



Annual State of the College

A Great College to Work For

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Ever since I started as president in 2008, I have known that Saddleback College is a great college to work for. Every one of us has a reason to love it here. Is it due to our hard-working, enthusiastic students that inspire us each day? Is it due to the dedication and collaboration of our outstanding faculty, staff, and management? Is it due to our campus and the beautiful backdrop of rolling hills and blue sky? For me, I love working at Saddleback for all of these reasons and many more. I also love that Saddleback is a college on the move, continuing to strive for excellence in all that we do.

Last year, the theme of my State of the College was “A Culture of Excellence,” where I stated that the remarkable leadership of our students, faculty, staff, and management has truly transformed Saddleback’s culture. Together we embrace positive change, creating cross-departmental collaborations that lead to enhanced student success. Our faculty continue to develop innovative programs that ignite the minds and passions of our students and bolster Saddleback’s reputation for academic excellence.

The Academic Senate, California School Employees Association, Classified Senate, Associated Student Government, and Management Team work positively and collaboratively within our participatory governance system to keep our college moving forward. We are the recognized educational leader in south Orange County and our community partnerships expand daily.

Simply put, impressive things are happening at Saddleback.

There should be no surprise that Saddleback was named a “Great College to Work For” by *The Chronicle of Higher Education* in July. This recognition is based on the results of a survey by *The Chronicle*—a nationally renowned trade publication for colleges and universities—that was administered in April to all of our faculty, staff, and management. Our employees gave Saddleback high marks in all areas, but they particularly rated the following areas the highest: job satisfaction; teaching environment; college pride; professional development; respect and appreciation; compensation; benefits

and work/life balance; shared governance; and supervisor relationships.

The Chronicle's survey is one of the largest and most respected workplace-recognition programs in the country and recognizes the colleges that get top ratings from their employees on workforce practices and policies. Across the nation, 281 colleges and universities participated in this year's survey, with 93 of the institutions achieving the "Great College to Work For" recognition. Of the 281 institutions, 189 are four-year institutions and 92 are two-year institutions, with 68 four-year institutions and 25 two-year institutions earning the "Great College to Work For" recognition. We are honored and thrilled that Saddleback was one of only three community colleges in California that received the "Great College to Work For" recognition, which is a testament to our high-caliber faculty, staff, and management, and the collaborative way in which we all work together to sustain a culture of excellence. Saddleback is indeed a great college to work for.

Over the past several years, our college community has worked very hard to increase enrollments and implement many student success initiatives, while addressing the myriad of other issues, projects, and events that come our way. You'll see in the following pages that our collective efforts have produced amazing results for our students and community, and there is much more to come this academic year. I hope you believe, as I do, that the work of our faculty, staff, and management is worth it—to me, there is no greater gift than serving our students each and every day. Last year I was inspired by Leland Melvin, a NASA Astronaut and former NFL football player, who was the keynote speaker at our OC Career Pathways Showcase held at the Orange County Great Park on December 2nd. He said something I will never forget: When someone thanks him for his service to our country, he responds, "You are worth it." I feel the same way when someone thanks me for my service to Saddleback—you all are worth it!

Saddleback for Transfers

Last year I commissioned a study on our transfer program; specifically, I wanted to know where our students are transferring, and how much money they are saving by attending Saddleback first. This caught my attention while attending a Community College League of California conference where I learned that Millennials (ages 18 to 35), also known as Generation Y, value fiscal responsibility, and that many prefer to stay home while attending college for the sake of saving money. Needless to say, California community colleges are a tremendous value—lower costs for superior education—and particularly suited for the millennial generation of students.

The results of our study were astonishing. Not only did it show that we are helping close to 4,000 students transfer each year to four-year colleges and universities in California and beyond, but by attending Saddleback for their first two years, our students are saving a substantial amount of money. Take, for example, a student who transfers to the University of Southern California (where 88 of our students transferred in 2015). Excluding room and board costs, if a student spends their first two years of college at Saddleback, and then transfers and graduates from USC, he or she will save \$97,794 on tuition and fees. The results are similarly striking for students transferring to the University of California and California State University systems. A student who spends two years at Saddleback before transferring to UCI will save \$24,040, and a student who transfers to CSU Fullerton will save \$8,184. Students able to live at home while attending Saddleback enjoy additional savings of between \$10,000 and \$15,000 per year.

In addition to saving money, there are many other good reasons for students to consider starting at Saddleback and then transferring:

Higher admittance. Saddleback increases students' chances of getting into their dream college. Our transfer center offers numerous resources

to help students select their transfer destinations, and our University of California Transfer Guarantee and Honors Student Transfer programs have transfer agreements that virtually guarantee Saddleback students being admitted to prestigious colleges and universities such as UCLA, Cal State Long Beach, Pomona College, Loyola Marymount University, and dozens of UC, CSU, private, and out-of-state institutions.

Transfer success. Saddleback has an excellent track record in helping students transfer to four-year colleges and universities. Our 4,000 annual transfers rank us 12th out of the 113 California Community Colleges in transfers to the University of California, 17th in transfers to the California State University, and top five in transfers to private and out of state colleges and universities.

Close to home. Attending Saddleback provides students the option of living at home while attending college that saves them even more money, and allows them more time to discover what subjects interest them to help identify the four-year college or university that best fits their needs.

Smaller class size. Many students benefit from Saddleback's smaller class sizes and those that graduate high school with average grades "find" themselves becoming stellar students who get accepted to top schools like Stanford and UC Berkeley.

Student life. Saddleback provides a full college experience with students taking advantage of our extra-curricular activities such as Associated Student Government, Model United Nations, speech and debate, study abroad, athletics, arts, and many student clubs that draw from various interests.

The message is clear: Attending Saddleback *first* is a smart thing to do. As such, we're spreading that message. A new marketing campaign focusing on the money saved and other benefits of attending

Saddleback, along with information on the diverse range of colleges and universities that are accepting our transfer students, shares this message. This summer we shared this message through electronic communication with parents in our local K-12 districts, and in paid advertising online, radio, and outdoor media.

Further bolstering our transfer message, our research office has reported some new findings. Since 2008, the annual number of our students who transferred to a four-year college or university jumped from 2,941 to 3,933 in 2014 (our most recent available data), an increase of 34 percent. Further, there has been an increase in annual transfers to private and out-of-state colleges and universities, with 1,472 transfers in 2008 compared to 2,402 in 2014, a 63 percent jump. This, in part, is no doubt attributed to limited acceptances to the California State University and University of California systems. In 2015, our students transferred to over 580 colleges and universities throughout the U.S. and internationally, including most of the nation's prestigious institutions such as Harvard University, Northwestern University, University of Texas–Austin, Stanford University, Georgetown University, and University of Michigan.

Clearly, Saddleback is a great college for transfer students, and a wise choice. We credit our impressive transfer success to the dedicated efforts of our faculty, staff, and management, and the stellar work of our Transfer Center.

Professional Development for Student Success

An investment in our employees is an investment in student success. You cannot maximize the success of our students without providing adequate professional development for all of our faculty, staff, and management to help them be the best that they can be. Over the past year, our culture of excellence brought new meaning to the term "professional development." An objective of our 2014-2020 strategic plan is to "Increase professional

development that potentiates employees' talents and interests." The first action step called for in implementing this objective is to "Develop a survey to get employee perceptions on professional development opportunities." In December, we conducted a professional development survey of all employees and learned a great deal about the perceptions of our faculty, staff, and management regarding the college's training and professional development support.

We were pleased to learn that overall our faculty and management are quite pleased with the level of professional development provided to them by the college. In addition to the positive results found in December's professional development survey, the Great Colleges to Work For survey showed that 88 percent of full-time faculty and 78 percent of part-time faculty are satisfied with professional development at Saddleback.

We have worked hard over the past several years to increase training, professional development, and other support for our faculty. We have devoted additional resources, and created the Division of Online Education and Learning Resources, the Faculty Center for Student Success, the Professional Development Committee, and the Student Success Coordinating Committee. We increased the Academic Senate's annual faculty professional development dollars from \$108,000 to \$158,000, and contributed \$50,000 for additional college-wide training and development of employees. These dollars provide faculty, staff, and management with discretionary funds for their personal training and development, and fund such programs as the Academic Senate's highly acclaimed annual Great Teachers Seminar. The college has been highly supportive in providing stipends and release time for faculty to take on projects and initiatives that strengthen instruction and student support services. We are the leading college in California in providing sabbatical opportunities to faculty for enhancing their professional growth which benefit the college and students. Under the leadership of our Academic Senate, we organize an exhaustive

Professional Development Week before the start of the fall and spring semesters which offers a wide array of training and development workshops and activities for all faculty, including an extensive orientation for new faculty. We hold additional professional development workshops and activities for faculty throughout the year, including safety and emergency preparedness training, student success summit, online education summit, "One Book, One College," student success metrics summit, and much more.

We have placed a greater emphasis on our part-time faculty, providing more attention, resources, and support. Our Academic Senate provides professional development dollars for part-time faculty. During Professional Development Week, a Presidents' Associate Faculty Dinner and Resource Fair were created and we provide a stipend to encourage part-time faculty to attend. Our Faculty Center for Student Success provides excellent support for part-time faculty teaching both in-class and online. The college encourages and recruits part-time faculty to be engaged throughout the college, such as serving on college committees, enhancing academic programs, and assisting with college events and other activities. Each year our college bestows the Professor of the Year and the President's Award for Innovation and Leadership upon deserving faculty, both of which include recognition of our accomplished part-time faculty.

