

Would you like to read the complete Accreditation Self Study? You can find it on the Saddleback Accreditation website:

<http://www.saddleback.edu/accreditation>



Our Vision

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

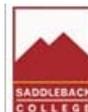
Our Mission

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Our Values

Saddleback College embraces:

- **Commitment**
We commit to fulfilling our mission to serve the south Orange County community.
- **Excellence**
We dedicate ourselves to excellence in academics, student support, and community service.
- **Collegiality**
We foster a climate of integrity, honesty, and respect.
- **Success**
We place our highest priority on student learning and delivering comprehensive support for student success.
- **Partnership**
We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.
- **Innovation**
We anticipate and welcome change by encouraging innovation and creativity.
- **Academic Freedom**
We endorse academic freedom and the open exchange of ideas.
- **Sustainability**
We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.
- **Inclusiveness**
We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.
- **Global Awareness**
We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.



SADDLEBACK COLLEGE
YOUR PATH TO THE TOP



Accreditation 2010 Information Guide

Accreditation (ə-ˌkre-də-ˈtā-shən), noun.

The process of recognizing (an educational institution) as maintaining standards that qualify the graduates for admission to higher or more specialized institutions or for professional practice (*Merriam-Webster's Dictionary*).

Accreditation Team Visit:
October 18-21, 2010
Accreditation Visiting Team Chair:
Dr. Joan Smith,
Superintendent/President
Columbia College

What Is Accreditation?

Accreditation is the voluntary 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.

Through accreditation, the higher education community shoulders the responsibility for monitoring the quality of the programs and services of member institutions. Agencies that develop and apply standards are called accrediting commissions. Accrediting commissions were created by the collective group of institutions that wished to engage in the quality review and assurance process, and those institutions were and are referred to as the member institutions of a commission.

The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree-granting institutions in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. ACCJC is one of three commissions under the corporate entity known as the Western Association of Schools and Colleges (WASC).



The Site Visit

Colleges receive reaffirmation of their accreditation every six years. A Self Study report is written by the College undergoing the reaffirmation process and submitted to the ACCJC. This is followed by an Accreditation Team site visit. The purpose of the site visit is to confirm that the College operates as reported in the Self Study and according to standards and best practices as determined by the ACCJC. The Accreditation Team will be composed of administrators and faculty from other colleges, so they will be able to provide an outside peer perspective on Saddleback College's strengths and weaknesses.

Your Role in the Site Visit

Accreditation is the responsibility of every member of the College community. From the beginning, the process for the Self Study review has been inclusive and transparent, and has benefited from the participation of individuals across the campus, including students, faculty, classified staff, classified managers, administrators, and district representatives. Your continued participation is necessary through the site visit in October. Below is a list of what you should do in preparation for the visit:

- ✓ Read this information guide, which will give you an overview of the Self Study report.
- ✓ Read the complete report at <http://www.saddleback.edu/accreditation>
- ✓ Talk with others about the strengths and weaknesses of your program or area, and be prepared to engage in an open and honest dialogue with the visiting team members.
- ✓ Attend scheduled meetings with members of the Accreditation Team. Information on the dates and times for these meetings will be provided closer to the week of the visit.

Organization of the Self Study

Saddleback College began preparing for the Accreditation Self Study in Fall 2008, twenty-three months prior to our scheduled visit in October 2010. Dr. Rajen Vurdien, who was then Vice President for Instruction, served as the Accreditation Liaison Officer. The Accreditation Self Study Steering Committee was co-chaired by Dr. Vurdien and Dr. Bob Cosgrove, President of the Academic Senate. Due to Dr. Vurdien's departure from the College in June 2010, Dr. Donald L. Busché, Acting Vice President for Instruction, took over Dr. Vurdien's role as Accreditation Liaison Officer and Steering Committee Co-chair.

The Committee has met every two weeks since November 2008, actively overseeing the entire Self Study process. Standard Chairs were appointed, and committees for each standard were constituted in January 2009, following an in-service presentation on the process for the entire College community.

Throughout the entire process, measures were taken to ensure that the voices of all constituent groups were heard and that the entire College community was focused on accreditation. Below is a time line of the Self Study process.

