



Annual State of the College

# A Culture of Excellence

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**B**usiness guru Peter Drucker famously said, “Culture eats strategy for breakfast.” What exactly does this mean for an organization? Strictly speaking, an organization’s culture can be so strong that it resists attempts to change, making any strategy – no matter how good it is – worthless.

Organizations are transformational when they are composed of visionary leaders and dedicated individuals who together create a culture of excellence where change is not only accepted, but embraced. The remarkable leadership and dedication of our students, faculty, staff, and management have truly transformed Saddleback College’s culture. We are an outstanding team. Our governance groups operate and work well together. Our students shine year after year. Our programs continue to raise the bar each year with innovations that inspire a commitment to excellence. Through multiple cross-departmental collaborations we have increased student success evidenced by our results on the state’s student success scorecard and internal data on student performance.

We are a leader at the regional, state, and national levels. Saddleback was recently named the number one community college in California by Schools.com, which praised our high graduation rates, affordability, and student distance education participation. Ranked second and third were Santa Monica College and Cypress College, respectively. The Schools.com report specifically covers California’s community colleges because of the importance not just to the state, but to the nation as a whole: One in every five community college students in the United States is enrolled in a California community college. As such, the economic success of the state and nation relies heavily on the success of California’s community college students. Saddleback is honored and humbled to represent California’s 113 community colleges by holding the top spot with Schools.com.

Saddleback’s culture of excellence is seen as we lead innovations in teaching and learning, not only in ways that directly benefit our students, but that also benefit our colleagues at other California colleges and beyond. The Schools.com ranking

is just one testament to our boldness to establish initiatives and maximize their success by formulating new best practices.

We've also recognized that having fun and building connections with one another are a large part of a healthy workplace culture. We have an increasingly diverse college community among our employees and students alike, and we embrace that diversity through a number of student and community led activities, events, and programs on campus.

Saddleback's collegewide commitment to excellence is clearly stated in our vision, *"To be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education."* To be the "first choice" we must excel, and our culture of excellence is led by one of the most talented, driven, results-oriented, and student success-focused teams of faculty, staff, and management in the college's history.

To continue our quest for excellence, the college will be spending a great deal of time and resources over the coming year on a few key areas including economic and workforce development, student success, enrollments, and facilities.

### **Excellence in Economic and Workforce Development**

Saddleback made tremendous progress over the past year in the realm of economic and workforce development (EWD). Over a year in the making, Saddleback's Consultation Council unanimously approved the college's first comprehensive EWD plan in the spring. Previously, an EWD workgroup spent more than a year to identify and define the role that Saddleback will play in responding to the technological advances, globalization of markets, and demographic changes that are transforming our regional and state economies and labor markets. Our EWD plan is designed to assist all areas of the college in developing the infrastructure, strategies, and support necessary to

develop highly skilled workers which help regional employers remain competitive.

To help lead our EWD efforts, we brought on a new team comprised of the dean of economic and workforce development and business science, dean of advanced technology and applied science, and director of economic and workforce development. They will work with faculty, staff, management, and community partners to begin implementation of the EWD plan that includes the following action steps over the next two years:

#### **Building Partnerships**

Expand relationships and forge stronger partnerships with employers in the area, especially those connected with current and future college programs. Collaborating with such organizations as the Orange County Workforce Investment Board, Orange County Business Council, South Orange County Economic Coalition, deputy sector navigators, chambers of commerce, trade associations, and other colleges and universities, Saddleback is identifying and reaching out to business and industry partners who will directly benefit our education and training programs while greatly enhancing student success.

#### **Program Assistance**

Support the college's academic and career technical education programs by helping to expand employer contacts, provide marketing assistance, offer faculty and staff externships, and analyze labor market data, such as growing and declining industries, occupational trends, average salaries, industry demand, unemployment rates, and demographics.

#### **One- Stop Career Placement Center**

Create a one-stop career placement center that will focus on job development, outreach, and placement, and expand internship, apprenticeship, and other cooperative work experience opportunities for students.

**Contract Education**

Develop a self-supporting contract education program that provides customized training for regional employers.

**Small Business Hub**

Create a small business hub in south Orange County that will help companies get started, assist existing companies to grow, and create new jobs.

**Advanced Business Consulting**

Develop fee-based advanced business consulting services to regional businesses, industry sectors, city and public agencies, and other organizations leveraging the expertise and skills of faculty.

Indeed, our EWD plan is just one facet of the many initiatives Saddleback has been working on over the past year to bring our college to the forefront of helping our local economy grow through excellent workforce training and education. In February, Saddleback released our inaugural South Orange County Economic Report at a luncheon sponsored by the South Orange County Economic Coalition. The report was authored by Accounting Professor and Dean Tony Teng and is the first of its kind. The report provides extensive data and market analyses with predictions of economic growth in the 11 cities and two planned communities of south Orange County which contribute over \$25.6 billion annually to the county and state economies. The luncheon was attended by more than 200 guests from the business community, as well as elected officials from most south Orange County cities, South Orange County Community College District Board of Trustees, Capistrano Unified School District trustees, and representatives from the offices of Congressman Darrell Issa, Congresswoman Mimi Walters, Board of Equalization Member Diane Harkey, State Senator Pat Bates, Assemblymember Bill Brough, Assemblymember Donald Wagner, and Orange County Supervisor Lisa Bartlett.

In January, Saddleback was the lead host college for the American Association of Community Colleges (AACC) annual Workforce Development Institute at the Marriott Newport Beach Hotel along with Irvine Valley College and Long Beach City College. The conference was attended by over 800 community college professionals from around the country and focused on aligning the AACC's commitment to moving its 21st-Century Commission Report, *Reclaiming the American Dream* – and accompanying *Empowering Community Colleges to Build the Nation's Future: An Implementation Guide* – from ideas to action. The theme for the conference was “Workforce Remix,” with numerous sessions and panels sharing ideas and best practices on economic and workforce development.

Saddleback was the focus of an education tour that was attended by 36 conference attendees who were provided a guided tour of some of our flagship workforce development programs: Automotive technology faculty demonstrated the positive impact that strong industry support has on a program; health science showed off medical simulation labs used by multiple health programs; and horticulture faculty demonstrated how holography is being used in landscape design and provided a tour of our greenhouse and gardens. In addition, our culinary arts and travel and tourism programs arranged an industry tour of the Montage Laguna Beach for several conference attendees.

As the lead host college, dozens of Saddleback students, faculty, staff, and management volunteered their time and expertise throughout the conference working the registration desk, providing video and photography services, designing and building a food truck station, arranging the color guard, and assisting the AACC wherever needed. In addition, I was given the opportunity to speak at the conference plenary session where I shared how Saddleback and the other nine Orange County community colleges have made economic and workforce development a priority. I highlighted

how we are increasing student completions, improving college readiness, closing the skills gap, refocusing the community college mission, redefining institutional roles, increasing accountability, targeting investments strategically, and being more collaborative.