While our faculty are pleased with professional development, the survey indicated that our classified staff do not feel there are adequate professional development opportunities for them, and some find difficulties in participating. As such, in March I met with the California School Employees Association, Classified Senate, and other campus leaders to discuss how we can better support the training and professional development needs of our classified staff. Here are a few of the actions we decided to take:

- Double the amount of staff professional development funds to \$70,000 per year;

- Move the president's classified staff luncheon from professional development week to a later date so that more staff can attend;
- Develop sessions specifically geared for staff during professional development week;
- Add a classified staff co-chair to the professional development committee;
- Develop a one-stop web page resource for classified staff training and professional development;
- Purchase a college license for employee subscriptions to the Lynda.com training website;
- Provide "Group to Team" training for classified staff;
- Develop more effective orientation for new classified staff employees;
- Encourage supervisors to provide more opportunities for classified staff to participate in professional development; and
- Continue college discussions on how to create a 21st Century workplace for student success.

These actions should go a long way in better supporting the professional development of our classified staff. For example, on August 10th over 100 classified staff participated in an off campus, day long "Group to Team" retreat which was the first time that the college brought together such a large number of staff members from throughout the college for team building. The retreat was modeled after the management team's highly effective "Group to Team" training over the past year. "Group to Team" emphasizes a commitment to a transformative workplace where co-workers show up focused on "team" and all the elements associated with "team," such as holding each other in high regard, inclusiveness, respect, win-win decision making, acceptance, support, and much more. Feedback from participants has been overwhelmingly positive. Staff are enthusiastic about continuing the "Group to Team" training and spreading the word across campus.

We are thrilled that our efforts to enhance the professional development of our faculty, staff, and management have been effective, and our efforts have paid off nicely. We are hearing the rave reviews from faculty who return from seminars inspired; seeing the excitement of staff as they explain to others what they have learned; and watching management grow and evolve in to a highly productive team. There is much more that we can and will do to improve professional development, but it is heartening to see so many employees avail themselves to learn new teaching techniques and methodologies, gain new skills and experiences, and obtain certifications and credentials so that they can better meet the needs of our students. As stated previously, an investment in our employees is an investment in student success.

Veterans Education and Transition Services (VETS)

Saddleback has done truly remarkable work over the past several years for our veterans. Not only have our efforts been recognized throughout the region, but they have been recognized state-wide. In July our Veterans Education and Transition Services (VETS) program was a recipient of The Dr. John W. Rice Diversity and Equity Award, named for a former member of the California Community Colleges Board of Governors and father of former Secretary of State Condoleeza Rice. Established in 2001, the award is given annually by the state chancellor's office to honor districts, colleges, programs, or employees that have made the greatest contributions to student equity, diversity, and access in the California Community Colleges. This is the first time Saddleback has received this prestigious award, and I was honored to join several of our VETS students, counselors, and staff in Sacramento to accept the award on behalf of our college.

The success of our VETS program began with its founding in 2009 as the first campus veterans resource center in Orange County, making it truly a pioneer in serving veterans who seek higher education. Our VETS program seeks to bridge the cultural

divide between civilians and the military through inclusion, full integration of veterans in campus life, and training and engagement of faculty, staff, and management. Each year Saddleback serves over 1,500 student veterans, active duty military, and dependents—more than at any other college or university in Orange County—and sets the bar for support services, innovation, and honoring the differences of this unique student population. Last year, our strong team of counselors, staff, and student workers pushed the envelope in providing expanded service on campus. We added more counseling and a VETS/SEP Program Outreach Specialist to aid in direct case management. We also were awarded a state DSPS/VETS assistive technology Sonocent grant which provides 100 student veterans with access to proprietary note taking software.

In addition to the array of services we offer on campus, the VETS program provides counseling at Camp Pendleton twice per week. Last year Saddleback hosted the inaugural Southern California Veterans Counselor Training, the first South Orange County Veterans Summit in conjunction with Orange County Supervisor Lisa Bartlett, and two joint webinars with the state chancellor's office regarding veterans and student equity. We also brought other institutions to campus to visit our VETS Center and receive training to help them improve their veterans programs, and contributed sage advice to peer colleges and universities through webinars.

Our tremendous efforts have paid off in the classroom. In spring 2016, 32 of our student veterans had a 4.00 grade point average (GPA), 133 had over a 3.50 GPA, and 245 had over a 3.00 GPA. Several of our recent student veterans were accepted and transferred to some of the nation's top universities, including Brown University, Columbia University, Wesleyan University, UC Berkeley, and USC. Two recent articles in the *Orange County Register* highlighted the excellent work of our VETS program team. One of our veterans counselors was spotlighted in a June 2016 article for his empathetic work as an everyday hero to veterans, and

another veterans counselor was quoted extensively in an article on Saddleback's work with a non-profit law firm providing veterans legal assistance. We are excited to continue expanding and improving our services to veterans this coming year through new community partnerships, additional career pathways, and expanding our VETS Center with \$107,000 in state funds earmarked for enhancing student veteran facilities. We are thankful for the never-ending commitment of our students, faculty, staff, management, and community for veterans. At Saddleback, our dedication and support for student veterans have literally saved lives.

Student Equity

Title 5 of the California Community Colleges requires that every college and district develop, implement, and evaluate a Student Equity Plan (SEP) to ensure that groups historically underrepresented in higher education have an equal opportunity for access, success, and transfer. Saddleback's SEP aligns with Objective 2.1 of our college strategic plan that calls for "closing the achievement gap." Our SEP focuses on increasing access, course completion, English as a second language (ESL) and basic skills completion, degrees and certificates, and transfers for all students as measured by success indicators linked to the California Community Colleges Student Success Scorecard and other measures developed in consultation with local colleges. Success indicators are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Each of California's community colleges is required to develop specific goals and actions to address disparities that are discovered, disaggregating data for success indicators by student demographics. College plans must describe the implementation of each indicator, as well as policies, procedures, and activities as they relate to student equity at the college. SEPs are prepared with three- to five-year timeframes in terms of planned activities and improvements.

A cross-section of faculty, staff, and management participated in developing Saddleback's SEP. Under

the guidance of an SEP Core Team led by two faculty co-chairs and a Core Team Lead for each of our five success indicator subgroups: 1) access; 2) course completion; 3) ESL and basic skills completion; 4) degree and certificate completion; and 5) transfers. Each of the subgroups devoted a considerable amount of time to: analyzing the data of the targeted population groups for each of the SEP indicators; reviewing the data and the disproportionality in general, and on the performance of those in underrepresented populations; developing strategies to bridge the gap of disproportionality identified; and proposing a framework for developing a comprehensive program that would have a high likelihood of significantly increasing the success rates of students for each of the SEP success indicators.

Based on extensive research and analyses, the indicator subgroups proposed comprehensive student success strategies that incorporated components of existing interventions that have proven to be effective. Our SEP describes the process and timeline for designing, developing, and implementing these new strategies for achieving the goals of the college's SEP. These strategies will build upon, incorporate, and complement the rich and diverse programs in place at the college to increase student achievement of each of our SEP goal measures. Our SEP is designed to increase the course, certificate, degree, and transfer rates for all students pursuing these educational objectives in general and for students in specifically for each of the following underrepresented population groups: American Indian/Alaska Native; African American; Hispanic; other non-white students; veterans; economically disadvantaged; disabled; and foster youth.

Saddleback intends for our SEP to be aligned with all of our planning efforts on campus, including the college's strategic plan, enrollment management plan, and economic and workforce development plan. One of our strategies is to improve our communications efforts to these targeted populations through a coordinated system utilizing the latest technology in order to enhance communication

with students and faculty. Another strategy, which also aligns with the college strategic plan, is implementing a tracking system of student progress towards course completion which will help improve the number of students completing degrees and certificates. And another strategy is to increase access for the populations with disproportionality through our matriculation and orientation process. Our overarching goal is to establish a comprehensive and efficient system to effectively identify, review, revise, and implement SEP strategies with our targeted populations and embed the efforts campus-wide. We are currently in the second year of SEP development and implementation, and we are using state SEP funds to help implement our strategies that target the disproportionality identified within the five indicators described above.

Our SEP efforts coincide nicely with the \$15 million California College Promise Innovation Grant program, which is currently awaiting action in the state legislature but is expected to pass. AB 1741 would establish a grant program for community colleges that leverage new or existing sources of state or local funds to better align student success efforts, develop partnerships with local school districts to increase college readiness, provide services to a greater proportion of students, and develop at least one partnership with a California State University campus with the goal of guaranteeing admission and a seamless transfer process. Efforts are already underway at Saddleback to develop a college promise program that focuses on the target populations identified in our SEP and allows us to secure these grant funds to help us make a significant difference with the success of underrepresented students.

Enrollment Update

Enrollment growth is critical to the college's efforts to excel. As a public institution with the 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,” growth ensures that we have the resources to support programs and services that facilitate student success and ensure that classes needed for completion are offered in sufficient numbers to meet student demand.

The college, like the majority of higher educational institutions nationally, has seen a decline in enrollments since an all-time high in 2010-2011. Saddleback approved and implemented its enrollment management plan this year. Enrollment is Saddleback’s top priority and is aligned with our strategic plan because our budgets and fiscal stability rely on enrollment.

