (2002-2003)</b>			
<b>Core Indicator 1 - Achievement</b> *Measurement approach has changed - see footnote.	<b>State Negotiated Level</b>	<b>College Performance</b>	<b>Percent Above or Below (State Negotiated Level)</b>
College--all vocational students	77.76	82.43	4.67
Nontraditional	77.76	84.22	6.46
Displaced homemaker	77.76	87.14	9.38
Economically disadvantaged	77.76	74.03	-3.73
Limited English proficiency	77.76	0.00	N/R
Single parent	77.76	77.88	0.12
Student with disability	77.76	72.38	-5.38
<b>Core Indicator 2 - Completions</b>			
College--all vocational students	59.82	83.81	23.99
Nontraditional	59.82	86.10	26.28
Displaced homemaker	59.82	82.26	22.44
Economically disadvantaged	59.82	82.51	22.69
Limited English proficiency	59.82	0.00	N/R
Single parent	59.82	84.54	24.72
Student with disability	59.82	96.00	36.18
<b>Core Indicator 3a - Employment</b>			
College--all vocational students	83.19	79.15	-4.04
Nontraditional	83.19	75.34	-7.85
Displaced homemaker	83.19	69.35	-13.84
Economically disadvantaged	83.19	75.65	-7.54
Limited English proficiency	83.19	0.00	N/R
Single parent	83.19	71.13	-12.06
Student with disability	83.19	68.00	-15.19
<b>Core Indicator 3b - Employment Retention</b>			
College--all vocational students	82.70	79.17	-3.53
Nontraditional	82.70	71.62	-11.08
Displaced homemaker	82.70	79.07	-3.63
Economically disadvantaged	82.70	74.64	-8.06
Limited English proficiency	82.70	0.00	N/R
Single parent	82.70	79.37	-3.33
Student with disability	82.70	79.31	-3.39
<b>Core Indicator 4a - Nontraditional Participation</b> *Changed approach - see footnote			
College--all vocational students	27.98	40.92	12.94
Displaced homemaker	N/A	67.48	N/A
Economically disadvantaged	N/A	44.85	N/A
Limited English proficiency	N/A	0.00	N/A
Single parent	N/A	61.57	N/A
Student with disability	N/A	54.64	N/A
<b>Core Indicator 4b - Nontraditional Completion</b>			
College--all vocational students	26.95	36.09	9.14
Displaced homemaker	N/A	62.22	N/A
Economically disadvantaged	N/A	44.37	N/A
Limited English proficiency	N/A	0.00	N/A
Single parent	N/A	47.30	N/A
Student with disability	N/A	36.68	N/A

Note: N/A (Not Applicable) or N/R (Not Reported) indicate categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with VTEA Title IC funds. For more detail see website / "Core Indicator Summary Reports". Shaded areas are for your information and are not included as accountability measures.

Source: [http://webdata2.cccco.edu/VTEA\\_RPTS.htm](http://webdata2.cccco.edu/VTEA_RPTS.htm)

Core\_indicators\_02\_03.xls

# Degrees Awarded

## (Fall 2001/Spring 2002)

Degrees (AA, AS)	Count		Total Count	% of Total
	Fall 2001	Spring 2002		
AA: FINE ARTS	7	18	25	3.9%
AA: LIBERAL ARTS	99	214	313	48.5%
<b>TOTAL AA</b>	<b>106</b>	<b>232</b>	<b>338</b>	<b>52.4%</b>
AS: ADMINISTRATION OF JUSTICE	11	9	20	3.1%
AS: AUTOMOTIVE TECHNOLOGY	2	4	6	0.9%
AS: BUSINESS	4	9	13	2.0%
AS: BUSINESS ADMINISTRATION	16	23	39	6.0%
AS: BUSINESS EDUCATION TECHNOLOGIES	4	2	6	0.9%
AS: BUSINESS REAL ESTATE & ESCROW	2	2	4	0.6%
AS: CHILD DEVELOPMENT	13	6	19	2.9%
AS: COMPUTER INFORMATION SYSTEMS	12	13	25	3.9%
AS: COMPUTER INTEGRATED DESIGN & GRAPHICS	0	1	1	0.2%
AS: CONSTRUCTION TECHNOLOGY	1	1	2	0.3%
AS: DRAFTING	3	0	3	0.5%
AS: ELECTRONICS & COMPUTER TECHNOLOGY	5	4	9	1.4%
AS: ELECTRONICS ENGINEERING TECHNOLOGY	0	2	2	0.3%
AS: FIRE TECHNOLOGY	8	2	10	1.5%
AS: MATH/SCIENCE	40	38	78	12.1%
AS: MEDICAL ASSISTANT	1	1	2	0.3%
AS: NURSING	28	26	54	8.4%
AS: ORNAMENTAL HORTICULTURE	1	0	1	0.2%
AS: PARAMEDIC	1	1	2	0.3%
AS: RESPIRATORY THERAPY	0	7	7	1.1%
AS: RESTAURANT MANAGEMENT	2	0	2	0.3%
AS: WELDING	0	3	3	0.5%
<b>TOTAL AS</b>	<b>154</b>	<b>154</b>	<b>308</b>	<b>47.7%</b>
<b>OVERALL TOTAL</b>	<b>260</b>	<b>386</b>	<b>646</b>	<b>100.0%</b>

NOTE: The counts recorded for Spring 2002 may be incomplete due to the time required to enter data.

degrees\_certs\_20017\_20023.xls

# Certificates Awarded (Fall 2001/Spring 2002)

Certificates	Count		Total Count	% of Total
	Fall 2001	Spring 2002		
CERT: ARCHITECTURAL CADD TECHNICIAN I	1	0	1	0.3%
CERT: ADMINISTRATION OF JUSTICE	2	0	2	0.6%
CERT: ADVANCED BUSINESS REAL ESTATE	1	0	1	0.3%
CERT: ASSOCIATE DEGREE NURSING	28	26	54	15.0%
CERT: AUTOMOTIVE DRIVEABILITY SPECIALIST CERTIFICATE	1	1	2	0.6%
CERT: AUTOMOTIVE SPECIALIST I	1	0	1	0.3%
CERT: AUTOMOTIVE SPECIALIST II	3	1	4	1.1%
CERT: BASIC BUSINESS REAL ESTATE	1	0	1	0.3%
CERT: BASIC CORRECTION OFFICER	39	0	39	10.8%
CERT: BASIC INSPECTION AREA SMOG TECHNICIAN	1	0	1	0.3%
CERT: BOOKKEEPING I	0	1	1	0.3%
CERT: BUSINESS MANAGEMENT	2	0	2	0.6%
CERT: COMMUNICATION ELECTRONICS	1	0	1	0.3%
CERT: COMPUTER SYSTEMS I	7	0	7	1.9%
CERT: COMPUTER SYSTEMS II	2	0	2	0.6%
CERT: DATA TYPIST	3	0	3	0.8%
CERT: DATABASE ADMINISTRATION	2	0	2	0.6%
CERT: DIGITAL ANIMATION CERTIFICATE	8	0	8	2.2%
CERT: DIGITAL ELECTRONICS	1	0	1	0.3%
CERT: DRAFTING ARCHITECTURAL OPTION	1	0	1	0.3%
CERT: ELECTRICAL TECHNICIAN	1	0	1	0.3%
CERT: EMT I	3	35	38	10.5%
CERT: FINGERPRINT RECOGNITION & CLASSIFICATION	2	0	2	0.6%
CERT: FIRE PREVENTION OFFICER	0	1	1	0.3%
CERT: FLORAL DESIGN	1	0	1	0.3%
CERT: FORENSIC SPECIALIST	10	0	10	2.8%
CERT: LANDSCAPE IRRIGATION	1	0	1	0.3%
CERT: LANDSCAPE SPEC./NURSERY TECH.	1	0	1	0.3%
CERT: LANDSCAPE/NURSERY MGMT	1	0	1	0.3%
CERT: LEVEL III LAW ENFORCEMENT MODULATED ACADEMY CERT	21	0	21	5.8%
CERT: MEDICAL ASSISTANT	2	1	3	0.8%
CERT: MODULE A RESERVE ACADEMY FIREARMS ONLY	30	0	30	8.3%
CERT: NURSING ASSISTANT/HOME HEALTH AIDE	1	0	1	0.3%
CERT: OFFICE SERVICES	5	0	5	1.4%
CERT: PARALEGAL	1	1	2	0.6%
CERT: PC 832 LAW ENFORCEMENT COURSE	53	0	53	14.7%
CERT: PRINCIPLES OF EARLY CHILDHOOD EDUC. LEVEL I	4	0	4	1.1%
CERT: PRINCIPLES OF EARLY CHILDHOOD EDUC. LEVEL II	1	0	1	0.3%
CERT: PRODUCTIVITY SOFTWARE SPECIALIST	1	0	1	0.3%
CERT: RESPIRATORY THERAPY	0	7	7	1.9%
CERT: RESTAURANT MANAGEMENT	1	0	1	0.3%
CERT: SPREADSHEET PROCESSOR	17	0	17	4.7%
CERT: VISUAL BASIC PROGRAMMING	1	0	1	0.3%
CERT: WEB AUTHORING	6	0	6	1.7%
CERT: WELDING	4	0	4	1.1%
CERT: WORD PROCESSOR	15	0	15	4.2%
<b>TOTAL</b>	<b>287</b>	<b>74</b>	<b>361</b>	<b>100.0%</b>

