

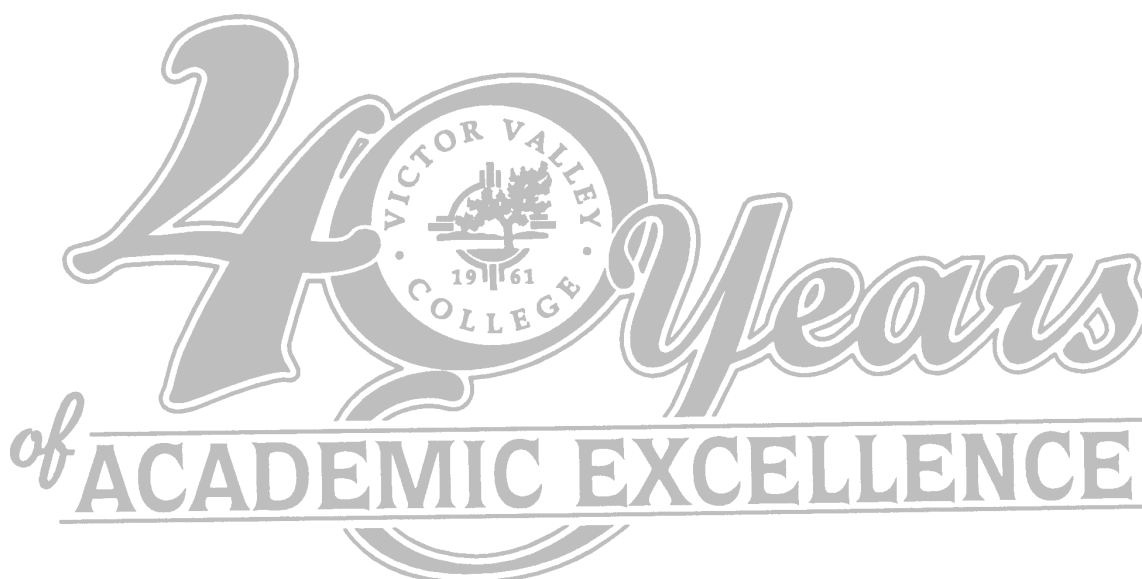


VICTOR  
VALLEY  
COLLEGE

*FACTBOOK*  
*2001*

Institutional Research

# *Institutional Research*



**Published by:** Office of Institutional Research / MIS

Mark Clair: Research Analytical Technician

Sandra Mistretta: Data Processing Specialist

Mary Cottrell: Secretary

Cath Halisky: MIS Director

Willard C. Lewallen: Vice President Student Services

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

**Address:** 18422 Bear Valley Rd. Victorville, CA. 92392-5849

[www.vvconline.com](http://www.vvconline.com)

*Left Blank Intentionally*

# ***FACT BOOK EVALUATION***

---

In an effort to create a concise and serviceable document, the Research Department 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 issues clarified (i.e. SRTK)?	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:

---

---

---

---

---

fold



NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES



**BUSINESS REPLY MAIL**  
First Class Mail Permit #102 Victorville, CA

POSTAGE WILL BE PAID BY ADDRESSEE

**Victor Valley College**  
Research Department  
18422 Bear Valley Rd.  
Victorville, CA. 92392-5849



fold



2001

# Table of CONTENTS

✎ Institutional Research . . . . .	iii
✎ Victor Valley College Profile . . . . .	iv-viii
✎ Victor Valley College Location and Facts . . . . .	ix
✎ Campus Map . . . . .	x-xi
✎ Profile of the Victor Valley . . . . .	1-12
✎ 10 yr. Trends: Enrollment and Achievement . . . . .	13-40
✎ Fall 2000 Student Characteristics and Outcomes . . . . .	41-54
✎ Student Origins . . . . .	55-58
✎ Student Outcomes . . . . .	59-70
✎ Grants: Programs Awarded . . . . .	71-76
✎ Awards: Finanacial Aid . . . . .	77-82
✎ VVC Staff Demographics . . . . .	83-88
✎ Budget & Finance . . . . .	89-91
✎ Appendix: Programs, Degrees and Certificates . . . . .	92-93

*Left Blank Intentionally*

# ***INSTITUTIONAL RESEARCH***

---

## **Mission and Purpose**

Knowing our community and students well is important to the 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. The Research Department provides support to the staff, faculty and administration of the District.

## **Activities**

- ✎ Designs, conducts and publishes “regular” statistical studies to assist in the District’s policy and program planning and development.
- ✎ Designs, conducts and publishes “special” studies to meet departmental, institutional, community and state/federally mandated needs.
- ✎ Provides assistance, guidance and/or support to faculty, staff and administration in the conduct of their research activities and coordinates District and/or College-related research efforts.

# VICTOR VALLEY COLLEGE PROFILE

---

## 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

in-

- stitution;
- 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 106 community colleges in California, which are attended by 10 percent of all students in the United States. 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 inhabitants were merchants who provided a stream of railroaders, farmers, and miners with the necessities of life such as ammunition, postal service

## VVC Profile

---

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 both 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, BET and CIS classrooms and faculty offices. Two former classroom buildings have been remodeled and transformed into student services buildings providing improved access and convenience. In addition, an elevator connecting the lower and upper campus, parking lots, and tennis courts have been added to the campus. On the horizon is a major classroom building with some 950-student computer learning stations, a dramatic arts/ speech addition to the Performing Arts Center, and a new

Child Development Center as well as softball and soccer fields.

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

### BOARD OF TRUSTEES

ASB Trustee	Maxine Moore
Thomas M. Elder, II	Carl R. Tate
Dennis Henderson	Dr. Bettye Underhill

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.

Working with employers within the Victor Valley area, the Board of Trustees has approved a number of programs to train students for specific jobs.

## VVC Profile

---

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.

---

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

## VVC Profile

---

### ADMINISTRATION

Nicholas Halisky, Superintendent/President  
Ronald L. Krimper, Vice President, Student Learning

Dr. Willard Clark Lewallen, Vice President, Student Services

Dr. James E. Williams, Vice President, Administrative Services

Tom Clark, Dean, Vocational Programs

Dr. Leonard M. Crawford, Dean, Student Services

Dr. Janet Nix, Dean, Educational Services

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 basic skills training, 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.

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

## VVC Profile

---

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 70 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 (2000)	320
Fall 2000 Student Enrollment	10,332
Average Student Age (Fall 2000)	31
Male Students (Fall 2000)	37%
Female Students (Fall 2000)	63%
Budget 2001-2002	\$39,773,585

# Campus Map



# Campus Map Index

<b>A</b> cademic Commons Bldg ..... D4	Excelsior School ..... A5	Metered Parking ..... B4, C6
ACT Center (Counseling /Administration Bldg) ..... C6	<b>F</b> inancial Aid & Veterans Office (Student Services Bldg) ..... D6	Parking Permit Dispensers ..... A5, B5, B6, D6, F5
Administration Annex Bldg ..... A5	Fire Technology (Learning Portables) ..... E3, F3	Performing Arts Center ..... C5
Administrative Services (Administration Bldg) ..... A6	Fiscal Services (Administration Annex) ..... A5	<b>R</b> ams Bookstore (Student Activity Center) ..... D5
Admissions, Records Office (Student Services Bldg) ..... D6	Food Court (in Student Activity Center) ..... D5	Registration Drop Box(es) ..... D5, D6
Agriculture Classroom ..... E3	Food Handlers Class (Administration Bldg) ..... A6	<b>S</b> cience, Labs & Classrooms ..... B4
Agriculture Lab ..... E3	Football/Track ..... D3	Security/Campus Police (Student Activity Center) ..... D5
Allied Health Lab (Academic Commons) ..... D4	<b>G</b> olf Area ..... D2	Soccer Field ..... F4
Allied Health/Nursing ..... C4	Greenhouse (in Agricultural Complex) ..... E3	Softball Field ..... D3
Allied Health Portable/Nursing ..... C4	Gym ..... E5	Student Activity Center (SAC) ..... D5
Art Building ..... C5	Gym (former) ..... D4	Student Learning Office, VP Student Learning ..... D5
Assessment (Student Services Bldg) ..... D6	<b>H</b> ealth Center (in Student Activity Center) ..... D5	in Humanities Portable 1
Associated Student Body (Student Activity Center) ... D5	Home Economics ..... D4	Student Services Bldg ..... D6
Automotive Shop ..... E3	Human Resources (Administration Bldg) ..... A6	Student Services Office, Dean & VP (Counsel/Admin Bldg) C6
Azusa Pacific University (Learning Portables) ..... E3, F3	Humanities Center, SEE INSET - TOP LEFT OF MAP ... F5	Student Support Services Program (Academic Commons) . D4
<b>B</b> aseball Field ..... C2	Humanities Portables (3) ..... D5	Superintendent/President (Administration Bldg) ..... A6
Basic Skills (Humanities Center - HC 21, 22, 23, 24) ... F5	<b>L</b> anguage Lab (Humanities Center - HC 10) ..... F5	Supplemental Instruction (in Academic Commons) ... D4
Board Room (Administration Bldg) ..... A6	Learning Center (in Academic Commons) ..... D4	<b>T</b> elephone(s) ..... A5, A6, C4(2), C5(2), C6,
Bursar (Student Services Bldg) ..... D6	Learning Portables ..... E3, F3	D4, D5, D6, E3, E5, F5
Bus Stop(s) ..... B6, D2, E5	Liberal Arts Bldg ..... C5	Tennis Courts ..... D4, E4
Business Ed Tech (BET, Academic Commons) ..... D4	Library (Learning Resource Center) ..... C4	Ticket Information ..... D5
<b>C</b> al State San Bernardino (Humanities Cnt - HC 20) ..... F5	<b>M</b> aintenance Shop/Offices ..... F2	Track ..... D3
CARE Portable ..... C6	Maintenance/Transportation ..... F2	<b>V</b> VC Foundation Office (Stu Activity Center, 2nd fl) ..... D5
CalWORKs (Counseling/Administration Bldg) ..... C6	Management Information Systems (Admin Annex) ..... A5	Vocational Complex ..... E3, E4
Campus Police (Student Activity Center) ..... D5	Music Building ..... B6	Dean/Faculty Offices(Automotive Bldg) ..... E3
Career & Transfer Centers (Counsel/Admin Bldg) ..... C6	<b>O</b> ne Stop Shop (San Bernardino County) ..... A6	Warehouse (Maintenance Yard) ..... F2
Child Development Center, Site 1 ..... E2	in the Administration Bldg	Welding Shop ..... E3
Child Development Center, Site 2 ..... A5	<b>P</b> arking:	
Computer Information Systems (Academic Commons) .. D4	Lot 1, Lot 2 ..... B4	
Computer Integrated Graphics & Design (CIDG) ..... E3	Lot 3, Lot 4 ..... B5	
Contract Education (Administration Annex) ..... A5	Lot 5, Lot 6 ..... C6	
Construction Technology Building ..... E4	Lot 7, Lot 8, Lot 9 ..... D6	
Cooperative Education (in Academic Commons) ..... D4	Lot 10 ..... B6	
Counseling (Counseling/Administrative Bldg) ..... C6	Lot 11 ..... B5	
Counseling/Administration Bldg ..... C6	Lot 13 ..... F6	
<b>D</b> ean, Academic Programs (Liberal Arts Bldg) ..... C5	Lot 12 ..... B5	
Dean, Educational Services (Academic Commons) . . D4	Lot 14, Lot 15 ..... E3	
Digital Animation Lab ..... C5	Lot 16 ..... E4	
Drop Box(es) ..... D5, D6	Lot 17 ..... E3	
DSPS (Learning and Physical Disabilities) ..... C6	Lot 18, Lot 19 ..... D3	
in Counseling/Administration Bldg.	Lot 20 ..... E4	
<b>E</b> OPS Portable ..... C6	Lot 21 ..... E5	
Electronics Lab and Classrooms ..... E3		
Elevator ..... D5		

**Registration Drop Box**

**Emergency Coordination Locations**

**Metered Parking**

**Parking Permit Dispenser**

**Pay Telephones**

0 1/10th 2/10ths  
scale mile

**NOTE:** Elevator service to reach upper campus is available from **LOT 20** on lower campus.

MAP: KARYL LOUGEE, PRINTING DEPARTMENT, 10/2001

*Left Blank Intentionally*

2001

# Profile of VICTOR VALLEY

Adelanto



Apple Valley

Hesperia



Victorville



High Desert Corridor



San Bernardino County



# City of Adelanto

<http://adelanto.com>



## TOTAL POPULATION

◆ (2000) 18,130

## TOTAL GENDER

- ◆ (2000) M = 9,698 (53.5%)
- ◆ (2000) F = 8,432 (46.5%)

## HOUSING INFORMATION

- ◆ (2000) Households with individuals under 18 years 62.3%
- ◆ (2000) Occupied housing units 85.0%
- ◆ (2000) Vacant housing units 15.0%
- ◆ (2000) Average household size of owner-occupied units 3.54

## POTENTIAL COLLEGE STUDENT POPULATION

Population between the ages 15-44

Age	1990		1999		2004	
	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

## TOTAL GENDER

◆ (2000) M = 26,251 (48.4%)

◆ (2000) F = 27,988 (51.6%)

## POPULATION BY EDUCATION

◆ (1994) 1 or more years of college 6.1%

◆ (1994) 4 or more years of college 15.2%

*\*Town of Apple Valley Economic Development Department*

## LABOR MARKET INFORMATION

◆ (2001) Labor Force 24,730

◆ (2001) Employment 23,580

◆ (2001) Unemployment 1,150

◆ (2001) Unemployment Rate 4.6%

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

## HOUSING INFORMATION

◆ (1990) Median Home Price \$120,000

◆ (1990) Median Monthly Rent \$534

◆ (1990) Median Household Income 39,700

◆ (1990) Persons Per Household 3.01

*\*U.S. Census Bureau, Census 1990*

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

◆ (2000) Occupied housing units 92.0%

◆ (2000) Vacant housing units 8.0%

◆ (2000) Average household size of  
owner-occupied units 2.83

## 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	3,322	7.21	4,119	7.48	4,270	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

## TOTAL GENDER

- ◆ (2000) M = 30,865 (49.3%)
- ◆ (2000) F = 31,717 (50.7%)

## 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

- ◆ (2001) Labor Force 25,370
- ◆ (2001) Employment 24,020
- ◆ (2001) Unemployment 1,350
- ◆ (2001) Unemployment Rate 5.3%

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

## HOUSING

- ◆ (1999) Median Rental Units \$104,971
- ◆ (1990) Median Rent \$468
- ◆ (1999) Median Household Income \$35,025
- ◆ (2000) Persons Per Household 3.21

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

- ◆ (2000) Households with individuals under 18 years 48.2%
- ◆ (2000) Occupied housing units 93.5%
- ◆ (2000) Vacant housing units 6.5%
- ◆ (2000) Average household size of owner-occupied units 3.08

## 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

## TOTAL GENDER

◆ (2000) M = 31,004 (48.4%)

◆ (2000) F = 33,025 (51.6%)

## 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

◆ (2001) Labor Force	20,450
◆ (2001) Employment	19,220
◆ (2001) Unemployment	1,230
◆ (2001) Unemployment Rate	6.0%

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

## HOUSING

◆ (1998 estimate) Median New Detached Home Price	\$117,445
◆ (1998 estimate) Median Household Income	\$31,169
◆ (2000) Persons Per Household	3.17

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

◆ (2000) Households with individuals under 18 years	48.9%
◆ (2000) Occupied housing units	92.9%
◆ (2000) Vacant housing units	7.1%
◆ (2000) Average household size of owner-occupied units	3.05

## POTENTIAL COLLEGE STUDENT POPULATION

Population between the ages 15-44

Age	1990		1999		2004	
	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	2,367	5.82	4,465	7.69	5,380	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

## TOTAL GENDER

◆ (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

◆ (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	6,084
◆ (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.

40 Years of Academic Excellence



# County of San Bernardino

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

## TOTAL POPULATION

◆ (2000) 1,700,434

## TOTAL GENDER

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

## 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

- ◆ (2001) Labor Force 801,700
- ◆ (2001) Employment 766,800
- ◆ (2001) Unemployment 34,900
- ◆ (2001) Unemployment Rate 4.3%

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

## HOUSING

- ◆ (2000) Existing Home  
Median Price \$108,700
- ◆ (2000) Median Household Income \$47,400
- ◆ (2000) Persons Per Household 3.17

*\*County of San Bernardino Department of Economic and  
Community Development, 2000 Demographic Profile (2001)*

- ◆ (2000) Households with individuals  
under 18 years 48.8%
- ◆ (2000) Occupied housing units 87.9%
- ◆ (2000) Vacant housing units 12.1%
- ◆ (2000) Average household size of  
owner-occupied units 3.18

# POPULATION TRENDS

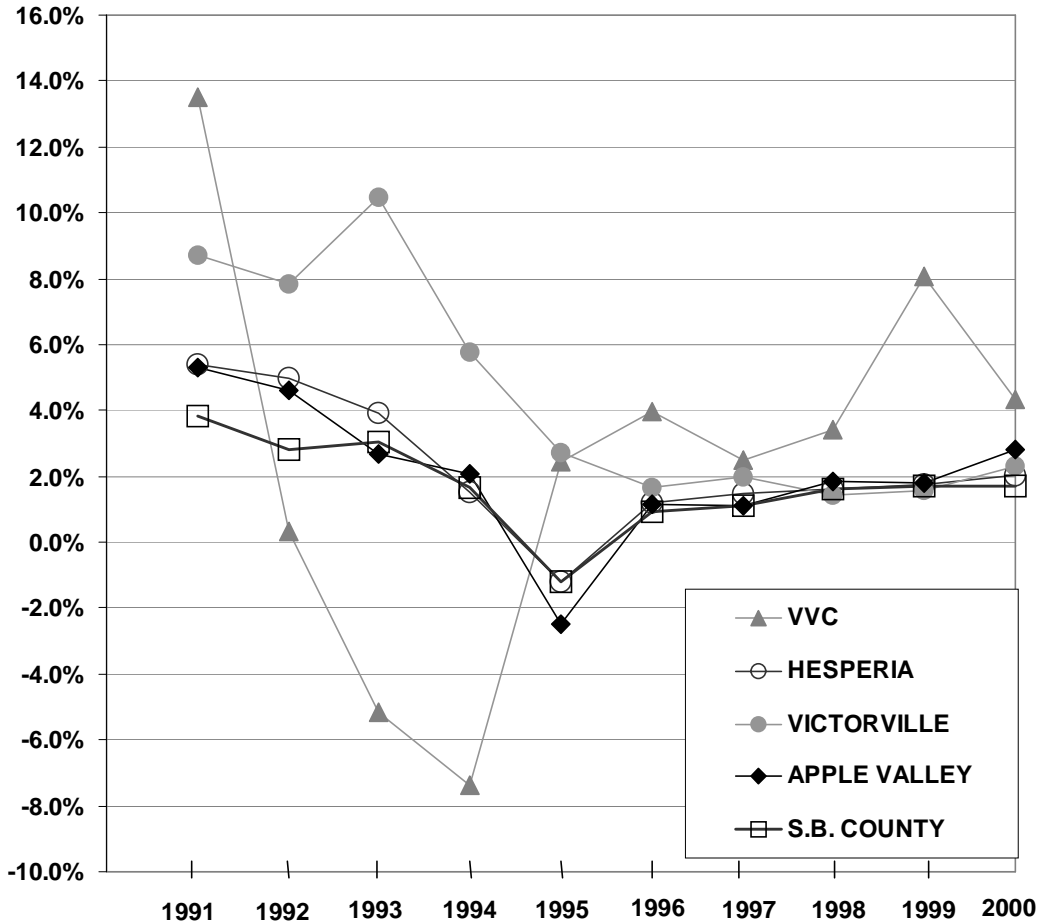
## OF THE VICTOR VALLEY

POPULATION TRENDS (1990 - 2000)															
Year	Victor Valley College			Hesperia			Victorville			Apple Valley			San Bernardino County		
	Fall Count	Actual Change	Annual % of Change	Count	Actual Change	Annual % of Change	Count	Actual Change	Annual % of Change	Count	Actual Change	Annual % of Change	Count	Actual Change	Annual % of Change
1990	7,812			50,418			40,674			46,079			1,418,380		
1991	9,031	1,219	13.5%	53,300	2,882	5.4%	44,550	3,876	8.7%	48,650	2,571	5.3%	1,475,000	56,620	3.8%
1992	9,061	30	0.3%	56,100	2,800	5.0%	48,350	3,800	7.9%	51,000	2,350	4.6%	1,517,650	42,650	2.8%
1993	8,615	-446	-5.2%	58,400	2,300	3.9%	54,000	5,650	10.5%	52,400	1,400	2.7%	1,565,400	47,750	3.1%
1994	8,024	-591	-7.4%	59,300	900	1.5%	57,300	3,300	5.8%	53,500	1,100	2.1%	1,591,800	26,400	1.7%
1995	8,224	200	2.4%	58,600	-700	-1.2%	58,900	1,600	2.7%	52,200	-1,300	-2.5%	1,572,700	-19,100	-1.2%
1996	8,562	338	3.9%	59,300	700	1.2%	59,900	1,000	1.7%	52,800	600	1.1%	1,587,200	14,500	0.9%
1997	8,780	218	2.5%	60,200	900	1.5%	61,100	1,200	2.0%	53,400	600	1.1%	1,605,000	17,800	1.1%
1998	9,089	309	3.4%	61,200	1,000	1.6%	62,000	900	1.5%	54,400	1,000	1.8%	1,631,500	26,500	1.6%
1999	9,886	797	8.1%	62,300	1,100	1.8%	63,000	1,000	1.6%	55,400	1,000	1.8%	1,660,200	28,700	1.7%
2000	10,332	446	4.3%	63,600	1,300	2.0%	64,500	1,500	2.3%	57,000	1,600	2.8%	1,689,300	29,100	1.7%

