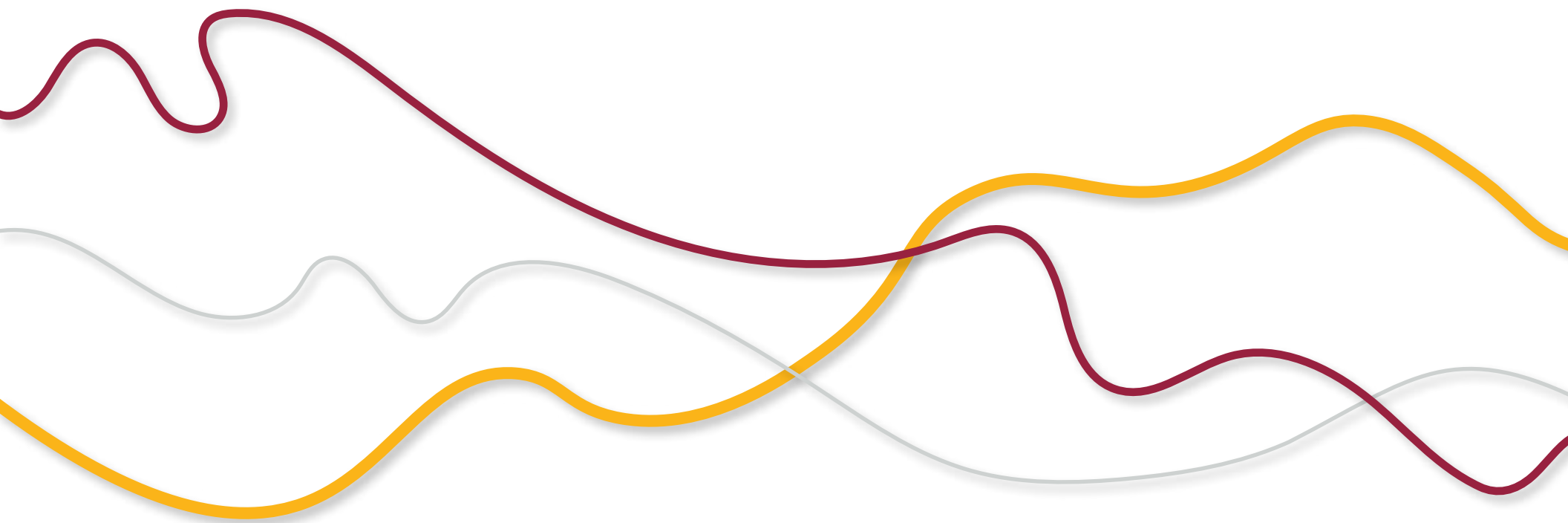


VICTOR VALLEY COLLEGE

FACILITIES MASTER PLAN

FALL 2026



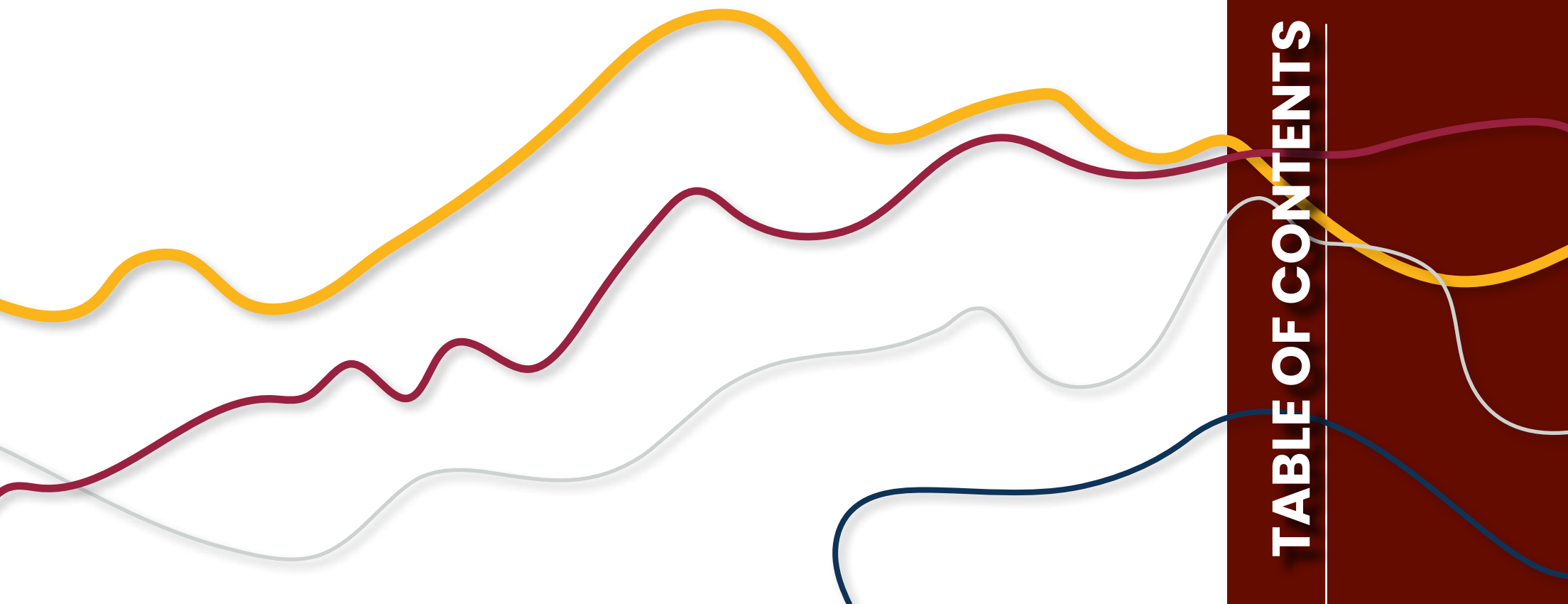


TABLE OF CONTENTS

1 INTRODUCTION TO THE COLLEGE

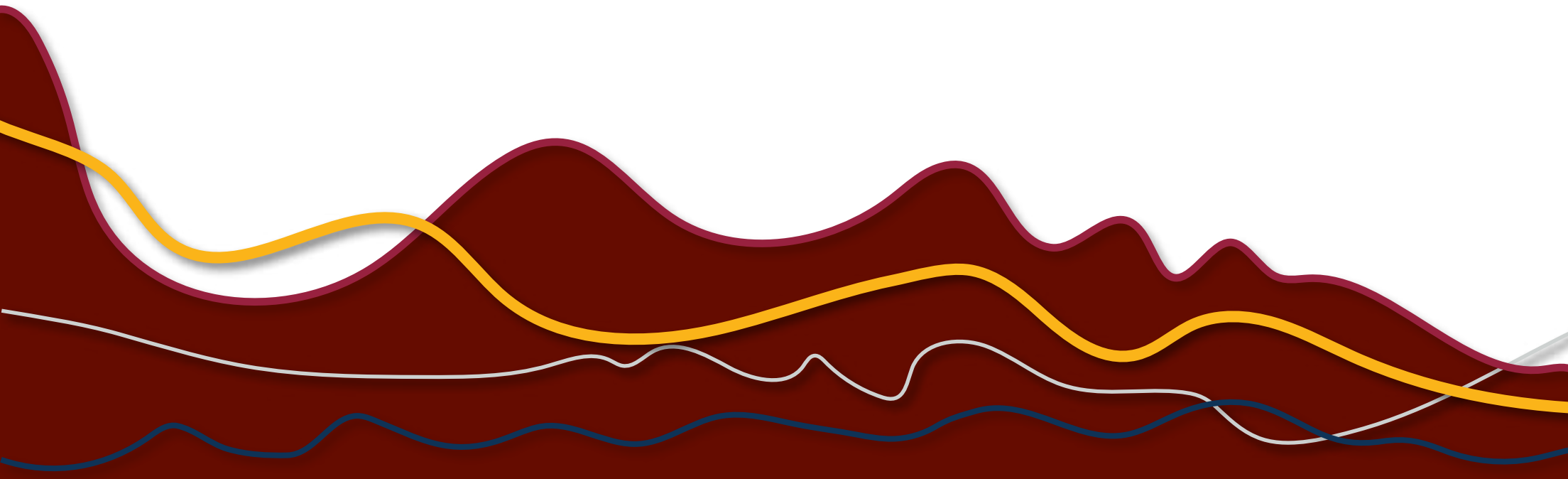
Message from the President
History
Vision, Values, Mission, Goals
Campus Culture & Climate

2 PURPOSE OF THE FACILITIES MASTER PLAN (FMP)

Objectives of the Plan
Planning Principles
Organization & Structure of the Plan
Planning Process

3 SUPPORTING THE EDUCATIONAL MASTER PLAN (EMP)

Overview
Planning Process
Characteristics of the Effective Service Area
Projections for Future FTES Growth
FTES Charts
Current Program of Study



4 CURRENT CAMPUS & EDUCATIONAL SITES

Overview & Context
Building on Prior Planning & Capital Investment
Change of Modalities
Utilization & Space Standards
Space Utilization
Community Context
Victor Valley College: Today
Victor Valley College Systems Diagrams
Infrastructure & Sustainability
Regional Education & Training Sites
Regional Public Safety Training Center
Southern California Logistics Airport
Planning Findings from Stakeholder Interviews
Translating Data into a Vision

5 VISION FOR THE FUTURE

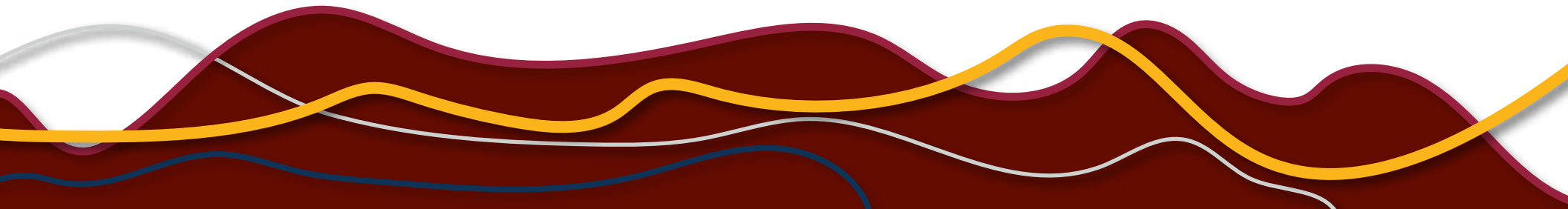
Determining the College's Planning Framework
Objectives of the Facilities Master Plan
Secondary Planning Considerations
Current and Ongoing Projects
Victor Valley College: Campus Vision
Program of Work
Existing Demolition Plan
Project Descriptions
Systems
Other Locations

6 PROJECT IMPLEMENTATION

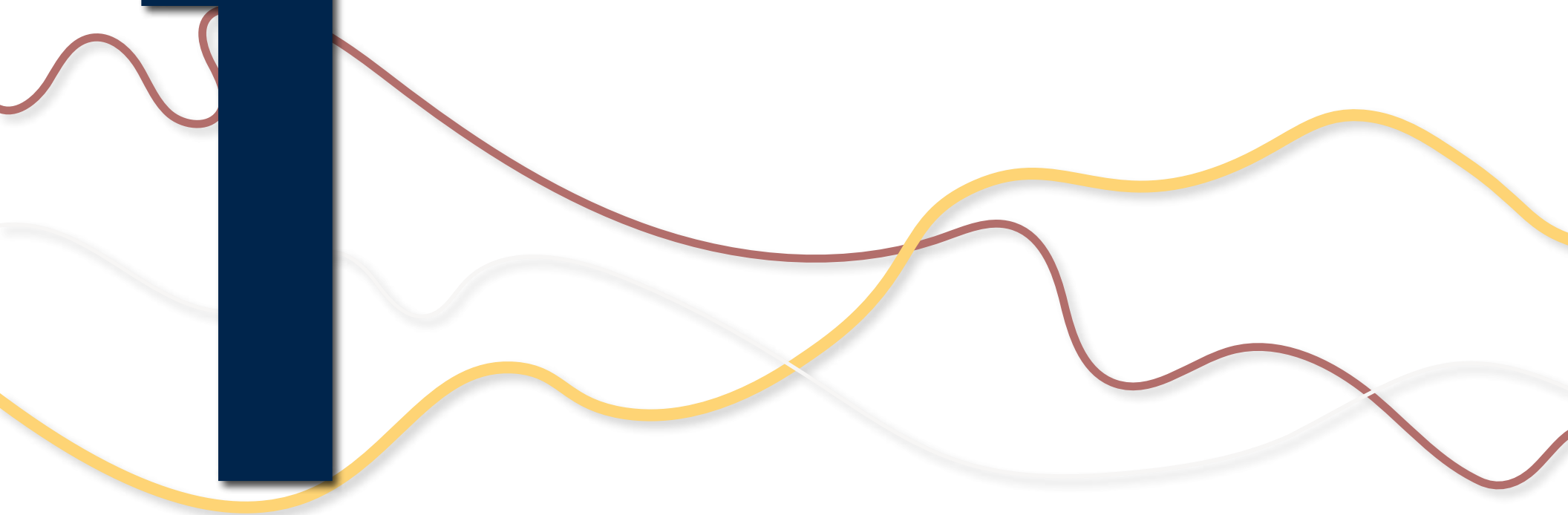
Project Implementation
Revenue Resourcing

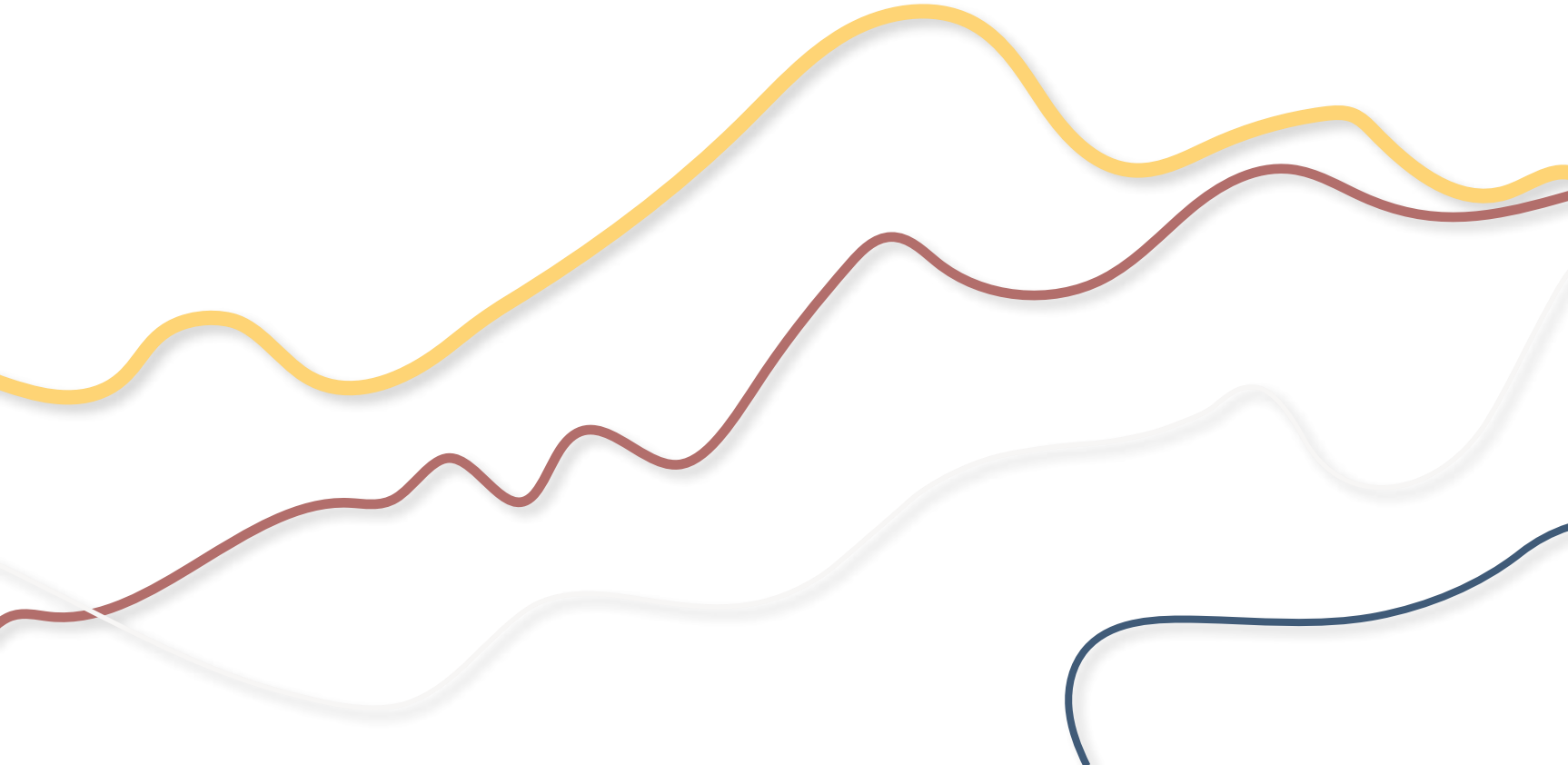
7 APPENDICES

Appendix A: Credit Disciplines Enrollment Trends
Appendix B: Glossary of Terms
Appendix C: Acknowledgments



1





INTRODUCTION TO THE COLLEGE



Message From the President

On behalf of the students, faculty, classified professionals, and administration of Victor Valley College, I am pleased to present our Facilities Master Plan—an important step forward in shaping the future of our campus and the communities we serve.

This Facilities Master Plan serves as a comprehensive and forward-looking roadmap to guide the strategic development of our physical environment. It reflects our commitment to aligning campus facilities with the evolving educational, workforce, and community needs of the High Desert region. More than a collection of construction projects, this plan is a vision for how our spaces can better support student success, innovation, and institutional excellence.

As Victor Valley College continues to grow and adapt, this plan positions us to thoughtfully modernize our infrastructure, optimize space utilization, and enhance the overall student and employee experience. By emphasizing sustainability, accessibility, and flexibility, we are ensuring that our campus remains responsive to changing academic programs and emerging technologies while maintaining responsible stewardship of public resources.

The Facilities Master Plan is the result of extensive collaboration and engagement across our campus community. I want to extend my sincere appreciation to the faculty, classified professionals, students, administrators, and community partners whose insights and commitment helped shape this vision. I also recognize the contributions of our planning consultants and facilities professionals who provided the expertise needed to translate ideas into actionable strategies.

This plan is both visionary and pragmatic. It provides a clear framework for future investments while remaining flexible enough to adapt to changing conditions, funding opportunities, and institutional priorities. Through this effort, we are strengthening our ability to create learning environments that foster connection, belonging, and achievement for every student.

Together, we are building a future for Victor Valley College that is innovative, inclusive, and resilient—one that reflects our shared commitment to access, equity, and excellence. I look forward to working with our campus and community to bring this vision to life.



Daniel Walden, Ph.D.
Superintendent/President

A stylized, handwritten signature in blue ink, appearing to read 'D. Walden'.

History

1961 – 2024

Victor Valley College, located in Victorville, California, was established in 1961. It began as a part of the Victor Valley Union High School district, providing college-level courses to high school students. In 1965, the college gained its own district and was separated from the high school district. Since then, it has grown into a thriving community college serving the needs of well over 20,000 students annually.

In its early days, the college was located in temporary buildings on the Victor Valley High School campus. In the mid-1960s, the current 253-acre campus was purchased, and construction began on permanent facilities. The first buildings were completed in 1967, and the campus continued to expand over the years to include additional classrooms, labs, and administrative buildings. The campus also featured athletic fields, a swimming pool, and a performing arts center.

Victor Valley College offers a variety of associate degree programs and certificate programs in fields such as Business, Health Sciences, Public Safety, and Technology. In addition to traditional classes, the college also offers online courses and other distance learning options. Students can participate in a number of clubs and organizations, and the college has a strong athletics program with several teams competing in intercollegiate sports.



Victor Valley College has previously faced many challenges over the years, however, Victor Valley College has remained committed to providing quality education and Student Success to students of the High Desert region and beyond. The college has a strong partnership with local businesses and community organizations, and its graduates have gone on to successful careers in a variety of fields.

Since the establishment of the Student Services Center — a new “front door” for Victor Valley College was created; a place where students can access all service departments under one roof — the focus has shifted to the long-awaited goal of building an educational event center and multi-purpose sports stadium on campus.

The opening of the “One-Stop” Student Services Center (2020) provided the opportunity to renovate and redesign Buildings 50 and 52 to support additional enhanced capacity classrooms which opened in 2023.

Redesign and renovation of the Food Court in the Student Activities Center resulted in a January 2022 reopening of a larger Restaurant Management teaching lab and Desert Rock Café. Victor Valley College has also expanded beyond the primary campus off of Bear Valley Road.

In Fall 2011, Victor Valley College began offering its Aviation Maintenance Technology programs at Southern California Logistics Airport (SCLA), where all classes and labs are conducted at the airport site. This includes multi-semester technical coursework in general aviation, airframe, and power plant subjects as part of certificate and associate degree pathways.

The program at SCLA operates through the Victor Valley Aviation Education Consortium (VVAEC) — a collaborative effort between the college, local government, and industry partners — and continues to be an important part of Victor Valley College’s workforce education offerings.

The doors to the newest training complex, Victor Valley College Regional Public Safety Training Center, were opened spring 2012 and house Criminal Justice, Fire Technology, Emergency Medical Services, and Corrections programs.

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.

Values

As a student-centered learning organization, we will uphold the following core values:

- **Excellence** - providing superior service and educational learning opportunities.
- **Integrity** - guiding the college's actions with an internally consistent framework of principles.
- **Accessibility** - facilitating access to the college's programs from other locations.
- **Diversity** - valuing different points of view and contributions of all.
- **Collaboration** - encouraging recursive interaction of knowledge, experience, and mutual learning of people who are working together toward a common creative goal.
- **Innovation** - providing creative approaches to learning, problem solving, and growth.

Mission

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.





Goals



STUDENT EXPERIENCE AND SUCCESS

Victor Valley College will empower students and cultivate excellence in student learning and achievement, transfer-level course completion, engagement, retention, persistence, graduation, transfer, and job placement for its graduates. Victor Valley College will champion an equity-minded frame that fosters responsible attitudes toward cultural diversity, personal responsibility, community engagement, inclusivity, and cultural humility.



HIGH QUALITY PRACTICE/ EXCELLENCE

Victor Valley College will continue to develop and implement high-impact, student-centered practices, showcasing Victor Valley College's dynamic, diverse, and highly trained workforce, to promote equitable, innovative, and evidence-based best practices across all campus operations. Victor Valley College will continuously demonstrate the quality of its programs by conducting ongoing and systematic improvements using research, assessment, and the professional expertise of its workforce members.



INSTITUTIONAL LEARNING

Victor Valley College will transform its environment through its investments in a culture of inquiry that emphasizes engaged and collaborative learning through action research. Such powerful scholarship across campus will inspire meaningful contributions to the workforce and local community to create world class innovative teaching and student service practices. In turn, Victor Valley College will empower a new generation of lifelong learners with multi-cultural and global competencies.

Campus Culture and Climate

At Victor Valley College there is one constant upon which everything is based: Students come first! This is true in all stages of planning and implementation, including the preparation of the college's budget, program development, and all services offered to students. It is fundamental to our success and the success of our students. Accordingly, Victor Valley College seeks to enhance its organizational culture and climate by continuous implementation of all elements of a well-defined plan.

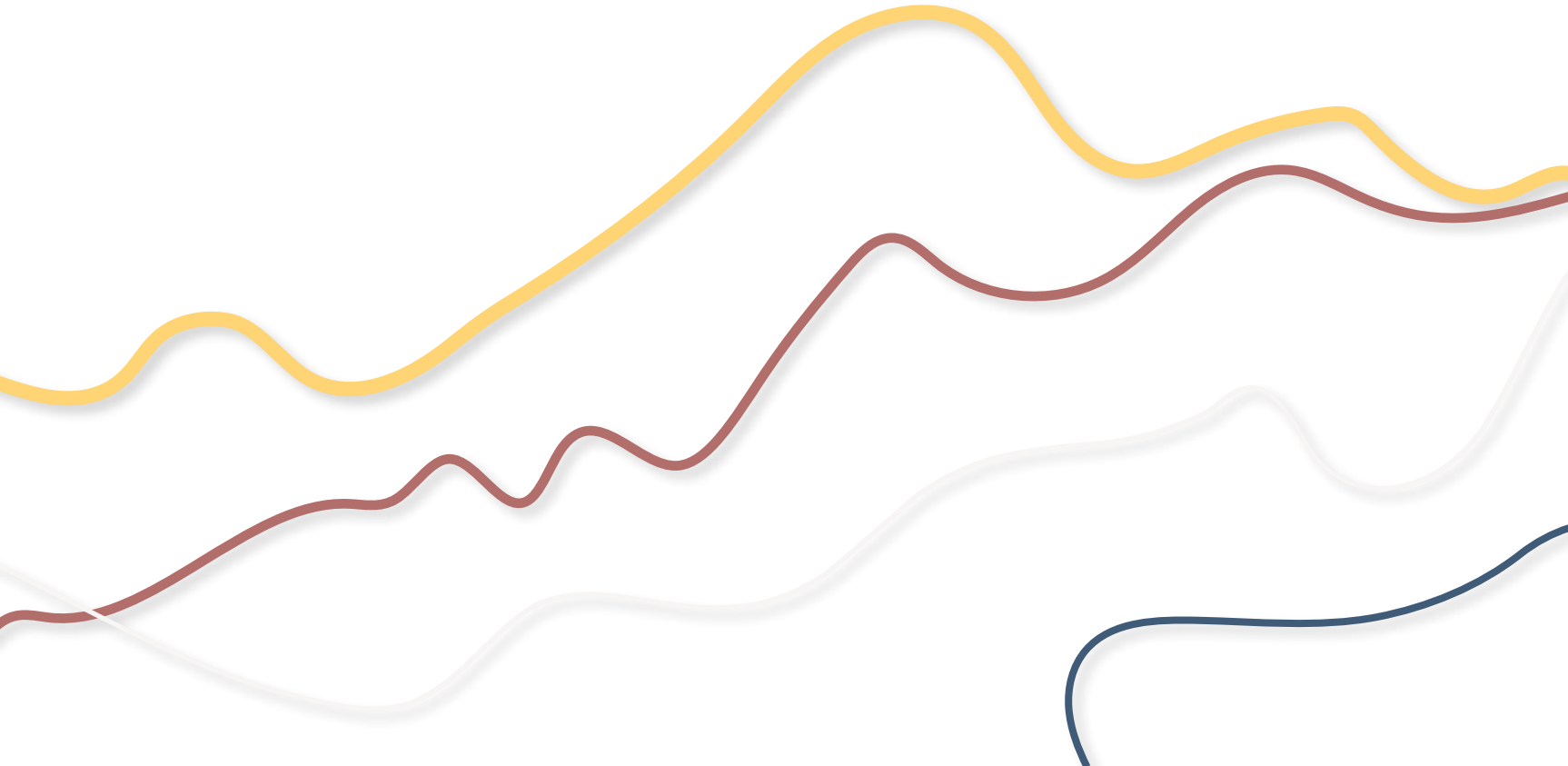
We will:

- 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 which meets 21st century standards in education.
- 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 seeking institutional renewal and improvement.