I also highlighted the best example of our new-found collaboration when last year Saddleback led a countywide effort with the Orange County Department of Education to create the Orange County Career Pathways Partnership, the first countywide consortium comprised of 15 Orange County school districts; nine community colleges; University of California, Irvine; California State University, Fullerton; four Regional Occupation Program centers; three Workforce Investment Boards; Vitalink; and over 100 business and industry partners. The partnership was successful in garnering a \$15 million competitive grant from the California Department of Education to create a county wide, self-sustaining infrastructure that builds, supports, and expands rigorous and innovative career pathways for students from kindergarten through college, or as we like to dub it—K-career. The partnership will make career pathway programs accessible to 17,000 students from all academic, socioeconomic, and achievement levels. Students will participate in career exploration and on-the-job training that prepare them to earn certificates, associate degrees, baccalaureate degrees, and advanced degrees in three target sectors: health care/biotechnology, engineering/advanced manufacturing, and information communication technology.

### **Excellence in Student Success**

Over the past few years we have spearheaded remarkable efforts to increase student success. We know that student achievement is enhanced through six success factors: When students are directed, focused, nurtured, engaged, connected, and valued, they are much more likely to complete their college education. Under the guidance of our collegewide Student Success Coordinating Committee, we've

established numerous initiatives to promote these six success factors. From Freshman Advantage to personalized tutoring services, today our students are provided with many additional resources to ensure that they are more directed, focused, nurtured, engaged, connected, and valued.

Under our Freshman Advantage program, first-year students are provided in-person orientations. Completers of the program show a 93 percent retention rate from fall 2014 to spring 2015. Below is a snapshot of our first fully matriculated (assessment, orientation, and advisement) freshman cohort in 2014-2015. As you can see, the results are positive with a larger number of first-time students completing an educational plan which we call MAP (My Academic Plan) and average units earned above the collegewide average. Our second freshman cohort is for 2015-2016 and we currently have a total of 4,047 fully matriculated freshmen. The progress of students in both of these cohorts will be tracked and monitored over the coming months and years to determine their completion of educational goals, and it is the eventual goal of the college that every new student completes our Freshman Advantage program to ensure greater success. The Freshman Advantage program is a college-wide collaboration among faculty, staff, and management from admissions and records, matriculation, outreach, counseling, financial aid, instructional programs, high school partners, and many others on campus, and we appreciate their tremendous commitment.

<b>Fully Matriculated Freshman Cohort</b>	<b>2,953 Students</b>
<b>Average Cumulative GPA</b>	<b>2.28 GPA</b>
<b>Average Cumulative Units Earned</b>	<b>16.74 Units</b>
<b>Average Degree Applicable Units Earned</b>	<b>14.18 Units</b>
<b>First Semester Educational Plan Completed</b>	<b>2,773 Students</b>
<b>Fully Approved Educational Plan Completed</b>	<b>1,804 Students</b>
<b>No Educational Plan</b>	<b>176 Students</b>

Tutoring services offered in the Learning Resource Center have expanded through online tutoring, and a collaboration between English, math, matriculation, and learning assistance launched the Refresh Program, a free, 21-hour workshop designed to refresh the skills of Basic Skills Initiative (BSI) students, build their confidence, and coordinate efforts to help students test into higher level math, English, and reading courses. The results have been excellent: Sixty percent of our English refresh students tested into the next level English course, and approximately 50 percent of our math refresh students tested into the next level math course. By eliminating the need for a student to take lower level basic skills courses, the likelihood that the student will complete a degree or transfer increases.

With a three-year grant awarded by the Dell foundation, Advancement Via Individual Determination (AVID) for Higher Education provides high-level curriculum and academic and personal support to improve student persistence and retention for a cohort of first-time college students, and to increase professional development activities for faculty to learn AVID pedagogy. A faculty AVID leadership team has been working to introduce AVID across campus, and their efforts have led to considerable accomplishments. A cohort of over 95 Pell Grant-eligible students was established for Counseling 140 during fall semester 2014 and two AVID sections were available in spring and served more than 60 additional students. Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) skills were incorporated into the Counseling 140 curriculum, including library research tutorials. Individual counseling was available to each Counseling 140 student, who attended peer mentor meetings regularly. Ten mentors, recruited from the honors program, met monthly for training and reflection with the liaison.

Data collected mid-fall semester showed that AVID students in Counseling 140 performed significantly better than non-AVID Counseling 140 students

in engagement, academic initiative, and campus awareness. In fall 2015, AVID pedagogy will be featured in more than 60 courses sponsored by 20 departments. AVID professional development has been provided in multiple ways: Summer institutes, professional development week workshops, academic reading practicum, and multiple trainings throughout the year. Future plans include increased AVID courses to continue to improve completion and persistence rates, larger Counseling 140 cohorts, implementation of Socratic tutoring in the Learning Resource Center for content and development skills, and increased professional development activities for faculty.

In addition to the aforementioned efforts, several initiatives have been spearheaded by the Student Success Coordinating Committee:

### **One Book, One College**

A literacy celebration on campus to encourage shared reading.

### **ePortfolio**

An opportunity for students to develop a personal online portfolio and record capstone classroom projects that highlight a course's student learning outcomes (SLO). The hope is that universities and employers will come to expect this professional portfolio from Saddleback certificate holders, graduates, and transfer students.

### **College Tip of the Week**

Timely recommendations are provided each week to inspire students to make choices to help in their success.

### **College Pride Tuesdays**

Employees are encouraged to wear Saddleback colors and name badges on Tuesdays to show our college pride and as a way for all employees to identify ourselves and better connect with students, particularly in the first few weeks of the semester when establishing personal connections is such an important factor in a student's long-term success.

## Website Redesign

A newly-designed college website that emphasizes student success will be launched during the fall semester.

## Early Alert

Students are provided a notification with available resources to help them when they are at risk of failing a class.

## Professional Development

Opportunities for professional development have been integrated after the Professional Development Committee was established. The Faculty Center for Student Success has strengthened services with a more functional space and expanded hours. Activities including the part-time faculty dinner, CTE Mini Conference, and Student Success Summit were coordinated.

Although our collegewide efforts led by the Student Success Coordinating Committee only began a couple of years ago, Saddleback's results are already beginning to show as evidenced by the state's student success scorecard. In only two years, we have shown improvement in five of the seven metrics. We are substantially above the statewide average in six metrics, having the 10th highest completion rate in the state compared to 14th in 2011-2012. Pay special attention to our big increase in remedial English as a second language (ESL)—a jump of nine percent and 18 spots under the state ranking.

