

SIERRA COLLEGE

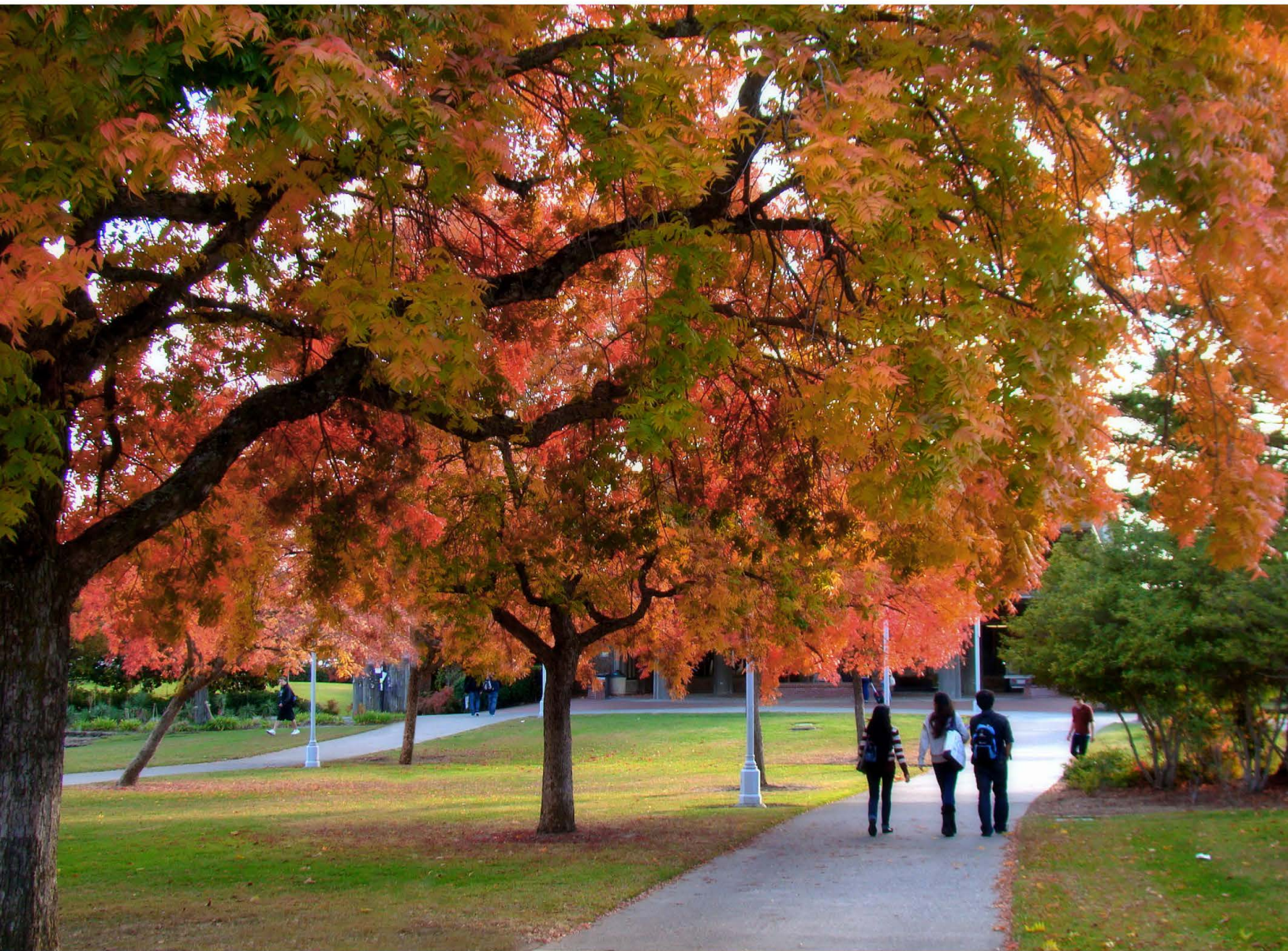


Institutional Self Evaluation in Support of Reaffirmation of Accreditation

SUBMITTED AUGUST 2013

BY:
Sierra College
5000 Rocklin Road
Rocklin, CA 95677
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TO:
Accrediting Commission for Community
and Junior Colleges of the Western
Association of Schools and Colleges



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

**From: William Duncan, Superintendent/President
Sierra Community College District
5000 Rocklin Road
Rocklin, CA 95677**

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

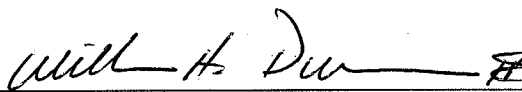

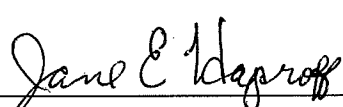

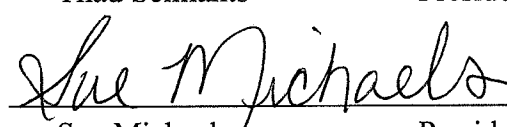
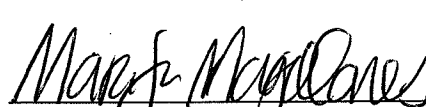
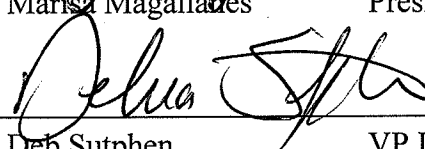
	8-5-2013
William H. Duncan, IV Superintendent/President	Date
	8-5-2013
E. Howard Rudd President, Board of Trustees	Date
	8-8-2013
Jane Haproff President, Academic Senate	Date
	8/5/2013
Thad Selmants President, Classified Senate	Date
	8/5/2013
Sue Michaels President, Management Senate	Date
	8/7/13
Marisa Magallanes President, Associated Students of Sierra College	Date
	8-5-13
Deb Sutphen VP Instruction: Accreditation Liaison Officer	Date

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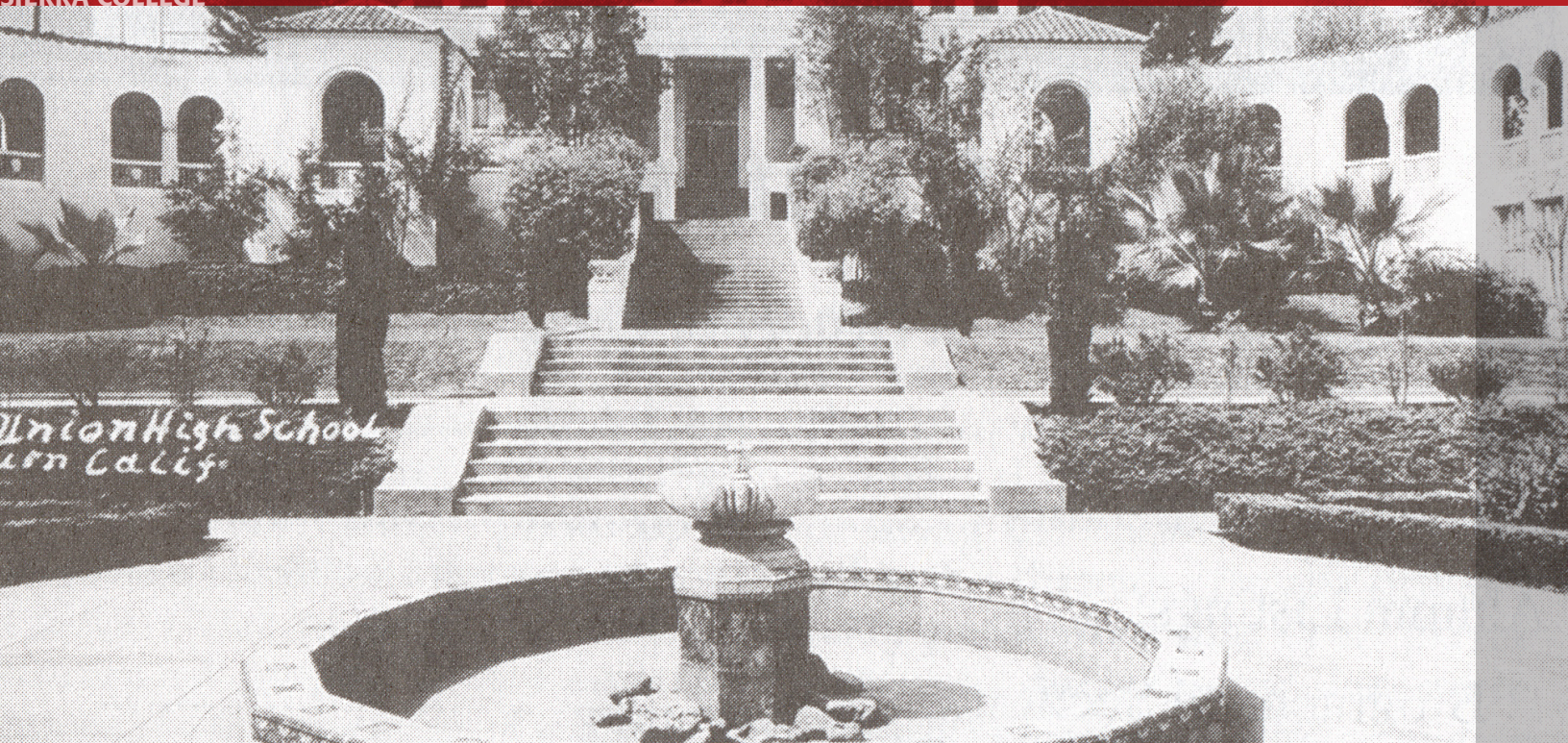
Common Abbreviations and Acronyms

AA-T	Associate of Art Transfer Degree
ACCJC	Accrediting Commission of Community and Junior Colleges
AP	Administrative Policy
ARCC	Accountability Reporting for the Community Colleges
AS-T	Associate of Science Transfer Degree
ASCCC	Academic Senate of California Community Colleges
ASSC	Associated Students of Sierra College
ASSIST	Articulation System Stimulating Interinstitutional State Transfer
BP	Board Policy
BSC	Banner Steering Committee
CalPERS	California Public Employees Retirement System
CalSTRS	California State Teachers Retirement System
CalWORKS	California Work Opportunities and Responsibilities to Kids
CBA	Collective Bargaining Agreement
CCCCO	California Community Colleges Chancellor's Office
CCLC	Community College League of California
CELSA	Placement Test for ESL students
COR	Course Outline of Record
CTE	Career and Technical Education
CTST	College Transition Support Team
DLIT	Distance Learning and Instructional Technology (subcommittee of Academic Senate)
DSA	Department and State Architect
DSPS	Disabled Students Programs and Services
DSR	Departmental Statistics Report
EEO	Equal Employment Opportunities
EMP	Educational Master Plan
EOPS	Extended Opportunities Programs and Services
ePAR	electronic Program Assessment and Review
ERP	Enterprise Resource Planning
FMP	Facilities Master Plan
FON	Faculty Obligation Number
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Student
FUSE	Federation of United School Employees
FYE	First Year Experience
GE	General Education
ICT	Incident Command Team
IGETC	California Intersegmental Major Preparation Articulated Curriculum
IIT	Informational and Instructional Technology
inside.Sierra	Intranet site

ISW	Instructional Skills Workshop
LRC	Learning Resource Center
mySierra	Student and faculty portal used for registration, rosters, etc.
NCC	Nevada County Campus
NFA	New Faculty Academy
OLLI	Osher Lifelong Learning Institute
OPEB	Other Post-Employment Benefits
PARAC	Planning and Resource Allocation Committee (subcommittee of Strategic Council)
POI	Program Outcomes Institute
PRC	Program Review Committee
PSA	Police Service Aid Program
PVC	Program Vitality Committee (subcommittee of Academic Senate)
SC4	Sierra College Collaboration, Communication, Civility, and Culture Training
SCFA	Sierra College Faculty Association
SCLI	Sierra College Leadership Institute
SCMA	Sierra College Management Association
SCOPE	Sierra College Orientation Process for Employees
SI	Supplemental Instruction
SLAS	Student Learning Assessment Summary
SLC	Student Learning Committee
SLO	Student Learning Outcome
SOS	Sierra Online Summit
SSCC	Student Services Coordinating Council
TMC	Transfer Model Curriculum
TRiO	Federal outreach and student services programs to assist low-income, first generation and disabled students.
WPUSD	Western Placer Unified School District

Introduction

SIERRA COLLEGE



*Union High School
Union Calif.*



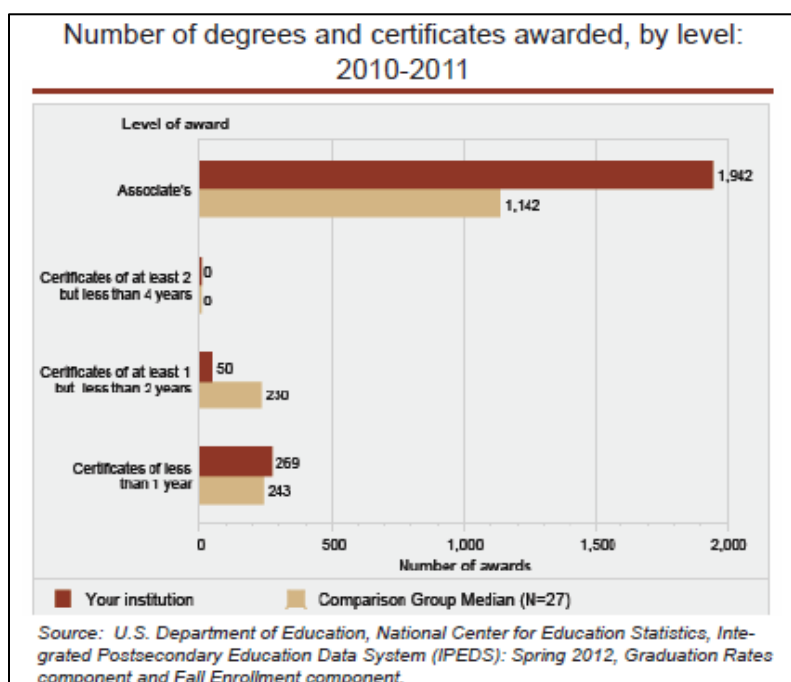


Section A. Introduction

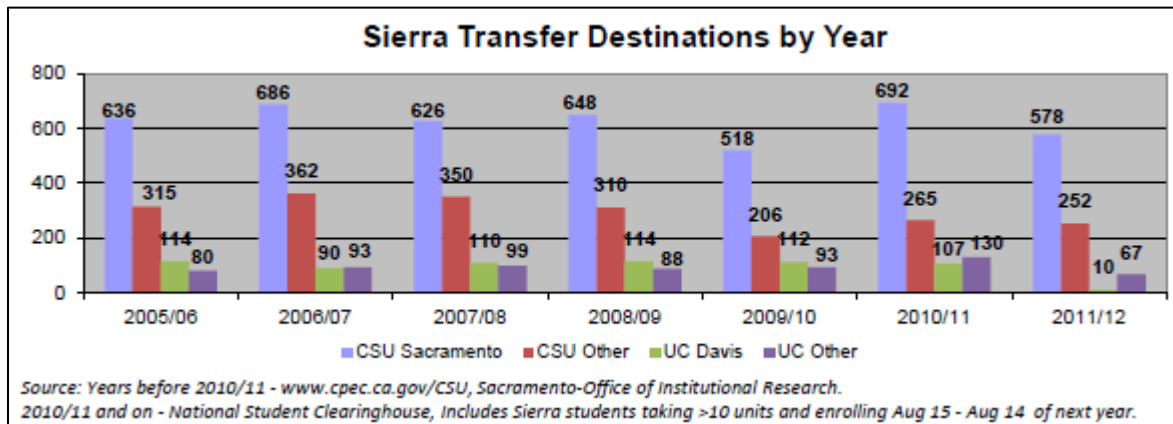
History

Sierra College had its beginnings in 1882 as “Sierra Normal College” in Auburn, California and shared its early history with Placer High School, also in Auburn. 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 an initial 53 students in 1943. By 1961, when the main campus opened in Rocklin off Rocklin Road and Sierra College Boulevard, 1500 students were enrolled in classes at the new location. With the explosive growth of the student population in the 1960s and the Placer County region in the 1980s, Sierra College continued to expand. Student headcount reached 10,000 in 1980, and in fall 2008, a zenith of 22,195. The increasing size of the Rocklin campus and the addition of satellite campuses in Nevada County, Roseville, and Truckee after Sierra’s 50th anniversary in 1986 expanded the educational, physical, and economic presence of the college in the four counties it serves: Placer, Sacramento, Nevada, and El Dorado.

