Sierra College

Institutional Self Study in Support of Reaffirmation of Accreditation

Submitted by

Sierra College
5000 Rocklin Road
Rocklin, California 95677

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

August 2007
Date: August 13, 2007

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Sierra Community College District
5000 Rocklin Road
Rocklin, CA 95677

This institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

Dr. Leo E. Chavez
Superintendent / President, Sierra College
Chief Executive Officer

Nancy Palmer
President, Board of Trustees
Chairperson, Governing Board

Brian Haley
Title Representing

Greg Brown
President, Classified Senate
Title Representing

Julie Bruno
Title Representing

Diane McKnight
President, Sierra College Management Association
Title Representing

Rick McMurtry
President, Federation of United School Employees
Title Representing

Dave Kenyon
President, Sierra College Faculty Association
Title Representing

Sandra Gallo
President, Associated Students of Sierra College
Title Representing
# Certification of the Institutional Self Study Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Repeating</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Morgan Lynn</td>
<td>Accreditation Liaison Officer, Writing Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melissa Prinzing</td>
<td>Crosswalk Development</td>
<td>Representing</td>
<td>Writing Team</td>
</tr>
<tr>
<td>Aimee Myers</td>
<td>Representing</td>
<td></td>
<td>Writing Team</td>
</tr>
<tr>
<td>Tricia Lord</td>
<td>Representing</td>
<td></td>
<td>Writing Team</td>
</tr>
<tr>
<td>Becky Poland</td>
<td>Representing</td>
<td></td>
<td>Writing Team</td>
</tr>
<tr>
<td>Laurel Thiers</td>
<td>Representing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Table of Contents

**Introduction**  
- History  
- Demographic Information  
- Student Achievement data  
- Student Learning Outcomes Progress  
- Off campus sites and centers/Distance Learning  
- External audit information  

**Abstract**  

**Organization for the Self Study**  

**Organization of the Institution**  

**Certification of Eligibility**  

**Responses to Previous Recommendations**  

**Institutional Self Evaluation**  
- Standard 1  
- Standard 2  
- Standard 3  
- Standard 4  

**Evaluation/ Planning Agenda Summary**  

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>11</td>
</tr>
<tr>
<td>Demographic Information</td>
<td>12</td>
</tr>
<tr>
<td>Student Achievement data</td>
<td>19</td>
</tr>
<tr>
<td>Student Learning Outcomes Progress</td>
<td>23</td>
</tr>
<tr>
<td>Off campus sites and centers/Distance Learning</td>
<td>24</td>
</tr>
<tr>
<td>External audit information</td>
<td>26</td>
</tr>
<tr>
<td>Abstract</td>
<td>27</td>
</tr>
<tr>
<td>Organization for the Self Study</td>
<td>35</td>
</tr>
<tr>
<td>Organization of the Institution</td>
<td>39</td>
</tr>
<tr>
<td>Certification of Eligibility</td>
<td>55</td>
</tr>
<tr>
<td>Responses to Previous Recommendations</td>
<td>63</td>
</tr>
<tr>
<td>Institutional Self Evaluation</td>
<td>69</td>
</tr>
<tr>
<td>Standard 1</td>
<td>71</td>
</tr>
<tr>
<td>Standard 2</td>
<td>79</td>
</tr>
<tr>
<td>Standard 3</td>
<td>125</td>
</tr>
<tr>
<td>Standard 4</td>
<td>155</td>
</tr>
<tr>
<td>Evaluation/ Planning Agenda Summary</td>
<td>173</td>
</tr>
</tbody>
</table>
History

In fall 2006, community members, students, faculty, and staff joined to celebrate the 70th Anniversary of Sierra College. The celebration marked a history of growth and expansion as commemorated by a collaborative DVD, "A Road That Never Ends: A History of Sierra College."

Sierra College had its beginnings in 1882 as "Sierra Normal College" in Auburn and shared its early history with Placer High School. Tracing its birth from the establishment of Placer Junior College in 1936, it was not until the aftermath of World War II that enrollments began their consistent climb from a low point of 53 students in 1943. By 1961, when the main campus opened in Rocklin, 1500 students were enrolled in the new location. With the explosive growth of the student population in the 1960s and the region of Placer County in the 1980s, Sierra College continued to grow. Enrollments reached 10,000 in 1980 and by fall 2006 there were 19,721 students enrolled at the college. The increasing size of the main campus at Rocklin, as well as an expanded presence in the community, illustrates this growth. Since its 50th anniversary in 1986, satellite campuses were opened at Roseville Gateway, Nevada County, and Tahoe Truckee, expanding the physical presence of the college in Placer and Nevada Counties.

Sierra College has a historic role in the community as an institution committed to the educational advancement of students in academic/transfer programs as well as career and technical education. Between 1935 and 1940 Sierra College transfer students ranked first in academic accomplishments among their peers at UC Berkeley. In fall 2006, Sierra College was ranked the number one community college in California for the number of Associate Degrees awarded for the fourth year in a row. Students transferred to public and private institutions throughout California and the nation. Career and technical education was a part of Sierra College since its early relationships with Placer High School. Today, a long-standing Career and Technical Education Committee regularly meets to consider programs and communicate with regional employers in order to provide training that directly and immediately benefits both Sierra College students and Placer County.

This strong connection between college and community is found not only in traditional classes and innovative programs, but also in the presentation of community concerts and lectures, such as the Botanical Society Lecture Series inaugurated in fall 2006. Sierra College's role as a leader in higher education in Placer and Nevada Counties also led to the creation of a Center for Sierra-Nevada Studies in 2002. Since its beginning, the Center has hosted lectures, conferences, and research projects; served as a clearing house for information, developed the Sierra Nevada Virtual Museum, and initiated a multi-year project to explore Sierra Nevada conservation issues.

Most recently, statewide performance indicators, based upon the results of the January 2007 Draft Report of the Accountability Reporting for the Community Colleges (ARCC), measured college success over time and in relationship to its peer group in five of the six specific areas of effort measured in the report. The college improved over time and was above average in its peer grouping in the areas of student progress and achievement; unit completion, persistence, completion of vocational classes; and improvement in basic skills courses. In the area of "annual successful course completion rate for credit basic skills courses," the college rates declined slightly in the period 2003-6 and fell below its peer group average.

Since its last Accreditation Self Study in 2001, three issues represent the varied experience of Sierra College. First, the dramatic rise in the number of online classes and students reveals changes in methods of teaching and learning. Second, investment in infrastructure at all campus locations, funded by state funds and bonds passed for the campuses at Nevada County and Tahoe Truckee, highlights the physical growth of the college. Third, changes in leadership and governance at the college led to the retirement/resignation of the President/Superintendent in spring 2005 and hiring of a new President/Superintendent in summer 2006. Although changes in teaching practices, the "look" of campuses, and leadership signify instability, they also offer opportunities to re-visit assumptions about teaching, learning, and working as students, faculty, and staff struggle to bring meaning to new experiences as a college community.
Demographic Information

Sierra College serves a geographically diverse and ethnically homogeneous region. The Sierra College district covers 3,200 square miles and includes four campuses: a main campus on 300 acres in Rocklin, a 115-acre Nevada County Campus in Grass Valley, and two campus centers in Roseville and Truckee. The district encompasses all of Placer and Nevada Counties, as well as portions of Sacramento and El Dorado Counties. Stretching from the central valley to the Sierras, the district includes some of the most rapidly growing regions in California, as well as some of the most remote and pristine wilderness in the nation. Population projections estimate that both Placer and Nevada Counties will continue to grow, with the most dramatic growth in Placer County. Sierra College students, like the residents of Placer County, overwhelmingly define themselves as White (73.2 percent of student body in fall 2005). This represents a slight decline from the ethnic distribution in fall 2001, when the student population was 78.1 percent White. This lack of visible diversity in the classroom provides two challenges for the Sierra College community. First, instructors must consciously bring diversity into the curriculum, since it is not obviously present in the classroom. Second, students and teachers alike must learn to recognize the unseen diversity present in every class.

The annual publication of an Atlas by the Research and Resource Development Office, in print and web versions since 2003, allows for an in-depth analysis of a variety of data within the district. While growth continues at Sierra College, it is at a decreasing rate. In many ways the demographic characteristics of the college have changed little since the last self-study. Enrollment trends throughout the district indicate a slow growth since fall 2001, offset by a spike in enrollment in fall 2003. In fall 2005, the district headcount was 19,711. The bulk of students attend the Rocklin Campus (these numbers also represent all online students regardless of location), and the Nevada County Campus has experienced a slight overall decline during the same period. This general consistency in enrollment trends can be found using a variety of measures. For example, developmental education enrollment remains around 10 percent of the total district enrollment. District student-to-faculty ratios remain about 30:1, and the ESL headcount has risen only slightly from 1.9 to 3.0 percent.

The primary difference in the demography of the student population seen in the Sierra College classroom is based on gender and age. The college witnesses the same phenomenon of a gender gap and concentration of younger students found throughout the California community college system, as reflected in the 2006 study of the Public Policy Institute of California. While fluctuating since fall 2001, the gap has overall remained relatively consistent, with female students representing 13.7 percent more of the student population than male students in fall 2005. Age also plays a role in the diversity of the student population. The largest segment of students is in the 18-20-year-old range (36.4 percent). Proportionately, this number has been gradually growing since fall 2001 when 32.2 percent of students fell into this category. Statewide trends often point to the decline in returning students rather than an increase in those attending college from high school. Students of ages 18-20 dominate the full-time student population and many classrooms, but they actually represent a minority of the overall student population. A nearly-equal proportion (31 percent) are 30 years or older.

The course load carried by Sierra College students, and their reasons for attending classes reveal a hidden diversity in the population. Student profiles for fall 2005 represent a snapshot that has remained relatively consistent since 2001. Students were nearly equally divided among full-time students (12 or more units), part-time students carrying 6-11 units, and part-time students taking fewer than 6 units. Continuing students made up the bulk of those enrolled, but more than 10 percent were returning and nearly one-in-five (18.4 percent) were first-time students to Sierra College. While 83 percent of students arrived at Sierra College with a high school diploma, their reason for attending and hopes for the future varied. While many students plan to transfer with an AA/AS Degree (29.5 percent), significant numbers hope to develop/upgrade job skills (14.5 percent) seek recreational/personal enrichment (10.3 percent) or complete their AA/AS Degree (9.2 percent). Highlighting the open-ended nature of the community college, nearly one-quarter (23.1 percent) of students were unsure of their goals.

Since the last Accreditation Self-Study, the population of students with a clearer sense of purpose, as represented by those with a declared major, has experienced a notable shift. During the last five years, increasing numbers of students have moved from undecided/exploring and toward declared majors, with Nursing and Business Administration experiencing the largest growth. While more than half (51.3 percent) of students in fall 2001 were undecided, by fall 2005 this number had dropped to slightly more than one-third (35.8 percent). While the college had only 629 nursing students in fall 2001 (3.3% of declared majors), in fall 2005 there were 1,641 students or 8.4 percent of declared majors. An expansion of specific majors, most recently the adoption of a Philosophy Major in the fall 2006, has also led to the gradual reduction in students with Liberal Arts and General Science majors.

Introduction
### Ethnic Distribution
**Fall 2001 - Fall 2005**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian/Alaskan Native</td>
<td>354</td>
<td>1.9%</td>
<td>328</td>
<td>1.6%</td>
<td>273</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>588</td>
<td>3.1%</td>
<td>564</td>
<td>2.8%</td>
<td>638</td>
</tr>
<tr>
<td>Black (not of Hispanic origin)</td>
<td>258</td>
<td>1.4%</td>
<td>324</td>
<td>1.6%</td>
<td>276</td>
</tr>
<tr>
<td>Filipino</td>
<td>162</td>
<td>0.9%</td>
<td>196</td>
<td>1.0%</td>
<td>215</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,324</td>
<td>7.0%</td>
<td>1,480</td>
<td>7.2%</td>
<td>1,413</td>
</tr>
<tr>
<td>Non-respondent</td>
<td>206</td>
<td>1.1%</td>
<td>239</td>
<td>1.2%</td>
<td>210</td>
</tr>
<tr>
<td>Other</td>
<td>1,171</td>
<td>6.2%</td>
<td>1,456</td>
<td>7.1%</td>
<td>1,301</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>94</td>
<td>0.5%</td>
<td>97</td>
<td>0.5%</td>
<td>116</td>
</tr>
<tr>
<td>White (not of Hispanic origin)</td>
<td>14,817</td>
<td>78.1%</td>
<td>15,735</td>
<td>77.1%</td>
<td>14,425</td>
</tr>
<tr>
<td>Total</td>
<td>18,974</td>
<td>100.0%</td>
<td>20,419</td>
<td>100.0%</td>
<td>18,867</td>
</tr>
</tbody>
</table>
Introduction

District Headcount by Location
(Students attending at two or more locations are duplicated.)

- District Total (duplicated)
- Rocklin Campus
- Nevada County Campus and GV
- Roseville Gateway Center
- Tahoe Truckee and Truckee Center

Number of Students

- Fall 2001: District Total = 21,620
- Fall 2002: District Total = 23,962
- Fall 2003: District Total = 21,448
- Fall 2004: District Total = 22,093
- Fall 2005: District Total = 23,292

- Fall 2001: Rocklin Campus = 14,096
- Fall 2002: Rocklin Campus = 2,998
- Fall 2003: Rocklin Campus = 2,933
- Fall 2004: Rocklin Campus = 14,740
- Fall 2005: Rocklin Campus = 15,368

- Fall 2001: Nevada County Campus and GV = 2,633
- Fall 2002: Nevada County Campus and GV = 3,081
- Fall 2003: Nevada County Campus and GV = 2,897
- Fall 2004: Nevada County Campus and GV = 2,926
- Fall 2005: Nevada County Campus and GV = 2,989

- Fall 2001: Roseville Gateway Center = 3,175
- Fall 2002: Roseville Gateway Center = 3,081
- Fall 2003: Roseville Gateway Center = 2,997
- Fall 2004: Roseville Gateway Center = 3,262
- Fall 2005: Roseville Gateway Center = 3,716

- Fall 2001: Tahoe Truckee and Truckee Center = 2,989
- Fall 2002: Tahoe Truckee and Truckee Center = 2,897
- Fall 2003: Tahoe Truckee and Truckee Center = 3,262
- Fall 2004: Tahoe Truckee and Truckee Center = 3,716
- Fall 2005: Tahoe Truckee and Truckee Center = 522
## District Number of Students in Top 15 Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing,R.N.</td>
<td>629</td>
<td>824</td>
<td>1,113</td>
<td>1,344</td>
<td>1,641</td>
</tr>
<tr>
<td>Business and Commerce/Administration</td>
<td>716</td>
<td>753</td>
<td>1,080</td>
<td>1,312</td>
<td>1,517</td>
</tr>
<tr>
<td>Liberal Arts And Science Gen.</td>
<td>950</td>
<td>912</td>
<td>781</td>
<td>728</td>
<td>751</td>
</tr>
<tr>
<td>Transfer Major Other</td>
<td>773</td>
<td>898</td>
<td>650</td>
<td>672</td>
<td>571</td>
</tr>
<tr>
<td>Psychology,General</td>
<td>338</td>
<td>366</td>
<td>393</td>
<td>418</td>
<td>498</td>
</tr>
<tr>
<td>Administration Of Justice</td>
<td>304</td>
<td>354</td>
<td>435</td>
<td>486</td>
<td>488</td>
</tr>
<tr>
<td>Accounting</td>
<td>200</td>
<td>255</td>
<td>299</td>
<td>335</td>
<td>439</td>
</tr>
<tr>
<td>Fire Control Technology</td>
<td>212</td>
<td>289</td>
<td>319</td>
<td>344</td>
<td>426</td>
</tr>
<tr>
<td>Natural (Life) Science, Genl</td>
<td>219</td>
<td>238</td>
<td>316</td>
<td>375</td>
<td>400</td>
</tr>
<tr>
<td>Art</td>
<td>267</td>
<td>281</td>
<td>298</td>
<td>302</td>
<td>380</td>
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<tr>
<td>Child Development</td>
<td>290</td>
<td>320</td>
<td>338</td>
<td>348</td>
<td>349</td>
</tr>
<tr>
<td>Engineering - General</td>
<td>238</td>
<td>228</td>
<td>291</td>
<td>309</td>
<td>303</td>
</tr>
<tr>
<td>Real Estate</td>
<td>54</td>
<td>83</td>
<td>115</td>
<td>234</td>
<td>300</td>
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<tr>
<td>English, General</td>
<td>174</td>
<td>171</td>
<td>201</td>
<td>262</td>
<td>278</td>
</tr>
<tr>
<td>Education, General</td>
<td>201</td>
<td>193</td>
<td>209</td>
<td>173</td>
<td>218</td>
</tr>
<tr>
<td>Total - Top Majors</td>
<td>5,565</td>
<td>6,165</td>
<td>6,838</td>
<td>7,642</td>
<td>8,559</td>
</tr>
<tr>
<td>Total - Other Majors</td>
<td>3,705</td>
<td>3,611</td>
<td>3,709</td>
<td>3,679</td>
<td>4,178</td>
</tr>
<tr>
<td>Undecided/Exploring</td>
<td>9,704</td>
<td>10,643</td>
<td>8,320</td>
<td>7,482</td>
<td>6,974</td>
</tr>
<tr>
<td>Total</td>
<td>18,974</td>
<td>20,419</td>
<td>18,867</td>
<td>18,803</td>
<td>19,711</td>
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</tbody>
</table>
Introduction

District Students by Age - Fall 2005

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>2.4%</td>
</tr>
<tr>
<td>18 - 20</td>
<td>36.4%</td>
</tr>
<tr>
<td>21 - 24</td>
<td>20.4%</td>
</tr>
<tr>
<td>25 - 29</td>
<td>9.9%</td>
</tr>
<tr>
<td>30 - 40</td>
<td>11.5%</td>
</tr>
<tr>
<td>41 - 50</td>
<td>9.7%</td>
</tr>
<tr>
<td>51 - 60</td>
<td>5.6%</td>
</tr>
<tr>
<td>61 &amp; Over</td>
<td>4.2%</td>
</tr>
</tbody>
</table>
District Student Credit Load - Fall 2005

- Full-time (12.0 + units): 31.4%
- Part-time (6.0 - 11.9 units): 33.7%
- < Part-time (< 6.0 units): 33.2%
- Non-Credit: 1.7%
## Number of Students by Educational Goal
### End of Course Headcount, Fall 2001 - Fall 2005

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>4,795</td>
<td>5,104</td>
<td>4,494</td>
<td>4,412</td>
<td>4,552</td>
</tr>
<tr>
<td>Transfer without AA/AS Degree</td>
<td>1,367</td>
<td>1,349</td>
<td>1,371</td>
<td>1,314</td>
<td>1,363</td>
</tr>
<tr>
<td>Transfer with AA/AS Degree</td>
<td>4,350</td>
<td>4,693</td>
<td>4,841</td>
<td>5,201</td>
<td>5,809</td>
</tr>
<tr>
<td>AA/AS Vocational Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA/AS General Education Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earn Certificate</td>
<td>1,512</td>
<td>1,648</td>
<td>1,573</td>
<td>1,676</td>
<td>1,805</td>
</tr>
<tr>
<td>Develop/Upgrade Job Skills</td>
<td>3,269</td>
<td>3,167</td>
<td>2,887</td>
<td>2,875</td>
<td>2,864</td>
</tr>
<tr>
<td>Recreational/Personal Enrichment</td>
<td>2,620</td>
<td>2,265</td>
<td>2,585</td>
<td>2,202</td>
<td>2,037</td>
</tr>
<tr>
<td>Improve Basic Skills</td>
<td>295</td>
<td>338</td>
<td>325</td>
<td>306</td>
<td>446</td>
</tr>
<tr>
<td>Maintain Cert or License</td>
<td>319</td>
<td>385</td>
<td>408</td>
<td>430</td>
<td>470</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18,974</strong></td>
<td><strong>20,419</strong></td>
<td><strong>18,867</strong></td>
<td><strong>18,803</strong></td>
<td><strong>19,711</strong></td>
</tr>
</tbody>
</table>
Student Achievement

Based upon trends over the last decade, retention and success rates for the Sierra College district generally display the 82 percent retention and 66 percent success found in fall 2005. The most striking shift in these numbers comes from an analysis of success and retention by division and educational goal. The courses students take, and their ability to identify motives for remaining and succeeding, mark significant variations within the overall district totals.

Two Sierra College programs stand out as examples of high student retention and success, but for very different reasons. The Nursing Program’s consistently high rates, with measures of both retention and success standing at 94 percent in fall 2005, highlight the high demand and clear goals for the program. Students who enter the Nursing Program must first fulfill a series of prerequisites, helping to ensure their academic preparation before beginning the program. Sierra College maintains high standards for all who enter the program, based on the recommendations of the Chancellors’ Office. The necessary small class size in clinical courses adds to student success, and the inclusion of an online option for non-clinical courses increases student access and offers greater flexibility in scheduling. The consistent quality of the Nursing Program is reflected in the high pass rates on the Nursing licensure examination.

The success and retention rates for students participating in the Student Success Program reveal significant changes in the structure and relationship of courses and services for under-prepared students at the college. Since its creation in 2004, the presence of an organized, cohesive program has helped to lower attrition rates and increase success for those who participate. Since January 2006, the Student Success Program has revised both its mission and goals as a part of a process of change based upon clear focus and the inclusion of measurable student outcomes at its core. As stated in the September revision of its mission statement, the program is designed to, “build students’ skills and confidence in order to prepare them for college-level coursework.” Components of the program include assessment, academic support, staff development, workshops for both students and faculty, and an active and innovative advisory board. The program’s goals highlight the growing realization throughout the state that developmental education must play a central role at the community college for all students to succeed.

As a new and innovative program on campus, Student Success is a strong example of planning and achievement involving a large cross-section of the campus. Its 40-member Advisory Board includes representatives from faculty, staff, and management. The formal presentation on August 2, 2006 of the Dale Tillery Award for Educational Excellence based upon the work of members of the Student Success Program recognized the success of this program. The Award acknowledges the work accomplished by the college in achieving its goals toward a Student Equity Plan drawn up during participation at the Dale Tillery Institute for Community College Leadership and Innovation in summer 2005. Looking forward, the Student Success Program is developing plans to increase academic support through the creation of a Developmental Computer Lab, strengthen training and staff development through outreach to adjunct faculty and attendance at regional and national conferences, and expand programs for developmental students. The publication of a state report on best practices for developmental education, available in spring 2007, will help focus future plans for the Student Success Program, which is now developing programs and practices based upon data from national sources.

High student achievement at Sierra College is also tied to participation in a clearly defined and applied matriculation process. In order to register for classes, students must complete two of the following - assessment, orientation, and counseling. A greater percentage of students are completing all steps in this process. Especially since 2000, there is an increasing majority who complete assessments for placement in classes, participate in orientation sessions, and work with counselors to create a Student Education Plan. This process has confirmed its value to students. In all categories, those who participated in any part of the matriculation process had greater retention and success than their counterparts who did not. Completing assessment exams most clearly differentiated student success. 55 percent of those who were not assessed were successful, while the number jumped to a 64 percent success rate for those who were assessed.

While the matriculation process indicates variation in success and retention for first-time students, the last three years show consistency in their persistence from fall to spring semester. First-time students persisted at a rate between 72 percent and 73 percent, a number similar to those who were defined as “continuing.” These two groups displayed a slightly higher persistence rate than the
Introduction

district as a whole, which fell between 64 - 66 percent over the same three-year period. Returning students, whose success rate was at or below 50 percent during this time period, help explain this gap. The development of the matriculation process has required a careful balance between the importance of maintaining an open door to all students and the realization that success is clearly mitigated by participation in a required process.

Concerns about student diversity and its relationship to student success and persistence led to a recent request that the research department track these factors over the last three years. This research also revealed changes in headcount by ethnicity that reveals a 38 percent increase in African American headcounts from fall 2003 to fall 2006. Although this reflects an absolute increase of only 106 students, it nonetheless highlights the gradual and significant growth of underrepresented students at Sierra College. This trend toward greater diversity is also present in Placer County as a whole. Sierra College needs not only to welcome, but also to prepare its increasingly diverse student population. The decline in success rates and increase in the number of minority students on academic probation indicates many students need to better prepare and participate in college courses. The growth of the Student Success program at the college is designed to help all students, regardless of representation or preparation.

Sierra College can not only point to student success and persistence in its classrooms, but also to students' achievements as they prepare to leave the institution. The district often highlights its status as the number one community college in California for degrees awarded. The number of degrees awarded has consistently grown, topping 1,000 in 1999 and reaching 2,572 in 2006. A large majority of these students graduate with the goal of transferring to a four-year institution. Beginning in 1999 when district transfers topped the 1,000 mark, the bulk of Sierra College students transfer to CSU, most especially CSUS. Based upon regular reports from CSU campuses, and sporadic information from the University of California, Sierra College students do as well as their non-transfer (or native) counterparts on GPA and graduation rates. Sierra College students also have a pass-rate of 76 percent on the writing exam for CSUS, 5 percent higher than the overall rate of 71 percent.

Little concrete evidence has been gathered on student success after graduation since job placement and satisfaction are difficult to track. As researchers continue to gather evidence of students' experiences at Sierra College, they also will seek to expand their ability to track students into the community and job market. Anecdotal evidence, in the form of success stories and individual accounts are currently the possession of individual teachers and programs and not available for statistical analysis. Some statistical evidence, however, is available.

As a part of a Career Connections, materials and activities available to assist students in making career decisions, a jobs survey of Career & Technical Education students was conducted in spring 2005. In order to measure the effectiveness of the career preparation, 259 students from "capstone" level Career & Technical Education classes built a baseline of information to track employment status and satisfaction. A significant majority (88 percent) of those surveyed identified a strong relationship between job preparation and opportunity as a result of participating in Sierra College courses. For the 84 students in survey (32 percent) who expected to finish Sierra coursework in spring 2005, 90% agreed with the statement "I believe I will get the job I want when I complete the program."

<table>
<thead>
<tr>
<th>Enrollement Status</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
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<tbody>
<tr>
<td>All EnrollementStatus</td>
<td>65%</td>
<td>69%</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>Continuing</td>
<td>72%</td>
<td>74%</td>
<td>75%</td>
<td>74%</td>
</tr>
<tr>
<td>First Time Student</td>
<td>62%</td>
<td>72%</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>First Time TRANSFER</td>
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<td>51%</td>
<td>52%</td>
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<td>Not Supplied</td>
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<td>45%</td>
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<td>49%</td>
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<tr>
<td>Returning</td>
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<td>49%</td>
<td>50%</td>
<td>46%</td>
</tr>
<tr>
<td>Returning TRANSFER</td>
<td>46%</td>
<td>47%</td>
<td>48%</td>
<td>57%</td>
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## Retention and Success by Division

### End of Course Enrollment

#### Fall 1995, 2000, 2005

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<tr>
<th>Division</th>
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<th></th>
<th>Fall 2000</th>
<th></th>
<th>Fall 2005</th>
<th></th>
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<td></td>
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<td>Retention</td>
<td>Success</td>
<td>Enrolled</td>
<td>Retention</td>
<td>Success</td>
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<tr>
<td>BUS &amp; TECH</td>
<td>8,273</td>
<td>81%</td>
<td>66%</td>
<td>9,214</td>
<td>80%</td>
<td>68%</td>
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<td>L/LRC</td>
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<td>Null</td>
<td>Null</td>
<td>12</td>
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<td>LIB. ARTS</td>
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<td>68%</td>
<td>21,796</td>
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<td>95%</td>
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<td>PE</td>
<td>3,180</td>
<td>82%</td>
<td>73%</td>
<td>4,378</td>
<td>80%</td>
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<tr>
<td>PUB SAFETY</td>
<td>892</td>
<td>83%</td>
<td>76%</td>
<td>883</td>
<td>84%</td>
<td>78%</td>
</tr>
<tr>
<td>SCI &amp; MATH</td>
<td>8,586</td>
<td>79%</td>
<td>65%</td>
<td>9,371</td>
<td>77%</td>
<td>61%</td>
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<tr>
<td>STU. DEV.</td>
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<td>86%</td>
<td>70%</td>
<td>558</td>
<td>89%</td>
<td>75%</td>
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<td>District Total</td>
<td>36,705</td>
<td>81%</td>
<td>68%</td>
<td>46,587</td>
<td>80%</td>
<td>67%</td>
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Introduction
Student Learning Outcomes

Since 2001, Sierra College has worked to develop and assess student learning outcomes as a central part of its institutional focus. Integrating learning outcomes into the curriculum of the college takes place on a number of levels. Individual instructors strengthen their understanding of outcomes and integrate them into their teaching through participation in the Learner Outcomes Institute and periodic workshops. Department faculty work to strengthen course-level outcomes through participation in a six-year cycle of Curriculum Review. Most recently, instructors are moving to explicitly integrate outcomes at the program level by participating in Program Outcome Review. At this point, Sierra College has moved toward greater institutional knowledge of the role of outcomes in instruction and integrating outcomes at the course level. The current emphasis is on increasing this focus in teaching and expanding its application to programs.

Established in 2001, the Learner Outcomes Institute (LOI) provides individual instructors with in-depth knowledge of the role of outcomes in classroom teaching. Participants target a course to create a learner-centered syllabus, student learning outcomes, and assessments aligned with the outcomes. Those who work together in LOI begin their work within the context of an outcomes-driven syllabus and move toward creating a specific project. The focus of the Institute is on concrete tools that can be brought into the classroom from the individual lesson, through assessment and into a clearer concept of the goals and outcomes of the course as a whole. Offered through the Staff Development Office, more than sixty instructors have participated in LOI since its inception.

LOI begins as a week-long intensive "camp" and continues through the semester in weekly presentations and discussions. The "camp" is designed to foster discussion and awareness of teaching practices and goals in a student-centered classroom. Guest presenters join LOI facilitators to provide a variety of perspectives and voices. Hands-on projects teach participants how to write effective learning outcomes and strengthen teaching skills. In the context of these conversations, participants create a project that will allow for concrete development of the skills and practices discussed during "camp." The remainder of LOI allows for participants to continue learning from facilitators and guest presenters during regular Friday presentations and discussions during the semester.

The Institute consciously allows participants to experience an environment of active learning based upon clearly identified learning outcomes. As stated in its syllabus, "When you complete this program you will be equipped with instructional tools that will assist you in your present and future classes." LOI focuses on strengthening the ability of instructors to frame their courses in the context of learning outcomes in three significant ways. First, participants develop skills as peer evaluators and gain the perspective of others in the program by scheduling a series of classroom observations. Second, participants strengthen their ability to act as facilitators by preparing and leading a group discussion based on assigned reading. Finally, participants consider the impact of their teaching by designing, implementing, and presenting the results of a classroom project to develop and assess student learning outcomes. The intensive focus of LOI impacts not only the instructors who actively participate but also the college community as a whole. Increasingly, the language of student outcomes is a clear part of teaching and learning at the college.

Perhaps the widest impact of this movement to integrate learning outcomes into the curriculum comes through the process of creating and revising curriculum. Using a web-based system, WebCMS, instructors consider the outline, outcomes, and a variety of course information for existing and new courses. All course outlines must be regularly revisited and revised in the context of Curriculum Review. In six-year cycles, every department carefully considers its offerings. Following Title 5 and Accreditation Standards, this mandated periodic review allows instructors, working as a department, to consider the structure and content of the courses they teach, as well as their degree patterns if they are part of an established degree or certificate. As a part of this process, instructors create not only course content outlines but also student learning outcomes. By regularly completing the process of Curriculum Review, departments work with the Curriculum Committee to ensure that all courses contain measurable student learning outcomes, regardless of instructor, location, or method of delivery. For departments that offer degrees and certificates, program outcomes are also reviewed for appropriate breadth, depth and rigor.

During both fall and spring Flex Week instructors can strengthen their understanding of curriculum and the WebCMS program through a Flex Work-
shop. This hands-on training includes a discussion of creating learning outcomes in the context of Bloom's Taxonomy. Instructors are encouraged to consider how they are requiring and assessing critical thinking in their classrooms by creating learning outcomes that utilize students' higher level thinking skills.

Most recently, Sierra College has expanded its use of learning outcomes to develop and assess student learning at the program level. In June 2005, a Program Outcomes Workshop was held at the Roseville Gateway Center. Arriving with a college catalog, a copy of their departmental Program Assessment Report (PAR), and detailed course outlines, approximately 40 participants discussed and created program outcomes for their departments.

From this initial workshop, the Program Outcomes Institute (POI) was created in fall 2005. Faculty representing Accounting, Communication Studies, Computer Information Systems, and the Tutor Center began a year-long process of developing and assessing program-level student learning outcomes. During the year, institution participants met regularly as they worked to create a program outcome, implement a pilot program outcome assessment, analyze data, and report recommendations to their departments. The workshop culminated in June 2006 with a series of presentations and the creation of the first set of student learning program outcomes for Sierra College.

In fall 2006, representatives from English, Developmental Math, Reading, Drama, Chemistry, and Biology began second incarnation of the year-long institute with an eight-hour workshop followed by regularly scheduled meetings throughout the fall and spring semesters to explore theory, create program outcomes and develop a concrete assessment plan for their respective departments. After completing POI in the spring, faculty participants will begin the formal program outcome review process for their departments the subsequent fall. A schedule for Program Outcome Review was created to structure the process. Ultimately, program learning outcomes and assessment will be incorporated into departmental Program Assessment and Review reports. As program outcomes become familiar to greater numbers of faculty, staff and administrators, this sense of broader planning will strengthen the ability of the college to participate in long-term planning based upon student learning outcomes.

Off-Campus Sites and Centers/ Distance Learning

As a multi-campus college district, Sierra College gathers and utilizes data both from the district as a whole as well as by location. Data from the district, as well as campuses at Rocklin and Nevada County and centers at Roseville Gateway and Tahoe Truckee, appears in an annual Atlas prepared by the Research and Resource Development Office and is available in both a print and on-line version. Courses offered throughout the district must be approved by the Curriculum Committee, and many Sierra College instructors teach at more than one location in the district, helping to strengthen the ties among the four sites.

The main campus at Rocklin is the oldest location and contains the greatest number of students and largest staff. Recently, a new stadium and parking lot were opened at the Rocklin Campus, and a new Math and Technology Center is slated to open in fall 2007. In fall 2005 the headcount at the Rocklin site was 15,368. About two-thirds of Sierra College students are counted as part of the Rocklin Campus. These student counts, however, are slightly inflated because they include duplicate students, who may be enrolled at more than one campus location, and all distance-learning students, regardless of where they live. A Natural History Museum, nature trails, and auditorium are among the features that connect the Rocklin campus to the community.

The Roseville Gateway Center is close to the Rocklin site. Since its opening in fall 1998, the Center offers both traditional and fast-track courses in a variety of disciplines. In addition, three programs, Nursing, Fire Tech/E.M.T. and Administration of Justice, are housed at the Roseville center. In addition to the more traditional courses and programs offered at Roseville-Gateway, the campus is also home to the Osher Lifelong Learning Institute. Funded in part by a grant from the Bernard Osher Foundation to meet the educational needs of older adults, the Institute states in its mission statement that it will seek to "serve the Sierra College District mature adult community by providing intellectually challenging lifelong learning opportunities." The headcount at Roseville Gateway in fall 2005 stood at 3,716 students. About 15 percent of Sierra College students are counted in this number.

The largest physical expansion of the original campus was the creation of a new campus in Nevada County (NCC). The 105 acre campus opened in 1996 and, with the passage of a general bond obligation in November 2004, continues to
Through the creation of a school facilities improvement district (SFID), a list of projects has been created that includes the repair and upgrade of facilities, technology, student services, and site accessibility. Students may attend NCC exclusively and receive a variety of degrees and certificates. For some courses of study, however, students must either travel to the main campus or Roseville Gateway for completion. Since fall 2001 NCC has experienced a slight decline in its student headcount, which stood at 2,989 in fall 2005.

The newest addition to the Sierra College District is the Tahoe Truckee Center. Currently the smallest in terms of infrastructure and students, in fall 2005 its headcount stood at just over 500 students. However, voters also passed a bond to fund a new campus in November 2004. Currently in its design phase, the general obligation bond authorized and funded a SFID to create a community college campus for general education. Until campus construction is completed, increasing numbers of students take classes at the center located in a leased facility. Most students who wish to complete a program will need to supplement course offerings at Tahoe Truckee with online courses or attend another district site.

The Sierra College district has moved away from offering courses at alternative facilities. While in fall 2001 a student headcount of 1,241 attended "other locations," in fall 2005 this number had dropped by nearly half to 697 students. Many of these classes were offered at high schools throughout the district. High school students are now encouraged to take classes on the campuses.

The decline in "other locations" is also more than offset by a growth in distance learning courses offered by the college. In fall 2001 enrollment in distance learning courses, online or televised, stood at 1634 students. By fall 2005, 4,062 students participated in distance learning. This growth, however, has not been consistent for all methods of delivery. Televised courses, offered live through the local cable company, declined dramatically during the period, falling by 46 percent since fall 2001. Online courses have increased by over 500 percent. In real numbers, 579 online students enrolled in fall 2001. By fall 2005, this number had grown to 3,496 students, placing Sierra College in the top 20 California schools for online enrollment.

Online courses offer students the same learning outcomes as traditional classes as approved by the Curriculum Committee through the established process. Online training and assistance are offered for both students and instructors through distance learning. Online classes use the Blackboard course management system to deliver courses and have gone through several upgrades to improve delivery of material. Recently, the Academic Senate authorized the creation of a Distance Education Committee. The rapid growth of online teaching has created some challenges for those offering the material. Through ongoing training and discussion, two current concerns of the Distance Education Committee are improving methods of instructor evaluations and rates of student success.
Introduction

External Audit Information

An independent Certified Public Accountant audits the college's financial records annually. The Audit Committee of the Board of Trustees monitors the process, and the college formally responds to management letter comments provided by the auditors. The college complies with state and federal requirements. In recent years the college has received no audit findings or recommendations that are considered a material weakness in the internal control systems. The financial stability of the college has resulted in three external credit rating upgrades since the last accreditation. Standard & Poor currently grades the college an "A+" and Moody's an "A1."
Abstract of the Report

Themes

In fall 2004 an Accreditation Steering Committee comprised of faculty, staff, students, and management began the process of completing a Self-Study by reviewing the standard themes and inviting members of the college community to participate in the process. In spring 2005 the college moved beyond the developmental stages of the Accreditation Self-Study and began the creation of theme groups. Reflecting the focus identified by the Accreditation Commission, groups developed around the themes of institutional commitments; evaluation, planning, and improvement; student learning outcomes; organization; dialogue; and institutional integrity. The Accreditation Steering Committee provided leadership and oversight in identifying theme chairs and providing training to familiarize them with accreditation processes, purposes, and standards. To strengthen the focus of the college and involve greater numbers of faculty and staff, the Research & Planning Group of California Community Colleges presented an all-day workshop in March 2005. Approximately 100 faculty and staff participated in the Student Learning Outcomes Workshop, working in small groups to focus on instruction or student services. The final revision of the list of the theme committees' chairs and participants in February 2006 indicates that over 100 volunteers from the college community have worked together to build a dialogue, gather and analyze material, and build a data-base of evidence from which to create the Self-Study.

During the process of exploring the accreditation Themes, participants brought together a wide array of evidence now contained in the Sierra College Accreditation Collaboration Web Program. Referred to as the "Crosswalk," this database reflects the work of all six Theme subgroups and provides an invaluable resource for exploration within the Themes. The "Crosswalk" allows for documents to be uploaded, given a descriptive title, connected to a theme, and cross-referenced to a standard. A "comments" section allows those providing the information to develop a context for individual documents. Over 500 pieces of evidence, from committee minutes, to PowerPoint presentations, survey results, and official documents were uploaded and cross-listed with the Standards during the period of dialogue around the Themes.

The context of Standard Themes has also highlighted the importance of continued dialogue around these issues. For example, the dialogue about student learning outcomes has provided leadership and focus beyond the requirements of accreditation. Although most of the theme groups disbanded or re-focused based upon the Standards and the needs and availability of participants, those involved in student learning outcomes took a different path. Recognizing the integral role outcomes must permanently play in institutional development; the Student Learning Outcomes Committee eventually became the Program Outcomes Committee and was approved as an Academic Senate standing committee, thereby expanding the dialogue from the collection of evidence for one particular Accreditation Self-Study into an on-going campus commitment. As discussed in the introduction and Standard II below, this development reflects a movement to expand the place of learning outcomes within the vision of the college community. The Themes Groups, using the "Crosswalk," helped to create a culture of evidence and expanded dialogue within the college beyond the narrow scope of accreditation. In addition, these processes also served the college well when the accreditation focus shifted from Themes to Standards in spring 2006.

Standards

Based on the experiences and recommendations of other community colleges and the Accreditation Commission, in April 2006 the Steering Committee transitioned from Themes to Standards. The same "Crosswalk" that was first used in context of Themes allowed for the writing of the current standards-based Self-Study.

Standard 1: Institutional Mission and Effectiveness

An annually-reviewed Mission Statement and accompanying Guiding Principles form the basis for identifying and gathering qualitative and quantitative data for the college. Using the Program Assessment and Review (PAR) process for departments and programs allows for effective measurement of the Mission. By aligning departments and college, the Mission has facilitated planning and decision-making for the institution. As a part of the dialogue inherent in the shared governance process, not only can learning be more carefully measured, but plans for improvement can be more clearly based upon these outcomes. In order to tie the shared governance process of the college with decisions at the Board level, regular presentations help to highlight student achievement and success. Institutional leadership, in the form of management teams as well as shared governance joined in a Strategic Council, sets goals based upon the Mission Statement.
Abstract of the Report

Utilizing research data from a re-structured Research and Resource Development Office increased documentation results in a clearly organized and supported process. By implementing an annual PAR process, a six-year cycle for curriculum review and a newly-developed program outcome review cycle, the institution maintains clear expectations for its departments and programs. Joining a wide variety of stakeholders within the college community, the college ensures that the planning process is broadly based.

As a result of the Self-Study the college finds that it regularly meets the standards associated with its institutional mission and effectiveness. The ongoing review of the Mission Statement and development of the PAR process allow for regular dialogue concerning the planning and goals of the college. The PAR process allows for annual review and creates a clear sense of stability and purpose. Changes and challenges to college leadership have potentially threatened continuity at the college, but new Board leadership, in cooperation with the new superintendent/president will allow a reevaluation and commitment to institutional goal-setting. This process must include a clear commitment to the process of shared governance and the role of respect and communication among groups.

Standard II: Student Learning Programs and Services

IIA: Instructional Programs

Sierra College develops and acknowledges a professional faculty who offer quality instructional programs in a variety of locations and means of delivery. Planning encompasses the needs of four locations and an active and growing Distance Education program. Working within established frameworks, instructors carefully present and regularly evaluate their curriculum. The college utilizes a variety of evidence in order to measure its ability to meet the needs of its student population. The college is now expanding its focus on student learning at the program level.

Student needs lie at the heart of all instructional programs. Courses and programs seek to provide up-to-date and valuable knowledge based upon research and planning. Instructors create course outcomes that translate into preparation for transfer to other institutions or employment in the community. Instructors recognize different learning styles, offer material in a variety of modes, and schedule and design classes in order to support student needs. The college provides programs and a learning environment designed to foster and encourage student learning. General education classes strengthen communication, critical thinking, and reasoning skills in a clearly organized pattern. Printed in the catalog and available online, general education patterns give students an enhanced understanding of the world in which they live. In addition to mandated General Education categories of Title 5, Sierra College has expanded its requirements to include Health Education/Physical Education and Multicultural Studies requirements.

The presence of growing numbers of international students on campus and the opportunity for Sierra College students to participate in the Study Abroad Program also enhances students' awareness of living in a global world.

Faculty expertise offers Sierra College students the opportunity to receive an excellent education. Hiring procedures ensure all instructors meet minimum qualifications for the courses they teach. An established evaluation process strengthens the quality of both full-time and part-time faculty instruction. Course outlines enhanced by a curriculum review process (described below) include student learning outcomes, course content, teaching methodology and sample assignments and assessments to clarify course content. Instructors use these outlines to build their own syllabi under the concepts of recently revised and approved standards for academic freedom. Instruction continues to be delivered in the traditional settings of lecture, lab, discussion, and activity. In addition, institutional investment increasingly allows instructors to utilize technological resources in the form of "smart" classrooms and Web-enhanced or Web-based courses. Faculty workshops offer opportunities to develop new teaching strategies. Staff Development and the Student Success Program offer a variety of opportunities to strengthen teaching methods and content.

The development of a clear structure for the creation, evaluation, and oversight of instructional programs helps create consistency in the education offered at the college. A commitment to student learning is based in the broader focus of the Mission Statement and realized in shared governance. The Curriculum, Educational Requirements, and Program Outcomes Committees, facilitated by faculty and experts from the campus community, guide course and program development. A broad variety of stakeholders within and outside the college community guides decisions. Individual faculty members create curriculum. Instructional programs consider program needs and goals in an annual PAR process. In six-year cycles
programs also review their curriculum and programs under the guidance of Department Chairs, the Curriculum Committee, and the Program Outcomes Committee. Business partners and advisory committees identify and encourage course and program development.

The process of maintaining strong educational programs is aided by a web-based program, WebCMS, which allows the creation of course outlines containing clear student learning outcomes. Guided by the Program and Curriculum Handbook, by 2008 all instructional programs should have completed a curriculum review under this process. The college is now expanding its ability to provide quality education and consistency within programs by developing program outcomes and enhancing the ability of instructors and programs to measure student learning outcomes.

IIA: Student Support Services

Student support services contribute to the college’s mission to provide a supportive learning environment to students with diverse goals, abilities, and needs. The college promotes services to students in both print and electronic formats and at all of its sites. Providing all of the content requirements for the Standard, the catalog is available online and in print for sale and reference. Including information on courses, programs, and services, the catalog is one of several ways the college informs students of available services. The college has clear processes for application, transfer, and matriculation. Programs such as Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and Veterans Services support diverse student needs. In order to ensure that students are aware of programs and services, orientations and student guides are available in both print and electronic versions. Student surveys and shared governance bodies also identify particular needs at Sierra College. The International Students Program and "Five Percent Project" respectively bring in a diverse student population and seek to improve retention and success rates for at-risk students.

As well as supporting a successful academic experience at the college, student support services also play a role in enriching this experience. Student government and leadership opportunities bring students into the process of shared governance on the campus. Working within the context of a strengthened Campus Life organization, students play an instrumental role in setting goals for activities and events and participate in a variety of student clubs.

Regular dialogue occurs in a variety of settings in order to assure the effectiveness of student services. College stakeholders participate in shared governance bodies such as the Student Success Advisory Committee and Distance Learning Task Force. In spring 2005 the Student Equity Committee (a sub-committee of Student Success) created an award-winning Student Equity plan. Their success and enthusiasm led to the decision to continue and expand the mission of this group by setting goals beyond the initial state mandate of an updated Student Equity Plan. Faculty and staff active in student success programs regularly attend meetings, conferences, and trainings to maintain currency and update knowledge. An established process ensures these faculty and staff are regularly evaluated. The Student Services Coordinating Council meets monthly to ensure an ongoing dialogue on issues of quality and a voice to recommend improvement in the context of shared governance.