Scorecard Metric	Saddleback Rate		State Average	State Rank	State Rank
	2011-12	2013-14	2013-14	2013-14	2012-13
Completion	57.1%	57.7%	46.8%	10	14
Persistence	78.3%	78.5%	71.7%	13	8
30 Units	73.4%	76.3%	66.5%	5	7
Remedial Math	39.4%	40.0%	31.0%	13	11
Remedial English	65.7%	61.6%	43.4%	6	3
Remedial ESL	17.6%	26.9%	28.4%	39	57
CTE Completion	55.6%	53.5%	49.9%	32	35

## Excellence in Enrollments

In order for Saddleback to excel, enrollments must remain strong. While Saddleback has seen a recent decline in enrollments, we are not alone. In a report released in March of this year, the American Association of Community Colleges noted that community colleges throughout the nation saw another year of declining enrollment along with all postsecondary institutions. Enrollments at two-year colleges are down for the third consecutive year, dropping 3.5 percent from last year. Furthermore, over the past three years the decrease in enrollments of older community college students has been the highest and most consistent, likely because they are returning to the workforce.

Enrollments have significantly dropped in California as well—institutions of higher learning as a whole have shown a steady decline over the past three years. California Community Colleges Chancellor Brice Harris reported that statewide student headcount and full time equivalent student (FTES) numbers are down 20.99 percent and 10.62 percent, respectively, since 2008-2009. Saddleback has fared much better than the rest of the state, having experienced declines of 4.37 percent in student headcount and 0.94 percent in FTES for the same period. However, unlike most other community colleges, Saddleback was not forced to cut back its enrollments during the down years and we reached a high of 40,524 student headcount in 2009-2010 and 18,163 FTES in 2011-2012. Last year's numbers show that we have actually declined 9.73 percent in student headcount and 7.67 percent in FTES from our highest years. Furthermore, we have not met our district's enrollment targets for the past two years, with last year's FTES down by 1,500.

Enrollment management is our top priority because our budgets and fiscal stability rely on enrollments. A comprehensive enrollment management plan was drafted this year based on recommendations from students, faculty, staff, and management. Numerous collaborative sessions

were held across campus to identify the root causes of our enrollment losses and develop plans to restore our FTES numbers, the enrollment measure that drives funding for Saddleback and all other California community colleges. Throughout all of our discussions, one theme became clear: Higher enrollments are perfectly aligned with greater student success. Our research shows that each fall semester less than 50 percent of student applicants actually end up enrolling. This means that we are losing over 9,000 student applicants! Granted, many of these students don't enroll for reasons beyond our control, such as deciding to attend a four-year institution, but there are still thousands of student applicants that we should be able to enroll. Over the coming year, the college will be closely analyzing the enrollment patterns of new and continuing students and taking actions to further improve our instructional and support services to increase student recruitment, retention, and success.

The college's enrollment management plan is built around four major initiatives: 1) student retention and success, 2) scheduling for student success, 3) online education, and 4) K-12 partnerships. For success and retention, activities include directing students to take actions that will increase their chances of meeting their goals, identification and reduction of barriers to registration, providing information and support services to help students feel directed, focused, nurtured, engaged, connected and valued, and professional development for faculty to enhance teaching and learning. There are a variety of Saddleback initiatives highlighted throughout the State of the College report, but our intent is to help students succeed in the classes they enroll in, develop a plan to complete their goals, and direct them to take the necessary steps to achieve those goals. Scheduling for student success involves strategic schedule development to improve student access to courses for program completion, and using data to identify which courses are bottlenecks to student completion and offering more sections of those courses.

The college will continue to provide training and support to faculty to further develop and strengthen online courses, participate in statewide initiatives to enhance online education, support the success of students in online and hybrid courses by providing self-assessment tools to help them determine their likelihood of success in this learning environment, and provide online tutoring. Strengthening partnerships with local high schools and businesses include efforts to increase dual and concurrent enrollment of high school students, increase outreach to students, and transition adult education from our local high schools to Saddleback and align with our college courses. Our K-12 partnerships will help high school students take Saddleback classes while still in high school, which is known to improve the acceptance rate into four year colleges more than advanced placement test scores. The college will also begin to offer adult education courses this year in partnership with Capistrano Unified School District and Saddleback Valley Unified School District.

During 2015-2016 the college will work toward getting more information on classes students need based on their MAPs (My Academic Plans) and assessment results, as well as from student focus groups and input from academic counselors. Continued collegewide dialogue will focus on identifying recent changes in student enrollment patterns, increasing new high school graduate enrollments, and studying the needs of adult and returning students.

Our focus on curriculum processes has intensified after discovering that the complex state approval processes slowed down our ability to obtain new course approvals which has had a negative impact on enrollments. Last year, the college's curriculum development, editing, and approval processes were subjected to a year-long study and improvement process. Curriculum experts from the statewide academic senate held conversations with faculty, staff, and management throughout the college, and best practices from around the state were identified, shared, and considered

for adoption. A faculty leadership team was reassigned to: 1) develop curriculum instructional materials, templates, and rubrics, 2) work directly with faculty on a sample course so that they understood all expectations of the curriculum committee, 3) re-vamp timelines with regards to course and program approval, articulation/C-ID submission, board approval, and catalog publication, 4) provide more curriculum workshops and professional development opportunities, and 5) work directly with faculty during curriculum development and review to make certain that courses submitted are complete and meet the college standards. Additional plans to improve the overall process for 2015-2016 and beyond were developed, and a team of faculty and staff attended the summer Curriculum Institute to get more information on issues of concern at Saddleback and learn about changes being implemented by the state chancellor's office.

Saddleback is working hard to bolster our enrollments and increase student success. Through the collaborative efforts of our faculty, staff, management, and students, we will be well positioned to restore the college's enrollments to their previous levels and achieve our enrollment targets.

### **Excellence in Facilities**

In order to excel, Saddleback must have state-of-the-art facilities that support all instruction, student services, and administrative services. We also must have campus facilities and an environment that attract and retain students and serve as a vital community asset. Over the past seven years, we have made facilities a top priority and are working hard to get the Saddleback campus back to the level where it needs to be and deserves to be. Our efforts have been paying off nicely. We completed many important renovation projects including the Library and Learning Resource Center, Saddleback Studios, and swimming pool complex. We built a new Saddleback College bridge connecting the LRC to the quad, added a new restroom building in the Fine Arts Complex, expanded

the village complex, installed energy efficiency and capacity upgrades for the campus central plant, and numerous other projects campuswide. We have also transformed the campus environment through improved landscape and design, additional table and seating areas, new directory signage, expanded parking, and implementation of a new tobacco, and smoke-free campus policy.

A major component of our campus environment is Saddleback's long history of successful sustainability practices. The college's efforts have been recognized on many occasions. For example, in 1980 and 1991 the college was honored by San Diego Gas and Electric with an award for our advanced energy efficient technologies. In 2001, they also nominated the college to receive the Excellence in Energy Award from the San Diego Business Journal.

