



SANTA ROSA JUNIOR COLLEGE

HOW TO USE THIS

TEMPLATE (DELETE THIS PAGE PRIOR TO SUBMISSION):

This template is designed to assist your institution as it completes its Midterm Report. The template is essentially an annotated outline of the Midterm Report, with guidance and instructions for each required section. The template also includes embedded formatting (e.g., headers, etc.) that will help build a table of contents for the final document.

Throughout the template, you will see highlighted text containing instruction and guidance:

- **Yellow highlighting** contains instructions and additional guidance related to the section.
- **Gray highlighting** indicates “insert text here” and provides a description of what to insert.

Both types of highlighted text should be removed prior to the final submission of your Midterm Report.

General information about the Midterm Report can be found in Section 3.3 of the *Accreditation Handbook*. Your ACCJC staff liaison is available to answer specific questions at any time.

REPORT DUE DATE:

Midterm reports are typically due four years after the focused site visit. The exact due date for your Midterm Report can be found in the Commission action letter reaffirming your institution’s accreditation status for the remainder of the accreditation cycle. Your ACCJC staff liaison can confirm the date if needed.

SUBMISSION PROCESS:

Unless you receive other guidance from your ACCJC staff liaison, you will submit your final Midterm Report and supporting documentation by uploading your files to ACCJC’s secure online cloud service. Your ACCJC staff liaison will provide additional instructions and a link to the cloud service in advance of your submission due date.

Your submission should include the following:

- a PDF copy of the final certified Midterm Report;
- a folder containing copies of all evidence cited in the Midterm Report.

REGARDING EVIDENCE FILES:

As part of the submission process, you will upload folders containing PDF copies of all evidence and documentation cited in your narrative responses. Names of individual files with the folder should be meaningful enough to give a general idea of the file’s contents.

REGARDING EVIDENCE LINKS:

Within your report narratives, you will link to evidence and documentation as needed. Your hyperlinks should be descriptive enough to indicate what document will be opened when a reader clicks the link. Hyperlinks may resolve to the individual evidence files that were uploaded to ACCJC as part of your submission (i.e., using relative links within the document) or to PDF files available on a dedicated, online institutional repository.



SANTA ROSA JUNIOR COLLEGE

Midterm Report

Submitted by

Santa Rosa Junior College
1501 Mendocino Ave, Santa Rosa, CA 95401
to

Accrediting Commission for Community and Junior Colleges

11: March 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: [insert Name of Chief Executive Officer]
[insert Name of Institution]
[insert Institution Address]

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable] [Date]

[Chief Executive Officer] [Date]

[Chairperson, Governing Board] [Date]

[Name, Title, Representing] [Date]

Update the table of contents prior to submission. To update, click anywhere in the table of contents and select "Update Table" on the tab that appears above the table of contents header. When prompted, select "Update entire table."

Contents

A. Reflections on Continuous Improvement Since Last Comprehensive Review	1
B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement.....	4
C. Reflections on Assessments of Student Learning.....	14
D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review	19

A. Reflections on Continuous Improvement Since Last Comprehensive Review

Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. **Suggested length for Section A is 3 pages.**

- 1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

Strengthening Participatory Governance through College Council (Standard 4.6)

Santa Rosa Junior College (SRJC) has made significant strides in institutional effectiveness, particularly through a transformative redesign of its participatory governance structure. In our 2022 Institutional Self-Evaluation Report (ISER) and Quality Focused Essay, we identified the need to establish a two-way communication model as a critical area for improvement.

In Fall 2023, after a series of listening sessions with classified professionals, faculty, and administrators throughout the District, Superintendent/President Dr. Angélica Garcia initiated an activity with the Management Team to assess how governance communication was functioning in practice. This activity revealed a lack of clarity and consistency in how managers and constituent groups perceived governance responsibilities and the flow of decision-making. In response, Dr. Garcia partnered with College Council to conduct a comprehensive evaluation and redesign of the participatory governance structure.

Evaluations from members of every committee evaluation uncovered widespread ambiguity in committee responsibilities, decision-making authority, and communication pathways. There were committees that were meeting but not connected to the governance framework impacting levels of frustration with the governance process. Informed by this assessment, College Council developed and implemented a redesigned participatory governance framework that included:

- **Central Committees:** Charged with making high-level recommendations on matters aligned with the District's mission, strategic goals, and operational plans. These committees have final recommendation authority, except where legal or contractual limits apply.
- **Operational Committees:** Tasked with managing key institutional functions such as facilities, technology, and professional development, as well as supporting the implementation of collective bargaining agreements. Operational Committees may be Academic Senate Consultation Committees if the charge of the committee includes professional and academic matters included in the 10+1.

College Council initiated a Participatory Governance Workgroup, which included members from College Council who reviewed and clarified the charges of over 40 committees, resulting in a new, streamlined participatory governance structure, with fewer committees. These refinements ensured each committee has a clear charge, appropriate scope for making recommendations, and alignment with institutional goals. Alongside the structural review, College Council developed a [Participatory Governance Manual](#) that outlines the roles of each constituency group and explains how committees support the District's mission and values. The updated structure was formally approved by the Board of Trustees on June 10, 2025 and reflected at governance.santarosa.edu. Essentially, the redesigned framework addresses two critical questions: 1) How do decisions get made? 2) Where in the process can I provide input? This work has created a transparent, inclusive, and effective governance system that supports mission fulfillment and strengthens communication across all levels of the institution.

Advancing Strategic Planning and Updating the Mission Statement (Standard I)

Another major area of institutional improvement has been the development of the 2025–2030 Strategic Plan.

Responding to recommendations from the last peer review, SRJC launched an inclusive planning process in Spring 2022 that culminated in Board approval of the new Strategic Plan in Spring 2025.

The Planning & Budget Council is the governance body responsible for the oversight of institutional effectiveness and planning. Within this committee, SRJC addressed the lack of alignment between plans in previous planning processes, which siloed instruction, student services, and strategic priorities. The current Strategic Plan is one plan that integrates these previously siloed plans, to address holistic student support, success, and completion.

This plan represents a renewed institutional commitment to equity, educational quality, and student success. Built on themes drawn from student and employee narratives, the Strategic Plan provides a unified direction anchored in four strategic initiatives, supported by actionable goals, defined metrics, and transparent accountability. The four initiatives are: Academic Quality, Student Success & Support, Responsiveness to our Community, and Campus Climate & Culture. These four initiatives serve as the guiding framework for SRJC's institutional work through 2030, as well as their connection to our participatory governance processes. The plan emphasizes equity-minded practices and affirms SRJC's identity as a Hispanic-Serving Institution (HSI).

In 2023-2024, SRJC was one of two California community colleges in a participatory action research study conducted by renowned researcher and scholar Dr. Gina Ann Garcia, professor in the School of Education at UC Berkeley. This work identified how defining and owning our identity as an HSI, especially in our culture of "servingness," enhanced the educational experience for all students. It centers the lived experiences of students and recognizes how social, economic, and political contexts in Sonoma County influence their educational journeys. This lens informs program design, services, and institutional priorities, ensuring the College provides responsive, inclusive, and transformative educational experiences for all students.

SRJC continued to work on defining our HSI identity with the support of an Institutional Effectiveness and Partnership Initiative grant, which further enhances efforts for professional development, equity in participatory governance, and cultivating an inclusive environment for students and employees. Specific goals include formation of an HSI Advisory Committee, enhanced support for student pathways from noncredit into credit programming, strategic communications, professional development, and the establishment of a Latine Student Success Center. These concerted efforts are particularly crucial given the drastic, recent shifts in policy and program focus from US Department of Education, including defunding the Developing Hispanic-Serving Institution (DHSI) program, which supported multiple local grant HSI initiatives.

Leadership Transition: New Superintendent/President and Trustees (Standard 4.5)

On July 1, 2023, the Board of Trustees appointed Dr. Angélica Garcia as SRJC's sixth Superintendent/President. Her leadership marks a pivotal cultural shift as SRJC reimagines institutional excellence and fosters a deeper sense of belonging across the District. This transition has catalyzed improvements in governance, policy development, community responsiveness, and institutional alignment with the 2024 Accreditation Standards.

Working in partnership with the Board of Trustees and College Council, Dr. Garcia led the adoption of Board Policy 2410: *Board Policies and Administrative Procedures*. This policy clarified the Board's role in policy development and decision-making, increasing transparency and alignment with Standard 4 requirements.

