



Annual State of the College

“Being the First Choice”

By Dr. Tod A. Burnett
President
Saddleback College

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Saddleback College developed a simple yet bold vision statement through its strategic planning efforts in 2009:

“Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.”

This vision encapsulates what Saddleback can and will be in the future. It is what we strive to be. But what does being the first choice really mean? For Saddleback to be the first choice of students, we must be better than other institutions of higher education and training.

A 2009 UCLA study that surveyed over 240,000 first-year students at 340 colleges and universities found that the top reasons for students choosing a college were as follows: academic reputation; job prospects; financial assistance; campus; cost; size; social activities; graduate school preparation; proximity to home; and website.

It is not surprising that the primary reasons students choose a community college are similar to four-year

institutions. We know that our students take into account Saddleback’s academic reputation, proximity to home, cost, and transfer, but they are also increasingly looking at our campus, website, social activities, financial assistance, and job prospects.

A Saddleback student survey conducted by Dr. Pam Cox-Otto of Interact Communications in 2009 found that while Saddleback is the “top of mind” college in our surrounding community, the respondents weren’t able to identify specific attributes of the college. Simply put, the community “liked us, but did not know us.” If prospective students are considering the factors listed above, but they do not know us—we cannot be their first choice.

Today our enrollments are healthy. In fact, we cannot fully meet the demand for classes. The struggling economy, lower admissions and rising costs at the University of California (UC) and California State University (CSU) systems, and greater cutbacks at other community colleges in the area are keeping our enrollments strong, but this may not last.

A robust economy, declining high school graduates, rising community college fees, changing funding models, emphasis on completions along with de-emphasis of non-credit and lifelong learning, and increased competition from independent colleges will all contribute to possible future enrollment reductions. But if Saddleback is the first choice of students in south Orange County, we will not only avoid this potential dilemma, we will enhance our reputation as one of the leading community colleges in the nation.

Student Success

Student success is what Saddleback is all about. Our faculty and instructional programs are stellar, and we place great pride in our academic accomplishments. While this is one of our strengths, it cannot alone ensure success for every student. In fact, during the last three years at Saddleback, we've laid a lot of groundwork in building our infrastructure including developing the first 20-year facilities and scheduled maintenance needs plan, establishing a revised and integrated strategic planning and implementation process, producing an updated education and facilities master plan, strengthening participatory governance processes, creating a more effective management team, and ensuring reaffirmation of the college's accreditation. With this infrastructure now in place, we can all join our faculty in better focusing more of our attention on the primary reason we are all here—to help our students succeed.

Student success has fast become a national priority. The United States is paying much closer attention to its decline in higher education attainment compared to other large, industrialized nations. The Georgetown University Center on Education and the Workforce shows that by 2018, our nation will need 22 million new college degrees—but will fall short of that number by at least 3 million postsecondary degrees (associate degree or better). In addition, we will need at least 4.7 million new workers with postsecondary certificates. At a time when every job is precious, this shortfall will mean lost economic opportunity for our country and millions of American workers.

In response to a national call for improving student completion rates, in late 2010 the Community College League of California created a Commission on the Future that was charged with studying effective policy and practice changes that, if incorporated, could be reasonably implemented by 2020 and would enable the system to increase the number of students who have access to and are able to complete high-quality degrees, certificates, and transfer pathways in our state's community colleges. The commission's vision is for all California residents to have the opportunity to complete a quality postsecondary education in a timely manner. This vision embraces three important values:

Success

Program and support services should be designed to maximize the ability of students to be successful in meeting their higher education goals (i.e., certificate or degree completion.)

Equity

Access and success should regularly be monitored (by ethnicity and social class) and interventions to close achievement gaps between groups should be a campus priority.

Access

California should continue to lead the nation in participation rates (i.e., the number of enrolled higher education students per 1,000 residents).

And to achieve this vision, the commission recommends the following goals:

Success

California's community colleges will increase completions by 1 million by 2020.

Equity

California's community colleges will eliminate the achievement gap.

Access

California's community colleges will close participation rate gaps.

California Community Colleges Chancellor Jack Scott recently announced that the state board of governors launched a student success task force to develop a strategic blueprint to help community college students to succeed. He said: “California stands ready to lead the nation in developing innovative reforms to foster improved certificate and degree completion rates. Attaining a college degree is a key indicator of how an individual will fare over his or her lifetime. Community colleges are on the front line of serving all students seeking a degree; however, many of these students must overcome significant life challenges in order to graduate. Ensuring access to higher education is only half of the equation, equally important is granting students a legitimate opportunity to succeed upon entering the classroom.”