NOTE: The counts recorded for Spring 2002 may be incomplete due to the time required to enter data.

degrees\_certs\_20017\_20023.xls

# Degrees & Certificates Awarded

## Degrees/Certificates and Basic Skills Taking Pattern

Year	AA/AS Awarded							Certificates Awarded							Total Awards						
	Total	Basic skills courses taken over past 6						Total	Basic skills courses taken over past 6						Total	Basic skills courses taken over past 6					
		1 course		2 courses		3+ courses			1 course		2 courses		3+ courses			1 course		2 courses		3+ courses	
#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
1992/1993	567	6	1.06	3	0.53	0	0	267	4	1.5	10	3.75	0	0	834	10	1.2	13	1.56	0	0
1993/1994	594	28	4.71	6	1.01	4	0.67	277	11	3.97	4	1.44	6	2.17	871	39	4.48	10	1.15	10	1.15
1994/1995	599	42	7.01	13	2.17	9	1.5	242	10	4.13	8	3.31	16	6.61	841	52	6.18	21	2.5	25	2.97
1995/1996	618	57	9.22	13	2.1	19	3.07	398	18	4.52	22	5.53	38	9.55	1,016	75	7.38	35	3.44	57	5.61
1996/1997	678	77	11.36	25	3.69	23	3.39	544	41	7.54	23	4.23	47	8.64	1,222	118	9.66	48	3.93	70	5.73
1997/1998	647	74	11.44	25	3.86	24	3.71	662	41	6.19	38	5.74	46	6.95	1,309	115	8.79	63	4.81	70	5.35
1998/1999	787	104	13.21	34	4.32	42	5.34	544	54	9.93	27	4.96	65	11.95	1,331	168	11.87	61	4.58	107	8.04
1999/2000	778	105	13.5	47	6.04	33	4.24	457	48	10.5	23	5.03	81	17.72	1,235	153	12.39	70	5.67	114	9.23
2000/2001	0	0	-	0	-	0	-	0	0	-	0	-	0	-	0	0	-	0	-	0	-
2001/2002	0	0	-	0	-	0	-	0	0	-	0	-	0	-	0	0	-	0	-	0	-

Source: [www.ccc411.net](http://www.ccc411.net)

bskl\_deg\_cert.xls

### Specification for deriving counts

The domain of certificates and degrees used in this report is based on data provided by districts to the Chancellor's Office for the preceding fiscal year. The reporting of multiple certificates and degrees awarded to a single student during the fiscal year may occur and consequently would be reflected.

The basic skills course taking patterns are derived from the precollegiate basic skills courses (CB08 equals either P or B and CB09 equals either D or E). The data pertains to the basic skills courses taken by the degree/certificate holders during the 6 years prior to and including the reporting year.

# Moving On To a CSU!



Many of VVC's students continue their education at a California State University (CSU). The following tables outline the number and race/ethnicity of students who transferred to a CSU from 1996 to 2000. In addition, data regarding how VVC students performed during their first year at a CSU is provided in the last table.

<b>Victor Valley College Transfer Students to California State University Destinations</b>										
<b>California State University</b>	<b>1996</b>		<b>1997</b>		<b>1998</b>		<b>1999</b>		<b>2000</b>	
	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.
Bakersfield	2	1.5%	0	0.0%	0	0.0%	1	0.7%	1	0.6%
Chico	2	1.5%	0	0.0%	1	0.7%	2	1.3%	4	2.6%
Dominguez Hills	1	0.8%	2	1.6%	4	2.9%	2	1.3%	2	1.3%
Fresno	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%
Fullerton	5	3.8%	4	3.1%	6	4.4%	9	5.9%	11	7.1%
Hayward	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Humboldt	2	1.5%	1	0.8%	4	2.9%	3	2.0%	0	0.0%
Long Beach	6	4.5%	3	2.3%	1	0.7%	16	10.5%	5	3.2%
Los Angeles	0	0.0%	2	1.6%	3	2.2%	2	1.3%	0	0.0%
Maritime Academy	0	0.0%	0	0.0%	1	0.7%	0	0.0%	0	0.0%
Monterey Bay	0	0.0%	0	0.0%	0	0.0%	2	1.3%	1	0.6%
Northridge	0	0.0%	2	1.6%	1	0.7%	4	2.6%	3	1.9%
Pomona	8	6.1%	10	7.8%	11	8.1%	13	8.6%	11	7.1%
Sacramento	2	1.5%	1	0.8%	3	2.2%	0	0.0%	1	0.6%
San Bernardino	97	73.5%	94	73.4%	90	66.2%	86	56.6%	111	71.2%
San Diego	4	3.0%	3	2.3%	8	5.9%	4	2.6%	5	3.2%
San Francisco	0	0.0%	2	1.6%	2	1.5%	1	0.7%	0	0.0%
San Jose	2	1.5%	2	1.6%	0	0.0%	2	1.3%	0	0.0%
San Luis Obispo	1	0.8%	0	0.0%	1	0.7%	0	0.0%	0	0.0%
San Marcos	0	0.0%	0	0.0%	0	0.0%	3	2.0%	0	0.0%
Sonoma	0	0.0%	1	0.8%	0	0.0%	0	0.0%	0	0.0%
Stanislaus	0	0.0%	1	0.8%	0	0.0%	2	1.3%	0	0.0%
<b>Total Fall Enrollment</b>	<b>132</b>	<b>100.0%</b>	<b>128</b>	<b>100.0%</b>	<b>136</b>	<b>100.0%</b>	<b>152</b>	<b>100.0%</b>	<b>156</b>	<b>100.0%</b>

VVC\_transfers.xls

The total number of VVC graduates enrolling at a CSU in the Fall term is presented in the table above. On average, 141 VVC students transfer to a CSU each year and most of these students attend San Bernardino. For example, in 2000, 71.2% of VVC graduates attended San Bernardino. While the proportion of transfers to San Bernardino has decreased, colleges such as Fullerton and Pomona have seen increases. For example, since 1996 the proportion of students transferring to Fullerton has nearly doubled.

## Transfers to CSUs

The ethnicity breakdown of VVC graduates transferring to a CSU from 1995 to 1999 is shown below. The proportion of Hispanics (Mexican American, Other Latino) transferring to a CSU shows an increase of 5.9% since 1996. Though declining, the White population continues to represent 56.4% of VVC students transferring to a CSU.

<b>Victor Valley College Transfer Students to California State Universities by Race/Ethnicity</b>										
Race/Ethnicity	1996		1997		1998		1999		2000	
	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.
African American	11	8.3%	7	5.5%	5	3.7%	17	11.2%	12	7.7
American Indian	3	2.3%	2	1.6%	2	1.5%	1	0.7%	5	3.2
Asian American	2	1.5%	3	2.3%	2	1.5%	2	1.3%	0	0.0
Filipino	5	3.8%	1	0.8%	5	3.7%	2	1.3%	3	1.9
Mexican American	13	9.8%	12	9.4%	17	12.5%	22	14.5%	19	12.2
Other Latino	3	2.3%	7	5.5%	6	4.4%	9	5.9%	9	5.8
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	0.7%	0	0.0
White	77	58.3%	79	61.7%	85	62.5%	78	51.3%	88	56.4
Unknown	18	13.6%	17	13.3%	13	9.6%	20	13.2%	20	12.8
Resident Alien	0	0.0%	0	0.0%	1	0.7%	0	0.0%	0	0.0
<b>Total Fall Enrollment</b>	<b>132</b>	<b>100.0%</b>	<b>128</b>	<b>100.0%</b>	<b>136</b>	<b>100.0%</b>	<b>152</b>	<b>100.0%</b>	<b>156</b>	<b>100.0%</b>

VVC\_transfers.xls

The table below reveals continuation rates and GPAs for VVC students compared to the systemwide averages. The continuation data are based upon the number of VVC students enrolling in the Fall term who re-enrolled for the following Fall term. Grade point average was computed only for students who continued from fall to fall. Non-reported GPAs were excluded. Over the five year time-frame, VVC students continued at nearly the same rate as the systemwide average. However, VVC's average student GPA was higher than the systemwide average every year except for 1999.

<b>Victor Valley College Transfer Students to California State Universities by Continuation and G.P.A.</b>							
Year Enrolled	VVC Fall Enrollment	Continuation			Grade Point Average		
		VVC		Systemwide	VVC		Systemwide
		Count	Pct.	Pct.	Count	Avg.	Avg.
Fall 1996	132	107	81%	82%	105	2.95	2.81
Fall 1997	128	117	91%	83%	116	2.89	2.84
Fall 1998	136	117	86%	84%	112	3.09	2.88
Fall 1999	152	124	82%	84%	123	2.88	2.90
Fall 2000	156	120	77%	85%	117	3.14	2.88
<b>Overall Average</b>	<b>141</b>	<b>117</b>	<b>83%</b>	<b>84%</b>	<b>115</b>	<b>2.99</b>	<b>2.86</b>

VVC\_transfers.xls

# Moving On To a UC!



The following table reveals the overall counts of students transferring to a UC from 1995 to 1999. Most of VVC's transfer students attend our nearest UC campus in Riverside. On average, 22 students transfer to a UC each year and between 44.0% and 70.6% of these students attend the University of California Riverside.

