

**Victor Valley College  
Institutional Self-Evaluation Report  
In Support of Reaffirmation of Accreditation**

**Submitted by**

**Victor Valley College  
18422 Bear Valley Road  
Victorville, CA 92395**

**Submitted to**

**Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges**

**January 4, 2017**





### Certification of Institutional Self-Evaluation






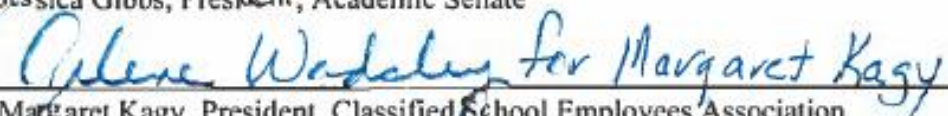
To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: Roger Wagner, Superintendent/President  
Victor Valley College  
18422 Bear Valley Road  
Victorville, CA 92395

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

By signature below, each certifies there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 _____ Roger Wagner, Superintendent/President	12/20/2016 (Date)
 _____ Brandon Wood, President, Board of Trustees	12-20-16 (Date)
 _____ Peter Maphumulo, Accreditation Liaison Office/Executive Vice President	12/20/2016 (Date)
 _____ Marco Aguayo, President Associated Student Body	12/20/16 (Date)
 _____ Jessica Gibbs, President, Academic Senate	1/3/17 (Date)
 _____ Margaret Kagy, President, Classified School Employees Association	1/4/17 (Date)



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## **Introduction**

### **The College – Past and Present**

Victor Valley College was established by authority of the voters in 1960 with the first classes offered in 1961. The College's main campus is located 90 miles north of Los Angeles in the High Desert of Southern California and covers a geographic service area of approximately 2,200 square miles. The College also has the Regional Public Safety Training Center located at 19190 Navajo Road, Apple Valley, CA 92307—approximately 15 miles northeast of the main campus near the intersection of Johnson and Navajo Roads. The facility consolidates three college programs related to public safety training and career development: the Emergency Medical Services (EMS), Fire Science/Firefighting, and Administration of Justice. In addition, the facility includes a prop yard consisting of various fire training props and a Community Emergency Response Team (CERT) training area.

Communities served by the District include Adelanto, Apple Valley, Helendale, Hesperia, Spring Valley Lake, Lucerne, Oro Grande, Phelan, Piñon Hills, Victorville, and Wrightwood. In the beginning, the College had one feeder high school and served a population of roughly 70,000 residents. The region was formerly described as semi-rural but over the last 20 years has been transformed into an industrial/commercial and retail center for a burgeoning population. According to local economists, this unprecedented growth is a result of the region's proximity to major markets, inexpensive cost of land, affordable housing, access to major transportation arteries, and the relative low cost of living.

### **Meeting the 21st Century**

Since 1961, the College has progressed far beyond its humble beginnings to become a major institution of higher learning offering a complex schedule of educational opportunities to meet the changing needs of this growing region. Today the College has 20 feeder high schools and diploma-granting institutions and serves a population base of nearly 400,000 people. This translates into approximately 14,000 students per semester and an annual FTES of approximately 9,500.

To demonstrate these changing times, the College now offers courses such as aviation technology; solar panel installation; maintenance, and repair; hybrid car maintenance and repair; GPS studies; and land restoration. In addition, new programs are in development, such as an engineering degree, and the enhancement of existing programs to conform to statewide associate degrees for transferring to a four-year college.

### **Partnering for Innovation**

Participation in innovative partnerships has enabled the College to expand programs, offer new training opportunities, and increase revenues that, in part, replace funds lost due to reductions in State appropriations. For example, the College has formed partnerships with local hospitals resulting in an increase in the number of nursing students able to enroll in the College's program. Internships with one of the local cities have created additional training opportunities for

automotive students, and grants received through State and County agencies have expanded workforce development programs that eventuate in immediate employment opportunities for students. The College has also increased outside sources of revenue through lease agreements with local and regional entities.

- **Pathway Activities:** During year one, 25% of participating schools will utilize connective technology to participate in the pathway experience (i.e. virtual field trip, employer interview, employer mentoring experience, etc.).

In addition to expanding career technical education opportunities, the College has partnered with Hesperia High School to establish an early college-type program. In the fall of 2014, 53 students enrolled in college-level general education courses enabling them to earn college credits while also satisfying high school A-to-G college-ready requirements. Recent legislation supporting such dual enrollment of college-ready pathways provide an opportunity the College can readily exploit given the success with this early college project at Hesperia High School.

### **Building for the Future**

A wider transformation has taken place at the College since 2008 because of the passage of the first local bond measure to be approved by the voters since its initial capital bond was passed in the early 60s. In November 2008, the voters approved a bond measure, Measure JJ, dedicated to the elimination of past debt, the upgrade of College infrastructure, the purchase of land for a future campus site on the west side of the Victor Valley, and funding for the construction of the Regional Public Safety Training Center on the east side--designated a Gold LEED (Leadership in Energy and Environmental Design) facility by the United States Green Building Council. Additionally, the bond funded several solar power generating projects: a one megawatt solar power generating plant that supplies more than a third of the College's energy needs and parking lot covers on the main campus as well as the Regional Public Safety Training Center.

Modernization of the Music building, completion of the Dr. Prem Reddy Health and Sciences Building, and breaking ground on the new Vocational Complex on the lower campus are the most recent capital construction projects supported by Measure JJ—all of which enable student access to a safe and modern physical plant that enhances their learning environment.

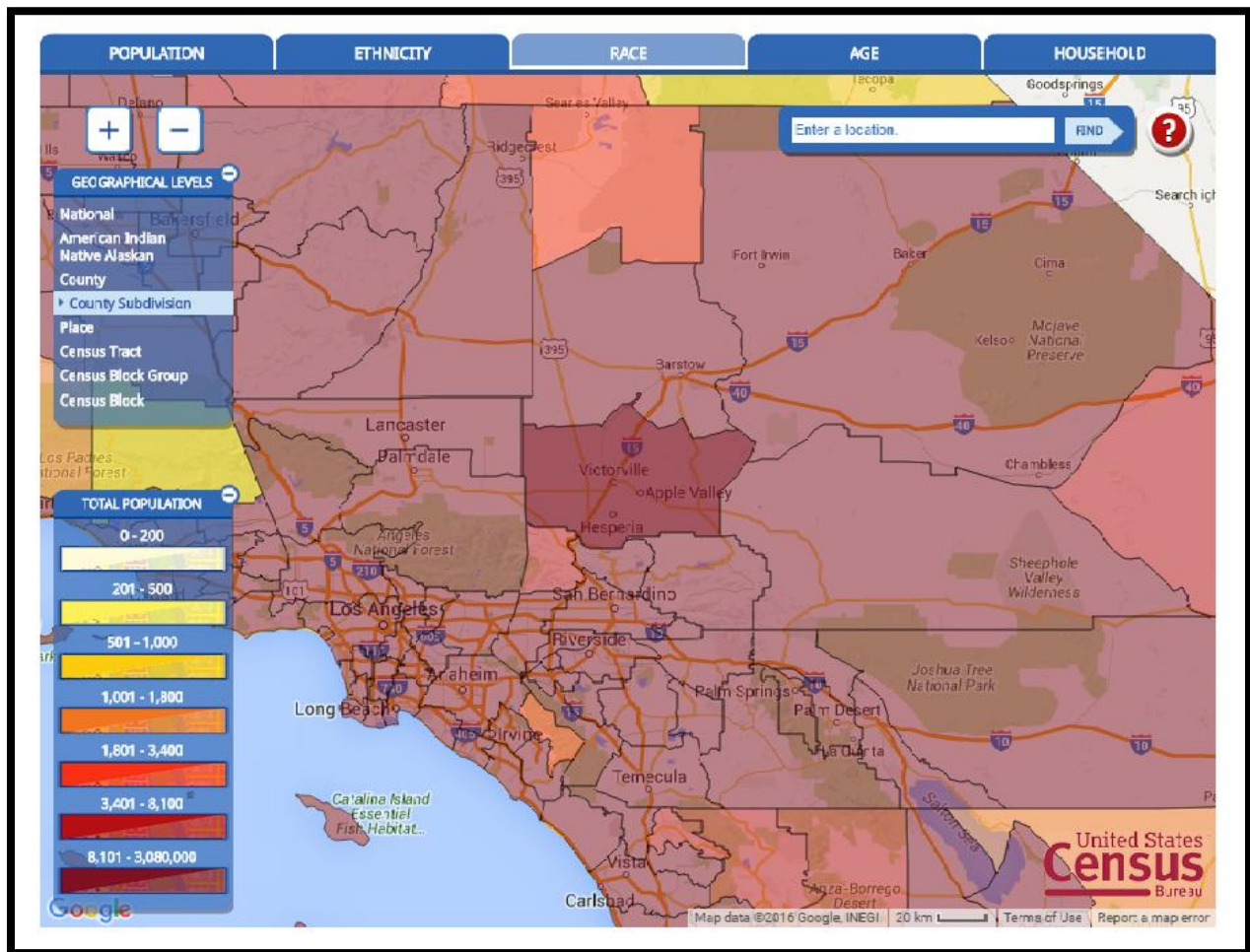
For more than 50 years, tens of thousands of residents from the High Desert and beyond have journeyed to the College and have gone on to achieve remarkable success. From their ranks are civic leaders, business people, service industry personnel, medical providers, first responders, and people of all walks of life who are contributors to the health and welfare of the community. These successful students represent the best evidence of the realization of the College mission.