To meet this goal by 2020, California’s community colleges will need to at least double the number of completions. This means that Saddleback will need to double its number of degrees, certificates, and transfers over the next decade—and together we can achieve this critical goal. Beginning this fall, our college will embark on a campus-wide effort to discuss what’s at stake and begin the conversation of how our entire campus can take part in improving our completion rates.

Student Success Profiles

At commencement we recognized the success of 2,453 graduates (an increase of more than 11 percent over the prior year), with 1,472 graduates earning associate degrees and 981 earning certificates of achievement. Let’s take a look at a few of our recent graduates, whose stories epitomize what our success efforts are all about.

Lori Harris grew up in Seal Beach, California where she enjoyed a safe, small-town environment. She found love at an early age and married Bret, a City of Los Angeles firefighter, with whom she raised five children. After nearly 14 years of marriage, cancer took away her husband and father of her children which severely altered Lori and her family’s future.

Lori decided to attend Saddleback, and we helped her find possibilities that she previously didn’t think

were within reach. In the face of uncertainty and sorrow, she and her children regained optimism and hope as they began to rebuild their future one day at a time. Wanting to set a good example for her children, Lori maintained a 4.0 grade point average and served as vice president of the Phi Theta Kappa Honor Society. She graduated summa cum laude with an associate of arts degree in psychology and was selected by student government leaders as the 2010 student commencement speaker.

Lori is continuing her studies at the University of California, Irvine and plans to attend law school after completing her bachelor of arts degree. Lori said, “The greatest honor I can receive will come from my children as they hold my hand when I take my last breath, and say the words they spoke to their father: ‘We know you loved us; job well done!’”

Saddleback positively influences the lives of thousands of students like Lori each year. Our dedicated faculty and staff are what make the difference for our students. Last year, we received a copy of a letter sent from student Laura Chapman to counselor Doug Barr. Laura was involved in student government, and she thanked Doug for being readily available and taking the time to write her a personal letter of recommendation for transfer. She mentioned that Doug greatly influenced her and his encouragement and positive attitude helped her to transfer to UC Davis. It was also because of Doug that she tried out for the women’s soccer team, which was a life-changing experience for her.

Student Sean Couevas is an air force veteran who experienced a traumatic brain injury that led to a post-concussive disorder. With the assistance of our new VETS program, Sean flourished at Saddleback, serving in student government and volunteering his time at drug recovery homes. Sean graduated with a 3.85 grade point average and transferred to Columbia University where he plans to major in film studies and eventually attend law school.

Another student veteran is Jim Curtella, who served in the Marine Corps and chose Saddleback specifically for our comprehensive support services

for veterans. Jim wanted to get into the health care field and chose the college's new medical laboratory technician program based on a recommendation from one of his professors. He was the first student to enroll and earn an associate of science degree in this new program and he plans to continue his studies and earn a bachelor's in clinical laboratory science.

Former Saddleback quarterback Sean Reilly is currently battling for the starting position at the University of Nevada, Las Vegas (UNLV) where he transferred after receiving a full scholarship. Sean first entered the Saddleback football program as the backup quarterback a season ago and quickly took over the starting spot. He ended up setting multiple records during the course of the year, throwing for 2,323 yards and 20 touchdowns in leading the Gauchos to a number two seed in the Southern California playoffs. In addition to his exploits on the field, Sean was a leader in the classroom, finishing with a 3.34 grade point average and being named to the Southern California Football Association Scholar Team. He was one of 10 Saddleback athletes to make the scholar team, which was more than any other community college in the southern half of the state. Sean said: "Saddleback gave me a fresh start both on the field and in the classroom. The college opened my eyes to what the community college experience should be, and they taught me about the value of an education and provided me with avenues to be a better student."

Sean is just one example of the success of Saddleback's student athletes. Last year, over 30 percent of the college's 332 student-athletes were named to the college's honor roll, including 14 with a perfect 4.0 grade point average. Over the past two years, our student-athletes have been awarded more than \$5 million in scholarships, and an astounding 83 percent of them have transferred to four-year colleges and universities. The extraordinary success of our student-athletes is primarily attributed to the premium our faculty and administrators place on student academic achievement. Saddleback is committed to replicating this success throughout the college, and with the help of our student success efforts over the coming years we will be there.

