



FINAL PROGRESS REPORT

VICTOR VALLEY COLLEGE EDUCATIONAL MASTER PLAN 2020

A Blueprint for Success

May 2025

FORWARD

Telling The VVC Story

Five years ago, the *Victor Valley College (VVC) Educational Master Plan: A Blueprint for Success (EMP 2020)* represented a road map “to position the college as a preeminent provider of postsecondary education in the High Desert region” and beyond. The plan was as ambitious as the college’s envisioned future, as evident in its vision statement.

Where is Victor Valley College today?

This report summarizes the college’s performance on institutional goals set forth in EMP 2020. More importantly, an emerging new vision for VVC is set forth—one that, it is hoped, will launch it into a new era of discovery and achievement.

VVC VISION

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

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A COMMUNITY OF TRANSFORMATION

The Evolution of VVC: Past, Present, Future

VVC has been aligned with the strategic direction of the [California Community Colleges Chancellor's Office Vision 2030](#) since the inception of EMP 2020. Through the development, execution, and monitoring of EMP 2020, a clearer picture of what we do, have done, and ought to do for the students and communities served has come into sharper focus. Indeed, the depth, breadth, and magnitude of the role we play in transforming individual lives is critical to the economic health of the High Desert and, by extension, the State, nation, and the world. To position itself for optimal performance by 2030, VVC must understand and embrace its history and development.

The Past: Overcoming Challenges

VVC's history is one of perseverance amid significant challenges. Characterized by a fragmented student experience, outdated technology, and a lack of cohesive communication, the college struggled with leadership turnover and accreditation sanctions, giving rise to a damaged reputation in the community. High schools lost trust due to broken commitments, and internal organizational issues created a disengaged workforce. Despite these obstacles, dedicated faculty and staff worked tirelessly to teach and serve students, even when institutional systems made progress difficult.

The Present: A College in Transformation

The pandemic acted as a catalyst for change, forcing VVC to adapt and innovate. The college now offers more seamless, student-centered services, integrating online counseling and improving accessibility. The institution is increasingly recognized as a first-choice option, rather than a last resort, as high schools and community partners promote VVC more actively. While progress has been made, lingering inefficiencies—particularly in technology, registration, and communication—highlight the need for further refinement. The culture is shifting towards a more collaborative and caring environment, but VVC must continue evolving to ensure its systems and student experience match its ambitions.

The Future: A Vision for Excellence

VVC must embrace a future where it is not only a hub of academic and workforce preparation but also a leader in student empowerment and community engagement. Our next chapter should focus on:

- **A Seamless Student Service Experience** – A streamlined application and registration process, enhanced technological integration, and a student-centered approach to every interaction characterized by -
 - **Transformational Learning** – Shifting from transactional education to holistic development, ensuring students feel supported, inspired, and connected.
 - **Innovation and Access** – Investing in user-friendly digital solutions, on-campus housing, and improved campus communication to align with student expectations.
- **A Culture of Excellence** – Setting high standards while providing students with the tools and encouragement to meet them. This core institutional value must extend to expectations for work force

members, as well as our relationships with partners across the communities served. We must endeavor to cultivate -

- **Stronger Community Ties** – Deepening partnerships with feeder schools and local organizations and businesses to provide clear pathways to success.
- **Relevant Representation and Response** – Intentionally creating organizational structures, policies, programs, and practices that are timely, responsive, and delivered by competent, compassionate professionals.

This story of resilience and reinvention lies at the heart of the VVC brand and its vision for 2030. We have learned that VVC is more than just a college—it is a catalyst for transformation. By fostering innovation, breaking down barriers, and creating a supportive academic environment, VVC ensures that students are not just educated, but truly prepared to thrive. The promise of VVC is clear: **WE LISTEN, WE EVOLVE, AND WE LEAD.**

INSTITUTIONAL PERFORMANCE THEN AND NOW

Progress on District Goals of Institutional Learning & Pursuing Excellence

Execution of EMP 2020

VVC set a very ambitious agenda in its 2020 Educational Mater Plan (EMP 2020), with over 400 items (tasks or assignments) spread across 40 blueprints--all aimed at realizing a relatively simple strategic framework with inter-connected, mutually reinforcing components and an imperative to ensure equitable access to high quality resources for underserved and underrepresented students.

