

# Victor Valley Community College District

## Victor Valley College

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### Educational Master Plan 1998-2005+

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## Chapter 2: Profile Of The District

### 1. History Of The District

Victor Valley College was established by authority of the voters who created the district in 1960. The college is located in the High Desert region of San Bernardino County. The service area of the district encompasses approximately 2,200 square miles and 190,000 residents. Communities served include Adelanto, Apple Valley, Lucerne Valley, Hesperia, Victorville, Phelan, Helendale, and Wrightwood.

Classes began in 1961 using the facilities of Victor Valley High School in the late afternoon and evening. Construction of the present campus on Bear Valley Road in Victorville began in 1963 and the new, permanent campus opened its doors to students in 1965. Initial buildings were constructed around the lake in the center of the campus site. Those first facilities included the business, library, science, gymnasium, and administration buildings.

Since then, the district has maintained a planned program of new construction and improvements. In 1968 the Music Building was completed and in 1970 the Arts Building was added. The following year, automotive, welding, and aeronautic technical facilities were opened. The agriculture facility was constructed in 1972 and has continued to expand. In 1975, the district purchased and remodeled an existing building that would house the Student Center, bookstore, placement, registration, counseling, EOPS, financial aid, veteran's services, career center, food service, board room, and student activities room functions. In 1980 a major addition to the vocational complex was completed. The Performing Arts Center opened in 1981 and the Allied Health Building was completed in 1983. A new student services facility was constructed near the lake in 1988. Recent construction includes a new student services/community conference center facility, library, science building, and gymnasium.

From its beginning, the college has offered two-year academic transfer programs and corresponding vocational education programs. Opening enrollment in 1961 was about 500 students. In 1998, nearly 10,000 students enroll in Victor Valley College courses in a typical year. Today's students take advantage of a comprehensive educational program offering a diverse array of academic, vocational, occupational, and community service programming.

### 2. The District: Today And Tomorrow:

#### 2.1 *Infrastructure And Current Construction*

District leadership has worked hard to plan for the current and anticipated future space and facility needs of the campus. From an inaugural semester head count of 500 students to today's headcount of 5,000 students in a typical semester, Victor Valley College has responded to the diversity of students and instruction by featuring a variety of facilities to support instruction, administration, student services, and community services. Today, the college boasts over 250,000 assignable square feet of space dedicated to instruction, research, and academic support.

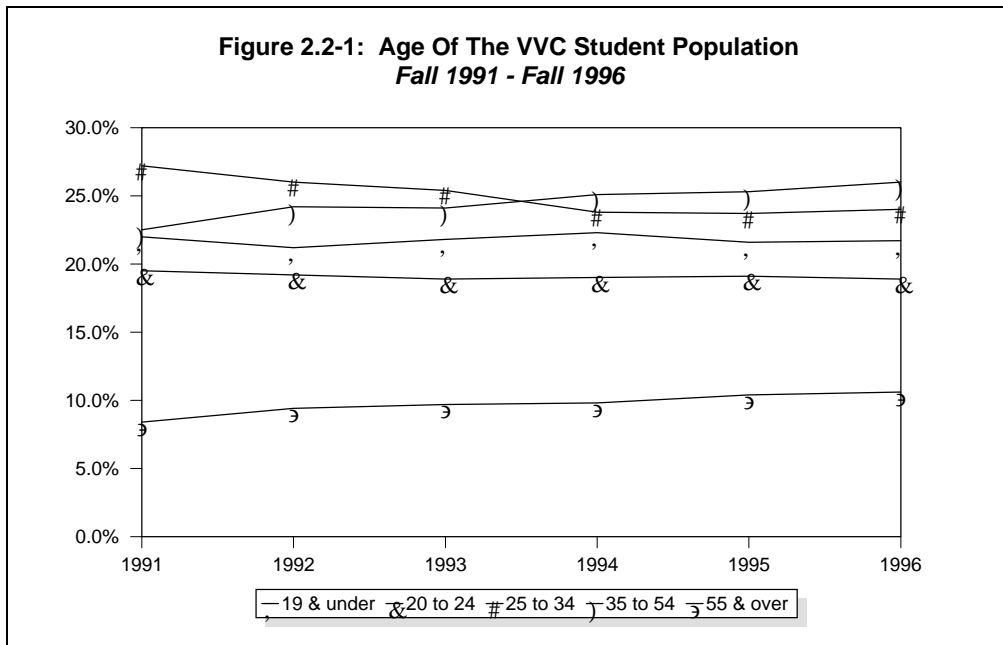
In the latest facilities plan, the district has already begun intensive planning for such new facilities as an Advanced Technology Complex, reconstruction of the current student services and administration buildings, and a comprehensive telecommunications infrastructure system.

**Summary Description Of Infrastructure/Assignable Square Feet  
Victor Valley College**

<i>Type of Room Usage</i>	<i>Assignable Square Feet (ASF)</i>
Classroom Space	30,991
Laboratory Space	82,470
Office Space	30,993
Library/AV/TV Space	19,141
Athletic/PE Space	21,425
General Use Space	39,380
Data Processing/Computing Sp.	2,162
Health Care Space	1,645
Residential Facilities	0
Other	28,245
<b>Totals:</b>	<b>256,452</b>

**2.2 The Student Body And Its Mix**

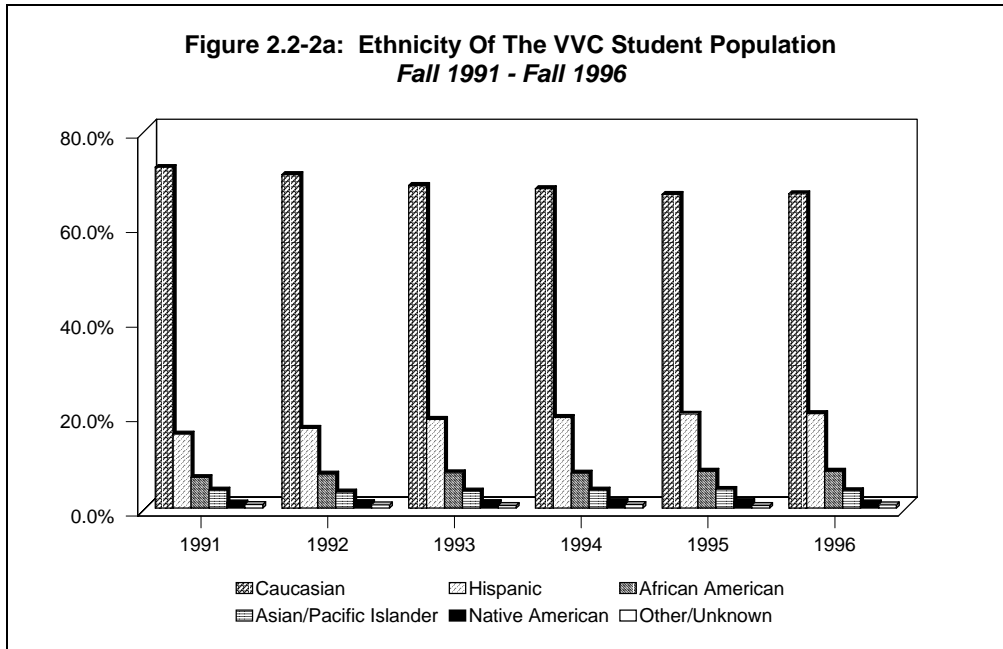
The following tables and figures profile the students of Victor Valley College. **Figure 2.2-1** and **Table 2.2-1** present the age distribution of the student population for the Fall terms, 1991 to 1996. Both reveal that the VVC student population has grown older over the past six years. The percentage of students 25 to 34 years of age declined from 27.2% to 24.0% while the percentage of students 35 years or older rose from 30.9% to 36.6%.

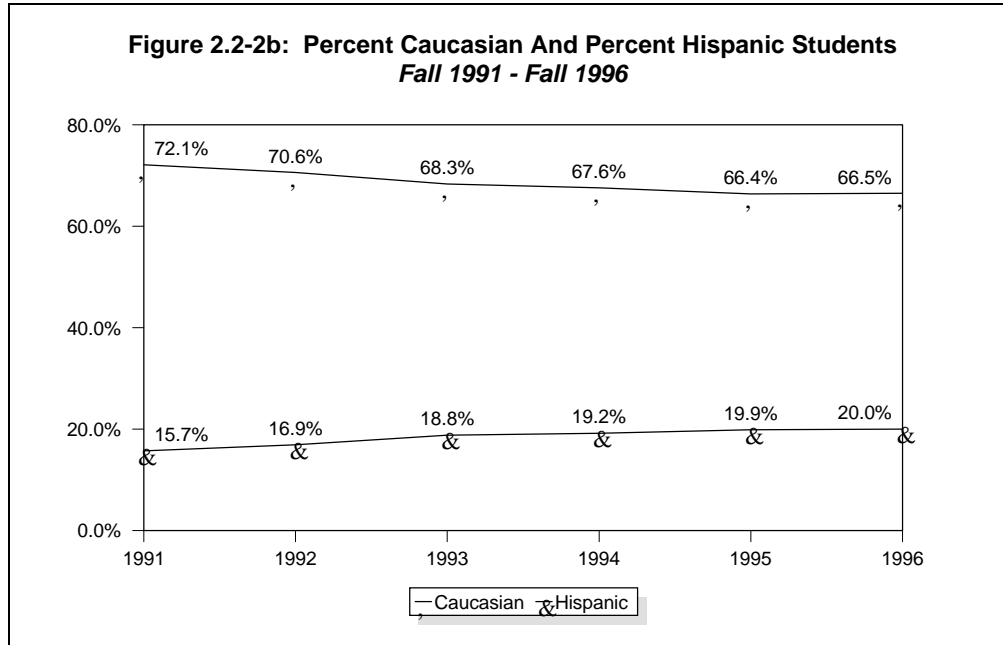


**Table 2.2-1:  
Age Of The VVC Student Population, Fall 1991 to Fall 1996**

	1991	1992	1993	1994	1995	1996
19 & Under	2,145 22.4%	1,940 21.2%	1,954 21.8%	1,947 22.3%	1,817 21.6%	1,916 21.7%
20 to 24	1,871 19.5%	1,754 19.2%	1,695 18.9%	1,655 19.0%	1,608 19.1%	1,664 18.9%
25 to 34	2,613 27.2%	2,385 26.0%	2,272 25.4%	2,074 23.8%	2,000 23.7%	2,115 24.0%
35 to 54	2,161 22.5%	2,214 24.2%	2,155 24.1%	2,191 25.1%	2,131 25.3%	2,292 26.0%
55 & Over	805 8.4%	864 9.4%	871 9.7%	857 9.8%	873 10.4%	938 10.6%
Total	9,595	9,157	8,947	8,724	8,429	8,825

Figures 2.2-2a and 2.2-2b and Table 2.2-2 summarize the ethnic diversity of the VVC student population. District 1990 Census counts are included in Table 2.2-2 to facilitate comparison with the district population. Figure 2.2-2b emphasizes trends apparent among two of the groups, Caucasian and Hispanic students. Over the six year period, the percentage of Hispanic students grew from 16% to 20%. At 20%, Fall 1996 Hispanic enrollment is higher than the 1990 Census estimate of the district Hispanic population of 16%. Caucasian students accounted for 67% of the Fall 1996 enrollment, down from the Fall 1991 percentage of 72% and less than the 1990 Census percentage of 76%.