Faculty and Staff Make the Difference

The achievements made by the students mentioned above, as well as the achievements made by thousands of our students each year, are a direct result of the outstanding support provided by our faculty and staff. Each year our college recognizes a few people who stood out, and this past year we recognized five stellar individuals. Arguably the greatest recognition our faculty can receive is the annual professor of the year awards bestowed by our students. Last year, our students selected Dr. Kris Leppien-Christensen as professor of the year and Teresa Bear as associate professor of the year. Dr. Leppien-Christensen is a professor of psychology who has only been with Saddleback since 2005 but has greatly distinguished himself with students and colleagues alike. His dedication and enthusiasm can be best described by students who say he is "amazing," "approachable," and "inspiring." One psychology student commented that Dr. Leppien-Christensen "was one of my biggest cheerleaders at Saddleback."

Associate Professor Bear, a Saddleback alumna, has been teaching chemistry at the college part-time since 2007, but she was recently hired by the college to be a full-time tenure-track professor. She truly identifies with her students and recently said: "I have a passion for teaching and a heart for the students at Saddleback. I was one of those students 18 years ago, and my experience at Saddleback with a couple of professors changed the course of my life, for which I am so grateful."

The college also recognized three individuals with the annual President's Award for Innovation and Leadership. Elizabeth Horan, distance education librarian, was selected as the faculty recipient for her innovative efforts over the past year in providing online resources for students and faculty. She created numerous tutorial videos that not only can be found on our college website, but also on YouTube. Our classified staff recipient was Don Lindboe for his incredible leadership and tireless efforts for our student veterans under the new GI Bill benefit program that is more complex and requires much more work. Our management recipient was Estella Castillo-Garrison, director of community

education, who made impressive gains for our college last year including expanding community education programs, spearheading Junior Gauchos at local elementary schools, and creating a new and exciting headquarters office in the village.

Transfer Success

When talking about student success, transferring to a four-year college or university is one of our top priorities. One of the college's four strategic directions identified in our strategic plan is to "excel in college transfers" by increasing student transfers to four-year colleges and universities. This year, Saddleback had over 1,700 students transferring to four-year colleges and universities, which ranked us 10th highest in the state out of 112 community colleges. We also ranked first in Orange County for transfers to private and out-of-state institutions, as well as first in transfers to USC, Arizona State University, Brigham Young University, UC Santa Barbara, and San Diego State University, among many others. This past year we saw a 100 percent increase in transfers to UC Berkeley alone, and our honors students have the highest rate of acceptance to UCLA than any other community college in Orange County.

While we are off to a great start in this first year of strategic plan implementation, we still have a long way to go, especially if we are going to meet the challenge of the state's goal of doubling completions by 2020. Working in conjunction with the academic senate, our transfer center has had much success in creating new degrees in transfer following the passage of Senate Bill 1440, the Student Transfer Achievement Reform Act, which creates an associate degree for transfer that guarantees admission with junior standing to the CSU system. The new law provides students who earn these degrees priority admission to a CSU campus and prohibits the CSU from requiring students to repeat courses that are similar to courses completed as part of the community college associate degree for transfer. We greatly applaud this new legislation, and we applaud our academic senate which has already added two transfer degrees in psychology and sociology to our curriculum. We look forward to creating several more new transfer degrees over

the coming year which will provide a tremendous benefit to our students while increasing our college transfer numbers.

We are also pleased to announce that Saddleback has been selected by CSU Long Beach to be one of nine community colleges participating in its Science, Technology, Engineering, and Mathematics Transfer Admission Pathway (STEM-TAP) program. Saddleback students who enroll in this program will be guaranteed admission to CSU Long Beach in non-impacted STEM majors including all engineering majors and all science majors except biology.

Online Education and Learning Resources

The newly established division of online education and learning resources provides an epicenter of learning support and opportunities for all faculty, while spearheading many of our student success efforts. Over the summer, a new faculty center in the Center for Instructional Design and Distance Education (CIDDE) was renovated to provide a more optimal learning environment for faculty in strengthening teaching techniques and using instructional technology for on-campus and online classes. CIDDE also launched a very successful and well-attended iTech Expo that included a week-long series of classes on instructional technology. The new division conducted six orientations for associate faculty which consisted of a general overview of college processes and resources, campus technology such as the use of Blackboard and MySite, and tours of the campus. A new associate faculty website was recently created to provide part-time faculty with a wealth of college information conveniently located in one place. The new division's theme throughout the coming year will be to create a "culture of learning" among our diverse campus groups. Through the Institute for Teaching and Learning we will be establishing and implementing learning communities among our faculty to discuss best teaching practices along with offering individual and group workshops on teaching technologies.