Sierra College has a historic role in the communities it serves as an institution committed to the educational advancement of students in academic and 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 U.C. Berkeley. In fall 2006, Sierra College was ranked the number one community college in California for the fourth year in a row in its associate degrees awarded. In 2010-11, U.S. Department of Education statistics indicated that Sierra College continued to exceed comparable community colleges nationally in awarding to its students associate degrees and certificates.



Sierra students transfer to public and private educational institutions throughout California and the nation, with the vast majority of Sierra students bound for California State University, Sacramento (CSUS), other CSUs in the system, and the University of California, Davis (UCD).



Career and Technical Education (CTE) has been a key part of Sierra College since its early relationship with Placer High School. Today, a long-standing Career and Technical Education committee meets regularly to review programs and to nurture Sierra’s continuing partnership with local and regional employers to assure mutual benefit between Sierra’s CTE students and regional businesses, as well as clear educational pathways between Sierra and its feeder high schools.

Sierra’s strong connection between college and community is found not only in traditional classes and innovative career and technical programs, but also through a wide range of programs and events designed to both push education beyond the classroom and integrate the college with its valued communities. For example, Sierra’s Music and Drama departments routinely provide concerts and plays each semester for students and the public; lectures are organized every semester, such as those presented by the Natural History Museum and Sierra College Press that are open to both students and the surrounding community; year-round athletic events highlight Sierra’s strong intercollegiate teams; Ridley Gallery exhibitions, community forums at the NCC campus, annual art exhibits at the Tahoe-Truckee campus, and popular community events like “Dinosaur Days” and “Love Your Body Week” link Sierra tightly with the communities it serves by functioning as both an educational and a cultural focal point.

Most recently, statewide performance indicators in the 2013 Student Success Scorecard measured Sierra’s success over time. In the measures of student success considered, data indicates that Sierra has consistently improved over time and measured “above average” in relation to the overall statewide averages in areas related to student completion, persistence, unit completion, CTE program completion and improvement of students in basic skills classes.

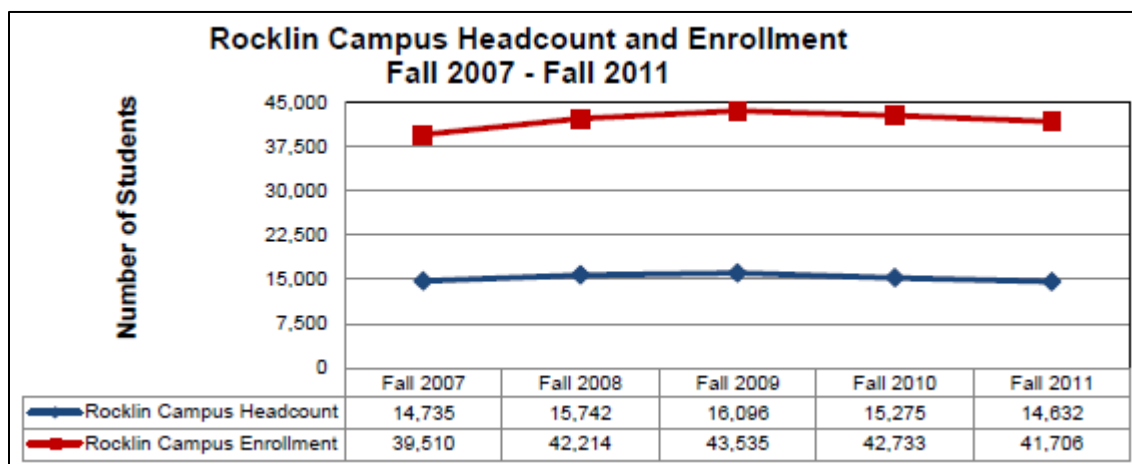
Since Sierra’s last accreditation self-study in 2007, several key issues emerged that defined the college’s overall direction to the present. First, in response to ACCJC recommendations from 2007, the college embraced data-driven accountability of operation. The 2013 self-evaluation documents a focus on student learning outcomes and their assessment to achieve continuous

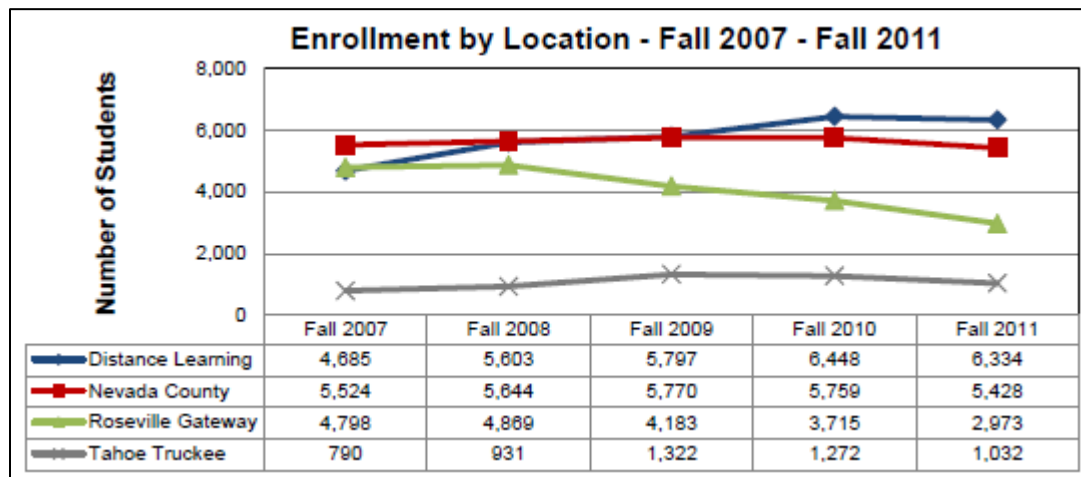
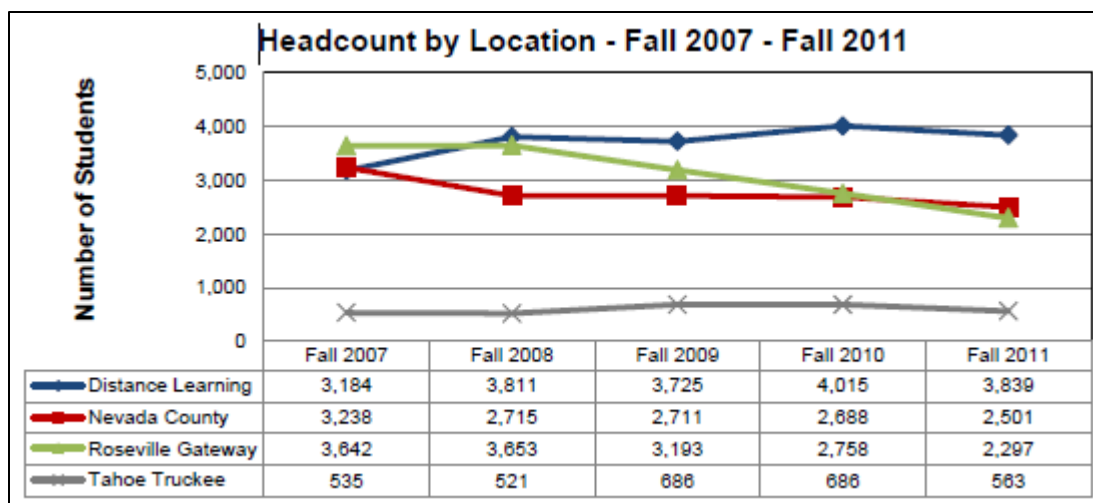
quality improvement of the college; Sierra College has integrated student learning outcome assessments into resource planning decision-making at all levels of the college and created a robust Research and Planning Office to increase transparency of the college's budget planning and resource process. Through these efforts, Sierra College has increased its transparency and accountability and is able to withstand institutional as well as public scrutiny. Second, like all of California's community colleges, Sierra experienced rapid, continuous, and sharp funding reductions between 2008 and 2012 that forced the institution to significantly downsize and prompted the college community's demand for improved accountability and transparency of operation. These two trends—a focus on accountability of operation in the midst of a severe retraction of operations due to state funding reductions, have actually pushed the college to embrace planning for a more sustainable future as well as transparency of both planning and operations at all levels. Finally, a third component—the stabilization of leadership and governance at the college—has allowed Sierra to more effectively turn its attention to both long and short-range planning and improvement. The college's president, Willy Duncan, is beginning his third year at the institution's helm and enjoys strong support among the faculty, staff, students, and Board of Trustees. President Duncan has made significant strides to enhance Sierra's presence and profile locally and regionally and is leading efforts to foster or improve strong, mutually beneficial, and enduring partnerships between Sierra and regional employers and entities such as Sutter Health and the city of Roseville as well as regional four-year educational institutions such as CSUS and the University of the Pacific. The college's Chief Instructional Officer and Vice President of Instruction, Debra Sutphen, who served in the position on an interim basis since last May, was hired permanently last April and also enjoys strong support within the college's community. Finally, the college's Vice President of Administrative Services and Chief Business officer, Chris Yatooma, was hired permanently last fall and similarly enjoys solid support within the college community. Sierra's Chief Student Services Officer and Vice President of Student Services, Mandy Davies, has served in that capacity for more than a decade and brings to the executive group a wealth of experience and strong support within the college community. Together, the college's executive team shares a passion for the community college mission and for Sierra's mission. Since the last accreditation self evaluation, stable leadership governance structures and accountability processes have become established in policy, process, and perception, increasing the college community's understanding of their role within the college's planning and budgeting processes and normalizing participation and representation from all employee groups. In short, the significant upheavals experienced by the Sierra College community between 2007 and 2012 changed Sierra fundamentally and not without pain, but have prepared it well to serve students in a thoughtful, sustainable way as it enters its 77th year of service to the community.

Data-Driven Environment

The annual publication of the *Sierra College Factbook* by the Planning, Research, and Resource Development Office (available in print and online) provides a wide variety of research data offerings from Sierra's Research office. This reliance on data and more specialized researchers throughout the college help foster continuous, standardized, and in-depth analysis of the District's operations, especially its instructional environment. The college recently replaced its full-time Dean of Planning and Research to lead the college's efforts to adhere to data-driven operations. Student demographics, enrollment trends, student profiles, success and retention rates, department and program data, and a host of additional data and data tools facilitate a holistic and widespread understanding of Sierra's students and the effectiveness of its programs and services. These tools allow District faculty and educational administrators to more fully and strategically address student needs and student success and consequently enable them to more fully outfit the college to adhere to its mission. The Research Office ensures more accurate planning and resource allocation and facilitates more fluid and responsive management of the District's student learning programs.

Data never, however, operates in a vacuum, but depends on informed analysis and judicious application for successful use in assuring high quality institutional management. For example, while growth is predicted to continue at Sierra and across the region it serves—a constant for some years—the economic downturn that characterized the past several years and resulted in mandated workload reductions despite increased student demand that is evident in the chart below: there was a 6% increase in student enrollments (courses students enrolled in) per student headcount (the number of unique students), despite overall declines.



