



2018 YEAR IN REVIEW

EXECUTIVE SUMMARY OF STRATEGIC PERFORMANCE

JANUARY 10, 2019

PREPARED BY SENIOR MANAGEMENT

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INTRODUCTION

This 2018 Year in Review report was prepared by Senior Management for consideration by the Board of Directors, Board of Governors, and Executive Council of San Joaquin Valley College. It offers an objective reflection on the successes and challenges of the last year, viewed specifically through the lens of our institutional strategy. An executive summary of the report content will be shared with faculty and staff at all campus locations and the Central Administrative Office in personal meetings facilitated by members of Senior Management, during the first quarter of 2019.

The report provides four strategic perspective sections and includes a detailed consideration of each associated strategic objective. While the emphasis is on objective, measurable outcomes, the report also includes a narrative summary of related work completed in 2018 and planned for 2019.

The Appendix includes the institutional strategy map.

EMPLOYEE SUCCESS

Nick Gomez, President

Scott Hager, Vice President of Administration

The success of San Joaquin Valley College is built upon the foundation of talented, passionate, and empowered employees. The Employee Success perspective of the College's strategic plan is expressed in three objectives:

- Attract High Performing People
- Enhance Employee Capabilities
- Cultivate a High Performance Culture

This section reflects on progress achieved in 2018 and institutional performance relative to the measures for each of the strategic objectives.

The College has cause to celebrate several positive outcomes from the last year:

- ★ Employees Achieving Quarterly Goals achieved 83% on a goal of 80%
- ★ Retention of Employees Achieving Quarterly Goals was 95% on a goal of 90%
- ★ 90-Day Evaluation score achieved the target of 2.0
- ★ Integration of a new Applicant Tracking System (ATS) to support improvement in our Time to Hire measure

There are also areas of special concern:

- ∅ Our Time to Hire underperformed
- ∅ Our Employee Learning Outcome Achievement measure requires an effective capture system

ATTRACT HIGH PERFORMING PEOPLE

We will recruit and identify individuals with demonstrated aptitude

Outcome Measures

Our focus on attracting high performing people is measured with two key metrics: Time to Hire and 90-Day Evaluation Score.

As of November 2018, the institution's mean time to hire was 66 days, which represents a significant variance from the strategic target of 45 days, and is a 6-day increase over 2017 outcomes. This measure continues to be an area of focus and concern, as staff vacancies within the college create varying degrees of operational burden.

To confirm that new hires are indeed high performing, the college has set a 90-day evaluation score target of 2.0. This measure serves as an indicator of fit within the institution and supports evaluation of capabilities and experience. As of November 2018, the mean 90-day evaluation score was 2.0, which achieved the target.

Strategic Developments

Time to Hire

The talent recruitment platform *Jobvite* continued implementation in 2018, with human resources providing on-going training to managers and users. To identify additional opportunities to improve the time to hire measure, the senior management team has begun to review time to hire within a framework of job grades. The intention is to evaluate if time to hire targets should be segmented by type of position. Evidence from like institutions indicates this is a more robust process and could serve to improve the recruiting process.

In Q4 2018 the college began to build a refined recruiting process, whereby the institution will leverage the Talent Acquisition (TA) team of Ember's shared services. This new and developing process will leverage the TA team to conduct candidate sourcing and initial interviews, followed by hiring manager interviews and job offers at the college level. The intended outcome is a streamlined process that reduces a hiring manager's time commitment associated with screening candidates, and will in-turn be positioned to yield a reduction in time to hire.

90-Day Evaluation Score

The mean 90-day evaluation score for 2018 was 2.01, exceeding the strategic target of 2.0. Ten SJVC locations, which includes campuses, the Central Administrative Office, and the Online modality, had 90-Day evaluation scores over the 2.0 target. The remaining eight locations were below the target with a range of 1.98 – 1.62.

Looking Ahead

The College continues to focus on areas of needed improvement within the Attract High Performing People objectives, with a focus on opportunities to improve the time to hire measure. With this in mind, the SJVC Human Resources (HR) department looks to future collaboration with the Ember TA team to yield efficient recruiting of high-caliber talent. During Q1 and Q2 2019, SJVC and Ember will pilot a regional Talent Acquisition model in a specified geographic footprint of campuses. As the results of this regional recruiting concept are realized, a migration of this model will be implemented across remaining campuses.

Additionally, there is need to ensure competency and calibration across College operations with conducting and delivering effective evaluations. The SJVC HR department will define and deliver training towards this outcome in 2019.

ENHANCE EMPLOYEE CAPABILITIES

We will train and equip employees to excel in their roles

Outcome Measures

Our focus toward enhancing employee capabilities is represented in one key measure: Employee Learning Outcome Achievement. We do not have any data for this outcome measure to date, but continue to make progress in this area. This is the sole measure on the strategic scorecard that is not yet populated with a measurable data set.

Strategic Developments

The College made several significant investments towards enhancing employee capabilities in 2018. One example is the development of the SJVC Change Leadership Team (CLT). This group, comprised of five, high-potential employees, attended the Disney Institute's "Leadership Excellence," course. The group's main takeaway from this event was the opportunity for the College to redefine its core values and create a consistent student experience across departments and locations. The team presented the concept of redefining the institutional values at a Campus President/Senior Management Meeting. At that meeting, the CLT shared how the identification of values would begin at the campus level, through the work of Change Team Leads, and progress up to the administration. Working with the Campus Presidents, the CLT identified Change Team Leads to coordinate and facilitate activities at their assigned location. The CLT delivered training to each Change Team Lead. The Team Lead was given the assignment of communicating the intent of this project to their respective campuses. Team Leads organized and facilitated activities specifically focused on eliciting information from College employees on what they value, to inform revisions to the College's Core Values. Since the inception of the CLT, four of its members have been promoted to positions of leadership within the College, thus demonstrating the College's investment in employees and their professional growth.

Another example of the College Enhancing Employee Capabilities is the partnership with FranklinCovey for leadership development. During the Q4 2018 Executive Council Meeting, members of ECM participated in a facilitated training on the 4 Essential Roles of Leadership. This training focused on improving leadership skills through competency development in the areas of Inspiring Trust, Creating Vision, Executing Strategy and Coaching Potential. After the training, participants were given a 360-degree leadership assessment and a 4 month follow up skill development plan.

Looking Ahead

The Change Leadership Team will continue the work started in 2018 to refine the institutional values of SJVC. Additionally, the college will continue to leverage the FranklinCovey leadership materials to enhance the skills of current and potential leaders within the organization.

A teamwork project dedicated to Enhance Employee Capabilities has been developed for Q1, 2019. This Project will develop a cohesive strategy and framework to train and develop employees based on tenure, job competency requirements, and professional growth potential. The goal of this project is to solidify the strategy the college will use to develop talent. The intent is to ensure employees are competent in their roles and that professional capabilities are enhanced to meet the needs of the institution and the career potential of the employee.

A new faculty introductory eCourse and a Program Director Training eCourse are being developed with implementation scheduled for Q1 2019.