The college’s enrollment plan is based on four primary goals: 1) student-centered scheduling, 2) student success, 3) K-12 partnerships, and 4) online education, each of which contribute to enrollment in unique ways.

This past year we began providing earlier registration appointments than in prior years so that continuing students could enroll for the subsequent fall and spring before the current semester ended. This allows more time to hire faculty to add sections where course demand is higher than anticipated. We also added 20 online sections more than in 2014-2015, bringing the total to an all-time high of 433 sections, and have added support services for students and faculty to support student success. Faculty and staff continue to analyze enrollment patterns of new and continuing students and take action to further improve our instructional and support services to increase student recruitment, retention, and success.

Saddleback continued working on our K-12 partnerships and will be offering additional college classes on high school campuses for high school students, which is known to increase their acceptance rate to four-year colleges more than advanced placement test scores. We will also be

expanding our career pathways between high schools and existing career technical education programs offered at Saddleback.

Last year we introduced adult education courses in English as a second language and citizenship in collaboration with our K-12 partners. We plan to expand the number and variety of offerings in 2016-2017, including free non-credit workforce preparation programs.

We continue to implement strategies to improve student success, and with the bolstering of our institutional research capacity we have more detailed data to inform college-wide discussions. Resources have been allocated to support full implementation of our enrollment plan. Every area of the college is working to support student recruitment, enrollment, retention, and success. No effort is too small; all of us support our strategic goal to strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation. We are optimistic that this year we will see an increase in the number of students being served at Saddleback.

Sciences Building

We are thrilled that after much anticipation, our new Sciences Building will open for classes on August 22nd and we plan to hold a community grand opening on September 29th to celebrate this state-of-the-art facility dedicated to learning and the sciences. The building, which is our newest since the Health Sciences Building opened in 2004, is a three-story, 52,897 assignable square foot facility with features that are more typically found at large universities. The 22 instructional laboratories and four classrooms are equipped with advanced technology and audio visual equipment. The physics, biology, and chemistry classrooms and labs are all completely modern, offering the best teaching and learning environment in the region. The first floor of the building will be dedicated to physics, astronomy, geology, oceanography, and paleontology; the second floor to anatomy, biology, biochemistry,

physiology, and microbiology; and the third floor to chemistry.

We are ready to welcome our fall 2016 students with 117 sections of science classes serving over 3,000 students. Laboratories feature computer-controlled audio/visual teaching stations and ventilation hoods that mediate noxious fumes from experiments. The building features new and exciting additions such as the Paleontology laboratory equipped for students to study fossils collected from the local area. The building was designed to carry on Saddleback's proud tradition of supporting student research. The chemistry projects laboratory and biology student laboratories were created to provide the space and the equipment needed to assist our faculty in providing students with training and experience vital for success in the competitive science, technology, engineering, and mathematics (STEM) fields.

The building is truly an environmental marvel, with an eco-friendly design and construction that earned a prestigious Leadership in Energy and Environmental Design (LEED) Gold rating from the U.S. Green Building Council. Construction materials were chosen for durability and are expected to last for decades. Rain water from the roof is channeled to a garden where it percolates through the soil, cleaning the water before releasing it to a storm drain. Green features include electric vehicle parking, bike racks, storm water management, effective insulation, low-water landscaping, recycling bins, and energy-efficient lighting. Landscape zones reflect native habitats such as the Trabuco Arroyo Meadow and Upper Newport Bay Shoreline.

The Sciences Building is indeed a new showcase building for our campus. Its state-of-the-art facilities and attractive, welcoming appearance are worthy of a four-year university, and it will connect the campus in new ways. It was designed to be a bridge between the college's lower campus and the upper quad area, with an elevator and ramps that provide additional pathways for disabled

students to move through the campus. Pedestrian bridges connect the building to pathways, allowing students to get easily get to the Library, Student Services Center, and other buildings on upper campus. The entrance plaza offers a large welcoming space that is well-suited for student activities and events.

Perhaps most importantly, our building is worthy of the high-caliber faculty that will teach within its walls. Our science faculty and staff are the best of the best, which can be seen in the strength of our programs and the feedback from students who are often inspired to pursue careers in the sciences because of the memorable experiences they've had in the classroom.

Perhaps one of the most telling examples of our science faculty's influence in our community, Saddleback's Science Lecture Series brings renowned scientists and industry leaders to campus providing opportunities for students to explore an astonishing range of topics with scientific value, including emerging technologies and advancements in research. Each two-hour program includes an open forum discussion where members of the audience are encouraged to ask questions. Last year, topics included the human immune system, science of hydration, bacterial genome, evolution of spider silk, animal acoustics, and planetary research of Jupiter.

Prominently displayed in the lobby is a quote by renowned physicist Albert Einstein that says, "*We cannot solve our problems with the same thinking we used when we created them.*" Dr. Einstein's quote is just as true today as it was when he said it over 60 years ago. Science, as defined by the Academic Press Dictionary of Science and Technology, is the "*Systematic observation of natural events and conditions in order to discover facts about them and to formulate laws and principles based on these facts.*" We hope that our new Sciences Building will inspire countless students over the coming decades to pursue science and consider lifelong careers in the sciences.

Year in Review

Accreditation

Saddleback is making good progress towards completing our institutional self evaluation report due to the Accrediting Commission for Community and Junior Colleges (ACCJC) in December 2016. Drafts of the four standards have been completed and are undergoing content and editorial review, and drafts of the entire report will be made available to our college community beginning in August via the college's employee SharePoint site. Feedback and additional evidence will be accepted by our Accreditation Steering Committee through November. Consultation Council and our governance and constituency groups will have multiple opportunities to review the draft report, provide feedback, and present new evidence. The final draft of our report will go to the Board of Trustees for initial review at their November meeting and, again, at their December meeting for acceptance and signature. We will mail our final self evaluation report to the ACCJC in December, and then we will begin preparing for the ACCJC site visit in February.

Career Pathways

Saddleback has embraced the power of career pathways as a proven way to help students seamlessly transition from their educational life to a promising career. Career pathways provide us with numerous opportunities to partner with our local K-12 schools, workforce and development agencies, and employers to provide students with education and training that place them in high-demand and high-wage jobs.

This year we introduced the Pathway to Law School 2+2+3 Initiative, which gives students the ability to transfer from Saddleback to one of six California universities to finish their bachelor's degree and proceed directly to law school. The universities and law schools include Loyola Marymount University, Santa Clara University, University of California, Davis, University of California, Irvine, University of San Francisco, and University of Southern California. A unique aspect of Saddleback's program is to

provide high school students the opportunity to take a law/street law course as an introduction to legal careers. The program will also have a profound impact on attracting students from underrepresented populations to work in the nation's system of jurisprudence.

Saddleback is working on the rollout of the 2+2+2 nursing pathway, an accelerated program that will save nursing students at least one year of study by allowing them to complete their nursing prerequisites and some associate degree requirements at Saddleback and while in high school, before continuing their degree coursework at Saddleback. Ultimately, students will be prepared to transfer to CSUF Irvine to complete their bachelor of science in nursing (BSN).

Saddleback partnered with the Orange County Department of Education (OCDE) to host the Inaugural OC Career Pathways Showcase at the Great Park in December. This event celebrated the first year of the OC Pathways consortium, a Career Pathways Trust grant program initiated in 2014 by the California Department of Education that connects educators and industry leaders to equip students for college and career success. Led by Saddleback and OCDE, OC Pathways is comprised of 14 school districts, nine community colleges, multiple universities, regional agencies, and industry and community partners working together to prepare Orange County students for high-demand, high-skill, and high-wage careers.

The OC Pathways Showcase highlighted community college and high school students who have held internships in the fields of science, technology, engineering, and mathematics (STEM) made possible by the grant. Leah Jamison, a Saddleback student in the U.S. Department of Education-funded Bridge to Engineering program, participated in a student panel moderated by Dr. Burnett, president of Saddleback, and Dr. Al Mijares, Orange County superintendent of schools. The keynote speaker was Leland Melvin, a NASA Astronaut and former NFL player, who shared an inspirational message

about career barriers that he overcame, and his work inspiring underrepresented students to pursue STEM careers. He also mentioned that when people thank him for his service to our country, he always responds to them, “You are worth it.”

Economic and Workforce Development

Saddleback continues to raise the bar to prepare our students for high-demand, well-paying jobs. Soon, mobile application software (also known as a mobile app) will be available for students that match the skills they have learned at Saddleback with local job openings. As students complete courses and/or degrees, the app will update their job skills, thereby expanding their employment opportunities. The app will notify students when their skills match a specific employer’s needs and allow them to apply for the position through the app.

Thanks to a new agreement with the Orange County Workforce Investment Board, Saddleback is a California Eligible Training Provider, and our advanced culinary arts, advanced manufacturing, computer information management, drafting technology, and health information technology programs are listed on the CalJobs website. Prospective students throughout the county will be able to learn about our training programs for in-demand occupations in the county.

Through sub-agreements with El Camino College and San Bernardino Valley College, we are providing customized training for the health care and manufacturing industry sectors, such as a contract with the Orange County Social Services Agency to provide CPR and first aid training to foster parents.