To strengthen governance continuity and capacity, Dr. Garcia and the Executive Officer also established a structured onboarding process for new trustees to support compliance, and which focused on intentional engagement and education. The year-long onboarding process connected trustees with executive leadership and experts on the President's Cabinet. The program components were developed with the diverse needs of trustees, especially when they do not have direct community college knowledge or experience. The two newest trustees were sworn in on December 13, 2024 and began their onboarding process as soon as they

were elected in November. Both trustees have expressed that the onboarding process was instrumental in helping them understand their roles and responsibilities under Standard 4. These improvements contribute to a well-informed Board of Trustees capable of effectively fulfilling its fiduciary and policy-setting responsibilities. In addition, this new level of Board engagement manifested itself with Board participation with the ASPEN Institute’s inaugural President Trustee Collaborative and the incorporation of ACCJC standards within the annual Board evaluation process.

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

The Accreditation Oversight Subcommittee

Following the 2022 comprehensive peer review, SRJC received two compliance requirements related to Standards I.B.2, I.B.6, and II.A.3. In response, SRJC developed and implemented a detailed Accreditation Response Plan to address and resolve these areas.

To institutionalize oversight and ensure continuous attention to accreditation standards, Dr. Garcia worked with the Planning and Budget Council to establish the Accreditation Oversight Subcommittee, a participatory governance body charged with monitoring accreditation-related activities and compliance.

Since its formation in Fall 2024, the committee has:

- Conducted a full review of all ACCJC standards and gathered institutional examples of compliance;
- Reviewed and affirmed processes related to Student Learning Outcomes (SLOs);
- Evaluated the 2024 Follow-Up Report to ensure all compliance actions were completed;
- Developed an outline for the 2026 Midterm Report;
- Reviewed and submitted the 2025 ACCJC Annual Report;
- Completed the Rubric for Evaluating Institutional Outcome Transparency;
- Recommended enhanced visibility of the Mission Statement across campuses to support Standard I.

These efforts not only resolved prior compliance findings but also established a sustainable framework for ongoing, proactive alignment with accreditation standards.

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

Participatory Governance (Standard IV)

The redesign of SRJC’s participatory governance structure has strengthened the institution’s ability to comply with:

- Standard 4.2: Clearly defined roles, responsibilities, and authority for decision-making;
- Standard 4.3: A consistent and effective governance process for institutional decision-making;
- Standard 4.6: Clear integration of Board roles within institutional processes.

The streamlined governance structure promotes transparency, accountability, and inclusion—essential elements for continuous improvement and transformation.

Strategic Planning and Mission Alignment (Standard I)

With the oversight from PBC, the 2025–2030 Strategic Plan reinforces SRJC’s mission-driven culture and

provides a foundation for institutional planning and assessment. It supports:

- Standard 1.2: Clear articulation of the College’s purpose and effectiveness;
- Standard 1.4: Implementation of an integrated resource allocation model tied to strategic goals.

By aligning strategic goals with actionable outcomes, the College ensures that institutional priorities and equity commitments are consistently reflected in operations and resource decisions.

Leadership and Board Governance (Standard IV)

The governance practices initiated by Dr. Garcia and the Board of Trustees reflect a deep commitment to effective leadership:

- Standard 4.4: Adoption of Board Policy 2410 has resulted in consistent and transparent policy review and approval.
- Standard 4.5: The new trustee onboarding process ensures informed participation in governance and policy oversight.

These actions promote responsible stewardship and provide continuity in leadership aligned with accreditation expectations.

Accreditation Oversight and Institutional Effectiveness

The establishment of the Accreditation Oversight Subcommittee supports SRJC’s efforts to:

- Maintain compliance across all standards;
- Standard 1.3: Sustain a culture of evidence-based planning and continuous improvement;
- Standard 1.5: Provide clear and timely communication to the campus community regarding accreditation-related work.

Together, these actions reflect SRJC’s ongoing commitment to transformation, transparency, and excellence in service to students and the broader community.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

- 1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

In reviewing our most recent Annual Report, our focus centered on enrollment trends, the newly introduced Rubric for Effective Institutional Outcome Transparency, and completion-outcome indicators. At SRJC, we have observed positive trends in overall headcount enrollment, degree-applicable enrollment, and distance-education enrollment. Specifically, overall enrollment (Figure 1) rose from 29,184 in 2021–22 to 32,162 in 2023–24—representing a 5.74 % increase in 2022–23 followed by a 4.23 % increase in 2023–24.

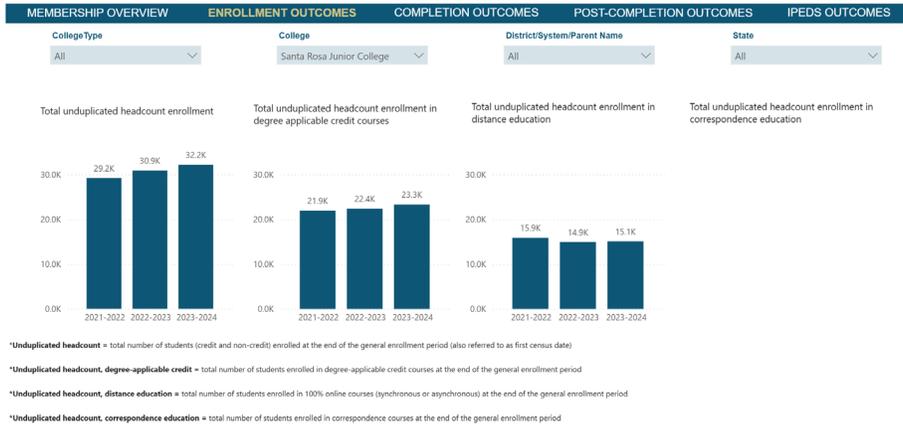


Figure 1. ACCJC Annual Report Dashboard: Enrollment

Figure 1 also presents unduplicated headcount data for both degree-applicable and distance-education enrollment. The unduplicated degree-applicable headcount demonstrates a three-year upward trend, rising from 21,917 in 2021–22 to 23,299 in 2023–24—reflecting a 2.05 % increase in 2022–23 and a further 4.17 % increase in 2023–24. In contrast, distance-education enrollment declined from 15,873 in 2021–22 to 14,911 in 2022–23, representing a 6.06 % decrease. This reduction likely reflects shifts in student enrollment behavior and institutional scheduling practices following the COVID-19 pandemic.

While 2022-23 did experience a slight drop in Distance Education enrollment, overall enrollment continued to grow. Furthermore, Distance Education grew to 15,068 in 2023-24 which was a 1.05% increase from 14,911 in 2022-23. SRJC added more in-person classes to the schedule as we worked to reestablish traditional enrollment behaviors after the pandemic.

Rubric for Effective Institutional Outcome Transparency

ACCJC established the Rubric for Effective Institutional Outcome Transparency. The rubric has institutions complete a self-assessment on outcome data transparency, with proposed categories on data type, location, provision of context, recency, and storytelling. The rubric incorporates Council for Higher Education Accreditation (CHEA) guidelines for data transparency.

The Accreditation Oversight Subcommittee was tasked with reviewing the ACCJC Rubric for Effective Institutional Outcome Transparency and providing an institutional score. Based on the Committee review, SRJC achieved a rubric score of 4. The Committee provided narratives on the rationale for their scoring and recommendations for improvements.

Data Accessibility (score 0-2)

Score of 1 – The Accreditation Oversight Subcommittee determined that navigation on the Home Page that connects students to institutional outcome data (the Fact Book) needs improvement. The Committee determined that the navigation is not clear, intuitive or approachable for students. Additionally, the Fact Book is not a clear tool for student achievement data. The Committee also noted that Student Learning Outcomes were not part of the published Fact Book data. To receive a score of 2, the Committee recommends ensuring that the Fact Book is clear, intuitive or approachable for students. The Committee also recommends the inclusion of Student Learning Outcomes as part of Fact Book data.

Recency of Context (score 0-2)

Score of 2 – The Accreditation Oversight Subcommittee determined that the Fact Book was updated to 2024 (the most recent data available) and all data elements are labeled. The Committee also stated that there was

still room for improvement in terminology and labeling.

