



2016 YEAR IN REVIEW

EXECUTIVE SUMMARY OF STRATEGIC PERFORMANCE

FEBRUARY 27, 2017

PREPARED BY SENIOR MANAGEMENT

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FOUNDATION

The continued success of San Joaquin Valley College is built on a foundation of talented professionals committed to a common goal and equipped to make sound strategic choices. The College invested substantial time, energy and resources in 2016 to:

- Complete 49 independent strategic initiatives to improve outcomes
- Expand professional development for institutional leadership
- Improve efficiency and financial performance

The following reports for **Strategy Focused Organization**, **Human Resources** and **Business Intelligence** describe key performance measures for 2016, strategic developments which contributed to those outcomes, and high value plans for improvement in 2017.

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

- ★ 8 of 15 Campus operations achieved the strategic goal of 70% graduation rate
- ★ 32% YoY Increase in reenrolling students, supporting census and graduation rate
- ★ 99.6% uptime for College website and eCourses platform

There are also areas of special concern:

- ∅ Institutional graduation rate declined YoY from 64% to 63%
- ∅ Two campus operations were below the institutional graduation rate standard of 60%
- ∅ The College end-of-year census declined by 4%

STRATEGY FOCUSED ORGANIZATION

Nick Gomez, Chief Operating Officer

Outcome Measures

2016 saw the College arrive at its second quantified vision time horizon, using the Kaplan & Norton’s Strategy Focused Organization (SFO) principles¹. This was the fifth year of application with the campuses and Central Administrative Office (CAO) continuing to embrace and integrate the principles into ongoing operations. The Institutional Strategy Map² remained the foremost resource utilized, with degrees of strategic initiative implementation seen on multiple campuses.

The College’s strategy map provided the Institution’s quantified vision and identified strategic objectives aligned towards its achievement. The vision called for three outcomes by 2016 year-end:

70% graduation rate

75% graduate placement

4,800 students being served

This quantified vision is positioned to focus the limited resources and best efforts of the College. Reflecting on outcomes achieved over the strategic period, our goalposts were clearly defined. The College fell short on two targets and is unable to accurately measure on the third, a function of externally prescribed changes in criteria which are addressed in Graduate Services section of this report.

Cumulatively, there was a down tic in Year-over-Year (YoY) outcome with graduation rate. Similarly, there was a distinct negative outcome on year-end census relative to vision. Summary table on all three outcomes shown below for 2013 – 2016:

<i>Target</i>	GRADUATION			PLACEMENT	CENSUS
	70%				
	Total	Ground	Online		
2016	63%	69%	38%	Not Available	4,149³
2015	64%	68%	41%		4,312
2014	63%	66%	43%		3,849
2013	59%	63%	39%		4,132

Senior Management Focus

In 2016, the Senior Management (SM) team continued the structure of conducting weekly meetings aligned to the Institution’s strategy. That structure provided the team opportunity to evaluate progress on core elements of the institutional strategy, each week. Those evaluations focused on strategic objectives, the measures of those

¹ “The Strategy-Focused Organization”, Kaplan & Norton; Harvard Business School Press, 2001

² Strategy map attached as appendix

³ Total at 12.19.16 start. Prior two years didn’t have late Dec start (12.1.14 & 11.23.15). Looked at comparatively, the 11.14.16 start saw 4,322.

objectives, and the initiatives undertaken to close performance gaps. Over a six-week cycle, this structure allows SM to evaluate progress on all elements of institutional strategy.

Campus Outcomes

Graduation Rate

Within the cumulative institutional graduation rate, there was a range of YoY movement at individual campuses, with half improving. Graduation rate rose on seven⁴ of 14 ground campuses, while decreasing notably⁵ on one. Eight campuses were at or above the strategic goal of 70%. Two campuses were below the institutional standard of 60%:

Campus Graduation Rate				
Campus	2015	2016	YoY	
San Diego	● 100%	● 95%	↓	
Rancho Cordova	● 79%	● 88%	↑	
Madera	● 89%	● 82%	↓	
Temecula	● 76%	● 77%	↔	
Delano		● 73%	↑	
Ontario	● 75%	● 71%	↓	
Modesto	● 68%	● 70%	↔	
Hanford	● 65%	● 70%	↑	
Fresno	● 69%	● 69%	↔	
Visalia (ground)	● 65%	● 69%	↔	
Lancaster	● 64%	● 61%	↓	
Bakersfield	● 57%	● 61%	↑	
Aviation	● 59%	● 56%	↓	
Hesperia	● 52%	● 56%	↑	
Visalia (online)	● 41%	● 38%	↓	
SJVC TOTAL	● 64%	● 63%	↓	

● Meets or exceeds Strategic Goal
● Meets or exceeds Institutional Standard, but below Strategic Goal
● Below Institutional Standard

The combined outcome for the on-ground campuses was a slight YoY improvement in graduation rate from 68% to 69%. The graduation rate for students in the College's online programs fell from 41% to 38%, driving the slight YoY decline in the total institutional rate from 64% to 63%.

First Module Success & Reentry Initiative

First Module Success⁶ is seen as a lead indicator to improved graduation rates. 2016 saw a dip of three points to 81%, compared to '14 and '15, which had achieved and held steady at 84%. Reflecting on the continued improvement of graduation rate seen in the period for the on-ground campuses, the 2016 First Module Success drop casts potential shadow on future graduation rate outcomes.

⁴ Delano had its first period of graduation rate performance at 73%.

⁵ More than five points.

⁶ First Module Success is defined as a student both persisting through the first module and earning a passing grade.

In 2016, the strategic reenrollment initiative was continued across campuses. The initiative produced a sizable lift in reentry, with a 32% YoY increase in the number of reenrolling students. Additionally, there was an associated sizable improvement in their retention/success through to graduation, with a ten-point improvement in the drop/term rate⁷:

Year	Reentry	Drop/Term	%	Active/Grad	%
2016	759	304	40%	432	57%
2015	574	284	49%	268	47%

Strategic Developments

Creation and alignment of strategic initiatives to close performance gaps are the crucial action needed to achieve strategic success. In weekly SM meetings, initiatives received a degree of review, together with the corresponding strategic objective and measure(s). All strategic initiatives are housed and maintained in the College's project management software.

At the writing of this report, there are 41 strategic initiatives defined and accessible across the campuses and CAO.

Looking Ahead

Recasting the Quantified Vision & Strategy Map

As the end of the College's strategic vision time horizon came into view in November 2016, the SM team took stock of outcome achievement relative to plan; changes (actual and anticipated) in the external environment; changes in the competitive landscape; and reevaluated the quantified vision and strategic objectives. With intent to see a revised strategy map and associated tools leveraged to the fullest across the College, they set to drafting a map positioned for the broadest possible adoption.

The College's new quantified vision statement has a three-year time horizon. This period is more reflective of a strategic horizon in which the College can take effective action and see fulfillment on its vision:

SJVC will be a recognized community leader in transforming lives, achieving exceptional graduation and placement rates for a growing and diverse student population.

*Securing our vision by 12.2019 will see SJVC achieving:
70% graduation rate
75% graduate placement*

The structure of a quantified vision and the statement itself carries from the prior period and continues to be viewed as the best illustration of the College's intent. Adjustments were made to the time horizon and in removal of student census as a vision attainment. In this, we recognize the value to students is in achievement. As that achievement is gained, census is positioned to follow. From this understanding, the resulting strategy map was recast and includes 11 strategic objectives⁸.

⁷ IZ>Departments>ReportCenter>AcademicAffairs>Retention>ReenrollmentRetentionDashboard. Comparative periods 1.1.2015-12.31.2015 to 1.1.2016-12.31.2016. 2015 updated from prior YrR in accordance with report. NOTE: lift in active/grad rate is influenced by a degree of recency of reentry.

⁸ The prior strategy map contained 9 strategic objectives

The 2017-2019 draft strategy map was reviewed by the Board of Governors (BoG) on December 08, 2016. The revised strategy map and balanced scorecard was then shared with Campus Directors at a CD/SM meeting in January 2017. Resulting dialogue and feedback was positive and contributory. The revised strategy map is scheduled to be shared with the College at-large, through Senior Management presentation at each campus, as part of the Year in Review process.