As shown on Table 1, of the 431 original items in EMP 2020, 38.6% were completed. However, a review of EMP 2020 in Year 3 took a more realistic view of what truly mattered, what was feasible, and what blind spots might have emerged in the years since the last comprehensive scans that are not accounted for in the 431 original items. This resulted in the prioritization of 110 items that were spread across all 40 blueprints. Further analysis identified these items as more concisely organized around 3 enduring themes:

Table 1 - EMP 2020 - STATUS OF REVIEW	
Distinct Count of Blueprint	40
Distinct Count of EMP Item	431
Distinct Count of Accountable PLT Member	20
Average of Progress % Complete	38.6%
Progress Completion on Key Action Items	51.2%

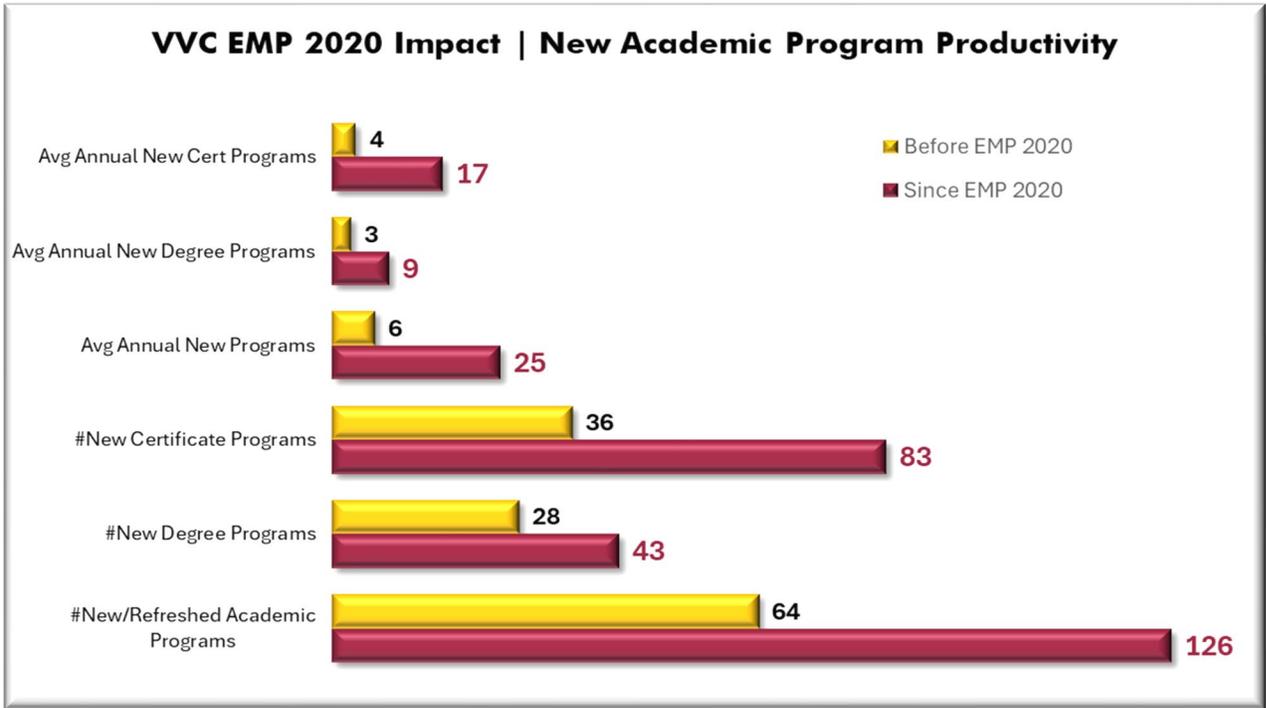
- College-wide Major Initiatives (Caring Campus, Pathways Completion, Pursuit of Excellence)
- Student Program Development and Innovation
- Enhancements to College Operations

A more detailed analysis of EMP 2020 is available upon request to VVC.Research@vvc.edu. To date, the rate of completion is 51.2% for mission-critical tasks or assignments.

