



Annual State of the College

“The Next Five Years”

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I have had the honor and pleasure to serve as your president for five years. When I arrived in August 2008, Saddleback College was prime for change and ready to be taken to the next level of success. Saddleback was certainly one of our state’s premier community colleges, but that was not good enough for south Orange County. We could do better.

One of the first acts that our college undertook was to develop a new vision statement for Saddleback: *“to be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.”* This vision simply and clearly explains what we aspire our college to be. We strive for excellence in all that we do, and our effectiveness is measured by the support and perceptions of our community. Saddleback should be considered as the first choice for attaining academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and life-long learning.

While Saddleback measures above average by most state indicators, our college can and should

do much better. We have the most accomplished faculty, talented staff and management, flexible financial resources, and supportive community, along with many other advantages. Over the past five years, Saddleback has made incredible progress in just about every way. It is now up to our college community to determine where we go in the next five years and beyond.

This coming academic year presents many opportunities for our college community to shape the future of our institution. We will be finalizing the development of our new six-year strategic plan for the college and district. We will be instituting a college-wide process for enhancing student success. We will be solidifying several key community partnerships. And we will be entering a new era of greater district-wide cooperation and collaboration. The 2013/2014 year will greatly determine the future path for Saddleback, and I look forward to working with our entire college community to ensure that we continue to follow a path that moves us closer to being the college of first choice.

Five Years of Accomplishments

The list of accomplishments for Saddleback over the past five years is impressive. None of our accomplishments could have occurred without the tremendous efforts of our faculty, staff, management, and community. Some of our college's strengths are that we operate highly effective participatory governance systems, foster a culture of excellence, unleash the entrepreneurial and leadership abilities of employees, forge strong community partnerships, and always focus on enhancing student success. Our people are our greatest asset, and Saddleback's success has been due to all of our people. We are pleased to provide some examples of the college's significant accomplishments that have occurred since 2008.

Transfer. We transferred 3,123 students to four-year colleges and universities last year which is an increase of 37% in five years (compared to 8% statewide) and with minimal enrollment growth.

Degrees and Certificates. We awarded 2,955 degrees and certificates last year which is an increase of 110% in five years (compared to 27% statewide) and with minimal enrollment growth. We also developed more than half of our Associate Degrees for Transfer for the California State Universities (SB 1440 degrees) and expect to have the remainder completed next year.

Student Success Scorecard. We rank near the top of 112 California community colleges in five out of seven state-wide metrics for measuring student success. Our completion rate is 13th in the state at 57.4% and our persistence rate is 7th in the state at 74.6%.

Accreditation. After a decade of being on accreditation warning, the college's accreditation was successfully reaffirmed with several commendations allowing Saddleback to shift focus away from annual self-evaluation and progress reports. We have a fully-functioning self-evaluation and quality improvement process, led by a team comprised of faculty, staff, management, and students that work continuously to ensure our accreditation status remains affirmed.

Student Learning Outcomes and Program

Reviews. Our faculty fully institutionalized the process of student learning outcome (SLO) assessment across all academic programs and administrative unit outcome (AUO) assessment across all service and administrative units. Currently, the college has 1,529 active courses and 209 approved programs, all of which have defined SLOs and ongoing assessments. Our faculty, staff, and management also fully institutionalized program reviews and administrative unit reviews for all of the college's 68 departments and 42 administrative and service units. We are engaged in the regular review of all of our college programs and services, and data provided in the reviews are utilized in the prioritization of resource requests in the annual budget development process.

Strategic Planning. We embraced strategic planning, developing an effective college-wide strategic planning process that integrates budget and resource allocations, program and administrative unit reviews, and other college and district plans.

Tutoring. We almost tripled the number of students receiving tutorial services each year to over 8,000 students, and almost doubled the number of annual tutoring hours to over 25,000 hours.

Instructional Resources. We enhanced support for faculty success by creating the Division of Online Education and Learning Resources, establishing the Institute for Teaching and Learning, renovating the Faculty Center for Instructional Design and Distance Education (CIDDE), creating the academic senate's education and planning assessment committee, and designing a faculty resource website.

Financial Aid. We reduced the processing time of financial aid applications by 80% and increased the number of annual applications from 6,587 to 17,083 (159% increase) resulting in the number of students receiving financial aid increasing from 3,852 to 10,812 each year (180% increase) and total awards (excluding loans) increasing from \$3.6 million to \$12.9 million each year (257% increase).

Counseling. We increased the number of students meeting with a counselor by over 33% serving over 15,000 students annually, and increased the number of student contacts by almost 40% to 30,000 contacts each year.

Student Services Center. We made many changes in the Student Services Center that greatly enhance student support. We created a student information center that serves over 70,000 student inquiries each year and provides additional computer terminals, created a new transfer center, renovated the associated student government offices and student lounge, created a one-stop veterans center, moved the student payment and veterans office to the Student Services Center, and implemented many more positive changes.

Student Health. We launched our first campus-wide drug and alcohol prevention and intervention program, renovated the student health center to provide students with comprehensive and high-quality health care, initiated a free food distribution program for those in need, expanded mental health services including suicide prevention, and produced a faculty guide for distressed, disruptive, and threatening students.

Veterans. We created a one-stop veterans center that now serves over 1,300 veterans each year and serves as a model program in the state for providing student support services for veterans, active military, and their families. We also constructed the Saddleback College Veterans Memorial which is one of the nation's most significant college monuments honoring veterans.

Student Leadership. We transformed our Associated Student Government from a high school style student council to a comprehensive leadership development program rivaling four-year university models. Student leaders are actively engaged in college governance and take on important efforts to support the college and student success.

Center for Innovation in Healthcare Education. We created a vision and developed preliminary plans for development of a Center for Innovation in Healthcare Education at our district's

Advanced Technology and Education Park. This center would be the nation's first comprehensive regional simulated healthcare center providing an innovative, risk-free environment addressing multiple safety, training, and skill maintenance needs of allied health workers and the community.

Marketing and Public Relations. We raised the profile of Saddleback at local, regional, state, and national levels with greatly enhanced and award-winning marketing and public relations efforts. We developed a college-wide branding program that substantially improved the image of our college while enhancing advertising campaigns. We have connected with our students and community by embracing online social media, and have redesigned the college, foundation, and alumni websites. Our enhanced media efforts have put Saddleback frequently in the news.

Community Partnerships. We expanded our community outreach by developing stronger relations with elected officials and government agencies at the local, state, and federal levels. We have reached out to our community and formed new partnerships while strengthening existing partnerships with business and industry, education, and service organizations.