Victor Valley College Transfer Students to University of California Destinations										
University of California	1995		1996		1997		1998		1999	
	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.
Davis	1	5.9%	2	7.1%	3	12.0%	1	5.3%	0	0.0%
Los Angeles	3	17.6%	5	17.9%	3	12.0%	2	10.5%	3	11.5%
Riverside	12	70.6%	15	53.6%	11	44.0%	12	63.2%	17	65.4%
Santa Cruz	1	5.9%	0	0.0%	1	4.0%	0	0.0%	1	3.8%
Berkeley	0	0.0%	1	3.6%	2	8.0%	0	0.0%	3	11.5%
Irvine	0	0.0%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
San Diego	0	0.0%	1	3.6%	1	4.0%	2	10.5%	2	7.7%
Santa Barbara	0	0.0%	3	10.7%	4	16.0%	2	10.5%	0	0.0%
<b>Total Fall Enrollment</b>	<b>17</b>	<b>100.0%</b>	<b>28</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>	<b>19</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>

*UCTransfers.xls*

The race/ethnicity breakdown of students transferring to a UC from 1995 to 1999 are shown below. Over the last five years, 56.6% of transfer students have been White. With an average of 21.9%, Mexican American students account for the next highest proportion of students transferring. In addition, Mexican American students in 1998 accounted for 31.6% of all transfers from VVC to a UC.

Victor Valley College Transfer Students to University of California Institutions by Race/Ethnicity										
Race/Ethnicity	1995		1996		1997		1998		1999	
	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.
African American	2	11.8%	1	3.6%	2	8.0%	1	5.3%	0	0.0%
American Indian	0	0.0%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
Asian American	3	17.6%	3	10.7%	2	8.0%	0	0.0%	1	3.8%
Filipino	0	0.0%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
Mexican American	3	17.6%	6	21.4%	4	16.0%	6	31.6%	6	23.1%
Other Latino	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	9	52.9%	15	53.6%	15	60.0%	9	47.4%	18	69.2%
Unknown	0	0.0%	0	0.0%	2	8.0%	3	15.8%	1	3.8%
Resident Alien	0	0.0%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
<b>Total Fall Enrollment</b>	<b>17</b>	<b>100.0%</b>	<b>28</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>	<b>19</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>

*UCTransfers.xls*

## Transfers to UCs

Victor Valley College Transfer Students to University of California Destinations by Gender										
University of California	1995		1996		1997		1998		1999	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Davis	1	0	2	0	0	3	0	1	0	0
Los Angeles	1	2	3	2	2	1	1	1	1	2
Riverside	6	6	6	9	7	4	2	10	7	10
Santa Cruz	0	1	0	0	1	0	0	0	0	1
Berkeley	0	0	1	0	0	2	0	0	2	1
Irvine	0	0	0	1	0	0	0	0	0	0
San Diego	0	0	1	0	0	1	1	1	0	2
Santa Barbara	0	0	2	1	2	2	0	2	0	0
<b>Total Fall Enrollment</b>	<b>8</b>	<b>9</b>	<b>15</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>4</b>	<b>15</b>	<b>10</b>	<b>16</b>

*UCTransfers.xls*

As viewed in the table above, gender proportions remained very close until 1998 when the female proportion grew to 78.9% followed by 61.5% in 1999.

## STUDENT RIGHT-TO-KNOW (SRTK)

In agreement with the federal government and under the terms of the “Student Right-To-Know Subscription Agreement”, Victor Valley College (VVC) makes available its outcomes regarding the cohort years of 1995, 1996, 1997 and 1998. SRTK Comparison rates as well as the state average may be viewed at <http://srtk.cccco.edu/index.asp>.

Rates were assembled from a cohort including only:

- ◆ First-time, full-time, freshman students who enrolled in a fall term
- ◆ Had a goal of degree, certificate or transfer-seeking
- ◆ Enrolled in courses creditable towards a degree, certificate, diploma or other award

The “Tracking Period” for the current cohorts was three years. Summer sessions were not included. Students included in each cohort were placed into categories based upon the following criteria:

- ◆ **Graduation/Completion/Transfer Preparation Rate:** A student received an Associate’s Degree, Certificate of Completion or became eligible for transfer (earned at least 56 transferable units with a 2.0 GPA or greater).
- ◆ **Transfer:** A student who does not meet the graduation/completion/transfer preparation definition, but does transfer to a UC, CSU or another CCC.
- ◆ **Still enrolled:** A student who has not completed a degree or certificate program, but is still enrolled at the college.
- ◆ **Left in good standing:** A student who left the college in good academic standing.
- ◆ **Left in poor standing:** A student who left the college in poor academic standing.
- ◆ **Other:** A student either became permanently disabled, left to serve in the armed forces, left to serve in the foreign aid services, left to serve on a church mission or died.

According to the IPEDS-GRS methodology, a student can only be counted once in any of the aforementioned categories. For example, a student who has received a degree yet is still attending the college will only be counted under the “Graduation/Completion/Transfer Preparation Rate” category and not the “Still enrolled” category.

In viewing the following data, one must realize that the selected cohorts disclose a very narrow view of college success. VVC has been founded upon very diverse and established goals of which are not reflected in the current rates. Some of VVC’s goals have translated into characteristics such as:

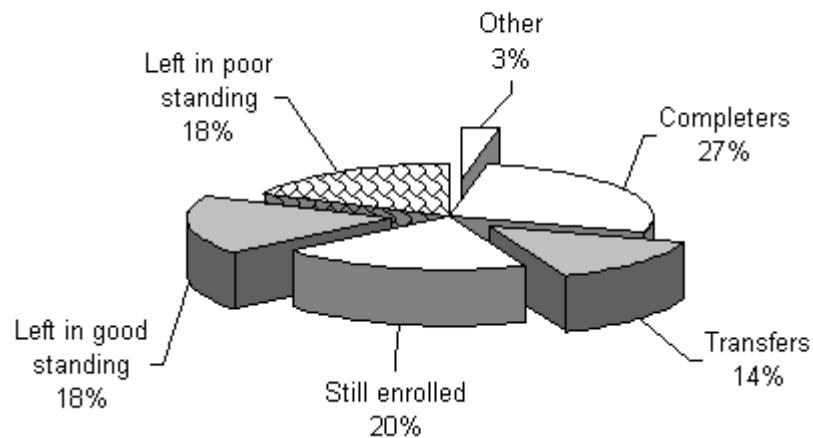
- ◆ Providing programs for disabled students and special populations
- ◆ Offering programs for low income students
- ◆ Offering an AA degree in 2 academic areas, an AS in 21 academic and technical areas and over 70 certificates
- ◆ Providing many courses in vocational education
- ◆ Providing many courses in precollegiate basic skills

## SRTK Outcomes

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In looking at VVC's Fall 1995 initial cohort, only 107 (1.3%) students are represented. Out of this proportionately small cohort, 27% of students either graduated, completed or became transfer prepared. The overall transfer rate is viewed at 14%.

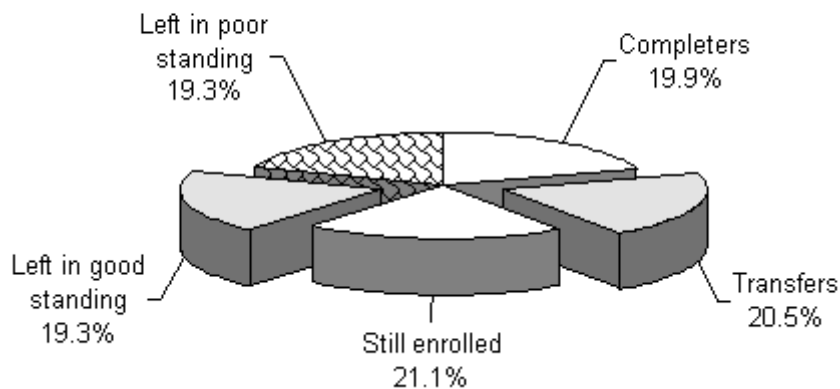
### VVC 1995 SRTK Cohort Outcomes



*srtkpiebri\_95.xls*

One hundred and sixty-six students were represented in VVC's Fall 1996 cohort. This amounts to only 2.2% of students enrolled in credit courses at the time of first census. The chart below reveals that 19.9% of students either graduated, completed or became transferred prepared. The overall transfer rate is viewed at 20.5%.

