



SANTA ANA COLLEGE

Midterm Report

Submitted by

Santa Ana College
1530 W. 17th Street
Santa Ana, CA 92706

to

Accrediting Commission for Community and Junior Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

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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:



[Annebelle Nery \(Mar 11, 2026 12:02:05 PDT\)](#)

Annebelle Nery, Ph.D., President, Santa Ana College

March 10, 2026



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March 10, 2026

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

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.**

Since the last comprehensive peer review, Santa Ana College (SAC) has continued its strong commitment to delivering equitable, high-quality education in alignment with its mission to inspire, transform, and empower a diverse student population.

Through its [IEPI PRT project](#), the College has advanced efforts to **clarify student pathways**. Considerable progress has been made integrating [noncredit to credit pathways](#) and dual enrollment expansion. While work continues to ensure seamless transitions into well-paying jobs and Associate Degrees for Transfer, the foundation for stronger pathway alignment is now in place. Additional strategies are under development to support undeclared majors, including pairing early decision applications with orientation, career counseling, and success coaches. These strategies are not yet fully implemented but signal a clear institutional commitment to student direction and support. The College has also begun retiring and merging programs, transitioning [Certificates of Proficiency to Certificates of Achievement](#), and streamlining the [catalog](#) in a digital format.

Enrollment restoration has been another key focus. A fully staffed [Enrollment Management Committee](#) was formed, convened, and formally charged with leading the effort. Student success analysis has expanded through the creation of [dashboards](#) and/or reports that identify bottlenecks, near-completers, English and Math interventions, and disproportionately impacted student groups. Data cleaning is underway at the District level, and while substantial progress has been made, full cycle integration is still in development. The College has also expanded its use of data systems, including Starfish, Colleague, and Self-Service. Scheduling is increasingly informed by student education plan forecasts, though challenges remain with degree audits and transcript evaluation.

Program mapping has strengthened the alignment between curriculum and student goals. A task force was convened, and program maps are being developed using CurriQunet. These maps are now being used more frequently to inform both scheduling and program review, while the SEP tool aids in forecasting. Although a direct bridge between curriculum and degree audit has not yet been established. Processes for continuous updating are also being designed, including designating a responsible office, setting a regular review cycle, and posting program maps on the website.

The College has also advanced efforts to **sustain equitable practices**. An [Equity Rubric for Student Success](#) was drafted, vetted, approved, and publicized, with initial evaluation and progress reports now underway. Early discussions are shaping how to define success and track drop-off points for disproportionately impacted student groups. Faculty professional development has expanded through the launch of an ACUE cohort with 25 participants, leading to the establishment of a Community of Practice. Early results show reductions in equity gaps, including a three percent narrowing for Latinx, Black/African American, and Pacific Islander students. Equity measures have also been embedded into Guided Pathways and dashboards, and District consultants have been engaged to ensure equity is integrated into the Comprehensive Educational Plan.

Integrated planning structures, processes, and engagement have also been strengthened. To encourage broader faculty participation in governance, [surveys](#) have been conducted to better understand engagement, and the [Academic Senate](#) has undergone a restructuring which has improved communication and faculty

involvement in governance committees. The [Governance Handbook is being revised](#) to clarify decision-making roles, responsibilities, and equity representation, and further committee surveys and training are in progress. Evaluation of funded activities has improved, with [administrative unit program reviews](#) now integrated into Cabinet ranking. While Nuventive implementation has posed challenges, outcomes-based review processes have been initiated.

Finally, the College is formalizing the integration of planning processes. A workgroup has been established with designated leadership, and Planning Summits took place in the Spring 2024 and [Spring 2025](#) semesters. Recommendations for a planning calendar, documentation, and training are progressing.

Strengthening Professional Development for Classified Professionals

Santa Ana College has made significant strides in supporting its classified professionals—essential contributors to student success and institutional operations. One notable enhancement has been the establishment of an [annual classified professional development retreat](#):

- The retreat, launched to build community and professional capacity among classified professionals, recently drew over 80 attendees.
- Participant feedback was overwhelmingly positive, highlighting the value of structured time for learning, collaboration, and growth.
- In response to its success, SAC has committed to institutionalizing the retreat as an annual event, demonstrating the college's sustained investment in its workforce.