CULTIVATE A HIGH PERFORMANCE CULTURE

We will communicate clear expectations, provide effective coaching and leverage employee success

Outcome Measures

Cultivating a high performance culture runs parallel with attracting high performing people, as it is critical to our long-term success that employees have both the environment and tools to succeed. This strategic objective also depends on our ability to enhance employees' capabilities. Here, we focus with intent and clarity on two key measures: Employees Achieving Quarterly Goals and Retention of Employees Achieving Quarterly Goals.

Strategic Developments

Employees Achieving Quarterly Goals

Continuing the transition that began in 2017, several additional job categories and positions were transitioned to quarterly evaluations in 2018. These included staff in the Admissions, Career Services, Growth and Development, Student Accounts, and Financial Aid departments. Of the positions that have transitioned to the quarterly evaluation process, 83% demonstrated achievement of goal in 2018, which is above the 80% target.

Retention of Employees Achieving Quarterly Goals

The Retention of Employees Achieving Quarterly Goals finished the year at 95%, on a target of 90%.

Looking Ahead

To facilitate insight into the quarterly goal scoring across the institution, the college engaged Saba, SJVC's performance appraisal software vendor, to develop a custom Talentspace appraisal report. This report, which became available in January, 2019, allows for analysis of evaluation review scores, both quarterly and annual, across specific metrics within the evaluation process. With this report, campus leaders will have improved visibility to the key areas where employees are achieving or failing to achieve goals.

QUALITY EDUCATION

Carole Brown, Vice President of Instruction and Student Services

Anthony Romo, Vice President of Admissions and Graduate Services

The functional purpose of San Joaquin Valley College is to encourage students to invest in themselves through career education, help them achieve academic success as they prepare for a new vocation, and support them in finding their first position as an educated professional. The Quality Education perspective of the College's strategic plan is expressed in four objectives:

- Increase Campus and Program Offerings
- Enroll Capable Applicants
- Achieve Course Success
- Ensure Career Readiness

This section reflects on progress achieved in 2018, and institutional performance relative to the measures for each of these strategic objectives.

The College has cause to celebrate several positive outcomes from the last year:

- ★ Campuses have improved performance YoY in starts, finishing at 94% of budget
- ★ First Module Success improved:
 - Online increased from 74% to 79% on a goal of 80%, for 4 modules
 - Ground increased from 87% to 89% on a goal of 90%
- ★ Classroom Engagement Scores achieved 89% on a goal of 85%
- ★ MA First Module Success improved both online and at ground campuses

There are also areas of special concern:

- ∅ Faculty observations were at 92% on at target of 100%.
- ∅ Fresno decreased in First Module success for the second year
- ∅ Small campuses continue to underperform in meeting admissions budget
- ∅ Exit Interviews were at 83% on a goal of 85%

INCREASE CAMPUS AND PROGRAM OFFERINGS

We will seek, identify and respond to market opportunities for campus and program development

Outcome Measures

The College was successful in its pursuit of campus and program expansion throughout 2018. This objective has two strategic measures: Senior Management approvals to execute new growth and development initiatives, and the number of new sources of revenue established and operational. Both measures exceeded institutional goals over the last year.

The Senior Management team approved the execution of eleven different growth and development initiatives in 2018 – three over the annual cumulative goal of eight:

| Growth and Development Initiative | SM Approval Date | Launch Date |
|---|------------------|---------------|
| Fresno campus: Occupational Therapy Assisting | February 2018 | January 2020 |
| Modesto campus: Dental Assisting | August 2018 | Fall 2020 |
| Bakersfield campus: Physical Therapy Assisting | August 2018 | Spring 2021 |
| Bakersfield campus: Physical Therapy Technology | August 2018 | Spring 2021 |
| Bakersfield campus: Registered Nursing | August 2018 | Spring 2021 |
| Hesperia campus: Registered Nursing | August 2018 | Spring 2021 |
| Hesperia campus: Vocational Nursing | August 2018 | Spring 2021 |
| Temecula campus: Physical Therapy Assisting | August 2018 | Spring 2021 |
| Temecula campus: Physical Therapy Assisting | August 2018 | Spring 2021 |
| Fresno campus: General Education Courses | December 2018 | February 2019 |
| Bakersfield campus: General Education Courses | December 2018 | February 2019 |

The College launched nine growth and development initiatives (establishing new sources of revenue) in 2018, one more than the annual goal of eight.

| Growth and Development Initiative | Launch Date | 2017 Revenue (K) |
|--|----------------|------------------|
| Online – General Education Courses | April 2018 | \$70 |
| Rancho Cordova – Surgical Technology | April 2018 | \$250 |
| Temecula – Surgical Technology | May 2018 | \$320 |
| Temecula – Criminal Justice: Corrections | July 2018 | \$170 |
| Atascadero Campus – MA, MOA, BA | September 2018 | \$230 |
| Temecula – Electrician | October 2018 | \$120 |

Looking Ahead

The growth and development initiatives planned for the College for approval and launch in 2019:

- Launch of General Education Courses in Fresno and Bakersfield, with a launch date planned for February 2019
- Launch of Electrician program in Bakersfield in late 2019

ENROLL CAPABLE APPLICANTS

We will help qualified applicants choose a program aligned with their professional goals and support them through the enrollment and onboarding process.

Outcome Measures

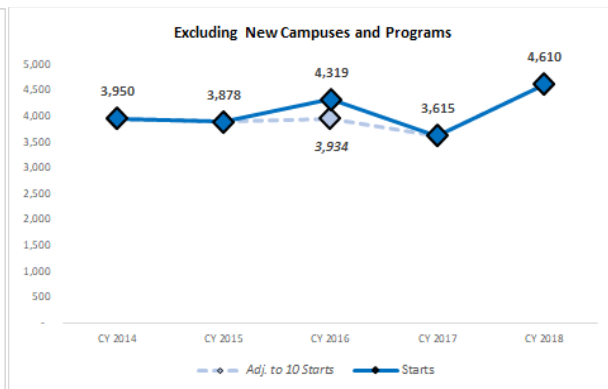
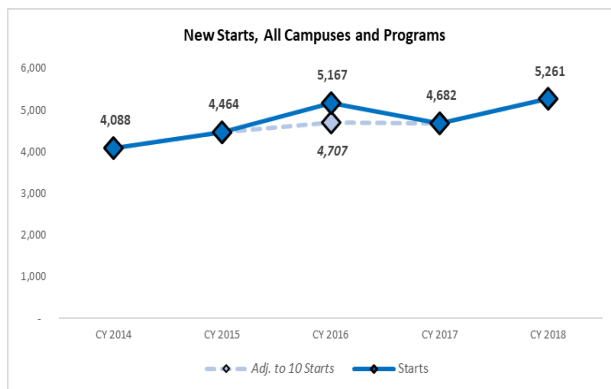
The College had mixed success across campuses and programs with this strategic objective, which has two associated measures: new starts relative to budget and the five-week success rate of new students.