PURPOSE OF THE FACILITIES MASTER PLAN (FMP)



Objectives of the Plan

The Facilities Master Plan (FMP) provides a vision for the future of Victor Valley College's academic and support spaces, buildings, infrastructure, and overall campus environment. As a companion document to the Educational Master Plan (EMP), the FMP supports long-range institutional development through 2035. Its recommendations establish a framework for future decision-making and may require additional study, programming, or project-level planning as implementation moves forward.

The FMP serves as a framework for campus development and addresses the following objectives:

- Create a functional and usable facilities plan based on educational needs, prior assessments of space and campus needs.
- Review and assess current facility conditions through quantitative analysis and validation of academic and support service data.
- Incorporate qualitative input from the campus community into the planning process.
- Align space needs with curriculum, modern teaching and learning environments, and student support functions.
- Evaluate circulation, access, and wayfinding to improve student safety and campus usability.
- Provide direction for infrastructure planning, campus standards, deferred maintenance, and general campus improvements.

- Serve as a resource for decision-making related to capital investment, project prioritization, and future funding opportunities.
- Produce a well-conceived and well-justified plan to support future capital outlay planning and implementation.



Planning Principles

The Facilities Master Plan begins with a clear set of planning principles that establish the foundation for the work ahead. Introduced at kickoff, these principles were intended to frame the planning process in a way that is accessible, broadly applicable, and grounded in the College's mission and goals. Together, they set the tone for the planning effort and provide a consistent framework for evaluating existing conditions, identifying needs, and shaping future recommendations.

STUDENT-CENTERED

All planning should support student learning, student access, student services, and student success. Campus improvements should strengthen the overall student experience and help create an environment that is welcoming, functional, and supportive.

MISSION-ALIGNED

Facilities planning should support the academic mission of the College and the long-term goals of the District. Space, infrastructure, and site improvements should reinforce teaching, learning, workforce development, and student support.

DATA-INFORMED

Recommendations should be grounded in quantitative analysis, facility data, and qualitative input from the campus community. Planning decisions should reflect both measurable need and the lived experience of campus users.

COMMUNITY-SUPPORTED

The master plan should be shaped through broad participation and reflect the perspectives of students, faculty, staff, administration, and community partners. Meaningful engagement strengthens the plan and builds shared ownership in its outcomes.

HOLISTIC

Planning should address the campus as a whole, including facilities, infrastructure, circulation, parking, open space, and campus identity. The College functions as an interconnected environment, and planning should respond to that full system rather than to isolated needs.

EFFICIENT AND FUNCTIONAL

The College should make the best use of existing facilities and campus assets while improving functionality, utilization, and relationships between programs and services. Planning should seek practical solutions that improve how the campus works day to day.

IMPLEMENTABLE

The Facilities Master Plan should serve as a practical framework for decision-making, project sequencing, and future capital investment. Recommendations should be realistic, phased, and capable of guiding future action over time.

Organization & Structure of the Plan



Throughout 2025 and 2026, the planning process included regular meetings to gather input, review information, and test planning ideas. A Facilities Committee, appointed through Academic Senate, met regularly throughout the planning horizon and served as a key forum for feedback and discussion.

In addition to committee meetings, the planning team engaged staff, maintenance and operations, students, faculty, division leadership, and administration through targeted stakeholder meetings and interviews. Input from these sessions was considered alongside enrollment, space inventory, utilization, and facility data to inform the Facilities Master Plan.

Planning Process

Planning as an integrated process should be both operational and strategic. The process must incorporate existing planning as well as offer new recommendations based on recent College analysis.

The following planning model was generated to address the District's capacity for generating future Weekly Student Contact Hours (WSCH) and achieving enrollment growth.

The model is based on the demographics of the effective service area and the ability of the District to attract new students.

ASSESSMENTS

The following assessments were conducted:

- Determine space tolerance thresholds for current buildings on campus and to evaluate the types of spaces offered, their capacity for modification (including expansion), and their ability to accommodate future growth of the programs served.
- Determine the future space needs of the academic and support services programs and establish a curriculum baseline composed of Weekly Student Contact Hours (WSCH), the number of sections offered, the number of enrolled students per class section, and the distribution of lecture versus laboratory hours. When viewed by discipline, a calculated need was established. Using this analysis, plus the historic trends of previous College growth, provide a growth factor to be applied to future development of each program of instruction and support services of the institution.
- Assess the ability to re-purpose existing buildings.
- Determine the impact on the user-constituency groups. The assessment process focuses on the impacts and possible displacement of personnel and functions, the requirements for any swing space during construction/renovation phases, additional financial implications to the District due to possible secondary effects, and the ultimate impact on students and staff.

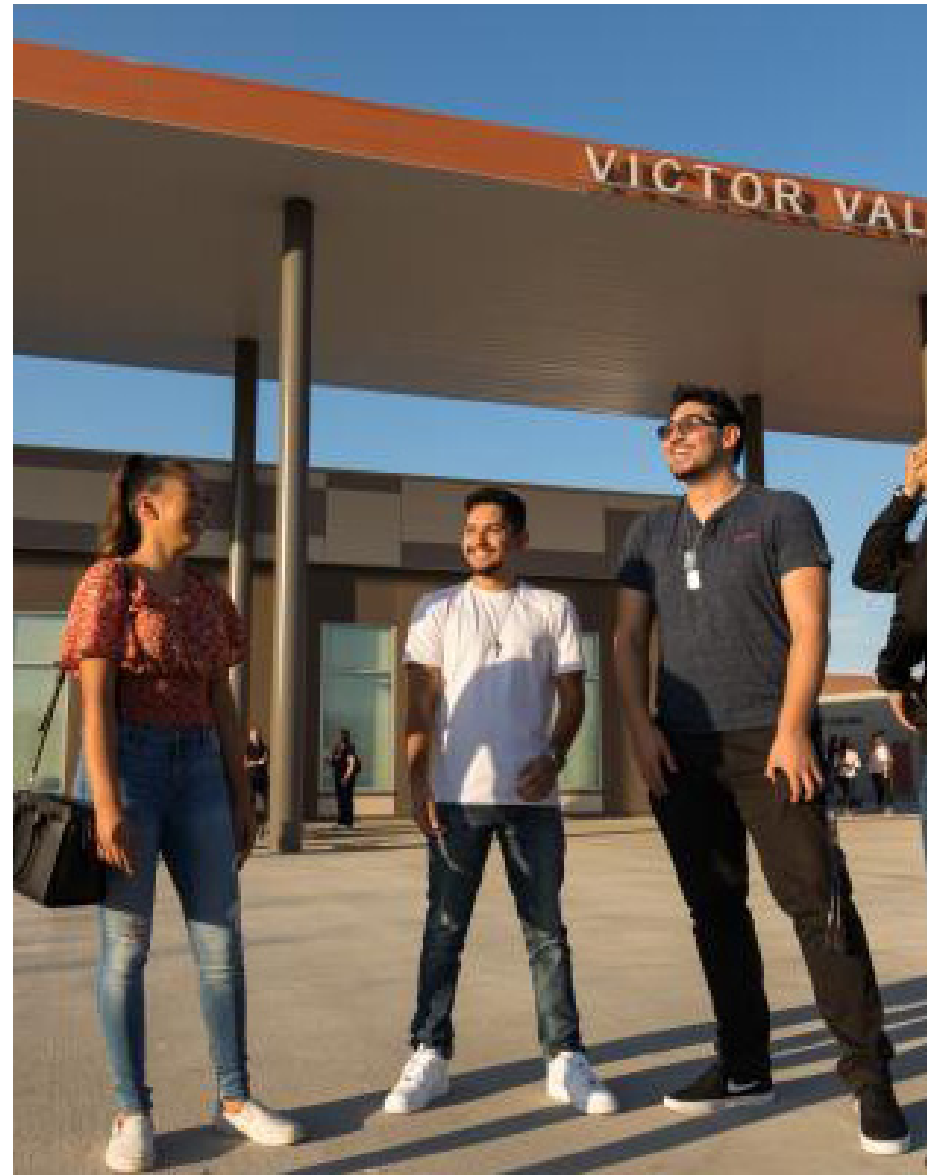
Planning was conducted through a collaborative process to prepare the Facilities Master Plan. During this process, it was determined this Facilities Master Plan would focus on creating and outlining a high-level vision for the District.

This vision utilized the most up-to-date information available. Over the next several years, the District's capital planning team, staff, and faculty will develop detailed programming plans and cost estimates for each of the projects.

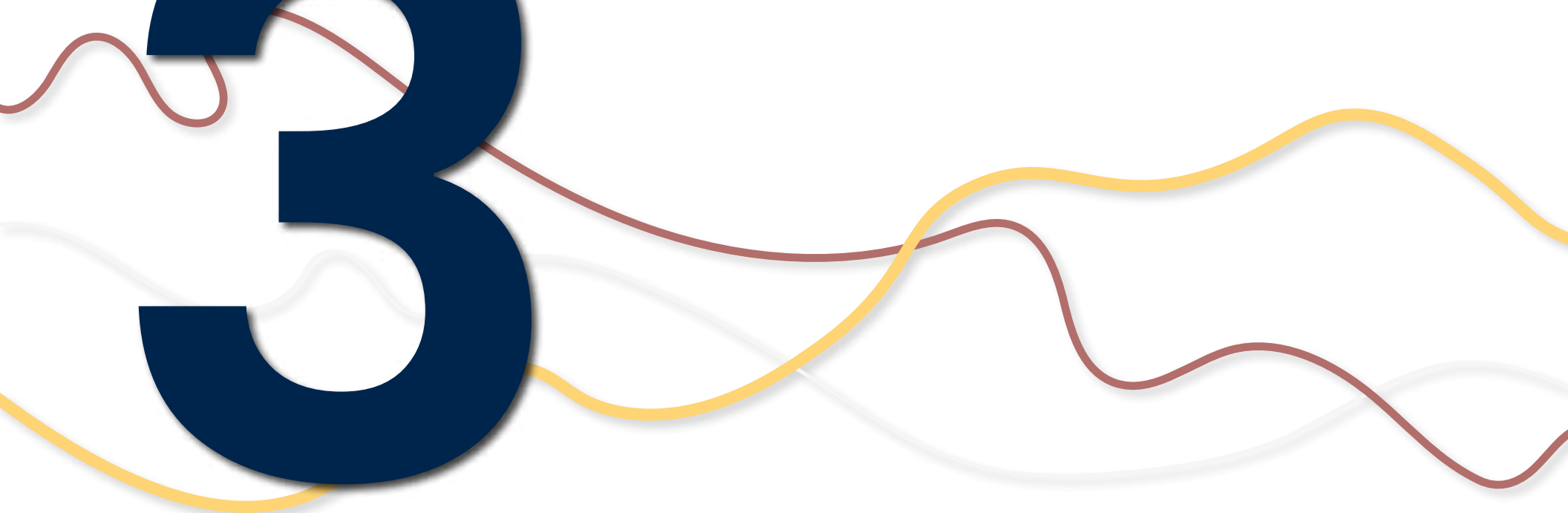
GOALS AND INTENDED OUTCOMES

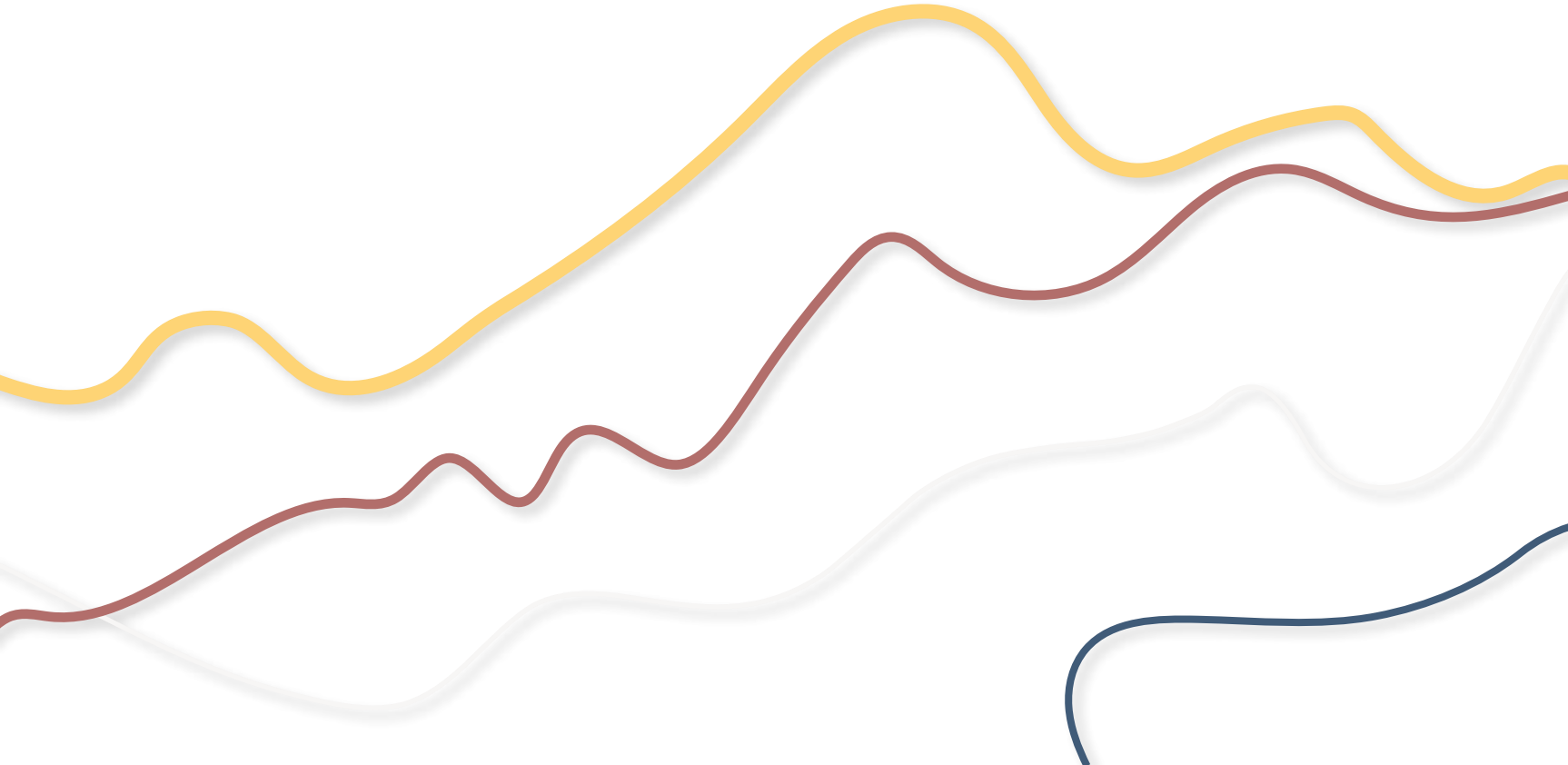
Focus group interviews and questionnaires involved capturing the information necessary to evaluate a facilities condition plus the possible growth needs anticipated over the next 10 years. These assumptions became the building blocks of the final action plan for facilities development.

- The capacities of the programs of instruction and the evaluation of space needs were viewed from both a quantitative and qualitative perspective.
- The facilities program identifies the need for renovation, replacement, modernization, and possible secondary effects.
- Provide fiscal and environmental responsibility.
- Provide a vision for Victor Valley College that is data driven, increases efficiency, and supports the academic mission.
- Provide a blueprint for campus development and a resource for decision making.



3





SUPPORTING THE EDUCATIONAL MASTER PLAN (EMP)



Overview

Linking the Educational Master Plan's goals, strategies, and productivity to space quantification completes the process by unifying the current offerings, the anticipated future curriculum, and the instructional delivery modes with an effective learning environment and the necessary support services.

Although current enrollments no longer remain influenced by the COVID pandemic, the College continues to adapt and address different instructional delivery methods to recover headcount loss during the pandemic and to address community needs. Students have embraced the shift to online instruction, short-term sessions, and engaged service delivery. The college continues to improve these alternative modalities while considering the appropriate balance between in-person vs. online instruction. Additionally, the College is working with local high schools to increase dual enrollment with an aim toward sustaining enrollment growth and providing educational opportunities to a wider audience in the foreseeable future.

The 2020 Educational Master Plan (EMP) was developed in alignment with the three long-standing Victor Valley Community College District Goals (below) and with the California Community College's Vision for Success goals which are also embedded in the Vision 2030 document. Goals established by each academic program were explicitly linked to the District Goals. Beginning with equity, the 2020 Victor Valley EMP specified six mission-critical considerations that frame the planning and action efforts.

- The long-standing equity priority
- Aspiration for excellence
- Priority areas of retention, persistence, completion, post-completion success using the Completion by Design (CBD) framework
- Strategic and efficient enrollment growth
- Distance and digital learning expansion and enhancements
- Development of noncredit and other expanded learning options

In academic year 2025-26 the College will begin a series of discussions to craft a new EMP with an emphasis on strategic enrollment management and strategies to promote equitable student success. The purpose of the Victor Valley College Strategic Enrollment Management (SEM) Plan is to provide strategies for guiding efficiency, quality, access, inclusiveness, and certificate and degree completion. A June 2025 draft of an updated SEM Plan listed ten focus areas.

- Marketing and Communications
- Recruitment and Outreach
- Admissions and Onboarding
- Retention and Persistence
- Success and Completion
- Access and Equity
- Affordability and Financial Support
- Course and Program Pathways
- Policy, Technology, and Facilities Infrastructures
- Community, Business, and Educational Partnerships

Each focus area was matched to one of the loss/momentum areas of the CBD framework. Strategic action/strategy guides were authored for each area and related to the long-established District goals described below.

The institution has embraced three long-term District goals which are addressed in various College plans:

STUDENT EXPERIENCE AND SUCCESS

Victor Valley College will empower students and cultivate excellence in student learning and achievement, transfer-level course completion, engagement, retention, persistence, graduation, transfer, and job placement for its graduates. Victor Valley College will champion an equity-minded frame that fosters responsible attitudes toward cultural diversity, personal responsibility, community engagement, inclusivity, and cultural humility

HIGH QUALITY PRACTICE/EXCELLENCE

Victor Valley College will continue to develop and implement high-impact, student-centered practices, showcasing Victor Valley College's dynamic, diverse, and highly-trained workforce, to promote equitable, innovative, and evidence-based best practices across all campus operations. Victor Valley College will continuously demonstrate the quality of its programs by conducting ongoing and systematic improvements using research, assessment, and the professional expertise of its workforce members.

INSTITUTIONAL LEARNING

Victor Valley College will transform its environment through its investments in a culture of inquiry that emphasizes engaged and collaborative learning through action research. Such powerful scholarship across campus will inspire meaningful contributions to the workforce and local community to create world-class innovative teaching and student service practices. In turn, Victor Valley College will empower a new generation of lifelong learners with multi-cultural and global competencies.



Planning Process

The Educational (EMP) and Facilities Master Plans (FMP) are the College's long-term plans for Academic Affairs, Student Services and Facilities. They are designed to work in conjunction with Victor Valley College's internal documents linked to the Chancellor's Office Vision 2030 document for the system.

Planning addresses both long-term as well as short-term goals. The FMP relies on and is guided by the findings in the EMP. Primary among those findings are the following considerations:

- The characteristics of the College's portion of the District's effective service area
- The College's course and program reviews as well as institutional effectiveness evaluations
- The potential for growth in the area
- The into-the-future need for additional and/or better configurations of space

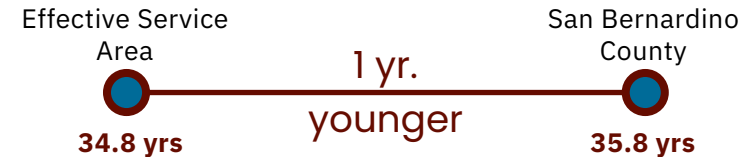


Characteristics of the Effective Service Area

The Victor Valley Community College District serves a portion of the Southern California High Desert Region that encompasses approximately 2,200 square miles. The College operates a main campus in Victorville, a regional Public Safety Training Center in Apple Valley, an aviation technology site, the High Desert Training Center in Victorville, and classrooms at Hesperia High School.

- Although the effective service area for the College is concentrated in Victorville, Hesperia, and Apple Valley, it also includes the communities of Adelanto, Helendale (aka Silver Lakes), Lucerne Valley, Oro Grande, Phelan, and Pinon Hills.
- With increased distance education offerings, the College has attracted students from Barstow, Wrightwood, Big Bear City and other distance locations.
- Based on an analysis of residential zip codes reported by enrolled students from Fall 2014 to 2023, the majority (94%) of the participating students live within sixteen zip codes that define the College's effective service area.

MEDIAN AGE IN 2025



Source: Environmental Systems Research Institute (ESRI), Market Profile; analysis by Cambridge West Partnership, LLC

TOTAL POPULATION GROWTH PROJECTION FOR THE EFFECTIVE SERVICE AREA



Source: Environmental Systems Research Institute (ESRI), Market Profile; analysis by Cambridge West Partnership, LLC

Significantly, even though the College primarily serves only a portion of San Bernardino County, the total County population is projected to experience an increase between 2020 and 2030 and continue growing very slowly out to 2040.

PROJECTED ANNUAL RATE POPULATION CHANGE

0.21%

AREA OF FASTEST GROWTH

The community with the fastest population growth is Victorville.

AGE GROUP WITH FASTEST GROWTH

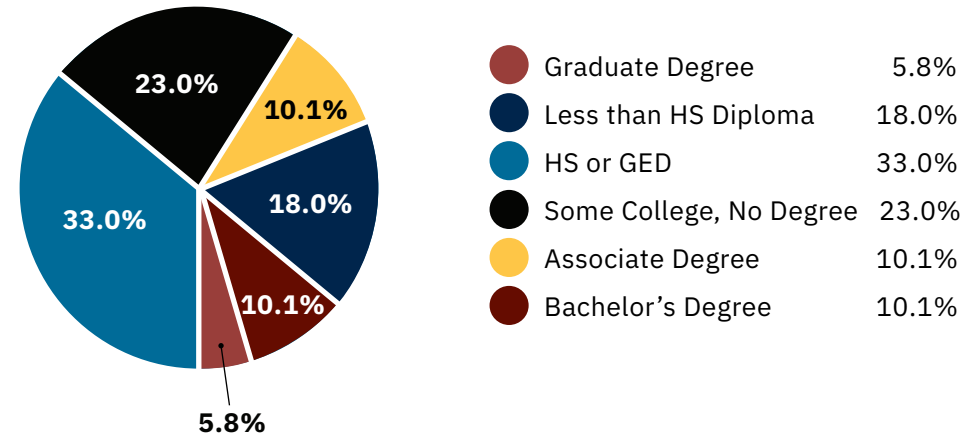
Retirees (65+)

TRADITIONAL COLLEGE AGE RANGE (19–24)

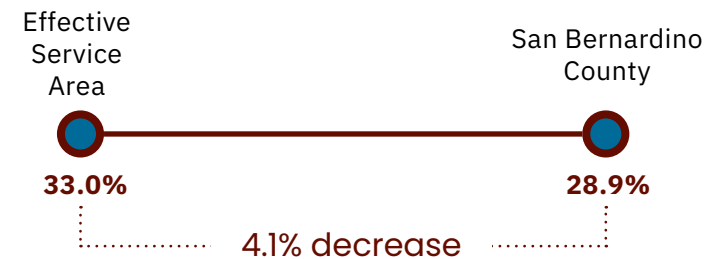


With a state-policy emphasis on dual enrollment to recruit high school students to attend a community college, the projected magnitude of that target audience is an important consideration. Three of the larger school districts in the service area are projected to experience future enrollment declines while the two smaller districts are expected to have some future growth.

EDUCATIONAL BACKGROUND



NUMBER OF HIGH SCHOOL GRADUATES 2025



Projections for Future FTES Growth

Growth determinants for the College are derived from the demographic characteristics of the effective service area, the opportunities to meet educational need and demand, and the region's high school enrollment and graduation history. The forecast for growth includes the following variables:

- Past trends and projections for population growth in the service area.
- Historic participation rate (annual headcount/population size)
- The past historical trends for annual headcount, full-time equivalent students (FTES), and weekly student contact hours (WSCH).
- The strength of the current program of instruction.
- The economic vitality of the region and the ability of the area to generate new employment opportunities the College could address (labor market demand).
- The proximity to major transportation infrastructure and the availability of public transit.

Non-quantifiable/intangible factors included:

- Past reputation of the College.
- Strength of the educational mission.
- Ability to achieve the educational mission.
- Capacity to compete in the educational marketplace.

The rate of growth for the entire population in the effective service area has declined dramatically from 2000.

- From 2000 to 2010 the population grew by 40.8% (annually 4.1%).
- Between 2010 and 2020 the population grew by 11.3% (annually 1.1%).
- Over the period of 2020 to 2025 the population growth slowed to 1.6% (annually 0.3%).
- The projection from 2025 to 2030 is for an annual growth rate of 0.21%.

