



Annual State of the College

Saddleback College. *First.*

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In our last Annual State of the College, we reported that the 2013/2014 academic year would greatly determine the future path for Saddleback College and bring us closer to our vision of being the college of first choice. We are thrilled to share that Saddleback seized the opportunity, and the results of our efforts are beginning to show throughout our campus and community.

Underlying our efforts are the extraordinary leadership and collaboration exhibited by our students, faculty, staff, and management. Over the coming months Saddleback will finalize the development of several plans that address many of our current and future opportunities and challenges. With unprecedented collaboration we developed a college-wide plan to enhance student success. We began development of our new six-year college and district-wide strategic plans. To ensure steady enrollment and foster greater student success, we are in the midst of creating the college's first all-inclusive enrollment management plan.

Implementation of our high school partnership program plan has commenced and we are expanding our K-12 partnerships. We have developed a draft of the college's first comprehensive economic and workforce development plan that will be presented to the college community over the coming months. And there are many other planning efforts in progress such as the Orange County Community College Career Technical Education Collaborative, 20-year facilities, renovation, and scheduled maintenance, accreditation self-evaluation, and Center for Innovation in Healthcare Education. As you can see, planning has been fully institutionalized at Saddleback and we should be proud of the positive impacts our planning efforts have made for our college community.

Saddleback College. First.

We are pleased to report that Saddleback has solidified its prominent image in the south Orange County community. Last year we brought back Dr. Pam Cox-Otto, a noted marketing and research

consultant recognized throughout the nation for her expertise on community colleges, to gauge our community's perceptions of Saddleback by conducting a survey similar to the one we conducted in 2008. The results of this survey were extremely positive and clearly indicate that Saddleback has made considerable strides in our community over the past several years. The survey was conducted by phone to 400 local residents and revealed the following:

1. Saddleback has cemented its spot as the top college in south Orange County by a wide margin: Nearly 75 percent of respondents named Saddleback their "top of mind" college – a significant increase from the 2008 results of 36.5 percent and far surpassing the University of California, Irvine which held the second spot at 16.7 percent.
2. There is greater awareness of Saddleback's educational value in our community. When asked what programs, services, or events come to mind when they think of Saddleback, most responses focused on our degree and transfer programs.
3. Saddleback has made huge strides in the perception that we are THE transfer path for students, with 55.2 percent strongly agreeing that attending Saddleback for two years and then transferring to a four-year college is a smart choice. This is a 22 percent increase from 2008.

This is great news for Saddleback. Our considerable efforts over the past six years have paid off tremendously, and to be the "top of mind" college by such a wide margin is truly remarkable. We should be proud of our solid relationship with our community, and our continued efforts over the coming year will only enhance our reputation as the college of first choice.

First. For Enrollments.

Like all community colleges, Saddleback faces peaks and valleys when it comes to our student

enrollments. We have predicted for some time that our enrollments would eventually decline, and over the past year a number of factors have created an enrollment "perfect storm." There have been several state regulatory changes that have put downward pressure on student enrollments such as priority registration, mandated matriculation, and course prerequisites, repeatability, and repetition. With a stronger economy and lower unemployment, fewer people are seeking additional training and education. A stronger economy has also restored state funding so other public institutions of higher education, namely neighboring community colleges, California State University, and University of California, are expanding their course offerings and admitting more students. The demographic trends in south Orange County are showing a decline in local high school numbers and a rise in the older adult population. Finally, we have discovered challenges in our college scheduling, classroom utilization, adjunct faculty pools, and technology. Each of these factors has hit our college at once to form a "perfect storm" that has put downward pressure on our enrollments.

Despite this perfect storm, Saddleback is well positioned to address our enrollment challenges. In fact, this challenge is also an opportunity for us to place an even greater emphasis on student success which is our top priority. Indeed, our enrollments rely heavily on our college-wide student success efforts, because student success is largely an issue of student retention. The more our students succeed and remain at Saddleback, the higher our enrollment numbers.

There is a plethora of information available on why students don't stay in college, yet the themes remain consistent. From not having adequate financial resources to lacking the basic skills needed for success in the classroom, there are a variety of reasons why students "stop out" from completing their academic and career preparation goals. In general, we know the myriad reasons why students "stop out." According to the Noel-Levitz report entitled "2013 Student Retention and College

Completion Practices Report for Four-Year and Two-Year Institutions,” the 10 most effective strategies for retention and completion are:

1. Tutoring.
2. Academic support or program services.
3. *Honors programs for academically advanced students.*
4. *Mandatory counseling, one-on-one.*
5. Giving students practical work experiences in their intended major to apply their learning.
6. *Programs designed specifically for students of color.*
7. Programs designed specifically for first-year students.
8. Advising by professional staff, one-on-one.
9. *Mandatory faculty advising, one-on-one.*
10. *Programs designed specifically for veterans.*

The five italicized strategies are those that are not being used by more than a quarter of community colleges across the nation; of these, Saddleback offers three (honors program, mandatory counseling, and veterans program) and our college-wide student success efforts have us well on our way to achieving the other two as well as the remaining five strategies.

In addition to increasing student retention, we are taking other steps throughout campus to attain our enrollment targets. We’ve added sections in our summer and fall schedules and increased the efficiency of room utilization. We heavily promoted our summer class schedule to local high schools that resulted in a 16 percent increase in high school student enrollments. We stepped up communication to existing and prospective students and initiated course wait lists and drop-in assessments. As mentioned previously, we embarked on a new marketing campaign promoting the message “Saddleback. *First.*” We expanded community outreach activities including booths at the Orange County Fair and San Clemente Ocean Festival.