The College started 5,261 students against its budget of 5,580, achieving 94% of goal. This outcome is just below the projected financial outcome for campus and institutional operations.

There are varying degrees of success across the campuses. A larger number of campuses achieved targets over last year. Campuses exceeding budget targets with exceptional performance were Hesperia, Bakersfield, Lancaster, Modesto, Rancho Cordova, and Hanford.

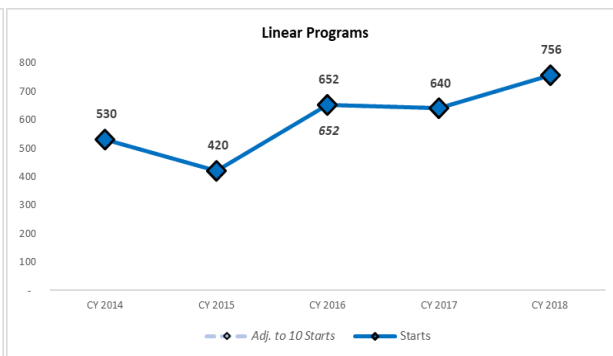
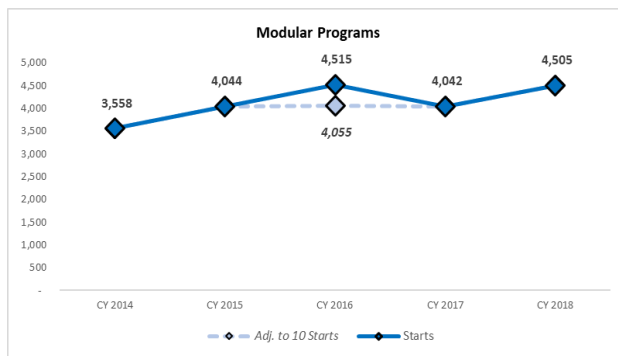
Campuses who struggled to meet 2018 expectations were Atascadero, Delano, Madera, and Porterville.

| Campus | Budget | Actual | % |
|-------------------|--------------|--------------|------------|
| HES | 431 | 465 | 108% |
| BAK | 547 | 559 | 102% |
| LAN | 185 | 189 | 102% |
| MOD | 398 | 403 | 101% |
| COR | 116 | 117 | 101% |
| HAN | 141 | 142 | 101% |
| TEM | 516 | 502 | 97% |
| ONT | 616 | 581 | 94% |
| FRE | 544 | 512 | 94% |
| ONL | 725 | 673 | 93% |
| VIS | 707 | 648 | 92% |
| AVI | 66 | 57 | 86% |
| ATA | 54 | 44 | 81% |
| DEL | 163 | 121 | 74% |
| MAD | 180 | 121 | 67% |
| POR | 191 | 127 | 66% |
| SJVC Total | 5,580 | 5,261 | 94% |

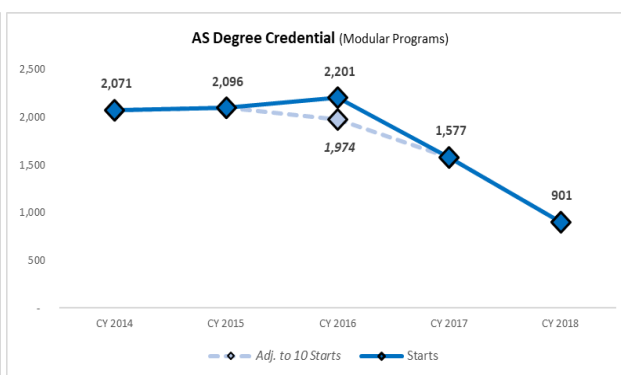
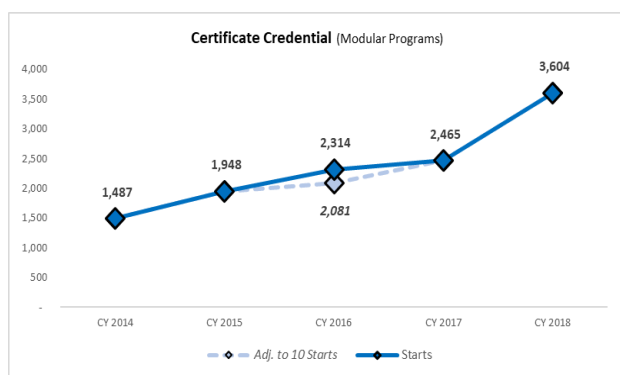


New starts for all campuses and programs increased YoY from 4,682 to 5,261, reflecting YoY improvement. New program offerings helped provide a lift in starts and campuses have strengthened their ability to succeed with the Customer Relations Management tool, Velocity.

New starts in modular programs increased YoY. In addition, linear starts grew in the same period, largely due to migration of ST and the new Bachelors program (BSRT) being offered.



The College has experienced a significant trend of increasing enrollment in the Certificate Credential, while AS Degree enrollment has experienced a significant decline.

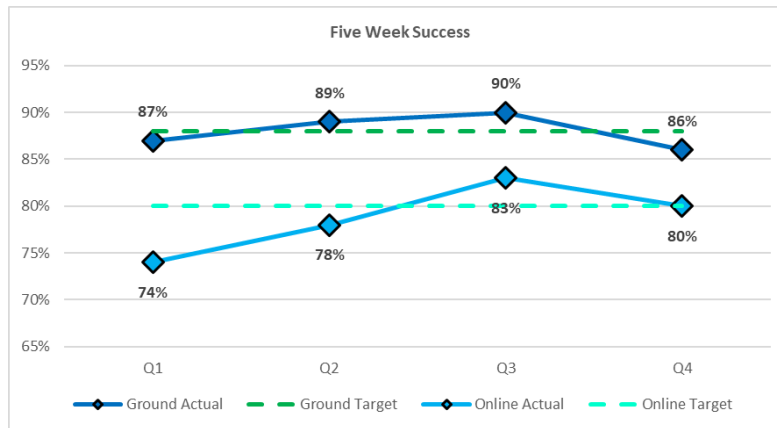


The compound annual growth rate (CAGR) of new starts for the College over the last three years is 4%, inclusive of all new campuses and programs. Preexisting campus and program starts also increased 4% over the same period.