Disaggregation (score 0-2)

Score of 1 – The Accreditation Oversight Subcommittee determined that Fact Book data was disaggregated. The Committee was unsure if students would consider data presented in the Fact Book as “meaningful”. To receive a score of 2, the Committee recommends ensuring that students would consider Fact Book data as “meaningful”. We will consult with the Student Government Assembly to determine a shared definition of “meaningful”.

Reflection and Storytelling (score 0-2)

Score of 0 – The Accreditation Oversight Subcommittee determined that Fact Book data does not have a connection to published student stories. To receive a score of 2, the Committee recommends providing a clear narrative that connects student stories with data. The Committee also recommends identifying a primary contact for anyone who has questions about student stories and Fact Book data.

Completion Outcomes

The review of completion outcomes related to our institutional set standards focused on course completion rate, number of awarded certificates, number of awarded associate degrees, licensure pass rates, and job placement rates.

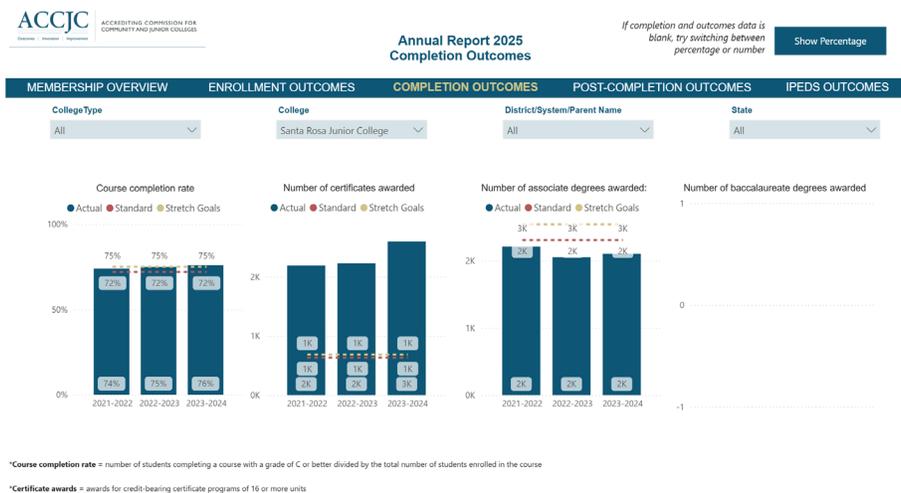


Figure 2. ACCJC Annual Report Dashboard: Completion Outcomes

Figure 2 shows our institutional set standards and institutional stretch goals for course completion rates, number of certificates awarded, and number of associate degrees awarded. The course completion institutional-set standard is 72% and the stretch goal is 75%. Figure 1 shows that the 2021-2022 rate of 74%, the 2022-2023 rate of 75%, and the 2023-2024 rate of 76% are higher than the 72% institutional set standard. Additionally, we achieved our stretch goal of 75% with the 2022-23 rate of 75% and the 2023-24 rate of 76%.

Figure 2 shows that we exceeded our institutional set standard for certificates awarded. SRJC’s institutional-set standard for certificates awarded is 633 (not pictured) and the stretch goal of 688 (not pictured). Figure 2 shows that SRJC has annually awarded at least 2,000 certificates from 2021-22 through 2023-24. Appropriately counting IGETC and CSU certificates significantly contributed to our growth.

Figure 2 also shows that over the past three academic years SRJC has not achieved our institutional set

standard for Associate Degrees awarded. SRJC’s institutional-set standard for Associate Degrees awarded is 2,310 (not pictured) and a stretch goal of 2,541 (not pictured). SRJC awarded 2,212 associate degrees in 2021-22, 2,055 associate degrees in 2022-23, and 2,105 in 2023-24. Program awards lag about 3-4 years behind enrollment. We anticipate an increase in associate degrees awarded since our enrollment is continually recovering from the pandemic. Both the institutional-set standard and the aspirational goal will be assessed in 2026-27.

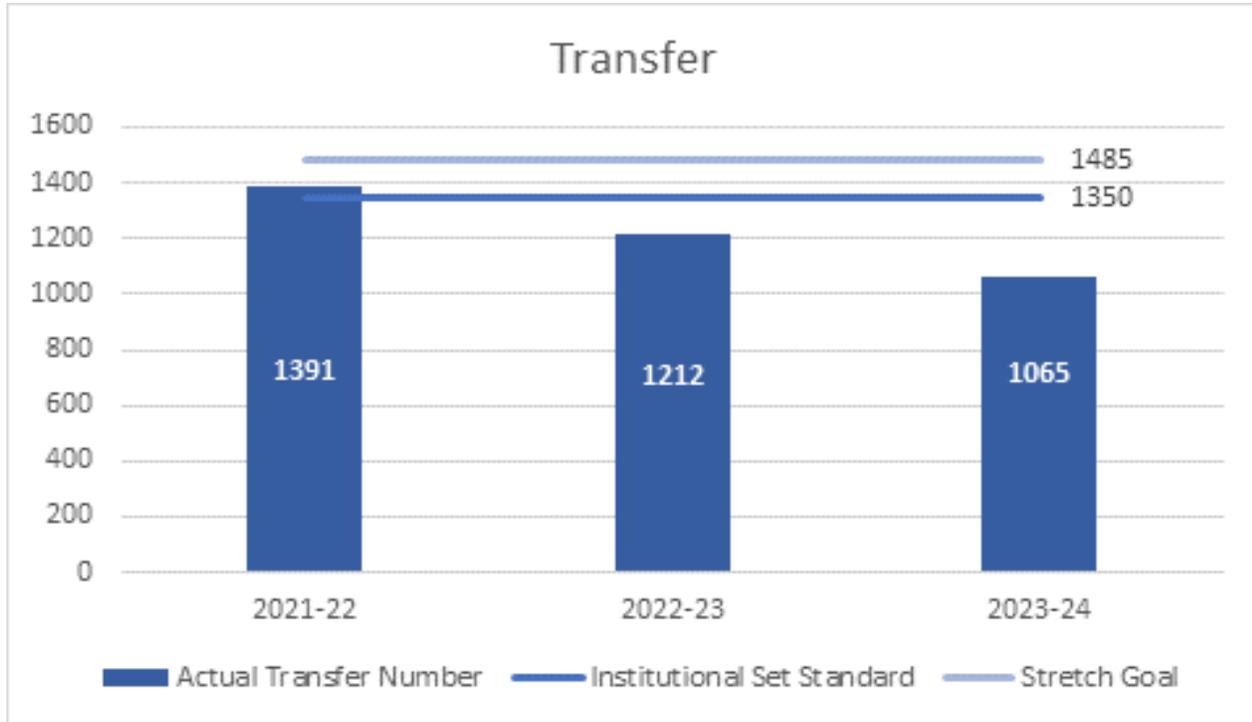


Figure 3. SRJC ACCJC Transfer Outcomes

Figure 3 also shows that over the past three academic years SRJC has not achieved our institutional set standard for Transfers in the last two years. SRJC’s institutional-set standard for Transfers is 1,350 and a stretch goal of 1,485. SRJC had 1,391 Transfer students in 2021-22 (above the institutional set standard), 1,212 Transfer students (below the institutional set standard), and 1,065 in 2023-2024 (below the institutional set standard). Similar to program awards, transfer trends lag about 3-4 years behind enrollment. We anticipate an increase in transfer students since our enrollment is continually recovering from the pandemic. Both the institutional-set standard and the aspirational goal will be assessed in 2026-27.

License Exam Pass Rates:

SRJC has a uniformed institutional-set standard of 80% and an aspirational goal of 100%. SRJC has consistently exceeded our institutional-set standard. Figure 4 shows that over the past three academic years we achieved our institutional set standard of 80%.