In an effort to better support students, the new division will identify strategies to address student

learning needs in both on-campus and online classes. A new website on student resources will be created and maintained as a way to centralize student information. On-campus and online tutoring will lend support to our students and emphasis on study groups will create learning communities among our students with direct support from faculty. This new division is already making a tremendously positive impact on our faculty and students and we look forward to many more future contributions.

Campus Facilities

A key element for ensuring student success and being the first choice for students is the quality of our campus facilities. As identified two years ago in the college's 20-year capital and scheduled maintenance needs plan, Saddleback's biggest challenge is how to fund its tremendous backlog of maintenance and deferred renovations that continue to plague the campus. Until this problem is resolved, Saddleback's programs will be adversely impacted and many prospective students will opt for other colleges in the area that have superior facilities.

Last year the board of trustees approved funding for the much needed and long awaited new sciences building that will house our astronomy, biology, chemistry, geology, marine science, and physics departments. The board of trustees also approved initial funding for renovation of the technology and applied sciences building. Both projects are in various stages of design with completion expected in 2013.

After much anticipation, the renovation of the James B. Utt Library and Learning Resources Center is almost complete, with a final move-in date for 2012. The 90,000-square-foot building will provide a state-of-the-art teaching and learning environment, with the first floor designed for instruction, the second floor housing a comprehensive academic support center including our learning assistance program, interdisciplinary computer center, reading lab, language lab, library reference, audio visual reserve, and writing center, and the third floor dedicated to the college library and offices.

Over the past year, we have undergone a comprehensive and college-wide process for updating our five-year education and facilities master plan. The state facilities planning manual states that a college master plan is defined as a comprehensive planning document encompassing all functions of the college. Given the complexities of most communities, the master planning process is not a step-by-step, linear process but a dynamic process consisting of a mixture of methods. Information and ideas are exchanged at every level, combined and recombined, until a particular approach emerges as a good choice. That approach is developed, often leading to new ideas and combinations, until a feasible plan is constructed and accepted. The master plan must be idealistic enough to inspire improvement and change and realistic enough to be implemented successfully over time. Saddleback, in partnership with the district, has developed a successful master plan that, if closely followed, will greatly put the college back on track to having world-class facilities to match its world-class programs.

Personnel Update

Saddleback is pleased to welcome 17 new full-time tenure-track faculty beginning in the fall. However, in May we were saddened to say farewell to 30 retiring faculty who together served a total of 829 years at Saddleback. These faculty include Jo Ann Alford, Cheryl Altman, Alda Babusek, Barbara Belyea, Nancy Bessette, Brenda Bruno, Christina Carroll, Claudia Cline, Walt DeAgüero, Pete Espinosa, Patrick Fennell, Bob Ferguson, Petrina Friede, Ginny Giguere, Carolyn Gillay, John Hodges, Zane Johnson, Jill Lagatta, Jeanne Mazique, Miki Mikolajczak, Susan Nawa-Raridon, Linda Newell, Terry Newman, Bob Parsons, Ken Patton, Mike Reed, Kathleen Smith, William Summers, Kazumitsu (Kaz) Tarui, and Danuta Zakrzewski.

Professor Bob Parsons was the last remaining member of the college's "first faculty" who began teaching full-time at Saddleback when we first opened our doors to students in 1968. Bob had a distinguished career at the college as a professor of physics for the past 43 years and was named professor of the year in 2005. Congratulations to

Bob and to all of our retiring faculty. Thank you for your many years of dedicated service to our students, college, and community.

This past year has brought many changes to our district, and most notably the arrival of Chancellor Gary Poertner. As the former deputy chancellor, Gary has always been highly respected and admired in the district and Saddleback is pleased to be working with him. We also welcome Dr. Debra Fitzsimons as the district's new vice chancellor of business services. Previously she served as vice chancellor of administrative affairs for the University of Hawaii at Hilo and vice president for business and finance at Southwestern College.