| Starts (adj.) | Year | | | | | CAGR | Starts (adj.) | | | | | CAGR |
|-------------------|--------------|--------------|--------------|--------------|-----------|-------------------|---------------|--------------|--------------|--------------|-----------|------|
| Campus | 2015 | 2016 | 2017 | 2018 | 4 Year | Campus | 2015 | 2016 | 2017 | 2018 | 4 Year | |
| COR | 51 | 97 | 93 | 117 | 23% | COR | 51 | 97 | 93 | 90 | 15% | |
| BAK | 379 | 497 | 384 | 559 | 10% | BAK | 379 | 440 | 332 | 559 | 10% | |
| ONT | 414 | 517 | 565 | 581 | 9% | TEM | 341 | 318 | 369 | 439 | 7% | |
| HES | 335 | 327 | 373 | 465 | 9% | HES | 335 | 327 | 351 | 418 | 6% | |
| MOD | 293 | 289 | 342 | 403 | 8% | LAN | 164 | 121 | 127 | 189 | 4% | |
| TEM | 388 | 383 | 427 | 502 | 7% | VIS | 579 | 589 | 523 | 648 | 3% | |
| VIS | 579 | 589 | 523 | 648 | 3% | MOD | 293 | 289 | 317 | 325 | 3% | |
| DEL | 113 | 157 | 127 | 121 | 2% | ONL | 581 | 649 | 418 | 573 | 0% | |
| FRE | 494 | 505 | 465 | 512 | 1% | ONT | 414 | 439 | 404 | 416 | 0% | |
| LAN | 180 | 141 | 147 | 189 | 1% | FRE | 494 | 505 | 465 | 512 | 1% | |
| HAN | 147 | 105 | 142 | 142 | -1% | HAN | 147 | 105 | 142 | 142 | -1% | |
| AVI | 64 | 46 | 74 | 57 | -3% | AVI | 64 | 46 | 74 | 57 | -3% | |
| ONL | 816 | 896 | 725 | 673 | -5% | SAN | 36 | 9 | | | -100% | |
| MAD | 175 | 149 | 147 | 121 | -9% | DEL | | | | 121 | na | |
| SAN | 36 | 9 | | | na | MAD | | | | 121 | na | |
| POR | | | 148 | 127 | na | ATA | | | | 44 | na | |
| ATA | | | | 44 | na | SJVC Total | 4,464 | 4,707 | 4,682 | 5,261 | 4% | |
| SJVC Total | 4,464 | 4,707 | 4,682 | 5,261 | 4% | SJVC Total | 3,878 | 3,934 | 3,615 | 4,610 | 4% | |

The second measure for this strategic objective is the five-week success rate of new starts. Considering the many changes that have taken place within the Online modality, ground and Online are reflected separately. Targets are set at 88% for ground and 80% for Online.

Ground campuses increased from an 87% average in 2017 to an 89% average for 2018, reflecting a 2-point increase. Online increased from a 73% average in 2017 to a 79% average in 2018. This reflects a 6-point increase, largely due to strategic changes applied to Online.



**Q4 pending an additional module*

Strategic Developments

Speed to Lead

In October of 2017, modular Speed to Lead was 8% of leads attempted within five minutes. That held consistent through the end of 2017. Actions were then initiated to affect change. Campuses staffed teams appropriately, contact strategies were implemented, and performance results were communicated regularly. These actions produced improved outcome through Q2 2018 and then saw declines through Q4.

Student Services Delivered by faculty

The College continued to see challenges with online student success and identified a lack of cohesion between the Student Advisors and the faculty. After thoughtful dialogue, the student service functions were transferred from the Student Advisors to designated faculty. Faculty were given release time, STAGES developmental training, and assigned student groups. Early results show an improvement in first module retention and overall course completion rates. Data will be analyzed to determine the effectiveness of the model in Q4 2019.

Looking Ahead

The College has several initiatives planned or in progress for 2019:

- We intend to fully implement a software platform from Education Partners that allows SJVC to simplify the enrollment and financial aid process. This system lets teams enhance the student experience with flexibility, automation, standardization, and self-service to decrease barriers for student entry. The software was launched in late Q4.
- The Director of Student Success will initiate the Three-Pronged Approach to student success that includes an early intervention survey, remediation plans, and student facing 5-minute inter-department meetings focused on retention.
- We will initiate Student Service Unit Department Program Reviews on MyLab remediation, Career Services, and Personal Services.
- We will reevaluate performance on speed to lead with intent for improvement by Q2.

ACHIEVE COURSE SUCCESS

We will see our students engage with the course curriculum to achieve learning outcome proficiency.

Outcome Measures

This strategic objective was measured in three ways: Classroom Engagement, Course Pass Rate, and Learning Outcome Achievement.

Classroom Engagement:

The College has a target of having all faculty observed quarterly, with 85% of faculty meeting expectation with regard to classroom engagement. 92% of Ground faculty were observed quarterly and 100% of Online faculty were observed every 5 weeks. From these observations, 89.4% met the expectation regarding classroom engagement.

Course Pass Rate

| | 2017 | 2018 | TARGET |
|--------|------|------|--------|
| Ground | 91% | 93% | 90% |
| Online | 76% | 79% | 80% |

The ground course pass rate improved by nearly 1.5 points and online improved by three points. Notably, Online Core program course completion rate has improved five points since 2016. The online BSRT course completion rate is at 95%.

Learning Outcome Achievement

| | 2017 | 2018 | TARGET |
|--------|------|------|--------|
| Ground | 86% | 90% | 90% |
| Online | 86% | 85% | 85% |

Strategic Developments

Learning Outcome Architecture

Learning Outcome Program Review Workshops continued with remaining programs scheduled to launch in 2019. These workshops serve to enhance curriculum, assessment, and to align with the learning outcome data collection method.

Learning Management System

Our learning management system (LMS) transitioned from on-premise to the cloud version of D2L, known as Brightspace. Courses and course content were relocated successfully. The environment provides a fresh look with user-friendly icons for ease in navigation.

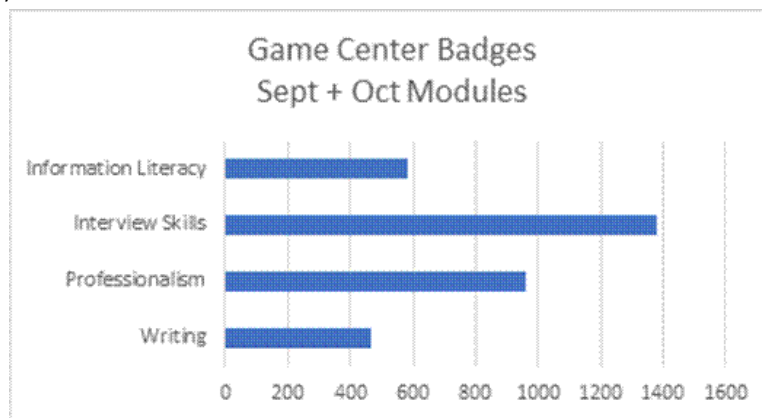
Curricular Updates

| Year | Number of Curriculum Changes |
|------|------------------------------|
| 2011 | 49 |
| 2012 | 71 |
| 2013 | 92 |
| 2014 | 161 |
| 2015 | 340 |
| 2016 | 307 |
| 2017 | 327 |
| 2018 | 234 |

In 2018, the Curriculum and Assessment department managed 234 changes to programs. Some of these changes were captured through proposals. The department processed 40 proposals in 2018. The majority of those proposals focused on the improvement of learning outcomes and mastery exams. A major driver for program changes that effected MA, MOA, PT and BA were due to the Gainful Employment impact, which moved these to a certificate only status. Purchases to enhance student learning were made and included, but not limited to, a new web-based electronic health record system for MA, MOA and MBC, which will also allow students to electronically chart their skills in medical lab courses; and an enhancement to our Vet Assist program through simulation, radiography and a new dog run. Textbook changes were kept at a minimum with the exception of regular edition updates.