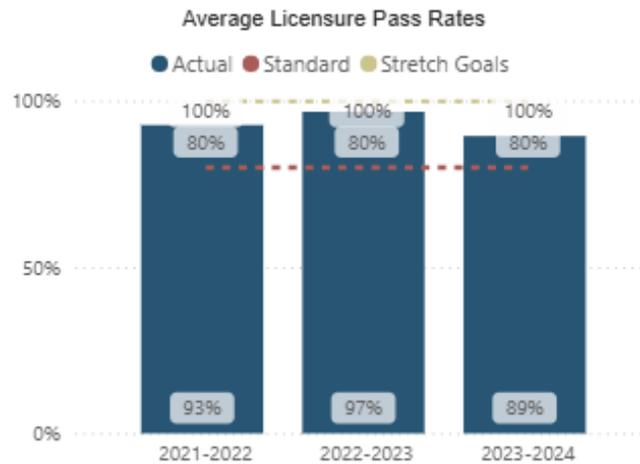


Figure 4. ACCJC Dashboard: Average Licensure Pass Rates

Job Placement Rates:

SRJC has a uniformed institutional-set standard of 80% and an aspirational goal of 100%. Figure 5 shows that SRJC achieved the institutional set standard in 2021-22 and 2022-23. In 2023-24, we achieved an average job placement rate of 79%, which is one percentage point below our institutional set-standard.



Figure 5. ACCJC Dashboard: Average Job Placement Rates.

Overall Narrative:

Data shows SRJC is still in enrollment recovery mode, with the goal of reaching 17,500 FTES by 2027/28. While the number of students enrolling has steadily increased, indicators related to associate degrees and transfer are still recovering. We expect these numbers to increase as we recover from any pandemic-related impacts on our enrollment. Additionally, student achievement at SRJC is strongly supported by our federal Hispanic Serving Institution (HSI) programs. We continue to use ACCJC standards and the impact of being a HSI as guiding frameworks for conversations related to our strategic planning, the agenda of Academic Senate, and our Board of Trustees.

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

SRJC uses several disaggregation categories when reviewing our institutional set-standards and our Indicators of Effective Outcomes (which includes our institutional set-standards). Our disaggregation categories include: Full-Time/Part-Time status, Ethnicity, Gender, First Generation, and Economically Disadvantaged.

Successful Course Completion

Figure 6 shows credit course completion rates by our disaggregated categories. Part-Time students (less than 12 units) have a successful course completion percentage of 70% while full time students (minimum of 12 units) have a successful course completion percentage of 88%.

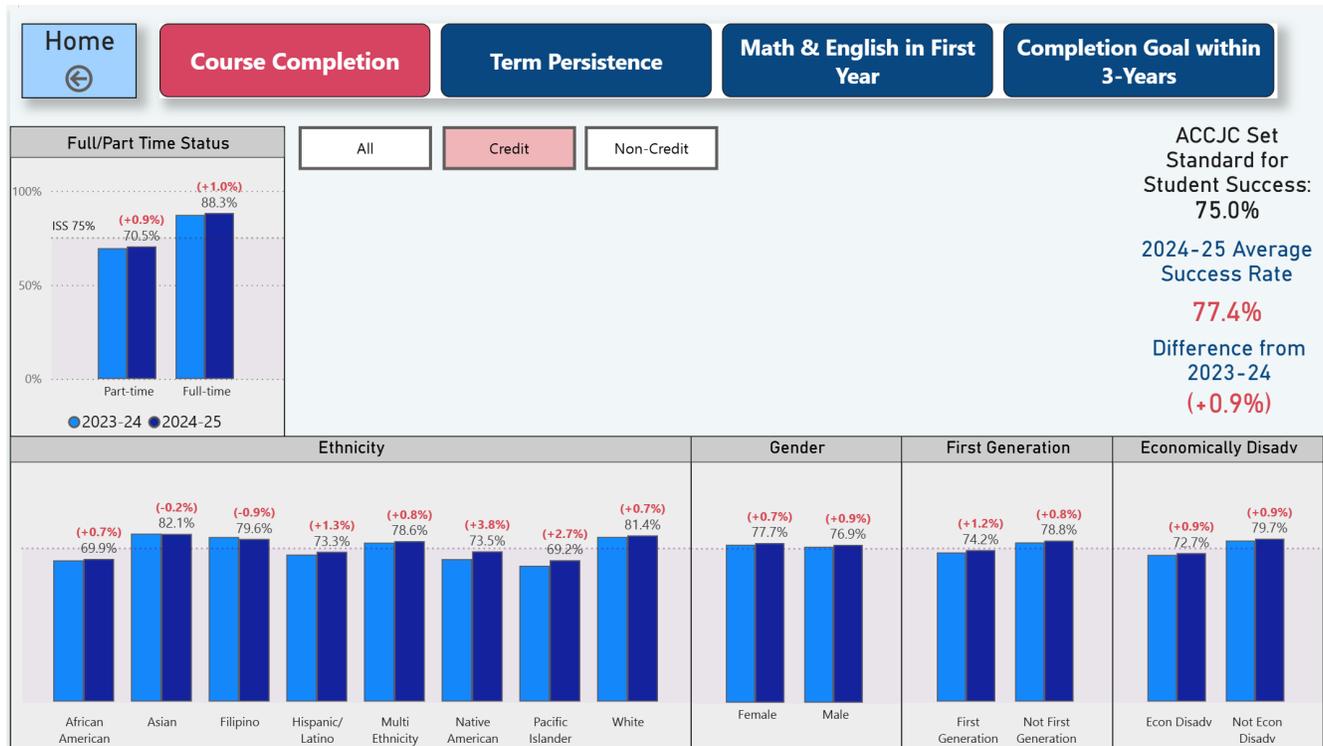


Figure 6. SRJC Indicators of Effective Outcomes Dashboard: Course Completion

Viewing successful course completion through the disaggregated lens of IPEDS ethnicity categories (list categories). Students who identify as Black/African American and students who identify as Pacific Islander have successful course completion rates lower than our Institutional Set Standard. Additionally, students who identify as Hispanic/Latino, students who identify as Native American, and students who are identified as being economically disadvantaged have successful course completion rates higher than our institutional set standard of 72%, but lower than our Stretch Goal 75%.

Certificates

In reviewing disaggregated data related to certificate program completion, we track completion within 3 years of initial enrollment. Viewing disaggregated certificate completion as a rate allows us to analyze trends versus establishing a quota.