### VVC 1996 SRTK Cohort Outcomes

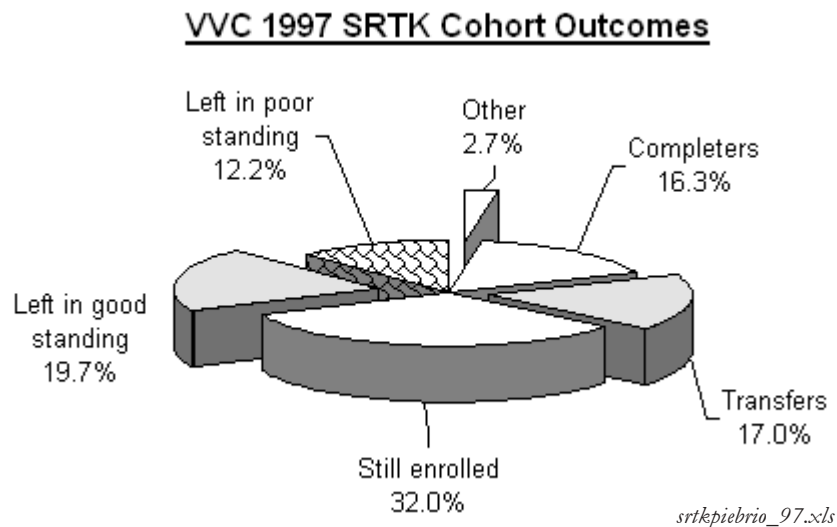


*srtkpiebri\_96.xls*

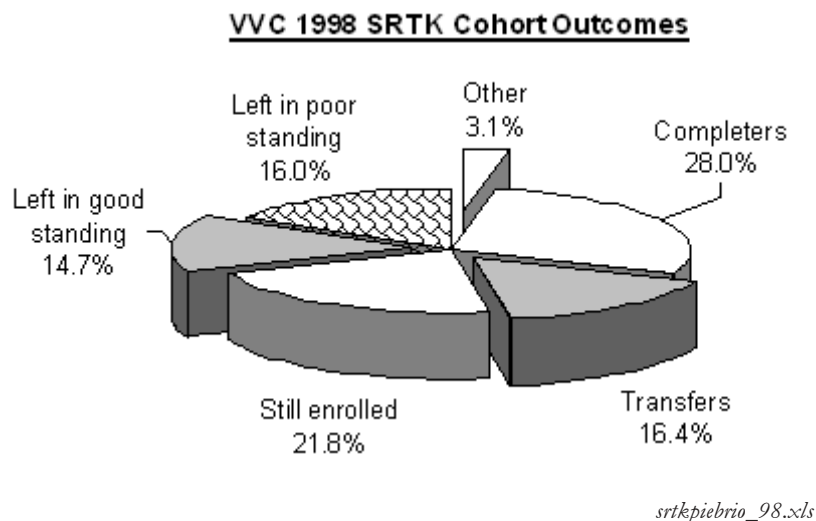
## SRTK Outcomes

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The following chart displays VVC's 1997 Fall cohort by category. The 147 in this cohort represent only 1.9% of all students enrolled in credit courses at the time of first census. Out of this proportionately small cohort, 16.3% of students either graduated, completed or became transfer prepared. The overall transfer rate is viewed at 17.0%.



VVC's Fall 1998 cohort consisted of only 225 or 2.7% of all students enrolled in credit courses at the time of first census. As depicted in the chart below, even using this very small cohort 28.0% of students either graduated, completed or became transfer prepared. In addition, the overall transfer rate was 16.4%.



## Expanded Student-Right-To-Know (ESRTK)

Student-Right-To-Know is a subscription service offered by the California Community College Chancellor's Office to individual California community colleges. The primary goal of this subscription is to provide each community college district with their IPEDS Graduation Rate Survey (GRS) data. In addition, the community colleges benefit from the following:

- ◆ Development of "Expanded SRTK Dataset" (The information in this section is based upon this dataset)
- ◆ Distribution of cohort unitary data records to all districts via the web
- ◆ Data matching agreements with UC, CSU and the National Clearinghouse to gather student transfer information
- ◆ Purchase of Brio Query software for all subscribing colleges
- ◆ Creation of the SRTK Website ([http://www.cccco.edu/divisions/tris/mis/esrtk\\_data.htm](http://www.cccco.edu/divisions/tris/mis/esrtk_data.htm)) to disseminate SRTK rates, cohort demographics and outcome measures (awards, transfers)

Table 1 shows the number of awards (AA/AS/Certificate/Other) earned by race/ethnicity and gender. Inclusion is based upon a student being identified as a first-time freshman in the Fall term and receiving an award within a three year time frame. For instance, awards are displayed for those students in Fall 1996 who were classified as first-time freshman and proceeded to receive an award sometime between Fall 1996 and Spring 1999. The percentage of Hispanic students earning an award more than doubled from 1996 to 1997.

**Table 1**

<b>Awards by Race/Ethnicity and Gender</b>									
<b>Race/Ethnicity</b>	<b>Fall 95</b>			<b>Fall 96</b>			<b>Fall 97</b>		
	Female	Male	Pct.	Female	Male	Pct.	Female	Male	Pct.
Asian	1	3	2.3%	1	0	0.8%	0	0	0.0%
Black	10	3	7.3%	9	4	10.2%	1	10	7.8%
Filipino/Pacific Islander	1	1	1.1%	0	0	0.0%	1	1	1.4%
Hispanic	16	18	19.2%	8	9	13.4%	16	24	28.4%
Native American/Alaskan	4	0	2.3%	0	5	3.9%	0	1	0.7%
White	54	66	67.8%	43	48	71.7%	39	46	60.3%
Other	0	0	0.0%	0	0	0.0%	1	1	1.4%
<b>Total</b>	<b>86</b>	<b>91</b>	<b>100.0%</b>	<b>61</b>	<b>66</b>	<b>100.0%</b>	<b>58</b>	<b>83</b>	<b>100.0%</b>

*ESRTK\_tables.xls*

## ESRTK Outcomes

The total ESRTK cohort consisted of 1,340 students in 1995, 1,561 in 1996 and 1,634 in 1997. The table below reveals that 13.2%, 8.1% and 8.6% of first-time students received an award in 1995, 1996 and 1997, respectively. During the three year time-frame, AA and AS degrees showed decreases yet the number of certificates awarded increased by 44.4%.

Award Type by Term						
Award Type	Fall 95		Fall 96		Fall 97	
	Count	Pct.	Count	Pct.	Count	Pct.
Associate in Arts	56	31.6%	27	21.3%	34	24.1%
Associate in Science	57	32.2%	10	7.9%	16	11.3%
Certificate <30 units	0	0.0%	3	2.4%	0	0.0%
Certificate 30-59 units	1	0.6%	0	0.0%	0	0.0%
Certificate 60+ units	63	35.6%	87	68.5%	91	64.5%
<b>Total</b>	<b>177</b>	<b>100.0%</b>	<b>127</b>	<b>100.0%</b>	<b>141</b>	<b>100.0%</b>

ESRTK\_tables.xls

As revealed in the table below, many programs show steady trends in the number of awards given per year. For instance, the liberal arts and science program title has accounted for between 18.9% and 29.9% in the three represented years. However, the administration of justice program title shows steady increases in awards to the point where in the Fall of 1997, 50.4% of all awards were in this program title.

Number of Awards by Program (Top) Title						
Program Title	Fall 95		Fall 96		Fall 97	
	Count	Pct.	Count	Pct.	Count	Pct.
Administration of Justice	44	24.9%	50	39.4%	71	50.4%
Automotive Technology	5	2.8%	17	13.4%	9	6.4%
Business Management	18	10.2%	2	1.6%	7	5.0%
Child Development	1	0.6%	2	1.6%	1	0.8%
Culinary Arts Chef, Catering, Food Service	3	1.7%	1	0.8%	0	0.0%
Data Processing - Operations	5	2.8%	0	0.0%	1	0.8%
Drafting Technology	4	2.3%	1	0.8%	0	0.0%
Emergency Medical Technology	1	0.6%	5	3.9%	2	1.4%
Fine Arts, General	1	0.6%	3	2.4%	2	1.4%
Fire Control Technology	6	3.4%	1	0.8%	0	0.0%
Flight Attendant	1	0.6%	0	0.0%	0	0.0%
General Studies	1	0.6%	0	0.0%	1	0.8%
Health Professions, General	3	1.7%	0	0.0%	0	0.0%
Industrial Electronics	0	0.0%	4	3.1%	0	0.0%
Liberal Arts and Science, General	53	29.9%	24	18.9%	31	22.0%
Mathematics, General	20	11.3%	3	2.4%	9	6.4%
Respiratory Care / Therapy	2	1.1%	0	0.0%	0	0.0%
Secretary / Administrative Assistant	8	4.5%	13	10.2%	7	5.0%
Welding & Cutting	1	0.6%	1	0.8%	0	0.0%
<b>Total</b>	<b>177</b>	<b>100.0%</b>	<b>127</b>	<b>100.0%</b>	<b>141</b>	<b>100.0%</b>

ESRTK\_tables.xls



# *Programs Awarded*

# GRANTS

## ⚡ Funded Programs Awarded

- \* 1996/1997
- \* 1997/1998
- \* 1998/1999
- \* 1999/2000
- \* 2000/2001
- \* 2001/2002