HUMAN RESOURCES

Nick Gomez, Chief Operating Officer

KEY DATA POINTS, COLLEGE TOTAL⁹

<u>CATEGORY</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>Beginning employee census</u>	<u>865</u>	<u>833</u>	<u>895</u>
New hires	195	290	291
Separations ¹⁰	227	228	267
<u>Ending census</u>	<u>833</u>	<u>895</u>	<u>831</u>

Outcome Measures

EMPLOYEE RECRUITMENT

One measure of recruitment efficiency is length of time to fill vacant positions. In 2016, the average time to fill vacant positions (based on a random sample of hiring records) was 66 days. While there is no threshold for maximum time a position is vacant, it is recognized there is room for improvement in recruitment strategies to address this timeframe¹¹. The measure and approaches to improvement will see direct focus in 2017.

An additional efficacy measure is the amount of funds invested in advertising for employee recruitment, per hire. In 2016, the College spent an average of \$427 per new hire, a decrease from the 2015 average of \$662. The drivers for this decrease are not immediately apparent. At either rate, this is a fraction of the total cost associated with hiring. Quantifying the fully loaded costs and qualifying performance relative to market indicators is an opportunity moving forward¹².

NEW HIRES

There were 291 new hires in 2016, on par with the level of 2015 (290). The continuation of the hiring number is, in part, a function of the intentional shift to a larger proportion of part-time employees, most notably faculty. That shift continues to focus on leveraging faculty experienced and working in their fields to bring current, real-life experience to classroom instruction.

- 74% of new hires were part-time; 59% of those were faculty
- FT Faculty Ratio: 2014 @ 39%; 2015 @ 38%; 2016 @ 35%

⁹ Includes full time, part time, regular and temporary; excludes Federal Work Study

¹⁰ Separations include layoffs, terminations and voluntary resignations

¹¹ A report by SHRM notes avg. of 48 days (<http://www.shrm.org/research/articles/articles/pages/metricofthemothtimetofill.aspx>)

¹² SHRM webcast references a Deloitte student noting "some organization spend two times more per hire, compared to those with the lowest impact" (<http://www.shrm.org/multimedia/webcasts/pages/1015green.aspx>)

EMPLOYEE TURNOVER

Employee turnover College-wide rose slightly to 30% in 2016. In part, this is recognized as a function of a larger proportion of part-time employees within the College.

	2014	2015	2016
Employee Turnover ¹³	30%	27%	30%
% of Total Separations by Department			
Administration	47%	28%	32%
Faculty	53%	25%	28%

At campuses, the most materially significant decrease in employee turnover was in Hesperia¹⁴, which went from 28% in 2015 to 16% in 2016. The new Delano campus experienced a high rate of turnover in its first full year of operation, in part driven by challenges in building a high-functioning team of faculty and staff in a small, rural market. The other small campus operations also experienced above average turnover, mostly as a result of reduced session and credential offerings as they scaled to a smaller student census. This effect was especially pronounced in Lancaster.

Turnover rates by Campus

CAMPUS	2015	2016	YoY Change
Delano	--	94%	na
Aviation	8%	33%	25%
Visalia	11%	31%	20%
Ontario	17%	32%	15%
Modesto	34%	49%	15%
Rancho Cordova	10%	20%	10%
Temecula	32%	34%	2%
Fresno	31%	28%	-3%
Bakersfield	37%	34%	-3%
CAO	20%	14%	-6%
Online	20%	10%	-10%
Hesperia	28%	16%	-12%
San Diego	21%	7%	-14%
Lancaster	79%	64%	-15%
Hanford	56%	41%	-15%
Madera	52%	30%	-22%
Contact Center	60%	23%	-37%
TOTAL	27%	30%	3%

¹³ Using the formula: # of separations / (beginning active employees + ending active employees)/2

¹⁴ The next four campuses have a fraction of the employee base, and are thus subject to bigger swings that may not be indicative of substantive change.

Strategic Developments

The College launched a successful inaugural offering of Campus Leader Training in 2016. Four employees (three campus-based and one CAO-based) were selected to participate. Over the course of two weeks, these employees visited multiple campuses and engaged with campus leaders, guided by a pre-defined skill matrix. Through the training, the participants were provided insight into the roles of campus leaders. One participant in the training has since been promoted to Campus Director (CD).

Additionally, the College invested in growing the financial management capacity of CDs in 2016. Through group and individual settings, CDs received further access, exposure and guidance on their campus financial performance. Intent of the training and access went to effective fiscal management in operations and decision-making.

Looking Ahead

Looking to 2017, a key strategic initiative is underway to further develop the College's HR capacity, specifically in talent acquisition. Drawing on experience and demonstrated competency in recruiting seen in graduate services, the Director of Graduate Services has been assigned a project to develop an effective recruiting platform.

BUSINESS INTELLIGENCE

Russ Lebo, Chief Financial Officer

Outcome Measures

Computer systems support the development of business intelligence by providing the opportunity to gather meaningful information from multiple data sources. Computer accessibility and reliability is critical for employees to be productive and for students to complete their coursework. The College website and eCourses platform had greater than 99.6% uptime in 2016.

The Information System team is responsible for ensuring there is a reliable network and providing customer service to resolve computer problems. Success is measured by the number of tickets resolved, the average number of days to resolution, and the development of applications and reports/dashboards (information reporting). The section below presents a recap of the computer support provided by the Information Management and Network Operations teams followed by meaningful outcomes in information reporting.

The Information Management team resolved a total of 9,609 support tickets in 2016, compared to 8,103 in 2015. Tickets primarily addressed the topics of user administration, eCourses, software, CampusVue, and Reports. These tickets are examples of the support over the year of the 9,225 student accounts and 1,236 employee accounts that were active at any point in 2016.

The data teams support 1.9 Terabytes of data stored in 258 distinct databases. There are 170 standard web-based reports and 65 PowerView Reports, which represents a simplification of the reporting environment when compared with the 340+ reports utilized in 2015.

Tickets by Category (Top 12)							
Ticket Category	2016 Resolved	% of Total	2015 Resolved	YoY %	2016 Avg Resolution Time (Day)	2015 Avg Resolution Time (Day)	YoY %
User Administration	3616	38%	2880	26%	1	1.4	-29%
eCourses	1106	12%	1105	0%	1.8	2	-10%
Software	777	8%	726	7%	3	3.6	-17%
CampusVue	604	6%	232	160%	1.8	1.3	38%
Reports	500	5%	608	-18%	4.7	5.4	-13%
Database Request	390	4%	292	34%	3.2	4	-20%
MyLabs	385	4%	206	87%	2.4	4.4	-45%
InfoZone	290	3%	306	-5%	4.6	6.6	-30%
Network	287	3%	262	10%	2.3	1.8	28%
Academic Info	285	3%	212	34%	19.9	4.5	342%
Hardware	274	3%	183	50%	4.9	5.5	-11%
VDI ¹⁵	200	2%	35	471%	0.7	4.9	-86%
Total	9609		8103	19%	2.8	2.9	-3%

¹⁵ Virtual Desktop Interface, an application which allows access to software run on centralized servers rather than local computer

The substantial increase in resolution time for tickets related to Academic Info was a persistent problem with student rosters in CampusVue. This issue took several months to resolve with the software publisher.

The Network Operations team resolved a total of 3,659 tickets while maintaining 49 physical servers and 322 virtual servers, 17 routers, 180 switches, and 112 wireless access points. The team also supports approximately 5,600 computers. The top 12 categories for support tickets include:

Tickets by Category (Top 12)							
Ticket Category	2016 Resolved	% of Total	2015 Resolved	YoY %	2016 Avg Resolution Time (Day)	2015 Avg Resolution Time (Day)	YoY %
Hardware	1081	30%	976	11%	5.1	5.9	-14%
Software	602	16%	610	-1%	6.0	6.8	-12%
Printers	590	16%	978	-40%	6.0	3.7	62%
Network	406	11%	574	-29%	4.7	5.5	-15%
VDI	239	7%	338	-29%	3.0	5.2	-42%
User Administration	205	6%	208	-1%	2.0	1.6	25%
Laptop Repairs	185	5%	336	-45%	8.4	8.3	1%
Communications	98	3%	110	-11%	3.5	6.9	-49%
Facilities	91	2%	132	-31%	4.2	12.9	-67%
CampusVue	45	1%	33	36%	6.3	5.0	26%
Laptop Request	50	1%	186	-73%	7.8	8.3	-6%
N-Computing	27	1%	32	-16%	6.5	2.6	150%
Total	3,659		5,705		5.1	5.1	

Substantial changes in resolution time for Printers and N-Computing were driven by a relative reduction in related hardware in use on the campuses. CampusVue issues also saw an increase in time to resolution related to issues with response time with the software publisher.