Impact of EMP 2020

VVC's approach to planning has evolved. The most important institutional learning accomplished through the execution of EMP 2020 is to not let our ambitions become an obstacle to meaningful execution. That is, adopting an EMP with more than 400 action items is more unreasonable than laudable. At the time the EMP was developing, it was important to ensure all who participated in its development could see their contribution to the final document. Fortunately, we have evolved as an organization. The next cycle of planning will be focused on strategy development, articulation of our intended outcomes, and ensuring a clear, shared vision for VVC's future.

VVC's growing competency in planning and execution is evident in its program innovations. As shown below, 126 new degree and certificate programs were developed in the 5 years of EMP 2020 compared to the previous decade—a 294% increase in the average number of new academic programs added annually. This impressive productivity reflects improvements made in the program and curriculum development processes, in addition to the climate of innovation and development captured in EMP 2020.



VVC's pursuit of excellence is core to its identity. The college's continuing pursuit of excellence can be seen in its impact on the economies of the communities served and on San Bernardino County. As shown below, and contrary to popular belief, most of the college's impact remains here in its own service area—specifically, **86.9%** of its total impact remains in the High Desert.

San Bernardino County

High Desert Region

\$133.3M



Operations

\$112.9M

\$5.9M



Construction

\$2.7M

\$15.6M



Student Spending

\$5.7M

\$398.3M



Alumni

\$358.6M

% of VVC'S Overall Impact that Remains in the HD

87%

**\$480.0M
5113 Jobs**

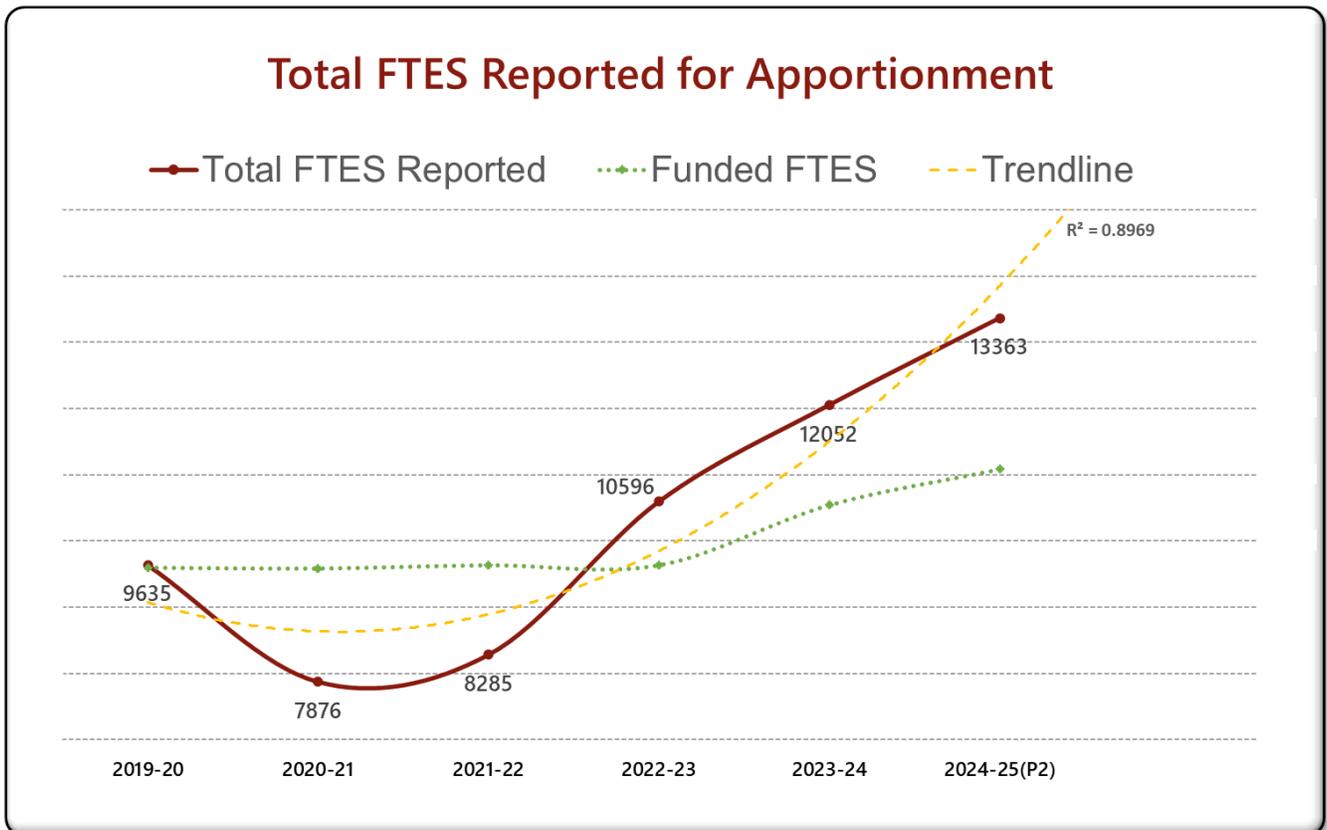
In addition to its impact on county and regional economies, VVC improves the economic lives of students as an investment that yields a lifetime of significant returns.