Saddleback was awarded a two-year \$500,000 California Apprenticeship Initiative Pre-Apprenticeship Grant by the California Community Colleges Chancellor’s Office to provide a pre-apprenticeship training program in manufacturing. In addition, a \$1.5 million Workforce Innovation Opportunity Young Adult Career Program grant was awarded by the Orange County Workforce Investment Board to the college, which in partnership with Goodwill

Industries of Orange County will provide skills training to young adults who are experiencing employment barriers.

Working with our local high schools, we signed 111 Career Technical Education (CTE) articulation agreements in 2015-2016 and this year we added two private high schools. Another first was the scheduling of a CTE course, Automotive 100, at Saddleback Valley Unified School District for dual enrollment. A new Career and Technology Education Management Application will be launched this fall semester, offering a web interface to streamline the articulation process for our high school districts, provide tools to manage CTE course information, and fast track students into CTE programs with the option to earn college credit.

Saddleback, in partnership with the South Orange County Economic Coalition, released the 2016 South Orange County Economic Report at the South Orange County Economic Report Luncheon on Friday, February 5th. More than 300 elected officials, business and industry representatives, and community members were in attendance to hear details of the report, whose principal author was Anthony Teng, dean of advanced technology and applied science. The report includes demographics, employment statistics, and key industry sectors in the south Orange County region, which includes 11 cities and unincorporated areas south of Irvine. Speakers included Senator Pat Bates, Supervisor Lisa Bartlett, Lucy Dunn, president and CEO of the Orange County Business Council, Paul Simonds, chairman of the South Orange County Economic Coalition, Dr. Tod Burnett, president of Saddleback College, and Dean Teng.

Student Success Coordinating Committee

The college’s Student Success Coordinating Committee is a college-wide group of more than 60 faculty, staff, and management that helps lead our college wide student success efforts. Over the past year the committee championed One Book, One College, Math and English Refresh Program, Advancement Via Individual Determination (AVID)

for Higher Education, Week of Workshops, Freshman Advantage, and Institute of Teaching and Learning, and facilitated college-wide discussions on accelerated and cohort learning models through our completion, persistence, and retention work group. Those who served on the committee and its work groups put in many hours of work and demonstrated remarkable leadership and enthusiasm that inspired others to join our college-wide student success movement. The Student Success Coordinating Committee demonstrates how our collective efforts can be truly transformational and enrich the learning experience for all students.

Honors Program

Saddleback Honors program continues to offer outstanding academic and transfer opportunities for students. Last year our Honors students had a 100 percent transfer acceptance rate overall, including a 90 percent acceptance rate to UCLA and UC Irvine. We added new subject areas for Honors courses including biology, child development, sociology, speech, and women's studies, and we increased the number of our transfer partners by over 33 percent, adding institutions such as Amherst College, Colorado State University Global Campus, Scripps College, Trinity College, Tufts University, University of Arizona, and Chicago-Kent School of Law at Illinois Institute of Technology.

Among the major scholarships awarded to Honors program students who transferred this year are two UCLA Transfer Alliance Program Scholarships, two Jack Kent Cooke Undergraduate Transfer Scholarships, 16 UC Irvine Regents Scholarships, and two Honors Transfer Council of California Exemplary Achievement Scholarships. We are equally proud of our alumni. This past year two of our former honors students graduated from the Columbia University Graduate School of Journalism, one alum earned his law degree from Stanford University, and another was one of the 34 recipients of the UC Irvine's Chancellor's Award of Distinction for 2016 which is an award recognizing "exceptional academic achievement" and "a commitment to cutting-edge research, leadership, and service to UCI."

Solar Decathlon

Saddleback participated in the United States Department of Energy's Solar Decathlon at the Orange County Great Park. The nine-day collegiate competition challenges teams from around the world to design, build, and operate solar-powered houses that are cost-effective and attractive to consumers. Team Orange County, which consisted of a core group of 20 students from Saddleback, Irvine Valley College, UC Irvine, and Chapman University, built Casa Del Sol, an energy-efficient home with a design inspired by the California state flower: the golden poppy. The Solar Decathlon captured the imagination of our architecture, interior design, and horticulture students, offering them a chance to design the future of housing in Southern California.

Entrepreneurship

For the second time we held an event to showcase social entrepreneurs representing 11 start-up companies that pitched their business plans seeking to address complex social problems at the Southern California Social Entrepreneur Venture Challenge Showdown on Saturday, March 19th at the McKinney Theatre. Organized by Academies for Social Entrepreneurship, the showdown was a culmination of over eight months' effort to identify and support social entrepreneurs who are addressing social, environmental, and educational challenges around the world.

Saddleback's Junior Academy of Entrepreneurship held its inaugural "Entrepreneurship Day" on campus for dozens of local middle school students. We also developed four additional one-unit entrepreneurship courses for photography, health information technology, journalism, and horticulture.

Bridge to Engineering (B2E)

Saddleback's Bridge to Engineering (B2E) program has grown into a nationwide STEM Core initiative involving numerous community colleges and four-year colleges and universities across the nation, and more than 20 engineering and hi-tech employers such as Lawrence Livermore National Lab,

Lawrence Berkeley Lab, NASA Ames, and NASA Jet Propulsion Laboratory (JPL). The STEM Core model is a comprehensive, multi-faceted educational strategy which provides accelerated training in STEM competencies (i.e. calculus-readiness, computational thinking, and competence in technical writing), summer internships which enhance motivation and build 21st century skills, cohesive learning communities, and intensive student support.

Five years ago we began our efforts to provide an educational foundation for students interested in engineering through a U.S. Department of Labor-funded B2E grant. Over 100 students participated in three B2E cohorts that provided accelerated mathematics, dedicated tutoring, project-based learning opportunities, industry-recognized certification, field-trips and workshops, and other opportunities. Almost half of the student participants were awarded paid internships with employers such as JPL, Swift Engineering, Precision Optical, and Mathobotics. In addition, students were given the opportunity to conduct undergraduate research at Saddleback where they assisted an international research group at UCI on the development of the Automated Wearable Artificial Kidney (AWAK).

Overall, Saddleback's involvement in the national STEM Core initiative has left a lasting impact on our students. Since 2013, B2E provided 51 paid internships, including 17 at JPL and one at Lawrence Livermore National Lab. In addition, 20 students from the program were accepted to the NASA Community College Aerospace Scholarships Program. Our B2E program produced 33 STEM major transfers to prestigious universities such as UC Berkeley, Portland State University, and CSU Fullerton. Furthermore, through a NSF STEM Successes grant, Saddleback students were awarded 106 scholarships totaling \$500,828. We are currently pursuing ongoing funding for the STEM Core model, in collaboration with our educational and employment partners, from the U.S. Department of Labor and the National Science Foundation.

Real Estate Education Center

Saddleback's real estate program will now operate the California Community Colleges Real Estate Education Center (REEC) after being awarded the REEC grant by the state chancellor's office. REEC's mission is to provide instructional support and services to real estate instructors at all California community colleges.

Health Information Technology

Saddleback's new Health Information Technology (HIT) program received its first national accreditation from the Commission on Accreditation for Health Informatics and Information Management (CAHIM). HIT is a branch of IT involved with design, development, creation, use, and maintenance of information systems for the healthcare industry. We also launched an online associate degree option that is the college's first fully online associate degree program. Enrollments in our HIT program have almost doubled since these two milestones were announced.

Automotive Technology

Saddleback hosted a week-long regional training session where faculty from Orange and Los Angeles counties were trained on the integration of STEM and the building of an electric car. The tools provided at the training will be used to develop curriculum, provide hands-on experience to students, and market automotive technology programs in the future.

Emeritus Institute

Our Emeritus Institute, which just celebrated its 40th anniversary in April, is a truly beloved community institution. As the largest non-credit older adult academic program in the state, we serve nearly 6,000 older adult students each year, providing courses in over 30 academic disciplines offered at 30 teaching sites throughout south Orange County.

Summer of Theatre

Saddleback held its third annual Summer of Theatre series and saw packed audiences at each of the outdoor performances. Our students, faculty, and

staff received rave reviews from the community for their musical productions of *Beauty and the Beast* and *Little Shop of Horrors*, as well as for our Big Band Concert. This year we partnered with the City of Mission Viejo who sponsored Shakespeare's *Othello* and *Cymbeline*. In total, our free Summer of Theatre series was enjoyed by over 6,000 members of our community.

Level Up Basic Skills and Student Outcomes Transformation Grant

Saddleback was awarded a \$1.5 million Level Up Basic Skills and Student Outcomes Transformation Grant to help basic skills students become college ready by incorporating the six factors for student success (students feel directed, focused, nurtured, engaged, connected, and valued) and augmenting existing college success efforts with new ideas and professional development training. The grant's objectives are: adopt the Common Assessment Initiative and Multiple Measures Assessment indicators, and evaluate and place students in college-level courses; increase the placement of students directly in gateway English and mathematics courses, transferable to a UC or CSU, with remedial instruction as appropriate for underrepresented students; and contextualize remedial instruction in foundational skills that align with academic and career pathways and provide proactive student support that is integrated with instruction. To fulfill these objectives, we will support existing college initiatives, such as becoming an AVID National Demonstration Site; using electronic strategies to create individualized class schedules that incorporate matriculation recommendations, My Academic Plan (MAP), and transcript data; using adjunct faculty coordinators to implement initiatives, including the six factors for student success; providing faculty stipends for curriculum design and professional development; and expanding embedded tutoring to include counselors and librarians.