This initiative reflects a broader institutional strategy to foster inclusive professional growth, strengthen cross-functional collaboration, and support equity-minded practices throughout the college.

Expanding Access Through Strategic University Partnerships

SAC is working on increasing postsecondary access and affordability for its students and staff through [partnerships with four-year institutions](#). These partnerships include:

- Tuition discount agreements for SAC students and staff seeking to pursue bachelor's or graduate-level education.
- A commitment to removing financial barriers and supporting educational advancement for all members of the campus community.

This initiative directly supports SAC's mission to facilitate lifelong learning and enhances the pathway to degree completion, particularly for historically underserved populations. By enabling affordable access to four-year institutions, SAC is contributing to broader equity and upward mobility.

Standardizing Institutional Procedures through Training and Transparency

Recognizing the importance of internal alignment and operational excellence, SAC has implemented comprehensive training programs on standard operating procedures (SOPs) for institutional policies and processes through its [Administrative Services 101 series](#). These efforts include:

- Development and delivery of training for staff and faculty on key operational policies.
- Emphasis on clarity, compliance, and consistency across departments.
- Increased access to resources that support institutional accountability and operational transparency.

This initiative improves organizational efficiency and ensures all college personnel are informed, aligned, and empowered to serve students effectively.

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 College did not receive any recommendations for improving institutional effectiveness but did receive the following Core Inquiries, the first for more information and the second for potential commendation.

Core Inquiry 1: The team seeks to better understand the implementation of improvements/redesign to systems for assessment and program review that support resource allocation. Standards or Policies: I.A.2, I.B.5., I.B.9, II.C.1.

Santa Ana College has strengthened institutional effectiveness by restructuring its governance committees in 2019, reinstating the [Institutional Effectiveness and Assessment Committee](#) to oversee Program Review, Outcomes Assessment, and Accreditation. These changes improved integration among assessment, program review, and resource allocation. Improvements include enhanced faculty and staff training on meaningful assessment, adoption and continued development of the Nuventive Improve platform to streamline processes, and revisions to program review templates ([Academic & Instructional](#) as well as [Student Services & Academic Support Services](#)) to incorporate Guided Pathways, equity, and resource alignment. The Planning and Budget Committee, in collaboration with campus offices, has refined the Resource Allocation Request process to improve efficiency, transparency, and alignment with program review.

Additional updates post-ISER visit include:

Re-imagine Outcomes Assessment-- The College brought on board a new Dean of Academic Affairs who is working with the Outcomes Assessment Committee (OAC) to review and evaluate not only the committee itself but how the College engages in outcomes assessment. The OAC determined that the committee should report directly to the Academic Senate and revised its scope and purpose.

Full Implementation of Nuventive Improve Tool—After a brief pilot period, all areas of the College are now required to use Nuventive as the primary tool for memorializing program review and resource allocation requests. This has created greater operational clarity, especially during the resource prioritization process.

Condense Program Review and Resource Allocation Process—With the implementation of the Nuventive tool, the College has combined two distinct processes: Program Review and Resource Allocation. Today, all areas memorialize their resource requests that come from program review in the Nuventive tool. Reports are now generated with resource requests from the tool and used in prioritization processes.

Develop and Implement Administrative Unit Program Review—One of the first things that the incoming President did in 2022 to more fully integrate all areas to program review was to require administrative units to engage in program review. Administrative units were to identify ongoing budget requests (those that have been requested time and time again in program review, budget augmentations for such things as increases in existing software license costs and classified and/or administrative positions).

Create SOP for Program Review/Resource Prioritization—A workgroup of the Program Review Subcommittee was formed to create a standard operating procedure for the program review process in February of 2025. This [draft document](#) is currently being reviewed and ongoing efforts to align faculty planning and prioritization with the Integrated Resource Allocation Process (IRAP) are in progress.

Re-imagine Academic Affairs Resource Allocation Prioritization process—Recognizing that the process for resource allocation process for Academic Affairs was cumbersome and labor intensive, often not resulting in funding, the Vice President of Academic Affairs began working with Deans and Department Chairs to evaluate and revise the resource prioritization process. This work began in Fall of 2025 and has yet to be completed.