RETURN ON INVESTMENT FOR VVC STUDENTS		
	Average Annual Rate of Return	Lifetime Earnings for Every Educational Dollar
	42.3%	\$19.50

Progress on District Goal of Student Experience and Success

Impact on Student Access and Participation

VVC posted record-setting enrollment numbersⁱ. VVC has seen record growth in recent years as shown below. Full-time equivalent students (FTES) final report for 2020-21 was 7876, and at the first reporting period for 2024-25 it is 13,363--an increase of **60%**.



VVC studentsⁱⁱ represent the communities servedⁱⁱⁱ. High Desert residents have become increasingly non-

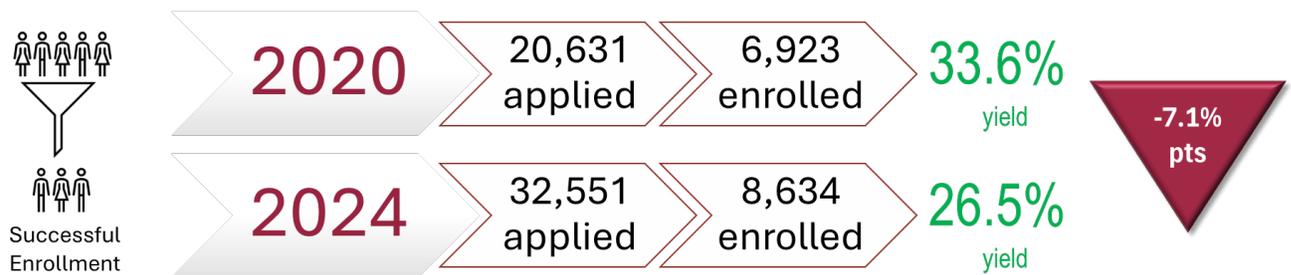
white Hispanic or multiracial in recent years. Representation of the VVC student population mostly reflects those changing demographics as shown below.