## Programs Awarded: Grants

FUNDED PROGRAMS AWARDED			
Year	Award	Amount	
1996/1997	Adult Education Unit Funding Source: CA Department of Education	\$12,030	
	Environmental Hazardous Materials Technology Program Funding Source: Chancellor's Office, CCC Economic Development	\$11,000	
	New Horizons Funding Source: Chancellor's Office, CCC Economic Development	\$60,000	
	VATEA, Telecommuting Project Funding Source: Chancellor's Office, CCC Economic Development	\$79,226	
	Improving Anatomy Instruction Funding Source: Chancellor's Office, CCC Fund for Instructional Improvement	\$17,490	
	Space Settlement Design Funding Source: NASA	\$20,000	
	Summer Science Academy Funding Source: NASA	\$20,000	
	Tech Prep Funding Source: Chancellor's Office, CCC	\$71,950	
	Vocational and Technical Education Program (VATEA) Funding Source: Chancellor's Office, CCC	\$241,471	
	VATEA, Workforce Development Funding Source: Chancellor's Office, CCC IIA State Leadership	\$24,147	
	<b>TOTAL</b>		<b>\$557,314</b>
	1997/1998	Adult Education Unit Funding Source: CA Department of Education	\$13,000
CalWORKs/TANF Funding Source: Chancellor's Office, CCC		\$592,115	
Child Development Funding Source: CA Department of Education		\$218,000	
Child Development Funding Source: Chancellor's Office, CCC		\$135,000	
FII-Chemistry Funding Source: Chancellor's Office, CCC		\$19,903	
Space Settlement Design Funding Source: NASA		\$10,000	
New Horizons Funding Source: Chancellor's Office, CCC		\$60,000	
NOVELL Funding Source: Chancellor's Office, CCC		\$25,000	
TRIO Programs Funding Source: US Department of Education		\$180,000	
Tech Prep Funding Source: Chancellor's Office, CCC		\$72,900	
Vocational and Technical Education Program (VATEA) Funding Source: Chancellor's Office, CCC		\$265,470	
<b>TOTAL</b>		<b>\$1,591,388</b>	

grants\_97-02.xls

# Grants

FUNDED PROGRAMS AWARDED		
Year	Award	Amount
1998/1999	CalWORKs/TANF Funding Source: Chancellor's Office, CCC	\$1,104,777
	New Horizons Funding Source: Chancellor's Office, CCC	\$60,000
	Student Services, Non-Credit Matriculation Funding Source: Chancellor's Office, CCC	\$40,000
	Tech Prep Funding Source: Chancellor's Office, CCC	\$10,000
	Vocational and Technical Education Program (VATEA) Funding Source: Chancellor's Office, CCC	\$290,750
	Adult Education Unit Funding Source: CA Department of Education	\$15,812
	Child Development Project Funding Source: The City of Victorville	\$92,725
	TRIO Programs - Student Support Services Funding Source: US Department of Education	\$180,000
	<b>TOTAL</b>	<b>\$1,794,064</b>
1999/2000	Vocational and Technical Education Program (VATEA) Funding Source: Chancellor's Office, CCC	\$349,344
	Tech Prep Funding Source: Chancellor's Office, CCC	\$10,000
	TRIO Programs - Student Support Services Funding Source: US Department of Education	\$194,688
	CalWORKs/TANF Funding Source: Chancellor's Office, CCC	\$869,106
	<b>TOTAL</b>	<b>\$1,423,138</b>
2000/2001	Automotive Funding Source: C. O., CCC Workforce Development Instructional Equipment	\$94,640
	Bio-Technology Funding Source: C. O., CCC Workforce Development Instructional Equipment	\$86,970
	Fire Technology Funding Source: C. O., CCC Workforce Development Instructional Equipment	\$64,480
	Health Occupations Funding Source: C. O., CCC Workforce Development Instructional Equipment	\$39,327
	Restaurant Management Funding Source: C. O., CCC Workforce Development Instructional Equipment	\$39,308
	CalWORKs/TANF Funding Source: Chancellor's Office, CCC	\$694,291
	Teaching - Learning Center Funding Source: Chancellor's Office, CCC Teacher, Reading and Development	\$350,000
	Tech Prep Funding Source: Chancellor's Office, CCC	\$12,000

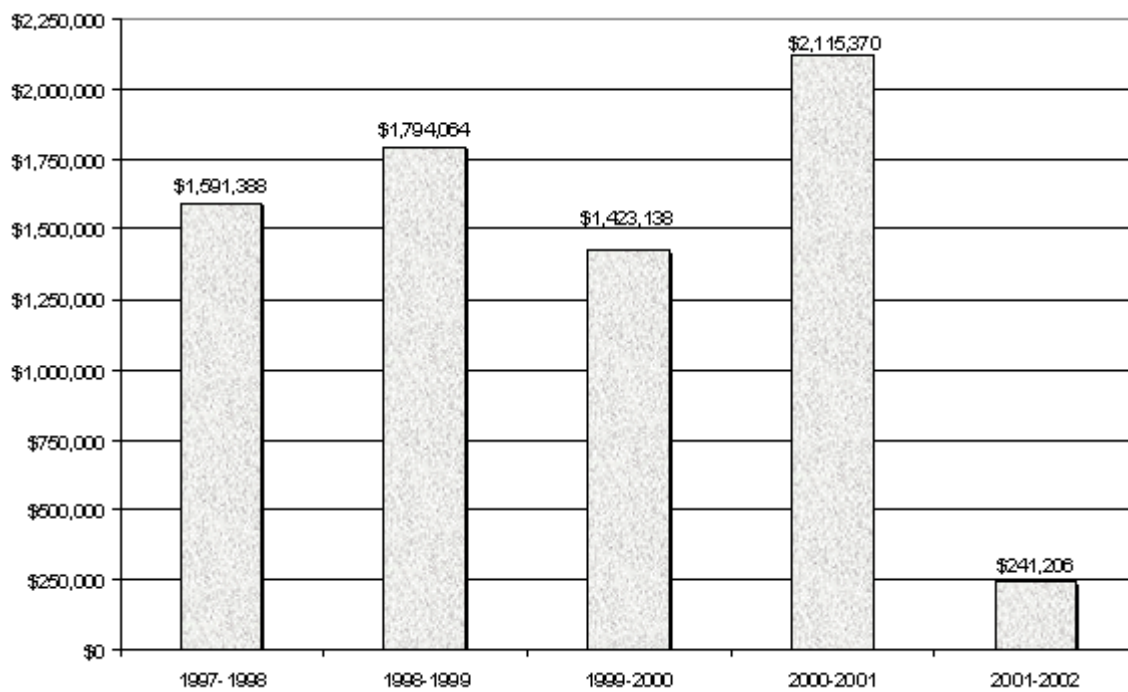
grants\_97-02.xls

## Grants

FUNDED PROGRAMS AWARDED		
Year	Award	Amount
2000/2001	Trans-Disciplinary Research Funding Source: Chancellor's Office, CCC Fund for Instructional Improvement	\$39,832
	Vocational and Technical Education Program (VATEA) Funding Source: Chancellor's Office, CCC	\$385,940
	Video Teleconferencing Center Funding Source: Mojave Desert Air Quality Management District Mobile Service Emission Reductions Program	\$110,000
	TRIO Programs - Student Support Services Funding Source: US Department of Education	\$198,582
	<b>TOTAL</b>	<b>\$2,115,370</b>
2001/2002	Trans-Disciplinary Research Funding Source: Chancellor's Office, CCC Fund for Instructional Improvement	\$24,752
	TRIO Programs - Student Support Services Funding Source: US Department of Education	\$216,454
	<b>TOTAL</b>	<b>\$241,206</b>

grants\_97-02.xls

NOTE: For a complete description of each award, please see the Planning and Resource Development page at <http://www.victor.cc.ca.us/offices/planningresourcedevelopment/>.



grants\_97-02.xls

# *Financial Aid* AWARDS

- ✦ Monetary Award by Type of Financial Aid (1997-2002)
- ✦ Number of Recipients for Federal Aid (1997-2002)
- ✦ Number of Recipients for State Aid (1997-2002)
- ✦ Number of Recipients for a Bogg (1997-2002)
- ✦ Scholarships (1995-2001)