Evaluation of the effectiveness of these services relies on data from several sources. Research data and analysis in the form of student surveys and regularly collected statistics allows for annual review of services as a part of PAR process. Both faculty and staff are regularly evaluated through established processes. Student Services is also beginning to institute a formal system of Program Review based upon identified and measurable student outcomes.

IIIB: Library and Learning Support Services

Sierra College currently houses two libraries, at Rocklin and Nevada County campuses. The LRC buildings at both sites offer classroom space, student support for computer and information access, book, periodical, and visual material, and personnel to staff and support both sites. In addition, the libraries offer significant material and services online in collaboration with Endeavor Information Systems and a variety of databases. In keeping with its mission to support student learning, the libraries provide orientations and offer tutoring, reference, and computer resources. Working with the Research and Planning Office, the two sites have developed surveys in order to measure student and faculty use and satisfaction. This information helps determine future goals as reflected in the annual PAR for each site.

Reflecting the geographical area of the district, the college is also committed to collaborating with the City of Lincoln and Western Placer Unified School District in the construction of a join-use library. The construction of the Tahoe-
Abstract of the Report

Truckee campus, currently in the planning, will also include library services. At this point the current leased facility is insufficient for library space and staffing. The LRC therefore has the challenge of providing services at sites already in existence, as well as looking toward future needs of the college.

**Standard III: Resources**

**IIIA: Human Resources**

Hiring policies and procedures at the college follow established guidelines based upon Board policies and comply with state and federal laws and regulations. Decisions about personnel needs are part of the yearly PAR process of college departments and programs. Personnel are employed based upon established minimum qualifications and ensured by the hiring process. Job opportunities are developed and announced using both print and electronic media. The hiring process includes applicant self-assessment, the creation and utilization of rating guides, and a consensus policy for all hiring committees. An EEO representative serves as a voting member on hiring committees and all members receive EEO training to ensure fairness and transparency in the process. Employment of full-time faculty meets the legal minimum requirements and needs improvement. Limitations on college resources (discussed below) currently challenge the ability of the institution to improve full-time staffing.

After employment, faculty and classified staff evaluations follow a Board approved process negotiated through collective bargaining agreements. Newly-unionized management is in the process of negotiating evaluation methods. Staff Development provides a variety of activities and funding opportunities for professional development. By contractual obligation and personal interest, professional development activities are offered and evaluated during a Flex Week at the beginning of each semester and throughout the year.

The Self-Study Planning Agendas identify the need to improve some institutional Human Resource policies and practices. College personnel operate in a climate of collegiality, but currently the Management senate still needs to join the Faculty and Classified Senates in developing a code of ethics to guide their members. Personnel records are maintained in confidentiality, but software is needed to better secure and access these records. A newly hired EEO Program Manager is currently in the process of evaluating and setting goals for diversity practices at the college. For the EEO Program and other programs and departments on campus, this planning now needs to be integrated into long-range planning.

**IIIB: Physical Resources**

The district utilizes an award-winning 2003 Facilities Master Plan (FMP), updated and revised in 2006, to guide physical resource planning. Created in the context of a campuswide dialogue and supporting the college Mission Statement, the FMP identifies new construction and renovation needs at sites throughout the district. Resource planning led to the passage of bonds for the Nevada County and Tahoe-Truckee campuses. However, the failure of bond acts in 2004 and 2006 forces the Rocklin Campus to rely on state funds, donations, and budgeted resources to support its mission. As discussed below, challenges in identifying financial resources limits investment in physical resources.

Institutional planning takes place in the context of a yearly PAR process and utilization analysis, state-mandated Five-Year Construction and Maintenance Plans, and long-term projections. This planning reflects the demands of a multi-campus institution to both upgrade and renovate existing facilities and invest in new facilities to accommodate physical growth. In spite of challenges to funding, the Rocklin Campus continues to invest in its physical operations, and utilizing state matching funds, is in the process of completing a new Math and Technology Building. Both the Nevada County and Tahoe-Truckee campuses are in the design phase of building as a result of bond passage.

**IIIC: Technology Resources**

Planning not only includes human and physical resources but also must consider technological investment in order to meet student needs for currency in their education. Technology needs reflect the reality of an aging campus in Rocklin, realities of leasing an older facility at the Roseville Gateway center, and the creation of new systems at the expanding campuses of Nevada County and Tahoe-Truckee.

**IIID: Financial Resources**

Priorities and funding needs are identified at the department and program level, move through divisions, and end at Executive and Strategic Councils. This process allows an integrated approach to resource allocation. A clear commitment to sound financial planning, supported by Board priorities, pro-
vides a budget process that accounts for financial obligations, demonstrates awareness of opportunities for finance enhancement through grants, honors commitments to legal timelines, allows for budget reserves, and results in a clean audit and excellent credit rating.

Financial planning is based upon the college’s mission and goals, as reflected in the PAR process. The budget process utilizes priorities set within the context of the PAR and Omniparty process, bringing in representatives from throughout the college and bargaining units together in a transparent collaboration. The ability of all bargaining units to work together allowed for the creation of a comprehensive income formula for the allocation of new funds in 2005-2006. A commitment to collaboration and systemwide structures has helped the college during changes in economic times. In 2002-2003 the college weathered the systemwide financial crisis without resorting to layoffs. Having shown its flexibility, the college now needs to move toward evaluating and using resources with better integration between the PAR process, budget process, and goals of the Strategic Council. This integration will better facilitate long-term institutional planning.

Standard IV: Leadership and Governance

IVA: Decision-Making Roles and Processes

Board-approved administrative procedures and a culture of shared governance shape leadership at the college. Shared governance committees involving stakeholders within the institution allow forums for discussion. Faculty, management, classified, and student representatives meet regularly in their respective senate committees in addition to engaging in discussion regarding decision-making for the institution as a whole in a Strategic Council. Faculty-led Academic Senate standing committees of Curriculum and Program Outcomes help guide and focus shared governance around the central issue of student learning. In addition to the bodies within the shared governance process, participation in an annual PAR process and collective bargaining units provide avenues for participation.

To strengthen the ability of those involved to make good decisions, training for new employees, a leadership institute, and staff development opportunities allow informed participation. Ethics statements (published or in progress) provide a set of values to connect committees and processes. To facilitate communication surrounding decision-making, agendas and recollections are posted electronically and available in print versions. Regular surveys help gauge the effectiveness of these roles and processes. The process of shared governance also provided the necessary structure to create the Accreditation Self-Study, as reflected in the earlier discussion of the role of Themes in shaping discussion. In part, the strength of these processes is also reflected in the ability of the institution to weather difficulties from internal and external sources, most especially the turmoil surrounding Board actions that led to the unplanned retirement/resignation of the Superintendent/President in 2005.

IVB: Board and Administrative Organization

The Sierra College Board of Trustees is composed of seven members serving four-year terms under a system of staggered elections. Open monthly meetings are held at sites throughout the district and allow for public comments. Presentations to educate the Board on issues of student success and learning are a regular feature of meetings. The Board of Trustees is ultimately responsible for institutional policy and goals, utilizing staff recommendations and legal council to guide decisions. On-campus and systemwide orientations and workshops educate individual Board members on their rights and responsibilities. A Code of Ethics helps shape decisions, and a regular cycle of self-evaluation encourages reflection on policy decisions. Recent events at the college, however, illustrate that Board decisions can create significant disruption and divisiveness. The early retirement/resignation in January 2005 of the Superintendent/President, followed by an Interim President and ultimately the hiring of a new President, created a climate of mistrust concerning Board actions. The college has not attempted to measure the impact of this inconsistency in leadership, and at this time the focus is instead on building new relationships.

In July 2006 a new president began his tenure. Some changes in the flow of information and decision-making at the executive level have already been implemented. A clear focus for the organization at this time is to identify long-term goals. The new president, in concert with Strategic Council and the Board of Trustees, is engaged in identifying priorities that best realize student success.
Organization for the Self Study

After a series of preliminary, ad hoc meetings which took place from fall 2003 to spring 2004, Sierra College officially began the accreditation process in September of 2004 when the Accreditation Steering Committee first met to: review the theme structure; develop a timeline; establish Chairs for the theme groups; and prepare/distribute a campus-wide invitation for broad participation from the campus community. [Invitation to Participate, Volunteer Form]

This process was coordinated under the leadership of the Vice President of Educational Program and Services, who acted as the Accreditation Liaison Officer (ALO). The committees and their memberships (comprised of faculty, management, classified staff, students and a Board member) continued to evolve from 2004 to 2006 due to the change in focus from themes to standards. [Themes Committees Roster, Standards Committees Roster] Committees and sub-committees met regularly to review, process, and share information and discoveries. The ALO also hosted a series of workshops and retreats whose purposes were to educate, initiate and stimulate the conversation, research and discovery that was necessary for this process to be successful. The team focused on a broad and varied body of evidence, including several surveys which were conducted by the Research office. The campus community and the public received updates on committees, calendars and other important information via the school website, e-mails, campus-wide memos, senate meetings and convocation presentations.

The revised Self Study structure challenged the college to view its evaluation process from a new perspective. Though the themes were eventually abandoned and the report was ultimately written from a Standards format, the initial challenge to organize this exercise from the themes perspective was valuable for initiating dialogue and was useful in the development of the Self Study. The themes proved catalytic to the ultimate writing process. During the past 2½ years, evidence has been thoughtfully collected, studied and assessed. Throughout this process the campus and community constituents were regularly consulted (including students, via surveys and Student Senate meetings). The culmination of this effort was the Self Study report. Upon completion of the rough draft of this report, campus and community constituents were given the opportunity to review and comment. Co-chairs assisted by addressing questions and concerns during this review process. The result is this final Self Study report, supported by the evidence which has been supplied in the form of hyperlinks.

Accreditation Committee(s) and Associated Participants

Accreditation Liaison Officer:
Morgan Lynn (Management)

Administrative Support:
Becky Poland (Classified, Mgt.)

Themes Chairs:
Dialogue:
Michelle Devol (Faculty)
Sue Michaels (Management)

Student Learning Outcomes:
Julie Bruno (Faculty)
Nancy Cook (Faculty)
Randy Snook (Faculty)

Institutional Commitments:
Darlene Jackson (Management)
Kim Reina (Faculty)

Evaluation, Planning, Improvement:
Craig Kelly (Classified)
Melissa Prinzing (Faculty)

Organization:
Diane McKnight (Management)
Sandra Scott (Management)

Institutional Integrity:
Barbara Vineyard (Board of Trustees)
John Volek (Management)
Organization for the Self Study

Standards Chairs:

Institutional Mission and Effectiveness:
- Gary Guckel (Faculty)
- Brian Haley (Management)
- Craig Kelly (Classified)

Student Learning Programs and Services:
- Julie Bruno (Faculty)
- Morgan Lynn (Management)

Resources:
- Doug Smith (Management)

Leadership and Governance:
- Barry Abrams (Faculty)
- Barbara Vineyard (Board of Trustees)

Writing Team:
- Morgan Lynn (Management)
- Julie Bruno, Writer (Faculty)
- Aimee Myers, Writer (Faculty)
- Tricia Lord, Final Editor (Faculty)
- Becky Poland, Writer (Mgt.)
- Laurie Thiers, Writer (Classified)

Others:
- Greg Van de Bogart (IT Support)
- Ricardo Bajamundi (IT Support)

General Timeline of Committee Activities

Fall 2004
- Early developmental stages of Self Study

Spring 2005
- Creation of theme groups
- Designation of Theme Chairs
- Training of Chairs to familiarize them with Accreditation processes, purposes, standards and themes; provide tools to use with theme groups
- Develop strategies to foster dialogue throughout the college on issues such as Program Outcomes, Core Competencies/Institutional Outcomes, etc.
- Work with theme subgroups to expand conversation

Fall 2005
- Continuation of theme group meetings, exploring themes, looking for evidence, to foster dialogue

Spring 2006
- Theme groups work on fostering dialogue
- Gather and analyze data
- Begin draft of document, including cross references to each of the sub-standards
- Collect and index evidence that supports assertions made in report.
- Discussions by steering group surrounding common issues and data needs
- Preliminary talks regarding format of report
- Theme groups write

Fall 2006
- First and final drafts from Standards committees prepared and submitted to ALO for compilation into Self Study document

Spring 2007
- Prepare final version of Self Study; submit through governance process, Board of Trustees and then to WASC-ACCJC

Fall 2007
- Prepare for visit from Accreditation Team
Organization of the Institution
Organization of the Institution

Business & Technology Division

**BUSINESS & TECHNOLOGY DIVISION**

- **VACANT (LYNN), VICE PRESIDENT, EDUCATIONAL PROGRAMS & SERVICES**
  - **S. GUEVARA, DEAN**
  - **L. SANCHEZ, ASSOCIATE DEAN**

DIVISION OFFICE
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- J. RAINFY, AA - INSTR.
- L. NASH, AA - INSTR.

- **D. JACKSON, ASSOC. DEAN**
  - CHILD DEV. CENTERS
  - D. MALFA, AA - INSTR.

HUM. DEV. CORE
- L. CAPALD
- C. BILYK
- J. QUINLAN

- **C.I.S.**
  - M. HALSEN
  - L. MATHER

- **BUSINESS**
  - C. DUNN
  - K. REINHARD
  - T. READ
  - E. BIENVUE

- **ENGINEERING SUPPORT TECHNOLOGY**
  - VACANT (ANDERSON)
  - S. JUNO

- **CLASSIFIED**
  - J. CORRIGAN, COMP LAB TECH. ASSIST.
  - R. BERJKOE, COMP LAB TECH. ASSIST.
  - R. BUDERER, LAB TECH. AUTO
  - M. HISS, MAINT. TECH. - AUTO
  - J. SOUSA, MAINT. TECH. - CONSTR.
  - A. LOPEZ, LAB TECH. - C.I.E.

- **REAL ESTATE**

- **ACCOUNTING**
  - B. LOLLAND
  - K. HESSINGFR.
  - T. JENSEN

- **CONSTRUCTION TECH.**
  - C. CHAMBERLAN
  - N. WILICK

- **ADMIN. OF JUSTICE**
  - N. WILICK, INTERIM COORDINATOR (MCCOLOHAN)

- **AUTOMOTIVE/TECH**
  - S. SMITH
  - W. LINVILLE
  - A. WONG

- **COMPUTER SCIENCE**
  - B. BROWN
  - B. DOLE
  - W. DORECK
  - T. OWENS

- **C.I.S.**
  - D. BUSHIELL
  - C. DUIN
  - P. ELSON
  - M. PRINZINO

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† Supervisor
Organization of the Institution

Health, Physical Education, Recreation & Athletics Division

HEALTH, PHYSICAL EDUCATION, RECREATION & ATHLETICS DIVISION

VACANT (LYNN)
VICE PRESIDENT
EDUCATIONAL PROGRAMS & SERVICES

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S. KELLEY, AA – INSTR.
VACANT, AA/INSTR.

N. SMITH, ATHLETIC TRAINER
D. JOHNSON, ATHLETIC TRAINER
S. PISK, ATHLETIC EQUIP. TECH

FAUCULTY/COACHES
D. BROWNELL – WOMEN’S SOFTBALL
M. CONWAY – P.E. INSTRUCTOR
S. DECKER – women’s swim & water polo
VACANT – P.E. INSTRUCTOR/COACH (FORKUM)
J. FUSANG – MCB’s BASKETBALL
R. GOLDENBERG – P.E. INSTRUCTOR/WELLNESS
K. LINDE – WOMEN’S GOLF
J. TISDEL – FOOTBALL COACH
R. WILLSON – BASEBALL COACH
E. CATON – ADAPATIVE P.E. INSTRUCTOR
B. MURRISH, WOMEN’S BASKETBALL COACH

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◇ Classified Lead
Organization of the Institution

Roseville Gateway Center

ROSEVILLE GATEWAY CENTER

"VACANT (LYNN), VICE PRESIDENT EDUCATIONAL PROGRAMS & SERVICES"

"D. McKnight, Dean Sierra College - Roseville Gateway Center"

VTEC/TECH PREP

ADMINISTRATION
- Y. Maguire, Student Servs. Tech. III - Site
- F. Miller, Student Serv. Tech. III - Site

III
- A. Race, Comp. Lab Tech. Assistant

FACILITY RESOURCE
- N. Gifford, Facilities Resource Specialist

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Faculty Coord.
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Workforce Development & Continuing Education Division

WORKFORCE DEVELOPMENT & CONTINUING EDUCATION DIVISION

"VACANT (LYNN),
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H. PEPPER-KITTREDGE
CENTER FOR APPLIED & COMPETITIVE TECHNOLOGIES (CACT)
PROGRAM MANAGER

IBDC

†I GILLESPE, PROGRAM MANAGER

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OSHER LIFELONG LEARNING INSTITUTE
ERERITUS COLLEGE

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Organization of the Institution

Operational Services

* L. CHAVEZ, SUPERINTENDENT/PRESIDENT

* D. SMITH, VICE PRESIDENT
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M. ROBERTS, EXEC. SEC.
(Confidential)

VANIR CONSTRUCTION MANAGEMENT

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  Risk, Feasibility & Loss Control

L. ROATH, ENV. HLTH. & SAF. SPC.

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K. DRANBELL,
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R. VEMILLION, PAY. TECH.
A. CASEY, PAYROLL TECH.

ACCOUNTING
C. MCLAUGHLIN, ACCOUNTANT
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CASHER
A. PLATZ, CASHER
P. ROBERTSON, CASHER

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BUSINESS SERV. ASSIST.

A. GOFT,
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S. DAVIS,
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REPROGRAPHICS
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R. BROWN, REPRO. TECH.
S. BROWN, REPRO. TECH.

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L. WOOD, MAIL SERV. TECH.
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CAFETERIA
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† R. WELLSPEY, GENERAL SERVICES MANAGER

A. LANGLEY,
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A. LANGLEY,
FAC. OPS. ASSIST. II

FACILITIES MAINTENANCE
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R. VINCENZ, FAC. TECH
R. YANEZ, FAC. TECH
K. SIMMONS, FAC. TECH

ENERGY MAINTENANCE
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R. McMURTRY, ENERGY SPC.
F. WILSON, ENERGY SPC.

GROUNDS
S. CLARKSON, GRODS. MAINT. TECH.
D. MUNOZ, GRODS. MAINT. TECH.
R. MIYATA, GRODS. MAINT. TECH.
D. DAVIDSON, GRODS. MAINT. TECH.

TRANS.OutOfRange
S. ACUNA, TRANS. COOR.
J. BLANCO, VEHICLE MAINT. TECH.
J. LLOYD, VEHICLE MAINT. TECH.
S. SIMURO, BUS DRIVER/CUSTODIAN

K. PURDY,
FAC. OPS. ASSIST. II

R. ROGERS,
PLANT OPS. SUP.

E. KULLIGA,
K. THYDAM
D. HOFSTY
V. HECHERICO

R. O'ROKE
S. BANIX
R. COSTAN
A. WILLMORE
J. HERNANDEZ

R. ADAMS
C. RUIZ
S. WERNER

I. W. ROGERS,
PLANT OPS. SUP.

E. KULLIGA
S. BANIX
R. COSTAN
A. WILLMORE
J. HERNANDEZ

K. THYDAM
D. HOFSTY
V. HECHERICO
Certification of Continued Compliance with Eligibility Requirements
1. Authority

As a member institution of the California Community College System, Sierra College is authorized to provide educational programs by the California Education Code. The College acts under the direct authority of the Sierra Joint Community College District Board of Trustees, the Board of Governors of the California Community College, and the Chancellor's Office. Its programs and services follow the guidelines set by the California Code of Regulations, Title 5. Continuous accreditation is granted through the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. [WASC Accreditation Certificate, June 2001; Catalog 2006-07, p.3; Board Policy 1100]

2. Mission

The Sierra College Board of Trustees established a mission statement as policy in 1984; since then, the mission statement has undergone frequent modifications and revisions. The current revision was approved by the Board of Trustees in January 2002, and was reaffirmed in December 2003 as part of an extensive revision of all Board policies. The Mission appears in the College Catalog, the Schedule of Classes, as part of the College's Institutional Goals, and in the Board's Vision 2020 Board Policy revised and adopted March 2006. [Board Policies: 1200 and 2900; Board Minutes, March 14, 2006; Catalog 2006-07, p. 4; Spring 2007 Schedule, p. 131]

3. Governing Board

A seven-member Board of Trustees has ultimate responsibility for all programs and operations at Sierra College. Each Board member represents a specific geographic area within the District (Placer and Nevada Counties, with sections of El Dorado and Sacramento Counties), but the electorate of the entire District votes for each position. [Standard 4B. 1 a; Board Policies: 1100 and 2100; Board Policy Index]

Board Policies establish the goals, methods, rights, and obligations of the members of the Board of Trustees. [Board Policies: 2010-2900]

The Board currently meets once a month, with provision for additional or special meetings; the agenda includes time for community and staff commentary on non-agenda items. The President of the Associated Students of Sierra College (ASSC), elected annually by the Sierra College student body, serves as a student trustee (non-voting).

The Board of Trustees follows a conflict of interest policy [Board Policy 2710] as well as a code of ethics. [Board Policy 2715] No Board member has any interests conflicting with their roles as trustees of the institution. [Standard 4A; 4B. 1]

4. Chief Executive Officer

The Governing Board selects the CEO. The Board not only confirms the appointment of the CEO, but also approves the search and selection process, the position description, the qualities and qualifications to be sought and the time lines to be followed. Trustees serve as members of the screening committee(s) and as the final selection panel in the hiring process. The Board conducts yearly evaluations of the CEO as provided in Policy. [Board Policies: 2431, 2432, 2435; Standard 4B. 1 j]

The CEO serves as both District Superintendent and President of the College and serves as the secretary to the governing board. The CEO's primary responsibilities are the implementation of Board Policy, the effective management of the College, and long range planning for the District. [President's website; Board Policy 2430; Standard 4B. 2]

5. Administrative Capacity

The administrative structure of Sierra College is reorganized periodically to address the growing needs and complexity of the district with new administrative and staff positions created as needed. [Organizational Chart; Standard 4A]

All applicants for administrative positions are screened for minimum qualifications appropriate to the particular positions they address. Each administrative position has a job description outlining the duties and responsibilities associated with that position. All administrators are evaluated on a regular basis as required by the provisions in the Management Handbook. The college provides ongoing opportunity for staff development and leadership training for all its managers.
6. Operational Status

The College offers a variety of educational programs and services including a range of transfer, skill development, and vocational education curricula. Offerings and programs change regularly to reflect the needs of students in the district and on-line. Certificate and degree programs, active credit and skill development courses, and College requirements are listed in the catalog; current offerings appear in both on-line and print versions of the schedule. [5 yr enrollment history-Atlas; Enrollments in degree programs by year; Degrees awarded; Spring 2007 Schedule; Online schedule]

7. Degrees

A majority of Sierra College courses fulfill program requirements for AA/AS degrees or certificates, and a majority of the students are enrolled in them. A substantial number of full time students receive degrees or certificates, or prepare for transfer to four-year institutions. [Catalog 2006-07: Degree Programs; General Education Degree Requirements; Course Numbering System; Major requirements and course information]

8. Educational Programs

The institution's principal degree programs are congruent with its mission. Programs are based on recognized fields of study in higher education, are of sufficient content and length, present sufficient variety within disciplines, and are conducted and maintained at appropriate levels of quality and rigor. The majority of transfer and terminal degree programs require two years of study. [Catalog 2006-07: Degree and Certificate Programs; Major requirements and course information; Spring 2007 Schedule of Classes, online class offerings]

9. Academic Credit

The Curriculum Committee determines specific unit credit total for individual courses as well as credit or non-credit status, following the guidelines established in the Program and Curriculum Handbook. All policies and actions are based on Title 5, section 55002-55002.5. [Board Policy 4020; Administrative Procedure 4020; Catalog 2006-07: Transfer Credit Acceptance, Units and Grade Points; Program and Curriculum Handbook, p. 19-21]

10. Student Learning Achievement

Goals and outcomes for all major and certificate programs are listed in the catalog. New programs, program revisions, and programs undergoing review require the development of outcome statements, appearing in the catalog descriptions of each program. Career and technical education programs develop mission statements and outcomes in conjunction with expert advisory committees. All instructional departments, with or without majors, have established mission statements for their programs to guide curriculum and resource planning and outcome assessments. These mission statements appear in the department Program Assessment and Review documents.

Yearly program assessment reviews (PARs) evaluate a program's success according to universally available MIS data such as success and retention rates or graduation. Some departments incorporate individual department research in their PARs. Departments are currently developing procedures for measuring student success in achieving the stated outcomes of courses and programs. [Catalog 2006-07; Chemistry PAR; Chemistry PAR Data; Atlas]

11. General Education

General Education programs and courses meet and exceed the requirements of Title 5 Regulations (section 55806). The quality and rigor of Sierra College general education is consistent with the academic standards appropriate to higher education, providing breadth of knowledge, demanding critical thinking within the disciplines, and promoting intellectual inquiry. Requirements also promote an understanding and exploration of diversity and life skills. To earn a degree, students must demonstrate competence in writing and computational skills, as well as critical thinking through assessment, or courses, or both. The Curriculum Committee reviews all general education courses for quality and intellectual rigor before accepting new or revised courses: all courses are included in curriculum review every six years. [Catalog 2006-07: Associate Degree and General Education Requirements; Program and Curriculum Handbook, pp. 39-40, Appendix F; Course Outlines for language and quantitative reasoning courses: Business 85, Business 86, Comm. St. 1, Comm. St. 2, Comm. St. 3, Comm. St. 5, Comm. St. 7, Comm. St. 8, Comm. St. 10, C.S. 10, E.S.L. 40W, English 1A, English 1B, English 1C, English 2, English 11, English 12, English 24, History 35, Journ. 20A, Math.
12. Academic Freedom

Sierra College promotes academic freedom, free inquiry, and intellectual independence as a central feature of its programs and curriculum. The Board of Trustees recently approved a revision of the Academic Freedom policy reflecting the philosophy of the American Association of University Professors. [Board Policy 4030]

13. Faculty

Two hundred and seven full-time faculty (Spring 2007) and seven hundred and ninety-eight part-time instructors teach and provide services at Sierra College. Full-time members of the faculty develop a variety of new programs and courses, maintain quality in existing programs, conduct curriculum review, engage in departmental and strategic planning, serve in standing and ad hoc committees, act as coordinators and department chairs and provide a variety of services to the community and college outside of the classroom. All faculty meet minimum qualifications or equivalents; the names and degrees of full-time faculty members are listed in the College Catalog. Faculty responsibilities are included in non-tenured and tenured evaluations; regulations regarding faculty are included in the Faculty Handbook. [Catalog 2006-07, Full-time faculty members w/degrees earned, pp. 262-270; Spring 2007 Schedule of Classes showing faculty responsible for each class]

14. Student Services

Sierra College provides a range of student services consistent with its student population and its mission. In addition to generalized academic counseling and guidance, assessment, orientation, health services, career placement and transfer services, and admissions and records, the College provides a number of programs for non-traditional students, including disabled students, students with special learning needs, and economically disadvantaged students. [Catalog - Student Services; Financial Aid, pp. 37-39; DSPS, EOPS, Veterans]

15. Admissions

Sierra College maintains open admissions policies in adherence to the Education Code and Title 5 Regulations. Where admission is not automatic, the College publicizes the conditions and procedures for required for admission. All admissions policies and procedures appear in the catalog. [Catalog - Admission Information; Enrollment Application; Job Descriptions: Admissions&RecordsTechnicianII, SST-Admissions&Records, SST-Records&Evaluations; Spring 2007 Schedule, p. 5]

16. Information and Learning Resources

The College maintains two complete Learning Resource Centers (LRC), one at the Rocklin Campus, another at the Nevada County Campus (NCC), as well as a variety of laboratory and support services at the Roseville Gateway and Tahoe Truckee centers. The resources at the Rocklin Learning Resource Center building include the Library, the Distance Learning program studios, the Distance Learning center and testing center, a Media Center, the Writing Center, Tutoring Center, Language Lab, and open computer labs, as well as a number of computers in the library itself. NCC maintains a distance learning center, library, and general laboratory resources. The LRCs and libraries maintain collections of bound volumes, periodicals, references, and non-print media; computer workstations also provide access to electronic reference materials. Students and staff can access on-line library catalogs, periodicals, and other research databases from home and computers located in any Sierra College center or campus.

A range of information technologies supports the mission and instructional programs of the College. All full time faculty have individual computers, part time faculty have access to computers in the part time work room and staff development office, as well as other locations on campus. Office staff and managers also have individual workstations. Staff can access e-mail from off campus; all staff have access to an e-mail account. A wide range of services, documents, and information is available through the College web site (encrypted access). [Catalog 2006-07, p. 32-35 - Library/Learning Resource Center, Tutorial Services, Writing Center]
Certification of Continued Compliance with Eligibility Requirements

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness and to assure financial stability. The College gains additional revenues from grants, vocational funding sources, and matching funds for certain categorical purposes; some programs are self-supporting. An independent foundation also raises funds for the College. [Audit Reports: June 30, 2005; June 30, 2004]

18. Financial Accountability

Accounting and budget practices adhere to the procedures detailed in the California Community College Budget and Accounting Manual (BAM).

The College's financial records are audited annually by an independent Certified Public Accountant. The Board monitors the auditing process, reviews all audit reports and findings, and accepts the annual independent audit for the College in public session. [Certified Independent Audit 2005; 05-06 Adopted Budget; 05-06 Revised Budget; Student Loan Default Rate; Financial Aid Program Review]

19. Institutional Planning and Evaluation

Following the 2001 Self Study and site visit, Sierra College developed an on-going, cyclical planning process integrating strategic planning, departmental self-evaluation, and resource allocation. Currently, the process incorporates periodic reviews and revisions of Board vision and goals. Individual departments, programs, and service units review their performance in light of the district goals, setting yearly and longer-term departmental goals and resource requirements to achieve these goals. The review appears in a document entitled "Program Assessment Review," or PAR; all PARs appear in the public folders on e-mail. The PARs form the basis of division/large unit planning, with resource allocation determined by Executive Council in consultation with Strategic Council, a shared governance committee charged with long-range planning and review. A separate committee reviews PAR reports for consistency and clarity. The CEO in turn assists the Board in reviewing the progress of the College in meeting its short and long-term goals. [Board Policy 2900; PARs: Chem. 06, LA Exec. Sum. 05, Decision Making at Sierra College]

20. Public Information

Both the print and online version of the Sierra College Catalog provide constituencies with precise, accurate, and current information concerning the following:

General Information
- Official Name, Address(es) Telephone Number(s) and Web Site Address of the Institution
- Educational Mission
- Course, Program and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board members
Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer
Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees
Location or Publications Where Other Policies may be Found
- Catalog 2006-07
- Board Policy 3300 - Public Records
- Administrative Procedure 3300 - Public Records
- Student Handbook
- Spring 2007 Schedule of Classes
- Online Schedule
More detailed explanations of these and other features of student life are available in the Student Handbook. Schedules and other information are readily available on the College web site.

The Sierra College website provides additional resources for students, including links to departmental and instructional web sites, faculty and student services e-mail addresses and phone numbers, and access to enrollment and scheduling.

21. Relations with the Accrediting Commission

The Board of Trustees and the College fulfill their obligations to the Accrediting Commission as outlined in these criteria: Board policies establish these relations and guide the activities of the Board and Institution. The Board is informed about the accreditation process through regular reports from the Accreditation Steering Committee and through participation in the accreditation process. Board members serve on accreditation standard committees and participate as members of site visitation teams for other colleges. The Vice President for Educational Programs and Services acts as liaison officer to the Accrediting Commission. The Accreditation Standards and the recommendations of the Accrediting Commission are incorporated into the Board's planning activities. [Board Policy 3200, Administrative Procedure 3200, California BRN Accreditation, Health Center Accreditation-hard copy available]
Responses to Previous Recommendations

General Institutional Recommendations

To ensure that the institution's commitment to use supporting evidence and good data in integrated planning, budgeting, and program review and operations is met, the team recommends that the College focus its efforts on defining, coordinating and consolidating its research processes, priorities and existing resources.

This General Institutional Recommendation paralleled concerns found in Action Plans developed by the college in its last accreditation report. The need to improve research and planning was especially tied to "Institutional Mission" (Standard One), "Institutional Effectiveness" (Standard Three), "Educational Programs" (Standard Four), "Physical Resources" (Standard Eight) and "Financial Resources" (Standard Nine). The recently-created Research and Resource Development Office still struggled with staffing and experience. A six-year program review cycle was often unable to take into account changes and challenges within the college.

At the time of the midterm accreditation report, an established Research and Resource Development Office and a revised Program Assessment and Review (PAR) connected research and planning. The availability of an "Atlas" in both online and print formats beginning in 2003 reflects the growing skill and contribution of the Research Office to the college. As well as providing a regular series of reports, the Research Office also responds to requests by individual instructors or programs.

While research processes are now clearly better coordinated and consolidated, the college now needs to move toward better utilizing this data to look forward, as well as increasing its sense of where it has been and enhancing day-to-day operations. Since its Midterm Report, and in current conversations, Sierra College has focused on long-term planning and evaluation based data generated by the Research Office using evidence such as enrollment data, PAR Process, and an increasing sense of focus from the Strategic Council, an umbrella group with equal constituents from all stakeholders on campus (see response to Specific Recommendations for Standard Two below).

The Team strongly recommends that a major deficiency be corrected by implementing program review immediately and integrating it with the current planning processes. The Team also recommends a sharper mission statement be implemented through the program review process which would increase confidence in all staff that the College is not just doing things right, but it is doing the rights things.

This second general recommendation is closely tied to the first and shares a central role in the college's self-identified Action Plans from the last Self-Study. Creating a clearer sense of mission and greater sense of program effectiveness would allow Sierra College to gain a greater sense of perspective and institutional direction. This recommendation required both short-term changes and the creation of long-term goals and processes.

As reflected in the Midterm Report, a revised Mission Statement, Educational Master Plan, and Facilities Master Plan coordinated goals and plans by 2003. Following the goals of the Action Plan, the Mission Statement is now reviewed annually by the Board of Trustees. Building on this process, a set of Institutional Goals and Outcomes for 2004-7 were developed and adopted by the Board of Trustees on February 10, 2004. Focusing on "Student Success," a "Dynamic Educational Environment," and "Partnering with our Communities," these goals and outcomes were designed to directly connect the Mission Statement to current and future planning for the college. By including a yearly review of the Mission Statement, the document is now more current and "living" in the college's institutional focus.

Continuing conversations about the use of the PAR Process remains a central focus for planning. As described in the Midterm Report, an annual Program Review now provides current and up-to-date information about all departments and programs. The college also instituted a six-year cycle for Curriculum Review. The PAR Process currently gives the college an increased sense of integration between planning, budgeting, and program review. However, their use at this point does not meet their potential. As is the case with Research, the college now needs to move these processes forward in order to better develop long-term planning.

Standard Specific Recommendations

Standard One: Institutional Mission

This Standard received no specific recommendations in the Evaluation Report. Self-identified action plans were discussed as a response to the "General Recommendations" above.
Responses to Previous Recommendations

Standard Two: Institutional Integrity

The Team recommends that the planning structure, decision making process, information flow and all policies and procedures, be clearly communicated, published, and widely disseminated to students and staff.

The institutionalization of the PAR Process and revisions in shared governance procedures described in the Midterm Report continue to encourage a sense of knowledge and participation at the college. Perhaps the most telling indication of an increased role for shared decision-making and communication of processes are revealed in surveys of faculty and staff at the Spring 2000 and Fall 2005 Conventions. These surveys reveal increased satisfaction and decreased frustration in issues of shared governance, dialogue, and the institutionalized collaboration. For example, in fall 2000, 48% of those surveyed agreed with the statement, "Shared governance has played an important role in affecting institutional decision-making." By spring 2005, the percentage had increased to 57% agreeing with the statement.

Concrete reactions to the recommendations of the last accreditation team encouraged a reorganization of the location and process of decision-making. As a result of the process described in the mid-term report, a series of dialogues between faculty, staff, and management led to the creation of a Strategic Council in January 2002. Strategic Council allows management, faculty, classified staff, and students, to regularly meet and discuss shared concerns. The creation of the Strategic Council streamlined decision-making by replacing the previously separate groups of College Council, the Budget Committee, and the Staffing Committee. As a result of the continuing dialogue around the role of shared governance, Strategic Council was expanded and revised in 2005 in order to equalize the representation of all stakeholders in the college community.

Technological changes have also increased the availability of information. Reflecting the Action Plans of the last Self-Study, all staff and faculty regardless of classification, have college email addresses. This also extends access to Public Folders available through email where material such as committee recollections and college forms are posted. A recently re-formatted Sierra College website provides general information to the public and also "entryways" specifically designed for groups such as "students," "faculty & staff," and "donors & alumni." A link to a feature called "My Sierra" allows students to enroll and withdraw from classes, view their grades, and more actively and quickly focus their plan of study. The expansion of online classes, and more recently online counseling, extends the options available to students. Faculty can also use "My Sierra" to view their classes, update census data, and post grades.

The sense of the rights and responsibilities of the Sierra College community was also inadvertently aided by recent conflict within the Board of Trustees. Challenges to shared governance and discussions about the role of leadership forced the college to think carefully about its relationships and vocalize concerns that may have otherwise been left in silence. Many of these conversations focused on the role of communication, the process of decision-making, and defining a sense of institutional culture.

The Team recommends that the College clarify and update its policies on student conduct standards, including the protocol on academic dishonesty and the student complaint and grievance procedures. The dissemination of these policies is also an issue and the Team also recommends they be publicized and communicated widely to ensure student awareness and ready student access. (See also Standard Five, below.)

At the time of the 2000 Self-Study, revised policies on academic honesty and student complaints were ready to go the Board of Trustees for approval as a part of the Action Plan for Standard 2. As reflected in the Midterm Report, new policies on student standards were created and a new handbook titled, "Student Rights and Responsibilities," was created in response to Team recommendations. Information is made available to students through a variety of print and electronic means.

The 2000 Self-Study also recognized the need to better prepare and inform students about their rights and responsibilities as a part of the matriculation process. The process of strengthening matriculation is discussed below in Standard Five, "Student Support and Development."

Standard Three: Institutional Effectiveness

This Standard received no specific recommendations in the Evaluation Report. Self-identified action plans focused on the need to strengthen the ability of the college to utilize research data as discussed in the response to the "General Recommendations" above. A final Action Plan to "define, identify, evaluate, and
disseminate appropriate and measurable institutional outcomes," remains in the discussion stage.

**Standard Four: Educational Programs**

This Standard received no specific recommendations in the Evaluation Report. Most of the self-identified action plans were discussed as a response to the "General Recommendations" above, especially concerning the PAR process and development of Curriculum Review.

As a part of its last Self-Study the college also planned to, "Explore the possibility of adding an information technology competency to AA requirements." While some discussion has occurred on this issue in a variety of shared governance venues, at this point the GE pattern does not include a specific requirement.

**Standard Five: Student Support and Development**

This Standard shared a recommendation with Standard Two, above, to strengthen, publicize, and disseminate student materials. In the context of Student Support, the clear focus of the Action Plans was connected to matriculation. The Self-Study recognized the need to review and revise matriculation materials and develop plans to increase the numbers of students receiving these materials. The college sought to better communicate with students in order to give them greater control over their own education. At the time of the Midterm Report, orientation materials and matriculation information were revised and more widely disseminated. The focus on involving all students in the matriculation process culminated in the Fall 2006 block on registration until two of the three "pieces" of matriculation were waived or completed. For a more detailed discussion of the results of the revisions in matriculation, see "Student Achievement" below.

**Standard Six: Information and Learning Resources**

The Team recommends that the College provide stable and ongoing resources to enable the Learning Resource Centers to achieve the objectives outlined in the Sierra College Technology Master Plan, with special attention to staffing.

Since the last accreditation visit, Sierra College has increased resources in order to improve the staffing, technology, and holdings of its libraries. The accreditation Action Plans developed by the college helped focus attention on all aspects of library services. As reflected in the Midterm Report and the PAR process, technical support for the Rocklin LRC improved greatly when the College hired in August of 2001 an additional full-time Network Support Specialist dedicated primarily to the support of the LRC building.

With the hiring of a full-time, permanent Dean at Tahoe-Truckee in Fall 2002, and the passage of a Tahoe-Truckee facilities bond in November 2004, the construction of a Library/Tutoring area as a critical component of the new Tahoe/Truckee Center is assured. Investment in technology and/or facilities at all campuses has increased the potential and presence of library computer services. Computer labs at all campuses have expanded and updated both hardware and software. Using Instructional Materials Lottery dollars, the libraries of Rocklin and NCC have invested significantly in their collections.

The library is also a leader in using annual faculty and student evaluations to assess and improve services. Data collected over a six-year period (2001-2007) forms the statistical basis for this assessment. Working with the Research and Planning Office, the library has made many enhancements to the surveys to improve the reliability of the data and its analysis.

**Standard Seven: Faculty and Staff**

It is the Team's recommendation that the College implement, through both the planning and negotiating processes, its longstanding commitment to improving both the numbers and percentage of full-time faculty and full-time classified staff.

As discussed in the 2006 Progress Report, planning for new and replacement staff is now built into the yearly PAR process. Departments and programs utilize data from the Research Office to develop their goals. Deans or area Educational Administrators work together to prioritize the variety of requests, including staffing needs. Through this process the college continues to weigh a variety of factors in increasing the number and percentage of full-time faculty and staff. In increasing the ratio of full-time to part-time faculty, the college fulfills its legal obligation. Current discussions on prioritizing college needs continue to include the issue of staffing as a critical issue.
Responses to Previous Recommendations

**Standard Eight: Physical Resources**

This Standard received no specific recommendations in the Evaluation Report. The college, however, developed a set of "Action Plans" centered on this Standard. At the time of the Midterm Report, the development of an updated Technology Plan and award-winning comprehensive Facilities Master Plan in 2003 helped structure planning throughout the district. A 2006 update to the Master Plan helped focus needs. Both plans created a sense of needs based upon hopes of passing bond acts for funding. The passage of bonds for the Nevada County and Tahoe-Truckee campuses since the last Self Study has allowed for the creation of improvement districts and both facilities are moving from the design to the implementation phase. The failure of two bond acts for the aging main campus in Rocklin has strained the capacity of the college to invest in physical resources to both upgrade existing facilities and build new ones. Financial constraints have also forced the college to reconsider financial investment and relationships at the joint-use facility of Twelve Bridges. In the context of shared governance (Strategic Council) and leadership (Board of Trustees) the college is currently focusing on identifying, prioritizing, and resolving long-term funding issues in the context of its mission and goals.

**Standard Nine: Financial Resources**

*The Team recommends that the College develop a method to evaluate the success of the recently integrated planning process and the budget formula.*

Both Team recommendations and the last Action Plans for resources focused on the need for the college to strengthen the mechanisms for assessment and planning in the context of budget needs. As discussed through much of the responses to earlier recommendations, the PAR process provides an evaluation tool for the success of an integrated planning and budgeting process. This yearly evaluation of the goals and needs of the institution provides a transparent process for the allocation of resources. As it now stands, the PAR process allows for more flexible and reliable planning, but the college looks forward to improvements in two critical ways. First, as departments and programs move toward a Program Review process tied to measurable outcomes, planning and budgeting will be strengthened by increased data to support and develop self-identified goals and needs. Second, the college is consciously moving toward a clearer sense of long-range planning to add depth to the yearly view now available. The potential of Strategic Council, created as a result of self-identified Action Plans and recommendations from the last Evaluation Report, allows need to be tapped in order to create and implement a long-term vision for the college.

**Standard Ten: Governance and Administration**

*The Team recommends that the Sierra Community College District Governing Board redirect their focus and prioritize duties and responsibilities concentrating on broad policies and strategic directions assuring that practices are consistent with the Board-approved institutional mission and vision.*

Changes in leadership with the unexpected retirement/resignation of the President/Superintendent in January 2005 and accompanying upheaval have disrupted the ability of the Board to provide strategic direction to the college. A new president began his tenure in July 2006. The President and Board are currently in the process of strengthening relationships in order to provide the college with a clearer sense of purpose.
Institutional Self-Evaluation
Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantative and qualitative data in an on-going systematic cycle of evaluation, integrated planning implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

1A. The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1A. 1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Sierra College has a statement of mission that defines the institution's broad educational purposes, its intended student population and its commitment to achieving student learning. In response to recommendations made as a result of the 2001 accreditation visit, the Sierra College Board of Trustees revised the mission statement and adopted it at the Board meeting on January 8, 2002. [Board Minutes, January 8, 2002, p. 6018, line 14] Additionally, the Board reviewed and reaffirmed the mission statement on March 14, 2006. [Board Minutes, March 14, 2006, p. 7014, line 6]

Sierra College's Mission Statement:

"Sierra College provides a supportive learning environment to students with diverse goals, abilities, and needs. The College's programs and services promote personal and professional success, leadership, critical thinking, civic responsibility, and innovation. Its students will become contributing citizens of the complex and changing communities in which they live and work."

The college has also developed a series of guiding principles which serve to direct the institution toward the accomplishment of its mission:

- Recognize its role in the California Educational Master Plan
- Model excellence in education
- Provide the foundation for lifelong learning
- Support diversity
- Encourage the full development of human potential in a world of growth and change
- Enhance the cultural, intellectual and recreational needs of the college and community
- Foster environmental awareness and individual responsibility
- Understand and contribute to the economic well-being of the community
- Plan for and wisely allocate resources based on an annual, comprehensive districtwide program assessment and review (PAR) process

The college uses analyses of quantitative and qualitative data in an ongoing systematic cycle of evaluation, integrated planning implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished. Labor market data, student surveys, community surveys, demographic data, and program performance data are utilized to guide program planning to meet the mission of the college. [Atlas 2006] The program assessment and review process (PAR) was developed and implemented as a result of the last accreditation visit. [PAR Handbook 2006] All programs are using this process to evaluate and improve their achievement of the college's mission statement which includes a commitment to student learning.

The college establishes student learning programs and services aligned with its purposes, its character, and its student population. Student learning programs are established so that students may successfully transfer to four-year institutions or obtain employment. Examples of programs that were developed in response to these aspects of the mission are the Honors Program designed to improve transfer preparedness and the Mechatronics Program leading to employment. Student services programs are established to assist students in achieving their educational goals. The Student Services Coordinating Council meets
Standard I: Institutional Mission and Effectiveness

monthly to engage in ongoing dialogue centered on development and improvement of services that are aligned with the college mission. [SSCC meeting minutes: 11-2-05; 2-1-06; 3-8-06; 5-3-06; 7-5-06; 9-19-16; 10-17-06]

Evaluation

The college meets the standard. In response to recommendations from the 2001 accreditation visit, the college regularly reviews its mission statement to ensure it is meeting the needs of the community it serves. The college developed a program assessment and review process which allows it to use qualitative and quantitative data in effecting program improvement to meet the college mission.

In order to achieve its mission the college provides curricula that are equivalent to the freshman and sophomore years at a four-year college or university and which will allow transfer with full junior standing. The college also offers curricula designed to lead to an associate degree, a license, or a certificate, and to prepare individuals for employment by updating job skills in various industrial, business or technical fields. Curricula and services that enhance the economic development needs of the community are offered based on recommendations from community advisory committees and industry requirements as identified by faculty and administrators. The community’s perceptions of the college were assessed via a telephone survey [Fairbanks Study] which found that the majority of citizens in the district are well satisfied with the services the college provides.