Our energy conservation efforts have resulted in verified energy savings of over 1,000,000 kilowatt-hours per year, which is approximately the equivalent of 15 percent of the college's annual electrical energy consumption. The reduction in the college's energy consumption also reduces the utility budget by approximately \$150,000 per year. In addition, in 2003 the college installed a 1.5 megawatt cogeneration plant that produces over 8,500,000 kilowatt hours per year. The heat generated by this process is then utilized to supply thermal energy to the college's swimming pool and building interior spaces. In addition, the generated heat is converted by two new absorption chillers into chilled water for air conditioning of the campus buildings. This process reduces our consumption of utility generated power to the campus and results in savings of approximately \$480,000 per year. This past year Saddleback completed two major projects to further improve energy conservation. These projects entailed an upgrade to the existing central plant and cogeneration facility and replacement of all parking lot lighting. These projects are expected to reduce electrical consumption at the campus by an additional 11 percent and reduce electrical costs by another \$187,000 per year.

Other areas of sustainability that should be noted are the college's recycling program and the use of reclaimed water for irrigation. Each year since 2003 the waste recycling rate for the college has ranged from 50 percent to 70 percent of the total amount of waste generated by the campus. Since 1995 the college has been utilizing reclaimed water for the irrigation of the campus' planted areas. In fact, reclaimed water accounts for 75 percent of the college's total water use. In addition to the environmental benefits, our reclaimed water use results in an annual savings of over \$75,000 per year.

The college's commitment to a sustainable campus is also illustrated by the fact that the design and construction of our new Sciences Building will qualify for a LEED Gold Standard certification. This LEED certification provides independent verification of the green features of our Sciences Building, allowing for the design, construction, operations, and maintenance of a resource-efficient, high-performing, healthy, and cost-effective facility.

While Saddleback has made tremendous progress in a relatively short period of time, we still have a long way to go in our quest to upgrade our facilities to better excel in our mission and achieve our vision of "being the first choice." There are several projects that will commence or be completed over the next few years that will help move us forward:

### **Sciences Building**

We are in the final construction phase of our new three-story, state-of-the-art Sciences Building consisting of 81,381 square feet comprised of 26 science laboratories, four classrooms, and staff offices. The building is scheduled to be completed and occupied by fall 2016.

### **Photo/Radio/TV Facilities**

Construction on the first floor of the Learning Resource Center has just been completed to provide new production studios, laboratories, and classrooms for the fine arts and media technology programs.

### **Technology and Applied Science Building (TAS)**

Renovation of the TAS Building is in the final stages of design with construction scheduled to commence in January 2016 and completed by June 2017.

### **Automotive Technology**

Construction of a new building for the temporary location of the automotive technology program is proceeding and completion is scheduled for December 2015. Once the TAS Building renovation is complete and the automotive technology program moves back to its permanent location, this new building will be converted to a maintenance facility for the college's transportation department.

### **Village**

Most of the village buildings are being remodeled to accommodate temporary space for advanced technology and applied science (ATAS) programs that will relocate there in December 2016 until the TAS Building renovation is completed in 2017.

### **Athletics Stadium**

This project will renovate the existing stadium to provide a capacity of 8,000 seats with new restrooms, press box, concessions, ticket kiosks, scoreboards, sound systems, artificial turf, and equipment storage. Funding for this project has been approved and construction scheduled to begin in September 2016 with a completion date of March 2018.

### **Fine Arts Building Complex**

This project will primarily address replacement of the existing heating, ventilation, and air conditioning systems for the Fine Arts Building Complex. Design was completed, and proposals for construction were solicited. Construction is scheduled to be completed during the summer of 2016.

### **Physical Education (PE) Building Complex**

This project will renovate the PE Building complex, primarily addressing the replacement of the existing heating, ventilation, and air conditioning

systems and repair of the restrooms and shower facilities. Design of the project has commenced but construction schedules have not been yet established.

### **Business and General Studies**

#### **(BGS) Building**

Repair of the BGS Building's large lecture classroom is in progress and will be completed to allow occupancy of the damaged area in spring 2016.

#### **Quad**

The campus quad will be renovated and enhanced to provide for student gatherings and closer interaction. An amphitheater, seating areas, and gathering space will be constructed. The design will incorporate sustainable practices that will address storm water runoff and Americans with Disabilities Act compliance issues. Funding for this project has been approved and construction scheduled to begin in fall 2016 with completion in spring 2018.

#### **Athletic Fields**

The existing athletic fields and thrower's park will be relocated to the driving range. A total of three practice fields will be constructed and designed for the utilization of both soccer and football. Shot put, javelin, and hammer throw facilities will also be constructed. These fields will now be next to the new athletic stadium which will address operational and equipment storage issues. Funding for this project has been approved and construction scheduled to begin in fall 2016 with completion in spring 2018.

#### **Storm Water Remediation**

This project will address deficiencies of the existing surface storm drain system by constructing a new system that will collect much of the existing surface water flow into an underground system to allow for treatment of the storm water so that current state water resource requirements will be met. Funding for this project has been approved and construction scheduled to begin in fall 2016 with completion in spring 2018.

#### **Parking Lot**

Relocation of the athletic fields to the driving range will allow the existing fields to be converted to permanent parking lots. These new parking lots will provide approximately 1,000 parking spaces. These new parking lots will offset parking losses incurred by the construction activities on the campus. Funding for this project has been approved and construction scheduled to begin in fall 2016 with completion in spring 2018.

#### **Arboretum Trail Demonstration Project**

To enhance pedestrian travel and the sustainable campus environment, an arboretum trail circling the campus is in the planning stages. The trail will incorporate walking, jogging, and bicycle trails that will eventually tie into a regional hiking/biking trail. The first phase of this project will be incorporated into the site improvement project as a demonstration for the full trail. Funding for this project has been approved and construction scheduled to begin in fall 2016 with completion in spring 2018.

#### **Gym and Baseball Bleachers**

This project will replace non-compliant seating in both the gymnasium and baseball field. Construction is scheduled to begin in January 2016 with an expected completion date of July 2016.

#### **Math Science Engineering (MSE) Building**

Funding for the MSE Building has been approved to commence with an initial study of the building to determine viable options for the renovation of the building and to evaluate funding options.

#### **Dining Services Facility**

Funding has been approved to provide a conceptual design for the existing cafeteria located in the Student Services Building. Conceptual design is scheduled to be completed in October 2015.

In addition to the aforementioned campus facility improvements, the college plans to make progress on several future projects. Most pressing is the Gateway Building that will house most of our

student services. As the district's top project eligible for state funding, we suffered a setback when the state did not include this project on its list of bond-funded projects for this coming year. To increase the Gateway Building's competitive edge during the second round of project considerations next year, the board of trustees approved a match from our initial offer of 30 percent to 50 percent. The board has also allocated funds to address the planning portion of the building project in the event that a bond is passed and the state provides matching funds. A second project is the college's Center for Innovation in Healthcare Education at the district's Advanced Technology and Education Park (ATEP) located in Tustin. This new center will be a state-of-the-art healthcare training and conference center for the region. Saddleback is working closely with district services to develop plans, bring on partners, and secure funding. Other projects on the college's horizon include renovation of the existing Student Services Building and Fine Arts Complex, and construction of a new parking structure and lifetime fitness and wellness center.