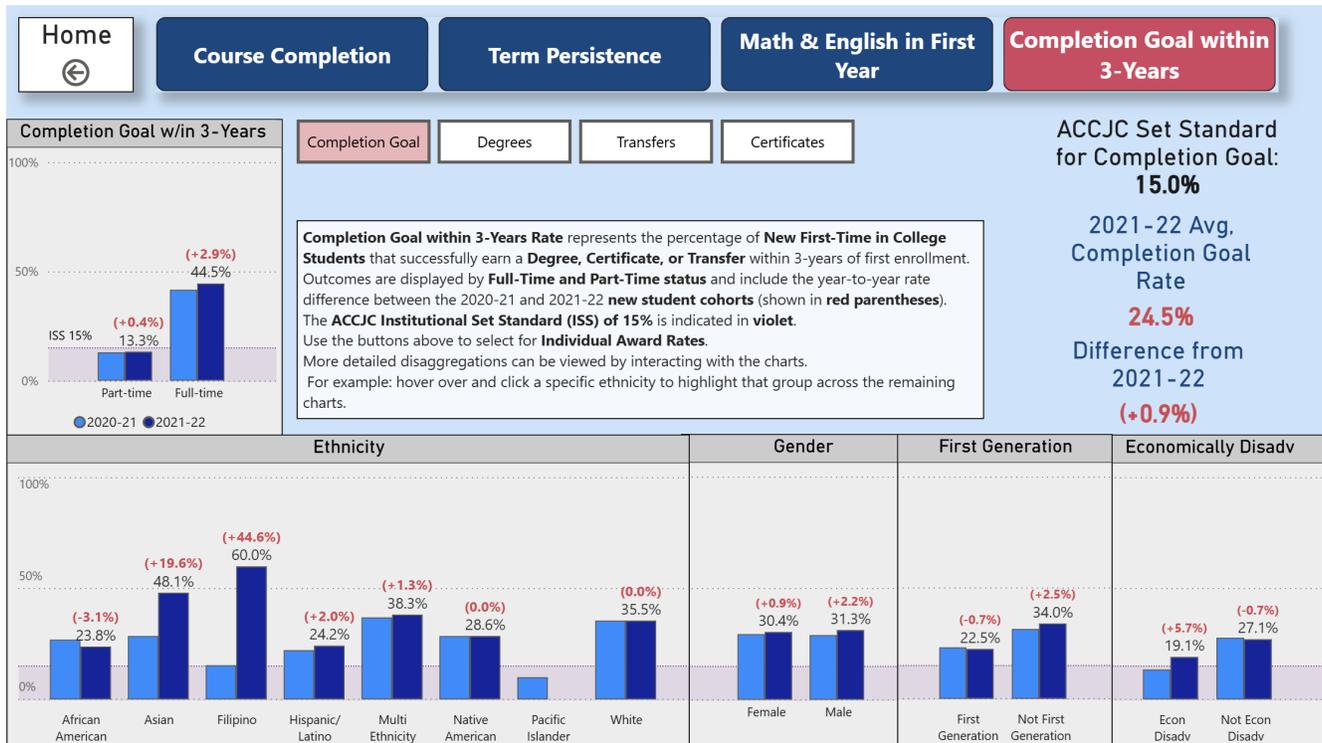


Figure 6. SRJC Indicators of Effective Outcomes: Certificates

Figure 7 presents the Indicators of Effective Outcomes dashboard that compares two academic entry years and the disaggregated percentage of students completing certificates from those comparison years. Figure 7 shows that noticeable increase of three-year certificate degree attainment for students who identify as either Asian (19%) or Filipino (44%). Data in figure 7 also shows moderate increases in Economically Disadvantage (5%) and Full-Time students (3%). Students who identified as African American experienced a moderate decrease of -3%. Students who identified as Not Economically Disadvantaged experienced a slight decrease of -0.7%. Pacific Islander students were not represented in 2021-22 data.

- **Associate Degrees**

Associate degree completion also uses disaggregated data to track completion within 3 years of initial enrollment. Similar to certificate completion, viewing disaggregated associate degree completion as a rate allows us to analyze trends versus establishing a quota.

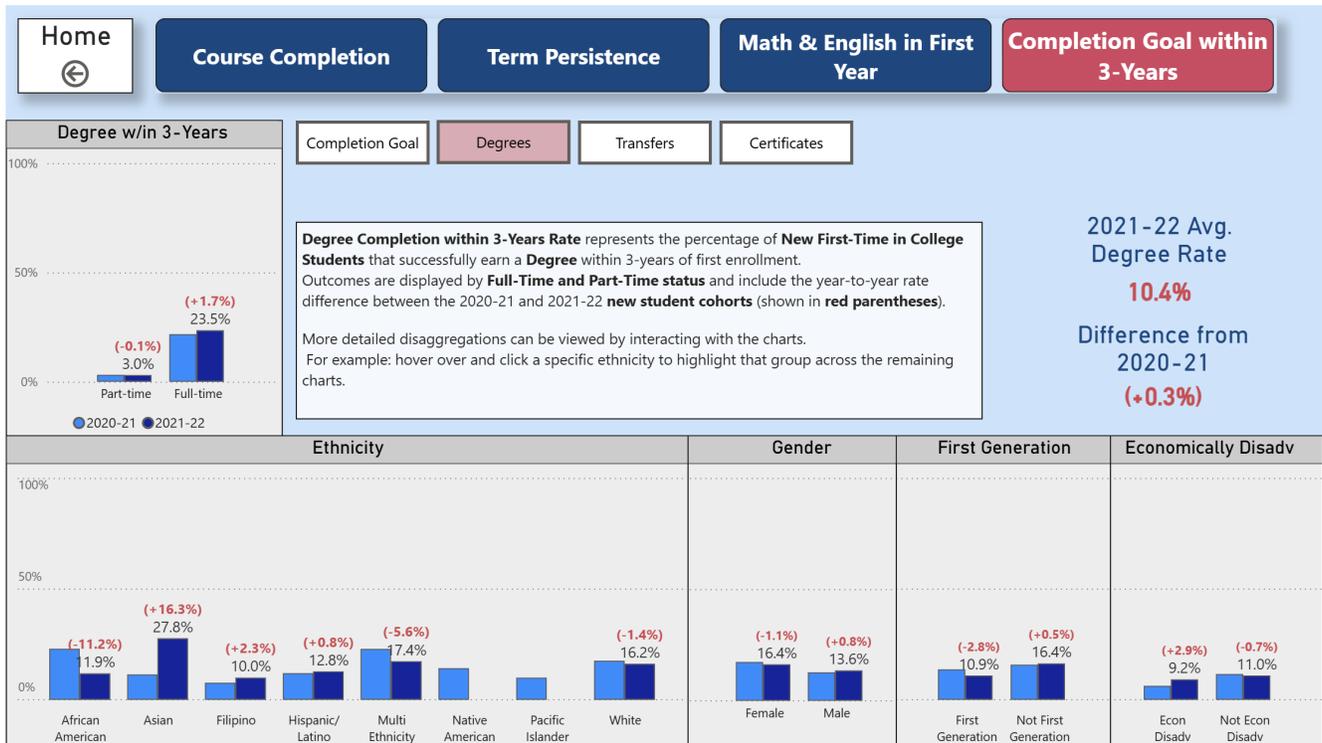


Figure 8. SRJC Indicators of Effective Outcomes: Associate Degree Completion

Figure 8 shows our Indicators of Effective Outcomes dashboard that compares two academic entry years and the disaggregated percentage of students completing associate degrees from those comparison years. Figure 8 shows that there is noticeable increase of three-year associate degree attainment for students who identify as Asian (16%). Slight increases were seen for students who identify as Filipino (2%), Hispanic/Latino (0.8%), Male (0.8%), Not First Generation (0.5%), Economically Disadvantaged (0.7%), and Full-Time students (2%). Decreases were seen for students who identify as African American (-11%), Multi Ethnic (-5%), White (-1%), Female (-1%), and Not Economically Disadvantaged (-0.7%). Changes between +/- 0.2% were considered negligible. Pacific Islander students and Native American students were not represented in 2021-22 data.

Transfer

Student transfer is the last outcome that uses completion within 3 years of initial enrollment to track completion. Similar to certificate completion and associate degree completion, viewing disaggregated associate degree completion as a rate allows us to analyze trends versus establishing a quota.

