



2017 YEAR IN REVIEW

EXECUTIVE SUMMARY OF STRATEGIC PERFORMANCE

JANUARY 19, 2018

PREPARED BY SENIOR MANAGEMENT

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INTRODUCTION

This 2017 Year in Review report for 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 on all campuses and the Central Administrative Office in personal meetings facilitated by members of Senior Management in the first quarter of 2018.

The report is separated into 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 2017 and planned for 2018.

The Appendices include the institutional strategy map and a table of references for evidence of institutional performance related to various standards of the College's institutional accreditor, the Accrediting Commission for Community and Junior College of the Western Association of Schools and Colleges (ACCJC-WASC). The WASC standards appear in-line with the report text as superscript references (e.g. ^{III.B}), and are summarized with page numbers and citations in the appendix table.

EMPLOYEE SUCCESS

Nick Gomez, Chief Operating Officer

Carole Brown, Provost and Vice President of Academic Affairs

The success of San Joaquin Valley College is built on 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 2017, 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:

- ★ New Applicant Tracking System reduced time to hire for open positions by 11 days from the baseline
- ★ Addition of Vice Provost to invest in the professional development of faculty and staff
- ★ Introduction of effective quarterly evaluation process for Campus Presidents and select Corporate Directors

There is also an area of special concern:

- ∅ Lack of systematic data to assess employee learning outcome achievement in training and development

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.

Campus leadership and senior management identified a common concern with excessive delays in identifying and hiring qualified applicants for position openings. We adopted the Time to Hire measure with a target of 45 days. As of September 2017, our year-to-date mean institutional time to hire was 60 days.

To confirm that new hires were in fact high performing people, we also chose to focus on 90-day evaluation scores. The first 90 days of an employee's time with the College is a critical indicator of fit and application of capability and experience. As of November 2017, the mean 90-day evaluation score was 2.1.

Strategic Developments

Time to Hire

We identified and implemented *Jobvite*, a talent recruitment platform, to enhance our job recruitment capabilities^{III.A}. This software platform provides integration with key job boards, while providing greater administrative efficiencies in posting, routing, and approving applicant hires.

We initiated the platform in mid-September 2017. It has greatly improved our performance on this strategic measure. Since initiating *Jobvite*, our mean time to hire is 39 days.

90-Day Evaluation Score

Our mean baseline score for 90-day evaluations in 2016 was 2.07. While this outcome was reasonably within reach of our target of 2.2, 90-day evaluations did not include goals. To ensure the validity of the score, we added 90-day goals in four domains: Admissions, Financial Aid, Faculty, and Career Services^{III.A}. Our mean 90-day evaluation score in 2017 was 2.1 with defined goals in place.

Looking Ahead

The College is positioned to continue demonstrated improvement in the Time to Hire metric with increased integration and utilization of the *Jobvite* platform. The key to making this metric valuable is our calibration and consistent application of 90-day evaluations. The College is positioned to deliver meaningful value on its objective to attract high performing people with pre-defined goals in place and HR training with campus leaders on the delivery of effective evaluations.

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 made substantial progress late in the year. This is the sole measure on the strategic scorecard that is not yet populated.

Strategic Developments

The position of Vice Provost was added to the CAO team in 2017^{III.A}. The Vice Provost's initial focus is the College's submission and attainment of WASC senior accreditation. Additionally, the Vice Provost will focus on the design, development, and deployment of training and development programs for our Faculty, Deans, Program Directors and Division Managers.

Looking Ahead

We intend to build effective training resources for strategic employee groups as a result of our recognition of the value of well-constructed learning outcomes (LO) in effective curriculum design. This will enhance employee capability and allow for demonstrated competence through the achievement of LOs.

This strategic objective drives us to deliver focused skill enhancement training for our employees. The Vice Provost will begin in 2018 to enhance the capabilities of our academic personnel through an emphasis on the Academic Employee Lifecycle (AEL).

The AEL will be a comprehensive structure for the onboarding and professional development of academic employees. The system is intended to support academic employees throughout the institution via focused training in key competency areas, with flexible offerings for both full-time and part-time employees.

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 upon our ability to enhance our employees' capabilities. Here, we focus with intent and clarity on two key measures: Employees Achieving Quarterly Goals, and Retention of Employee Achieving Quarterly Goals.

Strategic Developments

The Campus President group transitioned to a quarterly evaluation process starting in the second quarter of 2017^{III.A}. To facilitate that process, our evaluation instrument was limited to key competencies coupled with goals for the period. Following two successful quarters of use with the Campus Presidents, the Chief Administrative Officer transitioned the Corporate Directors of Admissions, Graduate Services, Growth and Development, and Administration to a quarterly process.

The Campus Presidents and noted Corporate Directors met or exceeded expectations on 50% of assigned quarterly goals in 2017. The strategic target for this measure is 80%. Calibration with this new process will continue into 2018. Retention of Employees Achieving Quarterly Goals was at 100%.

Looking Ahead

The Chief Operating Officer introduced the refined competencies and prospective goal achievement rubric for the admissions and career services teams at the final Executive Council meeting of 2017. All campus-based Admissions and Career Services personnel will transition to the quarterly evaluation process in the first quarter of 2018.

Additionally, we intend to evaluate faculty late in 2018 utilizing a streamlined quarterly evaluation instrument with corresponding quarterly goals.

QUALITY EDUCATION

Carole Brown, Provost and Vice President of Academic Affairs
Joseph Holt, Chief Administrative Officer

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 2017, 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:

- ★ Substantial success with Growth and Development
 - Nine new program or campus approvals from Senior Management and the Board of Governors
 - Launch and operation of nine approved Growth and Development initiatives
- ★ Substantial growth in new starts for the College's technical programs
- ★ Three-point gain in Five-Week Success
- ★ Five-point improvement in Online course completion rate over the previous year

There are also areas of special concern:

- ∅ Consistent decline in new starts for existing campuses and modular programs

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 2017. 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 nine different growth and development initiatives in 2017 – one over the annual cumulative goal of eight.