Core Inquiry 2: The team would like to learn more about how the College is implementing/aligning with District-wide sustainability efforts. Standards or Policies: II.A.12, II.C.4, III.B.2.

RSCCD and Santa Ana College have made significant progress in sustainability by embedding environmental goals into district and college planning. Guided by the [2025 District Sustainability Plan](#), initiatives include requiring LEED Silver “equivalent” standards for new construction, implementing energy- and water-efficient systems, and establishing sustainable design practices for renovations. At SAC, outcomes include new LEED-aligned facilities, advanced energy systems, and water conservation measures. Student engagement through the ASG Environmental Club and STEM/MESA climate research partnerships has further strengthened awareness and reflection on sustainability. Together, these efforts demonstrate sustained institutional improvement, integration of sustainable practices into operations, and broad participation across the college community.

In addition to operational and co-curricular initiatives, the College is expanding academic pathways in sustainability through new course development and program refinement. Beginning in Fall 2027, SAC will offer:

- **Environmental Geology Lab**, designed to complement Environmental Geology and provide hands-on learning (recently approved for UC transferability).
- **Earth Science 125 – Introduction to Climate Science**, a new transfer-oriented course (recently approved for UC transferability).
- **ENVR 370 – Environmental Impacts of Industrial Development**, an upper-division course supporting the recently approved bachelor’s degree in automotive technology.

Further, SAC is rebranding the Geology/Earth Science program to emphasize *environmental geology* rather than general geology. This shift ensures that the program more directly addresses sustainability, climate literacy, and environmental problem-solving, while still providing a rigorous foundation in geosciences. Looking ahead, faculty also plan to create similar coursework for a proposed bachelor's degree in AI in Business, with a focus on AI, Climate, and Sustainability.

By embedding sustainability not only into facilities and operations but also into student learning outcomes, Santa Ana College demonstrates alignment with District-wide sustainability efforts while fulfilling ACCJC 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?

Just weeks after the ISER was completed and the last focused site visitor had left; Santa Ana College applied for and received the IEPI PRT. The College and its leadership values self-reflection and continuous improvement. The IEPI was crafted around our perceived opportunities for growth. The process of engaging with the PRT gave college constituents an opportunity to engage in a process of appreciative inquiry to identify areas of focus and then take methodical action to “resolve” our self-identified areas of improvement. We not only decided to “lean in” on our Guided Pathways--by implementing a digital catalog and linking curriculum and program mapping-- but addressed concerns about how outcomes assessment, program review, and resource allocation (aka integrated planning) were fragmented or simply not working. The work to re-imagine outcomes assessment, fully implement Nuventive, condense (even just conceptually) program review and resource allocation, and refining internal processes have been extremely helpful to allow for greater engagement and transparency in our integrated planning efforts.

The implementation and institutionalization of a [classified professional development retreat](#) emphasize the importance of ongoing employee learning and development.

- **Sustained Engagement:** The annual retreat provides a structured and consistent space for reflection, learning, and capacity-building.
- **Equity and Inclusion:** By focusing on classified professionals, who are often underserved in professional development planning, SAC is promoting equity and organizational inclusivity.
- **Continuous Improvement:** Feedback mechanisms following the retreat are used to improve future sessions, embedding a culture of listening and responsiveness.

This reflects a growing culture of professional learning at SAC, one that directly strengthens student support services and advances the College's mission.