Accreditation Self Study Time Line

Fall 2008

1. Accreditation Self Study Steering Committee established.
2. Time line developed.
3. Standard chairs appointed.
4. Prepared for Spring 2009 in-service,

Spring 2009

1. Accreditation kickoff held during in-service.
2. Committees for each standard were constituted.
3. Each standard analyzed.
4. Reviewed past plans of actions, evaluations, and recommendations from letters and reports not addressed

from the Fall 2004 visit.

5. Identified data and coordinated with District and College to establish data needs.
6. Reviewed previous Employee Survey and made necessary changes for the 2009 version.
7. Administered Employee Survey.
8. Presented Survey results to the Steering Committee and the four Standard Chairs.

Summer 2009

1. Prepared the Fall 2009 in-service.
2. Analyzed Employee Survey results.
3. Drafted descriptive summary of standards.
4. Began work on Self Study.

Fall 2009

1. Reviewed and disseminated Employee Survey results.
2. Completed the first draft for each of the four standards.
3. Began editing first draft of each standard.
4. Planned for publication arrangements.
5. Prepared for Spring 2010 in-service.

Spring 2010

1. Presented the first draft of each standard to the College community at the Spring 2010 in-service for input.
2. Held Collegewide meetings to receive feedback from the College community on first drafts.
3. Discussed feedback and revised Self Study report as needed.
4. Completed the second draft of the Self Study report.
5. Edited the completed second draft of the Self Study report.

Summer 2010

1. Presented final report to the Board of Trustees at June Board meeting.
2. Published and distributed final Self Study document.
3. Acquired necessary signatures.

The Standards

Standard I – Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard II – Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard III – Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard IV – Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designed responsibilities of the governing board and the chief administrator.

Abstract of the Self Study

Standard I: Institutional Mission and Effectiveness

I.A. Mission

The Saddleback College mission is reviewed annually as part of the Strategic Planning Process, and revised as necessary. The last major revision was in 2009. The College's Mission Statement describes its educational purpose, which is to enrich its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success. It identifies its intended population as students who seek a dynamic, innovative, and student-centered postsecondary education, academic degrees, career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning. Along with the College's vision and values, its Mission Statement is central to all institutional planning, decision-making, and resource allocation processes on campus. Course-, program-, and institutional-level Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs), as well as Program and Administrative Unit Reviews, are aligned with and supported by the College mission.

I.B. Improving Institutional Effectiveness

The continuous improvement of student learning and institutional effectiveness has been a central focus on campus since the last Accreditation Self Study. Dialogue in regard to student learning and institutional effectiveness is broad-based and open to all interested constituents. Outcomes are assessed at the course, program, student support, administrative services, and institutional levels. Program and Administrative Unit Reviews use the data from outcomes assessment in the evaluation of programs and administrative units, and they contribute to planning, goal-setting,

and decision-making on campus. Program and Administrative Unit Reviews, as well as various planning documents such as the Facilities Master Plan, the Educational Resource Plan, and the Technology Plan, are integrated into the College's strategic planning process, which occurs on a three-year cycle. The growth in the Office of Planning, Research and Grants (OPRG) has made it possible for all groups on campus to demonstrate evidence of the achievement of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs). Data that describes the quality of our students, programs, and institution are communicated with appropriate constituencies. The College has developed a fully integrated and systematic plan of evaluation, planning, implementation, and reevaluation of student learning and institutional effectiveness based on reliable data.

Standard II: Student Learning Programs and Services

II.A. Instructional Programs

In accordance with the College's mission and vision, the College emphasizes providing high-quality instruction in basic skills, career technical education, transfer curriculum, and training for business and industry. To accomplish this, the College offers extensive credit and noncredit courses and programs in response to feedback from the College community related to students' current and future needs. Instructional programs are based on the ongoing implementation, monitoring, and evaluation of SLOs at the course, program, and institutional levels. Besides the Saddleback campus, the College offers courses and programs at a variety of community-based sites and via distance education. In addition to online and hybrid courses, short-term intensive, late-start courses, and self-paced courses provide learning opportunities for students with varied schedules and learning styles. The College provides a variety

of opportunities for student success by offering programs and courses that emphasize basic skills, transfer, career and technical education, and lifelong learning.

The quality of the instructional programs is assured through regular and systematic assessment and evaluation in regard to currency, relevance, instructional materials, learning strategies, assessment methods, and the achievement of SLOs. Curriculum development and review is faculty-led and involves the cyclical evaluation of all courses and programs offered at the College. The updated Program Review Process, with SLO assessment at its core, provides the framework for systematic and continuous monitoring, improvement, and planning.