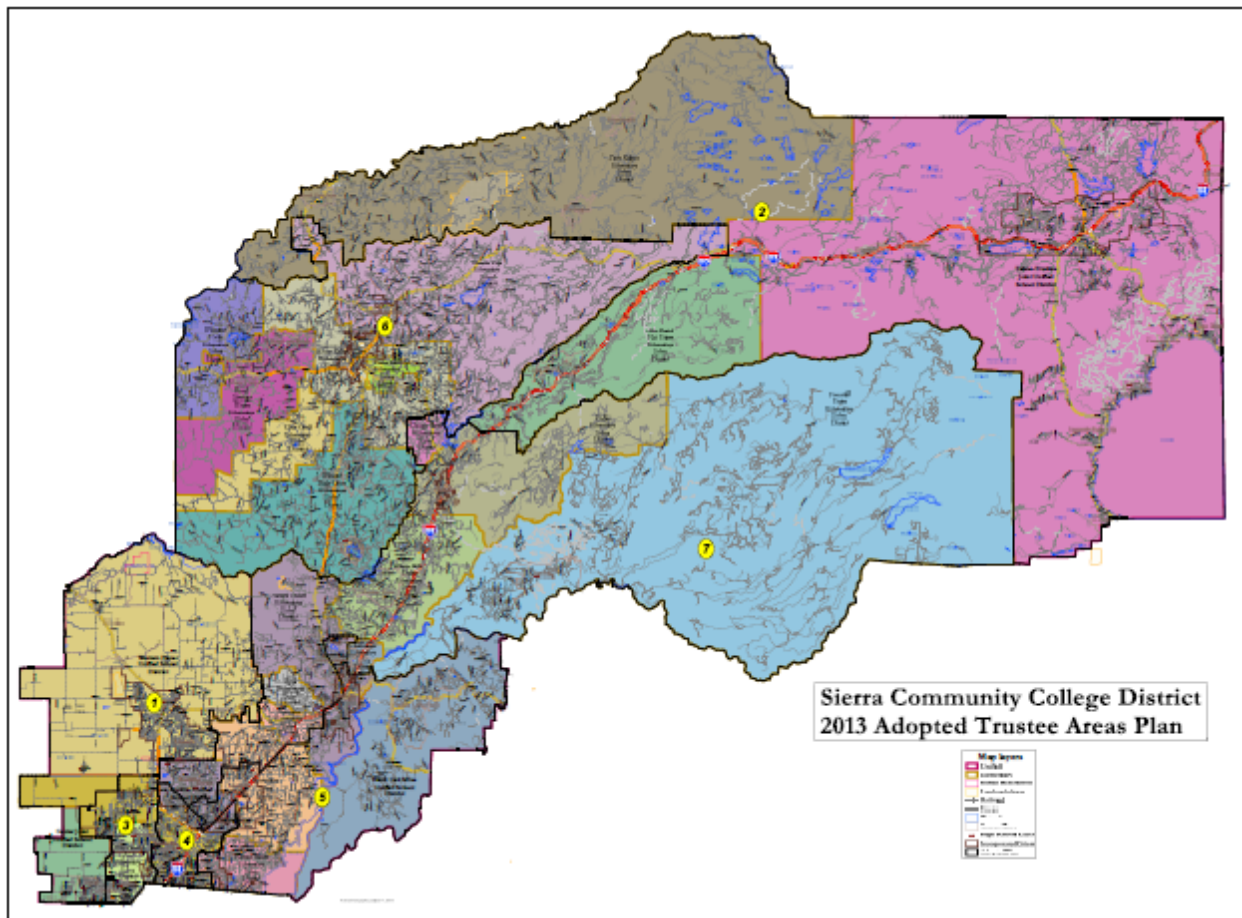


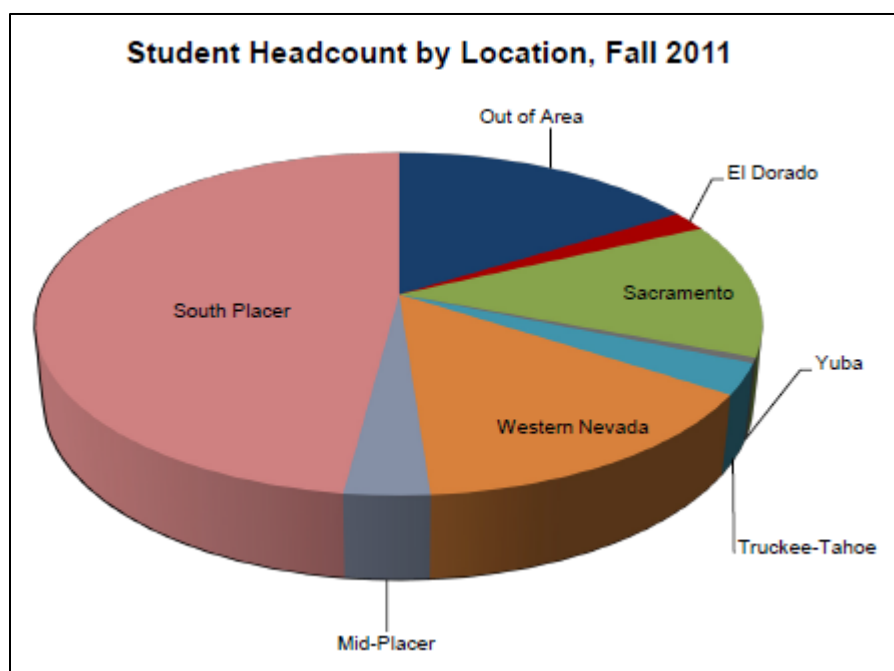
Stable, judicious, and respected leadership vertically integrated throughout the college combined with transparent planning and resource allocation and an involved and informed shared governance system characterized especially by strong faculty and educational administrator involvement—all evident and increasingly high functioning at Sierra since 2010—ensure effective analysis and application of data in the continuous quality improvement of the college’s student learning programs and services to support the college’s mission.

Demographic Information

Sierra College is situated in a geographically and socio-economically diverse region whose population is relatively homogenous ethnically. The Sierra College District is located east of Sacramento, CA and southwest of Reno, NV, and serves an economy as diverse as its population and geographical District. Students attending Sierra hail from all over the world, but its District boundaries include all of Placer and Nevada counties and portions of Sacramento and El Dorado

counties. Sierra College includes four campuses: the 240-acre main campus located off I-80 in Rocklin (5000 Rocklin Road, Rocklin, CA), the 105-acre Nevada County Campus in Grass Valley (250 Sierra College Drive, Grass Valley, CA), about 40 minutes east and north of the Rocklin campus, the Roseville Gateway Center (333 Sunrise Ave., Roseville, CA) near Douglas Boulevard and I-80 in Roseville, approximately a 10 minute drive from the Rocklin campus, and the Tahoe-Truckee campus in Truckee (11001 College Trail, Truckee, CA), nestled in the Sierra Nevada mountains approximately 90 miles east of Rocklin and 30 miles west of Reno. Stretching from California’s Central Valley to the Sierra Nevada mountains, Sierra’s sprawling District includes some of the most rapidly growing and prosperous regions in California, decidedly rural areas characterized by a widely mixed socio-economic population, and some of the most remote and pristine wilderness in the nation. Population projections estimate continued rapid growth for Placer County—the locus for Sierra’s main campus and also home to the fast growing cities of Roseville and Rocklin—with slowing growth for Nevada County. The vast majority of Sierra’s students, identified by zip code, continue to originate in south and mid-Placer County, with strong showings from western Nevada and Sacramento counties.





District Student Headcount by Zip Code, Fall 2011

County	Area	# Students	% of District	Enrollment	% of District
El Dorado	El Dorado	373		1,087	
Total - El Dorado County		373	1.9%	1,087	1.9%
Nevada	Truckee Area	568		1,148	
	Western Nevada	2,889		7,416	
Total - Nevada County		3,457	17.6%	8,564	15.5%
Placer	Mid-Placer	834		1,872	
	South Placer	9,467		28,009	
Total - Placer County		10,101	51.5%	29,881	52.3%
Sacramento	Sacramento	2,463		7,863	
Total - Sacramento County		2,463	12.6%	7,863	13.5%
Yuba	Yuba	104		332	
Total - Yuba County		104	0.5%	332	0.6%
Out of State/Other Communities		3,108	15.9%	9,746	16.2%
District Total		19,584		57,473	

Sierra students, like the residents of Placer County, continue overwhelmingly to define themselves ethnically as “White,” a group comprising 70% of the overall student population in fall 2011. This figure represents a slowly declining trend, down from 73.2% of the student body in 2005 and 78.1% in 2001. Students identifying themselves as “Hispanic/Latino” define the next largest ethnic group in the Sierra District, comprising 12% of the total student headcount in 2011, up from 8.8% in fall 2007. The lack of visible diversity in the classroom combined with a wide

appreciation at the college for diversity provides two ongoing challenges for the Sierra College community: first, instructors must consciously bring diversity in all of its constructs into the curriculum since it is not obviously present in the classroom and, second, students, teachers, and staff alike must learn to recognize unseen diversity present across the District in every classroom and lab, playing field and meeting room.

Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	#	%	#	%	#	%	#	%	#	%
African American	429	2.1%	480	2.2%	520	2.4%	588	2.8%	646	3.3%
American Indian/Alaskan Native	279	1.3%	302	1.4%	371	1.7%	405	1.9%	411	2.1%
Asian	853	4.1%	961	4.3%	960	4.4%	1,007	4.8%	954	4.9%
Filipino	278	1.3%	327	1.5%	348	1.6%	393	1.9%	367	1.9%
Hispanic/Latino	1,819	8.8%	1,944	8.8%	2,238	10.3%	2,354	11.3%	2,426	12.4%
Pacific Islander	138	0.7%	166	0.7%	156	0.7%	131	0.6%	126	0.6%
Multiple					332	1.5%	207	1.0%	147	0.8%
White (not of Hispanic origin)	14,566	70.2%	15,278	68.8%	15,288	70.1%	14,581	70.2%	13,736	70.1%
Decline/Unknown	2,380	11.5%	2,737	12.3%	1,608	7.4%	1,109	5.3%	771	3.9%
Total	20,742		22,195		21,821		20,775		19,584	

The primary difference in the demography of the Sierra student population is based on gender and age. The college experiences the same phenomenon of a gender gap and concentration of younger students found throughout the California community college system, as reflected in studies conducted in 2006 by the Public Policy Institute of California. While fluctuating for more than a decade, the gender gap has remained relatively consistent, with female students representing 52.7% of Sierra's student headcount in fall 2011 compared to a male headcount totaling 45.9%.

Gender	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	#	%	#	%	#	%	#	%	#	%
Female	11,487	55.4%	11,985	54.0%	11,605	53.2%	11,025	53.1%	10,324	52.7%
Male	8,910	43.0%	9,743	43.9%	9,828	45.0%	9,391	45.2%	8,981	45.9%
Not Supplied	345	1.7%	467	2.1%	388	1.8%	359	1.7%	279	1.4%
Gender Gap (Female-Male)	2,577	12.4%	2,242	10.1%	1,777	8.1%	1,634	7.9%	1,343	6.9%
Total	20,742		22,195		21,821		20,775		19,584	

Age also plays a significant role in the diversity of the Sierra student population, with the majority of students falling in the 18 – 24 year-old age range (59.7% in fall 2011), a proportion of the student body that has remained fairly constant since 2007. Despite this relatively stable block of students, Sierra continues to serve a strong contingent of life-long learners between the ages of 25 and 60+, who comprised slightly more than 38% of the student headcount in fall 2011.

Age Range	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	#	%	#	%	#	%	#	%	#	%
Under 18	695	3.4%	739	3.3%	758	3.5%	511	2.5%	428	2.2%
18 - 20	7,342	35.4%	7,851	35.4%	8,073	37.0%	7,745	37.3%	7,339	37.5%
21 - 24	4,384	21.1%	4,765	21.5%	4,658	21.3%	4,403	21.2%	4,347	22.2%
25 - 29	2,210	10.7%	2,452	11.0%	2,466	11.3%	2,558	12.3%	2,358	12.0%
30 - 40	2,281	11.0%	2,503	11.3%	2,418	11.1%	2,480	11.9%	2,351	12.0%
41 - 50	1,810	8.7%	1,821	8.2%	1,596	7.3%	1,522	7.3%	1,338	6.8%
51 - 60	1,108	5.3%	1,045	4.7%	953	4.4%	913	4.4%	819	4.2%
61 & Over	912	4.4%	1,019	4.6%	898	4.1%	645	3.1%	610	3.1%
Total	20,742		22,195		21,821		20,775		19,584	

Student profiles for 2011 represent a snapshot that has changed notably since 2007 due to a number of possible influences. For instance, the student body became proportionally younger during this time period. The course load carried by Sierra students and their reasons for attending classes reveal significant changes in the population that are perhaps more reflective of the declining economy and state funding, increasing tuition rates, and an increasing emphasis at Sierra since 2007 on “focused access” or the need to reduce and prioritize the availability of course offerings during economic decline.

In fall 2007, Sierra students were nearly equally divided among full-time students (31.9% at 12 or more units), part-time students carrying 6 – 11 units (33.2%), and part-time students carrying fewer than six units (31.7%). Combined with the age related data reported above, the change in student load is not overly surprising. Older students are more likely to be part-time students, while young traditional students are more likely to be full-time. If other factors, such as more students needing financial aid and enrollment caps at CSU and UC schools, are taken into account, this may explain the large shift in student load characteristics.

Unit Load	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	#	%	#	%	#	%	#	%	#	%
Non-Credit	659	3.2%	823	3.7%	735	3.4%	464	2.2%	486	2.5%
< Part-Time (< 6.0 units)	6,574	31.7%	6,778	30.5%	5,868	26.9%	5,243	25.2%	4,311	22.0%
Part-Time (6.0 - 11.9 units)	6,895	33.2%	7,581	34.2%	7,539	34.5%	7,332	35.3%	7,222	36.9%
Full-Time (12.0 + units)	6,814	31.9%	7,013	31.6%	7,679	35.2%	7,738	37.2%	7,565	38.6%
Total	20,742		22,195		21,821		20,775		19,584	

In fall 2007, continuing students made up the bulk of those enrolled at 59.8%, but 11% of students were returning and nearly one-in-five (20.1%) were first-time students to Sierra. The data here reflect a growing increase in the number of returning students (19.9%) and a decline in first-time transfer students (14.4%). The decline in first-time transfer students during this time period will likely have long term effects on continuing enrollment.

Enrollment Status	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	#	%	#	%	#	%	#	%	#	%
Academic Enrichment					713	3.3%	417	2.0%	334	1.7%
Continuing	12,408	59.8%	13,371	60.2%	13,196	60.5%	12,226	58.8%	11,837	60.4%
First-Time Student	4,179	20.1%	4,393	19.8%	3,251	14.9%	2,706	13.0%	2,623	13.4%
First-Time Transfer	1,628	7.8%	1,773	8.0%	1,406	6.4%	1,140	5.5%	854	4.4%
Returning	2,348	11.3%	2,495	11.2%	3,173	14.5%	4,259	20.5%	3,893	19.9%
Not Supplied	149	0.7%	128	0.6%	80	0.4%	27	0.1%	43	0.2%
Total Credit Students	20,742		22,195		21,819		20,775		19,584	

While 84% of students in 2007 arrived at Sierra College with high school diplomas, their reason for attending and hopes for the future were widely varied. By 2011 more students arrived at Sierra College with intent to earn an AA/AS degree and/or transfer. This shift may also be partially attributable to the shift in age, as younger students are more likely to choose these goals than older students who often return for particular skills or personal enrichment.

Education Level	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	#	%	#	%	#	%	#	%	#	%
Not A HS Graduate	360	1.7%	360	1.6%	320	1.5%	331	1.6%	283	1.4%
Currently In Grades 11-12	610	2.9%	669	3.0%	713	3.3%	416	2.0%	332	1.7%
Currently In Adult School	41	0.2%	48	0.2%	42	0.2%	43	0.2%	31	0.2%
High School Diploma	17,403	83.9%	18,674	84.1%	16,002	73.3%	15,537	74.8%	14,916	76.2%
G.E.D. or Certificate of Equivalency	894	4.3%	1,051	4.7%	990	4.5%	992	4.8%	1,033	5.3%
H.S. Proficiency Exam	375	1.8%	378	1.7%	357	1.6%	335	1.6%	343	1.8%
Foreign Diploma/ Cert. Of Grad.	680	3.3%	620	2.8%	434	2.0%	463	2.2%	535	2.7%
Received Associate Degree					1,064	4.9%	1,042	5.0%	910	4.6%
Received Bachelor Degree or Higher					1,561	7.2%	1,460	7.0%	1,071	5.5%
Unknown (or not answered)	379	1.8%	395	1.8%	338	1.5%	157	0.8%	130	0.7%
Total	20,742		22,195		21,821		20,776		19,584	

Nearly 32% of students hoped to transfer with an AA/AS degree, but an equal proportion was unsure of their goals. By 2011, the percentage of students who hoped to transfer increased to 45%; this increase may be attributed to the CSU and UC capping their enrollments during this time period, which pushed additional students into the community colleges who would have ordinarily gone straight to a four year college out of high school.