Growth and Development Initiative	SM Approval Date	Launch Date
General Education Courses – Lab Sciences	January 2017	Summer 2017
Atascadero Campus	March 2017	Summer 2018
Employer Training: Setton Pistachio	June 2017	Spring 2018
Temecula Campus: Criminal Justice Migration	August 2017	Spring 2018
Temecula Campus: Electrician Migration	August 2017	Summer 2018
Temecula Campus: Industrial Maintenance Tech Migration	August 2017	Summer 2018
RN to Bachelor of Science in Nursing Bridge	December 2017	Fall 2019
RDH to Bachelor of Science in Dental Hygiene Bridge	December 2017	Fall 2019
Bachelor of Science in Health Care Management Degree Completion	December 2017	Fall 2019

The College launched nine growth and development initiatives (establishing new sources of revenue) in 2017, five more than the annual goal of four^{1.A}.

Growth and Development Initiative	Launch Date	2017 Revenue (K)
Ontario Campus: Electrician	January 2017	\$1,500
Ontario Campus: Gen Ed – Lab Sciences	March 2017	\$260
Modesto Campus: Electrician	May 2017	\$160
Porterville Campus: Medical Assisting	May 2017	\$1,100
Porterville Campus: Medical Office Administration	May 2017	\$240
Porterville Campus: Business Administration	May 2017	\$100
Online: Bachelor of Science in Respiratory Therapy	August 2017	\$220
Visalia Campus: Gen Ed – Lab Sciences	October 2017	\$20
Hesperia Campus: Dental Assisting	November 2017	\$30

Looking Ahead

The College has several growth and development initiatives planned for approval and launch in 2018:

- Execution of Occupational Therapy Assisting program, with a launch date planned for January 2020
- Launch of Surgical Technology programs in Rancho Cordova and Temecula in April 2018
- Launch of Criminal Justice, Electrician, and Industrial Maintenance Tech programs in Temecula in July 2018
- Expansion of employer training programs through the addition of an outside sales position
- Launch Atascadero Campus with Medical Assisting, Medical Office Administration and Business Administration in June 2018

In connection with our pursuit of WASC Senior accreditation, we also intend to obtain approval to launch three baccalaureate degree bridge programs in Registered Nursing, Dental Hygiene, and Health Care Management. The launch date for these programs will be informed by the timeline for securing initial accreditation by WASC Senior.

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 success¹ rate of new students.

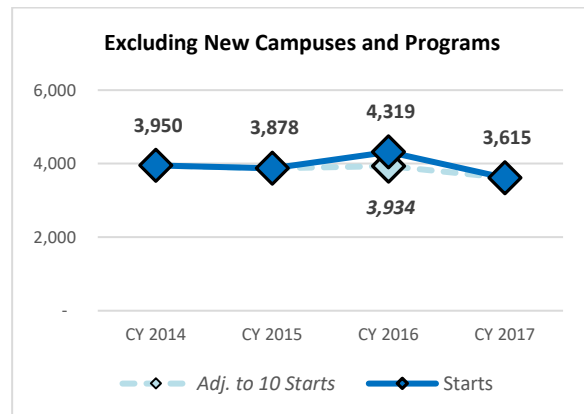
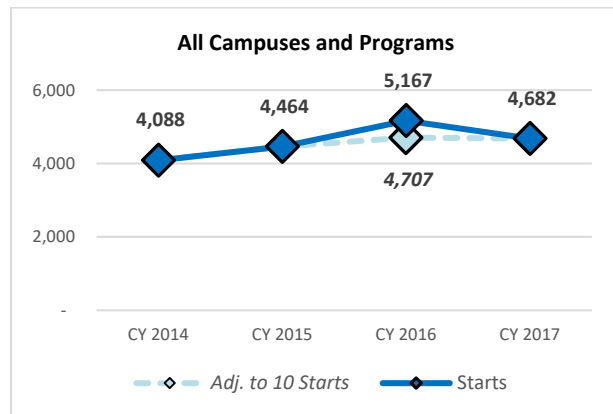
The College started 4,682 new students against its budget of 5,254, achieving 89% of goal. This outcome was slightly below the expectation set forth in the model used in financial projections for campus and institutional operations.

On a campus level, our results varied substantially. The Temecula, Hesperia, Hanford, and Aviation campuses all had exceptional years and exceeded budget.

The Bakersfield, Delano, Fresno, Lancaster, Visalia, and Madera campuses all struggled with achieving start budgets for the year. Fresno and Lancaster were able to improve performance substantially in the second half of 2017 (achieving 93% and 95% of budgeted starts, respectively).

New starts for all campuses and programs declined slightly year over year, from 4,707² to 4,682, but continued a generally positive trend over the last three years. The increase in starts has been heavily dependent on growth and development initiatives, with existing campus and program starts declining from 3,950 in 2014 to 3,615 in 2017.

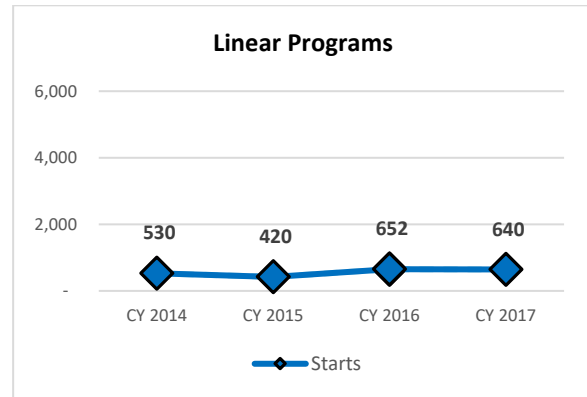
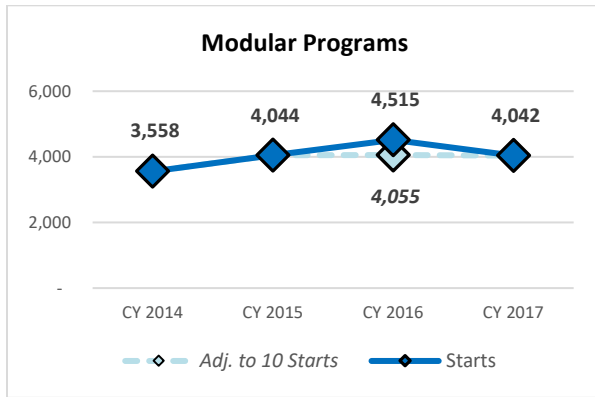
Campus	Budget	Actual	%
AVI	54	74	137%
HAN	120	142	118%
TEM	385	427	111%
HES	373	373	100%
COR	94	93	99%
MOD	357	342	96%
POR	163	148	91%
ONL	804	725	90%
ONT	635	565	89%
MAD	172	147	85%
VIS	619	523	84%
LAN	175	147	84%
FRE	565	465	82%
DEL	172	127	74%
BAK	566	384	68%
SJVC Total	5,254	4,682	89%