The tremendous progress made over the past seven years with Saddleback's campus facilities are due to the dedicated efforts of the college's facilities, maintenance, and operations staff, and district services' facilities planning staff. In addition, thanks must be given to the members of the Districtwide Capital Improvement Committee and the Basic Aid Allocation Recommendation Committee for their excellent work in prioritizing and recommending project funding to the chancellor and college presidents. Finally, the board of trustees must be commended for its recognition of Saddleback's extraordinary facility needs and support of allocating district funds for these projects.

## **Fiscal Update**

Saddleback and the South Orange County Community College District pride ourselves on following responsible budget practices as evidenced in numerous independent audits that have routinely verified that the district and college

practice sound financial principles.

Funding for the general unrestricted operations of the college is calculated using the State Senate Bill 361 apportionment calculation, the same calculation used statewide to calculate funding for all other community college districts. This mechanism is primarily based on a universal funding amount per full time equivalent student (FTES). For 2015-2016, the state budget includes a modest 1.02 percent cost-of-living-adjustment (COLA) statewide and 2.00 percent growth for our college, both of which were used to develop the college's 2015-2016 income and expenditure projections. Expenditure assumptions include: funding for all existing personnel, replacement of all vacant permanent faculty, classified staff, and management positions, step and column increases, and fringe benefit and health and welfare increases. We are pleased to report that in addition to replacing all vacant permanent positions last year, we funded the addition of seven new full-time faculty, and staff and management positions in 2015-2016.

Beginning with the 2014-2015 budget both the State Teachers Retirement System (STRS) and Public Employee Retirement System (PERS) have increased contribution rates through 2020-2021, and the projected employer rates rise sharply over that period. It is projected that by 2020-2021, Saddleback will be required to pay an additional \$3,692,601 for STRS and \$1,437,264 for PERS, based on 2013-2014 expenditures. The state budget increased the base FTES amount by 4.65 percent to offset these increases for 2015-2016, but it is uncertain whether the state will continue to fund increases for future years. The state budget also includes significant one-time funding allocations, primarily for mandated cost reimbursement backlogs. The amount of one-time funds for Saddleback, including Proposition 30 funds, is approximately \$7.2 million.

While this has been a good budget year for community colleges, it is important to note that the majority of increased funds are one-time or for

categorical programs such as Student Success Support Program (SSSP), student equity, equipment, and scheduled maintenance. Categorical program funds are restricted and can only be used in accordance with specific funding parameters. Increases for the college's ongoing general fund are minimal—a base per FTES increase to offset increased pension costs, 2.00 percent growth, and 1.02 percent COLA.

Saddleback completed the third year of a revised college resource prioritization process in May which prioritizes requests at the division and department level rather than by a collegewide committee. This ensures that those more knowledgeable and familiar with the requests, particularly faculty, set funding priority recommendations. This revised process also ensures completion of program and administrative unit reviews by December 31st with resource requests completed by the end of January. Funding requests for 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's strategic plan. Requests that are aligned with the strategic plan and/or a program or administrative unit review are further prioritized at the instruction, student services, and administrative services levels – and then finally a collegewide priority recommendation is submitted to the president for consideration.

Funding for facility and major information technology (IT) projects are determined on a districtwide basis, and these priorities are informed by the districtwide IT plan and the districtwide facilities master plan. The mechanism used to make funding recommendations is the district's Basic Aid Allocation Resource Council. The process for 2015-2016 has been completed and funding for recommended projects is included in the final budget. Saddleback appreciates the chancellor and board of trustees for overseeing a transparent and inclusive allocation process, and the resulting increase in funds for much needed facility and IT projects that will significantly enhance student success on our campus.

## **A Year of Excellence**

We've had many successes throughout the college over the past year due to the dedication and hard work of our faculty, staff, management, and students. Our lower enrollments have inspired many to launch new programs and expand on ideas to maximize the college experience for our students and broaden their chances for success.

### **Faculty and Student Support**

We've seen a huge increase in the number of students we are helping to secure financial assistance. The financial aid staff is commended for their work that has produced truly amazing results for our students. In six years, we saw a 417 percent increase in financial aid applications, from 5,114 to 17,372 per year. In the same period we saw an increase in annual Board of Governors Fee Waivers by 516 percent and Pell Grant awards by 450 percent, with total financial aid awards increasing from \$6.1 million to \$33.2 million per year.

Learning Resource Center (LRC) tutoring successfully launched online tutoring in the spring. Students can now upload their papers and receive feedback from an LRC tutor within 48 hours. Live online tutoring was piloted this summer to support both online and in-person courses and the Program Assistant Student-Athlete Success (PASS) program was launched. Through the PASS program, Saddleback's student-athletes showed excellence in the classroom as well as in the competitive arena. This year 13 of the college's 19 intercollegiate athletic teams posted an overall team grade point average of 3.00 or higher, including all nine of the spring sports teams. This included 45 student-athletes who posted a 4.00 GPA during their season of sport and nearly 45 percent of Saddleback's student-athletes made the Honor Roll this past year.

Saddleback's formal extension of the VetSuccess on Campus program has been signed and continues our successful partnership with the United States Department of Veterans Affairs for another

four years. Saddleback holds one of only 10 memoranda of understanding in California for this program and can now positively impact a greater number of veterans and military families.

Saddleback is a pilot college for the state's Online Education Initiative and is considering adoption of the Canvas Learning Management System that is being recommended by the state. Faculty are increasingly engaged with quality standards, including implementation of the Online Education Initiative rubric, Quality Matters guidelines, and @One training. There will be a fall semester summit for deans, department chairs, and other faculty leaders to learn more about online education, and departments will receive support from the division of online education and learning resources to plan online courses, improve best practices, and offer more online sections without sacrificing quality.

As part of our strategic plan, increased professional development funding and support will be a focus for all employees (staff, faculty, and management). There is support through the division of online education and learning resources, Student Success Coordinating Committee, and Academic Senate to encourage and strengthen professional growth and development for all employees.

The college has a \$1.2 million contract, funded by the state's Common Assessment Initiative, to lead statewide workgroups, projects, and other efforts to coordinate professional development to 113 community colleges as they prepare and implement the common assessment system at their campuses.

Saddleback is one of 24 community colleges in the state to participate in a new initiative that will create a pathway to six of California's most prestigious undergraduate institutions and their affiliated law schools: USC, University of San Francisco, UC Davis, UC Irvine, Santa Clara University, and Loyola Marymount University. The Community College Pathway to Law School Initiative is an unprecedented opportunity to offer advancement

in the legal profession for our students, including diverse populations, particularly those who have been traditionally underrepresented in the legal profession.

Our Emeritus Institute added three new teaching locations during the year and added more than 200 new students in the summer of 2015. Emeritus summer FTES increased 15 percent over the previous year.

Efforts are underway to grow concurrent enrollment and promote its advantages to high school students and their parents. Marketing materials in both English and Spanish have been created, along with a recommended list of courses offered at the best times for students.