We've also seen some changes on our board of trustees. After Trustee Don Wagner was elected to the California State Assembly, we were pleased to welcome T.J. Prendergast, III who was elected to the board as Don's replacement and now serves as vice president of the board. We were also pleased to welcome Dr. Frank "Mike" Meldau who was selected by the board to replace long-serving Trustee John Williams who stepped down in December. Both new trustees have shown tremendous support for Saddleback and higher education, and we look forward to a long and rewarding working relationship with them both. We also congratulate Trustee Nancy Padberg who was elected president of the board and Trustee Marcia Milchiker for being elected clerk—both of these trustees have served the district and college well for many years and we appreciate their dedicated commitment and leadership.

At Saddleback, we've welcomed some wonderful new changes and faces to our management team. Dr. Patricia Flanigan, the former dean of social and behavioral sciences, is now the dean of our new division of online education and learning resources. Taking over for Dr. Flanigan is Dr. Bruce Kinghorn who will serve as interim dean of social and behavioral sciences. Dr. Kinghorn brings a wealth of knowledge and experience, having most recently served as the instructional dean of humanities at American River College in Sacramento. Dr. Kinghorn is also a proud veteran with

more than 30 years of military service with the Air Force Reserve, Navy Reserve, and Army National Guard. We strengthened our economic and workforce development efforts with the addition of Dean Rocky Cifone heading up our division of business science and economic and workforce development, and Tracy Daly serving as director of economic and workforce development. Christian Alvarado joined us as our new director of financial assistance, having previously served as assistant director of financial aid at Mt. San Antonio College. Our new director of the college's student health center is Jeanne Harris-Caldwell who was the director of patient care services for Saddleback Memorial Medical Center and also serves as an associate faculty member in nursing at Saddleback, as well as being an alumna of the college.

Accreditation Maintained

Accreditation is the process for the evaluation of colleges and universities used by the higher education community. It is a quality assurance process through which institutions collectively set standards for good practice, conduct peer-based evaluations of institutions on a regular basis, confer accredited status on institutions, and make the results of accreditation review of institutions known to the public. All accredited community colleges must complete an accreditation self-study every six years that is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, which follows up with an accreditation team site visit to the college to determine whether accreditation will be maintained.

Last year Saddleback completed a highly successful accreditation effort. Not only was the college's accreditation maintained by the ACCJC, but the college received six specific commendations:

1. The ACCJC commends the college for the positive change in campus climate. The team observation of Saddleback was that of a college and its community of faculty, staff, students, and administrators to be academically and programmatically engaged, creative, and optimistic with respect to their institution. The

pride everyone has in the campus connection to the community, the transfer rate, and esprit de corps is notable.

2. The ACCJC commends the college for its development of a 20-year facilities needs assessment that includes scheduled maintenance, renovation, and new buildings.
3. The ACCJC commends the college on the leadership role the academic senate and its committees have taken in championing the development and implementation of student learning outcomes and program reviews.
4. The ACCJC commends the college for its efforts in strategic planning and integrating that with the college resource allocation process.
5. The ACCJC commends the college faculty and staff who support the Center for Instructional Design and Distance Education to ensure quality online and mediated instruction.
6. The ACCJC commends the college for creating and institutionalizing a transfer culture on campus and the transfer center staff's commitment to a leadership role in supporting students' success.

Our successful accreditation efforts were due to the tremendous support of all students, faculty, staff, and management. The ACCJC visiting team stated that it "perceives the college and its community of faculty, staff, students, and administrators to be thoughtful, creative, caring, and very optimistic." However, the ACCJC did issue a warning with six recommendations for the district that require a follow-up report and ACCJC visit in fall 2011. The district, under the leadership of Chancellor Poertner, has been conscientiously working with the college to address these recommendations, and we are fully confident that the ACCJC will be satisfied.

Fiscal Update

There is no debate about it—California, as well as the nation, has serious financial problems. The governor and state legislature approved a budget in June that closed the state's remaining \$9.6 billion deficit

with no additional cuts to the community colleges beyond the \$290 million originally proposed in the governor's January budget. Chancellor Scott stated, "The budget passed today falls short of our hopes for a balanced, long-term solution. I understand that lawmakers were required to get a budget out by June 15th and I am relieved that the community colleges did not incur cuts beyond the \$290 million already proposed. However, with this budget plan, the California Community Colleges will have sustained more than \$800 million in cuts over the last three years. In the 2009-10 academic year, the system sustained \$520 million in budget cuts which equated to 8 percent of its overall budget. With the additional \$290 million in reductions proposed for the 2011-12 academic year, it is estimated that at least 140,000 additional students will lose access due to further course section reductions and the elimination of some career training programs."