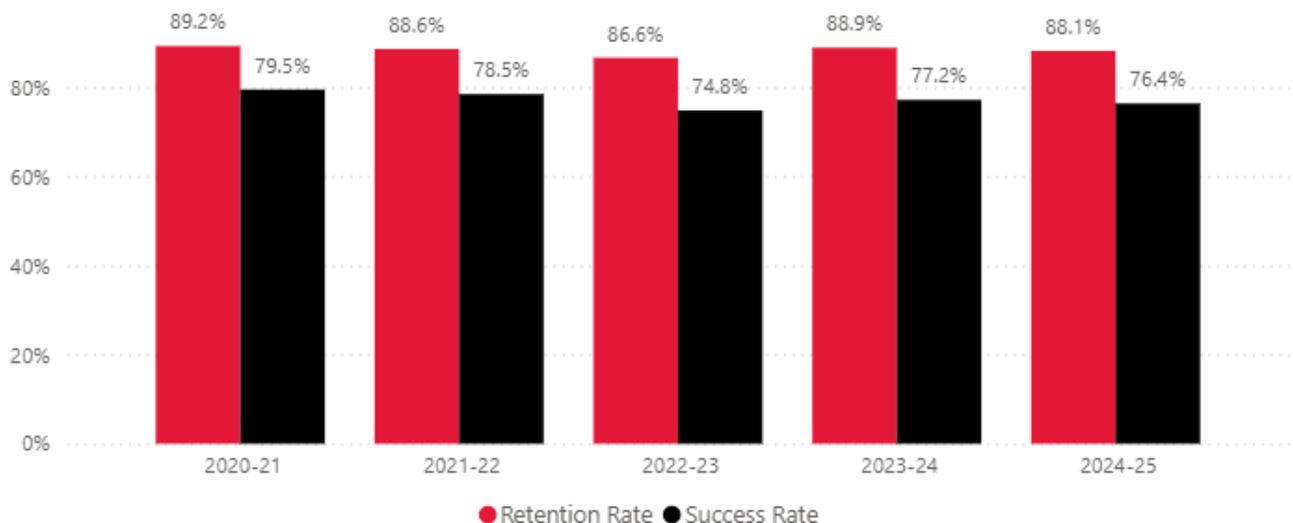
B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

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.

Santa Ana College has met its floor standards for course completion, certificates, degrees (including baccalaureate degrees), and transfer, and has not yet exceeded our stretch goals. These standards are established as rigid parameters within which the institution must function. They are broad to allow shorter term initiatives and flexibility to develop and mature. The institution understands it should act immediately to ameliorate any metric that falls below the floor standard. The stretch goals serve a different purpose in that a sudden change in outcomes must be investigated to determine if that change is real or due to data errors.

The Institutional Research office has developed and published dashboards for college use, including course success and degree and certificate completion. This allows the college community to review trends in general but also allows details for departments and faculty. Santa Ana College is committed to supporting all students in credit and noncredit programs. To that end, capturing noncredit data metrics require greater attention and support to ensure accurate tracking and reporting. This is especially important as we seek to measure and strengthen student transitions from noncredit to credit programs and pathways, in alignment with our updated Equity Plan and Comprehensive Educational Plan.

Credit course completion has stayed consist over the last five years, see below chart.



Certificate completions have increased substantially between 2022 and 2024. However, there was an unexpected dip in certificate awards in 2025, despite the implementation of auto awarding.

Academic Degrees Cat	2021-22	2022-23	2023-24	2024-25
Certificate (Credit)	3,609	4,012	4,719	4,418
CA	2,361	2,907	3,425	3,195
CERT	679	562	580	557
CTF	569	543	714	666
Total	3,609	4,012	4,719	4,418