Strategic Developments

Information Management and Network Operations teams accomplishments in 2016:

- Telephone system
 - SJVC worked with the Telepacific vendor to install, configure, and train staff on the the new integrated VOIP phone/computer system. Networks were reconfigured to support this modern system which offers a number of benefits over traditional phone systems, such as instant messaging, mobility, and video conferencing
- User support
 - Upgrade to student administration software (CVue) to Campus Management Nexus product
 - Staff email mailboxes were migrated to the Microsoft Cloud network

- Security and stability
 - SJVC's SSL security certificate was renewed and reinstalled on all servers and websites to ensure data security and compliance on the internet
 - SJVC renamed its Active Directory domain to sjvc.edu from sjvc.net, thereby providing the pathways to integrate with Microsoft cloud-based services
 - The virtual desktop environment continued to be a focus of the Network Operations team, resulting in a 29% reduction in tickets and a 42% improvement in resolution time

- Academics
 - A web application was developed that allows Academic Affairs to select a master course and schedule for an automatic copy of content into destination course sections, thereby significantly reducing the campus resource burden required to copy course content each module
 - The Admissions Booklist process, which includes new data systems in the ERP, new reports, and an input website, was developed to comply with regulatory requirements
 - A comprehensive Student Dashboard InfoZone landing page was designed to provide students an at-a-glance view of their current academic progress

- Administrative Support
 - A new application service was built to generate Student Orders every module, substantially increasing the accountability and accuracy of the student item distribution process
 - The Student Orders process was integrated with the CampusVue student ledger to create charges for received items automatically

Looking Ahead

The goals for 2017 will focus on the implementation of new infrastructure and end-user platforms that will increase collaboration and productivity while reducing the IT administrative burden.

- SJVC will migrate the majority of primary resource servers and applications from the Fresno colocation to the Microsoft Azure cloud. Resources hosted in Azure reduce the complexity of the environment, increase stability, and have a financial benefit
- SJVC will adopt the O365 platform. In addition to reducing the licensing cost for Microsoft Office, this change brings with it a myriad of additional applications that increase productivity for administrative staff
- SJVC will develop a CRM application to provide contact strategies for multiple business units with integration to email, SMS, and phone
- A continued focus on business analytics and insights will drive the development of new reporting mechanisms in Power BI as well as new forecasting methods
- SJVC will relocate the Colocation from current facility to new Telepacific location
- SJVC will support the opening of the Porterville campus and new programs with network and computing services

FUNCTION

Stated simply, 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. This work fulfills a high calling, especially when directed to support a population which has been underserved by traditional public education.

In pursuit of continuous improvement in student success, the College invested substantial time, energy and resources in 2016 to:

- Implement new systems and resources for admissions teams on all campuses
- Update and innovate the curriculum and delivery of the Business Administration program
- Expand and improve stakeholder participation in Program Review
- Provide faculty with actionable feedback to improve instruction and student outcomes
- Adapt to changing standards and definitions for graduate placement

The following reports for **Enrollment Services**, **Student Services**, **Curriculum**, **Instruction**, and **Graduate Services** describe key performance measures for 2016, strategic developments which contributed to those outcomes, and high value plans for improvement in 2017.

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

- ★ 6% Increase in new starts YoY, marking the second consecutive year of growth in enrollment
- ★ 6% Decrease in marketing expense per start
- ★ Substantial improvement in MA graduate professional credential rate
- ★ Increase in number of faculty observations, in total and relative to goal

There are also areas of special concern:

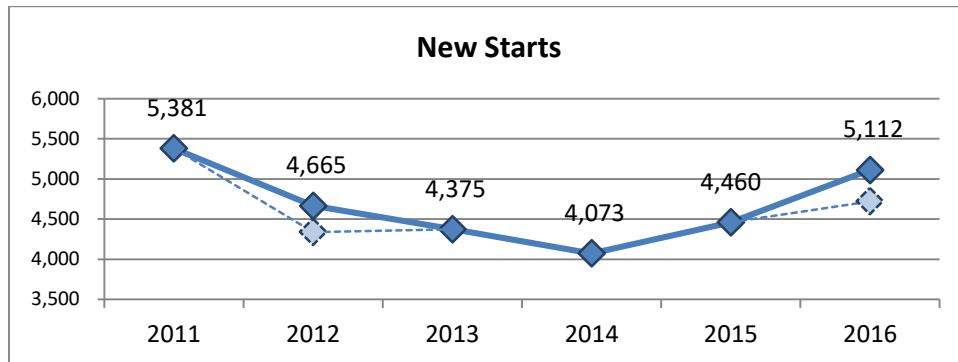
- ∅ Small campus operations struggled to achieve start budgets and experience YoY declines in enrollment
- ∅ The Dental Hygiene program in San Diego was unable to recruit enough students to sustain the campus
- ∅ The Business Administration program redesign did not improve starts and substantially harmed retention

ENROLLMENT SERVICES

Joseph Holt, Chief Administrative Officer

Outcome Measures

The College started 5,112 new students in 2016, the most since 2011. There were 11 modular start dates in 2016, while most calendar years include only 10 (2012 also included 11 modular start dates). Even when adjusting for the additional start date, the College achieved a 6% increase in starts over 2015, marking a second consecutive year of enrollment growth after three years of decline.



The dotted line data points in the chart above adjust 2012 and 2016 to 10 modular start dates for comparative purposes. The year-over-year figures in the table below apply the same adjustment.

Starts			Starts			Inquiry Source		
	Starts	YoY*		Starts	YoY*		Starts	YoY*
Total	5,112	6%	MA	1,861	3%	Paid Search	1,334	29%
Modular	4,301	(1%)	BA	490	(15%)	Internet	1,172	(9%)
Linear	811	59%	RT	313	53%	Referral	777	(9%)
Medical	3,605	10%	CJ	305	(11%)	PDL	767	33%
Business	908	(9%)	MOA	279	(9%)	Affiliate	494	0%
Technical	599	9%	HVAC	274	30%	Television	210	(22%)
ONL	989	10%	PHT	274	(8%)	Outdoor	152	(18%)
VIS	601	(3%)	DA	199	2%	High School	149	(21%)
ONT	557	26%	VT	189	91%	Misc.	57	(82%)
FRE	552	5%	IMT	185	8%	Mktg Expense	\$8.2M	0%
BAK	543	34%	MBC	181	(1%)	Exp. per Start	\$ 1,604	(6%)
TEM	422	(0%)	RN	145	146%		Inquiries	YoY*
HES	366	(1%)	CM	113	39%	Total	112,246	6%
MOD	323	0%	IT	92	24%	Modular**	43,473	(3%)
DEL	174	40%	DH	59	(25%)	Linear	17,993	9%
MAD	165	(14%)	ST	59	97%	Online	45,926	16%
LAN	160	(18%)	AMT	34	(52%)	Conversion	Inq:Start	YoY***
HAN	120	(26%)	VN	31	3%	Total	4.2%	0.0
COR	97	90%	DMS	15	(12%)	Modular**	6.9%	+0.3
AVI	34	(52%)	CSA	14	(35%)	Linear	4.5%	+1.4
SAN	9	(75%)				Online	2.0%	-0.1

*adj. to 10 modular starts; **excl. Online & High School; ***change in % points

The increase in starts was again driven primarily by growth and development initiatives. The first full year for the Delano campus, and the migration of RN to Ontario and Vet Tech to Bakersfield accounted for 202 starts. The College also achieved growth in starts through a resurgence of technical program enrollments in Bakersfield and Modesto, and continued enrollment growth in its Online programs. Linear program enrollments also increased substantially over 2015, benefitting from more available start dates on several campuses.