The outreach and recruitment department expanded its visits to local high schools and school districts at college night events, classroom visits, and workshops. Presentation topics included financial aid, honors program, counseling/career exploration classes, application workshops, career technical education, transfer, and K-6 outreach.

After the passage of Assembly Bill 86, which designated California community colleges as the providers of adult education, the division of community education, Emeritus Institute, and K-12 partnerships worked with faculty to study the needs of our community and make recommendations for programs to be developed by Saddleback. An adult education department has been formalized within the division structure to provide accelerated learning opportunities for adult students, including those with disabilities, by offering non-credit pathways leading to a high school diploma or equivalency certificate, workforce preparation classes including English as a second language (ESL) and citizenship, and career technical education programs that enhance employment potential. The ESL department and its faculty have been significantly involved in the planning and implementation of AB 86.

Psychology Professor Amira Wegenek was appointed as an expert contributor to *Psychology Today* and is considered an expert in the field of psychology, psychological research, and career opportunities related to psychology. She was also a co-recipient of a grant from the Society for Teaching Psychology and Promoting Partnerships to promote communication and collaboration among psychology instructors from different institutions. In addition, Dr. Kathryn Damm, a psychology instructor, was interviewed on Southern California Public Radio as a guest expert discussing best practices in online education and Saddleback's innovative programs aimed at training faculty to offer stellar distance education courses.

A problem-solving workgroup was formed this summer in an effort to identify and address the root causes of conflicts within the ranks of management, faculty, and staff, and to form recommendations for more effective problem-solving. Representatives from California School Employees Association (CSEA), Faculty Association, Academic Senate, Classified Senate, and management met over the summer to develop collegewide recommendations which will be shared with all stakeholders over the coming months.

### **Grants**

As of June 2015, Saddleback's active grants totaled over \$8 million. Through grant-funded activities, Saddleback has both continued to be a "partner of choice" for the development of innovative programs and services and has successfully leveraged grant funding to support the college's strategic plan, programs, and other initiatives.

In support of Strategic Plan Goal 2 (student success), the grants department has participated in various initiatives such as AB 86, the AVID for Higher Education grant, and SB 1070 (Career Technical Education Pathways). The staff has also interacted with teams working on the Student Equity Plan, the Basic Skills Initiative, and the Student Success Support Program to identify best practices that will inform future grants efforts.

The grants department has supported Strategic Plan Goal 3 (economic and workforce development) in numerous ways. Saddleback is serving as the lead college partner for Orange County's \$15 million California Career Pathways Trust grant in collaboration with the Orange County Department of Education. The grant regionalized Orange County's 15 school districts and nine community college districts and works to provide a streamlined pathway for students to enter and exit a career technical education program with certificates, two and four year degrees, and career options. During the past year grants have supported the development of additional regional partnerships. With funding from the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, healthcare employer engagement has increased, as has articulation with several four-year colleges and universities in Southern California. With almost \$80,000 in funding from the state chancellor's office, the college is engaged in an Industry-Driven Regional Collaborative grant to develop health information technology program curriculum that is responsive to regional needs. With over \$266,000 in career technical education enhancement funding, the college is involved in three regional projects: STEM and the Electric Car (a collaboration with Golden West College and Los Angeles Trade Technical College); Technology in the Classroom (a nursing project in collaboration with other nursing programs in Orange County); and a cooperative work experience and internships project in collaboration with the three colleges of the Coast Community College District.

In addition to local and regional partnerships, grants have supported Saddleback on a statewide level. As one of three colleges leading the Common Assessment Initiative, the Saddleback team is actively participating on the statewide steering committee and is coordinating professional development for the community college system. Saddleback is also participating as a pilot college for both the Common Assessment and Online Education initiatives.

### **Saddleback College Foundation**

The Saddleback College Foundation continues to make transformational progress. In 2014-2015, total giving to the foundation was up 31 percent, or \$721,261, due primarily to increased endowed and major gifts. We had 12 new scholarship endowments for the year, representing over \$156,000 in additional contributions. Over the past six years the number of endowments has grown from 49 to 85, a 57 percent increase. Our total of scholarship endowments is now \$3,137,582, and our total endowment is \$6,407,247. Major gifts included a \$1.2 million estate pledge from Emeritus Institute student Jane Clark, to be split between the Emeritus Institute and nursing program. We received a \$250,000 additional gift from Sue and Bill Gross for the Gross Scholars Program, which benefits students in select career technical education majors who have shown to have an unmet financial need.

Student scholarship awards totaled over \$732,000, making Saddleback one of the largest scholarship programs in the California community college system. Four hundred forty-nine students received scholarships, up from 405 students last year. The "Saddleback First Gala," held on March 14, 2015 at the Laguna Cliffs Marriott Resort and Spa had over 500 guests, the largest number to attend in our gala's 15-year history, which was an 11 percent increase over the previous year.

### **Student Achievement**

The Honors Program added three new transfer partners in 2015 as part of our ongoing efforts to increase the number and variety of transfer choices: Connecticut College, Gonzaga University, and University of La Verne. These agreements were spearheaded by Saddleback for not only our college, but also on behalf of the 56 other community colleges in the Honors Transfer Council of California.

The acceptance rate for Honors Program students this year was 91 percent at UC Irvine and 92 percent at UCLA. Honors Program students were

also admitted to four-year institutions including Columbia University, Mills College, the UC campuses of Berkeley, Davis, San Diego, Santa Barbara, and Santa Cruz, and the University and Mihaylo Business honors programs at California State University, Fullerton.

Saddleback collected its 25th state championship title this year when the men's basketball team posted a 33-2 record, winning its fourth consecutive Orange Empire Conference title along with the state championship title. It was the third state title for the men's basketball program and the second state title for head coach Andy Ground.

For the third year in a row, the *Wall*, the English department's literary magazine, has won national recognition. Once again, our college's Phi Theta Kappa chapter received Five Star Status, the highest recognition offered by this prestigious international honor society for two-year colleges.

In our division of fine arts, the speech and debate team placed fourth out of 59 schools overall at the Phi Rho Pi Nationals Tournament. The team also placed third overall in the spring state championships, which included a first place in the novice division. This is Saddleback's third time placing third in the regional championships.

Our nursing students continue their exemplary performance, with a pass rate of 99 percent on the nursing licensure exams in 2014.

In the division of mathematics, science, and engineering, student research fellowship and internship opportunities were offered with Swift Engineering, View Sonic, Precision Optical, Grupo SMS, Chapman University, Howard Hughes Medical Institute (HHMI), Rockwell Automation, UCI, Jet Propulsion Laboratory (JPL), and Neudestic Corporation.

In the division of liberal arts, the study abroad program has completed 20 programs to Oxford, 22 to Santander, Spain, 16 to Salamanca, 2 to

Machu Picchu, and 1 to Brazil since inception. The division has sponsored the Ramadan teach-in for 25 years and the Day of Silence for 15 years.