Game Center Badging

Game Center initiated to provide students a more fully integrated learning experiences (4628 badges awarded in the first two modules.)



Professional Development

Faculty Coaches attended the three-day Lily Conference in Q1. Academic leaders attended an Academic Leadership conference in Q3 that included training on Getting Things Done. Additionally, Academic Deans attended a two-day retreat focused on improving academic tools used by the campuses and a one day 4 Essential Roles of Leadership training by FranklinCovey.

Faculty Coaches

Faculty Coaches were utilized in Visalia, Ontario, and Bakersfield in 2017. This position was added to Modesto, Hesperia, Aviation, Lancaster, and Fresno in 2018. Faculty Coaches have played a valuable and extensive role in faculty onboarding and training. Feedback from campuses has validated the value and ongoing need for this role. Expansion to Temecula is being considered for 2019.

Online Faculty Coaches

Online Faculty Coach model was instituted to shift student advising to faculty with release time. Early indicators demonstrate outcome improvement in both First Module and all matriculating students. Full data analysis will be completed to affirm effectiveness of the restructure in Q4 2019.

Technology Enhanced Courses

An Instructional Design Specialist position was created with the intent of building a robust daily curriculum housed in the institutional LMS. By the close of 2018, four courses (MAP115, ELEC220, ENG121/122) had been completed and utilized with students. An expansion of these courses is planned for 2019.

Looking Ahead

Curriculum and Assessment

We are evaluating the Program Review process and its effectiveness. We will be recommending a revised framework and timeline that is more closely aligned with the Higher Education community. We will continue to increase our utilization of the LMS to advance institutional assessment practices. This includes the development of an Assessment Plan for our ILOs/CCLOs. We are exploring the concept of Regional Assessment Coordinator to support faculty/leadership in utilizing assessments and interpreting assessment data. Additionally, we are partnering with Ember Education and Carrington College, to explore the adoption of eBooks.

Faculty Training Course

An introductory training course is being built in the LMS by a team of faculty coaches and the Instructional Design Specialist. This course, with content aligned to the faculty introductory evaluation, will serve as a universal training resource that will provide all faculty with the required knowledge to be effective in the classroom.

Technology Enhanced Courses

An expansion of the technology-enhanced courses is being considered for 2019, with the planned completion of all Electrician courses along with courses from other trade programs.

Course Completion Rate Target

Institutional research on GPA, course completion, and graduation rates will inform new targets to enhance or replace Course Completion rate.

eObservation 3.0

Through feedback from multiple constituencies, the eObservation form has undergone an iterative improvement cycle with an expected publication of Q1 2019. The new form relies on a combination of quantitative and qualitative feedback opportunities that will assist with precise calibration, while retaining the coaching components that allow for faculty growth through reflective feedback.

Fully Integrated Gamification

Brightspace gamification to be maximized to improve outcomes in a variety of areas including extern, career services, and remediation.

ENSURE CAREER READINESS

We will develop students with the vocational and professional skills require to secure in-field employment in a competitive job market

Outcome Measures

This strategic objective had two measures: Classroom Professionalism Score and Exit Interviews successfully completed.

92% of ground faculty were observed quarterly in 2018 to determine their classroom professionalism score. Of those observed, 87% of faculty met or exceeded the expectation of professionalism in the classroom, against a target of 85%.

85% of graduates completed an Exit Interview, against a goal of 85%. This is a 28-point improvement from 57% in 2017. Seven campuses met or exceeded the 85% target for the year.

Strategic Developments

The Director of Instruction calibrated teams to improve the quality of the Exit Interview and streamline processes. Feedback from a variety of constituencies indicated that the Exit Interview needed revision to an objective rubric structure. This revision was completed in Q4 of 2018 with expected Q1 2019 implementation. The technical structure was revised that allowed campuses to easily identify pending and completed student cohorts, reducing administrative burden.

Looking Ahead

As previously indicated in the Achieve Course Success section, the eObservation form is undergoing a revision with a new version set to be released in Q1 of 2019.

The Exit Interview 2.0 implementation is set for Q1 of 2019. The revisions include a move to a rubric-based scoring system, as opposed to the binary (yes/no) system. Additionally, interview questions have been drafted for use during the exit interview. The exit interview rubric has also been aligned to the newly drafted ILO/CCLO definitions, which positions it to be a useful tool in assessing those outcomes.

STUDENT SUCCESS

Carole Brown, VP of Instruction and Student Services
Anthony Romo, VP of Enrollment and Graduate Services

The academic and professional achievements of San Joaquin Valley College students and graduates is fundamental to any meaningful definition of institutional success. The Student Success perspective of the College's strategic plan is expressed in two objectives:

- Achieve Academic Success
- Achieve Professional Success

This section reflects on progress achieved in 2018, and institutional performance relative to the measures for each of these strategic objectives.

The College has cause to celebrate several positive outcomes from the last year:

- ★ MA and MOA ground graduation rate is up four points at 69%
- ★ BSRT graduation rate 87%
- ★ RN board pass rate for Ontario and Visalia 84%
- ★ MA and MOA show YoY increase in placement rates.

There are also areas of special concern:

- ⊘ Online graduation rate was substandard
- ⊘ DA and VT board pass rates were below programmatic thresholds
- ⊘ MA credentialing rates continue to be substantially short of institutional target of 75%
- ⊘ Placement did not reach strategic target

ACHIEVE STUDENT ACADEMIC SUCCESS

We will see our students achieving academic outcomes resulting in graduation and licensure rates

Outcome Measures

Student academic success is measured distinctly by two defining achievements: Graduation Rate and Professional Licensure.

Graduation Rate

2018 provided an increase in student success with graduation. Our target for the period was 65%. The College achieved a 63% graduation rate for approximately 4,700 students scheduled to graduate. This is a four-point increase from the 2017 outcome of 59%. This increase is seen across both modalities (Ground and Online) and in the two largest programs, Medical Assisting (MA) and Business Administration (BA). BA achieved a ten-point increase going from 36% in 2017 to 46% in 2018. Respiratory Therapy (RT), the third largest graduation program dropped seven points going from 82% in 2017 to 75% in 2018. The College's first Bachelor program, the Bachelor of Science in Respiratory Therapy, graduated its first cohort in October of 2018 with a graduation rate of 87%.