WALL Literary Journal

The *WALL* literary journal received a First Place award in a national competition among college literary magazines sponsored by the American Scholastic

Press Association. This is the fourth year in a row that *WALL* has earned this distinction.

Center for Innovation in Healthcare Education

With a green light from the City of Tustin and the infrastructure being developed at the Advanced Technology and Education Park (ATEP) site, Saddleback is ready to start identifying strategic partners as we plan development of our state-of-the-art Center for Innovation in Healthcare Education. This past year we worked with a healthcare consultant to analyze market data and develop materials to present our vision. Over the coming months we will be meeting with leaders in the healthcare industry and others in the community to explore partnering opportunities as we move towards making our vision a reality.

Community Education

Saddleback's community education program will celebrate its 40th year this fall, continuing to provide comprehensive offerings to the community to include personal enrichment, College for Kids, and swimming lessons. A partnership with Capistrano Unified School District (CUSD) allows Saddleback to provide after-school programs at over 35 school sites during the academic year, and we are collaborating with the district on its CapoForward initiative to provide new, innovative programming to help attract more students to schools experiencing low enrollment. Our CUSD Summer Experience provides academic, STEM, and cultural enrichment programs to more than 17 elementary and middle schools.

Adult Education

Saddleback committed to the California legislature's AB 86 goal of providing pathways for adult education by establishing a new department of adult education. Over the past year, we transitioned adult education classes from CUSD and Saddleback Valley Unified School District to Saddleback. We initiated accelerated learning opportunities for adults, which include non-credit pathways leading to a high school diploma or equivalency certificate, workforce preparation classes such as English as a

Second Language (ESL) and citizenship, and Career Technical Education (CTE) programs that lead to employment.

Athletic Champions In and Out of the Classroom

The Saddleback football team defeated Long Beach City College in the Southern California Football Association regional championship game and traveled to San Francisco to take on City College of San Francisco in the California Community Colleges Athletic Association (CCCAA) state championship game in December on the City College of San Francisco campus. It was a phenomenal season for the Gauchos and we are so proud of our student athletes and coaches, whose hard work and perseverance are exemplary.

The Saddleback men's basketball team headed back to the CCCAA state championship tournament in March at Las Positas College in Livermore to defend our 2015 state title. This marked the fifth time in the past eight seasons that Saddleback has qualified for the state tournament, winning state titles in 2010 and 2015 with a state runner-up finish in 2009.

Our student athletes continue to shine in the classroom as well. This year, 151 of Saddleback's 303 student athletes were named to the Athletic Honor Roll, including 24 student athletes with a perfect 4.00 grade point average. The 151 student athletes on the honor roll represent 50 percent of the student athletes at Saddleback this year. This is the highest percentage of student athletes ever to make the Athletic Honor Roll. Moreover, seven of the college's 10 spring semester athletic teams posted an overall team grade point average of 3.00 or higher, with the women's tennis team setting a new school record with a 3.67 team GPA. Much of the success for many of our student athletes is due to an academic support program called Program Assisting Student-Athlete Success (PASS) offered in our Learning Resource Center.

Saddleback was one of the first colleges to participate in the Cal Pass Athletic Scorecard Project, which shows aggregated data for student athletes

benchmarked against non-student athletes for all California community college athletic programs.

One Book, One College

Our inaugural One Book, One College—a shared, college read, designed to promote discussion and understanding of the broader issues we face, both locally and globally—was a smashing success with over 2,500 students, faculty, staff, and management participating from across the campus. The program aims to create a community of readers and to engender a vibrant and engaging dialogue on campus and beyond, and this year we focused on the book *Fives and Twenty Fives* by Michael Pitre. During the spring semester, students, faculty, staff, and management participated in book and panel discussions on topics relating to the novel's themes, culminating in a conversation and book signing with the author. Students and instructors from our forensics team and dance program presented Readers Theater and dance productions based on the novel.

Saddleback's One Book, One College program enabled the exploration of issues important to our community, such as mental health, the assimilation of veterans back to civilian life, the plight of refugee populations, the political dimensions of national security, and the moral ambiguities of war. Broad participation throughout the college led to greater understanding and sensitivity to the issues faced by veterans and active military students while attending college.

Curriculum

Last year, the college curriculum development, editing, and approval processes were subjected to a year-long study and improvement process. Curriculum experts from the state-wide academic senate held conversations with faculty, staff, and administrators throughout the college, and best practices from around the state were identified, shared, and considered for adoption. A faculty leadership team was reassigned to: 1) develop curriculum instructional materials, templates, and rubrics; 2) work directly with faculty on a sample course so that they understood all expectations of the

curriculum committee; 3) re-vamp timelines with regards to course and program approval, articulation/C-ID submission, board approval, and catalog publication; 4) provide more curriculum workshops and professional development opportunities; and 5) work directly with faculty during curriculum development and review to make certain that courses submitted are complete and meet the college standards. Additional plans to improve the overall process were developed and implemented, and a team of faculty and staff attended the state-wide summer Curriculum Institute to get more information on issues of concern for Saddleback and learn about changes being implemented by the state chancellor's office.

New College Website

The development of Saddleback's new mobile-friendly website that places a greater emphasis on student success was launched after a one-and-a-half-year effort by a website workgroup, established by the Student Success Coordinating Committee. The website was created to be navigable and easy to use on a wide range of devices, from desktop computers to mobile phones.

Student Success Metrics Summit

State-wide initiatives such as the Institutional Effectiveness Partnership (IEPI) mandate that colleges step up the process of discussing student outcomes and creating both short- and long-term goals for a set of broad student success metrics. As well, our accrediting commission has enforced adoption of federally-mandated institution-set standards, which are minimum thresholds by which colleges deem appropriate outcomes. Within these parameters, colleges are expected to be fully engaged with the process of understanding their broad-based indicators such as goals and minimum thresholds for performance. The important factor for colleges successfully launching IEPI and setting standards is to nurture a culture of evidence-based decision-making by embedding meaningful and scalable approaches to data-driven dialogue that is continuous and persistent throughout the college.

To begin Saddleback's process of dialogue around data inquiry and understanding, we held our first Student Success Metrics Summit in May. The purpose of the summit was to educate and inform faculty, staff, and management about the variety of metrics that are tracked at the state level as well as those for accreditation, and to discuss the definitions of these metrics. A highly interactive session quizzed and polled the summit participants for their knowledge of certain metrics, including facts and statistics about our students. The summit also educated attendees on where data is accessed at the college, as well as ways to manipulate various college-level reports using the state's InForm database.

Next steps for the college are to provide more in-depth understanding of the metrics, and set relevant goals and targets that are tied to these metrics. We are developing a Student Success Metrics for Institutional Effectiveness initiative that will guide us along a path of meaningful and contextually-based goal setting that begins by delving in to data to help manage expectations and set aspirations. We will engage college-wide discussions about metrics and conduct "deep dives" of data, starting with basic skills students and their journeys. Over the coming year we look forward to learning more about our college metrics and the process of developing contextually-based goals.

Interpersonal Conflict Resolution Recommendations

Saddleback developed and adopted college-wide Interpersonal Conflict Resolution Recommendations through respectful, collegial, and productive discussions between our Academic Senate, California School Employees Association, Classified Senate, Associated Student Government, and Management. We are proud of the recommendations, which are the first of their kind ever drafted at Saddleback. Each of us are encouraged to follow the recommendations, along with our previously-drafted Statement of Mutual Respect and Collegial Behavior, to create a collegial working environment that further helps our students succeed and supports our college and community.

Saddleback College Foundation

In early 2016, the Saddleback College Foundation celebrated an additional \$1 million donation by Sue and Bill Gross to provide scholarships to students in CTE programs that directly lead to jobs in skilled occupations with a strong employment outlook. The generous endowment follows the Gross Scholars Program established at Saddleback in 2014, which provided \$500,000 in scholarships for students in the “forgotten middle”—students who have an unmet financial need yet are ineligible for a full Pell Grant or other government assistance to pay for college—who successfully complete education and career training and secure skilled jobs. Gross Family Foundation President Sue Gross said, “Investing in Saddleback students is an investment in our regional economy. These scholarships will provide financial support to students who are investing in their futures, giving them the ability to focus on their career training without worrying about how they are going to pay for their studies.”

In 2016, the foundation awarded the most scholarships in the college’s history with 517 students receiving scholarships totaling \$793,719. The annual gala was a huge success, with more than 450 attendees and net profits up \$25,000 more than last year. The expansion of our donor database and the use of new software has increased donations via credit cards and raised over \$197,000 since July 2015, a 68 percent increase over the previous year.

Grants Update

Saddleback has significantly increased the sources and types of grant funding we pursue to address the growing technical nature of jobs and careers in the region and to help meet the workforce goals of the state chancellor’s office and federal government. Our expanded relationships with local, state, and federal agencies have provided additional funding opportunities for workforce development training. We consistently submit grant proposals to the U.S. Department of Labor, U.S. Department of Health and Human Services, National Science Foundation, Orange County Workforce Investment Board, and other public agencies and private

foundations. For the sake of comparison, from 2003 to 2009 we pursued approximately 13 grants each year. Today we average 25 grant applications each year. Our efforts have paid off. Since 2008 we have seen a 37 percent increase in the number of grant awards, and a 57 percent increase in the average grant award value. In 2014-2015, our average grant award was \$434,717 compared to \$247,262 in 2007-2008. Overall, with approximately \$8.2 million in total grant funds in 2015-2016, our annual grant totals have more than doubled in the last eight years.