VARIABLE	HIGH DESERT	VVC
% Females	50%	57%
%Hispanic/Latino	53%	60%
%Black/African American	10%	11%
%Multiracial	22%	4.5%

It should be noted that only 14.1% of High Desert residents have acquired a bachelor’s degree or higher, and only 9.2% have earned an associate’s degree. With a population of more than 400,000, there remains ample opportunity for continued outreach and recruitment.

VVC processed 12,000 more applicants in 2024 compared to 2020^{iv}. While access was opened to many more applicants, successful enrollment rates (percentage of applicants who register for class) for reporting year (RY) 2020 was 33.6% and 26.5% for RY 2024, a decrease of 7% points. By comparison, successful enrollment rate for the State increased by 7.7% points and for the Inland Empire by 2.2% points.

Gaps continue to exist for several student groups: Asian, Black/African American, Non-Binary, White.



Impact on Student Learning

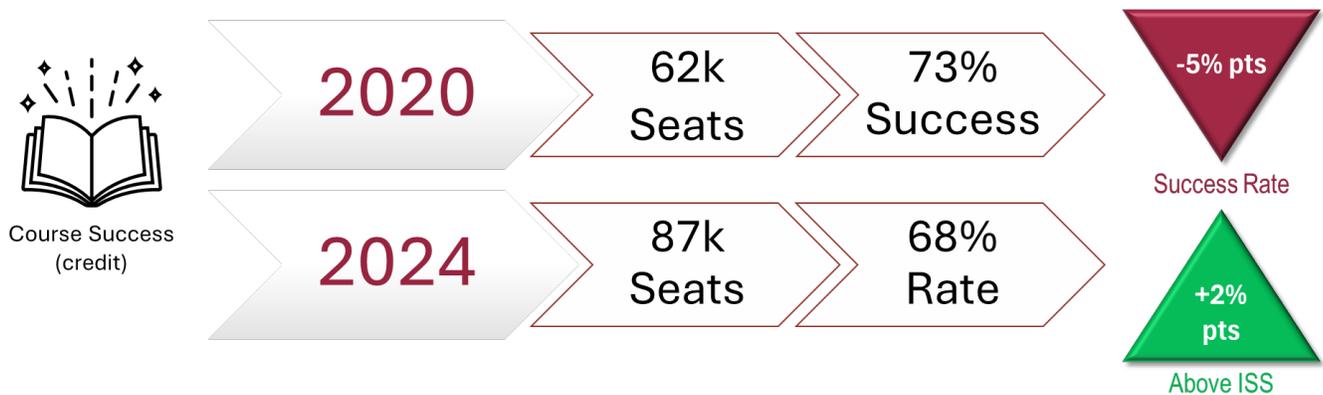
On the critical skill of communication, 67.6% of VVC students met or exceeded the institutional standard for demonstrating proficiency. From 2013 to 2017, students at VVC met our institutional standard and demonstrated steady improvement in critical thinking, as measured by Institutional Learning Outcome (ILO) assessments using an external instrument developed by ETS. In Fall 2021, assessments using the ETS Proficiency Profile showed that 67.6% of students met or exceeded the institutional standard for the ILO Communication proficiency. A follow-up assessment conducted in Spring 2024 indicated a decline in communication scores; however, due to issues with test administration, the results were deemed inconclusive by the Student Learning Outcomes and

Assessment Committee (SLOAC). As a result, the use of alternative assessment methods has been recommended. Detailed assessment results and definitions for all of VVC’s ILOs are available [online](#).

At the time of this writing, Academic Senate is finalizing a comprehensive report on the current state of ILO assessment at VVC. Based on this report, recommendations will be presented to the Cabinet to strengthen assessment practices through ongoing, meaningful dialogue and the effective use of available technologies. The overarching goal is to empower faculty to focus on what matters most: **improving student learning, allocating resources strategically, and enhancing curriculum design**. A key part of the VVC strategy is being intentional about improving student learning outcomes. This entails providing early feedback on student learning, especially in relation to outcomes assessment.