II.B. Student Support Services

The College provides a comprehensive range of student-support services, all focusing on student success. Regardless of the modality of instruction, the College strives to provide equivalent access to support services to all students. The College utilizes direct contact and technology-based methods to provide access to all student-support services. The quality of student-support services is assured through the assessment of AUOs in order to evaluate and improve student learning, progress, and success. All student-support units also undergo a review process, with AUO assessment at its core, to provide for systematic and continuous monitoring, improvement, and planning.

II.C. Library and Learning Support Services

The College provides library services and learning-support services that assist students, faculty, and staff both onsite and online. The Library Building is currently being remodeled, which has necessitated the relocation of onsite resources to temporary facilities on campus. However, the Library relocation has not affected service to the College community since active services continue to be available and significant resources are available online. These resources include more than 90,000 print and e-books, 130 print periodical

subscriptions, and in excess of 10,000 full-text periodicals accessed via 16 subscription databases. The Library promotes its resources to students, faculty, and staff through instruction, orientations, in-service presentations, information competency workshops, College publications, the Library Web page, and various print materials. To contribute to student success, the Learning Assistance Program (LAP) provides peer tutoring in all academic subjects, tutor training, and various workshops. Tutoring services are available onsite and, through a pilot project, online. Other learning-support services exist outside the Library in the Reading Lab, the Language Lab, the Writing Center, and the Math and Science Lab.

After the Library remodel, all of these services will be consolidated within the Library. The College provides access to computer technology in the Library, the LAP, and the computer lab, as well as in the learning labs on campus.

Standard III: Resources

III.A. Human Resources

The College recruits qualified personnel who are hired with the purpose of supporting student learning and student success. Clear and comprehensive policies and procedures are developed by the Board of Trustees and Human Resources covering the recruiting, interviewing, and hiring of all personnel. These policies were developed to ensure that the College recruits, develops, and retains the best-qualified personnel available in accordance with law, as well as to ensure the equitable treatment of all potential and existing personnel.

The College's hiring selection process for all employment categories ties hiring to the College mission and the Strategic Plan, with primary importance given to the improvement of student learning and institutional effectiveness. All personnel are fairly and systematically

evaluated through a process overseen by Human Resources.

The College has sufficient numbers of full- and part-time faculty, staff, managers, and administrators to support the mission of the institution, and it is committed to ensuring that the necessary personnel are hired and maintained in order to move toward its desired future through its Strategic Planning Process.

III.B. Physical Resources

The College has invested significant resources into its facilities since the last Accreditation Self Study. The new Health Sciences Building has been completed and occupied, the Business and General Studies Building has undergone a major retrofit, a classroom cluster has been added on the College lower campus named "The Village," and a major retrofit of the Library Building is currently under way.

Since 2004, \$125 million has been allocated to the College for capital projects, and an additional \$18.5 million has been spent from the College general fund during that time period. Moreover, the College, in conjunction with the District, is currently working on implementing a 20-year Facilities and Scheduled Maintenance Plan in order to ensure that our buildings are adequately maintained to assure access, safety, security, and a healthful learning and working environment.

III.C. Technology Resources

For some time, the College has recognized the importance of technology for a twenty-first century education, and as a result, the technological resources of the College have been given a high priority. Over the past several years, many technological advances have occurred on campus, such as the addition of 183 wireless access points allowing students and staff Internet access throughout the campus, the installation of permanent media systems in 99 percent of all classrooms, the deployment of virtual server technology, and the ability to regularly and securely back up all College data on a central

storage area network (SAN).

The College's Innovation and Technology Center (ITC) is responsible for College hardware and software planning and acquisition for use by students, faculty, and staff, and it provides technical support and training for faculty, staff, and managers. Currently, ITC services over 1090 computers in 26 labs on campus, all classroom computer and media centers, as well as the desk computers of all College employees.

The College has increased its online education significantly since the last Accreditation Self Study, and a new technical support area for distance education and instructional design has been established and staffed: the Center for Instructional Design and Distance Education (CIDDE), which is housed in the BGS Building. This Center also provides classes and training year-round for faculty and staff in the areas of technology and innovation. In conjunction with the growth of distance education, the College has also expanded its online resources for students, faculty, and staff.