The college also offers pre-collegiate courses in math, reading, writing, and English as a second language designed to give students the basic skills needed for college-level coursework. [Basic Skills Accountability Data, p. 527]

The Division of Workforce Development and Continuing Education offers non-credit, not-for-credit, and customized training classes designed for personal growth, older adult education and employment training. The Small Business Development Center (SBDC) facilitates the creation, retention and expansion of businesses through business management counseling, trainings and referrals. All of these programs and services are evaluated on a regular basis by students who are pursuing the curricula and community members using the services.

Planning Agenda

None.

1A. 2. The mission statement is approved by the governing board and published.

Descriptive Summary

The current mission statement was revised as a result of a recommendation made by the 2001 accreditation visiting team. Approved by the Board of Trustees on January 8, 2002, it was reviewed and reaffirmed on March 14, 2006.

The mission statement is published and made available in several places:
• on posters placed prominently across the campus in departments, divisions, and in classrooms [Mission and Goals Poster]
• in the college catalog [Catalog, p.4]
• in the class schedule [Spring 2007 Schedule, p. 131]
• on the college website [Sierra College Mission]
• in public folders
• in board policies [BP 2900]
• in the Facilities and Educational Master Plans [FMP, p. 5], [EMP, p. 4]
• in program assessment review [PAR Handbook, p. 18]

Evaluation

The college meets the standard.

Planning Agenda

None.

1A. 3. Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
Descriptive Summary

In response to recommendations made as a result of the 2001 accreditation visit, the college's 1990 mission statement was revised. Using the institution’s governance and decision making processes, a mission subcommittee consisting of two members from each of the senates, the vice president of Educational Programs and Services and a board member was formed. The process began in February 2001, and the new college mission statement was approved by the Board of Trustees on January 8, 2002. The process included input from the college community by means of a survey conducted at the fall 2001 convocation. The new mission statement is aligned closely with the institutional goals. At its March 14, 2006 meeting, the board added the institutional goals to Board Policy 2900 and at that time reaffirmed its mission statement. [Board Minutes, March 14, 2006, p. 7014, line 6]

Evaluation

The college meets the standard. The mission statement has been revised, approved, and reaffirmed.

Planning Agenda

None.

1A. 4. The institution's mission is central to institutional planning and decision-making.

Descriptive Summary

The mission statement is central to institutional planning and decision-making in that it has been incorporated into the program assessment and review process which begins at the department level. In the PAR process overview training Power Point presentation, departments are instructed to align their department mission with the college mission statement. On page two of the PAR Handbook, departments are advised that they must demonstrate how their program meets its own mission and how the program supports the college's mission statement. On an annual basis, departments complete program assessment and review. The resulting documents are forwarded to the area manager who creates an executive summary. [Liberal Arts Executive Summary, IIT Executive Summary] These summaries are posted to public folders and can be accessed by all college employees. The PAR team (representing all constituent groups and reporting to Strategic Council) reads a random sample of the PAR documents and creates its own Executive Summary. [PAR Team Executive Summary 2005-2006]

Evaluation

Since the inception of the PAR process in 2001, the college has relied increasingly on the process in planning and decision-making. The PAR documents are used by the Deans' Council in making decisions regarding the priorities for position hires, priorities for the expenditure of instructional equipment and instructional materials funds. The PAR documents are used in creating and updating the Educational Master Plan. The process of cross checking the manager's executive summary with that created by the PAR team fosters agreement between management and constituent groups regarding the achievement of the college's mission. During the cycle of planning and budgeting it has been discovered that the PAR completion timelines do not coincide in an optimum fashion with the budget development timelines. The Director of Finance and the PAR Team leader have been meeting to propose new timelines that will achieve better alignment.

Planning Agenda

The college will develop new timelines for completion of the PAR process and completion of the budgeting process.

1B. The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institutional and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1B. 1. The institution maintains an ongoing, collegial, self reflective dialogue about the continuous improvement of student learning and institutional processes.
Standard I: Institutional Mission and Effectiveness

Descriptive Summary

Ongoing, collegial, self reflective dialogue about the continuous improvement of student learning and institutional processes occurs throughout the college in a variety of forums. Dialogue at the broadest level occurs at the board of trustees during the process of adopting and affirming the college mission statement [1-8-02 Board Minutes, p. 6018], with their review of accountability measures adopted by the Community College Board of Governors [Accountability Measures], and during regularly scheduled student success presentations at board meetings. [3-14-06 Board Minutes, p. 7014] The board provides overall direction to the college administration and staff by adopting institutional goals [BP 2900, p. 4-5] and setting budget priorities as evidenced by the adoption of the 2005-2006 Budget [9-13-05 Board Minutes, p. 6886, 6902] and discussion at a board meeting regarding budget planning for 2006-07. [5-9-06 Board Minutes, p. 7064] The president/superintendent and his Executive Council provide advice and counsel to the board in these matters and dialogue occurs among exec team members at weekly meetings. [9-06-05 Exec Minutes, p. 3]

Prior to board action, dialogue occurs at the college's shared governance body, Strategic Council. [Strategic Council Minutes] Using the program assessment and review process, dialogue regarding student learning occurs at department and division meetings and is brought forward to Deans' Council, and Student Services Coordinating Council or the Operations Council as appropriate and from there to Strategic Council. The classified and management senates engage in this dialogue and provide input as appropriate. [Deans' Council Minutes]

Dialogue regarding student learning and institutional processes occurs in a variety of committees and forums such as the Student Success Committee, Curriculum Committee, Program Outcome Committee, Staff Development Committee, Career and Technical Education Advisory Committees, Learner Outcome Institute, Program Outcome Institute, Instructional Skills Workshops, New Faculty Academy, Sierra College Leadership Institute and flex week topical workshops such as Accreditation PAR Overview, Writing Program Outcomes, Writing Student Learning Outcomes. The Academic Senate is also actively engaged in discussions of improvement of student learning and is providing leadership as the college prepares to increase the level of mathematics required for obtaining an Associate Arts Degree. [Academic Senate Minutes: 12-6/06, 11/29/06, 9/27/06, 9/20/06, 9/6/06, 8/30/06, 8/18/06; Fall 2006 Flex Schedule, p. 12 - Math Requirements; Math Department Recollections: 5/1/06, 8/22/06, 9/22/06, 10/6/06, 11/3/06, 11/17/06, 3/12/07; CTE Minutes, 8/23/06]

Students engage in this dialogue through their Associated Students of Sierra College (ASSC) organization, the Campus Life Committee and through attendance at curriculum committee and Academic Senate meetings. [ASSC Recollections; Campus Life Recollections: 12-15-06, 1-19-07, 2-2-07]

Evaluation

The college meets the standard. The college has established numerous avenues and occasions for meaningful, reflective dialogue regarding the continuous improvement of student learning and institutional processes.

Planning Agenda

The college will continue to refine the program assessment and review process to affect continuous program improvement. The dialogue and work surrounding the process of designing and assessing program outcomes will continue and expand.

IB. 2. The institution sets goals consistent with its stated purposes.

The 2004-2007 institutional goals were established through a collaborative process involving all constituent groups [2-10-04 Board Minutes, p. 6456] and were designed to ensure that the college achieves its mission. The college strives to achieve these goals by incorporating them into a variety of its institutional processes. All of the college's managers are required, as part of their annual evaluations, to set individual goals that relate to the college's mission and institutional goals. Each of the college's Exec Team members is required to produce a "key accomplishments" document indicating how each of the operational/functional areas in their scope of responsibility has made progress on these goals. [Key Accomplishment Documents] These achievements are then shared with the campus community at convocation and with the external community via the President's Bulletin. [1-06 Convocation Power Point Presentation], [1-06 President's Bulletin]

As has been previously noted, the PAR process requires that departments set their own mission statements and goals based on the college's mission statement and goals.
Evaluation

The college has witnessed a change in board and administrative leadership during the time period December 2004 through July 2006. The new board leadership and superintendent/president will likely reevaluate the institutional goals and manner in which they are achieved and communicated. While recognizing this recent change, the college boasts a long history of setting and achieving goals consistent with its purpose. [Sierra Awards and Transfers 1936-2006]

Planning Agenda

The new board leadership in cooperation with the new superintendent/president will reevaluate the goal setting process, the institutional goals and manner of achieving and communicating them.

1B. 3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The college assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness through its ongoing and systematic program assessment and review process. The PAR process requires departments use both quantitative and qualitative data in its evaluation. Quantitative data is compiled annually by the Office of Research and Resource Development and includes data such as enrollment history, productivity, retention and success rates. Data is posted in the public folders for access by all departments by the beginning of the fall semester each year. [Nursing PAR Data 2005-06] The research office also responds to department requests for qualitative data such as user-satisfaction and other self-report surveys. Both quantitative and qualitative data are used for program assessment and improvement.

Another institutional effectiveness process focus, which is described in more detail in Standard II, is the curriculum review cycle. On the recommendations of the previous accrediting visitation team, the college embarked on a concerted effort to completely comply with the Title 5 regulation requiring curriculum review on a six-year cycle. The college has completed this cycle and scheduled future reviews. [Curriculum Review Spreadsheet]

Evaluation

The college meets the standard. The integrated PAR process coupled with dialogue among departments, administrators and the Board of Trustees, focusing on program review/planning processes and applicable research data to effect resource allocation in order to achieve student learning outcomes ensures an integrated cycle that leads the college to refinement and achievement of its stated mission and goals.

Planning Agenda

None.

1B. 4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The college's response to Standard IB cites the evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

Evaluation

The college provides abundant opportunity for broad-based opportunities for input, and in fact, one of the strengths of the college is its collaborative processes. [AP 2510] Necessary resources are allocated as cited in the response to Standard IB and in the evidence presented. Improvement is noted over time, for example, the improvement of the basic skills completion and progression rates following attention to that program. [Basic Skills Data]
Standard I: Institutional Mission and Effectiveness

Planning Agenda
None.

1B. 5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary
The college complies with mandatory requirements to submit reports regarding quality assurance. It also voluntarily reports to its various constituencies on performance data. With regard to required reports, the college annually submits data to the federal government agencies via the Integrated Postsecondary Education Data System [IPEDS], resulting from "Student Right to Know" legislation. Additionally, the California Community College System Office, under a mandate from the Board of Governors, requires submission of accountability data. The college is in full compliance with both these requirements.

The college also informs both its internal and external constituents through a variety of quarterly publications available in print and on the website. The Research and Resource Development Office Newsletter features information on the performance of various college programs. The President's Bulletin offers a wide variety of information about the district to a wide audience. A number of annual or term reports are generated by the research and resource development office, including a report sent through the president's office to area high school superintendents on the number and progress of each year's high school graduates entering the college [High School Performance Data], and another through the outreach office to high school counselors around the district. Basic math instructors receive an annual report on the persistence of students in their courses in higher level math courses. [Math Data] Program assessment and review reports are published in mid-summer with detailed information at the course level for each department. Productivity reports are generated each semester detailing WSCH, FTES/F for each department and location. [Productivity Reports]

Evaluation
The college meets the standard. Since the last accreditation visit, the college has reorganized the research functions under the Vice President for Educational Programs and Services and refocused research efforts on those that provide data to assist in program improvement. With the maturation of the research data warehouse, the college has greatly increased its ability to gather and report assessment information to its internal and external constituents. Expanded capabilities are scheduled for fall 2007, when individuals throughout the district will have direct access to the student data warehouse through the web as well as access to a centralized "library" of research information.

Planning Agenda
None.

1B. 6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

The integrated program assessment and review (PAR) process is used throughout the district for planning and resource allocation. Provisions for a systematic annual review of the process itself are built into the cycle. As previously described, these include the PAR team executive summary reports and the overall executive summary report. PAR team executive summary reports are written annually for a number of randomly selected departments. The reports are then compared to the managers' summaries of their own area's PAR reports to see if the same districtwide needs are observed. This review is intended as a quality assurance check of the ongoing planning and resource allocation process. The PAR process overall executive summary report provides additional evidence of annual assessment of the planning and resource allocation process. Recommendations for PAR process improvement are included in the overall summary.

The PAR committee provides districtwide leadership to ensure coordination of the PAR process; provides leadership in educating faculty and staff in the PAR process and future planning; and promotes districtwide leadership in the continued improvement and validation of the PAR process. The committee develops a summary of the overall trends in the PAR reports to provide the strategic and executive councils with a districtwide perspective. It coordinates a common set of data through the research office to be used in the decision making process. The committee reports its findings by December 1 of each year.
Evaluation

The college meets the standard. The PAR process has been in place for five years and was a direct response to the 2001 accreditation visit. The PAR committee reviews the entire process annually and recommendations for improvement and changes are incorporated into the cycle. Consequently, the PAR process has undergone continuous improvement since its implementation. The Office of Research and Resource Development’s student data warehouse was created five years ago as an integral part of the research office. The warehouse provides instructional departments with information such as course enrollments and student outcomes required for their annual PAR reports. The warehouse has evolved into a cutting-edge system through technology upgrades and valuable feedback from PAR data recipients, instructional and non-instructional alike.

Planning Agenda

The College will continue to review and evaluate its processes.

1B. 7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support systems.

Descriptive Summary

The PAR process requires a quantitative and qualitative analysis, which is used by all areas for both evaluation and planning. Institutionally, the PAR process is used in strategic planning and as a basis for resource allocation. The evaluative process of the PAR begins with individual programs and departments and these evaluations are then incorporated into each manager’s divisionwide executive summary as seen in the educational programs and services PAR, which includes instructional programs, student support services, library and other learning support systems. [EP&S PAR 05-06]

Evaluation

The college meets this standard. With the advent of the PAR process and the expansion and reorganization of the research office, the college has become fully aware of the needs of all of its members and is prepared to meet the assessment and evaluation needs of all its programs.

Planning Agenda

None.
Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

IIA. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary

The college places emphasis on and provides resources toward offering high-quality instructional programs in recognized and emerging fields of study. The Mechatronics Program is one example of a program in an emerging field. This degree program graduates students who work in industries as diverse as skiing recreation and underwater robotics. These students are educated for an integrated skill set that includes mechanics, electrical, electronic, pneumatics, hydraulics, and computer control. The recreation management program was created to prepare transferring students for careers in the growing hospitality and tourism industry of northern California. Students in this program learn that recreation management issues go well beyond maintaining public section run parks and recreation districts to an appreciation for the business side of the industry. In liberal arts, recognized programs in social and behavioral sciences; languages; fine, performing, and applied arts; English as a second language; humanities, and study abroad offer students a myriad of general education, transfer, and certificate opportunities as well as a host of paths by which to fulfill the college's mission and guiding principles that direct students to appreciate and embrace civic responsibility, cultural diversity, and lifelong learning. Women and gender studies, an interdisciplinary degree program that incorporates perspectives from history, biology, anthropology, sociology, literature, philosophy, psychology, and art, is based on the premise that gender is an historical variable that affects the social, economic, and political structure of society as well as the everyday lives of human beings. This emerging field of study prepares students for the diverse cultural and civic challenges of the modern world. Many programs in the liberal arts continually refine their course offerings to address current business and professional demands. For example, the psychology department faculty have created curricula and directed funding to support development of a thriving biopsychology emphasis to support expanding professional opportunities in medical science.

The college's faculty provides leadership for planning, implementing, evaluating, and improving instructional courses and programs. The curriculum committee supports and guides faculty who are originating new courses or preparing existing courses for review. Regular training activities and informal conversations with curriculum committee leaders yield course outcomes, content and other course specifics described in the course of study document. While the focus on student learning outcomes is relatively new for the college, cyclical curriculum review required by the college's curriculum committee has resulted in the incorporation of student learning outcomes in all courses.

Faculty members review their programs on schedule. Besides providing a review of course content, the program review process includes an examination of student retention, success rates, full-time equivalent students, efficiency and related data as well as industry specifics where applicable. Under
Standard II: Student Learning Programs and Services

this process, the faculty makes recommendations for improvements and implements changes as necessary to meet student needs.

IIA. 1. The institution demonstrates that all instructional programs regardless of location or means of delivery address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Instructional programs are developed by faculty and are approved by the college's curriculum and educational requirements committees as directed by the Office of Educational Programs and Services and the Chancellor's Office. Procedures and documentation developed in these committees ensure that programs meet the institutional mission. [Curriculum Handbook]

Individual faculty members with subject matter expertise have primary responsibility for curriculum content and program integrity. Faculty evaluations are conducted every three years and assess breadth and depth of subject-matter knowledge, demonstration of effective teaching methodology, and demonstration of commitment to professional growth. [Faculty Evaluation Criteria] As a cornerstone of their professionalism, faculty members are expected to remain current in teaching and learning strategies. The college provides opportunities to enhance teaching and learning strategies through sabbaticals, special projects, ongoing self-study, and interaction with industry advisors as well as a variety of institutional programs such as the Learner Outcomes Institute, Program Outcomes Institute, Instructional Skills Workshop, and New Faculty Academy. Learner Outcomes Institute and Program Outcome Institute provide faculty with the opportunity to develop and assess student learning outcomes at the course and program levels. The Instructional Skills Workshop helps faculty to improve their delivery of course material and the New Faculty Academy provides an orientation to the college mission, culture, processes, and expectations for new hires. [Flex Catalog]

Programs and courses are approved by the Educational Requirements Committee and the Curriculum Committee, which are comprised of faculty and staff with expertise in curriculum, program development, and articulation. Members of both committees either have teaching assignments or instructionally-related job responsibilities. For each course approved by the Curriculum Committee, a formal course outline of record is completed. The outline documents that the course meets the mission of the college, includes student learning outcomes and assessments, is appropriate to an institution of higher education, is of high quality, and that adequate resources exist to support the course at any site or via the specified delivery method. [WebCMS] The Educational Requirements Committee sets criteria for program approval. The criteria include appropriateness to the mission, need or demand, quality (as established by Title 5), feasibility, and compliance with all other pertinent laws and regulations.

Instructional programs are annually reviewed by departments through the Program Assessment and Review (PAR) process [PAR Handbook] and every six years by the Curriculum Committee through the Curriculum Review process. [Curriculum Review Cycle] Through these processes, departments evaluate student success and retention data as provided by the research office. [PAR data] Information about transfer and employment rates is also included. Additionally, programs incorporate information from advisory committees, counseling and student services, the articulation office, and a variety of community and professional organizations in the review processes. Finally, the college initiated a Program Outcome Review process, guided by the Program Outcome Committee [POC Minutes], to provide departments the opportunity to develop, assess and evaluate program-level student learning outcomes for program improvement. The data and results from this review are utilized in department PAR reports. [PAR Reports]

Evaluation

Sierra College meets the standard. The curriculum development and approval process, program review and program outcome review, as well as the faculty evaluation process and staff development offerings ensure that programs meet the mission of the institution and are of consistent quality regardless of the location or means of delivery.

Planning Agenda

None.

IIA. 1 a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research
and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

**Descriptive Summary**

The college offers traditional certificate, degree, transfer; career and technical education; personal and job enrichment courses and programs. In addition, skill-development courses, tutoring, learning disabilities assessment and services, services for disabled students, assistance with writing, and a variety of one-session workshops on special topics supplement and support traditional programs. [College Catalog] The college offers non-credit courses, personal development courses, semester-long and short-term study abroad, as well as specialized courses and training through the Economic Development Division and its Osher Lifelong Learning Institute (OLLI), Community Education, and Small Business Development Center (SBDC). [OLLI schedule, Comm. Ed, SBDC]

As a component of the matriculation process mandated by the State of California, basic reading, English, and mathematics skill assessment is required of all new non-exempt students prior to registration. Assessment results are interpreted by counselors and are utilized in the advising and course selection process.

The college’s research office annually publishes The Sierra College Atlas, which contains information on enrollment trends, student profiles, outcome measures, and external environment demographics. Information is gathered from internal sources such as the student information and registration database, assessment/matriculation results and grade reports. Student demographics are analyzed by program faculty and committees such as the Enrollment Management Committee and the Online Taskforce to determine best practices for outreach, marketing, and similar activities.

The research office works with individual departments to develop surveys that provide information about student need, preparation, and learning outcomes at the course and program levels. Information and data to assess the regional economy come from sources such as the Economic Development Department, Bureau of Labor Statistics and U.S. Department of Labor. The college purchases specific data sets for targeted analyses. Faculty and administrators use these hard data to help determine program viability, modification and development. Additionally, anecdotal data provided during employer site visits, advisory committee meetings, professional associations, Chamber of Commerce and similar business/industry meetings also are used.

Data and information from all of these sources are incorporated into the annual Program Assessment and Review (PAR) report for each department, division, center, and functional area. The PARs delineate program goals, assessment of achievement, evaluation of performance, and areas of improvement. [PAR Handbook]

**Evaluation**

Sierra College partially meets the standard. Improvement in assessing progress toward achieving stated student learning and program outcomes is needed.

Data and information about student needs and levels of academic achievement are collected from a variety of sources. Standard sets of data and information are readily available to all members of the campus community and are used in the preparation of annual program assessment and review documents (PAR). The research office is responsive to requests for additional information or surveys and notifies departments and the educational programs and services office when they see areas of concern or anomalies in data. The college is also informed about student need through faculty and staff contacts with the community and participation in professional organizations.

Currently, assessment of course-level student learning outcomes is primarily the responsibility of individual instructors. There are few mechanisms in place to guarantee that all full- and part-time instructors incorporate student learning outcomes as specified in the course outline of record into each section, though this is changing at the department level as faculty develop department guidelines for development of syllabi and refer faculty to approved course student learning outcomes publicized on WebCMS. Several years ago the English department created a common final exam for English A. All students must take and pass a holistically-scored essay exam in which the attainment of course outcomes is demonstrated. Recent progress in these specific areas is discussed in Standard IIA. 1.c.

The challenges of assessing learning outcomes are being addressed by shared governance bodies such as the Academic Senate, Curriculum Committee, Educational Requirements Committee, Distance Education Committee, Sierra College Faculty Association, and Program Outcomes Committee. A Program Outcome Review process was initiated in 2005 to provide faculty the opportunity to assess learning at the program-level to ensure course-level effectiveness. In addition, consultation be-
Standard II: Student Learning Programs and Services

tween Academic Senate and the Sierra College Faculty Association is taking place in an effort to address the utilization of student learning outcomes as part of the faculty evaluation process.

Planning Agenda

Continue to institute processes and mechanisms to improve assessment of student learning outcomes.

IIA. 1 b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The primary modes of instruction for courses are lecture, laboratory, and activity as defined by the Chancellor's Office Attendance Accounting manual. Faculty members are responsible for developing courses and determining the appropriate mode of instruction. The curriculum committee reviews and approves the proposed modes when the course is created and again every six years as part of curriculum review. [Curriculum handbook] In keeping with student need, the faculty has put increasing emphasis on teaching methodologies that improve upon lecture and laboratory modes of instruction. Many faculty members augment the lecture/discussion format with web-based teaching strategies to facilitate further discussion, exchange assignments, and answer questions. By using the web to enhance learning in the classroom, faculty and students are better connected. Other modern delivery systems in regular use are multimedia software, PowerPoint presentations, collaborative group activities, lab manual documentation and student-driven research shared through small group discussion and oral presentations.

The college adopts class schedules that keep pace with student interest, lifestyles, and needs. The most recent change in this regard is the transition to the 16-week semester. After careful study and consensus-building over a two-year period, the compressed calendar was implemented to positive student reviews. [Student Compressed Calendar Survey Results S06] The calendar features 80-minute class sessions for typical three-unit lecture classes. As a result, students can take courses two days per week, leaving time for paid work, internships, volunteer opportunities, and other pursuits. Classes are offered fall, spring, and summer; days, evenings, and weekends in on-ground classes throughout the district, as well as on-line and via cable television. Courses adapted for cable and online medium require additional forms as a part of the curriculum review process to ensure the objectives of the curriculum are met. The Distance Learning Committee reviews the schedule of proposed offerings for cable and online offerings. The newly formed Distance Education Committee, a standing committee of the Academic Senate, sets pedagogical standards for online and cable courses. Instructors teaching cable and online courses are required to take special training for teaching in the medium and are evaluated using a process and format. Individual faculty receive additional training in educational delivery systems, modes of instruction, and facilitation of student learning in the Learner Outcomes Institute, Instructional Skills Workshop, New Faculty Academy, and flex workshops.

Research shows that student interest in online course offerings is on the rise. Since its inception in fall 2001, enrollment for these courses has increased 538%, from 579 to 3696 in fall 2006 and course offerings have increased from 15 to 127 sections.

<table>
<thead>
<tr>
<th>Online Courses</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>579</td>
<td>959</td>
<td>1248</td>
<td>2283</td>
<td>3496</td>
<td>3696</td>
</tr>
<tr>
<td>Number of Sections</td>
<td>15</td>
<td>34</td>
<td>40</td>
<td>72</td>
<td>103</td>
<td>127</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>38.6</td>
<td>28.2</td>
<td>31.2</td>
<td>31.7</td>
<td>33.9</td>
<td>29.1</td>
</tr>
<tr>
<td>Retention percent</td>
<td>65.3%</td>
<td>67.7%</td>
<td>66.1%</td>
<td>67.7%</td>
<td>72.0%</td>
<td>71.2%</td>
</tr>
<tr>
<td>Success percent</td>
<td>44.9%</td>
<td>50.7%</td>
<td>51.9%</td>
<td>50.9%</td>
<td>51.1%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

Source: Sierra College Research and Resource Development Student Data Warehouse

Distance education accounted for 466 full-time equivalent students in the fall 2006 semester. The newest version of Blackboard will be implemented in fall 2007 to provide a more stable environment for both online and web-enhanced courses. An increasing number of faculty use Blackboard, a web-based platform for online instruction, to supplement on-ground courses by using such features as threaded discussion, chat rooms, message boards, streaming video and email. Online instruction has made courses available to students in more rural and remote locales of the college’s 3,400 square mile service area.
Evaluation

Sierra College meets the standard. The schedule of courses is extensive and instructors use a variety of media. Systems are in place to ensure that modes of instruction are compatible with curricular objectives. The institution is responding to the needs of current and future students with online offerings and web-enhanced classes. A few instructors are utilizing pod casting, and a faculty-led plan is in place for additional training in this new medium beginning spring 2007. At the September 2006 meeting of the Board of Trustees, faculty members from art demonstrated many of these enhancements. [Board of Trustees Minutes, September 12, 2006, p. 7138, line 37] Also, the Distance Education Committee was established in October 2006 by the Academic Senate to guide pedagogical developments. [Academic Senate Recollections, 10/11/06] Institutional professional development about new classroom technologies is available to faculty and staff through the staff development office. [Staff Development Workshop Calendar] Significant financial resources have been committed to convert more existing classrooms for "smart" technologies at all district campuses and to address the current technological needs of instructional faculty and staff. The new 60,000 square foot math and technology classroom building on the Rocklin campus, opening fall 2007, will have smart lecture podiums in every classroom. Specifications were developed by a committee of faculty users and IIT staff members. In fall 2006, the college committed financial and staffing resources to more than ten classrooms at the Rocklin campus to either convert them to "smart" rooms or update current "smart" rooms to acceptable technological standards. Similarly the new classroom buildings planned for the Nevada County campus will have three computer labs and smart lecture rooms. Plans for the new Tahoe-Truckee campus will include appropriate classroom technology. [TT Facility Master Plan]

Planning Agenda

None.

IIA. 1 c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The institution identifies and assesses student learning outcomes for course and program improvement in several ways. Through the shared governance process, the college determined that outcomes would first be developed at the course level, second at the program level and finally at the institutional level.

Student learning outcomes and assessments for every course are identified in the Course Outline of Record, available for all on WebCMS. The outlines are developed by faculty with subject-matter expertise and are approved by the curriculum committee according to the procedures in the Program and Curriculum Handbook. Departments are scheduled for curriculum review every six years. Curriculum review is supported by the Learner Outcome Institute (LOI), a workshop designed to guide faculty members in the development and assessment of student learning outcomes at the course level. [LOI Agenda]

The newly-created Program Outcomes Committee oversees program outcome review for all instructional programs. The committee members guide faculty in developing, implementing, and assessing outcomes to improve the effectiveness of student learning in their programs. [POC Minutes] Departments are scheduled for program outcome review the semester following curriculum review. [POR Schedule] All departments are scheduled to begin program outcome review in the next six years. The Program Outcome Institute, a faculty-led semester-long workshop, supports program outcome review by providing an environment for faculty from individual departments to develop and assess one student learning program outcome in a pilot project. [POI at a glance]

The results of program outcome review, in addition to information provided by the research office, such as student success and retention for courses, departments, and locations are incorporated into the annual Program Assessment Report. [PAR Reports] The PAR allows departments to evaluate program performance, identify areas of improvement, and request necessary resources.

Currently, the college is engaged in discussion through the shared governance process about how to develop and assess core competencies, or institutional outcomes, although no process has been determined.
Evaluation

The institution partially meets the standard. The institution has demonstrated a commitment to the development of outcomes and assessments at all levels and has made significant progress. The Learner Outcomes Institute (LOI) and curriculum review process support the development of course-level student learning outcomes and assessments. The Program Outcomes Institute (POI) and program outcome review guide faculty in the development and assessment of program level outcomes. A schedule is in place to ensure that all programs will develop outcomes within the next six years. [Program Outcome Review Schedule]

Currently, faculty in departments such as automotive technology, business, communication studies, philosophy, English, computer information systems, and design drafting have developed program outcomes and assessment measures for program improvement. [POC Minutes]

Although the college has standardized the development and assessment of learning outcomes at the course and program levels, only a few departments are assessing learning outcomes regularly and using the results to support planning and requests for resource allocation. However, as program outcome review becomes institutionalized, more departments will begin program review and incorporate the results into their Program Assessment Review reports.

Dialogue regarding the use of student learning outcomes at the course, program and institutional level is extensive and activity is widespread. The academic senate, program outcomes committee, curriculum committee, many department chairs, and the educational programs and services office continue to exercise leadership in this arena and there is every reason to believe the college will fully comply with the standard during the next accreditation cycle.

Planning Agenda

Continue to develop and implement processes for identifying and assessing student learning outcomes at the course, program and institutional levels.

IIA. 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

IIA. 2 a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

New and existing courses are designed and revised using a process described in detail within the Program and Curriculum Handbook, a public document that is updated yearly by the Office of Educational Programs and Services with assistance from the curriculum committee chair. Instructors work independently, but consult with the curriculum committee chair, vice chair, division deans and articulation officer on such things as identifying student learning outcomes, course content, assessments, and the catalog description. The curriculum committee, a standing committee of the academic senate with faculty membership representing the diverse instructional and non-instructional areas in the district, approves courses. Faculty members, including the chair, are appointed by the academic senate.

Each department must bring all of its courses through the curriculum review process every six years to ensure that items such as content, learning outcomes, assignments, assessments, instructional methods, and prerequisites are up to current curriculum standards. This process provides for a periodic evaluation of all courses within programs. The curriculum committee is the forum for such a process.

The educational requirements committee, also a standing committee of academic senate, is responsible for evaluating program and certificate approval and review processes. This committee oversees whether the program or certificate is appropriate to the Mission of the California Community Colleges, and whether there is a demonstrated need for the program or certificate. The educational requirements committee also addresses the issues of quality, feasibility and compliance regarding new and revised degree or certificate programs.
Faculty input begins once a course is conceptualized at the department level, and faculty advice and input occur at three levels after that culminating in the committee review. The educational requirements committee, comprised of 6-8 faculty representatives who are also appointed by the academic senate, including the chair, oversees changes to existing programs and proposals for new programs. [Curriculum Handbook]

Instructional program review is addressed by the program outcomes committee through the program outcome review process. The program outcomes committee works with department faculty to develop and assess learning outcomes and use the results for program improvement [POC Minutes]. Program outcome review is an ongoing, cyclical process, the results of which are incorporated into the yearly program assessment review (PAR) report for planning and resource allocation.

Evaluation

Sierra College meets the standard. The institution recognizes the central role of its faculty in determining the appropriateness of its curriculum and programs at every level. The chair and vice chair of the curriculum committee are faculty members, and the committee is comprised of faculty representatives, appointed by the academic senate, having expertise in each of the educational areas (such as behavioral sciences, physical sciences and career/technical). Other members on the committee include the articulation officer, deans, a counselor and an evaluator. The chair of the program outcome committee is a faculty member and the committee is comprised of faculty representatives from various disciplines such as accounting, earth science, English, chemistry, philosophy, and physics. The curriculum committee chair, program outcomes committee chair, and articulation officer regularly meet with the vice president of educational programs and services to discuss and receive guidance about curriculum matters.

Planning Agenda

None.

IIA. 2 b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

The college relies on faculty expertise to identify competency levels and measurable student learning outcomes for all courses, certificates, programs, and degrees; faculty consult with advisory committees for occupational courses and programs. Faculty representatives from instructional areas serve on the curriculum committee and program outcomes committee.

The curriculum committee evaluates courses presented and developed by faculty. This evaluation includes assessment of student learning outcomes as well as competency levels for each individual course. Courses are revised by faculty members as often as necessary to keep up with academic or workplace standards, and they undergo official curriculum review every six years. Courses are scrutinized by discipline-specific faculty and curriculum committee members to ensure that the courses qualify in meeting degree, transferability and/or general education requirements. Faculty, guided by the articulation officer, ensures that courses meet the criteria necessary to maintain articulation agreements with four-year universities for major preparation, general education, course-by-course, and transferable course agreements. At the course level, faculty evaluate student performance in achieving the student learning outcomes through assessments, examples of which are listed in the course outline of record available in the WebCMS database. Faculty assesses student learning outcomes through multiple assessments as specified in the course outline and syllabi. The course outline document requires sample assignments, assessments and teaching methodology in reading, writing/problem solving/demonstration, and related areas. Faculty members are expected to provide students with a course syllabus that delineates the course outcomes and assessments. [Curriculum Handbook]

Instructors who are developing, reviewing, and assessing outcomes for their program(s) are guided by faculty members of the program outcomes committee. Throughout the process, instructors receive support and guidance on assessment design, implementation, analysis, and interpretation of results. [POC Minutes] In addition, the program outcomes institute was established in 2005. This
Standard II: Student Learning Programs and Services

institute, facilitated by faculty members with learning outcome and assessment expertise, is offered every year in the spring semester, and targets faculty members who are in programs that are scheduled to begin their program outcomes review in the following semester. This extended, semester-long workshop serves as a forum for faculty to pilot the assessment of one program outcome before beginning the formal review process. [POI at a glance]

Departments, led by recognized chairs who receive release time or stipends [SCFA Article 22] for the various defined duties they perform, comprise the most basic level of assessment organization in identifying competency levels and measurable student learning outcomes for courses, certificates, and programs. One of the primary duties and responsibilities listed in the SCFA/District CBA for chairs is to "facilitate review, development, and implementation of department curricula." Accordingly, throughout the college, chairs regularly call department meetings (FLEX week and other) to involve department faculty in the assessment of discipline curricula. For example, the photography, applied art and design, art, communication studies, welding technology, psychology, philosophy, humanities, and history departments meet twice yearly or more to discuss and revise course offerings to ensure course and program currency within their respective disciplines. Department faculty in the English and ESL programs meet on a regular basis to identify competency levels of students in relationship to program offerings. Both English and ESL use standardized, regularly administered assessments (bi-yearly) to students to determine the success of defined student outcomes in these respective areas. [ESL Assessments, English Assessments] Department chairs work with the division deans, curriculum committee, program outcomes committee, and educational requirements committee leaders, and the college's articulation officer to implement faculty course and program assessments.

Vocational education programs (referred by the college as career and technical education) regularly seek input from their business partners to identify competency levels and measurable student learning outcomes for courses, certificates and degrees. Faculty in career and technical programs meet at least once a year with an advisory committee comprised of professionals in the relevant business or industry. These committees provide advice to the program staff regarding skills and knowledge needed by students entering employment in that field and make recommendations regarding needed courses and programs to meet the current needs of the employer. The role of advisory committees is critical in rapidly changing industry areas, particularly those involving technology. Advisory committees are an invaluable source of information and resources to aid in the development of new programs and measurable student learning outcomes.

Evaluation

The college partially meets the standard. While the assessment of course-level outcomes is in place through the curriculum review process, progress continues regarding program outcomes. All departments are scheduled to complete program outcome review by 2012. [Curriculum review schedule, POR schedule]

Course outlines are reviewed by the University of California and California State University systems which validate the competency levels of the college's courses with articulation agreements.

All career and technical education faculty meet with their advisory committees at least once per year and many seek input more frequently. Some programs have met with new business partners using a structured focus group process to ask open-ended questions and keep a written record for review and interpretation. These meetings stimulate the development of new courses, suggest the deletion of outdated curriculum, improve student assessments, help modify degree and certificate patterns, and provide input for overall curriculum and program review. An additional important benefit of these educational/industry exchanges is facilitation of student employment opportunities either in the form of initial internships and field trips or jobs. Besides meetings with industry partners, many faculty members and administrators participate in site visits to organizations. Site visits give employers the opportunity to articulate their needs and interests in their own professional settings and provide college staff with first-hand details about the organization's operations. Faculty return to the classroom with relevant and compelling information about business needs which gains the close attention of students.

Planning Agenda

Continue to develop and implement the Program Outcomes Review process. Evaluate results and implement changes as appropriate.

IIA. 2 c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning characterize all programs.
**Descriptive Summary**

The college is committed to fostering high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning characterizing all programs. High-quality instruction begins with an effective hiring process for both full- and part-time faculty.

All full-time and part-time faculty members must meet the minimum qualifications for their disciplines as outlined by the Academic Senate of California Community Colleges and the Chancellor's Office. Hiring practices for full time instructors include development of rating guides mirroring the job description, a written self-assessment on teaching and student learning philosophy, pedagogically focused interview questions, and a teaching demonstration. Hiring committees for full-time faculty are comprised of discipline-specific members as well as staff, administrators, and an Equal Employment Opportunity (EEO) representative. A faculty member from the hiring committee serves on the final interview committee. The full-time faculty tenure process extends over four years with evaluations occurring in one semester, usually in the fall, each year. Once tenured, a faculty member is evaluated every three years. [SCFA Evaluation]

Part-time faculty hiring involves review of an applicant's application and minimum qualifications by human resources, a dean, and discipline-specific faculty, often a department chair along with other area faculty. Generally, part-time faculty members are interviewed through a less formal, or intensive, process than that accorded full-time faculty. Part-time instructors are evaluated in their first year and then once every three years subsequently. Evaluation feedback is collected from students, faculty peers, and in a self-evaluation by the instructor. The faculty evaluation process is defined and regulated by the SCFA/district CBA and monitored by the academic senate and the college's human resources officer. Faculty hiring is defined and regulated by law and monitored by the college's human resource officer, the college's EEO officer, the academic senate, and the SCFA. [SCFA Evaluation]

Through the curriculum process, faculty evaluate breadth, depth, rigor, synthesis, and sequencing of classes, taking into consideration the prerequisites and advisories for courses. The curriculum committee oversees the approval of student learning outcomes for all courses offered at Sierra. The web-based curriculum management system, WebCMS, assists faculty in aligning student learning outcomes with teaching methods, assignments, and assessments to ensure high quality instruction. The course outline of record is available for faculty, staff, students, and public review through the college website and instructional offices. Distance learning (online, TV, hybrid delivery) is addressed in the curriculum process to guarantee the course outcomes are consistently met regardless of instructional method. The distance learning coordinator is a member of the curriculum committee. Moreover, the distance education committee addresses the pedagogical issues of distance learning to ensure the quality of instruction for online, televised, and hybrid courses. [Distance Education Committee Minutes: 11/17/06, 12/8/06, 2/23/07, 3/9/07] Departments are now on a six-year curriculum review cycle. By fall 2008, all departments will have been scheduled to complete curriculum review utilizing WebCMS. [Curriculum Handbook] In addition, the Learner Outcome Institute [LOI], a semester-long faculty-led workshop, provides guidance to faculty members in the creation, implementation, and assessment of student learning outcomes in their courses. In turn, LOI is the prerequisite institute for the Program Outcome Institute, offered every spring semester.

In addition to the curriculum review process, faculty may evaluate instructional quality, breadth, depth and rigor through the program outcome review processes. In program outcome review, as overseen by the Program Outcome Review Committee, the faculty evaluates program effectiveness by assessing learning outcomes at the program level. [POC minutes]

Course scheduling is planned and executed by instructional staff. Time to completion is initially determined with overall program design and modified as necessary. Faculty members from each department work with their department chair representatives to recommend sequencing and scheduling of courses to meet student needs. Deans and associate deans work with department chairs to review and adjust those department-level schedules in keeping with broader student need. Collegewide scheduling issues are routinely discussed and evaluated during weekly deans' council meetings. [Deans' Council Recap: 7/27/06, 8/3/06], and coordination among the various college centers is essential, particularly between the Rocklin, Roseville Gateway, and Nevada County campus centers. This essential coordination among centers will intensify with the recent opening of the Lincoln center. Moreover, implementation of the 16-week, compressed calendar necessitated close coordination among all instructional divisions. As a result of the compressed semester calendar, a total of 14 weeks was available for course scheduling in the summer. Schedule coordination enabled the college to more effectively offer courses to new high school graduates,
reverse transfers, and continuing students. For example, nursing students were able to complete their degree a semester early by utilizing the 14-week summer session.

General education courses are offered in multiple timeframes and days of the week to meet student needs. Similarly, students clamor for more and more courses to be offered online. While offering a variety of section days and times for capstone or industry-specific courses present fill-rate challenges, special dispensation is given for smaller class sizes or granting course substitutions. [Class schedule]

Evaluation

Sierra College meets the standard. Faculty, administrators, and staff ensure high quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning through structured processes including hiring, teaching evaluation, curriculum and program review. Effective course sequencing and timely degree completion are ensured through the coordination of faculty, department chairs, deans and other instructional experts working together on a regular basis.

The college hires well-qualified, knowledgeable, and experienced faculty through a clearly defined and thorough process. Faculty hiring and evaluation practices are thorough and rigorous. These practices provide many opportunities for dialogue to ensure an on-going, systematic evaluation of the processes used to improve student learning and instruction. Moreover, emphasizing outcomes in the program review process will promote evaluation of instruction and ensure effective student learning at the program level.

Sierra College strives to maintain high quality instruction through the hiring of well-qualified individuals. In some disciplines, it is often a struggle to find well-qualified individuals, which can affect the college's ability to offer courses to meet student demand. The college attempts to recruit adjunct instructors by advertising on the website, in the California Community College Registry, and in local newspapers and in discipline-appropriate publications.

Finally, the quality of instruction is ensured through the evaluation of faculty. Efforts in evaluating full and part time instructors are hampered by inadequate teaching evaluation forms. Evaluation forms were last revised in 2004. The distance education committee initiated a revision of the online instructor evaluation form. Evaluation criteria for on-ground classes should also be revised to accurately reflect sound instructional practices.

Planning Agenda

None.

IIA. 2 d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Sierra College serves a population that includes residential, traditional, occupational, returning, international, online, disabled, and not-for-credit students at four site campuses over a 3,200 square mile region. While the broad mix of students accurately suggests diverse needs, the geographic area also presents significant weather-related and distance challenges.

The college uses a variety of delivery modes such as computer-assisted instruction, online, television, web-enhanced, hands-on, project-based, study abroad, and learning communities. Instructors are aware of different learning styles and attempt to provide students with learning opportunities involving multiple modalities. Instructors utilize different delivery systems and typically provide information geared for visual, auditory, and kinesthetic learners. Computer-assisted presentations have become popular, but overhead projectors, blackboards and DVD players are also regularly utilized. Many instructors enhance their lectures with online materials including syllabi, study guides, assignments, and activities. For instructors in the sciences and social sciences, courses are accompanied by laboratory sessions that incorporate the use of materials such as prepared microscope slides, skeletal materials, live cultures, mineral samples, and a variety of preserved plant and animal specimens to engage the students in hands-on learning experiences. Teaching methods include lecture, discussion, and activity, which are supported by the use of PowerPoint, maps, overhead projections, videos, demonstrations, simulations, role-plays, community service, travel, laboratory documentation and collaborative group activities.

In addition, the college provides a number of opportunities for instructors to learn about the needs of students and how to accommodate those needs in
the classroom for an effective learning environment. The staff development office frequently and regularly schedules workshops on student diversity, learning styles and teaching methods. [Staff Development Workshop Schedule] In addition, many of the college institutes, including the learner outcomes institute, new faculty academy, instructional skills workshop, and multimedia skills workshop, discuss the diversity of learning styles among our students and provide practical ways to address those needs in the classroom. [Staff Development Ongoing Programs]

**Evaluation**

Sierra College meets the standard. The institution utilizes a variety of teaching methodologies to deliver program content that meets the diverse needs of students.

**Planning Agenda**

None.

**II A. 2 e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

**Descriptive Summary**

Sierra College engages in the systematic review of all offered courses, programs, degrees, and certificates as outlined in the Program and Curriculum Handbook and carried out by the curriculum committee and the educational requirements committee. These reviews are held in accordance with the guidelines set forth by the Chancellor's Office Program and Course Approval process. Instructors are responsible for the evaluation of the achievement of student learning outcomes in their courses. In addition, the institution uses established procedures through the educational requirements committee to approve, administer, deliver, and evaluate programs. This process also is outlined in the Program and Curriculum Handbook. On an annual basis, the college collects and distributes demographic data provided in the Sierra College Atlas. This information allows the college to evaluate the educational programs and courses to determine if they are meeting student needs and make recommendations for modifications, additions and deletions through the appropriate committees.

The program outcome review process is designed to provide an on-going systematic review of the program, degree, or certificate level of skills and knowledge obtained by students. This process began in the fall semester of 2006 with three programs: accounting, philosophy and computer information systems. The following programs are scheduled to begin program outcome review in fall of 2007: developmental mathematics, reading, English, drama and biological sciences. Selected faculty members in each of these programs are currently participating in the program outcomes institute. In the institute, faculty identify the various programs in their department, clarify outcomes, develop assessments to measure outcomes, pilot an assessment and analyze the results for program improvement. The information from program outcomes review will be incorporated into each department's annual program assessment review (PAR) report to be used for planning and resource allocation. [POR Schedule, POC Minutes]

**Evaluation**

The college partially meets the standard. The faculty evaluates all courses through an on-going 6-year systematic review cycle through the curriculum review process. The college uses established procedures to evaluate courses and programs during the curriculum review. The curriculum review cycle, published in the Program and Curriculum Handbook, shows when each department will conduct its curriculum review. Steps for conducting curriculum review are also detailed in the handbook.

In addition to the formal curriculum review process, faculty members continuously review and revise course curricula to respond to the current trends and needs in post-secondary education. All new courses, modifications and deletions to the curriculum are reviewed and approved by the curriculum committee. If these changes affect any departmental programs (degrees or certificates), the changes are also reviewed and approved by the educational requirements committee. Moreover, the program outcome review process is designed to provide a cyclical, systematic review of all instructional programs. The results of program outcome review are used to evaluate the program success in terms of student learning and plan for future improvement. Finally, each department, or program, submits a yearly program assessment and review report (PAR) to set goals, evaluate budgets,
determine capital outlay, and develop strategies to address the needs of the department's educational programs for the next year. Through this annual review, the departments evaluate the relevance, appropriateness and effectiveness of the programs they offer.

In addition to the curriculum and program review processes, students are also asked to evaluate their courses. Division offices organize and implement the student evaluations—more than 10,000 each term—of selected courses for review by administration and faculty. General course/instructor evaluation forms are used to assess student perceptions of the faculty and the courses. The form is used annually for non-tenured faculty, once every three years for tenured faculty and part-time faculty. The evaluation process also includes a classroom observation by an administrator or designee (such as a department chair). In addition, instructors are expected to submit course syllabi to their respective division office every semester to ensure adherence to the Title 5 approved student learning outcomes.