High School Partnership Program. We strengthened the relationships with our K-12 partners culminating in an unprecedented high school partnership program that provides a comprehensive effort for improving first year student preparedness and success while forging lasting relationships with faculty, staff, and administration at more than 30 local high schools.

Budget and Finance. We produced yearly balanced budgets with healthy reserves, maintaining fiscal stability during challenging times. We continued to adequately fund technology, equipment, scheduled maintenance, and personnel, while also allocating resources for implementing our strategic plan and other key efforts for enhancing student success.

Grants. We created the college's first grants office and more than doubled the number of grant applications and almost doubled the amount of awards to over \$17.2 million in grant funding.

Fundraising. We increased our endowment from \$497,181 to \$5.24 million (954% increase) and increased annual scholarship awards from \$198,650 to \$509,790 (157% increase) which expanded the number of students receiving gifts from 180 to 326 (81% increase).

Alumni. We initiated the college's first alumni outreach effort including development of an alumni database with updated contact information for over 100,000 alumni.

Facilities. We greatly improved campus facility planning, development, construction, and maintenance for better utilization of resources, greater emphasis on student success, and enhanced campus environment. We created the college's first 20-year facilities, renovation, and scheduled maintenance plan and completed an education and facilities master plan that are integrated with other college and district planning while providing a more effective strategic direction for our campus. We substantially increased funding for our facilities, with completion or significant planning progress made on numerous projects including our award-winning Learning Resource Center renovation, new sciences building, new gateway building, Technology and Applied Sciences Building renovation, Fine Arts Complex renovation, athletic stadium renovation, village expansion, and award-winning library bridge.

Technology. We implemented many new technology initiatives that support faculty and instruction, enhance student success, and enable our college to function more effectively and efficiently. Our college technology refresh plan was fully funded each year, providing for the deployment of over 2,000 new computers and ensuring the latest software is available.

Sustainability. We implemented several environmental and sustainability measures that annually saved over 2.35 million kilowatt-hours of energy

usage, reduced 68 million gallons of domestic water consumption, and reduced waste disposal by over four times.

Campus Safety. We conducted an emergency preparedness assessment and a study to evaluate the security and law enforcement services of our campus police, and began implementation of the recommendations which have greatly improved campus safety.

Participatory Governance. We strengthened our college and district participatory governance processes, procedures, and practices, and Saddleback functions more collaboratively at all levels. In 2012, our academic and classified senates, associated student government, and management team produced the college's first statement of mutual respect and collegial behavior which is a formal commitment by our entire college to work together respectfully and collegially for the benefit of our students, college, and community.

Satisfaction and Climate Surveys. We received very favorable overall ratings and reviews from students, employees, and the community in every satisfaction and climate survey conducted, including two college employee surveys, three student surveys, three district surveys, and three community surveys. In fact, in 2011 the Accrediting Commission for Community and Junior Colleges commended Saddleback for its "positive change in campus climate."

Organization Structure. We created a more efficient and effective management structure that provides greater administrative support for students and faculty by reorganizing the student services area, creating a fiscal and administrative services area, creating the division of online education and learning resources, reorganizing the college foundation, and creating new departments for planning, grants, accreditation, outreach, student payment services, and veterans services.

Employee Hiring. We did not reduce full-time tenure-track faculty positions during the statewide fiscal crisis, and in fact we increased our hiring of full-time faculty while each of the state's other

111 community colleges has reduced their positions. We also increased our classified staff and management positions, and again we may be the only community college in the state to have done so. We hired 24 new and 74 replacement full-time tenure-track faculty (approximately 42% of total), 106 new and replacement permanent classified staff (approximately 32% of total), and 23 new and replacement administrators and managers (approximately 55% of total).

While these accomplishments over the past five years are impressive, they only represent a fraction of the incredible achievements that have been made by our students, faculty, staff, and management at Saddleback and the district. We all should be very proud of our accomplishments, in particular when taking in to account that during this period we were often working under difficult circumstances and confronting numerous challenges at the national, state, and district levels.

The Next Five Years

Saddleback will be celebrating its 50th anniversary in 2018. What will our college look like in five years when we celebrate this milestone? Over the past few years, our college and district have made remarkable progress. Brick by brick, we've been building a stronger college infrastructure for the 21st century, and the results are starting to show. We've made impressive gains that we managed to achieve during some tough times. Having made it to where we are now, I believe that we are in a prime position to take Saddleback to the next level of success. Over the next five years, some of the broad areas of focus for our college and district will include enrollment management, strategic planning, economic and workforce development, employee success, and, of course, student success.

Enrollment Management

Enrollment management planning is critical to the success of our college operations and to ensure that students get the courses they need to complete their degrees, certificates, and transfers, and

are better prepared for the workforce. Enrollment management is also necessary to recruit and retain a robust and diverse student body. Finally, enrollment management is vital to our fiscal stability, ensuring that our resources are used wisely and revenues are maximized.

Over the coming year, we will develop a comprehensive enrollment management plan for Saddleback. Working college-wide, we will use a host of metrics to identify student enrollment goals and construct a plan that includes an instructional master plan and also incorporates outreach and recruitment, matriculation, transfer, financial aid, technology, and marketing, to name a few areas. The plan will identify college targets for student course attainment and retention, student completions of academic and career technical degrees and certificates, and transfers to four-year institutions.

As previously stated, enrollment management is also critical for our fiscal stability. Saddleback is fortunate to have not been forced to make drastic cuts like most other colleges in the state over the past few years, but we have been adversely impacted by the state fiscal situation. We must keep budget considerations in mind as we work to attain our full-time equivalent student target in order to maintain our "large college" status and receive the additional state funding that comes with being a larger college. Although revenues associated with enrollment have only minimally increased in recent years, the greatest impact to our financial stability has been increasing fixed expenses, namely salaries and benefits. In November 2012, Chancellor Gary Poertner stated that the economic downturn has finally caught up with us and "we are now in a situation where projected long-term expenditures exceed revenue projections." While the passage of Proposition 30 has helped to stabilize funding for community colleges throughout the state, the reality is that Saddleback's fixed expenditures cannot continue to increase at the rate they have. A solid enrollment management plan will guide us toward healthier student completion rates and a more fiscally sound environment.

