



Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

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**2016 Annual Report
REVIEW**

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Juan Avalos
3.	Phone number of person preparing report:	949-582-4566
4.	E-mail of person preparing report:	javalos@saddleback.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.saddleback.edu/uploads/cc/intro.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.saddleback.edu/
6.	Total unduplicated headcount enrollment:	Fall 2015: 25,960 Fall 2014: 25,594 Fall 2013: 26,410
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	19,140
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	2,450
9.	Number of courses offered via distance education:	Fall 2015: 227 Fall 2014: 199 Fall 2013: 192
10.	Number of programs which may be completed via distance education:	5
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 8,819 Fall 2014: 8,129 Fall 2013: 8,041
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer															
14a.	What is your Institution-set standard for successful student course completion?	74.17 %															
14b.	Successful student course completion rate for the fall 2015 semester:	72.91 %															
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>2820</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>1352</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>2620</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	2820	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1352	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	2620						
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16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	2,582															
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,259															
16c.	Number of students who received a certificate in the 2014-2015 academic year:	2,382															
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	4,077															
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	3,915															
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes															
18b.	If yes, please identify them:	3 Certificates of Completions (ESL) and 1 GE Transfer Certificate															
19a.	Number of career-technical education (CTE) certificates and degrees:	160															
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	131															
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	6															
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	9															
20.	<p>2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Nursing</td> <td>51.38</td> <td>national</td> <td>90 %</td> <td>94 %</td> </tr> <tr> <td>Paramedic</td> <td>51.09</td> <td>national</td> <td>90 %</td> <td>99 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Nursing	51.38	national	90 %	94 %	Paramedic	51.09	national	90 %	99 %
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21.	<p>2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Institution set standard (%)</th> <th>Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Administrative Medical Assistant</td> <td>51.07</td> <td>60 %</td> <td>68.4 %</td> </tr> <tr> <td>Alcohol and Drug Studies</td> <td>51.15</td> <td>60 %</td> <td>66.7 %</td> </tr> <tr> <td>Cinema</td> <td>50.06</td> <td>50 %</td> <td>50 %</td> </tr> <tr> <td>Clinical Medical Assistant</td> <td>51.08</td> <td>60 %</td> <td>77.3 %</td> </tr> <tr> <td>Cosmetology</td> <td>12.04</td> <td>55 %</td> <td>66.7 %</td> </tr> <tr> <td>Early Childhood Teacher</td> <td>13.12</td> <td>60 %</td> <td>64.4 %</td> </tr> <tr> <td>Horticulture</td> <td>01.06</td> <td>60 %</td> <td>41.7 %</td> </tr> <tr> <td>Paramedic</td> <td>51.09</td> <td>70 %</td> <td>100 %</td> </tr> <tr> <td>Registered Nurse</td> <td>51.38</td> <td>80 %</td> <td>82.4 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	Administrative Medical Assistant	51.07	60 %	68.4 %	Alcohol and Drug Studies	51.15	60 %	66.7 %	Cinema	50.06	50 %	50 %	Clinical Medical Assistant	51.08	60 %	77.3 %	Cosmetology	12.04	55 %	66.7 %	Early Childhood Teacher	13.12	60 %	64.4 %	Horticulture	01.06	60 %	41.7 %	Paramedic	51.09	70 %	100 %	Registered Nurse	51.38	80 %	82.4 %
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard																																					
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The College developed institution-set standards for three metrics in the annual report: course completion rate, completed awards/certificates and annual transfers. In 2013-14, three approaches to standard development were presented and discussed by the Academic Senate, the college Educational Planning and Assessment Committee, the VPI Council (consisting of instructional deans and academic and classified administrators), the broader college management team, and the Consultation Council (main planning and decision making body at the college). This dialogue led to the adoption of the standards presented in this report. Currently, the standards for all three metrics are set by adding the three year standard deviation to the most current year of data. The College is now able to examine its performance in comparison to other statistically similar colleges as well as examine its performance over time. For the institution-set standards regarding licensure exam pass rates and job placement rates, the subject area experts set the percentages based on dialogue within their departments.</p> </div>																																								

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 1711
	b.	Number of college courses with ongoing assessment of learning outcomes: 1711
		Auto-calculated field: percentage of total: 100