In short, enrollment management will be heavily emphasized in the coming academic year and will

include final development of a comprehensive enrollment management plan. Retention is the intersection of student success and enrollments, and we will undergo an “all hands on deck” approach to ensure that our students’ needs are addressed from the moment they show an interest in Saddleback until they achieve their stated goal of earning a certificate or degree, or transfer. Every member of our faculty, staff, and management, as well as student peers and community supporters, plays an important role in helping our students succeed which ultimately helps grow our enrollments.

First. For Student Success.

Two years ago the California Community Colleges Board of Governors and State Chancellor launched the Student Success Initiative to improve student access and success state-wide. This initiative supports the California Community Colleges’ missions of workforce preparation, remediation, transfer to four-year colleges and universities, and degree and certification completion. Regarding the initiative, Chancellor Gary Poertner recently stated, “from my perspective, these system-wide changes are necessary to meet state-wide economic goals.”

Following the recommendations of the Student Success Initiative, the governor signed the Student Success Act of 2012 (SB 1456) for increasing completions of degrees, certificates, and transfers. Saddleback has always been committed to the success of our students and increasing the number of completions, so it wasn’t difficult to begin implementing this state-wide initiative. In fact, Saddleback has swiftly implemented the legislation and many of the other recommendations called for in the Student Success Initiative. Indeed, in 2013, our Academic Senate led a college-wide effort to define student success and make recommendations on our college’s needs related to teaching and learning. These initial recommendations included the following:

1. Adopt a common definition of student success.

2. Appoint a coordinator, an executive committee, and an advisory board for Saddleback student success.
3. Create a “one-stop” online student success center.
4. Establish a campus drop-in student success center.
5. Plan a permanent future home for the center in the proposed new gateway building.
6. Invigorate developmental instruction by reconfiguring the academy/learning community model.

After college adoption of these recommendations, a college-wide Student Success Committee was formed along with the creation of two student success coordinator positions. Several work groups have been formed under the auspices of the Student Success Committee to address efforts relating to curriculum, professional development, and student engagement. These work groups will focus on accelerated courses, prerequisites, programs of study for undeclared majors, campus-wide curriculum that prioritizes a shared set of core values and competencies, new voluntary early alert program, student success website, student success support teams, faculty and staff professional development, and AVID for Higher Education.

A major component of our student success efforts is student engagement. Much research has been done in recent years that show a compelling correlation between student engagement and academic performance. Not only are engaged students more likely to perform better academically, but they are much more likely to complete their studies and earn a degree, certificate, or transfer. Saddleback, like many other community colleges, seeks to expand our use of data to better understand and improve the educational experiences of our students.

A recent study by the Center for Community College Student Engagement entitled “A Matter of Degrees, High Impact Practices for Community College Student Engagement” examines the practices that appear to engage students most effectively. These practices are: academic goal setting and planning;

orientation; accelerated or fast-track developmental education; first-year experience; student success course; learning community; experiential learning beyond the classroom; tutoring; supplemental instruction; assessment and placement; registration before classes begin; class attendance; and alert and intervention.

As you can see, most of these practices have already been embraced here at Saddleback, and if not, we are working on incorporating them with our campus structure. We also have developed new programs, such as Freshman Advantage introduced last year, that have shown promising results. Saddleback understands that the more a student is engaged on campus, the more likely he or she will succeed. All faculty, staff, management, and community supporters are committed to enhancing student success with greater student engagement.

First. For the Economy and Workforce.

On July 22, 2014, the federal government reauthorized the Workforce Investment Act under the new Workforce Innovation and Opportunity Act adopted by Congress and signed into law by President Obama. To implement the new legislation, the administration conducted a government-wide review of federal job training and education programs, and developed a checklist of seven evidence-based elements to strengthen the workforce to meet the needs of employers and connect workers with good jobs. The seven elements are summarized below:

Element 1. Work up-front with employers to determine local or regional hiring needs and design training programs that are responsive to those needs.

Element 2. Offer work-based learning opportunities with employers, including on-the-job training, internships, and pre-apprenticeships and Registered Apprenticeships as training paths to employment.

Element 3. Make better use of data to drive

accountability, inform what programs are offered and what is taught, and offer user-friendly information for job seekers to choose what programs and pathways work for them and are likely to result in a job.

Element 4. Measure and evaluate employment and earnings outcomes.

Element 5. Promote a seamless progression from one educational stepping stone to another, and across work-based training and education, so individuals' efforts result in progress.

Element 6. Break down barriers to accessing job-driven training and hiring for any American who is willing to work, including access to supportive services and relevant guidance.

Element 7. Create regional collaborations among American Job Centers, educational institutions, labor, and nonprofits.

The White House and federal government are not the only ones pushing for demand-driven training and education; California is being led by our community colleges state chancellor's office. The chancellor's "Doing What Matters for Jobs and the Economy" initiative based much of its efforts on the following U.S. Department of Education's recommendations for what needs to be done to create viable career technical education (CTE) programs:

Alignment. Effective alignment between high-quality CTE programs and labor market needs to equip students with 21st-century skills and prepare them for in-demand occupations in high-growth industry sectors.

Collaboration. Strong collaborations among secondary and postsecondary institutions, employers, and industry partners to improve the quality of CTE programs.

Accountability. Meaningful accountability for improving academic outcomes and building

technical and employability skills in CTE programs for all students, based upon common definitions and clear metrics for performance.

Innovation. Increased emphasis on innovation supported by systemic reform of state policies and practices to support CTE implementation of effective practices at the local level.