Economic and Workforce Development

Our community colleges play an important role in California's economic growth and global competitiveness through industry-specific training and services that contribute to a highly skilled and productive workforce. In 1996, economic development became part of the statutory mission of the California Community Colleges (*Ed. Code, §66010.4(a)(3)*). Economic and workforce development (EWD) programs grow local jobs by improving local business competitiveness and by preparing workers with the skills they need to keep their job or to move to a higher paying one. Unfortunately, none of California's community colleges have developed a model EWD program for their community, and Saddleback is no exception. But Saddleback and our district can and should be the leading driver of EWD activity in south Orange County and beyond. As such, over the coming year we will create a college-wide plan to develop a model EWD program.

Last year the state chancellor's EWD program embarked on a two-year campaign entitled, "Doing What Matters for Jobs and the Economy." This campaign is intended to better address the structural skills mismatch facing California's workforce. It is a four-pronged effort to inform local decision making, address regional economies, and focus on competitive and emerging industry sectors. First, colleges must *give priority* to labor and market needs when making decisions about budgets, programs, and course offerings. Second, colleges should *make room* for what matters to jobs and the economy by retooling programs that are not working or not meeting a labor market need so that students learn concepts and skills that are relevant and lead to jobs. Third, focus on *student success* by adopting common metrics and strengthening regions with four skill sets: data mining; convening; technology; and curriculum approval. And fourth, *innovate* by solving complex training needs so that our community college system can better deliver for employers and sectors.

One of the metrics contained in the state's student success scorecard is the Career Technical Education (CTE) completion rate which examines

the percentage of CTE students who go on to complete a degree, certificate, or transfer within six years. Saddleback's CTE completion rate is a success indicator where we need to make the greatest improvement. While we perform slightly above the statewide average, in Orange County we only rank six out of nine colleges and 38th among the state's 112 community colleges. Like all of the other scorecard metrics that place Saddleback as one of the top performing colleges in the county and state, Saddleback should be near the top in CTE completion. Our EWD efforts over the next five years will not only improve our CTE completion rate and better prepare students for the workforce, but we will help develop, sustain, and advance the economic growth and global competitiveness of our region.

Employee Success

In achieving student success, we must ensure employee success. Our people are Saddleback's greatest resource and largest investment. Around 88% of our budget is allocated for employee salary and benefits: faculty; classified staff; and administrators and managers. Our people are also vital for ensuring student success. Recommendation six from the state's Student Success Task Force is "revitalize and re-envision professional development", and encourages us to develop and support focused professional development for all faculty and staff. The success of our students and college are directly related to the skills, talents, expertise, and efforts of our employees. If we are serious about increasing student success and being the first choice, we must do everything possible to recruit and retain the best faculty, staff, and management, and we must provide them with adequate training, development, and support.

I am proud to report that over the past five years Saddleback may be the only community college in the state that has not reduced full-time faculty, permanent staff, or administrators and managers, even though the state has been operating in a fiscal crisis and the college has experienced flat revenues. Due to our college's effective fiscal management, over the past five years we were able to hire 98 new and replacement full-time tenure-track

faculty comprising approximately 42% of our total full-time faculty that include 24 newly created positions. Based on excellent recommendations from faculty and deans, the caliber of Saddleback's new faculty hires have been stellar. We also were able to hire 106 new and replacement permanent classified staff throughout the campus comprising 32% of our total permanent classified staff that include several newly created positions. Our classified staff are integral to everything we do, and Saddleback's success is very much related to their talents and hard work. Finally, we were able to hire 23 new and replacement administrators and managers comprising approximately 55% of our management team. Our new administrators and managers represent the future of Saddleback, and I am proud that we have one of the most diverse, accomplished, and talented group of leaders of any college in the state.

In addition, while most other community colleges in the state were cutting back, Saddleback expanded training and development opportunities for faculty, staff, and management. Working with our academic senate, we increased the amount of resources provided for faculty professional development, and placed emphasis on support for part-time faculty through enhanced communication and inclusion. We also increased resources for classified staff and management development.

While our past hiring and training and development efforts have been significant, we can do more to support our employees over the next five years. We need to provide additional support for our 800+ part-time faculty who are in the classroom but do not have the same advantages and support as do full-time faculty. If we are serious about student success, we must provide adequate support for part-time faculty. We need to ensure that our full-time faculty have all of the resources required to maintain stellar academic and training programs. We need to ensure that our staff are integrated throughout the campus and provided opportunities for personal and career growth. We need to ensure that the professional development of our administrators and managers is ongoing and they are given ample opportunities and support to lead and manage effectively.

Strategic Planning

Five years ago we embraced strategic planning as integral to ensuring continuous improvement for our college. We established a comprehensive strategic planning process and created a management position to oversee that process, ensuring that this new paradigm for our college would include college-wide participation, data-driven decision making, and transparency. I commend our participatory governance groups for the leadership they have taken in the development and implementation of our strategic plan, which is integrated with budget and resource allocations and was commended by the Accrediting Commission for Community and Junior Colleges in its reaffirmation of our accreditation in October 2011.

This year we will finalize implementation of our current strategic plan and assess action steps related to the goals and objectives. We will also be taking our strategic planning to a new level by collaborating with district services and Irvine Valley College to create an integrated plan that shares a common set of district-wide goals, while leaving flexibility for Saddleback to add goals that are unique to our college. We will be utilizing a six-year planning cycle, with a major review of our goals and objectives during the cycle's third year. The goals and objectives will be developed using data from a district-wide environmental scan that includes service area demographic characteristics, enrollment projections, labor market analyses, and alignment of career technical programs with projected labor market needs. Beginning this fall, all members of our college will be invited to participate in developing goals and objectives, and have ample opportunities to review and provide input before they are scheduled to be finalized in February 2014.

Student Success

In last year's annual state of the college report, I discussed the completion agenda as a critical element of being the college of first choice for students, and called upon Saddleback to double our number of students completing degrees, certificates, and transfers over the next decade. This

charge was based on the White House American Graduation Initiative which calls for our nation to produce five million additional community college graduates by 2020, and the Community College League of California’s Report of the Commission on the Future which calls for the state to increase completions by one million by 2020.

Last September, Governor Jerry Brown signed the Student Success Act of 2012, a historic, sweeping move in providing community college students with additional tools needed to complete their degree, certificate, career training, and transfer. The bill aims to improve graduation and transfer rates for Saddleback students, along with the more than 2.6 million community college students throughout the state. The Student Success Act saw overwhelming bipartisan support statewide and supports student completions through the following:

- Refocuses student services to support orientation, assessment, and educational planning;
- Implements a statewide common assessment tool for student placements;
- Requires colleges that are receiving student support service funds to post a student success scorecard with completion rates and close the achievement gap among under-represented groups; and
- Requires students who receive fee waivers to make satisfactory academic progress.