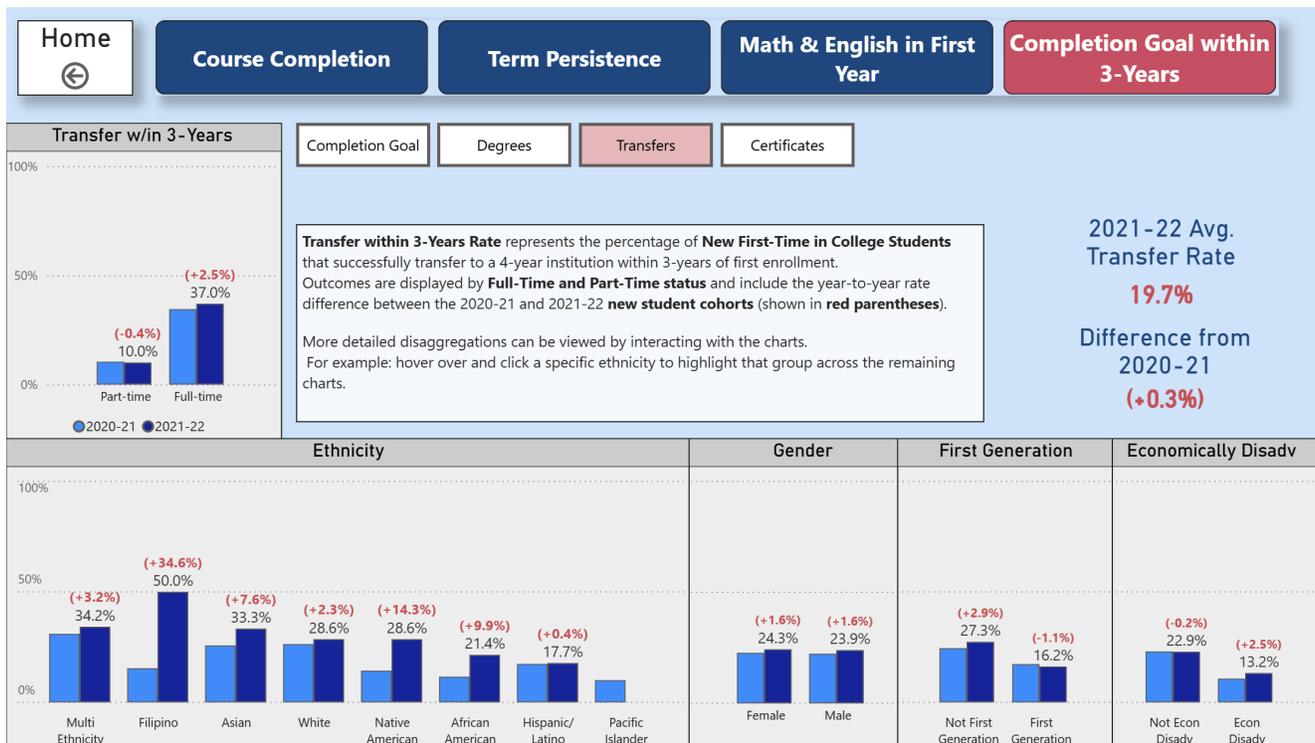


Figure 9. SRJC Indicators of Effective Outcomes: Transfer Students

Figure 9 shows our Indicators of Effective Outcomes dashboard that compares two academic entry years and the disaggregated percentage of students transferring to a four-year university from those comparison years. Figure 9 shows that there is noticeable increase of three-year transfer attainment for students who identify as either Filipino (34%), Native American (14%), or African American (10%). Additionally, increases were seen for students who identify as Full-Time (2%), MultiEthnic (3%), Asian (7%), White (2%), Hispanic/Latino (0.4%), Female (2%), Male (2%), Not First Generation (3%), and Economically Disadvantaged (2%). Decreases were seen for students who identify as Part-Time (-0.4%) and students who identify as First Generation (-1.1%). Pacific Islander students were not represented in 2021-22 data.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

Based on reflections from the ACCJC Institutional Set Standards that align with our Student Equity Plan, Santa Rosa Junior College is taking the following actions to improve outcomes related to Associate Degree completion and student Transfers to four-year colleges/universities.

Associate Degrees Strategy:

- Complete program mapping projects with lens for full-time and part-time students.
- Increase student, especially first-generation and part-time students, awareness and access to academic and basic needs support through coordinated outreach and improved communication strategies.
- Conduct research to identify and better understand barriers that prevent part-time students from completing their goals and develop solutions to address those barriers
- Align course offerings with student needs using a data-informed approach to ensure that course scheduling reflects the realities of students, especially those of working adults and part-time learners.

Transfer Strategy:

- Create a culture of encouragement that recognizes progress students make towards transfer
- Increase regular check-ins with counseling and other support services
- Integrate Transfer Center support in design of pathways, transfer-focused onboarding, and goal-setting for students who intend to transfer

Progress for those strategies will be monitored through our participatory governance structure which includes students, faculty, classified professionals, and administrators. The Planning and Budget Council (PBC) integrates District planning and budget allocation processes, with a focus on ensuring that the District's budgetary resources and planning processes support the District's Mission. The Accreditation Oversight Subcommittee (AOC), provides oversight and coordination of Santa Rosa Junior College's ongoing accreditation process development, review of responses to ACCJC recommendations and action plans, and supports district wide engagement as needed for accreditation reports. PBC and AOC will provide annual reflections on activities highlighted to support activities designed to support achieving our institutional set standards and aspirational goals.

Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

Student Learning Outcomes are evaluated and discussed during the annual District Designed Activities Day. Through the analysis of our evaluations, we have not identified one determining factor that predicts student ability to demonstrate knowledge of student learning outcomes. We have also seen rates for successful achievement of student learning outcomes differ between courses and various learning competencies.

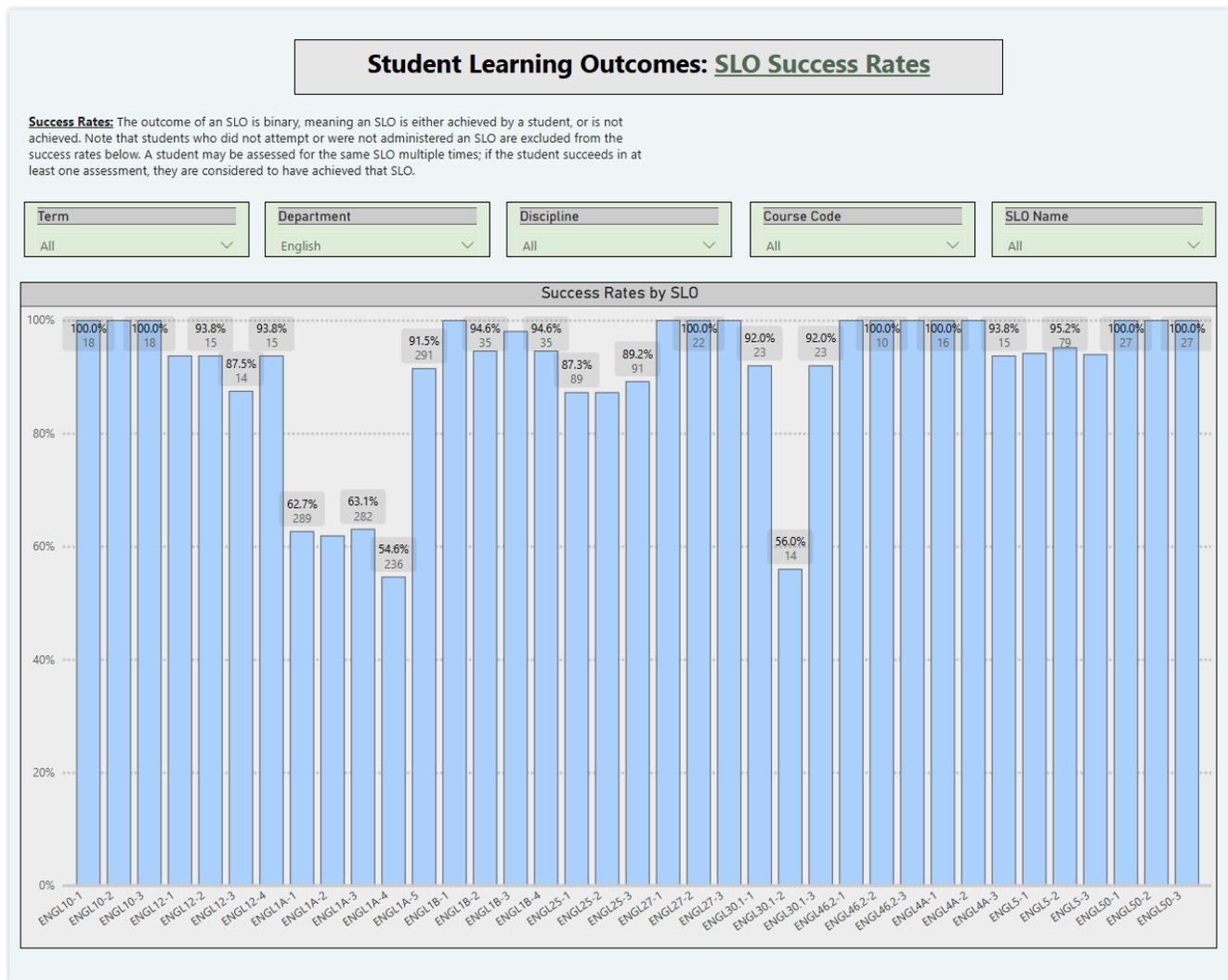


Figure 10. Student Learning Outcome Achievement for the English Department

Figure 10 is an example of student learning outcome results from all assessed courses in the English Department since fall 2023. Student learning outcome achievement ranged from 54% (English 1A CSLO #4) to 100% (English 10 CSLO #4). Results found in Figure 10 provide a visual of how difficult it is to identify a consistent trend. Given that consistent trends were not identified, our analysis of student learning outcomes focused on course level data and an overall reflection on the structure of student learning outcomes.

Figure 11 is an example of disaggregated data for English 1A course student learning outcomes. Figure 11 shows disaggregation of individual student learning outcome specifically by ethnicity and gender. Similar to figure 10, we see student achievement of individual learning outcomes ranged from 54% (English 1A CSLO #4) to 91% (English 1A CSLO #5).