Saddleback and Irvine Valley College are undergoing extensive analyses of our existing economic and workforce development (EWD) efforts and determining how we can provide greater positive impacts on our local and regional economies. Over the coming months there will be a college-wide review of our first comprehensive EWD plan that was collaboratively developed by faculty, staff, management, and community. This plan provides a cohesive picture of Saddleback's role in the community's economic health and growth at a level that is unprecedented for our college. Leveraging the data and work from several local and regional plans and reports, we utilize external trends in EWD to provide the backdrop for our plan. Based on these trends, which include but are not limited to demographics, service area profile, target occupations, and current and projected regional workforce demands, our draft EWD plan is organized around three themes: 1) student success; 2) community connection; and 3) regional leadership. Once our EWD plan is finalized, the college will embark on implementing the plan and establishing Saddleback and Irvine Valley College as the leading providers of workforce training in south Orange County and throughout the region.

First. For K-12 Partnerships.

We have greatly expanded our partnership efforts with our local elementary, middle, and high schools. Partnering with our local schools is critical to ensuring that our incoming students and their parents fully understand the expectations of college before they attend, increasing the likelihood of their success and retention in college. You may ask, why are we building partnerships with our

elementary and middle schools? The answer is increasingly clear: Multiple studies show that third grade is a pivotal time for children. It is in third grade when kids “read to learn” as opposed to “learn to read.” It is a time when kids and their parents need to think about their futures, and about planning to go to college.

Saddleback began to intensify our focus on K-12 partners in 2009, when the director of outreach and recruitment position was created, and we started conversations with our local school districts about building stronger pathways from high school to college. In 2011 we began developing our High School Partnership Program (HSPP), and in 2013 we signed memoranda of understanding with the Capistrano Unified School District and Saddleback Valley Unified School District. The HSPP seeks to improve postsecondary performance and increase enrollments by establishing a 360-degree partnership between Saddleback, students, parents or guardians, and high schools that will help students prepare for success after high school. The HSPP has enabled the college to offer counseling courses in career exploration on high school campuses, helping students get a head start by providing guidance in student success strategies and completing comprehensive education plans.

This past year we greatly expanded our K-12 partnerships with two state initiatives under Assembly Bill 86 which was passed by the California legislature and signed by the governor in July 2013: 1) Career Pathways Trust Grant; and 2) Adult Education. Saddleback joined with the Orange County Department of Education to lead an unprecedented effort to bring together education, business, and industry throughout Orange County to apply and receive funding for \$15 million of the \$250 million California Career Pathways Trust Grant funds. Together we created the Orange County Career Pathways Partnership (OCCPP), a consortium comprised of 15 school districts, nine community colleges, California State University, Fullerton, University of California, Irvine, four regional occupational programs (ROPs), three

force investment boards, Orange County Business Council, regional intermediary Vital Link, OC STEM, and more than 100 business partners across three priority sectors – healthcare/biotechnology, information/communication technology, and advanced manufacturing – all with a science/technology/engineering/mathematics (STEM) overlay.

The OCCPP will enhance college and career preparedness of high school graduates and shorten the time it takes a student to be job-ready in targeted high skill, high wage, high demand careers. Courses in pathways programs will be enhanced to provide necessary job skills, and articulated so that high school students may receive college credit for coursework completed while in high school. Due to Saddleback’s heavy experience with pathways consortium and transitions grants and developing career pathways between high schools/ROPs and colleges, we were ideally positioned to provide community college leadership on OCCPP’s grant application process and co-chair the executive committee. Not only is this the first county-wide and largest regional consortium attempted in California, the inclusion of business and industry representatives as partners will lead to more opportunities for students of all ages to engage in work-based learning. We are excited about the opportunity to work collaboratively with Orange County schools and colleges to implement systemic improvements in career technical education across business and industry sectors which are priorities for our regional economy.

A second state initiative under AB 86 charged the California Department of Education and the state chancellor’s office to jointly implement an adult education planning process to better serve the educational needs of the state’s adult learners. The state appropriated \$25 million to allocate funding for two-year planning and implementation grants to eligible consortia for the purpose of developing regional plans for adult education. Our district received \$388,469 to establish the AB 86 South Orange County Regional Consortium. In addition to Saddleback, the consortium consists

of Irvine Valley College and Capistrano Unified School District, Saddleback Valley Unified School District, Laguna Beach Unified School District, Irvine Unified School District, and Tustin Unified School District. The consortium has partnered with regional occupational programs/centers, local workforce investment boards, library literacy programs, Orange County Job Corps, and Orange County Department of Education.

Four program advisory groups were formed to assess current programs and needs, review existing gaps in programs for adults, and examine underserved student populations and unmet needs of current students. Saddleback is actively participating on all four program advisory groups and our faculty serve as chair for three of the groups:

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.
2. Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills.
3. Education programs for adults with disabilities.
4. Short-term CTE programs with high employment potential and programs for apprentices.

In addition to implementation of HSPP and AB 86 initiatives, we have been actively working on many other K-12 partnership programs. Our CTE programs are highlighted with our local high school and middle school students through our CTE collaborative grant and CTE transitions program. Career days and job shadowing opportunities give middle and high school students the opportunity to come to our campus and learn from our faculty about careers that interest them – giving them skills early and helping them learn how they can apply their new skills in future career paths.

A critical component of enhancing student success is working more closely with our local schools on Common Core federal education standards which

also enable us to address the state's Student Success Task Force's recommendation that community colleges work with K-12 to jointly develop new common standards for college and career readiness that are aligned with high school exit standards. The state chancellor's office, along with the presidents from nine California State University campuses, have announced their support for Common Core, stating that the standards, which focus on critical thinking and problem solving, improve student success, and that the higher education community has a "clear and compelling" stake in the debate.