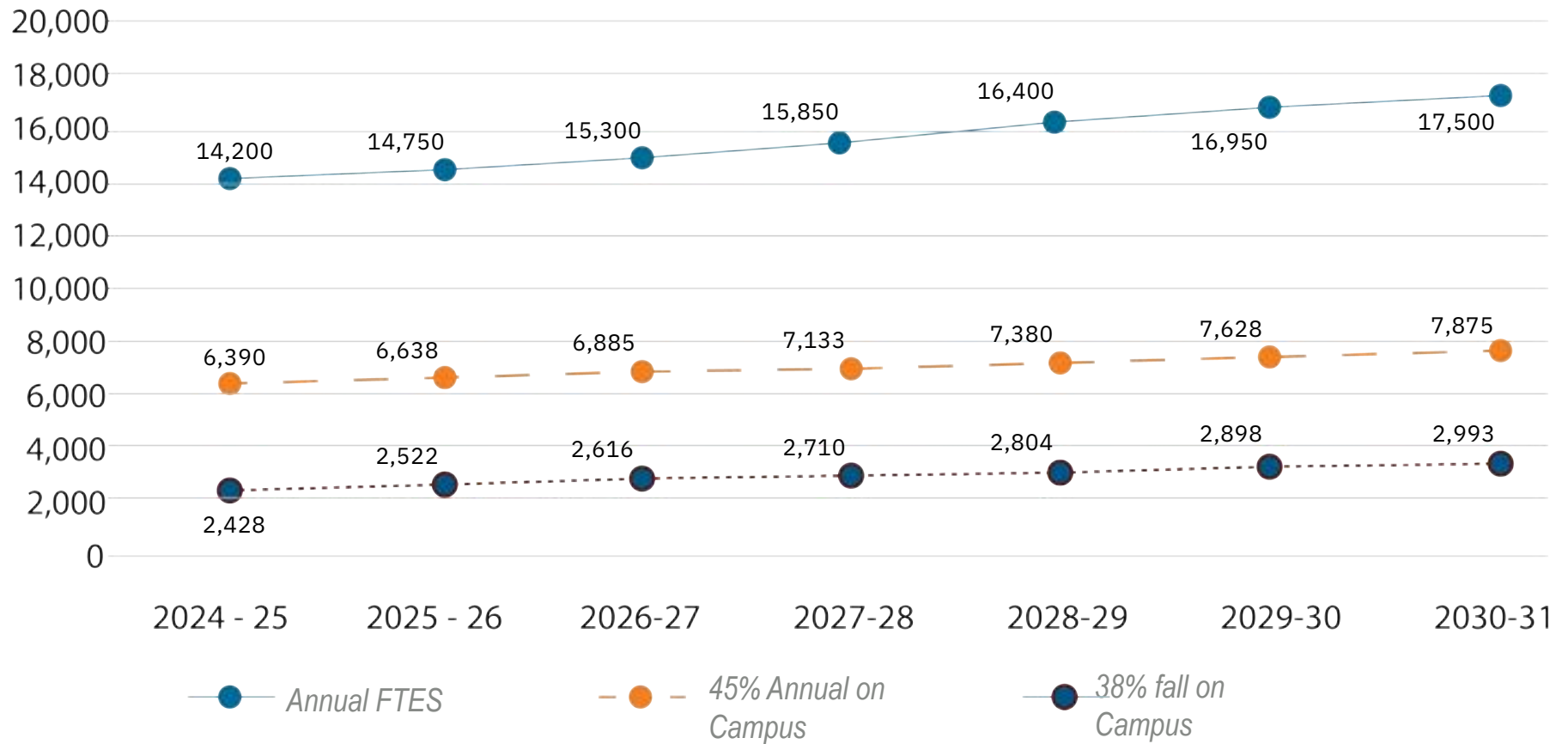
The College's annual FTES (credit and noncredit) year to-year average change from 2014-15 to 2019-20 was 1.9%. The year-to-year average change from 2020-21 to 2023-24 was much higher at 7.4%. An extraordinary FTES increase in 2024-25 skews the 2020-21 to 2024-25 average to 8.5%. The significant growth in annual FTES during recent academic years is most likely due to two factors in addition to bringing the COVID pandemic under control:

- Dramatically increased numbers of high school students enrolled through the dual enrollment program, and
- Introduction of 27 newly authorized noncredit programs between 2020-21 and 2023-24.

The Board of Trustees has set a 2030-31 annual FTES target of 17,500. An analysis of the fall 2024 distribution of FTES by location indicates that 2,428 (38%) was generated at the main campus.

- Credit enrollments were negatively affected by the pandemic but have now begun to increase.

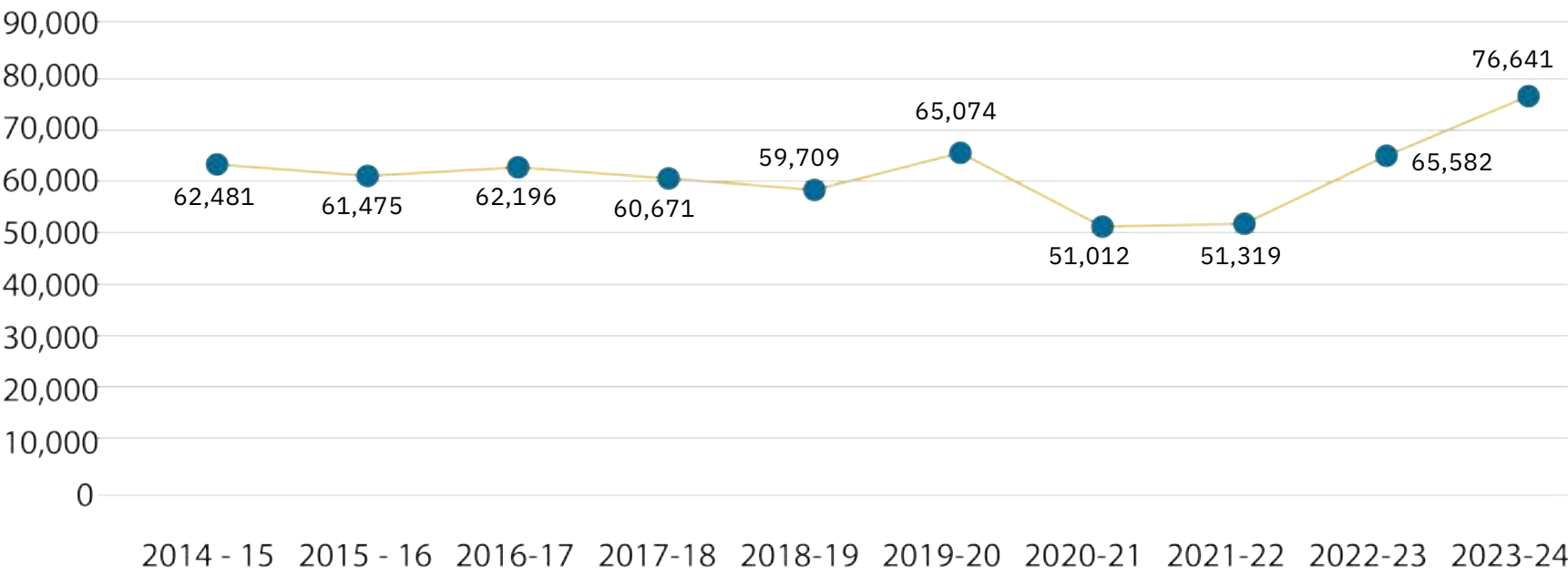
ANNUAL FTES PROJECTION USING THE BOARD OF TRUSTEES' TARGET, ON CAMPUS, AND FALL ONLY ON CAMPUS FTES



Source: Victor Valley College. President's and Board of Trustees' Goal 6- FTES Target for 2030-31

FTES CHARTS

ANNUAL CREDIT ENROLLMENT (SEAT COUNT) TRENDS

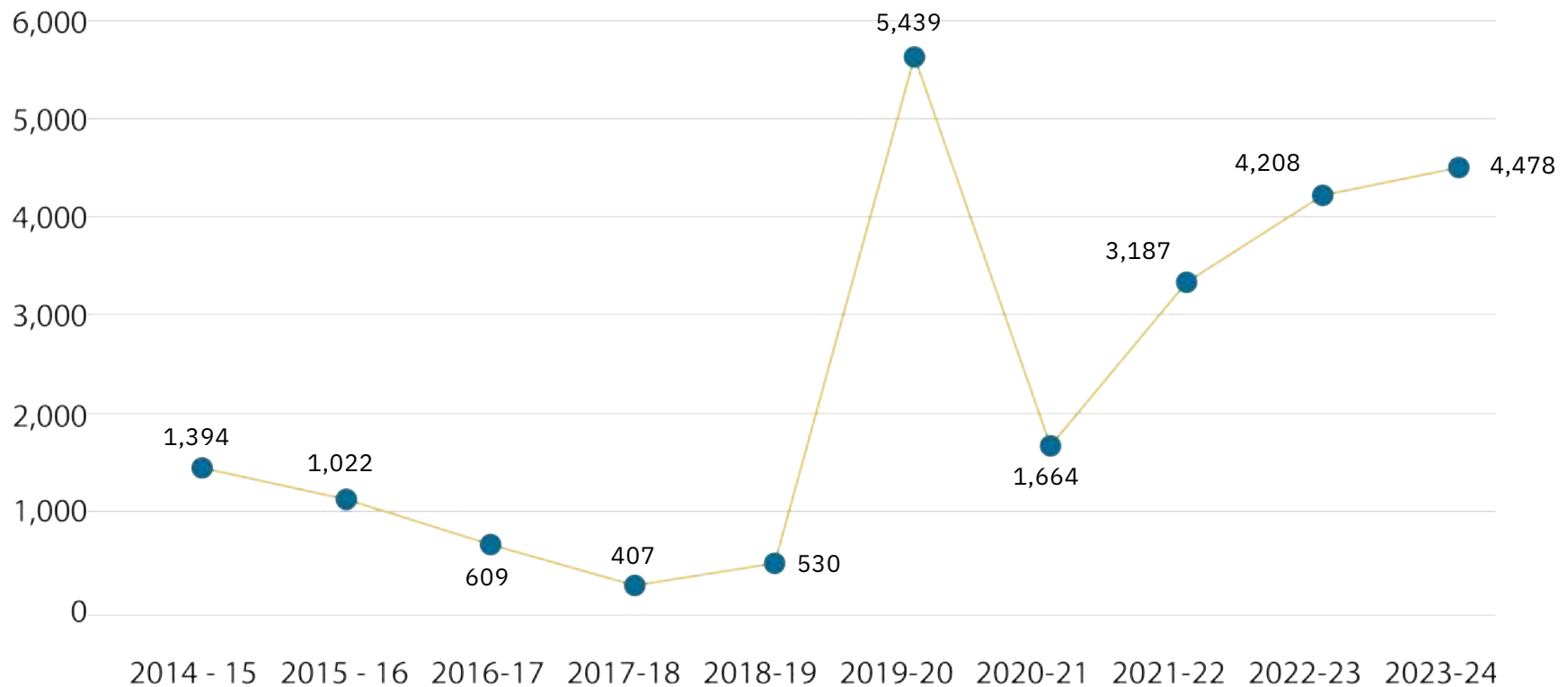


Source: California Community Colleges, Chancellor’s Office. Data Mart; analysis by Cambridge West Partnership, LLC

ANNUAL NON CREDIT ENROLLMENT (SEAT COUNT) TRENDS

Noncredit curriculum enrollments were even more devastated by the COVID pandemic as illustrated in the following chart. The most recent (2020-21 to 2023-24) increases in noncredit enrollments point to a resurgence of enrollment. The College has aggressively added 27 Chancellor's-Office-approved noncredit programs of study in recent years:

- 2022 (6 new programs)
- 2023 (13 new programs)
- 2024 (4 new programs)
- 2025 (4 new programs)



Source: California Community Colleges, Chancellor's Office. Data Mart; analysis by Cambridge West Partnership, LLC

Current Program of Study

The Chancellor's Office has authorized Victor Valley College to offer 170 active, approved, or in-review-for-approval credit programs of study. Of those, 34 are Associate Degrees for Transfer and 37 are Associate of Arts or Associate of Science Degrees. The College also sponsors 108 Certificate of Achievement programs.

Enrollment (seat count) growth in the 145 credit disciplines supporting these programs of study has varied from 2014-15 to 2023-24. Twenty-one of these disciplines were removed from consideration because instruction had not been offered in these disciplines in recent years. For the remaining 124 disciplines, primary term enrollments between 2014-15 and 2023-24 documented that the College gained 14,160 enrollments (seat counts). Overall, the College annually gained an average of 1,416 credit enrollments (seat counts) between 2014-15 and 2023-24 or 2.3% annually over those academic years. Discipline-specific credit enrollment trends are found in Appendix A.

Victor Valley also has been granted authority to offer 34 noncredit programs of study. Of these, 27 have been authorized in career and technical education fields while 7 support a local goal. In the last four years the College has aggressively added noncredit programs of study.

Enrollment (seat count) growth in the noncredit disciplines supporting these programs of study has varied from 2014-15 to 2023-24. Fourteen of these disciplines were removed from consideration because instruction had not been offered in these disciplines in recent years. For the remaining 14 disciplines, primary term enrollments between 2014-15 and 2023-24 documented that the College gained 3,084 enrollments (seat counts) in the 14 disciplines. Overall, the College annually gained 308 noncredit enrollments (seat counts) between 2014-15 and 2023-24 or 22.1% annually over those academic years. The annual average is high because there was a very sharp increase in 2019-20 followed by a decline during the COVID pandemic then again a sharp increase every year thereafter. Discipline-specific noncredit enrollment trends are found in Appendix A.



SUMMARY

Victor Valley College experienced its greatest credit enrollments in 2023-24 and its lowest in 2020-21 due to the pandemic. The highest noncredit enrollment was in 2019-20 while the lowest was in 2017-18. The College has recently experienced significant credit and noncredit enrollment recovery.

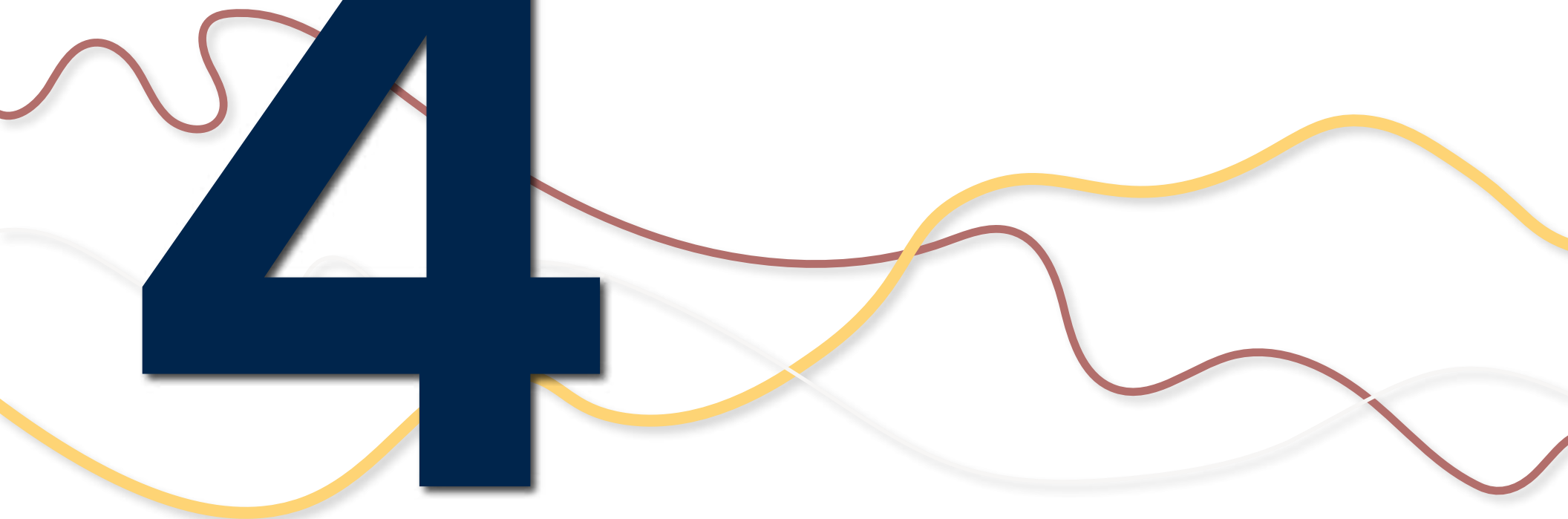
Analysis of actual and projected headcounts and enrollment suggest that the College has the capacity to continue growing into the future years. However, as high school enrollments continue to decline in the larger K-12 districts, the College will not likely experience the extent of growth realized in recent years which has been largely attributed to high school students participating in the dual enrollment program. Potential growth is anticipated through the efforts to craft noncredit programs and recruit adult learners to participate as well as the possibilities for growth through distance education offerings.

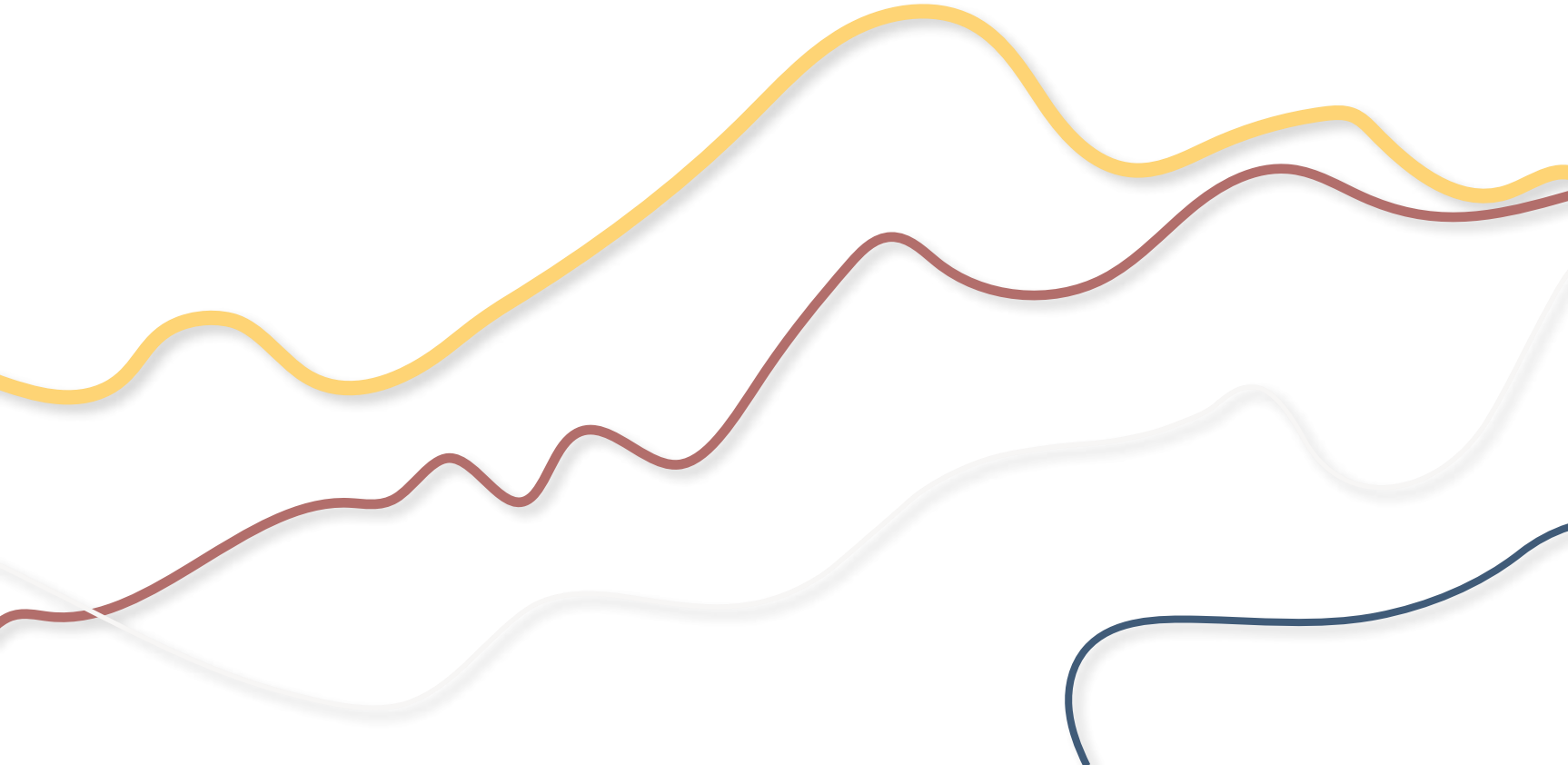
The College experienced a significant shift in instructional modality as a direct result of the pandemic. There has been a move back to in-person instruction and the College will need to consider the appropriate balance between in-person and instruction delivered at a distance.

Discipline enrollments provide the College with an opportunity to analyze why certain disciplines decreased by more than the College median or why they increased enrollment over the 2014-15 to 2023-24 period which includes the pandemic influence.

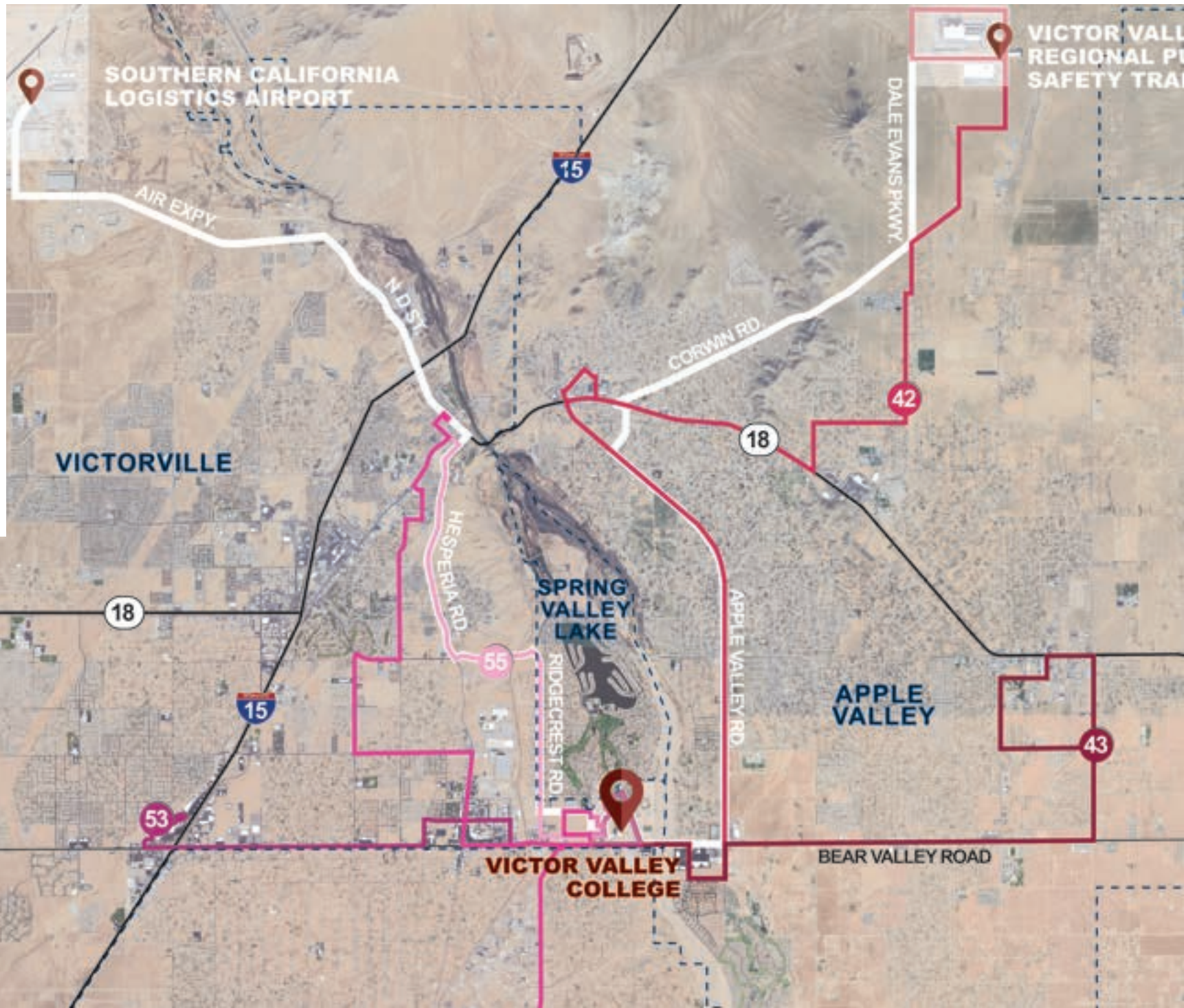
Finally, the College's EMP of 2020 has concluded and will need to be reconsidered. The new EMP should carefully review the past 5-10 years of enrollments in terms of seat count, weekly student contact hours/full-time equivalent students, and student success outcomes. This information should be used to quantitatively analyze trends and generate realistic, data-based projections for the near future. Ideally, this analysis will expand to specific disciplines which will help determine priorities for facility needs documented in this EMP update.

4





CURRENT CAMPUS & EDUCATIONAL SITES



KEY COLLEGE -
PUBLIC
TRAINING CENTER

Overview & Context

Victor Valley College serves a large and geographically dispersed portion of the High Desert region through its main campus in Victorville and a network of specialized off-site educational and training facilities. The main campus remains the District’s primary academic and administrative center, while additional sites extend the College’s reach and support specialized instructional and workforce training functions.

Originally developed in the early 1960s, the Victorville campus has evolved through successive phases of construction, renovation, and program reorganization. Over time, the College has expanded its facilities system to respond to changing educational needs, enrollment patterns, and capital priorities, while continuing to build upon the physical framework established through earlier campus development and planning efforts. More recent capital investments, including student services, classroom renovations, and athletic and event-related improvements, have further shaped the campus and its ability to support the College’s mission today.

In addition to the main campus, Victor Valley College operates several off-site instructional and training facilities that support the District’s broader educational mission.

Key District facilities are:

- 6 miles northeast of the main campus at the Regional Public Safety Training Center,
- 10 miles southeast at the Aviation Technology Center at Southern California Logistics Airport, and,
- 12 miles east at the Advanced Manufacturing and Transportation Training Center.

Together, these locations reflect both the geographic scale of the District and the College’s commitment to transfer education, career technical education, workforce development, and regional access.



KEY:

- Victor Valley College Campus Location
- 42 Bus Line
- 43 Bus Line
- 53 Bus Line
- 55 Bus Line

Building on Prior Planning and Capital Investment

This Facilities Master Plan is intended to guide Victor Valley College's future physical development, but it also builds upon substantial planning, capital investment, and project implementation undertaken over the past decade. The College's current campus conditions cannot be fully understood without acknowledging the role of prior planning efforts, particularly the 2015 Facilities Master Plan and the voter-approved Measure JJ facilities bond passed in 2008. Together, these efforts established the framework and funding base for many of the campus improvements completed, underway, or planned today.

The 2015 Facilities Master Plan identified a series of facility priorities intended to address instructional space needs, student services consolidation, modernization of aging buildings, and long-term campus development. While not every recommendation was implemented as originally envisioned, the plan provided an important planning foundation that informed subsequent capital decisions and helped guide the sequencing of improvements. In this respect, the previous plan should be understood not simply as a historical document, but as a meaningful precursor to many of the physical changes that have occurred on campus since its adoption.

Measure JJ has served as the College's primary local funding source for capital improvements, supporting a range of projects from targeted building upgrades and tenant improvements to larger site and facility investments. Over the life of the bond program, the College has advanced projects that reflect the priorities established through earlier planning, including:

- Student Services and campus support improvements
- Renovation and conversion of existing buildings for updated instructional and administrative use
- Athletic and event-related improvements
- Workforce development and career technical education improvements
- Targeted accessibility, infrastructure, and site upgrades

These efforts have incrementally improved the functionality of the campus, addressed selected modernization needs, and supported the College's evolving instructional and workforce mission.