Professional Licensure

2018 proved to be a challenging year for student success in attaining professional licensure. Our target is for 90% of all programs with external licensure requirements to achieve the required outcome for the field. In those fields where there is no defined requirement, SJVC sets an internal goal of 75%. With this understanding as our guide, the College achieved 56% relative to our 90% target. Within that:

- 72% of our linear programs achieved licensure requirements
 - Outliers were DA Written Exam, ST in Bakersfield, and Fresno Vet Tech program
- One (8%) of our MA programs achieved the 75% goal. The achievement was in Ontario at 89%. As the testing window is still open for 2018 rates, these outcomes are subject to update. Below is the rank-ordered campus achievement in MA credentialing for 2018:

| Campus | Rate |
|-------------|------|
| Ontario | 89% |
| Temecula | 73% |
| Modesto | 57% |
| Bakersfield | 55% |
| Hanford | 50% |
| Visalia | 47% |
| Porterville | 44% |
| Hesperia | 44% |
| Lancaster | 40% |
| Fresno | 37% |
| Madera | 32% |
| Online | 31% |
| Delano | 20% |

- 75% of our Pharmacy Tech programs achieved a 75% licensure rate. The highest achievement was Bakersfield with 100% of 24 graduates receiving licensure. The two campuses below target were Hesperia and Lancaster with 71% of graduates licensed.

| Campus | Rate |
|-------------|------|
| Bakersfield | 100% |
| Visalia | 89% |
| Ontario | 86% |
| Modesto | 85% |
| Fresno | 84% |
| Temecula | 81% |
| Hesperia | 71% |
| Lancaster | 71% |

Strategic Developments

MA Credentialing

Several initiatives were executed to improve student success with MA credentialing in 2018. These initiatives include:

- Regional MA Summits were completed in Q3 to discuss areas of needed improvement with student performance on the credentialing exam. Performance reviews, identification, sharing of best practices in instruction, and areas of needed curricular improvement were reviewed. A request for the removal of Harris Care-Tracker software was initiated at these summits and approved in Q4. Alternative software was adopted. Additionally, the need for additional ECG training was identified by the majority of the MA faculty.
- In Q2, all active MA instructors were assessed for their knowledge of content aligned to the national credentialing exam. The average from that assessment was 79%. As a result, campuses undertook remediation to close the knowledge gap. This assessment process will be formalized in Q1 of 2019.

AVMA/VTNE Pass Rate

The Fresno Vet Tech program implemented a comprehensive action plan to increase the campuses 3-year average pass rate for first time test takers from 34% to 50%. Under the leadership of a new Program Director, the campus made changes with staffing, curriculum, text preparation, and laboratory equipment. Year to date cohort results in 2018 achieved 32%, which is pending the results of one final testing window. The program's 3-year average for first-time VTNE pass rates dropped from 34% to 32% (133 test takers).

Looking Ahead

MA Remediation Course

Newly hired MA faculty will be enrolled and complete a newly created MA remediation course that contains credential aligned assessments and remediation tools. Completed in December of 2018, this tool will be implemented in 2019 in an effort to close the breadth of knowledge gap for all new MA faculty.

MA Achievement Focus Revision

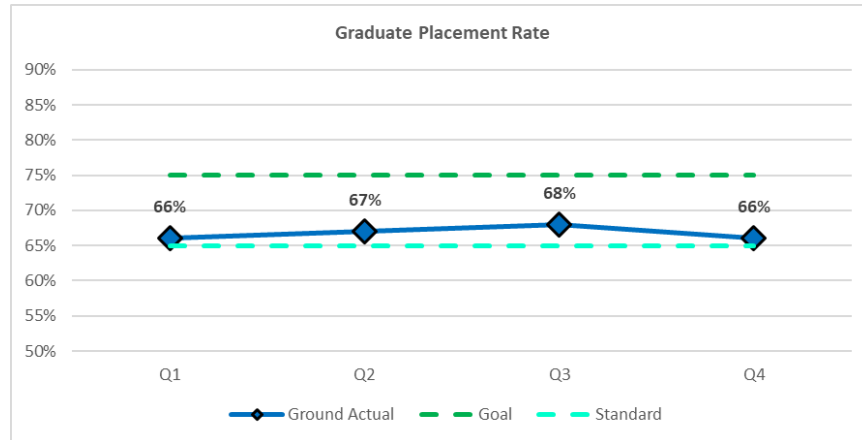
Based on information of other colleges' credential metrics and Career Services feedback, SJVC determined to follow a widely recognized definition of MA pass rate. Whereas in years past, a net pass rate (pass/grad) was utilized to determine student credential achievement, moving forward a pure pass rate percentage will be utilized (pass/take).

ACHIEVE GRADUATE PROFESSIONAL SUCCESS

We will find career opportunities for our students, positioning them for success and financial responsibility

Outcome Measures

The College completed its first calendar year under the new California Bureau of Private Postsecondary Education definitions and standards. The projected placement rate for 2018 is 67%, above the institutional standard of 65%, but below the institutional goal of 75%.



Rancho Cordova and Fresno exceeded the institutional goal of 75%. San Diego and Porterville fell below standard. Delano, Online, and Hesperia were below standard for a second year, while showing improvement YoY.

Graduate Placement Rate by Campus

| Campus | 2018Q1 | 2018Q2 | 2018Q3 | 2018Q4* | Total PL Rate | Total Grads |
|--------------|-------------|-------------|-------------|-------------|---------------|--------------|
| | PL Rate | PL Rate | PL Rate | PL Rate | | |
| COR | 90 % | 81 % | 47 % | | 76 % | 67 |
| FRE | 70 % | 78 % | 78 % | 77 % | 76 % | 332 |
| AVI | 50 % | 80 % | 50 % | 80 % | 70 % | 30 |
| VIS | 62 % | 73 % | 75 % | 66 % | 70 % | 437 |
| BAK | 71 % | 68 % | 74 % | 64 % | 70 % | 294 |
| MOD | 71 % | 71 % | 67 % | 66 % | 69 % | 243 |
| TEM | 71 % | 68 % | 63 % | 68 % | 68 % | 340 |
| HAN | 86 % | 80 % | 53 % | 71 % | 68 % | 108 |
| MAD | 63 % | 53 % | 76 % | 70 % | 67 % | 124 |
| ONT | 73 % | 63 % | 63 % | 67 % | 66 % | 371 |
| LAN | 72 % | 53 % | 76 % | 59 % | 66 % | 100 |
| DEL | 44 % | 70 % | 75 % | 68 % | 64 % | 98 |
| SAN | | | 63 % | | 63 % | 8 |
| POR | | 59 % | 56 % | 63 % | 59 % | 101 |
| ONL | 49 % | 63 % | 56 % | 61 % | 56 % | 310 |
| HES | 54 % | 42 % | 63 % | 59 % | 55 % | 215 |
| TOTAL | 66 % | 67 % | 68 % | 66 % | 67 % | 3,176 |

*Q4 is projected rate and includes placements pending verification

Thirteen programs exceeded the institutional standard of 65%, including our largest program, Medical Assisting, which improved 2 points YoY. Nine programs finished below standard, which includes three large programs: Criminal Justice, Pharmacy Technology, and Business Administration.