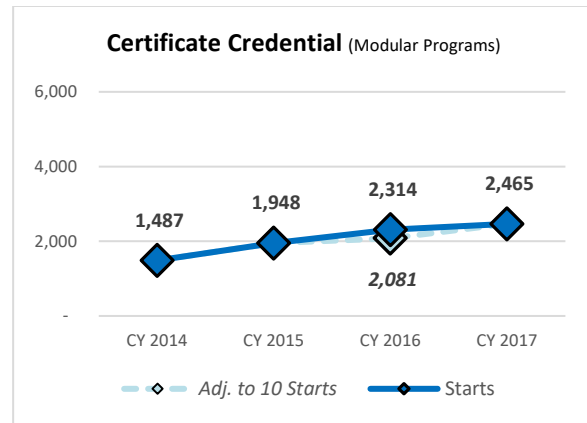
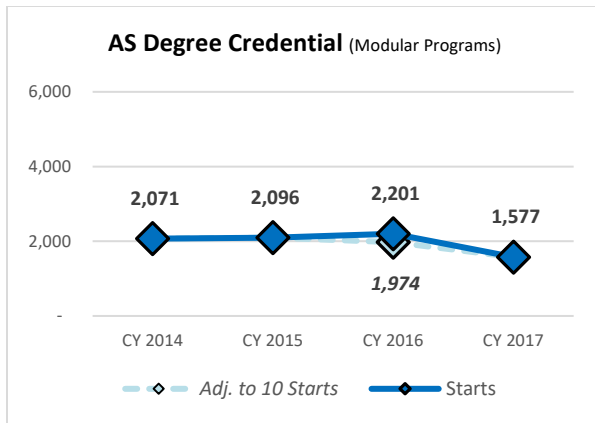
¹ The Five-week Success rate measures the percentage of new students who complete and earn a passing grade in their first five-week course(s).

² Adjusted value for 2016 starts to enable valid year over year comparison, scaling from 11 to 10 modular program start dates with no change to linear programs.

New starts in modular programs have been steady (inclusive of new campuses and programs) from 2015 through 2017. Linear program starts have grown over the same period, driven primarily by the launch of the Ontario RN program.



The College has experienced a trend in favor of Certificate over AS Degree enrollments for its modular programs.



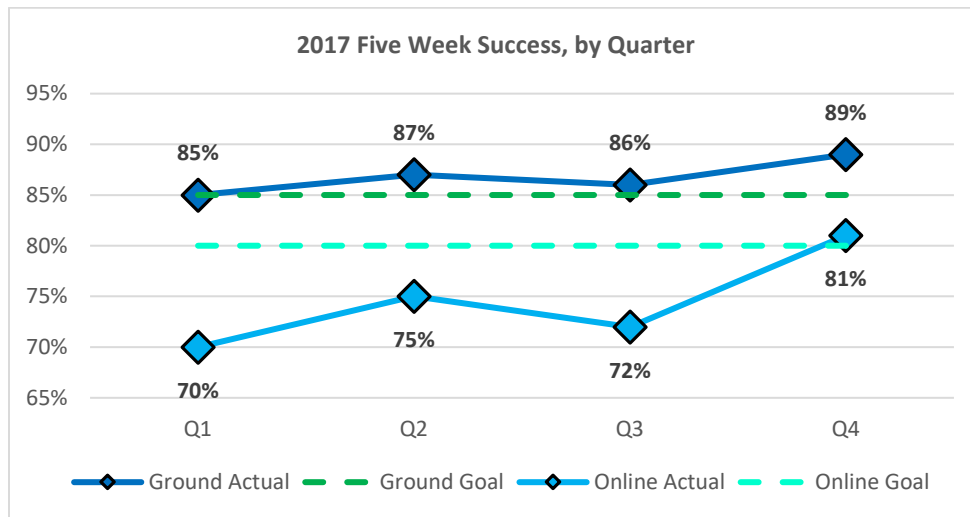
The compound annual growth rate (CAGR) of new starts for the College over the last three years is 5%, inclusive of all new campuses and programs. Existing campus and program starts have declined by 3% over the same period.

Starts (adj.)					CAGR 4 Year
	2014	2015	2016	2017	
MAD	87	175	149	147	19%
AVI	46	64	46	74	17%
MOD	243	293	289	342	12%
ONT	426	414	517	565	10%
ONL	552	816	896	725	10%
COR	77	51	97	93	6%
TEM	364	388	383	427	5%
HES	379	335	327	373	-1%
BAK	418	379	497	384	-3%
FRE	504	494	505	465	-3%
HAN	166	147	105	142	-5%
VIS	618	579	589	523	-5%
LAN	192	180	141	147	-9%
SAN	16	36	9		-100%
DEL		113	157	127	na
POR				148	na
SJVC Total	4,088	4,464	4,707	4,682	5%

Starts (adj.)	<i>(excl. new campuses and programs)</i>				CAGR 4 Year
	2014	2015	2016	2017	
AVI	46	64	46	74	17%
MOD	243	293	289	317	9%
COR	77	51	97	93	6%
TEM	322	341	318	369	5%
ONT	426	414	439	404	-2%
HES	379	335	327	351	-3%
FRE	504	494	505	465	-3%
HAN	166	147	105	142	-5%
VIS	618	579	589	523	-5%
BAK	418	379	440	332	-7%
ONL	552	581	649	418	-9%
LAN	183	164	121	127	-11%
SAN	16	36	9		-100%
SJVC Total	3,950	3,878	3,934	3,615	-3%

The second measure for this strategic objective is the five-week success rate of new starts. After thoughtful consideration and recognition of modality and outcome differences, the Ground and Online modalities were disaggregated to better identify the success of new students in each modality^{1.B}. Five-week success targets for 2017 were set at 85%³ for Ground and 80% for Online.

Ground campuses have shown improvement beyond the institutional target throughout the year, achieving an average success rate of 87%. This is a two-point increase in first module success YOY.



The Online campus experienced a significant change in Student Services with the transition of the Dean of Students (DSS) and two Student Advisors during Q3. With the results for the December 2017 module outstanding at the time of this report, the Online five-week success rate for 2017 was 75%, a two-point increase over 2016.