And we've greatly enhanced our programs for elementary school children. We continue to offer College for Kids through our community education program, but starting last year, we expanded into the schools to offer "The Experience," which provides a multitude of after-school and summer programs at school sites in our local community.

While all of our great efforts were happening throughout campus, it became clear that the wide range and sheer size of our K-12 programs and initiatives called for the creation of a new division to foster enhanced coordination and collaboration. In April we created the Division of Community Education, Emeritus Institute, and K-12 Partnerships which has already made impressive gains in only a couple of months. They have revamped our K-12 website, made progress with creating middle school and elementary school partnership programs modeled after our high school partnership program, increased summer outreach activities, and developed plans to begin operating college fairs at our local high schools over the coming year.

2013-2014 Overview

Grants

We've received a lot of good news over the past year due to the hard work of our students, faculty, staff, and management, and in the area of grants, our efforts to create a first-rate grants team have

literally paid off. The goals for our grant efforts over the past year were as follows: 1) increase the amount of grant activity at the college; 2) better align grants with college planning; 3) enhance grants processes through information and training; and 4) recover the college's indirect costs on grant-funded projects. To achieve goals 1, 3, and 4 during the 2013-14 year we secured \$6 million in new grant awards; provided certified training on federal grants processes for over fifteen members of Saddleback, Irvine Valley College, and district services staff and management; and collaborated with district services to secure federal approval of the district's indirect cost rate. However, our main focus over the past year has been to align grants with the college's strategic planning efforts. In this regard we have been actively engaged in developing and expanding collaborative partnerships throughout the region and across the state. These collaborations include grants involving the following partners: the Orange County and Santa Ana Workforce Investment Boards; industry partners and workforce intermediaries in the region's priority and emerging economic sectors such as healthcare and advanced manufacturing; four-year colleges and universities; the first ever county-wide regional consortium to develop sustainable K-career pathways; a consortium with our local K-12 districts and Irvine Valley College to plan and design adult education programs to better serve community needs; and a statewide grant to develop a common assessment instrument that can be used by all California community colleges. Through collaborative partnerships such as these, Saddleback will continue to be a "partner of choice" for the development of innovative programs and services.

In September 2013, Saddleback was awarded a \$2.75 million Trade Adjustment Assistance Community College and Career Training Program (TAACCCT) grant by the United States Department of Labor to prepare workers who have been affected by foreign trade for high-demand healthcare careers, enhance skills for those already in the healthcare field, and refine pathways for students in existing programs to further their education and career opportunities.

The program will also train existing allied health workers to respond to emerging career opportunities and requirements resulting from the passage of the Affordable Care Act.

Orange County Social Entrepreneurship Competition

In May Saddleback launched the Orange County Social Entrepreneurship Competition, the nation's first county-wide social entrepreneurship competition. The competition showcase was held in May before a packed house at the University of California, Irvine, where the 11 finalists pitched their business plans that seek to address complex social problems. The top three finalists were selected and won cash prizes, and all 11 finalists are invited to pitch their business plans to social impact investors in September.

Solar Decathlon

Saddleback, Irvine Valley College, University of California, Irvine, and Chapman University (Team Orange) were selected to compete in the U.S. Solar Decathlon at the Orange County Great Park in 2015. This is the first time that Orange County will be represented in the biannual competition, which is hosted by the U.S. Department of Energy and provides funding to competitors to build solar-powered homes. Team Orange's home design is inspired by the California poppy, which opens to soak in sunlight before closing up at nightfall. Each member of Team Orange will focus on a specific area – for Saddleback, we will lead the team's efforts in architecture, interior design, construction, and code compliance. UC Irvine will oversee engineering, automation, entertainment, 3D printing, and fundraising, while Chapman will lead the marketing and outreach efforts, including the team's website and social media. Irvine Valley College will be responsible for the team's engineering tech work, electrical work safety, drafting, and recycling.

Common Assessment

The Common Assessment Initiative is a five-year, \$40 million statewide initiative to develop and implement common assessments in the areas of math, English, and English as a Second Language, assuring that the placement tests taken by community college students across the state will be transferable to all other California community colleges. Saddleback is part of the state project team led by Butte College, and our role is to create and provide professional development material for faculty across the state. The local team at Saddleback is comprised of key faculty members from the areas of English, reading, and math. The college's contract with Butte to develop professional development amounts to approximately \$600,000 during the first 18 months of the project (through June 30, 2015). Subject to annual renewal, the college will receive approximately \$400,000 per year. Assuming the college partners with Butte every year of the initiative, the college will receive roughly \$1.8 million through 2017-2018.

Tutoring

Tutoring is a major focus of student success and retention, and our Tutoring Center has had much success over the past year. In Fall 2013, 3,521 students were enrolled in a tutoring class, compared to 2,292 students in Fall 2012 – a 53 percent increase! Moreover, we nearly doubled the number of hours students were served (100,644 in Fall 2013 compared to 67,624 in Fall 2012).

To improve student success in “at-risk” math and science classes, supplemental instruction was launched in Fall 2012 to promote collaborative learning among faculty, peer tutors, and students. Tutors spend at least two hours per week in the classroom to familiarize themselves with the curriculum and teaching methods of the instructors, and dedicate up to eight hours a week in the Tutoring Center. The program has already been an overwhelming success: In the 2013-2014 year, supplemental instruction tutors reached approximately

2,100 students in 46 sections of high-risk math and science courses. A similar program was established for English and social science courses, helping students develop writing skills to succeed in their courses where writing and analytical skills play a large role – including but not limited to history, psychology, and economics courses.