Evaluations are also performed for the study abroad program, non-credit student programs, and Osher Institute courses. More than 3,000 forms are used annually to examine the attitudes of the students toward the courses offered in the Osher Institute. The student success program also uses assessments to evaluate its outcomes.

Planning Agenda

Continue to develop and implement the program outcomes review process as well as fully integrate it with the program assessment review report.

I1A. 2 f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Sierra College maintains the relevancy and currency of all courses, programs, certificates, and degrees by evaluating them regularly and systematically for achievement of student learning outcomes. This commitment is articulated in the mission statement as well as the guiding principles of the college and is ensured through review processes at the course and program levels. [Mission Statement]

At the course level, all departments and programs, including general and vocational, review course outcomes for currency and relevance at least every six years as outlined in the Program and Curriculum Handbook. Many departments review course outcomes at least yearly, particularly those departments whose disciplines address a constantly changing technology, such as applied art and design, computer integrated electronics, and computer technology courses. Additionally, the curriculum review process requires faculty to evaluate the assessments used to measure the achievement of course outcomes and revise as necessary. Course outcomes are articulated in the course outline of record, which is accessible to faculty, staff, students and the community through the college website. Instructors are expected to include in their syllabi the student learning outcomes for each course.

Additionally, the program outcome review process is sequenced with the curriculum review cycle to ensure coherence. Guided by the program outcome committee, it provides faculty the opportunity to develop and assess student learning outcomes at the program level for program improvement. Local faculty members identify the programs in their departments. The faculty evaluates all degrees and certificates contained in their respective departments as well as any general education and/or vocational programs. [POC Minutes] As departments implement program outcome review, it is expected that they will incorporate this information in their annual program assessment review (PAR) report. PAR reports for all departments and programs may be accessed in public folders. [PAR Reports]

Evaluation

Sierra College partially meets the standard. Curriculum review provides the systematic planning and evaluation of student learning outcomes to ensure currency and relevance at the course level for all programs every six years. The Curriculum committee evaluates courses for appropriate course content and requirements. The web-based program, WebCMS, provides a systematic approach to evaluation at the course level.

However, to ensure that course outlines are actually addressed and assessed by all instructors is a process that runs head-on into SCFA oversight in their role of negotiating the faculty evaluation process. For example, while the history
department has reading and writing standards, the evaluation process/forms only vaguely addresses whether or not these standards are adhered to by individual instructors. Similarly, whether or not instructors are actually adhering to the specified course outcomes and assessing students hinges on the ability of the institution to evaluate those issues specifically. At this point the college is only doing that kind of evaluation in the most general sense. However, as program analysis becomes increasingly refined, the college’s ability to evaluate more effectively will increase as well.

The program outcome review process, although in its infancy, is designed to address the same issues of planning, evaluation, currency and relevance using student learning outcomes at the program level. In addition, it will help to address the issue of ensuring the achievement of course-level outcomes. According to the current schedule, all programs will be engaged in program outcome review by 2012. The resulting outcomes, assessments, evaluation, and planned improvements will be included in the program assessment review (PAR) report. Program outcome assessment, while relatively new to Sierra College, is a strong movement.

The deans have approved the POR schedule. [Deans Council Recap, 10/12/2006]

Planning Agenda

Continue to implement the program outcome review process and integrate program outcome review with the Program Assessment Report.

IIA. 2 g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

During spring 2006, all instructional departments were surveyed in order to discover the number of departments using common course examinations. [Question 12 of Standard IIA Questionnaire] Department chairs were asked to report on their programs or courses that use standardized testing and whether their departments observed a process for validating the effectiveness of common examinations used to assess student learning. Of the 22 departments responding to the questionnaire, 14 percent, or three departments (chemistry, ESL and English), reported using standardized tests in one or more of their courses. One department (history) reported using a standardized reading and writing requirement.

The history department faculty has developed beginning fall 2006—reading and writing standards that are suggested within the curriculum for all history courses. These semester course standards are: reading requirements (minimum of 750 pages from two different sources) and writing minimums (2500 words -- can be in one or several assignments and can be in-class or take-home). When evaluated, instructors are asked to provide a statement along with their syllabi explaining how they incorporate these department standards into their courses. However, there is no formal college process to assess whether or not instructors are actually including these standards within their courses.

Results from the survey indicate that departments ensure the validity of their test instruments in different ways. The chemistry department uses nationally-normed tests for chemistry 1B, 2A, 2B, 5, and 12B; these tests are written and published by the American Chemical Society. ESL uses department-designed final essay exams at each level of ESL writing courses. English uses a department-designed final exam after the one-level below college composition/one level below transfer class (English A). All ESL and English common final exams are scored with a rubric and all scorers are normed prior to the scoring sessions. [English A Rubric, ESL Rubric] In both English and ESL, each student exam is scored by at least two readers who remain anonymous to each other. Both ESL and English maintain a portfolio appeal process to assure that multiple measures are used to assess student performance. In English, the essay prompts are chosen by committee and a choice of two topics is given to accommodate students of various racial, age, ethnic, religious, cultural and linguistic backgrounds. English also tracks student performance in the subsequent level course to assure that the exam reliably predicts and impacts student success at the next level. Although it does not use standardized testing, the history department does assign a common book across all sections of one of its courses (history 17B). These instructors individually choose their own method of assessing student achievement with respect to that text.
Standard II: Student Learning Programs and Services

Evaluation

The institution meets the standard. Those departments that do use departmental course or program examinations take steps, either by using nationally-normed referenced tests or by establishing internal research protocols, to validate the effectiveness of their exams.

Note about question 12 on the questionnaire: it’s possible that respondents understood the phrase "standardized testing" variously. Some may have thought it meant tests designed by outside agencies, such as ETS, academic societies, the State Board of Education or textbook publishers; others understood the phrase to mean testing designed and written by department members to assess the general level of student achievement across levels, such as common final examinations given across all of the sections of a particular course. Also, question 12 did not include the query about how departments minimize test biases. Therefore, the respondents did not speak directly to that question.

Planning Agenda

None.

IIA. 2 h. The institution awards credit based on achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Sierra College awards credit based on the achievement of the student learning outcomes as stated in the course outline of record. The college catalog describes institutional policies that reflect the generally accepted norms or equivalencies in higher education. Course outlines of record are on file in the Office of Educational Programs and Services and available to the college community and the public at the college website through WebCMS. The course catalog provides explanations for all pertinent information including type and number of units, transfer designation status, course hours, California articulation number system, prerequisites, co-requisites, and advisories. The catalog also describes academic regulations, graduation requirements, and transfer requirements.

Through curriculum review, the college systematically reviews course outcomes to ensure accuracy in awarding credit. Faculty evaluates course outcomes and content for accuracy and relevancy at least once every six years. The curriculum review process includes consultation with course content and outcomes from other community colleges as well as four-year universities to ensure consistency, accuracy, articulation, and transferability. [Curriculum Handbook] In addition, faculty members from a variety of disciplines participate in the California Intersegmental Major Preparation Articulated Curriculum (IMPAC) project.

Evaluation

Sierra College meets the standard. The college catalog provides a clear and accurate description of all institutional policies for awarding units of credit. Faculty, administrators and staff use the institutional processes, including curriculum review, to ensure that course credit is awarded for the achievement of stated learning outcomes.

Planning Agenda

None.

IIA. 2 i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The college catalog details student achievement requirements for all degree and certificate programs. In addition, specific student learning outcomes are listed in the course outlines of record [WebCMS], which are approved and reviewed by the curriculum committee, and students are evaluated based on their achievement of student learning outcomes for each course. Instructors are encouraged by department chairs and deans to list student learning outcomes on the individual syllabi given to students on the first day of class.

Career technical education programs ensure student achievement standards in degree and certificate programs through consultation with appropriate regulating agencies. For example, in the nursing program, California state licensing exams (NCLEX) are included as part of the assessment process. Similarly
appropriate curriculum in automotive technology is taught according to standards specified by the National Automotive Technicians Education Foundation, and in welding technology by the American Welding Society. Faculty in each of the programs design the curriculum to meet the basic competencies required by the state exam to ensure competency is achieved. [WebCMS]

Sierra College has established the use of program level outcomes through the program outcome review process. Through this process, the faculty develops learning outcomes for all degrees and certificates as well as other identifiable programs. Program outcomes are the summative knowledge, abilities, and skill students will attain after completing the required course of study. The program outcomes committee reviews outcomes for all programs regularly. [POC Minutes]

Evaluation
Sierra College meets the standard. The primary means by which a student earns a degree or certificate is the completion of a minimum number of specified units and minimum competencies as articulated in the college catalog. In addition, student learning outcomes have been developed to clearly articulate the specific requirements that a student must meet at the course level. Program-level learning outcomes are in the process of development.

Planning Agenda
Sierra College will continue to operate in the current manner regarding this standard. In addition, the college will continue to work towards the establishment of measurable outcomes for all offered programs.

IIA. 3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

IIA. 3 a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
As part of its general education program, Sierra College offers its students a range of courses within the humanities and fine arts, the natural sciences, and the social sciences. According to the Sierra College Philosophy for General Education, the GE program offers the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes and appreciation for cultural diversity that will make them effective learners and citizens. The current Sierra College Catalog lists 130 courses that fulfill the GE requirement in humanities (Area 1.C); 89 courses in the natural sciences (Area 1.A); and 81 courses in the social/behavioral sciences (Area 1.A). To complete the GE requirements for an AA at Sierra College, students must complete at least 3 units in each of these areas.

Before a course is accepted into the general education pattern, it must pass through Sierra's curriculum process; additionally, every department must take all of its existing courses through the curriculum review process every six years. According to the Program and Curriculum Handbook, the outcomes, outlines, and course materials for all GE courses must relate to the core components for the course's general education category. [Program and Curriculum Handbook, Appendix F] Faculty submit new and revised courses to the curriculum committee, which reviews the course content outline and learning outcomes before accepting a course for GE credit in one of the areas listed above.

Evaluation
Sierra College meets the standard. The college provides a variety of courses that enable the student to gain an understanding of the basic content and methodology of the humanities and fine arts, the natural sciences, and the social sciences. The curriculum process ensures that all courses, new and existing, relate to the core components for the GE category in which it is listed.

The Program and Curriculum Handbook is a thorough and useful document that guides faculty through the development of new courses and through
Standard II: Student Learning Programs and Services

department curriculum review. It does, however, reflect the old accrediting standards; it will be updated to reflect the current standards in the next academic year.

By spring 2008, all of Sierra's academic departments will have gone through the curriculum review process, which is on a 6-year cycle. The curriculum review process ensures that older courses conform to current standards, regardless of when they were originally written.

Planning Agenda

Revise curriculum handbook to include new standards.

IIA. 3 b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Sierra College general education requirements give students the opportunity to become life-long learners, with skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

To ensure that students have skills in scientific and quantitative reasoning, the Sierra College GE pattern requires that students demonstrate proficiency in mathematics by a minimum ACT score of 15 or SAT score of 400; completing a math course in algebra or higher with at least a "C" grade in the last three years of high school; or completing Business 64, Math A or higher with a grade of "C" or better.

Additionally, courses in biology, chemistry, geography, geology, mathematics, and physical science meet the scientific and quantitative reasoning requirement. (Area II)

The critical analysis/logical thinking requirement is addressed in Sierra's Language and Rationality Area I.D, which includes courses that develop for the student the principles and applications of language toward rational thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses. (Curriculum Handbook) Students must meet the English Composition portion of this area through completion of Business 86; English 1A, 2, or 12; or ESL 40W with a grade of "C" or better. The Communication and Analytic Thinking requirement offers students a choice of 34 courses that include a significant communication and/or analytic thinking component. [Catalog]

Although the Sierra GE pattern does not include a specific requirement for information competency, computer literacy, or the ability to acquire knowledge through a variety of means, these skills are woven throughout the courses in the GE pattern. Sierra's philosophy for general education states that GE offers the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes and appreciation for cultural diversity that will make them effective learners and citizens. Computer literacy is also addressed through the increasing use of technology in the classroom and the availability of computer-literacy workshops available to all students. [Student Success Workshops]

Evaluation

Sierra College meets the standard. Course descriptions in the catalog indicate that general education courses offer students the opportunity to become life-long learners, with skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

The curriculum process ensures that all courses, new and existing, relate to the core components for the GE category in which they are listed.
Some significant changes in Sierra's GE pattern will occur as a result of the Statewide Academic Senate's proposal to raise the minimum English and math graduation standards for the associate degree by fall 2009. Sierra already meets the higher standard in English, as a student cannot complete GE requirements without taking at least one college-level composition course (or a college-level course in another discipline judged equivalent in rigor and content). The new math standard, however, will necessitate a change in Sierra's requirements. The new standard mandates that students complete a course equivalent to Intermediate Algebra, while the current Sierra requirement is a course equivalent to Elementary Algebra.

The college has already begun the discussion of how this change will be implemented. The new requirement will require not only additional sections of algebra, but also new assessment, placement, counseling, and student support systems. The college is aware of the challenges associated with the new requirement and is using the shared governance process to identify and meet these challenges. [Academic Senate Minutes: 12/6/06, 11/29/06, 9/27/06, 9/20/06, 9/6/06, 8/30/06, 8/18/06; Fall 2006 Flex Schedule, p. 12 - Math Requirements; Math Department Recollections: 5/1/06, 8/22/06, 9/22/06, 10/6/06, 11/3/06, 11/17/06, 3/12/07; CTE Minutes, 8/23/06]

Planning Agenda

None.

11A. 3 c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

According to Sierra College's mission statement, the college will promote leadership and civic responsibility among its students, leading them to become contributing citizens of the complex and changing communities in which they live and work. The college's guiding principles include supporting diversity, encouraging the full development of human potential in a world of growth and change, and fostering environmental awareness and individual responsibility.

To further this mission, Sierra College's general education pattern requires students to have some recognition of what it means to be an ethical human being and effective citizen. The Program and Curriculum Handbook defines general education as a range of courses to help students become aware of cultural differences, to develop in them a sense of self-esteem, to assist them in maintaining their health and fitness, and to enable them to achieve their goals and gain a breadth of knowledge about the environment, the natural sciences, the social and behavioral sciences, the humanities, and the skills of communication and critical thinking. This gives students a basic understanding of the world in which they live.

Critical thinking is a key aspect of many of these skills, and the course descriptions of record for all Sierra courses must give examples of teaching methodology addressing critical thinking. To complete the GE requirements at Sierra, students must take courses in the social and behavioral sciences, humanities, language and rationality, and oral communication areas; choices include communication studies, history, psychology, political science, sociology, social science, fine arts, literature, foreign languages, humanities, and philosophy. Courses in these areas help cultivate an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. [Associate Degree Requirements, 2006-2007 Catalog, p. 42]

In addition to the mandated categories of Title 5, Sierra College has added health education/physical education and multicultural studies requirements. Courses in health education/physical education are those which develop an appreciation for physical fitness and a healthy lifestyle. Courses could include participation in aerobic and muscular fitness activities, nutrition and health analysis, or a combination of both. Multicultural studies courses either explore in depth non-Western cultures or groups experiencing past discrimination or under representation in American/Western society; are multicultural by definition (i.e. Anthropology of Comparative Religion); or have a demonstrable and central multicultural component. [Program and Curriculum Handbook, Appendix F]

Sierra College has an active and growing international student program, with over 200 students from around the world attending classes in spring 2006. These students contribute to the college’s mission by supporting diversity and helping all students become aware of cultural differences. [International Students Website] Additionally, the college also supports an active and growing study abroad
program, which sends approximately 50 Sierra College students abroad each semester and during the summer and winter sessions to locations such as Paris, Sydney, Florence, Madrid, Vienna, Greece, and Peru. [Study Abroad website]

The mission of Sierra's Campus Life Program is to enhance the educational experience for students by fostering their social, intellectual and physical growth. The campus life office is a resource center dedicated to supporting leadership development opportunities for students. As the operational hub of extracurricular student activities on campus, the campus life office prepares students to be informed, educated leaders and citizens of our community by providing training, skills development critical thinking and interpersonal skills. As of fall 2006, students can choose to join 64 campus clubs that bring together students with similar hobby or intellectual interests, cultural or religious backgrounds, or major/career goals. [Campus Life website]

**Evaluation**

Sierra College meets the standard. The institution meets its commitment to fulfilling its mission and instructional goals as demonstrated by the content in the many general education classes that address the recognition of what it means to be an ethical human being and effective citizen. In addition to taking classes in the social and behavioral sciences, humanities, language and rationality, and oral communication areas of the GE pattern, Sierra students must meet health education/physical education and multicultural studies requirements that help them deepen their sense of themselves as individuals and as members of the world community. The curriculum process ensures that all courses, new and existing, relate to the core components for the GE category in which they are listed.

Beyond the GE requirements, Sierra's active International Students, Study Abroad, and Campus Life programs offer students of all backgrounds and interests opportunities to broaden their understanding of the world around them and their place within it. A cross-discipline group of faculty is currently formulating a proposal for curriculum and activities to foster environmental sustainability. This project, known as the Seventh Generation Project, includes infusing existing curriculum with sustainability concepts and practices, creating new courses and a degree program, and using sustainability criteria in appropriate college operations decisions.

Finally, during the spring and fall 2006 semesters, Sierra has used the shared governance process to revise and refine various Board and Administrative Policies pertaining to student participation in the life of the campus, including free speech, student rights and the grievance process, and student conduct. These revisions will ensure that students are able to fully express their views as students and citizens without compromising the safety or freedoms of other members of the campus community. [Board Policies and Administrative Procedures: BP 5500 - Standards of Conduct, AP 5520 - Student Discipline Procedures and Due Process, BP 5530 - Students’ Rights and Grievances, AP 5530 - Students’ Rights and Grievances, BP 5550 - Speech: Time, Place and Manner, AP 5550 - Speech: Time, Place and Manner]

**Planning Agenda**

None.

**IIA. 4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**Descriptive Summary**

The Program and Curriculum Handbook outlines the program approval and review process as carried out by the educational requirements committee. The process requires programs to follow specific guidelines as set forth by the Chancellor’s Office Program and Course Approval Handbook.

**Evaluation**

Sierra College meets the standard. All Sierra College degree programs have successfully completed the program review and approval process and include either a focused study in an area of inquiry (e.g. Communication Studies or Computer Information Systems) or that are interdisciplinary (e.g. women’s studies or natural science). The college deleted its general studies degree in 2004 because it was not a focused program and had no interdisciplinary core.

**Planning Agenda**

None.
IIA. 5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Sierra College offers 108 vocational and occupational certificates and degrees which prepare students to demonstrate technical and professional competencies that meet employment and other applicable standards. [Catalog] Graduates from the certificate and degree programs primarily gain employment in organizations and industries throughout Placer, Nevada, El Dorado and Sacramento counties. Employers rely on the college for a well-educated, skilled labor pool. Standards for some occupational programs are established by outside accrediting or regulatory agencies and require external licensure and certification for employment. Students in the automotive technology, administration of justice (Police Academy), registered nursing, vocational nursing, real estate, and welding technology programs specifically prepare to take state certification exams and/or apply for licensing for employment in certain job areas.

Certain regulatory agencies disseminate pass rates that provide the college with specific, measurable results of educational programs such as in automotive technology, nursing and welding technology. Other programs rely on input and feedback about job placement from advisory committee members, other industry partners, faculty and students themselves. CTE faculty regularly takes requests from employers to fill vacant positions. In addition to facilitating job placement, student learning outcomes and other curricular issues are regularly discussed with industry partners to ensure relevance. Most programs hold bi-annual advisory committee meetings, and faculty conduct employer site visits during the course of internship oversight, student field trips and individual initiative. The college's curriculum committee evaluates student performance outcomes, course content, teaching methodology and numerous other aspects of student learning. The college's educational requirements committee reviews new programs. [Program and Curriculum Handbook] Faculty receives data yearly about degree awards to assist them in program planning. Faculty also report labor market information at advisory committee meetings to ascertain reliability and validity of the data for use in decision making.

Evaluation

Sierra College meets the standard. Regulatory agencies require reports about program status, student performance outcomes, course content, admissions and completions. Student performance outcomes indicate satisfactory competence at course completion and those at the SAM code B and C levels serve as minimal competencies for employment. Progress is being made on better tracking of student placement. Students are surveyed in all CTE courses regarding employment status. The career connections function in student services provides students and faculty with services to promote career development, internships, job shadowing, informational interviewing, program marketing, and networking with high schools. In fall 2005 14.5 percent of students indicated an educational goal to develop or upgrade job skills, 2.4 percent to maintain a certificate or license, and 1.7 percent to earn a certificate. These data describe the educational behavior of many career and technical students; they select and take courses that will provide them with better skills for their present jobs or help them gain promotions rather than complete degrees. Still opportunities exist to promote the relevance of technical associate and certificate degrees to more students.

Labor market information such as occupational projections, occupational descriptions, wage rates and educational level are disseminated and discussed with VTEA advisory committee members and instructional faculty. Faculty and educational administrators analyze these data to determine program viability and sustainability. Given these data several programs have redesigned curriculum and degree patterns such as administration of justice, business, design drafting, computer integrated electronics and welding technology. Other programs currently in the process of curriculum/program review such as automotive technology, construction technology, and computer information systems will make programmatic changes to improve job opportunities for students.

When a program experiences lack of enrollment driven by a stagnating job market, analysis is conducted to determine whether the program should be
Standard II: Student Learning Programs and Services

redesigned or discontinued. A new degree concentration, Mechatronics, was added to the computer integrated electronics program in response to broad based industry demand for employees with integrated skills in electrical, mechanical, pneumatic, hydraulic, and computer control systems. [Educational Requirements Committee Minutes, 9/28/05] Additionally, the welding technology program added courses and certification in response to employer demand. [Educational Requirements Committee Minutes, 2/9/05]

Planning Agenda

None.

IIA. 6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

IIA. 6 a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Transfer of credit policies for CSU and UC are stated in the Sierra College Catalog. Each course description is designated CSU or CSU/UC if the course transfers to one or more of the state university systems. The Associate Degree General Education Breadth, California State University General Education-Breadth (CSU GE-B), California State University United States History, Constitution, and American Ideals, and Intersegmental General Education Transfer Curriculum (IGETC) requirements are published in the college catalog and each semester's class schedule. Students are also made aware of transfer policies through the matriculation process.

To fulfill the transfer mission required by Title 5, Sierra College maintains articulation agreements with four-year universities for major preparation, general education, course-by-course, and transferable course agreements. Articulation agreements with California's public four-year universities are available for students, faculty, staff, and the general public via the official repository of articulation information, the Articulation System Stimulation Inter-institutional Student Transfer [ASSIST] website. Copies of articulation agreements are also available in the counseling center, the transfer center, and the Office of Educational Programs and Services.

Although the statewide California articulation number (CAN) system is defunct, specific Sierra College courses are designated with CAN identifiers. The CAN system helps students, faculty, and staff identify courses accepted for credit toward major preparation requirements at the California State Universities. A new system to replace CAN is in the developmental stages. The lower division transfer patterns (LDTP) is a program sponsored by the CSU system. The patterns include distinct sets of general education and major courses, common to all CSU campuses. Additionally, students will complete a set of major courses specific to the CSU campus they select. Information regarding the LDTP program is printed in the college catalog.

The transfer credit acceptance policy is published in the Sierra College Catalog. Students transferring to Sierra College must submit official transcripts to the admissions and records office. If students have transferred from a regionally accredited institution, all degree-applicable, lower-division, courses will be accepted. Through review of catalogs, syllabi, and outlines, courses are evaluated to determine comparability to Sierra College courses. If comparability is not easily established, a "course substitution" petition process is available. In the case of general education requirements, petitions may be reviewed by the educational requirements committee. [Educational Requirements Committee Minutes: 9/24/03, 12/13/06; Course Substitution Petition; Course Substitution Procedure]

Students with international transcripts must have their transcripts evaluated by one of the specified agencies skilled in interpreting international courses and pro-
grams. Students will be granted elective credit for lower division course work. Those wishing to be granted credit for specific general education or major courses must submit course descriptions in English with course substitution petitions.

Articulation agreements between the college and local high schools are developed and maintained through "2+2" articulation agreements. The articulation officer, with the assistance of the 2+2 consultant, facilitates communication and collaboration between college faculty and high school/ROP faculty. Agreements are developed when course content at the two institutions are deemed comparable. Although individual agreements vary, all students must complete a 3-unit course at Sierra College prior to 2+2 credit being granted. Official agreements are maintained in the educational programs and services office.

The Sierra College Catalog is mailed to all California Community Colleges, California State Universities, and University of California campuses, as well as high schools and private universities. Annually, the articulation officer provides a list of new, updated, and deleted courses to the universities so that articulation agreements may be updated. The catalog is also available on the college website and the Career Guidance Foundation's "CollegeSource Online" website.

**Evaluation**

Sierra College meets the standard. Articulation processes in place at Sierra College demonstrate the commitment to provide students with clear lines of transfer to the universities.

As transfer-level course are developed and revised by faculty and reviewed by the appropriate instructional areas, the articulation officer works closely with faculty to facilitate articulation with four-year institutions. The articulation officer is a permanent, voting member of the curriculum committee and the educational requirements committee.

The college continues to place emphasis on improving transfer opportunities for its students. During the summer of 2005 administrators from Sacramento State University and Sierra College signed a memorandum of understanding (MOU) to foster improved articulation in key disciplines. As a follow up to the MOU signing, Sacramento State faculty and administrators hosted their community college counterparts at a meeting in November 2006 to improve communication among educators, discuss curriculum alignment, and share discipline specific issues. Sierra College faculty also participates in articulation meetings called by California State University, Chico. The new recreation management program was influenced by a respected CSU, Chico faculty member. At another meeting between Sierra College and CSU, Chico faculty and administrators, it was discovered that Chico's School of Engineering, Computer Science and Construction Management has the only ABET accredited Mechatronics baccalaureate program in the United States. Conversations between the schools' faculty are ongoing to articulate courses in the unique Mechatronics discipline.

Work will continue on the LDTP project. As the CSU system continues to release course descriptors and LDTP patterns, the articulation officer will continue to work with faculty to submit courses for CSU review.

**Planning Agenda**

None.

**IIA. 6 b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

**Descriptive Summary**

Program deletions and changes to degree and certificate programs begin with an advisory committee, faculty, and/or dean recommendation. The educational requirements committee initially reviews and approves all changes to degree and certificate patterns prior to publication in the college catalog. [Program and Curriculum Handbook] Final action by the board of trustees is necessary. [AP 4020, AP 4021, BP 4020]

When programs are eliminated or significantly changed, the college tries to minimize disruption by providing reasonable accommodation for the students. Students enrolled in affected programs may continue with their program of study. The catalog rights policy allows students to continue with the degree or certificate pattern published in their "entry" catalog. If required courses are no longer offered, the departments will work closely with the affected students to ensure that reasonable course substitutes are available.

The catalog rights policy also allows students to use their "exit" catalog. As program requirements are reviewed and updated, students may choose
Standard II: Student Learning Programs and Services

to follow the requirements in the current catalog. This allows students to complete the most up-to-date courses and apply them to the degree or certificate. [Catalog]

Evaluation

Sierra College meets the standard. Few programs are eliminated or significantly changed each year. If a program is to be eliminated, an extensive review of the ramifications must occur. Students participating in the program will be given early notification, and all available options will be reviewed to ensure that students are able to complete their education in a timely manner.

Planning Agenda

None.

IIA. 6 c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The Sierra College catalog is a comprehensive resource document that provides general college information, student requirements, and policy information. The catalog is reviewed and updated annually. The mission statement, academic calendar, admission requirements, and academic regulations, are among the many areas contained in the college catalog. All courses and programs are identified and described. Program and course information is reviewed for accuracy by the academic division offices and the educational programs and services office. [Catalog Review Schedule] Several proofs are reviewed prior to final publication. The catalog is available in print and electronic format. [Catalog]

Programs of approved courses are scrutinized by the educational requirements committee for appropriate length, transferability, breadth, and clarity. [Program and Curriculum Handbook] Upon committee approval, new degree and certificate programs are forwarded to the board of trustees. After acceptance, occupational program applications are submitted to the Regional Occupational Consortium. (Sierra College is a member of the North/Far North Regional Consortium.) Both occupational and transfer programs must be approved by the chancellor's office prior to publication in the college catalog.

Class schedules are published each semester, including summers, both in printed format and in an online format. The online schedule, once published, is updated daily to reflect current data such as enrollment figures or course cancellations. Each printed class schedule includes the typical course information as well as the academic calendar, student services information, campus maps and the like. The online schedule is adjusted as necessary to highlight courses of special interest to students, such as "late start" courses. While much of this information is provided in the catalog, most students rely on the printed class schedule for college policies, regulations, and timelines. The Tahoe-Truckee site campus publishes its own schedule as a way of better serving its communities. [TT Summer-Fall 06 Schedule, Main Fall 06 Schedule]

The college website includes the catalog, current and previous semester class schedules, and entryways for students, faculty and staff, businesses, donors and alumni, and the general public. Information about the application and registration process, instructional programs, online services, student services, and events and athletics is tabbed. Links for access to general counseling, the class schedule, Blackboard, and employment opportunities are provided. [College website] Student learning outcomes for all courses are available through WebCMS. Part-time and full-time faculty are encouraged by division deans and department chairs to create a syllabus for each course that includes the official student learning outcomes from the course outline of record. In addition, faculty is asked to submit a copy of their syllabus to the division office.

Evaluation

Sierra College partially meets the standard. The college presents itself accurately and consistently to the community, students, the general public and its personnel. Information contained in its catalog, class schedules, statements and publications, including those also published electronically are reviewed annually by teams of appropriate experts. The catalog includes all required elements. The college website has been revised in recent months to improve many structural elements. Website text continues to be updated and improved. Of particular interest
is research conducted with students to determine their need for the printed class schedule. This research conclusively showed that students rely on the print version of the class schedule despite growing use of the electronic format.

Student learning outcomes for all courses are available for review by accessing WebCMS through the college website. Although department chairs and division deans request that faculty include the official student learning outcomes in their syllabus for each course, there is no formal redress for lack of compliance since the request runs head-on into SCFA oversight in their role of negotiating the faculty evaluation process.

Planning Agenda

The Academic Senate and the faculty bargaining unit, SCFA, will collaborate to address the inclusion of course outline of record student learning outcomes in syllabi.

IIA. 7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

IIA. 7 a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Sierra College maintains a strong commitment to academic freedom. The board of trustees unanimously voted to adopt updates to the college academic freedom policy on May 09, 2006. [BP 4030; Board Minutes, May 9, 2006, p. 7061, line 42] The new policy written by the college's academic senate includes distinctions between the instructors duty to teach the truth as s/he sees it in line with the tools of her/his discipline, the instructor's duty to assess student mastery of course content, a student's right to subjective belief commitments, and the instructor's responsibility to separate her/his own personal convictions from the commitments of the college. Additionally, the academic senate regularly offers flex activities on the academic freedom policy for faculty and staff. [Flex Schedule Fall 06, p. 13] Moreover, the college catalog and the student handbook provide descriptions of the student grievance policy that grants the student the ability to grieve infractions of faculty duties that accompany academic freedom. [College Catalog p. 256; Student Handbook, p. 5] Finally, the SCFA/District CBA provides for the evaluation of instructors based in part on their professionalism in teaching to the standards of their discipline rather than to their own personal convictions. [SCFA Contract, Article 19]

Evaluation

Sierra College meets the standard. The college's expectations regarding academic freedom and responsibility are detailed in board policy, published in the college catalog, and made public through regularly scheduled flex activities. No complaints, formal or informal, have been received regarding violations of the duties associated with academic freedom.

Planning Agenda

None.

IIA. 7 b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The college has a clear and unambiguous policy on student academic honesty appears in both the Student Rights and Responsibilities Handbook and the Sierra College Catalog. In addition, many instructors publish the academic honesty policy in their syllabi.

Evaluation

Sierra College meets the standard.

Planning Agenda

None.
Standard II: Student Learning Programs and Services

IIA. 7 c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs of worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Sierra College, as a nonsectarian, public institution, does not champion specific beliefs or worldviews except for the collegewide commitment to the use of reason and creativity in the investigative process.

IIB. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

IIB. 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Sierra College provides a variety of student support services that contribute to the institution’s mission to provide a supportive learning environment to students with diverse goals, abilities, and needs. The programs and services available at the Rocklin campus and the three sites in Roseville, Grass Valley, and Truckee are widely promoted in the college catalog, class schedule, college web-site, Student Guide and Academic Planner, as well through a variety of program-specific publications.

The institution assesses and evaluates its support services in several ways. Each program participates in the annual program assessment and review (PAR) process which is an important guiding principle to achieving the institutional mission. The process allows for an annual assessment of program accomplishments that is data driven: the numbers of students served, and program outcomes achieved (e.g.: transfer agreements written, placement rates, transfer and graduation rates, and persistence and success rates). New resources needed to improve or expand services are identified and prioritized in the college wide allocation process. Goals are established for the upcoming academic year. Progress and achievements are documented and distributed at all levels up to the board of trustees at year-end.

Student support services works closely with the research office to include research data and analysis in the PAR process. Students are asked regularly to provide feedback through surveys distributed online, in class, and at the point of program/service, regardless of the location or method of support delivery. They are asked to evaluate each of the programs and services they have used. Additionally, specific questions are asked regarding the online, telephone, and paper application and registration processes, as well as the opportunity to provide input as to whether the service(s) support their student learning. [Student Satisfaction Survey, Student Satisfaction Survey Results, Student Satisfaction Survey Results by Service]

The Student Services Coordinating Council meets monthly and consists of faculty coordinators, classified support staff, managers, and educational administrators. Participants engage in ongoing dialogue with regard to the quality of support programs. Recommendations for improving services are taken to the college's senates, Deans' Council, Strategic Council, Executive Council, and the Board of Trustees as appropriate. [Student Services Coordinating Council recollections: 7/5/06, 9/19/06, 10/17/06]

Beginning fall 2006, each program identifies a student learning outcome and/or a service area outcome that will measure the extent to which the program supports student learning. Assessments of the outcomes are being conducted during the 2006-2007 year. The results will be reviewed and evaluated in spring 2007. [Service Area Outcome-Assessment, Service Area Outcome-A&R, Student Learning Outcome-Transfer Center]
Evaluations of all staff members in student support services are conducted regularly according to the process and timeline established by the respective contractual agreements. Faculty members are evaluated by their students, by their peers, and their educational administrator. Faculty coordinators are evaluated by all members of their unit, including their peers and classified support staff. [SCFA Contract, Art. 19] Classified staff is evaluated by their immediate supervisor. [FUSE Contract, Art. 17] Administrators are evaluated by their immediate supervisors, peers, direct reports, and indirect reports. [Management Handbook, p. 18]

Evaluation

Sierra College meets the standard. As a large, 3,200 square mile, single college, multi-site district, not all services are available at all sites; however, the individual centers' deans provide student and staff feedback with regard to the augmentation of services as appropriate to the focus and mission of each center. The college continues to expand its online services to accommodate delivery to distanced students. Recent additions include an online counseling and online orientation component.

Planning Agenda

None.

II B. 2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:

a. General Information
   - Official Name, Address(es), Telephone Numbers(s), and Web Site Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members

b. Requirements
   - Admissions
   - Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation, and Transfer

c. Major Policies Affecting Students
   - Academic Regulations, Including Academic Honesty
   - Nondiscrimination
   - Acceptance of Transfer Credits
   - Grievance and Complaint Procedures
   - Sexual Harassment
   - Refund of Fees

d. Location or publications where other policies may be found

Descriptive Summary

The college produces an annual catalog that includes each of the requirements identified in this standard. Each year the articulation officer solicits input and review for updating the upcoming catalog from appropriate faculty, staff and managers to ensure accuracy and currency. [Timeline for 2007-08 catalog development] Modifications are made based on legislative mandates and/or approved changes to local board policies and administrative procedures. In 2005-2006 it was discovered that the college did not have an approved academic freedom statement. A policy was initiated by the academic senate and approved through the shared governance process. It was included beginning with the 2006-2007 catalog and beyond. [Academic Freedom Policy, Catalog p. 10]

The catalog is available in print and online. Copies of the catalog are available for reference in student services, libraries, division offices, and for purchase at the bookstore.

The catalog refers to a variety of locations and publications where students, prospective students, and the public may find access to additional information regarding programs, policies and procedures. [Catalog]

Evaluation

Sierra College meets the standard. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalog by regularly reviewing the catalog to assure integrity in all presentations about its courses, programs, and services.
Planning Agenda
None.

IIB. 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

IIB. 3 a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
Several surveys are conducted each semester to gain input from students with regard to their learning support needs. Student "users" attending each of the four sites (Rocklin, Nevada County, Gateway, and Truckee campuses) or enrolling in online and TV courses are asked to evaluate their experiences accessing support from front-counter programs such as admissions/records, assessment, financial aid, etc. In particular, students are asked whether the service they received contributed to their success as a student. In addition to asking students for feedback on hours of operation, ease of access, and quality of information provided by staff, students are asked if they felt the service helped them be more successful in achieving their goals as a student. Students are also asked to specifically comment on areas in which they are strongly dissatisfied (or strongly satisfied) to allow for further analysis and possible program/service modification. Additionally, students are asked to identify other learning support needs they think are required to address their needs. Results of the surveys are used to expand support services at the smaller sites, create new support services and improve existing service effectiveness. [Student Services Survey Results by Service, Student Services Survey Results]

The college's Outreach program regularly analyzes ethnicity and student performance data from high schools within the district's service area. The data is used to identify schools that warrant focused outreach efforts so as to ensure college enrollments mirror or exceed that of the service community; provide feedback to counselors, principals and faculty at the local high schools with regard to their graduates' academic performance at Sierra College; and respond to the changing enrollment trends from each high school. [High School Ethnicity and Enrollment Data for Outreach - 2005]

Components of the matriculation process include the enforcement of course prerequisites as well as student follow-up. Given the current limitations of the institution's legacy system, prerequisite checking is not done at the time of student registration. In the interest of improving student success rates in key gate-keeping classes, support staff began manually validating student enrolling eligibility in English 1A (college composition) in 2003. As a result of the intervention, the college experienced an increase in student success rates in that course. In fall 2004 the department began validating student eligibility for Math A (beginning algebra). Student success rates the following year demonstrated a three percent improvement - from forty-two percent to forty-five percent. In fall 2005 validation began for Math D (intermediate algebra). [Math A Success Rates After Prerequisite Enforcement - 2005]

Analysis of student success data also revealed the need to expand the basic skills and instructional support programs for students. In fall 2002, the consulting firm of Deming and Doran was hired to conduct a study of the basic skills program. Based on results and recommendations of the study, presented to the college in February 2003, a full-time faculty coordinator was hired to administer the tutoring and instructional support component. The faculty coordinator chairs the student success advisory committee, which sets goals each year and oversees their implementation. [Student Success Advisory Committee Minutes: 4/24/06, 3/27/06] A specific achievement has been the sponsorship of upwards of ten or more workshops each semester designed to provide support services to meet the identified needs of students and enhance a supportive learning environment. [Student Success Workshop Schedule] Participant feedback and participation rates indicate a high level of satisfaction with the support service. [Tutor Center Student Satisfaction Survey Data] Additionally, data that indicated that students who used tutors were more likely to succeed prompted an expansion of tutoring services throughout the district and more focused marketing efforts to promote the services. [Success of students who use and do not use tutoring, 2003-05]

The institution has seen a significant increase in enrollments in online courses over the past six years, with enrollments reaching an all-time high of 3,696
students in fall 2006, generating 466 FTES. [Fall 2006 Productivity Report, p. 1; Online and TV Enrollments F02-06] In fall 2004 the Online Services Task Force was established to ensure that appropriate learning support services are provided to online students, particularly as retention and success rates for students in online classes fall far below that of students in an on-ground instructional environment. The task force sets annual goals and monitors their implementation. Linkage between the Online Task Force, the Distance Education Committee, and the Instruction and Information Technology Division is ensured by a broad cross-sectional participation of task force members. This participation has been instrumental in ensuring the quality of instruction can be maintained. As an example, software and hardware failures that occurred during fall 2005 that negatively impacted instruction for nearly one week of the term, was corrected by the task force membership, which was successful in securing funds and staff resources to establish a redundant hardware system as well as to purchase software upgrades that will significantly enhance service delivery for both faculty and students. Students enrolling in online and televised courses are surveyed each semester. Questions focus on students' overall satisfaction with their distance learning experience, ease of use of the technology, and interest in taking future classes in distance learning formats. More specific questions concerning instructional effectiveness asked through the faculty evaluation instruments are currently under development by the distance learning committee and faculty union. [On-line survey results]

To ensure students are aware of the many programs, services, and activities available to help ensure their success, each year the student services division provides free copies of the Student Guide to new students during orientation sessions. Additionally, each department maintains all current information regarding programs and services on the college's web-site. Marketing materials are widely distributed. Each year the student services division publishes a newsletter to all district faculty staff to emphasize the wide variety of services and programs that address student learning support needs. [2005-06 Student Services Newsletter] Outcome measures are used to demonstrate the numbers of students receiving these services.

**Evaluation**

Sierra College meets both of the standards. As a single college, multi-campus district, Sierra College adapts to the changing demands of its support service delivery regardless of the service location or delivery method. On-going research and assessment are used by faculty, administrators and staff to identify the learning support needs of the student population. Support services are created, modified or eliminated based on student feedback and research analysis. Particular emphasis is placed on ensuring equitable access to students at the smaller sites. While not all programs are physically available at each site, support services are provided to students as needed using a variety of technological assistance.

**Planning Agenda**

None.

**II B. 3 b. The institution provides an environment that encourages personal and civic responsibility, as well an intellectual, aesthetic, and personal development for all of its students.**

**Descriptive Summary**

Sierra College recognizes that valuable learning occurs outside the classroom environment and provides a variety of support activities and programs to provide students with the tools necessary to become effective contributors to society.

Several comprehensive programs exist to foster personal and civic responsibility such as the Associated Students of Sierra College (ASSC) that, along with the Campus Life program, provide opportunities for students to participate in many aspects of campus life and have a voice in college decision-making. The ASSC provides students with avenues to become informed, educated leaders of the college and community by offering leadership training, skills development, critical thinking, and risk-taking opportunities. The college also offers a two-unit course in student leadership development each semester.

The student senate, which is recognized as the representative body and official voice of the Associated Students of Sierra College, meets weekly during the academic year and as needed during the summer months. Additionally, the student senate holds two off-campus retreats each year (August and January) to focus on strategic planning, team building, goal development and team evaluation and effectiveness. For the past two years, the student senate has filled each of its
nineteen leadership positions with many students campaigning in the annual election process for the primary positions. In fall 2005 resources were allocated to establish a faculty liaison to coordinate and encourage student leadership at the Nevada County campus. Currently there are five students representing that site.

The student senate discusses issues, reviews student and college policies and procedures, and funds programs and provides services that have or will have significant effect on student success both inside the classroom and out. Through participation on the student senate and through the college's shared governance structure, students have an opportunity to offer opinions and to make recommendations to the faculty, staff and administration of the college and the board of trustees with regard to policies and procedures. Additionally, students have representation on the following shared governance committees:

- Board of Trustees (1 voting member)
- Strategic Council (5 voting members)
- Campus Life Committee (unlimited voting membership)
- Food Service Committee (2 voting members)
- Curriculum Committee (2 voting members)
- Safety Committee 1 voting member)
- Academic Senate (non-voting member)
- Classified Senate (non-voting member)

Student senate meeting agendas and minutes are maintained in the campus life office.

The campus life committee meets twice monthly and is co-chaired by the associate vice president of student services and the vice president of finance and operations. In addition to student participants, it is attended by staff from facilities, finance, technology, food service, bookstore, and others as needed. The committee helps facilitate students' goals for campus life improvements. Recent accomplishments of the committee include the Rocklin campus amphitheater; wireless internet access; and improved food and beverage services. Each year the committee sets student-driven annual goals and works with other campus constituents towards their attainment. Committee work provides a training ground for students to learn about the college's shared governance structure and how to navigate within it to achieve outcomes that gain the community's input and support. The success of this committee can be evidenced by high levels of student participation and acknowledgements made by students during committee meetings about their satisfaction with the process. [Campus Life Committee Recollections: 10/20/06, 11/3/06]

Beyond the activities initiated through the student senate and campus life programs, each week the marketing department publishes a calendar to promote the wide variety of events such as speaking engagements, film series, club activities, etc. that are available to students. [Weekly Campus Events Calendar]

**Evaluation**

The college meets the standard. Comprehensive programs, a shared governance structure, and a wide variety of activities provide students with an environment that encourages personal and civic responsibility as well as the intellectual, aesthetic, and personal development of all students. Students are provided hands-on training to help facilitate their transition into the campus shared governance structure, and through committee work, helped to achieve their goals for improving the campus environment.

**Planning Agenda**

None.

**IIB. 3 c. The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

**Descriptive Summary**

Sierra College offers counseling programs in seven areas: general counseling, transfer, international, Disabled Students Programs and Services (DSPS), veterans' services, Educational Opportunities Programs and Services (EOPS) and mental health. In addition to academic counseling, these programs provide a variety of services, including career counseling, personal counseling, follow-up, crisis intervention, mental health intervention, and referral to college and community resources. All counseling services are available at and coordinated by faculty and administrators at the Rocklin campus. EOPS and DSPS services are also available
at the Nevada County campus. Services are scheduled at the centers based on student demand and interest. Students are either scheduled to meet with counselors in person or use telephone, Pictel, or CCC Confer technology to obtain the services. Additionally, a general counselor provides assistance to students via email.

The counseling department offers academic counseling, orientation, and follow-up services to all students. Of the three "matriculation components" typically associated with counseling (assessment, orientation, and counseling), the college requires that all new students complete at least two of the three components before receiving clearance to register for classes. Matriculation Plan Approximately 75 percent of all new students receive assessment, orientation and counseling services each semester. The remaining students are either exempt from the processes or refuse the services. During the counseling session, students discuss their academic and career goals with their counselor, review their assessment results, and, as an outcome of the advising session, design a student educational plan [SEP] outlining the courses, services, and activities needed to meet their academic goals. The department has accepted the Ethics Standards of the American Counseling Association in guiding its actions and also uses the Standards for California Community College Counseling Programs adopted by the Statewide Academic Senate as its guiding document.

The EOPS program provides enhanced services beyond that offered by general counseling, including three counseling visits per semester, assistance with book and parking costs, and other support services to students who are low income and educationally disadvantaged. This department also provides counseling and support to single-parent students who are eligible for the CARE program and families receiving CalWORKs. [EOPS Program Plan]

DSPS provides counseling to students with verified disabilities. Counselors prescribe academic accommodations related to their educational limitations and assist disabled students in achieving their academic goals. Counselors in the DSPS program provide support and follow-up for disabled students throughout the students association with the college. [Student Rights and Responsibilities Handbook - Disabled Student Program and Services section, p. 10]

The Transfer Center provides focused services for students interested in transferring to four-year colleges and universities. These services include a) establishing and negotiating transfer contracts and other agreements guaranteeing student admission to a particular program and b) providing specialized counseling assistance with regard to the complex transfer requirements of the many different institutions throughout California and the nation. The Transfer Center also coordinates a variety of events and activities designed to encourage student interest in pursuing baccalaureate or higher degrees. [Transfer rates to UC and CSU]

The International Students' Program provides counseling and support to students from other countries that have enrolled at the college on student visas. The program provides special orientations to American college and cultural customs and helps students in adjusting to American life; the assistance includes support and discussion, as well as activities such as field trips and instruction on how to buy linens and food at American stores.