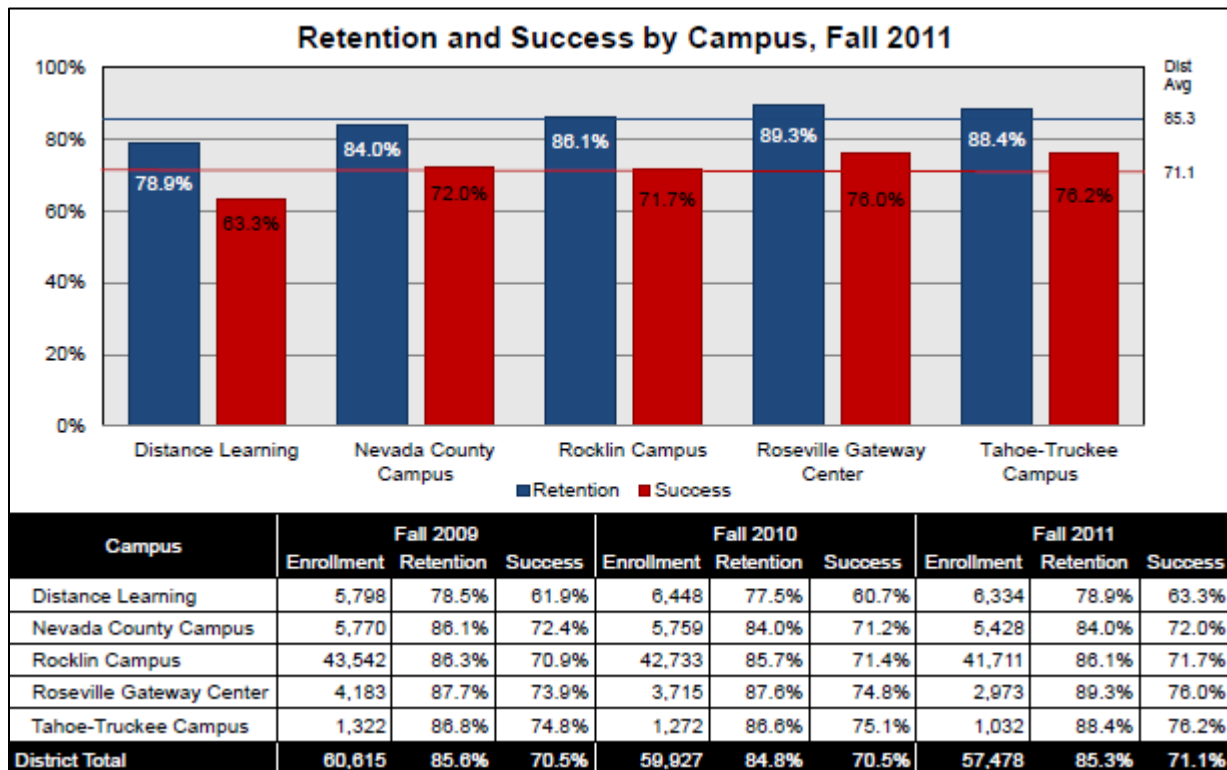
Educational Goal	Fall 2007		Fall 2008		2009 Fall		2010 Fall		Fall 2011	
	#	%	#	%	#	%	#	%	#	%
Transfer with AA/AS	6,556	31.6%	7,306	32.9%	8,081	37.0%	8,543	41.1%	8,865	45.3%
Transfer without AA/AS	1,460	7.0%	1,625	7.3%	2,027	9.3%	2,073	10.0%	2,013	10.3%
AA/AS without Transfer	1,577	7.6%	1,379	6.2%	1,585	7.3%	1,667	8.0%	1,588	8.1%
Voc Ed Degree without Transfer	334	1.6%	299	1.3%	209	1.0%	169	0.8%	138	0.7%
Voc Ed Certificate without Transfer	303	1.5%	267	1.2%	265	1.2%	254	1.2%	222	1.1%
Discover Career Interests/Goals					317	1.5%	386	1.9%	370	1.9%
Prepare for a New Career					659	3.0%	795	3.8%	753	3.8%
Develop/Upgrade Job Skills	1,056	5.1%	1,203	5.4%	533	2.4%	530	2.6%	480	2.5%
Maintain Certificate/License	211	1.0%	233	1.0%	252	1.2%	288	1.4%	277	1.4%
Educational Development					659	3.0%	614	3.0%	479	2.4%
Improve Basic Skills	564	2.7%	491	2.2%	322	1.5%	322	1.5%	270	1.4%
Credits for HS Diploma/GED	78	0.4%	115	0.5%	175	0.8%	126	0.6%	98	0.5%
Undecided on Goal					3,286	15.1%	2,803	13.5%	2,404	12.3%
Move from Noncredit to Credit	10	0.0%	7	0.0%	8	0.0%	6	0.0%	4	0.0%
Meet 4 yr College Requirements	1,679	8.1%	2,235	10.1%	1,685	7.7%	1,275	6.1%	977	5.0%
Uncollected/Unreported/Unknown	6,634	32.0%	6,825	30.8%	1,758	8.1%	924	4.4%	646	3.3%
Recreational/Personal Enrichment	280	1.3%	210	0.9%						
Total Credit Students	20,742		22,195		21,821		20,775		19,584	

Students surveyed in 2011 are almost equally divided between full-time (38.6%) and part-time taking 6 – 11 units (36.9%). Those very part-time students taking fewer than six units dropped from 31.7% in 2007 to 22%. Continuing students remained a steady population at 60.4%, but the population of returning students grew from 11 to 20% of the population—probably reflecting enrollment caps at the regional four-year colleges and universities along with significantly higher tuition rates, while first-time students dropped significantly from 20% to 13.4%, perhaps reflecting a variety of factors tied to the impact of the recession on family incomes. Finally, the ratio of students coming to Sierra with high school diplomas has remained high at 76.2%, and there’s a steady decline in the number of students unsure of their educational goals - 29.5% in 2007 to only 17.2% in 2011 - a clear reflection of “focused access” stimulated by the college’s need to contract in order to most effectively use diminishing resources yet honor the large California community college mission. The increased focus since 2007 on student success and student pathways has resulted in the growth of declared majors in Psychology, Biological Sciences, and Fire Technology with strong interest continuing in Nursing and Business Administration.

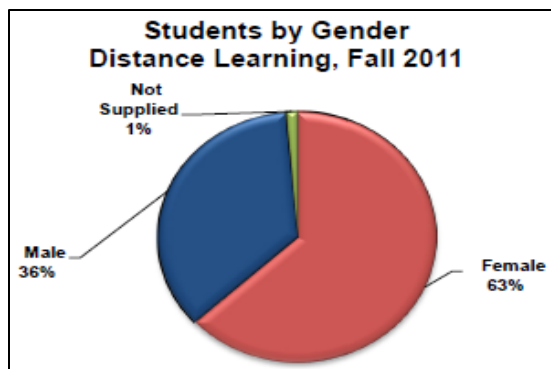
Major Desc	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	#	%	#	%	#	%	#	%	#	%
Pre-Registered Nursing	1,673	8.1%	2,079	9.4%	1,911	8.8%	1,825	8.8%	1,766	9.0%
Business Administration	1,795	8.7%	1,876	8.5%	1,580	7.2%	1,464	7.0%	1,393	7.1%
Psychology	598	2.9%	736	3.3%	779	3.6%	941	4.5%	965	4.9%
Biological Sciences		0.0%		0.0%	861	3.9%	885	4.3%	948	4.8%
Fire Technology	501	2.4%	603	2.7%	637	2.9%	740	3.6%	649	3.3%
Admin of Justice-Law Enforcement	593	2.9%	715	3.2%	615	2.8%	606	2.9%	573	2.9%
Accounting	521	2.5%	572	2.6%	579	2.7%	559	2.7%	544	2.8%

Educational Effectiveness

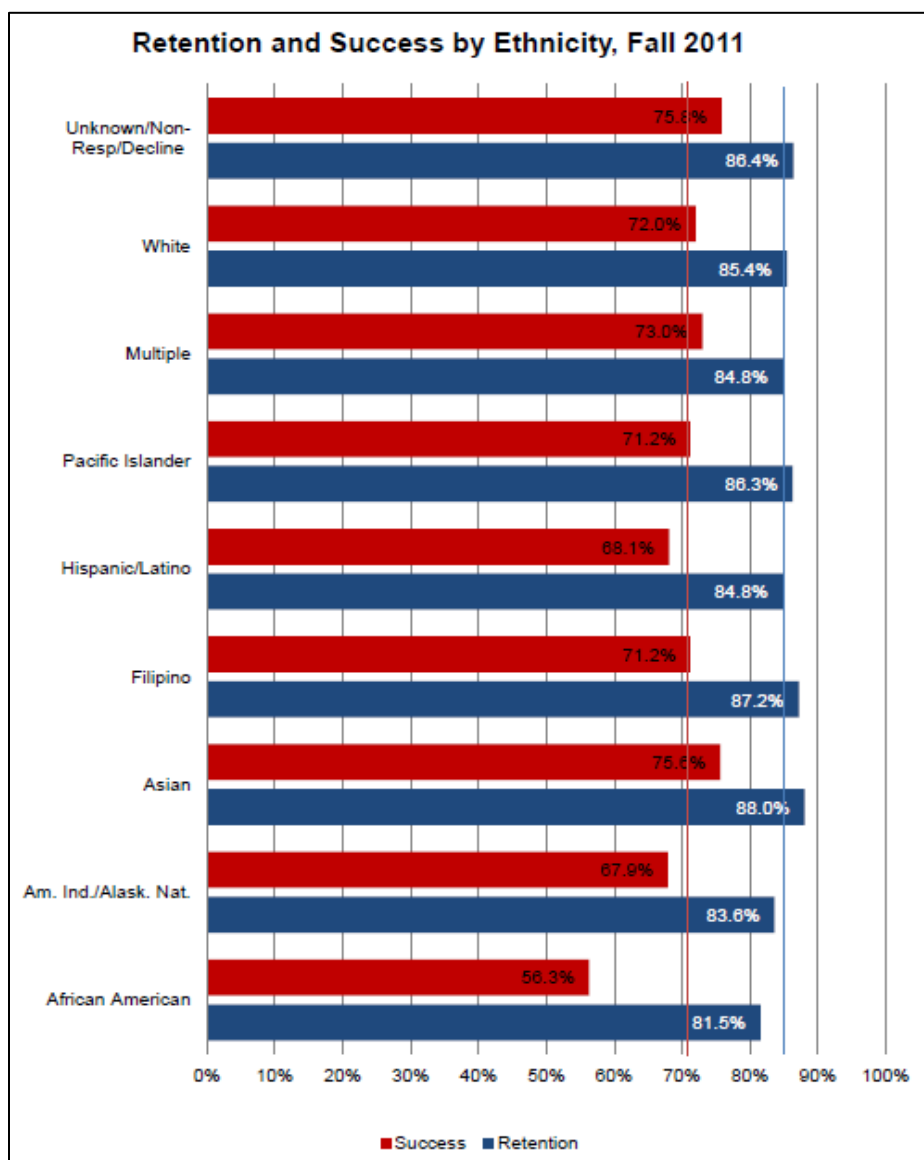
Student success and retention rates at Sierra College are measured through a variety of lenses: by instructional division, by campus, by ethnicity, gender, enrollment status, instructional method, age group, and unit load. Generally, District-wide retention averages approximately 84% and success averages 71%. Distance Learning, especially online teaching, shows lower but steady values generally with retention remaining fairly stable at approximately 78% between 2009 and 2011 while success trends much lower at approximately 60%, though it has improved since 2009 to 64%, perhaps because of more focused and rigorous training and evaluation of online teachers, online students, and greater monitoring of online curriculum.

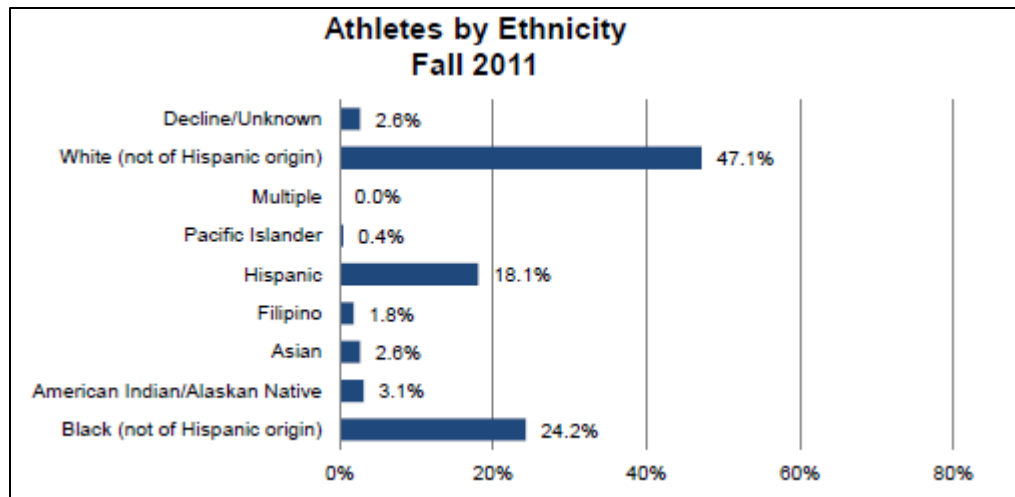


Another interesting metric for Sierra is the striking variation in Distance Learning students between males (36%) and females (63%), possibly reflecting vastly differing social circumstances between the two groups. With a growing interest in and emphasis on expanding online education at the state and local levels, combined with increased accountability for distance education required by the federal government, data exploring the online student population at Sierra will become much more important and consequently more closely scrutinized.