III.D. Financial Resources

Saddleback College is a part of the SOCCCD, which is a Basic Aid District. The Board of Trustees has adopted budget development guidelines that are designed to maintain the financial integrity of the District and the College. The District has no debt, and future liabilities for post-employee benefits are fully funded. External audits are routinely positive.

The College has efficiently and prudently managed its financial resources. As a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional planning. Internal controls are in place to ensure the integrity of the budget and expenditure process, and budgets are monitored to ensure accuracy and integrity.

The College revised its budget development process in 2009 with the creation of the Planning and Budget Steering Committee (PBSC), which has representation from all College constituencies. The role of PBSC is to ensure the integration of institutional planning with the budget development process. College planning and budgeting processes are transparent, with all constituent groups extensively involved at all levels of the process.

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

Since the last Accreditation Self Study, significant advances have been made at the District and College levels to provide for effective participation of all College constituencies in important discussions and decision-making processes. It was necessary to reconstitute governance committees, establish new committees, and develop a renewed awareness of the fundamental right of each constituent group to contribute in an effective and collaborative manner in the decision-making processes of the College and the District. The roles and responsibilities of each group have now been institutionalized through formal means, such as statute, board policy, administrative regulations, and collective bargaining agreements, and through less-formal means, such as standing committees, cabinets, and councils. The committee structure of the College is documented in the Governance Manual, which was updated in 2010.

Beyond the formalized roles, Saddleback College constituent groups have worked hard toward building a climate of trust, respect, and openness. This mutual respect makes possible open dialogue and an ongoing commitment to participatory governance.

Planning Agendas

Through the Self Study evaluation process, the following planning agendas have been identified by the College:

Standard I – Institutional Mission and Effectiveness

None

Standard II – Student Learning Programs and Services

- The College has identified the need for leadership in developing its distance education programs and has created the Director of Online Education and Instructional Technology Training position responsible for developing, monitoring, and assessing distance education programs and courses and training in instructional technologies. The hiring process to fill this position is under way.
- The District Board of Trustees will develop a board policy that addresses program discontinuance and substantive program change.
- The Counseling Division will work with the District and College IT services to improve online resources.

Standard III – Resources

- The College will develop clear tenure-review guidelines for conducting faculty evaluations and will improve the process for tracking all faculty evaluations.
- The ethics statements will be reviewed annually by the appropriate groups, disseminated to each group's membership, and included in new-employee orientation.
- The College, through its relevant governance groups, will work with District Human Resources to institute an ongoing, systematic review of all personnel-related policies and procedures.

IV.B. Board and Administrative Organization

Saddleback College is governed by a Board of Trustees that is responsible for establishing the mission of the District, assuring the development and implementation of education and facilities plans, assuring the health and stability of the District and its Colleges, monitoring institutional effectiveness and educational quality, hiring and evaluating the Chancellor, advocating for and protecting the District, establishing policies to implement the District's mission and goals, setting prudent ethical and legal standards for College operations, and representing the public interest. The Board's expectation for quality, integrity, and improvement of student learning programs and services of the College are reflected in the policies, procedures, and goals that the Board develops.

The Board is responsible for selecting and evaluating the Chancellor and for delegating to the Chancellor full responsibility and authority to implement and administer board policies and administrative regulations. The Board is also responsible for establishing a policy for selecting and evaluating the College President. Within the past three years, the Board has adopted and/or revised three of its policies specific to the hiring of the Chancellor, the hiring of administrators and managers, and the evaluation of the Chancellor, all of which outline the appropriate role for the Trustees. With the recent resignation of the Chancellor, the Board will have an opportunity to implement its new policy in the selection of the next Chancellor.



- The College will work with the faculty and classified staff development committees to ensure that evaluations are completed and the findings are reviewed with the goal of improving staff development activities.
- The College will explore and secure funding sources for the 20-year Facilities and Scheduled Maintenance Plan.
- As outlined in the 2010 – 2013 Strategic Plan, the College will ensure that its 20-year Facilities and Scheduled Maintenance Plan is a high priority for allocation of District funds.

Standard IV – Leadership and Governance

- Board Policy 4056 will be reviewed and revised to provide separate procedures for the recognition and appointment of classified bargaining unit members and classified managers to represent their constituent group on Districtwide and College committees for matters related to governance.
- Board Policy 4056, 4011, et seq., will be revised to harmonize with each other as they delineate classified managers being appointed to serve on College and District committees.
- The ASG will be asked to appoint students to serve on Districtwide committees. The College and District leadership will facilitate student participation on District committees.
- In recognition that students who participate will often have to choose between work or study activities, often to the detriment of their academic advancement or financial situation, part of the facilitation process may include incentives in the forms of student scholarships, priority registration, or stipends.