**Table 2.2-2:  
Ethnicity Of The VVC Student Population, Fall 1990 to Fall 1996**

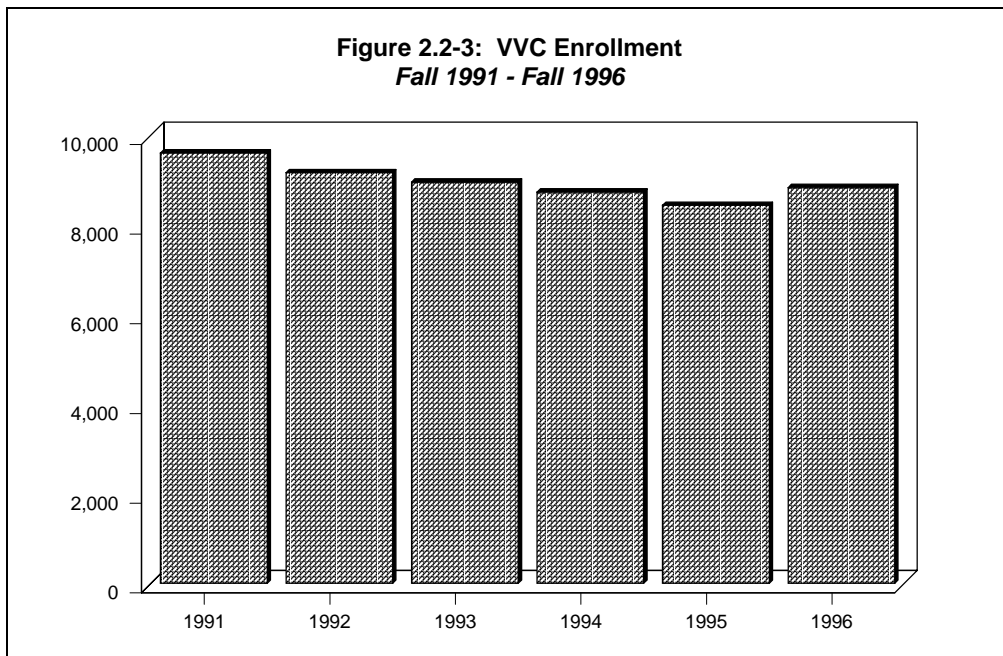
	1991	1992	1993	1994	1995	1996	1990 U.S. Census
Caucasian	6,919	6,462	6,108	5,895	5,593	5,872	149,273
	72.1%	70.6%	68.3%	67.6%	66.4%	66.5%	75.7%
Hispanic	1,506	1,552	1,684	1,671	1,677	1,769	32,333
	15.7%	16.9%	18.8%	19.2%	19.9%	20.0%	16.4%
African American	623	658	668	644	656	691	9,502
	6.5%	7.2%	7.5%	7.4%	7.8%	7.8%	4.8%
Asian/ Pacific Is.	3,66	314	323	330	336	326	4,171
	3.8%	3.4%	3.6%	3.8%	4.0%	3.7%	2.1%
Native American	1,09	111	108	118	114	101	1,695
	1.1%	1.2%	1.2%	1.4%	1.4%	1.1%	0.9%
Other/ Unknown	72	60	56	66	53	66	343
	0.8%	0.7%	0.6%	0.8%	0.6%	0.7%	0.2%
<b>Total</b>	<b>9,595</b>	<b>9,157</b>	<b>8,947</b>	<b>8,724</b>	<b>8,429</b>	<b>8,825</b>	<b>197,317</b>

**Table 2.2-3** reports the zip code residency of VVC students. In Fall 1996, 93.3% of VVC students resided within the mapped zip code regions. The zip codes with the greatest percentage enrollments were 92345 and 92392.

**Table 2.2-3:  
Percent Of Students Residing In VVC Zip Code Regions, Fall 1996**

Zip Code	Percent Students	Zip Code	Percent Students
92301	4.4%	92371	2.2%
92307	14.9%	92372	1.1%
92308	12.9%	92392	26.9%
92342	0.8%	92393	1.3%
92345	23.6%	92394	2.6%
92356	1.7%	92397	0.8%
92368	0.1%	All Other Zip Codes	6.7%

**Figure 2.2-3** and **Table 2.2-3** report enrollment for the Fall terms 1991 to 1996. From Fall 1991 through Fall 1995, VVC enrollment steadily decreased by 10% from 10,132 to 8,429. However, one year later, enrollment had reversed and showed a growth of 6% to reach 9,670 by Fall 1996.



**Table 2.2-3:  
VVC Enrollment, Fall 1991 to Fall 1996**

Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
9,595	9,157	8,947	8,724	8,429	8,825

### **2.3 Academic Offerings, Academic Support, And Student Services**

Victor Valley College offers a substantial array of academic programs, support, and student services. Some of the current program clusters by campus include the following:

#### **Array Of Program Clusters Currently Offered Victor Valley Community College District**

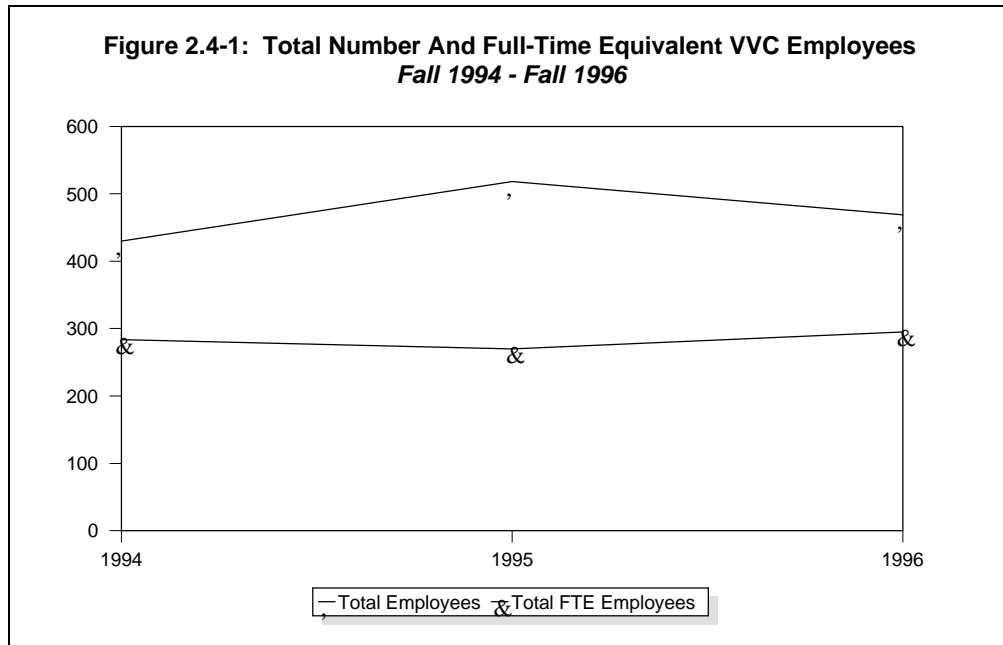
- |                                     |                                |
|-------------------------------------|--------------------------------|
| • Administration Of Justice         | • ESL                          |
| • Adult Education                   | • Fire Technology              |
| • Allied Health                     | • Life Science                 |
| • Art & Design/Photography          | • Mathematics                  |
| • Athletics                         | • Music                        |
| • Automotive                        | • Nursing                      |
| • Basic Skills                      | • Ornamental Horticulture      |
| • Business Administration           | • Philosophy/Religious Studies |
| • Business Education Technology     | • Physical Education           |
| • Business Real Estate/Escrow       | • Physical Science             |
| • Chemistry                         | • Psychology                   |
| • Child Development                 | • Respiratory Therapy          |
| • Computer Information Systems      | • Restaurant Management        |
| • Construction Technology           | • Social Sciences              |
| • Cooperative Education             | • Speech/Theater Arts          |
| • Drafting Technology               | • Welding                      |
| • Electronics & Computer Technology |                                |

To provide academic and other services, the District is working to provide all primary and basic academic and student support services on each campus, including libraries, computer laboratories, student services, advisement, and the like.

### **2.4 Staff And Its Mix**

This section summarizes demographic and staffing information for VVC employees for the Fall terms, 1994 to 1996. The data were drawn from the Chancellor's Office annual reports on staffing and salaries which are based on the Staff Data File of the Chancellor's Office Management Information System.

**Table 2.4-1** and **Figure 2.4-1** report the total and the full-time equivalent (FTE) number of VVC employees for Fall 1994 to Fall 1996.