Source: <http://www.co.san-bernardino.ca.us/ecd>  
2000 Demographic Profile

pop\_trends.xls

### Annual Rates of Change in Population



pop\_trends.xls

# GENDER DISTRIBUTION

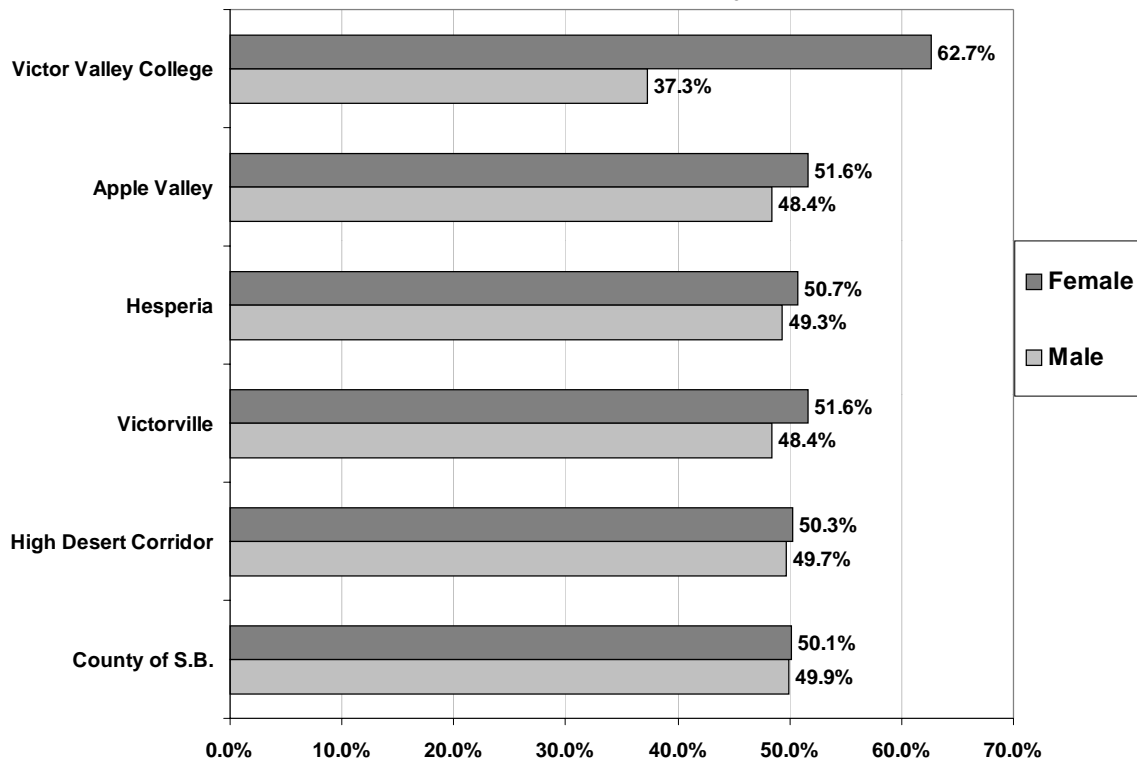
## OF THE VICTOR VALLEY

GENDER DISTRIBUTION						
	Victor Valley College	Apple Valley	Hesperia	Victorville	High Desert Corridor	County of S.B.
Gender	Fall 2000	2000	2000	2000	2000	2000
Male	37.3%	48.4%	49.3%	48.4%	49.7%	49.9%
Female	62.7%	51.6%	50.7%	51.6%	50.3%	50.1%

Source: U.S. Census Bureau, Census 2000

GenderForHDREDA.xls

### Gender Distribution by Location



GenderForHDREDA.xls

# *ETHNICITY DISTRIBUTION*

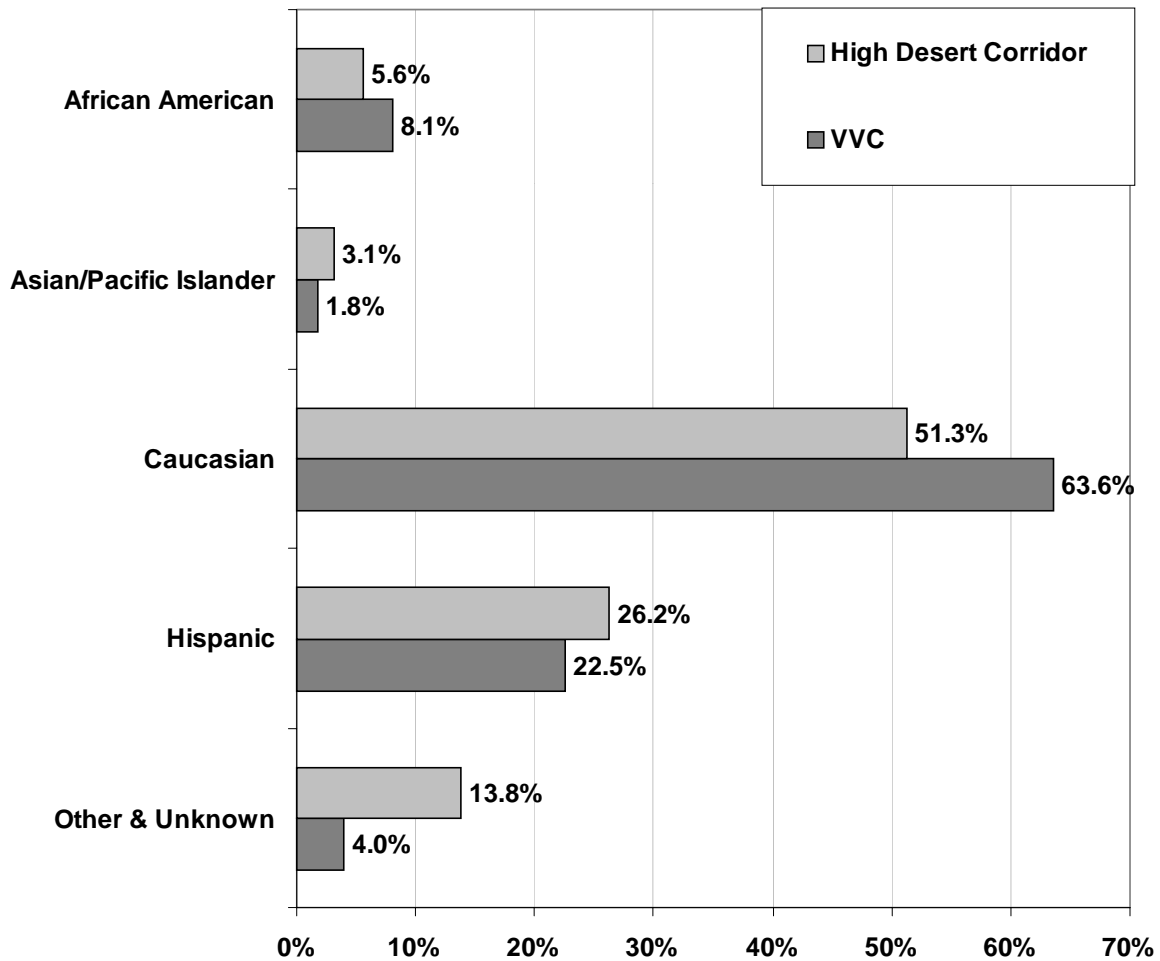
## *OF THE VICTOR VALLEY*

<b>RACE / ETHNICITY DISTRIBUTION</b>						
	<b>Victor Valley College</b>	<b>Apple Valley</b>	<b>Hesperia</b>	<b>Victorville</b>	<b>High Desert Corridor</b>	<b>San Bernardino County</b>
<b>Ethnicity</b>	<b>Fall 2000</b>	<b>2000</b>	<b>2000</b>	<b>2000</b>	<b>2000 Estimate</b>	<b>2000</b>
<b>African American</b>	8.1%	7.9%	4.0%	11.9%	5.6%	9.1%
<b>Asian/Pacific Islander</b>	1.8%	4.3%	2.1%	6.9%	3.1%	9.3%
<b>Caucasian</b>	63.6%	61.7%	49.1%	32.5%	51.3%	23.9%
<b>Hispanic</b>	22.5%	18.6%	29.4%	33.5%	26.2%	39.2%
<b>Other &amp; Unknown</b>	4.0%	7.5%	15.4%	15.2%	13.8%	18.5%

Source: U.S. Census Bureau, Census 2000

pop\_trends\_ethnicity\_age.xls

### **RACE / ETHNICITY DISTRIBUTION: VVC & High Desert Corridor**



pop\_trends\_ethnicity\_age.xls

# AGE DISTRIBUTION:

*HIGH DESERT CORRIDOR*

*by*

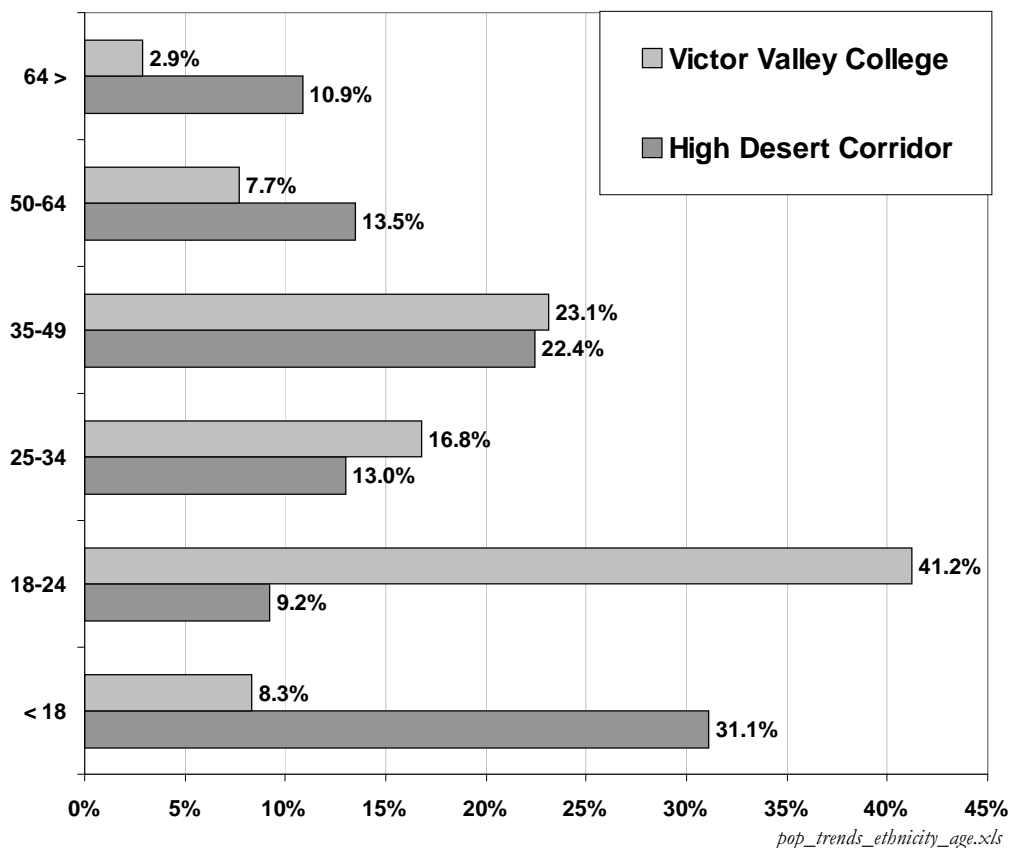
*VICTOR VALLEY COLLEGE*

AGE DISTRIBUTION		
	High Desert Corridor	Victor Valley College
Age	2000 Estimated	Fall 2000
< 18	31.1%	8.3%
18-24	9.2%	41.2%
25-34	13.0%	16.8%
35-49	22.4%	23.1%
50-64	13.5%	7.7%
64 >	10.9%	2.9%

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

pop\_trends\_ethnicity\_age.xls

## AGE DISTRIBUTION: VVC & High Desert Corridor



91-00

# *10 yr Trends* Enrollment & Achievement

- ✦ Overall Enrollment
- ✦ Enrollment  
by Gender
- ✦ Enrollment  
by Race / Ethnicity
- ✦ Enrollment  
by Age
- ✦ Enrollment  
by Awards



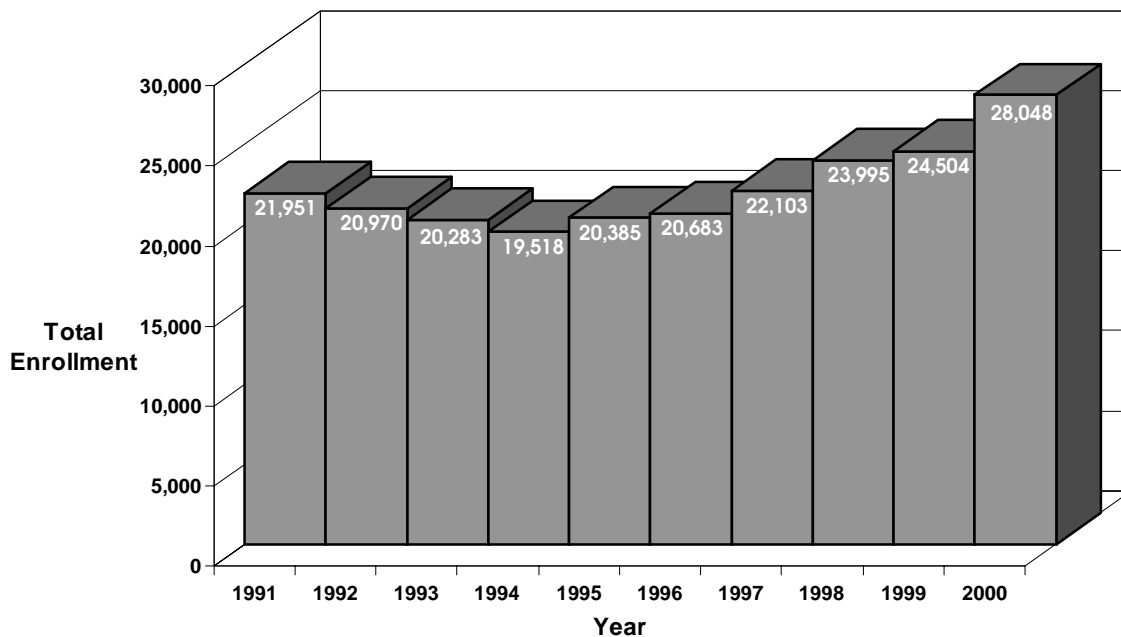
*Left Blank Intentionally*

In the following pages, VVC's demographic trends are presented in a ten-year time frame. All data was 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 Enrollment

As viewed in Chart 1, the following trend in enrollment depicts three consecutive years of declines (-4.5%, -3.3%, -3.8%) from 1991 to 1994. A seemingly large, contributory factor to this decline may have been due to the closure of George Air Force Base in December of 1992. An additional factor to this decline may have been 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 and 14.5% in 2000. In addition, since 1994 enrollment has increased by 43.7%.

**Chart 1: Overall Enrollment**



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

**Chart 2: Fall Enrollment**

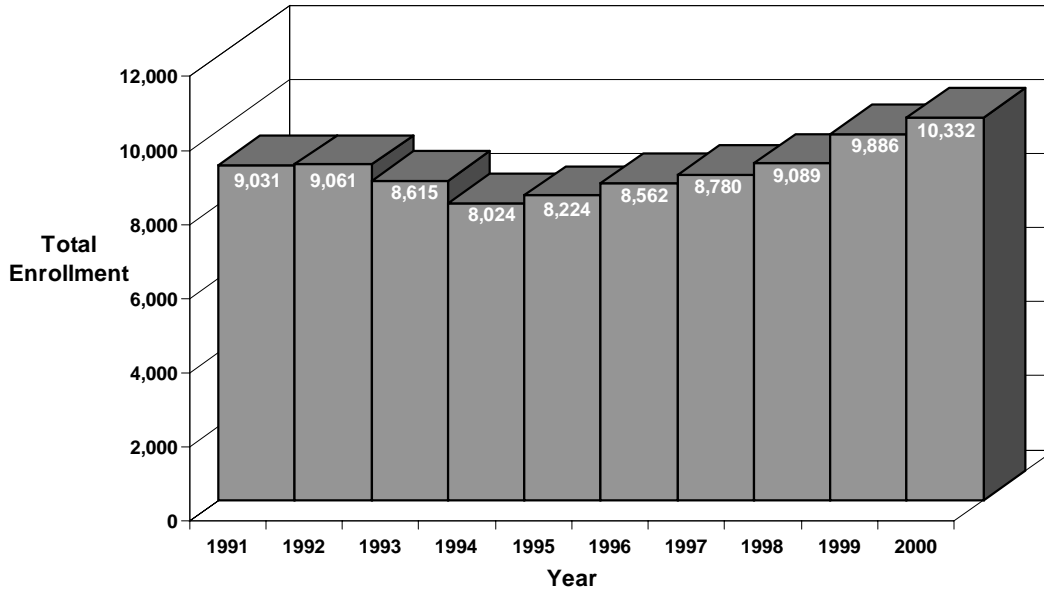


Chart 2 reveals an increase in enrollment of 8.8% in 1999 followed by an increase of 4.5% the following year. Fall enrollments have increased by 28.8% since 1994.

**Chart 3: Spring Enrollment**

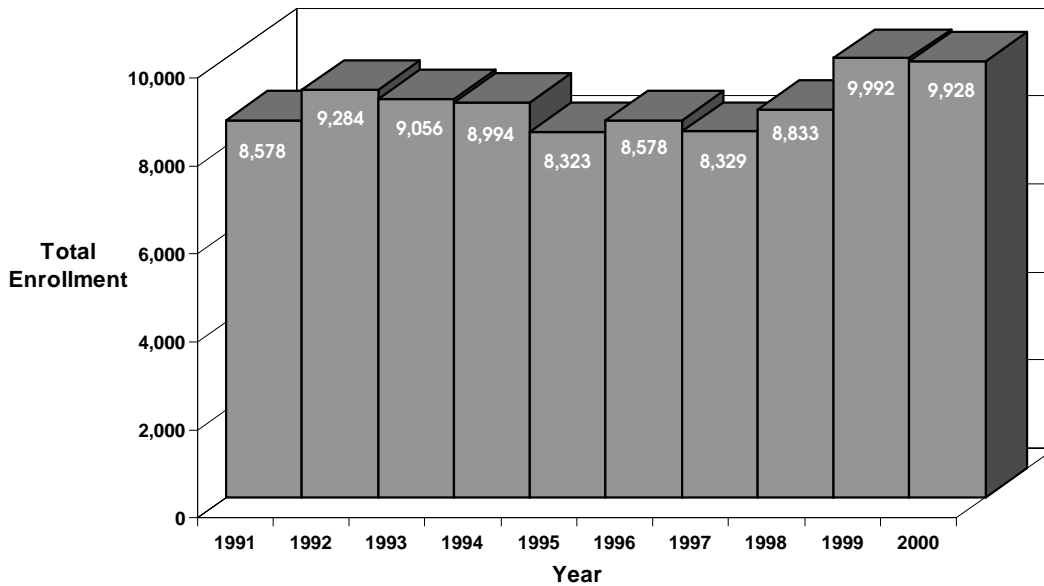
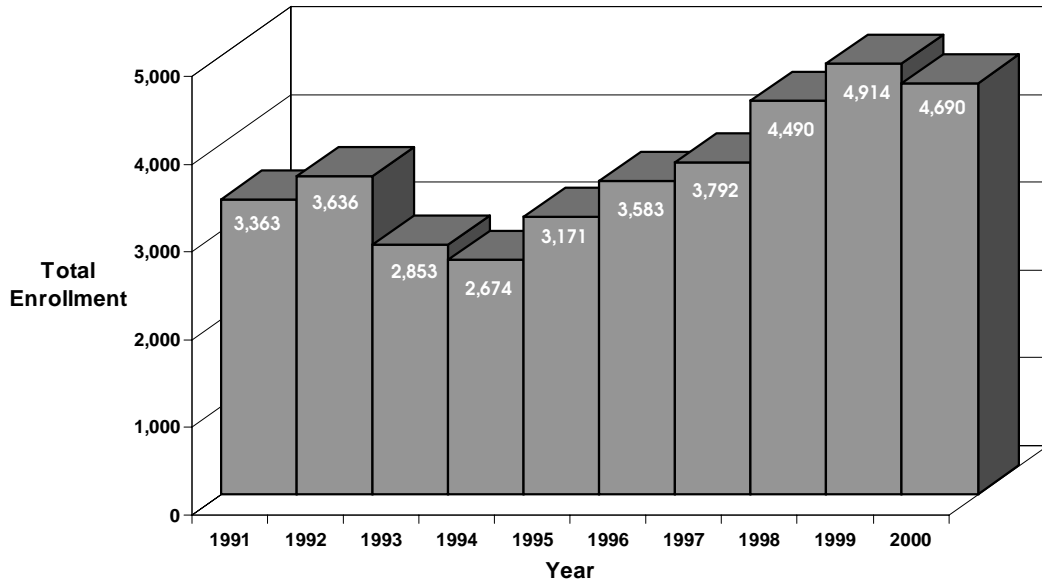


Chart 3 portrays an increase of 13.1% in 1999 which was the largest increase in the last decade.