Facilities Update

Sciences Building. As noted previously, our new Sciences Building, a three-story, 52,897 assignable square foot, state-of-the-art facility unmatched at any California community college, opened its doors to students on August 22nd and a grand opening celebration is scheduled for September 29th.

Automotive Technology. During the winter - break our automotive technology program was moved to a newly constructed automotive/maintenance facility in parking lot one which will serve as swing space for the program until renovation of the Advanced Technology and Applied Science Building is completed, which is currently anticipated in December 2017.

Fine Arts Complex. In summer of 2016 Saddleback embarked on an aggressive high-efficiency mechanical systems upgrade to the Fine Arts Complex while also adding a new theater entrance and lobby. These upgrades will add a greater degree of comfort for faculty, students, and staff. The facility will be re-opened for the fall semester.

Advanced Technology and Applied Science Building. Renovation of The building is currently in design with construction scheduled to begin in fall 2016. This project will repair damage to the foundation and walls, and renovate both the interior and exterior for a much improved educational facility which will greatly enhance the student experience.

Athletic Stadium. Conceptual planning, programming, and design of our new athletic stadium and sports complex was completed in May 2016, with construction scheduled to begin in late spring or early summer 2017. The new sports complex will contain an 8,000 seat, multi-sport stadium, nine-lane running track, two practice fields, a soccer field, and a track and field throw park. The opening of the athletic stadium and sports complex is planned for 2018.

Refillable Water Bottle Stations. Thanks to the dedicated work of our Associated Student Government, Saddleback now has a number of refillable water stations on campus. The stations are currently located in the Business and General Studies Building, Student Services Center, and Library in the Learning Resource Center.

2016-2017 Budget

Saddleback submitted another balanced budget to the chancellor and board of trustees. The college is primarily funded through the State SB 361 apportionment calculation. The state budget for community colleges proposes a zero percent cost-of-living-adjustment (COLA) and two percent for growth; however, under the new state chancellor's office's community college growth formula, Saddleback received growth of one-half of a percent. These assumptions are used to develop our income and expenditure projections. Expenditure assumptions include funding for all existing personnel; replacement of all vacant faculty, classified staff, and management positions; step and column increases; collective bargaining related increases; fringe benefit increases; and health and welfare increases. The state budget includes one-time equipment/scheduled maintenance funds that the college will combine with prior year equipment/scheduled maintenance funds to use for a much needed building access control project campus-wide. In recent years, the college has placed a high priority on access controls and these additional funds will enable us to make this priority become a reality.

Both the State Teachers Retirement System (STRS) and Public Employee Retirement System (PERS) revised contribution rates through 2020-2021, and projected employer rates rise sharply over that period. STRS rates will increase from eight and one quarter percent in 2013-2014 to 19 percent in 2020-2021, and PERS is projected to increase from 11 percent 2013-2014 to 20 percent in 2020-2021. It is projected that by 2020-2021, Saddleback will be required to pay at least an additional \$5 million per year for these increases based on 2013-2014 expenditures. However, thanks to action by the board of trustees, a pension stabilization fund has been set-aside which will fund these increases for the college's non-categorical budgets until then.

The continuing trend of annually increasing costs for existing personnel relating to step and column movement, collective bargaining agreements, fringe benefit increases, and health and welfare increases, presents an ongoing challenge to control the percentage of our budget allocated to salaries and benefits. Pre-determined increases for salaries and benefits exceed actual and potential revenue increases, ultimately requiring us to reduce expenses and/or raise more revenues. These budget pressures, coupled with increased workload demands placed on faculty, staff, and management, have created a challenge for our college as we vigorously pursue our top goal of significantly improving student success and completions of degrees, certificates, and transfers. Our budget issues are shared by district services and Irvine Valley College, and we all will need to work collaboratively to resolve them beginning with work on a district-wide approach to enrollment management in order to enhance efficiency and cost effectiveness district-wide.

Saddleback's adopted budget includes a contingency of \$7 million that is intended as a minimum carry-over for the 2017-2018 budget year. The contingency was derived primarily from one-time mandated cost reimbursement allocations, disbursed by the state in 2015-2016. Multi-year projections show that the cost of salaries and benefits will continue to increase as a percentage of our budget, thus the

college will be careful when adding ongoing costs to our budget, and we will allocate one time funds to projects that are indeed one time as opposed to ongoing.

The college's proposed Gateway Building, a new student services facility, is our top priority for state bond matching funds. After an arduous process, the district submitted our Gateway Building proposal to the state for future funding consideration. Saddleback is hopeful that the points assigned to our building project are sufficient to qualify for state funding, assuming funds become available. The Gateway Building is a lynchpin in the future facilities plans for our campus, and necessary to facilitate the college's student success improvements. Saddleback students, faculty, staff, and management remain committed to meeting the college mission and moving towards our vision of "being the first choice."

Employee Excellence

Saddleback named Professor **Steve Teh**, a full-time biology instructor, **Jeffrey Oderlin**, an associate professor of liberal arts, and **Lisa Messenger**, an associate professor of health and wellness in the Emeritus Institute, as the 2016 Professors of the Year.

The Professor of the Year is **Steve Teh**, who has been teaching at Saddleback since 1999. Steve is beloved by his students for his evident passion for teaching biology and fostering a family environment in his classroom that cements lasting friendships between students. His students love that he always incorporates fun into learning, inspiring many to major in biology. It is his compassion, love for the subject, and encouragement that make his students say he epitomized what a professor should be.

The Associate Professor of the Year is **Jeffrey Oderlin**, who has been teaching English at Saddleback since 2011. Jeffrey is well-known for genuinely caring about his students and their success, encouraging them to think critically and view all aspects when analyzing an issue. His students

praise him for his engaging teaching style and compassion for his subject.

The Emeritus Institute's Professor of the Year is health and wellness professor **Lisa Messenger**. Her students describe her as a rare gem who teaches with contagious enthusiasm. Students also shared that her teaching style contributed to their mental and physical health, vitality, and engagement with the world around them. Among her students, Lisa is considered one of the best teachers they've had throughout their academic lives.

Claire Cesareo, anthropology professor, is our nominee for the 2017 Orange County Teacher of the Year. Claire maintains high standards of academic application and ethical behavior in the classroom and in campus life. Her teaching practices define the contemporary classroom, both challenging the students and offering a level of empathy that elevates student success. Claire is the creator, organizer, and visionary behind Saddleback's One Book, One College program. She has served as academic senate president, faculty association president, and as a leader on a very long list of committees. She is our never complaining, can-do pillar of the positive.

Our classified staff member of the year was **Michelle MacDougall Jackson**, theater production and operations manager. Michelle is appreciated for her ever-present enthusiasm and dedication to the arts at Saddleback.

The annual President's Award for Innovation and Leadership recognized individuals for their contributions over the previous academic year:

Classified Staff: **Howard Dwight**, senior fiscal/veterans specialist; **Nina Welch**, fine art public information officer; **Kevin Dalla Betta**, accounting officer; **Shouka Torabi**, research and planning analyst; **Mark Kruhmin**, media production specialist; **Rania Mesri**, program outreach specialist; **Mary Anstadt**, CTE grants coordinator/CTE transitions project director; **Katlin Choi**, math, science, and engineering program coordinator;

Jim Fagan, athletic equipment specialist; **Renee Barenbaum**, custodian; **Michelle Weidenkopf**, senior administrative assistant; **Sherri Dadsetan**, administrative assistant; **Stephanie Reyna**, new media and marketing specialist; **Albert Lao**, network systems technician; **Raj Dhillon**, automotive technology senior lab technician; **Ileana Grecu**, custodian; **Emerson Abbott**, lead groundskeeper; **Matt Brodet**, media production specialist; **Darline Arroyo**, disabled students program specialist; and **Trish Fain**, executive assistant.

Faculty: **Safiah Mamoon**, health information technology; **Kim Stankovich**, speech; **Sean Osborn**, human services; **Blake Stephens**, architecture/drafting; **Barbara Tamialis**, child development and educational studies; **Emily Quinlan**, business law; **Rebecca Knapp**, business; **Jennifer Forouzesh** and **Patricia McGinley**, nursing; **Ken Lee**, **Lisa Inlow**, and **Kathleen Lunetto**, horticulture, culinary arts, family and consumer science; and **Karyn Bower**, journalism.

Management: **Estella Castillo-Garrison**, dean of community education, Emeritus Institute, and K-12 partnerships; and **Christina Hinkle**, director of learning assistance.

Mark McElroy was named National Coach of the Year by the American Community College Football Coaches Association (ACCFCFA). Mark has served as Saddleback's head football coach since 1999, leading the program to four conference championships and a Southern California Football Association record of 13 consecutive post-season bowl games from 2001 through 2013. Mark guided the Saddleback football team to a 10-3 overall record during the 2015 season including a 6-0 record to win the conference title in the SCFA National Division Southern Conference; and then to the top seed in the regional playoffs, defeating both Riverside City College and Long Beach City College to win the regional title, and finishing as the California Community College Athletic Association state runners-up after playing valiantly and courageously in the state championship game before falling to City College of San Francisco.