The Student Success Act is based on the work of the state chancellor’s Student Success Task Force (SSTF) that made the following recommendations to promote student completions: 1) increase college and career readiness; 2) strengthen support for entering students; 3) incentivize student behaviors; 4) align course offerings to meet student needs; 5) improve the education of basic skills students; 6) revitalize and re-envision professional development; 7) enable efficient statewide leadership and increase coordination among colleges; and 8) align resources with student success recommendations.

To further implement the SSTF recommendations, the California Community Colleges Board of Governors recently approved enrollment priority

changes, giving class enrollment priority to new students who have completed college orientation and assessment and developed education plans. Continuing students who remain in good academic standing will also be given priority. These changes, which will be phased in starting fall of 2014, will give these students an edge in enrolling in the classes they need to complete their educational goals—classes that often fill quickly because they are required to transfer and/or complete a degree or certificate.

The statewide Student Success Scorecard recently released by the California Community Colleges Chancellor’s Office shows that we are a high performing college. Saddleback outperformed the state-wide average in six of the seven metrics and ranks near the top out of 112 California community colleges in five metrics; however, we are not at the top in any of the metrics when compared to the other nine community colleges in Orange County.

| Scorecard Metric | Saddleback Rate | State Average | State Rank | OC Rank |
|---|-----------------|---------------|------------|---------|
| Completion | 57.4% | 49.2% | 13 | 3 |
| Persistence | 74.6% | 65.8% | 7 | 3 |
| 30 Units | 73.5% | 66.4% | 7 | 2 |
| Remedial Math | 39.1% | 25.9% | 7 | 2 |
| Remedial English | 49.5% | 38.1% | 13 | 5 |
| Remedial English as a Second Language (ESL) | 17.6% | 23.6% | 50 | 5 |
| Career Technical Education (CTE) Completion | 58.6% | 55.0% | 38 | 6 |

While Saddleback has always been committed to helping our students succeed and increasing the number of student completions, we are actively working to implement the changes specified by the Student Success Act and SSTF. Our Academic Senate has already played an important role in creating a student success plan for our college. They crafted a definition of student success, and identified and made recommendations on the elements needed for our college to address these issues in full partnership between faculty, staff, management, and students.

We seek to address the needs related to teaching and learning in a holistic fashion, and we are doing this not only because they are mandated by the state, but because we believe that these changes will better enable our students to meet their educational and personal goals.

While the scorecard indicates that overall Saddleback is doing much better than the rest of the state, our results are not as glowing when compared to our peer colleges, including other colleges in Orange County. We certainly must improve our CTE completion and remedial ESL rates, as well as increase our rates for all other metrics. While improvement on these metrics typically lags behind implementation of strategies to improve them, I am confident that our college will show significant improvement in the coming years as a result of the tremendous work being done by our faculty, staff, and management. We will make progress as a result of our continuing focus on the completion agenda, recognizing the various needs of our diverse community to close the achievement gap among under-represented groups, enhancing our economic and workforce development efforts, developing and implementing a college-wide enrollment management plan, emphasizing employee training, development, and support, and creating a new college and district strategic plan that provides an effective road map. This is what the next five years is all about—student success. I look forward to working with our entire college community to leverage the outstanding work of the past five years and continue our momentum for being the leading community college in the state and our community's first choice.

2012/13 Overview

This past year our faculty, staff, and management have harnessed the power of collaboration and partnership to do some amazing work for the benefit of our students, college, and community. The following provides some examples of our great work.

One of our most remarkable achievements over the past year has been a reinvigorated focus on tutoring services, which have expanded tremendously

after moving to a newly renovated space in the Learning Resource Center. In fall 2012, persistence rates for students who visited the tutoring center for six or more hours increased to an impressive 94%, compared to a 78% persistence rate for the general student population. Further, success rates for students in tutoring were 10% higher than the general student population. Eleanor Kreis, a student who worked extensively with tutors to successfully pass her math class, recently took the time to write the director of the program, stating, "I am writing to express my deepest appreciation for the valuable assistance I have consistently received by the LRC tutors and the contribution they have made in the growth of my academic experience...these individuals are not only excellent tutors, they are great human beings too."

Partnerships across departments further linked tutoring with student success. Our Associated Student Government partnered with LRC tutoring to fund "crunch time" extended hours during finals week, which proved to be extremely popular with students and will be a new finals week tradition. In fall 2012 math and science learning communities promoted collaborative and interactive learning among faculty, peer tutors, and students to help "at risk" students in math and science courses. At the end of the spring semester, 14 tutors spent at least two hours per week in the classroom in order to become familiar with the instructors' specific curricula and teaching methods, and these tutors dedicated up to eight hours per week in LRC tutoring and offered individual tutoring, study groups, and exam review sessions to over 600 students. The athletic department worked closely with the tutoring center to initiate the Program Assisting Student-Athlete Success (PASS) this spring, encouraging student-athletes to make better use of the tutoring center.

Saddleback was selected as one of fifteen colleges from Accrediting Commission for Community and Junior Colleges institutions to participate in the Degree Qualifications Profile (DQP) grant from the Lumina Foundation. As part of this grant, our programs in child development and speech communications were selected to serve as pilots for the alignment of their student learning

outcomes to the DQP model and the institution of signature capstone assignments for students nearing the completion of their degree.

Our accreditation steering committee has been working all year on developing Saddleback's mid-term report due to the Accrediting Commission for Community and Junior Colleges on October 15, 2013. This report is required by all accredited institutions in the third year of the six-year accreditation period. Our draft report will be posted on our college website in August 2013 and distributed to our college community for their review and feedback. We appreciate the leadership provided by Dr. Bob Cosgrove, Dr. Kathy Werle, and Dr. Don Busché who co-chaired this effort, and the contributions made by the other members of the steering committee including Dr. Juan Avalos, Dr. Tod Burnett, Claire Cesareo-Silva, Dr. Caroline Durdella, Tere Fluegeman, Carol Hilton, Denice Inciong, Jenny Langrell, Margot Lovett, Dr. Chris McDonald, Don Mineo, Blake Stephens, Tony Teng, and Carol Ziehm.

In June, our college held its first annual governance retreat at the Norman P. Murray Community Center in Mission Viejo. This full day event brought together next year's leaders of our three governance groups (Associated Student Government, Academic Senate, and Classified Senate), California Schools Employee Association, and Management Team to discuss Saddleback's participatory governance processes and procedures and develop effective working relationships for the coming year with a particular emphasis on the role of our college's Consultation Council. The 34 participants agree that this retreat was highly beneficial and will help Saddleback over the coming year conduct important business that will further our college mission and vision including enhanced student success and improved campus environment.