Strategic Developments

California Focus for Online Student Recruitment

The College discontinued active student recruitment outside of California in June 2017, as part of our ongoing focus on graduation rates and student success for the Online division^{1.B}. The transition resulted in a redesign of the Enrollment Services team for online, including a new division of labor and a net reduction in force.

Student Success Plan

The Director of Student Services, in collaboration with Deans of Student Services, invested in a focused, systematic outreach to new Ground students to better address performance gaps in five-week success^{1.B}. The Student Success Plan was implemented to focus on providing consistent support to at-risk student groups⁴ through a comprehensive approach to utilizing reports and executing outreach strategies. Focused strategies did appear to be correlated with improved outcomes in Q3 and Q4.

Campus Driven Initiatives

Most campuses had campus-driven initiatives focused on the success of new students^{1.B}. Examples include:

- The Peer Mentor Program (Fresno) partnered new students with a seasoned peer to act as a mentor and guide for the new student's first 15 weeks. Results are yet to be determined.

³An incremental target in the transition to 90% for 2019

⁴New students, BA Hybrid students, re-entries, and students on academic Academic Warning

- Professional Development Workshops (Hesperia) were designed to help new students develop skills, such as financial literacy, handling conflict, and what it means to be professional at the College and in the workplace. Focused strategies may be correlated with improved outcomes.

Online Task Force

Multiple initiatives were executed to increase overall course completion rates, including 5-week retention^{1.B}. One initiative that impacted new students was the New Student Roadmap, an infographic resource which guides new students through the enrollment onboarding process. It has generated positive feedback from students, Admissions Advisors, and student support staff. Early indicators suggest the New Student Roadmap will improve 5-week retention.

Grade Matrix Report

The Grade Matrix Report was designed and implemented in late fall to target in-the-moment student performance in a course^{1.B}. The report is intended to better connect Online Student Advisors with faculty and course resources to support students identified as at-risk. Ground support staff also received the resource and training. The College will analyze related outcome data in 2018 to make iterative improvements in the report and its use with at-risk students.

Comp 101 Anchor Course

We revised the Comp 101 Anchor Course in late 2016 to add Master Student content to better prepare new students for college life^{1.B}. As a result, the course completion rate increased from 65% to 70% YoY. While the increase is significant, it is still below the 80% target.

Looking Ahead

The College has several initiatives planned or in progress for 2018:

- We witnessed substantial increases in new inquiries in the latter half of 2017, prompting the College to increase admissions staff on the campuses in anticipation of increased enrollment throughout 2018
- We intend to provide Dean and Program Director Conferences with a focus on Student Services and Learning Outcomes
- We intend to provide Online Student Advisor training and a new faculty outreach initiative
- We intend to revise and improve Online New Student Orientation

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. 81% of Ground faculty were observed quarterly and 100% of Online faculty were observed every 5 weeks. From these observations, 81% met the expectation regarding classroom engagement.

Course Pass Rate

	2016	2017	Goal
Ground	91%	91%	90%
Online	72%	77%	80%

The Ground Course Pass Rate was unchanged from the previous year, while the Online measure improved by five points.

Learning Outcome Achievement

The institutional target for Learning Outcome Achievement is 80%. Ground achieved 86% and Online 80%.

Strategic Developments

Learning Outcome Architecture

To better capture actionable Learning Outcome Achievement data and improve the learning resources, we modified D2Ls to create a new data collection architecture^{III.C}. Ninety-three faculty participated in 16 program-specific Learning Outcome Program Review Workshops designed to enhance learning outcomes with corresponding assessments and alignment to their designated licensure/certification exams where appropriate^{I.B}. CLO data is now visible to students. The course auto-copy was implemented reducing faculty prep time and errors. We also created a new syllabus template to consolidate course outlines with syllabi and electronically link the same to institutional resources (e.g. Catalog, Student Handbook, library resources)^{II.A}.

Professional Development

We facilitated 34 sessions for administrators and faculty to increase effectiveness using evidence of learning, lesson planning, and Backward Design^{III.A}.

Faculty Coaches

Faculty Coaches were utilized in Visalia, Ontario, and Bakersfield throughout 2017 to increase instructor effectiveness, with expansion to Modesto, Aviation/Fresno, Lancaster, and Hesperia by the close of 2017. We will evaluate the outcomes of this resource investment in 2018.

Student Engagement

Classroom Engagement was identified as a key measure and linked to the Strategy Map. The Director of Instruction worked with campus administrators to develop specific definitions of the *Meets Expectations* criteria. Accordingly, we revised the observation forms in Q2. We will continue to collect and analyze data to identify subsequent actions we can take to improve student engagement.

⁵ The College's Learning Management System.

Looking Ahead

The College has several initiatives planned and in progress for 2018:

- We intend to hold a Faculty Coach Professional Development Conference to improve instructional effectiveness and student learning.
- We intend to develop an Academic Employee Lifecycle for use in full-time and part-time faculty onboarding and professional development.
- We intend to initiate the use of the Instructor Summary Card to identify quarterly goals.

Finally, D2L will migrate from a self-hosted environment to the cloud in the fall of 2018. We will update the Learning Architecture to take advantage of new technologies such as gaming and badging. Faculty, staff and student training will be available to ensure a successful transition.

ENSURE CAREER READINESS

We will develop students with the vocational and professional skills required 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.

81% of faculty were observed quarterly in 2017 to determine their classroom professionalism score. Of those observed, 82% of faculty met or exceeded expectations for on the classroom professionalism score, against a goal of 85%.

57% of graduates completed an Exit Interview, against a goal of 85%. There was a consistent upward trend in completed Exit Interviews, resulting in a high of 83% completion rate for the October 2017 module. Five campuses met or exceeded the target goal during the December module of 2017.

Strategic Developments

The Graduate Readiness Plan was implemented on the larger campuses excluding the online modality, with a holistic approach to career preparation from the applicant process to placement^{II.A}. The primary measure of success was the Exit Interview. Quality and calibration were areas of concern and we fell short of goal.