Currently, several projects are actively in design, or construction and demonstrate continued implementation of long-term campus priorities including:

- Building 30 Replacement – new construction project to replace and expand classrooms and offices on the upper campus.
- CDL / Truck Driving Program Improvements
- Events Center Parking Lot Expansion
- Sports Field Improvements
- Central Plant
- Human Resources Tenant Improvements
- Event Center Kitchen Tenant Improvements
- HVAC Upgrades

Recognizing this continuity is important to the Facilities Master Plan. The campus is not starting from a blank slate; rather, it is evolving through a series of connected planning and investment decisions. This plan therefore acknowledges the value of prior work completed under Measure JJ and earlier planning efforts while reassessing current conditions, identifying remaining deficiencies, and establishing the next set of priorities needed to support Victor Valley College's long-term facilities vision.



Change of Modalities

The COVID-19 pandemic accelerated a significant shift in how colleges deliver instruction and student services, requiring institutions across the California Community Colleges system to expand online instruction and virtual service models with limited face-to-face contact. The choices colleges now make regarding instructional and service delivery modalities continue to have important implications for future facility's needs, campus utilization, and long-term planning.

At Victor Valley College, in-person instruction remains essential to the campus experience and to many of the College's academic, career technical education, and student support functions. At the same time, the College has expanded alternative modalities, including online instruction, dual enrollment, noncredit offerings, and other forms of distributed educational delivery. These changes support access and enrollment growth, but they do not all generate the same demand for physical campus space. As a result, facilities planning must distinguish between growth that relies on campus-based classrooms, laboratories, and support space, and growth that occurs through virtual or off-site instructional settings.

This distinction is particularly important in evaluating current and future space needs. Internet-based classes, dual enrollment offered at high school sites, and other off-campus instructional formats may contribute to enrollment and FTES growth, but they do not place the same scheduling pressure on the main campus as traditional in-person instruction. Conversely, laboratory-based instruction, hands-on career

education, and many student-facing services remain highly dependent on specialized physical facilities. Using the Fall 2024 schedule, approximately 45.65% of Main Campus FTES was generated through on-campus instruction, while the balance was generated through online modalities (synchronous, asynchronous, etc.). This distribution, along with the Space Utilization helps clarify how modality shifts are influencing space performance and future facilities demand at Victor Valley College.

CLASS/LAB USAGE

The California Community Colleges Chancellor's Office (CCCCO) provides efficiency standards for classroom and laboratory room usage. Under the compressed academic calendar, the CCCCCO considers a lecture classroom used 100% efficiently when scheduled for 57 lecture hours per week, while laboratory rooms are considered used 100% efficiently at 30 hours per week. Given the significant modality shift that occurred during and after the COVID-19 pandemic, colleges rarely schedule lecture classrooms at the full 57-hour standard. At the same time, many laboratory-based programs have returned more fully to in-person instruction, increasing pressure on lab space at a greater rate than on lecture classrooms.

During the Fall 2024 semester, Victor Valley College's Main Campus had an inventory of 57 lecture classrooms and 53 laboratory rooms, for a total of 110 instructional rooms. Based on the CCCCCO efficiency standard of 57 hours per week, lecture classrooms that were scheduled were utilized at 52% efficiency.

Based on the 30-hour weekly standard for laboratories, lab rooms were utilized at 102% efficiency. (See Available and Scheduled Lecture and Laboratory Rooms (Fall 2024) table on following page.)

However, the utilization pattern requires additional interpretation. Review of the Fall 2024 schedule indicates that approximately 36% of the instruction scheduled in laboratory rooms was lecture, not lab, instruction. This suggests that the campus is not currently scheduling instructional space as efficiently as possible and that some laboratory space is being used to accommodate lecture demand due to convenience, building availability, and the current imbalance in the distribution of lecture and lab spaces across campus. Scheduling lecture classes in lecture classrooms, rather than in laboratories, would reduce unnecessary pressure on lab room inventory and improve the functional use of specialized instructional space. As a result, the apparent over-utilization of lab rooms is not solely the result of laboratory demand, but also reflects a broader mismatch between room type, scheduling practice, and the physical distribution of instructional space. This condition is particularly important for facilities planning, as it indicates that improvements may be needed in both scheduling efficiency and the balance of lecture and laboratory space within campus neighborhoods.

Building 30 Replacement, currently in early design, represents an important opportunity to improve upper campus space utilization as the project adds classrooms near the sciences and health professions programs. With more intentional scheduling, lecture courses that are currently being held in laboratory rooms could instead be scheduled in the new Building 30. This would reduce pressure on specialized lab space, improve scheduling flexibility, and create additional capacity for program growth within Buildings 31, 32, and 33. It may also provide secondary scheduling benefits for nearby instructional areas, including Buildings 20 and 22.



Utilization & Space Standards

The California Community Colleges Policy on Utilization and Space Standards has established different standards for utilization of space for the many instructional and administrative activities that take place at a campus. The following reflects the scheduled class hours at Victor Valley College of lecture classroom and laboratory classroom spaces based on the Fall 2024 class schedules and the FUSION database.

INSTRUCTIONAL ACADEMIC CALENDAR Open for instruction 70 hours /week	COMPRESSED ACADEMIC CALENDAR
Campus with 140,000 or more weekly student contact hours per week	Standard (Minimum Hours) of Instruction Per Week
Lecture	57
Laboratory	30

VICTOR VALLEY COLLEGE – AVAILABLE & ACTUAL SCHEDULED LECTURE & LAB ROOMS (FALL 2024)

Rooms Identified in FUSION	Available	Scheduled	Lecture Hours	Lab Hours	Total Hours in the Space	Efficiency
Lecture	57	54	1,483	123	1,607	52.19%
Laboratory	53	45	500	885	1,385	102.57%
TOTAL	110	99	1,983	1,008		

Space Utilization

The chart below shows a breakdown of Fall 2024 usage by hours per week for lecture and laboratory classrooms.

FALL 2024			FALL 2024	
Hours per Week	Classroom (57 Hrs/ Week Target)	Laboratory (30 Hours / Week Target)		
57+	1	-	On - Campus (FTES)	46%
50 - 57.0	2	-		
40 - 49.9	6	-		
30 - 39.9 / 27.5	18	25		
20 - 29.9 / 20 - 27.4	13	8	Off - Campus (FTES)	54%
10 - 19.9	10	8		
1 - 9.9	4	4		
0	3	8		

VICTOR VALLEY COLLEGE – AVAILABLE & ACTUAL SCHEDULED LECTURE & LAB ROOMS (FALL 2024)

Rooms Identified in FUSION	Available	Scheduled	Lecture Hours	Lab Hours	Efficiency
Lecture	57	54	1,483	123	52.19%
Laboratory	53	45	500	885	102.57%
TOTAL	110	99	1,983	1,008	

Community Context

Victor Valley College is located in the City of Victorville along Bear Valley Road, one of the area's primary east-west corridors. The campus sits between established residential neighborhoods, commercial services, community-serving uses, and the open-space edge of the Mojave River corridor. This setting gives the College strong visibility within the surrounding community while also placing it within a development pattern defined by major roadways, large parcels, and dispersed suburban growth.

SURROUNDING LAND USES

The main campus is shaped by a varied land use context that influences access, visibility, and the campus edge:

- **North:** Residential neighborhoods and open space associated with the Spring Valley Lake area and golf course landscape
- **East:** The Mojave River corridor and adjacent open land, creating a strong natural edge along the eastern side of campus
- **South:** Bear Valley Road frontage with commercial, food service, healthcare, and other community-serving uses along a major arterial corridor
- **West:** A mix of commercial, service, industrial, and residential uses extending toward Hesperia Road

This context places Victor Valley College in a highly visible community location with direct access to nearby services and strong frontage along Bear Valley Road. At the same time, the campus is defined by distinct edge conditions, including the urbanized corridor to the south and west and the more open, environmentally defined edge along the Mojave River to the east. These surrounding conditions influence how the campus is approached, how it is perceived from the public realm, and where future opportunities may exist to strengthen campus identity, arrival, and connection to the surrounding community.

KEY:

-  Victor Valley College
-  Residential
-  Commercial / Hotel
-  Religious
-  K - 12 Educational
-  Natural Open Space
-  Industrial
-  Food Service
-  Healthcare
-  Airport



Victor Valley College : Today

10	ADMINISTRATION BUILDING	44	STUDENT ACTIVITIES CENTER	67A	WELDING SHOP
10A	ADMINISTRATION ANNEX	50	SOCIAL SCIENCE 1	70	ADAPTED P.E
10B	NEXTUP CENTER	51A/B/C	BUSINESS/HUMANITIES PORTABLES	71	MAIN GYM
11	EXCELSIOR	52	SOCIAL SCIENCE 2	72	GYM CLASSROOM
12	CHILD DEVELOPMENT CENTER	53	Old Mail Room	74	EVENTS CENTER
20	MUSIC	54	PERFORMING ARTS CENTER	80	HUMANITIES CENTER
21	ADVANCED TECHNOLOGY	55	ADMINISTRATION	90	M&O SHOPS
22	ART	60	AGRICULTURE & NATURAL RESOURCES	91	WAREHOUSE
23	STUDENT SERVICES “ONE STOP”	60A	AGRICULTURE & PLANT LAB	92	M&O SHOP
30	LIBERAL ARTS	60B	AGRICULTURE CLASS LAB	93	CLASSIFIED STAFF TRAINING
31	SCIENCE LABS	60C	PREFAB HAZ MAT STORAGE		
32	ALLIED HEALTH / NURSING	61	AUTOMOTIVE LAB		
32A/B/C	ALLIED HEALTH PORTABLES	62	ELECTRONICS LAB		
33	HEALTH AND SCIENCES	63	CIDG		
40	CENTRAL PLANT	64	AUTOMOTIVE		
41	LEARNING RESOURCE CENTER	65	CONSTRUCTION TECHNOLOGY		
42	ACADEMIC COMMONS	67	VOCATIONAL CLASSROOMS		



Topography

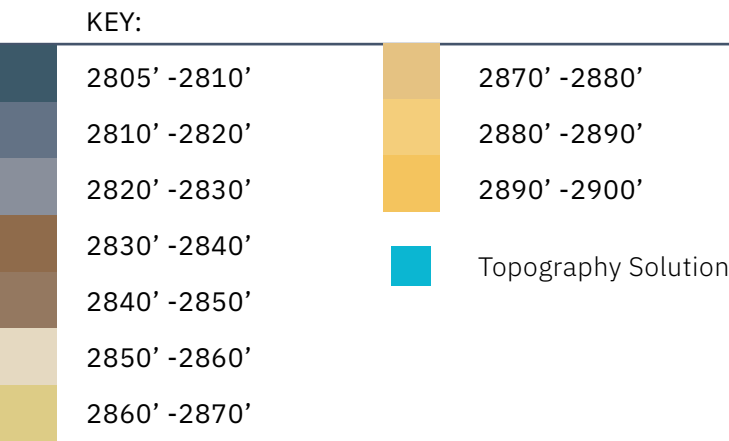
Victor Valley College is shaped by a significant change in elevation across the main campus, with approximately 90 feet of elevation change across the site. This topographic condition directly affects circulation, accessibility, and development potential. Rather than functioning as a flat campus, Victor Valley College is organized across higher and lower land areas, commonly understood as the upper campus and the lower campus. This distinction is both physical and functional and continues to influence how the campus operates today.

In general, the upper campus accommodates the College’s primary academic, administrative, and student-serving functions, including general education classrooms, student services, administration, and other central campus uses. The lower campus is more heavily oriented toward specialized and support uses, including athletics, career technical education programs such as automotive, construction, welding, and cosmetology, agriculture, and maintenance and facilities operations. This distribution reflects the campus’s historic development pattern, but it also reinforces the operational separation created by the site’s topography.

This topographic structure influences both campus operations and future growth. The more level portions of the site have accommodated the majority of academic buildings, parking, and site improvements, while steeper areas constrain expansion and complicate pedestrian access. Movement between campus zones requires a combination of walks, ramps, elevators, and

stairs, and the separation between upper and lower campus is significant enough that some students, faculty, and staff also move between the two by car. Grade changes lengthen travel distances and limit the number of practical accessible routes.

At the eastern edge of campus, these conditions are compounded by floodplain constraints associated with the Mojave River corridor. Together, topography and environmental limitations constrain future expansion, reduce the amount of readily developable land, and remain important considerations in campus planning, particularly for circulation, accessibility, infrastructure, and the siting of new facilities.





Campus Entries & Vehicular Circulation

CAMPUS ENTRIES

Victor Valley College is accessed primarily from Bear Valley Road, which forms the campus's primary public frontage and main arrival corridor. Additional access points from the west (Spring Valley Parkway) and east (Mojave Fish Hatchery Road) distribute traffic across the site and serve distinct campus zones. This distributed entry pattern reflects the campus's size and the functional distinction between the upper and lower campus.

The principal public entry along Bear Valley Road provides the clearest front door to the institution and is important for first-time visitors. This entry serves the upper campus, including the academic core, student services, and primary visitor-oriented parking areas. Access to Building 23, the Student Services One-Stop Center, captures first time students. The formal drop-off in this area is a beneficial feature that supports visitor orientation, student access, and day-to-day campus operations.

UPPER CAMPUS CIRCULATION

The upper campus functions as the College's primary campus core. It contains the main academic, administrative, and student-serving uses, and its circulation pattern generally supports a park-once-and-walk experience. Students, staff, and visitors typically arrive in upper campus parking areas

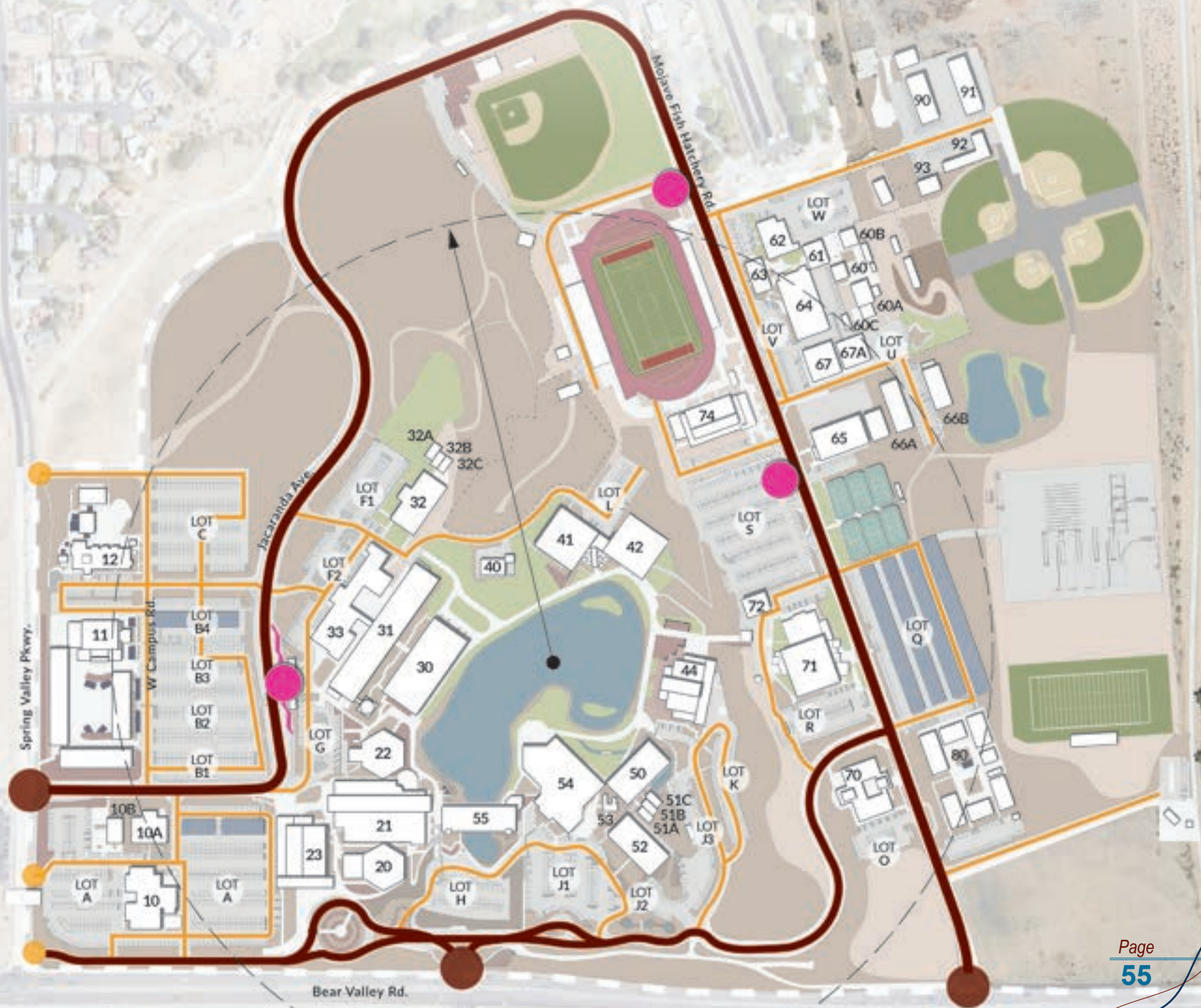
and then move through the campus core on foot to reach classrooms, student services, the library, and other central destinations. Internal roadways provide access to these parking fields, but the upper campus is experienced primarily as a pedestrian-oriented environment organized around the lake and surrounding academic buildings.

LOWER CAMPUS CIRCULATION

The lower campus functions differently from the upper campus and does not have a formal entry sequence or a single central arrival point. Instead, access is distributed across individual program areas, with users typically driving directly to specific destinations such as athletics, career technical education, agriculture, and maintenance and operations. This pattern reflects both the physical separation between the two campus areas and the operational needs of the uses located in the lower campus, many of which rely on direct vehicular access, nearby parking, deliveries, and equipment movement. As a result, circulation in the lower campus is organized around direct access to separate facilities rather than movement through a unified pedestrian campus core.

KEY:

	Main Entry		Secondary Circulation		1/4 Mile Loop
	Secondary Entry		Designated Drop-Off		
	Primary Circulation		Bus Stops		



INTERNAL VEHICULAR CIRCULATION

Internal vehicular circulation functions as a combination of looped and perimeter-based roadways that respond to the campus's size and the distinction between upper and lower campus areas. The roadway system generally succeeds in providing access to major parking areas and campus destinations while limiting vehicular intrusion into the most pedestrian-oriented portions of the upper campus near the lake and academic core.

However, internal navigation can pose safety concerns due to indirect routing, changes in grade, limited sight lines, and inconsistent directional cues. One area of concern is along Jacaranda Avenue between Parking Lot C and Building 33, where many students cross Jacaranda Ave from Lot C into the campus core. In this location, topography and a curved road create a safety concern between pedestrians and vehicles. A second concern is the internal road serving Buildings 41 and 42. Although it functions in part as a service road, its location and character place it within a pedestrian-oriented portion of campus. Over time, access to this road should be more clearly limited and defined to reduce potential conflict and reinforce the pedestrian character of this area.

EXISTING CONDITIONS SUMMARY

Overall, Victor Valley College's vehicular access system supports campus operations, but it functions differently in the upper and lower campus. The upper campus benefits from a clearer central arrival pattern and a more walkable internal environment, while the lower campus relies on distributed, destination-based access to specialized program areas. Future improvements should focus on strengthening gateway hierarchy, clarifying visitor orientation, improving pedestrian safety at key crossings, and better distinguishing public campus circulation from limited-access service routes.



Parking

CURRENT CONDITIONS

Victor Valley College currently provides approximately 3,015 parking stalls, resulting in an overall parking ratio of roughly 1 space per 2.5 students. Parking is organized into Upper Campus and Lower Campus zones, with distribution shaped by topography, program location, and internal circulation. Overall, parking supply is adequate. Users may not find parking in the lot closest to their destination, but a stall is generally available elsewhere on campus.

UPPER CAMPUS PARKING

Upper Campus parking is accessed primarily from Bear Valley Road, with additional direct access to Lots A–C from Spring Valley Parkway. These lots support the academic core, Student Services (Building 23), administration, library and learning support, and the general education buildings South and West of the lake. This area functions as a park-once-and-walk environment, but circulation and grading constraints affect both lot layout and pedestrian movement into the core. Several lots nearest major buildings are reserved in part or in full for staff, which affects convenience even when overall supply is sufficient. Solar-covered parking is limited in the Upper Campus and is located in Lot A. EV charging stations and parking permit dispensers are distributed.

A key issue is the relationship between Parking Lot C, Jacaranda Avenue, and the campus core. Many students cross from Lot C toward Building 33. Between Lot C and Building 33, topography and the curved roadway create a pedestrian-vehicle safety concern.

LOWER CAMPUS PARKING

Lower Campus parking is more destination-based and distributed across multiple lots, supporting direct access to athletics, CTE, agriculture, and maintenance and operations.

Parking in lots V and W serves Buildings 60–67, 70–75, 80, and 90–93, along with the stadium and athletic fields. Current improvements near the Event Center and Stadium include the construction of a new parking lot, expanding Lower Campus parking supply and supporting both daily operations and event use. Solar-covered parking is located in the recently renovated Lot Q (north of Building 80), and EV charging stations are available in select Lower Campus parking areas.

PLANNING CONSIDERATIONS

Across the campus, many lots are in need of refurbishment, including repaving, lighting upgrades, and security improvements. The primary parking issue at Victor Valley College is not total supply, but a combination of convenience, lot condition, staff-reserved parking near key destinations, and the relationship between parking areas and safe pedestrian access into the campus core.

FUTURE PARKING PLANNING SHOULD FOCUS ON:

- Maintaining a balanced distribution of parking between Upper and Lower Campus uses
- Improving lot condition through phased repaving, lighting, and security upgrades
- Addressing pedestrian safety at the Lot C / Jacaranda Avenue / Building 33 crossing
- Maintaining distributed EV charging and permit dispenser access

KEY:

	Parking Lot		Charging Stations
	Parking Lot Name		Solar Cover
	Permit Station		1/4 Mile Radius

PARKING COUNTS

LOT	COUNT
A	512
B1	95
B2	102
B3	101
B4	113
C	204
F1	97
F2	72
G	61
H	74
J1	132
J2	55
J3	32
K	74
L	33
O	38
P	73
Q	447
R	89
S	380
T	46
U	8
V	123
W	74
M&O	66
AUTO	19
TENNIS	13
EVENTS	40
RVR	14
WLK	14
30	8
CDC	63

3015



Pedestrian Access & Circulation

PEDESTRIAN CIRCULATION

Pedestrian circulation at Victor Valley College is shaped by topography, the lake-centered campus framework, and the separation between Upper and Lower Campus. The primary pedestrian environment is organized around the lake, where the main walkways connect Buildings 21, 22, 30, 41, 42, 44, 50, 54, and 55. Secondary routes extend outward in a spoke-like pattern, connecting Buildings 20, 23, 31, 32, 33, and 52, and providing access to the Lower Campus.

The **Upper Campus** functions as the College's primary pedestrian core, but it is not uniformly level. Grade changes between Buildings 20, 21, 22, 23, and 55 affect directness of travel and create localized accessibility challenges within the core itself. Most of the Upper Campus is accessible within a 10-minute half mile (1/4 mile radius, 5 minutes) however not directly due to the circumnavigation of the lake. Users typically arrive from Lots A, B, and C, from the drop-off near Building 23, or from the bus drop-off West of the campus core, and then continue on foot into the center of campus.

In contrast, the **Lower Campus** is less organized around a unified pedestrian network. Its facilities are more dispersed, and pedestrian movement is generally tied to direct access between individual destinations, including Buildings 60–67, 70–75, 80, and 90–93.

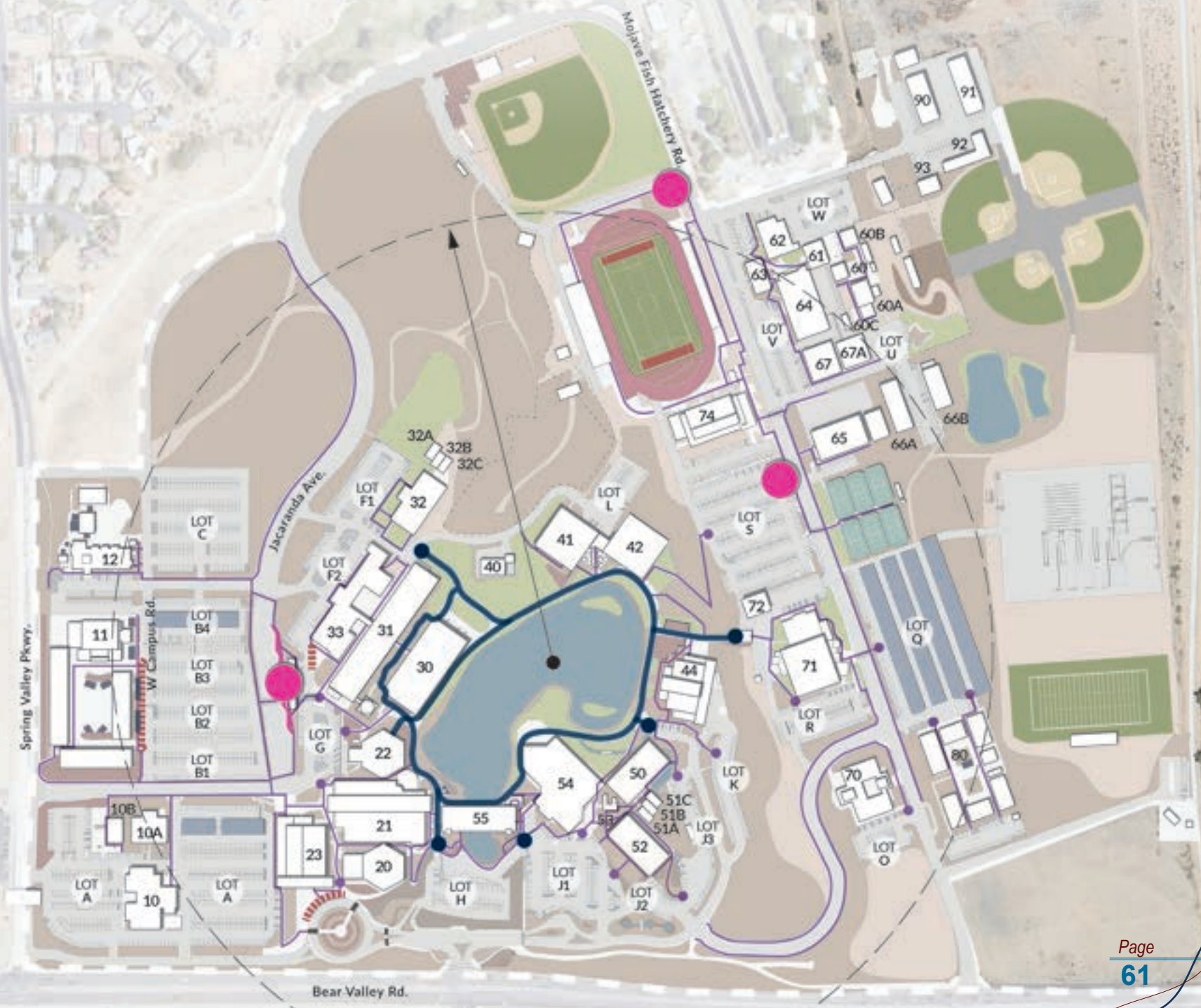
CAMPUS ACCESS AND LEGIBILITY

While the campus core is walkable, pedestrian entry into the center of campus is not always clear. Many approaches from the perimeter lack a strong hierarchy, direct sight lines, or clear orientation cues into the core. This condition affects first-time visitors and users moving between Upper and Lower Campus destinations.