- Consideration will be given for a policy to be amended or created in the 100 Series (Board of Trustees) that would clearly state the Board expectations for quality, integrity, and ongoing improvement of student learning programs and services as they relate to the Mission Statement.
- The third philosophy statement, found in the 2009 final budget, will be revised to explicitly reference the District Mission Statement.
- The Board will consider creating additional avenues for the free exchange of information with those who are closest to working with our students.
- The Board will examine if it is time to revise and align Guiding Principle # 7 pertaining to Basic Aid, so that this budget-related guiding principle will reflect current Board practice.
- The Board will adopt the policy, currently in development, that delineates the process for allocating Basic Aid resources.
- The Trustees will consider amending Board Policy 109, Board Education, to address a need for training in accreditation standards and expectations.
- The Board will review its self evaluation process and focus upon improving it and ensuring that it remains current and addresses issues facing boards of trustees throughout the state. The Board will widely disseminate the outcomes of the evaluation in a timely manner.
- Trustees should consider expanding the current policy to require the Chancellor to establish formal input from the College constituency groups into the President’s performance evaluation.

- A comprehensive study should be undertaken to evaluate administrative workload and determine whether additional administrative positions are required to better support implementation of the College Strategic Plan and for the effective operation of the College.
- The President will ensure information about the College's strategic planning process is provided to the Foundation Board of Governors and facilitates discussion relating to the importance of aligning the Foundation's bylaws and planning with the College mission and vision.
- Create a manual delineating the role and scope of authority of the District office in relation to the College, including the delineation of the responsibilities and functions of the District.
- Create a manual clearly delineating the role and scope of authority of the Advanced Education Technology Park (ATEP) staff in relation to the College administration and faculty.
- The District offices should collaborate with the College leadership and all constituency groups in addressing the feedback and suggestions from employees and in developing more in-depth surveys and data-driven methods of assessing the effectiveness of its services.
- The District offices should collaborate with the College leadership and all constituency groups to develop and disseminate an operations manual with standardized procedures and updated contacts in order to facilitate effective use of District services and District processes.
- The District offices should establish a timeline to regularly evaluate their services; a component of the evaluation should focus on support for the institutional missions and functions.

- Human Resources should undertake a more-detailed examination of the survey comments. A task force, perhaps even a standing committee, should be formed with representatives from both Colleges and all constituency groups to assist in evaluating the feedback and supporting the development of plans for improved services. Consideration of other evaluation models, such as the one employed by District IT, would assist them in developing a culture of continuous improvement that reaches out to their "user groups" to evaluate HR services and their support for the College mission and function.
- The District offices should disseminate and widely communicate the results of the assessment and evaluation of their services with the College.
- The District and College leadership and management teams should come together to develop a long-term facilities plan and funding mechanism.
- Given the State budget crisis and the deterioration of College facilities, it is also recommended that extensive dialogue occur among the Board, District office administration, and the College leadership and management teams on the subject of Basic Aid prioritization and funding the vision of ATEP.
- It is recommended that a comprehensive report be prepared of all Basic Aid allocations that have been spent on or encumbered by ATEP and all other projects and purposes that fall outside the Basic Aid guidelines, policies, and processes established by the Board of Trustees.
- The allocation process for distributing Basic Aid funds for compliance with the Board-approved process should be reviewed. Strong consideration should be given to revise the Basic Aid

allocation process to include specific, measurable, attainable, realistic, and timely goals. Criteria for funding could include FTES; number of educational programs supported; instructional space; age of buildings; time since the last renovation; timely compliance with local, State, and federal safety laws and regulations; and staff-to-student ratio.

- In order to create and sustain a culture of continuous improvement and institutional advancement in support of the College, the District Services office should:
 1. Disseminate a summary of the survey results throughout the District.
 2. Openly seek additional feedback in the areas where improvement, additional training, and increased communication are indicated on the survey.
 3. Establish procedures to regularly evaluate its services, both Districtwide and by those who use those services.
 4. Communicate improvements and changes that are made in services and processes as a result of evaluation.



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"Accreditation is the responsibility of every member of the College community."

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