25.	<table border="1"> <tr> <td data-bbox="298 191 347 254">a.</td> <td data-bbox="347 191 1127 254">Total number of college programs (all certificates and degrees, and other programs as defined by college):</td> <td data-bbox="1127 191 1273 254">250</td> </tr> <tr> <td data-bbox="298 254 347 317">b.</td> <td data-bbox="347 254 1127 317">Number of college programs with ongoing assessment of learning outcomes</td> <td data-bbox="1127 254 1273 317">249</td> </tr> <tr> <td data-bbox="298 317 347 359"></td> <td data-bbox="347 317 1127 359">Auto-calculated field: percentage of total:</td> <td data-bbox="1127 317 1273 359">99.6</td> </tr> </table>	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	250	b.	Number of college programs with ongoing assessment of learning outcomes	249		Auto-calculated field: percentage of total:	99.6
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26.	<p>Student and Learning Support Activities</p> <table border="1"> <tr> <td data-bbox="298 434 347 497">a.</td> <td data-bbox="347 434 1127 497">Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):</td> <td data-bbox="1127 434 1273 497">17</td> </tr> <tr> <td data-bbox="298 497 347 560">b.</td> <td data-bbox="347 497 1127 560">Number of student and learning support activities with ongoing assessment of learning outcomes:</td> <td data-bbox="1127 497 1273 560">15</td> </tr> <tr> <td data-bbox="298 560 347 602"></td> <td data-bbox="347 560 1127 602">Auto-calculated field: percentage of total:</td> <td data-bbox="1127 560 1273 602">88.2</td> </tr> </table>	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	17	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	15		Auto-calculated field: percentage of total:	88.2
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27.	<table border="1"> <tr> <td data-bbox="282 617 899 716">URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:</td> <td data-bbox="899 617 1395 716">https://www.saddleback.edu/epa/student-learning-outcomes-and-administrative-unit-outcomes</td> </tr> </table>	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	https://www.saddleback.edu/epa/student-learning-outcomes-and-administrative-unit-outcomes							
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28.	<table border="1"> <tr> <td data-bbox="282 716 899 785">Number of courses identified as part of the general education (GE) program:</td> <td data-bbox="899 716 1395 785">305</td> </tr> </table>	Number of courses identified as part of the general education (GE) program:	305							
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29.	<table border="1"> <tr> <td data-bbox="282 785 899 854">Percent of GE courses with ongoing assessment of GE learning outcomes:</td> <td data-bbox="899 785 1395 854">100 %</td> </tr> </table>	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %							
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30.	<table border="1"> <tr> <td data-bbox="282 854 899 924">Do your institution's GE outcomes include all areas identified in the Accreditation Standards?</td> <td data-bbox="899 854 1395 924">Yes</td> </tr> </table>	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes							
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31.	<table border="1"> <tr> <td data-bbox="282 924 899 993">Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i>:</td> <td data-bbox="899 924 1395 993">263</td> </tr> </table>	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	263							
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32.	<table border="1"> <tr> <td data-bbox="282 993 899 1062">Number of Institutional Student Learning Outcomes defined:</td> <td data-bbox="899 993 1395 1062">16</td> </tr> </table>	Number of Institutional Student Learning Outcomes defined:	16							
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33.	<table border="1"> <tr> <td data-bbox="282 1062 899 1215">Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).</td> <td data-bbox="899 1062 1395 1215">100 %</td> </tr> </table>	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %							
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35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Saddleback College currently approaches assessment of ILOs from three directions. (1) SLOs (Courses) are mapped to PSLOs (Programs), which are mapped to ISLOs (Institution Student Learning Outcomes) in TracDat. (2) Saddleback College is instituting a useful evaluation of ISLOs by way of ePortfolios. An ePortfolio is a student's web page/site used to document his or her experiences and accomplishments relative to ISLOs. Students report on (instructor identified) significant assignments that relate specifically to one or more ISLOs; students also reflect on those assignments. They also report on accomplishment of ISLOs that they have attained through non-classroom experiences, such as volunteering, field trips, exchange student programs, and so forth. 3) Saddleback is currently piloting the use of CLA+ for external validation of student attainment of ISLOs. The pilot will conclude at the end of the current semester, Spring 2016. 4) In 2013-2014, The Educational Planning and Assessment (EPA) Team received a grant to participate in the Degree Qualification Profile project, which is sponsored by the Accrediting Commission for Community Junior Colleges (ACCJC) and supported by Lumina Foundation and the National Institute for Learning Outcomes Assessment.</p> </div>									
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>										