The College saw a proportional increase in enrollments for Personally Developed Leads, more than offsetting a decline in starts from Referrals. Interactive channels, both paid and organic, again increased substantially over the previous year as traditional marketing channels continue to decline.

Annual starts declined substantially in Madera, Hanford, and Lancaster. Controlling for linear programs and the number of modular start dates, the Fresno and Visalia campuses saw a relative, modest decline in starts. Temecula, Ontario and Hesperia were stable, while the Bakersfield campus achieved annual growth.

The continued trend of a proportional increase in Certificate credential enrollments in modular programs has limited the positive impact of the generally favorable starts performance on total College census.

Modular	Starts	ASD	Cert
2014	3,434	55%	45%
2015	3,950	49%	51%
2016	4,301	46%	54%
Linear	Starts	ASD	Cert
2014	639	99%	1%
2015	510	99%	1%
2016	811	98%	2%

Strategic Developments

The College invested substantial energy and resources in 2016 to execute system-wide innovations that were tested on pilot campuses in the previous year. The combined effect of these new resources and procedures contributed to the year-over-year improvement in inquiry-to-enroll rates for modular programs on the ground campuses (6.6% to 6.9%) – the first such increase in the last five years.

Velocify™ CRM

In January 2016, the College implemented Velocify™, a web-based dialer and Customer Relationship Management (CRM) tool, on all campuses. The campus admissions teams are now primarily responsible for initial contact through enrollment, but still receive support services from the Contact Center as needed. While the first three months included several technical challenges, the new system and processes were well established and running smoothly before mid-year.

EnrollMatch™ Admissions Interviews

In the second quarter of 2016, the College completed a transition to the EnrollMatch™ admissions interview process on all campuses. This meaningful change in student recruitment was achieved through regional trainings at launch, followed by campus specific visits and trailing-edge training to support broad adoption and skilled execution.

Looking Ahead

The College has high confidence in its fundamental platform for student recruitment in admissions. The campus teams are equipped with systems and resources to effectively communicate with prospective students and help them make good decisions in pursuing higher education. Building on this foundation in 2017 will see:

Admissions Performance Management

The College will equip campus leadership with succinct, meaningful performance reports for the admissions team with appropriate focus on outcomes. Behavioral assessment and activity management have been prioritized over the last several years as the College has tested new systems and ideas. This emphasis was helpful for adapting to rapid changes in regulatory standards and, more importantly, the expectations and decision drivers for a new generation of prospective students. Having completed this good work, the College will pursue a “back to basics” approach to admissions performance management in 2017.

Improve Efficiency of Marketing Investment

The College plans to improve the efficiency of its marketing investment by reducing spend and redistributing resources. These changes reflect the need to adapt to rapid and substantial changes in the media ecosystem and prospective student behaviors in the early stages of considering options for education and training. This adjustment in planning and media buying varies greatly by category, with Television and Affiliate advertising declining substantially and increased investment in several more efficient interactive channels.

Personally Developed Leads

From student recruitment, to the classroom, and through collaboration with employers for graduate placement – meaningful relationships are fundamental to the success of the College. In 2017, the campus communities will pursue an increase in starts from personally developed leads. These efforts will be coordinated in an institutional initiative and executed across all departments on each campus.

STUDENT SUCCESS

Carole Brown, Vice President of Academic Affairs

Outcome Measures

Retention and graduation rates are critical measures of student success. The College monitors performance with three distinct measures: First Module Success, Term One Retention and Graduation.

	First Module Success ¹⁶	Term One ¹⁷	Graduation Rate
<i>Benchmark</i>	90%	85%	70%
2016	81%	80%	63%
2015	84%	80%	64%
2014	84%	81%	63%

First Module Success declined in 2016, but Term One retention remained steady. There was a slight decline in institutional graduation rate, driven primarily by a drop in graduation rate for students in online programs.

First Mod Success			
Campus	2015	2016	YoY
Madera	94%	91%	
Fresno	88%	88%	
Visalia (ground)	87%	88%	
Temecula	91%	87%	
Delano	86%	86%	
Bakersfield	89%	83%	
Lancaster	81%	82%	
Ontario	84%	80%	
Modesto	84%	80%	
Hesperia	83%	80%	
Hanford	86%	78%	
Visalia (online)	73%	71%	

First Mod Success - High Census Programs Ground Campuses			
Program	2015	2016	YoY
MA/MOA	85%	84%	
BA	78%	70%	
CJC	86%	84%	
PT	85%	86%	

First Mod Success - High Census Programs Online			
Program	2015	2016	YoY
MA	81%	75%	
BA	64%	59%	
MBC	70%	67%	

¹⁶ The first five weeks of a modular program; students who passed and matriculated to the next module

¹⁷ Term One: the first three modules of a modular program

Revised Business Administration Program, Hybrid On-Ground and Online

	Average Starts Per Module	First Module Success
Apr-Dec 2016	40	65%
Apr-Dec 2015	46	79%
2014	29	79%

The decrease in First Module Success is driven by Medical Assisting and the revised Business hybrid programs. Overall, ground student success in the BA program reduced the institutional completion rate by two points. Removing the BA program, institutional success for ground students remained consistent with 2015.

Licensure and Exams

The College expects every program with a programmatic standard to meet that standard. In 2016, 86% of programs (12/14) met or exceeded target. Two programs did not meet the programmatic standard:

- Visalia RT achieved a licensure exam pass rate of 71% against a standard of 80%
 - The Visalia RT program did meet the rolling three-year standard of 80%
- Ontario RN achieved a licensure exam pass rate of 71% against a 2016 standard of 75%
 - The Ontario RN program is included with the Visalia RN program for programmatic accreditation, and the combined pass rate of 76% met the BRN standard

In addition to programs with explicit standards, the College has established internal goals for professional credentialing in programs with no external requirements.

Medical Assisting

The institution has a 75% target for graduates passing the MA credential exam. 39% of MA graduates had a credential by the close of 2016. This number should increase as additional 2016 graduates test in 1Q2017. All campuses except Bakersfield saw a moderate-to-significant increase in credential rates.

Due to implementation of the Meaningful Use Rule and expected demand for credentialed Medical Assistants, students taking and passing credential exams continued to be a focus in 2016.

All Campuses	Grads	# Passed Exam	% Credentialed
2016	1,115	431	39%
2015	1,044	512	39%
2014	1,012	246	24%

2016 – By Campus	Grads	# Passed Exam	% Credentialed	YoY 2015 to 2016
Bakersfield	63	31	49%	-19%
Delano	70	16	23%	N/A
Fresno	158	25	16%	+4%
Hanford	67	32	48%	+18%
Hesperia	99	48	48%	+2%
Lancaster	47	18	38%	+17%
Madera	104	20	19%	+4%
Modesto	97	53	55%	+2%
Online	128	21	16%	+1%
Ontario	72	50	69%	+15%
Temecula	138	87	63%	+23%
Visalia	72	30	42%	+41%

Pharmacy Technology

In order to improve PT placement rates, licensure for PT students was a continued focus in 2016. Given our sustained positive outcomes in this area, it will not be a strategic focus in 2017. 76% of 2014 graduates obtained licensure; 79% of 2015 graduates obtained licensure; 84% of 2016 graduates obtained licensure.

All Campuses	Grads	# Licensed	% Licensed
2016	188	157	84%
2015	250	197	79%
2014	276	209	76%

2016 – By Campus	Grads	# Licensed	% Licensed	YoY 2015 to 2016
Bakersfield	23	15	65%	+7%
Fresno	26	23	88%	+85%
Hesperia	30	25	83%	+12%
Lancaster	20	17	85%	-8%
Modesto	24	23	96%	+2%
Ontario	17	10	59%	+52%
Temecula	19	16	84%	+52%
Visalia	29	28	97%	+5%

Strategic Developments

The College continued to focus on First Module Success with actions added institutionally and by campus.

Director of Student Services

The Director of Student Services position was created; this position's primary objectives are to improve institutional retention outcomes and streamline policies and procedures to ensure a more successful student experience.