We are also very excited about the results of the Tutoring Center's Program Assisting Student-Athlete Success (PASS), which offers open study and tutoring hours for all athletes. We feel there is a strong correlation between the more than 400 hours athletes used at the Tutoring Center in Fall 2013, and that 40 percent of our athletes made the honor roll – the highest number of any year.

Freshman Advantage

The Freshman Advantage program, which was introduced in Summer 2013 and had 112 students in its first year, was held again this summer, providing 544 first-year students a one-day orientation with a counselor to create an educational plan, tour the campus, and meet student mentors. This program, which is partially funded by a basic skills grant and coordinated by the matriculation department, will be offered to all first-year students beginning Summer 2015.

Transfer

We've had some very good news coming from our Transfer Center. Our honors program continues to show real strength in transfers, with our honors program students showing an 81 percent acceptance rate to UCLA, an 86 percent acceptance rate to UC Irvine, and a 100 percent transfer acceptance rate overall.

Students are the real winners from the passage of the Student Transfer Achievement Reform Act, a joint initiative between the California Community Colleges and California State University system that guarantees admission to a CSU school. Saddleback is fully compliant with the state's transfer degree

goal, with 19 Associate Degree-Transfer (AD-T) programs, exceeding most other community colleges in the state. Our approved AD-T programs include: anthropology, art history, business administration, communication studies, early childhood education, English, geography, geology, history, journalism, kinesiology, mathematics, physics, psychology, political science, sociology, studio arts, and theater arts. In the 2014-2015 academic year, we will work on an additional seven AD-T programs: chemistry, cinema/television/radio, computer science, economics, music, Spanish, and philosophy.

In addition to offering transfer degrees, the college's transfer opportunities continue to grow due to enhanced partnerships. Last April, Saddleback was the first community college to partner with Chapman University to align our science programs with theirs. Under this transfer agreement, Saddleback students will pre-identify a science major and take a specific set of courses that automatically fill the first and second year course work of the major before transferring directly to Chapman. It is a true honor for Saddleback to be the first community college to partner with Chapman, and demonstrates that we are a leading science, technology, engineering, and math (STEM) community college.

Strategic Planning

The process for completing our 2014-2020 strategic plan continues following a year of constructive dialogue in our district-wide planning council and college strategic planning workgroups which resulted in the formulation of the following college and district-wide goals:

Goal 1. South Orange County Community College District (SOCCCD) will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

Goal 2. SOCCCD will promote students' success by enhancing the teaching and learning environment.

Goal 3. SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Goal 4. SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

The college and district-wide processes also created draft objectives and action items for each goal that are being reviewed by the college and expected to be finalized by the end of the fall semester.

Facilities

We broke ground at the site of our new Sciences Building in December, and have been watching the construction with anticipation of its expected grand opening in spring 2016. Funding was approved for the design of our athletic stadium, and the college and district construction team is soliciting qualifications for a design-build criteria architect, with selection expected in September. Renovation of the new Advanced Technology and Applied Science Building is anticipated to begin in February 2016, with construction documents and specifications already submitted to the state architect. Finally, our much-anticipated Gateway Building proposal was approved by the state chancellor's office, and pending the passage of a state construction bond, the project is expected to commence in 2018. This new building will house our student services programs, enabling our students to more easily and effectively access these vital services.

Scholarships and Giving

The Saddleback College Foundation enjoyed another banner year. A record-breaking \$721,519 in scholarships was awarded to 405 students at our 2014 scholarship ceremony in May. This was a 42 percent increase in scholarships over the previous year with 79 more students receiving scholarships. The foundation's annual gala also had

a record-breaking year by raising 176 percent more proceeds than last year. As a result of these efforts and through the generous support of numerous contributors, the foundation raised \$2,350,618, a 74 percent increase over last year. Last year our endowments grew by \$1 million to over \$6.2 million which is a ten-fold increase in only five years.

One of the major gifts received last year was \$240,000 from PIMCO Founder Bill Gross and his wife Sue to establish the Sue and Bill Gross Technical Education Scholars Program for scholarships to help 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 – successfully complete education and career training at Saddleback and secure skilled jobs. The scholarships will not only provide much-needed funding to help students pay for their college education, but will also address the profound increase in available jobs that require education or training beyond high school, but often less than a bachelor’s degree.

During the two-year demonstration phase of the Gross scholars program, students in the following career technical education programs will be eligible for scholarships: automotive technology; cinema/television/radio; medical assistant; medical laboratory technician; and nursing. With the \$240,000 initial donation, Saddleback expects to support a minimum of 40 students over a two-year period.

As you can see, the Saddleback College Foundation is making impressive gains and none of this would have been possible without the support and hard work of our donors, volunteers, faculty, staff, management, and students and the remarkable leadership of the Saddleback College Foundation Board of Governors and foundation staff. Their efforts enable the college to implement new programs, purchase greatly needed equipment, and provide much needed financial support for numerous students.

Other Accomplishments

Our athletes continued to shine academically as well as on the field. Fifty-six Scholar-Baller student-athletes are on this year’s athletic teams. One hundred forty-one out of 357 student-athletes were listed on the Fall 2013 Athletic Honor Roll, and 27 of those had a perfect 4.00 GPA, and 124 student-athletes were listed on the Spring 2014 Athletic Honor Roll, with 19 having a perfect 4.00 GPA.