Chancellor Scott also noted that with statewide unemployment at 11.9 percent, masses of jobless Californians are enrolling in community colleges in order to access the training they need to return to work. Additionally, students displaced from the UC and CSU systems due to restricted admissions are arriving at community college campuses by the tens of thousands to begin their higher education. "Our colleges are attempting to meet enrollment demands but they cannot do so without sufficient resources," said Chancellor Scott. The demand for a community college education is continuing to outstrip resources. The California Community Colleges would have naturally grown by at least 5.5 percent in 2009-10, but instead, decreased funding caused the system to shrink by 4.8 percent. In fact, over the past 15 years enrollment at the California Community Colleges grew 44 percent, yet per student funding in 2009-10 (adjusted for inflation) was lower than it was in 1995-96.

Saddleback's fiscal situation is much stronger than most other community colleges in the state. Beginning in 2007-08, when it became clear that the state would be facing serious financial difficulties, the college planned accordingly and revised its budget practices in preparation for potential cutbacks. The college has greatly limited the addition of new staff and management positions,

even though there have been significant workload increases and greater program needs. The college also embarked on a multi-year effort for identifying and implementing greater operating efficiencies and has significantly increased its efforts for securing alternative resources. However, the college's state-funded categorical programs have been cut by \$1.86 million (47.5 percent overall), and although we have backfilled some of these cuts with general funds, these programs have experienced an overall reduction of approximately 30 percent while student needs have increased significantly. The state also cut our district's partnership for excellence funds resulting in over \$3 million in annual reductions. In addition, students will have to pay \$10 more per unit (38 percent increase) beginning in the fall with the strong likelihood that the state will again increase fees an additional \$10 per unit in the spring.

Meanwhile, since 2007-08 the college has experienced a 9.8 percent increase in full-time equivalent students (FTES) but was only funded for 2.2 percent. Consequently, the budget pressures mentioned above coupled with substantially increased demands placed on faculty, staff, and management to accommodate more students has raised serious questions about the ability of our college to significantly improve student success rates and effectively following the state's intent for community colleges to prioritize transfer, degrees, career technical education, and basic skills.

A continuing unfunded need requiring attention is our 20-year capital and scheduled maintenance needs plan that identifies college scheduled maintenance, renovations, and capital projects. The district and college are currently working to refine this plan, and a new basic aid board policy is being developed. These are two welcome developments that will assist the college in budget and facility planning. The existing plan calls for \$7.28 million in 2010-11 and \$11.25 million in 2011-12 for scheduled maintenance expenditures alone, but the college is only able to allocate approximately \$2 million each year resulting in an unfunded balance of \$5.28 million and \$9.25 million, respectively. If this plan is not followed, college facilities will continue to deteriorate due

to inadequate maintenance and the quality of our programs will be adversely impacted.

In these challenging times, it is more important than ever for public sector organizations to learn how to generate alternative revenues to backfill declining state and federal funding. Saddleback is committed to diversifying its funding base by expanding external resource development efforts including grants, philanthropic donations, partnerships, and fee-based services. This past year, Saddleback was one of 33 community colleges in the state who successfully met or exceeded its fundraising goal under The Bernard Osher Foundation scholarship-match program. As a result, the Saddleback College Foundation has added over \$1.5 million to its endowment, essentially quadrupling the size of its total endowment in less than three years. This effort will provide as many as 80 annual \$1,000 student scholarships in perpetuity.

Saddleback was recently selected as one of five colleges in the state to receive training from the Academies for Social Entrepreneurship, an effort sponsored by the Foundation for California Community Colleges and The California Endowment to prepare community colleges to be more entrepreneurial. A small team of college managers and administrators will attend monthly workshops providing training on how to create earned-income opportunities for our college—in other words, how to develop projects that will generate additional revenues.

Being the First Choice

Saddleback can be “the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.” The college is well-positioned to capitalize upon the strength of our faculty and academic programs to be the premier institution of higher education and training in south Orange County and beyond. By increasing our student success rates, namely expanding the number of degrees, certificates, and transfers, we will contribute to our state and nation's higher education goals while supporting our economy. We certainly have our work cut out for us, but we are confident that we will rise to the occasion.