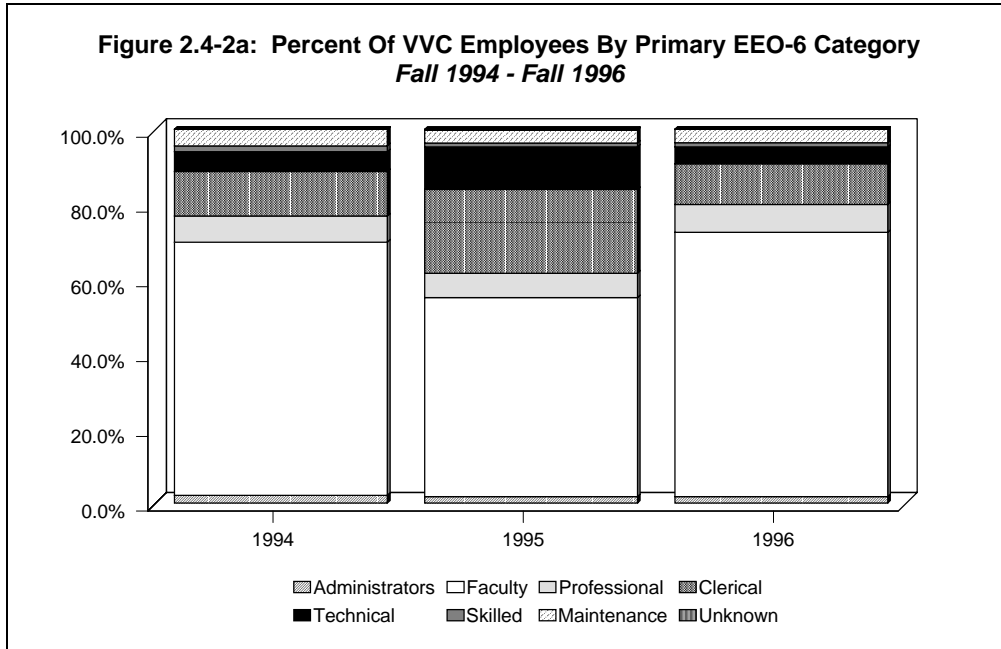
**Table 2.4-1:  
Total Number And Full-Time Equivalent (FTE) VVC Employees  
Fall 1994 To Fall 1996**

	Fall 1994	Fall 1995	Fall 1996
Total Number of VVC Employees	430	518	469
Number of FTE VVC Employees	283.5	269.9	295.1

**Tables 2.4-2a** and **2.4-2b** present the total number and FTE VVC employees by their primary EEO-6 occupational activity. **Figures 2.4-2a** and **2.4-2b** chart the information presented in the tables.

In the Fall of 1995, there was a noticeable increase in clerical and secretarial staff, resulting in a relatively smaller portion of employees classified as faculty. Specifically, some 22% of all VVC employees in Fall 1995 held clerical or secretarial positions, which is double the percentages reported each in Fall 1994 and Fall 1996.

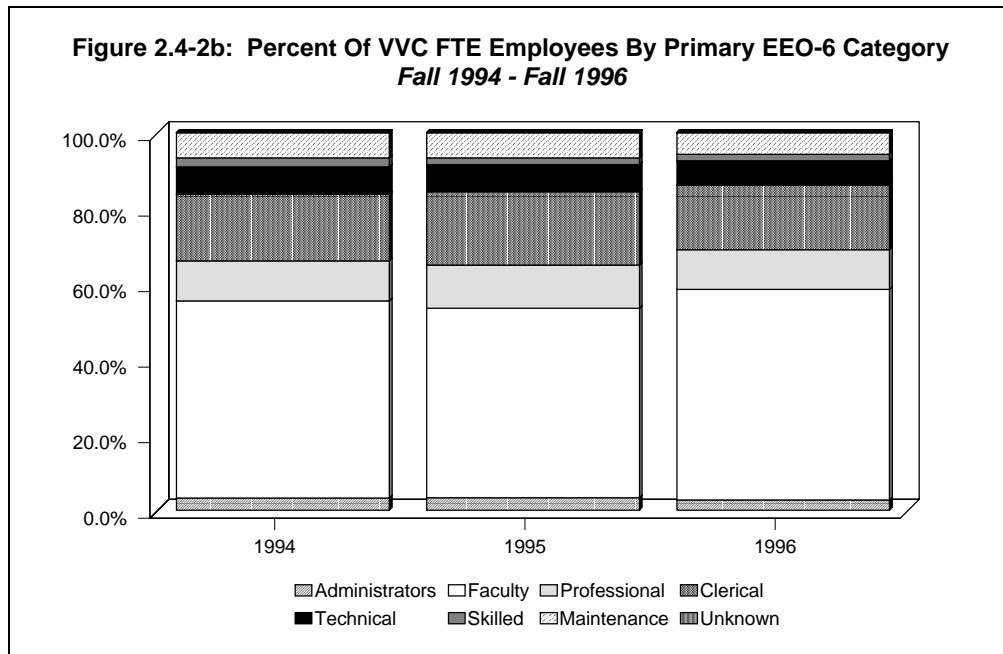
However, when considering FTE employees only, there appears to be less variance in the distribution of employees by EEO-6 category across the three years. This finding supports the notion that proportional differences in staffing by category across all VVC employees can primarily be accounted for by increases in part-time staff.



**Table 2.4-2a:  
Number And Percent Of VVC Employees  
By Primary EEO-6 Occupational Activity, Fall 1994 - Fall 1996**

	Fall 1994	Fall 1995	Fall 1996
Executive, Administrative, Managerial	9 2.1%	9 1.7%	8 1.7%
Faculty	291 67.7%	276 53.3%	332 70.8%
Professional/Nonfaculty	30 7.0%	34 6.6%	35 7.5%
Clerical and Secretarial	51 11.9%	116 22.4%	51 10.9%
Technical/Paraprofessional	23 5.3%	59 11.4%	21 4.5%
Skilled Crafts	7 1.6%	5 1.0%	5 1.1%
Service/Maintenance	19 4.4%	18 3.5%	17 3.6%
Unknown	0 0.0%	1 0.2%	0 0.0%
<b>Total</b>	<b>430</b>	<b>518</b>	<b>469</b>

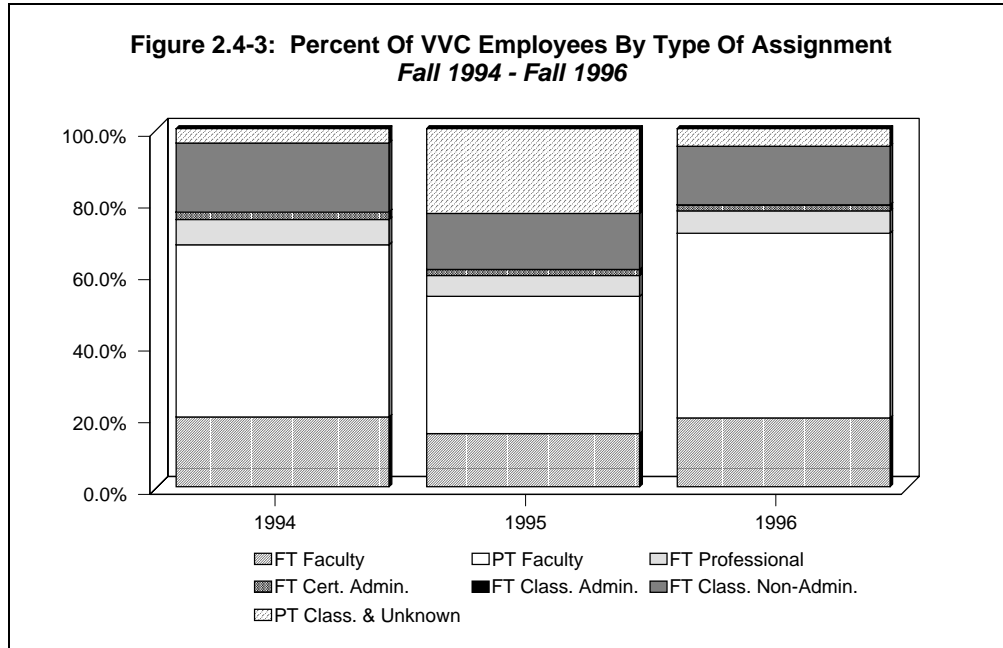
In the Fall of 1996, the percentage of VVC FTE employees classified as faculty had increased nearly 6% over the prior year. Primarily accounting for this difference was the decrease in FTE clerical and secretarial staff between Fall 1995 and Fall 1996.



**Table 2.4-2b:  
Number And Percent Of VVC Full-Time Equivalent (FTE) Employees  
By EEO-6 Occupational Categories, Fall 1994 To Fall 1996**

	Fall 1994	Fall 1995	Fall 1996
Executive, Administrative, Managerial	9.0 3.2%	9.0 3.3%	8.0 2.7%
Faculty	148.1 52.2%	135.6 50.2%	164.6 55.8%
Professional/Nonfaculty	30.0 10.6%	30.8 11.4%	31.0 10.5%
Clerical and Secretarial	49.8 17.6%	52.3 19.4%	50.6 17.1%
Technical/Paraprofessional	20.7 7.3%	19.3 7.2%	19.0 6.4%
Skilled Crafts	6.9 2.4%	4.9 1.8%	4.9 1.7%
Service/Maintenance	19.0 6.7%	18.0 6.7%	17.0 5.8%
Unknown	0 0.0%	0 0.0%	0 0.0%
<b>Total</b>	<b>283.5</b>	<b>269.9</b>	<b>295.1</b>

**Table 2.4-3** and **Figure 2.4-3** report the number and percent of VVC employees by type of assignment. In Fall 1996, 19% of employees were assigned to full-time faculty positions, while approximately one-half of employees filled part-time faculty positions. Some 16% of VVC employees were assigned to full-time classified non-administrative positions.