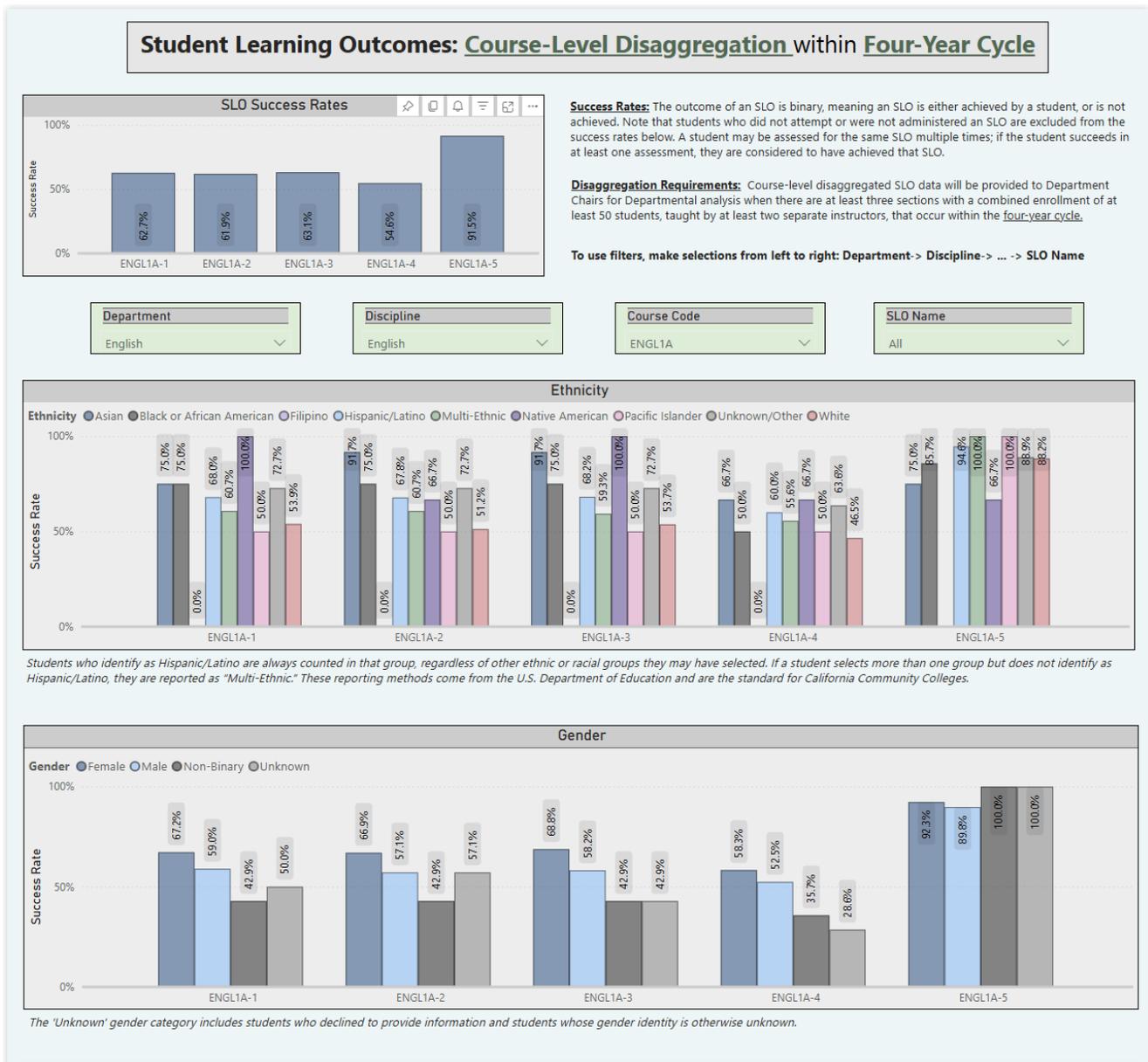


Figure 11. Disaggregated Student Learning Outcome Success Rates: English 1A

The SLO Success Rates box in figure 11 provides a trend based on individual student learning outcomes for the course. Figure 10 provides a visual of this trend through a department level view. However, figure 11 provides additional clarity that allowed us to identify the trend. Given results in the SLO Success Rates box in figure 11, our analysis results in actions for improving and innovating academic programs as well as their assessments.

- How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

Santa Rosa Junior College uses the following disaggregated categories when assessing student learning outcomes: IPEDS Ethnicity Categories, First Generation, Gender, Low Income, Disabled Student Programs and Services, and Age Grouping. Figures 10 and 11 show how we visualize results for student learning outcome assessments. As mentioned in our response to Reflections on Student Learning 1, we currently do not see any clear trends based on IPEDS Ethnicity Categories, First Generation, Gender, Low Income, Disabled Student Programs and Services, or Age Grouping. We begin to see trends when looking at the achievement of individual student learning outcomes.

One of the exciting outcomes from our analysis into student learning outcomes is being able to identify individual student trends within a course. Our student learning outcome analysis allows us to view the progression student learning through each course outcome. Based on individual student trends, we see that students demonstrate achievement of individual student learning outcomes at different rates. Referring to SLO Success Rates box in figure 10, we see that achievement of individual student learning outcomes ranged from 54% (English 1A CSLO #4) to 91% (English 1A CSLO #5). This data prompted us to look at the structure of our student learning outcomes as well as assessment methods and develop improvement plans.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

Based on analysis of multiple student learning outcomes, Santa Rosa Junior College has focused on ensuring we have clear outcomes statements and proper assessment tools for gauging student knowledge. During our analysis we have noticed that many student learning outcomes do not have a consistent framework for analysis. We are currently addressing this issue by implementing Bloom's Taxonomy as the framework for updating student learning outcomes. Our analysis has shown that some learning outcome often had highly subjective results. This partially may be accounted for by student learning outcomes that were trying to assess multiple competencies within a single outcome. We are currently reviewing student learning outcomes to ensure they are focused on a specific competency or ensuring clear guidelines are present to assess competency to decrease subjectivity. Lastly, our analysis has shown that our assessment tools occasionally focus on skills versus knowledge. We are currently determining guidance that clearly defines student "mastery" or achievement of a learning outcome.

Example of Student Learning Outcome Analysis and Response to Trends

The following analysis for the English 1A student learning outcomes is an example of how we thoughtfully respond to assessment outcomes and develop actions to improve student learning.

"We focused on CSLO data for English 1A over a 4-year cycle. The least successful SLO (1A-#4) is about research and integrating sources into writing assignments. Success rates were consistently low across all demographic groups. This suggests research and integration/documentation of sources is particularly challenging to teach. Our goal is 70%, but no group achieved this rate in this SLO. The group with the lowest score was White students (46.5%) followed by Pacific Islander and Black students (50%). The highest rate was 66.7% for Native American and Asian students. There was inequity in the outcomes that we want to address, but the larger issue of no group achieving at least 70% is an important issue to address."

The English 1A example shows how we identified a course student learning outcome (CSLO) that was assessing multiple competencies (the ability to research and integrate sources into writing assessments). We acknowledge that achievement of the student learning outcome was low across all demographics. In response, the English Department identified the improvement plan:

“Our improvement plan is to garner better data so that we have a more accurate picture of the wider department, not just based on a small sample of instructors who repeatedly submit SLOs. Separate from the SLO discussion day, our department already has plans to dedicate department meeting time to improving instruction in English 1A and English 5 through building classroom community, emphasizing students' sense of belonging in the class and at the college, applying a linguistic justice/language equity approach, and expanding writing assignments with multi-modal assignments.”

The improvement plan is an example of our commitment to using student learning outcomes to improve strategies for instruction. Our student learning outcome analysis centered on framing the analysis through Bloom’s Taxonomy, the number of outcomes in a single student learning outcome, and ensuring that assessment methods are truly assessing knowledge gained from institution. The improvement plan is how we blend our analysis with improvements on the overall learning environment.

Ensuring we are Assessing Knowledge

We provided examples on how student learning outcome data is presented, our engagement in analysis that is guided by Bloom’s Taxonomy, and utilizing of improvement plans to support the overall learning environment. The last phase of our student learning outcome process is ensuring we are assessing how students gained knowledge. The Kinesiology, Athletics, and Dance Department is implementing the following assessment techniques to specifically assess knowledge gained when completing a student learning outcome.

Integrate Student Experiences into Assignments: Design research tasks where students connect credible sources to their own athletic, coaching, training, or wellness experiences.