Update on Top 10 Projects for 2010-11

1. **Accreditation Reaffirmation**

(Partially achieved) While Saddleback received a glowing review from the ACCJC, we are working with Chancellor Poertner to address six district recommendations.

2. **Begin Design Phase for New Sciences Building**

(Achieved) Thanks to Chancellor Poertner and the board of trustees, funding was allocated for this important construction project and final architectural plans are being developed.

3. **Address Funding for 20-Year Capital and Scheduled Maintenance Needs**

(Partially Achieved) District services is leading an effort to finalize a 20-year plan for the district that should be completed by the end of the year.

4. **Develop Management Team and Organizational Structure**

(Partially achieved) The board of trustees approved the college's management reorganization in fall 2010, but it has not been fully implemented while district services completes a district-wide classification study. Meanwhile, a new dean of online education and learning resources and new director of economic and workforce development have been hired.

5. **Implement 2010-13 Strategic Plan**

(Partially achieved) The college has moved forward with implementing its strategic plan.

6. **Continue Identifying and Implementing Efficiencies**

(Partially achieved) The college has continued to increase efficiencies, in particular with identifying external resource opportunities and enhancing the delivery of student support services.

7. **Economic and Workforce Development**

(Achieved) The arrival of a new dean of business science and economic and workforce development and new director of economic and workforce development have launched our renewed efforts to expand and strengthen our economic and workforce development program that included holding the college's first president's forum on workforce development.

8. **Raise \$220,000 for Osher Scholarship Match**

(Achieved) The Saddleback College Foundation completed a highly successful campaign raising \$795,000 that will be matched 100 percent by The Bernard Osher Foundation, resulting in a total increase of over \$1.5 million to the foundation's scholarship endowment which will provide over 80 students with annual \$1,000 scholarships in perpetuity.

9. **Increase Alumni Outreach**

(Partially achieved) For the first time in the college's history, we have a database of our more than 500,000 alumni giving us new outreach opportunities that are enhanced by our newly revised alumni and foundation websites and social networking tools.

10. **Produce Education and Facilities Master Plan**

(Achieved) The college and district completed a highly successful education and facilities master plan process that allowed substantial input from the college community and will guide our construction and renovation efforts over the next five years and beyond.

Top 10 Projects for 2011-12

1. **Student Success Meetings**

The college will hold campus-wide meetings to discuss student success. We must bring together our entire college community to discuss what's at stake and begin the conversation of how the whole campus can take part in our student success efforts.

2. **High School Partners**

The college will develop and implement a comprehensive pilot program with local high schools to enhance student preparedness and success while marketing the college to prospective students.

3. **Accreditation**

The college's accreditation will be reaffirmed after addressing the ACCJC's recommendations for the district and submitting a successful follow-up report in preparation for a second team visit in the fall.

4. **Major Facility Projects**

The college will complete renovation of the James B. Utt Library and Learning Resources Center and finalize architectural designs for constructing the new sciences building and for renovating the technology and applied sciences building.

5. **New Faculty Center**

The college will renovate the Center for Instructional Design and Distance Education (CIDDE) to provide a more optimal learning environment for faculty to strengthen teaching techniques and use instructional technology for on-campus and online classes.

6. **Capital Campaign**

The Saddleback College Foundation will initiate a major capital campaign to raise external resources for renovation of the athletic stadium and construction of a new wellness center.

7. **Alumni Outreach**

The college and the Saddleback College Foundation will reach out to all of our more than 500,000 alumni for the first time in history.

8. **Economic and Workforce Development**

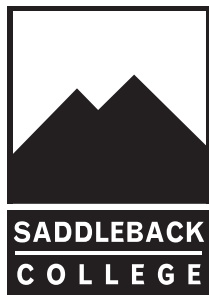
The college will survey the south Orange County community to assess its economic and workforce training and development needs.

9. **Student Success Technology**

Saddleback will implement new technologies to facilitate greater student success while realizing significant efficiencies.

10. **Advanced Technology and Education Park (ATEP)**

Saddleback will establish a vision for the college at the district's ATEP development project in Tustin.



28000 Marguerite Parkway
Mission Viejo, CA 92692
(949) 582-4500
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