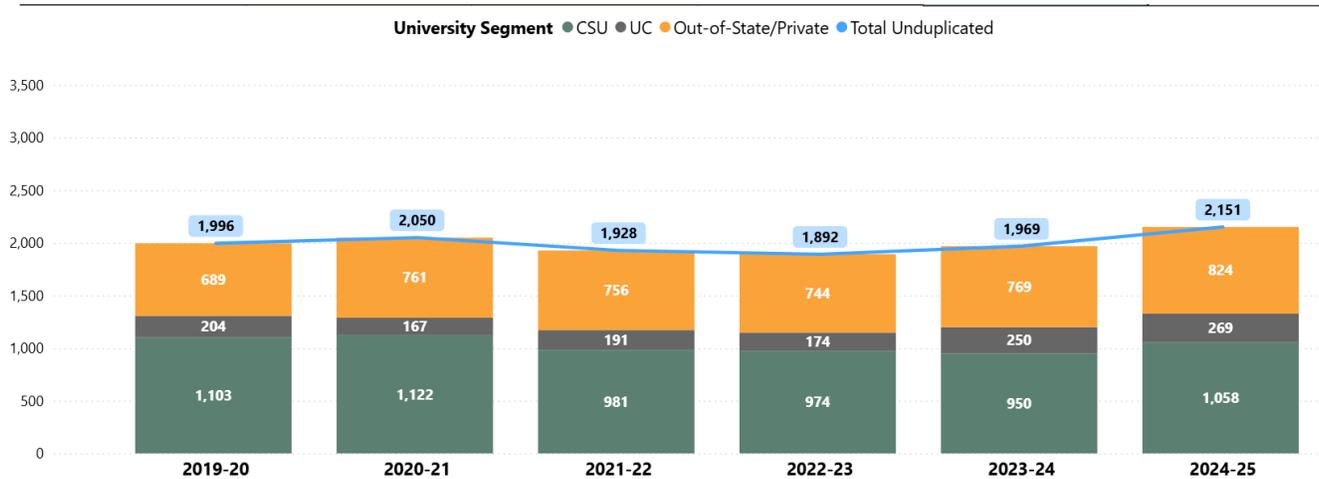
Associate degrees, including Associate Degrees for Transfer, decreased in 2023 but rose again in 2024 with substantial growth in 2025.

Academic Degrees Cat	2021-22	2022-23	2023-24	2024-25
Associate Degree	1,824	1,648	1,757	2,111
Associate Degree For Transfer	680	623	677	685
Total	2,504	2,271	2,434	2,796

Bachelor’s degree attainment has grown steadily between 2022 and 2025. SAC has added additional bachelor’s degree programs, so we expect this number will continue to grow.

Academic Degrees Cat	2021-22	2022-23	2023-24	2024-25
Bachelor's Degree	7	16	19	27
Total	7	16	19	27

Transfers dipped in 2023 compared to 2022 but increased in 2024 (chart below). Though the actual number of transfers falls within the floor and stretch goals, we would like to increase the number to be more reflective of our student enrollment.



The College is working to uncover factors that contribute to these lagging indicators by identifying leading indicators and developing strategies that will contribute to these outcomes. A significant effort is underway to align strategies from different efforts (such as the Comprehensive Educational Plan, Guided Pathways, and the Student Equity and Achievement program) so that the work can be focused. The College is on track toward increasing transfer-level Math and English completion from 9% to the 25% target by 2026. Persistence from first to second primary term is improving toward the 57% goal, and completion within three years has risen in alignment with the College’s 12.5% improvement target. Degree and certificate completions continue to grow, supported by integrated Guided Pathways, Vision for Success, and Student Equity and Achievement Program (SEAP) efforts.

Programs such as the Early Decision initiative, Men of Color Action Network, and expanded Success Teams are strengthening student belonging and engagement, particularly for male, Black/African American, and veteran students. The College has also advanced affordability through its Zero Textbook Cost (ZTC) initiative, developing over ten ZTC degree pathways and establishing a dedicated OER/ZTC faculty facilitator role. Together, these efforts demonstrate SAC's sustained commitment to continuous improvement, equity, and excellence in student outcomes, reflecting consistent progress beyond established standards toward long-term institutional goals.

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?

The course success and retention dashboard has a page showing disproportionate impact for success that is drillable by year, term, division, department, subject, and course. What consistently shows is that younger males of color generally have lower success rates than other groups. The value of drilling down by several factors provides the ability to look at specific subjects or courses that can contribute to meaningful dialogue at those levels.

SANTA ANA COLLEGE Research

Disproportionate Impact: Success 2020-21 to 2024-25

Credit
 Non-Credit

Division: All
Department: All
Subject: All
Course: All
Year: All
Term: All

Ethnicity	Enrollment	Success	Success Rate	Gap
American Indian/Alaska Native	1,562	1,085	69.5%	
Asian	83,465	58,250	69.8%	
Black/African American	15,099	9,427	62.4%	787
Filipino	8,319	6,594	79.3%	
Hawaiian/Pacific Islander	2,115	1,424	67.3%	
Latinx	552,452	344,007	62.3%	78,590
Two or More Races	15,000	11,571	77.1%	
Unknown	87,217	71,174	81.6%	
White/Caucasian	114,223	90,613	79.3%	