### **District Services**

This year, district services human resources saw a 44 percent increase in new hires, with 940 new hires in the last year – more than any year in the district's history. Human resources has also expanded its services in a number of ways. The department now works on a weekly basis with both Saddleback and IVC to provide direct access to legal advice in matters of student discipline when no employees are involved, as well as in discipline issues that may result in expulsion. The department has also become actively involved in the development of a sexual assault policy and all Title IX investigations to assist the colleges in this critical area.

Over the last few years district services information technology (IT) has established a series of initiatives to increase the quantity and quality of information that flows between the department and colleges. In response to accreditation recommendations, IT implemented the Glass House Sharepoint initiatives which give all employees access to districtwide committee documentation. A Sharepoint intranet site was also created to give all employees access to the department's projects and their status.

District services public affairs and government relations serves as an advocate for the colleges by facilitating legislative analysis, input, language, and action on hundreds of state bills, and through meeting with local legislative and congressional representatives. The department meets with federal agencies and congressional offices to obtain support for federal grants, including the \$2.75 million Department of Labor TAACCCT grant. In addition, the colleges are kept informed of districtwide issues, including the implementation of Workday.

District services has been making progress in the development of the district's Advanced Technology

and Education Park (ATEP). The development framework for the entire site was accepted by the board of trustees and City of Tustin and draft ground lease templates for potential partners have been developed for use. Phase I of infrastructure for the site (utilities and roads) is being designed and will support the first buildings for Saddleback and IVC, as well as for partner buildings. IVC's first building is being designed with construction to be completed by December 2017. An implementation agreement between the district and City of Tustin outlines the partner and construction approval processes.

### **Employee Excellence**

Each year we recognize our faculty, staff, and management who have inspired their fellow students and colleagues alike. **Dr. Karah Street** was named full-time professor of the year, and during a surprise visit on campus by Orange County Department of Education Superintendent **Al Mijares**, she was told she is Orange County's Community College Professor of the Year during what she thought was a routine meeting with the college president. We are very proud of Dr. Street, who is one of five Teacher of the Year finalists who will be recognized in October at the Disneyland Hotel.

**Dr. Bob Matthews**, a psychology instructor, was named associate professor of the year. Dr. Matthews is beloved by his students, who praise his passion for teaching and gift for passing his enthusiasm for the class material to his students, who learn how to apply it to their everyday lives.

**Dr. Gerald Binder**, a philosophy, English, film, humanities, and psychology instructor at Saddleback since 2008, was named Emeritus professor of the year. Dr. Binder, who has taught over the past 50 years, says his secret is that it's his *students* who have taught *him*, and what he's learned from them are life skills – contending with adversity, preserving dignity, being authentic to one's true self – and strengths such as grace, patience, forgiveness, acceptance, loss, and hardship.

Our classified staff member of the year was **Mark Sierakowski**, a network systems administrator for 30 years, who is heralded for keeping campus operations running through his smooth and capable oversight of the college's network and servers.

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

The AVID Leadership team (**Marian DeSaracho, Michelle Duffy, Michael Engels, Dr. Bruce Gilman, Emily Quinlan, and Penny Skaff**) was awarded the faculty award. The team's remarkable efforts in bringing the nationally-recognized AVID program to Saddleback could not be overlooked. The work in implementing the AVID Counseling 140 and peer mentoring programs, and the professional development activities the team has spearheaded to foster campuswide AVID practices, will have long lasting results on student success and achievement.

**Jorge Guerrero** in our counseling department was our part-time faculty recipient. Jorge is described as a "magnet" for students who seek out his counseling and researching skills. He is an empathetic and thoughtful counselor who goes the extra mile for the students he serves, and for his colleagues who seek his guidance.

**Edward De La O** and **Javier Williams** were our classified staff award recipients. Edward is commended for his remarkable efforts in our grants office, and for his fabulous can-do attitude. He is appreciated for his writing skills and the unique approaches he develops that have resulted in the college experiencing a high rate of grant acceptance. Javier is a financial aid specialist and is recognized for bringing FAFSA Wednesday workshops to the Career and Re-Entry Center. Javier is a respected colleague who trains fellow staff members and student helpers. His positivity is infectious and has had a ripple effect, with students often asking, "when can I meet with Javi?"

The recipients of the management award went to **Michael James** and **Louis Sessler**. The efforts of Michael and Louis were greatly appreciated during the water main break experienced at Saddleback last year. Due to their immediate and capable response, the urgent situation was professionally handled. They wisely put in place back-up strategies to restore water to most of our campus while the issue continued to be resolved campus-wide.

## New Faces

The Saddleback family suffered a very sad loss when trustee and former college president **William O. Jay, Ed.D.**, passed away on March 2nd. Bill was an ardent supporter of Saddleback for over 40 years, and we know he was deeply admired and appreciated by many for his commitment to education, compassion for students, and great sense of humor. We are very fortunate that Bill's beloved wife, **Dr. Barbara J. Jay**, was named as the provisional trustee representing Bill's area of our district. Dr. Jay brings a wealth of experience to the board, having owned, operated, and managed a local business in south Orange County.

This year we welcome 15 new full-time faculty, 18 new classified staff, and six new administrators and managers. Each of our new faculty and staff has impressive experience and qualifications and will serve our college well.

Our new full-time faculty include:

**Jacqueline Bloink**, health information technology; **Hollis Casey**, counseling; **Sheryl Christensen**, counseling; **Evan Enright**, mathematics; **Karla Frizler**, English as a second language; **Michelle Gustafson**, counseling; **Kathleen Lunetto**, culinary arts; **Jonathan Luque**, mathematics; **Nicole Major**, gerontology/sociology; **Julie McGirr**, English as a second language; **Chau Aimee Mucciario**, articulation officer and counseling; **Dr. Pete Murray**, humanities; **Jacqueline Novak**, nursing;

**Timothy Posada**, journalism; and **Lisa Tran**, counseling.

Our new classified staff include:

**Sonja Arnak**, international student program specialist; **Samuel Carroll**, utility custodian; **Rick Chan**, senior matriculation specialist; **Stacy Demore**, front of house assistant; **Rosane Faanes**, publications technician; **Darline Guillen**, disabled student program specialist; **Leslie Haugen**, senior administrative assistant; **Albert Lao**, network systems technician I; **Heather Larson**, scheduling & enrollment planning analyst; **Diana Lloyd**, office assistant; **Jeffrey Long**, senior matriculation specialist; **Emily Maynard**, student development office assistant; **Janet Miller**, senior administrative assistant; **Alex Prado**, utility custodian; **Felissa Silva**, child development specialist; **Christine Swanson**, senior administrative assistant; **Karen Ullrich**, child development specialist; and **Patrick Webster**, counseling office assistant.

Our new administrators and managers include:

**John Jaramillo** is Saddleback's new dean of economic and workforce development and business science. Most recently he served for eight years as dean of applied sciences and business at College of the Desert in Palm Desert, CA. In this capacity he provided leadership for the college's business and career technical education programs, and served as the chief professional-technical administrator for the college responsible for the administration and development of Perkins, career technical education, and education and workforce development grants.