## Student Achievement Data and Institution-Set Standards

### Service Area

Victor Valley College is located 90 miles northeast of Los Angeles in the high desert region of Southern California. The area served by the College covers approximately 1,700 square miles and borders several other community college districts as shown in Figure 1: Barstow, Copper Mountain, San Bernardino, Chaffey, and Antelope Valley.

Figure 1. College Service Area



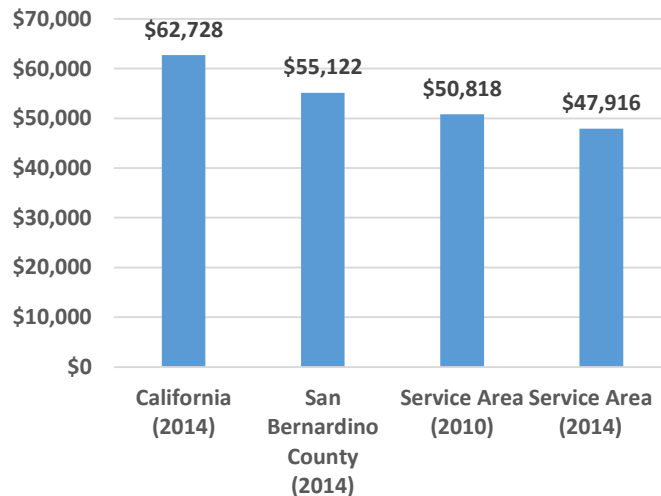
In 2000, the population in the service area was 258,006 (See Table 1). Over the last fourteen years it has increased by 50.7% to 388,720. This growth was tempered by the last recession resulting in less than 1% growth overall in the last four years. Some outlying areas such as Wrightwood and Phelan had population decreases of 6.0% and 14.8%, respectively. In 2014, the incorporated areas within the service area (Adelanto, Apple Valley, Hesperia, and Victorville) accounted for 89.2% of the population (denoted in grey).

Table 1. Service Area by Zip Code

Service Area	2000 Population	2010 Population	2014 Population (Est.)	Difference (2010-14)
Mt. Baldy (91759)	484	476	369	-29.0%
Landers (92285)	2,125	2,632	2,731	3.6%
Adelanto (92301)	18,972	32,725	32,667	-0.2%
Apple Valley (92307, 92308)	60,108	77,467	78,157	0.9%
Helendale (92342)	4,846	6,379	6,303	-1.2%
Hesperia (92344, 92345)	68,521	99,484	102,441	2.9%
Lucerne Valley (92356)	5,309	6,455	6,293	-2.6%
Oro Grande (92368)	972	1,113	1,064	-4.6%
Phelan (92371)	12,449	16,763	14,729	-13.8%
Pinon Hills (92372)	3,996	6,220	5,929	-4.9%
Victorville (92392, 92393, 92395)	75,724	130,495	133,421	2.2%
Wrightwood (92397)	4,500	4,894	4,616	-6.0%
	<b>258,006</b>	<b>385,103</b>	<b>388,720</b>	<b>0.9%</b>

The College service area’s median household income is below the state and county as depicted in Figure 2. Although the economy has improved, the median household income is struggling to rebound and in fact has decreased by 6.1% since 2010. However, building permits have increased in all of the incorporated areas and the unemployment rate has decreased to between 6% and 9%, depending on the incorporated area, which is a downward trend from 16% in 2009.

Figure 2. Service Area Median Income Compared



According to leading economists, in order to increase median household income, quality jobs must be available for an educated workforce. Compared to the county, the College service area has a higher percentage of people who graduated from high school or have some college experience. However, the percentage point difference for those with a Bachelor’s degree or graduate degree in the service area is -5.0 and -2.1, respectively.

Table 2. College Service Area by Educational Level

<b>*Educational Level</b>	<b>California (2014)</b>	<b>San Bernardino County (2014)</b>	<b>Service Area (2010)</b>	<b>Service Area (2014)</b>	<b>% Point Difference County vs. Service Area (2014)</b>
<b>Less than 9th grade</b>	10.0%	9.6%	7.6%	7.6%	-2.0
<b>9th to 12th grade, no diploma</b>	7.9%	11.8%	13.0%	12.5%	0.7
<b>High school graduate (includes equivalency)</b>	20.9%	26.7%	31.4%	30.8%	4.1
<b>Some college, no degree</b>	21.7%	24.9%	26.7%	28.2%	3.3
<b>Associate's degree</b>	7.8%	8.0%	8.6%	9.1%	1.1
<b>Bachelor's degree</b>	20.0%	12.1%	8.5%	7.1%	-5.0
<b>Graduate or professional degree</b>	11.8%	6.8%	4.2%	4.7%	-2.1

\*Population 25 years and older

In comparison to the service area (-6.5), yet Hispanics (5.2) and African Americans (2.2) are overrepresented (See Table 3).

Table 3. College Service Area by Race/Ethnicity

	<b>2012 Population</b>	<b>2013 Population</b>	<b>2014 Population</b>	<b>VVC (Fall 2014)</b>	<b>% Point Difference (Pop vs. College)</b>
<b>African American American</b>	10.7%	10.8%	10.2%	12.4%	2.2
<b>Indian/Alaskan Native</b>	0.5%	0.5%	0.5%	0.3%	-0.2
<b>Asian</b>	2.9%	2.8%	2.9%	1.2%	-1.7
<b>Hispanic</b>	41.2%	41.9%	43.3%	48.5%	5.2
<b>Other Non-White</b>	0.2%	0.1%	0.1%	0.3%	0.2
<b>Pacific Islander</b>	0.1%	0.2%	0.2%	0.3%	0.1
<b>White</b>	42.6%	41.8%	40.9%	30.7%	-10.2
<b>Multiple Races</b>	1.9%	1.8%	2.0%	4.8%	2.8

Note: Total not 100% as some students do not report race/ethnicity (uncollected)

Although it is understandable that College would over-represent the younger population, programs must be developed with those 34 years and older in mind as well (See Table 4). The poor economy has meant a loss in jobs and a decline in median household income, and this underrepresented population is now seeking community colleges for re-training and skill improvement.

able 4. College Service Area by Age Group

	<b>2012 Population</b>	<b>2013 Population</b>	<b>2014 Population</b>	<b>College (Fall 2014)</b>	<b>% Point Difference (Pop vs. College)</b>
<b>&lt; 20</b>	34.2%	33.7%	33.0%	32.0%	-1.0
<b>20 - 24</b>	7.2%	7.2%	7.4%	32.6%	25.2
<b>25 - 34</b>	12.8%	13.1%	13.2%	19.6%	6.4
<b>35 - 44</b>	12.7%	12.5%	12.3%	8.7%	-3.6
<b>45 - 59</b>	18.6%	18.7%	18.6%	6.2%	-12.4
<b>&gt; 59</b>	14.6%	14.9%	15.6%	0.9%	-14.7

### Occupational Outlook in Service Area

The College’s service area is beginning to rebound from years of recession where the unemployment rates were over 20% in some areas (See Table 5). Although most unemployment rates for the incorporated areas are above the county, decreases of more than 10 percentage points have occurred in just the last three years.