Wayfinding remains a related issue. Existing signage has improved in recent years but remains inconsistent, and building identification does not always align with current campus organization. These conditions reduce campus legibility and make movement between academic, student service, and destination-based zones less intuitive than it should be.

KEY:

- | | | | | | |
|---|---------------------|---|-----------------------|---|----------|
|  | Primary Access |  | Secondary Circulation |  | Bus Stop |
|  | Secondary Access |  | Designated Drop-Off | | |
|  | Primary Circulation |  | 1/4 Mile Loop | | |



ACCESSIBILITY AND VERTICAL CIRCULATION

Topography is a major factor in pedestrian access. The division between Upper and Lower Campus limits intuitive movement between campus zones and reduces the number of practical accessible connections. Movement between the two campus areas, if not by vehicle, is primarily accommodated by the elevator tower and an informal walking trail. Both serve important circulation functions, but they offer limited redundancy, limited visibility, and limited weather protection.

Within the Upper Campus, some buildings are separated by grade changes or internal drives that affect convenience but remain functional. Building 10 is located across a parking lot, which is less critical due to its administrative use. Building 12, the Child Development Center, is also located across a parking lot, but its access pattern is generally convenient for its users.

PEDESTRIAN COMFORT

Pedestrian comfort is affected by Victor Valley College's desert climate and the limited continuity of shaded routes. While covered walkways, canopies, and building overhangs provide intermittent protection, these elements do not form a continuous campus-wide shade network. During peak heat periods, limited shade reduces pedestrian comfort and can discourage walking between campus destinations.

PLANNING CONSIDERATIONS

Future pedestrian planning should focus on:

- Strengthening pedestrian gateways into the campus core from major arrival points
- Improving campus legibility through updated signage, consistent naming and numbering, campus maps, and clearer building identification
- Expanding accessible and redundant connections between Upper and Lower Campus
- Addressing localized grade-change challenges within the Upper Campus core
- Extending shaded routes and pedestrian amenities to improve comfort across the campus



Open Space

Victor Valley College benefits from a well-maintained campus landscape and a recognizable open-space framework centered on the lake. The lake and its surrounding walks function as the College's primary visual amenity and most identifiable outdoor space, shaping campus character and reinforcing the Upper Campus core. This area supports informal student use, daily pedestrian movement, and passive recreation, but its role is more visual and circulatory than fully programmed.

Across the broader campus, outdoor space is present but uneven in function. Students have noted limited outdoor amenities, particularly seating, shade, and spaces designed for daily gathering. Existing outdoor activity is concentrated in a small number of locations, most notably near the Student Activities Center (Building 44) and along the corridor between Buildings 42 and 44, where fairs, outreach events, and student activities are regularly held. These locations benefit from visibility and centrality, but they are not purpose-designed as large event or gathering spaces and can create conflicts with pedestrian circulation during programmed use.

Topography further limits the open-space system. Grade changes and sloped terrain reduce the number of flat, contiguous areas that can support large gatherings, flexible programming, or expansion of outdoor amenities. As a result, several open areas contribute to campus character but do not currently function as fully usable student spaces.

Open-space usability is also affected by the High Desert climate. While some covered walkways and building overhangs provide intermittent protection, the campus lacks a sufficient network of shaded outdoor gathering areas that support extended use during hotter periods. This limits the comfort and functionality of outdoor space for student life, informal study, and instructional use.

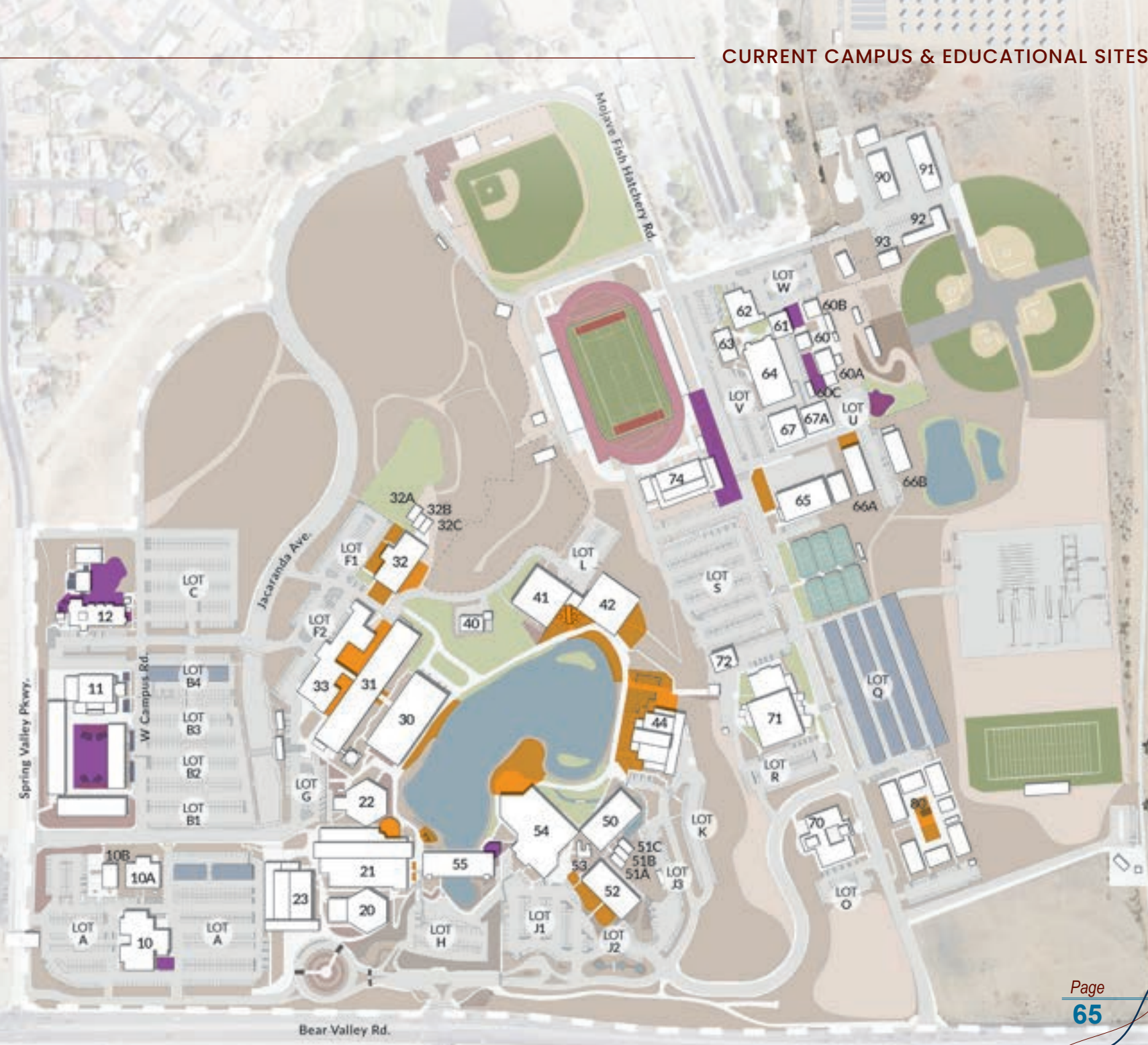
PLANNING CONSIDERATIONS

Future open-space planning should focus on:

- Improving outdoor amenities in high-use areas, including shade, seating, power, and furnishings
- Strengthening the functionality of outdoor gathering areas near Buildings 42–44 and the SAC

KEY:

- Public Gathering Spaces
- Program Specific Gathering Spaces



Zoning

Victor Valley College is organized into functional zones shaped by topography, historic development patterns, and program-specific facility needs. The zoning framework is generally legible and aligned with use, with academic, student support, and administrative functions concentrated in the Upper Campus and athletics, career technical education, and operational uses located in the Lower Campus.

SCIENCE AND HEALTH

Science and health functions are concentrated in Buildings 31, 32, and 33 on the east side of the Upper Campus. This is one of the clearest academic zones on campus and supports laboratory-based instruction and specialized health programs. Current conditions indicate pressure within this zone related to lab utilization, support space, and lecture/lab balance.

HUMANITIES AND GENERAL EDUCATION

Humanities and general education functions are primarily located in Buildings 30, 50, 52, and 54, with some functions in Building 80 on the Lower Campus. These buildings are centrally located within the Upper Campus and support the broader academic core. Building 30 is currently in design for replacement.

The proposed facility will increase classroom and office capacity and improve the balance between general classrooms and specialized laboratory space in this portion of campus.

ARTS

The Arts are located in Buildings 20, 22, and 54. Each supports a distinct arts focus, including music in Building 20, photography and fine arts in Building 22, and theater arts and communications in Building 54.

STUDENT SUPPORT AND LEARNING RESOURCES

Student support and learning resource functions are located in Buildings 21, 23, 41, 42, and 44. Some services and engagement centers remain distributed across campus, including uses housed in Building 80 on the Lower Campus. Study and learning support spaces are also distributed, providing multiple points of access; however, they do not always offer the right size or mix of settings, including private study and small group study. Building 23, Student Services, is at capacity. There is an opportunity to realign uses between Buildings 21 and 23 to improve student services organization, flow, and capacity.

KEY:

- Student Support & Multidisciplinary
- Arts, Humanities & Design
- STEM
- CTE
- Athletics
- Campus Services
- Excelsior
- Allied Health



OFFICES

Victor Valley College is currently undersized in the number of offices needed to support faculty and staff, with many faculty offices located outside of their primary academic zones. While current and planned renovations are improving office quantity, office distribution remains a challenge.

ADMINISTRATION

Administrative functions are split between Buildings 55, 10, and 10A/B. A portion of Building 10 is currently undergoing tenant improvements.

ADDITIONAL USES

Two additional uses are located west of the main campus core. Building 12, the Child Development Center, is separated from the primary academic and student support core but remains appropriately located for its users and program function. Building 11, Excelsior, is a charter school housed on the west side of campus. Both uses share Lots A, B, and C, reinforcing their relationship to the western campus edge and the broader Upper Campus parking and circulation network.

LOWER CAMPUS

The Lower Campus is organized primarily around Athletics and Career Technical Education, with Mojave Fish Hatchery Road forming an important point of distinction between these uses. Athletics is located primarily to the west of Mojave Fish Hatchery Road, including the gym, stadium, event center, and field-related uses. Career Technical Education is located primarily in specialized laboratory facilities east of Mojave Fish Hatchery Road and includes Buildings 60–67 and 80.

MAINTENANCE AND OPERATIONS

Maintenance and Operations is located farther from the main academic core in Buildings 90–93. This separation is appropriate for operational functions and service access, but places these uses at the outer edge of the campus system.

PLANNING CONSIDERATIONS

Future zoning analysis should focus on:

- Improving the relationship between general lecture space and specialized laboratory and instructional space
- Leveraging the Building 30 replacement to improve classroom and office capacity
- Addressing the quantity, distribution, and standardization of faculty and staff offices
- Evaluating fragmentation in student support, engagement, study space, and administrative functions

Campus Vernacular

Victor Valley College has a distinct physical character shaped by its lake-centered layout, low-rise building pattern, surface parking, and open landscaped spaces. These as core qualities of the campus, as buildings are organized relative to the lake and linked by the lakeside promenade walkway rather than by a more typical system of axes, plazas, or greens. Distant views from the mesa further contribute to campus identity.

More recent facilities have introduced modern architectural elements while remaining part of the broader campus setting. The Events Center (Building 74) reflects a more contemporary expression, and the planned Building 30 replacement is expected to relate to the established campus character while creating a two-story building form, updated comfort systems, and modern instructional environments. Together, these projects show that future development can maintain campus character while improving performance, comfort, and functionality.



Age of Facilities

Victor Valley College reflects multiple periods of campus development across a large site. Because of the significant acreage, the campus did not develop as a compact core built at one time; rather, it expanded over time in a more distributed pattern. The campus now includes a mix of original buildings, later additions, targeted renovations, and recent new construction. This pattern has created uneven facility performance across the campus, with newer or recently renovated buildings generally performing well and older facilities carrying a greater maintenance and modernization burden.

AGE OF FACILITIES

The age profile of the campus can be understood in four general periods:

- **1960s / 1970s** – A substantial portion of the campus was built during this period, including many of the original Upper Campus academic buildings and several Lower Campus instructional and support facilities.
- **1980s / 1990s** – Additional academic, administrative, athletic, and career technical education facilities were added, along with selected renovations to earlier facilities.
- **2000s** – The campus continued to expand through targeted new construction and modernization, including student-serving, instructional, and support facilities.
- **Current/2020s** – Recent work includes new construction, tenant improvements, classroom modernization, and site upgrades that continue to reshape portions of both the Upper and Lower Campus.

Significant renovations have also occurred across older building stock. More recent projects include renovations to the Arts buildings (20 and 22), classroom and technology improvements in Buildings 50 and 52, and the new Events Center (74). Current work, including the Building 30 replacement, Building 10 tenant improvements, Building 20 HVAC / mechanical upgrades, and Lower Campus site and parking improvements, continues this pattern of selective renewal rather than campus-wide modernization.

KEY:

	1960 - 1979		Age not provided
	1980 - 1999		Renovated
	2000 - 2019		
	2020 - present		



Facilities Condition

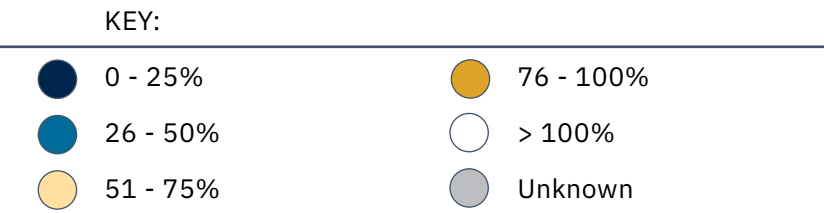
For California Community Colleges, building age and Facility Condition Index (FCI) are significant factors in the State Capital Outlay process because both are weighted in the prioritization of modernization and replacement projects seeking State support. Under the Chancellor’s Office modernization criteria (for project proposals), building age can contribute up to 60 points, with buildings receiving increasing priority beginning at age 15 and any building 60 years or older receiving the maximum age score. FCI can contribute up to 40 points, with buildings at 80 percent FCI or higher receiving the maximum FCI score. In this framework, age and FCI are not simply descriptive metrics; they are part of how the State evaluates need and competitiveness for matching dollars tied to modernization and replacement projects. Projects in the modernization category are generally aimed at buildings more than 40 years old and facilities reported as needing major renovation.

The two metrics should also be read differently. Age indicates how long a building has been in service and helps identify facilities more likely to require reinvestment due to lifecycle, code, and performance limitations. FCI reflects the scale of repair need relative to building value and helps identify where deferred maintenance and system deficiencies have become substantial. In long-range facilities planning, buildings with high FCI values signal increasing modernization pressure, and buildings with FCI values in the range of 50 to 60 percent or higher should be carefully evaluated against replacement, even if they remain operational.

By the time a building reaches 80 percent FCI, the State already treats it as having the highest level of condition-based priority within the modernization scoring process.

At Victor Valley College, the age and FCI diagrams together show a mixed condition profile. Several newer or recently improved facilities show low FCI values, while a number of older buildings show significantly elevated FCI values. This reinforces a broader campus condition divide: newer facilities and recently renovated buildings generally perform well, while many older facilities continue to carry a higher maintenance burden and greater modernization need.

This condition pressure is particularly notable in the Lower Campus CTE area, where a significant number of buildings now exceed 60 percent FCI. In planning terms, this places Victor Valley College at a critical decision point: several Lower Campus CTE facilities should be evaluated against replacement rather than continued cyclical repair, particularly where aging buildings also face functional limitations, infrastructure deficiencies, or limited capacity for modernization.





Facilities Condition

Maintenance and Operations staff similarly note that some facilities appear to be beyond economical repair, where continued maintenance cycles are increasingly costly relative to replacement. Age and FCI, however, do not fully define campus need. Some buildings remain serviceable but are constrained by outdated layouts, limited support space, aging mechanical systems, or program mismatch. As a result, campus needs extend beyond deferred maintenance and include modernization, reconfiguration, and selective replacement.

PLANNING CONSIDERATIONS

Future facilities condition planning should focus on:

- Targeting older, high-use buildings for phased modernization or replacement
- Prioritizing Lower Campus CTE buildings with elevated FCI values for replacement analysis
- Coordinating ongoing renewal projects with long-term academic and operational priorities



Bldg #	Facility Name	Year Built	Renovated	FCI%
716	"Next-Up" Center - Foster Care Youth Development	2020		0.00%
42	Academic Commons	1965	1998	7.57%
70	Adapted P.E.	2009	0	3.73%
101	Admin. Annex 10A	1994		100.80%
55	Administration	1989		8.99%
10	Administrative Services/Human	1970	1989	131.65%
21	Advance Technology Center	2008		4.88%
60	AG Complex	1972	1977	82.24%
32	Allied Health	1983		108.60%
321	Allied Health 32A-B-C	1991		103.91%
22	Art	1971	2003	107.02%
64	Automotive	1970	2000	99.54%
61	Automotive Lab	1980	2020	124.55%
501	Bus/Hum Portable 51A-B-C	1990		164.01%
713	Butler Building - Non-DSA Certified	1997		0.00%
40	Central Plant	1996		7.04%
121	Child Devel. 12B	1999	2003	49.43%
122	Child Devel. 12C	1999	2003	89.06%
12	Child Development Center	2002		14.92%
63	CIDG	1980	1998	98.52%
93	Classified Staff Training, Non-DSA Certified	1988		90.62%
65	Construction Technology	1995		57.44%
62	Electronics Lab	1970	1986	124.55%
43	Elevator (ADA Access)	1995	2002	31.09%
74	Events Center	2025		0.00%
711	Grounds/Athletics 76	1970		0.00%
72	Gym Classroom	1974	1994	109.41%

Bldg #	Facility Name	Year Built	Renovated	FCI%
72	Gym Classroom	1974	1994	109.41%
33	Health & Science	2015		0.43%
80	Humanities Center	2000	0	107.07%
30	Liberal Arts	1965	1996	40.89%
41	Library	1996		12.03%
66	Lower Portables Classrooms 66 A&B	1998	2002	104.30%
92	M & O Shop, Non-DSA Certified	1978		168.70%
90	M&O/IT SHOPS, Non-DSA Certified	2002		24.07%
71	Main Gym	1994	0	73.54%
715	Modular Storage, Non-DSA Certified	2015		0.00%
20	Music	1968	2014	5.55%
68	New Welding	2017	2017	0.00%
54	Performing Arts Center	1981	2008	10.66%
714	Prefab Haz Mat Storage - 60C Non-DSA Certified	2003		21.57%
712	Regional PST Center 94	2012		0.00%
31	Science	1996		14.41%
50	Social Science 1	1965	2022	8.62%
52	Social Science 2	1965	2023	28.42%
44	Student Activities Center	1997		16.09%
23	Student Services	2020		0.02%
67	Vocational classrooms	2017	2017	0.00%
91	Warehouse, Non-DSA Certified	1979	1985	129.54%

*FCI percentages as recorded in Fusion through the 2025-2026 academic year.

Infrastructure & Sustainability

INFRASTRUCTURE & SUSTAINABILITY

Victor Valley College operates in a High Desert environment defined by extreme temperatures, strong solar exposure, and limited precipitation. These conditions place sustained demands on mechanical systems, electrical infrastructure, irrigation systems, and site operations. Existing infrastructure reflects a mix of strengths and constraints, with some systems performing well and others requiring renewal, added redundancy, or better documentation to support future campus growth.

UTILITIES AND UNDERGROUND INFRASTRUCTURE

Underground utility systems include a mix of older and newer materials and are not fully documented in a centralized campus utility atlas. Natural gas and water systems have been upgraded in some areas, but older piping may remain in place. Utility mapping is assembled largely on a project-by-project basis rather than maintained comprehensively, creating cost, schedule, and service-interruption risk for future excavation and capital work. The campus does not currently have reclaimed water service.

WATER SYSTEMS, LAKE, AND IRRIGATION

The campus relies primarily on well water, and the on-campus lake remains operationally significant. It is maintained as an active ecological system, including aeration, fountains, and algae management, and is reported to supply a substantial portion of irrigation demand. In infrastructure terms, the lake

is not only a visual amenity, but part of the campus irrigation system. Continued reliance on groundwater underscores the need for long-term water resilience strategies and irrigation efficiency.

ELECTRICAL POWER AND CAPACITY

Electrical capacity and distribution constraints are a primary infrastructure issue. The campus is served from the Bear Valley Road side and operates across multiple meters. Maintenance and Operations notes limited ability to add additional meters and reports circuit loading concerns in several areas. The principal issue is available capacity and limited understanding of remaining electrical headroom, which can constrain future growth, electrification strategies, and major building system upgrades.

CENTRAL PLANT, HYDRONICS, AND HVAC

The Central Plant is a critical backbone system and one of the most important infrastructure drivers in the Facilities Master Plan. The plant does not currently function as a complete loop across the campus, and portions of the system are connected by chilled water only. An active project is underway to expand capacity and improve Central Plant performance. This work is important because the system currently has limited redundancy and remains a key operational dependency for multiple Upper Campus buildings.

The Lower Campus is not connected to the Central Plant and is instead served by individual packaged units. Given the campus topography, the physical separation between Upper and Lower Campus, and current system capacity, this approach is understandable from an operational standpoint. At the same time, it creates a split infrastructure model in which building performance, maintenance burden, and long-term renewal needs vary between campus zones. Across the broader campus, HVAC performance remains a recurring issue in older buildings, particularly in facilities served by aging standalone units rather than central systems.

TECHNOLOGY AND LOW-VOLTAGE SYSTEMS

Technology infrastructure is generally strong. The campus is reported to have a robust fiber backbone, strong indoor and outdoor Wi-Fi coverage, and recent instructional and meeting room technology upgrades that are functioning well.

SAFETY, SECURITY, LIGHTING, AND SITE SYSTEMS

Security systems are present but uneven across the campus. Key fob access is not universal in older facilities, and camera coverage varies by location. Stakeholder notes identify a need for expanded camera coverage, more consistent access control, updated signage and wayfinding, and improved response to after-hours activity and vandalism. Parking lot and hardscape conditions are also recurring concerns, and exterior lighting, while generally efficient, still presents opportunities for improved controls and coverage.

SUSTAINABILITY

Sustainability opportunities at Victor Valley College are most effectively advanced through practical campus improvements that support daily use, reduce resource demand, and improve the student experience. In the campus environment, the most visible opportunities include expanded shade coverage, improved recycling and waste diversion programs, additional water refill stations in high-use areas, and continued use of solar-covered parking where feasible. Additional opportunities include improved irrigation efficiency, continued use of drought-tolerant planting strategies, and solar expansion where feasible.

PLANNING CONSIDERATIONS

Future infrastructure and sustainability planning should focus on:

- Addressing electrical capacity, Central Plant reliability, and HVAC renewal
- Improving utility documentation and campus infrastructure mapping
- Expanding practical sustainability measures such as shade, recycling, water refill stations, and solar-covered parking
- Improving lighting, security, access control, and wayfinding
- Preparing an infrastructure master plan or targeted precinct plans ahead of future capital projects

Regional Educational and Training Sites

Victor Valley College's facilities system extends beyond the main campus and includes specialized off-campus sites that support workforce training and regional access. These locations are important to the District's distributed facilities model

because they house programs that are operationally distinct from the main campus and, in some cases, reduce pressure on the Victorville campus.





Regional Public Safety Training Center

The Regional Public Safety Training Center is located approximately 15 miles northeast of the main campus near Johnson Road and Navajo Road. The facility consolidates Emergency Medical Services (EMS), Fire Science / Firefighting, and Administration of Justice, and includes a prop yard and CERT training area to support hands-on public safety training. The site was developed through collaboration among Victor Valley Community College District, the Town of Apple Valley, and the Apple Valley Fire Protection District, and serves both instructional and regional workforce training needs.

From a planning standpoint, the site remains important because it supports specialized training functions that are difficult to accommodate on the main campus. At the same time, the site is constrained by its limited size and is not well suited for broad expansion without additional land or a change in operating model. Current facilities notes indicate ongoing HVAC issues, incremental infrastructure replacement, and a facility that is reported to be at or near capacity. This condition is consistent with previous recommendations that identified the site as an important but space-constrained regional asset with limited flexibility for substantial expansion on its current footprint.





Southern California Logistics Airport

Victor Valley College's aviation training mission at Southern California Logistics Airport (SCLA) supports the College's School of Aviation Technology and provides specialized facilities aligned with FAA-based aviation maintenance training and related workforce development. The site supports hands-on instruction in a setting directly connected to airport operations, aircraft systems, and the broader aerospace environment.

The site remains an important part of the College's workforce development system and includes degree and certificate pathways tied to aviation maintenance and related technical

training. As an existing condition, the site is operationally significant and difficult to replicate on the main campus. At the same time, it can feel constrained during peak periods of use, and its long-term planning context is shaped by the fact that it is a leased facility rather than a fully controlled District-owned campus asset. Current notes indicate that operations are generally stable, with some electrical issues, but future investment should be considered in relation to both program demand and lease dependency.





Planning Findings from Stakeholder Interviews

The following themes synthesize recurring facility planning issues identified through interviews with faculty, deans, and campus leadership. They reflect physical planning implications related to instructional space, support space, campus functionality, and specialized program needs.

CLASSROOM AND LABORATORY IMBALANCE

The current distribution of lecture classrooms and laboratories is not well aligned with instructional demand. In practice, some lecture courses are being scheduled in laboratory rooms, which reduces the availability of specialized space and indicates a mismatch between room type, scheduling patterns, and program needs.

ALLIED HEALTH FUTURE GROWTH CONCERNS

Existing Allied Health programs share a limited number of skills and simulation labs, resulting in intensive scheduling across daytime, evening, and weekend hours. Current capacity limits future growth and may create program risk where specialized lab access is tied to accreditation, cohort expansion, and the introduction of additional health programs.

CTE FACILITY CONSTRAINTS

Several CTE and emerging noncredit programs are constrained by the quantity, quality, or condition of available lab space. On the lower campus, older portables and limited supporting infrastructure reduce functionality and limit the College's ability to modernize or expand these programs.