Gender	Enrollment	Success	Success Rate	Gap
Female	459,741	290,483	63.2%	42,141
Male	413,092	298,912	72.4%	
Non-Binary	798	345	43.2%	194
Unknown	5,821	4,405	75.7%	

Age	Enrollment	Success	Success Rate	Gap
19 or younger	346,468	201,430	58.1%	53,856
20 to 24	164,338	116,370	70.8%	
25 to 29	94,098	70,405	74.8%	
30 to 34	73,537	56,241	76.5%	
35 to 39	54,789	42,309	77.2%	
40 to 49	75,743	58,914	77.8%	
50 or older	70,479	48,476	68.8%	

Age: All
Ethnicity: All
Gender: All

The data itself is not exciting; what is exciting is the engagement by various groups on campus with the data to acknowledge these gaps and to develop efforts to ameliorate them.

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?

The Guided Pathway Pillar subcommittees are addressing ten institutional goals through 2026, with cross-functional leadership from Student Services and Academic Affairs:

- *Early Decision Initiative* exceeded its goal — 88% of participating high school seniors enrolled and

persisted to census, surpassing the 75% target. This initiative is tracked through Starfish and regular reports are shared with Student Services.

- *Persistence Goal*: Aiming for 57% or more of all students to persist from first to second primary term. Institutional Research has data reports that allow the College to evaluate persistence. These reports are available to academic deans and department chairs and are shared with the Enrollment Management Committee.
- Transfer Summit (March 2025) engaged 77 faculty, classified staff, and administrators to share best practices and review transfer data.
 - Goal to increase student transfer rates by 2% in 2026.
- *Zero Textbook Cost (ZTC)* initiative established eleven degree pathways (e.g., ASL, Paralegal, Geology, Math), led by a full-time OER/ZTC faculty facilitator. The college has recently brought on a Faculty OER/ZTC Facilitator who will evaluate information collected by the Office of Distance Education to expand this program.
- The Academic Senate established an [Intertribal Educational Advisory Board](#) (March 2025) to ensure Indigenous representation in policy, programming, and student support.
- The Academic Senate approved a [resolution to support and sustain Native American history courses](#) as a commitment to Indigenous inclusion and cultural education.
- Introduced/added five Equity Goal Facilitators and two Equity Coordinators to [SEAP in Fall 2024](#) to advance culturally responsive and race-conscious retention strategies.

C. Reflections on Assessments of Student Learning

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?

Across the Capstone Program Reviews for the 2024/2025 academic year, student learning outcomes assessment reveals consistent strengths in basic content mastery, with more variability in higher-order skill development. In [Political Science](#), SLO assessments demonstrate that students are proficient in retaining factual content from lecture and text but are weaker in analyzing information, developing counterarguments, and synthesizing perspectives; faculty are responding by embedding more critical thinking and basic skills strategies into coursework. The [Occupational Therapy Assistant](#) program's outcomes highlight very high levels of competency once students reach fieldwork, with nearly all students achieving SLO benchmarks in the newly separated Level I Fieldwork courses (approaching 100% attainment in recent terms). However, SLO data also reveals inconsistencies in earlier didactic coursework, leading faculty to revise activities, add simulations, and integrate adaptive technologies to strengthen skill acquisition. In Music, faculty report that SLOs are assessed each semester and have been refined during curriculum review to better align with course content, though data access challenges have limited systematic reporting; the trend is toward updating outcomes to reflect applied and digital music competencies. In the noncredit division, the Citizenship program shows consistent mastery of outcomes tied directly to civics knowledge and oral language skills; however, assessment data measuring engagement derived from student surveys indicate lower student confidence in the naturalization interview, pointing to a need for expanded mock interviews and oral practice.