Table 5. Labor Force and Unemployment

<b>Area Name</b>	<b>2012</b>			<b>2015</b>			<b>Change (2012-2015)</b>
	<b>Labor Force</b>	<b>Employed</b>	<b>UR</b>	<b>Labor Force</b>	<b>Employed</b>	<b>UR</b>	
<b>San Bernardino County</b>	855,400	741,100	13.4%	928,000	877,000	5.5%	-7.9
<b>Adelanto city</b>	6,900	5,500	20.4%	9,200	8,300	9.3%	-11.1
<b>Apple Valley town</b>	26,000	22,200	14.6%	28,000	26,300	5.9%	-8.7
<b>Hesperia city</b>	30,500	25,300	17.1%	34,800	32,200	7.5%	-9.6
<b>Victorville city</b>	29,900	25,100	16.0%	24,800	23,400	5.6%	-10.4

UR = Unemployment Rate

The College endeavors to offer programs of study that reflect labor demands in the community. As shown in Table 6, labor force numbers have increased in areas such as transportation, construction, and health services.

Table 6, San Bernardino County Labor Force by Industry

SS-NAICS	Title	2010	2015	Change
00-000010	Civilian Labor Force	893,600	925,700	3.5%
00-000040	Civilian Unemployment Rate	13.7%	6.7%	-7.0
01-000000	Total, All Industries	612,700	693,900	11.7%
10-000000	Mining and Logging	600	1,100	45.5%
20-000000	Construction	24,100	31,300	23.0%
30-000000	Manufacturing	46,400	54,000	14.1%
40-000000	Trade, Transportation & Utilities	150,500	181,700	17.2%
50-000000	Information	4,000	4,900	18.4%
55-000000	Financial Activities	21,400	22,200	3.6%
60-000000	Professional & Business Services	70,600	80,200	12.0%
65-000000	Educational & Health Services	89,900	109,400	17.8%
70-000000	Leisure & Hospitality	55,300	67,200	17.7%
80-000000	Other Services	19,700	22,200	11.3%
90-000000	Government	130,200	119,700	-8.8%

The College is responding to labor market demand with College students earning awards in 13 of the 50 jobs with the most openings in Riverside and San Bernardino Counties (See Table 7). A high number of awards can be viewed for occupational titles such as: management analysts (81), general and operations managers (81), registered nurses (62), and automotive service technicians and mechanics (60). Although some of these titles require a bachelor’s degree, the first two years of study can be completed at the College.

Similarly, Table 8 details awards earned by college students in 15 of the 50 fastest growing jobs in Riverside and San Bernardino Counties. Occupational titles such as health specialties teachers (28), construction managers (64), management analysts (64), and cost estimators (64) are being addressed through the College’s academic programs.

In addition to its well-established career-technical programs, the College’s latest program developments have focused on future prospects in green industry sectors. Through general funding efforts as well as outside funding sources, the College now offers training for the following: solar technicians, hybrid mechanics, aviation mechanics, and waste water technicians.

Table 7. College Program Awards By Most Job Openings

SOC Code	Occupational Title	Total Job Openings 2012-2022	VVC Awards (2014-15)	2014 Wages Median Annual	Education and Training		Levels On-the-Job Training
					Entry Level Education	Work Experience	
47-2061	Construction Laborers	8,510	1	\$38,899	Doc	None	ST OJT
29-1141	Registered Nurses	8,300	62	\$88,181	Assoc	None	None
11-1021	General and Operations Managers	7,670	81	\$90,991	BA/BS	<5 years	None
37-3011	Landscaping and Grounds- keeping Workers	7,280	25	\$22,491	Doc	None	ST OJT
47-2031	Carpenters	5,600	1	\$52,489	HS	None	APP
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	5,430	17	\$35,643	HS	None	ST OJT
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	5,040	4	\$27,378	HS	<5 years	None
33-9032	Security Guards	4,120	46	\$22,098	HS	None	ST OJT
39-9011	Childcare Workers	3,660	43	\$21,886	HS	None	ST OJT
49-3023	Automotive Service Technicians and Mechanics	3,570	60	\$35,806	HS	None	LT OJT
31-9092	Medical Assistants	2,900	5	\$27,045	PS/Cert	None	None
13-1111	Management Analysts	2,550	81	\$76,009	BA/BS	<5 years	None
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	2,530	3	\$68,771	HS	≥5 years	None

- Uses chancellor approved degrees/certs as well as low unit certificates
- Counts are duplicated and in some cases occupational titles can include more than one degree or certificate
- Occupational Titles include 13 out of 50
- VVC contributes in many ways--many certificates and degrees lead to management jobs and are not listed here even though the basic knowledge can be gained through the program

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None



Table 8. College Awards By Fastest Growing Jobs

SOC Code*	Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Annual Average Percent Change	VVC Awards (2014-15)	2014 Wages	Education and Training Levels		
						Median Annual	Entry Level Education	Work Experience	On-the-Job Training
47-2171	Reinforcing Iron and Rebar Workers	480	800	6.7%	1	\$71,250	7	None	APP
47-4031	Fence Erectors	570	930	6.3%	1	\$37,998	7	None	MT OJT
13-1051	Cost Estimators	2,100	3,350	6.0%	64	\$62,296	3	None	None
47-2041	Carpet Installers	780	1,220	5.6%	1	\$27,464	8	None	ST OJT
47-2082	Tapers	750	1,130	5.1%	1	\$40,336	8	None	MT OJT
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	4,280	6,350	4.8%	1	\$68,771	7	≥5 years	None
47-2061	Construction Laborers	12,310	18,180	4.8%	1	\$38,899	8	None	ST OJT
47-2161	Plasterers and Stucco Masons	1,070	1,570	4.7%	1	\$36,045	8	None	LT OJT
47-2031	Carpenters	9,610	14,030	4.6%	1	\$52,489	7	None	APP
47-2221	Structural Iron and Steel Workers	630	880	4.0%	1	\$81,086	7	None	APP
13-1111	Management Analysts	4,690	6,520	3.9%	64	\$76,009	3	<5 years	None
41-9021	Real Estate Brokers	1,130	1,550	3.7%	7	N/A	7	<5 years	None
25-1071	Health Specialties Teachers, Postsecondary	1,880	2,570	3.7%	28	\$84,225	1	<5 years	None
41-9022	Real Estate Sales Agents	1,670	2,280	3.7%	11	\$51,904	7	None	LT OJT
11-9021	Construction Managers	4,040	5,380	3.3%	64	\$103,767	3	None	MT OJT

-Only includes chancellor approved degrees/certs

-Counts are duplicated and in some cases occupational titles can include more than one degree or certificate

-Occupational Titles include 15 out of 50

-VVC contributes in many ways -many certificates and degrees lead to management jobs and are not listed here even though the basic knowledge can be gained through the program

## Student Preparedness

Table 9. Math Placement by Gender (Arithmetic Test)

	1 level below college	2 (stem) or 1 (non-stem) level below college	3 or more levels below college	College level	Total
<b>Female</b>	3%	12%	42%	1%	58%
<b>Male</b>	4%	12%	24%	1%	41%
<b>Unknown</b>	0%	0%	0%	0%	0%
<b>Total</b>	7%	24%	66%	2%	100%

Table 10. Math Placement by Age (Arithmetic Test)