As depicted in Chart 4, 1993 shows a decrease in enrollment of 21.5% (the largest decline between 1991 and 2000). Again this may have been due to the differential fee at the time. 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. Between 1994 and 1999 the summer intersession revealed a growth of 83.8%.

**Chart 4: Summer Enrollment**



Projections for the High Desert Corridor suggest that between 2000 and 2005 the population will increase by 9.9% (Regional Economic Development Authority, 2001). In addition, Bazdarich (2000) forecasts that San Bernardino County can anticipate continued increases in employment growth of approximately 3.5%; thereby, effecting VVC's involvement and contribution amid the community in the years to come.

## Enrollment by Gender

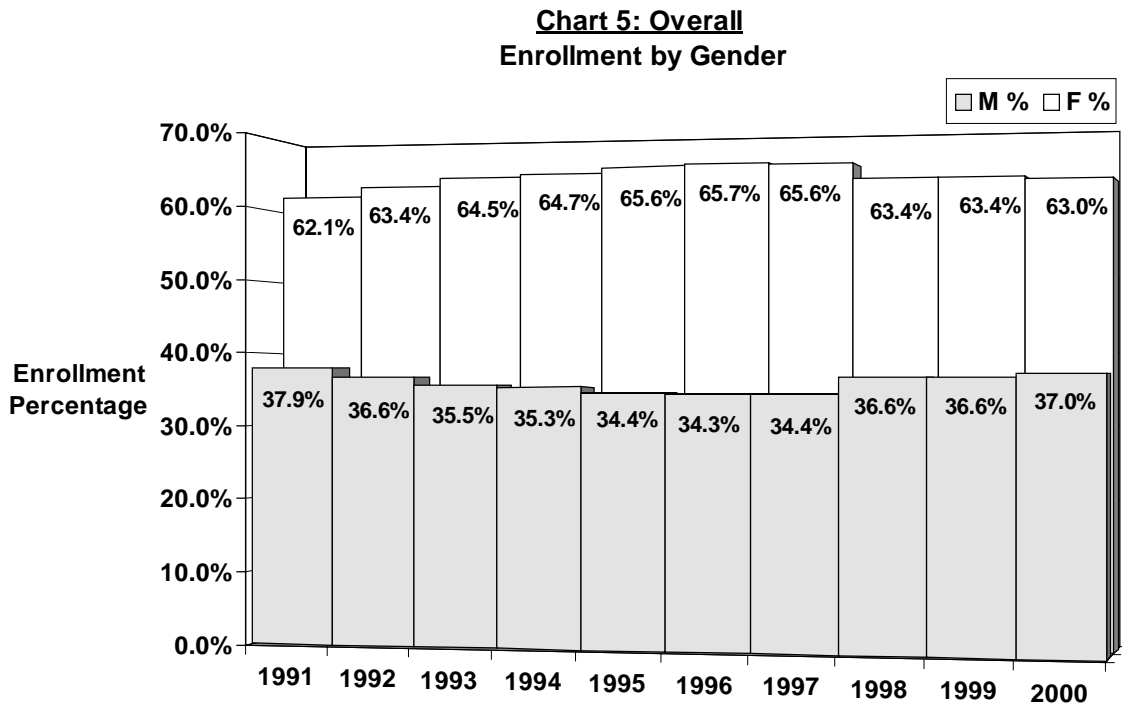


Chart 5 presents the gender proportions for VVC's overall enrollment. During the current period (1991-2000), the average proportion of enrollment for males was 35.9% while the average proportion of enrollment for females was 64.1%.

**Table 1: Overall Enrollment by Gender**

Year	Male	M %	Female	F %
1991	8,303	37.9%	13,582	62.1%
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%

As viewed in Table 1, the proportion of males shows an increase of 2.6% between 1997 and 2000. This is viewed after five years of increasing female proportions.

**Chart 6: Fall  
Enrollment by Gender**

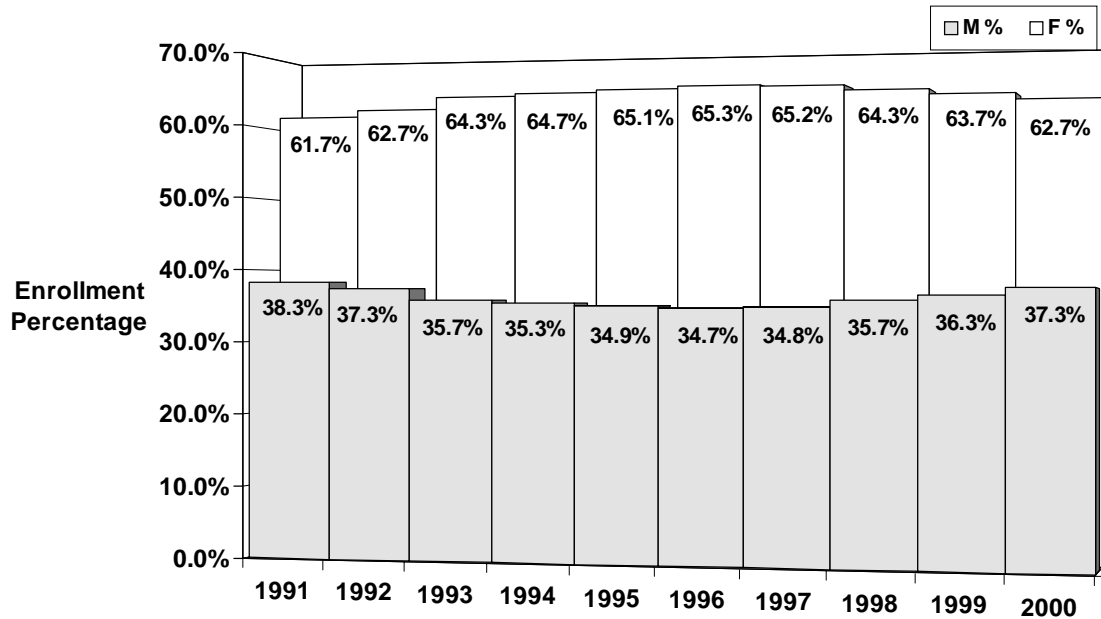


Chart 6 and Table 2 demonstrate that female and male proportions remain very stable during the Fall semester. In fact, gender proportions in the fall term have not differed more than 1.6% in the last ten years.

**Table 2: Fall Enrollment by Gender**

Year	Male	M %	Female	F %
1991	3,441	38.3%	5,555	61.7%
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%

**Chart 7: Spring  
Enrollment by Gender**

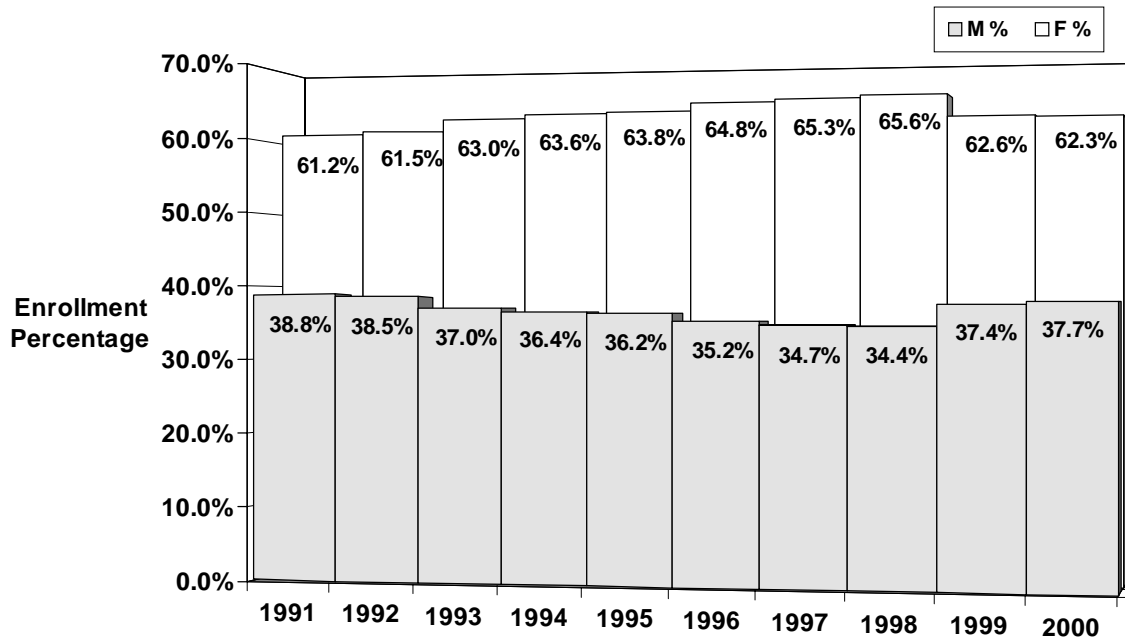


Chart 7 and Table 3 illustrate that during 1991 and 1992, as well as during 1999 and 2000, the proportion of males are at their highest points. Consequently, these two time periods are represented by the largest increases in enrollment. Of interest, between 1992 and 1998 female proportions reveal an increase of 4.1%.

**Table 3: Spring Enrollment by Gender**

Year	Male	M %	Female	F %
1991	3,328	38.8%	5,240	61.2%
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%

**Chart 8: Summer  
Enrollment by Gender**

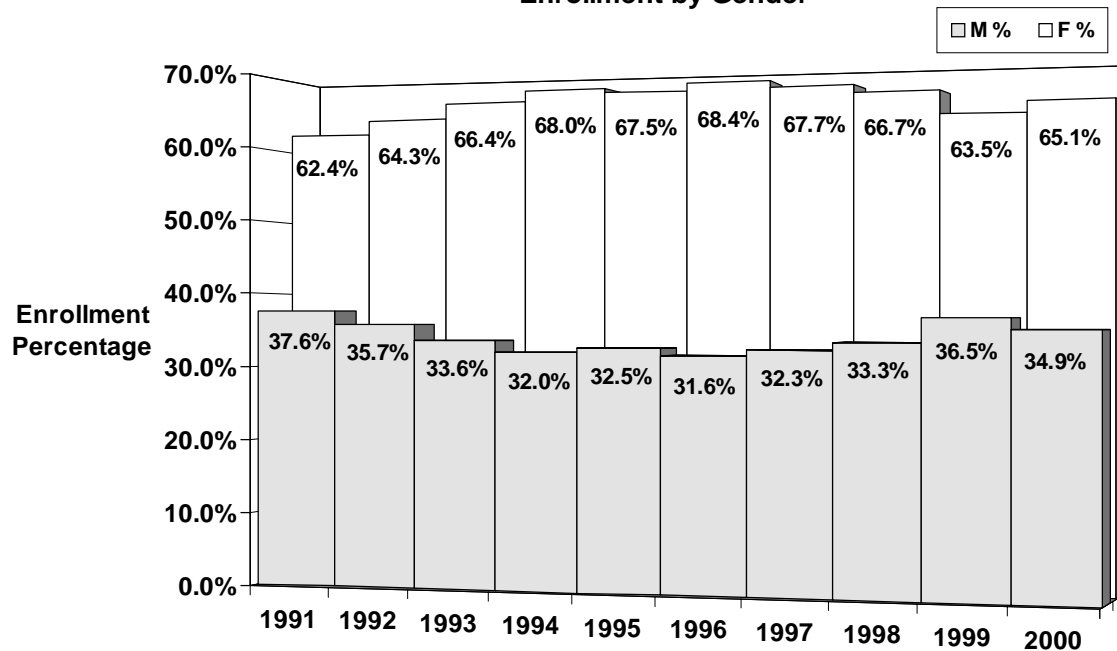


Chart 8 and Table 4 explicate that gender proportions broaden during the summer intersession. For instance, between 1994 and 1997 female students accounted for 68.0% of the population. From 1991 to 1994 a moderate increase (+5.6%) is viewed in the proportion of females. However, 1999 identifies a lower proportion of females (63.5%) not viewed since 1991.

**Table 4: Summer Enrollment by Gender**

Year	Male	M %	Female	F %
1991	1,259	37.6%	2,091	62.4%
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%

## Enrollment by Race/Ethnicity

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

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

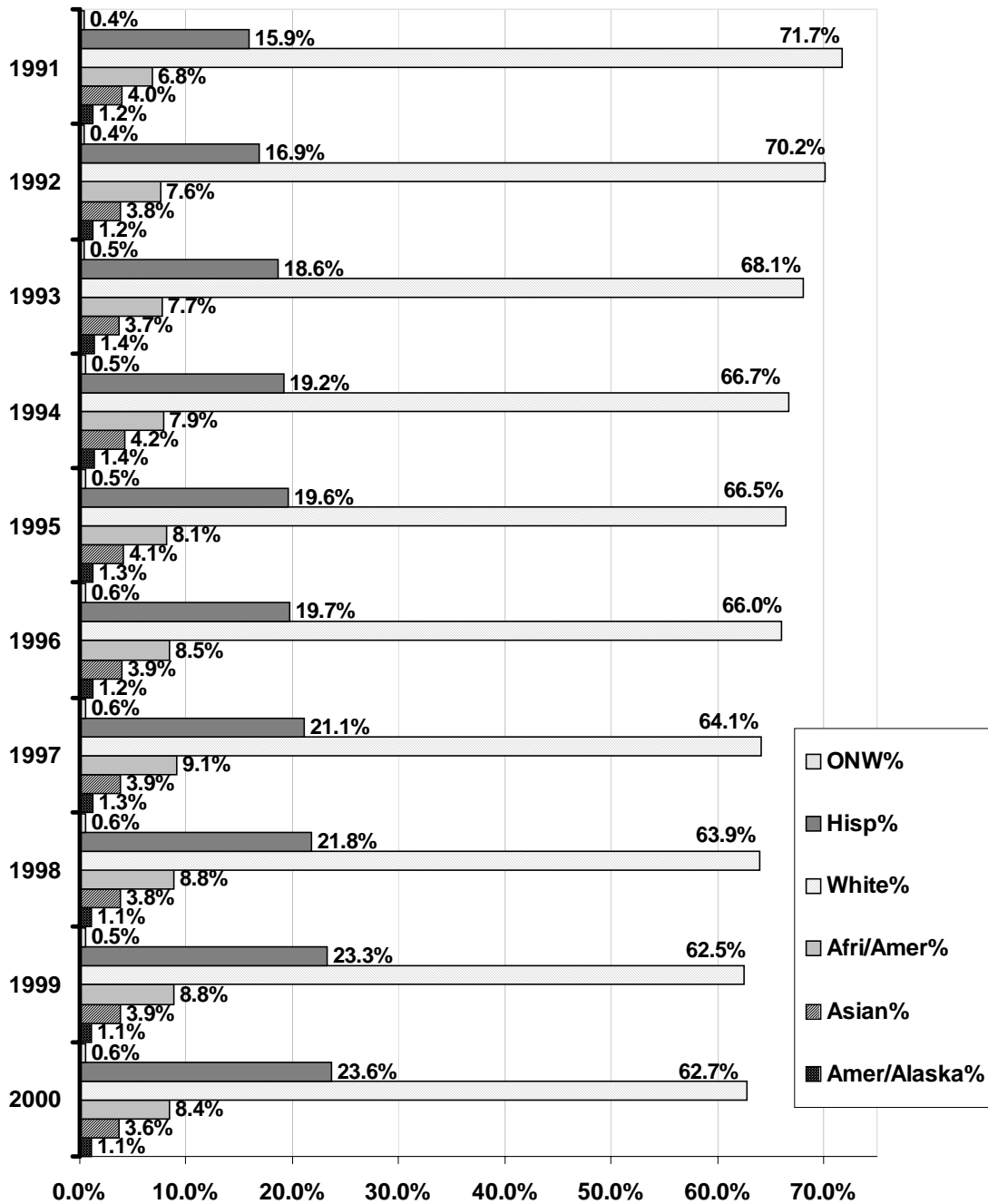


Chart 9 illustrates graphically the percent of overall enrollment by racial/ethnic category.

**Table 5: Overall Enrollment by Ethnicity**

Year	Amer/Alaskan Native	AA%	Asian	A%	African American	A/A%	White	W%	Hispanic	H%	Other Non-white	ONW%
1991	261	1.2%	871	4.0%	1,494	6.8%	15,801	71.7%	3,513	15.9%	95	0.4%
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%
1995	257	1.3%	825	4.1%	1,657	8.1%	13,521	66.5%	3,990	19.6%	97	0.5%
1996	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%

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 was 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 2000 revealed that Whites (62.7%) are well represented, Hispanics (23.6%) are slightly underrepresented and African Americans (8.4%) 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 9.0%. In addition, during this same time frame the Hispanic population (VVC's largest minority group) rose by 7.7%. Other ethnic groups showed a slight, yet steady increase. According to the CBEDS (2000) report, Hispanic proportions will continue to rise. This is supported by the fact that in 2000, Hesperia and Apple Valley Unified School Districts displayed Hispanic proportions of 34.3% and 21.9%, respectively. In addition, by isolating only the high school population in the Victor Valley School District, the Hispanic proportion was 36.8% in 2000 (CBEDS, 2000).