The Veterans' Office provides counseling and evaluation services for veterans and their dependents for six different benefit programs offered by the Department of Veterans' Affairs. Counselors ensure that students are informed of the courses they must take and other obligations they must meet in order to receive veterans' benefits.

Mental health services are offered through the Health Center. A licensed clinical social worker provides short-term mental health counseling to students whose concerns go beyond the scope of the other counseling programs. In alliance with college medical staff, the clinician forwards recommendations for medication, referrals to outside agencies, or consultation with other staff.

Counseling programs and services are evaluated in several ways. Students complete surveys each semester to gain feedback regarding satisfaction with each student services program; these surveys also ask students to identify areas for improvement. Each program also participates in the college wide annual Program Assessment and Review (PAR) process. The PARs identify program goals, measurements of achievement, evaluation of performance and areas of improvement. Indicators include success, persistence, retention and graduation rates of students receiving services as compared to the general student population. Additionally, several programs such as EOPS, DSPS and Matriculation undergo a formal program or plan review process conducted by an outside agency. [PARs from: EOPS, General Counseling, Matriculation] In order to receive continued state funding, these programs also must submit program plans to the Chancellor's office to ensure regulatory compliance. [EOPS, Matriculation plan]

Program staff members participate in a variety of departmental meetings and formal training in order to maintain currency in their fields. The counseling
Standard II: Student Learning Programs and Services

department provides training and information updates for all college counselors through meetings, an extensive counseling data resource that is maintained in the college's Outlook public folder, as well as periodic updates that are shared via email. [Counselor Updates/Training] The Transfer Center provides counselors with information updates through the same mechanisms. Funding that is secured through categorical programs or through the college's staff development office enables counseling faculty to attend conferences and trainings offered by the University of California, the California State University, and other agencies. Counseling faculty also participate in training programs offered at the college such as the New Faculty Academy, the Sierra College Leadership Institute and training in the Sierra College Collaborative Culture (SC3) in order to be better prepared to advocate for and assist students.

Counselors are evaluated according to the negotiated faculty contract. The process includes self evaluations, observation by peer evaluators, and student evaluations. Full-time counselors are evaluated annually during their first four years as part of the tenure process; tenured counselors and part-time counselors are evaluated every three years. Faculty coordinators are evaluated at least once during their three-year term. Each faculty member works with the evaluation committee to identify areas for growth and improvement. [SCFA Evaluation Article]

Evaluation

Sierra College meets the standard. Data published in the college's Research Atlas indicate that students who are provided counseling and orientation have higher course success rates than students who do not receive the services. [Atlas 2006, p. 60] Students rate counseling services positively on customer satisfaction surveys. [Fall 2006 Student Surveys Received via Email] Internal evaluations and dialogue conducted as part of the PAR process indicate the effectiveness of the programs. Student educational plans written by counselors are reviewed periodically by expert senior staff and have received positive evaluations. [Sample student educational plan] The Matriculation Plan submitted in 2004 to the California Community College Chancellor's Office was accepted as demonstrating compliance with regulations in providing these services. The provision of mental health services instituted last year satisfied one of the two recommendations of the Health Center's accrediting body in awarding that Center the first accreditation ever awarded a community college. [Health Center Accreditation Report - available in hard copy]

There is also indirect evidence of counseling/advising effectiveness in the college's high transfer rate when compared with other community colleges of similar size. [Transfer Rate Data] The college also awards more degrees than any other community college in California and is 13th nationwide, an indication that the counseling and advising students receive is helping them meet their academic goals. [#1 Standing in Awarding Degrees in California and #13 in Nation]

Planning Agenda

None.

IIB. 3 d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Sierra College has several goals in its mission statement relative to supporting and developing students' understanding and appreciation of diversity; however, the college demographics have been slow to change from a predominantly white student body (85 percent) and mirror the demographics of the service area. Understanding that focused programmatic efforts would be required to enrich students' experiences, the college embarked on a number of initiatives both on- and off-campus. [Sierra College Mission Statement]

In 1998-1999 a goal was established to create a comprehensive international student program to provide intake, orientation, referrals, counseling, and other support services to attract students from around the world to study at the college. A counselor was provided full release time to develop the program. Resources were allocated to launch an international marketing effort. As student enrollments grew, staff was added to ensure sufficient support. The program grew from approximately twenty students enrolled in fall 1999 to over 225 students from 46 different countries enrolled in fall 2006. There is evidence not just in the growth of the program but also in the success of international students in their coursework, graduation, and transfer achievements. Residence hall students report gaining from the enriched experiences of living and learning about each others' food, cultures and religion. Faculty report that international students in the classroom enrich the instructional and learning experience and help develop an appre-
faction and awareness of cultural, political, religious and other global similarities and differences. [International Student Program growth, enrollment and demographic data]

Simultaneous to the decision to initiate a full-service international student program, resources were also allocated to develop and implement a comprehensive ESL program to serve the needs of a growing Hispanic population, support students coming from non-English speaking countries, and meet a growing demand from newly emigrating students from Russia and Ukraine. An ESL professor was hired as a consultant to recommend a program construct in 1998. The curriculum was overhauled from just two courses into a program designed for full-time enrollment in six levels. Classroom space at the Roseville Gateway Campus was secured and renovated, and the new curriculum was first offered in fall 1999. A faculty coordinator was hired in fall 2000. An ESL lab was opened in the spring of 2001. By fall 2001, ESL enrollments had nearly doubled. To better integrate the ESL students into the campus community and to afford them more access to support programs and services, in fall 2004 the program (with enrollments topping 1400 students) was moved to the Rocklin campus. The ESL program has contributed to the success of the international student recruitment efforts and the college community has recognized and gained from the enriched intercultural and interracial experiences that these new student populations have brought to the campus environment. [Development and growth of the ESL Program]

The on-campus experience is complemented by the college's study abroad program, in which students earn transferable college credit while experiencing life and culture in the host country. Each semester, 40-60 Sierra College students live and study in a foreign country; since 1999 Sierra College has sent over 450 students and 30 faculty members overseas. In 2005, the demand for more study abroad programs resulted in the development of short-term programs that have focused study in non-traditional locales such as Peru, Greece, and Costa Rica. Some of the programs offer home-stay opportunities for students who would like to experience total cultural and language immersion.

In addition to the instructional and student support programs that have been implemented to increase the diversity of experiences for students, the vibrancy of the students' campus experience was compromised by a lack of resources dedicated to student government and related activities. In response, in fall 2002 the college hired a full-time faculty campus life/student senate coordinator. Since that time, the number of active clubs has grown from twenty-three to fifty-eight; they appeal to a diverse range of interests such as the Japanese Language & Culture Club, Pagan Club, Language and Culture Exchange, Chinese International, Spanish, Eastern Asian Language, Gay/Lesbian/Bisexual/Transgender (GLBT), Feminists' Majority Leadership, Be Who You Are, Rotaract International, and Students Overcoming Challenges.

Working with the student life coordinator, the Student Senate's Program Board sponsors numerous cultural events on campus each year. Developed in conjunction with campus clubs and various departments, these programs make Sierra College an alive and exciting place. These programs have included: Day of Silence (GLBT Club); People & Cultures Day (a college wide celebration held each October; Earth Day (a college wide celebration held each April); Disabilities Issues (Students Overcoming Challenges); Cinco de Mayo (Spanish Club); Day of the Dead (Spanish Club); Cultural Food days (various clubs); Art shows in Ridley Gallery (various departments); Student Film Festival (Liberal Arts Division) as well as a variety of speaking engagements organized and coordinated by a variety of clubs and departments. [Global Women's/People and Culture Day schedule]

The student senate engages in an on-going evaluation process of the many cultural programs they sponsor. Additionally, each semester the senate engages in a retreat to discuss how to better serve the needs of a diverse student population through speakers, music and club support. People and Cultures' Day is supported by a faculty planning committee that meets year-round and is one of the college's main events. The planning group sponsors a flex (professional development) week activity to evaluate the program, strategize new ideas and disseminate information about the program. [Campus Life Survey 2005]

Each semester a cultural activities calendar is published through the "Dialogues in American Culture" (Social Science 10 and 13) courses. Any student, staff or community member is encouraged to attend without pre-registration. Field trips are also open to all students, staff and the public, although pre-registration is required. The activities are also published on the Sierra College web site as well as the campus center TV monitors.

The student equity sub-committee reports to the student success committee. It was initially formed in 2004 to comply with the chancellor's office requirement to submit a student equity plan. [Student Equity Plan] After completing the plan the subcommittee agreed to continue to meet to implement plan goals, eva-
Standard II: Student Learning Programs and Services

ate their outcome, and make adjustments as needed. The selected goals and activities are designed to remove barriers, improve access, and increase success for all students. They include specific goals and activities to increase success of Latino/Hispanic, African American, Asian/Pacific Islander/Filipino, American Indian/Alaskan Native and disabled students. These groups were selected after review and analysis of the student equity data that demonstrates that students of color have notably lower persistence rates than the general student population, greater numbers are in probationary status, and success rates in basic skills classes are less than that of the general student population. Based on comparative studies done on persistence and success, disabled students, particularly the learning disabled students do better than the general student population despite their disability, reaffirming the college's commitment to the support services provided in these areas. Based on data reviewed in the student equity plan, it was identified that the college's student population was not representative of the Hispanic population in the service area. A bilingual, bicultural counselor was hired in the EOPS program in January 2006 to target recruitment efforts to this student population. In August 2006 the college received notification that it was one of two institutions to receive the Tillery Award for its student equity plan. [Student Equity Plan submitted to the Tillery Institute, Announcement of Tillery Award, Dale Tillery Award Presentation on Student Equity] While not all program initiatives have proven successful based on measurable outcome results, a number of them have. The student equity sub-committee surveyed both staff and students to assess the campus climate for various subgroups. Although the returns did not reach statistical significance for specific minority groups, their results indicated that some students of color feel less welcome on campus than white students. [Student Equity Survey results] Several staff survey responses indicated as well a concern that many minority students feel less comfortable on campus than whites. [Staff Equity Survey results] The sub-committee will use these results to seek the student outcome of greater comfort among and acceptance of minority students on campus.

Evaluation

Sierra College meets this standard. A number of comprehensive programs have been initiated over the past eight years that specifically support and enhance students' understanding and appreciation of diversity. Testimonials given at board meetings and at management team meetings by international students and students who have participated in the study-abroad programs reaffirm the institution's commitment to providing the necessary resources to ensure their continued success. The creation of a campus life/student government faculty position has led to a plethora of programs and activities designed to broaden students' experiences outside the classroom. The student equity plan's receipt of the Tillery Award is a testimonial to its standing.

Planning Agenda

None.

11B. 3 e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Sierra College has joined with the majority of other California community colleges to use CCCApply as its primary application. This online application was designed through a collaborative process among user colleges in consultation with the Chancellor's Office. During its development, the application was reviewed for ease of use, reliability, and bias. The application allows the college to collect and respond to data about individual student needs. With the exception of personal information such as address, phone, and email, the college only requests information required for data submission to the California Community College System Office or mandated by law or regulation. [CCCApply]

The college also provides a paper application for students who prefer the option or who have difficulty using the online version. The college has been experiencing a small but growing number of Hispanic and Slavic students whose first language is not English. To assist these students, applications have been translated and are available in Spanish and Russian. [Applications: Spanish and Russian] Additionally, bilingual, bicultural Hispanic and Ukrainian staff are available to assist students in admissions/records, counseling, EOPS, and financial services. A listing of faculty and staff who speak other languages is available and published in the class schedule.

Applications are accepted throughout the year. Upon admission, students receive a letter directing them to the next step in the matriculation process - either
to assessment/orientation/counseling if they are new students, or to registration if they are returning students, students who have already received a degree, or students whose goal is life-long learning/personal enrichment.

The college allows for special admission of concurrently enrolled high school students through the Academic Enrichment program. Students who are authorized through their local high schools may enroll in up to eleven units per semester. The Nevada County campus also offers a grant-funded “Early College High School” program that enables eligible high school students to enroll simultaneously at their high school located on the NCC campus as well as in regular college classes. The program is designed to allow students to graduate from high school and earn an associate degree or be eligible to transfer in five years.

The college regularly evaluates these processes and programs. Students are surveyed each semester for specific feedback with regard to the online and paper application processes. Survey information is cross-tabulated by students' primary site of attendance to secure specific details with regard to the centers as well as the main campus. [Student Satisfaction Survey, Survey Results] Additionally, admission processes and procedures are reviewed regularly by staff and improvements are planned and implemented through the college's annual program assessment and review (PAR) process. [Admissions/Records PAR] Regular staff meetings are conducted; these meetings include admissions/records staff from all the centers to ensure consistent processing and continuity of policies are maintained throughout the college. [Admission/Records department meeting minutes with admission processing discussion]

The college ensures that its assessment tools and processes are in compliance with the California Community College System Office requirements outlined in its Matriculation Plan, which was most recently updated and submitted to the System Office in 2004. Placement instruments in mathematics (MDTP), reading and writing (APS), and English as a Second Language (CELSA) are all on the community college systems list of approved tests. The APS and the writing sample required of ESL students are both "locally managed" and the college has demonstrated validity, reliability, and absence of bias that otherwise would be supplied by the instrument's vendor.

All test instruments are validated on a three-year cycle in three areas: cut score validity, disproportionate impact, and content validity. Test bias were reviewed when each test was first adopted by the college. The last review in cycle was completed in 2003. The tests are currently under review as part of the three-year review cycle.

In addition to reviewing the placement test recommendations with students, counselors also use "multiple measures" as prescribed by the California Community College System's Matriculation Act. Multiple measures are based on answers students provide to additional questions that are asked at the time students complete the assessment test. For example students are asked about their prior experiences in mathematics and their self-confidence in the discipline. Multiple measures are developed in consultation with departmental faculty and counselors to ensure they are effective, valid, and will assist in more accurate student placements. [Multiple measures questions]

While most students complete the assessment testing process only once, the college does engage departmental faculty, counselors, the academic senate, and the student success committee in the development and creation of a policy that prescribes the conditions under which students may request to retake the assessment tests in order to improve their scores. Additionally, the college provides the option to challenge their results if they believe that the assessment process did not accurately reflect their ability; if they feel that the process has somehow discriminated against them; or when a needed prerequisite course has not been scheduled and available within a reasonable period of time. The challenge form includes a clear description of what is expected as evidence when the challenge is made as to the accuracy of placement, and directs the student to attach any and all evidence the student sees fit to help the chairperson of the relevant department to make the final determination. [Assessment challenge petition]

In 2005-2006 the college constituency reached consensus to convert to Accuplacer, a computerized testing system for reading, writing and mathematics. ESL has elected to remain with the paper and pencil process so as to continue to use the writing sample as part of the placement process for their students. The target implementation date for Accuplacer is September 2007 to accommodate the testing of new students intending to enroll in the spring 2008 semester. The assessment center staff has begun review of the instruments for cut score and content validity, and will begin work on disproportionate impact once the new tests have been implemented. Accuplacer is web-based which will allow the college greater flexibility in offering assessment services at any site, including local high schools or proctored sites in other states or countries.
The Assessment Center staff use a PowerPoint presentation to provide students standardized and consistent directions that is used by all test proctors to ensure parity and equity. Assessments are currently offered at Rocklin, NCC and Truckee. Dates and times are published in the schedule of classes and on the college website.

Due to the limitations of the college's current legacy student information system, placement in key "gatekeeper" courses is managed through a manual process completed shortly after students register. Students registering in courses critical for preparation for transfer such as elementary algebra, intermediate algebra, and college-level English composition, who have not demonstrated completion of the prerequisite are warned and subsequently dropped if they do not prove they have met the prerequisite. For other courses where there is little evidence that students do not commonly circumvent taking the prerequisite, the college allows students to self-certify that they have met the prerequisite.

The assessment process is reviewed annually in the program assessment and review process, by the counseling department and by the student success committee. [Assessment PAR]

Evaluation

The college meets this standard. The new CCCApply admissions process is working well with the submission of electronic applications having increased approximately 30 percent since 2005. In recent student satisfaction surveys, students rated the online and paper applications and the Admissions/Records Office very positively. Indirect measures indicate that the new on-line application process has not introduced bias. The application rate from minority students reported in MIS data has remained steady since the inception of the new application.

Participation rate in assessment is very high with over 70 percent of all new students completing the process. Moreover, of those students who take the placement test, nearly 100 percent receive their results prior to attending orientation and meeting with a counselor to develop their Student Educational Plan for the upcoming semester. The numbers of students assessing at the NCC and Truckee sites has increased significantly. Students surveyed report high satisfaction with the assessment process.

Planning Agenda

None.

II.B. 3 f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Sierra College maintains student records in compliance with federal and state laws and related administrative procedures. The college has a board-approved policy and administrative procedure stipulating records storage and records release requirements. [Board Policy 5040; Administrative Procedure 5040; Catalog 2006-07, p. 21]

Permanent student records dated prior to 1980 are stored on microfiche in a fireproof file cabinet, in a secured vault located in the admissions/records office at the Rocklin Campus. Instructor records prior to 1990 are stored on microfilm in the same secured vault. Student records dated 1981 to present are stored electronically in the college's student information system. The student information system is backed up in compliance with the college backup standards policy. [Sierra College Backup Standards] This includes a nightly backup and a secondary storage location off-site.

Electronic access to the student system requires an established account and an assigned user name and password. Permanent employee accounts are maintained until the employment status is terminated. Temporary employee accounts automatically expire June 30th of each calendar year. Renewal requires manager authorization. Additionally, access to specific programs within the student information system requires a secondary approval process administered by the admissions/records program manager.

Records access information is provided to students in the college catalog. Each semester the admissions/records program manager provides a reminder regarding the college's release of information/directory policy to all faculty and staff as well as training and review with regard to the family educational rights and
privacy act (FERPA). Legal counsel advice is solicited to address potentially illegal or otherwise questionable requests for information. [FERPA memo]

Several years ago a student identification number (Student ID) system was implemented, protecting the students' social security number information. Faculty rosters that can be posted contain only the last four digits of the student ID and are not listed in alphabetical order.

**Evaluation**

Sierra College meets the standard. Paper, microfilm, and electronic records are maintained permanently in a secure environment and backed up according to college standards. The college enforces established policies to ensure the confidentiality of student records and to guarantee that release of information complies with federal and state law.

**Planning Agenda**

None.

**IIB. 4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Descriptive Summary**

The Student Services Coordinating Council (SSCC) is comprised of the associate vice-president, student services (facilitator), deans, program managers, faculty coordinators, and administrative assistants. The council meets once monthly during the academic year and has one-day retreats in May and September to focus on setting goals and reviewing accomplishments. In March 2005 the council initiated its move towards the new accreditation standards with regard to student learning outcome measurement and self-assessment by participating in a training facilitated by the RFP group. The training was specifically focused on student learning outcomes (SLOs) in student services. [Student Learning Outcome Training for Student Services - March 2005] Additionally, council members have attended various conferences and workshops to gain a more in-depth understanding of the outcomes-based approach. In addition to formal training, instructional faculty representing the SLO theme group provided several training sessions at SCCC meetings to help student services leaders write performance outcomes that are appropriate to their service areas and that can be used to measure the effectiveness of those services. Student services leaders began writing SLOs and including them in the college's annual planning assessment and review (PAR) document in summer 2005. Since that time and throughout the year, SCCC participants are asked to bring sample SLOs for group dialogue and discussion. As familiarity with the creation of meaningful SLOs has increased, programs have moved towards the assessment and evaluation components. [Sample SLO]

While assessment and evaluation of the SLOs was more easily adopted in programs such as Disabled Student Services (DSS) and Extended Opportunities Programs and Services (EOPS) where students' learning objectives can be easily identified, assessed and evaluated, it has proven to be more challenging in service areas such as admissions/records, assessment, and financial aid. To help address this issue several surveys are conducted each semester to evaluate the service's contribution to students' learning as well as to gain input from students with regard to the support services provided at the college and at each site. Students at each of the four sites are asked to evaluate their experiences accessing support from "front counter" types of programs such as admissions/records, assessment, financial aid, etc and asked in particular whether the service they received contributed to their success as a student. [Student Services Student Survey Results] Additionally, departments were asked to consider using service area outcomes (SAOs) if the learning outcome couldn't be easily identified. [Sample SAOs: Assessment, Admissions and Records]

Student services assesses and evaluates its support services several different ways. Each program submits a PAR for an annual assessment of program accomplishments that is data driven: the numbers of students served, and program outcomes achieved (e.g.: transfer agreements written, placement rates, transfer and graduation rates, and persistence and success rates). New resources needed to improve or expand services are identified and prioritized in the collegewide allocation process. Goals are established for the upcoming academic year. Progress and achievements are documented and distributed at all levels up to the board of trustees at year-end. [2005-06 PARS: Assessment, Counseling]
Student services works closely with the research office to include research data and analysis in the PAR process. Students are asked regularly to provide feedback through surveys distributed on-line, in-class, and at the point of program/service, regardless of the location or method of support delivery. They are asked to evaluate each of the programs and services they have used. Additionally, specific questions are asked regarding the online, telephone, and paper application and registration processes, as well as the opportunity to provide input as to whether the service(s) support their student learning.

The college has initiated a variety of pilot programs to provide additional support services. Evaluation is conducted to determine their effectiveness before additional resources are committed. As an example, in an effort to improve the retention rates between fall 2004 and spring 2005, student services initiated a pilot project called the 5 percent project. 3,248 students who were considered to be of greatest risk received personal phone calls during evening and weekend hours (students who had registration appointments but had not registered for spring 2005, students who were on probation with GPAs less than 2.0, and students who withdrew from the fall 2004 semester). Students were given referrals for services as appropriate; appointments for counseling were scheduled; assistance was provided with registration; and reasons students gave for not returning to the college were identified and documented. Evidence was found that supported the effectiveness of the "Five Percent Project" in Fall 2004 in the persistence rate comparisons from fall-to-spring terms for "at risk" students. Students who were contacted in the fall 2004 treatment group persisted at a higher rate (60 percent) than untreated "at risk" students in two previous fall terms (50 percent and 49 percent). Analysis of demographic characteristics for "at risk" students, such as not participating in matriculation or not using the tutor center, show consistently higher persistence rates for the treatment group. Although this particular project has not continued beyond 2004-2005, under the auspices of the Student Equity Task Force, resources have been devoted to providing intervention and preventative support services to assist under-achieving students. [Five Percent Project 2004-05 results]

Evaluation

The college partially meets this standard. Student services have made significant progress with the initiation of SLOs for each service area. Some areas are more successful than others in finding ways in which to assess and evaluate the results of the SLOs. The division is making a coordinated effort to use internal and external resources to accomplish this objective. Results such as student success and persistence rates, graduation and transfer rates, and other outcome-based data is used to compare the impact of students supported through a particular program to the general student population. Surveys are conducted regularly to assess students' perception of the services provided on a site-specific basis. Resources are allocated based on survey results.

Planning Agenda

The Student Services Coordinating Council will continue to work to implement comprehensive SLOs and assessment methods.

IIC. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The Learning Resource Centers at both the Rocklin and Nevada County campuses make an aesthetic and cultural contribution to the quality of life of our student, faculty, staff and community patrons. Both of the LRCs offer an inviting environment that provides a variety of opportunities to experience works of art inspired by the culture and history of our community. Examples include murals painted on walls and ceilings of the fourth floor of the Rocklin LRC as well as artistic displays in the library at NCC and in the Rocklin LRC's Ridley Gallery. The cupola mural in the Rocklin LRC is meant to depict local historical events, and geographical and agricultural features of significance to the college's community. Interactive web
sites such as the Sierra Nevada Virtual Museum contribute to student learning and provide outreach to the district's constituents.

Located on the first floor of the Rocklin LRC, The Ridley Gallery sponsors eight community, faculty, and student art shows each year as well as artist receptions for each show. The rare book room on the second floor of the Rocklin LRC offers a peaceful and scholarly environment ideally suited for interviewing prospective employees. The Sierra College Boardroom on the first floor of the Rocklin LRC is the site of monthly meetings of the board of trustees where students, staff, and community members are invited to attend and participate in the governance of the college.

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The NCC LRC hosts several art shows each year; a faculty show in the fall, and two student art shows, one in the spring and one in the summer. The student art show in the spring is a juried show, and it culminates in an award reception where the students exhibiting invite their friends and family. The NCC LRC is slowly building a permanent art collection with donations from private individuals and a gift from the Friends of the Sierra College Library.

IIC. 1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

IIC. 1 a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Sierra College has two Learning Resource Centers, a 70,000 square foot Learning Resource Center at the Rocklin Campus (RC LRC) and a 17,000 square foot Learning Resource Center at the Nevada County Campus in Grass Valley (NCC LRC.) Both were completed in 1997. The two LRCs share a common online catalog and circulation system, electronic resources, and connectivity to the campus wide area network. [LRC Website]

Rocklin Campus

The LRC houses the college library on the second and third floors, an area containing 34,102 square feet of useable space. The other two floors (about 17,000 square feet each) house two distance learning TV classrooms and a TV studio, an instructional multimedia support lab, tutoring and writing center facilities, an open access computer lab, math and foreign language labs, and a staff development complex with a teaching/learning center. The library has a book collection of 79,860 titles, a print magazine, newspaper, and microform collection of 400 titles and a video and multi-media collection of 3,478 items. On the second floor, 18 computers are located next to the reference desk and provide access to all of the library's electronic resources, the online catalog, and the internet. On the third floor there is a library orientation lab with 21 workstations and a separate intranet computer lab (5 stations) with access to the library's electronic resources and other sites on the college intranet. Wireless internet access is also available on both floors for students and staff with laptop computers.

The Rocklin campus has three full time librarians: one reference and collection development librarian, one cataloging librarian and one information services librarian who is the primary instructor for the Library Science Certificate Program. The information services librarian also provides fifteen hours per week of reference coverage in a small LRC at Roseville Gateway Center, an off-campus site that serves about 500 FTES each semester. The dean of the library/LRC supervises the operations of the Rocklin LRC including the tutoring center and the learning assistance computer lab, and provides support and facilitation for the college's distance learning and student success programs.

The Rocklin tutor and testing centers are located in LRC 402. The tutor center provides tutoring services free of charge to all Sierra College students. Tutoring is offered by appointment or on a drop-in basis. Test proctoring is provided to Sierra College distance learning students, on-ground students, and to students from institutions other than Sierra College. Apart from proctoring, the testing center also distributes homework and other materials to distance learning students. The centers have a full-time faculty coordinator, one temporary and two full-time classified employees, and two part-time faculty employees. All tutor and testing center personnel are under the supervision of the dean of the library/Learning Resource Center.
Standard II: Student Learning Programs and Services

The tutor center employs approximately thirty student tutors and eight student office assistants per semester. The tutor center is certified through the College Reading and Learning Association (CRLA) [Notification of CRLA Certification], and at least four tutors per year meet the requirements to receive CRLA certificates. [Tutors CRLA Certification] The tutor center provides training for all of its tutors via Skill Development 21A, Introduction to Techniques of Tutoring I. The tutor center also houses the Straight AAAs Program (Athletic Academic Achievement). The program is designed for student athletes who assess into pre-collegiate courses and requires them to study in the tutor center three hours per week under the direction of a tutor/mentor.

The Student Success Program is Sierra College's Basic Skills Program. The program consists of courses from reading, writing, math, ESL, basic computer applications, and finding, retrieving, and evaluating information as well as a variety of support services. The entire program is designed to help raise students' skill level in order to prepare them for college-level coursework. The program is supervised by a faculty coordinator, who also serves as coordinator of the tutor center. Decisions about the program are made by an advisory board that meets on a monthly basis during the academic year. [Student Success Advisory Board Recollections]

Located on the fourth floor of the LRC, the learning assistance computer lab is available to registered students. In order to comply with California Title 5 regulations regarding the collection of apportionment for tutoring and learning assistance, the lab may only be used for word processing and printing of Sierra College course assignments, and to access course-related email and course-related internet sites. The lab contains 70 PCs and 16 Macintosh computers, 8 scanners and 4 printers. Students from the disciplines of English, math, biological and social sciences, arts, humanities, history, women's studies, applied art & design, chemistry, and the health sciences currently utilize the lab.

Nevada County Campus

Reporting to the dean of Sierra College's Nevada County campus (NCC), the NCC LRC coordinator is responsible for all of the operations of the LRC, including budget preparation and oversight, staff supervision, and policy development. The coordinator works cooperatively with the dean of the library/LRC at the Rocklin Campus. The NCC LRC is comprised of the library, a tutor center, three small classrooms (two of which are dedicated to the Ghidotti Early College High School program), an A/V office, and a meeting room. The NCC Library occupies 10,500 square feet of the LRC building and has a book collection of 19,176 titles, a print magazine collection of 100 titles, and a 970-volume video/DVD collection.

NCC LRC staff support Nevada County students taking distance learning classes, both online and televised. All of the college's television classes may be viewed in the lower level of the library. Four TV/VCR/DVD players and a compact disc player are available for viewing and listening, and there are fifteen computers available for academic research. USB connectors and headphones are available on most of the computers. The NCC LRC recently became a wireless "hot spot," and increasing numbers of students and community members are bringing their own lap tops into the LRC. A small room located on the lower level of the NCC library houses a computer with assistive technology equipment for disabled students.

Research and Catalog Resources

Purchased in 1997, Endeavor's Voyager online integrated library system provides on site and remote access to the two campus's collections of books, audio-visual/multimedia resources, and course reserve materials. The Endeavor library system offers a web version of the catalog which allows students and staff access to the libraries' holdings from their offices and homes. Last semester the library catalog's "request" function was enabled allowing students and staff to request books online from both Sierra College campus libraries. This process can be done from either on-campus computers or from home. [Book Request Email]

Both LRCs' computers for academic research offer a wide variety of full-text periodicals and newspapers through online subscription databases. [Research Databases 2006] A collection of over 9,000 electronic books is also available through netLibrary. A list of the library's subscription databases can be found on the library web site and the research databases handout. In most of the databases, students and staff can download or email the results of their research to home or lab computers. In the LRC computer labs, each workstation is connected to a printer so students can print articles and other documents. Many of these resources are available to faculty and staff on campus from their office computers, and access from home is available to current students, faculty and staff.

Every year, the librarians from each campus decide which online databases to purchase. Most of these databases are offered through the Community
College League of California Consortium. Each database is evaluated during a trial period and selection is based on need, coverage, quality, ease of use and price. Faculty members are encouraged to recommend new databases, but the final decision for purchase is made by the librarians and the dean of the Learning Resource Center.

Both libraries take requests for books and other instructional materials from faculty, staff and students. In addition, librarians select resources in assigned subject areas and are responsible for planning and maintaining the quality and balance of the collection. The librarians choose materials based on guidelines established in the Collection Development Policy, which is available online through the library web site. Old, worn, or outdated materials are discarded to allow room for growth and to replace information that is no longer accurate. Due to the newness of the collection, the removal of outdated and worn materials from the NCC LRC is minimal. Faculty involvement in collection procedures is solicited via face-to-face conversations, during flex workshops, over the phone, and through e-mail announcements for book requests. Faculty members recommend materials that support student assignments in their courses, suggest purchases in their subject areas, and help remove material from the collections. Both libraries maintain reserve collections of materials selected by faculty and made available to students for in-library use or short-term borrowing.

Both libraries welcome donations of books and other materials. Gift materials are added to the collection using the same selection criteria outlined in the Collection Development Policy. Materials not added to the collection are given to the Sierra College Foundation Friends of the Library for book sales. Proceeds from the sales are use to benefit both libraries. The process for donating books is outlined in the Gifts Procedure Document.

The college's bibliographic instruction program is taught by full and part-time special service faculty librarians. At the Rocklin LRC, there is a teaching classroom with 20 networked computers controlled by the instructing librarian. In this classroom, up to 40 students (sitting two per computer) have an opportunity to practice hands-on use of the online catalog and databases. At the NCC LRC, students assemble downstairs in a study area to watch a demonstration of research strategies and electronic resources.

Evaluation

The college meets this standard. Statistics and annual surveys consistently show that students heavily use and greatly appreciate the online resources offered by both campuses. Because of the college's network and Internet connections, the two LRCs and the Roseville Gateway Library have some of the qualities of being one virtual library supporting all of the college's service area. According to the ProQuest Statistics for the 2005-2006 academic year, 2,501,490 searches were executed in the proQuest databases and 68 percent of searches in ProQuest originated off-campus, while 32 percent of searches came from on-campus users. In the spring 2006 LRC student surveys, 77 percent of Rocklin LRC students [Student LRC Survey, Rocklin, question 15] and 72 percent of NCC LRC students [Student LRC Survey, NCC, question 15] found off-campus access to the library's electronic databases useful.

The Rocklin LRC's book collections have been in existence for almost sixty years. The collection adds retrospective depth to the college's print holdings and is an excellent complement to the NCC LRC's current collection where most titles date from 1996 forward. Through an intra-library loan system supported by the shared online circulation system and college's daily courier service, all Sierra College students and staff receive rapid and efficient circulation of books and videos from either campus.

In the spring 2006 LRC student survey, question 11 indicated that 62 percent of the students surveyed at the Rocklin LRC and 58 percent of the students at the NCC LRC found the book collection adequate to complete assignments. Only 6 percent of students at both campuses disagreed with that statement. In the spring 2006 Learning Resource Center faculty survey, question 5, 46 percent of faculty surveyed from the Rocklin LRC and 67 percent from NCC LRC agreed with the statement that the book collection is adequate to support the curriculum. Among Rocklin campus faculty, 18 percent disagreed with that statement and nobody disagreed at the Nevada County campus. The rest of the responses fell under "neutral" or "don't know."

For the past several years, the libraries have been receiving lottery funds to purchase new books and videos. According to the new acquisitions links on the Library Web Site, 6,387 print and electronic books and videos/DVDs were added to the libraries during the 2005-2006 academic year. With the annual lottery mon-
ies providing a stable and predictable budget for library purchases, more faculty members are becoming involved in collection development. Guaranteed annual lottery money for new acquisitions has been especially important for the Rocklin LRC which received very little funding during the 1990s. Outdated books are being replaced with new ones at the RC LRC while the NCC LRC is maintaining its already current collection. Last semester the librarians at the Rocklin campus started a weeding project, concentrating on the science and social science areas, which tend to date more quickly than the humanities.

The Rocklin tutor center provides tutoring and testing services to all students on an as-needed basis. Tutoring and mentoring support is provided for student athletes by a part-time faculty member, but the hours of services provision are limited because of funding constraints. The Student Success Advisory Board continually evaluates the program and implements new projects or services in order to try to meet the needs of its student population.

Nevada County Campus

At the NCC LRC, the small campus culture allows increased opportunity for faculty contact and involvement in collection development and de-selection. Part-time instructors play more of a role in collection development at NCC than in Rocklin. To engage part-time faculty, the NCC librarian attends the faculty orientations and planning forums, invites part-time faculty to the LRC, and solicits requests for purchases. Each semester, an invitation titled "We Won the Lottery" is produced and distributed to all full-time and part-time faculty mailboxes. Make-up and distance learning exams proctored at the NCC LRC create other opportunities for faculty contact and involvement in the collection development process.

In 2005, there were 23 faculty members formally requesting materials; they asked for 111 items, with slightly more DVD/videos than books requested. This means that 17 percent of the NCC faculty, full and part-time, actively participated in collection development, quite an achievement at a campus heavily dominated by part-time faculty. [NCC Faculty Requests]

The addition of the Ghidotti Early College High School to the Nevada County campus has created a new need for materials to support student learning at the high school level. The Ghidotti Early College High School is a partnership between Nevada Joint Union High School District and Sierra College. Early College High School is an alternative model to traditional high schools. Starting in ninth grade, students attend high school classes on a college campus, and are concurrently enrolled in college courses. Students graduate from high school and earn an Associate Degree or transferable college credit within four or five years. The Ghidotti Early College High School program has brought forty ninth-graders to the Nevada County campus, and it is projected that forty more students will be added each year to the program for an approximate total of 160 students in 2010. These high school students are using the NCC LRC as their library, but since the materials currently held by the NCC LRC are college level, there is an immediate need to begin collecting age appropriate books for the high school students.

Plans are underway for a small library/tutoring center complex to be built when the new Tahoe-Truckee campus is constructed, but in the current leased facility there is little physical space and insufficient staffing for any on site library services. Tahoe-Truckee area students do have access via the internet to all of the district's subscription database resources. At Roseville Gateway, the Rocklin information services librarian provides reference services and bibliographic instruction sessions in a small LRC room which has computers for online access to subscription databases. However, as at Tahoe-Truckee, there is currently not enough staff or space to maintain a secure print collection with circulation services.

Planning Agenda

None.

II.C. 1 b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Rocklin Campus

At the Rocklin campus, reference librarians provide customized library research orientations to individual classes at the request of instructors. During these orientations the librarians demonstrate print resources, the library catalog, and the library's online subscription databases, emphasizing the superior value and validity of these resources over many sources found on the internet. At the end of the session students have time to practice hands-on with the resources and ask any
questions about their research. During the summer, a reference librarian is on duty four hours per day and one night each week to provide some reference service and orientations for students and faculty.

The librarians also offer brief drop-in orientations on the library catalog and ProQuest. These orientations are called "Research on the Run" and are available to all students, faculty and staff. Proof of attendance slips are given to students who attend the sessions and instructors either require students to attend or offer extra credit to those who do.

Two courses in information competency are offered through the Library Science program: Lib. Sci. 10A, Information Literacy and Lifelong Learning, and Lib. Sci. 10B, Library Research Process. Both courses are offered every semester. Library Science 10A is taught on ground at the Rocklin campus while Library Science 10B is an online class.

The Rocklin campus tutor center provides instructions to students in how to receive tutoring via its Web site and its Tutor Center brochure. Faculty members are regularly notified about drop-in and other tutoring services. At the start of each semester, an email message is sent to all staff notifying them of the tutor/testing center hours and urging them to inform their students of the tutoring help available to them. [Tutor Center Schedule]

Student Success Program information is available on a web site and on printed Student Success Program brochures. Students are also able to learn about study skills workshops via printed bookmark schedules and signs posted in key locations around campus. In addition, email announcements for each workshop are sent to all staff on a weekly basis.

The learning assistance computer lab is managed by a full-time classified employee who, with the help of student tutors, provides support and assistance to lab users.

Nevada County Campus

At the NCC LRC there is one full-time faculty LRC coordinator, and one full-time permanent classified library assistant who primarily supports the business needs of the LRC and supervises the student workers staffing the circulation counter. There is no permanent staff on the lower level of the LRC.

During the fall and spring semesters, the NCC LRC coordinator provides, as much as possible, reference service and orientations for half of the LRC's 48 hours per week of operation. Part-time faculty librarians staff the reference desk and conduct orientations for the other 24 open hours. Unless the NCC LRC coordinator chooses to work an overload, there is no professional reference service during the summer session.

The NCC LRC does not have a dedicated teaching space for orientations. Instead, librarians must use the study area on the lower level and a large screen computer to demonstrate electronic resources. During the last 10-15 minutes of instruction time, students are typically given either a one or two-page library skills worksheet to complete. They may use the computers on the upper level of the LRC, or if the instructor prefers, complete and return the worksheet later for extra credit.

Evaluation

The college meets this standard. Rocklin students find the library orientations beneficial. According to the spring 2006 LRC Student Surveys, 66% of students at the Rocklin campus and 71% of students at the Nevada County campus agreed that the Library/LRC orientation provides useful information on how to use library resources. Only 3 percent of students from Rocklin disagreed with that statement and the rest marked "neutral" or "don't know." The faculty is also satisfied with library orientations as 65 percent of Rocklin faculty and 83 percent of Nevada County faculty agreed that the orientations are useful. With only one respondent from Rocklin disagreeing, the remainder answered "neutral" or "don't know."

The Library Media Technician Skills Certificate Program (see p. 194-195 of the Sierra College 2006-2007 Catalog) has been very successful in placing its graduates in full-time jobs at schools and libraries in the college's service area. As one example, the librarian who teaches the three-unit cataloging class, Library Science 30 reports the following: "Cataloging is 1 of 7 classes that are offered as part of the Library Media Technician Skills Certificate." Since its inception in the spring of 2003, thirty one students have taken and passed Lib. Sci. 30.” Many of these students are currently working in a library setting.

Nevada County Campus

The lower level of the NCC LRC houses about a third of the book collection and is an area that is intended to be devoted to viewing distance learning
Standard II: Student Learning Programs and Services

classes and to quiet study, the only quiet study space on the campus. During orientation sessions in the NCC LRC, staff regularly moves furniture to create an impromptu classroom, dimming the lights so that students can see the projection on the computer screen. This instructional activity leaves the other students who are trying to study or find books literally in the dark. The hands-on computer component of the library orientation forces classes of 25 or 30 to share the LRC’s 13 computers, jockeying for space with students who are not part of the class and already using the computers for research. However, in spite of the lack of an adequate teaching space, 71 percent of the students responding to the annual NCC LRC survey agreed or strongly agreed that the library/LRC orientation provides useful information on how to use library resources.

Despite continued outreach efforts, a consistent 10-15 percent of students at NCC respond to the annual Spring NCC LRC survey that they "don't know" about the library services and resources offered by the NCC LRC. Although this percentage is higher than in previous years, attempts to reduce the percentage further have so far been unsuccessful. Because of a fairly consistent student profile, it is quite probable that having a baseline of 10-15 percent of students who "don't know" is the best possible result at NCC. The Nevada County campus serves a large percentage of part-time students. Between fall 2001 and fall 2005 the percentage of students taking fewer than 6 units has fallen between the ranges of 52-59 percent. During fall 2005, 9 percent of NCC's students were non-credit, and 18 percent were 51 years of age or older. In an effort to reach these part-time casual or recreational students, the librarians offer instructors the option of short classroom visits to introduce students to the services and resources available in the LRC. The faculty members at the Nevada County campus are also invited to work with the librarians to create subject specific extra-credit information competency assignments.

One striking development that relates to student success is the fact that, as evidenced by the annual spring library survey [NCC spring survey 2006], the number of reference questions answered at NCC increased by15.5 percent (from 1,481 questions to 1,711), and student satisfaction with the service they received rose from 73 percent to 78 percent. During the last two academic years, the number of reference interactions has grown by more than 20 percent. Because many of the students at the Nevada County campus lack even basic library skills, reference interactions become teaching opportunities for information competency. The number of people using the NCC LRC has also increased from 35,016 in 2004-2005 to 41,607 in 2005-2006. A small percentage of these people are community members, but most of the use is from Sierra College students.

The growing number of students visiting the NCC LRC to receive orientations, access distance learning support, take proctored exams, and use computers or borrow books demonstrates that the current shared-use functioning of the NCC LRC will soon be impractical. During the time period 2002 through 2005, the NCC LRC annually proctored 1,200 - 1,500 exams. Students who are taking exams increasingly complain about the noise level, and ear plugs are now routinely purchased as an "office supply." [Testing Center Report - NCC]

Planning Agenda

As the Nevada County Campus grows, the college must address the need for a computer classroom within the LRC building devoted to information competency instruction.

IIC. 1 c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Rocklin Campus

During the fall and spring semesters, the Rocklin campus library is open six days and 67 hours per week. Reference assistance is available for 64 of the 67 open hours. Rocklin library hours of operation are: Monday through Thursday from 7:30 a.m. (8 a.m. reference) to 9 p.m.; Friday from 7:30 a.m. (8 a.m. reference) to 4:30 p.m.; Saturday from 9 a.m. to 1 p.m. for both the library and the reference desk. In the summer, the Rocklin LRC is closed on Saturday. The library's many full-text electronic resources are accessible via the internet to all students and staff from home twenty four hours a day, three hundred and sixty five days a year.

The Rocklin campus tutor and testing center and the learning assistance computer lab are open during the academic year from 8:00 a.m. to 8:00 p.m., Mon-
day through Thursday, from 8:00 a.m. to 4:30 p.m. on Friday, and from 9:00 a.m. to 1:00 p.m. on Saturday. The schedule for drop-in tutoring hours and computer lab availability is emailed to faculty each semester. [Spring 2006 Drop-in Tutoring Schedule]

Students enter the Student Success Program primarily through assessment. Incoming Sierra students take an assessment test in the assessment center that measures their reading, writing, math, and ESL skill level. Students who score below college-level on these assessment tests (taking into account multiple measures used by counselors) are placed into Student Success Program courses. Though primary access into the program comes via assessment, access to the program is not denied to any student who wishes to improve his or her skill level in any subject area. Students may choose to begin their course of study in the program, or they may choose to take any student success course as a refresher.

**Nevada County Campus**

The NCC LRC is open 48 hours per week during the academic year (Monday through Thursday from 9 AM to 8 PM and Friday from 9 AM to 1 PM). Reference assistance and orientations are available from professional librarians (one full-time and three part-time) during most of the library's open hours. During the summer, the NCC LRC is open from 10 AM to 7 PM Monday through Thursday. There are no Friday hours during the summer session. There are no regularly scheduled reference hours during the summer. The library is closed on weekends. [NCC Hours & Research Databases]

**Evaluation**

The Rocklin LRC has a staffing level that is sufficient to offer a full range of academic support services (Library, Tutor and Testing Center, Learning Assistance Computer Lab) throughout the year. However, with only two permanent staff members, the NCC LRC operates with a skeleton staff. The NCC LRC is a hybrid program that provides the same library, testing, and distance learning support services as Rocklin and works with the art department to provide gallery space for several art shows each year. One faculty member and one classified employee provide service and supervise a two-story building that was visited last year by 41,607 people. Despite the complexity of the services provided, the staffing level has not increased since the NCC Campus opened in 1996.

**Planning Agenda**

Develop methods to provide adequate assistance and supervision of students at the NCC LRC.

**Standard II.C. 1.d. The institution provides effective maintenance and security for its library and other learning support services.**

**Descriptive Summary**

The Department of Maintenance and Operations is responsible for ensuring that the LRC buildings on both campuses are adequately maintained and secured. Since both buildings are relatively new (i.e. ten years old) the integrity of doors, windows, locks, and other hardware is relatively intact. Custodial help in both LRCs has been somewhat reduced in the past five years but is still adequate. The addition of security cameras in the interior lobbies and a key-pad, programmable locking system on all exterior doors has greatly improved the security of the Rocklin LRC.

During 2003-2004, lack of shelving space for a growing collection became a critical materials maintenance issue at the NCC LRC as books and videos/DVDs had to be jammed together in spaces that were not large enough to hold them. Since the district's budget that year offered no additional funding to buy new shelving units, the Sierra College Friends of the Library contributed $13,000 to purchase new shelves and end panels. The remaining $2,000 necessary to complete the project came from funds transferred within the NCC LRC budget. Six hundred and sixty feet of shelf space was added, increasing the total amount of shelving available by 30 percent. The additional shelving should be adequate to accommodate expected collection growth for at least the next six years.