Our highly acclaimed nursing program, whose graduates maintain a licensure exam pass rate of 96%, well above the national average, worked with the Orange County Health Workforce Initiative to create a new graduate residency program to give hospital residency to licensed but not-yet-employed nursing graduates to continue strengthening clinical

skills and experience professional practice. Ninety-two percent of the graduates who participated were hired by the end of their residency. Twice in the last five years our nursing graduates were ranked #1 in the nation based on NCLEX 100% pass rates for two quarters, including this most recent graduating class. The program was honored to be one of nine national programs to be in the Carnegie Study of Nursing Education led by Dr. Patricia Benner, and Saddleback is featured in Dr. Benner's book, "Educating Nurses," published by the Carnegie Educational Foundation.

One hundred percent of this year's paramedic and medical lab technician graduates passed their credential and licensure exams. A new collaboration with Pacific Clinics and Orange County Healthcare Association (OCHCA) enables the college's mental health worker program to be offered at the Recovery Education Institute, with funding partly supplemented by OCHCA.

Building on our strong relationship with Capistrano Unified School District (CUSD), Saddleback's community education program was selected to provide summer, after-school, and enrichment activities at local schools for kids from ages 4 to 17, allowing us to expand our thriving College for Kids program. Day camps were held at six local schools this summer, and in the fall we will begin to offer a more extensive schedule of after-school and enrichment activities at additional campuses in CUSD.

Saddleback's accounting department partnered with the Internal Revenue Service (IRS) and the United Way of Orange County to provide tax preparation services to low income and senior taxpayers. Accounting students, who were trained by the IRS and supervised by experienced tax preparers, helped individuals and families obtain \$29,000 in federal tax refunds, \$3,200 in California tax refunds, and \$16,000 in earned income tax credits.

Grant funds allowed the business science and economic and workforce development division to expand curriculum in multiple Career Technical Education (CTE) disciplines, adding 20 new

or revised courses in cinema/radio/television, architecture, automotive technology, child development, culinary arts, fashion, sports medicine, business and entrepreneurship, and photography. This year 42 classes aligned with current industry standards and/or advancing work skills were offered. We had 175 high school students enrolled in concurrent or dual enrollment classes with Saddleback, and 7,892 high school students participated in CTE articulated classes this year. We also increased partnerships with K-12 and businesses to articulate 90 agreements this year alone in 20 CTE disciplines. Further, our CTE Community Collaborative program was awarded another year of funding, and has expanded to include two new middle schools in the Capistrano Unified School District, helping us give students a market-driven education in nine schools in four districts.

In the division of social and behavioral sciences, Saddleback's Foster and Kinship Care Education program has made numerous community partnerships and has put itself on the map as a resource in the county by offering caregiver training, and assisting in the new mentoring program of the Quality Parenting Initiative adopted by the county and state. Psychology Professor Amira Wegenek was granted funds to host the Southern California Teaching of Psychology Conference this fall. The conference will promote best practices in the teaching of psychology and communication between psychology instructors in high schools, two-year colleges, and four-year universities. Professor Wegenek will be working collaboratively with Professor Jerry Rudmann of Irvine Valley College on this exciting project.

In our division of liberal arts, the English Professional Learning Council collaborated with K-12 teachers to align the college's writing standards with local high schools. A grading rubric aligned with the common core state standards was created, and the council developed norming sessions to identify superior, college-ready, and non-college ready essays among tested 11th graders from local high schools and Saddleback students in English 200 and 1A courses. This collaboration addresses recommendation 1.1 of the Student Success Task Force (community colleges will

collaborate with K-12 education to jointly develop new common standards for college and career readiness that are aligned with high school exit standards).

Saddleback's chapter of the Phi Theta Kappa Honor Society was named a Five Star Chapter, which strengthens the chapter by recognizing eligible students, providing professional development opportunities for members, and building stronger relationships with college administration by becoming active on campus and in the community. The chapter was also ranked internationally as one of the top 30 distinguished chapter officer teams out of nearly 1,300 chapters.

Our esteemed honors Program continues to grow, with the number of students seeking the honors certificate quadrupling in the past six years, growing by over 40% in the past year alone. Honors-assisted transfer rates are strong, and in this past year Chapman University was added to our roster of honors partner institutions. Honors student admissions to UCLA were triple, and to UC Berkeley double, that of the overall student admission rates. The UCI honors acceptance rate was 100%. Further, beginning this fall, the Honors Student Council will be institutionalized within the Associated Student Government, allowing increased community service, school service, research, and conference participation by all honors students.

In our counseling services division, matriculation transitioned from pencil and paper to computerized assessments and students can now walk in for testing without an appointment. Early Bird parent workshops were offered at an increased rate—from just a handful last year to 17 this year—to give parents of incoming freshman the opportunity to speak to a counselor.

Freshman Advantage, a program that was unveiled just last year to help students establish an education plan, matriculate, consult with a counselor, and get acclimated to the college, was offered for the second year to early bird students who matriculated and were placed in basic and remedial English and math. The students who attended last year were more likely to continue to the spring semester and

performed better in their math and English classes than the students who placed in remedial math and English but did not attend Freshman Advantage. This year, we will track the progress of the 287 students who participated in the program and meet regularly with their counselors.

Our division of transfer, career, and special programs is moving forward for our students. Our Transfer Center has a permanent space in SSC 225B and has fantastic numbers to share: last year, 3,123 students transferred to four-year colleges and universities, and out of the 112 California Community Colleges, Saddleback ranks 10th in transfers to the University of California and 17th in transfers to the California State University. Of the nine community colleges in Orange County, Saddleback ranks first in transfers to UC Santa Cruz, and second to UCLA, UC Berkeley, UC Santa Barbara, and UC Davis.

The United States Department of Veterans Affairs selected Saddleback and Irvine Valley College to host the first VetSuccess program at a two-year college on the west coast. This program brings Veterans Affairs services to the Saddleback VETS Center, making our program one of 30 institutions in the United States to offer these services. The division hosted a VetNetAlly program that trained over 60 staff and faculty in the cultural and psycho-social aspects of a veteran's transition to civilian and college life. The re-entry center hosted a "Survive and Thrive" conference for non-traditional students to get information from non-profit and government agencies, and our career center initiated a career exploration workshop series, offering eight sessions on the college's most popular career technical education programs. The Child Development Center collaborated with the Veterans Art Project and with the help of a grant, provided child care to the children of veterans who participated in the ceramics art program at the college.