**Anthony Teng** is dean of advanced technology and applied science, having served as interim dean of two divisions – advanced technology and applied science, and business science and economic and workforce development – since 2013. Previously he was a full-time faculty

member of the accounting department and served as department chair for five years.

**Israel Dominguez** is Saddleback's director of economic and workforce development, a new position at the college. Israel comes to Saddleback from Cuesta College in San Luis Obispo, where he served as director of the college's Business and Entrepreneurship Center since 2007. In this role he provided advanced business counseling services to businesses and industry sectors in San Luis Obispo, Santa Barbara, and Ventura Counties.

**Jim Rondeau** is our director of broadcast services and has more than 17 years of experience in broadcast journalism. Jim comes to us from KSLU Radio, a National Public Radio affiliate at California Lutheran University in Thousand Oaks, where he served as director of broadcast operations and programming for 12 years.

**Patrick Higa** was named chief of campus police after serving as the interim chief and as operations lieutenant in the department since June 2014. Patrick is a 28-year veteran of the Orange County Sheriff's Department and was the former chief of police for the City of Lake Forest.

**Michael Betzler** is Saddleback's operations lieutenant having previously served with the Orange County Sheriff's Department for over 30 years. Mike rose up the ranks from a deputy, investigator, sergeant, and lieutenant, and worked undercover in the county's regional drug task force and street narcotics team. Mike was also the chief of police services for San Juan Capistrano and the security manager for the Los Angeles Dodgers organization.

Saddleback had several vacancies in the ranks of administrators and managers throughout the past year primarily due to retirements. In order to replace the positions as soon as possible and to provide professional development opportunities for faculty, staff, and management, we proudly filled many of the vacancies with interim appointments.

**Dr. Georgina Guy** is our interim dean of counseling services. Dr. Guy has worked at Saddleback since January 2008 as the Extended Opportunity Programs and Services (EOPS) coordinator and counselor and, soon thereafter, adding the CalWORKs directorship into the mix. Most recently, she provided leadership and direction on student equity initiatives on campus, serving in the capacity as Student Equity Plan (SEP) chair. **Dr. Marina Aminy** is serving as interim dean of online education and learning resources. Marina started at the college in 2009 and served as an English instructor and department chair. **Christian Alavarado** is interim dean of enrollment services. Chris served as our director of financial aid since 2011 and was the recipient of the President's Award for Innovation and Leadership in 2012 for his work in transforming the financial aid process from a slow, paper-heavy one into an efficient, automated system. **Nicole Ortega** is our interim director of planning, research, and accreditation after working as a research analyst at the college and in district services since 2008. Filling the position of director of financial aid is **Ruth Higgins**, who was previously a senior specialist in the financial aid office, where she started working in 1983. During the 2013-2014 academic year, Ruth served as the interim director

of financial aid at IVC, where she was able to bring the backlog of 1,600 student files up-to-date within a two-month period. **Roxanne Metz** is serving as the director of fiscal services, after having served as grants and contracts manager since 2013. In her current role she provides management support for the fiscal services function of the college and acts as a primary college resource for implementation and ongoing support of the new Workday HR/financial system. **Edward De La O**, who has been a grants analyst at the college since 2012, is serving as acting grants and contracts manager to ensure continued leadership for grants development and grants administration.

## **Closing**

The accomplishments discussed in the State of the College cover only a fraction of the outstanding work done by all of our students, faculty, staff, and management over the past year. It is due to their amazing efforts along with the tremendous support of our chancellor, board of trustees, district services, and community that Saddleback has created a culture of excellence and is the college of "first choice" in south Orange County and beyond.

## Update on Top 10 Projects for 2014-2015

### 1. **Enrollments**

As discussed on page 6, we completed a draft comprehensive enrollment management plan that will be finalized in fall 2015 and the college has begun to implement components of the plan that will help us to boost enrollments and enhance student success.

### 2. **Economic and Workforce Development**

As discussed on page 2, we completed the first comprehensive economic and workforce development plan and the college has begun implementation.

### 3. **Strategic Planning**

We completed the college's 2015-2020 strategic plan and the college has begun implementation.

### 4. **Career Technical Education Collaboration**

We partnered with the Orange County Department of Education in leading the Orange County Career Pathways Partnership that successfully won a \$15 million Career Pathways Trust grant. This first county wide consortium is building streamlined pathways for students from K-12 through community college in three industry sectors: health care/biotechnology; engineering/advanced manufacturing; and information communication technology.

### 5. **K-12 Outreach**

We greatly expanded outreach activities to all high schools in the area, and cemented stronger partnerships with Capistrano Unified School District (CUSD), Saddleback Valley Unified School District (SVUSD), and Laguna Beach Unified School District (LBUSD).

### 6. **Freshman Advantage**

As discussed on page 4, we expanded our Freshman Advantage program to 2,953 students in 2014-2015, and for the coming 2015-2016 year we already have 4,047 fully matriculated (assessment, orientation, and advisement) freshmen students. Saddleback is well on its way to meeting our goal of having every new student complete the Freshman Advantage program to ensure greater success.

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

Led by classified staff leaders, the 21st century workforce for student success model has been discussed and will be presented to the college community in fall 2015. In addition, the college formed a problem-solving workgroup comprised of representatives from CSEA, Faculty Association, Academic Senate, Classified Senate, and management to identify and address the root causes of potential conflicts within the ranks of management, faculty, and staff, and to form recommendations for more effective problem-solving.

### 8. **Employee Training and Development**

We included an objective in the college's new strategic plan that states that we will "increase professional development that potentiates employees' talents and interests." The college created a professional development committee, consisting of faculty, staff, and management, and district services human resources will be forming a districtwide workgroup to help strengthen training and development opportunities for all employees.

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

For years Saddleback has looked forward to developing our state-of-the-art Center for Innovation in Healthcare Education at the district's ATEP site in Tustin. This past year laid the groundwork for us to begin planning in earnest, and over the coming months we will be bringing on a project director to lead our efforts.

**10. South Orange County Economic Forecast**

As discussed on page 3, Saddleback released our South Orange County Economic Report at a luncheon sponsored by the South Orange County Economic Coalition. The report is the first of its kind that provides extensive data and market analyses with predictions of economic growth in the 11 cities and two planned communities of south Orange County.

**Top 10 Projects for 2015-2016**

**1. Enrollments**

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

**2. Institutional Effectiveness**

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

**3. Accreditation**

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

**4. Economic and Workforce Development**

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

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

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

**6. Title IX Coordinator**

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

**7. Reinventing Student Services**

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

**8. Employee Training and Development Survey**

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

**9. Disaster Preparedness Training**

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

**10. Governance and Organization Manual**

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

## **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**

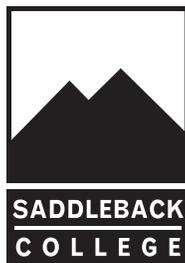
We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

## **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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