	1 level below college	2 (stem) or 1 (non-stem) level below college	3 or more levels below college	College level	Total
<b>&lt; 18</b>	1%	2%	4%	0%	7%
<b>18 &amp; 19</b>	3%	8%	19%	1%	30%
<b>20 to 24</b>	3%	9%	21%	1%	34%
<b>25 to 29</b>	0%	2%	9%	0%	12%
<b>30 to 34</b>	0%	1%	4%	0%	6%
<b>35 to 39</b>	0%	1%	3%	0%	4%
<b>40 to 49</b>	0%	1%	3%	0%	4%
<b>50+</b>	0%	0%	2%	0%	3%
<b>Total</b>	7%	24%	65%	2%	100%

Table 11. English Placement by Gender

	1 level below college	2 levels below college	3 or more levels below college	College level	Total
<b>Female</b>	29%	15%	4%	10%	58%
<b>Male</b>	21%	9%	3%	9%	42%
<b>Unknown</b>	0%	0%	0%	0%	0%
<b>Total</b>	50%	24%	7%	19%	100%

Table 12. English Placement by Age

	1 level below college	2 levels below college	3 or more levels below college	College level	Total
< 18	4%	1%	0%	2%	7%
18 & 19	16%	7%	2%	5%	30%
20 to 24	17%	8%	2%	6%	34%
25 to 29	5%	4%	1%	2%	12%
30 to 34	3%	1%	1%	1%	6%
35 to 39	2%	1%	0%	1%	4%
40 to 49	2%	1%	0%	1%	4%
50+	1%	1%	0%	1%	3%
<b>Total</b>	50%	24%	7%	19%	100%

### Student Demographics

The tables below summarize the student demographics over the past four fall terms: Overall Headcount, Educational Goal, and Unit Load. Disaggregation by instructional modality is also available online as indicated below.

### Gender, Age, Ethnicity, and Educational Goals

Table 13. Headcount by Instructional Modality

MODALITY	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
Face-to-Face	10,645	87.8%	10,181	87.7%	9,965	85.8%	10,183	86.9%
Online	3,567	29.4%	3,448	29.7%	3,688	31.7%	3,764	32.1%
Hybrid	1,300	10.7%	1,289	11.1%	1,557	13.4%	1,225	10.5%
<b>Overall Total</b>	<b>12,121</b>	<b>100.0%</b>	<b>11,608</b>	<b>100.0%</b>	<b>11,620</b>	<b>100.0%</b>	<b>11,721</b>	<b>100.0%</b>

Table 14. Overall Headcount by Gender

GENDER	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
Female	6,783	56.0%	6,561	56.5%	6,596	56.8%	6,785	57.9%
Male	5,296	43.7%	5,021	43.3%	4,994	43.0%	4,913	41.9%
Unknown	42	0.3%	26	0.2%	30	0.3%	23	0.2%
<b>Grand Total</b>	<b>12,121</b>	<b>100.0%</b>	<b>11,608</b>	<b>100.0%</b>	<b>11,620</b>	<b>100.0%</b>	<b>11,721</b>	<b>100.0%</b>

Counts by [Gender by Instructional Modality](#) also available on the College website.

Table 15. Overall Headcount by Age Group

AGE GROUP	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
< 18	594	4.9%	576	5.0%	627	5.4%	611	5.2%
18-20	4,378	36.1%	4,233	36.5%	4,330	37.3%	4,471	38.1%
21-25	2,982	24.6%	2,874	24.8%	2,914	25.1%	2,901	24.8%
26-30	1,300	10.7%	1,241	10.7%	1,250	10.8%	1,303	11.1%
31-40	1,475	12.2%	1,398	12.0%	1,357	11.7%	1,351	11.5%
41-50	892	7.4%	794	6.8%	693	6.0%	632	5.4%
51-60	392	3.2%	402	3.5%	364	3.1%	352	3.0%
Greater than 60	105	0.9%	90	0.8%	85	0.7%	100	0.9%
Unknown	3	0.0%		0.0%		0.0%		0.0%
<b>Grand Total</b>	<b>12,121</b>	<b>100.0%</b>	<b>11,608</b>	<b>100.0%</b>	<b>11,620</b>	<b>100.0%</b>	<b>11,721</b>	<b>100.0%</b>

Counts by [Age by Instructional Modality](#) also available on the College website.

Table 16. Overall Headcount by Ethnicity

ETHNICITY	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
African-American	1,473	12.2%	1,412	12.2%	1,426	12.3%	1,477	12.6%
Am Indian/AK Native	55	0.5%	31	0.3%	37	0.3%	30	0.3%
Asian	152	1.3%	162	1.4%	136	1.2%	158	1.3%
Filipino	114	0.9%	118	1.0%	101	0.9%	108	0.9%
Hispanic	5,324	43.9%	5,427	46.8%	5,663	48.7%	5,925	50.6%
Other Non-White	16	0.1%	10	0.1%	6	0.1%	4	0.0%
Pacific Islander	34	0.3%	38	0.3%	29	0.2%	34	0.3%
White	4,238	35.0%	3,787	32.6%	3,548	30.5%	3,329	28.4%
Multiple Races	524	4.3%	500	4.3%	586	5.0%	600	5.1%
Uncollected	191	1.6%	123	1.1%	88	0.8%	56	0.5%
<b>Grand Total</b>	<b>12,121</b>	<b>100.0%</b>	<b>11,608</b>	<b>100.0%</b>	<b>11,620</b>	<b>100.0%</b>	<b>11,721</b>	<b>100.0%</b>

Counts by [Ethnic Group by Instructional Modality](#) also available on the College website.

Table 17. Overall Headcount by Educational Goal

EDUCATIONAL GOAL	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
(NO LONGER USED)	150	1.2%	163	1.4%	148	1.3%	111	0.9%
4YR STUDENT TAKING COURSES TO MEET 4YR COLLEGE REQ	311	2.6%	324	2.8%	327	2.8%	335	2.9%
ACQUIRE JOB SKILLS	778	6.4%	721	6.2%	665	5.7%	618	5.3%
ASSOCIATES DEGREE AND TRANSFER TO 4YR	4,469	36.9%	4,528	39.0%	4,719	40.6%	4,992	42.6%
ASSOCIATES DEGREE WITHOUT TRANSFER	1,289	10.6%	1,191	10.3%	1,217	10.5%	1,199	10.2%
COMPLETE CREDITS FOR HS DIPLOMA/GED	986	8.1%	864	7.4%	751	6.5%	627	5.3%
DISCOVER/CAREER INTERESTS, PLANS, GOALS	249	2.1%	225	1.9%	220	1.9%	235	2.0%
EDUCATIONAL DEVELOPMENT	200	1.7%	198	1.7%	188	1.6%	188	1.6%
IMPROVE BASIC SKILLS	205	1.7%	215	1.9%	179	1.5%	197	1.7%
MAINTAIN CERTIFICATE/LICENSE	209	1.7%	181	1.6%	216	1.9%	169	1.4%
MOVE FROM NONCREDIT TO CREDIT COURSEWORK	8	0.1%	5	0.0%	6	0.1%	3	0.0%
TRANSFER TO 4YR NO ASSOCIATES DEGREE	685	5.7%	664	5.7%	660	5.7%	754	6.4%
UNCOLLECTED	249	2.1%	152	1.3%	103	0.9%	57	0.5%
UNDECIDED	1,800	14.9%	1,640	14.1%	1,722	14.8%	1,726	14.7%
UPDATE JOB SKILLS	246	2.0%	227	2.0%	197	1.7%	183	1.6%
VOCATIONAL CERT	287	2.4%	310	2.7%	302	2.6%	327	2.8%
<b>Grand Total</b>	<b>12,121</b>	<b>100.0%</b>	<b>11,608</b>	<b>100.0%</b>	<b>11,620</b>	<b>100.0%</b>	<b>11,721</b>	<b>100.0%</b>

Also available on the College website:

- [Educational Goal by Instructional Modality](#)
- [Educational Goal by Instructional Modality and Gender](#)
- [Educational Goal by Instructional Modality and Age Group](#)
- [Educational Goal by Instructional Modality and Ethnic Group](#)

**Unit Load**

*Table 18. Headcount by Unit Load*

UNIT LOAD	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
Full-time	4,417	36.4%	4,300	37.0%	4,274	36.8%	4,111	35.1%
Part-time	7,704	63.6%	7,308	63.0%	7,346	63.2%	7,610	64.9%
<b>Grand Total</b>	<b>12,121</b>	<b>100.0%</b>	<b>11,608</b>	<b>100.0%</b>	<b>11,620</b>	<b>100.0%</b>	<b>11,721</b>	<b>100.0%</b>

Counts by [Unit Load by Instructional Modality](#) also available on the College website.