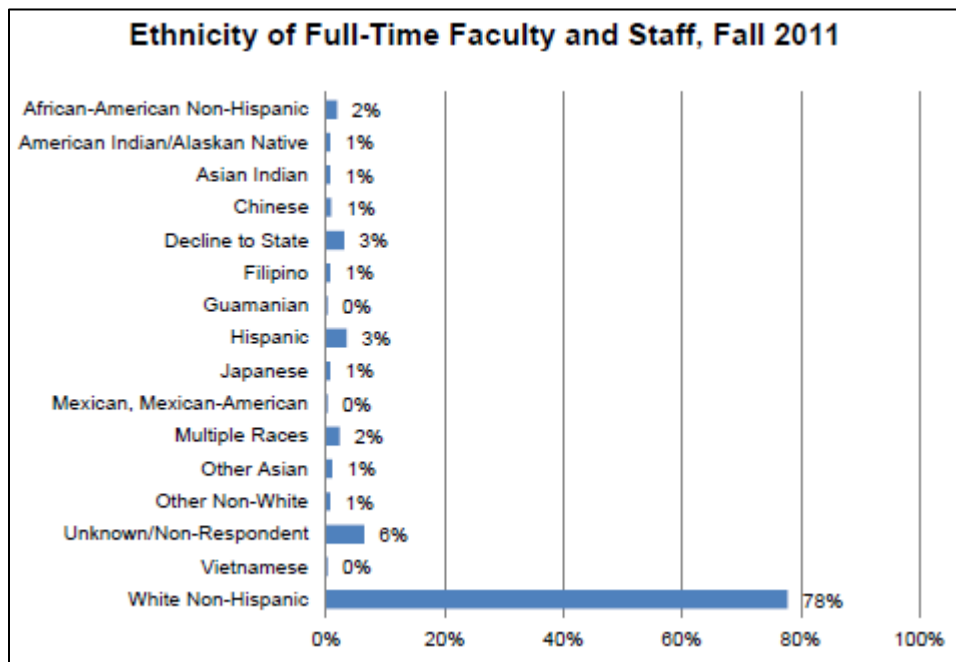


Drilling into metrics, such as a comparison of success rates between White and Hispanic versus African American students, reveal challenges for the college in better serving one of its growing populations and its second largest athlete population.





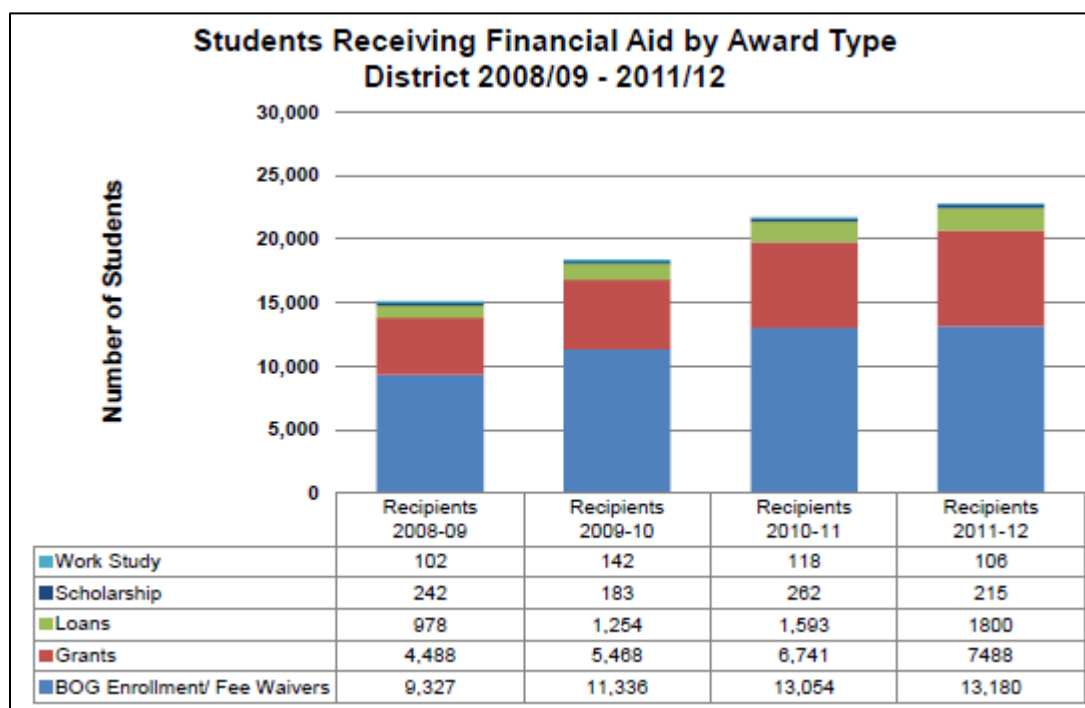
Perhaps correspondingly, 78% of the District’s full-time faculty and staff identified in fall 2011 as “White, non-Hispanic” while only 2% identified as African American.



Student retention and success metrics available through the Research Office suggest educational achievement strengths and needs at the division, campus, program and department level and may be used by both faculty and educational administrators to identify instructional gaps to address improvement of teaching and learning. Vastly improved metrics delineate special student populations such as Veterans, Disabled students (differentiated by disability), low-income and educationally disadvantaged students, and basic skills students by subject as well as by campus.

High student achievement at Sierra College is also tied to participation in a clearly defined and applied matriculation process. Prior to receiving clearance to register for classes, new students are required to complete steps that have been demonstrated to improve their success. Each student is assessed in their English, reading and math competencies, completes an orientation to the college, meets individually with a counselor, and is provided with a student educational plan listing classes appropriate to their assessment level, educational goal and field of study. During these processes, students receive referrals to appropriate academic and social support services based on their assessed needs and expressed interests. An application deadline for each primary term ensures students have sufficient time to complete each of these steps prior to enrollment.

In spite of the budget reductions the college has experienced since 2008-09, matriculation services have been maintained by improving efficiencies: technology solutions have been implemented to increase self-service and online services; and on ground methodologies have been modified to provide group services where appropriate. Staffing resources have been allocated to ensure students receive services in the areas of greatest need, for example in financial aid, which has served an increase of 68% in pell grant and 67% in Board of Governor's Waiver recipients since 2008-09.



The college continues attend to its emphasis on student success and also to prepare for new state mandates that, effective fall 2014, students lose their enrollment priority and state financial aid eligibility for poor academic performance. To mitigate the impact especially on high risk populations, the college is conducting a comprehensive review of its support structure, with a focus on students' first year to assist them in achieving key momentum points that research has shown are critical to their success.

Conclusion

Sierra College has made significant and on-going improvements throughout the District since the last accreditation self-evaluation and site visit in 2007. Improvements and their resulting achievements are detailed in the self-evaluation as well as in the Responses to Previous Recommendations by the ACCJC. We are proud of the transformation at Sierra but also realize that improvement never ceases if our institution is to remain relevant and responsive to our students and to our community.

Section B. Organization of the Self Evaluation Process

This accreditation cycle at Sierra College began two years ago with organization of an Accreditation Steering Committee and recruitment throughout the college community of faculty, staff, students, and Trustees to serve on the various accreditation writing teams being formed to address the individual standards. Two years and many person-hours later, the construction of the college's self evaluation is nearing completion. Two issues have risen to prominence as we conclude this accreditation cycle: 1. the enormous value of having many and diverse pairs of eyes and minds involved in the development of our college's Accreditation Self Evaluation and 2. The necessity of incorporating ongoing institutional self-review into our regular institutional shared governance processes to ensure that our college effectively and continuously integrates into our planning and budgeting both student learning and institutional self-reflection. These components will ensure our adherence to our mission, "to provide a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training, and life-long learning. The College's programs and services encourage students to identify and to expand their potential. Sierra College students will develop the knowledge, skills and abilities to become engaged and contributing members of the community."

In fall 2011, to address the development of the 2013 self evaluation, the college's then Vice President of Instruction and Accreditation Liaison Officer, Rachel Rosenthal, organized an Accreditation Steering Committee consisting of representatives from faculty, classified staff, the college's educational administrators, and its Research and Planning Office. In addition to Dr. Rosenthal, this group was comprised of the following District employees: Kevin Bray, Dean of Research and Planning, Aimee Myers, Curriculum Committee Chair and Professor of History, Laurie Thiers, Research Analyst, Brian Haley, Dean of Library and Learning Resources, and Joyce Hansen, Instruction Office Administrative Assistant and ALO support.

By late fall 2011, committees had been formed to begin the dialogue and writing that would comprise the responses to each of ACCJC's standards. Under Standard I, Institutional Mission and Effectiveness, Kevin Bray organized dialogue and writing committees to address sub-standards IA (Institutional Mission) and IB (Institutional Effectiveness). Under Standard II, Student Learning Programs and Services, Aimee Myers organized dialogue and writing teams to address sub-standards IIA (Instructional Programs), IIB (Student Support Programs), and IIC (Library and Learning Support Programs). Under Standard III, Resources, Brian Haley organized dialogue and writing teams to address sub-standards IIIA (Human Resources), IIIB (Physical Resources), IIIC (Technology Resources), and IIID (Financial Resources). Finally, under Standard IV, Leadership and Governance, Laurie Thiers organized dialogue and writing teams to address sub-standard IVA (Decision-Making Roles and Processes) and IVB (Board and Administrative Organization). Nearly 120 members of the college community—faculty, classified staff, educational administrators, classified managers, and members of the Board of

Trustees—participated in one of the above-named dialogue and writing groups to develop responses to each of the accreditation standards and sub-standards. The attached chart delineates each dialogue and writing team and its various members [[1B.14](#)].

Work addressing each of the standards and sub-standards began in fall 2011 and continued through the fall of 2012 as each dialogue and writing team researched and drafted its response to its particular standard or substandard. Regular meetings of the Steering Committee—whose members headed each of the various Writing Teams—reported on the progress made within each of the writing teams. In May 2012, Rachel Rosenthal left Sierra College and turned over ALO duties to Debra Sutphen, Interim Vice President of Instruction and ALO. At that time Dr. Sutphen invited Jane Haproff and Jane Hemmerling, President and Vice President, respectively, of the college’s Academic Senate, to join the Accreditation Steering Committee, along with Mandy Davies, Vice President of Student Services and temporary supervisor for Planning and Research. Additionally, Kevin Bray, Dean of Research, retired at about that same time from the college. His position was not replaced nor was his position as part of the Accreditation Steering Committee refilled. Instead, Mandy Davies and Brian Haley assumed his leadership responsibilities both on and off the Steering Committee.

Throughout the fall 2012 semester the various Writing Teams developed and then honed their various assigned components of the self evaluation. Deadlines for submission of final drafts were set by the Steering Committee and Writing Team chairs assisted in ensuring that first drafts of all responses were submitted to the Steering Committee by the conclusion of the fall 2012 semester. Beginning in the late fall 2012 and lasting through the early spring semester 2013, the Steering Committee and the Writing Teams, through their Team chairs engaged in a “volley”—ensuring that the drafts were thoroughly read and discussed prior to final submission. Also in the late fall 2012 the Steering Committee formed a “Super-readers” group consisting of Jane Haproff, Jane Hemmerling, Aimee Myers and Debra Sutphen, whose function would be to thoroughly—line-by-line— read and review, as a group, each standard following final submission by the Writing Teams (after the volleying between the Writing Teams and Steering Committee) to ensure that each submitted response thoroughly and pointedly addressed its respective standards and sub-standard prompts, that information provided was accurate, and that all information was tied to specific and relevant evidence. Finally, the Steering Committee formed a Planning and Evidence sub-committee whose role it would be to gather and verify evidence cited in the self evaluation and then to make sure that the evidence was accessible to self evaluation readers. The Planning and Evidence group consisted of Mandy Davies, Laurie Thiers, faculty institutional researcher Gary Guckel, Brian Haley, and Sue Michaels, the college’s Public Information Officer and Director of Marketing.

Midway through the spring semester, following a complete read and review by the Super-readers group, the first draft of the completed self evaluation (Introduction and standards only) was distributed to the college community through the various senate presidents (Academic, Student, Classified, Management) and to the college’s president and Board of Trustees for approximately

a six-week period of review. In addition to distribution via email, the document was posted to mySierra and inside.Sierra for access by all college constituents. Substantive comments and suggested changes were requested and a defined review period for this first draft specified. All comments collected from the college community were reviewed and approximately 95% were incorporated into the document. Those not incorporated were suggestions that bore no relevance to the standards or the intent of the self evaluation. At all stages of this first review process the college community and the college Board of Trustees were apprised of the dissemination process via presentations at Strategic Council and the regularly scheduled Board of Trustees meetings. Additionally, beginning in spring, regular updates regarding the development of the self evaluation, its review, and preparations for the fall ACCJC site visit were regularly provided to the college community at Strategic Council meetings and at Board of Trustee meetings, where the topic of “Accreditation” was incorporated into governance agenda as a regular recurring item [[1B.12](#), [4B.85](#), [4B.88](#), [4B.89](#), [4B.90](#), [4B.96](#), [4B.97](#), [4B.98](#), [4B.99](#), [4B.100](#), [4B.101](#), [4B.102](#), [4B.103](#)].

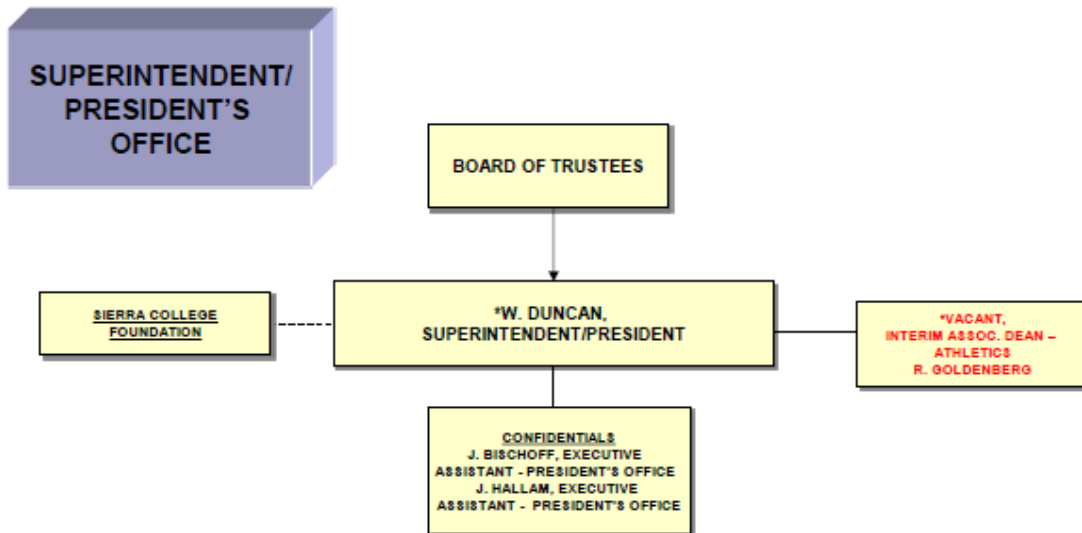
Following dissemination and review of the first draft of the self evaluation and incorporation of suggested changes, a second draft of the document was prepared and released to the college community in May. Again, all of the college’s senates and members of the Board of Trustees and the president were called upon to review the document one last time in preparation for final approval at meetings of the Strategic Council on May 31 and the Board of Trustees on June 11. This second and final draft of the self evaluation received approval from members of the Strategic Council on May 31 and the college’s trustees voted its receipt and review at their June 11 Board meeting.

Following approval of the document by the college community, the self evaluation was sent to Jane Hemmerling for standard editing for grammar, spelling, and formatting. Additionally, Laurie Thiers continued her efforts to identify and verify the document’s evidence, to check data for accuracy, and to build the complete final document into a website to ensure its availability to the college’s internal and external communities. Throughout the summer finishing touches were provided to the whole document and volunteer “beta testers” recruited to test the compatibility and ease of access of evidence cited within the document prior to the October accreditation site visit. In July the college’s new Dean of Planning, Research, and Resource Development, Erik Cooper, joined efforts to complete the self evaluation by providing both oversight as well as “person-power” to both the Accreditation Steering Committee and the Planning and Evidence group. The target date for completion of the self evaluation and distribution to the ACCJC was August 16, 2013.