**Table 2.4-3:  
Number And Percent Of VVC Employees By Type Of Assignment  
Fall 1994 To Fall 1996**

	Fall 1994	Fall 1995	Fall 1996
Full-time Faculty	84 19.5%	77 14.9%	90 19.2%
Part-time Faculty	207 48.1%	198 38.2%	242 51.6%
Full-time Professional	30 7.0%	30 5.8%	29 6.2%
Full-time Certificated Administrative	9 2.1%	9 1.7%	8 1.7%
Full-time Classified Administrative	0 0.0%	0 0.0%	0 0.0%
Full-time Classified Non-Administrative	83 19.3%	81 15.6%	77 16.4%
Part-time Classified & Unknown	17 4.0%	123 23.7%	23 4.9%
<b>Total</b>	<b>430</b>	<b>518</b>	<b>469</b>

Tables 2.4-4 - 2.4-5 summarize demographic data for the six categories of VVC employees reported in the Chancellor's Office Reports on Staffing.

**Table 2.4-4:  
Age, Gender And Ethnicity Of VVC Contract And Regular Full-Time Faculty  
Fall 1994 To 1996**

	Fall 1994 (n=84)	Fall 1995 (n=77)	Fall 1996 (n=89)
<b>Average Age</b>	45.9	46.5	46.6
<b>Gender</b>			
Male	51.2%	61.0%	58.9%
Female	48.8	39.0	41.1
<b>Ethnicity</b>			
American-Indian/Alaskan	1.2%	1.3%	1.1%
Asian/Pacific Islander	3.6	3.9	5.6
Black	3.6	3.9	2.2
White	86.9	87.0	84.3
Hispanic	4.8	3.9	6.7
Unknown	0.0	0.0	1.0

**Table 2.4-5  
Age, Gender And Ethnicity Of VVC Temporary (Part-Time) Faculty  
Fall 1994 To Fall 1996**

	Fall 1994 (n=207)	Fall 1995 (n=192)	Fall 1996 (n=240)
<b>Average Age</b>	44.8	45.2	45.6
<b>Gender</b>			
Male	52.7%	57.1%	54.1%
Female	47.3	42.9	45.9
<b>Ethnicity</b>			
American-Indian/Alaskan	0.5%	0.5%	1.7%
Asian/Pacific Islander	3.4	3.6	4.2
Black	0.4	0.5	3.3
White	90.8	92.2	86.3
Hispanic	3.9	3.1	4.6
Unknown	0.0	6.0	2.0

## 2.5 *Type And Sequencing Of District Expansion Plans*

### **Planned/Funded New Buildings And New Technology Acquisitions**

In its preliminary 1997 five-year facilities plan, the district has identified four major new infrastructure projects it will pursue:

1. Advanced Technology Project
2. Safety Road Improvements
3. Telecommunications Infrastructure System
4. Student Services/Administration Building Reconstruction

**Advanced Technology Project.** The district proposes to start a multiphase program in 1999-2000 to convert all of the academic programs to computer assisted learning systems. The long-term goal is for all students to use laptop computers connected with the College's networked information sources in all of their instructional courses unless desk-top or other specialized computers are provided in the classrooms. The first phase of this program will be to plan and construct the Advanced Technology Building. This facility will be the campus learning and information hub and will provide voice, video, and data ports at all student stations, faculty offices and special program rooms.

**Safety Road Improvements.** The district will schedule these improvements in several phases. In Phase 1, scheduled for 1999-2000, the district will plan and construct safety and campus entrance road improvements in order to facilitate emergency vehicle access.

**Telecommunications Infrastructure System.** During the 1999-2000 academic year, the campus has scheduled preliminary plans, working drawings, and initial construction of a telecommunications infrastructure. The infrastructure will initially include cable pathways, equipment rooms, wiring cabinets, and network electronic components. These enhancements will be made within existing campus facilities to support computer assisted instruction.

**Student Services/Administration Building Reconstruction.** During the 1999-2000 academic year, the district will begin working drawings and initial remodeling and reconstruction work on the existing student services and administration buildings.

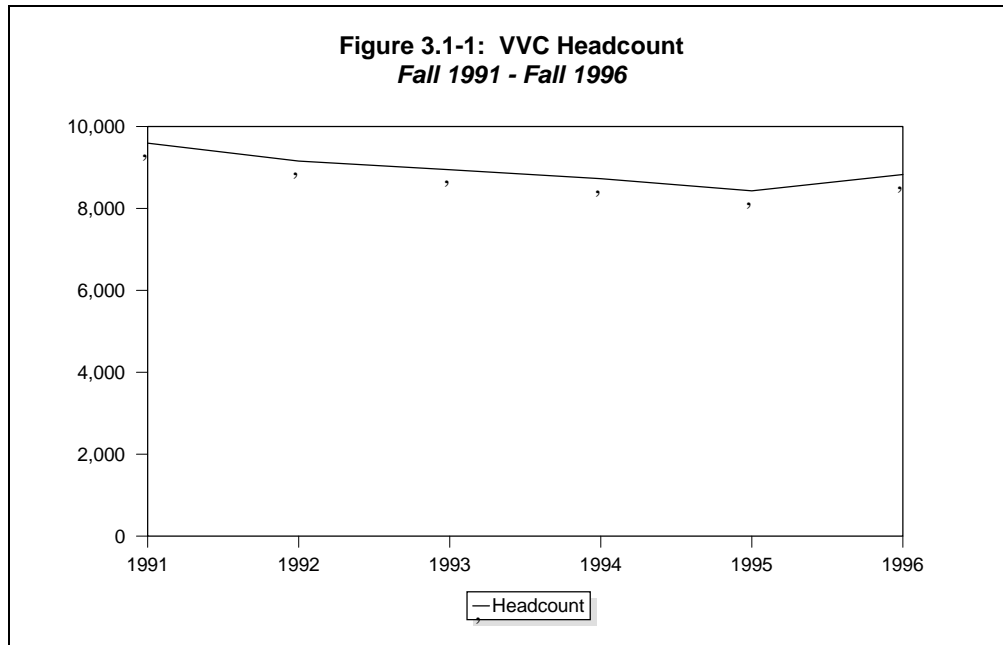
## 3. **Student Enrollment Trends**

### 3.1 *Historical Review Of Overall District Enrollment*

The following charts and tables profile the VVC student body. Trends in enrollment and student goals and retention are reported over the past six Fall terms. The data reflect first census counts which are reported the third Friday of the Fall semester.

**Figure 3.1-1** summarizes fall headcount enrollment for six fall semesters—Fall 1991 to Fall 1996. **Table 3.1-1** presents the same information and the total units taken in tabular form. As can be seen, Fall headcount enrollment steadily decreased from Fall 1991 to Fall 1995 but slightly increased from Fall 1995 to Fall 1996 to 8,825.

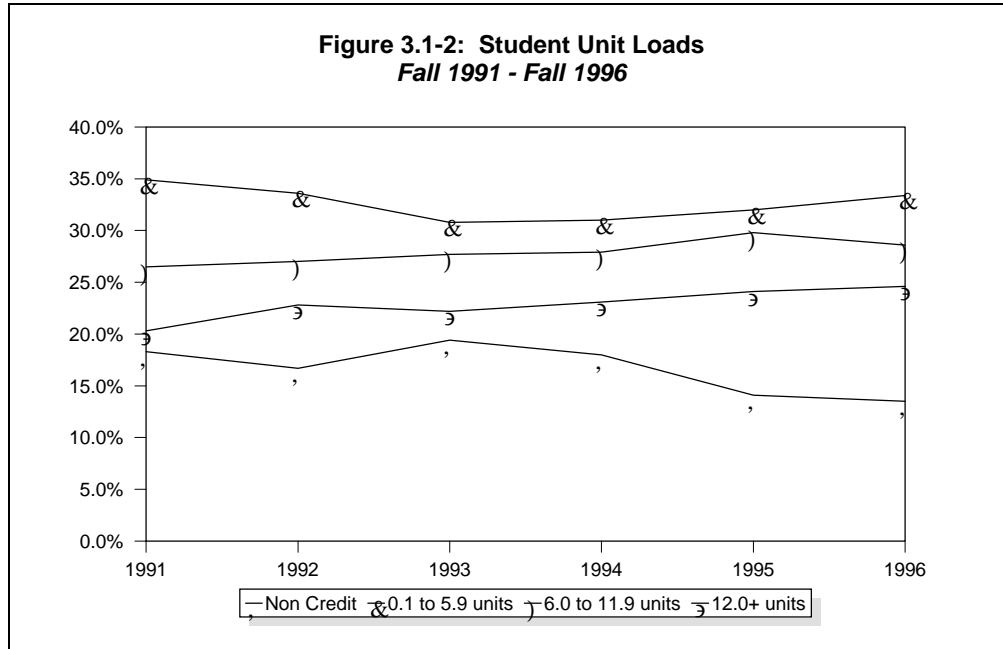
Between Fall 1991 to Fall 1995, the number of units taken fluctuated between 58,200 to a high of 61,000 in 1991. In Fall 1996, the number of units increased to nearly 62,180, exceeding the number of units reported each year for the previous six years.