Brad McReynolds, athletic trainer, was awarded the National Athletic Trainers Association (NATA) College University Athletic Trainer Committee's Athletic Trainer of the Year for JC/Small Colleges. The award is presented annually to someone who has been nominated by a peer familiar with their work and is in recognition of excellence in the field, active involvement in the community, campus, and athletic training associations, and promotion of the profession. Brad has served as an athletic trainer at Saddleback since 1988.

Congratulations to our faculty who achieved tenure: **Jack Beckham**, English composition; **Donald Bowman**, accounting; **Todd Brei**, physics; **Deidre Cavazzi**, dance; **Sarah Chang**, counselor; **Kathryn Damm**, psychology; **Stevie Daniels**, ESL; **David Dixon**, physics; **Michelle Duffy**, reading; **Michael Engels**, counselor; **Monica Friedrich**, biology; **Esther Gravis**, nursing; **Georgios Kouritas**, music (instrumental); **Kenneth Lee**, horticulture; **William McGuire**, theatre arts; **Bouchra Nadeau**, international languages (French); **Orlantha Nin**, Transfer Center coordinator/counselor; **Shellie Ochi**, English composition; **James Quigley**, mathematics; **Rick Reese**, art (printmaking/drawing); **Kiarash Shafe**, mathematics; **Jeff Vogel**, reading; **Lydia Welhan**, librarian; and **Ariel Alexander**, music.

New Faces

We were thrilled to welcome **Dr. Terri Whitt** back to Saddleback as a provisional trustee for the South Orange County Community College District Board of Trustees representing area four which covers San Clemente, Ladera Ranch, San Juan Capistrano, Coto de Caza, and parts of Rancho Santa Margarita, Las Flores, and unincorporated areas. Dr. Whitt makes a wonderful addition to the board, with over 40 years of experience in the allied health industry and higher education. She is a long-time member of our Saddleback family, having served as a nursing professor since 1976 and as the nursing program director before her recent retirement.

New Tenure Track Faculty

Sam Abbas, chemistry; **Sang Choi**, mathematics; **Nancy Duong**, mathematics; **Annie Gilbert**, adult education ESL Faculty Coordinator/ESL; **Patricia Gleed**, paramedic; **Laura Haight**, art/ceramics; **Bridget Hoida-Mulholland**, English composition; **Lori Hoolihan**, foods and nutrition; **Elizabeth Jennison**, accounting; **Jane Medling**, accounting; **Nahid Meshkin**, nursing; **Jennifer Nastanski**, nursing; **Terence Nelson**, VETS program director/veterans counselor; **Jacqueline Novak**, nursing; **Jennifer Pakula**, economics; **John Richards**, environmental studies; **Katherine Shaw**, biology; and **Susan White-Alcover**, medical assistant.

New Classified Staff

Danielle Alegre, office assistant; **Rene Blanco**, financial aid specialist; **Alexis Bosley**, office assistant; **Todd Bramwell**, police officer; **Kristen Bush**, graphic designer; **Omar Martinez Campos**, custodian; **Elsa Chacon**, admissions and records specialist I; **Max Chance**, police officer; **Emily Crabb**, library technician; **Dean Crews**, senior research and planning analyst; **Juan De La Cruz**, career services technician; **Jolex Delpilar**, programmer analyst; **Deanna Despot**, senior administrative assistant; **Ariana Espinoza**, program assistant; **Mohammad Ali Fadaiefard**, network systems technician III; **Oswaldo Florentino**, custodian; **Jeffrey Fontenot**, network systems technician II; **Patrick Gibson**, custodian; **Andy Martinez Giron**, custodian; **David Gonzalez**, counseling office assistant; **Melanie Hayashi-Smith**, admissions and records specialist I; **Andrew Hom**, senior accounting specialist; **Ellura Jiroudek**, chemistry laboratory technician; **Kristina Khabovets**, program technician; **Cindy Kilduff**, child development specialist; **Jim Langford**, photography lab technician; **Patricia Loenker**, accounting assistant; **David Lee Marriott**, automotive technology lab technician; **Kevin Masui**, network systems administrator; **Tracey Magyar**, administrative

assistant; **Rola Murtada**, senior administrative assistant; **Patti Nutting**, senior administrative assistant; **Dolores Paguirigan**, senior accounting specialist; **Daniel Posthuma**, reading lab technician; **Nicklas Potter**, life and physical sciences lab technician; **Diana Ramos**, program technician; **Adalberto Rodriguez**, EOPS specialist; **Andrew Schleicher**, office assistant; **Thokozile Senda**, financial aid specialist; **Eddie Sharrak**, veterans office assistant; **Regina Shiroma**, office assistant; **Christie Smead**, administrative assistant; **Thy So**, custodian; **Dana Taylor**, development associate; **Javier Toledo**, custodian; **Claire Tracey**, financial aid specialist; **Daniel Williams**, plumber; and **Mena Zamani**, articulation specialist.

New Management

Dr. Marina Aminy is our new dean of online education and learning resources, providing leadership for the library, learning assistance program, online education, and Faculty Center for Student Success. Dr. Aminy joined Saddleback in 2009 as a full-time faculty member in the English department, eventually serving as department chair. Before joining Saddleback, Dr. Aminy was a full-time-faculty member at San Jose State University.

Christian Alvarado was named Saddleback's dean of enrollment services. Christian served as the interim dean since March 2015 while simultaneously serving as director of financial aid, the position he held at Saddleback beginning in 2011. Before joining us at Saddleback in 2011, Christian worked as the assistant director of financial aid at Mt. San Antonio College, where he started in 1999 as a financial aid specialist. Previously, he worked as a senior financial aid assistant at Rio Hondo College and as a part-time financial aid technician at Santa Ana College.

Penny Skaff is our new dean of counseling services. She has been a full-time counselor and matriculation/Student Success Support Program (SSP) coordinator at Saddleback since 2011. Previously, Penny was a part-time counselor, and before that, served as director of student development from 1999 to 2003.

Akira (Art) Nitta is our new dean of mathematics, science, and engineering. He comes to us from Mt. San Antonio College, where he served since 2006 as a full-time mathematics instructor, and since 2012 as the chair of the mathematics and computer science department.

Jennifer Klein is Saddleback's new director of research, planning, and accreditation. She comes to us most recently from Mobililtyware, a mobile gaming company, where she served as director of data science and business intelligence. She previously worked at The Irvine Company and at Brandman University, where she served as assistant vice chancellor for institutional research and planning.

Erin McHenry is our new director of annual giving and development services. She previously served as director of annual fund and stewardship at Vanguard University, and before that as stewardship manager at Mission Hospital.

Dr. Lisa Schenitzki is our psychological health services supervisor, a new position in the Student Health Center, where she has worked since 2010 as a clinical psychologist. She has worked in private practice since 2009 and has undergone advanced training in interpersonal neurobiology and psychological treatment of trauma.

Angela Yang is our new director of international student programs. She comes to us from Bloomfield College in New Jersey, where she was director of international programs and services. Before that, she held positions at Shoreline Community College in Shoreline, Washington, and Community College of Denver in Colorado.

We thank those who have helped us over the past year to fill vacant positions on an interim basis while we worked to replace vacancies that were primarily due to retirements. **Dr. Georgina Guy** is our interim dean of transfer, career, and special programs, following **Terence Nelson's** transition to full-time faculty as the coordinator of our veterans education and transition services program. **Michael Engels,**

a counseling faculty member since 2011 and a classified employee from 2007 to 2010, served as interim dean of counseling services. **Erlynn Ballo** is our interim director of student life. She comes to us from IVC, where she was a senior matriculation specialist. Previously, she served as the associate director of the Center for Advising and Academic Success at Whittier College, and as an assistant hall director in residential life at Ohio State University.

Closing

Last year an event occurred on our campus that I will never forget. It started with the horrific mass shooting at Umpqua Community College in Roseburg, Oregon on October 1st that left 10 people dead and seven wounded. This was the deadliest mass shooting ever at a community college and the third-deadliest at any college or university in the United States. While all of us stood by in horror along with the rest of the nation, one person at Saddleback displayed an incredible act of compassion that made a lasting positive impact on many of us. On October 9th, Javier "Javi" Williams, one of our financial aid specialists, took a few days off after attending a conference in Sacramento and drove over 400 miles to visit Umpqua Community College.

On October 15th, an employee from Umpqua sent an email to our state chancellor's office stating the following:

"The days since October 1st have been difficult for so many here at Umpqua and across all of our communities. On Friday afternoon, October 9th, I was walking back to my office a little after 5pm. I observed a young man writing a message in chalk in front of the open air amphitheater on campus where we have a memorial to all the students, families and staff that were impacted by the October 1st tragedy. I asked him what he was up to and he showed me the message he'd written and told me that he and his wife had driven up from California to show their support for our students and community.

He put his arm around me and I hugged him back. For a few minutes we shared tears of empathy, sorrow, and support. I cannot begin to tell you how priceless and meaningful those moments were. His words and presence at that moment lifted my spirits and helped me understand just how broad based the support and how tied together we are in the community college community.

He told me he worked in a community college financial aid office and I told him I was in IT so we didn't share names. I came back the next morning to get his college from his chalk message so I could thank him only to find that the little bit of rain that fell prevented that.