<p>36.</p>	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Alignment of course to program to institutional level content and goals occurs at several points in the curriculum and delivery of instruction processes. For example, during the course idea generation and course proposal process, and in addition to analysis of academic and market labor shifts, emerging fields and industries, advisory board recommendations, and a host of other information sources, the fit of the course, its content, methods, and outcomes is reviewed in the context of program and institutional outcomes/goals. This happens in the department/program level of curriculum development, as well as during the College's curriculum review process. A major component of this process occurs during Program Review, when the program planning and implementation teams review and report on the effectiveness of their courses and how the courses contribute to the program and to the institution's mission. Examination of curriculum and planning for curriculum revision or development are part of the Program Review process. All programs are required to complete Program Review. The role of this alignment in the delivery of instruction is becoming more visible as the College unfolds its work on ePortfolios. As professional development on ePortfolios and ISLOs increases, the awareness of the direct alignment of student learning increases.</p> </div>
<p>37.</p>	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The first wave of communication regarding SLO results happens each year within each department or program when faculty meet to review the SLO results for a program's courses. Discussion is held regarding why the particular results were obtained as well as regarding the potential or recommended use of results. The Professional Development Week held at the beginning of each semester includes various SLO topics that take into consideration levels of understanding and implementation that vary due to addition of new faculty, increasing part-time faculty assignments, improvements in SLO reporting, and so forth. SLO results are shared with the external community through reports accessible through the EPA web page. One report is an annual listing of attainment of course-level SLOs. Moving forward, SLOs will also be housed in CurricUNET, where we currently house all of our course objectives. This important step forward allows all internal and external audiences access to our SLOs, and it guides our college effort to make a clear distinction between course outcomes and course objectives. We have also upgraded TracDat, where we currently house all of our SLOs. By fine tuning TracDat, we will more accurately capture SLO assessment data as well as identify appropriate reporting years and we will be able to flag DE sects and GE courses.</p> </div>
<p>38.</p>	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Dialog and reporting of SLO assessment results informs and motivates several department and institutional decisions, including: course revision or development, curriculum design, organization and maintenance of facilities, determination of technological and marketing needs, evaluation of student success and re-organization of college governance, goals, values, and strategic directions. Dialogs about SLO assessment results, which are obtained on the course, program, and institutional level, inspire significant campus collaborations, such as our Student ePortfolio pilot, Student Success Initiative, Online Educator Program, the expansion of our Curriculum Team, mentorship and tutoring groups. The SLOs that each program's department chair collects, documents, and shares with the campus community are incorporated into Saddleback's decision making by way of our SLO, PR, and Resource Allocation processes. Each department chair documents SLOs, results, and use of results in Tracdat, the software we use to store SLO/AUOs, PR/AURs and Resource Allocation Requests. This data correlates with the Objectives and Action Steps that each department later uses for PRs and Resource Allocation Requests. PR/AUR authors are also required to develop a narrative that includes examples of SLO results that led that led to institutional effectiveness.</p> </div>
<p>39.</p>	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; height: 40px; margin-top: 10px;"></div>

The following examples represent a wide range of uses and practices of SLO results by faculty at the college. From 2014-2015 survey: We are improving communication with our part time faculty to ensure participation and cooperation. Electronic Technology and Computer Maintenance Technology used SLO data to support their request for newer lab equipment, which was purchased in the subsequent year. Nursing has used the SLOs to request for and obtain resources like simulation equipment and a Lab Tech for simulation because it has become an essential part of the nursing student's education. We have modified our criteria for admission and readmission to the program. We have made several changes to courses, including readings, assignments and increasing the use of active learning strategies. The English Department holds an SLO-focused professional development meeting twice yearly during professional development week. The department has completely revamped two courses (ENG 1A and ENG 200) since the last accreditation and is currently in the process of evaluating and revamping ENG 300. Fine/Liberal Arts is using the results to research further into new forms of evaluation for noncredit courses. For Accounting, course delivery was a discussion with most faculty and a train the trainer book was provided to each Faculty member to use.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	In reviewing and improving our program offerings, these changes were necessary.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Dr. Tod Burnett). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

[Send e-mail Notification to CEO to certify report](#)