Looking Ahead

The College has several initiatives planned and in progress for 2018:

- We will assess the value of utilizing qualitative measures (Observations and Exit Interviews) to improve Career Readiness.
- We will complete the execution of the Graduate Readiness Plan with the Online division
- We will calibrate the quality of the Exit Interview for Ground and Online and determine effectiveness as an ILO evidence piece

STUDENT SUCCESS

Nick Gomez, Chief Operating Officer
Joseph Holt, Chief Administrative Officer

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 2017, 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:

- ★ Graduate placement met the institutional standard after the rigor of standards and definitions were increased substantially
- ★ 84% of graduates were from programs with a consolidated placement rate greater than 65%

There are also areas of special concern:

- ∅ The aggregate institutional graduation rate declined by three points, and fell five points short of goal
- ∅ MA Credentialing rates were substantially short of institutional goals
- ∅ VT Credentialing exam pass rates were below new standards of the programmatic accreditor

ACHIEVE STUDENT ACADEMIC SUCCESS

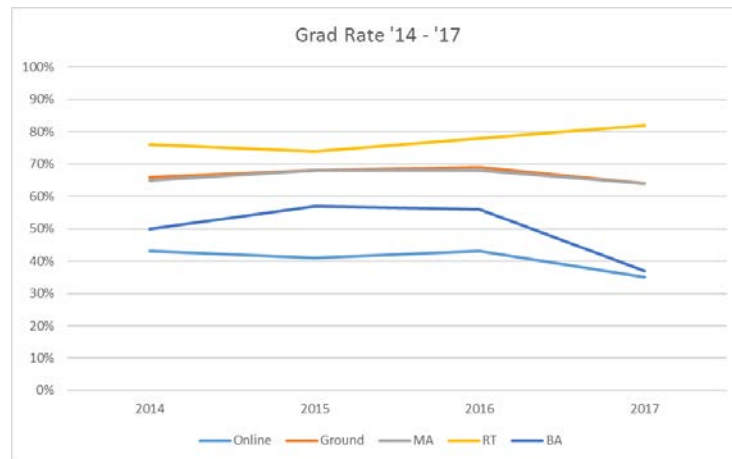
We will see our students achieving academic outcomes resulting in graduation and licensure rates

Outcome Measures

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

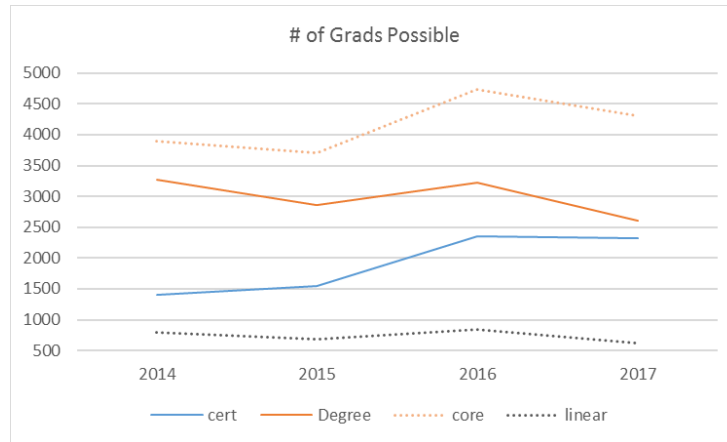
Graduation Rate

2017 proved to be a challenging year for student success with graduation. Our target for the period was 65%. The College achieved a 60% graduation rate for approximately 5,300 students scheduled to graduate. This is a decline from the 2016 outcome of 63%. The decline is seen across both modalities (Ground and Online) and in the two largest ground core programs, Medical Assisting (MA) and Business Administration (BA). Respiratory Therapy (RT), the third largest graduation program, achieved a notable increase. The chart below illustrates these trends:

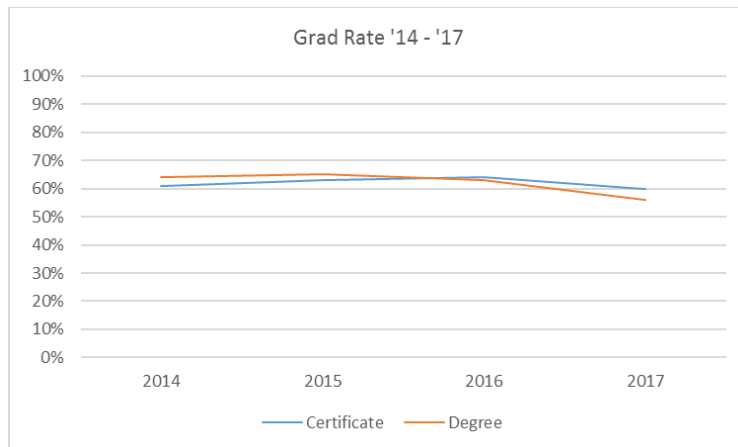


The most notable declines occurred with the online modality and ground BA program graduation rate, which dropped to 35% and 37%, respectively. The MA program and ground modality rates mirrored each other at 64%, with MA representing 36% of the possible ground graduates. RT experienced a positive outcome on the year, increasing to an 82% graduation rate.

There has been a steady shift to certificate enrollment within these outcomes. This is reflected in the increasing number of certificate graduates possible. The trend rose steadily in 2014 and 2015 and then saw a sizable increase in 2016 (52%). It then leveled off and remained static in 2017. Over the same period there was a notable decline in the number of degree seeking graduates possible (-20%), split fairly evenly between linear and core programs. The graph below illustrates these trends over time.



The certificate graduation rate was 60% for 2017, while the degree rate was 56%. The proportional increase of certificate graduates possible provided modest support for the aggregate graduation rate, yet the certificate rate was itself down four points from 2016. The table below illustrates the graduation rate trends for certificate and degree students (disaggregated by modular and linear programs) over time:



Professional Licensure

2017 was also a challenging year for student success in attaining professional licensure. Our target is for 90% of programs with external licensure requirements to achieve the threshold completion rate required⁶ in their field. In those fields where there is no defined completion rate requirement, SJVC sets an internal goal of 75%. With this understanding as our guide, the College achieved 67% relative to our 90% target. Within that:

- 93% of our linear programs achieved licensure requirements
 - Two outliers were Ontario RN at 70% and Fresno VT at 34%
- None of our MA programs achieved our goal of 75% credentialing rate. The highest rate of achievement was in Ontario at 70%. Below are rank-ordered campus achievement in MA credentialing for 2017:

⁶ Required by external bodies, such as programmatic accreditors or other regulatory agencies

Campus	Rate
Ontario	70%
Temecula	66%
Hesperia	60%
Modesto	56%
Lancaster	48%
Bakersfield	44%
Visalia	38%
Madera	35%
Fresno	34%
Online	22%
Hanford	17%
Delano	12%

- All but one of our Pharm Tech programs achieved our goal of a 75% licensure rate. The highest achievement was in Ontario at 100%. Below are rank-ordered campus achievement on Pharm Tech licensure for the period:

Campus	Rate
Ontario	100%
Visalia	95%
Modesto	91%
Fresno	88%
Hesperia	88%
Temecula	80%
Lancaster	79%
Bakersfield	70%

Strategic Developments

MA Credentialing

Several initiatives were executed to improve student success with MA credentialing in 2017. These initiatives include^{II.A}:

- We undertook a holistic curriculum revision that resulted in curriculum alignment with the NCCT examination.
- The purchase of interactive review software from NCCT.
- Development and implementation of success strategies to prepare and remediate students.
- Delivery of MA Summit to review lead measures, resources available, and develop student success strategies to increase the credential take and pass rate.