**Table 3.1-1:  
VVC Headcount And Units Taken, Fall 1991 To Fall 1996**

Fall Semester	Headcount	Units
1991	9,595	61,018.5
1992	9,157	60,939.0
1993	8,947	58,510.0
1994	8,724	58,204.0
1995	8,429	59,415.0
1996	8,825	62,179.0

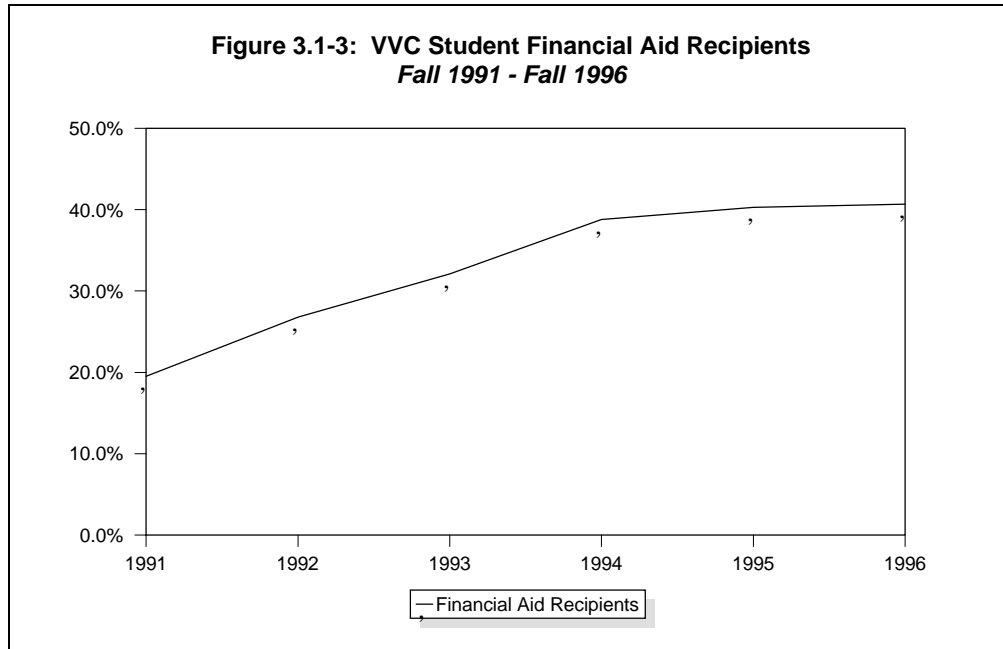
**Table 3.1-2** chart student unit loads over the past six years, Fall 1991 to Fall 1996. In Fall 1991, 35% of VVC students taking courses for credit were enrolled for less than six units. By Fall 1996, the percentage of students taking classes for credit enrolling for less than six units had dropped slightly to 33%. During that time, the percentage of students enrolling for 6 to 11.9 units increased from 27% to 29%. These trends are illustrated in **Figure 3.1-2**. The percentage of full-time students, those enrolled for 12 or more units, rose from 20% in Fall 1991 to 25% in Fall 1996.



**Table 3.1-2:**  
**VVC Student Unit Loads, Fall 1991 To Fall 1996**

	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Non Credit	1,756 18.3%	1,527 16.7%	1,733 19.4%	1,567 18.0%	1,189 14.1%	1,189 13.5%
0.1 to 5.9	3,348 34.9%	3,074 33.6%	2,752 30.8%	2,708 31.0%	2,694 32.0%	2,945 33.4%
6.0 to 11.9	2,540 26.5%	2,468 27.0%	2,480 27.7%	2,435 27.9%	2,515 29.8%	2,521 28.6%
12.0 and Up	1,951 20.3%	2,088 22.8%	1,982 22.2%	2,014 23.1%	2,031 24.1%	2,170 24.6%
Total	9,595	9,157	8,947	8,724	8,429	8,825
Average Unit Load	6.36	6.65	6.54	6.67	7.05	7.05

**Table 3.1-3** profiles the financial status of VVC students, while **Figure 3.1-3** charts the percentage of students receiving financial aid. From Fall 1991 to Fall 1996, the percentage of financial aid recipients grew steadily from 20% to 41% of students.

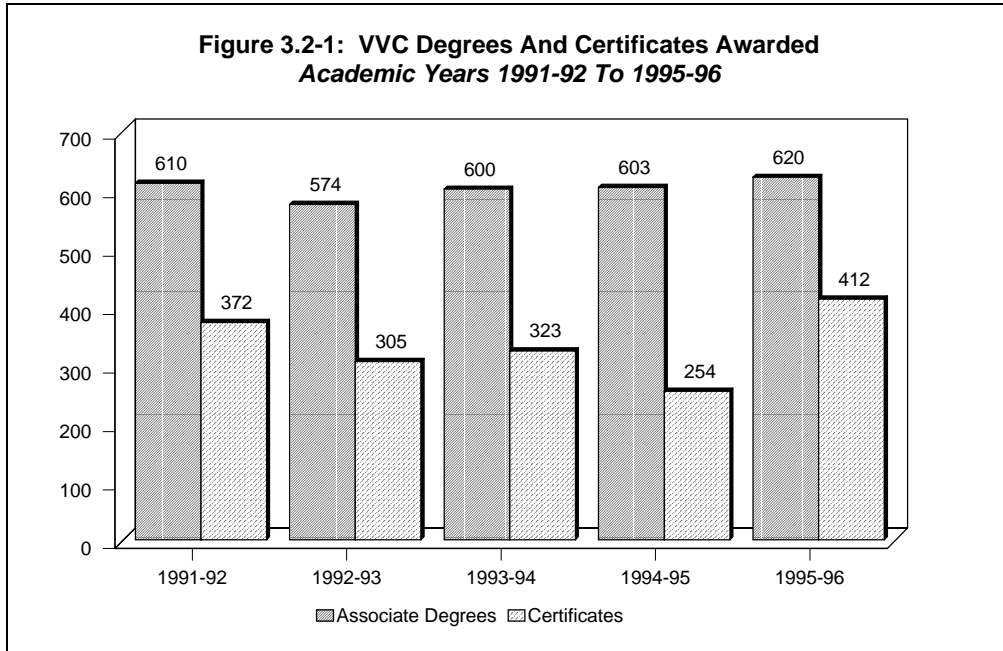


**Table 3.1-3:  
Financial Aid Status Of VVC Students, Fall 1991 To Fall 1996**

	1991	1992	1993	1994	1995	1996
Recipients	1,872 19.5%	2,450 26.8%	2,869 32.1%	3,383 38.8%	3,395 40.3%	3,596 40.7%
Non-Recipients	7,723 80.5%	6,707 73.2%	6,078 67.9%	5,341 61.2%	5,034 59.7%	5,229 59.3%
Total	9,595	9,157	8,947	8,724	8,429	8,825

**3.2 Degrees And Certificates Awarded: Current And Historical**

**Table 3.2-1** and **Figure 3.2-1** report the number of VVC degrees and certificates awarded over the past five years. Degree counts reflect those reported by the California Postsecondary Commission for the Integrated Postsecondary Education Data System. Over the five year period, the total degrees and certificates awarded fluctuated, reaching a low of 857 in the 1994-95 academic year and a high of 1,032 in 1995-96. At 70%, associate degrees accounted for the highest percentage during the 1994-95 academic year, while the peak in certificates awarded occurred one year later in 1995-96, accounting for nearly 40% of the total number of degrees or certificates granted.



**Table 3.2-1:  
VVC Degrees And Certificates Awarded, Academic Years 1991-92 To 1995-96**

	1991-92	1992-93	1993-94	1994-95	1995-96
Associate Degrees	610	574	600	603	620
	62.1%	65.3%	65.0%	70.4%	60.1%
Certificates	372	305	323	254	412
	37.9%	34.7%	35.0%	29.6%	39.9%
<b>Total</b>	<b>982</b>	<b>879</b>	<b>923</b>	<b>857</b>	<b>1,032</b>

### 3.3 Enrollment Profile (Unit Load, Time Of Day, Residency, Etc.)

**Table 3.3-1:  
Enrollment Profile**

	Fall 1991		Fall 1996		Difference in Distribution		Percent Change
	Count	(%)	Count	(%)	Count	(%)	
<b>Unit Load</b>							
Non Credit	1,756	18.3%	1,189	13.5%	-567	-4.8%	-32.3%
0.1 to 5.9	3,348	34.9%	2,945	33.4%	-403	-1.5%	-12.0%
6.0 to 11.9	2,540	26.5%	2,521	28.6%	-19	2.1%	-0.7%
12.0 and Up	1,951	20.3%	2,170	24.6%	219	4.3%	11.2%
<b>Time of Day</b>							
Day	5,409	56.4%	5,694	64.5%	285	8.1%	5.3%
Evening	3,845	40.1%	2,783	31.5%	-1,062	-8.6%	-27.6%
Both	341	3.6%	348	3.9%	7	0.3%	2.1%
<b>Residency</b>							
VVC Resident	8,626	89.9%	8,498	96.3%	-128	6.4%	-1.5%
Interdistrict Resident	796	8.3%	230	2.6%	-566	-5.7%	-71.1%
Nonresident	173	1.8%	97	1.1%	-76	-0.7%	-43.9%
<b>Enrollment Status</b>							
First Time Student	2,353	24.5%	1,901	21.5%	-452	-3.0%	-19.2%
Transfer Student	870	9.1%	580	6.6%	-290	-2.5%	-33.3%
Returning Transfer Student	109	1.1%	131	1.5%	22	0.4%	20.2%
Returning Student	1,231	12.8%	1,092	12.4%	-139	-0.4%	-11.3%
Continuing Student	4,464	46.5%	4,837	54.8%	373	8.3%	8.4%
Unknown	568	5.9%	284	3.2%	-284	-2.7%	-50.0%
<b>Total Headcount</b>	9,595		8,825		-770		-8.0%
<b>Total Unit Load</b>	61,018.5		62,179.0		1,160.5		1.9%

## 4. The Community Today And Tomorrow: Profile Of The District's Service Area

### 4.1 District Boundaries And Description Of Service Emphases

Victor Valley Community College District serves an area of the High Desert encompassing about 2,200 square miles. The region includes four incorporated communities: Adelanto, Hesperia, Victorville, and the Town of Apple Valley. Major communities include Phelan, Wrightwood, Helendale, and Lucerne Valley. The region contains about 190,000 residents.

Characterized as a rural setting, the High Desert is in the midst of a transition to a suburban economy. The closure of a major military installation has impacted the economy of the region; however, some of that impact has been mitigated by the recent accelerated expansion of correctional facilities. The relative low land costs and good transportation grid have served to stimulate a housing boom of sorts and the region has experienced recent significant population increases.

As the only public higher education institution in the region, Victor Valley College must play a variety of roles for its service area citizens. Certainly the institution represents the only local two-year college providing core academics, transfer programs, and comprehensive vocational and occupational education. In addition, the college offers a significant array of community service offerings and life-long learning programming.