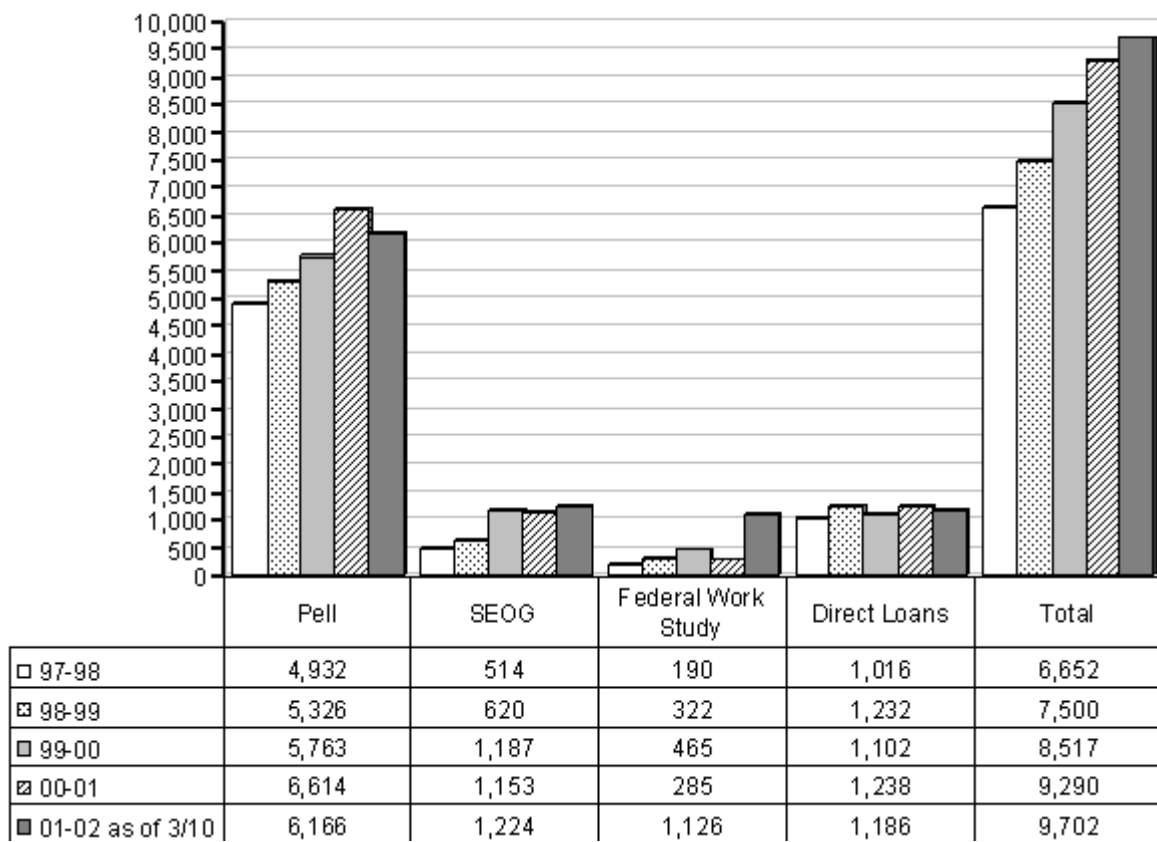


## Financial Aid

Monetary Award by Type of Financial Aid					
Federal Programs	97-98	98-99	99-00	00-01	01-02 as of 3/10
Pell	3,720,065	4,635,294	4,500,689	5,234,175	6,460,284
SEOG	88,480	108,640	190,400	187,320	252,600
Federal Work Study	159,020	202,307	341,827	269,304	1,767,783
Direct Loans	1,431,686	1,761,091	1,648,714	1,858,573	1,814,844
<b>Total</b>	<b>5,399,251</b>	<b>6,707,332</b>	<b>6,681,630</b>	<b>7,549,372</b>	<b>10,295,511</b>
State Programs					
Cal Grants	87,299	93,343	100,609	190,627	80,855
Bogg	2,148,909	1,972,908	2,195,821	2,234,649	319,962
State Work Study	0	0	0	112,878	135,073
<b>Total</b>	<b>2,236,208</b>	<b>2,066,251</b>	<b>2,296,430</b>	<b>2,538,154</b>	<b>535,890</b>
<b>Overall Total</b>	<b>7,635,459</b>	<b>8,773,583</b>	<b>8,978,060</b>	<b>10,087,526</b>	<b>10,831,401</b>

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### Number of Students Receiving Federal Aid by Year



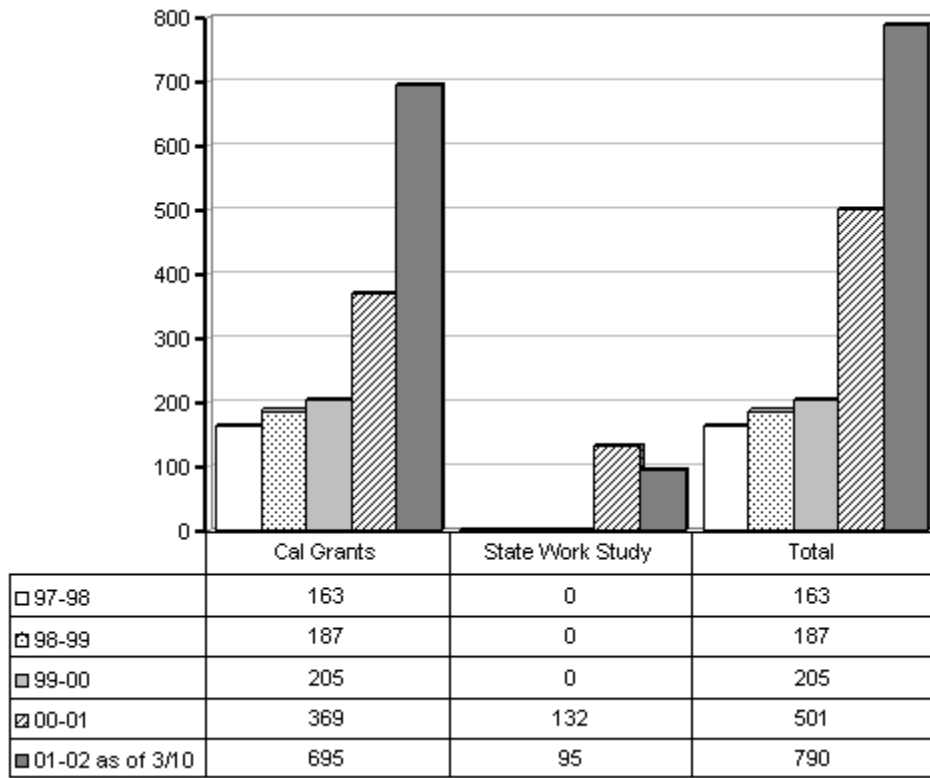
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SEOG = Federal Supplemental Educational Opportunity Grant

\* Students could have received more than one award and therefore counts may be duplicated.

# Financial Aid

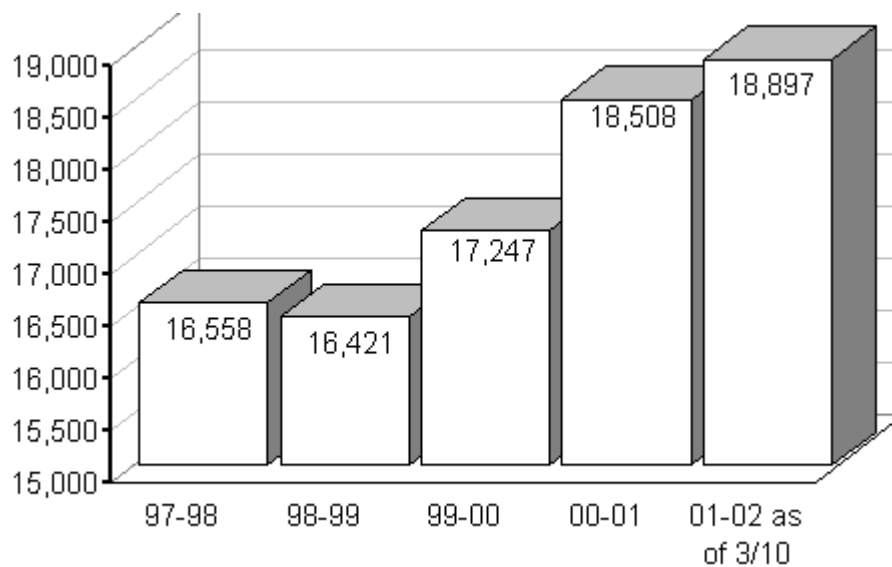
## Number of Students Receiving State Aid by Year



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\* Students could have received more than one award and therefore counts may be duplicated.