These program-specific results align with broader equity-centered initiatives outlined in the Student Equity and Achievement (SEA) Plan. For example, hosting organizations such as 100 Black Men of Orange County and OC Chapter of NAACP on campus has boosted Black student enrollment and belonging, showing how intentional partnerships can support persistence and ultimately, SLO attainment. Equity Resource Fairs (SEAP Start, Stay, Finish Strong) demonstrate the connection between basic needs support and academic engagement, with students reporting stronger sense of direction and connection to GP CAP pathways. In addition, emergency aid (AB943) has had a measurable impact, with completion rates for aid recipients rising from 10.6% to 50%, providing evidence that addressing financial insecurity directly supports successful attainment of learning outcomes.

2. 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?

While Santa Ana College has not yet systematically disaggregated SLO results by student demographics at the institutional level, many programs are beginning to surface patterns through course-level assessment data, success/retention reports, and equity-focused inquiry. For example, in **American Sign Language (ASL)**, SLO attainment is generally high, but lower success and retention rates are observed for Latinx and Black students compared to White and Asian peers, with notable gender gaps (e.g., Hispanic/Latina females showing a 60% success rate vs. Black females at 36%). In **Art/Photography**, faculty report disproportionate impact among African American/Black, Latinx, and male students, as well as those under 19 and over 35, with success particularly lagging in online and accelerated (6- or 8-week) modalities. Similarly, [Anthropology/Sociology/Women's Studies](#) identified disproportionate success rates among Black, Pacific Islander, and Latinx students, and in Women's Studies, lower outcomes for Black and White students compared to other populations. Programs also note modality differences: success tends to be stronger in

face-to-face and longer-term courses, while abbreviated or fully online formats present greater barriers.

Encouragingly, these reviews also reveal areas of progress. Counseling and Computer Science faculty highlight strong alignment of SLOs with program goals and report improvements tied to culturally responsive teaching, OER/ZTC adoption, and active learning practices. ASL's increased dual enrollment has expanded access for younger learners, and Anthropology/Sociology/Women's Studies emphasize student growth in metacognition and critical thinking through reflective and culturally responsive pedagogy. Across programs, the patterns point to an emerging awareness of equity gaps and a willingness to adapt curriculum, pedagogy, and support services. However, the lack of consistent, disaggregated SLO reporting by demographics remains a shortcoming. Addressing this gap—by integrating demographic disaggregation into Nuventive and using it systematically in program review—represents a key area for improvement. Doing so would allow the college not only to confirm anecdotal or program-level observations but also to more effectively target innovations to close equity gaps while scaling promising practices that already show evidence of improved engagement and attainment.

Building on these program-level observations, the [SEA Plan](#) provides a broader equity lens for interpreting these findings. It prioritizes Latinx, Black/African American, Native American, and Pacific Islander students while also highlighting first-generation students as a disproportionately impacted group. For example, only 28% of SAC students identify transfer as an educational goal (compared to 56% statewide), and actual transfer rates are roughly half the state average, pointing to institutional barriers that extend beyond individual classrooms. Student voice, captured through equity-focused inquiry, further illuminates inequities: students report feeling judged, needing easier counselor access, expanded library hours and greater awareness of available resources and services. These insights align with course-level data showing that modality and structural barriers compound inequities, reinforcing the importance of disaggregation and equity-minded practices across programs.

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?

In response to the patterns and trends identified in student learning assessment, the College has undertaken a revitalization of its outcomes assessment process to build stronger faculty and student engagement and to better align learning outcomes with equity goals. Two major initiatives guide this work. First, the [Outcomes Assessment Committee \(OAC\)](#) has been re-chartered with a faculty leadership team and flexible resources to support the development of diverse assessment methods, faculty professional development, and a community of practice where departments share innovations and strategies. Second, the Academic Senate has established a dedicated [Institutional Learning Outcomes \(ILO\) Subcommittee](#), charged with reviewing and refining the ILOs, creating common rubrics, and ensuring that ILOs are integrated into curriculum design, faculty development, and student learning experiences. These actions directly address shortcomings in prior years, where SLO assessment was often siloed, inconsistently disaggregated, and insufficiently connected to equity initiatives or student voice.