The college plays an important role in the provision of arts and culture. Its performing arts program represents the largest source of performing arts, cultural arts, and musical entertainment in the High Desert. The institution offers one of the largest arrays of athletic and sporting events. The community often utilizes the vast recreational and athletic facilities of the campus on weekends.

Victor Valley College recognizes its important role in the economic advancement of the region and has long offered a strong array of economic development technical assistance services, workforce preparation programs, and advancement initiatives. It has undertaken some of the most comprehensive studies of the economy of the region and is a strong participant in area small business development centers, one stop centers, and regional program coordination initiatives.

The college works diligently with other higher education institutions to develop articulation agreements and special compacts that facilitate the transfer of VVC graduates to area state universities. Similarly, the college works with local K-12 districts, tech prep programs, and regional occupational centers to look for ways to better prepare high school students and ease their transition to the two-year college.

By every measure, Victor Valley College is attempting to meet its diverse responsibilities to the residents and constituencies of the High Desert. It offers a comprehensive array of majors, programs, facilities, and services. Through constant and comprehensive planning, the College is positioned to continue to meet the challenges of leadership well into the next millennium.

#### **4.2 Population/Demographic Trends, Current Statistics, And Projections Districtwide**

Since 1990, the service area of the college has grown by nearly 45,000 residents. Much of this growth may be due to the recent housing boom and increase in correctional facilities and corresponding employment opportunities.

**Table 4.2-1:  
Estimated Population\*  
1990 To 1997**

<i>Year</i>	<i>Total</i>	<i>% Annual Change</i>
1990	143,962	n/a
1991	153,625	6.7%
1992	162,300	5.6
1993	172,225	6.1
1994	178,150	3.4
1995	182,600	2.5
1996	185,350	1.5
1997	186,300	0.5

Source: State of California Department of Finance, Report E-1

\* Cities of Adelanto, Apple Valley, Hesperia and Victorville

### ***Age And Gender***

Across the VVC service area, the largest age category, based on Census forecasts, is 25-44 years of age, followed by 45-64 years old.

The population is nearly evenly divided among males and females, although males slightly outnumber females in the communities that surround every campus of the district.

**Table 4.2-2:  
Gender And Age Mix**

<b>GENDER</b>	Male	51.2%
	Female	48.8
<b>AGE</b>	Under 5 years	9.8%
	5 to 9 years	9.5
	10 to 14 years	8.5
	15 to 19 years	6.8
	20 to 24 years	5.5
	25 to 44 years	31.7
	45 to 64 years	17.8
	65 to 84 years	9.8
	85 years or older	0.6

Source: CACI, 1997

(Forecasts from 1990 Census of Population and Housing, Summary Tape Files 1 & 3)

### ***Household Types***

At the time of the 1990 Census, about two of three households in VVC's service area contained a married-couple family. Nearly 14% of households were headed by a single adult, and one out of five were classified as non-family.

**Table 4.2-3:  
Household Types**

<b>HOUSEHOLD TYPES</b>	Married-couple family	66.0%
	Other family (no spouse)	13.6
	<i>Female householder</i>	4.4
	<i>Male householder</i>	9.2
	Nonfamily household	20.4

Source: U.S. Bureau of Census, 1990

(1990 Census of Population and Housing, Summary Tape File 3C)

### ***Household Incomes***

Based on Census projections, more than one-third of the approximate 79,800 households in the VVC service area, with typically three persons, have incomes between \$25,000 and \$49,999.

**Table 4.2-4:  
Number Of Households And Household Income**

<b>HOUSEHOLDS</b>	Total households	79,775
	Persons per household	3.0
<b>HOUSEHOLD INCOME</b>	Less than \$15,000	18.6%
	\$15,000 to \$24,999	15.1
	\$25,000 to \$49,999	36.7
	\$50,000 to \$99,999	24.9
	\$100,000 to \$149,999	3.4
	\$150,000 or more	1.3

Source: CACI, 1997  
(Forecasts from 1990 Census of Population and Housing, Summary Tape Files 1 & 3)

### **Ethnicity**

**Table 4.2-5a** profiles the ethnic diversity of the VVC population. Here, ethnic diversity is measured by the percentage of the population who classified themselves in one of the Hispanic origin categories listed on the Census questionnaire. About one out of five of the residents of four zip code areas (92301, 92345, 92368 and 92392) classified themselves within a Hispanic origin category. The Hispanic population fell below 8% in only two zip code areas (92356 and 92397). **Table 4.2-5b** summarizes the projected 1997 racial/ethnic distribution of Hispanic residents—counted in a separate category—across the VVC service area.

**Table 4.2-5a:  
Ethnic Diversity As Measured By The Percent Hispanic Population**

<i>Zip Code</i>	<i>%Hispanic</i>	<i>%White</i>	<i>%Black</i>	<i>%Am. Ind.</i>	<i>%Asian/PI</i>	<i>%Other</i>
92301	19.4%	66.0%	10.4%	1.6%	2.5%	0.1%
92307	11.3	82.0	3.5	0.8	2.3	0.1
92308	13.7	79.6	3.3	0.8	2.1	0.5
92342	13.2	82.3	2.6	1.8	0.0	0.0
92345	18.6	76.7	2.4	0.9	1.3	0.1
92356	7.7	88.7	2.0	0.9	0.7	0.0
92368	19.7	75.1	4.9	0.2	0.0	0.0
92371	13.9	83.0	0.9	1.4	0.9	0.0
92372	10.4	89.6	0.0	0.0	0.0	0.0
<b>92392</b>	<b>21.0</b>	<b>67.0</b>	<b>8.1</b>	<b>0.6</b>	<b>3.1</b>	<b>0.2</b>
92394	10.8	65.0	17.7	0.6	5.8	0.1
<b>92397</b>	<b>5.3</b>	<b>91.2</b>	<b>1.1</b>	<b>0.5</b>	<b>1.6</b>	<b>0.4</b>

**Bold Italics** = Least Ethnically Diverse Zip Code

**Bold** = Most Ethnically Diverse Zip Code

Source: U.S. Bureau of Census, 1990  
(1990 Census of Population and Housing, Summary Tape File 3C)

**Table 4.2-5b:  
Ethnic Mix**

<b>ETHNICITY</b>	White	79.5%
	Black	5.7
	Asian/Pacific Islander	3.0
	Other Race	11.7
	Hispanic Origin*	22.7

Source: CACI, 1997

(Forecasts from 1990 Census of Population and Housing, Summary Tape Files 1 &amp; 3)

\* Persons of Hispanic origin may be of any race.

**Educational Attainment**

**Table 4.2-6** profiles the educational attainment of the residents of each zip code and that of the total population, based on Census data. Of the approximate 19% of area residents 25 years and older that received a postsecondary degree, 8% have associate degrees, 7% have bachelor's degrees and 4% have graduate or professional degrees.

**Table 4.2-6:  
Educational Attainment Of Residents, 25 Years And Older**

Zip Code	% Less Than High School Graduate	% H.S. Graduate or Equivalent/Some College	% Postsecondary Education Degree
92301	<b>36.6%</b>	56.2%	<b>7.2%</b>
92307	17.1	55.9	27.0
92308	24.3	57.5	18.2
92342	14.6	61.7	23.8
92345	28.4	57.6	14.0
92356	31.5	55.6	12.9
92368	42.4	<b>51.0</b>	6.6
92371	23.9	61.4	14.7
92372	25.1	59.7	15.2
92392	22.8	56.5	20.6
92394	<b>5.5</b>	<b>69.7</b>	24.8
92397	7.5	52.8	<b>39.7</b>
VVC Service Area	23.6	57.5	18.9

**Bold Italics** = Lowest Percentage In Sub-Category Zip Code**Bold** = Highest Percentage In Sub-Category Zip Code

Source: U.S. Bureau of Census, 1990 (1990 Census of Population and Housing, Summary Tape File 3)

**Unemployment, Income, Poverty Levels**

**Table 4.2-7a** summarizes the incidence of poverty in the zip codes within the VVC service area. The table reports the percentage of persons living in households with 1989 incomes below the poverty level. The table also reports the percentage of persons residing in households receiving public assistance income. Unemployment rates are shown to facilitate evaluation of the economic condition of each zip code.

**Table 4.2-7a:  
Unemployment, Poverty Level And Public Assistance Income Incidence**

<i>Zip Code</i>	<i>% Unemployed</i>	<i>% Below Poverty Level</i>	<i>% In Households Receiving Public Assistance</i>
92301	<b>9.5%</b>	<b>32.7%</b>	<b>37.6%</b>
92307	4.5	8.3	9.9
92308	5.2	13.3	13.0
92342	<b>1.3</b>	12.2	4.9
92345	5.2	12.3	13.5
92356	3.8	24.6	20.4
92368	8.5	25.0	16.8
92371	6.4	14.5	11.0
92372	5.2	7.0	<b>0.0</b>
92392	5.5	13.2	13.1
92394	2.6	7.9	4.4
92397	1.9	<b>5.1</b>	2.1
VVC	5.2	13.0	12.9

**Bold Italics** = Lowest Percentage In Category Zip Code

**Bold** = Highest Percentage In Category Zip Code

Source: U.S. Bureau of Census, 1990 (1990 Census of Population and Housing, Summary Tape File 3)

**Table 4.2-7b** presents the most recent employment and seasonally adjusted unemployment data for the cities of Apple Valley, Hesperia and Victorville collected by the California Employment Development Department.