OVERALL SPACE CAPACITY PRESSURE

Projected enrollment growth goals will place additional pressure on a constrained campus. In multiple areas, existing instructional and support spaces are operating near capacity, limiting flexibility for growth, modernization, and program realignment. (Current plans for a new Building 30 begins to reduce this pressure)

FACULTY OFFICE DEFICIENCY

The College does not currently have sufficient faculty office space to accommodate existing and anticipated staffing levels within current contract requirements. In addition to overall quantity, office location and distribution are also issues, as many offices are dispersed, or not located near primary instructional areas.

STORAGE AND SUPPORT SPACE DEFICIENCY

Programs across the campus, including science, CTE, student services, and regional training functions, identified inadequate storage as a recurring operational issue. These deficiencies reduce the functionality of instructional and support spaces and point to broader shortfalls in workrooms, storage, and related support areas.

STUDENT SERVICES CAPACITY AND FUNCTIONALITY

The Student Services Center is perceived as operating at or near capacity, with functional inefficiencies in the current layout. This suggests a need to evaluate both the amount and organization of student services space as part of future planning.

WAYFINDING AND CAMPUS LEGIBILITY

Stakeholders identified signage and wayfinding as persistent campus issues. From a facilities planning standpoint, these concerns affect access, orientation, and the usability of the campus environment, particularly for first-time users and students moving between major campus destinations.

REGIONAL FACILITY NEEDS

The Regional Public Safety Training Center and aviation-related facilities also have identified space and functionality needs. These sites should be considered part of the broader facilities system, particularly where they support specialized workforce and technical programs that cannot be easily accommodated on the main campus.



Translating Data into a Vision

The existing conditions assessment identifies several themes that should guide future planning at Victor Valley College. These themes translate the data, facility observations, and stakeholder input into a planning framework for the campus.

REBALANCE AND MODERNIZE THE CAMPUS

Future planning should improve the balance between classrooms, laboratories, student support space, offices, and temporary facilities. This includes reducing the use of labs for lecture where possible, right-sizing classrooms, replacing portables over time, and modernizing aging Lower Campus facilities that limit program quality and growth.

SUPPORT GROWTH AND STUDENT SUCCESS

Facilities planning should support programs with clear growth pressure, particularly in career technical education, public safety, and health professions. Student services, engagement functions, study space, and campus life amenities should also be better organized and more functional, with less fragmentation and improved support for students outside the classroom.

ADDRESS OFFICE AND SUPPORT SPACE NEEDS

Office shortages remain a campus-wide issue. Future planning should improve the quantity, distribution, and functionality of faculty and staff offices, while also addressing storage, workrooms, and other support needs that affect daily operations and program effectiveness.

STRENGTHEN CAMPUS CONNECTIONS AND AMENITIES

The relationship between Upper and Lower Campus should be improved through better wayfinding, pedestrian connections, arrival sequences, and overall campus legibility. Outdoor spaces should also better support student life, informal learning, and campus events through improved shade, seating, and flexible gathering areas.

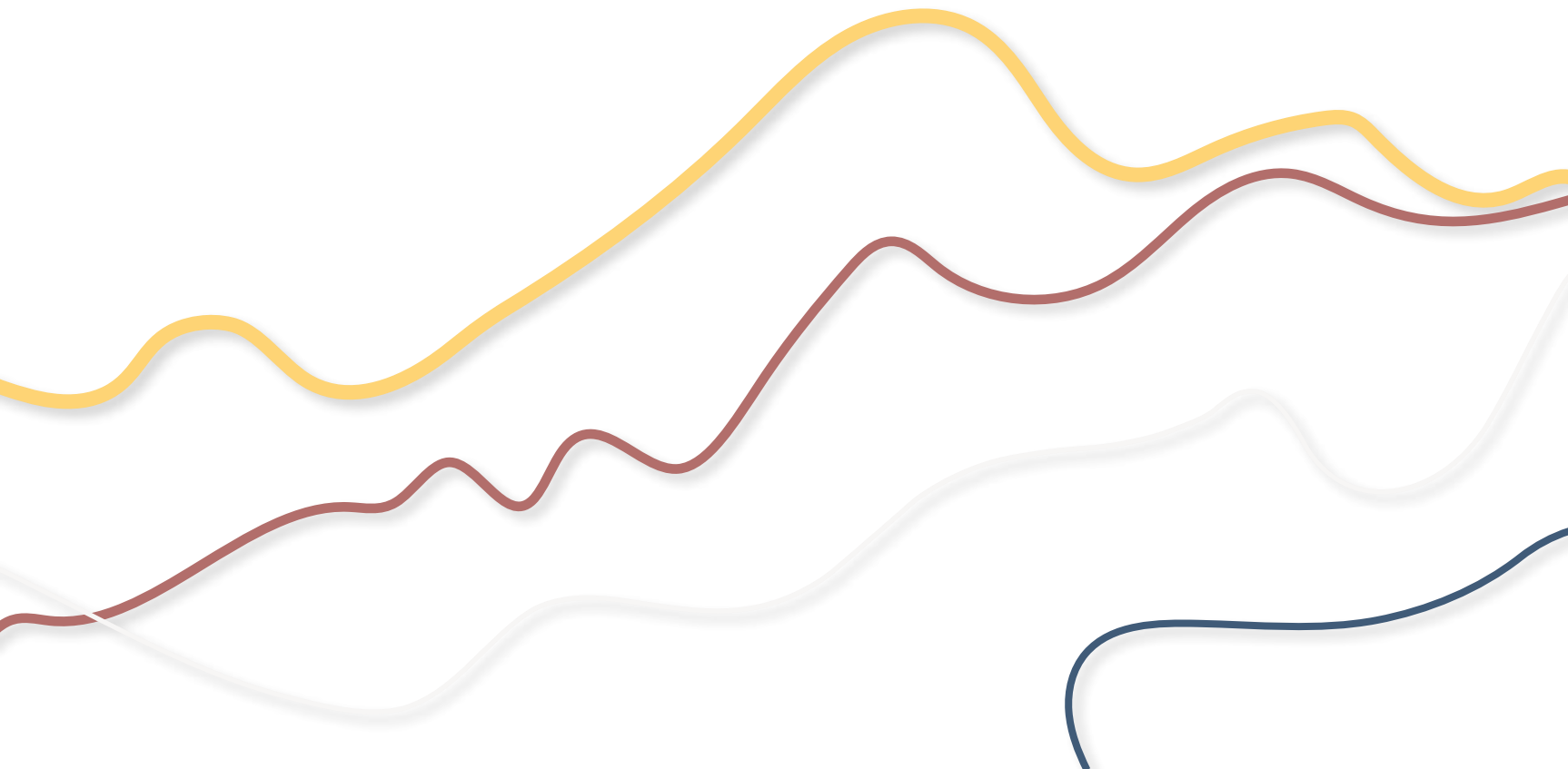
RENEW INFRASTRUCTURE

Infrastructure renewal should remain a major planning driver. Electrical capacity, Central Plant performance, HVAC renewal, underground utilities, site lighting, security, and parking lot condition all affect the campus's long-term functionality.









VISION FOR THE FUTURE



Determining the College's Planning Framework

The translation of Victor Valley College's educational priorities, student support needs, and program goals into facilities needs, as discussed in Chapter 3, together with the qualitative and quantitative analysis of buildings, campus systems, and existing site conditions documented in Chapter 4, led to an integrated Program of Work.

This integrated approach provides a cohesive strategy for campus development. It balances current priorities, immediate needs, and budgeting with long-term goals and reflects the campus's strengths, challenges, and opportunities. Facility-specific needs and campus-wide systems were evaluated together, including classrooms,

laboratories, specialized instructional spaces, student support areas, pedestrian and vehicular circulation, parking, open space, wayfinding, infrastructure, and off-campus instructional sites.

Together, these components shape a welcoming, accessible, safe, and effective learning environment that supports Victor Valley College's educational mission and long-term strategic objectives.



Objectives of the Facilities Master Plan

SUPPORT THE COLLEGE MISSION

Ensure that facilities, infrastructure, and campus systems support Victor Valley College's academic mission, student success goals, workforce training priorities, and role as a regional educational resource.

IMPROVE EFFICIENCY AND UTILIZATION OF THE CAMPUS

- Maintain and enhance campus zoning to improve space utilization, strengthen program adjacencies, and support efficient campus operations.
- Align classrooms, laboratories, specialized instructional spaces, and support areas with current and future instructional needs.
- Improve the balance between general lecture space and specialized lab space.
- Create flexible learning environments that can respond to changing programs, modalities, and student needs.

ADVANCE THE CTE AND WORKFORCE TRAINING MISSION

- Support high-demand career education programs through modernized facilities, expanded outdoor labs, improved program adjacencies, and long-term investment in CTE.
- Strengthen the relationship between instructional facilities, workforce training needs, and regional employment opportunities.

REBALANCE STUDENT-CENTERED SERVICES AND ENGAGEMENT

- Improve the distribution, visibility, and functionality of student support and engagement space.
- Improve access to student support functions through clearer adjacencies, visibility, and wayfinding.

ADDRESS AGING FACILITIES AND INFRASTRUCTURE

- Prioritize reinvestment in facilities based on building age, condition, functionality, instructional value, and long-term campus strategy.
- Coordinate renovation, alteration, replacement, and capital renewal to reduce redundancy and support a more efficient campus.
- Prioritize reinvestment in campus utilities through phased renovation, replacement, and system modernization.

IMPROVE CAMPUS SAFETY AND ACCESS

- Improve campus-wide safety, security, and universal accessibility through thoughtful design, clear wayfinding, lighting, and landscape improvements.
- Address known pedestrian and vehicular conflict points to improve safety, access, and campus movement.
- Strengthen entries, drop-off areas, pedestrian crossings, and gateways to support a clearer and safer arrival experience.

Secondary Planning Considerations

MINIMIZE DISRUPTION

Sequence projects to reduce disruption to instruction, student services, campus operations, and parking. Phasing should consider swing space, temporary relocations, construction access, and the secondary effects created when new or renovated space becomes available.

LEVERAGE FUNDING OPPORTUNITIES

Develop a phased capital program that positions the College to pursue state funding, local funding, grants, partnerships, and future bond opportunities. Projects should align facility need, program priority, funding eligibility, and implementation readiness.

COORDINATE PRIMARY AND SECONDARY EFFECTS

Evaluate projects not only by their direct program benefit, but also by the spaces they vacate, the programs they allow to relocate, and the long-term improvements they create across the campus. This is important for new construction and major renovation projects that may rebalance instructional space, student services, and Lower Campus functions.

PLANNING OUTCOMES

The FMP will provide Victor Valley College with a Program of Work that includes new construction, renovation, alteration, site improvements, infrastructure renewal, and off-campus instructional sites. The Vision will also provide coordinated recommendations for academic facilities, student-centered services, circulation, parking, open space, wayfinding, infrastructure, and specialized instructional assets.

The planning outcomes will guide future decisions related to student support, instructional space, campus life, infrastructure renewal, sustainability, capital renewal, and long-term operational resilience. Together, these outcomes establish a phased implementation framework to support funding, sequencing, project development, and future facilities planning decisions.

Current and Ongoing Projects

Victor Valley College has several facility, infrastructure, and site improvement projects currently in planning, design, bidding, or construction. These projects are included in the Facilities Vision as active planning assumptions and help establish the near-

term context for the Program of Work. Some projects address existing deficiencies directly, while others create secondary effects that may influence future renovation, relocation, or reallocation opportunities across the campus.

The following projects are currently in design or construction:

PROJECT	SCOPE & FMP RELEVANCE
● Building 30 Replacement	Replaces and expands the existing Building 30 supporting future classroom, office, and instructional space needs. The project also creates secondary effects that help rebalance lecture and lab use in adjacent instructional buildings. In spring of 2026, the project was in programming.
● Event Center Parking Lot Expansion	Improves parking capacity, paving, lighting, EV charging, site circulation, and access for athletics, events, and Lower Campus uses.
● Sports Field Improvements	Supports athletics facilities through field, site, and related support improvements.
● Building 10 HR Tenant Improvement	Improves administrative workspace and supports continued use of existing campus facilities.
● Building 74 Event Center Kitchen TI	Supports event functions and improves food service capability within the Event Center. Creates secondary effects at 2nd floor of SAC
● CDL / Truck Driving Improvements	Supports workforce training and program expansion through outdoor labs and site improvements
● Mechanical/HVAC Upgrades	Addresses expansion and renovation to the existing Central Plant, building systems renewal and supports continued use of an existing instructional facility.

These ongoing projects establish part of the implementation baseline for the FMP. The recommendations that follow build on this work by identifying the next layer of facility, site, circulation, infrastructure, and programmatic improvements needed to support the College over time.



Victor Valley College: Campus Vision

The adjacent diagram graphically defines Victor Valley College’s Vision in their FMP. The update builds upon the existing framework of the campus, while improving the planning systems and addressing new and renovated facility needs.

The recommendations relative to each campus system are further described in the following pages.

10	ADMINISTRATION BUILDING	41	LEARNING RESOURCE CENTER	70	ADAPTED P.E
10A	ADMINISTRATION ANNEX	42	ACADEMIC COMMONS	71	MAIN GYM
10B	NEXTUP CENTER	44	STUDENT ACTIVITIES CENTER	72	GYM CLASSROOM
11	EXCELSIOR	50	SOCIAL SCIENCE 1	74	EVENTS CENTER
12	CHILD DEVELOPMENT CENTER	51A/B/C	BUSINESS/HUMANITIES PORTABLES	75	FOOTBALL MODULARS
20	MUSIC	52	SOCIAL SCIENCE 2	90	M&O SHOPS
21	ADVANCED TECHNOLOGY	53	OLD MAIL ROOM	91	WAREHOUSE
22	ART	54	PERFORMING ARTS CENTER	92	M&O SHOP
23	STUDENT SERVICES “ONE STOP”	55	ADMINISTRATION	93	CLASSIFIED STAFF TRAINING
30	LIBERAL ARTS	62	ELECTRONICS LAB		
31	SCIENCE LABS	63	CIDG	A	BUILDING 30 (IN DESIGN)
32	ALLIED HEALTH / NURSING	64	AUTOMOTIVE	B	CTE COMPLEX
32A/B/C	ALLIED HEALTH PORTABLES	65	CONSTRUCTION TECHNOLOGY	C	EXPANSION ZONE
33	HEALTH AND SCIENCES	67	VOCATIONAL CLASSROOMS	D	MODERATE RENOVATION / ALT.
40	CENTRAL PLANT	67A	WELDING SHOP	E	MINOR RENOVATIONS / ALT.
				F	HOUSING ZONE



Program of Work

The FMP includes multiple projects within the 2035 planning horizon. These projects include:

NEW CONSTRUCTION

- A** Building 30 (In Design)
- B** CTE Complex
- C** Construction Technologies Expansion Zone
- F** Student Housing Zone

MODERATE/MINOR RENOVATION

- D** Building 21 / Building 44
- E** Building 23 / Building 41 / Building 42

DEFERRED MAINTENANCE

- Refresh and renewal

SITE WORK

- Integration of Passive / Active Outdoor Spaces (Campus-Wide)
- Universal Access & Wayfinding (Campus-Wide)
- Parking Lot Renewal

KEY:

-  New Construction
-  Moderate Renovation / Alteration
-  Minor Renovation / Alteration
-  Potential Demolition



Existing Demolition Plan

The Program of Work includes the phased removal of temporary, portable, and aging facilities where existing uses can be relocated into permanent campus facilities. The removal of portables supports the College's long-term goal of relocating active programs into permanent, accessible, and appropriately supported facilities while reducing reliance on temporary buildings that are less adaptable, less efficient, and more difficult to maintain over time. Demolition is a functional outcome of consolidation, program relocation, modernization, and improved campus zoning.

UPPER CAMPUS

- **Building 30**
Building 30 will be removed prior to construction of the Building 30 Replacement project, which is currently in design.
- **Buildings 32A, 32B, and 32C**
These portables should be removed after existing storage and office functions are reassigned. This may occur within the current planning horizon or carry forward into the next cycle as Health Professions facilities are reimagined.
- **Buildings 51A, 51B, and 51C**
These portables currently support the campus pantry as part of the Thrive Resource Center. This is a critical student support program and should not be displaced without a planned replacement location. If the Thrive Resource Center is incorporated into Building 44 or another permanent campus location, the portables should be removed. The future location must account for site access, vehicular circulation, pedestrian safety, visibility, and dignified student access.

- **Building 53**

Building 53, is the original mail room, currently empty. Due to its unique size and lack of air conditioning it is not suited for personnel assignment. Its use as storage could be expanded, or removed giving outdoor space to building 54, 50, or 52.

LOWER CAMPUS

- **Building 80, 60s Complex, and 66 A/B**

The proposed CTE project provides an opportunity to remove aging portable facilities on the Lower Campus as programs are consolidated into permanent instructional space. Removal of these buildings will support improved program adjacencies, reduce reliance on temporary facilities, and create a more intentional long-term footprint for the CTE Corridor.

- **Buildings 62, 63, and 64**

Buildings 62, 63, and 64 support uses that align with the proposed new CTE Facility. These buildings should be evaluated during project programming to determine whether they will be included in the final project scope. Final recommendations should align with program need, project scale, available budget, funding strategy, and the long-term Lower Campus plan.

The intent is to reduce reliance on temporary or aging facilities while moving active programs into more permanent, accessible, and appropriately supported environments.

KEY:

- Buildings to be Demolished
- Potential Demolition
- Moderate Renovation / Alteration
- Minor Renovation / Alteration



Career Technical Education (CTE) Corridor

CTE Corridor improvements are based on supporting high-demand and regionally significant programs with facilities that provide long-term growth, flexibility, and improved instructional functionality. Victor Valley College currently offers a range of CTE programs on the Lower Campus, including several programs that are unique to the region and central to the College's workforce training mission.

Many of these programs are housed in aging facilities or portable buildings that limit long-term adaptability, program identity, and instructional expansion. The FMP recommends targeted investment in the CTE Corridor to consolidate related uses, improve program adjacencies, expand specialized instructional capacity, and create modern facilities that support current and future workforce training needs.

PROJECT B – CTE COMPLEX

The proposed CTE Complex would consolidate three portable complexes on the Lower Campus into a permanent instructional facility. The project is envisioned as a state-funding-eligible replacement project. To maintain eligibility, the assignable square footage of the new facility would generally align with the assignable square footage of the facilities removed, while shifting the use toward CTE-related classrooms, laboratories, faculty offices, and instructional support space.

The inclusion of Buildings 62, 63, and 64 should be evaluated during initial programming. These buildings are aging facilities with elevated FCI percentages and include uses that align with the proposed CTE Complex. Including them in the project may expand the opportunity to consolidate additional CTE programs, improve project scope, and better support the long-term Lower Campus plan.

The project will require relocation of non-CTE functions currently housed in the Lower Campus portable complexes, including the Veterans Resource Center, Justice Involved Education, and Campus Police. Student support and engagement centers are anticipated to relocate to Building 21, the ATC. Each non-CTE program element should be evaluated during the initial programming phase to confirm the most appropriate long-term location on campus.

Programming for the CTE Complex should occur after the Building 30 Replacement is fully programmed. The classroom and office capacity added through Building 30 will affect campus utilization, scheduling strategies, and the reassignment of instructional and support space across the Upper and Lower Campus.

Primary Programs

- Agriculture
- Automotive, proposed from building 64
- Computer Animation
- Cosmetology / Esthetician
- Electronics, proposed from building 62
- Multipurpose Classrooms
- Faculty Offices
- Other

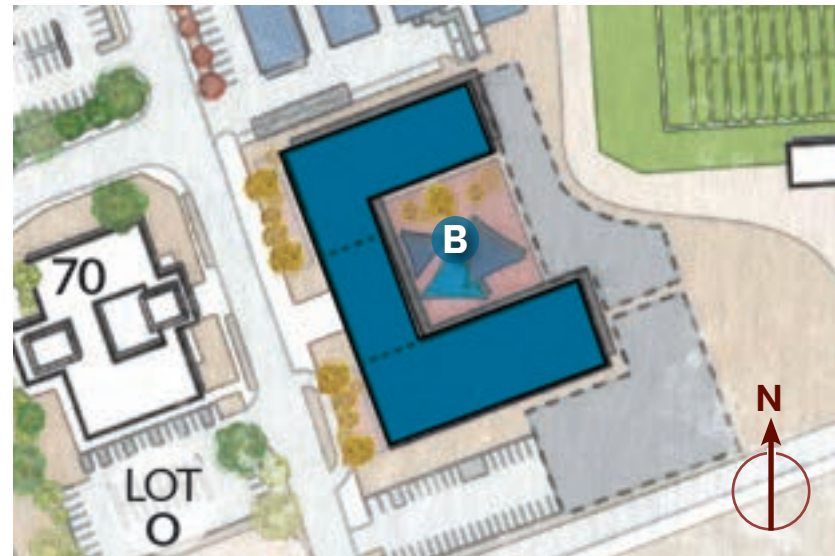
Buildings to be removed:

- 80s Complex
- 60s Complex, including AG greenhouses, lath houses, and hydroponics area
- 66 A/B

Planned Site Work

Site work associated with the CTE Complex should support both instructional needs and student use of the Lower Campus. Improvements are anticipated to include:

- Multiple outdoor labs for CTE programs, including replacement greenhouse, lath house, and hydroponics areas; automotive lab space; electronics lab space; and other program-specific outdoor instructional areas
- Outdoor courtyard to support student study, gathering, and socialization
- Connection to Lot Q
- Potential reshaping of Lot O



PROJECT C – CONSTRUCTION TRADES EXPANSION

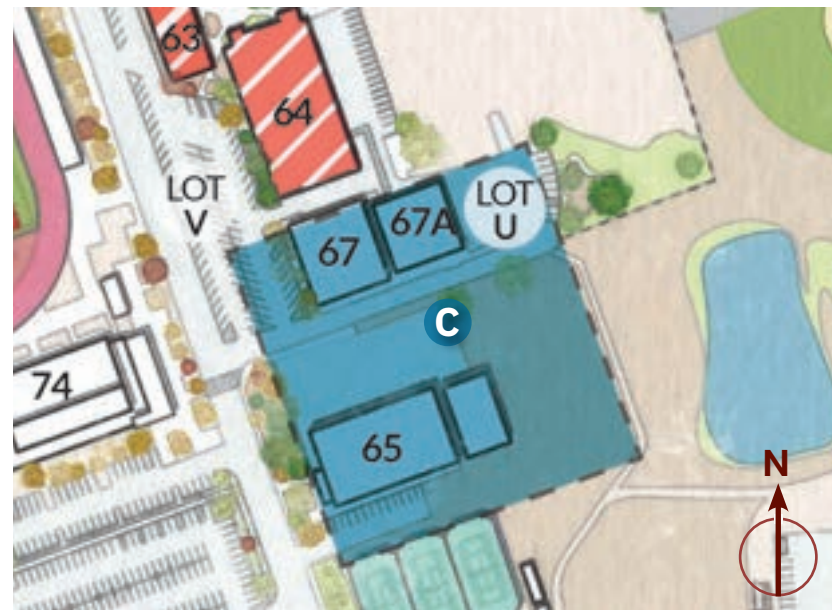
Buildings 65 and 67 currently support Welding and Construction Technologies within the Lower Campus CTE Corridor. Building 67 is a newer facility and should be maintained through the College's scheduled maintenance program. Building 65 is approaching 30 years of age; however, with capital renewal, systems replacement, and targeted renovation, it can continue to serve the College for many years.

Welding and Construction Technologies are strong, active programs that support the College's workforce training mission. The CTE Corridor Vision recognizes that removal of the Building 66 portables to the east, and potential removal of Building 64 to the north, creates an opportunity for these programs to expand within their existing adjacencies.

Within the planning horizon, Welding is expected to have the clearest need for expansion. Future educational planning should evaluate program growth impacting the amount and type of additional indoor lab, outdoor lab, equipment, storage, and support space needed for Welding and Construction Technologies, while coordinating improvements with the broader CTE Corridor plan.

Planned Improvements

- **Building 65:** Capital renewal and systems replacement, targeted renovation to extend the buildings useful life and support instructional needs.
- **Building 67:** Scheduled maintenance and continued upkeep
- Expansion opportunities for Welding and Construction Technologies into adjacent areas made available through removal of nearby portable facilities.



Student Centered Services and Engagement

STUDENT CENTERED SERVICES AND ENGAGEMENT

The Student-Centered Services and Engagement projects focus on improving the distribution, visibility, and functionality of student-facing spaces across the campus core. Rather than concentrating all student support in one location, the FMP recommends to maintain a connected network of spaces that supports student services, engagement, study, equity-centered programs, the Thrive Resource Center, and campus life.

Projects include:

- **Building 44** Student Center Enhancements
- **Building 23** Student Services Improvements
- Distributed Study and Engagement Spaces *in Buildings 21, 41, and 42*



PROJECT D – BUILDING 44 STUDENT CENTER ENHANCEMENTS

Building 44 should be enhanced to better support its role as a student center. With the Building 30 Replacement project, the existing Multicultural Center will be removed and should be replaced in a permanent location that supports Umoja, Unidos / Puente, Pride, and the Honors Society.

The second floor of Building 44 provides an opportunity to create this student engagement replacement space. The existing events area is underutilized now that the new Event Center is open on the Lower Campus. Repurposing this area would provide approximately 5,000 SF for student-centered use. The College should consider a planning model with smaller focused offices supported by larger shared lounge, meeting, study, and collaboration spaces.

Additional underutilized space on the ground floor includes the Rams Store, which is approximately 6,200 SF. The College is encouraged to review college store models at peer institutions to determine how the store can continue to support students within a reduced footprint. Operating cost, revenue, staffing needs, and total cost of ownership should be considered when evaluating the highest and best use of this space. A reduction of the Rams Store could return, at a minimum, 2,000 SF to student-centered uses, such as dining, meeting rooms, study pods, collaboration space, or other student engagement functions.

If the Thrive Resource Center is incorporated into Building 44, the location should be planned carefully to support visibility, dignified access, storage, queuing, service delivery, and vehicular or site access where needed.

Planned Improvements

- Create Multicultural Center on the second floor of Building 44.
- Right-size the Rams Store
- Evaluate Building 44 as a potential permanent location for the Thrive Resource Center.



PROJECT D/E – BUILDING 23 STUDENT SERVICES AND BUILDING 21 ENGAGEMENT NETWORK

Building 23 remains the College's primary Student Services destination and is an important first point of contact for students, visitors, and prospective students. The building is highly used and increasingly impacted as student service needs continue to grow. Within the planning horizon, Building 23 should continue to prioritize core student services and be evaluated for capacity, service delivery, queuing, privacy, and student navigation.