*Table 19. Unit Load by Gender*

UNIT LOAD	GENDER	2012FA		2013FA		2014FA		2015FA	
		Head count	%	Head count	%	Head count	%	Head count	%
Full-time	Female	2,378	19.6%	2,307	19.9%	2,374	20.4%	2,293	19.6%
	Male	2,030	16.7%	1,984	17.1%	1,893	16.3%	1,812	15.5%
	Unknown	9	0.1%	9	0.1%	7	0.1%	6	0.1%
<b>Full-time Total</b>		<b>4,417</b>	<b>36.4%</b>	<b>4,300</b>	<b>37.0%</b>	<b>4,274</b>	<b>36.8%</b>	<b>4,111</b>	<b>35.1%</b>
Part-time	Female	4,405	36.3%	4,254	36.6%	4,222	36.3%	4,492	38.3%
	Male	3,266	26.9%	3,037	26.2%	3,101	26.7%	3,101	26.5%
	Unknown	33	0.3%	17	0.1%	23	0.2%	17	0.1%
<b>Part-time Total</b>		<b>7,704</b>	<b>63.6%</b>	<b>7,308</b>	<b>63.0%</b>	<b>7,346</b>	<b>63.2%</b>	<b>7,610</b>	<b>64.9%</b>
<b>Grand Total</b>		<b>12,121</b>	<b>100.0%</b>	<b>11,608</b>	<b>100.0%</b>	<b>11,620</b>	<b>100.0%</b>	<b>11,721</b>	<b>100.0%</b>

Counts by [Unit Load by Instructional Modality and Gender](#) also available on the College website.

Table 20. Unit Load by Age

UNIT LOAD	AGE GROUP	2012FA		2013FA		2014FA		2015FA	
		Head count	%	Head count	%	Head count	%	Head count	%
<b>Full-time</b>	< 18	192	1.6%	204	1.8%	213	1.8%	206	1.8%
	18-20	2,161	17.8%	2,163	18.6%	2,163	18.6%	2,137	18.2%
	21-25	913	7.5%	917	7.9%	899	7.7%	859	7.3%
	26-30	363	3.0%	318	2.7%	366	3.1%	357	3.0%
	31-40	403	3.3%	362	3.1%	364	3.1%	310	2.6%
	41-50	257	2.1%	218	1.9%	175	1.5%	144	1.2%
	51-60	107	0.9%	99	0.9%	82	0.7%	79	0.7%
	Greater than 60	20	0.2%	19	0.2%	12	0.1%	19	0.2%
	Unknown	1	0.0%		0.0%		0.0%		0.0%
<b>Full-time Total</b>		<b>4,417</b>	<b>36.4%</b>	<b>4,300</b>	<b>37.0%</b>	<b>4,274</b>	<b>36.8%</b>	<b>4,111</b>	<b>35.1%</b>
<b>Part-time</b>	< 18	402	3.3%	372	3.2%	414	3.6%	405	3.5%
	18-20	2,217	18.3%	2,070	17.8%	2,167	18.6%	2,334	19.9%
	21-25	2,069	17.1%	1,957	16.9%	2,015	17.3%	2,042	17.4%
	26-30	937	7.7%	923	8.0%	884	7.6%	946	8.1%
	31-40	1,072	8.8%	1,036	8.9%	993	8.5%	1,041	8.9%
	41-50	635	5.2%	576	5.0%	518	4.5%	488	4.2%
	51-60	285	2.4%	303	2.6%	282	2.4%	273	2.3%
	Greater than 60	85	0.7%	71	0.6%	73	0.6%	81	0.7%
	Unknown	2	0.0%		0.0%		0.0%		0.0%
<b>Part-time Total</b>		<b>7,704</b>	<b>63.6%</b>	<b>7,308</b>	<b>63.0%</b>	<b>7,346</b>	<b>63.2%</b>	<b>7,610</b>	<b>64.9%</b>
<b>Grand Total</b>		<b>12,121</b>	<b>100.0%</b>	<b>11,608</b>	<b>100.0%</b>	<b>11,620</b>	<b>100.0%</b>	<b>11,721</b>	<b>100.0%</b>

Counts by [Unit Load by Instructional Modality and Age](#) also available on the College website.

Table 21. Unit Load by Ethnicity

UNIT LOAD	ETHNICITY	2012FA		2013FA		2014FA		2015FA	
		Head count	%	Head count	%	Head count	%	Head count	%
<b>Full-time</b>	African-American	523	4.3%	485	4.2%	531	4.6%	501	4.3%
	American Indian / Alaskan Native	23	0.2%	11	0.1%	13	0.1%	13	0.1%
	Asian	56	0.5%	56	0.5%	58	0.5%	63	0.5%
	Filipino	40	0.3%	33	0.3%	35	0.3%	36	0.3%
	Hispanic	2,025	16.7%	2,107	18.2%	2,159	18.6%	2,156	18.4%
	Other Non-White	2	0.0%	1	0.0%	2	0.0%	1	0.0%
	Pacific Islander	15	0.1%	16	0.1%	7	0.1%	15	0.1%
	White	1,448	11.9%	1,358	11.7%	1,229	10.6%	1,085	9.3%
	Multiple Races	220	1.8%	195	1.7%	223	1.9%	225	1.9%
	Uncollected	65	0.5%	38	0.3%	17	0.1%	16	0.1%
<b>Full-time Total</b>		<b>4,417</b>	<b>36.4%</b>	<b>4,300</b>	<b>37.0%</b>	<b>4,274</b>	<b>36.8%</b>	<b>4,111</b>	<b>35.1%</b>
<b>Part-time</b>	African-American	950	7.8%	927	8.0%	895	7.7%	976	8.3%
	American Indian / Alaskan Native	32	0.3%	20	0.2%	24	0.2%	17	0.1%
	Asian	96	0.8%	106	0.9%	78	0.7%	95	0.8%
	Filipino	74	0.6%	85	0.7%	66	0.6%	72	0.6%
	Hispanic	3,299	27.2%	3,320	28.6%	3,504	30.2%	3,769	32.2%
	Other Non-White	14	0.1%	9	0.1%	4	0.0%	3	0.0%
	Pacific Islander	19	0.2%	22	0.2%	22	0.2%	19	0.2%
	White	2,790	23.0%	2,429	20.9%	2,319	20.0%	2,244	19.1%
	Multiple Races	304	2.5%	305	2.6%	363	3.1%	375	3.2%
	Uncollected	126	1.0%	85	0.7%	71	0.6%	40	0.3%
<b>Part-time Total</b>		<b>7,704</b>	<b>63.6%</b>	<b>7,308</b>	<b>63.0%</b>	<b>7,346</b>	<b>63.2%</b>	<b>7,610</b>	<b>64.9%</b>
<b>Grand Total</b>		<b>12,121</b>	<b>100.0%</b>	<b>11,608</b>	<b>100.0%</b>	<b>11,620</b>	<b>100.0%</b>	<b>11,721</b>	<b>100.0%</b>

Counts by [Unit Load by Instructional Modality and Ethnicity](#) also available on the College website.

#### Student Achievement and Institution-Set Targets

The tables that follow summarize the performance of a cohort of students known in the California community colleges as the “Student Success Scorecard” cohort. They include first-time students who earned a minimum of 6 units and attempted any Math or English in their first three years of college attendance. Table 22 shows a completion rate (also known as a “student progress and achievement rate” or SPAR), which includes students who either earned a degree/certificate, transferred to a four-year institution, or achieved “transfer prepared” status within six years. Declines over the last three years have compelled the College to focus on its equity and support efforts—particularly for males, students under 40 years of age, and African-American students. The institution-set standard (ISS) or 1-year target is 38.0% (Please note cell



counts fewer than 10 students are suppressed).