AVMA/VTNE Pass Rate Requirements

The accreditor for our Fresno Vet Tech program, the American Veterinary Medical Association (AVMA), imposed a required threshold of a 3-year average pass rate of 50% in September of 2017 for the Veterinary Technician National Exam (VTNE). As a result, the Fresno VT program received a *Probationary Accreditation* status notification because the program does not currently meet the threshold. The Program is currently at a 34% three-year average for first-time VTNE pass rates (129 test takers)

Looking Ahead

- We intend to standardize and implement strategies researched and identified at the MA Summit to increase MA credential net pass rates.
- We intend to execute a comprehensive action plan to provide support to current VT students and graduates in preparation for upcoming testing windows. The implementation of the action plan should enable the VT program to achieve AVMA compliance within the next two years.

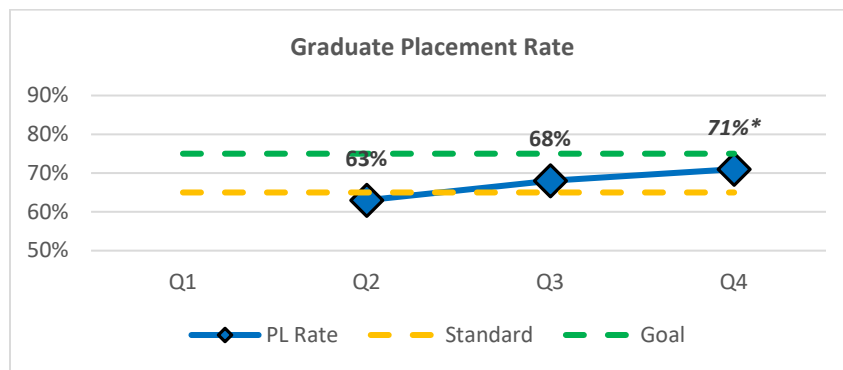
ACHIEVE GRADUATE PROFESSIONAL SUCCESS

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

Outcome Measures

The College made substantial progress in adapting to fundamental changes in the standards and definitions for graduate placement imposed by its state approval agency—, the California Bureau of Private Postsecondary Education (BPPE). The projected graduate placement rate for the measureable cohorts in 2017 (Q2 through Q4) at the end of the year was 67%, above the standard of 65%, but below the institutional goal of 70%.

Graduates who reached their determination date⁷ in the second quarter of 2017 were the first cohort with a valid, measurable placement rate following the noted changes in 2016. The College demonstrated improved outcomes for each quarter throughout the year.



* Q4 is a projected rate, and includes placements pending verification

Four campuses (Aviation, Modesto, Hanford, and Temecula) exceeded 75% for the year. Online, Hesperia, and Delano all finished the year below the institutional standard of 65%.

Graduate Placement Rate by Campus

Campus	Eligible Grads	Q2	Q3	Q4	2017*
AVI	26	90%	80%	73%	81%
MOD	169	89%	76%	72%	79%
HAN	75	64%	80%	88%	76%
TEM	219	71%	75%	82%	76%
FRE	299	71%	70%	76%	73%
BAK	197	65%	75%	76%	72%
SAN	35	63%		81%	71%
VIS	368	58%	75%	75%	71%
LAN	87	61%	60%	87%	70%
COR	44	77%	56%		68%
ONT	309	57%	71%	83%	67%
MAD	97	48%	71%	75%	65%
HES	152	60%	53%	47%	54%
DEL	80	71%	39%	39%	49%
ONL	258	41%	50%	52%	48%
Total	2,415	63%	68%	71%	67%

*includes projected Q4

⁷ Generally, six months following graduation date

Fourteen programs exceeded the institutional standard of 65%, including the five largest⁸ programs. Eight programs finished the year below standard, including two large programs (Pharmacy Technology and Business Administration).

Graduate Placement Rate by Program

Program	Eligible Grads	Q2	Q3	Q4	2017*
+ ST	36	100 %		100 %	100 %
+ VN	29		86 %		86 %
+ DA	105	79 %	79 %	88 %	82 %
+ AMT	26	90 %	80 %	73 %	81 %
+ VT	49	78 %		93 %	80 %
+ IMT	99	81 %	76 %	76 %	78 %
+ DH	77	63 %	87 %	81 %	77 %
+ RN	88	54 %	86 %		72 %
+ HVAC	145	56 %	68 %	79 %	69 %
+ CJ	159	59 %	79 %	78 %	69 %
+ MOA	158	64 %	81 %	64 %	68 %
+ RT	148	60 %	65 %	89 %	68 %
+ CM	24	50 %	83 %	64 %	67 %
+ MA	893	68 %	61 %	67 %	66 %
+ DC	8		75 %	67 %	63 %
+ PT	130	55 %	62 %	69 %	61 %
+ BA	136	55 %	67 %	63 %	60 %
+ DMS	9		75 %	50 %	44 %
+ CSA	7	25 %	67 %		43 %
+ HRA	27	46 %	50 %	20 %	37 %
+ MBC	48	29 %	40 %	44 %	35 %
+ IT	14	29 %			14 %
Total	2,415	63 %	68 %	71 %	67 %

*includes projected Q4

Future Year in Review reports will include graduate placement data measured from July through June of the previous year, allowing time for all reported periods to be fully verified.

The second measure for this strategic objective is the projected three-year Cohort Default Rate (CDR). At the end of 2017, the projected CDR for Cohort Year 2016 was 22.8%, above the transitional goal of 19%.