As Building 23 reaches capacity, functions that are not critical to remain in the primary Student Services building should be evaluated for relocation to Building 21 or other appropriate campus locations. Buildings 21 and 23 have the opportunity to function together as a connected service and engagement network, with Building 23 focused on core matriculation services and Building 21 supporting engagement, resources, and related student support functions.



PROJECT D/E – STUDENT ENGAGEMENT AND STUDY NETWORK: BUILDINGS 21, 41, AND 42

The FMP recommends rebalancing student engagement and study spaces across Buildings 21, 41, and 42 to create a more connected student-centered network within the campus core. These buildings already support study, learning resources, student activity, and engagement functions; however, opportunities exist to better use underutilized space, improve adjacency, and provide more intentional student areas.

Building 21 currently includes both a significant classroom component and a central study mall. The study mall is used by students, but remains underutilized relative to its size and location within the campus core. After the Building 30 Replacement is completed and additional classroom capacity is available, classrooms in Building 21 should be strategically evaluated for potential repurposing into student engagement centers, support programs, resource spaces, or study areas. Improvements to the study mall should also be considered to make it more active, comfortable, and purposeful for student use.

Building 41 should remain the College Library and continue to serve as a primary learning resource. Within that role, open study areas and enclosed study rooms should be evaluated and balanced to better support current student use, individual study, group study, technology access, and quiet study needs.

Building 42 should continue to support distributed student use in coordination with Buildings 21, 41, and 44. Opportunities should focus on informal gathering, student support, and study space that complement the Library, the Building 21 study mall, and the Building 44 Student Center.

Together, these improvements create a stronger student engagement and study network across the campus core, allowing student support, study, learning resources, equity-centered programs, and campus life functions to grow without relying on a single building or isolated location.

Planned Improvements

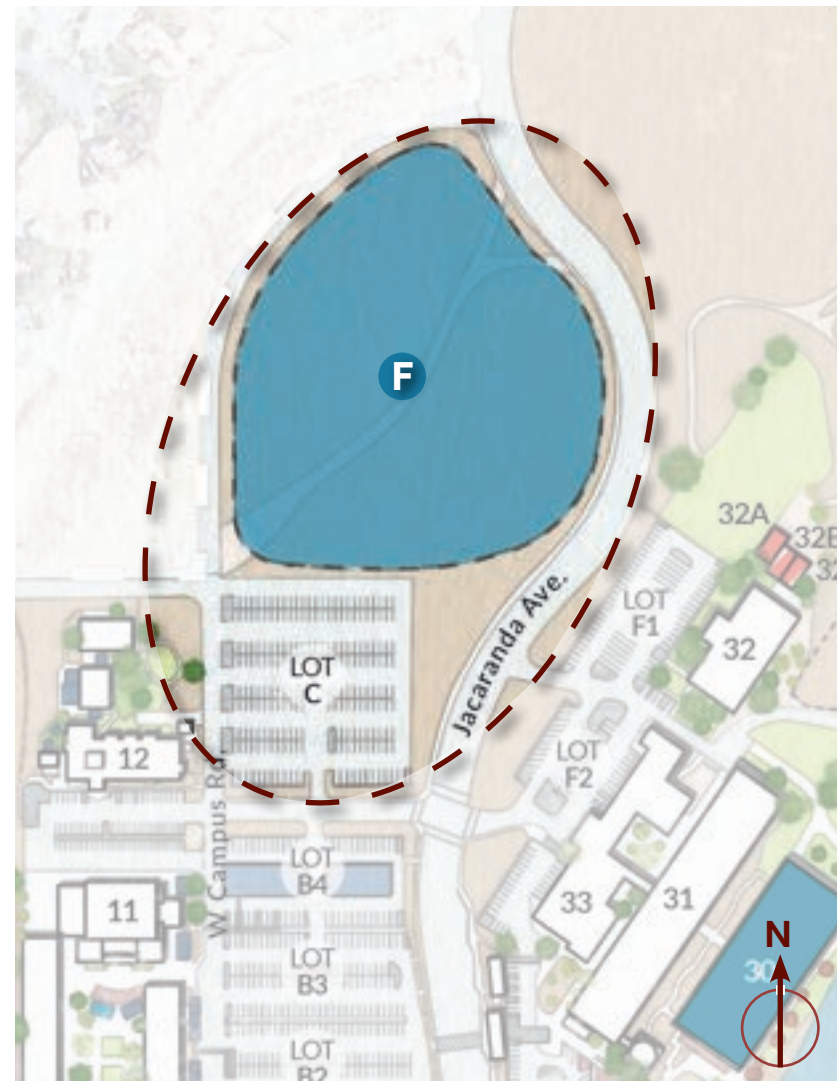
- Evaluate Building 21 classroom and study mall areas for repurposing/assigning into student engagement centers, resource spaces, study areas, or other student-facing functions after the Building 30 Replacement is complete.
- Coordinate Buildings 21, 41, and 42 as a distributed study and engagement network.



Student Housing Planning Zone

Victor Valley College has studied student housing in the past and has identified student housing planning zone for future evaluation. The FMP did not study, nor does it identify student housing as a near-term capital project; however, the designated zone should be preserved for future analysis if and when state funding or other grant opportunities become available.

Future analysis should confirm student need, affordability, operating model, site capacity, infrastructure requirements, partnership opportunities, and long-term financial feasibility before advancing student housing as a capital project.



Health Professions Capacity and Future Planning

The FMP recommends continued monitoring of Health Professions capacity within the upper campus academic core. Space utilization analysis indicates that the existing Health Professions buildings are nearing capacity; however, the full effect of the Building 30 Replacement on scheduling, classroom distribution, and lab utilization is not yet known.

Health Professions growth is shaped by space, cohort size, clinical placement capacity, staffing, equipment, and regional healthcare partnerships. The next educational planning cycle should evaluate projected growth, potential new programs, and long-term facility needs.

At this time, the FMP does not identify a near-term Health Professions expansion project within the current planning horizon. However, based on utilization trends, program specialization, and community value, an expansion or replacement facility will be needed in the future. This project should be evaluated for state funding eligibility, local funding, grants, healthcare partnerships, or other funding strategies.



Campus Zoning

The FMP builds on the strong program zoning already established on campus. The Upper Campus will continue to serve as the primary academic and student services core, while the Lower Campus will continue to support CTE, athletics, agriculture, workforce training, and operations. The Facilities Vision does not propose a wholesale reorganization of campus zoning. Instead, it strengthens key areas where targeted facility investment can improve utilization, consolidation, and long-term flexibility.

UPPER CAMPUS

On the Upper Campus, the Building 30 Replacement will begin to rebalance classroom and lab space and support improved instructional utilization. With the addition of general classroom capacity, lecture courses currently scheduled in surrounding labs should be reassigned into Building 30 where appropriate. This will relieve pressure on specialized labs, better align room type with instructional use, and create opportunities to expand lab-based course offerings over time.

LOWER CAMPUS

On the Lower Campus, the new CTE Building will consolidate CTE uses and remove academic portables from the Lower Campus. This strategy creates expansion footprints for Construction Trades, Welding, and future CTE uses along the corridor, while strengthening the Lower Campus as a more intentional workforce training district. Final programming within the planning horizon will determine whether Buildings 62, 63, and 64 are also included in the project scope.

STUDENT ENGAGEMENT

Student engagement is already robust across the campus, however the vision recommends rebalancing these spaces to better utilize underused areas and provide growth where appropriate. Student services, study areas, engagement centers, equity-centered spaces, basic needs, and campus life functions will be planned as a connected network rather than as isolated building-based uses.

FOOD SERVICE

Food services will continue to be concentrated in Building 44, Student Activities Center, which serves as the primary campus location for cafeteria service, catering support, and convenience items through the RAMS Store. The College has also discussed expanding access to food service through fresh food vending at strategic locations across campus. This would be a valuable asset to the campus and should be encouraged, further evaluated, and implemented where appropriate to improve convenient access to food for students, employees, and visitors.

OFFICES

Faculty office space remains a campus-wide challenge. As future buildings are programmed, each project should evaluate the appropriate balance of office, instructional, support, and shared-use space to ensure faculty workspace is addressed as part of the broader facilities strategy.



Campus Entry & Vehicular Circulation

The FMP maintains the established campus entry and vehicular circulation structure while targeting improvements that make arrival, drop-off, visibility, and wayfinding clearer and more functional. Bear Valley Road will continue to serve as the primary public-facing entry, while Spring Valley Parkway and Mojave Fish Hatchery Road will continue to provide distributed access to the Upper and Lower Campus.

Future planning should focus on:

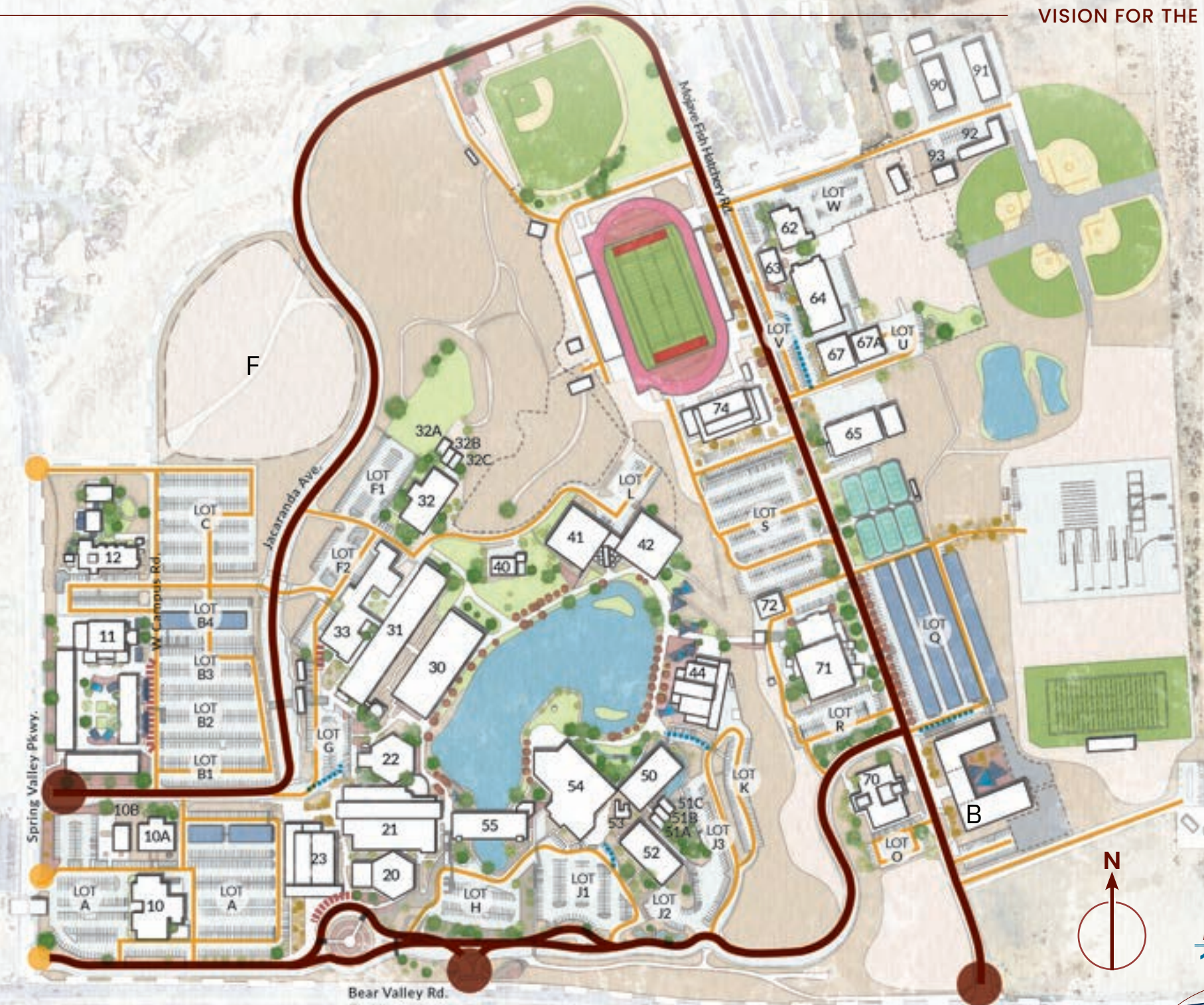
- **Maintaining the existing campus entry structure** while improving signage, visibility, orientation, and wayfinding at key arrival points, especially to the Lower Campus, CTE Corridor, Athletics, and Event Center.
- **Expanding and formalizing drop-off locations** at highly used destinations, including Building 21, Building 44, and the new CTE Complex.
- **Pairing drop-off areas with campus maps, clear wayfinding, and defined pedestrian corridors** that lead students and visitors into the campus core and major program areas.

- **Clarifying vehicular routes and decision points** through consistent signage, pavement markings, and entry hierarchy.
- **Coordinating circulation improvements with pedestrian safety** particularly where student crossings, parking access, and campus roadways overlap.

Together, these improvements reinforce the existing circulation system while improving campus arrival, wayfinding, safety, and day-to-day operations.

KEY:

- | | |
|---|---|
|  Main Entry |  Secondary Circulation |
|  Secondary Entry |  Designated Drop-Off |
|  Primary Circulation |  New Drop-Off |



Parking

The FMP maintains the existing parking distribution and overall parking counts. The College currently maintains a healthy parking ratio, which is expected to remain adequate in the future. Rather than recommending major parking expansion, the Vision focuses on improving the condition, safety, sustainability, and usability of existing lots.

Recent and ongoing improvements have helped further balance parking on the Lower Campus, including the Event Center Parking Lot expansion and the recently completed solar-covered parking at Lot Q. Future CTE consolidation will also improve parking distribution by concentrating related class destinations within a more defined Lower Campus CTE Corridor.

On the Upper Campus, the general parking layout is expected to remain largely unchanged. However, as parking lots are refurbished or adjacent projects are developed, the College should look for opportunities to maximize solar-covered parking. Lots B and C are strong candidates for expanded solar-covered parking. Solar canopies should be considered not only for sustainability, comfort, and convenience, but also as part of a broader code-compliance strategy. Victor Valley College should coordinate a campus-wide approach to solar requirements with DSA rather than addressing requirements on a project-by-project basis.

Projects specifically include:

- **Parking lot refurbishment (across campus)** through paving, striping, lighting, accessibility improvements, and safety enhancements.
- **Improved parking lot wayfinding** enabling students, visitors, and event users to understand where they are parking in relationship to the multiple destinations across campus.
- **Maintain limited access to Lot L** to reduce pedestrian and vehicular conflict.

Together, these improvements support a more functional, sustainable, and balanced parking system without overbuilding parking beyond the campus long-term need.

KEY:

- | | |
|--|--|
|  Parking Lot |  Parking Permit Station |
|  Parking Lot Name |  Charging Stations |
| |  1/4 Mile Radius |



Pedestrian Circulation & Gateways

The FMP strengthens the existing pedestrian circulation framework by improving safety, wayfinding, and the clarity of campus gateways. The campus already has a strong pedestrian core organized around the lake and central academic buildings; the Vision focuses on making key routes more visible, accessible, and easier to navigate from parking areas, drop-offs, and campus entries.

Improvements should reinforce the primary pedestrian pathways within the Upper Campus while creating clearer connections to the Lower Campus, CTE Corridor, Athletics, and Event Center. Gateways should be paired with consistent signage, campus maps, lighting, and landscape improvements so students and visitors can understand where they are entering campus and how to reach their destinations.

Projects specifically include:

- **Enhanced pedestrian crossings** along Jacaranda Avenue / Parking Lot C and at significant crossings along Mojave Fish Hatchery Road. These crossings will improve pedestrian safety, visibility, and driver awareness. Improvements should include raised crosswalks and 4-way stop signs, as well as flashing pedestrian use lights where appropriate. Should the Student Housing location be developed, this intersection along Jacaranda Ave between Lots C and F will be further impacted.

- **Pedestrian gateway improvements** at the Upper Campus should establish consistent and identifiable entry points through consistent paving, planting palettes, signage, lighting, and campus maps.
- **Entry plazas** at individual facilities at the Lower Campus will allow destinations to be quickly identified while still being a part of Victor Valley College.
- **Improved pedestrian wayfinding** through consistent signage, campus maps, lighting, and visual cues along primary and secondary routes.

Together, these improvements support safer movement across campus and create a clearer, more welcoming pedestrian experience between campus entries, parking areas, instructional destinations, student services, and Lower Campus programs.



KEY:

- | | | |
|--|---|---|
|  Pedestrian Gateway |  Primary Circulation |  1/4 Mile Loop |
|  Entry Plaza |  Secondary Circulation | |

Open Space & Student Gathering

The FMP strengthens open space and student gathering areas as part of the campus learning environment. Exterior improvements should create more usable, comfortable, and technology-supported spaces through shade, seating, power, Wi-Fi, lighting, and durable landscape improvements. Because Victor Valley College experiences periods of intense sun, wind, and harsh weather conditions, outdoor improvements should be designed for resilience, comfort, and year-round usability.

A priority area is the corridor between Buildings 42 and 44. This area already supports student activity and campus events and should be improved as a more intentional student gathering and events promenade. Enhancements should include shade structures or canopy trees, wind-conscious design, power access, Wi-Fi coverage, flexible seating, lighting, and infrastructure to support tabling, events, and student services activities.



Building 44 should also be enhanced to maximize its role as a student center. Improvements should strengthen both interior and exterior student space, improve connections to adjacent outdoor gathering areas, and support student activities, equity-centered programs, study space, the Thrive Resource Center, and campus life functions.

Projects specifically include:

- **Student events promenade improvements** between Buildings 42 and 44, including shade, power, Wi-Fi, seating, lighting, wind-conscious design, and event-support infrastructure.
- **Enhanced exterior student-centered areas** that provide resilient, shaded, and comfortable places for students to study, meet, wait between classes, and participate in campus life. Areas should be technology supported, including power and Wi-Fi to support informal learning, and daily student use.
- **Outdoor space requirements for new buildings** ensuring that each new facility includes either usable exterior student space designed for sun and wind exposure or specifically designated interior student space.

Together, these improvements expand the campus's student-centered environment and ensure that open space functions as an active, resilient part of the College's instructional, support, and engagement network.

KEY:

- Pedestrian Gateway
- Public Gathering Spaces
- Entry Plaza
- Program Specific Gathering Spaces



Other Locations

OFF-CAMPUS INSTRUCTIONAL SITES

Victor Valley College's off-campus instructional sites extend the College's ability to provide specialized training that cannot be fully replicated on the main campus. These sites support programs that require unique site conditions, equipment, operational environments, acreage, or regional partnerships. The Facilities Master Plan recognizes these locations as important instructional assets that complement the main campus and support the College's workforce training mission.

SC LOGISTICS AIRPORT

The SC Logistics Airport is a strong instructional asset and regional training location that complements the main campus. The facility supports specialized workforce training in an airport-adjacent environment, allowing students to learn near related industry companies, operational activity, and potential future employers. This proximity is a significant program advantage and strengthens the connection between instruction, workforce preparation, and regional employment opportunities.

Because the facility is leased, the College should continue to maintain and grow programs at the site where possible while also evaluating long-term lease reliability. Future planning should focus on protecting the instructional value of the location, supporting program growth, and maintaining access to an industry-connected training environment.



REGIONAL PUBLIC SAFETY TRAINING CENTER

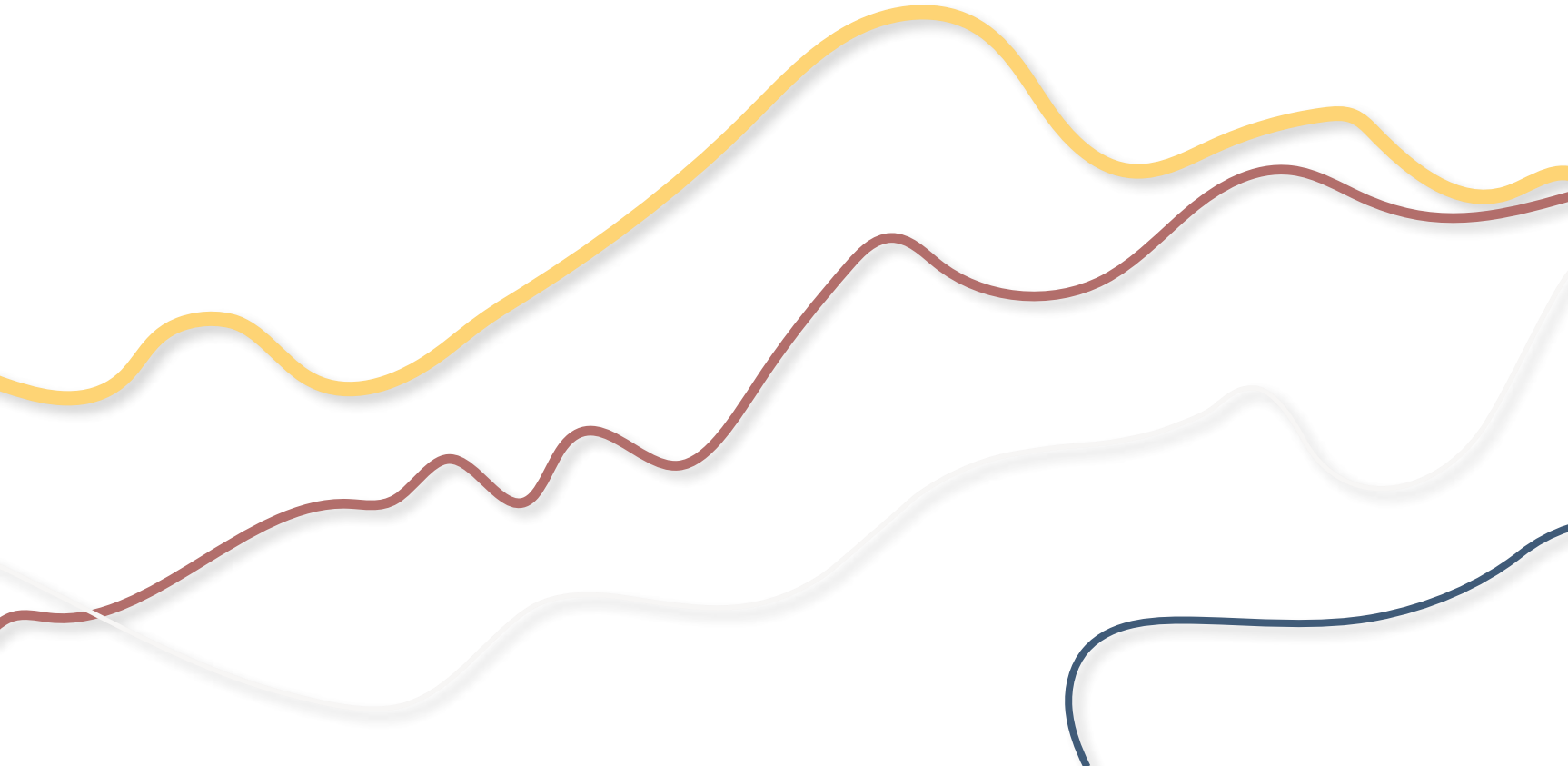
The Regional Public Safety Training Center is a significant instructional asset that supports public safety training and complements the main campus. The site provides approximately 10 acres of specialized training environments that support scenario-based, outdoor, and equipment-intensive instruction.

The FMP recommends continued scheduled maintenance and capital renewal to support the site's current instructional function. Minor programmatic updates, supporting storage, site improvements, and facility repairs should be incorporated with maintenance and renewal work where feasible. This approach allows the College to sustain the training center's value while addressing near-term functional needs.

Within the next educational planning cycle, the College should study and document the long-term programmatic needs of the Regional Public Safety Training Center. Those findings should inform future facilities planning, including potential program updates, site improvements, capital renewal needs, and long-term investment priorities.







PROJECT IMPLEMENTATION



PROJECT IMPLEMENTATION AND REVENUE RESOURCING

Bond Measure JJ has funded many of Victor Valley College's recent and ongoing capital, infrastructure, and site improvement projects and is anticipated to contribute to the initial implementation of this Facilities Master Plan, including the first major project. These projects establish the near-term implementation context for the FMP and include work already in planning, design, bidding, or construction.

The FMP also identifies a longer-term Program of Work that will require additional programming, funding strategy, and phased implementation. Some projects, such as the Building 30 Replacement and Lower Campus site improvements, are already underway or positioned for early implementation. Other projects, including the CTE Complex, will require additional study, funding alignment, and sequencing.

Victor Valley College is planning in a challenging capital environment marked by rising construction costs, extended lead times, escalation, and uncertainty in state and local funding availability. For this reason, many recommendations in the FMP are intentionally defined at a planning level and should be refined through future programming, educational planning, cost estimating, and funding analysis.

IMPLEMENTATION STRATEGY

Implementation of the FMP should be phased to align project readiness, funding availability, swing space needs, construction logistics, and campus operations. Strategic sequencing will help the College reduce disruption, limit temporary housing needs, and coordinate projects that create secondary effects across the campus.

The CTE Complex should be advanced through the California Community Colleges state capital outlay process, beginning with an Initial Project Proposal (IPP) and followed by a Final Project Proposal (FPP) to the Chancellor's Office. The IPP stage should identify the initial programming assumptions, proposed project scope, state funding strategy, and which existing facilities are proposed for replacement. Program relocation must also be addressed early, including the relocation of non-CTE programs currently housed in Building 80 prior to construction of the CTE Complex. This early determination is important because the final assignable square footage, facility replacement strategy, program consolidation, relocation plan, and project eligibility will shape the FPP and long-term implementation plan.

The upper floor renovation of Building 44 should be completed before Building 30 is removed, if feasible. This sequence is important because the existing Multicultural Center will be demolished with Building 30 and should have a planned replacement location prior to displacement.

Renovation and alteration projects, including Building 44, Building 23, and Buildings 21, 41, and 42, should be sequenced around space availability and the secondary effects created by active projects. These projects should be evaluated for their ability to improve student services, engagement, study space, equity-centered programs, and building utilization without creating unnecessary disruption to daily campus operations.