Table 22. 2016 Student Success Scorecard - Completion Rate - Overall

ISS/1-Yr Target = 38.0%	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
<b>All</b>	2,106	39.9%	2,282	36.6%	2,212	34.6%	-5.3
<b>Female</b>	1,222	41.3%	1,278	39.3%	1,190	37.3%	-4.0
<b>Male</b>	834	38.0%	961	33.3%	999	31.6%	-6.4
<b>&lt; 20 years old</b>	1,684	42.8%	1,726	39.1%	1,616	38.4%	-4.4
<b>20 to 24 years old</b>	165	23.6%	221	26.7%	278	18.3%	-5.3
<b>25 to 39 years old</b>	157	31.2%	216	30.6%	183	26.2%	-5.0
<b>40+ years old</b>	100	31.0%	119	30.3%	134	32.8%	1.8
<b>African American</b>	229	32.8%	266	29.7%	229	25.8%	-7.0
<b>Am Indian/AK Native</b>	21	28.6%	17	23.5%	14	28.6%	0.0
<b>Asian</b>	53	60.4%	30	40.0%	36	55.6%	-4.8
<b>Filipino</b>	36	55.6%	30	46.7%	21	52.4%	-3.2
<b>Hispanic</b>	714	36.3%	858	31.0%	908	32.5%	-3.8
<b>Pacific Islander</b>	27	33.3%	16	25.0%	Suppress	50.0%	NA
<b>White</b>	841	42.8%	859	42.5%	778	37.4%	-5.4

Persistence rates are shown in Table 23 over three years for the same cohort of students defined above. Persistence rate is defined as the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and enrolled in their first three consecutive primary semesters anywhere in the CCC. Recent gains show progress is being made through the College’s increased equity and support efforts.

Table 23. 2016 Student Success Scorecard - Persistence Rate - Overall

	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
<b>All</b>	2,106	60.1%	2,282	63.2%	2,212	63.9%	3.8
<b>Female</b>	1,222	62.2%	1,278	65.4%	1,190	65.7%	3.5
<b>Male</b>	834	57.3%	961	60.6%	999	61.7%	4.4
<b>&lt; 20 years old</b>	1,684	59.9%	1,726	63.4%	1,616	64.0%	4.1
<b>20 to 24 years old</b>	165	53.3%	221	57.0%	278	56.8%	3.5
<b>25 to 39 years old</b>	157	63.1%	216	65.3%	183	66.1%	3.0
<b>40+ years old</b>	100	70.0%	119	68.1%	134	73.9%	3.9
<b>African American</b>	229	59.4%	266	57.5%	229	70.3%	10.9
<b>Am Indian/AK Native</b>	21	57.1%	17	52.9%	14	35.7%	-21.4
<b>Asian</b>	53	71.7%	30	63.3%	36	69.4%	-2.3
<b>Filipino</b>	36	61.1%	30	80.0%	21	66.7%	5.6
<b>Hispanic</b>	714	56.9%	858	62.1%	908	61.5%	4.6
<b>Pacific Islander</b>	27	48.1%	16	43.8%	Suppress	66.7%	NA
<b>White</b>	841	61.8%	859	67.3%	778	64.1%	2.3

Further disaggregation of persistence by instructional modality and demographics is also available on the website:

- [Persistence by Instructional Modality](#)
- [Persistence by Instructional Modality and Gender](#)
- [Persistence by Instructional Modality and Age Group](#)
- [Persistence by Instructional Modality and Ethnic Group](#)

The Student Success Scorecard cohort tracks students over 6 years and depicts those who earned at least 30 units in the California Community Colleges (See Table 24). While Asians and students 40 years and older post noteworthy increases, overall there is a mixed trend that indicates a need for the College to consider strategies aimed at getting students to and through the 30 unit milestone.

Table 24. 2016 Student Success Scorecard - Earned At Least 30 Units - Overall

	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
<b>All</b>	2,106	59.7%	2,282	57.3%	2,212	58.6%	-1.1
<b>Female</b>	1,222	61.1%	1,278	59.9%	1,190	62.0%	0.9
<b>Male</b>	834	58.0%	961	53.8%	999	54.5%	-3.5
<b>&lt; 20 years old</b>	1,684	62.4%	1,726	59.8%	1,616	61.1%	-1.3
<b>20 to 24 years old</b>	165	43.0%	221	43.9%	278	42.8%	-0.2
<b>25 to 39 years old</b>	157	52.2%	216	51.4%	183	54.6%	2.4
<b>40+ years old</b>	100	54.0%	119	57.1%	134	65.7%	11.7
<b>African American</b>	229	50.2%	266	42.5%	229	47.6%	-2.6
<b>Am Indian/AK Native</b>	21	47.6%	17	35.3%	14	42.9%	-4.7
<b>Asian</b>	53	67.9%	30	76.7%	36	75.0%	7.1
<b>Filipino</b>	36	66.7%	30	60.0%	21	61.9%	-4.8
<b>Hispanic</b>	714	59.9%	858	58.7%	908	59.5%	-0.4
<b>Pacific Islander</b>	27	48.1%	16	43.8%	Suppress	66.7%	NA
<b>White</b>	841	61.8%	859	61.2%	778	60.3%	-1.5

The following tables (See Tables 25-27) provide data on the Student Success Scorecard cohort who remediate successfully. That is, the percentage of credit students who within six years persisted from a non-transferable course in math, English or ESL to college level math, English, or ESL. In the case of ESL, a student is also considered “successful” if he or she persists into a college level English course from a non-transferable ESL course. Results for English remediation for students 20 to 24 years old and Hispanic students reveal moderate increases of 9.4 and 4.5, respectively.

Table 25. 2016 Student Success Scorecard - Remedial Progress Rate - English

<b>ISS/1-Yr Target = 41.0%</b>	<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>		<b>Change</b>
	<b>Cohort Size</b>	<b>Cohort Rate</b>	<b>Cohort Size</b>	<b>Cohort Rate</b>	<b>Cohort Size</b>	<b>Cohort Rate</b>	
<b>All</b>	2,287	38.9%	2,421	39.6%	2,554	41.0%	2.1
<b>Female</b>	1,375	42.2%	1,408	43.8%	1,488	44.5%	2.3
<b>Male</b>	861	34.0%	949	34.0%	1,042	36.0%	2.0
<b>&lt; 20 years old</b>	1,424	43.3%	1,469	43.1%	1,365	46.4%	3.1
<b>20 to 24 years old</b>	353	24.9%	400	32.0%	545	34.3%	9.4
<b>25 to 39 years old</b>	344	38.1%	401	36.7%	444	33.8%	-4.3
<b>40+ years old</b>	166	31.9%	151	33.8%	197	38.1%	6.2
<b>African American</b>	329	24.3%	350	25.4%	392	23.7%	-0.6
<b>Am Indian/AK Native</b>	23	30.4%	19	36.8%	15	26.7%	-3.7
<b>Asian</b>	44	61.4%	37	48.6%	31	64.5%	3.1
<b>Filipino</b>	31	58.1%	40	50.0%	23	43.5%	-14.6
<b>Hispanic</b>	803	37.5%	940	39.3%	1,075	42.0%	4.5
<b>Pacific Islander</b>	24	50.0%	20	25.0%	16	31.3%	-18.7
<b>White</b>	855	43.5%	818	44.7%	799	46.7%	3.2

The math remediation rate shows a steady 3-year trend with gains of 12.3 percentage points for students 40 years and older, 5.7 for 25 to 29 year olds, and 5.9 for African American students.