As noted at the beginning of this section of the self evaluation, the necessity of incorporating ongoing institutional self-review into our regular institutional shared governance processes became evident early during this last year of the college’s efforts to develop our current self evaluation. To ensure that our college effectively and continuously integrates the ACCJC standards into our planning, budgeting, and governance of the college and to ensure that we routinely reflect upon and adhere to the college’s Mission Statement as we conduct business, we

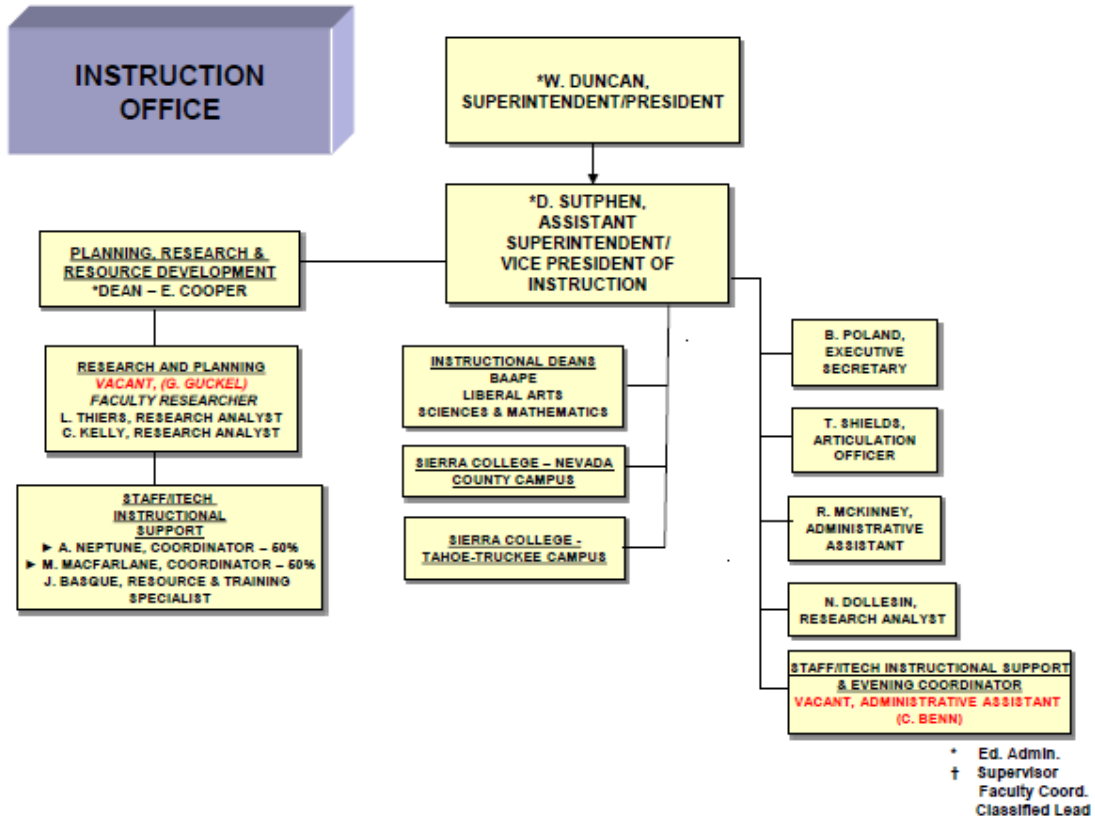
took several bold new steps late in the spring semester. First, the college's Academic Senate, working in conjunction with the college's Chief Instructional Officer and Chief Student Services Officer, reorganized the system of Academic Senate committees to better reflect the integration into our planning and resource allocation of student learning outcomes assessment. Secondly, as a part of this process the college created institutional student success coordinators under the umbrella of the Academic Senate, one on the Instruction side of the house and the second on the Student Services side of the house. The Instructional Success Coordinator will coordinate with the college's Research office, the CIO/ALO, and the Academic Senate all efforts pertaining to SLO assessment throughout the college and will assist the ALO in maintaining the college's reflective consideration of the ACCJC's accreditation standards year-to-year between accreditation cycles. Those of us integrally involved in accreditation these past two years firmly believe that this new approach will institutionalize and systematize a continuous practice of institutional self-reflection that will truly ensure continuous quality improvement in our many and varied efforts to provide our students with the benefits of higher education that we outline in our Mission Statement [[4B.104](#), [4B.105](#), [4B.106](#)].