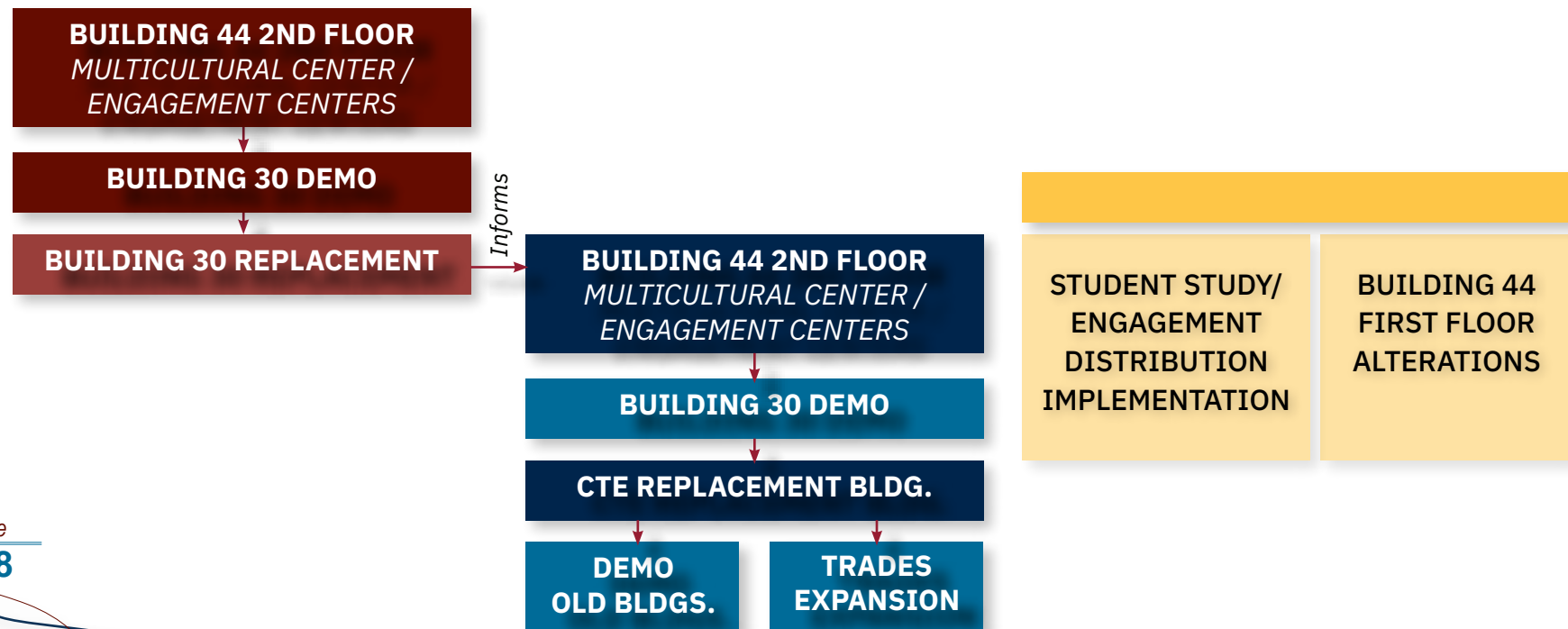
Site and systems projects, including circulation, gateways, drop-offs, parking refurbishment, solar-covered parking, pedestrian crossings, and open space improvements, should be coordinated with adjacent building projects where possible. These projects may also advance independently when safety needs, operational priorities, grant funding, or maintenance cycles support earlier implementation.

The implementation strategy is not intended to dictate a fixed priority order. It should serve as a flexible roadmap for aligning capital planning with available resources, minimizing construction disruption, and allowing the College to adjust as program needs, funding opportunities, and project readiness evolve.

The below flow chart indicates minimum order and high level project relationships, reducing swing space and improving secondary effects. Each set of projects, defined by different colors, can move forward at any time, but is suggested to flow from top to bottom minimizing campus disruption.

REVENUE RESOURCING

To fully realize the projects outlined in the FMP, Victor Valley College will need to align multiple funding sources. Bond Measure JJ has supported many recent and ongoing capital improvements and is anticipated to contribute to initial implementation of the Facilities Master Plan. However, the full Program of Work will require additional capital funding, strategic sequencing, and a combination of state, local, grant, partnership, and operational resources.



1. Local General Obligation Bond

A future local bond measure may be needed to support major capital projects, modernization, infrastructure renewal, and site improvements that cannot be fully funded through state or grant resources. Local funding is also important for providing matching funds for state-funded projects and addressing deferred maintenance, renovation, and modernization needs that may not compete well through the state process.

Continued community support will be essential to advancing the College’s physical, instructional, workforce training, and student support goals.

2. State Capital Outlay Budget Program (COBP)

The State Capital Outlay Budget Program can provide substantial one-time funding for eligible California Community College capital projects. Projects are submitted through the annual Five-Year Capital Outlay Plan process and typically advance through Initial Project Proposal and Final Project Proposal documentation.

For Victor Valley College, the CTE Complex may be a strong candidate for state funding if structured as a replacement project that consolidates aging portable facilities into permanent instructional space. The IPP phase should confirm the proposed replacement facilities, assignable square footage, program scope, relocation needs, and funding strategy.

3. Grant Funding

Grant funding and partnerships should be pursued for projects that align with workforce development, health professions, CTE, sustainability, infrastructure resilience, student housing, educational equity, and student basic needs. These funds may come from government agencies, private foundations, healthcare partners, industry partners, or regional workforce initiatives.

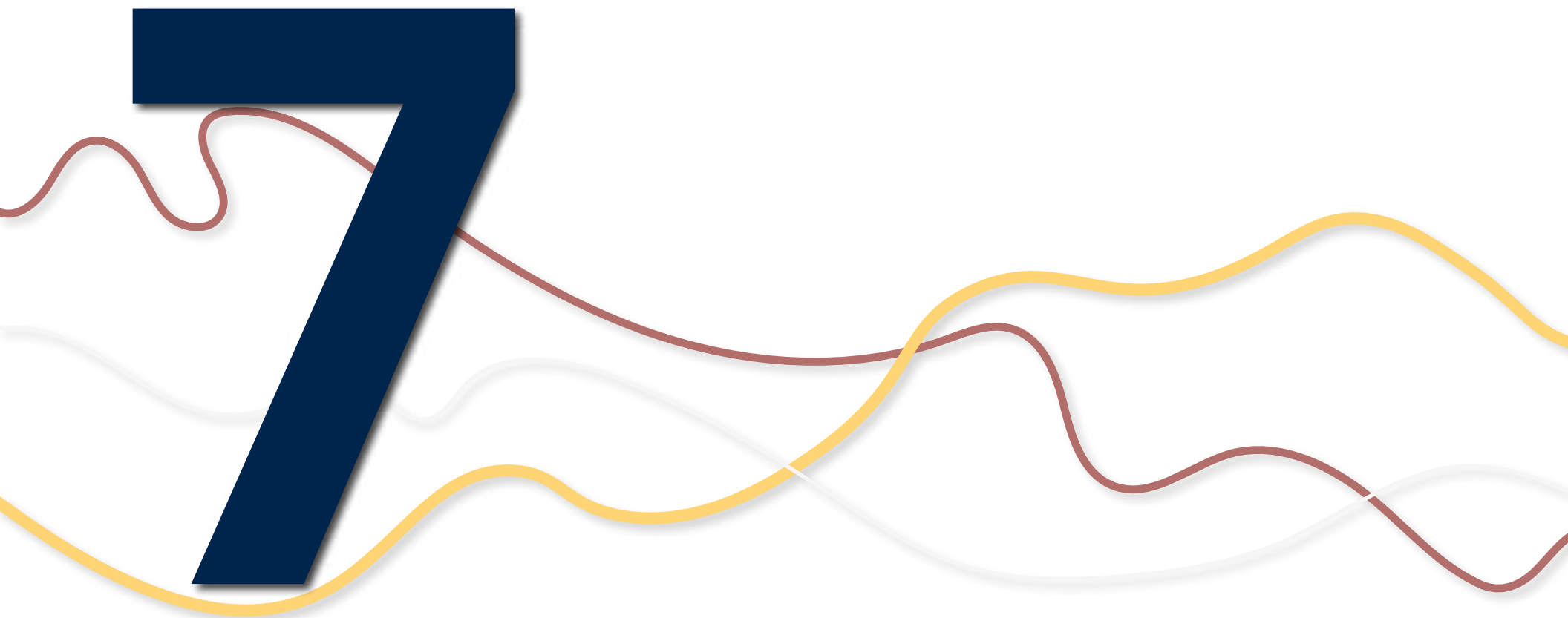
4. Revenue and Total Cost of Ownership

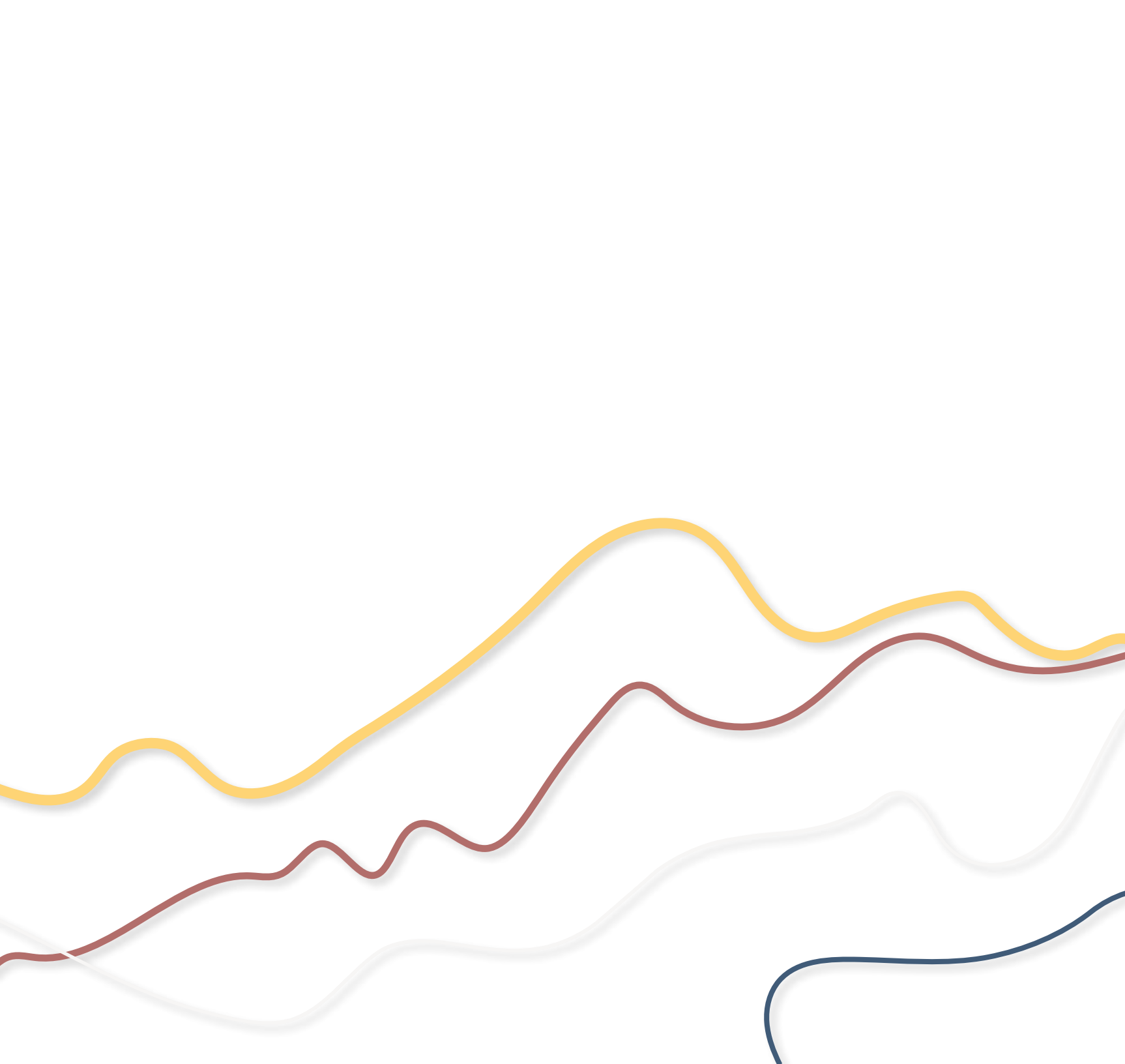
Project decisions should consider not only capital cost, but also long-term operating cost, staffing, maintenance, revenue potential, and total cost of ownership. This is important for spaces with enterprise, service, or specialized operational functions.

Capital investment should be evaluated by the long-term value it provides to students, programs, operations, and the regional community.

**PARKING/ OPEN
SPACE/ PEDESTRIAN
CIRCULATION/
INFRASTRUCTURE
IMPROVEMENTS**

**SCHEDULED
MAINTENANCE/
CAPITAL RENEWAL**
(ALWAYS ONGOING)





APPENDICES



Appendix A

Credit Disciplines Enrollment Trends

The California Community Colleges Chancellor's Office identifies programs and courses by the Taxonomy of Programs (TOP) code number. The TOP is a classification of disciplines, sub-disciplines, and fields using a six-digit code. Local program/course naming conventions may differ from the TOP code discipline names. The following tables detail credit enrollment trends, as currently identified by their TOP code for the College's 94 credit disciplines. The average enrollment trends do not capture year to year gains/losses nor the specific impact of the pandemic. Therefore, these trends should be seen as a macro-level report and necessitate the college's analysis of each program to understand the nuances of their enrollments. This analysis must be provided in the new Educational Master Plan and be based on qualitative and quantitative program reviews at the discipline/program level.

37 CREDIT DISCIPLINES WITH A POSITIVE ENROLLMENT COMPARED TO COLLEGE AS A WHOLE

Higher Than Annual College Median 2015-2022

Discipline	Subject	Annual % Change
Agriculture Technology & Sciences, Natural Resources, Wildlife & Fisheries	AGNR	55.6%
Anatomy & Physiology, Biology, Botany, Microbiology	BIOL	70.0%
Animation	ANIM	5.8%
Applied Design, Art, Fine Arts General	ART	82.4%
Architectural Drawing	ARCH	14.6%
Aviation Airframe & Power plant Mechanics	AVA	41.5%
Business Management	BADM	6.3%
Career Guidance & Orientation	GUID	6.8%
Chemistry, General	CHEM	9.7%
Children with Special Needs, Infants & Toddlers, School Age Child	CHDV	75.7%
Coaching, Physical Fitness & Body Movement	KIN	141.7%
Commercial Art	CART, CMST	5.9%
Economics	ECON	10.9%
Electrical, Surveying	CT	91.1%
Ethnic Studies	ETH	641.9%
Forensics, Evidence, & Investigation	CJ	10.0%
Geographic Information Systems	GEOF	40.5%
Geography	GEOG	6.8%

Discipline	Subject	Annual % Change
Geology	GEOL	18.3%
Health Education	HLTH	230.9%
History	HIST	6.7%
International Studies	GLST	6.3%
Journalism	JOUR	10.9%
Legal Office Technology, Paralegal	PAL	253.9%
Library Science, General	LIBR	21.8%
Mill & Cabinet Work	CTMF	13.9%
Other Education	TUTR	15.6%
Other Health Occupations	ALDH	21.2%
Paramedic	EMS	8.2%
Registered Nursing	NURS	11.3%
Sign Language Interpreting	ASL	67.1%
Sociology	SOC	12.9%
Speech Communication	SPEECH, SPCH	5.5%
Technical Theater	TA	19.7%
Welding Technology	WELD	6.0%

Source: California Community Colleges, Chancellor's Office. Data Mart; analysis by Cambridge West Partnership, LLC

36 CREDIT DISCIPLINES THAT REMAIN SIMILAR COMPARED TO COLLEGE AS A WHOLE

2015-2022

Discipline	Subject	Annual % Change
Accounting, Business Administration, Marketing/Distribution	BADM	4.6%
Administration of Justice	CJ	-0.02%
Aeronautical & Aviation Technology	AVA	4.7%
Animal & Equine Science, Horticulture, Plant Science	AGNR	2.6%
Anthropology, Archaeology	ANTH	3.6%
Automotive Technology	AUTO	0.3%
Carpentry, Construction Crafts Technology	CT	2.1%
Certified Nurse Assistant, Health Occupations General	ALDH	1.1%
Child Development/ Early Care & Education	CHDV	2.3%
Computer Information Systems, Programming, Database Design & Admin., Info. Tech General	CIS	3.0%
Dramatic Arts	TA	-1.9%
Education, General	EDUC	-1.1%
Electronics/ Electric & Telecommunications Technology	ELCT	3.6%
Emergency Medical Services	EMS	2.7%
English	ENGL	-0.4%
Fire Academy & Technology	FIRE	0.4%

Discipline	Subject	Annual % Change
Intercollegiate Athletics	ATHL	1.3%
Mathematics Skills	MATH	2.7%
Medical Office Technology	BET	1.0%
Music	MUSC	3.1%
Nursing	NURS	-1.3%
Oceanography	OCEA	1.4%
Painting & Drawing	ART	4.3%
Philosophy	PHIL	2.4%
Physics, General	PHYS	4.7%
Plumbing, Pipefitting & Steamfitting	CTMT	0.3%
Political Science	POLS	1.7%
Psychology, General	PSYC	5.0%
Real Estate	BRE	0.7%
Religious Studies	RLST	-0.6%
Respiratory Care/ Therapy	RSPT	2.0%
Restaurant & Food Services & Management	RMGT	-0.4%
Small Business & Entrepreneurship	ENTR	3.6%
Spanish	SPAN	-1.3%

Source: California Community Colleges, Chancellor's Office. Data Mart; analysis by Cambridge West Partnership, LLC

21 CREDIT DISCIPLINES WITH A DECLINING ENROLLMENT COMPARED TO COLLEGE AS A WHOLE

2015-2022

Discipline	Subject	Annual % Change
Adapted Physical Education	APE	-5.6%
Astronomy	ASTR	-4.1%
Athletic Training & Sports Medicine, Kinesiology, Physical Education	KIN	-21.1%
Child & Adolescent Development	CHDV	-8.2%
Computer & Industrial Electronics	ELCT	-12.2%
Computer Networking, World Wide Web Administration	CIS	-13.1%
Dance	KIND	-6.3%
Drafting Technology	ENGD, CT	-4.5%
Energy Systems Environmental Control Technology & Masonry/ Tile/ Cement/ Lath/ Plaster	CT	-14.7%
English as a Second Language, Integrated/ Listening/ Writing	ESL	-26.7%

Discipline	Subject	Annual % Change
French	FREN	-3.1%
Graphic Art & Design	ART, CART	-2.7%
Human Services	SOC	-3.9%
Landscape Design & Maintenance	AGNR	-3.8%
Management Development & Supervision	BADM	-4.1%
Medical Assisting	ALDH	-3.0%
Office Technology/ Office Computer Applications	BET	-3.6%
Photography	PHOT	-3.5%
Physical Sciences, General	PSCI	-6.0%

Source: California Community Colleges, Chancellor's Office. Data Mart; analysis by Cambridge West Partnership, LLC



Appendix B

Glossary of Terms

The Glossary that follows includes the definitions of the key words or terms used in the FMP Update.

AMERICANS WITH DISABILITIES ACT (ADA)

A civil rights law that prohibits discrimination based on disability.

AS BUILT

As built drawings record the locations, sizes and nature-concealed items such as structural elements, accessories, equipment, devices, plumbing lines, mechanical equipment and the like as constructed in the project. These records, with dimensions, are permanent for future reference.

ASSIGNABLE SQUARE FEET (ASF)

The sum of the floor area within the outside walls of a room or space, usable for student or staff stations.

BUILDING RECONSTRUCTION

The process of renovating buildings that have reached the end of their lifespan.

CAMPUS

An institution that is like a college in most respects but may not offer a full complement of programs or services. A campus is combined with other campuses or a college into a single institution for accreditation purposes.

CAPACITY TO LOAD RATIO (CAP LOAD(S))

The relationship between the space available for utilization (square footage that is usable) and the efficiency level at which the space is currently being utilized. The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library, and Audio/ Visual (AV). The Space Inventory - records the usable square footage by type.

CAPACITY

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of assignable square feet per 100 Weekly Student Contact Hours (WSCH).

CAPITAL IMPROVEMENTS OR CAPITAL IMPROVEMENT PROJECTS

Activities concerned with planning, defining capital projects (demolition, alterations, additions or new facilities), securing funding and developing each project: programming, design, bid and construction. Activities are expanding to encompass the development or modification of new forms of educational delivery systems beyond those currently identified (classroom, laboratory, office, library and audio visual/ television).

CAPITAL PROJECTS

Specific construction projects such as land, utilities, roads, buildings and equipment projects. May also be thought of in terms of “systems”.

COLLABORATIVE LEARNING

Instruction method in which students move about, working in small groups, sometimes with specially designed workstations.

COLLEGE

A degree-granting institution intended to provide instruction through the second year of college.

DISTANCE EDUCATION

Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

DISTRICT OFFICE

An administrative facility, generally non-instructional, at a location separate from a college or campus. They are most common in multi-campus districts where more than one college and/or campus is served by a single administrative staff.

DIVISION OF THE STATE ARCHITECT (DSA)

Regulatory agency for the approval of building design and oversight of construction inspection.

EDUCATIONAL MASTER PLAN (EMP)

The portion of the Master Plan that defines the educational goals of the college and the existing and projected curricular offerings intended to achieve those outcomes.

EDUCATIONAL CENTER

A postsecondary operation established and administered by an existing college or district at a location away from the campus of the parent institution.

An educational center is an operation planned to continue for three or more years and expected to enroll over 500 FTES by the third year of operation. The center typically has an on-site administrator and may offer programs leading to certificates and/or degree conferred by the parent institution.

EDUCATIONAL PROGRAMS

Sets of courses required to complete specified degrees and certificates.

ENROLLMENT

The level of student participation at a college. For the purposes of determining capital outlay funding, total enrollment is converted to FTES and WSCH.

FACILITIES CONDITION INDEX (FCI)

A comparative measure of a facility's physical condition, calculated by dividing the total cost of required repairs by the replacement value. A lower FCI indicates better facility condition, while a higher FCI signals greater need for reinvestment or replacement.

FMP UPDATE

Facilities Master Plan Update

FACILITIES

All of the capital assets of the college. May be divided into their physical components: Site, Buildings, Equipment and Systems.

FACILITIES SYSTEMS

Used to be thought of as land, utilities, roads, buildings and equipment is now thought of in terms of 'facilities systems' where all physical components are educationally defined, interrelated and interdependent.

FINAL PROJECT PROPOSAL (FPP)

Establishes the project justification, final scope and estimated costs for all acquisition, infrastructure, facility and systems projects. An FPP is a contractual grant application from a district.

FIVE-YEAR CONSTRUCTION PLANS (5-YCP)

The portion of the FMP Update that defines the capital improvements the college will need if it is to achieve the learning outcomes specified in its College Vision Plan.

FTES

Full-Time Equivalent Students

FUTURE SITE

A parcel of land acquired for future development and subsequently approved by the Board of Governors as eligible to receive State capital outlay funds to develop into a college or educational center.

GROSS SQUARE FEET (GSF)

The sum of the floor areas of the building within the outside of the exterior walls, including all vertical penetration areas for circulation and shaft areas that connect one floor to another (ASF plus non-usable space).

INFORMATION TECHNOLOGY

All electronic and optic educational delivery systems including multi-media, computer, telecommunications, networks and broadcast.

INITIAL PROJECT PROPOSAL (IPP)

Introduces the concept and impacts on space intended by each IPP so that efforts can be made to determine which projects should continue into more detailed planning and development.

INTERACTIVE DISTANCE EDUCATION

Distance education in which the technology employed provides an immediate opportunity for exchange between participants.

LEED

Leadership in Energy and Environmental Design

MAINTAINABILITY

The ability to preserve a facility in a serviceable, usable condition, free from failure or defect.

MODERNIZATION

Facility modification to update functional features to meet contemporary standards.

NOTICE-TO-PROCEED

Establishes the start date of construction and gives the contractor permission to work.

OPERATIONS & MAINTENANCE

Operations, maintenance, equipment upgrades and replacement, and minor remodeling because of change of occupant or program. Funded by the State Operations Budget.

PATH OF TRAVEL

The route a person would normally take to get from one point to another. It's relevance to facility planning is most commonly used to address accessibility issues.

PROGRAM

Educational course of instruction.

PROGRAM DOCUMENT

A published document that establishes the purpose, goals, objectives and baseline criteria in the design process.

PROJECT MANAGEMENT

The management of a capital project from planning through construction.

PROJECT SUMMARY

A standard state form used to transmit any capital outlay budget change proposal.

RELOCATABLE MODULAR BUILDING

DSA pre-approved structures, which are intended to be temporary in nature. These structures are 24' x 40' modules that can be constructed as stand-alone or joined to provide a more spacious facility.

RENOVATION

Facility modification to refurbish the fit and furnish of the space.

ROOM TYPE

Identifies the room by use or function (i.e. Lecture, Lab, Office, meeting room, etc.)

SPACE INVENTORY (OR "REPORT 17")

A statistical legal record of the gross square footage and the assignable (i.e. usable) square footage of a college center.

SUBSTANTIAL COMPLETION

The stage of a construction or building project or a designated portion of the project that is sufficiently complete, in accordance with the construction contract documents, so that the owner may use or occupy the building project or designated portion thereof for the intended purpose.

SUSTAINABILITY

- Utilization of products and materials that are considered to be renewable energy
- Utilization of an energy source that is generated by means of renewable resources, such as solar power, wind or hydroelectricity

SWING SPACE

Space that is utilized for the temporary relocation of classrooms, labs and offices that have been displaced due to construction activities.

SPACE INVENTORY

Annual facility survey to establish an inventory of Assignable Square Feet for the campus.

TELECOMMUNICATIONS

All communication via telephone, wired and non-wired networks.

TAXONOMY OF PROGRAMS (TOP) CODE

A system of numerical codes used to classify and organize academic programs and courses within the California Community Colleges System. A system of six digits classifies the general discipline, sub discipline, and field of study. The first two digits are typically used to identify laboratory uses and functions.

UNIVERSAL DESIGN

Design of buildings, products or environments to make them accessible to people, regardless of ageism, disability or other factors.

VALUE ENGINEERING

A review of engineering systems in a project to verify that the best system has been chosen given the budget and the functional criteria.

WAY FINDING

The act of providing a cohesive and comprehensive signage program that directs a person from any given point to a desired destination. The critical feature of this program is to clearly describe the accessible path of travel for disabled persons.

WEEKLY STUDENT CONTACT HOURS (WSCH)

The average amount of hours of student instruction conducted in a week in a primary term of an academic year.

Appendix C

Acknowledgments

TEAM

Representatives from the 2025 / 2026 Facilities Committee include:

- **Dr. Eric Vreeman:** Vice President of Administrative Services
- **Tyler Busch:** Department Chair for Culinary Arts
- **Alexander Strickland:** Full-Time Faculty for Industrial Technologies (Welding)
- **Mark Kyuper:** Administrative Assistant for Nursing
- **Dr. McKenzie Tarango:** Vice President of Instruction
- **Richard Radcliffe:** Director of Noncredit Programs for Business, Law & Academic Resource
- **Harmony Thompson:** Student Senator
- **William Stockman:** Instructional/Laboratory Technician for Automotive and Industrial Technologies

PHOTO CREDITS

Campus Imagery Provided by: Victor Valley College

Reference Imagery of other California Community College Institutions

FACILITATION

This FMP Update was facilitated by Cambridge West Partnership, LLC (CWP), in collaboration with Victor Valley College.