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

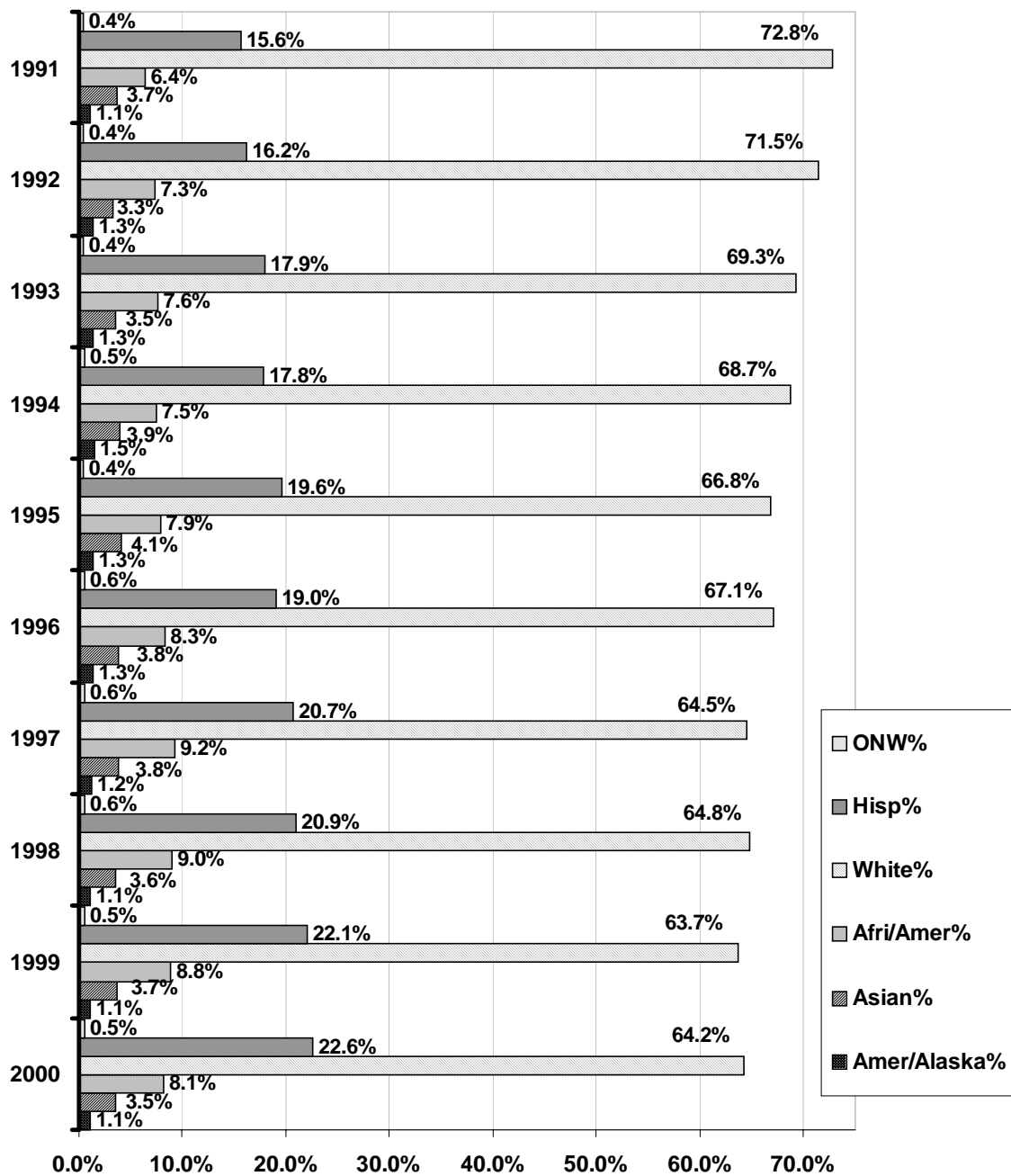


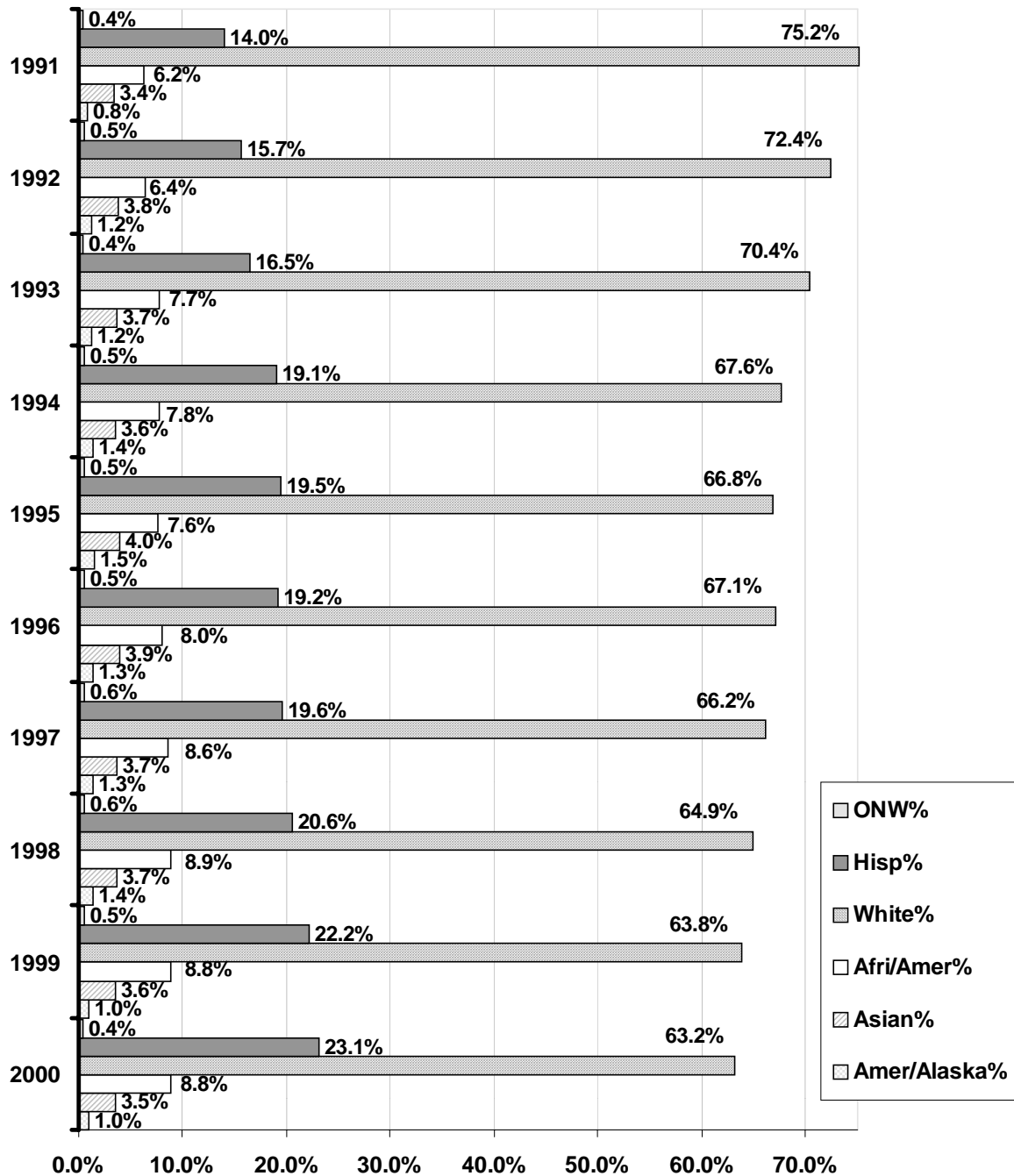
Chart 10 depicts that while most racial/ethnic categories have remained constant, the proportion of Whites decreased by 8.6% and the proportion of Hispanics increased by 7.0% in the last decade.

**Table 6: Fall Enrollment by Ethnicity**

Year	Amer/Alaskan Native	A/A%	Asian	A%	African American	A/A%	White	W%	Hispanic	H%	Other Non-white	ONW%
1991	105	1.1%	336	3.7%	589	6.4%	6,674	72.8%	1,431	15.6%	34	0.4%
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%

Table 6 reveals that between 1991 and 1997 the African American category shows an increase of 2.8%. In addition, from 1991 to 2000 the number of Hispanic and African American students showed an increase of 62.3% and 41.4%, respectively.

**Chart 11: Percent of Spring Enrollment by Ethnicity**



Much like that viewed in fall, Chart 11 shows a decrease in the proportion of White students (-12.0%) and an increase in the proportion of Hispanic students (+9.2%) from 1991 to 2000. During this same time frame African American proportions rose steadily by 2.6%.

**Table 7: Spring Enrollment by Ethnicity**

Year	Amer/Alaskan Native	AA%	Asian	A%	African American	AA%	White	W%	Hispanic	H%	Other Non-white	ONW%
1991	72	0.8%	289	3.4%	525	6.2%	6,420	75.2%	1,190	13.9%	37	0.4%
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%

According to Table 7, in the last decade the number of Hispanic and African American students show an increase of 91.8% and 65.3% respectively.

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

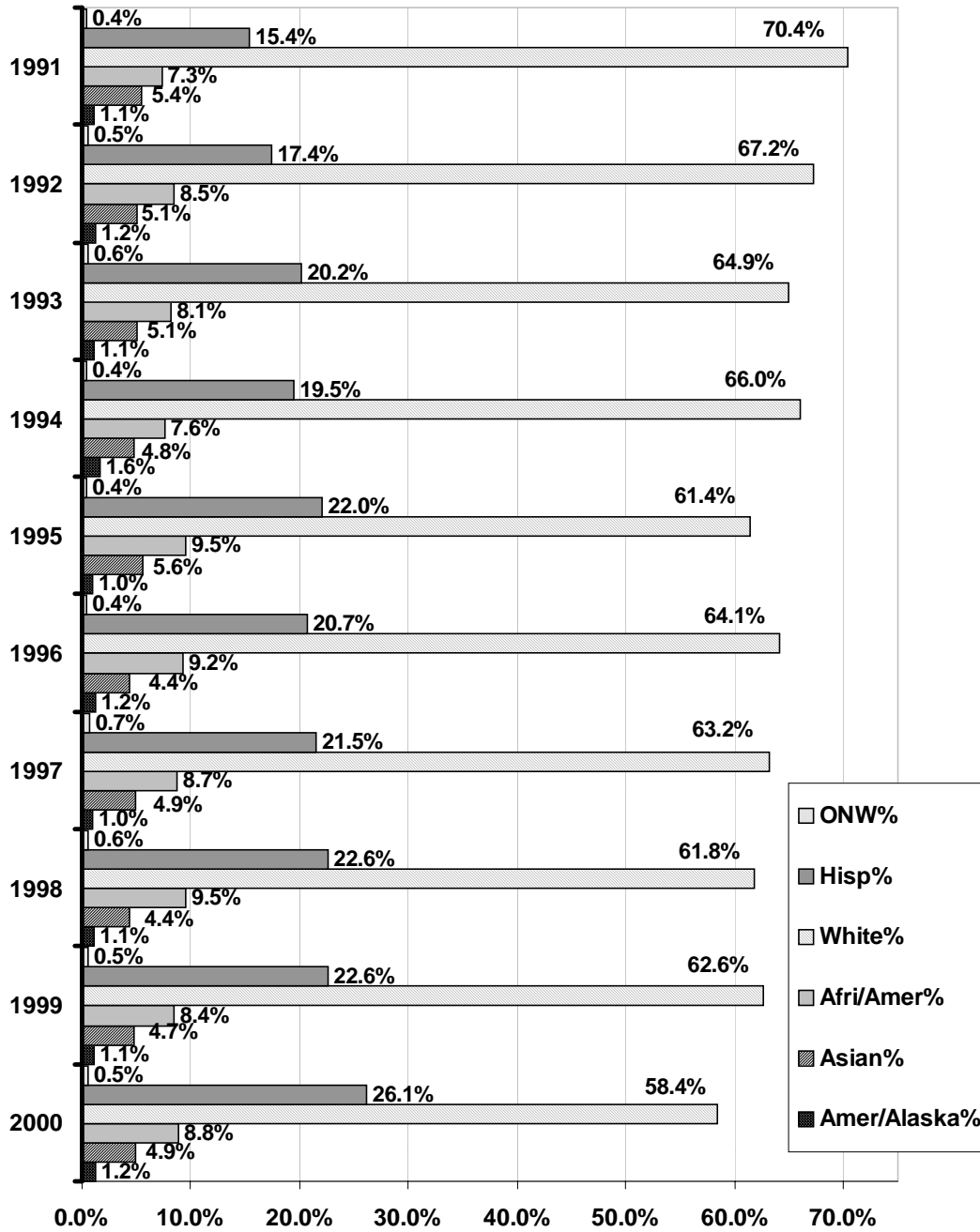


Chart 12 illustrates that the proportion of Hispanic students (+10.7%) increased more during the summer intersession than any other term.

**Table 8: Summer Enrollment by Ethnicity**

Year	Amer/Alaskan Native	A/A%	Asian	A%	African American	AA%	White	W%	Hispanic	H%	Other Non-white	ONW%
1991	38	1.1%	181	5.4%	243	7.3%	2,356	70.4%	514	15.4%	15	0.4%
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%

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.

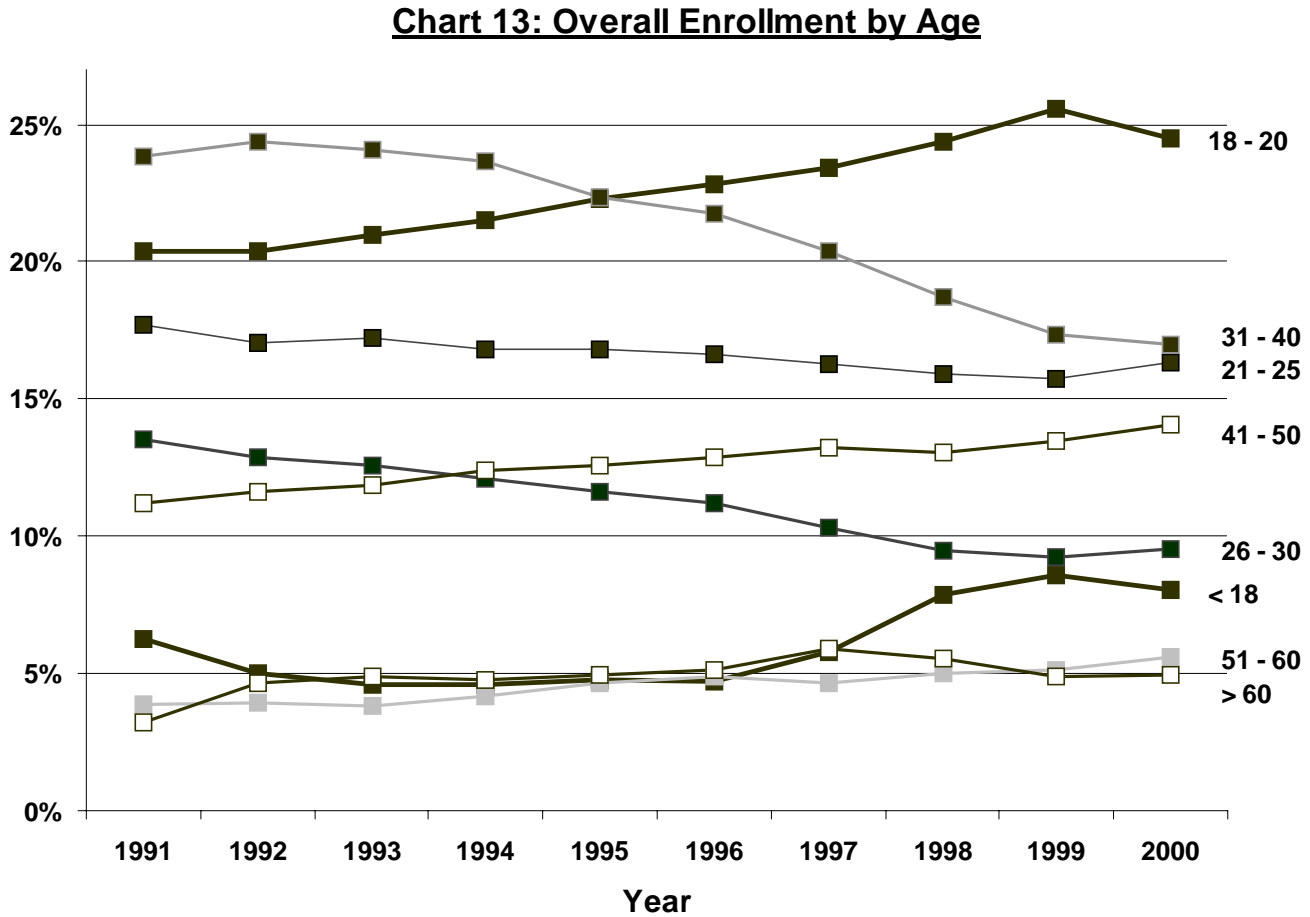


Chart 13 illustrates graphically the percent of overall enrollment by age category. Over the last decade, the proportion of students below VVC's average age of 31 (<18, 18-20) have increased, yet the proportion of students near the average age (21-25, 26-30, 31-40) have decreased. In addition, the proportion of students in the 51-60 and >60 categories have shown slow but steady gains throughout the ten year time frame.

**Table 9: Overall Enrollment by Age**

Year	<18	%	18-20	%	21-25	%	26-30	%	31-40	%	41-50	%	51-60	%	>60	%
1991	1,367	6.2%	4,461	20.4%	3,870	17.7%	2,962	13.5%	5,216	23.8%	2,458	11.2%	849	3.9%	702	3.2%
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%

Table 9 depicts the largest proportional change in age as occurring in the 18-20 group (4.1%) and the largest proportional decrease in age occurring in the 31-40 group (-6.8%). The three groups showing the most impressive increases in enrollment in the last decade are the <18 group (+64.2%), 51-60 group (+83.7%) and the >60 group (+97.2%).

**Chart 14: Fall Enrollment by Age**

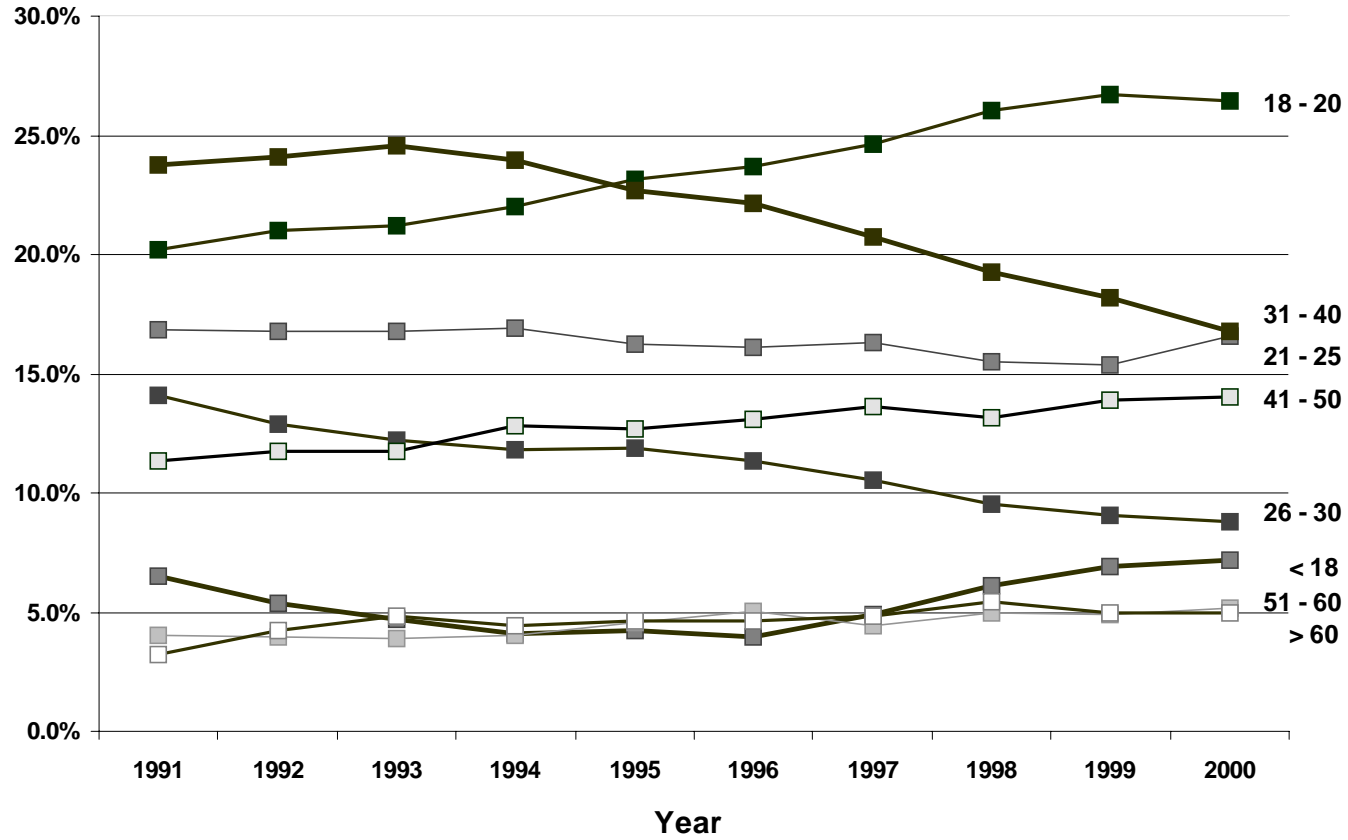


Chart 14 portrays the proportion of various age groups during the Fall semester by year. The overall trend for Fall semesters closely resembles the overall trend.

**Table 10: Fall Enrollment by Age**

Year	<18	%	18-20	%	21-25	%	26-30	%	31-40	%	41-50	%	51-60	%	>60	%
1991	586	6.5%	1,815	20.2%	1,514	16.8%	1,268	14.1%	2,140	23.8%	1,022	11.4%	362	4.0%	289	3.2%
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%

As viewed in Table 10, the proportion of students in the 26-30 and 31-40 groups both show decreases larger than 5% during the decade. At the same time, the proportion of students 41 years of age or older show an increase of 5.6%.