Over 50 student-athletes earned university scholarships totaling nearly \$3 million. The 2013 football team qualified for a 13th consecutive post-season bowl game, a state record. Saddleback had two student-athletes selected as Athlete of the Month out of nearly 27,000 student-athletes statewide: Danyelle Allen, women’s soccer, and Patrick Geers, men’s track and field, who also was the individual state champion in the hammer throw. The men’s and women’s basketball teams each captured conference titles, giving Saddleback at least one conference title each year since we opened our doors to students in 1968.

The psychology department was awarded \$1,000 by the American Psychological Association Board of Educational Affairs to host a regional conference aimed at improving student learning outcomes for psychology students in high schools, community colleges, and four-year colleges and universities. The department hosted the Southern California Teaching of Psychology Conference, with psychology instructors from throughout the region sharing innovative teaching techniques, reviewing ways to improve student success, gain professional development, and network. Sixty-five college and high school instructors attended.

Saddleback hosted the Annual Child Development and Early Childhood Education Conference. The theme was “using music to impact learning in early childhood.”

The *Lariat*, Saddleback’s student newspaper, won 11 awards at the statewide Journalism Association

of Community Colleges conference in April. The newspaper was honorably mentioned among the top community college student newspapers in California in more than five competitive categories at the conference, which had more than 545 students from over 43 community colleges in attendance. Nine *Lariat* staffers won meritorious awards in the following categories: video journalism, Instagram, sports photography, team feature writing, broadcast news writing, sports writing, editorial writing, page layout design, photo illustration, and editorial cartoon.

The 2013 edition of WALL Literary Journal won a first place award in a national competition for college literary magazines sponsored by the American Scholastic Press Association (ASPA). This is the second year in a row that the campus publication has been recognized by ASPA for its content and design.

Two of our cinema/television/radio students earned first place awards: Peter Shafron won first at the Journalism Association of Community Colleges conference for the audio slideshow, "Drinking from Art," and TV/Radio News student Jon Forino took first in best news reporting – television for his story, "Anaheim White House: Motel Kids."

Nine students in our Bridge to Engineering program were accepted to NASA's National Community College Aerospace Scholars program. Bridge to Engineering places students on an academic pathway to become engineers. The Science Lecture Series continues to grow in popularity, and over the past year presenters included a senior software engineer from Google, and Dr. Richard Milner, a renowned Charles Darwin impersonator.

In April Saddleback and Irvine Valley College partnered to host a joint Student Success Summit for a day of listening, discussing, and learning more about strategies on how to best integrate student success in our culture and everyday practices.

Saddleback introduced FAFSA Wednesdays to

provide in-person support to help students with their online financial aid applications. More than 17,300 financial aid applications were submitted, 11,024 students received the Board of Governors Fee Waiver to help with the cost of their enrollment fees, and \$13.7 million was disbursed to 3,706 students, a six percent increase.

Fiscal Update

Although Saddleback has continued funding and fiscal challenges, our 2014-2015 budget is balanced. Our college is primarily funded through the State SB361 apportionment calculation, and the budget proposes a 0.85 percent cost-of-living-adjustment (COLA) and 2.75 percent for growth. The college used these assumptions to develop income and expenditure projections. Expenditure assumptions include funding for: all existing personnel; replacement of vacant faculty, classified staff, and management positions; six new full-time faculty positions; step and column increases; and projected fringe benefit and health and welfare increases. Ongoing increases in step and column salaries, retirement contributions, and health and welfare benefits total \$1,575,303, far exceeding COLA income of \$612,713. Both the State Teachers Retirement System (STRS) and Public Employee Retirement System (PERS) have adopted revised contribution rates through 2020-2021, and our projected employer contribution rates rise sharply over that period. While the increase for 2014-2015 is minimal, we project that by 2020-2021 Saddleback will be required to pay an additional \$3,692,601 for STRS and \$1,437,264 for PERS annually.

The college completed the second year of a revised college resource prioritization process in May which prioritizes requests by division and unit, rather than by college-wide committee. This ensures those more knowledgeable and familiar with the request set funding priorities. This process also ensures completion of program and administrative unit reviews by December 31st, with resource requests completed by January. Requests relating to personnel, equipment, facilities, technology, and

'other' must be delineated as a need in the program or administrative unit review and/or be linked to the college strategic plan. As the college's budget is being developed, these prioritized requests are considered for funding.

The district-wide strategic plan for 2014-2020 includes an objective 'to develop and initiate multi-year financial planning'. This will provide us with an important tool and process for multi-year budget simulations at both a college and district-wide perspective. Saddleback looks forward to development of this tool that will be especially critical as the district faces rising health and welfare and STRS and PERS costs.

The continuing trend of annually increasing costs and enrollment pressures coupled with substantially increased demands placed on faculty, staff, and management have created a challenge as the college pursues its top priority of improving student success numbers and rates of degrees, certificates, and transfers. The college will continue prudent fiscal management while our faculty, staff, and management remain committed to meeting the college mission and moving towards its vision of 'being the first choice'. We appreciate our successful partnership with the South Orange County Community College District Board of Trustees, Chancellor Poertner, district services, Irvine Valley College, and the greater south Orange County community.

Recognitions

Each year we recognize our faculty, staff, and management who inspire their students and colleagues. Perhaps the highest honor for our faculty is to be named Professor of the Year. This year's full-time professor of the year was **Dr. Alannah Rosenberg**, who has taught at the college since 1990 and is described by her students as a dedicated teacher and inspiring mentor who puts immeasurable time and energy into making the Saddleback honors program a success. Her students call Dr. Rosenberg a superhero and appreciate her for her ever-present positivity and reassurance.