Three students in our division of mathematics, science, and engineering have been selected to intern at the Jet Propulsion Laboratory, and three others qualified to attend the Chapman University Summer Undergraduate Research Fellowship program. Additionally, the Bridge to Engineering

Program, which was cited in a *Science Magazine* article, celebrated the students who completed their first year in the program. The division awarded over \$150,000 in scholarships (which were funded in part by a National Science Foundation S-STEM grant) to students in biology, chemistry, and mathematics.

Saddleback's automotive technology program is the proud recipient of three new vehicles, thanks to Kia Motors America. The new vehicles, a 2012 Kia Rio 5, a 2011 Kia Sorrento, and a 2011 Kia Optima Hybrid, are valued at more than \$65,000 and will be used by the college's automotive technology classes in "live lab" activities. The donated hybrid vehicle will be used to train students enrolled in the college's alternative fuel vehicle courses. The automotive technology program has partnered with Kia for five years and in that time has received 10 vehicles to provide enhanced training opportunities for students.

Our division of kinesiology and athletics launched a website with the Orange Empire Conference, Southern California Football Association, and California Community College Athletic Association to streamline score reporting, statistics, game stories, photos, and live in-game scoring. Last year, 56 student athletes earned Scholar-Baller status, having a 3.0 or higher grade point average, and last fall semester, 45% of our student athletes made the honor roll. The Gauchos cheerleaders took first and second place at this summer's cheer camp, where they also earned the coveted "Unity Award" for their teamwork, camaraderie, spirit, and comportment.

The fine arts and media technology division saw many successes last year, with cinema/television/radio recently forming a partnership with Air Hollywood to allow advanced production students to use the aviation-themed studio's airplanes, props and equipment to complete their feature scripts. Students will also benefit from a partnership with Green Films, who have agreed to distribute student feature productions through worldwide sales. The forensics team competed at the Phi Rho Pi National Tournament and earned a silver medal by placing 5th overall and 3rd in individual event sweepstakes.

The team also took first at the American Readers' Theater Association Championship for its interpretation of *Bellicose*, directed by Coach Lucas Ochoa. *Mouth of the Lion*, directed by Coach Larry Radden, placed 4th overall and garnered a Best Special Sound Effect Award. Current music student Lauren Lugo received the highest award at the America Protégé international competition in New York and performed at Carnegie Hall on March 3, 2013.

Celebrating our history and former faculty and staff is a great way to show our pride in our college and extend gratitude for those who helped us get to where we are today. Professor Ana Maria Cobos, a librarian who is also the college's archivist of college historical materials, has continued the work of Lynn Wells and Julia Brady-Jenner, who compiled *Making History, The first Years of Saddleback College*, a collection of the impressions of our college's founding faculty and administrators, who were hired during the college's first year in preparation of its opening in September of 1968. Professor Cobos accepted my request to continue Julia and Lynn's work by getting the impressions of our "second and third wave" faculty and staff, who arrived between the years of 1969 and 1979, and is documenting the voice of faculty, staff, and administrators on a website that will continue to be updated.

The Saddleback College Foundation has been a very important resource for our college and students. In 2013, the foundation awarded 326 students with scholarships, a 39% increase from the prior year, totaling \$509,790 which was 50% more than last year. The large increase was in part due to a matching program supported by the Associated Student Government, with the foundation giving one dollar to every two dollars donated for scholarships. These matching funds were available to the first \$140,000 in contributions.

This was a remarkable year for the Saddleback College Foundation and our college football program due to both former student success and money raised to support the program. Two former Saddleback offensive linemen, Kyle Long and Menelik Watson, were drafted into the National Football League. Kyle's father, former NFL player

Howie Long, said that the football program is, "Helping young men from all walks of life grow both as players, but more importantly as young men." Their belief in the strength of our athletic program inspired Howie and Diane Long to give a \$25,000 gift in support of the Saddleback football program. The strength of our football program is a strong selling point for our college in the community, and the foundation strongly supports the renovation of the college's athletic stadium which is long overdue. As Howie Long said, "It is the front porch of the college and a new stadium is the key to taking our already excellent athletic programs to an even higher level of prominence and achievement." Last year, our foundation provided funding for conceptual drawings of a newly renovated athletic stadium and has committed to raising \$500,000 for its construction.

Fiscal Update

Due to our college's thoughtful and responsible fiscal policies, we've weathered the recent tough economic times and have continued to provide balance budgets, including the coming fiscal year. This has been achieved by multi-year planning, identifying and implementing greater operating efficiencies, securing alternative funding resources, and limiting the addition of new staff and management positions, even with significant increases in workload and program needs.

Since fiscal year 2008-2009 the college's state categorically funded programs have been cut by \$1.86 million (47.5% overall) adding further pressure to our general fund budget. While the college has backfilled some of these cuts with general funds (approximately \$750,000), these programs have experienced a net reduction of approximately 30%. For the first time since 2008-2009, this year's state budget will provide some backfill for these programs, which we will realize once allocations are awarded in early fall.

The continuing trend of relatively flat income growth, annually increasing costs for existing employees, absorption of previously funded categorical positions, and need to invest growth income into achieving increased FTES, has resulted

in salary and benefit costs increasing disproportionately to the overall budget. Consequently, the budget pressures mentioned above, coupled with increased demands placed on faculty, staff, and management, has created a challenge as we pursue one of our top goals: to significantly improve student success rates, namely higher completion rates for degrees, certificates, and transfers.

Working with district services and Irvine Valley College, we achieved the development of a basic aid allocation process that ensures district-wide allocations are based on planning and data, and are transparent and fair. We are also finalizing the development of a 20-year facilities, renovation and scheduled maintenance plan to clearly identify the backlog of scheduled maintenance and renovation needs at the college, and to use this data driven plan to inform resource allocations district-wide.

While the college has faced these economic realities, unlike most community colleges throughout the state, we have increased our class offerings to students, and maintained a comprehensive class schedule. We have maintained staffing levels and increased full time faculty numbers, as we maintain our student focused approach. During this time however, our students have been greatly impacted by increased fees mandated by the state. California community college fees have increased from \$19 per unit to \$46 per unit in four years (142% increase) and it is our students who bear this burden, particularly when factoring in the rising cost of textbooks.

Following several college-wide forums on the college budget and discussions in Consultation Council, our faculty, staff, and management provided input and recommended solutions to increase revenue and find ways to operate more efficiently, while also ensuring that we do not compromise the high quality of our education, training, and support programs and recognizing the need to increase student completions. These discussions will continue this year so that together we can make smart decisions to move our college forward and ensure that we maintain our college and district's fiscal stability in the short and long term,

while also understanding that we can no longer afford to be all things to all people.