**Chart 15: Spring Enrollment by Age**

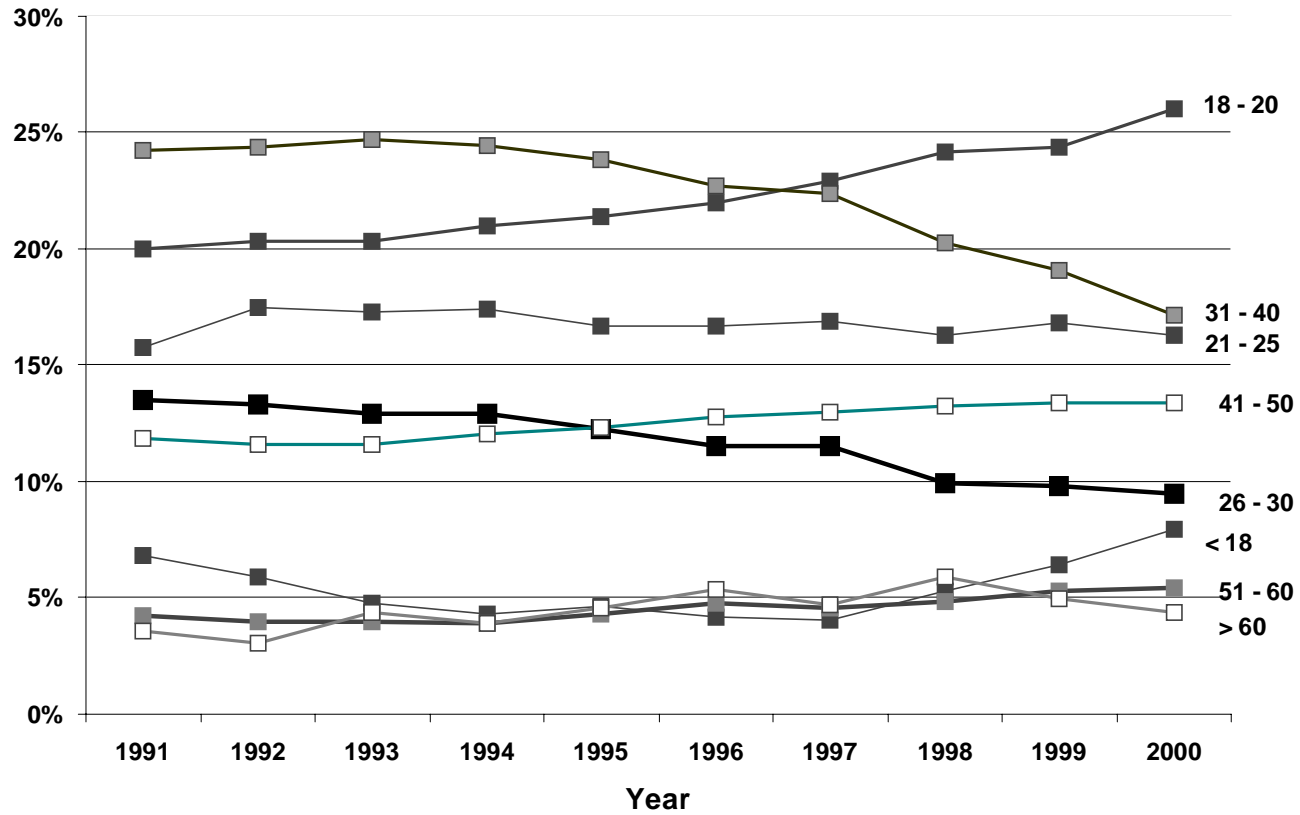


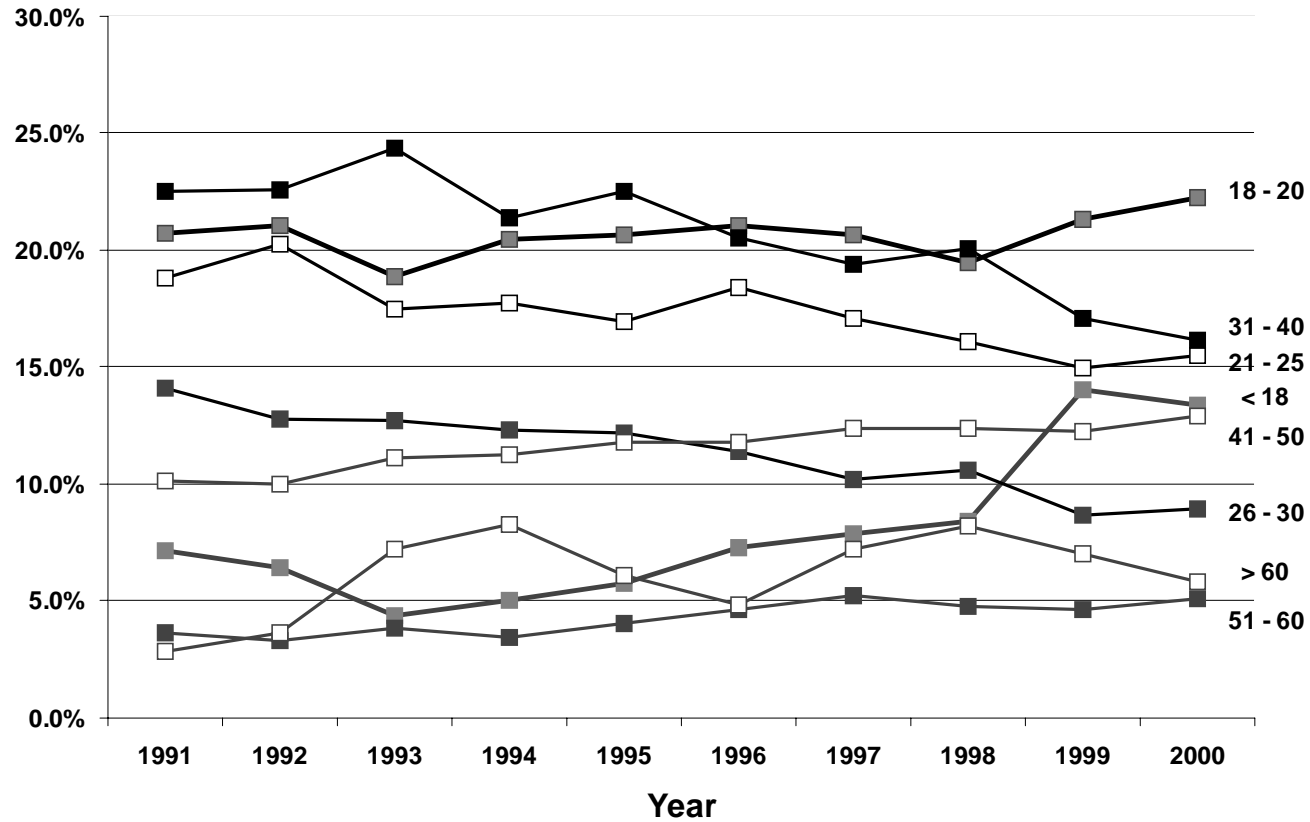
Chart 15 portrays a trend in the <18 group that mirrors the overall enrollment trend during the 1990s. When the overall enrollment decreased, the proportion of students in the <18 group also decreased and when enrollment increased during the decade so did the proportion of students in the <18 group.

**Table 11: Spring Enrollment by Age**

Year	<18	%	18-20	%	21-25	%	26-30	%	31-40	%	41-50	%	51-60	%	>60	%
1991	587	6.9%	1,712	20.0%	1,353	15.8%	1,159	13.5%	2,075	24.2%	1,015	11.8%	361	4.2%	306	3.6%
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%

The Spring semester achieved increases in student enrollment of 50.2% for the 18-20 group and 48.2% for the 51-60 group in the last decade.

**Chart 16: Summer Enrollment by Age**



In comparing the age trends of Summer to the overall, the 21-25 group decreased during the Summer intersessions, yet this age group remained very stable when viewed in the overall trend.

**Table 12: Summer Enrollment by Age**

Year	<18	%	18-20	%	21-25	%	26-30	%	31-40	%	41-50	%	51-60	%	>60	%
1991	239	7.1%	695	20.7%	631	18.8%	473	14.1%	754	22.5%	340	10.1%	122	3.6%	96	2.9%
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%

As represented in Table 12, the Summer intersession, more than any other term, reveals the largest increase in the proportion of students in the <18 group (+6.3%) and the largest decrease in the proportion of students in the 21-25 group (-3.3%).

**Chart 17: Degrees And Certificates  
Awarded by Academic Year**

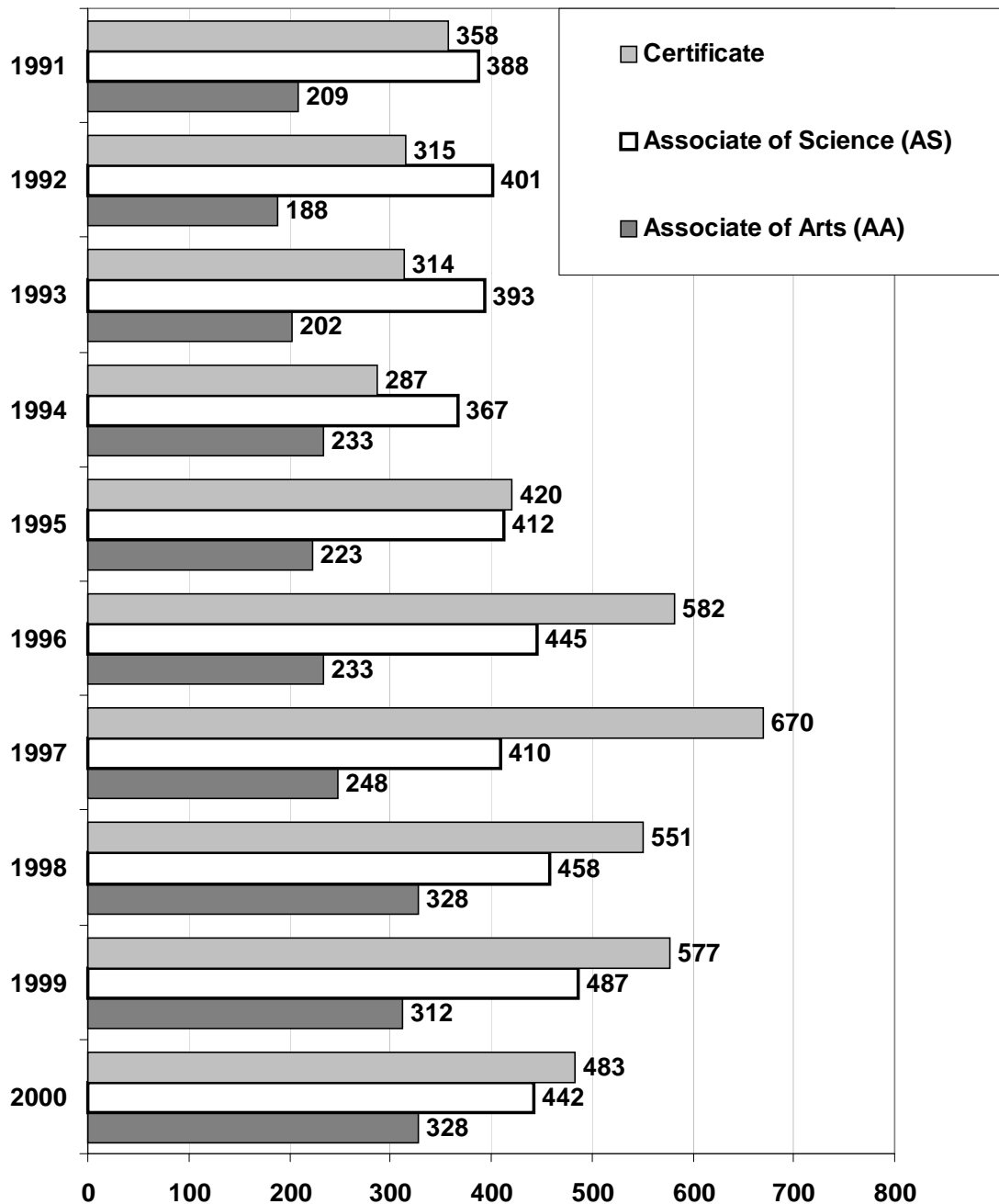


Chart 17 reveals the varied nature of certificates being awarded over the last decade. Until 1995, the AS degree was awarded the most; however, since 1995 more certificates have been earned than any other award. Associate of arts degrees have shown steady gains throughout the last ten years especially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

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

YEAR	A.A.	%	A.S.	%	CERT.	%	TOTAL
1991	76	27.1%	90	32.1%	114	40.7%	280
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

Table 13 illustrates that in the Fall semester while AA degrees decreased in proportion by 11.6% and AS degrees decreased in proportion by .8%, the proportion of certificates increased by 12.5% over the last decade.

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

YEAR	A.A.	%	A.S.	%	CERT.	%	TOTAL
1991	82	16.2%	222	43.8%	203	40.0%	507
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

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 135.4%.

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

YEAR	A.A.	%	A.S.	%	CERT.	%	TOTAL
1991	20	25.6%	38	48.7%	20	25.6%	78
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

As viewed in Table 15, between 1991 and 1994 more AS degrees were awarded than any other award. However, between 1995 and 2000 more certificates were awarded than any other award. During the decade, the number of AA degrees awarded during the Summer intersession increased by 85.0% and the number of certificates awarded increased by 255.0%.

References

Bazdarich, M. (2000, January). Victor Valley Economic Forecast. Paper presented at the meeting of the Inland Empire Economic Databank and Forecasting Center on Victor Valley economic development, Victorville, CA.

California Basic Educational Data System (2001). 2001 CBEDS enrollment: Ethnic enrollment by district. [On-line]. Available: <http://data1.cde.ca.gov/dataquest>

High Desert Economic Development Authority. (2001, January). High Desert Corridor Demographics. Victorville, CA: National Decision Systems.

Fall 00'

# *Student*

## CHARACTERISTICS & OUTCOMES

- ✓ Enrollment by Student Type
- ✓ Enrollment by Gender
- ✓ Enrollment by Age
- ✓ Enrollment by GPA
- ✓ Female Students
- ✓ Male Students
- ✓ Enrollment by Units Taken
- ✓ Enrollment by Number of Classes Taken
- ✓ Enrollment Status by Units Taken
- ✓ Enrollment Status by Number of Classes Taken
- ✓ Enrollment by Class Type
- ✓ Gender by Ethnicity
- ✓ Degrees Awarded
- ✓ Certificates Awarded



*Left Blank Intentionally*

# Fall 2000 Demographics

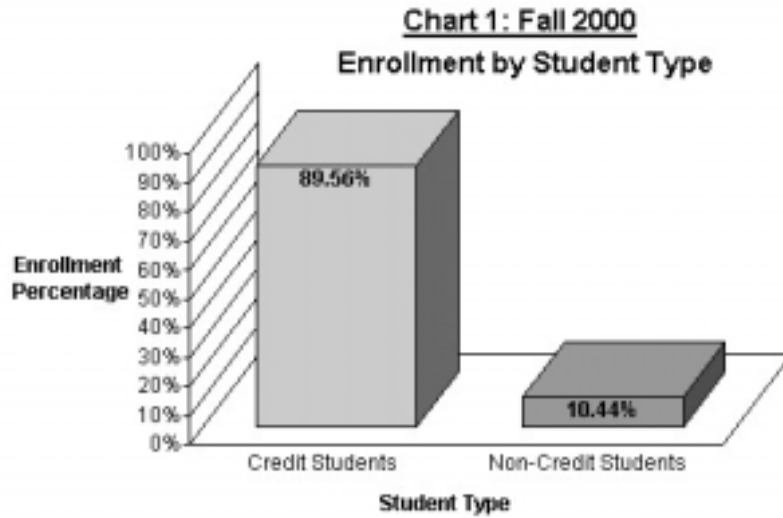


Chart 1 illustrates that credit students at VVC comprise 89.6% of the student population. The non-credit population increased by 9.7% from the previous fall.

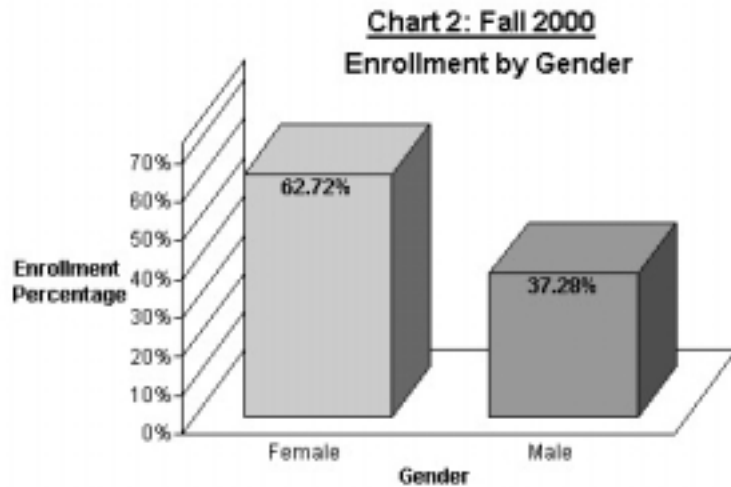
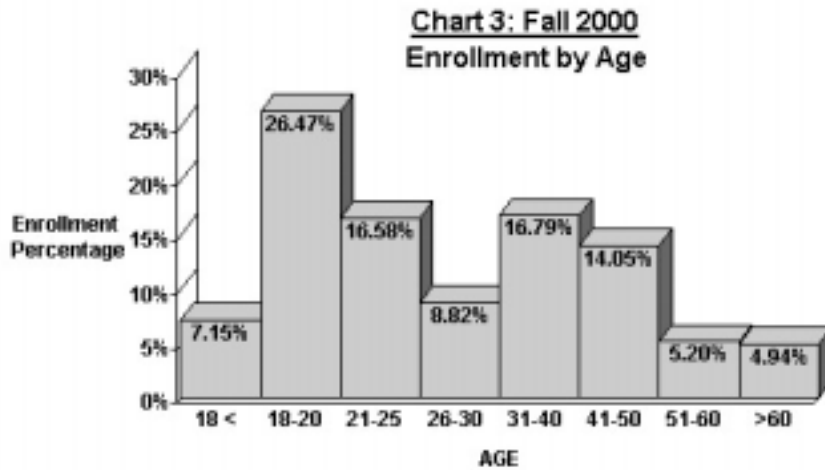


Chart 2 reveals that the female population continues to comprise nearly two-thirds of the student population. However, the male population does show an increase of .93% from last fall.



The two largest groups depicted in Chart 3 are in the 18-20 age range (26.5%) and in the 31-40 age range (16.8%). The 31-40 age group declined 1.4% while the 21-25 age group increased 1.2% since the Fall of 1999. The average student age remains steady at 31.

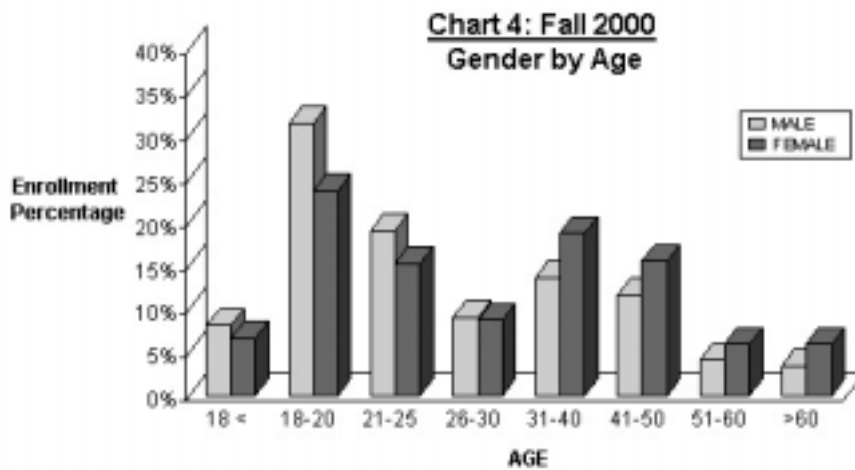


Chart 4 reveals that females are more represented in 31 and older age groups and males are more represented in age groups less than 26 years of age. However, in the age range 26-30, males and females are close to being equally represented.

**Chart 5: Fall 2000**  
**Enrollment by G.P.A.**

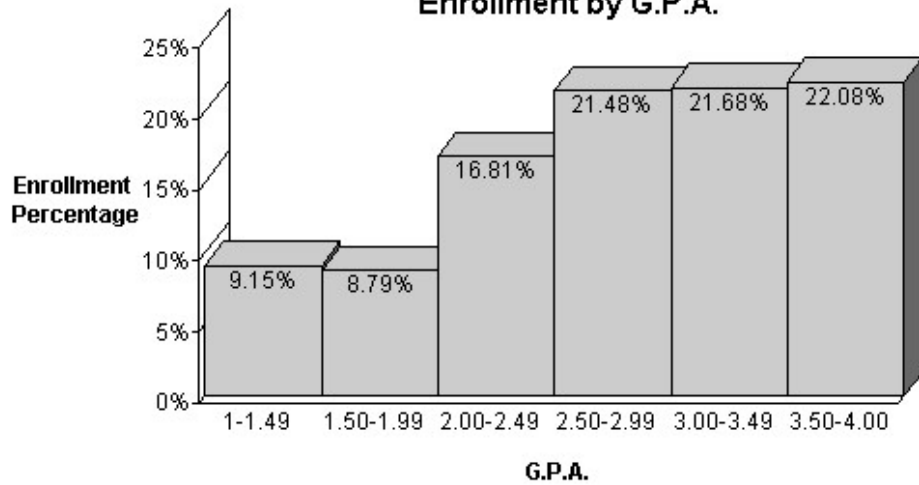


Chart 5 indicates that 43.8% of students are obtaining a G.P.A. of 3.0 or better.

**Chart 6: Fall 2000**  
**Gender by G.P.A.**

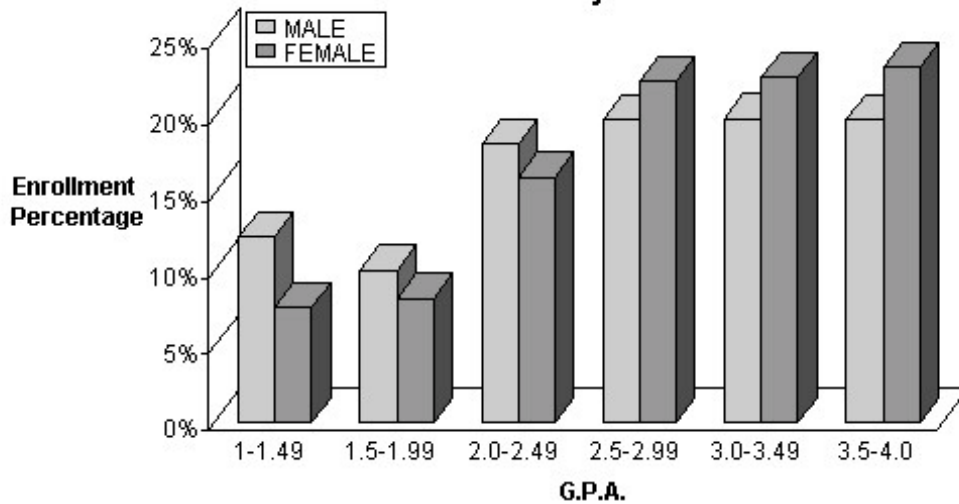


Chart 6 graphically displays that 45.9% of the female population attained a GPA of 3.0 or better; whereas, 39.7% of the male population attained a GPA of 3.0 or better.