Campus Initiatives

Campus initiatives were created and guided by the Director of Student Services. All ground campuses implemented a first module Freshman Seminar to improve first module retention. Successful examples:

- Lancaster saw 12% improvement YoY Q2 2015 to Q2 2016
- Modesto saw 8% improvement YoY Q2 2015 to Q2 2016

Online New Student Orientation

The Online New Student Orientation Completion Report was modified to identify students completing Online Orientation below a desired level. Students identified receive early intervention counseling and are provided additional support in their online courses. Data from this report has shown correlation to first module success. It is now being considered for use as an admissions screening tool.

Student Dashboard

A Student Dashboard was launched institution-wide as a resource for students to monitor their progress and access a variety of resources. Through the Dashboard, students can view their program schedule, course history, program completion percentage, GPA, current grades, and attendance. The Dashboard also provides direct access to their eCourses and student support services such as Career Services and Technical Support.

Licensure and exam developments:

NCCT

The NCCT was adopted as the universal credentialing vendor for MA. One major reason for this decision is students' ability to register and prep for the NCMA exam earlier in their program. Campuses transitioned in Q3-4 to ensure alignment with this decision.

MA Credentialing

MA Campus Initiatives were implemented to improve MA credential rates, with audits performed on a modular basis. Assessments were aligned to the NCCT NCMA exam.

RN NCLEX Rates - Ontario

The Ontario RN program implemented ATI to improve NCLEX pass rates.

RT Visalia

The Visalia RT program had changes in leadership and test prep protocols.

Looking Ahead

- Reconsider structure and delivery of Business Administration program
- Best practices established in Visalia, particularly evident in the 11% point improvement in First Mod Success in the MA program, will be expanded to all campuses
- Senior Management convened an Online Task Force to develop a quantified vision statement for SJVC Online that will guide several high-value strategic initiatives to improve graduation and placement rates in 2017











CURRICULUM

Carole Brown, Vice President of Academic Affairs

Outcome Measures

Program Review is a faculty-driven inquiry and data analysis process that provides a structure for continuous quality improvement of each academic program. In 2016, the College saw a continued improvement in the evidence-based decision making process and 100% of action items completed on time.

Ten Program Reviews were held in 2016. Using the Program Review Rubric¹⁸ to evaluate the effectiveness of each Review, the average score in 2016 was 17.2, exceeding the goal of 14 points while decreasing slightly from the 2015 average of 17.6. The rubric point system was developed to evaluate the process and ensure data-based decision making was in place. There are four scoring categories: Initial, Emerging, Developed, and Highly Developed. There were four reviews that received scores in emerging categories (HVAC, PT, IMT and RT), with the remaining programs scoring in the *Developed* or *Highly Developed* categories.

Program Review Scores - 2016	
Goal=14, Perfect Score=21	
Program	Score
MOMA	 18
DA	 18
AMT	 19
RN	 17
ST	 17
HVAC	 17
PT	 17
IMT	 16
RT	 17
CSA	 16

In 2016, a total of 40 Action Items were generated from the ten Program Reviews. Action Items still in progress were moved to the 2017 tracking spreadsheet and are expected to be completed on time.

Outside of Program Review, 275 activities were created from Improvement Proposals, accreditation compliance, new program development, academic restructure, the Technology Coach ticket queue and Approved Textbook List changes. 95% of those activities were completed, and 5% were dismissed based on further review.

¹⁸ Program Review Rubric: <https://iz.sjvc.edu/sites/programreview/SitePages/Home.aspx>

Improvement Proposals - 2016

1/5/2017								
Programs	Project							Summary
	# Project Items	Completed	In Progress	Incomplete	No Longer Applies	On Hold	Carry Over	% Completion
Aviation	6	6						100%
BA	42	42						100%
CJC	2	2						100%
CM	1	1						100%
CSA	5	2			3			100%
DA	5	5						100%
DH	3	3						100%
DMS								
ELEC	3	3						100%
GE	22	22						100%
HRA	3	3						100%
HVAC	5	5						100%
IMT	3	2			1			100%
IT	29	29						100%
MBC	8	7	1					88%
MOMA	11	11						100%
MA	21	16			5			100%
MOA	3	3						100%
PT	3	2			1			100%
RN	10	10						100%
RT	8	7			1			100%
ST	3	3						100%
VN	2	2						100%
VA	1				1			100%
VT	22	21			1			100%
All	20	19			1			100%
Ground	4	4						100%
Online	2	2						100%
Other	28	27			1			100%
Total	275	259	1	0	15	0	0	100%

Strategic Developments

Business Administration Hybrid Program

The Academic team deployed an innovative Business Administration program model beginning with the April 18th start date. The updated program offers concentrations in Retail Management, Business Accounting, and Business Management delivered in a hybrid format with courses delivered on ground and online. The goal of the revised curriculum and delivery model was to improve the program's value, specialization, and relevance.

Program Review Modality

The completion of the first year with the new asynchronous design of Program Review within our Learning Management System allowed for better integration with full- and part-time faculty schedules, reduced expenses and provided evidence of the process. This resulted in an increased involvement from varying department members. Members intermittently met online within an open timeframe of *30 days* for each program. Programs

are now reviewed every two years (previously every 18 months); we continue to move proposals (PIPs, CIPs, TIPS, purchase proposals) to be evaluated and voted on by instructors during the open Program Review timeframe.

Standardized ATL

The ATL was standardized for the majority of programs across the institution. In addition, five custom publications were created to control forced change with new editions. Efforts proved to make a significant impact on maximizing vital resources, reducing unnecessary expense and institutional calibration.

New Academic Structure

A New Academic Structure was completed for the following modular programs in preparation for SJVC business needs and Gainful Employment regulations: BA, MA, CM, CJ, MO, PT, HVAC-R, and IMT. Integrated general education was put into a single wheel at the end of the program for operational efficiency.

Library Resources

Per the ACCJC 2013 reaccreditation recommendation, a plan was implemented to compile and confirm appropriate library resources to support the quantity, depth and variety of each program, and to implement an information literacy training program. Evidence of compliance was provided for the midterm report. The Library Resources were evaluated by program to improve targeted areas of improvement. An institutional subscription to Ebrary, an online digital library database with access to more than 128,000 titles from leading publishers was purchased in October 2016. Information Literacy, Credo Courseware and Training was implemented for LRCs, faculty and students through a Professional Development 2016 eCourse and New Student Orientation.

Learning Outcome Architecture

Learning outcome architecture was redesigned within D2L as a pilot during the December module to better capture learning data. Evaluations of the pilot are being conducted in January 2017.

eLearning New Student Orientation

The New Student Orientation was revised to focus precisely on the working skills needed to be successful in courses, including maximizing grade potential. A statistical analysis has shown that outcomes in the NSO have a strong impact on the outcomes in the academic course. As a result of this analysis, plans are being developed to better utilize available information to identify and remediate at-risk students.

eLearning Master Student Pilot

A pilot Master Student COMP101 course was developed to provide students with skills needed for successful college transition, including student success topics such as note taking, test taking, reading textbooks, and self-management skills. The course assignments are focused on the technology skills students will need in an online environment and the workplace.

Looking Ahead

- Complete Learning Outcome Architecture in D2L including LO and assessment revisions; transition syllabus and outline to one document
- Assess BA hybrid program outcomes to determine needed revisions to improve student success
- Complete institutional review of library resources
- eCourse Repositories revised for ground utilization to include additional standardized content

INSTRUCTION

Carole Brown, Vice President of Academic Affairs

Outcome Measures

Learning Outcome Achievement

Effective instruction is measured through learning outcome achievement, course completion outcomes, and formal observations with qualified feedback. The College achieved 83%, above the goal of 80%, for Learning Outcome Achievement as of April of 2016. Due to the technical challenges stemming from the complexity of the roll-up report, it was determined to re-envision the Learning Outcome Report. During this process, individual instructors and their supervisors still had access to learning outcome data to make improvements, but the roll-up report was not effectively capturing the data.