Recognitions

Each year we recognize the faculty, staff, and management in our Saddleback family who have made positive changes for our college and have inspired students and colleagues alike. Perhaps the highest honor for our faculty is to be named professor of the year by our students. This past year that designation was bestowed upon Professor **Scott Fier**, who has taught chemistry at Saddleback since 1992 and is commended for his ardent dedication to his students, often working outside the classroom to help them with their transfer plans. He is also a great motivator, posting the names to his office door of students who earn "A's" on his exams, and keeping framed photos in his office of each semester's top student.

Professor **Farida Gabdrakhmanova**, an interior design instructor, was our associate professor of the year. She has taught at Saddleback since 2011, and in this short time has already impressed students and co-workers alike with her compassion, energy, and caring demeanor. Farida secured grant funding to provide technical classes to students to help them stay current in the interior design industry. Farida also holds the distinction of being an alumna of the college, having graduated with an associate in science degree in interior design in 2008.

The Emeritus Institute's professor of the year was Professor **Melinda Smith**, who has taught fashion since 1999. Melinda's classes are famous for their popularity, filling up quickly with students who describe her as "academically challenging," "caring," "engaging," "inspirational," "supportive," and "always prepared." It is said that Melinda's students are so quietly engrossed in her presence that you can hear a pin drop during her classes.

Our classified staff member of the year was **Brooke Sauter**, a senior administrative assistant in the college's division of transfer, career, and special programs, where she is appreciated and admired for her professionalism, efficiency, skills,

and willingness to help in all areas of the college. Brooke's service is instrumental in our Veterans Education and Transition Services (VETS) program, where her ability to connect with men and women who have returned from military service helps them ease their stress and anxiety.

Six individuals were recognized for the President's Award for Innovation and Leadership. The full-time faculty award went to Professor **Kim Branch-Stewart** in human services. Kim's accomplishments include her leading role in having human services faculty identify core courses needed by all human services students, facilitating the process of curriculum change to help clarify critical content common in the field and encourage students to complete the core course before taking other human services courses linked to a specific certificate. This has increased student readiness, increased the number of students completing certificates, and has encouraged students to complete multiple human services certificates. Kim also led the implementation of the ASL-Mental Health Innovation Grant from the OC Healthcare Agency, through which she established a partnership with the Recovery Education Institute, which offers Saddleback courses for credit. The full-time faculty award also went to English Professor **Renee Bangerter**. Renee is a co-chair of the English Professional Learning Council, through which she established a partnership with high school teachers from the Capistrano, Saddleback Valley, and Laguna Beach unified school districts. Working with the council, Renee has partnered with Turnitin.com to write six common core rubrics using the council's input, generating three rubrics for grades 9-10 and three rubrics for grades 11-12. These rubrics are now used by over half of the teachers throughout the nation.

The management award for leadership and innovation went to **Christian Alvarado**, Director of Financial Assistance. Christian has overseen a more efficient financial aid office since he started at Saddleback in 2012. He has transformed the slow, paper-heavy financial aid process in to an efficient, automated system. The process for awarding financial aid used to take several months but,

under Christian's leadership, awards are approved in 30 days or less. Also under his leadership, the number of annual applications, number of students receiving financial aid, and total amount of awards have all substantially increased.

We have two associate faculty recipients of the leadership and innovation award. Counselor **Abigail Astley** proposed and piloted a new Applied Psychology 1 course for international students, helping them through the matriculation process and creating their academic plans. And Professor **Brock Schermerhorn** in real estate is commended for helping to elevate Saddleback's real estate program to one of the top two programs in enrollment in the state for the last several years. His successful outreach efforts have focused in part on newly-discharged veterans at Camp Pendleton.

Deborah Armstrong, Library Technician, is the recipient of the classified staff award for leadership and innovation. Deborah's work with the library's transition to the new learning resource center was nothing short of extraordinary. Through her collaborative efforts, and while library faculty were mostly off-site, Deborah overcame several challenges to open the library to students on the first day of fall semester classes. In a very limited time she found solutions to shelve our textbook collection, ensured that all technology was up and running, and worked effectively to streamline procedures when two service areas were combined into one. **Donna Pribyl**, Senior Graphic Designer, is also the recipient of the classified staff award. Donna is commended for moving the college brand forward by creating high quality graphic design work that is seen throughout our college campus and community. She oversaw the updated design of the college's stationery and took a leading role in the college's branding guide, overseeing everything from new logo guidelines to the design of new power point templates. She also took the lead in designing various pieces for the White House Economic Council visit, producing quality work in a very short period of time for this high-profile event. Our part-time classified staff recipient is **Jon Ginnaty**, a Ceramic Artist Lab Technician who provides excellent support to our art faculty and facilities, and plays an active role in our surrounding

arts community. Over the past year he has worked extensively with Keenan and Associates to develop safety standards for our art programs, and has been instrumental in coordinating several activities that bring the community to our campus.

We've also had several other members of our faculty, staff, and management who have been recognized over the past year for their accomplishments:

Dr. Bob Cosgrove

Academic Senate President, 2012-2013

Don Mineo

Classified Senate President, 2012-2013

Phillis Kucharski

2012 Educator of the Year
National Organization for Associate
Degree Nursing Foundation

Kris Leppien-Christensen

National President
Psi Beta National Honor Society in Psychology

Dan Walsh

Outstanding Educator Award
California Geographical Society

Terence Nelson

2011-2012 Administrator of the Year
California Association for Post-Secondary
Education and Disability

Dr. Kevin O'Connor

Volunteer of the Year
Association of California Community
College Administrators

Debbie Kerr

Athletic Trainer of the Year
California Community College
Athletic Trainers Association

Andrew Craven

Award of Merit
California College and
Police Chiefs Association

New Faces

This year we welcome 15 new full-time faculty. Thirty-three percent of them have doctoral degrees. Eighty-seven percent have taught at a community college and 67% have taught at a four-year college or university. Ten of them, or 67%, may already look familiar since they were previously adjunct faculty in our district. We have also hired 18 new classified staff over the past year. All of our new faculty and staff have impressive experience and qualifications and will serve our college well.

We welcomed **Tim Jemal** as our newest member of the South Orange County Community College District Board of Trustees after he was elected to the seat in November 2012. Tim quickly showed a real commitment to ensuring that we provide a world-class education to our students and community and it will be a pleasure working with him in the coming years.