**Table 4.2-7b:  
Employment And Unemployment\*  
February 1998**

Labor Force	63,920
Employment	59,420
Unemployment	
<i>Number</i>	4,500
<i>Rate</i>	7.0%

Source: Labor Market Division, Employment Development Department

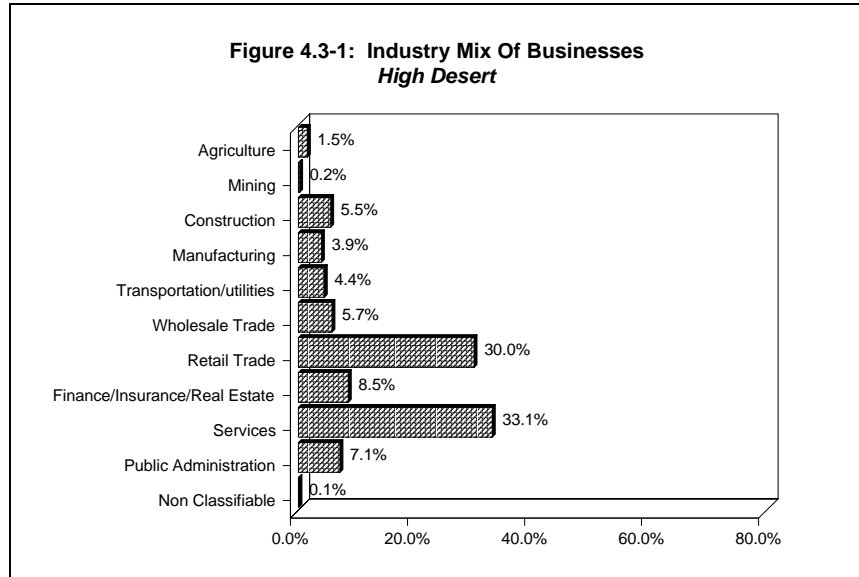
\* Cities of Apple Valley, Hesperia and Victorville

### **4.3 Profile Of Industry Mix And Workforce Mix Districtwide**

The following data displays profile the types of industries and businesses in the region, the nature of the area's workforce, and the types of occupations and job opportunities that will be most in demand for the next several years.

#### **Mix Of Industries By Type And Size**

The most recent analysis of the type and mix of industries specifically in the High Desert area of San Bernardino County—encompassing Victor Valley College—was undertaken in 1997. **Figure 4.3-1** and **Table 4.3-1** present the mix of industries for area businesses with five or more employees.



**Table 4.3-1  
Most Recent Profile Of High Desert Businesses\* By Industry Type  
Based On 1997 Data**

<i>Industry</i>	<i>Percentage</i>
Agriculture	1.5%
Mining	0.2
Construction	5.5
Manufacturing	3.9
Transportation/Utilities	4.4
Wholesale Trade	5.7
Retail Trade	30.0
Finance/Insurance/Real Estate	8.5
Services	33.1
Public Administration	7.1
Non Classifiable	0.1

\* Businesses with five or more employees

**Table 4.3-2  
Most Recent Profile Of High Desert Businesses By Self-Declared Size Based On 1997 Data**

<i>Self-Declared Size</i>	<i>Percentage</i>
Small	51.3%
Medium	32.0
Large	16.7

### ***Employment And Wages By Industry***

More recent data are available only on the basis of the two-county MSA which encompasses all of Riverside and San Bernardino Counties. Data for the MSA are available regarding the percentage of the region's workforce that is employed in each industrial sector as well as the percentage of total wages in the region accounted for by each sector.

**Table 4.3-3**  
**Employment And Wages By Industry: Riverside-San Bernardino MSA**  
*Third Quarter, 1996*

<i>Industry</i>	<i>Percent Of Total Employment</i>	<i>Percent Of Total Wages</i>
Agriculture	3.4%	2.5%
Mining	0.1	0.1
Construction	7.9	9.4
Manufacturing	14.0	17.4
Transportation/Communication	5.5	7.5
Wholesale Trade	6.1	8.1
Retail Trade	26.4	18.0
Finance/Insurance/Real Estate	4.3	5.3
Services	32.4	31.8

Source: Labor Market Division, Employment Development Department

In the region, more individuals are employed in the services sector than any other industry cluster. The services sector includes architects, engineers, allied health, personal services, etc. This sector, as well, accounts for the highest percentage of wages paid compared with any other industry group. At the time of the 1990 Census, three out of 10 employed persons 16 years or older in the VVC service area had jobs classified as technical, sales or administrative support, followed by 21% of this group maintaining managerial and professional specialty occupations. Fewer than 2% were involved in farming, forestry and fishing.

**Table 4.3-4:**  
**Occupations Of Employed Persons 16 Years And Older**

<b>MANAGERIAL &amp; PROFESSIONAL SPECIALTY</b>	Executive/Administrative/Managerial	10.3%
	Professional Specialty	10.9
<b>TECHNICAL, SALES &amp; ADMIN. SUPPORT</b>	Technicians & Related Support	2.8
	Sales	13.4
	Administrative Support (including clerical)	14.1
<b>SERVICE</b>	Private Household	0.3
	Protective Service	2.3
	Service (except protective & household)	9.5
<b>FARMING, FORESTRY &amp; FISHING</b>	Farming, Forestry & Fishing	1.6
<b>PRECISION PRODUCTION, CRAFT &amp; REPAIR</b>	Precision Production, Craft & Repair	18.8
<b>OPERATORS, FABRICATORS &amp; LABORERS</b>	Machine Operators, Assemblers & Inspectors	4.2
	Transportation & Material Moving	6.5
	Handlers, Equipment Cleaners, Helpers & Laborers	5.1

Source: U.S. Bureau of Census, 1990  
(1990 Census of Population and Housing, Summary Tape File 3)

In 1997, the Victor Valley College District, along with several other training providers in San Bernardino, commissioned a study to determine the present mix of occupations in the area and the occupations that local businesses and employers indicated would be most in demand in the coming years. Throughout the balance of 1997 to mid-1998, High Desert businesses indicate the occupations they will require most are those associated with the fabrication, assembly and repair of metal products, mechanical and machinery repair, processing of stone, clay, glass and related products, and the food and beverage industry.

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**OCCUPATIONS SLATED FOR MAJOR  
ADDITIONAL HIRING IN THE NEXT 12 MONTHS**

---

- ❶ Fabrication, assembly and repair of metal products
- ❷ Mechanics and machinery repair
- ❸ Processing stone, clay, glass and related products
- ❹ Food and beverage preparation and service
- ❺ Architecture, engineering, surveying
- ❻ Miscellaneous sales
- ❼ Computing and account-recording
- ❽ Construction
- ❾ Sales of commodities
- ❿ Medicine and health

In this same 1997 study, area employers were asked to identify the occupations and vacancies they anticipated over the next 36-60 months. Occupations projected to be in demand for the balance of this decade include fabrication and manufacturing assembly, food and beverage, machine repair, architecture, engineering and surveying and computing and account-recording.

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**OCCUPATIONS SLATED FOR MAJOR  
GROWTH IN 3-5 YEARS (1997-1999)**

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- ❶ Fabrication, assembly and repair of metal products
- ❷ Food and beverage preparation and service
- ❸ Mechanics and machinery repair
- ❹ Architecture, engineering, surveying
- ❺ Computing and account-recording
- ❻ Miscellaneous sales
- ❼ Medicine and health
- ❽ Construction
- ❾ Processing stone, clay, glass and related products
- ❿ Fabrication, repair of wood product

Based on projected workforce needs by industry, construction-related businesses will be doing a major share of the projected hiring from 1997 through 1999. Retail businesses also show strength and will be responsible for one-fourth of the job vacancies and opportunities in the High Desert area over the same time period.

<b>Future Employment By Industry High Desert</b>		
	<i>Percent Of All Employees Hired Within 12 Months</i>	<i>Percent Of All Employees Hired In 3-5 Years</i>
Agriculture/Forestry/Fishing	0.3%	0.5%
Construction	40.1	46.8
Manufacturing	9.1	4.1
Transportation/Utilities	0.8	0.6
Wholesale Trade	4.0	2.6
Retail Trade	25.7	25.5
Finance/Insurance/Real Estate	3.5	4.2
Services	13.8	10.7
Public Administration	2.6	5.0

The California Employment Development Department's LMID unit, in cooperation with CCOIS, has projected those occupations that will be in the highest demand throughout San Bernardino County to the year 2000. Those occupations are identified as follows.

**Inland Empire  
Occupations With The Greatest Absolute Growth (Nonfarm)**

<b>TARGET OCCUPATIONS</b>	<i>Additional Positions Needed By Year 2000</i>		
	<i>Inland Empire</i>	<i>Riverside</i>	<i>San Bernardino</i>
General office clerks	3,770	1,690	2,080
Registered nurses	3,200	1,270	1,930
Food preparation workers	2,430	1,290	1,140
Instructional aides	2,300	1,030	1,270
General managers, top executives	2,180	900	1,280
Truck drivers, light	2,160	960	1,200
Assemblers, fabricators	2,100	870	1,230
Teachers, secondary school	2,050	1,070	980
Truck drivers, heavy	2,030	640	1,390
Nurse aides, orderlies, attendants	1,850	730	1,120
Teachers, elementary school	1,730	870	860
Guards and watch guards	1,620	820	800
Cooks, restaurants	1,180	710	470
Teachers, special education	1,110	360	750
Teachers, vocational education	1,020	650	370
Correction officers, jailers	950	420	530
Licensed vocational nurse	870	420	450
Secretaries, general	850	510	340
Carpenters	770	410	360
Bookkeeping, accounting clerks	760	430	330
Home health care workers	740	340	400
Accountants and auditors	730	350	380
Hairdressers, stylists	690	380	310
Instructors and coaches, sports	660	350	310

**Inland Empire**  
**Occupations With The Greatest Absolute Growth (Nonfarm)**  
*Continued . . .*

<b>TARGET OCCUPATIONS</b>	<i>Additional Positions Needed By Year 2000</i>		
	<b><i>Inland Empire</i></b>	<i>Riverside</i>	<i>San Bernardino</i>
Medical assistants	640	300	340
Automotive mechanics	630	280	350
Marketing, advertising, public relations managers	600	240	360
Combined food prep and service	380	380	
First-line supervisors/managers -- production	380	—	380
Financial managers	330	330	—
Systems analysts, electronic data processing	320	320	—
Merchandise displayers	310	—	310
Teachers, pre-school and kindergarten	300	—	300
Physicians and surgeons	300	—	300
Cooks, specialty fast food	250	250	—

<b>OTHER OCCUPATIONS</b>	<i>Additional Positions Needed By Year 2000</i>		
	<b><i>Inland Empire</i></b>	<i>Riverside</i>	<i>San Bernardino</i>
Salespersons - retail	2,710	1,510	1,200
Cashiers	2,620	1,360	1,260
Waiters and waitresses	2,470	1,490	980
Maintenance repair, general	1,780	940	840
Traffic, shipping and receiving	1,520	440	1,080
Gardeners, groundskeepers - excluding farm	1,470	1,010	460
Janitors	1,370	910	460
Receptionists, information clerks	1,290	650	640
Sales reps, non-scientific, non-retail	1,280	480	800
Maids	840	840	—
Hand packers and packagers	780	440	340
Stock clerks, sales floor	760	270	490
Counter and rental clerks	620	300	320
Dining room attendants, bar helpers	590	590	—
Amusement, recreation attendants	460	460	—
Postal mail carriers	330	—	330
Hotel desk clerks	260	260	—
Lawn maintenance workers	260	260	—

Source: Labor Market Division, Employment Development Department

EDD data confirm that those occupations projected to be in highest demand in the County and the service area of the District include office administrative support staff, sales personnel, food and beverage industry workers, and allied health professionals.