Impact on Student Achievement

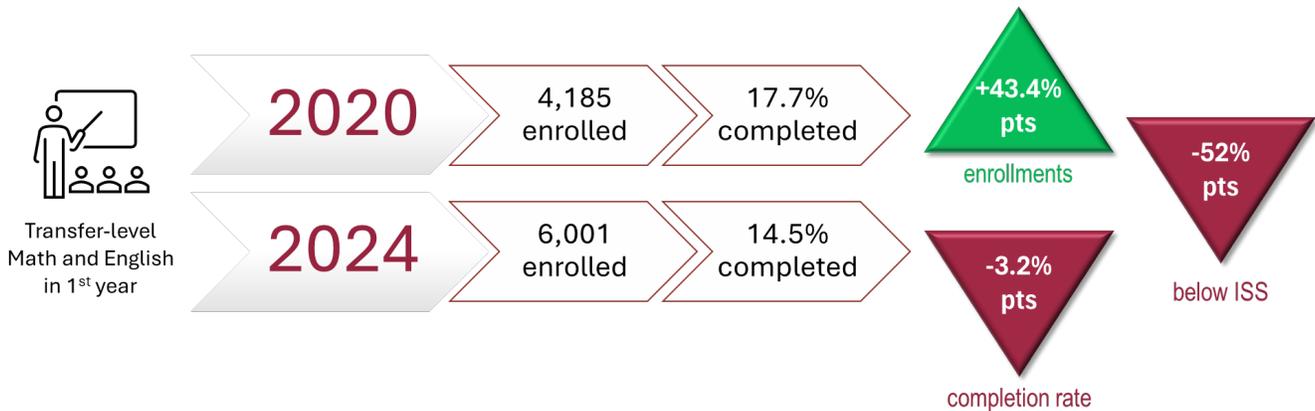
Overall course success rate in credit-bearing sections decreased by 5% points since 2020. The trend in the last 3 years has shown promising increases, leading to the raising of institution-set standards from a low of 59% to 66%. Across the state decreases from 2020 (76%) to 2024 (73%) were also posted; Inland Empire rates also went down 4% point (from 74% to 70%). Gaps continue to exist at VVC for several groups: American Indian/Alaska Native, Black/African American, Pacific Islander or Hawaiian Native.



Systems have been adopted and refined to ensure first year students are starting with transfer-level Math and English courses. Enrollments of first year students taking transfer-level Math and English courses in their first year have increased by 43.4% since RY 2020. By comparison for that same time, the State increased by 3.4% points and the Inland Empire by 13.2% points.

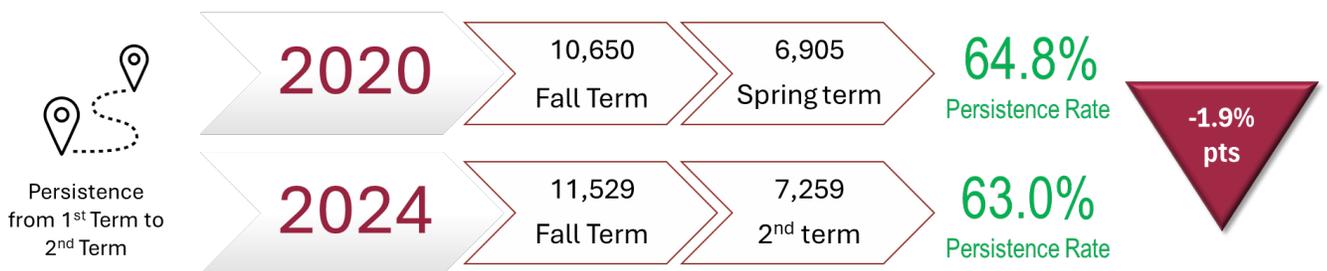
Success rates in transfer-level Math and English have not improved. Successful completion rates have been mixed over the years, with significant declines in RY 2024. Compared to RY 2020, any gains made in earlier years have been eliminated in 2024, with a decrease of 3.2% points—a rate that is 52% points below the institution-set standard (ISS) of 66%. By comparison for that same time period, the State decreased by 0.5% points and the Inland Empire by 0.3% points.