Table 26. 2016 Student Success Scorecard - Remedial Progress Rate - Math

<b>ISS/1-Yr Target = 43.0%</b>	<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>		<b>Change</b>
	<b>Cohort Size</b>	<b>Cohort Rate</b>	<b>Cohort Size</b>	<b>Cohort Rate</b>	<b>Cohort Size</b>	<b>Cohort Rate</b>	
<b>All</b>	2,014	40.1%	2,250	42.0%	2,412	39.4%	-0.7
<b>Female</b>	1,236	40.9%	1,306	44.4%	1,411	41.5%	0.6
<b>Male</b>	733	39.0%	908	38.3%	970	36.6%	-2.4
<b>&lt; 20 years old</b>	1,145	47.3%	1,197	46.8%	1,194	45.6%	-1.7
<b>20 to 24 years old</b>	337	33.2%	447	33.6%	525	29.5%	-3.7
<b>25 to 39 years old</b>	380	31.3%	449	40.8%	476	37.0%	5.7
<b>40+ years old</b>	152	22.4%	157	33.1%	216	34.7%	12.3
<b>African American</b>	202	25.7%	258	36.4%	244	31.6%	5.9
<b>Am Indian/AK Native</b>	23	43.5%	21	52.4%	12	41.7%	-1.8
<b>Asian</b>	36	58.3%	29	51.7%	36	41.7%	-16.6
<b>Filipino</b>	32	43.8%	30	56.7%	27	44.4%	0.6
<b>Hispanic</b>	645	40.3%	797	41.0%	954	41.9%	1.6
<b>Pacific Islander</b>	16	50.0%	15	13.3%	13	23.1%	-26.9
<b>White</b>	885	41.8%	922	43.9%	887	38.7%	-3.1

Table 27. 2016 Student Success Scorecard - Remedial Progress Rate - ESL

ISS/1-Yr Target = 10.0%	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	143	6.3%	157	8.3%	150	11.3%	5.0
Female	106	8.5%	112	8.9%	108	12.0%	3.5
Male	32	0.0%	39	5.1%	40	10.0%	10.0
< 20 years old	10	30.0%	Suppress	57.1%	16	37.5%	7.5
20 to 24 years old	14	7.1%	21	9.5%	22	18.2%	11.1
25 to 39 years old	47	10.6%	62	4.8%	44	6.8%	-3.8
40+ years old	72	0.0%	67	6.0%	68	5.9%	5.9
African American	N/A	N/A	Suppress	0.0%	12	16.7%	NA
Am Indian/AK Native	N/A	N/A	N/A	N/A	N/A	N/A	NA
Asian	31	9.7%	14	14.3%	17	11.8%	2.1
Filipino	N/A	N/A	Suppress	0.0%	N/A	N/A	NA
Hispanic	97	4.1%	112	7.1%	105	10.5%	6.4
Pacific Islander	N/A	N/A	Suppress	0.0%	N/A	N/A	NA
White	11	18.2%	16	12.5%	Suppress	25.0%	NA

Career Technical Education (CTE) completion rates (See Table 28) are defined as the percentage of students who attempted a CTE course for the first-time and completed more than 8 units in three years in a single related CTE-discipline, and earned a degree or certificate, transferred to a four-year institution, or were considered “Transfer Prepared.”

Table 28. 2016 Student Success Scorecard - Career Technical Education Completion Rate

ISS/1-Yr Target = 41.0%	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	1,224	38.9%	1,428	39.4%	1,351	37.0%	-1.9
Female	517	48.2%	600	50.2%	594	46.8%	-1.4
Male	674	31.3%	794	31.6%	739	29.0%	-2.3
< 20 years old	384	40.4%	443	45.6%	416	41.6%	1.2
20 to 24 years old	268	44.8%	276	38.4%	311	39.9%	-4.9
25 to 39 years old	389	35.5%	500	37.2%	387	33.1%	-2.4
40+ years old	183	34.4%	208	32.7%	233	31.3%	-3.1
African American	136	37.5%	171	35.1%	170	30.0%	-7.5
Am Indian/AK Native	11	45.5%	13	69.2%	11	45.5%	0.0
Asian	31	51.6%	26	65.4%	20	40.0%	-11.6
Filipino	23	65.2%	19	63.2%	13	61.5%	-3.7
Hispanic	371	35.3%	483	37.5%	445	35.3%	0.0
Pacific Islander	10	30.0%	Suppress	11.1%	Suppress	25.0%	NA
White	547	38.8%	584	39.6%	568	38.4%	-0.4

Tables that follow (See Tables 29-30) show the number of degrees and certificates (18+ units) awarded over the last three years.

Table 29. Demographics for Student Earning Associate Degrees

Student Population (Fall 2015)			2012-13		2013-14		2014-15		Change (12-13 vs. 14-15)
<b>Gender</b>	<b>%</b>		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
<b>Female</b>	6,679	58.0	727	67.5	625	64.6	577	64.5	-3.0
<b>Male</b>	4,818	41.8	350	32.5	342	35.4	318	35.5	3.0
<b>Uncollected</b>	26	0.2	0	0.0	0	0.0	0	0.0	0.0
<b>Race/Ethnicity</b>									
<b>African American</b>	1,462	12.7	80	7.4	47	4.9	56	6.3	-1.2
<b>American Indian/Alaskan Native</b>	31	0.3	12	1.1	13	1.3	4	0.4	-0.7
<b>Asian</b>	154	1.3	40	3.7	44	4.6	26	2.9	-0.8
<b>Hispanic</b>	5,795	50.3	404	37.5	366	37.8	379	42.3	4.8
<b>Pacific Islander</b>	139	1.2	4	0.4	1	0.1	2	0.2	-0.1
<b>White</b>	3,295	28.6	458	42.5	433	44.8	372	41.6	-1.0
<b>Multiple Races</b>	588	5.1	20	1.9	32	3.3	39	4.4	2.5
<b>Unknown/Other</b>	59	0.5	59	5.5	31	3.2	17	1.9	-3.6
<b>Age</b>									
<b>&lt;18</b>	584	5.1	2	0.2	3	0.3	2	0.2	0.0
<b>18-20</b>	4,317	37.5	82	7.6	63	6.5	88	9.8	2.2
<b>21-25</b>	2,889	25.1	513	47.6	466	48.2	401	44.8	-2.8
<b>26-30</b>	1,300	11.3	192	17.8	173	17.9	129	14.4	-3.4
<b>31-40</b>	1,349	11.7	169	15.7	147	15.2	172	19.2	3.5
<b>41-50</b>	631	5.5	94	8.7	75	7.8	79	8.8	0.1
<b>51-60</b>	353	3.1	24	2.2	34	3.5	19	2.1	-0.1
<b>&gt;60</b>	100	0.9	1	0.1	6	0.6	5	0.6	0.5
<b>Uncollected</b>	0	0.0	0	0.0	0	0.0	0	0.0	0.0
<b>TOTAL</b>	<b>11,523</b>	<b>100.0</b>	<b>1,077</b>	<b>100.0</b>	<b>967</b>	<b>100.0</b>	<b>895</b>	<b>100.0</b>	<b>-20.3%</b>

Table 30. Demographics for Students Earning Certificate

Student Population (Fall 2015)			2012-13		2013-14		2014-15		Change (12-13 vs. 14-15)
<b>Gender</b>									
	<b>%</b>								
<b>Female</b>	6,679	58.0	143	61.1	148	48.4	101	68.7	7.6
<b>Male</b>	4,818	41.8	91	38.9	158	51.6	46	31.3	-7.6
<b>Uncollected</b>	26	0.2	0	0.0	0	0.0	0	0.0	0.0
<b>Race/Ethnicity</b>									
<b>African American</b>	1,462	12.7	18	7.7	25	8.2	7	4.8	-2.9
<b>American Indian/Alaskan Native</b>	31	0.3	4	1.7	4	1.3	1	0.7	-1.0
<b>Asian</b>	154	1.3	13	5.6	10	3.3	11	7.5	1.9
<b>Hispanic</b>	5,795	50.3	65	27.8	109	35.6	57	38.8	11.0
<b>Pacific Islander</b>	139	1.2	1	0.4	0	0.0	0	0.0	-0.4
<b>White</b>	3,295	28.6	115	49.1	137	44.8	64	43.5	-5.6
<b>Multiple Races</b>	588	5.1	5	2.1	11	3.6	4	2.7	0.6
<b>Unknown/Other</b>	59	0.5	13	5.6	10	3.3	3	2.0	-3.5
<b>Age</b>									
<b>&lt;18</b>	584	5.1	0	0.0	0	0.0	0	0.0	0.0
<b>18-20</b>	4,317	37.5	1	0.4	9	2.9	2	1.4	0.9
<b>21-25</b>	2,889	25.1	69	29.5	80	26.1	40	27.2	-2.3
<b>26-30</b>	1,300	11.3	51	21.8	64	20.9	23	15.6	-6.1
<b>31-40</b>	1,349	11.7	59	25.2	61	19.9	41	27.9	2.7
<b>41-50</b>	631	5.5	33	14.1	63	20.6	29	19.7	5.6
<b>51-60</b>	353	3.1	19	8.1	27	8.8	12	8.2	0.0
<b>&gt;60</b>	100	0.9	2	0.9	2	0.7	0	0.0	-0.9
<b>Uncollected</b>	0	0.0	0	0.0	0	0.0	0	0.0	0.0
<b>TOTAL</b>	<b>11,523</b>	<b>100.0</b>	<b>234</b>	<b>100.0</b>	<b>306</b>	<b>100.0</b>	<b>147</b>	<b>100.0</b>	<b>-59.2%</b>

The College offers six programs of study that lead to a national exam as viewed in the table below. Four out of the 6 programs are meeting the College’s institutional set standard.