The SEA Plan strengthens this work by embedding outcomes into a system of accountability and innovation. Equity Goal Facilitators connect SEA metrics to Guided Pathways, ensuring that equity goals and assessment results are integrated rather than siloed. Targeted interventions include culturally affirming English and math bootcamps, affinity center programming, expanded dual enrollment, and holistic supports tied to basic needs. These interventions are designed to not only improve course completion but also to support long-term equity in transfer, degree attainment, and workforce readiness.

To monitor results, the College will embed OAC reporting into the program review process, ensuring that outcomes assessment findings are systematically captured, analyzed, and shared. The ILO Subcommittee

will provide quarterly reports to the Academic Senate, including updates on rubric development, recommendations for revisions, and evidence of ILO integration across programs. By linking these structures to Guided Pathways, professional development, and equity-focused committees, the College will create feedback loops that allow faculty and staff to adapt practices in real time. Over time, these reforms will enable the institution to disaggregate assessment results more meaningfully, identify equity gaps with greater precision, and implement targeted interventions that support more equitable attainment of learning outcomes across all programs.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

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?

Santa Ana College is well positioned as we begin our next comprehensive self-evaluation. The College has a strong commitment to participatory governance, data informed decision-making, quality instruction and student support services, fiscal responsibility, and serving the community and business partners. While the COVID-19 pandemic was front and center during our last Institutional Self-Evaluation Report, the “silver lining” of COVID-19 has been the expansion of online education and flexible teaching modalities. SAC’s rigorous Online Training Course provides a solid foundation for student success in online courses. The College has been recognized by the CVC-Exchange as a leader in the state in online education. One inherent challenge, of course, has been the advent of artificial intelligence. Rancho Santiago Community College District has taken a proactive stance and has created the RSCCD Districtwide Artificial Intelligence Taskforce to develop policies and guidelines on how to make appropriate and ethical use of artificial intelligence.

Opportunities:

Santa Ana College currently has three Bachelor's Degree programs approved by the Chancellor’s Office. We intend to apply for 2-4 more in the coming years. The College understands the positive impact that affordable access to a bachelor’s degree can have on earnings and opportunities for the community we serve.

The College has also become a leader in the development of non-traditional Apprenticeship programs. We anticipate solidifying how we offer and support these life changing opportunities for students to “earn and learn.”

A happy byproduct of our enrollment growth and available funds from the state of California for growth dollars has been an increase in resources. The College has made a commitment to use those funds for facilities improvements in key areas to support student learning. These investments are designed to support learning and to create a welcoming environment for students.

Challenges:

Legislative mandates continue to transform academic policy and student pathways. Assembly Bill (AB) 1705 has redefined math and English placement, compelling colleges to strengthen student support structures through innovations such as embedded tutoring and enhanced co-requisite models. AB 928, which created the CalGETC pathway, streamlines transfer requirements and requires that students declaring transfer goals be placed in Associate Degrees for Transfer (ADT) programs. Likewise, AB 1111 mandates a statewide common course numbering system, increasing transparency and mobility for students across institutions. Collectively, these reforms require continuous coordination, curricular alignment, and faculty collaboration—all of which will figure prominently in the next self-evaluation.

Due to our growth in both credit and noncredit programs, SAC will need to ensure that the number and quality of our faculty are maintained. While the College is required to maintain a prescribed number of faculty, continuing to make the investment is critical. At the same time, professional development to support the next generation of educators must be maintained. Santa Ana College has restructured how professional learning is

organized and governed, separating classified and management professional development into a distinct committee and establishing a Faculty Professional Development Council. Recent Title 5 changes, which now mandate professional development for all constituent employee groups, have added complexity to this already evolving structure. Clearly defined roles, coordination across employee groups, and equitable resource distribution will require continued attention as the College works through the implications of both the restructuring and the new regulatory requirements.

External Factors and Evolving Context

Santa Ana College operates within a complex and often polarized political climate that increasingly challenges the core values of diversity, equity, inclusion, anti-racism, and access that define California's community colleges. Legislative and funding decisions at the federal level, including the elimination of programs such as SAC's Hispanic-Serving Institution Title III grant underscore the fragility of equity-focused resources. These shifts necessitate institutional creativity to sustain inclusive practices and uphold SAC's mission to "inspire, transform and empower a diverse community of learners."

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Final Audit Report

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