Fariba Vatandoust, a chemistry instructor, was named associate professor of the year. Ms. Vatandoust began teaching at Saddleback in 2007 and is known for her caring and courteous demeanor and is highly admired for the additional time she takes to answer students' questions and address their concerns, often outside of class.

The Emeritus Institute's professor of the year was **Collette Chattopadhyay**, who created a world-class art history program that receives significant praise from students for her highly topical and thematic lectures that feature the finest experts in the arts, sciences, and education. We were saddened to say goodbye to Ms. Chattopadhyay, who retired from the college at the end of the spring semester.

Our classified staff member of the year was **Giziel Leftwich**, a senior administrative assistant in the division of liberal arts. Giziel is admired for her advocacy for students and is a trusted colleague to the division's faculty and staff. Giziel consistently goes the extra mile for students, helping them register for classes if they need assistance and acquiring textbooks for them to borrow.

Last year's classified staff member of the year, **Brooke Sauter**, a senior administrative assistant in the division of transfer, career, and special programs, was named a classified employee of the year by the California Community Colleges Board of Governors. From her start in the matriculation office to her current role where she often assists veterans and disabled students, Brooke has garnered trust and respect from students who seek her out specifically because of her committed and focused support of them.

The annual President's Award for Innovation and Leadership was given to six individuals who were recognized for their contributions over the previous academic year. **Bruce Gilman**, English professor, was the full-time faculty recipient. Bruce has devoted considerable energy, time, and passion to student learning, enlisting the aid and support of others to create the college's new Student Success

Committee. Bruce lobbied for the resources this group will need and sought commitments to ensure that the committee would be effective in its charge. He is also spearheading a project funded by a grant from the Dell Corporation to develop the first AVID for Higher Education program at a community college.

The part-time faculty recipient was **Christina Hinkle**, a political science instructor. Christina is so thoroughly involved in Saddleback and student success that many assume that she must be a full-time faculty member. Christina has taken on the enormous task of co-chairing the political science department, and she directs several Basic Skills Initiative (BSI) grants and projects. Christina constantly evaluates and considers ways to support students, and was recently awarded two BSI grants to support student success, including one that places embedded instructional tutors into social science classrooms, and another that provides tutoring hours to student athletes, vastly increasing the number of student-athletes who use the Learning Resource Center.

The management award went to **Tony Lipold**, dean of kinesiology and athletics, and **Jeanne Harris-Caldwell**, student health center director. Tony has overseen an outstanding athletics program that encourages its students to thrive academically. Saddleback was the first community college to adopt the Scholar-Baller program to encourage student-athletes to earn exceptional grades in the classroom. Since her arrival at our college three years ago, Jeanne has done an enormous amount of work that benefits our students and community, and it is all grounded in a unique combination of compassion, integrity, and a commitment to offering caring services to our students. Jeanne oversaw the remodel of the Student Health Center, and was directly involved in making the space more inviting while efficiently meeting necessary health service delivery guidelines. She is also working on the painstaking process of transitioning the center to the use of electronic medical records.

The classified staff award went to **Karen Kelly**, senior lab technician in the division of mathematics, science, and engineering, and **Brad Hoiseth**, administrative assistant in the division of kinesiology and athletics. Karen's leadership and innovation has resulted in very positive change for her department and division. She participates in her division's safety committee, where she demonstrates her passion for the environment and advocates safer and cleaner versions of current methodology. She developed and implemented new lab practices and procedures to conserve resources and reduce environmental impact, and co-created the new curriculum for biochemistry lab courses that are being introduced this spring semester. Brad brought the Gaucho Sports Network to Saddleback, which has received rave reviews from its audience and has enabled the athletics department to raise funds for special projects, update equipment, and add another press box to the stadium. Over the past year, Brad led the effort to transition the athletics website into a top-of-the-line web source of rich information integrated with the Orange Empire Conference website as well as the statewide community college athletic association website to quickly upload game results.

We've also had many faculty who have been recognized over the past year for their accomplishments:

Kris Leppien-Christensen, psychology, was the recipient of the 2014 Wayne Weiten Teaching Excellence Award given by the Society for the Teaching of Psychology (Division 2 of the American Psychological Association).

Lariat faculty advisor **Amara Aguilar** was named the Journalism Educator of the Year by the California Journalism Education Coalition.

Queens University in Belfast, United Kingdom, established the **Micael Merrifield Memorial Scholarship**. Joseph Bacopulos, a Saddleback student, is the first recipient and traveled to Belfast in July.

Emily Quinlan, business law instructor, was selected to attend the prestigious Supreme Court Summer Institute in Washington, DC in June. The institute offers teachers in the field of law and civic education the opportunity to study recent Supreme Court cases in detail and learn innovative teaching methodology for conveying this information to students.

New Faces

We welcomed **Dr. Gina LaMonica** as our new dean of advanced technology and applied science. Dr. LaMonica has extensive experience in managing CTE programs in higher education, and comes to us from Merritt College, where she was dean of math and science and workforce development. In this role she managed both transfer and CTE programs, along with the college's allied health programs. Dr. LaMonica previously worked at Los Angeles Mission College and College of the Canyons. **Tony Teng** continues to serve as our interim dean of business science and economic and workforce development after a very full year of overseeing both this division and the division of advanced technology and applied science. **Dr. Estella Castillo-Garrison** is the dean overseeing our new division of Community Education, Emeritus Institute, and K-12 Partnerships. Dr. Garrison previously directed our community education programs in her nine years at the college.