Mastery Assessment LO Achievement		
January - April 2016		
Campus	CLO Mastery	Above Target
Madera	92%	● 89%
Modesto	93%	● 88%
Ontario	92%	● 88%
Temecula	90%	● 88%
Lancaster	91%	● 86%
San Diego	92%	● 86%
Bakersfield	91%	● 85%
Hesperia	88%	● 84%
Fresno	89%	● 83%
Visalia (ground)	89%	● 83%
Delano	86%	● 81%
Hanford	83%	● 76%
Visalia (online)	77%	● 69%
Rancho Cordova	66%	● 45%
SJVC Total	88%	● 83%

Course Completion declined from 90% in 2015 to 87% in 2016:

Course Completion by Program			
Program	2015	2016	YoY
DH	● 99%	● 99%	➔
RN	● 95%	● 98%	➔
DMS	● 100%	● 98%	⬇
VN	● 95%	● 97%	➔
DA	● 94%	● 95%	➔
CSA	● 91%	● 94%	➔
RT	● 95%	● 94%	⬇
INDTEC	● 90%	● 93%	➔
ST	● 90%	● 93%	➔
MOA	● 93%	● 92%	⬇
VT	● 94%	● 92%	⬇
PT	● 92%	● 91%	⬇
HVACR	● 94%	● 91%	⬇
CJ	● 93%	● 88%	⬇
AMT	● 89%	● 87%	⬇
GE	● 88%	● 86%	⬇
MA	● 89%	● 86%	⬇
CM	● 82%	● 84%	➔
HRA	● 83%	● 77%	⬇
BA	● 87%	● 76%	⬇
MBC	● 76%	● 73%	⬇
INFOTECH	● 63%	● 65%	➔
TOTAL	● 90%	● 87%	⬇

Ten programs had course completion rates below the 90% target, with BA, CJ, and HRA showing the greatest YoY decline. Actions were taken at the CAO and campus level to identify and address courses not meeting standard. To further direct and support this work, the strategic objective and related measures for achieving course success were improved in the latest revision to the institutional strategy map.

Instructor Observations

The College has a goal of four observations annually per instructor to increase student outcomes through effective instruction. The College did not meet this goal in 2016 but showed dramatic YoY improvement. During Q1-2, the Director of Instruction provided regular updates of campus compliance with the observation standards. At the end of Q2, an eObservation Utilization Ops report was populated on the Academic Dashboard, providing campus staff with daily updates on their active quarter and their gap from the expectation. Additionally, the report allowed for administrators to easily drill down to identify which instructors had yet to receive an observation during the open module.

Observation data was added to the Ops dashboard in Q3. The Ops report captures those courses that close within a given quarter. An increase of 564 observations year over year was seen; Q2-4 showed 69% of instructors observed while the previous three quarters showed 31% of instructors observed. Additional focus

will be provided in 2017 to ensure improvement in compliance with the quarterly observation standard.

Campus	Target # of Observations	Total Number of Observations Completed	Percentage of Observations Completed
Delano	45	39	87%
Madera	22	18	82%
Temecula	130	98	75%
Ontario	229	151	66%
Hanford	26	17	65%
Modesto	101	62	61%
Fresno	191	112	59%
Bakersfield	189	108	57%
Hesperia	114	60	52%
Aviation	30	15	50%
Visalia	253	127	50%
R. Cordova	28	14	50%
Lancaster	61	29	48%

	Target Number of Observations Completed	Actual Number of Observations Completed	Percentage of Observations Completed
2016	1434	868	61%
2015	1022	304	30%
YoY	+412	+564	+31%

Strategic Developments

eObservation

An eObservation Ops report was created and implemented in 3Q2016 to ensure consistency in reporting tools, ease of access and navigation for campus leadership, and a more robust opportunity to drill down into data that is updated daily.

Backward Design

The rollout of Backward Design was completed, with all campuses trained. New Faculty Orientation was also revised to reflect a honed focus on Backward Design and evidence-based instruction. New syllabi and lesson plans were created in the new BA program. This will be a primary focus moving into 2017.

Lesson Plans

A new lesson plan template was aligned to the Backward Design instructional training and implemented through faculty training by the Director of Instruction.

Graduate Readiness Plan

The Graduate Readiness Plan was a collaborative, holistic initiative facilitated by the VPAA with CAO Career Services staff and key staff members in Lancaster, Delano, Madera and Hanford to improve substandard performance in extern pass rates and placement. Final training was provided in October 2016 with skill testing completed December 2016. Graduate readiness documents with activities required by the ESD, Deans, Instructors and Career Services Advisors are noted in the procedure sheet and corresponding documents on InfoZone. 10 campus staff completed training and were skill tested on relevant action areas by department. It is too early to determine if actions have improved outcomes but initial indicators see improved extern success and placement. Tracking of employment starts and extern pass rates will continue to be tracked in 2017 to determine if success is sustained.

Looking Ahead

- Align eObservation as a measure to the *Achieve Course Success* and *Achieve Professional Success* objectives in the Strategic Map
- Roll out Graduate Readiness Plan to all campuses and align the Graduate Exit Interview to Achieve Course Success strategic objective as a measure.
- Develop Instructor Certification for current and new instructors

GRADUATE SERVICES

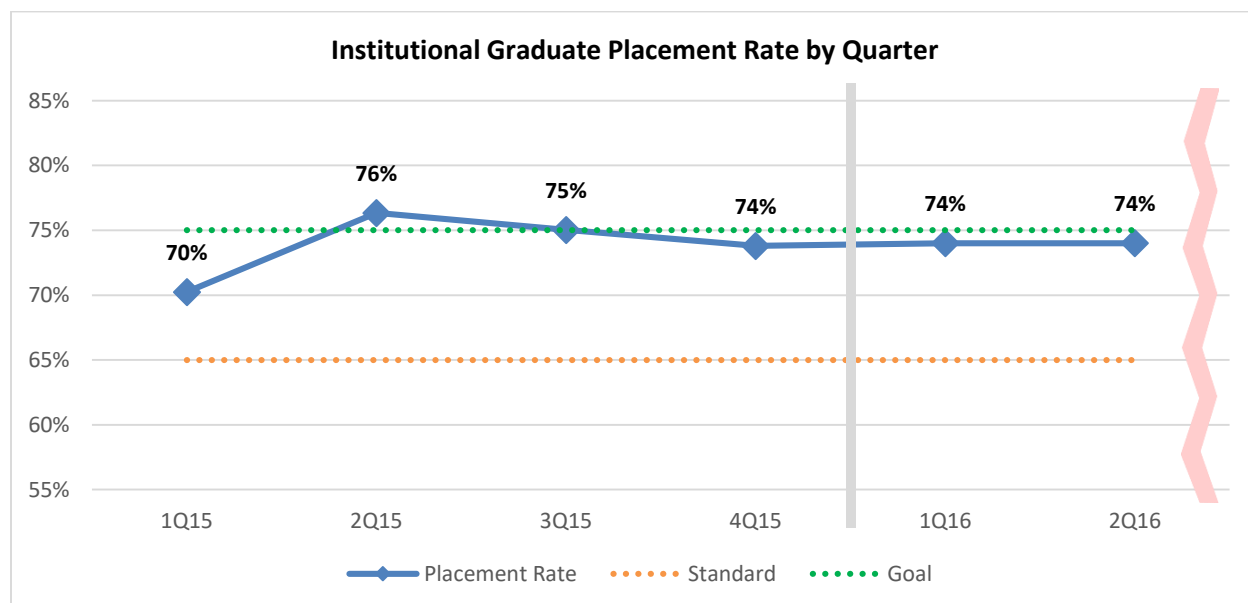
Joseph Holt, Chief Administrative Officer

Outcome Measures

Graduate placement outcomes remained steady and positive for the first half of 2016. The College's California state approval agency, the Bureau of Private Postsecondary Education (BPPE), enacted substantial changes in the standards and definitions for calculating graduate placement rates in July. Key changes include:

Issue	Previous Standard	New Standard (July 2016)
Tenure	None	35 days
Schedule	Part-time or full-time	Full-time only, with limited exceptions for part-time
Time of hire	Within six months of graduation or results of first available exam date for programs requiring state licensure	Previous Standard continues, and now excludes pre-existing employment with limited exceptions
Job Type	Basic in-field definition, wide latitude	Specific SOC, with comprehensive list of in-field SOC codes published in catalog and enrollment information
Verification	Broad standards of due diligence	Specific documentation required for evidence of placement, including to establish required tenure, schedule, job type, etc.