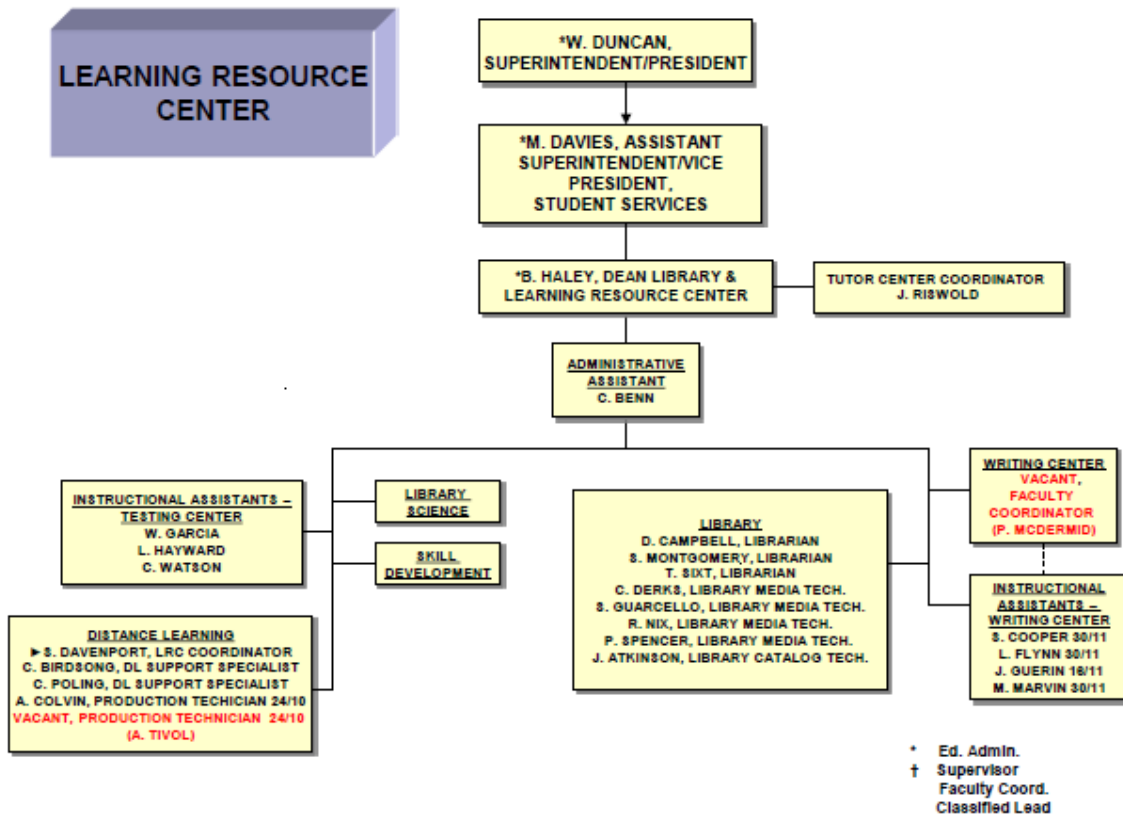
C. Organizational Information

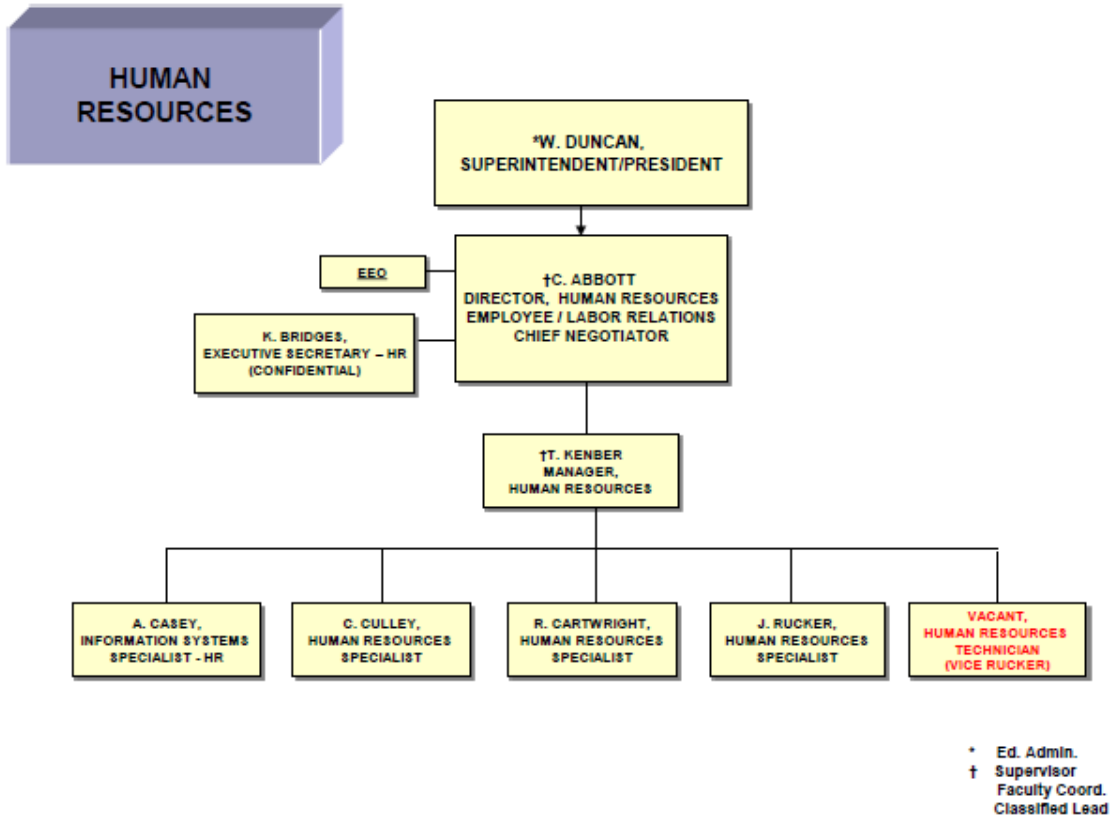


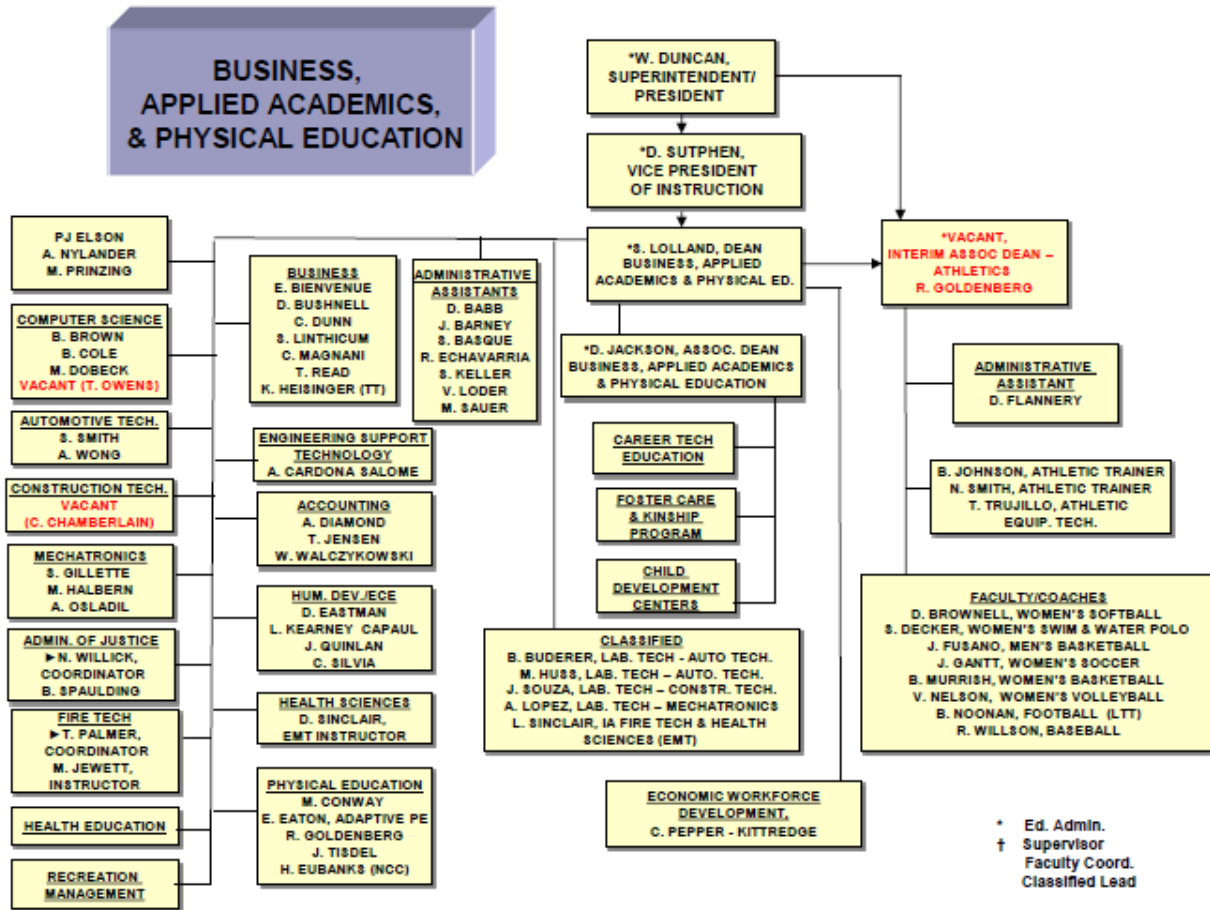
Board Approved
July 13, 2013

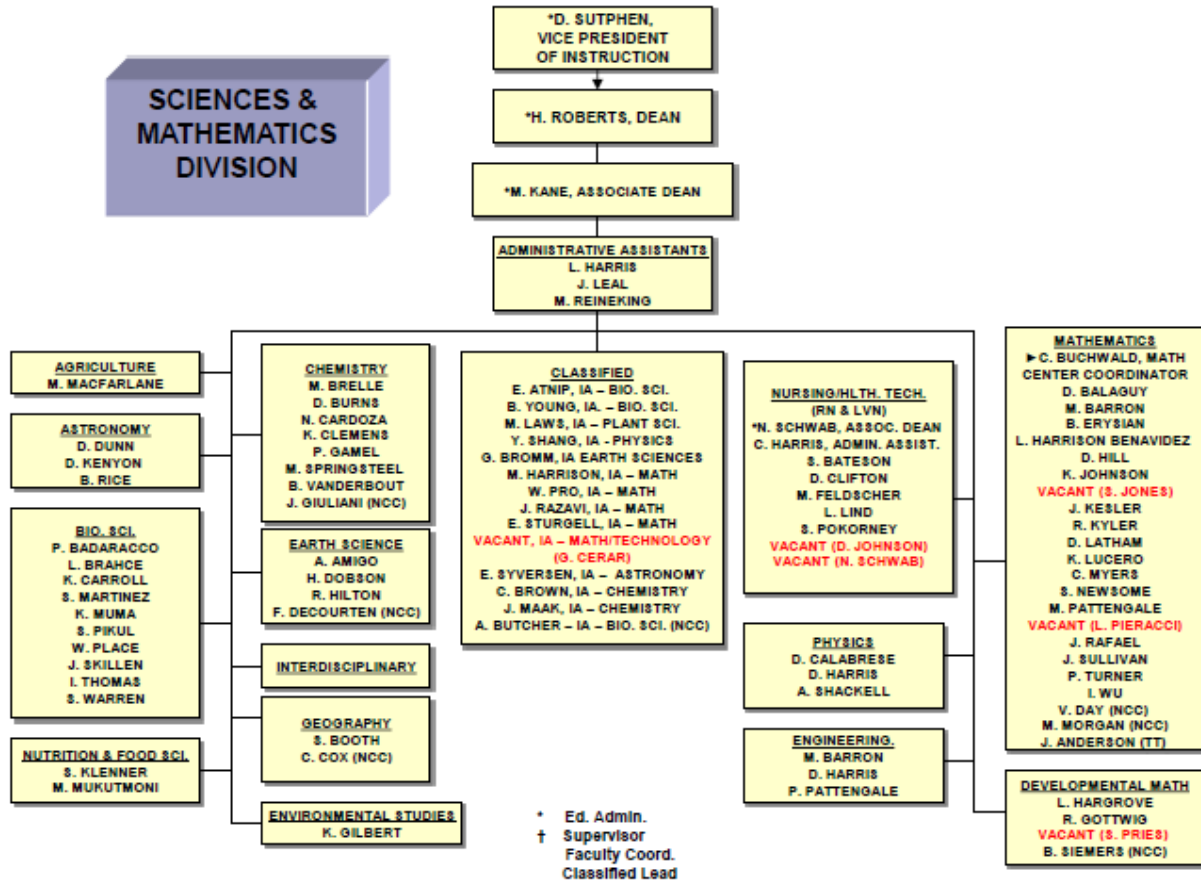
* Ed. Admin.
† Supervisor
Faculty Coord.
Classified Lead