If you think it appropriate, please especially let the community college financial aid offices of California know, and the rest of the community college community of California know just how much an impact such a simple act of kindness and support can have. I would thank him again personally if I could."

Upon receiving the message, the chancellor's office forwarded his email to all CEOs in the state. When I saw the message I was immediately touched, so I forwarded it to our management team. Javi's supervisor, Acting Dean Christian Alvarado, sent me a reply noting that he thought the person they were referring to was Javier Williams. Lo and behold, the person was indeed our very own Javi. I then notified the chancellor's office that the person they sought was one of our employees. Upon learning that the person was Javi, the state chancellor's office said: "Mystery solved! That's awesome, it says a lot about Javier and Saddleback." And Chancellor Brice Harris said, "What a great guy!"

I then connected Umpqua's employee with Javi, and he wrote:

"Hi Javi, I really appreciate being connected with you! I am so very glad to have been a comfort for you. I didn't know how used up and drained my emotions were that day until I encountered

you. I am so grateful to be able to share with you how restored I felt when we parted.

Thank you for coming here and sharing with me. Though everyone here at Umpqua has been overwhelmed by the support we've received it's the individual, person to person, connections that has lifted our spirits, fed our souls, and touched our hearts the deepest.

I've included Tod and Christian to thank them for connecting us and to ask them to share with Saddleback College and the community college communities how even one person with a good heart and spirit can have a positive impact. It reinforces what we are about."

I shared this story with our campus community, and a few days later more than 100 of our students, faculty, staff, and management posed for a photo to show solidarity for Umpqua Community College which was sent to our friends in Oregon.

Javi's selfless act of kindness, solicitude, and empathy inspired thousands of people across our campus and throughout the state. Saddleback's outpouring of appreciation and high regard for Javi, combined with our college's support for Umpqua Community College, provided further evidence that Saddleback is a great college to work for. Likewise, this experience provided me with another reason why I feel the same way as Astronaut Leland Melvin when someone thanks him for his service to our country. When someone thanks me for my service to Saddleback, I think to myself, "You all are worth it!"

Thanks to our faculty, staff, and management for another banner year. Thanks to our south Orange County community for their incredible support of Saddleback College. And thanks to our amazing students who inspire us every day to do more in the pursuit of excellence.

"We cannot solve our problems with the same thinking we used when we created them."

—Albert Einstein

Update on Top 10 Projects for 2015-2016

1. Enrollments

Implement the college's enrollment management plan to increase enrollments over the short and long term.

The college's first enrollment management plan was approved by Consultation Council and we began implementation. Efforts to regain enrollments have occurred in all areas of the college, with emphasis on student-centered scheduling, improving student success, forging stronger K-12 partnerships, and strengthening online course offerings. Student registration dates were moved up so that students can now enroll for subsequent semesters before final exams in the current term, thus providing new and returning students with more time to plan their schedules and be better prepared to start college. Our concerted efforts have increased enrollments, but we must continue implementing all of the elements of the enrollment management plan in order to achieve our targets going forward.

2. Institutional Effectiveness

Create an Office of Institutional Effectiveness that supports teaching and learning and college-wide efforts for improving student success outcomes.

A new Office of Institutional Effectiveness and Assistant Vice President for Institutional Effectiveness position were created to oversee online education and learning resources that include the library and tutoring center, faculty center for student success, curriculum office, research and planning, curriculum, and employee training and professional development. In May, Saddleback held our inaugural annual Student Success Metrics Summit where we initiated college wide dialogue around data inquiry and understanding, identifying key indicators and trends to watch. Dialogue will continue across the campus to more deeply explore student data and trends to guide us in improving student success outcomes.

3. Accreditation

Complete an initial draft of the college's self evaluation that is due to the Accrediting Commission for Community and Junior Colleges (ACCJC) in December 2016.

Saddleback is on track to completing our self evaluation report and submitting it to the ACCJC in December 2016. Drafts of the report will be made available to our college community beginning in August.

4. Economic and Workforce Development

Begin implementation of the college's 2015-2020 economic and workforce development plan.

Saddleback has begun in earnest to implement our first economic and workforce development plan. This past year we made impressive gains in forging new and stronger relationships with business and industry, as well as with cities, county, and public and non-profit agencies, resulting in mutually beneficial partnerships. We expanded internships, job placements, and training contracts. Last year Saddleback was awarded over \$2 million in grants to provide training, education, and job placement.

5. Instruction, Student Services, and Administrative Services Operating Guidelines

Collaboratively develop written operating guidelines for instruction, student services, and administrative services that provide improved clarity, communication, and effectiveness for all faculty, staff, management, and students.

The college completed an outline and draft of a business and administrative processes manual that encompasses: fiscal processes; college procurement and expense processes; contracting processes; grant development processes; procedures related to money collection; technology services; facilities, maintenance, and operations; campus police and

parking; and other related processes. A final document will be completed once district services updates district-wide processes and procedures that comply with the district's new business, contract, budget, and human resources software. The draft manual is packed with over 80 pages of important information for faculty, staff, and management, and it will be in a searchable online format allowing department's the ability to instantly communicate any future changes. In addition to business and administrative processes, we created draft schedule development operational guidelines that will be reviewed with faculty, staff, and management in August.

6. Title IX Coordinator

Work with district services to create a district Title IX coordinator and develop college and district policies, procedures, and training in accordance with federal and state regulations.

District services is developing a new district Title IX Coordinator position, working with Saddleback and IVC to finalize the job description and update board policies and administrative regulations ensuring compliance with state and federal laws. Until a district coordinator is in place, the college has been providing Title IX training for key employees and others across campus.

7. Reimagining Student Services

Develop a plan for enhancing student support services to maximize student success.

The college has concluded a year-long effort to review, reflect, and modify our Student Services area to increase effectiveness and better support student success. Our Reimagining Student Services had two major phases: 1) Review and reflect on how our students and college-wide colleagues currently experience Student Services operations and develop recommendations for improving their experiences; and 2) Review of the organizational structure of Student Services aligning with the ideas generated from phase one. Our process yielded minor struc-

tural changes, most of the modifications addressing responsibility and workload issues among senior Student Services administrators.

8. Employee Training and Development Survey

Conduct a survey of all faculty, staff, and management to gather input on needs and desires for employee training and professional development.

Saddleback conducted an employee professional development survey in December and shared the findings of the survey with faculty, staff, and management during spring's professional development week in January. We further discussed survey findings at Consultation Council and with governance group leaders. While our faculty and management appear quite satisfied with professional development, our classified staff were less so. As a result, the college is taking action on several fronts to improve training and professional development for our classified staff, and we will continue to make training and professional development for all of our employees a priority.

9. Disaster Preparedness Training

Revise written guidelines and procedures and provide training for all employees on disaster preparedness.

Saddleback expanded emergency planning and preparedness training across campus this past year, including specialized training for our Community Emergency Response Team (CERT) and Incident Command System (ICS). Faculty, staff, and management received training and response protocols for active shooter and other emergency situations such as fire and earthquake. District services added the college's safety videos to all new employee orientations. Our campus police engaged in many disaster trainings, exercises, and drills, and strengthened protocols and partnerships with local and county emergency and first responder agencies. We improved our campus safety infrastructure, such as developing access control

standards, processes, and procedures that include the integration of cameras, audio, and lock down capabilities. We are in the process of contracting with a disaster emergency preparedness consultant to review and update our Emergency Operations Plan, and we approved a new emergency manager/business continuity position to lead our efforts in developing and implementing a comprehensive five-year emergency preparedness plan. Today Saddleback is better situated than ever before for preventing and responding to campus emergencies, and we are committed to continuous improvement.

10. Governance and Organization Manual

Update the college's governance and organization manual to reflect current college and district planning and decision making processes, participatory governance, and organizational structure.

The college's Planning, Budget and Steering Committee (PBSC) reviewed and updated the Saddleback Governance and Decision-Making Manual and is preparing a draft for review by governance groups with a final draft of the manual expected in the fall for Consultation Council's recommended approval and final approval by the president.

Top 10 Projects for 2016-2017

1. Accreditation Reaffirmation

Achieve reaffirmation of the college's accreditation status with the Accrediting Commission for Community and Junior Colleges (ACCJC).

2. District Enrollment Management

Actively participate in district enrollment management discussions and collaboratively work with Irvine Valley College and district services to review the impacts of changes to the district resource allocation formula.

3. Career Pathway Promise

Develop a pilot college pathway promise program to assist underrepresented students with attending Saddleback and completing a degree, certificate, or transfer that leads to gainful employment.

4. Distance Education

Develop a comprehensive plan for improving and expanding online education as identified in the college's accreditation Quality Focus Essay.

5. College Success Metrics

Analyze student and other data to develop college-wide priorities for improving student success as identified in the college's accreditation Quality Focus Essay.

6. Group to Team

Strengthen team building across campus through "Group to Team" training and development.

7. New Sciences Building

Open the new sciences building for students, support faculty and staff through transition, and promote science programs and science career pathways in the community.

8. District Leadership Transition

Collaboratively assist the Board of Trustees with the chancellor search process and effectuate a positive transition for the district.

9. Student Job Placement Mobile App

Provide a job placement mobile app for students that matches their skills acquired at Saddleback with local internship and job openings in their field.

10. Medical Center Drive Entrance

Complete acquisition and beautification of the vacant lot at the corner of Medical Center Drive and Marguerite Parkway.

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.

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.



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