We also welcomed several new members of the college's management team. **Dr. Kathy Werle**, our new vice president for instruction, was known to many of us already as Irvine Valley College's dean of academic affairs, where she worked since 2011 and was quickly recognized as a hardworking administrator who works collaboratively with faculty, staff, management, and community. Previously Dr. Werle served as a dean of applied technology in the San Jose/Evergreen Community College District and nursing instructor at Victor Valley College. **Chris Wilkinson** has been hired as our permanent police chief after having served in the interim position since October 2012. Chris has over 30 years of law enforcement and public service experience and previously served as the chief of police at Sonoma County Junior College District and at Yuba Community College District. **Roxanne Metz**, who was hired as our new grants and contracts manager, came to us from College of the Redwoods, where she served for six years as the director of planning, grants, and institutional effectiveness. **Elissa Oransky** joins us as our foundation's director of annual giving and development services following a distinguished fundraising career at the American Cancer Society

and San Diego State University. **Anthony Maciel**, who was hired as our Director of Technology Services, comes to us after serving eight years as the senior director of information technology at Golden West College and Coastline Community College. **Don Lindboe**, a veteran staff member of the Veterans Office, was promoted to Manager of the Student Payment Center and Veterans Offices.

We have sadly bid farewell to **Dr. Don Busché**, who most recently served as our acting vice president for instruction for three years, following a long and illustrious career in several different capacities in our district. We have also bid adieu to **Don Taylor**, dean of advanced technology and applied sciences, who retired after serving at the college for 14 years, and **Mark Schiffelbein**, director of technology services, who retired after a 35-year career at Saddleback.

Update on Top 10 Projects for 2012-13

1. Student Success Task Force Recommendations

We have begun to use metrics from the Student Success Scorecard to help us identify our strengths and weaknesses, close the achievement gap, and increase completions. We have introduced the High School Partnership Plan to improve college readiness, offered expanded tutoring services, and are implementing registration priority changes. Presentations have been made throughout the year to our Board of Trustees on measures we are taking to improve student success.

2. High School Student Success Partnership

The High School Partnership Plan was introduced in the Capistrano Unified School District and Saddleback Valley Unified School District. The centerpiece of the program is the Gaucho Guarantee, which states that if students follow the pathways provided in the plan, they will have the tools to achieve success in college, the workforce, or in the military.

3. Student Completion Metrics

The college has developed student completion metrics that will be in alignment with the metrics used by the district and state.

4. Strategic Plan

The college's strategic planning process for the 2010-2013 strategic plan was evaluated and changes have been made to align our next strategic plan with district services and Irvine Valley College. Goals, objectives, and action steps will be developed this year and will be based on the findings of an external environmental scan that includes service area demographic characteristics, enrollment projections, a labor market analysis, and alignment of career technical programs with projected labor market needs.

5. New Faculty Training and Development

The Academic Senate developed an expanded orientation and training program for new full-time faculty, and the college has initiated a task force to recommend ways to better support part-time faculty.

6. Alcohol and Drug Prevention

A Drug and Alcohol Prevention and Intervention Advisory Committee was established that has implemented education awareness, screenings and community referrals, and addiction support groups. A college-wide alcohol and drug prevention campaign was commenced in fall 2013.

7. Campus Safety and Emergency Planning

The Campus Police Department has embarked on a number of new and improved strategies, including the installation of state of the art technology and enhanced state and federal training programs for sworn officers and support staff. Additionally, 27 college staff were trained in and received emergency response team certification. We conducted outreach and training to students, faculty, staff, and management in emergency preparedness including

personal safety, evacuation plans, and active shooter response. Communications and mutual aid with local county and city departments have been formalized including Saddleback being designated as a one of 49 entities within the Orange County emergency response team.

8. Foundation Personnel

Created a new executive director position, created and hired a new director of annual giving and development services, and begun recruitment of additional staff to enhance and expand our foundation's fundraising efforts.

9. Learning Resource Center

The LRC reopened on the first day of fall classes in 2012 and was dedicated on February 28, 2013. The response to the newly renovated building has been overwhelmingly positive, with increased visits to tutoring and other services, and study spaces being consistently filled with students. The modernized building was bestowed the Honor Award by the American Institute of Architects and was highlighted in the School Construction News national newsletter.

10. Student Payment Services and One-Stop Veterans Center

Student payment services was relocated to the Student Services Center to provide a more streamlined process for students, and the veterans office was moved adjacent to veterans education and transition services to create a one-stop student veterans support center.

Top 10 Projects for 2013-14

1. Enrollment Management

We will create a comprehensive enrollment management plan that coincides with our strategic planning, economic and workforce development, Student Success, and budgetary efforts.

2. Economic and Workforce Development Plan

We will embark on creating a model economic and workforce development plan.

3. Student Success Committee

We will create a college-wide effort for enhancing student success and implementing the state's Student Success Task Force recommendations.

4. Strategic Planning

We will develop a six-year strategic plan integrated with the district's strategic plan.

5. Faculty Emergency Training

We will provide training for all faculty on classroom emergencies.

6. High School Partnership Program

We will develop plans for implementing the High School Partnership Program at each of the high schools in the Capistrano Unified School District and Saddleback Valley Unified School District.

7. Center for Innovation in Healthcare Education

We will develop an implementation plan for the Center for Innovation in Healthcare Education at the district's Advanced Technology and Education Park (ATEP).

8. Part-time Faculty Support

We will develop a plan for enhancing support for part-time faculty.

9. Facilities

We will finalize the district's 20-year facilities, renovation, and scheduled maintenance plan, break ground on the new sciences building, begin renovation of the Technology and Applied Sciences Building, move forward with plans for renovating the athletic stadium, and make progress on several other campus infrastructure projects.

10. College-Wide Business Analyses

Responding to Chancellor Gary Poertner's directive to reduce total salary and benefit expenditures below 88% of revenues, we will continue college-wide business analyses discussions to determine how best to maintain fiscal prudence while meeting the needs of our college.

Closing

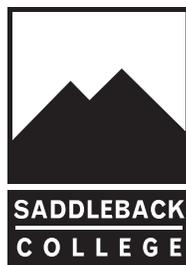
Saddleback had another successful year in 2012/2013, and the coming year promises to be as equally successful. The past five years have been highly successful, and the next five years will also be highly successful if we continue walking down the same path. In 2018 our college will turn 50, and I am confident that we will not only be celebrating Saddleback's golden anniversary, but also the tremendous accomplishments of our students, employees, and community. Saddleback will be the state's leading community college for student success, and we will be the first choice college of our community and beyond.

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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