**Chart 7: Fall 2000**  
**Gender by Enrollment Status**

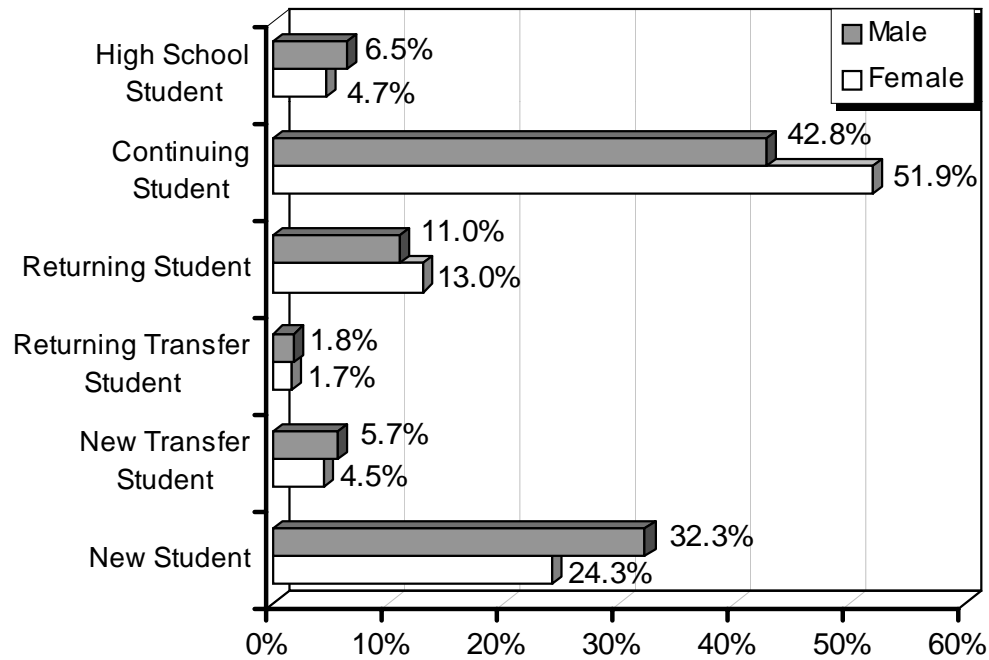


Chart 7 depicts gender by enrollment status.

**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.	<b>1,647</b>	<b>1,330</b>	<b>2,977</b>
<b>New transfer student</b> = A student enrolled at VVC for the first time and who transferred from another institution of higher education.	<b>304</b>	<b>236</b>	<b>540</b>
<b>Returning transfer student</b> = A student who has previously attended VVC, transferred to another college and has now returned to VVC.	<b>116</b>	<b>75</b>	<b>191</b>
<b>Returning student</b> = A student enrolled at VVC after an absence of one or more regular sessions without interim attendance at another college.	<b>883</b>	<b>452</b>	<b>1,335</b>
<b>Continuing student</b> = A student who is enrolled in the current session and who was enrolled in the previous regular session.	<b>3,525</b>	<b>1,763</b>	<b>5,288</b>
<b>High School Student</b> = A student who is enrolled in college yet continues to attend high school.	<b>316</b>	<b>267</b>	<b>583</b>
<b>Total</b>	<b>6,791</b>	<b>4,123</b>	<b>10,914</b>

Table 1 reveals that nearly half of all students are categorized as continuing students and the second most represented category is new students at 27.3%. In addition, 32.3% of the male population is categorized as a new student which is 8.0% higher than that of the female population.

**Chart 9: Fall 2000**  
**Enrollment by Units Taken**

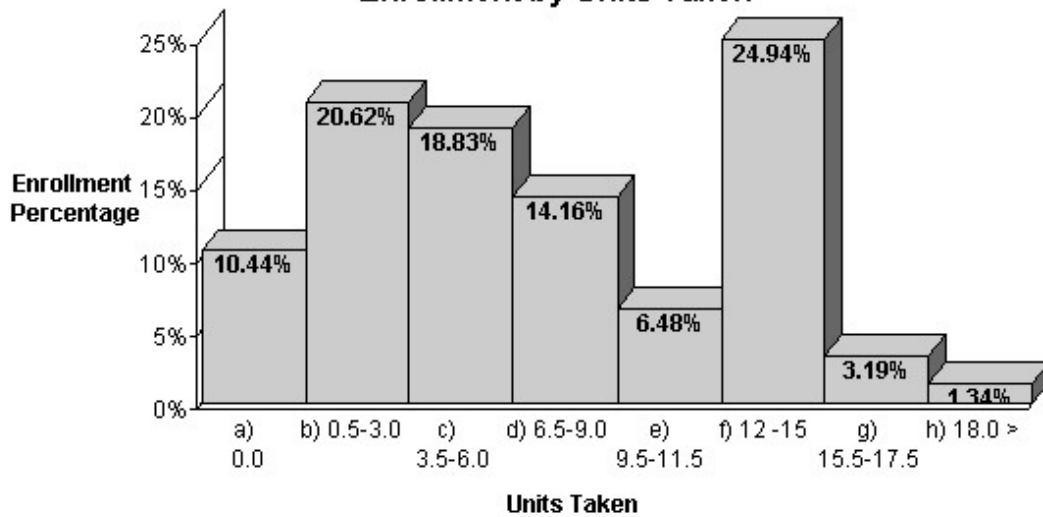
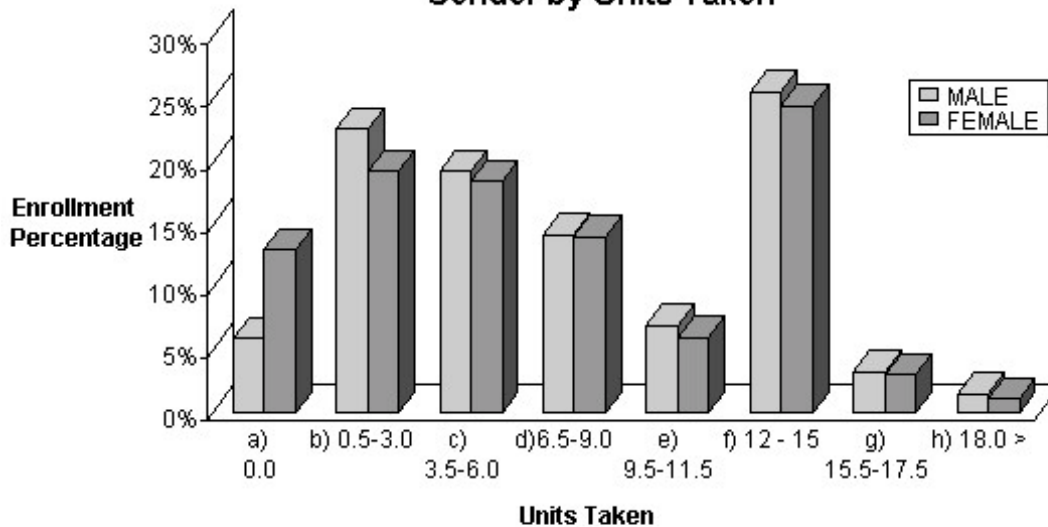


Chart 9 illustrates that all unit categories increased slightly from last fall except for the 12-15 and 15.5-17.5 groupings. In these categories there was a decline of 1.4% and .89%, respectively.

**Chart 10: Fall 2000**  
**Gender by Units Taken**



Most unit categories reveal similar gender proportions as indicated in Chart 10. However, 13.1% of the female population in comparison to only 6.0% of the male population are currently enrolled in noncredit courses (0.0 units).

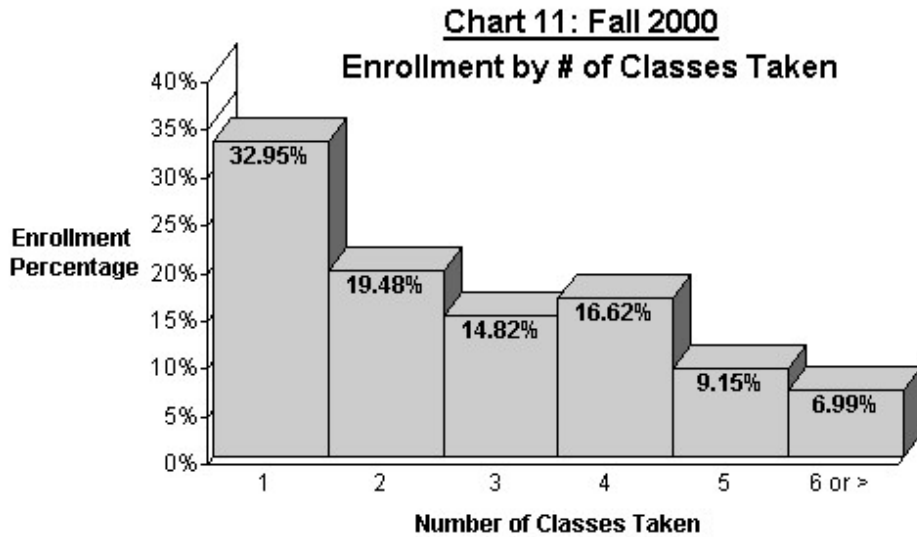
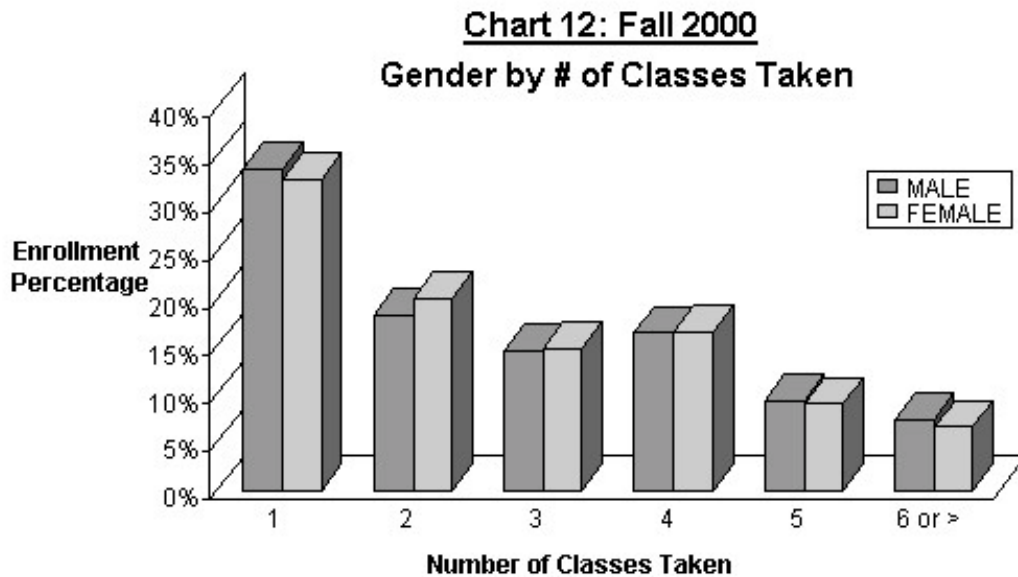


Chart 11 depicts a large percentage (33.0%) of students taking a single class. This rate is 2.2% higher than what was viewed in the Fall of 1999.



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.

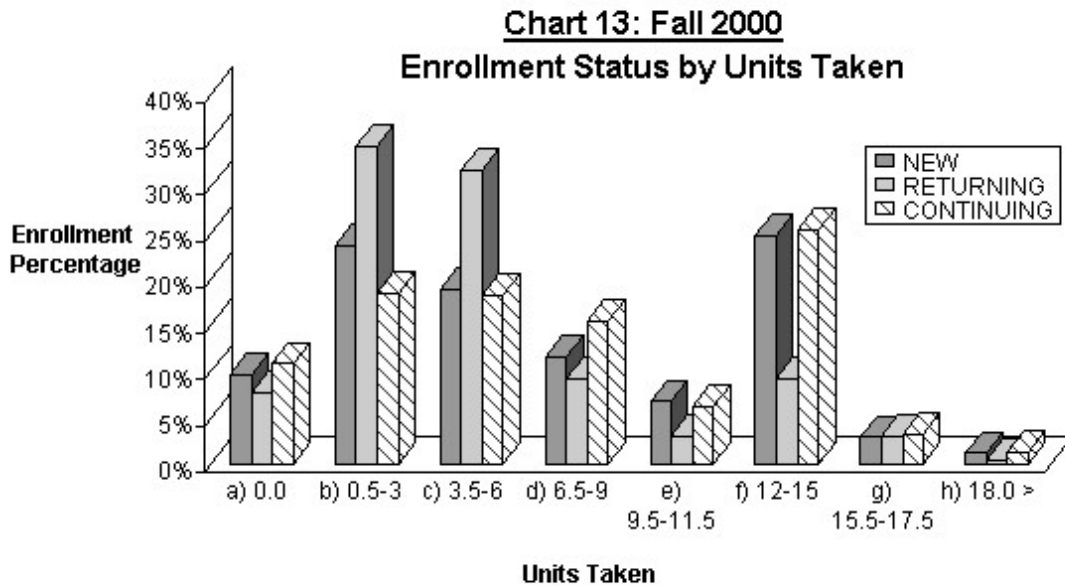


Chart 13 and Table 3 illustrate that returning students are more likely to take six or fewer units while new and continuing students are more likely to take more than six units. For example, 74.4% of returning students took six or fewer units.

**Table 3: Enrollment Status by Units Taken**

ENROLLMENT STATUS	NEW		RETURNING		CONTINUING		TOTAL	% TOTAL
<b>0 UNITS</b>	340	9.7%	15	7.9%	724	10.9%	<b>1,079</b>	<b>10.4%</b>
<b>0.5-3.0 UNITS</b>	832	23.7%	66	34.6%	1,232	18.6%	<b>2,130</b>	<b>20.6%</b>
<b>3.5-6.0 UNITS</b>	671	19.1%	61	31.9%	1,214	18.3%	<b>1,946</b>	<b>18.8%</b>
<b>6.5-9.0 UNITS</b>	410	11.7%	18	9.4%	1,035	15.6%	<b>1,463</b>	<b>14.2%</b>
<b>9.5-11.5 UNITS</b>	242	6.9%	6	3.1%	421	6.4%	<b>669</b>	<b>6.5%</b>
<b>12.0-15.0 UNITS</b>	872	24.8%	18	9.4%	1,687	25.5%	<b>2,577</b>	<b>24.9%</b>
<b>15.5-17.5 UNITS</b>	105	3.0%	6	3.1%	219	3.3%	<b>330</b>	<b>3.2%</b>
<b>18.0 &amp; &gt; UNITS</b>	45	1.3%	1	0.5%	92	1.4%	<b>138</b>	<b>1.3%</b>
<b>TOTAL</b>	<b>3,517</b>	<b>100.0%</b>	<b>191</b>	<b>100.0%</b>	<b>6,624</b>	<b>100.0%</b>	<b>10,332</b>	<b>100.0%</b>

**Chart 14: Fall 2000**

**Enrollment Status by # of Classes Taken**

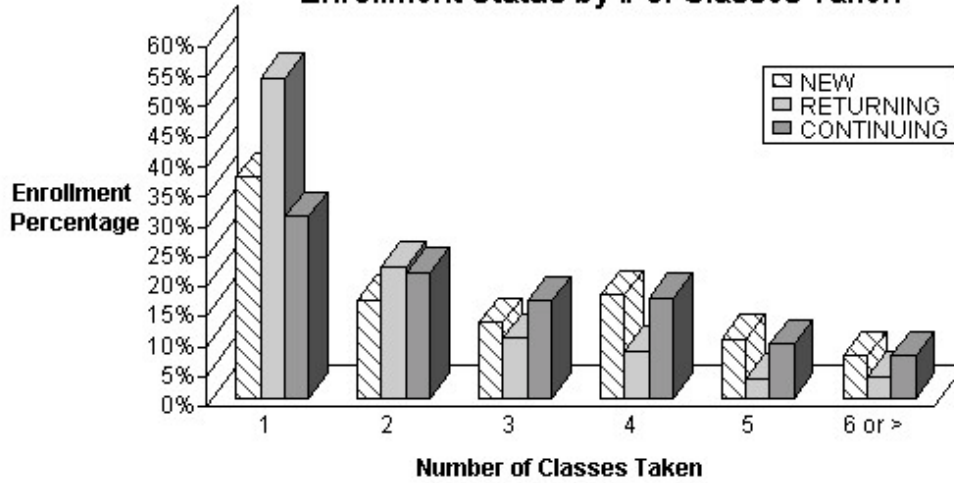
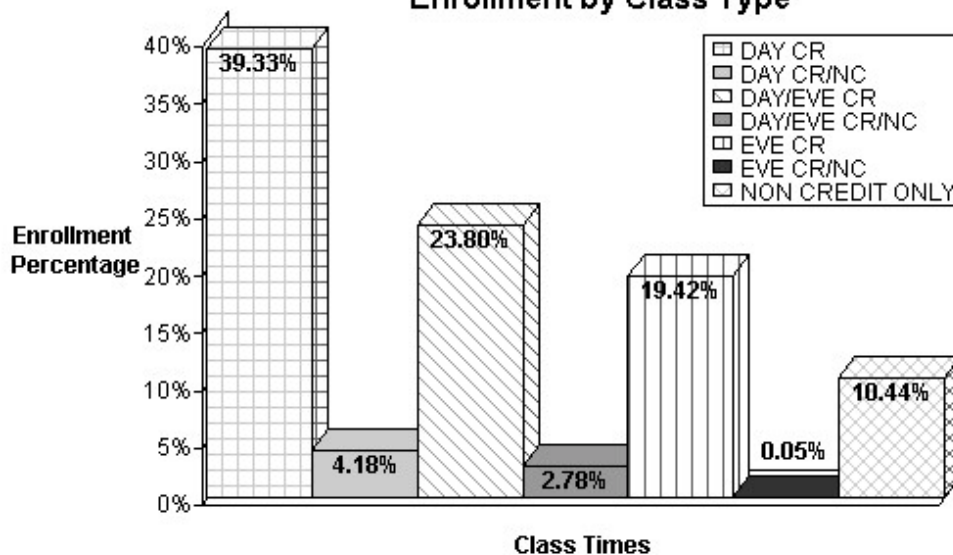


Chart 14 and Table 4 graphically demonstrate that returning students are more likely to take only one class (53.4%) while new and continuing students are more likely to take three or more classes.

**Table 4: Enrollment Status by Classes Taken**

ENROLLMENT STATUS	NEW		RETURNING		CONTINUING		TOTAL	% TOTAL
1 CLASS	1,297	36.9%	102	53.4%	2,005	30.3%	3,404	32.9%
2 CLASSES	578	16.4%	42	22.0%	1,393	21.0%	2,013	19.5%
3 CLASSES	445	12.7%	19	9.9%	1,067	16.1%	1,531	14.8%
4 CLASSES	606	17.2%	15	7.9%	1,096	16.5%	1,717	16.6%
5 CLASSES	342	9.7%	6	3.1%	597	9.0%	945	9.1%
6 CLASSES OR MORE	249	7.1%	7	3.7%	466	7.0%	722	7.0%
<b>TOTAL</b>	<b>3,517</b>	<b>100.0%</b>	<b>191</b>	<b>100.0%</b>	<b>6,624</b>	<b>100.0%</b>	<b>10,332</b>	<b>100.0%</b>

**Chart 15: Fall 2000  
Enrollment by Class Type**



As the findings in Chart 15 indicate, 39.3% of students are enrolled in credit courses during the day. The proportion of day-credit, course enrollments declined 4.1% from Fall 1999. However, the proportion of evening-credit course enrollments increased 1.3% and day-credit/noncredit proportions doubled from last fall.

**Table 5: Gender by Race/Ethnicity**

ETHNICITY	MALE		FEMALE		OVERALL	TOTAL
WHITE NON-HISPANIC	2,424	62.9%	4,145	64.0%	6,569	<b>63.6%</b>
ASIAN	74	1.9%	113	1.7%	187	<b>1.8%</b>
AFRICAN-AMERICAN (NON-HISPANIC)	326	8.5%	507	7.8%	833	<b>8.1%</b>
HISPANIC	855	22.2%	1,468	22.7%	2,323	<b>22.5%</b>
MID EASTERN (ARAB/IRAN/ETC)	25	0.6%	19	0.3%	44	<b>0.4%</b>
NATIVE AMERICAN/ AMERICAN INDIAN	31	0.8%	82	1.3%	113	<b>1.1%</b>
PACIFIC ISLANDER	21	0.5%	22	0.3%	43	<b>0.4%</b>
FILIPINO	70	1.8%	64	1.0%	134	<b>1.3%</b>
OTHER NON-WHITE	18	0.5%	31	0.5%	49	<b>0.5%</b>
DECLINED/UNCOLLECTED	12	0.3%	25	0.4%	37	<b>0.4%</b>
<b>TOTAL</b>	<b>3,856</b>	<b>100.0%</b>	<b>6,476</b>	<b>100.0%</b>	<b>10,332</b>	<b>100.0%</b>

The table above illustrates that among all college students, 63.6% are White non-Hispanic, 36.1% are non-White and .4% declined to respond or the counts were not collected. The largest percentage of non-White students is Hispanic (22.5%). Male and female proportions by race/ethnicity are exceptionally similar.