Graduate Placement Rate by Program

| DDQ | | | | | | |
|--------------|-------------------|-------------------|--------------------|--------------------|---------------|--------------|
| Program | 2018Q1 PL Rate | 2018Q2 PL Rate | 2018Q3* PL Rate | 2018Q4* PL Rate | Total PL Rate | Total Grads |
| VN | | 80 % | | | 80 % | 25 |
| DA | 79 % | 71 % | 82 % | 82 % | 79 % | 136 |
| RN | | | 80 % | | 77 % | 93 |
| RT | 79 % | 78 % | 65 % | 76 % | 75 % | 222 |
| IMT | 67 % | 74 % | 72 % | 76 % | 72 % | 131 |
| HVAC | 70 % | 64 % | 75 % | 72 % | 71 % | 197 |
| ST | | | 70 % | | 70 % | 27 |
| VT | 61 % | 68 % | 76 % | 78 % | 70 % | 101 |
| DH | 86 % | 57 % | 73 % | | 70 % | 57 |
| CSA | 83 % | 50 % | 50 % | | 70 % | 10 |
| AMT | 50 % | 80 % | 50 % | 80 % | 70 % | 30 |
| MA | 67 % | 68 % | 69 % | 66 % | 68 % | 1,138 |
| MOA | 70 % | 53 % | 65 % | 73 % | 65 % | 218 |
| BA | 61 % | 63 % | 68 % | 63 % | 64 % | 183 |
| ET | | 84 % | 48 % | 64 % | 63 % | 59 |
| CM | 56 % | 56 % | 69 % | 69 % | 62 % | 53 |
| CJ | 63 % | 63 % | 63 % | 53 % | 61 % | 168 |
| HRA | 62 % | 100 % | 38 % | 60 % | 60 % | 30 |
| DMS | 83 % | | 63 % | 20 % | 55 % | 20 |
| PT | 59 % | 63 % | 43 % | 51 % | 53 % | 184 |
| MBC | 30 % | 38 % | 32 % | 67 % | 38 % | 71 |
| IT | | 20 % | 50 % | 17 % | 25 % | 24 |
| DC | | | | | | 1 |
| TOTAL | 66 % | 67 % | 68 % | 66 % | 67 % | 3,176 |

The second measure for this strategic objective is the projected three-year Cohort Default Rate (CDR). At the end of 2018, the projected CDR for Cohort year 2017 was 25.89%, well above the transitional goal of 19%.

Strategic Developments

Online Career Services Team

Online students will move back to a centralized Career Services team that will support only online students and assist with other campuses as needed. With the early success demonstrated by academics, the Career Services team will look to achieve improved outcomes with a more engaged student. Additionally, the Regional Career Services Director role will be reestablished to provide needed support to team members.

Restructure of Regional Leadership

With the recent growth within the organization, regions were evaluated in order to provide more attention to performance in specific areas. Regions were reassigned to ensure higher outcomes and to improve student success. This restructuring in leadership will help support advisors achieve student success outcomes.

Looking Ahead

There are no current strategic changes planned for Career Services as the operational focus is intended to improve placement rates at each campus.

The financial literacy structure, as well as processes for students who have institutional loans, is being evaluated for efficiencies and improvement to provide an enhanced student experience.

INSTITUTIONAL SUCCESS

Nick Gomez, President

Scott Hager, VP of Administration

The greatest benefit of a healthy, growing institution are the stability and access to resources that success provides for students, faculty, and staff. Building on more than 41 years of successful operation, the College is also able to expand services to new stakeholders and communities. The Institutional Success perspective of the College's strategic plan is expressed in two objectives:

- Increase SJVC Presence
- Ensure Financial Stability

This section reflects on progress achieved in 2018 and institutional performance relative to the measures for each of these strategic objectives.

The College has cause to celebrate several positive outcomes from the last year:

- ★ Census across the College exceeded target at 103% (115 additional students)
- ★ Revenue from new sources was up 17% YoY
- ★ A new SJVC campus was opened in Atascadero (ATA)

There are also an area of special concern:

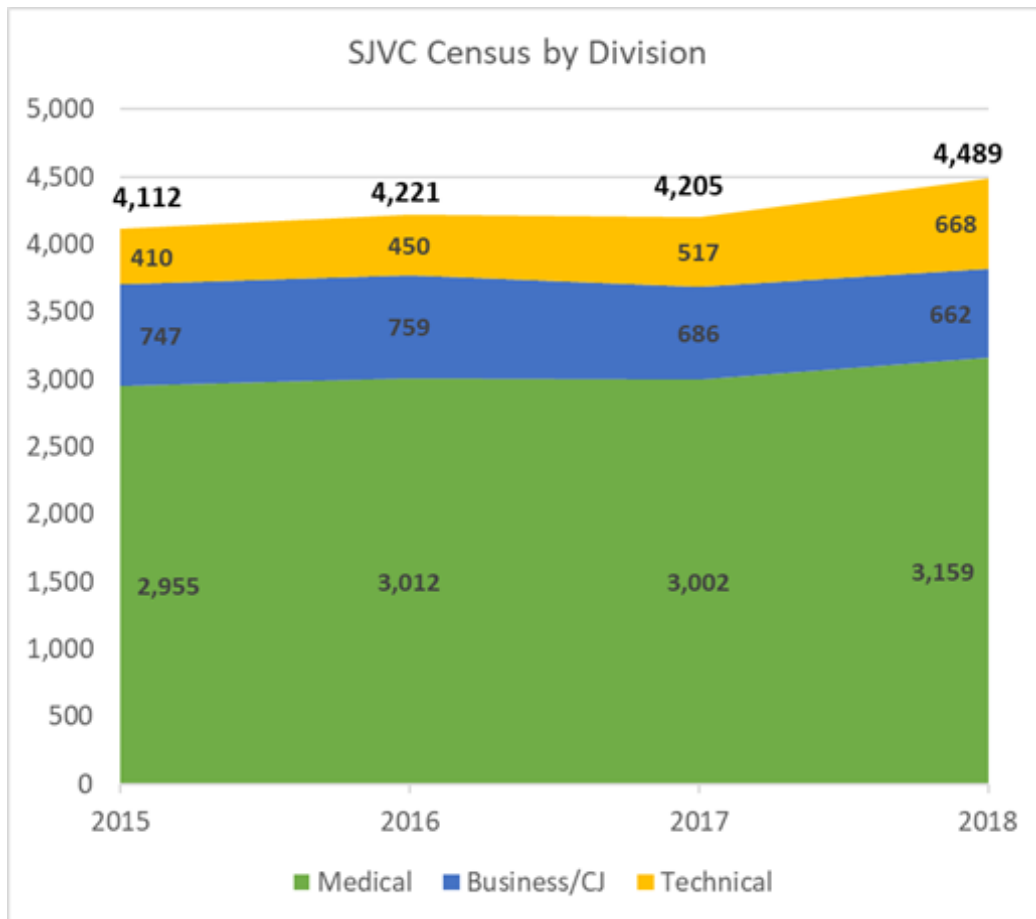
- ∅ 9 of 16 campuses did not achieve their operations margin target