#### **4.4 Service Area Trends That Are The Basis Of Current Or Planned District Initiatives**

##### **Changes In Population And Demographic Characteristics**

The district understands that the demography of its service area is changing. The population is becoming increasingly ethnically diverse and bimodal in its age mix. Given the availability of affordable housing, an increasing number of working class, moderate SES, two wage-earner families are relocating to the High Desert. More and more, residents are locating in the service area that are blue collar and require strong employment and job readiness skills.

Against this backdrop, the district – since the early 1990's – has had “diversity” as a key goal. Both in the vision documents of 1993, the strategic plan of 1995, and this educational master plan, the college has held up “diversity” as a trend and issue that represents a very high priority for the institution. Every faculty and staff and administration member has been challenged to consider how an increasingly diverse student body and area population will impact the design and delivery of courses, majors, and services.

The college, via this document and other planning narratives, has identified many new courses and new approaches to instruction and programming in order to meet the challenge of diversity, equity, access, and meaningful programming.

##### **Changes In Economy, Mix, And Conversions**

The institution, too, is keenly aware of changes in the economic landscape. The economy of the region is transitioning to a suburban, mixed business base. More and more small businesses are emerging in the high desert. Given the improved transportation grid of the region, local companies are expanding their market-places and (as well) feeling the pressures of competition from market areas further and further away.

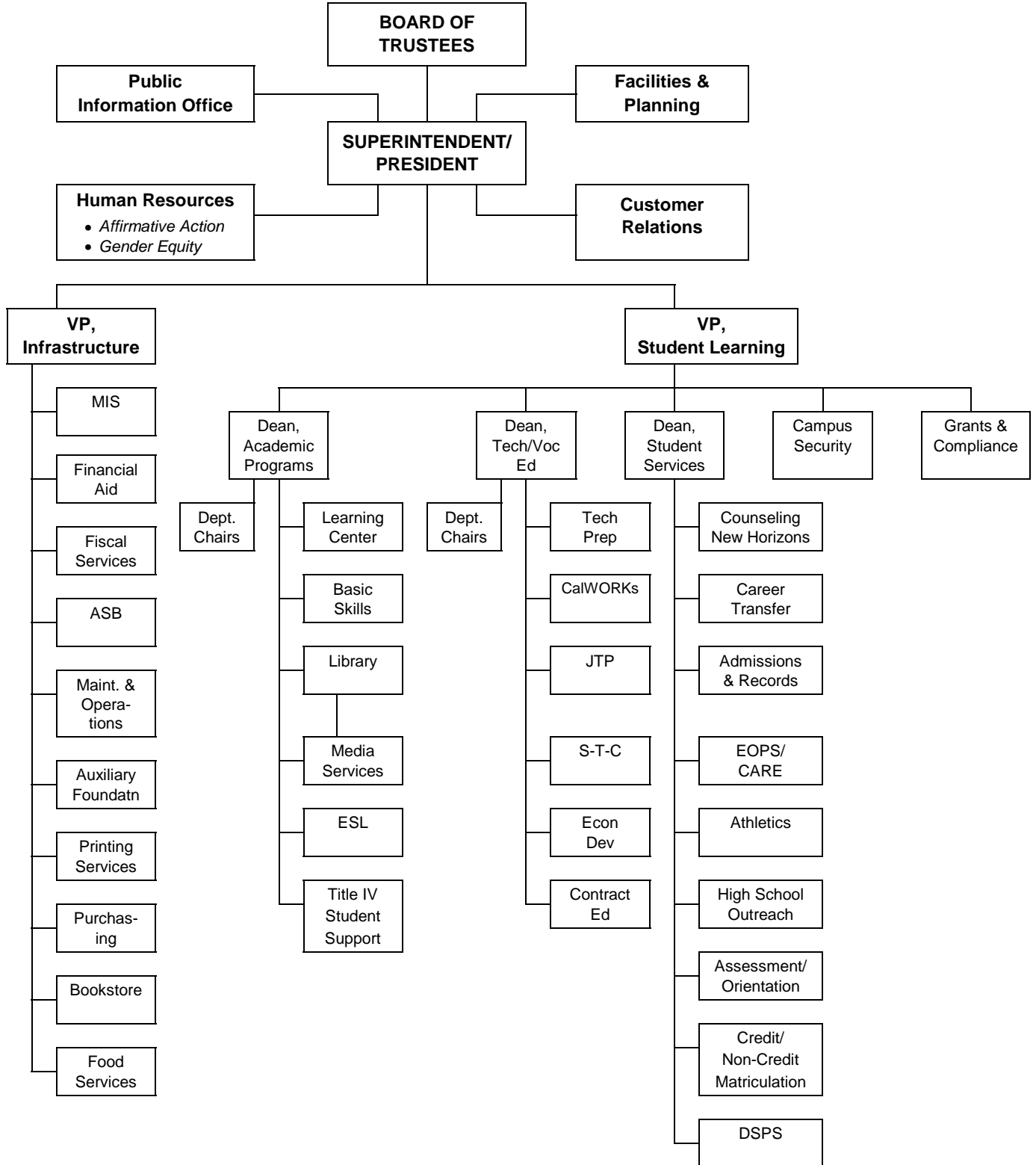
All of these trends argue that the college be prepared with an even better array of economic assistance services, contract education, and workforce preparation programs. This plan describes some of the strategies to improve vocational and occupational instruction.

## **5. Organizational Structure**

This section of the Educational Master Plan describes VVC's organizational structure. Both internal and external factors such as funding availability influence the pace of campus development. Therefore, the organizational structure presented in this plan is a "work in progress."

5.1 Organizational Chart

Victor Valley College Organizational Chart



## 6. Economic Development Services

### 6.1 Economic Development As Part Of The Mission Statement Of CCCs And VVCCD

Economic development is seen as a viable mission of the California community colleges and the District. Economic development is part of the mission statement of the California Community Colleges. Those portions of the mission statement referencing economic development are as follows.

#### **Economic Development Mission Of The California Community Colleges**

*...A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement... The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions...*

#### **Economic Development Mission Of Victor Valley Community College District**

*We at Victor Valley College are committed to excellence in educational programs and services... We will continue to be... responsive to the needs of the community.*

### 6.2 Brief Introduction To Services/Activities That Impact Economic Development

The District offers a variety of programs and specialized services designed as resources to promote economic development in the service area. Many of these services have been clustered around the themes of technical assistance and technology transfer. Some of the key technical assistance services offered by the District are the following.

- **Economic Development Services.** Since the early 1990s, Victor Valley College has assigned staff the responsibility of participating in economic advancement initiatives in the High Desert. Staff have served on area chambers of commerce, economic development councils, and joint business outreach and marketing organizations. The college offers technical assistance to area small businesses and attempts to direct them to needed technical support resources.
- **Economic Surveys and Data Bases.** Since 1992, the college has periodically undertaken the region's most comprehensive surveys of business needs and trends. Those databases have been used by area cities, agencies, and the college to revisit current services and to plan for needed occupational shifts and technical services.
- **Workforce Development and Training.** The college offers a comprehensive array of vocational and occupational instruction. Dozens of vocational majors, degrees, and certificate programs are available to area residents. In addition to these traditional offerings, the college offers a growing contract education program that works with individual companies to provide them with on-site, fee-based employee training programs. In this way, the college is serving in a leadership role to maintain the competitiveness of the area's workforce.
- **Leadership on Coordinated, Centralized Resources.** The College is one of the founding participants in the region's one-stop training center. It has served as the host site for the county's high desert small business development center satellite facility. The campus is a founding member of the region's collaborative of economic and workforce development service providers who are working together to find ways to better coordinate and leverage services to the benefit of area businesses and workers.
- **Welfare to Work Transition Services.** The College is playing a strong leadership role in working to provide welfare to work participants with strong job skills and to provide CalWORKs participants with employability skills that will enable them to transition from welfare to steady employment.

Victor Valley College recognizes its important role in economic development. It will continue to be a strong advocate, partner, and leader in those efforts dedicated to stimulating and advancing the local economy and better preparing the area's workforce.

## **7. Summary**

Victor Valley College recognizes the dynamic forces that are changing the characteristics of its service area and student body. Changes in population demographics, economic characteristics, and market forces have combined to create programmatic challenges for the institution. These challenges and trends are the very reason for undertaking educational master planning, strategic planning, and the planning associated with facilities and technology. While change is inevitable, the true character of an institution is how it prepares for and responds to that change. In this case, Victor Valley College and the entire mix of faculty, staff, students, administrators, trustees, and community partners have operationalized their vision within the goals, objectives, and values expressed in this plan. Their commitment to a state-of-the-art academic institution, capable of meeting the issues of diversity and technology head on, stand as testaments to true leadership.