**Table 6: Fall 2000 Degrees**

<b>Degrees (AA, AS)</b>	<b>Count</b>	<b>%</b>
AA: FINE ARTS	3	1.5%
AA: LIBERAL ARTS	64	32.3%
<b>TOTAL AA</b>	<b>67</b>	<b>33.8%</b>
AS: ADMINISTRATION OF JUSTICE	8	4.0%
AS: AUTOMOTIVE TECHNOLOGY	3	1.5%
AS: BUSINESS	8	4.0%
AS: BUSINESS ADMINISTRATION	31	15.7%
AS: BUSINESS EDUCATION TECHNOLOGIES	7	3.5%
AS: BUSINESS REAL ESTATE & ESCROW	4	2.0%
AS: CHILD DEVELOPMENT	12	6.1%
AS: COMPUTER INFORMATION SYSTEMS	10	5.1%
AS: DRAFTING	5	2.5%
AS: ELECTRONICS & COMPUTER TECHNOLOGY	4	2.0%
AS: FIRE TECHNOLOGY	6	3.0%
AS: MEDICAL ASSISTANT	1	0.5%
AS: RESPIRATORY THERAPY	1	0.5%
AS: RESTAURANT MANAGEMENT	1	0.5%
AS: MATH/SCIENCE	30	15.2%
<b>TOTAL AS</b>	<b>131</b>	<b>66.1%</b>
<b>OVERALL TOTAL</b>	<b>198</b>	<b>100.0%</b>

Four hundred and twenty-seven awards were honored to students during the Fall semester of 2000. Out of these awards, 198 (46.4%) were Associates of Arts (AA) or Associates of Science (AS) as presented in Table 6. A total of 17 degree categories were represented in the fall with the Associate of Science Degree encompassing 15 of those categories. The AA degree in liberal arts represented the largest number of students (32.3%) while the largest categories for the AS degree were in business administration (15.7%) and math/science (15.2%).

**Table 7: Fall 2000 Certificates**

<b>Certificates</b>	<b>#</b>	<b>%</b>
CERT: DIGITAL ELECTRONICS	1	0.4%
CERT: LANDSCAPE/NURSERY MGMT	2	0.9%
CERT: BUSINESS MANAGEMENT	3	1.3%
CERT: MEDICAL ASSISTANT	2	0.9%
CERT: OFFICE SERVICES	2	0.9%
CERT: RESPIRATORY THERAPY	1	0.4%
CERT: AUTOMOTIVE SPECIALIST I	2	0.9%
CERT: AUTOMOTIVE SPECIALIST II	2	0.9%
CERT: COMMUNICATION ELECTRONICS	1	0.4%
CERT: WORD PROCESSOR I	1	0.4%
CERT: FLORAL DESIGN	1	0.4%
CERT: LANDSCAPE IRRIGATION	1	0.4%
CERT: ADMINISTRATIVE ASSISTANT	3	1.3%
CERT: DATA TYPIST	3	1.3%
CERT: LEGAL OFFICE	1	0.4%
CERT: MEDICAL OFFICE	2	0.9%
CERT: COMPUTER AIDED DRAFTING	1	0.4%
CERT: BASIC CORRECTION OFFICER	18	7.9%
CERT: FORENSIC SPECIALIST	14	6.1%
CERT: SPREADSHEET PROCESSOR	6	2.6%
CERT: WORD PROCESSOR	30	13.1%
CERT: COMPUTER SYSTEMS I	6	2.6%
CERT: PRINCIPLES OF EARLY CHILDHOOD EDUC. LEVEL I	6	2.6%
CERT: PRINCIPLES OF EARLY CHILDHOOD EDUC. LEVEL II	3	1.3%
CERT: PARALEGAL	3	1.3%
CERT: ENHANCED INSPECTION AREA SMOG TECHNICIAN	1	0.4%
CERT: BASIC INSPECTION AREA SMOG TECHNICIAN	1	0.4%
CERT: PRODUCTIVITY SOFTWARE SPECIALIST	1	0.4%
CERT: PROGRAMMING I	1	0.4%
CERT: WEB AUTHORING	4	1.7%
CERT: NETWORK SPECIALIST	5	2.2%
CERT: DATABASE ADMINISTRATION	4	1.7%
CERT: AUTOMOTIVE INSPECTION & MAINTENANCE TECHNICIAN	4	1.7%
CERT: BOOKKEEPING I	1	0.4%
CERT: FINGERPRINT RECOGNITION & CLASSIFICATION	5	2.2%
CERT: MODULE A RESERVE ACADEMY FIREARMS ONLY	32	14.0%
CERT: FAMILY CHILD CARE	1	0.4%
CERT: PC 832 LAW ENFORCEMENT COURSE	25	10.9%
CERT: VISUAL BASIC PROGRAMMING	2	0.9%
CERT: LEVEL II LAW ENFORCEMENT MODULATED BASIC ACADEMY CERT	1	0.4%
CERT: LEVEL III LAW ENFORCEMENT MODULATED ACADEMY CERT	7	3.1%
CERT: DIGITAL ANIMATION CERTIFICATE	19	8.3%
<b>TOTAL</b>	<b>229</b>	<b>100.0%</b>

Table 7 reveals 42 certificate categories with the largest proportion of students earning a Module A Reserve Academy Firearms Only Certificate (14.0%) followed closely by a Word Processing Certificate (13.1%).



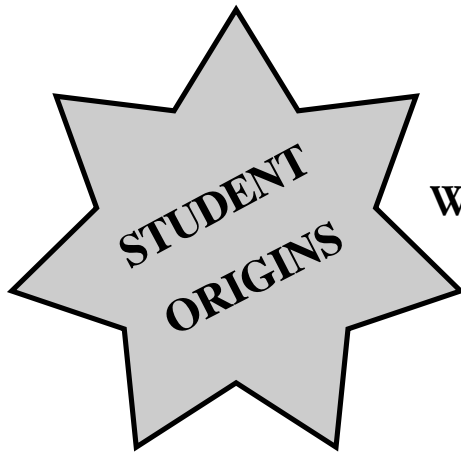
# *Student Origins*

## STUDENTS 1st

- ↗ Attendance by Location
- ↗ Attendance by School







## Where do our students come from ?

The following data is a comparison between unduplicated enrollment counts of students 18 years of age and older in the 1999 academic year to the adult population (18+) residing in a given zip code from which at least 50 students came. The corresponding academic year to census year 1999 is 1998-1999. 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>1999</b>		
<b>City</b>	<b>Zip Code</b>	<b>Population</b>	<b>Enrollment</b>	<b>PPR</b>
<b>Adelanto</b>	<b>92301</b>	5,315	737	138.66
<b>Apple Valley</b>	<b>92307</b>	22,493	2,055	91.36
	<b>92308</b>	20,550	1,739	84.62
<b>Hodge</b>	<b>92311</b>	26,210	142	5.42
<b>Big Bear City</b>	<b>92314</b>	12,118	58	4.79
<b>Helendale</b>	<b>92342</b>	2,320	131	56.47
<b>Hesperia</b>	<b>92345</b>	43,265	3,776	87.28
<b>Lucerne Valley</b>	<b>92356</b>	3,549	268	75.51
<b>Phelan</b>	<b>92371</b>	11,571	220	19.01
<b>Pinon Hills</b>	<b>92372</b>	1,146	122	106.46
<b>Victorville</b>	<b>92392</b>	41,955	3,998	95.29
	<b>92394</b>	4,365	551	126.23
<b>Wrightwood</b>	<b>92397</b>	2,563	170	66.33
<b>TOTAL</b>		<b>197,420</b>	<b>13,967</b>	<b>70.75</b>

*student\_origins.xls*

In 1999 more of VVC's students resided in Victorville than any other city. However, Adelanto reveals the highest population participation rate (138.66) in the areas observed. In the current sample, nearly 71 out of every 1000 adults attended VVC in 1999.

## Student Origins

---

<b>Graduates Attending VVC Directly After High School</b>				
<b>High School</b>		<b>Class of 2000</b>		
		<b>No. of Graduates</b>	<b>No. Entering VVC</b>	<b>Pct. of Graduating Class</b>
<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

### ⚡ 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

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

- \* Award by Ethnicity
- \* Award Categories
- \* Award by Program (Top) Title



*Left Blank Intentionally*

# 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 1995 to 1999. 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>1995</b>		<b>1996</b>		<b>1997</b>		<b>1998</b>		<b>1999</b>	
	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.
Bakersfield	0	0.0%	2	1.5%	0	0.0%	0	0.0%	1	0.7%
Chico	1	0.6%	2	1.5%	0	0.0%	1	0.7%	2	1.3%
Dominguez Hills	0	0.0%	1	0.8%	2	1.6%	4	2.9%	2	1.3%
Fresno	2	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fullerton	7	4.4%	5	3.8%	4	3.1%	6	4.4%	9	5.9%
Hayward	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Humboldt	4	2.5%	2	1.5%	1	0.8%	4	2.9%	3	2.0%
Long Beach	8	5.1%	6	4.5%	3	2.3%	1	0.7%	16	10.5%
Los Angeles	1	0.6%	0	0.0%	2	1.6%	3	2.2%	2	1.3%
Maritime Academy	0	0.0%	0	0.0%	0	0.0%	1	0.7%	0	0.0%
Monterey Bay	1	0.6%	0	0.0%	0	0.0%	0	0.0%	2	1.3%
Northridge	2	1.3%	0	0.0%	2	1.6%	1	0.7%	4	2.6%
Pomona	11	7.0%	8	6.1%	10	7.8%	11	8.1%	13	8.6%
Sacramento	5	3.2%	2	1.5%	1	0.8%	3	2.2%	0	0.0%
San Bernardino	100	63.3%	97	73.5%	94	73.4%	90	66.2%	86	56.6%
San Diego	5	3.2%	4	3.0%	3	2.3%	8	5.9%	4	2.6%
San Francisco	1	0.6%	0	0.0%	2	1.6%	2	1.5%	1	0.7%
San Jose	0	0.0%	2	1.5%	2	1.6%	0	0.0%	2	1.3%
San Luis Obispo	6	3.8%	1	0.8%	0	0.0%	1	0.7%	0	0.0%
San Marcos	3	1.9%	0	0.0%	0	0.0%	0	0.0%	3	2.0%
Sonoma	0	0.0%	0	0.0%	1	0.8%	0	0.0%	0	0.0%
Stanislaus	1	0.6%	0	0.0%	1	0.8%	0	0.0%	2	1.3%
<b>Total Fall Enrollment</b>	<b>158</b>	<b>100.0%</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>

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 1999 56.6% of VVC graduates attended San Bernardino. While the proportion of transfers to San Bernardino has decreased, colleges such as Fullerton, Long Beach and Pomona have seen increases. For example, since 1995 the proportion of students transferring to Long Beach has doubled.

Source: <http://www.asd.calstate.edu/scripts/samples/ccct95.idc>

## Transfers to CSUs

The ethnicity breakdown of VVC graduates transferring to a CSU from 1995 to 1999 are shown below. The proportion of African Americans and Hispanics transferring to a CSU show increases since 1995 of 3.6% and 3.7%, respectively. Though declining, the White population continues to represent over 50% of VVC students transferring to a CSU.

<b>Victor Valley College Transfer Students to California State Universities by Race/Ethnicity</b>										
<b>Race/Ethnicity</b>	<b>1995</b>		<b>1996</b>		<b>1997</b>		<b>1998</b>		<b>1999</b>	
	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.
African American	12	7.6%	11	8.3%	7	5.5%	5	3.7%	17	11.2%
American Indian	4	2.5%	3	2.3%	2	1.6%	2	1.5%	1	0.7%
Asian American	0	0.0%	2	1.5%	3	2.3%	2	1.5%	2	1.3%
Filipino	0	0.0%	5	3.8%	1	0.8%	5	3.7%	2	1.3%
Mexican American	17	10.8%	13	9.8%	12	9.4%	17	12.5%	22	14.5%
Other Latino	7	4.4%	3	2.3%	7	5.5%	6	4.4%	9	5.9%
Pacific Islander	2	1.3%	0	0.0%	0	0.0%	0	0.0%	1	0.7%
White	96	60.8%	77	58.3%	79	61.7%	85	62.5%	78	51.3%
Unknown	20	12.7%	18	13.6%	17	13.3%	13	9.6%	20	13.2%
Resident Alien	0	0.0%	0	0.0%	0	0.0%	1	0.7%	0	0.0%
<b>Total Fall Enrollment</b>	<b>158</b>	<b>100.0%</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>

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 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>							
<b>Year Enrolled</b>	<b>VVC Fall Enrollment</b>	<b>Continuation</b>			<b>Grade Point Average</b>		
		<b>VVC</b>		<b>Systemwide</b>	<b>VVC</b>		<b>Systemwide</b>
		Count	Pct.	Pct.	Count	Avg.	Avg.
Fall 1995	158	121	77%	82%	118	3.00	2.80
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
<b>Overall Average</b>	<b>141</b>	<b>117</b>	<b>83%</b>	<b>83%</b>	<b>115</b>	<b>2.96</b>	<b>2.85</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>	

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 and 1997. SRTK Comparison rates as well as the state average may be viewed at <http://www.cccco.edu/cccco/srtk/index.htm>.

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:

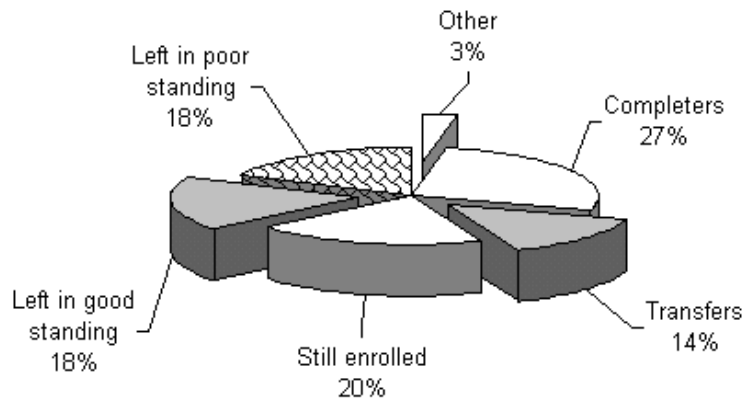
- ◆ Providing programs for disabled students and special populations
- ◆ Offering programs for low income students
- ◆ Offering an A.A. degree in 2 academic areas, an A.S. in 21 academic and technical areas and over 70 certificates
- ◆ Providing many courses in vocational education
- ◆ Providing many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

## SRTK Outcomes

---

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%.

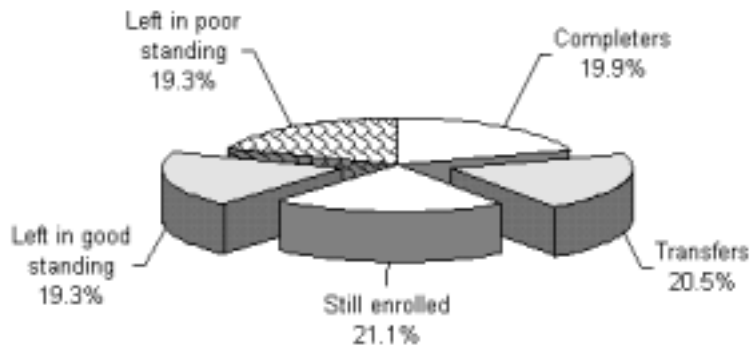
**VVC 1995 SRTK Cohort Outcomes**



*srtkpiebrio\_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**

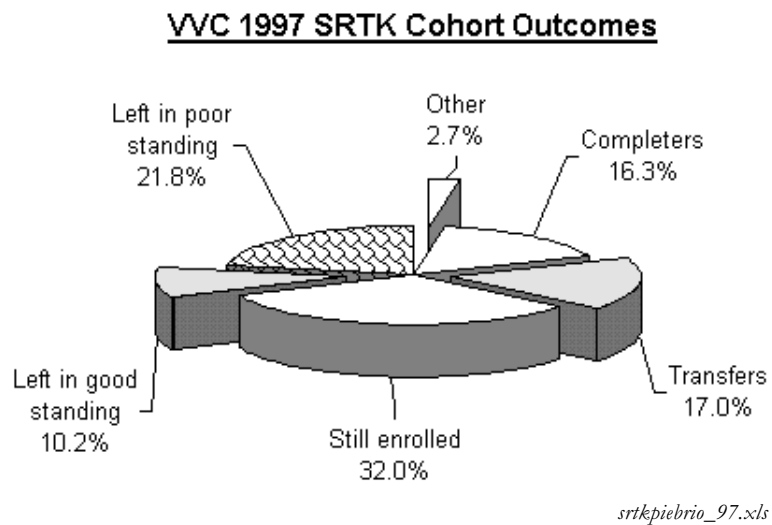


*srtkpiebrio\_96.xls*

## SRTK Outcomes

---

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%.



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

Student-Right-To-Know is a subscription service offered by the California Community College Chancellor's Office to the individual community colleges they govern. 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 software for all subscribing colleges
- ◆ Creation of the SRTK Website (srtk.cccco.edu) to disseminate SRTK rates, cohort demographics and outcome measures (awards, transfers)

Table 1 shows the number of awards (AA/AS/Certificate/Other) earned by students identified as first-time freshman in the Fall term and who received 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.

<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





## Grants

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

grants\_96-01.xls

## Grants

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

grants\_96-01.xls

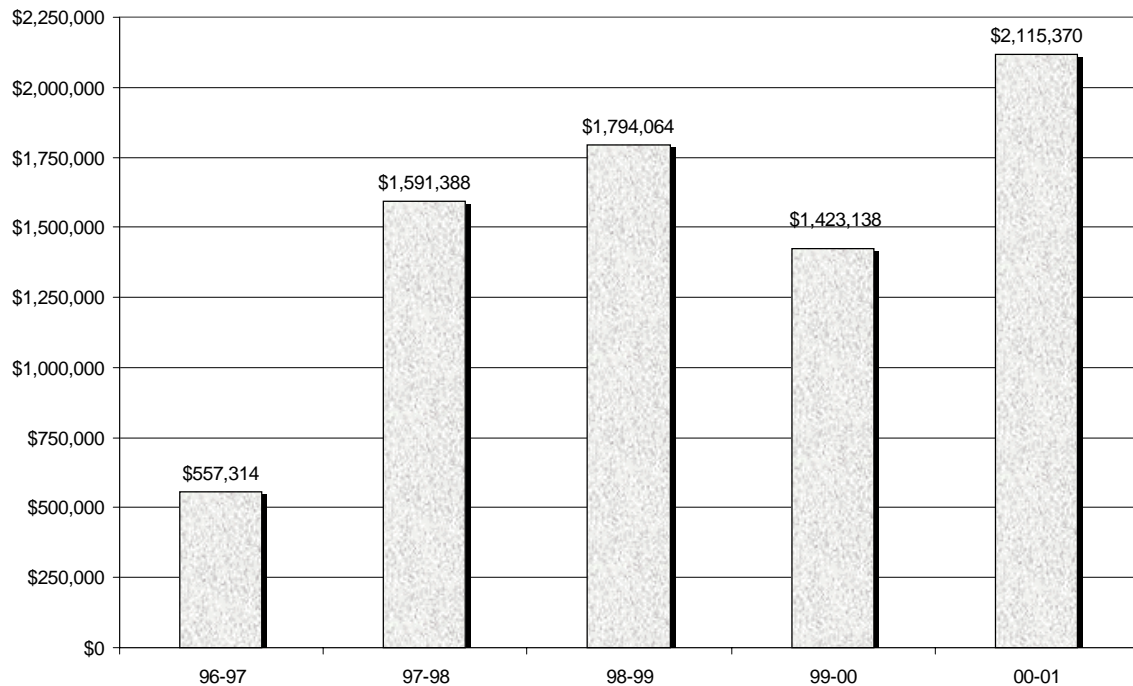
## Grants

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

grants\_96-01.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/>.