Strategic Developments

Online Career Services Team

The Career Services team assigned to support Online students was distributed across several Ground campus operations in 2017. This change was driven by the transition to recruiting new students exclusively in California markets.

In-House Cohort Default Rate Management

The College transitioned from an external service provider to an in-house team for working with graduates in loan repayment. The change is intended to both reduce operational expenses and improve outcomes with CDR measures^{III.D}. Leading indicators available at the end of the year are positive.

⁸ Measured by number of eligible graduates in 2017.

Looking Ahead

There are no strategic changes planned for Career Services, as the operational focus continues in improving graduate placement rates in the still-new systems, standards and definitions.

Further improvements are underway in the College's efforts to improve financial literacy and loan repayment rates of students and graduates. The College will be adding staff in a new Loan Specialist position on several campuses in 2018.

INSTITUTIONAL SUCCESS

Joseph Holt, Chief Administrative Officer
Russ Lebo, Chief Financial Officer

The greatest benefits of a healthy, growing institution are the stability and exceptional access to resources that success provides for students, faculty, and staff. Building on more than 40 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 2017, 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:

- ★ The average census in the College's technical program have achieved an annual growth rate of 10%
- ★ 10 of 16 campus operations achieved or exceeded their operations margin target
- ★ The new Ontario Electrician and Online BS in Respiratory Therapy programs have both been exceptionally successful

There are also areas of special concern:

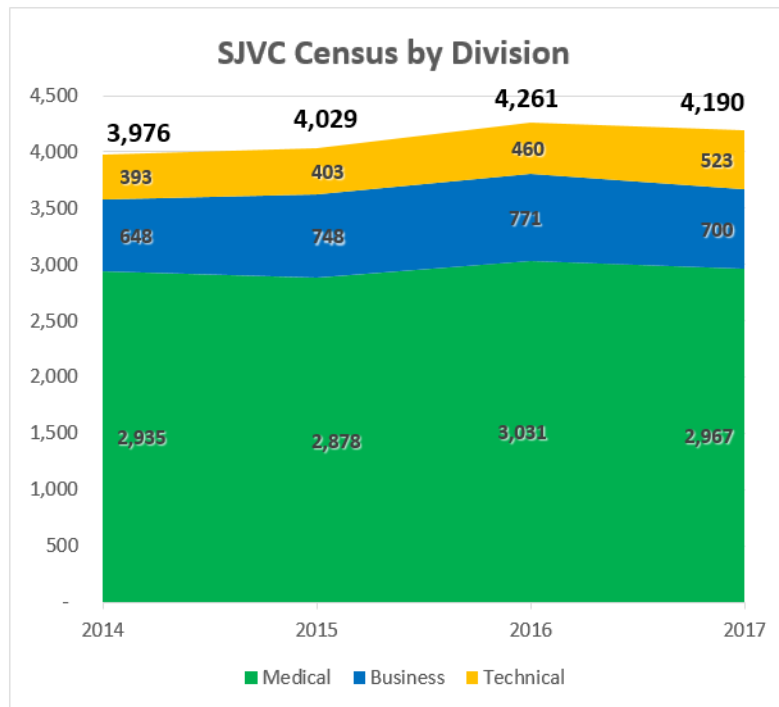
- ⊘ Average census declined slightly year over year

INCREASE SJVC PRESENCE

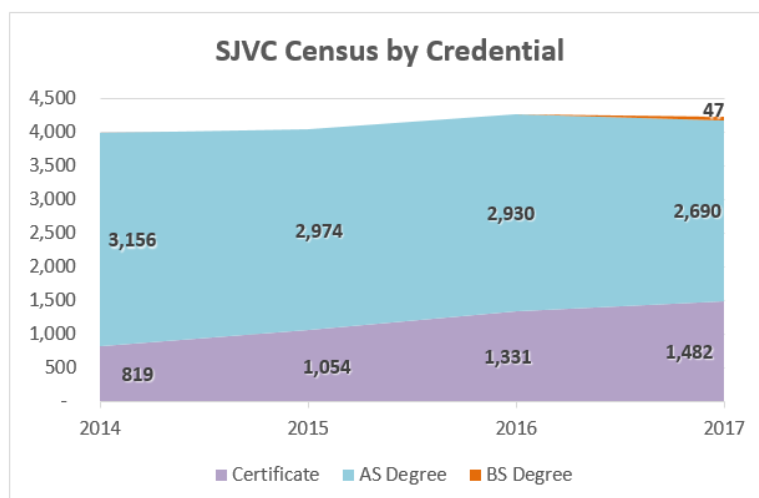
We will serve new markets and increase our offerings in existing markets, resulting in increased census

Outcome Measures

This strategic objective is measured by total College census and revenue from new sources. The College average month-end census declined slightly year over year from 4,261 to 4,190. The three-year compound annual growth rate (CAGR) in average month end census is a modest 1.8%. Technical programs have a three-year CAGR of 10%



As noted, the proportion of active SJVC students in Certificate credential programs has grown substantially over the last three years (CAGR of 22%, -5% in AS Degree). Still, the clear majority (64%) of SJVC students were in AS Degree programs in 2017.



The College saw a substantial decline year over year in the second strategic measure for this objective. Total revenue from new sources declined from \$6.4M to \$3.6M. This decrease does not indicate any slow down or setback in the College's growth and development efforts. Revenue from a new campus or programs is included in this measure for an 18-month period following its launch date. The annual and seasonal ebb and flow of program and campus launch dates causes substantial changes year to year. 2018 is on track to match or exceed the 2016 achievement based on the ongoing revenue of programs and campuses launched in the summer and fall of 2017.

Looking Ahead

As noted earlier in the report, the most significant effort going forward is the pursuit of institutional accreditation by WASC Senior, 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

Campuses Achieving Margin measures this strategic objective. Campus Presidents review their original and revised budgets throughout the year, and overall campus margin (revenue minus expenses) is monitored on the institutional scorecard. The College demonstrated overall success in 2017 by exceeding the cumulative target by 4.7%. Ten campuses⁹ exceeded their goal and six locations¹⁰ fell below their goal.

SJVC prepares an operating budget and budgets 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. SJVC's operating budget in 2017 was \$96M. Our 2017 financial performance met all regulatory agencies financial standards – including Department of Education (financial responsibility ratios), ACCJC/WASC – financial measurements, and bank covenants.