## Number of Students Receiving a Bogg by Year



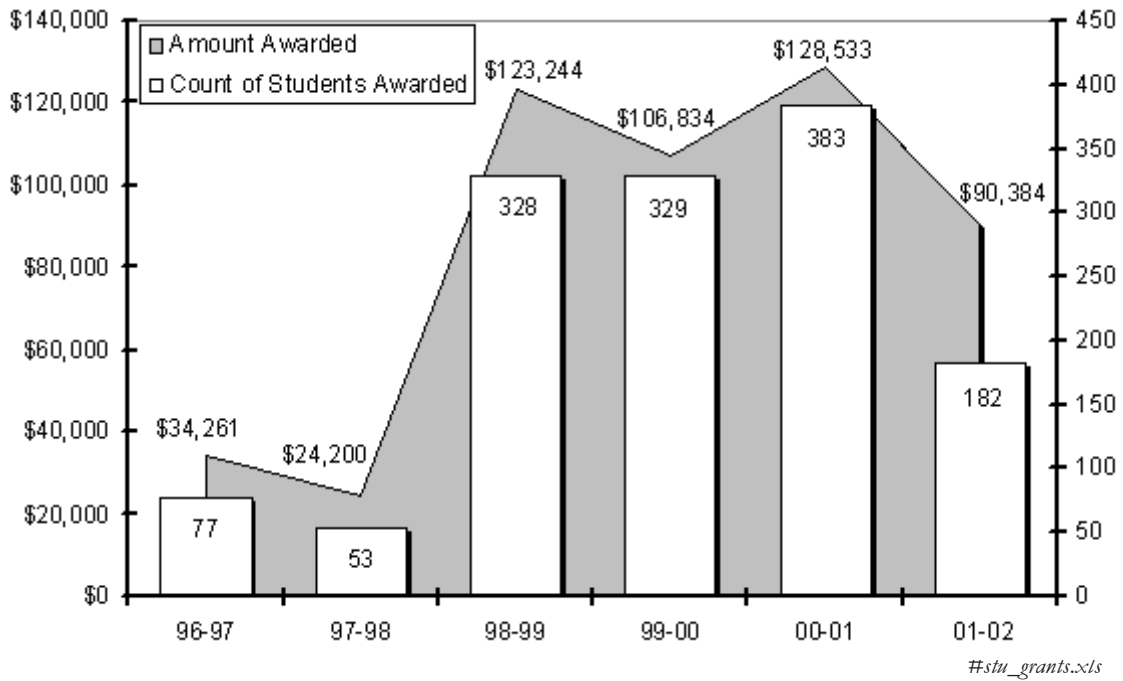
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**BOGG** = Board of Governor's Grants

\* Students could have received more than one award and therefore counts may be duplicated.

# Financial Aid

**Amount and Number of Scholarships Awarded by Year**



# *VVC Staff* DEMOGRAPHICS

- ⚡ Employee by Type
- ⚡ Employee by Gender
- ⚡ Employee by Race/Ethnicity



# Staff Demographics

<b>VVC EMPLOYEES</b>				
Employee Category	Fall 2000		Fall 2001	
	Count	Pct. of Total	Count	Pct. Of Total
Educational Administrator/ Classified Administrator/ Classified Professional	22	3.4%	22	3.5%
Faculty (Tenured/Tenured Track)	121	18.8%	128	20.1%
Associate Faculty (Academic Temporary)	325	50.4%	316	49.6%
Classified (Classified Support)	177	27.4%	171	26.8%
<b>District Total</b>	<b>645</b>	<b>100.0%</b>	<b>637</b>	<b>100.0%</b>

VVC\_staff.xls

<b>VVC EMPLOYEES</b> (Employee by Gender)			
Employee Category	Fall 2000		Total
	Male	Female	
Educational Administrator/ Classified Administrator/ Classified Professional	13 (59.1%)	9 (40.9%)	22
Faculty (Tenured/Tenured Track)	66 (54.5%)	55 (45.5%)	121
Associate Faculty (Academic Temporary)	187 (57.5%)	138 (42.5%)	325
Classified (Classified Support)	49 (27.7%)	128 (72.3%)	177
<b>Total</b>	<b>315 (48.8%)</b>	<b>330 (51.2%)</b>	<b>645</b>
Fall 2001			
Educational Administrator/ Classified Administrator/ Classified Professional	12 (54.5%)	10 (45.5%)	22
Faculty (Tenured/Tenured Track)	72 (56.3%)	56 (43.8%)	128
Associate Faculty (Academic Temporary)	181 (57.3%)	135 (42.7%)	316
Classified (Classified Support)	52 (30.4%)	119 (69.6%)	171
<b>Total</b>	<b>317 (49.8%)</b>	<b>320 (50.2%)</b>	<b>637</b>

VVC\_staff.xls

# Staff Demographics

VVC EMPLOYEES (Employee by Race/Ethnicity)										
Employee Category	Fall 2000									Total
	Asian	African American	Filipino	Hispanic	American Indian / Alaskan Native	Pacific Islander	White	Unknown	Other Non-White	
Educational Administrator/ Classified Administrator/ Classified Professional	1 (4.5%)	5 (22.7%)	0 (0.0%)	2 (9.1%)	0 (0.0%)	0 (0.0%)	14 (63.6%)	0 (0.0%)	0 (0.0%)	22
Faculty (Tenured/Tenured Track)	3 (2.5%)	1 (0.8%)	2 (1.7%)	11 (9.1%)	3 (2.5%)	0 (0.0%)	101 (83.5%)	0 (0.0%)	0 (0.0%)	121
Associate Faculty (Academic Temporary)	3 (2.8%)	17 (6.2%)	1 (0.3%)	25 (7.7%)	3 (0.9%)	1 (0.3%)	268 (82.5%)	0 (0.0%)	1 (0.3%)	325
Classified (Classified Support)	6 (3.4%)	11 (6.2%)	3 (1.7%)	23 (13.0%)	4 (2.3%)	0 (0.0%)	130 (73.4%)	0 (0.0%)	0 (0.0%)	177
<b>Total</b>	<b>19 (2.9%)</b>	<b>34 (5.3%)</b>	<b>6 (0.9%)</b>	<b>61 (9.5%)</b>	<b>10 (1.6%)</b>	<b>1 (0.2%)</b>	<b>513 (79.5%)</b>	<b>0 (0.0%)</b>	<b>1 (0.2%)</b>	<b>645</b>
Fall 2001										
Educational Administrator/ Classified Administrator/ Classified Professional	2 (9.1%)	4 (18.2%)	0 (0.0%)	2 (9.1%)	0 (0.0%)	0 (0.0%)	14 (63.6%)	0 (0.0%)	0 (0.0%)	22
Faculty (Tenured/Tenured Track)	3 (2.3%)	3 (2.3%)	2 (1.6%)	14 (10.9%)	3 (2.3%)	0 (0.0%)	103 (80.5%)	0 (0.0%)	0 (0.0%)	128
Associate Faculty (Academic Temporary)	3 (2.8%)	12 (3.8%)	2 (0.6%)	25 (7.9%)	3 (0.9%)	0 (0.0%)	264 (83.5%)	1 (0.3%)	0 (0.0%)	316
Classified (Classified Support)	7 (4.1%)	10 (5.8%)	3 (1.8%)	23 (13.5%)	4 (2.3%)	0 (0.0%)	124 (72.5%)	0 (0.0%)	0 (0.0%)	171
<b>Total</b>	<b>21 (3.3%)</b>	<b>29 (4.6%)</b>	<b>7 (1.1%)</b>	<b>64 (10.0%)</b>	<b>10 (1.6%)</b>	<b>0 (0.0%)</b>	<b>505 (79.3%)</b>	<b>1 (0.2%)</b>	<b>0 (0.0%)</b>	<b>637</b>

VVC\_staff.xls

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# *Budget &* FINANCE

- ⚡ Budget Summary (1999-2003)
- \* Revenues (Chart, 2002-2003)
- \* Expenditures (Chart, 2002-2003)



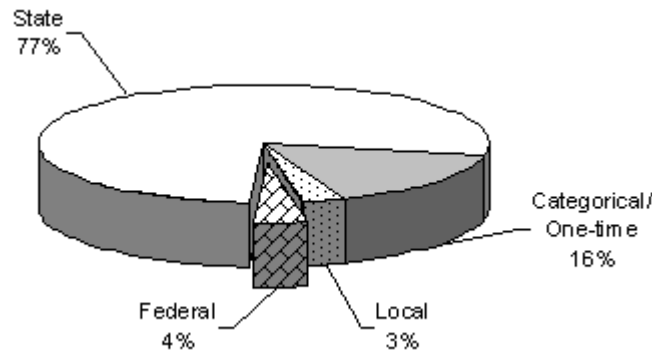
# Budget & Finance

Budget Summary	Actual 1999-2000		Actual 2000-2001		Adopted Budget 2001-2002		Tentative Budget 2002-2003	
Beginning Estimated Fund Balance	N/A		\$1,478,251		\$2,728,941		\$2,084,263	
<b>REVENUES</b>								
Federal	\$841,469	3%	\$1,217,552	3%	\$1,224,928	3%	\$1,724,236	4%
State	23,624,854	75%	27,183,538	72%	30,109,858	74%	30,638,849	77%
Categorical/One-time	5,630,613	18%	7,799,330	20%	6,923,682	17%	6,394,268	16%
Local	1,271,277	4%	1,365,889	3%	2,426,328	6%	1,211,846	3%
<b>TOTAL FISCAL YEAR REVENUES</b>	<b>\$31,368,213</b>	<b>100%</b>	<b>\$37,566,309</b>	<b>100%</b>	<b>\$40,684,796</b>	<b>100%</b>	<b>\$39,969,199</b>	<b>100%</b>
<b>TOTAL REVENUE AVAILABLE</b>								
	\$31,368,213		\$39,044,560		\$43,413,737		\$42,053,462	
<b>EXPENDITURES</b>								
Academic Salaries	\$11,819,040	36%	\$13,243,881	36%	\$15,467,503	39%	\$16,330,024	41%
Classified Salaries	7,243,902	22%	8,412,861	23%	9,722,719	24%	10,350,967	26%
Benefits	3,649,999	11%	3,791,652	10%	4,223,082	10%	5,131,280	13%
Supplies/Software	1,392,642	4%	1,686,455	5%	1,651,397	4%	1,054,527	3%
Contracts (travel, utilities, legal, etc.)	4,059,421	12%	5,472,237	15%	5,897,732	14%	5,267,608	13%
Equipment/Leases	2,111,850	6%	3,246,409	9%	1,920,769	5%	1,834,794	5%
Contingency	2,508,519	8%	1,291,042	3%	1,801,594	4%	0	0%
<b>TOTAL ESTIMATED EXPENDITURES</b>	<b>\$32,785,373</b>	<b>100%</b>	<b>\$37,144,537</b>	<b>100%</b>	<b>\$40,684,796</b>	<b>100%</b>	<b>\$39,969,199</b>	<b>100%</b>
Increase in Ending Balance from Operations			828,918					
Ending Fund Balance			\$2,728,941		\$2,728,941		\$2,084,263	

NOTE: Columns may not equal 100% due to rounding.