**Evaluation**

Due to lack of staff, the lower level of the NCC LRC (8,500 sq. ft.) is unattended and the reference desk is not fully covered during open hours. The unsupervised lower level houses computers, distance-learning stations, book stacks, open seating and study carrels, and a group study room. Lack of supervision in these areas leaves the collection vulnerable to theft, and the area open to misuse. High school students from the Ghidotti Early College High School use the NCC
LRC during a free study period and after their classes end; their presence requires more discipline and attention from staff than typical college students. Public Web browser, a filtering software, was installed on the downstairs computers in an effort to make sure that they are being used for research.

Planning Agenda

The college must find creative ways to address staffing issues.

Standard II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Sierra College collaborates and contracts with Endeavor Information Systems to provide a database enabling students to access digitized machine readable catalog (MARC) records for materials in the library. MARC records indicate where books, videotapes, digital video discs, compact discs, and a variety of other materials are shelved in the library at each campus. The records also provide pertinent bibliographic and copyright information used by students when citing materials in research for class assignments. The Endeavor Voyager Contract contains provisions for software support and upgrade rights for library databases and modules management needed for library processing purposes. The modules include: Circulation, for the purpose of charging and discharging materials to patrons; Cataloging, for the purpose of creating or enhancing bibliographic records in MARC format, for search and retrieval purposes for library patrons, and for patron informational purposes; Reporter, for creating statistical reports that allow for better patron service. The software modules receive yearly upgrades to facilitate expanding collections and to meet enhancements in the technology available to assist patron access to information. [Endeavor License] [Endeavor Addendum]

The college is also collaborating with the City of Lincoln and Western Placer Unified School District (WPUSD) to construct a new, joint-use library scheduled to open in the summer of 2007. In the winter of 2004, the partner agencies drew up a “Joint Use Cooperative Agreement,” a legally binding contract outlining the responsibilities of each of the three partners which was ratified by the governing bodies of the agencies. A joint-use library grant, obtained from State of California’s Proposition 14 bond funds, will pay for the hardware and software needed to operate and maintain shared print and electronic library resources. The joint-use library will use the Endeavor system which provides off campus students with the opportunity to access information ubiquitously via the internet. The Endeavor Voyager Lincoln Addendum is an agreement between the college, WPUSD, the City of Lincoln and Endeavor Information Systems, Inc.

The college retains and reviews annually contractual agreements with Online Computer Library Center (OCLC). The OCLC Contract grants Sierra College access to OCLC’s databases and software. The college's cataloging and circulation staff use OCLC to provide library patrons access via the Online Public Access Catalog to MARC records for all materials available in the libraries. To continually meet the expanding collection and patron demands, the performance of Endeavor's software modules is evaluated on a yearly basis.

Evaluation

Sierra Community College meets the standard. Formal agreements exist for the library/LRC to operate, maintain and evaluate software conducive to the support of instructional services. A legally binding contract exists between the college and its partners for the construction and operation of the Lincoln Public Library at Twelve Bridges.

Planning Agenda

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
Descriptive Summary

Working with the College's Research and Planning Office, the two LRCs have developed student and faculty use and satisfaction survey forms. Surveys have been conducted every spring since 2000. The original paper formats have been replaced in the past few years with electronic versions. Student forms are scanned using eListen software and the results are broken down, electronically cross-tabulated, and delivered as campus-specific results. In addition, orientation and bibliographic instruction surveys in paper format are administered from time to time in selected classes, and handed out to students studying in the LRC; faculty members are sent an e-mail with a link to the faculty survey. To ensure that faculty without campus e-mail accounts can participate in the survey, print copies are made available in the part-time faculty mailroom. The surveys focus on satisfaction with the libraries' collections, staff and services. Last year, two new questions were added to the student survey to find out how well students feel they know how to find information in the library. [LRC Student Survey] [LRC Faculty Survey]

Guided exercises, such as the orientation worksheet examples, are given after some library orientations to reinforce what the student has just learned and also to help the librarian identify any areas where students consistently have problems. Once a problem area has been identified, the librarian can examine how he or she teaches that topic and make any necessary adjustments. Both libraries complete annual PAR reports where goals and obstacles as well as outcomes are discussed and evaluated. In updating annually their PAR reports, the librarians try to accurately assess how library services and resources contribute to student learning, persistence, and success. Because the faculty at NCC is overwhelmingly part-time, the NCC LRC Coordinator also uses a distribution list of the part-time faculty's personal email addresses. [Orientation Worksheet Rocklin] [Orientation Worksheet NCC]

The Rocklin tutor and testing centers regularly evaluate their services in order to provide the most effective help for students. The tutor center requires tutors to fill out an evaluation form after each tutoring session [Tutor Evaluation Form], and tutees are asked to fill out an evaluation form after each session as well. [Student Evaluation Form] Students are also randomly asked to fill out an evaluation of the tutor center. [Evaluation of Tutor Center Form] The research office provides data of the effectiveness of tutoring services, and data for fall terms 2001-2005 indicates a sharp rise in the success rate of basic skills students who used the tutor center in 2004 and 2005. [Basic Skills Student Use] A study of fall terms 2003-2005 indicates that all students who use the tutor center have a success rate proportionally higher than those students who do not use the center. In spring 2006 a survey was randomly given to faculty and students to measure why students do and do not use the tutor center. The survey was given in an effort to increase student use of the center. Evaluation and analysis of the results helped provide more effective marketing of the center. [Tutor Center Use]

The Student Success Program regularly uses the Sierra College Research Office to evaluate and measure its program. The program has a mission that is aligned with the mission of the college. In fall 2006, the Advisory Board approved specific program outcomes and assessments. [Student Success Program Outcomes] The program coordinator worked with the research office to formulate a three-year average of students assessing below college-level preparedness at Sierra. This information, in conjunction with more detailed information about what the program is doing to help raise students' retention, persistence, and success, was compiled into a PowerPoint presentation, which was used at the fall 2006 faculty breakfast. [Student Success PowerPoint] In an effort to make the campus community aware of the large number of incoming Sierra students assessing below college-level preparedness and the need to work collaboratively to help raise student skills and success, the information was also presented to deans' council, the counseling department, and the academic senate. Retention rates are also analyzed, and components of the program are adjusted to help increase student success and lower attrition.

Evaluations of student workshops occur after each workshop. The information is compiled into one document and analyzed in order to help improve the workshop and specifically meet the needs of students. Attendance at workshops is also recorded and compiled into one document at the end of each semester. Again, this data is used to provide workshops that the majority of students find useful for their edification.

The program's adherence to analyzing and evaluating research data in conjunction with the action-oriented nature of the Advisory Board helped the Student Success Program's subcommittee, Student Equity, win the UC Berkeley sponsored Dale Tillery Award for Educational Leadership in summer 2006. [Tillery Award Application] [Announcement of Winning Tillery Award]
Standard II: Student Learning Programs and Services

Evaluation

Because several years' worth of data is now available to track progress, the Learning Resource Center surveys have been particularly helpful. There has been an increase in the number of people responding with "neutral" and especially "don't know" to survey questions. This information tells us that we need to continue to promote the library and its services on campus to make people more aware of what the library has to offer.

The library department chair has begun work on developing a standardized pre and post test to administer in selected library orientations, but more research needs to be done in this area. Currently, guided exercises are used to assess student learning outcomes. Another method librarians employ to measure student learning outcomes is to have students write three things they learned during the orientation session and one thing they would like to know more about. These statements are written on index cards and returned to the librarian to evaluate.

The tutor center and the student success programs rely heavily on evaluation and research data in making decisions about programs and services offered. One of the strengths of these programs is the reliance placed on research data to analyze and evaluate all components. Because data from each component of the program is continually analyzed and adjustments are made, these programs keep current with the needs of students.

Planning Agenda

None.
III. Resources

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning.

III.A. 1. The institution ensures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

The District adheres to hiring policies and procedures as established by the Board of Trustees and based upon regulatory requirements and shared governance philosophies. Board Policy #7120 describes the recruitment and selection policy and requirements. Administrative Procedure #7120 describes the recruitment and selection procedure in accordance with the district’s Equal Employment Opportunity (EEO) program. Board policies and administrative procedures are posted on the college website and on electronic public folders and in hard copy available in administrative offices and the library. All hiring and recruitment practices are conducted in accordance with Education Code, Government Code, and California Code of Regulations, Titles 5, 7 and 9.

Evaluation

The college meets the standard. In order to ensure the integrity and quality of its programs and services, the college hires faculty, staff, and administrators that meet or exceed stated minimum requirements. All staff are selected in accordance with the Hiring Cycle manual to ensure the requisite minimum qualifications to perform the duties of the position. Using various types of locally developed rating guides as described in the Hiring Cycle, applicant education, training, skills, and experience are assessed throughout the selection process. The hiring process, as outlined in the hiring cycle manual [Hiring Cycle Manual], ensures that faculty, staff and administrators have the appropriate education and experience to perform the duties of the position. Candidates’ education, training, and experience are assessed throughout the selection process.

Planning Agenda

None.

III.A. 1 a. Criteria, qualifications, and procedure for selection of personnel are clearly and publicly stated. Job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only after equivalence has been established.

Descriptive Summary

Job descriptions for every position explain the necessary knowledge, skills, and abilities for each position, including required minimum qualifications for education and experience to support student learning outcomes and services. The criteria for each position are clearly stated in the position announcements used to advertise and recruit and accurately reflect position duties and responsibilities. [Example Job Descriptions: Management, Faculty, Classified; Recruitment Announcements: Management, Faculty, Classified] Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies as verified by the Human Resources Office. Faculty members participate in
the selection of all new staff as part of the hiring cycle process and are appointed by the Academic Senate. A faculty representative participates in final interviews with the Vice President of Educational Programs and Services for all faculty positions. [Academic Senate Hiring Procedures]

**Evaluation**

The college meets the standard. All employment announcements and applications are available on the district website and by mail upon request through the Human Resources Office. The process to hire full-time faculty, classified, classified confidential, classified supervisors, and education administrators is described in the hiring cycle manual. Position qualifications and classification descriptions are clearly stated and publicly displayed for faculty, management, and classified positions. Position announcements for classified, confidential, and management positions state minimum qualifications, education and/or work experience, and include essential job duties and functions. Faculty position announcements include the minimum qualifications as determined by the California Community College Board of Governors.

The Human Resources Office verifies that degrees held are from accredited institutions and that original transcripts are validated. The Human Resources Office provides and processes equivalency documentation and serves as a resource to the college's Equivalency Committee, which is a sub-committee of the Academic Senate.

Employment applications [Employment applications: Management, FT Faculty, PT Faculty, Classified] include a self-assessment section for applicants to describe how their knowledge, skills, abilities and education and work experience relate to the position for which they are applying.

Using the hiring cycle rating guide assessment tools, applicants are evaluated and tested based on job description criteria. The entire selection process is monitored by a trained Equal Employment Opportunity (EEO) representative. The reading rating guide requires each hiring committee member to assess each application and ensure the applicant meets minimum qualifications and stated criteria by completing a reading rating guide and providing a grade rating of each application. Hiring committees meet and select individuals to be interviewed based on the ratings of each applicant.

Those candidates selected for interview are further assessed and tested. Interview and performance/teaching demonstrations rating guides verify that candidates meet necessary criteria of skill level and subject matter expertise. Each committee member must assess and rate each interviewee. An EEO representative sits as a voting member on each hiring committee. All committee members must receive EEO training before serving on a hiring committee. [EEO training material handouts, Selection Committee Training Guide] The committee must reach consensus on those candidates to be forwarded for the final interview. Depending upon the position, final interviews are conducted by the direct or next-level supervisor or executive-level administrator.

Part-time faculty must meet the same minimal qualifications as full-time faculty, based on documented education, years of pertinent and documented experience, and/or skill level. The Human Resources Office maintains an Excel spreadsheet database of part-time faculty applicants who have met minimum qualifications to teach at Sierra College. Part-time faculty applications housed in the Personnel Department are available upon request to the instructional deans for part-time hiring purposes.

Part-time instructors are hired in an abbreviated process. In most instances for part-time faculty, a full-time instructor and division dean determine qualifications and select the individual. On occasion, to meet scheduling deadlines, the dean performs this function alone.

Job descriptions are developed in the Human Resources Office with the area manager(s) to establish essential functions and appropriate level of knowledge, skills, abilities and physical demands for the position. Human Resources personnel evaluate job descriptions for all employee groups for regulatory compliance and classification consistency. Classified job descriptions are reviewed by the classified bargaining unit (FUSE) in accordance with the collective bargaining agreement. [Article 2] Job descriptions for all employee groups are approved through Executive Council and the Board of Trustees.

Currently the district is working with a classification consultant to revise classified, classified confidential and supervisory employee job descriptions to develop more concise, uniform language in the job description text and consistency in position titles. If warranted in the study, the consultant may recommend salary changes based on market value surveys. The implementation of any recommended outcomes with a financial impact will be negotiated within the income formula structure.
Pending the outcome of this comprehensive classification study, the district and the classified bargaining unit will renegotiate the currently suspended article, Classification System [Article 26] of the collective bargaining agreement to re-establish a systematic classification review process.

**Planning Agenda**

None.

**IIIA. 1 b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals.** The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Descriptive Summary**

Sierra College ensures the effectiveness of its human resources by evaluating personnel systematically at regular intervals. The evaluation instruments vary for educational administrators, classified supervisory, classified confidential, tenured full-time faculty, non-tenured full-time faculty, part-time faculty, and classified staff. Evaluation policies, including evaluation intervals and processes, are stated in the appropriate collective bargaining agreement or employee handbook.

**Evaluation**

The College meets the standard. The evaluation process for classified, confidential, classified supervisory and educational administrators is established in Board Administrative Procedure #7150. The Human Resources Office maintains and monitors the evaluation schedule for all employees and notifies employees and their supervisors when evaluations are due. Information and evaluation forms for all employee groups are available in public folders on the college's website. Completed evaluations become part of the employee's permanent personnel file housed in the Human Resources Office.

Faculty members, both full and part time, are evaluated according to the procedures stated in the Sierra College Faculty Association (SCFA) collective bargaining agreement. [Article 19] Faculty members are evaluated every year for the first four years, then once tenured, every three years, as described in the SCFA collective bargaining agreement.

The evaluation procedure for classified employees is described in the classified Federation of United School Employees (FUSE) collective bargaining agreement. [Article 17] Probationary employees are evaluated at three, six, nine, and eleven-month intervals. Permanent classified employees are evaluated annually. The bargaining unit and the college recently agreed to a revision of the classified employee evaluation process to re-establish a point system adding the requirement to provide evidence of superior or unsatisfactory performance. Supervisors will need to be trained in this revised process.

Educational administrators and classified supervisory employees recently unionized, creating the Sierra College Management Association (SCMA). SCMA and the district are currently negotiating an SCMA collective bargaining agreement. Until these negotiations are completed, the evaluation process described in the Sierra College Management Handbook (Feb, 2001, p.18) outlines the evaluation process. Managers (classified supervisors and educational administrators) are evaluated annually during the first two years of employment and once every two years thereafter using the 360° evaluation method by their supervisor, peers and subordinates [360 evaluation survey] After 2001, the district developed an additional management evaluation tool [example evaluation] based on core tasks and performance of stated goals. This second evaluation is a three-step process performed annually.

The evaluation process for all employees is administered to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations result when improvement is needed or evaluations are unsatisfactory. Procedures for termination are outlined in the appropriate collective bargaining agreements or handbook.

**Planning Agenda**

The college will conduct training on new evaluation procedures negotiated with the bargaining units.
Standard III: Resources

IIIA. 1 c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Evaluation focused on teaching is part of both tenured and non-tenured full-time faculty and part-time faculty evaluations. Article 19 of the SCFA collective bargaining agreement outlines the process and purpose. The evaluation includes classroom or service visitations by members of the review committee. Students are surveyed for their evaluation of instructor performance, and the evaluatee completes a self-evaluation for the review committee. The Distance Learning Committee evaluates online faculty, usually within a two week period of the class. Online students are surveyed and instructors are evaluated using the same criteria as for other classes, with the addition of those elements particular to online instruction.

Evaluation

The college does not meet the standard. While student learning outcomes (SLOs) have been required in course outlines for some time, the concept of including SLOs in the faculty evaluation process is new to the college. The evaluation process currently focuses on observation of classroom teaching and student evaluations. While the achievement of SLOs may be implied because they are included in the course outline, it is not specifically stated as a purpose within the framework of the evaluation process. Article 19 states that the purpose of evaluation for non-tenured faculty is to recognize good performance, enhance performance, further growth and document less-than-satisfactory performance. The purpose of evaluation for tenured faculty is to evaluate breadth and depth of knowledge, effective delivery, respect for students, and participation in shared governance, professional growth and sensitivity to diversity. [Article 19]

Planning Agenda

The Academic Senate and the faculty bargaining unit, SCFA, will collaborate to ensure that a component of faculty evaluation includes student learning outcomes.

IIIA. 1 d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary


Evaluation

The college partially meets the standard. The Academic Senate and Classified Senates are in compliance with this requirement. A professional code of ethics will need to be developed for Management Senate.

Planning Agenda

The Associate Vice President for Human Resources will work with the Management Senate to develop professional codes of ethics.

IIIA. 2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution maintains a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and is purpose.

Descriptive Summary

Staffing needs for the Rocklin main campus, the Nevada County Campus (NCC), Roseville Gateway and the Truckee Centers are evaluated and prioritized districtwide through the Program Assessment and Review Process (PAR). The requests are annually prioritized through shared governance bodies with final decisions made by the Executive Council. As of fall 2005, Sierra College employed 198 tenure-track and tenured faculty; 258 classified, confidential and classified supervisor; 742 part-time faculty; and 22 educational administrators.
Evaluations

The college partially meets the standard. It is a common perception among all employees that the college does not have sufficient numbers of faculty and staff. In the fall 2005 Convocation Survey 54.96 percent of all employee respondents disagreed with the statement that the institution has a sufficient number of classified employees and 70.4 percent indicated an insufficient number of full-time faculty members. [Fall 2005 survey, questions 15, 13] The district regularly monitors and is in compliance with the Chancellor's Office full-time faculty obligation (FTO) requirements. The district continues to meet or slightly exceed the FTO. Currently the district is 2.35 FTEF over the full-time faculty obligation estimate for fall 2005 provided by the Chancellor's Office.

The district recognizes as a high priority the need for additional staff but is limited in its ability to dedicate more resources to this priority. College financial resources for new revenues are distributed through the recently negotiated income formula. New revenues are distributed between personnel and operations costs. The income formula mechanism to increase permanent faculty is based on new growth revenue. Currently, there is no formal link or index between numbers of faculty hires and those for classified or management.

Planning Agenda

The college will explore creative ways to increase the number of full-time employees.

III.A. 3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A. 3 a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Personnel policies and procedures are clearly delineated in the board policies [Board Policies Chapter 7, Human Resources] and administrative procedures and are posted on public folders. Policies on commitment to diversity, recruitment and selection, hiring procedures, salary placement, and others ensure fairness in all employment procedures.

Evaluation

The college meets the standard. All board policies and procedures related to personnel were last updated November 2004. Policies and procedures are updated as needed and maintained by the President's Office. Development of new or revised policies and procedures occurs in shared governance, in negotiations, and/or through the Human Resources and Business Services offices in order to maintain compliance with various regulatory entities. Information regarding new, modified, or deleted policies and procedures is distributed districtwide.

Planning Agenda

None.

III.A. 3 b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personal records in accordance with the law.

Descriptive Summary

Personnel records are securely maintained in the personnel office. A personnel file with general information, original employment application, evaluations, and transcripts, if required, is maintained for each employee. A separate medical file is maintained for each employee as prescribed by law. All personnel files are indexed and accurately maintained. Access to personnel files is described in the collective bargaining agreements. [SCFA Article 21, FUSE Article 27] Employees may inspect their personnel files during normal business hours. Personnel file reviews are confidential and monitored by the personnel office staff. Information to be placed in the personnel file is clearly defined by contract.

Evaluation

The college partially meets the standard. The Human Resources Office continues to need appropriate HR administration software. Technology needs for human resources are addressed in the Technology Master Plan. The
Administrative Systems Advisory Taskforce (ASAT) meets monthly to assess administrative technology needs throughout the district. The goal is to secure software able to address student/instructional services, financial, and human resource needs. Current technology systems cannot address current needs to provide effective personnel data requirements. Human Resources staff frequently relies on development and maintenance of their own departmental databases in order to provide required and/or requested data. Financial resources have been a barrier to acquiring needed personnel systems software.

**Planning Agenda**

The college will continue to explore ways to acquire needed software.

**III.A. 4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**III.A. 4 a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**Descriptive Summary**

The district is committed to matters of equity, diversity, sensitivity, and cultural awareness. The Equal Employment Opportunity (EEO) office and the EEO advisory committee create, encourage, advertise and support campus and community programs, activities, practices and services. The district and EEO program support diverse activities both on and off campus to increase student, staff and community awareness of diverse cultures, lifestyles, and abilities and to provide a welcoming environment and understanding of diverse staff and students.

**Evaluation**

The college partially meets the standard. EEO programs support a variety of activities and programs throughout the district, such as the Cultural Activities calendar, People and Cultures Day, Student Equity, ASSC Clubs, Disabled Student Services, EOPS/Financial Aid, Veterans Affairs, International Students, Emeritus (OLLI) and Community Education. All of these programs and activities are aimed at diverse audiences or are designed to enhance awareness of issues surrounding diversity.

The Cultural Activities calendar [Example calendar] is supported by and coordinated through the EEO office. Activities include a speaker’s series, films, exhibits, and field trip events. The cultural program was developed by an ethnic studies faculty member and is part of the curriculum; calendared events are advertised and available throughout the district and the community.

The Faculty Internship Program, managed by the EEO Office, successfully encourages qualified applicants to gain teaching experience in their disciplines, supervised by a full-time faculty mentor. The original intent of this program was to provide opportunities for members of historically underrepresented groups; however, changes in the law have broadened the scope of this program.

The Student Equity Committee is active in addressing student concerns and awareness and increasing the success of a diverse student population. Students clubs have been developed and supported by EEO, ASSC and various other campus entities to encourage open communication, support and retention of diverse populations.

These activities and programs have continued despite the lack of an EEO program manager for several years. The college has now been successful in filling this position and with the hiring of the new program manager, more coordinated efforts can occur.

**Planning Agenda**

Under the guidance of the new EEO program manager, current efforts in this area will be evaluated and modified as needed.

**III.A. 4 b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Descriptive Summary**

District policies and procedures ensure equity in employment practices. The district faces the challenge of being located in a community that exhibits less diversity than in comparable community college districts. [Atlas 2006, p.18, 88]
Evaluation

The district partially meets the standard. The EEO office keeps detailed records of demographics and evaluates statistics on gender, ethnicity, and disability for all applicants and hires. Workforce demographics by job group, per the Chancellors Office guidelines, are computed and reported in the Research Department Atlas. Employment statistics are recorded by EEO and Human Resources. Results and reports are reported in the EEO 3-year plan. The college conducted an equity staff survey on March 21, 2006 to determine employee opinions regarding acceptance of diversity. While the overall results are extremely favorable, this may reflect that the majority of employees are Caucasian. According to this survey 94% of the majority agrees they feel accepted by their immediate work group, while 82% of the minority agrees with this statement. The chi square value computed indicates the difference is statistically significant.

Planning Agenda

Under the leadership of the new EEO officer, the district will further assess whether its record in employment equity is consistent with its mission.

III A. 4 c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The district subscribes to, advocates, and demonstrates integrity for all staff and students by following policies and procedures as previously described. The EEO Advisory Committee serves as a resource to the EEO Program Manager to address issues of equity and diversity and has representatives from all constituent groups: faculty, classified staff, administrators and students.

Evaluation

The college meets the standard. The newly hired EEO Program Manager will evaluate existing programs and practices and develop and re-establish relationships on and off campus to ensure integrity in the treatment of administration, faculty, staff and students. Complaints of discrimination and sexual harassment are referred to the EEO Program Manager and are investigated immediately.

Planning Agenda

The recently hired EEO Program Manager will update the district's EEO plan and the hiring cycle manual.

III A. 5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary

The Staff Development Office in partnership with the Staff Development Committee provides leadership and is responsible for the development of the College's staff and organizational development plan. Classified, faculty and management representatives equally participate on the Staff Development Committee.

Evaluation

The college meets the standard. The college routinely plans activities at the beginning of each semester to focus on professional and organizational development for the entire semester. Five days each semester are designated as Flex Week, although there are many opportunities ongoing throughout the semester. Full-time faculty has an obligation of sixty hours of professional development for the year; part-time faculty, classified staff and managers are encouraged to attend.
The district also provides funding to employees seeking to further their education or training through on-campus workshops. Funds are equally allocated to all staff, subject to budgetary limits and appropriateness of request. [Staff Development Minutes, List of Conference Attendees/Educational Programs and Services, Staff Development Website]

According to the spring 2006 Convocation Survey, 94 percent of the respondents were aware of or engaged in the college's Staff Development Program. [Spring 06 survey, p. 5]

In accordance with the collective bargaining agreement, full-time faculty may apply for paid sabbatical leaves for study, research and other professional development plans acceptable to the Board of Trustees. [Article 16.6 of the SCFA contract] Classified employees are given opportunities for paid release time to attend Sierra College classes that directly relate to and benefit the employee's performance of his/her duties at Sierra College. The district pays for books and tuition. Additionally, classified employees may flex their schedules for educational purposes per the collective bargaining agreement. [FUSE Agreement, Article 30, section 2]

Planning Agenda

None.

I11A. 5 b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvements.

Descriptive Summary

The Staff Development Office has responsibility for systematically evaluating professional development programs and using the results for program improvement.

Evaluation

Following every education and training activity, participants complete evaluations. These evaluations are reviewed by the Staff Development Office to determine where program changes and improvements should be made. The evaluations are also shared with the presenter(s). [Staff Development Evaluation Card, SCLI Evaluation Card for Each Session, SCLI Evaluation for Session on "Change Management, Spring 2006 Staff Development Workshop Evaluations, Instructional Skills Workshop Summative Evaluation Summer 06, Overall Evaluation for SC3, Critique of LOI]

Full-time faculty is required to evaluate their flex activities each year as part of their flex contract. [FT Flex Completion Statistics, Summary of Flex Completion Forms/Comments]

Planning Agenda

None.
III.A. 6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

As noted previously, the Program Assessment and Review (PAR) process is an annual planning process. The Human Resources Department participates in the Program Assessment and Review process, thereby reviewing its goals and progress toward achieving them. [Human Resources PAR]

Evaluation

The college meets the standard. As noted previously, the PAR process must evolve into its next iteration and be used for long range planning in addition to an annual assessment.

Research surveys regarding the human resource functions are completed periodically by staff during convocation events. A majority of respondents indicated that they are aware of or engaged in hiring procedures, staffing procedures, and personnel evaluations. [Spring 2006 Convocation Survey]

Planning Agenda

As part of the long range planning efforts, the Human Resources Department will expand its Program Assessment and Review to project longer range goals.

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B. 1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B. 1 a. The institution plans, builds, maintains and replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Beginning in 2001, the district embarked on an aggressive program to plan future facilities development and renovation to meet the growing and evolving needs of students. The district held a series of twelve meetings in the winter and spring of 2002-2003 with faculty and staff to determine future program and operational needs. The Planning Committee received input from 237 faculty and staff members from all instructional divisions and operational departments. An initial list of potential new construction and renovation projects was drafted in May 2003. During the summer of 2003 the Facilities Master Plan - 2015 was developed with the oversight of the Deans' Council in four general planning sessions. It was integrated with an updated Educational Master Plan. The Facilities Master Plan - 2015 and the updated Educational Master Plan were endorsed by the Strategic Council and adopted by the Board of Trustees in October 2003. The planning horizon of the facilities master plan spanned 2005 through 2015 to permit time to seek voter approval of general obligation bond financing in 2004. A total of 41 projects were included on the project list, which ranged from renovation of 43 year-old buildings and updating the computer network, to development of new campuses. The estimated cost of all projects exceeded $400,000,000. The principal goals of the projects in the plan were:

- to maintain excellent quality instruction and services for all students;
- to provide convenient access to college services to all residents of the district;
- to maintain, modernize and develop the facilities and systems of the college for continued reliable and cost-effective operation; and
- to provide capacity to enroll a projected 10,000 additional students by 2015.
Standard III: Resources

Evaluation

The college partially meets the standard. A proposed districtwide bond (Measure E) was narrowly defeated in March 2004. Local bonds in western Nevada County (Measure G) and the Tahoe-Truckee region (Measure H) were approved by voters in November 2004, providing a total of $79,400,000 in construction capital. Measure G funds ($44,400,000) will pay for construction of the second phase of the ten-year old campus in Grass Valley, known as the Sierra College Nevada County Campus. Phase Two will include seven new facilities and renovation of existing classrooms for more efficient use. Measure H funds ($35,000,000) will pay for construction of a new campus in Truckee. [Board Resolution #2004-17, Board Resolution #2004-16]

At the same time, the college received approval for a state grant of $18,780,000 for construction of a new 60,000 square foot classroom and laboratory building on the Rocklin campus. The district will match that grant with $3,900,000 of local funds. This building will add 41 classrooms and laboratories with offices for 51 faculty and 9 instructional assistants. The new building will also include a Science and Mathematics Division office. The new building will be known as the Mathematics and Technology Center. The district continues to pursue available state funds for capital outlay. [Approval of Construction Contract Award from Chancellor's Office, dated October 6, 2005]

The college sought voter approval for another bond measure (Measure B - $78,000,000) in June 2006 to renovate the 45-year-old buildings of the Rocklin campus, to repair critical infrastructure, and to modernize the data processing infrastructure, computer network and telephone network, which serve all campuses. Unfortunately, that bond was not approved. [Board Resolution #2006-18]

The Board of Trustees also adopted revised Board Policy 2900 in 2003, declaring institutional goals regarding development of campuses and campus facilities. The principles of Policy 2900 are as follows:

- continue as one college with multiple campuses
- provide a campus within reasonable driving distance of all district residents
- provide distance learning services for students in remote areas
- provide at least one complete degree program and one complete vocational program at each campus
- develop physical resources to support educational and student service programs at each campus designed to meet the needs of students in that community and adjacent areas of the district

The Board of Trustees approved setting aside $700,000 annually to be used to address district debt to pay down the COPS, the GASB post-retirement medical obligation, and technology upgrades.

Planning Agenda

The college must seek ways to fund the repair of the Rocklin Campus.

IIIIB. 1 b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment.

Descriptive Summary

New facilities planned for each campus are designed to support development of the evolving educational program of that campus and to provide capacity for future enrollment demand. Care is given to ensure that adequate parking is provided and that facilities provide safe travel for both vehicles and pedestrians. Buildings are designed and built to conform to the Field Act, which sets the most stringent safety standards for any educational buildings in the United States. All new construction and renovation projects comply with the Americans with Disabilities Act. New facilities built since 2000, or currently in planning or construction, incorporate elements of sustainable design, so far as budgets permit.

Plans include repair and renovation of existing facilities to address the effects of age and to support new developments in educational program delivery. District expenditures on major repairs and renovation average over $1,000,000 per year. [Master List of Projects 1996-97 through 2005-06, Five-Year Scheduled Maintenance Plan 2006-2010]
Evaluation

The college partially meets the standard. In 2004-2005 the college borrowed $7,000,000 to repair critical infrastructure at the Rocklin campus to address safety and reliability concerns and to add eight modular classrooms and two modular science labs. The college also replaced an unsafe natural turf athletic field and unsafe bleachers to reduce the risk of injuries and to increase instructional hours in physical education. The gymnasium was also renovated with a refurbished floor, new lighting and doors, and new bleachers. [Board of Trustees Minutes: April 13, 2004, p. 6491, line 11; May 11, 2004, p. 6517, line 6; December 14, 2004, p. 6662, line 4; January 18, 2005, p. 6698, line 15]

The critical needs funds were combined with $3,260,000 of collected parking fees to add 720 parking spaces to correct a recognized deficit and to reduce conflicts with community traffic adjacent to the campus. These features are part of a future loop road system to improve internal campus circulation. [Board of Trustees Minutes, December 14, 2004, p. 6664, line 6; Anderson Traffic Study 2002]

The district continuously pursues state resources for development of needed facilities, which has resulted in $22,200,000 in state grants for construction of new facilities in the past five years (NCC Child Development Center -approximately $3,000,000; Math & Technology Center -$18,780,000).

Between 1996 and 2005 the college has received and spent all state, local and grant funds received for major repairs, abatement of hazardous materials, handicap access improvement, and energy conservation. [Master List of Projects 1996-97 through 2005-06]

In addition, the district received a donation of 43.6 acres of land in Lincoln valued at $10,070,000 for development of the Twelve Bridges Learning Center joint college/high school campus and public library. In partnership with the Sierra Joint Community College District and Western Placer Unified School District, the City of Lincoln received a state grant of $10,640,000 for construction of a 37,000-square-foot library.

All planning activities and budget development for investment or re-investment in physical resources are integral to the shared governance process. Planning updates are taken monthly to the Strategic Council and to the Board of Trustees to inform them and to seek their support and approval for current and future expenditures on facilities and operating systems. Decision-makers and advisers at all levels of the institution have gained an in-depth understanding in the past five years of the facility challenges facing the college.

The Sierra College Facilities Master Plan - 2015 received an Award of Merit from the statewide Community College Facilities Coalition in November 2005, which was given to the District and NTDStichler Architects. The awards jury cited the plan's exceptionally participatory planning process, reliance on shared governance, and its analysis of future community demands and appropriate responses. The awards jury cited exceptional quality of work and communication by the college staff and administration as well as its architect, NTDStichler Architects. [CCFC Award of Merit, November 2005]

In November 2006 Sierra College and Lionakis Beaumont Design Group received a second award of merit for the planning and design of the future Truckee campus. The district held four community planning forums during the year of design development and incorporated many ideas from local citizens. This campus will receive a Silver (outstanding) rating for sustainable design from the Green Building Council for Leadership in Environmental and Energy Efficient Design. [CCFC Award of Merit, November 2006]

In 2001 the Associated Students of Sierra College (ASSC) voted to establish a student center fee to fund improvements in the campus centers on the Rocklin and Nevada County campuses. The district aided the ASSC in financing and contracting construction of the Campus Center Plaza and Amphitheater in 2004. Design of this project was student-directed. In 2005 the ASSC and district accomplished an interior renovation of the dining room of the campus center. [Board of Trustees Minutes, May 13, 2003, p 6296, line 6]

Using private donations, the Sierra College Foundation built a cutting-edge robotic observatory on the Nevada County Campus in 2004, which the Foundation then donated to the district. This observatory can be remotely operated and accessed through the college computer network to provide real-time observation for astronomy classes on any of the college's campuses. Included in the donations were pro bono professional services by NTDStichler Architects and Holdredge and Kull Engineers.
Standard III: Resources

Planning Agenda

The college will seek ways to fund improvements to the Rocklin campus so that a safe and healthful working learning and working environment can be maintained.

III.B. 2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B. 2 a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The district conducts a utilization analysis of facilities and enrollment projection each year in preparation of its five-year construction plan submitted to the state. The district also prepares a five-year scheduled maintenance plan, which is updated annually to identify needs for major repairs or replacement.

In 2005 the district engaged NTDStichler Architects to conduct a thorough analysis of aging facilities at the Rocklin campus, which resulted in a facilities improvement plan. The college is currently seeking funding to begin implementing the plan to modernize older facilities on the Rocklin campus. [Facilities Improvement Plan 2006]

Evaluation

The college meets the standard. Thorough analysis of long-term (10-year) projected enrollment demand and facilities utilization was conducted in preparation of the Facilities Master Plan - 2015. Demographic analyses are updated annually to adjust enrollment projections. The Facilities Master Plan - 2015 gives the administration and Board of Trustees a variety of options to respond to changing demands over time within the goals and policies of the plan.

The district adopted new policies in 2002 to improve student-to-instructor ratios and to improve utilization of classrooms and laboratories. The Deans' Council continues to monitor facility utilization seeking improvement.

Planning Agenda

None.

III.B. 2 b. Physical resources planning is integrated with institutional planning. The institution systematically assesses effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The integration of long-range planning through the Educational Master Plan and the Facilities Master Plan provides the college with goals, policies, and an extended vision to guide future development.

Evaluation

The college meets the standard. Annual preparation of the space inventory and the five-year construction plan ensures continuous monitoring and evaluation of physical resource planning. Preparation of Program Assessment and Review (PAR) forms each year by all instructional and operational departments includes assessment of present facility challenges and projections of future facility needs to support instructional and operational goals. Preparation of grant applications each year evaluates perceived needs for facility repairs and renovations to continue support of the instructional program.

Planning Agenda

None.
III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.

Descriptive Summary

The Instruction and Information Technology (IIT) division provides technology support for the district. It has undergone significant changes in the past three years. The collapse of the main email server system in August 2003 resulted in a decision to contract with Strata Information Group (SIG) to provide leadership, guidance, and technical expertise. Since that time resources have been added to reorganize the division, hire additional staff, rewrite staff position descriptions, and provide extensive training. The network infrastructure was upgraded and redesigned to maximize redundancy, reliability, and stability. Survey data collected during the 2006 spring convocation indicates that only 12.97 percent of the staff is not aware of technology and technology improvements. [Convocation Survey Spring 2006 - question #19]

To help ensure institutional needs are being met, two advisory committees formed: the Educational Technology Advisory Taskforce (EdTech) and the Administrative Systems Advisory Taskforce (ASAT); each meets monthly. EdTech is composed of faculty, instructional support staff, distance education support staff, and managers. It identifies needs for new technologies and provides feedback and input with regard to operations and IIT support. The ASAT is composed of key users of the legacy student/instructional administrative system at the college. Requests for program modifications and enhancement are presented by the manager of systems and programming and reviewed and prioritized by the committee. IIT managers attend all EdTech and ASAT meetings. [EdTech Recollections, 3-15-06; EdTech Agenda, 3-15-06; ASAT Agenda, 3-6-06; ASAT Recollections, 3-6-06]

In preparation for the fall, spring and summer terms, the manager of technical support services meets with key instructional personnel to identify and plan for the start of instruction. Topics include computer lab equipment replacement, lab changes, new software installations, smart classroom configuration and related issues. The manager of systems and programming meets periodically with key user managers and support staff to review project status and discuss future needs.

As with all other departments at the college, the IIT division participates in the annual Program Assessment and Review (PAR) process. The PAR provides several ways to identify technology needs throughout the institution. In their PARs, departments identify critical technology needs, as well as possible solutions and priorities. Each year IIT conducts a review of all PARs to identify approaches that optimize resources, trends and requirements for technology infrastructure. [IIT Executive Summary PAR]

The Deans' Council meets weekly to discuss instructional and student services issues and provides direction and input for the needs of the instructional programs and support services such as classroom support, smart classrooms, networks, equipment replacement, and services for faculty and curriculum trends.

Meetings with appropriate users and technical staff are conducted to anticipate needs, resolve problems and plan for support. Users are asked to call the help desk, which is staffed Monday through Friday, 7:30 a.m. to 6:00 p.m. to report problems and request support. Calls are entered into the "Track It" system and are regularly reviewed to identify trends and areas for better training and support. [Sample Track It Report 1-24-07]

Evaluation

The college meets the standard. It has structures and communication systems in place to ensure the technology support it provides is designed to meet the needs of the institution.

Planning Agenda

None.
Standard III: Resources

IIIIC. 1 a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Technology Services and Professional Support

In addition to supporting the college's legacy administrative information system for student/instructional services, IIT provides hosting and support for a variety of third party systems:

- financial aid- Powerfaids
- curriculum development and approval- Web CMS
- staff training tracking- Learner Web
- student lab attendance- Accutrack
- integrated library records system - Endeavor/Voyager
- document imaging- Hershey
- accreditation support- SharePoint and DOX
- distance learning services- Blackboard
- electronic mail services- Microsoft Exchange

Other services maintained by the division include:

- district web site
- wireless access for students and staff
- video conferencing
- network services for instructional and administrative users
- audio-visual services
- support for and implementation of smart classrooms
- student testing- local application
- desktop applications
- software licensing and site licenses
- servers farm and hosting
- on-line services for printing
- institutional research support
- telephone and voice mail systems

Until fall 2001 the distance learning program offered at the college consisted of televised classes broadcast through Microwave/compressed video links to cable company head ends and through direct transmission over channel 14 from a transmitter on Wolf Mountain, allowing students throughout the district access to cable services to take classes at their homes. However, enrollments in TV course sections dropped extensively once the college began offering increasing numbers of sections in online courses. Online enrollments have increased to over 3,000 students each semester. The college contracts with Blackboard for its education course management system. The college has both production and test servers to service the online instructional environment. Initially, IIT supported the service on site; however, in December 2006 it was moved to a hosted environment to provide improved access (24/7) and reliability. Similarly, the college was successful in shifting responsibility for televised content distribution from the district to the local cable companies.

Facilities

IIT occupies a key central location in the lower administration building on campus. As currently configured, it is insufficient to support future technology needs. Power-related interruptions to services that had plagued the department caused for recent electrical and UPS upgrades that were completed in December 2006. Consideration is currently being given to establishing a consolidated facility for information technology and support staff in an appropriate environment with connectivity to anticipate future demands. This may be achieved via a re-model of the current space or the construction of a new facility.

Several main distribution facilities (MDFs) and wiring closets need to be reconfigured. The current location for the telephone switch is inadequate and lacks room for PBX and cabling expansion. Certain areas of the network require upgrading and modernization. A contractor has been tasked to recommend a new location for the PBX, provide an assessment of the current network infrastructure and make recommendations for improvement.

Hardware and Software

The current telephone switches and voice mail system were installed in 1994. Updates are not available, and securing support is becoming challenging. Several outages have disrupted calls to and from the college. The existing dial plan for direct inward dialing (DID) and on campus extensions has been exhausted.
Voice mail is limited and consequently callers are sometimes unable to leave messages. The college needs a reliable and robust telecommunications system that will provide for continued growth and a simplified collegewide dialing plan such as voice over IP (VOIP) with voice messaging capabilities. A new telephone exchange or block of numbers to serve the Rocklin campus would improve service to the public, students, faculty, and staff.

**Technology Infrastructure**

The college is reliant on servers and the network infrastructure to support classroom and distance learning-based instruction, student faculty and staff administrative services, and building control systems. Some of the key central servers and software date architecturally from the mid-1990s. The growing needs of the college require a robust, reliable network, up-to-date systems software, redundant equipment for backup, and servers with sufficient capacity to support academic and support programs.

**Instructional and Administrative Information Systems**

Student services and instruction are supported by a legacy system that was designed in the 1970's. Web interfaces have been created to provide for improved user functionality. Finance and payroll use a system operated by Placer County Office of Education (PCOE). Human Resources relies on self-initiated "shadow" systems such as Excel and Access. Lack of an integrated system causes staff inefficiency and frustration. The systems need to be modernized, technology-based, user-oriented, web-based and integrated. Some of the issues include:

- resolving control and integration issues associated with finance & payroll systems operated by the Placer County Office of Education;
- improving financial reporting and funds management;
- achieving more frequent and expeditious distribution of financial aid and refunds;
- increasing the availability and ease of use of self-service functions for staff and students;
- developing real-time automatic pre-requisite validation for students;
- providing electronic transcript exchange, automatic course articulation, degree auditing, and educational plans;
- integrating instructional, financial, financial aid and student data to improve processes and provide better service.

**Evaluation**

Although significant improvements have been made over the past few years, the college had anticipated the passage of two recent bond measures to secure funding for the large-scale technology projects that are required to keep pace with institutional demands. A large districtwide bond in 2003 and a smaller bond in June 2006 both identified millions of dollars of unmet need for technology facilities, infrastructure, administrative software, and equipment. Their failure has compromised the college's ability to make significant progress with regard to high-cost projects, as the general operating budget cannot absorb the expense. However, with the failure of the second bond, the college has begun reviewing alternative funding options, including conversion of land holdings into financial resources. Simultaneously an evaluation is being conducted to determine the college's most pressing and critical needs. IIT has been charged with the development of a comprehensive technology master plan that will result in identifying and prioritizing the most critical needs of the district for the next five to ten years. The Board of Trustees has asked to receive the plan no later than September 2007. It is anticipated that the Board of Trustees will authorize the funding of the technology master plan once completed.

**Planning Agenda**

Complete the technology master plan and secure support and funding for its implementation.

**IIC. 1 b. The institution provides quality training in the effective application of its information technology to students and personnel.**

**Descriptive Summary**

The need for information technology training is ongoing. IIT staff is regularly sent for training based on their areas of responsibility using district travel and staff development funds augmented by TTIP categorical funding. Due to the number of third-party software systems used by the college, users are also provided areaspecific training to keep abreast of changes that are made to the technology. number of third-party software systems used by the college, users are also provided areaspecific training to keep abreast of changes that are made to the technology.
**Standard III: Resources**

Computer labs such as those in the computer science, computer information systems, and applied art and design departments, as well as the open labs in the learning resource center (LRC) at the Rocklin Campus, Roseville-Gateway, and Nevada County Campus are staffed with Computer Laboratory Technical Assistants (CLTAs) and supplemented with student assistants. The CLTAs provide direction, training and support for students using the technology. Disabled students receive additional learning assistance through the Assistive Technology Learning Center on the fourth floor of the LRC. [Recent trainings attended by IIT staff, CLTA job description]

Need for training is also identified through the EdTech and ASAT advisory task forces. Departmental PARs are reviewed and training on special topics is scheduled as needed. Reports received from the Track It software used by the help desk also help to determine if special training is required to deal with the problems and issues identified by callers.

The Staff Development Office regularly provides on-campus training on a wide variety of topics, including technology applications. Before a faculty member is authorized to teach an online course, s/he must complete training in how to use the Blackboard course management system. [Staff Development Flex Brochure]

Currently students are not required to take a course in information technology as part of their general education requirements; however, the college is conducting a student computer skills research project. A sample of students' basic computer application skills is being assessed. Analysis of the results will be used to discuss students' needs for computer application education and help determine whether the current degree requirements should be modified to include a computer literacy requirement.

**Evaluation**

The college meets the standard. Training is regularly provided for students and staff.

**Planning Agenda**

None.

IITC. 1 c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

**Descriptive Summary**

**Systematic planning**

Individual departments and programs conduct yearly program reviews and incorporate the results, including technology needs, in their Program Assessment Reports (PARs). Collectively, the PARs represent picture of the technology needs of the college. The Deans' Council is the forum used to establish districtwide agreement for the upgrades that are made to the technology infrastructure each year. To this point, the IIT Technology Master Plan provided overall annual direction to the systematic upgrades to be made. The current Technology Master Plan under development will provide a more long-term (five-to-ten year) approach.