Christina Hinkle is our new director of learning assistance programs, after serving as a part-time political science and history instructor, and as a faculty tutorial specialist/program coordinator in LRC Tutoring, where she was instrumental in the creation of many of our innovative tutoring programs. **Dan Predoehl** joins us as our new director of the Emeritus Institute. A nine-year higher education professional with administrative expertise in enrollment management, curriculum development, academic advising, and student services, Dan comes to us from George Fox University in Oregon, where he

increased adult student enrollment by 40 percent. Dan fills the shoes of **Dave Anderson**, who is now serving as the director of audience development in our division of fine arts and media technology. **Patrick Higa** is our new operations lieutenant in our campus police department. He previously worked as chief of police for the City of Lake Forest. Mr. Higa takes over for **Jim Pyle**, who retired after 35 years of service to the college. We welcomed longtime employee **Jessica Cha** to our management team as our facilities operations supervisor. Jessica previously served as a senior operations planning specialist and as a senior administrative assistant, after working in district services as a risk management specialist and a human resources specialist. We also said goodbye to **Terry Wedel**, our director of broadcast services, who retired after 36 years of service, and **Patti Weekes**, our director of learning assistance, who retired after 28 years of service.

Closing

The theme of this year's state of the college is "Saddleback College. *First.*" Due to the outstanding work of our students, faculty, staff, management, and community, Saddleback is the college of first choice in south Orange County. Over the coming year we have many important initiatives that will be addressed with enrollment management, student success, economic and workforce development, and K-12 partnerships at the top of our list. These and many other efforts will help take our college even further towards our vision of being "the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education." We look forward to working with all members of our Saddleback community and we thank you for your continued tremendous dedication and service to our college and community.

Update on Top 10 Projects for 2013-2014

1. Enrollment Management

The college has been diligently working on developing an effective enrollment management plan that will ensure greater student success and stronger enrollments.

2. Economic and Workforce Development Plan

The development of a comprehensive economic and workforce development plan was incorporated in both the college and district-wide strategic plans. The college has completed a draft plan for review and discussion that will be finalized and implemented over the coming year.

3. Student Success Committee

The Academic Senate led a college-wide effort to enhance student success. The college created a Student Success Committee comprised of students, faculty, staff, and management to coordinate and spur student success efforts across the campus and in the community.

4. Strategic Planning

The college and district have developed drafts of six-year strategic plans that will be finalized in the coming year.

5. Faculty Emergency Training

Informative safety videos on multiple subjects were produced by our cinema/television/radio department on behalf of the police department. The videos are provided to inform faculty, staff, and management on a number of critical issues, including but not limited to earthquake preparedness and dealing with distressed students.

6. High School Partnership Program

Implementation began of the memoranda of understanding with Capistrano Unified School

District and Saddleback Valley Unified School District to create pathways to help high school students become fully prepared for attending college, entering the workforce, joining the military, or pursuing other chosen pathways.

7. Center for Innovation in Healthcare Education

The district is in the midst of creating an architectural master plan for the Advanced Technology Education Park (ATEP) in Tustin with Saddleback's proposed Center for Innovation in Healthcare Education as one of the core facilities.

8. Part-time Faculty Support

The college created a part-time faculty task force and conducted a survey to guide efforts for improving college support of part-time faculty instruction.

9. Facilities

The district broke ground on Saddleback's new Sciences building slated to be completed in 2016. Architectural plans for renovating the Advanced Technology and Applied Sciences building and swing space have been finalized with construction of the automotive technology swing space to begin this year. The district approved funds for building a community athletic stadium and the architectural design process has begun. Hundreds of additional parking spaces have been created throughout the campus to alleviate the loss of parking lot 5.

10. College-wide Business Analyses

The college continued its efforts to maintain salary and benefit expenditures below 88% of revenues in response to Chancellor Poertner's directive.

Top 10 Projects for 2014-2015

1. **Enrollments**

Take the necessary steps to meet the college's enrollment targets over the next year while ensuring long term enrollment stability.

2. **Economic and Workforce Development**

Finalize development and begin implementation of the college's first comprehensive economic and workforce development plan.

3. **Strategic Planning**

Adopt the final drafts of the college and district-wide strategic plans for 2014-2020.

4. **Career Technical Education Collaboration**

Enhance CTE collaborations in the Orange County region including stronger advisory boards and high school partnerships.

5. **K-12 Outreach**

Expand K-12 outreach by launching Saddleback College fairs at local high schools in south Orange County.

6. **Freshman Advantage**

Expand Freshman Advantage pilot program to all new students to increase student retention and success.

7. **21st Century Workforce for Student Success**

Initiate discussions with classified staff, faculty, and management on developing recommendations for creating a college-wide 21st Century workforce for student success.

8. **Employee Training and Development**

Work with district human resources to develop college and district-wide training and development programs available for all faculty, staff, and management.

9. **Center for Innovation in Healthcare Education**

Develop a plan for providing a state-of-the-art healthcare training and conference center for the region at the district's Advanced Technology Education Park (ATEP).

10. **South Orange County Economic Forecast**

In collaboration with the South Orange County Economic Coalition, create an annual South Orange County Economic Forecast for regional stakeholders including business and industry, non-profits, and cities.



Our Vision

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

Our Mission

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

Our Values

Saddleback College embraces:

Commitment

We commit to fulfilling our mission to serve the south Orange County community.

Excellence

We dedicate ourselves to excellence in academics, student support, and community service.

Collegiality

We foster a climate of integrity, honesty, and respect.

Success

We place our highest priority on student learning and delivering comprehensive support for student success.

Partnership

We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

Innovation

We anticipate and welcome change by encouraging innovation and creativity.

Academic Freedom

We endorse academic freedom and the open exchange of ideas.

Sustainability

We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

Inclusiveness

We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Global Awareness

We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.



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