**Total Awarded Funds by Year**



grants\_96-01.xls



# *Financial Aid* AWARDS

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



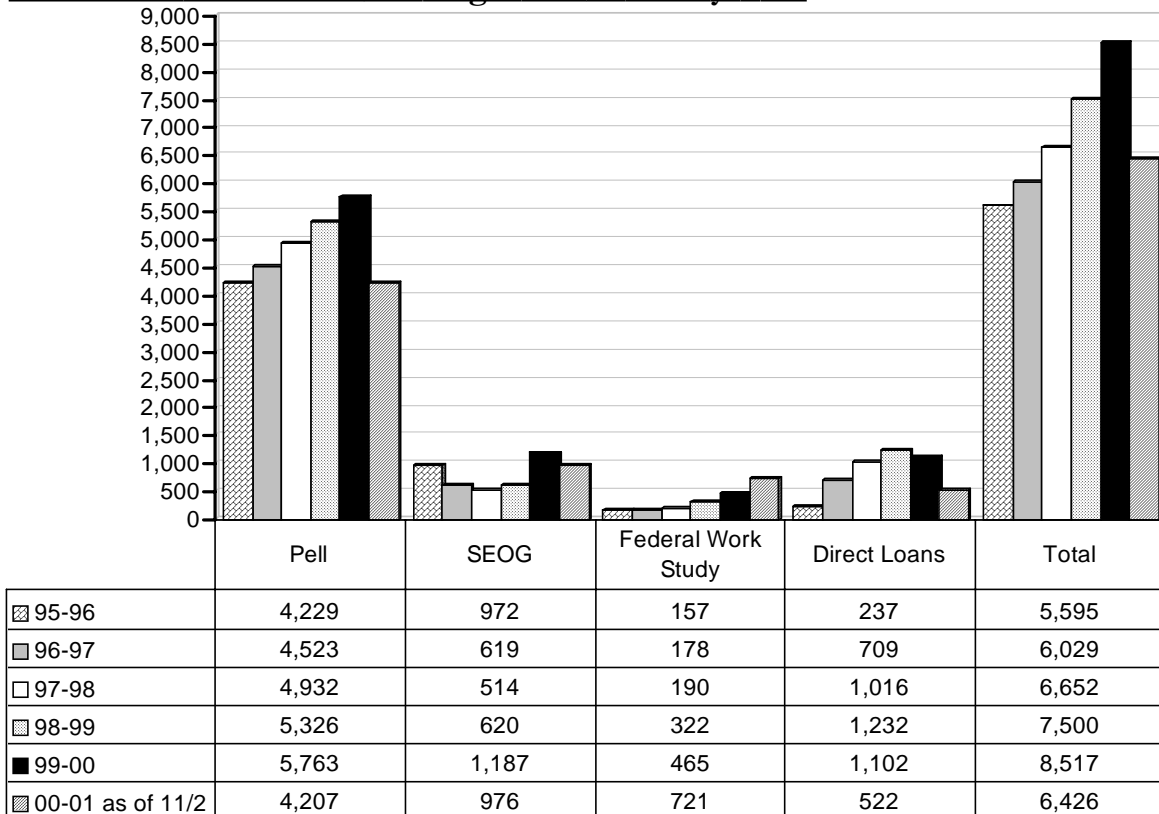
*Left Blank Intentionally*

## Financial Aid

Monetary Award by Type of Financial Aid						
Federal Programs	95-96	96-97	97-98	98-99	99-00	00-01 as of 11/2
Pell	2,792,763	3,173,057	3,720,065	4,635,294	4,500,689	5,240,183
SEOG	165,466	104,719	88,480	108,640	190,400	171,440
Federal Work Study	102,055	125,310	159,020	202,307	341,827	258,290
Direct Loans	347,545	1,041,339	1,431,686	1,761,091	1,648,714	697,349
<b>Total</b>	<b>3,407,829</b>	<b>4,444,425</b>	<b>5,399,251</b>	<b>6,707,332</b>	<b>6,681,630</b>	<b>6,367,262</b>
State Programs						
Cal Grants	62,005	70,003	87,299	93,343	100,609	102,397
Bogg	2,010,744	2,690,696	2,148,909	1,972,908	2,195,821	2,372,848
State Work Study	0	0	0	0	0	36,670
<b>Total</b>	<b>2,072,749</b>	<b>2,760,699</b>	<b>2,236,208</b>	<b>2,066,251</b>	<b>2,296,430</b>	<b>2,511,915</b>
<b>Overall Total</b>	<b>5,480,578</b>	<b>7,205,124</b>	<b>7,635,459</b>	<b>8,773,583</b>	<b>8,978,060</b>	<b>8,879,177</b>

#stu\_grants.xls

### Number of Students Receiving Federal Aid by Year



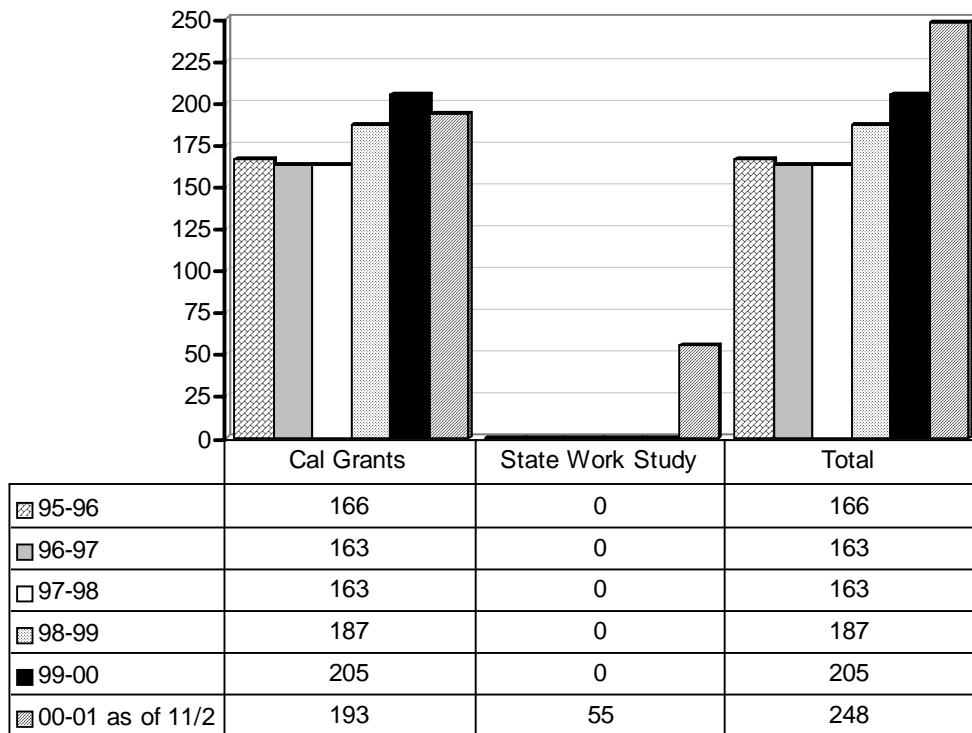
#stu\_grants.xls

SEOG = Federal Supplemental Educational Opportunity Grant

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

# Financial Aid

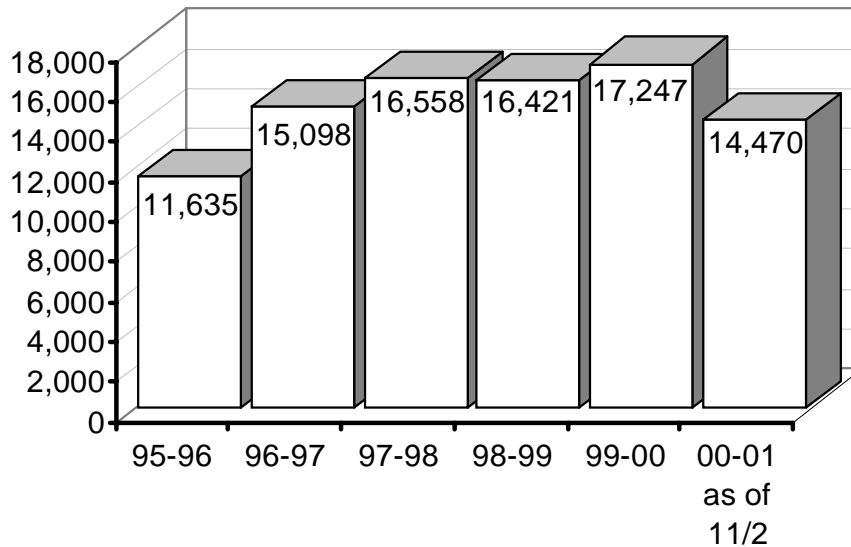
## Number of Students Receiving State Aid by Year



#stu\_grants.xls

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

## Number of Students Receiving a Bogg by Year



#stu\_grants.xls

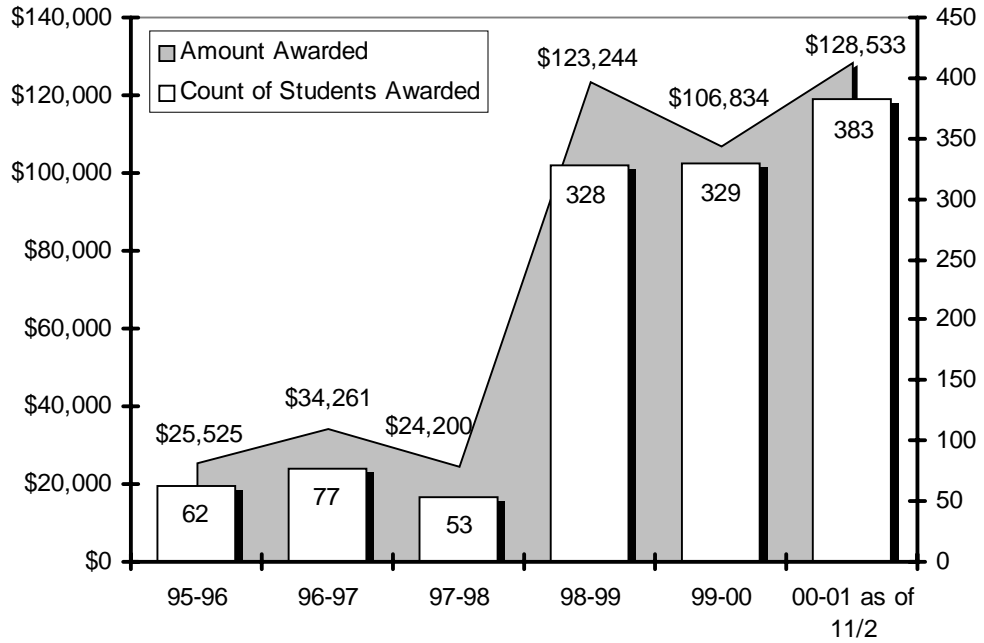
**BOGG** = Board of Governor's Grants

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

# Financial Aid

---

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



#stu\_grants.xls

*Left Blank Intentionally*

# *VVC Staff* DEMOGRAPHICS

- ✓ Organizational Chart
- ✓ Employee by Type
- ✓ Employee by Gender





# VVC Organizational Chart



## Staff Demographics

VICTOR VALLEY COLLEGE							
Employee by Type							
Employee Category		Census 1998		Census 1999		Census 2000	
		Count	Pct. of Total	Count	Pct. of Total	Count	Pct. of Total
<b>Executive / Administrative / Managerial</b>	Educ. Administrator	9	1.54%	9	1.46%	7	1.09%
	Academic Temporary	0	0.00%	1	0.16%	0	0.00%
	Classified	15	2.56%	13	2.10%	2	0.31%
	<b>TOTAL</b>	<b>24</b>	<b>4.10%</b>	<b>23</b>	<b>3.72%</b>	<b>9</b>	<b>1.40%</b>
<b>Faculty</b>	Tenured	61	10.41%	60	9.71%	70	10.85%
	Tenure Track	23	3.92%	37	5.99%	51	7.91%
	Academic Temporary	308	52.56%	301	48.71%	325	50.39%
	Classified	1	0.17%	0	0.00%	0	0.00%
	<b>Total</b>	<b>393</b>	<b>67.06%</b>	<b>398</b>	<b>64.40%</b>	<b>446</b>	<b>69.15%</b>
<b>Professional (Non-Faculty)</b>	Tenured	9	1.54%	10	1.62%	0	0.00%
	Tenure Track	3	0.51%	6	0.97%	0	0.00%
	Academic Temporary	11	1.88%	16	2.59%	0	0.00%
	Classified	15	2.56%	21	3.40%	13	2.02%
	<b>Total</b>	<b>38</b>	<b>6.48%</b>	<b>53</b>	<b>8.58%</b>	<b>13</b>	<b>2.02%</b>
<b>Clerical / Secretarial</b>	Academic Temporary	1	0.17%	0	0.00%	0	0.00%
	Classified	68	11.60%	79	12.78%	85	13.18%
	<b>Total</b>	<b>69</b>	<b>11.77%</b>	<b>79</b>	<b>12.78%</b>	<b>85</b>	<b>13.18%</b>
<b>Technical / Paraprofessional</b>	Academic Temporary	3	0.51%	2	0.32%	0	0.00%
	Classified	30	5.12%	32	5.18%	58	8.99%
	<b>Total</b>	<b>33</b>	<b>5.63%</b>	<b>34</b>	<b>5.50%</b>	<b>58</b>	<b>8.99%</b>
<b>Skilled Crafts</b>	Classified	3	0.51%	3	0.49%	13	2.02%
	<b>Total</b>	<b>3</b>	<b>0.51%</b>	<b>3</b>	<b>0.49%</b>	<b>13</b>	<b>2.02%</b>
<b>Service / Maintenance</b>	Classified	26	4.44%	28	4.53%	21	3.26%
	<b>Total</b>	<b>26</b>	<b>4.44%</b>	<b>28</b>	<b>4.53%</b>	<b>21</b>	<b>3.26%</b>
<b>District Total</b>		<b>586</b>	<b>100.00%</b>	<b>618</b>	<b>100.00%</b>	<b>645</b>	<b>100.00%</b>

VVC\_staff.xls

## Staff Demographics

VICTOR VALLEY COLLEGE Type of Employee by Gender							
Employee Category		Census 1998		Census 1999		Census 2000	
		Count	Pct. of Total	Count	Pct. of Total	Count	Pct. of Total
Female	Educ. Administrator	3	0.51%	3	0.49%	1	0.16%
	Tenured	31	5.29%	31	5.02%	32	4.96%
	Tenure Track	13	2.22%	23	3.72%	23	3.57%
	Academic Temporary	143	24.40%	139	22.49%	138	21.40%
	Classified	109	18.60%	126	20.39%	136	21.09%
	<b>Total</b>	<b>299</b>	<b>51.02%</b>	<b>322</b>	<b>52.10%</b>	<b>330</b>	<b>51.16%</b>
Male	Educ. Administrator	6	1.02%	6	0.97%	6	0.93%
	Tenured	39	6.66%	39	6.31%	38	5.89%
	Tenure Track	13	2.22%	20	3.24%	28	4.34%
	Academic Temporary	180	30.72%	181	29.29%	187	28.99%
	Classified	49	8.36%	50	8.09%	56	8.68%
	<b>Total</b>	<b>287</b>	<b>48.98%</b>	<b>296</b>	<b>47.90%</b>	<b>315</b>	<b>48.84%</b>
<b>District Total</b>		<b>586</b>	<b>100.00%</b>	<b>618</b>	<b>100.00%</b>	<b>645</b>	<b>100.00%</b>

VVC\_staff.xls

*Left Blank Intentionally*

# *Budget &* FINANCE

- ↗ Budget Summary (1999-2002)
- \* Revenues (Chart, 2001-2002)
- \* Expenditures (Chart, 2001-2002)



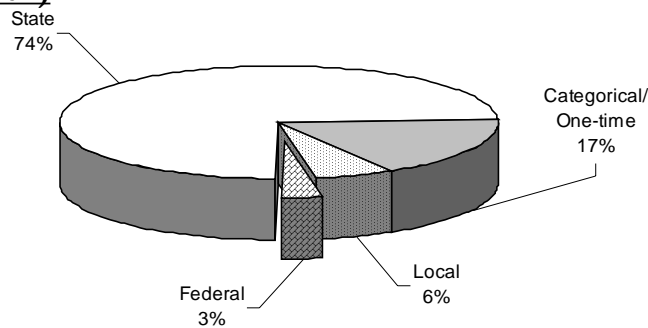


# Budget & Finance

VICTOR VALLEY COLLEGE						
Budget Summary	Actual 1999-2000		Actual 2000-2001		Adopted Budget 2001-2002	
Beginning Estimated Fund Balance			\$1,478,251		\$2,728,941	
<b>REVENUES</b>						
Federal	841,469	3%	1,217,552	3%	1,224,928	3%
State	23,624,854	75%	27,183,538	72%	30,109,858	74%
Categorical/One-time	5,630,613	18%	7,799,330	20%	6,923,682	17%
Local	1,271,277	4%	1,365,889	3%	2,426,328	6%
<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>TOTAL REVENUE AVAILABLE</b>	<b>\$31,368,213</b>		<b>\$39,044,560</b>		<b>\$43,413,737</b>	
<b>EXPENDITURES</b>						
Academic Salaries	\$11,819,040	36%	\$13,243,881	36%	\$15,467,503	39%
Classified Salaries	7,243,902	22%	8,412,861	23%	9,722,719	24%
Benefits	3,649,999	11%	3,791,652	10%	4,223,082	10%
Supplies/Software	1,392,642	4%	1,686,455	5%	1,651,397	4%
Contracts (travel, utilities, legal, etc.)	4,059,421	12%	5,472,237	15%	5,897,732	14%
Equipment/Leases	2,111,850	6%	3,246,409	9%	1,920,769	5%
Contingency	2,508,519	8%	1,291,042	3%	1,801,594	4%
<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>
Increase in Ending Balance from Operations			828,918			
Ending Fund Balance			\$2,728,941		\$2,728,941	

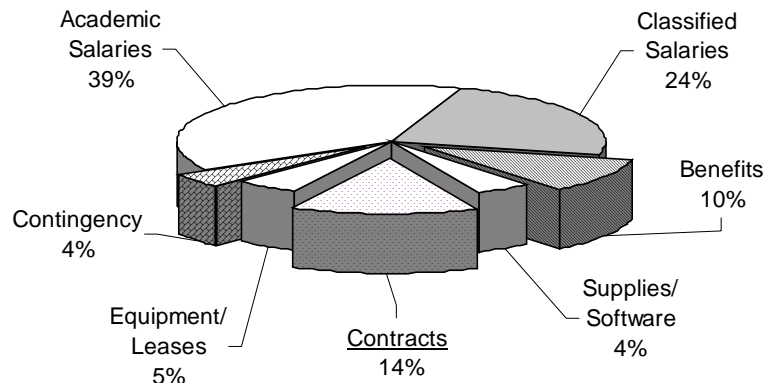
FACT BOOK 2001-02.xls

## Revenues (2001-2002)



FACT BOOK 2001-02.xls

## Expenditures (2001-2002)



FACT BOOK 2001-02.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, A.S.**

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, A.S.**

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, A.S.**

## **Business Administration, A.S.**

Bookkeeping I Certificate  
Management Certificate

## **Business Education Technologies, A.S.**

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, A.S.**

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, A.S.**

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

### **Computer Information Systems, A.S.**

Database Administration Certificate  
Network 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, A.S.**

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, A.S.**

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, A.S.**

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

### **Electronics Engineering Technology, A.S.**

Associate Degree Electronics Engineering Technology Certificate

### **Fine Arts, A.A.**

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

Art, Music, Photography, Theatre Arts

### **Fire Technology, A.S.**

Fire Company Officer Certificate  
Fire Fighter Certificate  
Fire Prevention Officer Certificate

### **Liberal Arts, A.A.**

*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, A.S.**

*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, A.S.**

Medical Assistant Certificate

### **Nursing, A.S.**

Associate Degree Nursing Certificate  
Nursing Licensure Certificate

### **Ornamental Horticulture, A.S.**

### **Paramedic, A.S.**

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, A.S.**

Respiratory Therapy Certificate

### **Restaurant Management, A.S.**

Restaurant Management Certificate

### **Welding, A.S.**

QC-10 Level I Welding Certificate  
Welding Certificate

*Left Blank Intentionally*

## Victor Valley College Board of Trustees

Maxine Moore . . . . . President  
Dr. Bettye Underhill . . . . . Vice President  
Dennis Henderson . . . . . Clerk

Thomas M. Elder II . . . . . Trustee  
Carl R. Tate . . . . . Trustee  
Brandon De La Torre . . . . . ASB Member

## Victor Valley College Administration

Nicholas L. Halisky . . . . . Superintendent/President  
Ronald L. Krimper . . . . . Vice President, Student Learning  
Willard Clark Lewallen . . . . . Vice President, Student Services  
Dr. James E. Williams . . . . . Vice President, Administrative Services  
Tom Clark . . . . . Dean, Vocational Programs  
Leonard M. Crawford . . . . . Dean, Student Services  
Janet Nix . . . . . Dean, Instruction for Educational Services  
Henry Young . . . . . 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.vvcconline.com](http://www.vvcconline.com)



⚡ **Associate Degree and Certificate Programs Online:**

Business Administration/Management - Business Real Estate  
Child Development - Computer Information Systems - Liberal Studies

⚡ **General Education and Transfer Courses**

⚡ **Support Services Online** including Library Resources and Tutoring

⚡ **Student Services Online** including Application for Admission,  
Enrollment Matriculation and Counseling