Provide Culturally Responsive Andragogy: Include research topics that reflect diverse populations, body types, abilities, and cultural perspectives in kinesiology. Use examples and case studies from multiple cultural contexts to teach that “credible” does not mean “culturally neutral.”

Offer Guided Research Scaffolding: Break the research process into clear, smaller steps with checkpoints (e.g., locating sources → evaluating credibility → summarizing findings → synthesizing multiple perspectives). Provide research worksheets or “credible source checklists” students can use repeatedly. Model the research process in class, showing how to navigate databases, filter search results, and assess reliability.

Increase Practice Opportunities: Use low-stakes assignments where students must find and compare 2–3 sources, explaining which they would keep or reject and why. Create “source credibility challenges” in class, where groups decide which of several sources is most reliable and justify their reasoning. Integrate mini literature reviews throughout the semester instead of just one big project.

Embed Discipline-Specific Research Skills: Teach how to locate kinesiology-specific resources (e.g., Journal of Strength and Conditioning Research, Medicine & Science in Sports & Exercise). Show how to interpret data from exercise science studies, including sample sizes, population demographics, and methodology. Discuss common pitfalls in kinesiology research, such as small sample sizes, conflicts of interest, or reliance on anecdotal evidence.

Provide Constructive, Iterative Feedback: Give early feedback on source selection before students begin writing or synthesizing. Allow resubmissions for research assignments after feedback, emphasizing improvement over perfection. Leverage Technology and Library Partnerships. Partner with the college librarian for discipline-specific research workshops.

These strategies are examples of our intentional effort to ensure assessments and evaluations of student learning outcomes are providing data on knowledge gain from instruction.

Summary

SRJC remains committed to ongoing assessment of student learning outcomes to foster continuous improvement and innovation within our academic programs and in District Directed Activities Day, where SRJC contract faculty engage in SLO assessment training and work. Our data visualizations enable us to examine outcome data at both the department and course levels. While the analysis of departmental data has revealed some challenges in identifying consistent success trends, the examination of course-level outcome data has yielded meaningful insights. These insights have catalyzed the implementation of novel assessment strategies and led to the revision of learning outcomes. Using Bloom's Taxonomy as our guiding framework, we ensure that our student-learning-outcome updates accurately reflect the progression of student knowledge and skills. We are enthusiastic about the impact of these strategies as we strive to advance equity and achievement across all courses.

Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Opportunities and Changes

Santa Rosa Junior College has undertaken several key internal initiatives that will influence our upcoming comprehensive review. These initiatives include implementing and evaluating the 2025–2030 Strategic Plan (Standard I); enhancing our approach to student learning outcome assessments (Standard II); addressing our workplace culture and campus climate (Standard III); and strengthening Board of Trustees engagement (Standard IV). Additionally, revisions to our Participatory Governance Structure (Standard IV) will further support continuous process improvement across the institution.

During the comprehensive review, Santa Rosa Junior College will enter the third year of its five-year strategic plan. We anticipate seeing the initial impacts of activities designed to advance our strategic Action Steps. These impacts will be measured using both Student Success Metrics and Operational Metrics. Student Success Metrics reflect outcomes aligned with the ACCJC Institutional Set Standards, while Operational Metrics measure administrative outcomes that support student achievement. Concurrently, the College is refining its planning and budgeting processes to better align with the strategic plan. We look forward to assessing how a re-envisioned annual planning process and Budget Allocation Model will promote sustained program improvement.

The College also anticipates that outcomes from our student learning outcome assessments will continue to positively influence student success. By the time of the comprehensive review, Santa Rosa Junior College will have completed a full cycle of Student Learning Outcome (SLO) data review. These assessments will allow us to identify effective practices and innovations that enhance learning and achievement. We are also refining our Service Area Learning Outcome (SALO) assessment process. Innovations emerging from these assessments will further advance the implementation of Guided Pathways (locally branded as SRJC Forward) and strengthen alignment with our strategic plan. We are eager to demonstrate measurable progress in delivering high-quality programs and services that support students in their diverse educational goals.

Beginning in spring 2023, Santa Rosa Junior College implemented several initiatives to strengthen our institutional and workplace culture. This includes the Shone Farm Response Plan, designed to foster a more inclusive and supportive environment that promotes student success. In addition, the College distributed the National Assessment of Collegiate Campus Climates (NACCC) survey and established the Inclusion, Diversity, Equity, Antiracism, and Accessibility (IDEAA) Taskforce. These broad-based efforts represent our ongoing commitment to cultivating a positive institutional climate and advancing equity across the district.

- Starting in the 2024–25 academic year, the Board of Trustees has undertaken intentional efforts to integrate accreditation standards into its governance practices. The Board now receives annual presentations on our Institutional Set Standards, reinforcing a culture of data-informed decision-making. Accreditation and institutional effectiveness have also been incorporated into new trustee onboarding, and student success data is provided within each board meeting to

support sustained learning. Furthermore, the Board has begun implementing the Aspen Trustee Framework, which is grounded in the core principles of a) alignment for student success, b) sustainable governance c) data-informed strategy, and d) collaboration. The intentional work and development of the board within this framework includes ACCJC-aligned goals and metrics. We look forward to demonstrating the impact of these initiatives through the Board's annual evaluation process and showcasing how enhanced trustee engagement supports the implementation of the 2025–2030 Strategic Plan.

External Factors

Santa Rosa Junior College is a Hispanic Serving Institution (HSI) whose students greatly benefit from several federal grants and programs. SRJC has been officially recognized as a HSI since 2014. Federal grants support SRJC in improving student success related to ACCJC Institutional Set Standards for retention, transfer, as well as degree and certificate completion. SRJC maintained a healthy enrollment which supports the quality education of all students. Additionally, federal grant support helped SRJC weather impacts from external factors such as the Tubbs Fire of 2017.

In October 2014, SRJC received its first Title V (HSI) grant for 2.65 million over 5 years. The grant, Meta4, had four goals focused on expanding educational opportunities and improving the academic outcomes of Hispanic and low-income students, and developing and enhancing SRJC's academic offerings, program quality, and institutional stability.

In 2020, SRJC was awarded a grant to establish the Lanzamiento Initiative, which was designed to strengthen and enhance the academic pipeline of Latinx and low-income students by increasing access to college programs, improving course completion and success rates, and increasing transfer, degree completion, and/or certificate completion in the targeted population. Lanzamiento is a strategic, research-based, and best practice response to systemic challenges and opportunities.

In October 2021, Santa Rosa Junior College was awarded a Hispanic-Serving Institutions grant for the District's Science, Technology, Engineering, and Mathematics (STEM) and Health Sciences programs. The Department of Education's Hispanic-Serving Institutions-Science, Technology, Engineering, and Mathematics (HSI-STEM) awards will total approximately \$4.69 million over a 5-year period.

In September 2024, SRJC was awarded a \$3 million grant, to be received over 5 years, from the U.S. Department of Education under the Hispanic-Serving Institutions (HSI) program. This is the fourth HSI grant SRJC has received in the last ten years. This grant will fund the college's latest initiative, Transformando, aimed at enhancing SRJC's ability to serve its growing Latinx and underrepresented student populations.

Moving forward, SRJC must strategically address the loss of federal funding that has played a critical role in supporting our institution's response to shifting county demographics. SRJC values the designation and financial support to implement and evaluate innovative practices that enhance student success and completion. Under Standard I (Institutional Mission and Effectiveness), we will re-evaluate our institutional-set standards to ensure our goals are both meaningful and unambiguous. We recognize the implications this change has on our ongoing systematic planning and program evaluations. Looking ahead, under Standard II (Student Success) we will strengthen our support for each student's unique journey, currently captured in SRJC Forward: Re-imagining the Student Experience, which is the evolution of the District's guided pathways work. Additionally, SRJC is

intentionally focused on educating and training students for the workforce of the future. It is within this collaboration with community partners, agencies, businesses, and educational systems where SRJC will continue to explore and evaluate the tools/practices that enhance educational delivery and learning personalization. In the domain of Standard III (Infrastructure and Resources), we will align our infrastructure, financial, technological and human-resource investments to sustain and adapt our operations in a constrained funding environment. Finally, in accordance with Standard IV (Governance and Decision-Making), we reaffirm our commitment to academic freedom, academic integrity, and freedom of inquiry, ensuring that governance practices continue to foster a culture in which these essential values flourish.