Gaps continue to exist for several student groups: Black/African American, Male.



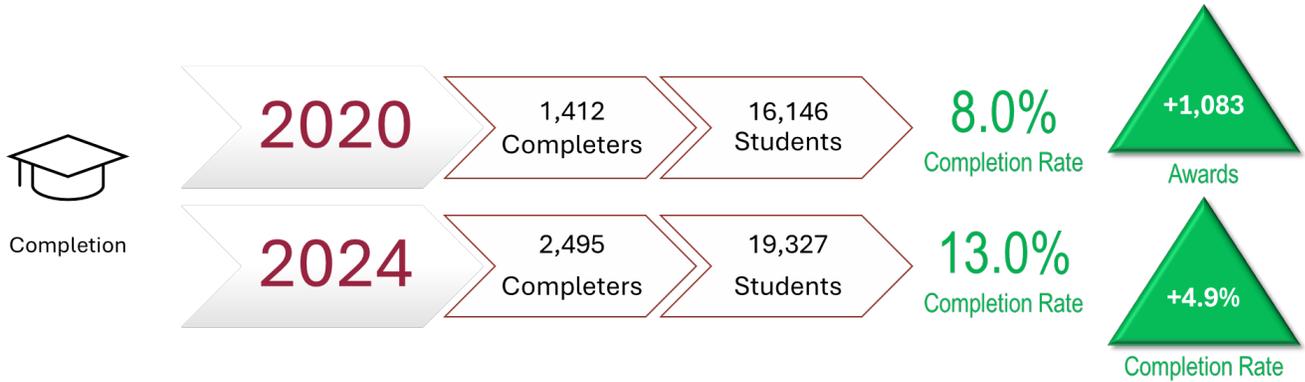
Student momentum has not improved. Fall term to Spring term persistence (aka term-to-term retention) has decreased since RY 2020 by 1.9% points, while enrollments have increased by 354 students. By comparison the State shows a decrease in students (-149,143), as well as a persistence rate decrease of 1.2% points; the Inland Empire posted decreased numbers and rates as well (-8,112 student; -0.7% points).

Gaps continue to exist for several student groups: Black/African American, 1st Generation, Hispanic Male, LGBT, Male.



Students earning an award (completions) show significant gains. The number of degrees and certificates conferred increased by 1,083 since RY 2020; completion rates also increased from 8% in RY 2020 to 13% in RY 2024. By comparison, both the State (+1.2% points) and the Inland Empire (+0.2% points) showed increased completion rates.

Despite these gains, the increase in the number of awards falls short of the ISS of 2600 (1100 certificates; 1500 degrees). In addition, performance gaps are not closing for several student groups: Black/African American, Disabled Students, 1st Generation Male, Hispanic Male, LGBT.



Student transfers show no gains. Transfers to 4-year colleges or universities increased by 8 students (no change in rate) for RY 2024 and exceeds the ISS of 600 by 108. By comparison, both the State (-0.1% point) and Inland Empire (-0.01%) posted slight decreases in transfer rates.

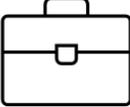
Gaps continue for several student groups: Economically Disadvantaged, Hispanic, Male.



The post-completion picture for career technical students shows positive indicators:

- Career education programs continue to post exam passing rates that exceed institution-set standards on average by 2% points.
- The percentage of students becoming employed was lower in 2023 (32.3%) than in 2020 (40.3%).
- Yet, the proportion of students getting the jobs for which they trained has increased (72.3% in 2022 compared to 66.5% in 2020).
- Median earnings of completers increased in 2023 by \$1,014 (+3.1%) reaching \$33,646 compared \$32,632 in 2020.
- Proportionally, there was an increase of 0.9% points from 2020 to 2023.
- However, fewer numbers of completers attained a living wage in 2023 (1,072) compared to 2020 (1,341), a decrease of 20.1%.