Strategic Developments

Growth and development initiatives contributed to the Campus Margins exceeding expectations^{III.D}. The Porterville Campus start-up costs were lower than initially anticipated resulting in a positive campus margin in its sixth month of operations. New programs contributing to the positive margin included the Ontario Electrician program (started January 2017 and has grown to 85 students) and the Online – BSRT (which started August 2017 and has since grown to 97 students). The Modesto – Electrician (started May 2017) is growing more slowly than anticipated. Discontinuing the Hesperia Industrial Technology program (the last student graduated in April 2017) had a negative impact on campus margins.

As stated earlier, the College discontinued active student recruitment outside of California for the Online Campus in June 2017. This change in strategy resulted in a higher margin for the Online Campus as compared to the original budget due to a substantial reduction in marketing expenses. The Aviation Campus had more new students starting the program than initially anticipated and Chula Vista operated more efficiently than originally expected.

Looking Ahead

The 2018 budget process will follow the same steps as prior years. The CFO and COO will review campus margin targets with Campus Presidents. Growth and development initiatives¹¹ 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 budgets continue to meet all regulatory standards.

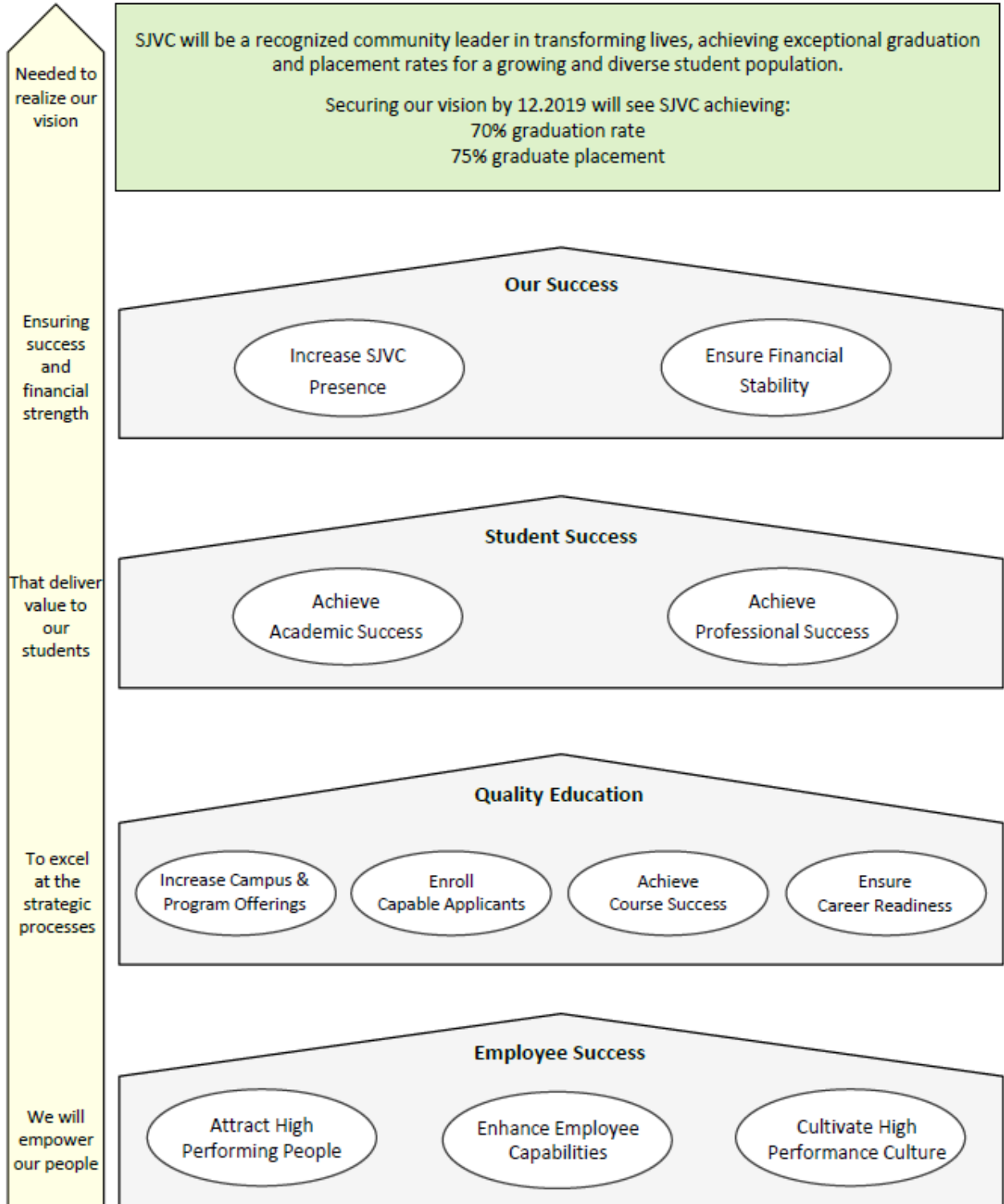
⁹ Aviation, Chula Vista, Hanford, Hesperia, Madera, Modesto, Online, Ontario, Porterville, and Temecula

¹⁰ Bakersfield, Delano, Fresno, Lancaster, Rancho Cordova, Visalia

¹¹ New Atascadero Campus; Surgical Technology in Rancho Cordova; Surgical Technology, Criminal Justice, Electrician, and Industrial Maintenance Technology in Temecula

APPENDICES

STRATEGY MAP



ACCJC-WASC STANDARDS REFERENCE

Standard	Location in Report	Citation
III.A: Human Resources	Page 4	III.A.1 (first reference) III.A.5 (second reference)
	Page 5	III.A.10
	Page 6	III.A.5
	Page 13	III.A.14 (first and second references) III.A.5 (third reference)
I.A: Mission	Page 8	I.A.2 and IA.3 (first and second references)
I.B: Assuring Academic Quality and Institutional Effectiveness	Page 11	I.B.3 and IB.5 (first reference) I.B.6 (second, third, and fourth references)
	Page 12	I.B.6 (all references)
	Page 13	I.B.1, I.B.2
	Page 15	I.B.6
III.C: Technical Resources	Page 13	III.C.2
II.A: Instructional Programs	Page 13	I.A.3
	Page 15	II.A.1
	Page 19	II.A.14
III.D: Financial Resources	Page 22	III.D.15
	Page 26	III.D.4