**Systematic acquisition**

The college does not have a comprehensive technology replacement plan; however, funding for technology acquisitions, upgrades and replacements is secured from a variety of sources including, but not limited to:

- general fund
- categorical funds for eligible programs
- capital outlay
- Sierra College Foundation grants

To maximize resources, the college employs a trickle-down process to move hardware from high-end or well-funded programs to other areas that have lesser technology needs and/or are not able to fund new technology purchases. Using the PAR process, districtwide prioritization for computer lab and desktop computer upgrades is conducted by the Deans' Council with input from IIT managers to ensure the areas of greatest need secure the necessary funding for technology replacements. [2005-06 Tech Support Services PAR]
Maintenance

The college expends significant effort maintaining its technology infrastructure and equipment to meet institutional needs. This effort is reflected in the form of:

- technology support (staffing)
- standardization
- warranties and maintenance contracts
- policies and procedures

Technology support (staffing)

IIT provides support for most computer labs and smart classrooms as well as to faculty and staff using the college's technology resources. It is staffed by the following support personnel to provide for the management, maintenance, and operation of its technological infrastructure and equipment:

- 3 full-time system administrators
- 6 full-time network support specialists
- 1 full-time telephone systems specialist
- 2 full-time technical support specialists
- 1 full-time web support specialist
- 8 full-time systems analyst/programmers

Additionally, other departments and sites employ technology support personnel as well, notably:

- 1 full-time network support specialist (NCC)
- 1 full-time audio visual/telecommunications technician (NCC)
- 1 full-time computer laboratory technical assistant (RG)
- 2 full-time computer laboratory technical assistant (Business and Technology Division)
- 2 full-time laboratory technician III- Photography and Applied Art and Design (Liberal Arts Division)

This staff is responsible for maintaining the college's technological infrastructure including physical infrastructure, telephone systems, personal computers, servers, local and wide-area networks, microwave and compressed video links, audio/visual equipment, smart classrooms, etc.

The college has maximized the hours of coverage offered by technology support staff. Network support specialists provide PC and network support from 7 a.m. to 7 p.m. Monday through Thursday and 8 a.m. to 5 p.m. Friday during the semester. Additionally, the system administrators are in a "stand-by" rotation per F.U.S.E. contract. This "stand-by" rotation ensures that one system administrator is available each weekend to respond to automated trouble reports originating from the data center.

Standardization

Standardization plays a large part in the college's ability to support its technological infrastructure. The college has established standards not only for hardware and software purchases but for standardizing procedures as well. The college has adopted the following standards for hardware:

- Hewlett-Packard Procurve network switches
- Hewlett-Packard dl-series Proliant servers
- Hewlett-Packard dc and nc-series personal computers
- Hewlett-Packard LaserJet printers
- Cisco routers

Examples of procedural standardization include:

- Active Directory standards and conventions
- Backup standards
- Server Setup standards

Warranties and maintenance contracts

Proper use of warranties and maintenance contracts also plays an important role in helping the college support its technological infrastructure. The college has established that newly-purchased computers shall carry a minimum of a
three-year warranty whether they are Apple or Hewlett-Packard products. Hewlett-Packard Procurve switches, with some exceptions, have a lifetime warranty. Hewlett-Packard Proliant servers are purchased with a minimum of a three-year next-business-day or better extended warranties. Three-year, six-hour call-to-repair warranties are purchased for critical servers including Blackboard, email, and SQL servers. Maintenance or support contracts take over once the factory warranties on servers expire. Other equipment covered by maintenance/support contracts includes the Cummins generator, the Chloride UPS, Cisco routers/Firewall, software support for Blackboard, Barracuda Spam Filter, EPOS IVR registration systems, and the Siemens/ROLM telephone systems.

Policies and procedures

In an effort to ensure the security and reliability of the district's networks and systems, appropriate policies and procedures have been developed. In 2002 the district adopted its Computer, Electronic Systems, and Telecommunication Systems Use Administrative Procedure (AP3720). Along with the administrative procedure, internal IIT guidelines and standards have been implemented to ensure the security and reliability of the network including:

- Active Directory Sierra standards & conventions
- Backup standards
- Naming conventions
- Server setup standards

Other elements that contribute to the security and reliability of the network and other technological infrastructure include:

- Implementation of virtual local area networks (VLANs) to logically separate the student-use computers from faculty and administrative computers and systems on the network
- Implementation of access control lists (ACLs) to control access between VLANs
- Physical security of the data centers and data spaces where possible (some are in shared spaces, most often located in custodial or mechanical spaces)
- Centrally-managed deployment of Symantec anti-virus to all district computers
- Application of Operating System updates to client computers as well as servers

(Database and System Backups document, Active Directory Standards and conventions, Backup Standards, Server Setup Standards, IIT Division Web Site)

Evaluation

The college meets this standard. Although fiscal constraints have inhibited the college's ability to move forward with large-scale projects necessary to acquire equipment and provide the level of technology support desired by the students, faculty and staff, incremental progress has been made over the past few years to restore the institution's confidence in its ability to support the development, maintenance and enhancement of its technology resources. Collaboration between and among staff and departments, creative use of alternative funding, standardized practices and the implementation and enforcement of polices and procedures have allowed the college to move forward in ways to best meet the most critical needs of the district.

Planning Agenda

None.

I11C. 1 d. Distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Decisions regarding the distribution of technology are made with input from many groups including Executive Council, Strategic Council, Deans' Council, Ed Tech, ASAT, the Online services task force, Ad-hoc advisory taskforces, IIT initiatives, PAR requests, and user requests and initiatives.
Distribution of technology resources

Both televised and online courses are offered. The college has two televised classrooms from which distance-learning courses are transmitted to, and carried by, cable and broadband television companies in the communities of Auburn, Granite Bay, Grass Valley, Lake of the Pines, Lincoln, Loomis, Nevada City, Newcastle, Penryn, Rocklin, Roseville, and Truckee. [Televised Classes Coverage Area]

The college has two video conference meeting rooms, one at the Rocklin campus and the other at the Nevada County campus, which are capable of connecting to each other and/or to the Corporation for Education Network Initiatives in California (CENIC) CalREN Video over IP services, or directly to any H.323-compliant Video over IP videoconferencing equipment worldwide.

Many programs and disciplines are adding technology to their curricula, which has driven a need for more technology in the classroom. One outcome is a growth in the number of smart or multi-media capable classrooms. Currently, 39 of the 70 classrooms on the Rocklin campus are smart classrooms in that they are, at a minimum, equipped with a projector, computer, VCR and/or DVD player, and Internet access. There are also several projector carts owned by various disciplines. EdTech developed a draft smart classroom standard in spring 2006 which will be used as a basis for new smart classroom installations, including the 36 planned smart classrooms in the math and technology building currently under construction. The Nevada County Campus has twelve fixed smart classrooms and four projector carts, and Roseville Gateway currently is equipped with two fixed smart classrooms as well as number of projector carts. [Draft smart classroom standards]

Utilization of technology resources

Sierra College has provided students with many online resources through both the "Entryway for Students" and "My Sierra" components of the Sierra College website. These resources include access to online and telephone registration; online course schedules; an online application (CCCApply); online library resource, including databases and integrated library system; and the newly implemented F.A.C.T.S payment plan. These online services have greatly increased the ability of students to access resources as well as the ability of college programs and services to provide information to students.

IIT has also developed a variety of online applications for faculty and staff, such as on-line instructor grades, rosters, and schedules; online printing requests; and online student record information, as well as other applications vital to the operation of the district. [Distance Learning Television Coverage Areas; Sierra College Entryway for Students; Sierra College Entryway for Faculty and Staff Sign in for My Sierra; Sierra College Apply for Admissions]

Evaluation

The college partially meets this standard. It has built a stable data network that serves the students, faculty and staff well. The network is growing to meet instructional and administrative needs and new services are being offered such as the Internet Hot-Spots operating in the campus quad, campus center, second and third floors of the LRC and the dorms. Categorical and/or other special funding has allowed some areas to maintain state-of-the-art levels of technology better than allocation of general apportionment funding. Cascading of equipment has helped replace some older equipment.

However, it was hoped that a bond measure would be passed to help fund the larger, more costly procurements such as replacement of the Siemens/ROLM telephone system which was installed in the early 1990s and implementation of new administrative software. With the most recent bond failing in June 2006, the college is actively reassessing its most critical needs and looking for other funding sources to cover the costs needed to address both its technological and facilities needs.

Planning Agenda

Complete and fund a comprehensive Technology Master Plan.

IIIIC. 2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology planning is integrated with institutional planning in many ways. The primary planning tool utilized to integrate technology planning with
institutional planning is the Program Assessment and Review (PAR) process. The PAR guidelines describe the systematic integration of all technology improvement requests via each department's PAR report. The PAR process is completed once a year by all of the institution's departments and includes technology needs, solutions and priorities which are specifically requested in the technology section of the PAR. In each year's PAR, the previous year's PAR accomplishments are listed, including the technology requests. The Informational and Instructional Technology (IIT) Division evaluates the technology requests to ensure they comply with established standards and categorizes those requests. In addition, valuable input gained from the monthly ASAT and EdTech Advisory Committees with IIT leadership representatives helps ensure the effective use of technology resources and uses the results as a basis of improvement. [PAR 05-06 Tech Support, PAR 05-06 Sys & Prog, EdTech Recollections 3-15-06, EdTech Agenda 3-15-06, ASAT Agenda 3-6-06, ASAT Recollections 3-6-06, Systems and Programming Project List, IIT Executive Summary PAR 05-06]

At the highest levels, technology planning is linked to institutional planning in several ways. The district's Facilities Master Plan provides guidance on the future of technology needs in the district and includes a section on the trends and needs for technology including space needs, facilities, administrative information systems, telephone systems and infrastructure.

Up until this point, a Technology Master Plan has been written annually to identify goals and objectives for each academic year and to define which services, support, equipment and software are required to meet these goals. Progress reports are made regularly to Strategic Council, Executive Council and the Board of Trustees. However, a much more comprehensive Technology Master Plan is under development to provide a five-to-ten-year plan to address the long-term district technology needs to include administrative software, network infrastructure, facilities, and instructional support needs. The document will be presented to the college community and the Board of Trustees no later than September, 2007. [Facilities Master Plan, 2004-05 Technology Master Plan]

The IIT division participates in the campus construction planning that takes place when reconstruction or new construction is considered and there is a technology component that is affected. Such activities are currently taking place with regard to the math and technology building under construction on the Rocklin campus, the facilities expansion funded by a local CFID bond at the Nevada County campus, and the new campus also funded by a local CFID in Truckee.

Evidence that the institution bases its technology decisions on the results of evaluation of program and service needs and that those needs are met effectively is directly related to the PAR process as each department identifies needed technology improvements as a part of the annual collegewide PAR planning process.

**Evaluation**

The College meets the standard. Technology planning is integrated with institutional planning. Many avenues are available for requesting technology improvements and assessing needs, including the Program Assessment and Review Process, help desk requests via Track-It, system and programming requests, Administrative Systems Advisory Task Force, Educational Advisory Task Force, Facilities Master Plan, Educational Master Plan and Ad hoc advisory committees such as the online services task force. SCCD has more than ample opportunity to integrate technology planning with institutional planning. Funding, however, is not always available to accommodate the technology needs of the institution.

**Planning Agenda**

None.

**IIID. Financial Resources**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.
Descriptive Summary

Funding for the college is derived from apportionment, enrollment fees, state and federal grants and contracts, and private donations. The purpose of the college budget is to allocate resources to support quality education, deliver effective instruction, and manage the institution in a cost-effective manner. As a public institution, the financial resources of the college are closely tied to the State of California. Recent California state deficits have hampered the state's ability to fund community colleges at current or guaranteed levels as required under Proposition 98. The Sierra Joint Community College District (SJCCD) has responded to these financial pressures with sound fiduciary practices and a collaborative governance approach to the budget process.

Net assets, formerly classified as fund balance, are an indicator of the college's financial position. For the past five fiscal years, the college's general fund balance has ranged between 8.5 and 11 percent of operating expenditures. Even during unprecedented and extraordinarily challenging financial times, the college has remained structurally balanced. SJCCD will continue to identify fiscally responsible ways to serve our student body and communities with quality educational programs. While there have been changes in the economic environment in which all public institutions of higher education operate in the State of California, responsible fiscal management, as exhibited by credit rating agency upgrades, has placed the college in a sound financial position from which it can effectively respond to the challenges of the future. Under the leadership of the Board of Trustees, the college will continue to move forward, implementing the goals, priorities, and tasks outlined in the Educational Master Plan and Facility Master Plan. [Educational Master Plan, Facility Master Plan, Historical Budget Overview]

IIID. 1. The institution relies upon its mission and goals as the foundation for financial planning.

IIID. 1 a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Financial planning is integrated with the college's Program Assessment and Review process (PAR). The PAR process is the college's primary business and program planning tool. PAR development begins by identifying priorities and associated funding requirements at the department level, which are then forwarded to the division level for review by deans and division managers. Then, the priorities are referred to the appropriate vice president who takes them to Executive Council and Strategic Council for review. All PAR priorities set by departments tie to the college mission and educational student learning outcomes. The PAR process is demonstrated in the following diagram:

PAR Decision Making Stages

Stage 1 – Departmental Planning
Goals and Action Plans
Stage 2 – Division/Operational Area
Synthesizing & Prioritizing
Stage 3 – Executive Council
Identifying Parameters
Stage 4 – Board of Trustees
Shared Governance Review

Planning Feedback and Guidance
Standard III: Resources

The college's budget timeline is as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Governor's Budget Estimates</td>
</tr>
<tr>
<td>February</td>
<td>Annual budget revision presented to Board of Trustees for approval</td>
</tr>
<tr>
<td>March</td>
<td>Distribute budget requests to include PAR requests for coming fiscal year to college department managers</td>
</tr>
<tr>
<td>April</td>
<td>Department budget requests due to Business Office</td>
</tr>
<tr>
<td>May</td>
<td>California State Budget Revise released approximately May 15. Auditors begin field work.</td>
</tr>
<tr>
<td>June</td>
<td>Tentative Budget presentation to Board of Trustees. Books close June 30.</td>
</tr>
<tr>
<td>July</td>
<td>Fiscal year end audit status report presented to the Board of Trustees</td>
</tr>
<tr>
<td>August</td>
<td>College Compensation Formula calculation finalized for current fiscal year</td>
</tr>
<tr>
<td>September</td>
<td>Public Hearing and presentation of Final Budget to Board of Trustees. Adopted Budget filed with Chancellor's Office.</td>
</tr>
<tr>
<td>October</td>
<td>Audit Committee meets with the auditors</td>
</tr>
<tr>
<td>December</td>
<td>Completed audited financial statements for the prior fiscal year presented to the Board of Trustees</td>
</tr>
</tbody>
</table>

The Board of Trustees receives budget information at least five times per year: a tentative budget in June, the fiscal year-end audit status in July (includes estimated actual year end financial data), the final budget in September, the completed audited financial statements in December, and a revised budget, which is presented for adoption in March to incorporate various budget changes. [Board of Trustees Minutes: September 14, 2004, p. 6599, line 20; September 13, 2005, p. 6886, line 35; September 12, 2006, p. 7139, line 14; April 12, 2005, p. 6767, line 42; March 14, 2006, p. 7015, line 28; December 14, 2004, p. 6662, line 27; December 13, 2005, p. 6941, line 32]

Additionally, the Board of Trustees sets priorities each year to provide direction to the PAR process. In 2005-2006, the Board of Trustees set four priorities: set aside funds to address the GASB 45 post-employment benefits liability, pay for remaining costs of the math and technology building, address scheduled maintenance needs, and begin to accumulate a sinking fund for new campus expansion.

Institutional priorities are tied to the college mission and are refined by the Educational Master Plan and Facilities Master Plan. The Education Master Plan is tied to the California Educational Master Plan. It was updated in 2003 and takes a three-year look at the educational needs for the college. The Facilities Master Plan was updated in 2005 and takes a fifteen-year look at the facilities needs for the college.

The college has consistently spent over 50 percent of its financial resources on educational expenses as required by the California Community Colleges Chancellor's Office.

Evaluation

The college meets the standard. The institution through its PAR process relies upon its mission and goals as the foundation for financial planning. Through the PAR process financial planning is integrated with and supports all institutional planning.

Planning Agenda

None.

I11D. 1 b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The college's institutional planning foundation is the PAR process. The process required that all programs conduct an initial assessment in fall 2001 to establish a baseline of performance. The baseline data and performance analysis is updated each year. All strategic decisions are based on this assessment. This includes using the report as justification for all requests for resources (staffing, budget, capital projects, and facilities). Priorities are established at Strategic Council review and recommendations. To meet the goals of Strategic Council, the PAR process includes a decision-making process based on research, demonstrated need, and logic.
Departments receive quarterly financial activity reports to assist them in evaluating their needs as they update their PAR reports annually. Additionally, financial activity is shared with Strategic Council, Executive Council, Omniparty (representative of the bargaining units of the college), and the Board of Trustees.

**Evaluation**

The college meets the standard. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The PAR process is used to set planning priorities which are funded using only those resources that are available.

**Planning Agenda**

None.

**III D. 1 c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

**Descriptive Summary**

As noted earlier, the funding for the college is derived from apportionment, enrollment fees, state and federal grants and contracts, and private donations. The PAR process and annual board priorities, in concert with the long-range Educational Master Plan and Facilities Master Plan, set a context for the institution's short-range financial plans. Also, within this framework, the college makes decisions regarding long-range financial plans.

The region that the college serves has had explosive population growth over the last decade. As a result, the student population has also grown. [Atlas 2006, p. 2, 87] This growth has put pressure on the college to expand its facilities and add staff. However, the college has not received general obligation bond funding for the Rocklin campus since 1957. When the college faced critical facilities needs in 2004, a Certificates of Participation note was negotiated to meet those needs. The debt service for the note is repaid from unrestricted general fund sources. In addition, the college continues to service a 1998 Certificates of Participation note, a 1968 United States Department of Housing and Urban Development bond, and a California Energy Commissions Loan. Principal and interest payments for all long-term debt are budgeted as part of the annual general fund budget allocation. The college has consistently met its principal and interest payment on any debt instruments.

The Sierra Community College District Governing Board unanimously voted to place two bond measures on the November 2004 ballot. The bond measures are area specific or School Facilities Improvement College bonds. Voters approved the bond measures and the bond proceeds will provide funds to repair, renovate and expand existing buildings, construct new instructional buildings, and upgrade plant facilities at the Tahoe-Truckee Extension Center and Nevada County Campuses. The estimated cost of the facility improvements at the Tahoe-Truckee Extension Center is $35 million and at the Nevada County Campus is $44.4 million. This will allow the college to expand programs in these regions, and better serve Sierra College students in these communities.

The annual budget also incorporates cost estimates for health benefit costs as negotiated with the college's bargaining units, insurance costs, and necessary building maintenance costs. These estimates are incorporated in the base annual budget of the college and updated each year based on the prior year actuals and information regarding contractual agreements and projected rate changes.

**Evaluation**

The college meets the standard. When making short-range financial plans through the enactment of the annual budget, the institution also considers its long-range financial priorities by budgeting for payment on its debt instruments and for health benefit costs.

**Planning Agenda**

None.

**III D. 1 d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**
Standard III: Resources

Descriptive Summary

The budget process is based on the PAR process. The PAR Handbook is available on public folders to all members of the campus constituency. The PAR Handbook outlines the timeline and guidelines for the PAR process. In addition, PAR workshops are held twice a year to orient new staff on the PAR process, train them on the forms to use, and answer any questions. All departments participate in the creation of PAR documents related to their area. [PAR Handbook]

The budget timeline is mandated by the State of California timeline, education code, and the California Community Colleges Chancellor's Office guidelines. Finally, the Compensation Agreement formula has its own timeline which is based on apportionment timelines and fiscal year timelines.

Evaluation

The college meets the standard. The institution clearly defines and follows its guidelines and processes as defined in the PAR handbook in order to engage constituencies as appropriate in the planning and budgeting process. The PAR process is, however, out of sync with the budget development process and collective bargaining negotiations, making the process somewhat awkward.

Planning Agenda

The college will work to synchronize the budget timeline, the Compensation Agreement Formula timeline and the PAR process timeline.

I11D. 2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

I11D. 2 a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
changes in financial activity that has occurred in the year audited and economic outlook for the budget year ahead. [Audit Committee Agendas 05-06, Audit Report 99-00, Audit Report 00-01, Audit Report 01-02, Audit Report 02-03, Audit Report 03-04, Audit Report 04-05]

**Evaluation**

The college meets the standard. The college has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. Its budget and independent audit reflect the appropriate use of financial resources to support student learning programs and services. The college responds to any external audit findings comprehensively, and in a timely manner.

**Planning Agenda**

None.

**IIID. 2 b. Appropriate financial information is provided throughout the institution.**

**Descriptive Summary**

The Department of Finance and Administration has a well established practice of transparency when sharing financial information with internal and external constituents. Information is shared regularly with Omniparty, Senates, public information requests, Strategic Council, Executive Council, and routinely with the Board of Trustees. Since the last accreditation report, college budget managers and their authorized staff have gained read-only access online through QSS to their financial data. This access has greatly improved the ability of managers to actively manage their budgets. [Strategic Council Recollections: 8/25/04, p. 3; 4/27/05, p. 4; 8/24/05, p. 3; Strategic Council Agenda 4/26/06, p. 14]

The Audit Report is shared at Board of Trustee meetings; copies are sent to bargaining unit managers and to individuals (by request) in the community. The Business Services Division holds a flex workshop twice a year to share new financial procedures with managers and administrative assistants. Budget workshop information from the California Community Colleges Chancellor’s Office is shared with the deans, managers, and Omniparty annually. At least four times per year, the finance and administration department shares budget information with Deans’ Council, Executive Council, Strategic Council, and the Board of Trustees. At the monthly Board of Trustees meetings, the Board of Trustees approves all warrants, contracts, construction change orders, and personnel actions. Budget managers receive quarterly financial activity reports outlining budget, expenditures to date, and available balance for their departments. [Sample Financial Activity Report]

Omniparty financial reporting requirements are contained in the compensation agreement and include calculations made for all of the formula tables outlined in the agreement, actual new general fund unrestricted dollars received by the college for the five previous fiscal years, total unit compensation data in dollars and percentages to include unrestricted revenue and expenditures for the five previous fiscal years, permanent positions status (headcounts and cost of new, excess growth, vacant, and unfilled positions), and the college’s audited annual financial statements. [Compensation Formula and Preamble, section 7; 311 Annual 2004-2005]

**Evaluation**

The college meets the standard. Financial information is shared on a regular basis with the Board of Trustees as well as all the appropriate constituent groups and budget managers.

**Planning Agenda**

None.

**IIID. 2 c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**Descriptive Summary**

College reserves may be called upon in cases where other reasonable methods have been insufficient to maintain a balanced budget. Generally, there are three primary uses for reserves: 1) to protect the college in cases of sudden shortfalls in revenue, (e.g., unforeseen shortfall in enrollment or a reduction in state appropriation); 2) to cover unanticipated expenses (e.g., one-time legal fees, major
disasters, unanticipated increases in utility costs); and 3) to provide for extraordinary one-time investments. The college participates in the Community Colleges League of California for the issuance of TRANS. Placer County Office of Education monitors an aggregate of all fund balances. Cash is pooled through the Placer County Treasurer to meet college cash flow needs. Monthly cash flow needs are reviewed and monitored by business services staff and cash is transferred from the TRANS as needed to meet the college's monthly cash flow requirements. [TRANS Cover Page of Official Statements: 01-02, 02-03, 03-04, 04-05, 05-06, 06-07; TRANS Cash Flow Worksheets: 03-04, 05-06, 06-07; COPS 03-04 Cover Page; Basic Aid Information]

The college demonstrated its responsiveness to a California Community Colleges systemwide fiscal crisis in 2002-2003. At that time, the college budget was cut substantially mid-way through fiscal year. The necessary budget cuts were implemented in a collegewide collaborative process. The amount to be cut was shared with Executive Council and Strategic Council. Using a bottom-to-top approach, areas were identified in which budgets could be decreased. The reductions were implemented with no lay-offs to permanent staff. [Statewide budget reduction planning documentation; 2002 State-wide Budget Crisis Memo from President]

The college is a member of two joint power authorities (JPA): the Alliance of Schools for Cooperative Insurance Programs (ASCIP) for property, liability and workers' compensation; and Schools Excess Liability Fund (SELF) for the operation of common risk management and insurance programs. SELF's program pool excess liability and workers' compensation coverage for participating California public education agencies. Executive boards, consisting of representatives from member colleges, govern the authorities. The executive boards control the operations of ASCIP and SELF, including selection of management and approval of operating budgets.

The college's insurance coverage is adequate at this time. The College Safety Committee continues to monitor collegewide safety issues related to workplace safety. The college provides scheduled workshops on workplace safety, discrimination, and sexual harassment to minimize the college's liability exposure. The college also uses ASCIP to conduct workshops on safety and related issues. [Evidence of Insurance and Memorandums of Coverage]
Evaluation

The college meets the standard. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences as described.

Planning Agenda

None.

III D. 2 d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Categorical programs, including federal, state and local grants and contracts, are required by state and federal agencies to file quarterly and/or annual financials, which are reviewed by business services staff. The Director of Finance and the program manager must review and sign all final reports. The independent auditors place emphasis on categorical programs in their annual audit, requiring the college to closely monitor financial activities of all externally funded programs. Other external agencies conduct periodic audits of specialized programs. The Business Services Division has taken a proactive approach to reviewing financial activity of categorical programs. All grants and contracts are analyzed on a quarterly basis, prior to any final reports being filed with the governing external agency. Expenditures are reviewed and compared to guidelines set forth within the specific programs. College accountants work with program managers and principal investigators responsible for grants to assure compliance with program and fiscal requirements. This review process has added strength to the financial management function of the college and renews the integrity of the programs.

The Associated Students of Sierra College (ASSC) is an agency of the college. The ASSC represents student club activities and the student body. During 2003-2004, a Sierra College student body election resulted in the approval of a mandatory student center fee, designated solely for the purpose of funding and operating a student center. These funds are also managed by the ASSC. ASSC financial activity is maintained in a separate fund held at PCOE and invested with the Placer County Treasurer. The fund is independently audited each year and a separate tax return is prepared and filed with the IRS. The ASSC treasurer and the ASSC faculty advisor receive quarterly Financial Activity Reports. Additionally, business services staff periodically attend ASSC government council meetings to report on the financial activity. [ASSC Tax Returns: 2003, 2004, 2005]

The Sierra Community College Foundation is a nonprofit corporation exempt from income tax under Section 501(c)(3) of the Internal Revenue Code whose sole purpose is to provide financial assistance to the Sierra Community College programs, scholarships, research, educational projects, and capital development. In 2003, the Foundation Board of Directors approved the 501(h) lobby election of the Internal Revenue Code. Such status provides the Foundation with the ability to participate in the public policy process through lobbying and advocacy campaigns. The 501(h) status was implemented by IRS rules in 1990 to provide clear definitions of lobbying and a ceiling for lobbying expenditures by 501(c)(3) organizations. Under the 501(h) election, 501(c)(3) organizations may spend up to 20 percent of the first $500,000 of annual expenditures on lobbying activities that directly impact the Sierra College community.

The Foundation is independently audited annually and the audit is presented to the Foundation Board of Directors by the independent auditors. The Foundation has consistently received an unqualified opinion. The Foundation, through the leadership of the executive director and the Foundation finance committee, has adopted a comprehensive investment policy for all major donations. In accordance with this policy, the Foundation has hired Wachovia Investment Associates to manage all Foundation investments. Additionally, the Foundation has recently updated all of its by-laws to incorporate the mission of the college and best business practices. [Foundation Audit Report for Years Ended 2004 and 2005]

Evaluation

The college meets the standard. Audit reports from independent auditors indicate that the college consistently meets program requirements within prescribed budgets and procedural parameters.

Planning Agenda

None.
Standard III: Resources

IIID. 2 e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
The financial activity of the college is audited to assure compliance with all federal requirements as described in the United States Office of Management and Budget (OMB) Circular A-133 Compliance Supplement (within the annual audit report) and state requirements as described in Section 400, State Compliance Requirements of the Contracted College Audit Manual issued by the California Community Colleges Chancellor's Office. In recent years the college has received no audit findings or recommendations that are considered a material weakness in the internal control systems. All audit recommendations have been shared with the Board of Trustees, Executive Council, and Strategic Council, and have been addressed and corrected in subsequent fiscal years.

Auxiliary organizations at Sierra College include the residence halls, bookstore, and food services. These organizations use the name of the college, conform to institutional principles of operation, and support institutional goals. The college monitors their activities, and an independent auditor regularly reviews their financial records. The results of all audits are published annually and reviewed by the Board of Trustees. Resources available from auxiliary activities are included in the general fund budget and are allocated using the PAR process. [Auxiliary contracts: Sodexho; Barnes & Noble]

The Sierra College Foundation is the primary fund-raising entity for the college. The Sierra Community College Foundation provides the members of the community the opportunity to assist and invest in the development of quality educational opportunities for Sierra Community College students. In concert with the college and the community it serves, the Foundation commits itself to work toward educational excellence by identifying donor resources to support a learning environment enriched by diversity, which promotes personal and professional success, leadership, innovation, responsibility, and a sense of community.

Evaluation
The college meets the standard. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution. All management comments resulting from recent audits have demonstrated no material weaknesses in the internal control systems of the college, the Foundation, ASSC, and auxiliary operations.

Planning Agenda
None.

IIID. 2 f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
Contractual agreements with external entities are enacted to assist the college in achieving aspects of its mission and goals [Sierra College Mission and Goals] and are approved by the Board of Trustees before any contract is finalized. All independent contractors must sign an Agreement for Services, clearly stating the terms, services and responsibilities of both parties. Maintaining the integrity of the institution and ensuring complete compliance with the policies of the college is a requirement for all independent contractors and consultants. All contracts go through legal review and are not approved without appropriate termination clauses. All contracts must meet the approval of the Director of Finance and Board of Trustees. An original copy of all contracts is maintained in the business services office. Within the approval process is the understanding that any external entity performing services for the institution will comply and abide by the policies of the college. Legal council reviews all non-routine contracts. Additionally, a sample of contracts is reviewed by the independent auditors each year during the audit process to assure compliance with college policy and agency requirements.

Evaluation
The college meets the standard. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.
Planning Agenda
None.

III D. 2 g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary
The Business Services Division undertakes a yearly evaluation of financial and administrative systems as provided for in the annual PAR process. Results of the valuation are used as benchmarks to establish new goals to improve effectiveness and efficiencies. Annual independent audit reports address the overall effectiveness of the institution's financial management systems. Findings and recommendations from the audit are implemented campuswide to improve financial processes and procedures. [Business Services 04-05 PAR, Purchasing 04-05 PAR, Reprographics 04-05 PAR, Warehouse 04-05 PAR]

The Business Services Division is proactively responding to many other department requests that have been carried to the attention of business services staff by way of flex workshops and the PAR process. Since the last accreditation, numerous technological improvements have been made to ensure the effective use of financial resources that support the mission and goals of the college. To achieve efficiency and conserve resources the Business Services Division has made many technological advances in terms of online financial access as well as both electronic and online forms. The division has enabled online remote requisitioning, online print shop ordering, online financial account balance inspection, online supply ordering with next-day desktop delivery, electronic journal entry and budget transfer request forms, electronic Personnel Action Forms, direct deposit for all staff, and laser-printed purchase orders with electronic signatures. Given the geography of the various campuses and centers, the technological advancements have greatly improved the financial management systems’ ability to serve the mission and goals of the college.

Also, the credit agency rating upgrade to "A+" issued from Standard & Poor's mentioned earlier is the first rating change since 1998 that the college earned on its own merits based on rating criteria that recognize the management of the college, its budget history and fiscal policies, and the strength of the tax base and local economy. The upgrade is evidence of Standard & Poor's confidence in the management and operation of the college.

Evaluation
The college partially meets the standard. Currently the college relies on the financial software provided by PCOE. This software, while adequate to maintain our day-to-day functions, is designed for K12 institutions and does not provide the analytical tools necessary to support financial forecasting, management planning, or multi-year budget development. The college needs financial software that integrates with student records, personnel records, and provides electronic access to data to all end users.

Planning Agenda
The college, under the director of IT management, has formed an administrative systems advisory taskforce (ASAT) to evaluate software funding options and provide for the software needs of the Business Services Division.

III D. 3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The college budget and annual audit are primary evaluation tools used by the college to effectively allocate financial resources. The annual audit is reviewed by staff and the Board of Trustees. This information is then used in the subsequent year budgeting process. Additionally, the college uses reports generated by the research office regarding enrollment, efficiency, career education, as well as regional labor market information; these reports become a factor in determining allocation of resources in the following budget cycle.

Sierra College uses the PAR process, the compensation agreement formula, and our Sierra College Collaborative Process (SCCP) to ensure that the use of financial resources effectively supports our educational mission. These processes rely on input from all constituencies on campus and decisions are based on consensus at each level of the shared governance process. The PAR process starts with input at the department level and advances financial requests through the
Standard III: Resources

shared governance process. Requests with the highest priority are included in the budget proposal presented to the Board of Trustees for approval.

Evaluation

The college partially meets the standard. The processes used to assess the college's use of financial resources include those previously described. New resources are allocated using the previously outlined PAR process and the compensation formula. Both have very prescribed guidelines to assure consistency with the educational and academic mission of the college. Input is provided at various levels of the organization using the shared governance process and a consensus based approach that assures all constituency interests are considered in the final decision. Throughout the process there are many opportunities for students, faculty, staff, and administration to provide input and influence on the priorities for budget allocation.

The college insures that it uses financial resources systematically and effectively through the formalized, well-documented and well-understood PAR priorities and budget development system which provides a very systematic, effective approach to program needs, budget priorities and resource allocation. The PAR process is a very effective and reliable tool. Additionally, the use of resources is assessed annually in the audit process and in the annual comprehensive Chancellor's Office financial report (the 311 report). Both the audit and the 311 report assure resources are used in a manner that is compliant with state and federal guidelines which are established to assure that tax dollars are spent wisely.

The college uses the results of its evaluation of these processes as the basis for improvement. After initial consideration by Executive Council in the PAR process, the PAR resource recommendations are reviewed with Strategic Council. If Strategic Council has strong consensus direction that is other than the recommendation of Executive Council, then Executive Council would receive the input and consider modifying their recommendation. Prior to the final allocation direction Executive Council will review and have a final review with Strategic council. If there is a material difference between the Executive Council final recommendation and the Strategic Council input, then the differences are carried to the Board of Trustees. The expenditure plan goes to the Board of Trustees via the Vice President/Assistant Superintendent Finance and Administration who will describe to the trustees the differing opinions related to the particular allocation.

Through review of the PAR process, the college has determined that better integration of the PAR process, the compensation formula and the budget process is needed. Strategic Council has formed a task force chaired by the PAR coordinator to synchronize the timelines of the PAR process, compensation formula and budget process to assure that the input from the PAR process and compensation formula are considered in budget development each year. Additionally, the committee will work on electronic tools to provide feedback to departments regarding how their priorities were ranked in budget development.

Planning Agenda

The college will continue its efforts at integrating key processes and implement changes that synchronize PAR, compensation formula, and budget processes.
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IVA. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

Sierra College has ethics statements published or in progress for its various governing and employee groups. Board Policy 2715 contains the Board of Trustees Code of Ethics. The human resources department is in the process of working with the management and classified senates to develop ethics policies for those employee groups. The academic senate adopted an ethics statement on October 25, 2006. [Senate Minutes, p.4]

Evaluation

The board revised its ethics statement as a result of the planning retreat in June 2005. The revised statement was adopted in October 2005. Since that time the board has been adhering to its ethics statement. The ethics statements for employee groups are relatively new; hence the college has not had the time to make them widely known or to evaluate how they are followed.

Planning Agenda

The college will undertake efforts to complete the process of developing, publicizing the new ethics statements and conduct a campus wide survey to measure knowledge of and adherence to these statements.

IVA. 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Institutional leaders create an environment for empowerment, innovation, and institutional excellence through the creation and support of decision making bodies that ultimately make recommendations to the president through a strategic council which includes representatives from all constituencies. Institutional leaders also support staff development activities that provide training in participatory governance. The flow chart on the following page depicts a view of the planning process that includes some of the various councils involved in the process.

Avenues are provided so that all constituencies have opportunities to take initiative in improving practices and programs. Community members provide advice and opinions through advisory committees for career and technical education programs. Students provide input through ASSC and the Campus Life Committee [ASSC Recollections: 12-15-06, 1-19-07, 2-2-07], faculty and staff through the divisional PAR process [PAR Handbook] administrators through deans [Deans’ Council Recollections], operational services and student services coordinating councils, all campus constituencies through Strategic Council [Strategic Council Recollections] which makes recommendations through the president to the board of trustees. The college conducted a survey in fall 2005 to solicit opinions on the effectiveness of the participatory governance process and compared these responses to those given in spring 2000. Employee perception that shared governance has played an important role in affecting institutional decision-making improved by 8.5% from 48% in 2000 to 57% in 2005. [Convocation Survey Data from Fall 05 & Spring 2000, p. 2]

In addition to providing these structures for empowerment, the college has long supported training in participatory governance for all new employees,
Standard IV: Leadership and Governance

Internal/External Information Sources
- Planning Guidance and Feedback
- District Mission and Strategic Goals
- Research data: quantitative and qualitative
- Accreditation Report Recommendations
- Self-Study
- Labor market data
- Student surveys
- Community surveys
- Demographic data
- Program performance data
- State Policy and Priorities
- Mandates/Trends
- Workforce Trends
- Needs Assessments
- Program Outcome Reviews

Sierra College Planning Process

- Division/Operational PARs
- Deans' Council
- Operational Services Council
- Executive Summaries
- PAR Team Summaries
- Annual Planning
- Strategic Council
- President's Executive Council
- President
- Board of Trustees

Educational Master Plan
- Technology Master Plan
- Facility Master Plan
- Improved Student Outcomes
regardless of their official titles. Each fall, all new employees participate in a week-long session designed to introduce them to participatory governance. [SC3 Training Schedule 2006]

The college also provides annual training in leadership and innovation through the Sierra College Leadership Institute. Sierra College Leadership Institute (SCLI) consists of day-long session once per month to focus on leadership issues at the college. Faculty, staff and administrators are selected via an application process. Each participant's experience culminates in the completion of an innovative leadership project that addresses and implements improvements in the employee's area of interest. [Sierra College Leadership Institute Brochure]

The staff development department encourages innovation and excellence through funding for faculty and staff conferences and by providing local institutes designed for the improvement of teaching and learning e.g., instructional skills workshops (ISW), learner outcome institute (LOI), program outcome institute (POI), new faculty academy, online teacher training, and an inclusive teaching methodologies course. Beginning in spring 2007, training in the use of technology in the classroom will be offered.

**Evaluation**

The college meets the standard. Structures created and supported by the college leadership are designed to be inclusive and training opportunities are offered to provide for a culture of innovation and improvement. In a system that is large and complex, the challenge is to ensure that all members of the various campus constituencies are informed and encouraged to participate in governance. In the survey comparing fall 2000 data with spring 2006 data, employees indicated the primary reason they do not participate in shared governance is lack of time.

**Planning Agenda**

The college will continue its efforts to communicate and encourage participation to assure effective discussion, planning, and implementation of new ideas.

**IVA. 2. The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.**

**Descriptive Summary**

The board of trustees has adopted a policy [Board Policy 2510 - Participation in Local Decision Making] that provides for faculty, staff, administrator, and student participation in local decision-making. An administrative procedure [Administrative Procedure 2510] has been developed that specifies the manner in which individuals bring forward ideas from their appropriate constituencies and work together on appropriate policy, planning and special-purpose bodies.

**Evaluation**

The shared governance environment at Sierra has a history of support from the institution's leadership. Consequently, full-time faculty and staff members hold a strong sense of empowerment and understanding of the institution's mission and goals. While part-time faculty members have representation on the various governance councils, many feel less connected to the institution. This was revealed by a survey of all staff attending the fall 2005 and spring 2006 convocations. [Convocation Survey Data from Fall 05 & Spring 2000]

The decision-making approach described in administrative procedure 2510 allows for all employees and students to provide input on institutional goals, administrative procedures, board policies, as well as student learning programs. The governance process is structured so that any changes can be effectively discussed and improvements implemented as efficiently as possible. [Strategic Council Recollections]

The effectiveness of the college's participatory environment can also be measured by the way in which it weathers difficulties. Recent years have seen disturbing events including severe state-mandated mid-year budget cuts, turmoil surrounding the unplanned retirement/resignation of the superintendent/president and bond failures. Throughout these difficulties, the college community rallied together often using the shared governance process to discuss and resolve issues.

During the statewide mid-year budget crisis, the college community participated in decisions on budget cuts. A concerted effort was made to redirect students who were displaced by class cancellations so that their educational progress would not be compro-
mised. This required the participation of all college constituencies. [2002 State-wide Budget Crisis Memo, Strategic Council Recollections] While the college community was surprised by the early retirement/resignation of the CEO in January 2005, and disappointed at the bond failures of March 2004 and March 2006, educational and student services programs continued their focus on student learning outcomes.

**Planning Agenda**

The college will explore ways to help part-time faculty feel more connected to the institution’s shared governance process.

IVA. 2 a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

**Descriptive Summary**

Governance participation is the responsibility of all regular college employees. The structures described in Board Policy and Administrative Procedure 2510 clearly define the various roles in institutional governance. Currently the district has three paths for participation in governance and decision-making activities. (See diagram on opposite page.)

Any individual or group may bring forth concerns and issues directly to the senates (academic, classified or management) for discussion and action. The academic senate has been active over the years in executing its responsibilities as required by law. [Title 5, Sections 53200-53206] The curriculum committee and educational requirements committee are standing senate committees; other ad hoc committees are established as needed, such as the math requirement sub-committee. The senate takes an active role in establishing and revising policy that relates to academic and professional matters, most recently the policy on academic freedom. [Board Policy 4030 - Academic Freedom]

The management senate represents all managers and supervisory / confidential classified staff. As with both the academic and classified senates, the management senate is an active participant on the strategic council.

The classified senate was established in 1989 by the classified staff for the purposes of participating in governance and providing an independent voice for the classified staff. The Classified Senate of Sierra College is an active and participating member of their statewide body, the California Community Colleges Classified Senate (4CS). Last year, 4CS recognized the Sierra College Classified Senate as a “model senate” for the state. Like the other senates, the classified senate is an active member of the strategic council participating in the decision-making process.

The student senate, Associated Students of Sierra College, (ASSC) is also involved in governance at Sierra College. Their elected president is an active member of the Sierra College Board of Trustees, holding the position of student trustee, and therefore, has direct input into the decisions that the board of trustees makes. The student senate participates in the strategic council and has active members attending classified and academic senate meetings.

**Evaluation**

It is through the senates and their participation in governance bodies (i.e. strategic council, committees, etc.) that historical information, new ideas, specific recommendations, policies and other important issues are openly discussed, shared and resolved as needed. The senates provide a formal voice for their respective members in matters of institutional policies, planning, and budget, as well as other aspects of governance as needed.

The senates are all represented at strategic council, whose purpose is to convey to the superintendent/president the views of the campus community on matters relevant to the strategic planning directions of the college; to share in decision-making by advising the superintendent/president in the development of procedures and policies of the college, and to assist in disseminating and interpreting policy, regulations and procedures to the various segments of the college community. [AP 2510 - Shared Governance]

Recommendations made during the last accreditation visit resulted in the college implementing a program assessment and review process (PAR), which provides another avenue for participation in decision-making. Individuals work within their departments to provide input and share the responsibility of providing recommendations through a traditional management-based structure.

Individuals within each department, which may include classified staff, faculty and managers, work together to determine departmental needs in the areas
of staffing, budget, facilities, and instructional equipment. Each department is required to engage in the PAR process, resulting in a document that describes future directions for the program, an assessment of enrollment and productivity, and describes what is needed for a successful program. These PAR documents are used annually to prioritize needs at the department, division, and college levels. The PAR documents are updated at least once a year and are available on the public folder system associated with the internal e-mail system. [PAR Documents] Primarily from these documents the managers work to produce final recommendations that need acting upon. Unlike the other governance path directly involving the senates, the managers play a more direct role in decision-making and are held accountable for their final recommendations.

Another avenue for participation is through the collective bargaining units, Sierra College Management Association (SCMA), Sierra College Faculty Association (SCFA) and the Classified unit (FUSE). The purview of these associations is limited to compensation and working conditions.

In addition to serving as mechanisms for providing input to the governance system and decision-making processes, the system is designed to disseminate information about planning, budgets, policies and decisions through the senates and other bodies to all members of the college. This communication function is one of the most important, ensuring that all employees and students understand the vision for the college and the decisions that will achieve that vision.

Planning Agenda

None.

IVA. 2 b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The college relies on the academic senate for recommendations about student learning programs and services. The curriculum committee is a standing committee of the senate and is responsible for approving new courses, programs and revising and updating existing courses and programs. The membership of the curriculum committee includes representation from each of the academic divisions, the articulation officer and other specialists and a student representative. [Curriculum Handbook] The curriculum committee has taken a leadership role in requiring student learning outcomes in each course outline that is approved. [Curriculum Committee Minutes, Course Outlines] To meet the accreditation requirement for program outcomes, the academic senate has established a program outcomes review committee and is currently providing training to faculty through a Program Outcomes Institute. [POI Curriculum]

The college also relies on academic administrators for recommendations about student learning programs and services. Administrators make recommendations for the establishment of new programs, such as the Mechatronics program, early college high school, honors program and women's studies. [College Catalog] New or expanded student service programs are recommended by academic administrators, such as the expansion of the international students program. The Student Services Coordinating Council (SSCC), comprised of faculty and academic administrators, has taken the lead in designing student learning outcomes that are appropriate to their service areas.

Evaluation

The college meets the standard. Working together with the academic administrators and classified staff, faculty members have the primary responsibility for student learning programs and services. Many take the lead in maintaining the quality of our student learning programs by informally mentoring new and part-time faculty to insure that student learning outcomes are being met.

Planning Agenda

None.

IVA. 3. Through established governance structure, process, and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
**Descriptive Summary**

Through established governance structure, process, and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution.

The roles and responsibilities of the district's board, faculty, staff and students are described and explained in Board Policy 2510 - Participation in Local Decision Making and Administrative Procedure 2510 - Shared Governance. The Sierra College Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. The board or its designees consult collegially with the Sierra College Academic Senate when addressing academic or professional matters, and rely primarily on the advice of this senate. Faculty, classified staff, managers and students are provided opportunities to participate in the formulation and development of district policies and procedures through involvement in the academic, classified, management and the student senates. The chairs of the academic, classified and management senates sit at the board table during board meetings and are members of the strategic council. The president of the Associated Students of Sierra College (ASSC) serves as a student trustee and also attends strategic council meetings. Student representatives attend meetings of the faculty and classified senates as well as those of various standing committees.

These processes facilitate discussion of ideas and effective communication among the institution's constituencies. Communication among the institution's constituent groups is maintained through both paper and electronic publications. Board agendas and minutes of each preceding meeting are posted at all campus sites and are available to the public on the board's web page. Agendas and recollections from academic and classified senate meetings are posted as hard copies and distributed electronically. [Academic Senate Recollections, Classified Senate Recollections] The management senate meets virtually (through email) and members of the management team attend monthly team meetings. Agendas and recollections from management senate are not prepared, but decisions made by the management team are shared through strategic council and through verbal updates during board meetings. Strategic council agendas and recollections are posted and distributed electronically. Agendas and minutes from student senate meetings are published on the ASSC web site. All publications (agendas, minutes and recollections) are made available to staff through electronically accessible public folders.