Table 31. 2013-2014 Licensure Examination Pass Rates

	CIP Code	Examination Type	Institution Set Standard (ISS)	Pass Rate
<b>Registered Nursing - NCLEX</b>	51.38	National	85%	98%
<b>Certified Nursing Assistant</b>	51.39	National	60%	85%
<b>Respiratory Therapy - CRT</b>	51.09	National	75%	100%
<b>Respiratory Therapy - RRT</b>	51.09	National	75%	100%
<b>Paramedic</b>	51.09	National	70%	59%
<b>Emergency Medical Tech</b>	51.09	National	55%	45%

The “Transfer Velocity” cohort rate is defined as the percentage of students who transferred to a four-year university out of an initial cohort of students who completed 12 credit units and attempted transfer level math and English. The initial cohort is tracked over six years (See Tables 32-34).

Table 32. Transfers by Gender (Transfer Velocity cohorts shown)

ISS/1-Yr Target = 595	1995-96			1996-97			1997-98			Change (95-96 vs. 97-98)
	n	%	Cohort	n	%	Cohort	n	%	Cohort	
Female	138	20.1%	688	183	25.2%	727	223	28.7%	778	8.6
Male	114	28.4%	402	128	33.2%	385	135	31.8%	425	3.4
<b>TOTAL</b>	<b>252</b>	<b>23.1%</b>	<b>1,090</b>	<b>311</b>	<b>28.0%</b>	<b>1,112</b>	<b>358</b>	<b>29.8%</b>	<b>1,203</b>	<b>6.6</b>

Years to transfer = 6

Table 33. Transfers by Age (Transfer Velocity cohorts shown)

ISS/1-Yr Target = 595	1995-96			1996-97			1997-98			Change (95-96 vs. 97-98)
	n	%	Cohort	n	%	Cohort	n	%	Cohort	
17 or less	73	29.4%	248	98	37.0%	265	114	31.6%	361	2.1
18 & 19	110	26.7%	412	124	28.7%	432	127	27.0%	471	0.3
20 to 24	21	18.4%	114	21	22.1%	95	20	20.4%	98	2.0
25 to 29	16	18.8%	85	16	21.9%	73	16	22.9%	70	4.0
30 to 34	13	16.9%	77	21	28.0%	75	16	23.9%	67	7.0
35 to 39	9	13.8%	65	11	15.1%	73	20	29.9%	67	16.0
40 to 49	10	12.5%	80	19	23.2%	82	13	24.1%	54	11.6
50 +	0	0.0%	9	1	6.3%	16	2	13.3%	15	13.3
Unknown	0	0.0%	0	0	0.0%	1	0	NA	0	NA
<b>TOTAL</b>	<b>252</b>	<b>23.1%</b>	<b>1,090</b>	<b>311</b>	<b>28.0%</b>	<b>1,112</b>	<b>328</b>	<b>27.3%</b>	<b>1,203</b>	<b>4.1</b>

Years to transfer = 6

Table 34. Transfers by Race/Ethnicity (for Transfer Velocity cohort years shown)

ISS/1-Yr Target = 595	1995-96			1996-97			1997-98			Change (95-96 vs. 97-98)
	n	%	Cohort	n	%	Cohort	n	%	Cohort	
African-American	20	22.7%	88	23	26.4%	87	20	26.7%	75	3.9
Am Indian/AK Native	3	27.3%	11	2	22.2%	9	4	33.3%	12	6.1
Asian	12	52.2%	23	11	39.3%	28	9	42.9%	21	-9.3
Filipino	5	38.5%	13	5	22.7%	22	4	28.6%	14	-9.9
Hispanic	47	24.0%	196	47	24.5%	192	60	23.9%	251	-0.1
Other Non-White	0	0.0%	6	4	36.4%	11	3	27.3%	11	27.3
Pacific Islander	0	0.0%	5	2	50.0%	4	1	14.3%	7	14.3
Unknown	0	0.0%	1	0	0.0%	1	2	40.0%	5	40.0
White	165	22.1%	747	217	28.6%	758	255	31.6%	807	9.5
<b>TOTAL</b>	<b>252</b>	<b>23.1%</b>	<b>1,090</b>	<b>311</b>	<b>28.0%</b>	<b>1,112</b>	<b>358</b>	<b>29.8%</b>	<b>1,203</b>	<b>6.6</b>

Years to transfer = 6

In descending order, Table 35 below depicts the percentage of College graduates attending the top 20 transfer institutions over the last three years (2013-2015, fall terms only).

*Table 35. Top 20 Transfer Institutions over Last Three Years*

BARSTOW CC	2.21%
CSU SAN BERNARD	2.12%
AZUSA PACIFIC U	1.66%
BRNDMAN UNIV	1.53%
U OF LA VERNE	1.05%
SAN BERN VALLEY	0.62%
GRAND CANYON	0.53%
CSU FULLERTON	0.51%
WEST GOV U	0.48%
CA BAPTIST UNIV	0.38%
CAL ST POLYTECH	0.34%
RIVERSIDE CC	0.30%
CHAFFEY CC	0.29%
U OF PHOENIX	0.29%
COLL SO NEVADA	0.24%
SANTA ANA	0.24%
PASADENA CITY	0.20%
FULLERTON CLG	0.19%
NATIONAL UNIV	0.19%
PARK UNIVERSITY	0.17%
National Student Clearinghouse (Fall 13, 14, 15)	



California State University, San Bernardino is the College’s closest state university, and receives most of VVC’s transfer students. The table below shows the percentage of the College’s transfer students by subject, with Business Management and Psychology being most popular (See Table 36).

Table 36. Transfers to CSUSB by Division

<b>Subject Matter</b>	<b>2014-15</b>	
Business Management	29	16.3%
Psychology	27	15.2%
Social Sciences	22	12.4%
Public Affairs	20	11.2%
Biological Sciences	11	6.2%
Interdisciplinary	11	6.2%
Education	10	5.6%
Fine and Applied Arts	10	5.6%
Communications	9	5.1%
Information Sciences	7	3.9%
Letters	7	3.9%
Mathematics	6	3.4%
Health Professions	4	2.2%
Physical Science	2	1.1%
Engineering	1	0.6%
Foreign Languages	1	0.6%
Undeclared	1	0.6%
<b>TOTAL</b>	<b>178</b>	<b>100.0%</b>

### Job Placement

Based upon job placement rates available through the California Community Colleges Chancellor’s Office’s [CTE \(Perkins IV\) Report Website](#), below are the College’s placement rates as well as the institution-set standards by division.

Table 37. Job Placement Rates

	<b>CIP Code</b>	<b>Institution Set Standard (ISS)</b>	<b>Rate</b>
<b>Agriculture and Natural Resources</b>	01.00	66%	63%
<b>Business and Management</b>	52.02	65%	52%
<b>Information Technology</b>	11.01	61%	42%
<b>Engineering and Industrial Technologies</b>	14.01	65%	63%
<b>Health</b>	51.00	84%	73%
<b>Family and Consumer Sciences</b>	19.07	64%	63%
<b>Public and Protective Services</b>	43.01	77%	69%
CCCCO: Perkins			