INCREASE SJVC PRESENCE

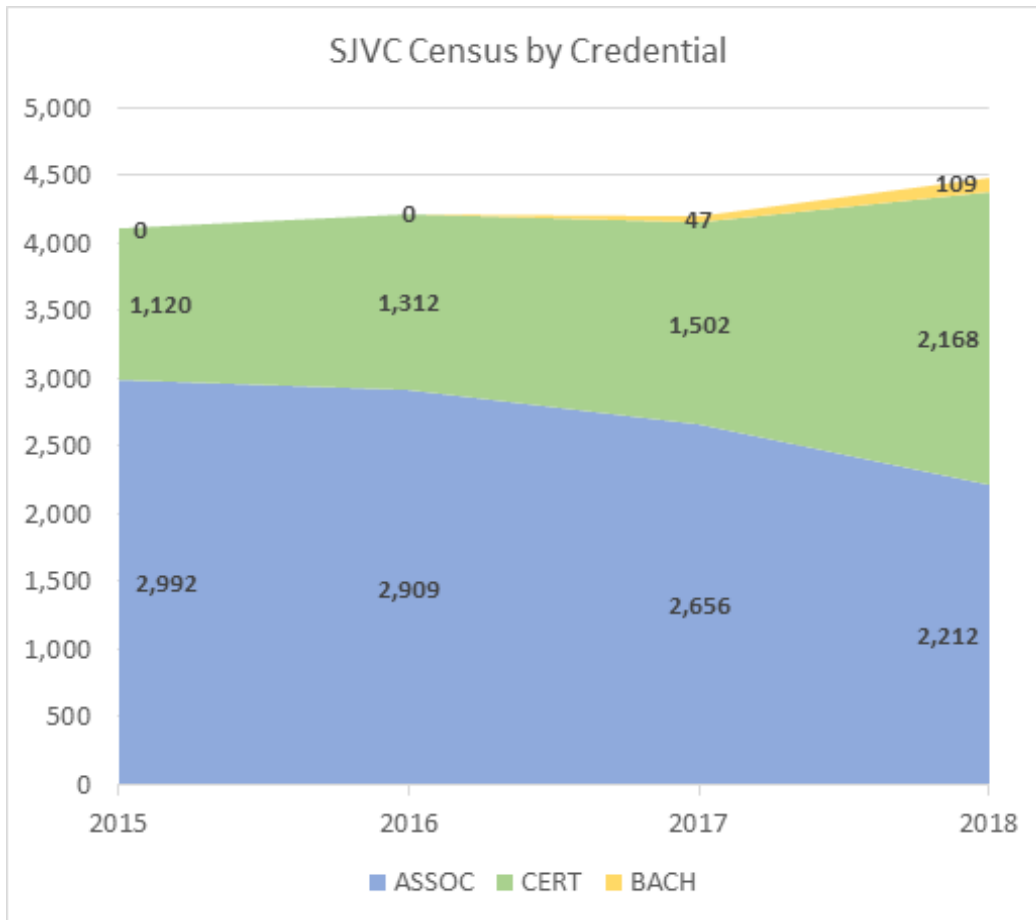
We will serve new markets and increase our offerings in existing markets, resulting in increased census

Outcome Measures

This strategic objective is measured by total College census and revenue from new sources. The College average month-end census increased YoY from 4,205 to 4,489. The three-year compound annual growth rate (CAGR) in average month end census is 3%, a significant increase over the 1.8% CAGR from 2017. Technical programs have a three-year CAGR of 17.7%, compared to 10% in 2017. Medical programs had a three-year CAGR of 2.3%, while business programs had a negative three-year CAGR of -3.9%



Following recent year trends, the proportion of SJVC students in Certificate credential programs grew substantially in 2018 (CAGR of 24.6%, -9.6% in AS Degree). The 2018 composite of SJVC students by credential is 49.2% AS Degree, 48.2% Certificate, and 2.4% BS Degree.



The College generated \$4.3M in revenue from new sources in 2018, a 17% increase YoY. There were a variety of sources that contributed to this outcome. The College opened the Atascadero campus in September, achieving 81% of expected starts during Q4. Several program migrations occurred during the year: Hesperia Dental Assisting, Rancho Cordova Surgical Technology, and Temecula Criminal Justice and Surgical Technology. Online and Visalia realized revenue from Non-Degree Seeking students. Finally, the Bakersfield, Ontario and Porterville campuses all generated revenue through Employer Training programs. The diversity of channels that contributed to the revenue from new sources outcomes was a positive performance result for the year.

Looking Ahead

Moving into 2019, the most significant effort is the pursuit of institutional accreditation by WASC Senior (WSCUC), and the associated introduction of Bachelors level programs in Nursing, Dental Hygiene, and Health Care Management.

ENSURE FINANCIAL STABILITY

We will manage our resources effectively towards ensuring sustainability of the institution

Outcome Measures

This strategic objective is measured by Campuses Achieving Margin. The actual campus margin (revenue minus expenses) is compared to the 2018 margin target to determine performance. The 2018 budget was released in December of 2017 and held constant throughout the year to provide a reflective measure. The College fell short of the 2018 target, missing the cumulative outcome by 2.2%. Seven campuses¹ exceeded their goal and nine locations² fell below their goal.

SJVC prepares an operating budget and plans for growth and development initiatives annually. The budget process starts with estimating the student population for the upcoming year, by campus and by program. The population consists of anticipated new students offset by historical retention rates by program/credential. Revenue is calculated monthly by multiplying the number of students in the program by the program tuition rate. Expenses are estimated using historical program costs, student services required to support the student population, administrative support, and other overhead costs. While the campus margin target is based on the original budget, the finance team updates the forecast each month to ensure the College remains in compliance with external requirements. The College's 2018 financial performance met all regulatory agencies financial standards – including Department of Education (financial responsibility ratios), ACCJC/WASC – financial measurements, and bank covenants.

Strategic Developments

The 2018 budget was developed and launched at the end of 2017 and there were several developments that impacted our original projections. For example, the student success scholarship is granted based on graduation date and more students graduated in 2018 with the scholarship than were originally projected. Also, the renovation of the Aviation campus was a decision that was made in 2018 and had an impact on non-capital, depreciation, contract labor and several other expense accounts. The decision was also made to transition the majority of our student account collection efforts to a third party service which now includes a fee charged to each campus.

Looking Ahead

The 2019 budget process will follow the same steps as prior years. The Director of Finance and the VP of Administration will review campus margin targets with Campus Presidents. Growth and development initiatives and operational projects will be layered onto the operating budget to develop the Institutional Plan. Budgets will be updated monthly due to the changing student population and to ensure the revised forecasts continue to meet all regulatory standards. The 2019 budget will also include the final transition of six programs³ from an associate level offering to certificate only. In 2018 the revenue earned from students enrolled in the associate degree of the six programs was 8.7% of total revenue and by the end of 2019 that will go down to zero.

¹ Modesto, Hesperia, Visalia, Online, Hanford, Delano, and Lancaster

² Porterville, Rancho Cordova, Temecula, Madera, Fresno, Bakersfield, Ontario, Aviation, and Atascadero

³ BA, DA, MA, MOA, PT, VT

APPENDICES

STRATEGY MAP