Formal and informal communication occurs regularly among faculty, staff, and students through a variety of meetings (department meetings, evaluation meetings, and hiring prioritization meetings), email correspondence and informal office visitations. Deans meet during deans' council, and share their discussions/decisions through email publication of agendas and recollections. Faculty members interacting with students and classified personnel are responsible for the development of curriculum, and receive input from other constituent groups during meetings of the curriculum committee. Faculty members also meet collectively through standing and ad hoc committee meetings (e.g., educational requirements, natural history museum, library, and bookstore). Faculty and staff members work together to develop and maintain currency of program assessment and review (PAR) documents for each academic program. Data relating to student success and input from student surveys is often included. These provide information to division deans and other managers relevant to decision-making processes (e.g., hiring, resource management, transportation, facilities maintenance, etc.). Staff members and students are made aware of student rights and responsibilities through publication of the Student Rights and Responsibilities Handbook. [Student Handbook]

In addition to participating in senate, department, division, strategic council and board meetings, the faculty and classified staff are often invited to join managers and members of the board of trustees in special gatherings of districtwide significance, such as the 70th anniversary celebration. All new faculty, classified staff members and managers are required to participate in Sierra College collaborative culture (SC3) training. New board members are also strongly encouraged to attend. Occasionally district personnel use the Sierra College collaborative process to solve problems/make decisions not otherwise addressed. Gatherings of staff and board members are periodically assembled to accomplish special projects (e.g., revising the mission statement and facilitating the accreditation process). Staff development flex workshops, providing information on multiple topics (including health and safety issues) are presented regularly at the beginning of each semester, and throughout the academic year. Additional important communication occurs during convocation gatherings.

Staff members maintain regular, informal communication through the email system and impromptu discussions among individuals. Occasionally a topic or idea will stimulate sufficient interest to be scheduled as a flex workshop, and then
Standard IV: Leadership and Governance

result in the formation of an ad hoc committee (e.g., Standing Guard, Virtual Museum, and Sustainability initiative). Occasionally a manager will suggest a project and ask for participants (e.g., Honors Program, Peer-Lead Team Learning Project, and Cal-Works Project). Numerous groups have been formed and projects initiated through these means.

Evaluation

The college meets the standard. Sierra College has developed excellent methods for maintaining fast and effective communication within and among constituent groups to enable them to work together for the good of the college. Timely documentation is made available through the posting and electronic distribution of board minutes/agendas, senate and council recollections/agendas and individually initiated messages; however, not all personnel and board members read these materials. Some personnel do not have ready access to electronic postings and some maintain work schedules not conducive to reading lengthy documents. Though participation on senates and various standing committees is widespread, it is not equal, and some staff members choose to be minimally involved. The percentage of students involved in governance activities is small relative to the size of the student body.

Revising and updating program assessment and review (PAR) documents serves as a highly informative activity for those personnel directly involved, and the information contained has significantly influenced decision making with regard to instructional supply and equipment budgets and faculty and staff hiring priorities. The PAR process is relatively new and is undergoing change and revision as it matures. The PAR committee is working with the finance office in order to better align processes. While the PAR process was originally intended to evolve into a five-year planning process, it has been used thus far as an annual planning process. It must now evolve into a feedback mechanism for long-range planning.

Though serving the needs of management, the management senate may not be fully functional as a governance body (as indicated by the lack of management senate documentation). Managers maintain a certain level of autonomy and there is considerable variation in communication style and opportunity among departments. Though managers communicate extensively with other managers, a few of them do so with minimal input from staff members, and virtually no input from students. Though all personnel are required to attend SC3 training sessions, participation is sometimes minimal, and despite training, a few individuals remain unfamiliar with and/or unwilling to utilize collaboration.

Planning Agenda

Working closely with the new president, the college must engage in long range planning using the PAR tool.

IVA. 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Board Policy 3200 - Accreditation establishes the on-going relationship between the college and the accrediting commission. In support of this relationship, the college maintains the position of accreditation liaison, usually the chief instructional officer (vice president for educational programs and services) and a standing committee of the college, the accreditation steering committee; this committee, with the liaison officer, monitors progress on previous recommendations and planning agendas, develops data between self-study cycles, and establishes the self-study team. The board receives periodic updates on accreditation from the liaison officer and designated members of the steering committee or self-study team [Board minutes: September 9, 2003, p.6362, line 23; March 8, 2005, p. 6745, line 26; September 12, 2006, p. 7138, line 29], as well as from officials from the accrediting commission. [Board Minutes, October 11, 2005, p. 6908, line 6] The liaison officer, steering committee, and executive and strategic councils, as well as other governance bodies (standing or ad hoc) develop policies and procedures to comply with past commission findings and to support any new standards or policies established by the commission. For example, through the Academic Senate, the college recently established the Program Outcomes Review Committee (POR) to help departments and programs develop methods and procedures for measuring student learning outcomes at the program level. Accreditation self studies, mid-
term reports, and the results of the site visit are made available to the general public in the library and on the college web site.

The college responded expeditiously to the recommendations made by the visiting team in 2001. [Midterm Report 2003] As a result the research function was reassigned to the vice president of educational programs and services and additional staff were added in order to provide supporting evidence and good data for integrated planning, budgeting and program review. Additionally, the college created a program review process immediately following the previous team's recommendation and has been using that process successfully ever since.

**Evaluation**

The college meets the standard. The college not only fulfills its obligations under this standard but also uses the standards as a basis for ongoing institutional improvement. [Midterm Report 2003] Further, as noted in the description, the college has engaged staff members and the board of trustees in the dialogues advocated by the accrediting commission concerning the development of institutional and program outcomes. The college has also kept staff members informed about the new accreditation standards and has publicized the results of significant correspondence from the accrediting commission, such as the reports on the site visit.

**Planning Agenda**

None.

IVA. 5. **The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Descriptive Summary**

Sierra College continually evaluates the role of leadership, governance and decision-making structures, and processes to ensure integrity and effectiveness. Sierra College leadership, governance and decision making have previously been described throughout the response to this standard. The overall governance process received an extensive review in January 2002 and as a result, the Strategic Council was created and redundant committees eliminated. In 2005 Administrative Procedure 2510 was revised providing for equal representation among constituent groups. This administrative procedure also calls for evaluation of the governance structures and processes every two years. [Strategic Council Recollections 9-16-2005, Strategic Council Recollections 10-3-2005]

**Evaluation**

The college meets the standard. At Sierra College the role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness and the results are used to make improvements. The governance bodies record and distribute recollections for each meeting, including those that deal with revision of decision making structures, to all staff through email and post them in public folders. [Strategic Council Recollections, Academic Senate Recollections, Classified Senate Recollections, Deans' Council Recollections, Executive Council Recollections]

**Planning Agenda**

None.

IBV. **Board and Administrative Organization**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IBV. 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.
Descriptive Summary

The college has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The seven-member Sierra College Board of Trustees makes all policy-level decisions for the college. Each member serves a four-year term and has the option of running for reelection. The Sierra College District is divided into seven representative areas with seven voting members serving on the board of trustees. Each trustee must reside within the area s/he represents, but the electorate for the entire district votes for each position. [Board Policies: 2010 - Membership, 2100 - Election, 2130 - Term Limits] The terms of office for Board members are staggered to allow for continuity; three board members have terms that will expire in 2008, the other four have terms that will expire in 2010. [Board Policy 2100 - Election] Brief biographies of the board members also appear on the college web site. The president of the Associated Students of Sierra College (ASSC) or other nominee, elected annually by the student body, serves as a student trustee (non-voting). [Board Policies: 2010 - Membership and 2105 - Election of Student Member] The chairs of the faculty, classified, and management senates sit as non-voting members at the board table. [Board Policy 2510 - Shared Governance]

All board meetings are open to the public, agendas are made available in advance, and all meetings are scheduled at locations that facilitate public participation across the district. Board policies define membership and terms of office.

Board meetings are usually held once a month. Agendas are available through the college website at http://www.sierracollege.edu/AboutUs/board/index.html, posted at various sites for public viewing, and are distributed to the chairs of governance bodies; hard copies can be requested by the public. All staff members can access agendas and recollections through the public folders in campus e-mail. Recordings of board meetings are also available on request to the general public. [Board Policy 2365 - Recording of Meetings; Sample Board Agenda, 10/10/06; Sample Board Minutes, 10/10/06] The board meets most frequently on the Rocklin campus but has made a concerted effort to meet on the Nevada County and Tahoe/Truckee campuses.

All board meetings normally allow for comments from the community on non-agenda items at a set time during the meeting, and again on agenda items at the time they are being discussed by the board. The number of community members attending meetings and commenting varies considerably. [Board Minutes: May 9, 2006, p. 7062, line 5; September 12, 2006, p. 7139, line 5] All board meetings adhere to the open meeting rules of the Brown Act. [Board Policies: 2310 Regular Meetings; 2315 Closed Sessions; 2320 Special and Emergency Meetings; 2330 Quorum and Voting; 2340 Agendas; 2345 Public Participation; 2350 Speakers Before the Board; 2355 Decorum; 2360 Minutes]

Although board actions do not require unanimous votes or consensus, any majority vote for an action or policy compels the board to act in support of that policy as a body. [Board Policy 2330 - Quorum and Voting] Policies concerning the responsibilities and conduct of the board of trustees partly define the board’s dual role as representative of the public and advocate for the college. [Board Policies: 2209 Responsibilities of the Board; 2510 Participation; 2710 Conflict of Interest; 2715 Code of Ethics; 2716 Political Activity; 2717 Personal Use of Public Resources; 2720 Communications among Board Members]

Evaluation

The college meets the standard. The board sets policies that assure the quality, integrity, and effectiveness of the student learning programs. To ensure financial stability, the board recently established a policy on reserves. [Board Policy 6310 - General Fund Reserve] The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college. [Board Policies: 2431 - Superintendent/President Selection and 2435 - Evaluation of Superintendent/President]

Planning Agenda

None.

IVB. 1 a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.
Descriptive Summary

The board regularly meets in open session in the public's interest to guide the actions of the college/district and make decisions appropriate to its functions. The public has sufficient access to board agendas and minutes; the agenda provides opportunities for the public and staff to speak on issues not on the agenda and to comment on matters before the board. [Board Policies: 2340 - Agendas, 2345 - Public Participation, 2350 - Speakers before the Board of Trustees]

Evaluation

Events of the recent past suggest that board performance is more ambiguous in terms of acting as a whole and defending the institution from undue influence or pressure. Board policies, strategic planning, and actions have generally supported the academic mission of the college and have fulfilled the responsibilities outlined in policy. [Board Policy 2209 - Responsibilities of the Board of Trustees] At the same time, the board's role of advocacy and protection of the institution has been compromised by a variety of events and circumstances. The most prominent of these actions involved a successful effort beginning in December 2004 and continuing through January 2005 by newly elected board members to remove the previous CEO, based on allegations of violations of campaign finance law. [Grand Jury Report: Refutation of Trustee's Charges Against Former Sierra College President, March 21, 2005, Board's Response to Grand Jury Report, California Grand Jurors' Association Award] These actions were strongly criticized by many faculty and staff and they created the conditions for a number of public disagreements between board members and staff resulting in negative publicity in the local press. The recent hiring of a new CEO, unanimously recommended by a selection committee representing all constituents and unanimously selected by the board, has the potential to assist the board in fulfilling its role according to this standard.

Planning Agenda

The board and the CEO will periodically review and clarify the board's role as advocate for the institution and representative for the public and incorporate these concerns into its self-evaluation.

IVB. 1 b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

All policies and administrative procedures guiding the activities of the college are designated board polices; [Board Policy Index] although suggested policy revisions may originate in governance bodies, the board approves all policies and monitors compliance with these policies through the CEO. [Board Policies: 2410 - Board Policy and Administrative Procedure and 2430 - Delegation of Authority to the Superintendent/President] Following California Community College practice, the board has established policies governing its own activities; its relationship to the CEO; its responses to legal obligations; the guiding standards for academic programs and services, student services, personnel and financial and physical resources. [Board Policy Index] The board also has established and periodically reviews its policies describing the district's mission, as well as the board's vision and strategic goals.

Evaluation

In the last four years, the board has reviewed and revised all of its policies, adopting the uniform language for governing board policies suggested by the Community College League of California. In addition the board continually develops new policies and administrative procedures on its own initiative or at the suggestion of the CEO to fulfill its goals as outlined in the standard. [Board Policy Index; Sample Policies: 6310 - General Fund Reserve and 4030 - Academic Freedom; Sample Board Minutes: November 8, 2005; May 9, 2006] The mission, goals, and policies of the board guide the CEO and all staff in establishing, maintaining, and improving student learning programs, services, and resources. [Board Policies: 2430 - Delegation of Authority to the Superintendent/President and 2435 _Evaluation of the Superintendent/ President] In addition, a description of the approval process for board policies is incorporated in the public folders, accessible through the college's email system indicating a step-by-step process for creating new policies, revising current policies, and creating new or revising current procedures. The senates and other governance committees currently act, for most staff, as the primary sources of information regarding policy developments.
Standard IV: Leadership and Governance

The board is committed to supporting and improving student-learning outcomes. A standard agenda item has been added at the request of the board to each board agenda addressing student success. Items that were discussed during 2006 calendar year are:

- study abroad program [Board Minutes-January 26, 2006, p. 6972, line 6]
- exploration of pre-historic sites by students [Board Minutes- February 7, 2006, p. 6993, line 6]
- effectiveness of tutor center [Board Minutes-March 14, 2006, p. 7014, line 37]
- accreditation report [Board Minutes-April 11, 2006, p. 7037, line 15]
- New Faculty Academy [Board Minutes-May 9, 2006, p. 7063, line 31]
- community education classes [Board Minutes-June 13, 2006, p. 7081, line 33]
- technology in the classroom - Beyond Online [Board Minutes-September 12, 2006, p. 1138, line 37]

Planning Agenda

None.

IVB. 1 c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Although the Sierra College Board of Trustees delegates executive authority for district policy to the CEO (president/superintendent), the board sets policy, establishes long-term and short-term strategic goals, and approves all recommendations from the CEO and staff concerning personnel, academic programs, construction, creation of shared governance bodies, as well as the development and revision of district policies. [Board Policy 2209 - Responsibilities of the Board of Trustees] The board also approves all contracts negotiated between designated district representatives and staff bargaining units. [Board Policy 7140 - Collective Bargaining] In general, the board accepts staff recommendations concerning academic programs and personnel decisions. The board has the primary responsibility of defending the college against litigation and in addition, makes final decisions on personnel disputes that have not been resolved internally in coordination with collective bargaining units. [Board Policies: 2428 - Civil Litigation, 7360 - Discipline and Dismissal - Academic Employees, 7365 - Discipline and Dismissal - Classified Employees] The board also retains legal counsel to represent the district's interests and to provide legal advice as necessary. In keeping with its role of preserving the district's financial integrity, the board has established policies and procedures concerning contracts for services, budget procedures, the development of the budget, and the maintenance of a budget reserve. See Standard III.D for detailed analysis. [Board Policies: 6150 - Signatures; 6200 - Budget Preparation; 6250 - Budget Management; 6300 - Fiscal Management; 6310 - Reserve; 6320 - Investments; 6330 - Purchasing; 6340 - Contracts and Bids]

Evaluation

The college meets the standard. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Planning Agenda

None.

IVB. 1 d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

Sierra College publishes the board policies and procedures. A policy book is available in the president's office, the executive committee offices and online under public folders accessible by all staff. A link to those policies was added to the Sierra College website in the fall of 2006. [http://www.sierracollege.edu/AboutUs/board/policies/index.html]

Evaluation

The College meets the standard. Board policies and procedures are published and made available as appropriate.

Planning Agenda

None.
IVB. 1 e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The board regularly evaluates its policies and practices and revises them as necessary. All of the board policies underwent a comprehensive review and policies were amended as needed to ensure compliance with laws and codes. Sierra College is a member of the Community College League of California Board Policy and Administrative Procedure Service. This service provides updates to board policies and administrative procedures as a result of changes/mandates by law, or new policies that have been developed by the league's legal partner in the service, Liebert, Cassidy and Whitmore. Sierra College began the approval process with the board for the comprehensive revisions in December 2003 and completed it in February 2005. The college is continuing to subscribe to this service which provides regular updates. Changes to board policies will continue to go through the appropriate governance approval process culminating in recommendations to the board of trustees.

Evaluation

The board is conscious of its policies and acts in a manner consistent with those policies. As new board members are elected, it is incumbent upon the CEO and more experienced board members to provide orientation and mentoring. Actions taken by the board indicate that policies are generally followed. Exceptions are few and limited to the new board members' desire to fulfill their responsibilities preserving the fiscal integrity of the district. [Board Minutes 9-13-2005] The board is aware of policies and continues to be updated as new policies are needed.

Planning Agenda

Sierra College will continue to review board policies as recommended. By using reports from the president, retreats and evaluations, the board will be made aware of policies and implementations on a regular basis. The college president will advise board members when they step beyond accepted policy.

IVB. 1 f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Board Policy 2740 - Board of Trustees Education states: "The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education."

As new board members are elected, the college president provides for orientation. Areas included in orientation are Education Programs and Services, Financial and Administrative Services and introduction to the governance leaders. New board members are encouraged to attend the trustee orientation session provided by CCLC in January or February of each year as well as other trustee training and seminars.

Members of the board are elected in staggered terms. [Board Policy 2100 - Election] Terms of office have previously been described in the response to this standard.

Evaluation

Sierra College meets this standard. New board members have participated in orientation sessions and attend workshops provided by CCLC (Community College League of California).

Planning Agenda

None.

IVB. 1 g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Board Policy 2745 outlines the board's self-evaluation process. This self-evaluation normally takes place on an annual basis; however, with the changes in
board membership and presidency of the college, the last time the board evaluated itself was in June of 2005.

**Evaluation**

Evaluation of the board takes place in an open session which helps keep the public informed, but can inhibit individual board members from expressing their true concerns. However, past evaluations have been effective in helping members better understand their role. An example of the effectiveness of this process is the revisions made in Board Policy 2715 - Code of Ethics as a result of the June 2005 board retreat and self-evaluation. In part because of recent changes at the college (including the time needed for the search and hiring of the new college president), the board did not conduct a self-evaluation in 2006.

**Planning Agenda**

The board will continue to follow its policy regarding an annual self-evaluation and work to insure that evaluation is an effective tool in board productivity.

**I VB. 1 h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

**Descriptive Summary**

Sierra College Board Policy 2715 - Code of Ethics was revised on 8/9/2005, partially as a result of the June 2005 board retreat and self-evaluation. A revision to that policy was written in the fall of 2006 that added a section for dealing with behavior that violates that code.

**Evaluation**

The board has both inexperienced and experienced members, who may perceive the Code of Ethics in differing ways. There is one new member of the board that has served since December 2006, two members that have served since December 2004 and one who has served since December 2002. Other board members have served since 1998, 1994 and 1983. This dynamic presents challenges in terms of working together: appreciation of new ideas, yet valuing the wisdom of the past. The board is still struggling with this dynamic.

**Planning Agenda**

The new president will work with the board to clarify the Code of Ethics and how it relates to individual board members and to the board as a whole. The board will renew its commitment to work together, ethically, for the good of the college.

**I VB. 1 i. The governing board is informed about and involved in the accreditation process. Descriptive Summary**

The Sierra College Board of Trustees has been kept informed of the accreditation process on a regular basis. At the Oct 2005 board meeting the president of the Accrediting Commission (ACCJC) made a presentation on the role of a board in the accreditation process and pointed out the areas that directly affect the board. Presentations were made by the self-study committee on several occasions. [Board Minutes, March 8, 2005, p. 6745, line 26; Midterm Report 2003; Board Minutes, May 11, 2004, p. 6516, line 6, approval of revised Midterm report; Board Minutes, Sept. 9 2003, p. 6362, line 23; Board Minutes, Apr. 11, 2006, p. 7037, line 15, Information on timelines and theme groups; Board Minutes, Sept. 12, 2006, p. 6908, lines 5-37, report by writing committee]

One particular member of the board of trustees sits on the steering committee of the self-study, served as co-chair of one of the theme committees and is co-chair of Standard 4. That board member makes regular reports on accreditation at the board meetings under trustee activities.

All board policies have undergone a comprehensive revision during the 2004-2005 year. Every policy is referenced to accreditation standards where applicable. This process keeps the requirements of accreditation in the forefront of all policy development and implementation.

Recommendations made by the accreditation commission become part of the planning agenda when institutional goals are set. The institutional goals are set using the shared governance bodies with input and final approval by the board. The last revision occurred on March 14, 2006. [Board Policy 2900 - "Vision 2020"]

**Evaluation**

The Sierra College Board of Trustees is kept well informed about the accreditation process and uses the accreditation standards in planning and resource allocation.
Planning Agenda

The board will continue to be involved in the accreditation process and will be involved in and informed of actions taken when recommendations are received. The board and the college will use the accreditation standards and recommendations in strategic planning and policy deliberations.

IVB. 1 j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

Descriptive Summary

The Sierra College board exercised its responsibility of selection in 2006 by selecting a new superintendent/president as outlined in Board Policy 2431 - Superintendent/President Selection. That policy states, "In the case of a Superintendent/President vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations." This policy allows the current board and the governance leaders to devise a search process that is appropriate.

A committee (19 members representing all constituents of the campus governance structure, including two board members) was formed; guidelines were developed and followed with the assistance of an outside search firm. Several candidates were interviewed; four were selected to be sent to the board, which made the final decision.

The Sierra College board delegates to the president the authority to implement and administer board policies via Board Policy 2430 - Delegation of Authority to the Superintendent/President. Board Policy 2435 - Evaluation of the Superintendent/President delineates the process for an annual evaluation of the president. In addition to the formal evaluation done annually, interim reports, usually on a tri-annual basis, by the superintendent/president to the board on his progress on the goals set by the board keep the board informed.

Evaluation

The search process worked well and a new president that was a unanimous first choice of the selection committee and the board of trustees is a clear indication of that success.

The evaluation process will need to begin again with the new president and may undergo changes as are deemed necessary by the new board and the new president. The current board consists of new members who have not been involved in the evaluation of a permanent president and will need training on the process. The new president arrived in July of 2006 and will certainly move to re-establish procedures to assure that the board understands its role. Having the confidence and support of the entire board will help make the new president more effective in initiating changes in the way the board works.

Planning Agenda

The board will work with the superintendent/president to resume the normal process for evaluation of the president now that a full time superintendent/president has been hired. (July 1, 2006)

IVB. 2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

Since the accreditation visit of 2001, the college has experienced the leadership of three presidents. The first, who had a twelve-year history, ended his tenure in January 2005. An interim was responsible for the period from February 2005 to July 2006. And the new president took the helm July 2006. Hence, consistency in providing effective leadership in the areas of planning, organizing, budgeting, selecting and developing personnel and addressing institutional effectiveness has been compromised by lack of continuity in the presidential role.
Evaluation

The college has not attempted to measure the toll taken by the events of the past few years. Board minutes will reveal long hours of faculty and staff protestations and while these are events of the past and behind us, interviews with faculty and staff may reveal lingering resentments. The new president has brought order to the board meetings and is embarking on a strategic plan that will address issues of effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Planning Agenda

The new president will continue to assume primary responsibility in these areas and move the college forward for the improvement of student outcomes.

IVB. 2 a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/ she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The president has implemented some goal setting and planning activities. In accordance with Board Policy 2900 - "Vision 2020", the president reviews the institutional goals and seeks input from major governance groups to help define and refine those goals. As part of a comprehensive review of all board policies, this policy was revised and approved on December 9, 2003. With the PAR process for each area within the district, all staff members have the opportunity to participate in decisions affecting staffing, budgeting, and planning areas. The PARs are updated throughout the year and are placed in public folders of Outlook, accessible by staff at any time for review. The new president has embarked on a process of strategic planning and will be engaging the strategic council in this effort.

Evaluation

Past practice of the executive council, comprised of the vice presidents of educational programs and services and finance and administration, and the associate vice presidents of human resources and student services, and the executive assistant to the president, has been to inform the president of college activities and provide the president with recommendations for day-to-day business of the college. The president, in turn, was able to disseminate information to the board of trustees. With the arrival of the new president, the executive council is providing a new role as that of strategic planning districtwide. Day-to-day operations of the district are delegated to the appropriate offices of the vice presidents. The visiting team will find a new strategic plan in place by fall 2007.

Planning Agenda

The president will continue to plan, oversee, and evaluate the administrative structure to insure that it is organized and staffed to reflect the institution’s purposes, size, and complexity.

IVB. 2 b. The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

Sierra College collaborative culture (SC3) has been supported by the president through encouraging all managers, faculty, and classified staff to participate. Further, the president has ensured that all managers receive training in collaborative methods whenever the process changes. The collaborative processes in turn
underlie the actions of college governance bodies. The strategic council was able to refine and re-engineer areas in its annual review at their strategic council retreat in September 2005. Through this process the college set its mission and goals for 2004-2007. With the arrival of a new president, it is time to revisit and establish new goals that foster student learning outcomes.

Through the Office of the Vice President of Educational Programs & Services, the establishment of the Research and Resource Development Office in 2003 provided a tool for evaluation and planning as well as a service for the district. The research office is staffed with three research analysts, one research assistant, one faculty researcher, and a research coordinator who reports directly to the vice president of educational programs and services. The research office develops the Sierra College Atlas which includes data about the district, its students and the environment. The atlas is a yearly publication and is available on the college web site and in public folders. [ATLAS 2006] The office also conducts data analysis and tallies information from numerous surveys to support institutional planning and student learning. [Student Satisfaction Survey, Convocation Survey S00-F05 data, Convocation Survey S06]

In addition to the research office's efforts, outside firms are hired for specific survey purposes. For example, a feasibility study prepared in October 2005 by the firm of Fairbanks, Maslin, Maullin & Associates [Fairbanks survey] provided positive feedback from the community at large about the district as a whole. This information was used to prepare for a bond election.

The Economic Impact Report 2006 provided economic indicators showing that significant contributions have been made by the district to the community. [Economic Impact Report, Introduction Letter]

The PAR process is used for the allocation of resources on an annual basis. The original intent was to use the process for five year planning; however, it has by habit become the annual planning vehicle. The new president is challenging the institution to broaden its perspective and engage the PAR process in the reallocation of resources to effect long term planning.

**Evaluation**

The college has addressed the last accreditation recommendation by instituting a program assessment and review process. Now the college must move to the next level, by translating the results of these assessments into long range planning.

**Planning Agenda**

Under the guidance of the new president, and using the shared governance process, the college will develop long range planning strategies.

**IVB. 2 c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**Descriptive Summary**

The president is responsible for implementation of statutes, regulations, and governing board policies and administrative procedures and assures that institutional practices are consistent with institutional mission and policies. The college subscribes to the California Community College Leagues' policy evaluation service and receives continuous updates to policy and procedure that have been approved by legal counsel. The approval of new board policies involves all councils of the governance system before being forwarded to the board of trustees. Administrative procedures implementing board-adopted policies are reviewed by the academic, classified, student, and management senates and the strategic council before submission to the executive council for final approval. The president is acutely aware of the responsibility to implement requirements, most recently, the increase in graduation requirements for math.

**Evaluation**

The president is actively involved in insuring the requirements of this standard.

**Planning Agenda**

None.

**IVB. 2 d. The president effectively controls budget and expenditures.**
Standard IV: Leadership and Governance

Descriptive Summary

In collaboration with the board of trustees and the vice president of finance & administration, a new policy regarding reserves, Board Policy 6310 - General Fund Reserve, was developed and has been implemented. The college has a balanced budget that is annually prepared, submitted and adopted by the board. The college has clean audit reports from its outside auditors and has consistently had bond rating upgrades.

The president, jointly with financial managers, governance bodies and the board, assures that budgetary requirements are met. Managers are provided annual budgets for their divisions to review. Staff members are asked to provide input through the PARs as part of the development process. As previously noted, the PAR process has not been utilized for long range planning and the establishment of budget priorities.

Evaluation

The college has consistently received clean audit reports and has received upgrades bond ratings. For more detail see Standard III financial resources. However, the PAR process has not been utilized for establishing district funding priorities. The board established priorities of funding retirement liabilities, technology, and funds for the opening of new centers. Beyond this there are no long range funding priorities.

Planning Agenda

Under the leadership of the new president, the board and the campus community need to set priorities and fund them appropriately.

IVB. 2 e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president provides the campus community with newsletters, President's Bulletin, offering updated information on areas throughout the campus including budget information, facilities updates, awards to staff, partnerships with businesses, and new or restructured programs. [President's Bulletins (bottom of webpage)]

The new president has also established an annual report to the community with the first publication set for summer 2007.

Evaluation

Historically, presidents have been readily involved in and available to the community. The new president is no exception and sends his weekly calendar to the board of trustees by way of informing them of his community activities. Other members of the administrative staff serve as members of Chambers of Commerce, service clubs, and as advisors to other community boards.

Planning Agenda

The president will continue to meet with community members and groups.
<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Standard Description</th>
<th>Evaluation</th>
<th>Planning Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Institutional Mission and Effectiveness</td>
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<tr>
<td>IA</td>
<td>Mission</td>
<td>x</td>
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<tr>
<td>IA 1</td>
<td>The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</td>
<td>x</td>
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<tr>
<td>IA 2</td>
<td>The mission statement is approved by the governing board and published.</td>
<td>x</td>
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<tr>
<td>IA 3</td>
<td>Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</td>
<td>x</td>
<td>The college will develop new timelines for completion of the PAR Process and completion of the budgeting process.</td>
</tr>
<tr>
<td>IA 4</td>
<td>The institution’s mission is central to institutional planning and decision making.</td>
<td>x</td>
<td></td>
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<tr>
<td>IB</td>
<td>Improving Institutional Effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB 1</td>
<td>The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</td>
<td>x</td>
<td>The college will continue to refine the program assessment and review process to affect continuous program improvement. The dialogue surrounding the process of designing and assessing program outcomes must continue and expand.</td>
</tr>
</tbody>
</table>
### Evaluation/Planning Agenda Summary

<table>
<thead>
<tr>
<th>Standard Number</th>
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<th></th>
</tr>
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<tbody>
<tr>
<td>IB 2</td>
<td>The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</td>
<td>x</td>
<td>The new board leadership in cooperation with the new superintendent/president will reevaluate the goal setting process, the institutional goals and manner of achieving and communicating them.</td>
<td></td>
</tr>
<tr>
<td>IB 3</td>
<td>The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.</td>
<td>x</td>
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<tr>
<td>IB 4</td>
<td>The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</td>
<td>x</td>
<td></td>
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<tr>
<td>IB 5</td>
<td>The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</td>
<td>x</td>
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<tr>
<td>IB 6</td>
<td>The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.</td>
<td>x</td>
<td>The college will continue to review and evaluate its processes.</td>
<td></td>
</tr>
<tr>
<td>IB 7</td>
<td>The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.</td>
<td>x</td>
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</table>

### II Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.
<table>
<thead>
<tr>
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<th>Standard Description</th>
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<tbody>
<tr>
<td>II A</td>
<td><strong>Instructional Programs</strong>&lt;br&gt;The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</td>
<td>Meets</td>
<td></td>
</tr>
<tr>
<td>II A 1</td>
<td>The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>II A 1 a</td>
<td>The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</td>
<td>❌</td>
<td>Continue to institute processes and mechanisms to improve assessment of student learning outcomes.</td>
</tr>
<tr>
<td>II A 1 b</td>
<td>The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>II A 1 c</td>
<td>The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</td>
<td>❌</td>
<td>Continue to develop and implement processes for identifying and assessing student learning outcomes at the course, program and institutional levels.</td>
</tr>
<tr>
<td>II A 2</td>
<td>The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</td>
<td></td>
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</tr>
<tr>
<td>II A 2 a</td>
<td>The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</td>
<td>❌</td>
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<tr>
<td>IIA 2 b</td>
<td>The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</td>
<td>x</td>
<td>Continue to develop and implement the program outcomes review process. Evaluate results and implement changes as appropriate.</td>
</tr>
<tr>
<td>IIA 2 c</td>
<td>High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIA 2 d</td>
<td>The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIA 2 e</td>
<td>The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</td>
<td>x</td>
<td>Continue to develop and implement the program outcomes review process as well as fully integrate it with the program assessment review report.</td>
</tr>
<tr>
<td>IIA 2 f</td>
<td>The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</td>
<td>x</td>
<td>Continue to implement the program outcome review process and integrate program outcome review with the program assessment report.</td>
</tr>
<tr>
<td>IIA 2 g</td>
<td>If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIA 2 h</td>
<td>The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIA 2 i</td>
<td>The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.</td>
<td>x</td>
<td>Sierra College will continue to operate in the current manner regarding this standard. In addition, the college will continue to work towards the establishment of measurable outcomes for all offered programs.</td>
</tr>
<tr>
<td>IIA 3</td>
<td>The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:</td>
<td>x</td>
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<tr>
<td>IIA 3 a</td>
<td>An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.</td>
<td>x</td>
<td>Revise curriculum handbook to include new standards.</td>
</tr>
<tr>
<td>IIA 3 b</td>
<td>A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIA 3 c</td>
<td>A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIA 4</td>
<td>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIA 5</td>
<td>Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIA 6</td>
<td>The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.</td>
<td></td>
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</tr>
<tr>
<td>IIA 6 a</td>
<td>The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIA 6 b</td>
<td>When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</td>
<td>x</td>
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<thead>
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<th>Standard Description</th>
<th>Evaluation</th>
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<tr>
<td>IIA 6 c</td>
<td>The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</td>
<td>Meets: x</td>
<td>The Academic Senate and the faculty bargaining unit, SCFA, will collaborate to address the inclusion of course outline of record student learning outcomes in syllabi.</td>
</tr>
<tr>
<td>IIA 7</td>
<td>In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.</td>
<td>Meets: x</td>
<td></td>
</tr>
<tr>
<td>IIA 7 a</td>
<td>Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
<td>Meets: x</td>
<td></td>
</tr>
<tr>
<td>IIA 7 b</td>
<td>The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</td>
<td>Meets: x</td>
<td></td>
</tr>
<tr>
<td>IIA 7 c</td>
<td>Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies including statements in the catalog and/or appropriate faculty or student handbooks.</td>
<td>n/a</td>
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<tr>
<td>IIA 8</td>
<td>Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.</td>
<td>n/a</td>
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#### IIB Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

<p>| IIB 1           | The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. | Meets: x   |                                                                                                                                                    |
| IIB 2           | The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:                                                                                         | Meets: x   |                                                                                                                                                    |</p>
<table>
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<th>Standard Number</th>
<th>Standard Description</th>
<th>Evaluation</th>
<th>Planning Agenda</th>
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</table>
| IIB 2 a         | General Information  
• Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution  
• Educational Mission  
• Course, Program, and Degree Offerings  
• Academic Calendar and Program Length  
• Academic Freedom Statement  
• Available Student Financial Aid  
• Available Learning Resources  
• Names and Degrees of Administrators and Faculty  
• Names of Governing Board Members | × |                |
| IIB 2 b         | Requirements  
• Admissions  
• Student Fees and Other Financial Obligations  
• Degree, Certificates, Graduation and Transfer | × |                |
| IIB 2 c         | Major Policies Affecting Students  
• Academic Regulations, including Academic Honesty  
• Nondiscrimination  
• Acceptance of Transfer Credits  
• Grievance and Complaint Procedures  
• Sexual Harassment  
• Refund of Fees | × |                |
<p>| IIB 2 d         | Locations or publications where other policies may be found | × |                |
| IIB 3           | The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. |                |                |
| IIB 3 a         | The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. | × |                |
| IIB 3 b         | The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. | × |                |
| IIB 3 c         | The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. | × |                |</p>
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<th>Standard Description</th>
<th>Evaluation</th>
<th>Planning Agenda</th>
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<tr>
<td>IIB 3 d</td>
<td>The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</td>
<td>x</td>
<td></td>
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<tr>
<td>IIB 3 e</td>
<td>The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIB 3 f</td>
<td>The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIB 4</td>
<td>The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</td>
<td>x</td>
<td>The Student Services Coordinating Council will continue to work to implement comprehensive SLOs and assessment methods.</td>
</tr>
<tr>
<td>IIC</td>
<td>Library and Learning Support Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IIC 1</td>
<td>The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IIC 1 a</td>
<td>Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIC 1 b</td>
<td>The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.</td>
<td>x</td>
<td>As the Nevada County Campus grows, the college must address the need for a computer classroom within the LRC building devoted to information competency instruction.</td>
</tr>
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<tr>
<td>IIC 1 c</td>
<td>The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</td>
<td>x</td>
<td>Develop methods to provide adequate assistance and supervision of students at the NCC LRC.</td>
</tr>
<tr>
<td>IIC 1 d</td>
<td>The institution provides effective maintenance and security for its library and other learning support services.</td>
<td>x</td>
<td>The college must find creative ways to address staffing issues.</td>
</tr>
<tr>
<td>IIC 1 e</td>
<td>When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIC 2</td>
<td>The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>III Resources</td>
<td>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IIIA Human Resources</td>
<td>The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIIA 1</td>
<td>The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</td>
<td>x</td>
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### Evaluation/Planning Agenda Summary

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<tr>
<td>IIA 1 a</td>
<td>Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</td>
<td>x</td>
<td>The college will conduct training on new evaluation procedures negotiated with the bargaining units.</td>
</tr>
<tr>
<td>IIA 1 b</td>
<td>The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</td>
<td>x</td>
<td>The Academic Senate and the faculty bargaining unit, SCFA, will collaborate to ensure that a component of faculty evaluation includes effectiveness in producing student learning outcomes.</td>
</tr>
<tr>
<td>IIA 1 c</td>
<td>Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</td>
<td>x</td>
<td>The Academic Senate and the faculty bargaining unit, SCFA, will collaborate to ensure that a component of faculty evaluation includes effectiveness in producing student learning outcomes.</td>
</tr>
<tr>
<td>IIA 1 d</td>
<td>The institution upholds a written code of professional ethics for all of its personnel.</td>
<td>x</td>
<td>The Associate Vice President for Human Resources will work with the management senate to develop professional codes of ethics.</td>
</tr>
<tr>
<td>IIA 2</td>
<td>The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.</td>
<td>x</td>
<td>The college will explore creative ways to increase the number of full-time employees.</td>
</tr>
<tr>
<td>IIA 3</td>
<td>The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.</td>
<td>x</td>
<td>The college will continue to explore ways to acquire needed software.</td>
</tr>
<tr>
<td>IIA 3 a</td>
<td>The institution establishes and adheres to written policies ensuring fairness in all employment procedures.</td>
<td>x</td>
<td>n/a</td>
</tr>
<tr>
<td>IIA 3 b</td>
<td>The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.</td>
<td>x</td>
<td>n/a</td>
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<tr>
<td>IIIA 4</td>
<td>The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.</td>
<td>Meets</td>
<td>Under the guidance of the new EEO program manager, current efforts in this area will be evaluated and modified as needed.</td>
</tr>
<tr>
<td>IIIA 4 a</td>
<td>The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.</td>
<td>Partially meets</td>
<td></td>
</tr>
<tr>
<td>IIIA 4 b</td>
<td>The institution regularly assesses its record in employment equity and diversity consistent with its mission.</td>
<td>Partially meets</td>
<td>Under the leadership of the new EEO officer, the district will further assess whether its record in employment equity is consistent with its mission.</td>
</tr>
<tr>
<td>IIIA 4 c</td>
<td>The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.</td>
<td>Does NOT meet</td>
<td>The recently hired EEO Program Manager will update the district’s EEO plan and the hiring cycle manual.</td>
</tr>
<tr>
<td>IIIA 5</td>
<td>The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.</td>
<td>Partially meets</td>
<td></td>
</tr>
<tr>
<td>IIIA 5 a</td>
<td>The institution plans professional development activities to meet the needs of its personnel.</td>
<td>Partially meets</td>
<td></td>
</tr>
<tr>
<td>IIIA 5 b</td>
<td>With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</td>
<td>Partially meets</td>
<td></td>
</tr>
<tr>
<td>IIIA 6</td>
<td>Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.</td>
<td>Partially meets</td>
<td>As part of the long range planning efforts, the Human Resources Department will expand its Program Assessment and Review to project longer range goals.</td>
</tr>
<tr>
<td>IIIB</td>
<td>Physical Resources</td>
<td></td>
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</tr>
<tr>
<td>IIIB 1</td>
<td>The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.</td>
<td>Partially meets</td>
<td>The college must seek ways to fund the repair of the Rocklin Campus.</td>
</tr>
<tr>
<td>IIIB 1 a</td>
<td>The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.</td>
<td>Partially meets</td>
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# Evaluation/Planning Agenda Summary

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<td>IIIB 1 b</td>
<td>The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</td>
<td>Meets</td>
<td>The college will seek ways to fund improvements to the Rocklin campus so that a safe and healthful working learning and working environment can be maintained.</td>
</tr>
<tr>
<td>IIIB 2</td>
<td>To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.</td>
<td>Meets</td>
<td></td>
</tr>
<tr>
<td>IIIB 2 a</td>
<td>Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</td>
<td>Partially meets</td>
<td></td>
</tr>
<tr>
<td>IIIB 2 b</td>
<td>Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.</td>
<td>Does NOT meet</td>
<td></td>
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<tr>
<td>IIIC</td>
<td><strong>Technology Resources</strong></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIIC 1</td>
<td>The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIIC 1 a</td>
<td>Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.</td>
<td>Partially meets</td>
<td>Complete the technology master plan and secure support and funding for its implementation.</td>
</tr>
<tr>
<td>IIIC 1 b</td>
<td>The institution provides quality training in the effective application of its information technology to students and personnel.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIIC 1 c</td>
<td>The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IIIC 1 d</td>
<td>The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.</td>
<td>x</td>
<td>Complete and fund a comprehensive Technology Master Plan.</td>
</tr>
<tr>
<td>IIIC 2</td>
<td>Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.</td>
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<tr>
<td>IIID</td>
<td>Financial Resources</td>
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<tr>
<td>IIID 1</td>
<td>The institution relies upon its mission and goals as the foundation for financial planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IIID 1 a</td>
<td>Financial planning is integrated with and supports all institutional planning.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IIID 1 b</td>
<td>Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IIID 1 c</td>
<td>When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IIID 1 d</td>
<td>The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.</td>
<td>X</td>
<td>The college will work to synchronize the budget timeline, the Compensation Agreement Formula timeline and the PAR process timeline.</td>
</tr>
<tr>
<td>IIID 2</td>
<td>To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IIID 2 a</td>
<td>Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IIID 2 b</td>
<td>Appropriate financial information is provided throughout the institution.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IIID 2 c</td>
<td>The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IIID 2 d</td>
<td>The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</td>
<td>X</td>
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<tr>
<td>IID 2 e</td>
<td>All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.</td>
<td>Meets x</td>
<td>The college, under the director of IT management, has formed an administrative systems advisory taskforce (ASAT) to evaluate software funding options and provide for the software needs of the Business Services Division.</td>
</tr>
<tr>
<td>IID 2 f</td>
<td>Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.</td>
<td>Meets x</td>
<td></td>
</tr>
<tr>
<td>IID 2 g</td>
<td>The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.</td>
<td>Meets x</td>
<td>The college will continue its efforts at integrating key processes and implement changes that synchronize PAR, compensation formula, and budget processes.</td>
</tr>
<tr>
<td>IID 3</td>
<td>The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.</td>
<td>Meets x</td>
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<tr>
<td>IV</td>
<td>Leadership and Governance</td>
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<tr>
<td></td>
<td>The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.</td>
<td></td>
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<tr>
<td>IVA</td>
<td>Decision-Making Roles and Processes</td>
<td></td>
<td>The college will undertake efforts to complete the process of developing, publicizing the new ethics statements and conduct a campus wide survey to measure knowledge of and adherence to these statements.</td>
</tr>
<tr>
<td></td>
<td>The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</td>
<td>Meets x</td>
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<tr>
<td>IVA 1</td>
<td>Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</td>
<td>Meets x</td>
<td>The college will continue its efforts to communicate and encourage participation to assure effective discussion, planning, and implementation of new ideas.</td>
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<tr>
<td>IVA 2</td>
<td>The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</td>
<td>x</td>
<td>The college will explore ways to help part-time faculty feel more connected to the institution’s shared governance process.</td>
</tr>
<tr>
<td>IVA 2 a</td>
<td>Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IVA 2 b</td>
<td>The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IVA 3</td>
<td>Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.</td>
<td>x</td>
<td>Working closely with the new president, the college must engage in long range planning using the PAR tool.</td>
</tr>
<tr>
<td>IVA 4</td>
<td>The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>IVA 5</td>
<td>The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
<td>x</td>
<td></td>
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<tr>
<td>IVB 1</td>
<td>The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.</td>
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<td>IVB 1 a</td>
<td>The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</td>
<td>Meets</td>
<td>The board and the CEO will periodically review and clarify the board’s role as advocate for the institution and representative for the public and incorporate these concerns into its self-evaluation.</td>
<td>x</td>
</tr>
<tr>
<td>IVB 1 b</td>
<td>The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</td>
<td>Partially meets</td>
<td></td>
<td></td>
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<tr>
<td>IVB 1 c</td>
<td>The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</td>
<td>Partially meets</td>
<td></td>
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</tr>
<tr>
<td>IVB 1 d</td>
<td>The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</td>
<td>Partially meets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IVB 1 e</td>
<td>The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.</td>
<td>Partially meets</td>
<td>Sierra College will continue to review board policies as recommended. By using reports from the president, retreats and evaluations, the board will be made aware of policies and implementations on a regular basis. The college president will advise board members when they step beyond accepted policy.</td>
<td>x</td>
</tr>
<tr>
<td>IVB 1 f</td>
<td>The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
<td>Partially meets</td>
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</tr>
<tr>
<td>IVB 1 g</td>
<td>The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.</td>
<td>Partially meets</td>
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<tr>
<td>IVB 1 h</td>
<td>The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</td>
<td>Partially meets</td>
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<tr>
<td>IVB 1 i</td>
<td>The governing board is informed about and involved in the accreditation process.</td>
<td>x</td>
<td>The board will continue to be involved in the accreditation process and will be involved in and informed of actions taken when recommendations are received. The board and the college will use the accreditation standards and recommendations in strategic planning and policy deliberations.</td>
<td></td>
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<tr>
<td>IVB 1 j</td>
<td>The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</td>
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<tr>
<td>IVB 2</td>
<td>The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</td>
<td>x</td>
<td>The new president will continue to assume primary responsibility in these areas and move the college forward for the improvement of student outcomes.</td>
<td></td>
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<tr>
<td>IVB 2 a</td>
<td>The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
<td>x</td>
<td>The president will continue to plan, oversee, and evaluate the administrative structure to insure that it is organized and staffed to reflect the institution’s purposes, size, and complexity.</td>
<td></td>
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<tr>
<td>IVB 2 b</td>
<td>The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.</td>
<td>x</td>
<td>Under the guidance of the new president, and using the shared governance process, the college will develop long range planning strategies.</td>
<td></td>
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<tr>
<td>IVB 2 c</td>
<td>The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</td>
<td>x</td>
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<tr>
<td>IVB 2 d</td>
<td>The president effectively controls budget and expenditures.</td>
<td>x</td>
<td>Under the leadership of the new president, the board and the campus community need to set priorities and fund them appropriately.</td>
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<tr>
<td>IVB 2 e</td>
<td>The president works and communicates effectively with the communities served by the institution.</td>
<td>Meets: x</td>
<td>The president will continue to meet with community members and groups.</td>
</tr>
<tr>
<td>IVB 3</td>
<td>In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>IVB 3 a</td>
<td>The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>IVB 3 b</td>
<td>The district/system provides effective services that support the colleges in their missions and functions.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>IVB 3 c</td>
<td>The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>IVB 3 d</td>
<td>The district/system effectively controls its expenditures.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>IVB 3 e</td>
<td>The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>IVB 3 f</td>
<td>The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>IVB 3 g</td>
<td>The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>