As a result of this transition and related technical conditions, the College will not have valid graduate placement rate data until 3Q17 (for graduates who reach their determination date in that quarter).



Granular reporting of placement outcomes for 2016 is not appropriate given directives from the BPPE. A combination of data sources, including both lead and lag indicators, inform several summary observations for the purpose of this annual report:

- Graduate placement operations have sustained high levels of performance for an extended period of time through changing external conditions. This is a clear indication of institutional achievement across all functional areas, and most especially faculty and career services.
- The College faces persistent challenges in achieving placement standards on small, rural campus operations.
- Graduate placement in allied health programs, such as Medical Assisting and Pharmacy Technology, are improved substantially through institutional investment in and emphasis on professional certification and licensure.

Strategic Developments

Strategic investment in Graduate Services for 2016 was focused in change management, as the College built policy and procedures to achieve success under the new standards and definitions for placement.

Performance Management for Employment Starts

The most significant change for Career Services Advisors on the campuses was a switch from measuring graduate placement records directly to a milestone earlier in the placement timeline, the employment start date for a graduate. Staff performance and campus goals are expressed and measured in employment starts for each modular cycle.

100% Verification of Graduate Placement

Previous practice, consistent with all applicable regulatory standards, included a diligent, good faith effort to verify length of employment after 30 days. This was informed by the College's self-defined standards for graduate placement. Effective July 2016, the College began entering placement records only after documented verification of employment for at least 35 days in a qualified position. This change results in an effective 100% verification rate of documented graduate placement, meeting or exceeding the rigorous standards of the BPPE.

Looking Ahead

The College is continuing strategic investment to meet challenges in the changing regulatory environment and increased public scrutiny of placement information.

Performance Management Reports

Campus management teams will be provided with outcome-focused, succinct performance management reports for career services and graduate placement. Content and format have been simplified and aligned with admissions performance reports, equipping campus leaders with effective and easy-to-use tools to coach and manage Career Services staff.

Impact of New Standards on Graduate Placement

The College is eager to assess the net impact of new definitions and standards for placement on its graduate placement rates. The earliest valid outcome data will be available at mid-year, and will give a clear indication of the success of the systems, practice, and management priorities implemented in 2016. While the new standards are substantially more restrictive, the College has not changed its 65% performance standard and 75% strategic goal for graduate placement.

FRAMEWORK

San Joaquin Valley College provides services in an increasingly complex environment with multiple overlapping regulatory standards, increasing public scrutiny, and a variety of demands for limited resources. These external conditions represent a special challenge for the College which requires exceptional diligence, expertise, and strategic leadership.

To provide the framework required for continued institutional success, the College invested substantial time, energy and resources in 2016 to:

- Secure and maintain accreditations and approvals
- Become more efficient in allocating resources to improve student outcomes and financial performance
- Diversify and grow the College by serving new markets

The following reports for **Accreditation and Approvals**, **Resource Planning**, and **Growth and Development** describe key performance measures for 2016, strategic developments which contributed to those outcomes, and high value plans for improvement in 2017.

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

- ★ Approval of Mid-Term report by ACCJC without conditions
- ★ Continued success with specialized programmatic accreditation and approvals
- ★ Secured approvals for new programs and locations to be launched in 2017
- ★ Annual financial performance sufficient to ensure stability and compliance
- ★ Successful migration of Vet Tech program to Bakersfield campus
- ★ Generated more than 6% of 2016 revenue from new sources

There is also an area of special concern:

- ⊘ Delay in securing approval for BSRT program due to external developments

ACCREDITATION AND APPROVALS

Michael Abril, Vice President of Regulatory and Legal Affairs

Outcome Measures

The following is a summary of 2016 institutional and programmatic achievements and milestones:

Institutional

- Mid-Term Report submitted to ACCJC and accepted with no adverse findings
- Substantive Change Application submitted to and approved by ACCJC-WASC to:
 - Offer an Electrical Technology Associate Degree and Certificate program at the Ontario, Modesto, Fresno, and Bakersfield campuses
 - Offer a Veterinary Assisting Certificate of Completion program at the Fresno and Bakersfield campuses
 - Open a new SJVC branch campus in Porterville, CA
- Notice of Non-Substantive Change submitted to and acknowledged by ACCJC-WASC to:
 - Offer the Aviation Maintenance Technology program as a Certificate of Completion, with a degree completion option
 - Offer the Criminal Justice: Corrections program as a Certificate of Completion (all locations)
- Substantive Change Application submitted to and approved by BPPE to:
 - Offer the Veterinary Assisting program at the Bakersfield and Fresno campuses
 - Open a new branch campus in Porterville, CA
- Notice of Non-Substantive Change Application submitted to and approved by BPPE to:
 - Offer the Aviation Maintenance Certificate of Completion program
 - Offer the Dental Assisting Certificate of Completion program at the Hesperia campus
 - Offer the Criminal Justice: Corrections program as a Certificate of Completion (all locations)

SJVC submitted its Mid-Term Report to the ACCJC in March 2016. The report provided an update on the 34 improvement plans that arose as a result of the 2013 reaccreditation as well as the one recommendation received by the visiting team in the area of library and learning resources. The Mid-Term Report provided a detailed response to the recommendation and an overall description of how SJVC meets the accreditation standard governing this area. Several action items were identified in order to fully address the recommendation; those that remain are slated for completion in spring 2017.

At the bi-annual meeting in June 2016, the ACCJC acted to accept SJVC's Mid-Term Report and found the College to be in compliance with the Commission's standards, eligibility requirements, and policies.

Programmatic

- Commission on Accreditation for Respiratory Care
 - Visalia Respiratory Therapy: 10-year Re-Accreditation approval, March 2016
 - Temecula Respiratory Therapy: ASRT, Third Year approval, March 2016
- Committee on Veterinary Technician Education and Activities / American Veterinary Medical Association
 - Fresno Veterinary Technology: Continued Initial Accreditation with Reporting approval, April 2016
- Dental Board of California
 - Temecula Dental Assisting: Continued Accreditation Site Visit, April 2016
- Commission on Dental Accreditation

- Dental Hygiene (all locations): Report on Program Changes submitted regarding changes driven by new state Dental Hygiene Committee of California (DHCC) requirements, approval to proceed granted, June 2016
- Board of Registered Nursing
 - Ontario Registered Nursing: BRN Site Visit per Standalone Approval Application, June 2016
 - Permission granted to enroll a cohort size of 40 generic RN students with the May 2017 Ontario cohort start, December 2016
- Department of Industrial Relations, Division of Labor Standards Enforcement
 - Ontario Electrical Technology: Application for Approval submitted, July 2016
 - Ontario Electrical Technology: Approved School status granted, October 2016
- Accreditation Review Council on Education in Surgical Technology and Surgical Assisting, CAAHEP
 - Fresno Surgical Technology: Re-Accreditation Site Visit, October 2016
- Board of Vocational Nursing and Psychiatric Technicians
 - Visalia Licensed Vocational Nursing: Re-Accreditation Application submitted, December 2016

As of the end of 2016, 48 of SJVC's 49 programmatic accreditations and approvals are in good standing. The single exception is the Visalia RN Bridge program being limited in the number of new enrollments (from 36 to 24 per cohort) based on an accreditor concern with graduate licensure exam pass rates. In a positive development, the Visalia RN Program Director was given permission by the BRN Nursing Education Consultant in October 2016 to enroll four (4) additional Bridge students per cohort, bringing the total to 28 for the new start. This change was made to allow for attrition, but also because NCLEX pass rates for the Bridge group have improved and are no longer an issue for the program. The College may decide to petition the BRN to bring the Bridge enrollment number back to 36 per cohort.

In addition, the Visalia campus RN Program Director also secured permission in 2016 from the BRN Supervising Nursing Education Consultant to increase the cohort size of the generic RN group, from 36 to 40. The Ontario campus now has Alternate Site generic RN student admission approval from the BRN (under Visalia's approval), having started two new generic RN cohorts during 2016, for a total of 72 new students, to complement those RN students who transferred from Everest College the previous year. The Ontario program is currently in the process of seeking separate standalone approval through the BRN, with the anticipated final decision coming later in 2017.