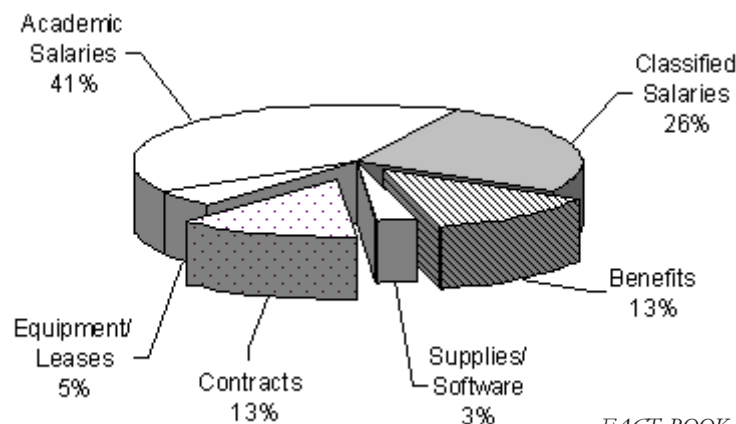
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## Revenues (2002-2003)



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## Expenditures (2002-2003)



FACT BOOK 2002-03.xls

# APPENDIX

## **Member**

California Association of Community Colleges

## **Accreditation**

Accredited by the Western Association of Schools and Colleges and approved by the California State Department of Education.

Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges  
3402 Mendocino Avenue, Santa Rosa, CA 95403  
(707) 569-9177 FAX (707) 569-9179

## **Nursing Program**

California Board of Registered Nursing

## **Paramedic Program**

Inland Counties Emergency Medical Agency

## **Respiratory Therapy Program**

Committee on Accreditation for Respiratory Care

# DEGREES AND CERTIFICATES

## **Administration of Justice, AS**

Administration of Justice Certificate  
Corrections Certificate  
Fingerprint Recognition and Classification Certificate  
Forensic Certificate  
Forensic Specialist Certificate  
Level III Law Enforcement Modulated Academy Certificate  
Module A Reserve Academy Firearms Only Certificate  
PC 832 Law Enforcement Course Certificate  
School Police Course: PC 832.2 Certificate  
Police Technician Specialist Certificate  
Public Safety Internship Certificate

## **Agriculture and Natural Resources**

Floral Design Certificate  
Equine Science Specialist Certificate  
Landscape and Nursery Management Certificate  
Landscape Installation Specialist/Nursery Technician Certificate  
Landscape Irrigation Certificate  
Natural Resource Management Technician  
Water Resource Specialist

## **Allied Health**

Nursing Assistant Home/Health Aide Certificate  
*\*No degree is awarded with a major in Allied Health. See Victor Valley College catalog.*

## **Automotive Technology, AS**

Automotive Brake and Suspension Specialist Certificate  
Automotive Drivability Specialist Certificate  
Automotive Inspection and Maintenance Technician Certificate  
Automotive Specialist I Certificate  
Automotive Specialist II Certificate  
Automotive Technician Certificate  
Automotive Transmission Specialist Certificate  
Automotive Window Tinting Technician Certificate  
Basic Inspection Area Smog Technician Certificate  
Engine Machinist Specialist Certificate  
Enhanced Inspection Area Smog Technician Certificate  
Heavy Duty Diesel Truck Lubrication and Inspection Specialist Certificate  
Small Engine Repair Specialist Certificate

## **Business, AS**

### **Business Administration, AS**

Bookkeeping I Certificate  
Management Certificate

### **Business Education Technologies, AS**

Administrative Assistant Certificate  
Computer Systems I Certificate  
Computer Systems II Certificate  
Data Typist Certificate  
Legal Office Certificate  
Medical Office Certificate  
Office Services Certificate  
Spreadsheet Processor Certificate  
Word Processor Certificate

### **Business Real Estate and Escrow, AS**

Advanced Business Real Estate Certificate  
Basic Business Real Estate Certificate  
Escrow Secretarial Services Certificate  
Property Management Certificate  
Real Estate Appraiser Certificate  
Real Estate Escrow Certificate  
Real Estate Marketing Certificate  
Real Estate Secretarial Services Certificate

### **Child Development, AS**

Family Child Care Certificate  
Principles of Early Childhood Education Certificate  
Level I: Associate Teacher  
Level II: Teacher  
Level III: Supervisor  
Teaching Mathematics Through Discovery Certificate

## APPENDIX (Continued)

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### **Computer Information Systems, AS**

Database Administration Certificate  
Netware Certificate  
Network Specialist Certificate  
Programming I Certificate  
Programming II Certificate  
Productivity Software Specialist Certificate  
Visual Basic Programming Certificate  
Web Authoring Certificate

### **Computer Integrated Design and Graphics, AS**

Architectural CADD Technician I Certificate  
Architectural Drafting Certificate  
CADD Management Technician I Certificate  
Civil CADD Technician I Certificate  
Computer Animation Technician I Certificate  
Digital Animation Certificate\*  
Game Design Certificate\*  
Geographical Information Systems Certificate  
Mechanical CADD Technician I Certificate  
Mechanical Drafting Certificate  
Media Arts Certificate\*

*\*Pending approval by the Chancellor's Office, California Community Colleges*

### **Construction and Manufacturing Technology, AS**

Building Construction Certificate  
Building Inspection Certificate  
Construction Management Certificate  
Construction Technology Certificate  
Electrical Technician Certificate  
Plumbing Technician Certificate  
Public Works Certificate  
Residential Maintenance Technician Certificate

### **Education Technology**

Education Technology Certificate

### **Electronics and Computer Technology, AS**

CISCO Networking Academy I, II, III, IV Certificate  
Communication Electronics Certificate  
Computer Technology Certificate  
Digital Electronics Certificate TV  
Electronic Technology Certificate

### **Electronics Engineering Technology, AS**

Associate Degree Electronics Engineering Technology Certificate

### **Fine Arts, AA**

*This is usually the major for students interested in areas such as the following:*

Art, Music, Photography, Theatre Arts

### **Fire Technology, AS**

Fire Company Officer Certificate  
Fire Fighter Certificate  
Fire Prevention Officer Certificate

### **Liberal Arts, AA**

*This is usually the major for students who are undecided but who wish to transfer to a university, and/or for those who are interested in areas such as the following:*

Anthropology, Economics, English, French, Geography, History, Journalism, Liberal Studies, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Spanish

### **Math/Science, AS**

*This is usually the major for students interested in areas such as the following:*

Anatomy, Astronomy, Biology, Chemistry, Geography, Geology, Mathematics, Microbiology, Oceanography, Physical Education, Physical Science, Physics, Physiology

### **Mathematics**

Teaching Mathematics Through Discovery Certificate

### **Medical Assistant, AS**

Medical Assistant Certificate

### **Nursing, AS**

Associate Degree Nursing Certificate  
Nursing Licensure Certificate

### **Ornamental Horticulture, AS**

### **Paramedic, AS**

Emergency Medical Technician I (Ambulance) Certificate  
Emergency Medical Technician (Refresher) Certificate  
Paramedic Certificate

### **Paralegal (Political Science)**

Paralegal Studies Certificate

### **Physical Education**

Physical Education Dance Certificate

### **Respiratory Therapy, AS**

Respiratory Therapy Certificate

### **Restaurant Management, AS**

Restaurant Management Certificate

### **Welding, AS**

QC-10 Level I Welding Certificate  
Welding Certificate

*Left Blank Intentionally*

## Victor Valley College Board of Trustees

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James E. Williams Ed.D. . . . . Vice President, Administrative Services  
Tom Clark . . . . . Dean, Vocational Programs  
Leonard M. Crawford Ed.D. . . . . Dean, Student Services  
Henry C. V. Yong . . . . . Dean, Academic Programs

## Accreditation Statement

Victor Valley College is accredited by the Western Association of Schools and Colleges and approved by the California State Department of Education.

### Accrediting Commission for Community and Junior Colleges:

Western Association of Schools and Colleges  
3402 Mendocino Ave, Santa Rosa, CA 95403  
(707) 569-9177 FAX (707) 569-9179



Victor Valley Community College  
18422 Bear Valley Rd.  
Victorville, CA 92392-5849  
(760) 245-4271  
[www.victor.cc.ca.us](http://www.victor.cc.ca.us)



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Enrollment Matriculation and Counseling