Post-VVC Graduation Indicators: Then versus Now

	+2.0% pt gains in Exam Pass Rates
	+5.8% pt increase in Job Closely Related to Program
	+\$1,014 increase in Median Earnings (3.1% pt gain)
	+0.9% pt increase in Attained Living Wage

Overall Summary of Impacts

VVC’s transformation as a college is evident in the pattern of outcomes presented here. Its economic impact on the communities served is significant in terms of its graduates being well-prepared for their chosen careers, getting employed in jobs closely related to their programs of study, and with salaries at or above a living wage. Indeed, graduates can expect a return on their investment of \$19.50 for every \$1 dollar spent on education. Despite the reputation our service area has of being a high commuter region, 87% of VVC’s economic impacts remain in the High Desert.

Clearly, VVC has emerged as an economic engine for the High Desert region.

In addition to VVC’s contributions to the regional economy and workforce readiness, performance on other lagging indicators (completion and transfer) shows solid gains in the years following EMP 2020. However, for leading indicators (transfer-level Math and English completion for 1st year students; term-to-term persistence), VVC’s performance should cause great concern and trigger focused attention during the next master planning cycle.

SETTING THE TABLE FOR VVC’S VISION 2030

Recommended Next Steps

This report marks an important organizational milestone by closing out EMP 2020 and compelling VVC’s next round of master planning. The following recommendations include those aspects of traditional master planning deemed useful for creating shared meaning about the performance baseline set herein. However, the main recommendation is to *spend less time on a master plan and more time on the strategic enrollment management (SEM) planning* already in progress.

- **Recommendation 1** – Develop VVC’s next EMP as “VVC Vision 2030” (see recommended timeline below) incorporating these findings and ensuring alignment with CCC Vision 2030.



- **Recommendation 2** – Inform SEM planning with analysis that supports solution-focused conversations to discover the actionable reasons for low success rates:
 - Detailed studies of transfer-level Math and English courses (and other transfer-level or gateway courses as prioritized).
 - Is there a correlation between course success and student responses to “multiple measures” questions, with higher high school GPAs and course-taking history resulting in better preparation and better outcomes? (in process)
 - Is there a correlation between course success, and student attendance and/or utilization of tutoring or other resources?
 - Is there a correlation between course success and other variables (FT/PT status of instructor; modality; time of day; weeks duration; location, et al) extraneous to the student?
 - What disproportionate impacts exist across various student (demographic, socioeconomic, programmatic, or other categorical) cohorts?
 - Detailed studies of student attrition at VVC.
 - Are students dropping off before earning 30 units? Or 45 units? Or 60 units?
 - Are those patterns different, and so require different approaches to retention?

These recommendations are surely not exhaustive nor meant to address all the challenges VVC is facing. It is easy to get caught up in a laundry list approach to the many challenges outside our locus of control, especially now.

Rather, the intention here is to apply the lessons learned from EMP 2020 about who we are as an organization, what we have overcome, and what we have accomplished. Who VVC is *now* is not the VVC of EMP 2020. Then, the 431 action items across 40 planning blueprints in that master plan specified in aching detail several, general directions for exploration—more dead reckoning than laser-focused pathways. Now, setting our sights on a bold vision for 2030, it is time for VVC to focus its collective genius on improving course success rates and student persistence/retention.

Respectfully submitted to College Council by the Institutional Effectiveness Committee.

ⁱ Source: [CCFS-320 Attendance Reports](#) for period shown.

ⁱⁱ Source: [CCCCO Data Mart](#), Student Headcount, Annual 2023-24

ⁱⁱⁱ Source: US Census Bureau, County Subdivision, [Victorville-Hesperia CCD](#)

^{iv} Source: [DataVista](#) for CCCs, Single Metric View for Non-Special Admit Students