College efforts to obtain approval for SJVC's proposed Baccalaureate of Science Degree Completion Program in Respiratory Therapy (BSRT) experienced two setbacks. First, the ACCJC sub-change committee requested additional clarification and the submission of supplemental materials. This request represents the second time that the ACCJC has deferred their decision on the BSRT program. Second, NACIQI prohibited ACCJC from accrediting additional baccalaureate-level programs pending ACCJC's demonstration that ACCJC is in full compliance with federal regulations. As of the time of this Year-in-Review report, SJVC's addendum to its BSRT program is scheduled for review at the February 24, 2017 ACCJC Substantive Change Committee meeting.

During 2016, three new approval bodies were added for College programs:

Approval Body	Program
Dental Hygiene Committee of California	Dental Hygiene
Department of Industrial Relations, Division of Labor Standards Enforcement	Electrical Technology
California Veterinary Medical Board	Veterinary Technology

Strategic Developments

Title IX Training

In 2016, two corporate directors completed Title IX investigatory training. One has completed training and maintains a full investigatory caseload. The other director will complete the internal training in early 2017 and will then begin to take on investigations.

With the exception of the Title IX Coordinator, who, as a general practice, does not handle investigations, the two directors are the only trained investigators for SJVC's 15 campuses and two business offices. In addition to Title IX matters, the investigators are also tasked with handling high-level, non-Title IX investigations as well. As such, one of the goals for 2017 is to identify additional SJVC personnel to serve in this capacity.

Criminal Justice: Corrections

A new CAO position, STC/BSIS Coordinator, was created at the end of December 2016 to be responsible for the quality, efficiency and successful day-to-day operation of the STC and BSIS state-approved program courses. This work was previously handled by an independent contractor. The position will also assist with the ongoing compliance auditing of these key program components.

Looking Ahead

Ontario RN Standalone Program Approval

Assisting the Ontario campus Registered Nursing program with preparing for their representation at the BRN Education Licensing Committee meeting and also for the follow-up Site Visit - both related to their standalone approval application

Institutional Self Study

With the completion of the Mid-Term Report, the Accreditation Team is gearing up for SJVC's 2019 reaccreditation. Committees have been assigned to evaluate the accreditation standards and training has been provided to those in a leadership position. This process is scheduled for completion by summer 2017 and the Self-Evaluation Report will be completed by summer 2018.

Senior Accreditation - WSCUC

San Joaquin Valley College intends to pursue eligibility status with regional accreditor WASC Senior Colleges and Universities Commission (WSCUC). Institutional accreditation through WSCUC will provide the College with program flexibility, including maintaining multiple baccalaureate level programs, as well as graduate level programs.

RESOURCE PLANNING

Russ Lebo, Chief Financial Officer

Outcome Measures

The operating budget for 2016 was \$98M, a \$3M increase from 2015. Campus budgets are developed based on the anticipated student population and are revised monthly based on actual starts, drops, and graduates. Major budget categories include instructional salary and expenses (29%), administrative salaries (18%), student service and administrative costs (18%), occupancy expenses (12%) and student recruitment (14%).

The 2016 capital budget consisted of a total of \$582k in capital purchases, of which \$248k were in classroom furniture and equipment, \$112k in administrative furniture and equipment, and \$222k in leasehold improvements. Classroom expenses were primarily for the Dental Hygiene and Vocational Nursing programs at the Visalia Campus and the new Veterinary Tech program in Bakersfield. The administrative equipment was primarily computer hardware that is used to support all aspects of the organization (admin and classroom). Leasehold improvements were mainly for the new Veterinary Tech program at the Bakersfield Campus, parking lot paving at the Visalia Campus and a pylon sign for the Delano Campus.

Strategic Developments

2016 was a successful year from the resource planning perspective in meeting classroom resource requirements while maintaining financial compliance with all regulatory agencies. Campus facilities departments processed 7,488 facilities related Service Desk tickets with an average service response time of 2.9 days compared to 2.8 days in 2015.

Tickets by Category (Top 5) for Facilities							
Ticket Category	2016 Resolved	% of Total	2015 Resolved	YoY %	2016 Avg Resolution Time (Day)	2015 Avg Resolution Time (Day)	YoY %
Other	5394	72%	5686	-5%	2.8	2.8	0%
Supplies	1110	15%	884	26%	0.9	1.1	-22%
Maintenance	577	8%	625	-8%	5.3	5.4	-2%
Service	193	3%	294	-34%	4.0	3.5	15%
Janitorial	86	1%	32	169%	4.3	1.1	281%
Total	7488		7636	-2%	2.9	2.8	3%

Significant accomplishments in the facilities department include:

- Completed remodel of approximately 3,800 square feet at the Bakersfield campus for the Veterinary Technology program consisting of labs, surgery center, x-ray room and lecture rooms
- Reconfiguration of Visalia BA lab as well as the beautification and renovation of 10 classrooms in the main building
- Reconfiguration and design improvements in Modesto BA lab
- Reconfiguration and renovation of Bakersfield and Fresno HVAC program classroom and lab
- Beautification of Fresno Veterinary Technology program
- Construction and equipment installation of Ontario Electrician program

The Purchasing department continued to identify efficiencies in 2016 with significant savings found by:

- Reduced Respiratory Therapy program equipment rental expenses by \$104k
- Negotiated lower costs and services for dental and medical supplies resulting in \$294k in savings
- Reallocated \$61k in surplus furniture, staged for new Porterville campus

Looking Ahead

The operating budget for 2017 is estimated to be \$98M with a consistent student population and maintaining the same basic proportional expense budget by category as 2016.

The 2017 capital budget (\$800k-\$1M), and the facilities team, will be utilized for the new Porterville Campus, new programs (Modesto – Electrician, Temecula – Dental Assisting), and ongoing computer, equipment, and furniture replacements and upgrades.

GROWTH AND DEVELOPMENT

Joseph Holt, Chief Administrative Officer

Outcome Measures

The College achieved a number of successes in Growth and Development in 2016. Following are key outcomes from the last year:

Creation

- Secured approval to start a new Electrical Technology program in Ontario, Bakersfield, Fresno and Modesto
- Started student recruitment for Electrical Technology on the Ontario campus for a January 2017 start date
- Secured approval for a new Certificate credential Veterinary Assisting program in Fresno and Bakersfield

Migration

- Launched a Veterinary Technology program on the Bakersfield campus in April 2016, and built to a year-end census of 50 students
- Started the first full SJVC cohorts in Registered Nursing program on the Ontario campus
- Secured approvals to start Surgical Technology in Rancho Cordova and Temecula in 2017
- Secure approval to start Dental Assisting in Hesperia in 2017

Location

- Built census in Delano (launched in Fall 2015) to an average monthly census of 109 students in 2016
- Secured approval for a new campus in Porterville, scheduled to open in May 2017

Addition

- SM Reviewed proposals for and engaged in Exploration and Evaluation of several acquisition opportunities

Revenue from new sources is the primary strategic measure applied to growth and development efforts, and includes revenue from campuses, programs, or related operations for 18 months after launch. More than 6% of total College revenue was generated from new sources in 2016:

2016 Revenue from New Sources

Bakersfield VT	628,791
Delano BA	465,885
Delano MA	1,583,983
Delano MOA	476,587
Online INFOTECH	595,896
Online MBC	1,675,728
Ontario RN	1,036,393
Total	6,463,263

Looking Ahead

The College is continuing its strategic investment in growth and development initiatives, and expects to achieve the following in 2017:

Creation

- Launch Electrician programs on the Ontario and Modesto campuses
- Secure final approval and launch a Bachelor of Science in Respiratory Therapy program
- Secure approval for and launch a Phlebotomy Technician program on the Visalia campus

Migration

- Launch Dental Assisting program in Hesperia
- Launch Surgical Technology programs in Rancho Cordova and Modesto

Location

- Launch the new campus in Porterville

In addition to these traditional channels for institutional growth and development, the College is pursuing international students for its Aviation Maintenance Technology program. These efforts are currently focused in South Korea and China.

APPENDIX: INSTITUTIONAL STRATEGY MAP