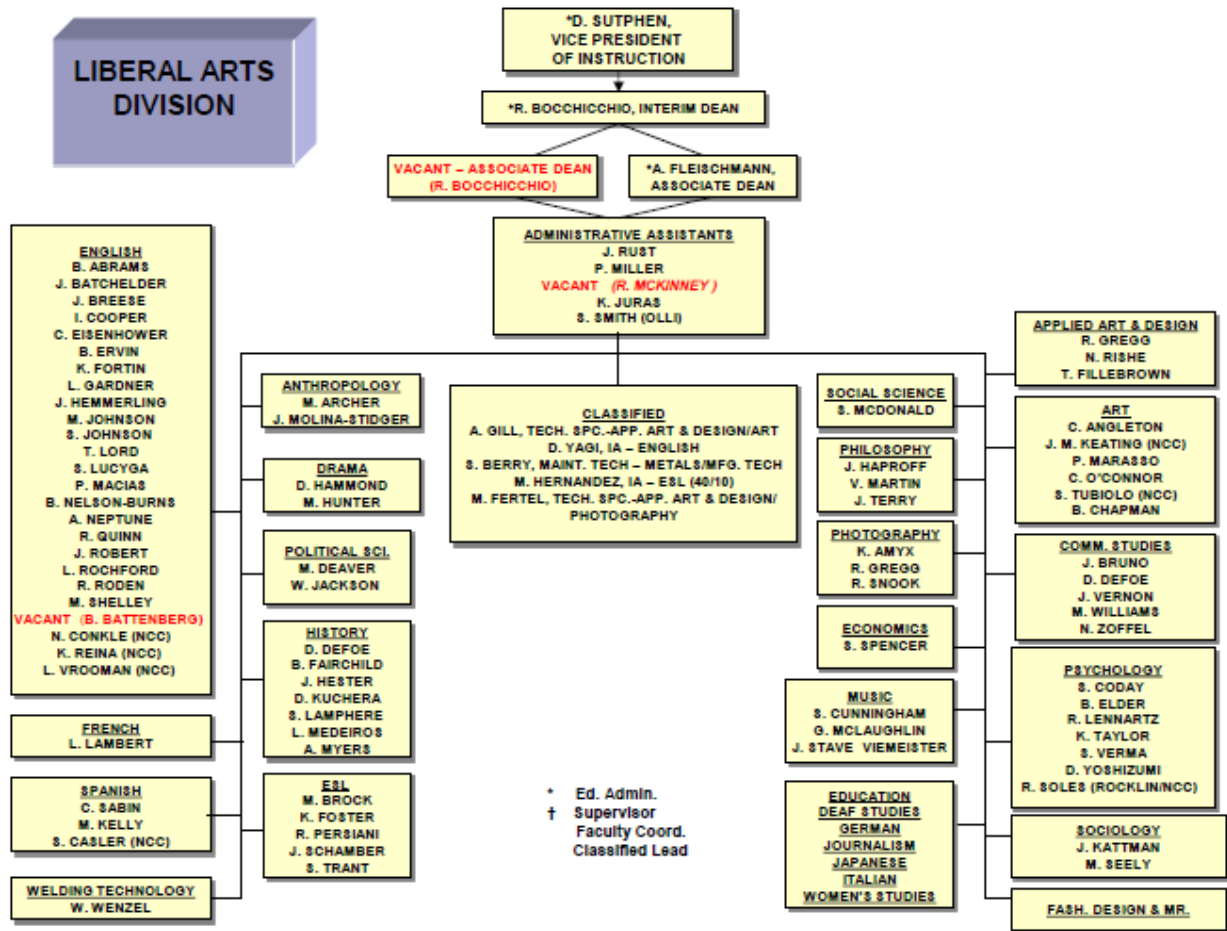




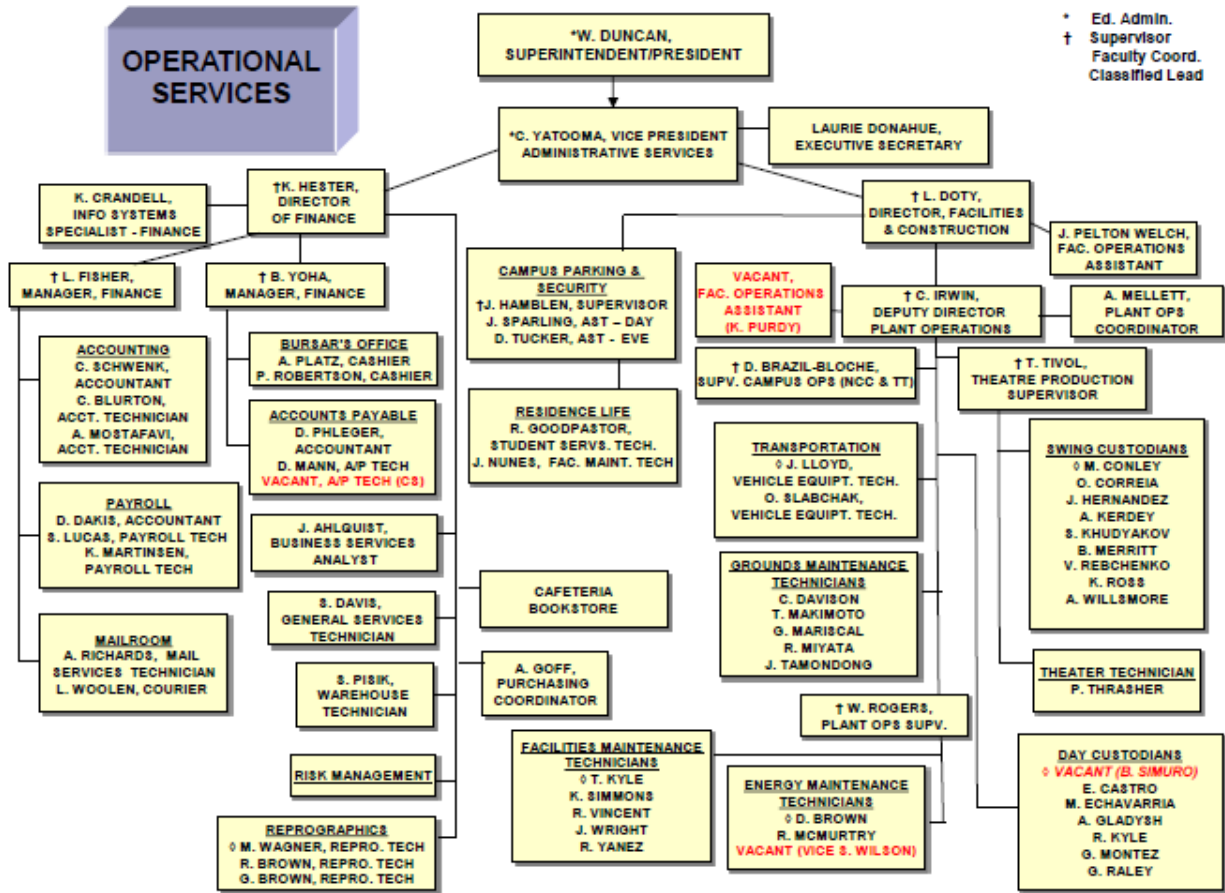






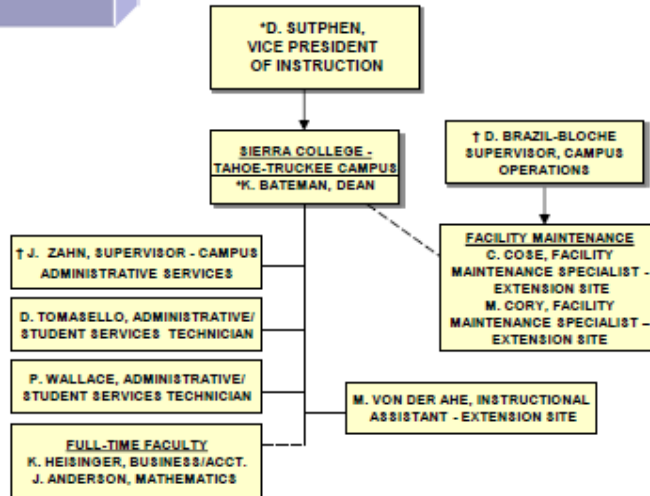


* Ed. Admin.
 † Supervisor
 Faculty Coord.
 Classified Lead

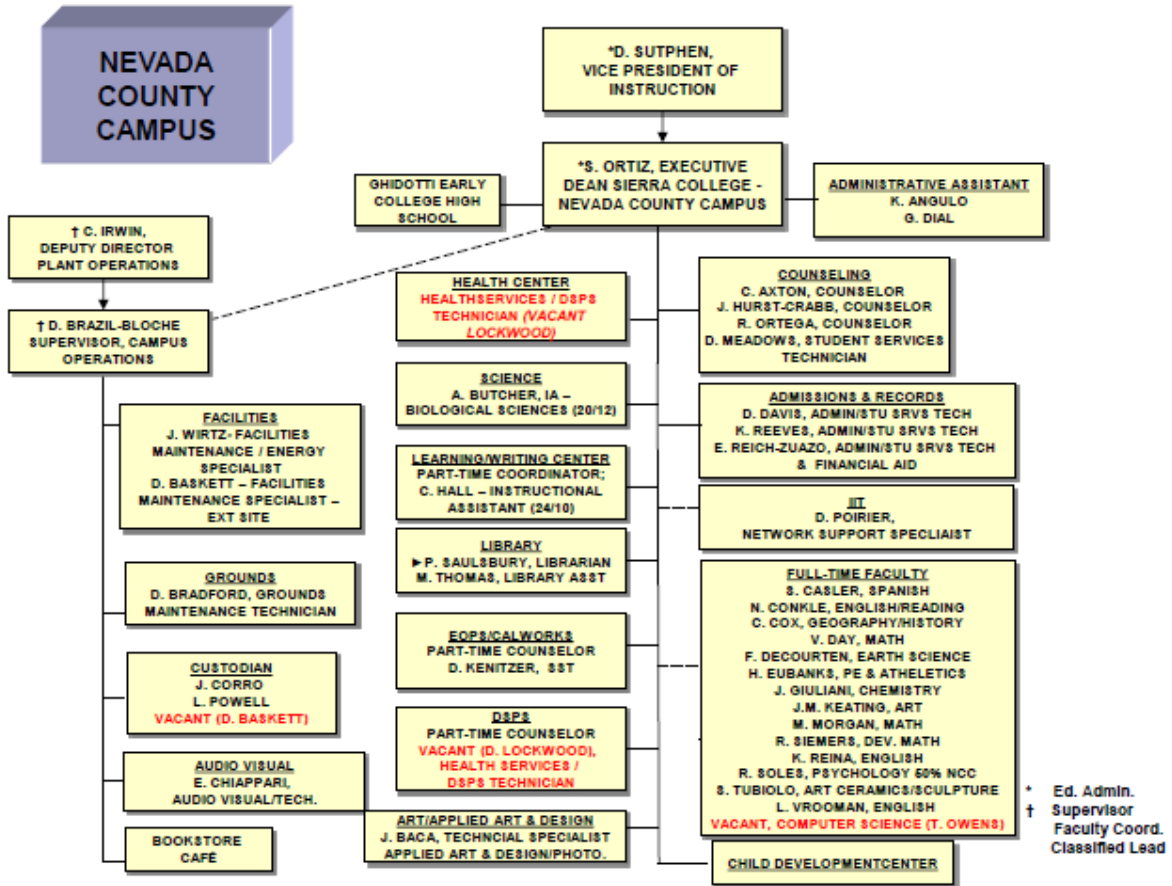


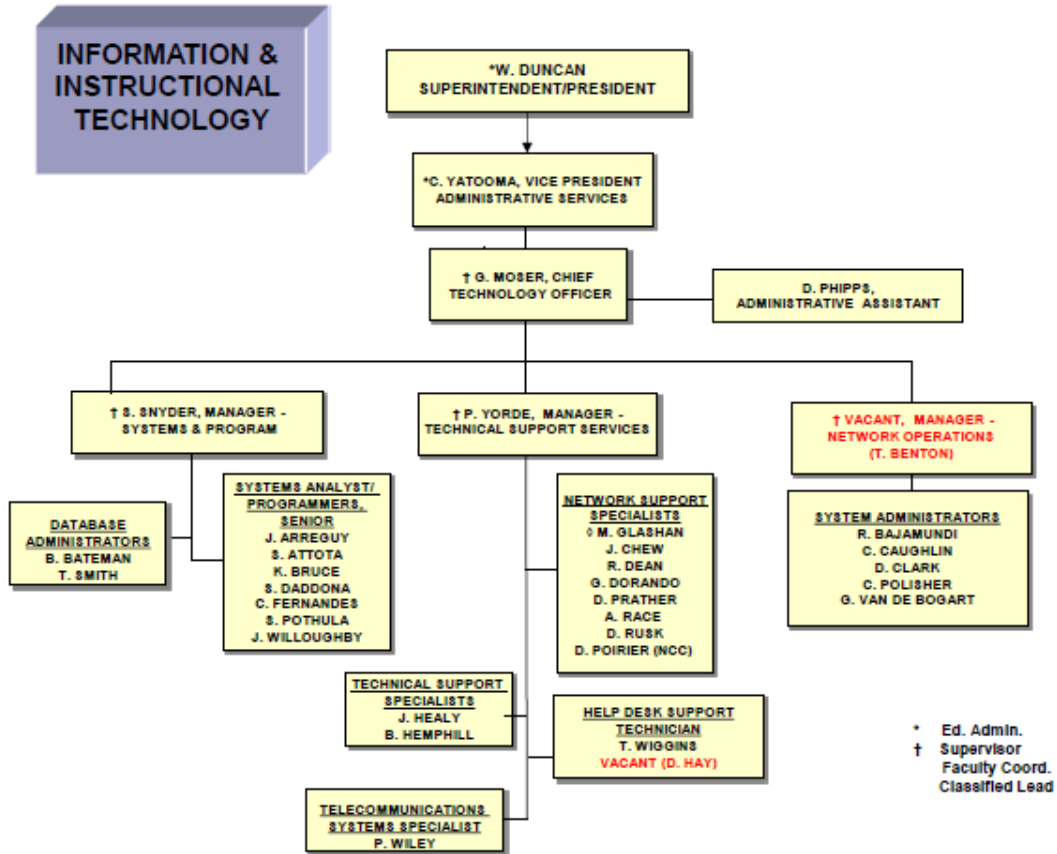
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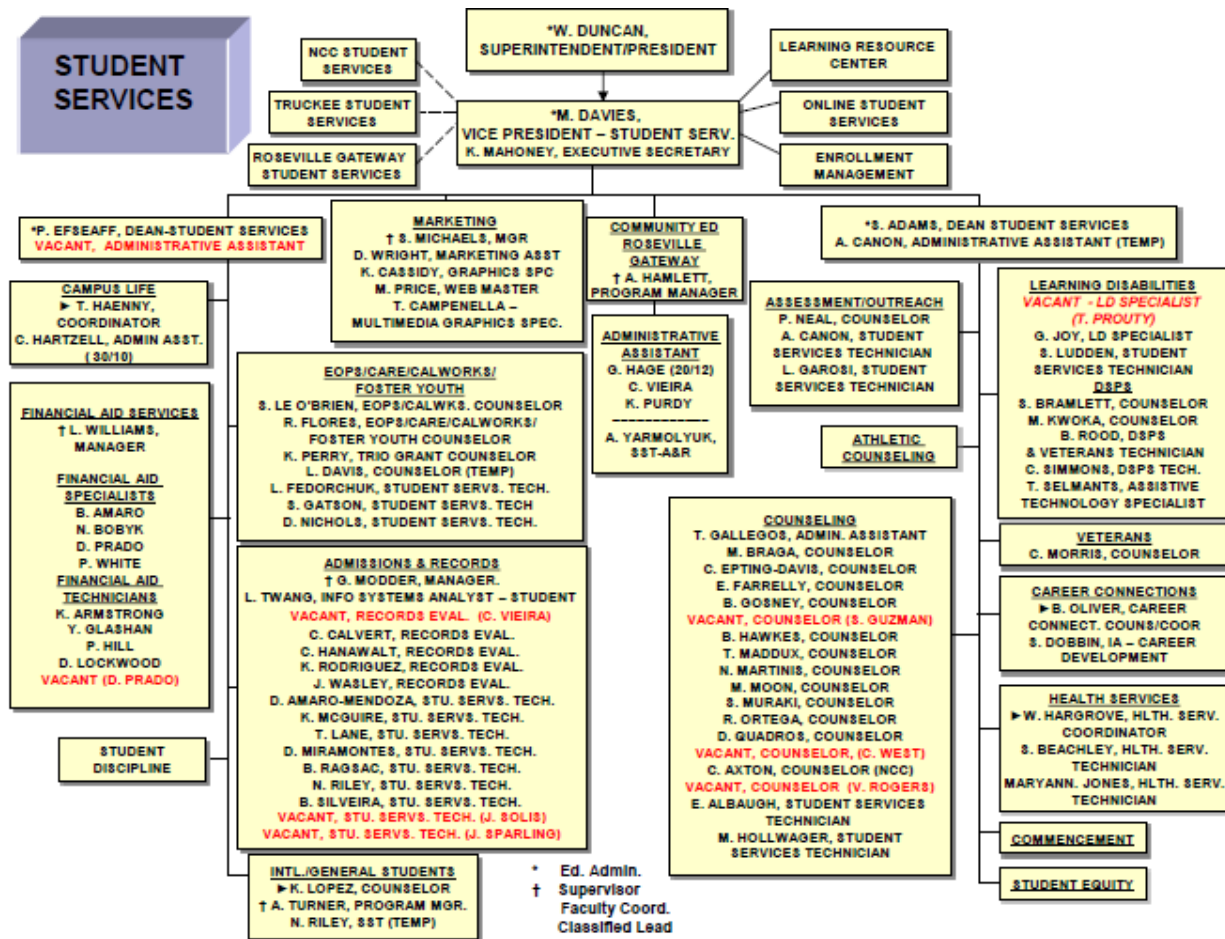
**TAHOE-TRUCKEE
CAMPUS**



* Ed. Admin.
† Supervisor
Faculty Coord.
Classified Lead







D. Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

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.

2. Mission

The college's current Mission Statement, with its accompanying vision and core values, was approved by the Board of Trustees on June 24, 2008. The Mission Statement was reviewed again and approved by the Board of Trustees on May 8, 2012. Mission Statement:

Sierra College provides a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training, and lifelong learning. The College's programs and services encourage students to identify and to expand their potential. Sierra College students will develop the knowledge, skills and abilities to become engaged and contributing members of the community.

The Mission Statement appears in the College Catalog, on the college website, in the Schedule of Classes, as part of the College's Institutional Goals, and is posted in buildings on the Rocklin, NCC, Truckee, and Roseville Gateway campuses.

3. Governing Board

The Sierra Community College District Board of Trustees consists of seven members elected by the voters from seven trustee areas officially adopted by the Board on March 1, 2013, and one student trustee. As established by Board Policy 2200, Board members are responsible for establishing the mission and goals of the college, developing strong community linkages, creating policies, monitoring the performance of the district, and regularly evaluating the strategic planning and performance of education programs, student services, administrative effectiveness, and the Board of Trustees itself.

Consistent with the California Code of Regulations, Title 5, the Board exercises its right to be an independent policy-making body reflecting in its activities and decisions constituent and public interests as exhibited through Board minutes. Trustees annually file individual conflict of interest statements in compliance with the State's Conflict of Interest Code. 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.

4. Chief Executive Officer

The Superintendent/President of Sierra College is hired and supervised by the Board of Trustees and serves as Secretary to the Board. The President's primary responsibilities are to ensure the implementation of federal, state, and local statutes and regulations as well as Board policies. The Superintendent/President is also responsible for delegating to appropriate staff the conduct of the affairs of the college, and providing leadership in planning, initiating, and evaluating the college's programs and services. William H. Duncan, IV has been Sierra College's Superintendent/President since June of 2011.

5. Administrative Capacity

The administrative staff at Sierra College is adequate in number and sufficient in experience and qualifications to provide appropriate oversight of the college's programs and services. The hiring process ensures that administrators have appropriate preparation and knowledge to direct the administrative services necessary to support the college mission. Each administrative position has a job description outlining the duties and responsibilities associated with that position. All administrators are evaluated annually.

6. Operational Status

Sierra College served over 25,000 students during the 2011 academic year. Students enrolled in day and evening courses during fall, spring, and summer semesters at the main campus in Rocklin, the Nevada County and Tahoe Truckee Campuses, and the Roseville Gateway Center. Students are actively pursuing certificates, associate's degrees and/or transfer to four-year institutions. Sierra College also provides educational opportunities for students who are seeking personal development, career enrichment, or remediation in basic skills courses.

7. Degrees

Consistent with the California Master Plan for Higher Education and its mission, Sierra College offers Associate in Arts and Associate in Science degrees in a variety of majors, as well as Associate in Arts and Associate in Science for Transfer in a variety of programs. Sierra College also offers a large number of Certificates of Achievement and Skills Certificates in career and technical fields. As described in the college catalog, a majority of Sierra College's offerings are in programs that lead to degrees or certificates. The College Catalog contains a listing of degrees and certificates offered, specific course requirements, and the number of units of study required to complete each program.

8. Educational Programs

Sierra College offers educational programs consistent with the mission of the college and the California Community College system. Associate degrees are generally at least two years in

length. All courses fulfill the California Code of Regulations, Title 5 requirements. Course outlines contain student learning outcomes that are achieved through class content, assignments and activities, and are reviewed on a regular basis. Completion of associate degree and general education requirements for the associate degree, articulation agreements with four-year institutions, and advisory committee oversight, ensure that programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to the degrees offered.

9. Academic Credit

Sierra College awards academic credit based on the Carnegie unit standard, the California Code of Regulations, Title 5, and on accepted practices of the California Community College System. Detailed information about academic credit is updated and published annually in the college catalog. The Curriculum Committee reviews all courses to ensure compliance with the California Education Code and Title 5. The credits offered for traditional, online, and televised classes are the same regardless of instructional format or delivery method.

10. Student Learning and Achievement

Programs and courses have defined Student Learning Outcomes, which are posted to the college website with assessments and goals maintained in Tracdat. Programs and courses are regularly assessed through the program and curriculum review process, and Student Learning Outcomes are revised based on assessment results. Faculty ensure that students who complete programs have achieved the programs' outcomes. Sierra College has four broad institutional outcomes which are published on the college website and in the college catalog. These outcomes are: Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship. The Student Learning Outcomes Committee is responsible for assessing institutional learning outcomes.

11. General Education

General Education programs and courses meet and exceed the requirements of Title 5 Regulations. Students must demonstrate mastery of writing and computational skills in order to earn an associate degree. All degree programs require students to complete a minimum of 20 units of general education courses to ensure breadth of knowledge and to encourage intellectual inquiry. The Curriculum Committee evaluates all courses and programs of study for the necessary quality and rigor for inclusion in the General Education sequence.

12. Academic Freedom

Faculty rights, responsibilities, professional obligations and freedom of expression are articulated in the college bargaining agreement between Sierra College and the Sierra College Faculty Association. Through established and documented governance processes of the college, Sierra College ensures that faculty have purview in academic matters, colloquially known as 10+1.

Through Board Policy 4030, the Board of Trustees is committed to Academic Freedom for all instructional faculty members.

13. Faculty

Sierra College maintains a core of qualified full-time and part-time faculty to support the college's mission. The college has, as a stated goal, to increase the ratio of full-time to part-time faculty. The progress towards meeting this goal is regularly reviewed by the Board of Trustees. All faculty meet the California Community College minimum qualifications criteria for instructional faculty. Faculty roles, responsibilities, and rights are outlined in the Sierra College Faculty Association collective bargaining agreement and in the faculty handbooks. Faculty are responsible for, but are not limited to, participation in program review, leadership in curriculum development and assessment, student learning outcomes oversight and assessment of student learning.

14. Student Services

Sierra College provides a variety of services for students that meet the educational, social, and financial needs of its diverse student population. Student Services have defined student learning outcomes related to student development and the services provided. Sierra College offers comprehensive services at the Rockling Campus, Nevada County Campus, and Tahoe-Truckee Campus and many on-site services at the Roseville Gateway Center. 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.

15. Admissions

Sierra College adheres to admissions policies consistent with its mission and with the California Code of Regulations, Title 5. Information about admissions policies and requirements are available in the college catalog and on the college's website.

16. Information and Learning Resources

Sierra College has sufficient print and electronic resources to meet the educational needs of its faculty, students, and staff in order to support all programs. Additional materials are available via interlibrary loan. Students have access from home 24/7 to all online resources and on campus via computer labs and a wireless network.

17. Financial Resources

Sierra College provides sufficient financial resources and an adequate funding base to support student learning programs and services at the college. Audited financial statements and budget

updates are presented to the college community and Board of Trustees on a regular basis. Comprehensive current and retrospective financial and budget data is posted on the Sierra College website. The college has an active, well-funded Foundation and maintains a reserve well above state requirements.

18. Financial Accountability

Sierra College demonstrates financial accountability through the findings of an independent public agency secured by the Board of Trustees to perform regular audits. The Board monitors the auditing process, reviews all audit reports and findings, and accepts the annual independent audit for the College in public session. In all fiscal matters, the college adheres to specific, Board-approved policies and procedures governing the responsible allocation of funds to support its educational programs and support services.

19. Institutional Planning and Evaluation

Sierra College uses its shared governance processes to develop and implement appropriate plans that are consistent with the college mission. The college regularly assesses progress towards achieving stated goals, and regularly reports that progress to the Board of Trustees, other governance bodies, and the community. The college's mission and goals are used to guide decision making processes and allocate resources.

20. Integrity in Communication with the Public

Sierra College offers students, staff, and community members both paper and electronic catalogs containing current information concerning the following:

General Information

- ▶ Official Name, Address(es), Telephone Number(s), and Website 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
- ▶ Degrees, 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

21. Relations with the Accrediting Commission

Sierra College and the Sierra College Board of Trustees assure that the college adheres to the eligibility requirements, accreditation standards, and policies of the Commission. The Accreditation Standards and the recommendations of the Accrediting Commission are incorporated into the Board's planning activities. Sierra College describes itself in identical terms to all accrediting agencies, communicates any changes in accrediting status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Sierra College agrees to comply with Commission requests, directives, decisions, and policies and to make complete, accurate, and honest disclosures.

E. Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and Correspondence Education

Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

In order to meet changing student needs, Sierra College offers distance education courses through live television classes and hybrid and online class offerings. Sierra College meets the Policy on Distance Education and on Correspondence Education as follows:

- ▶ *Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.*

Distance Education courses are developed by appropriate faculty through the existing curriculum process (AP 4020), which directs faculty to consider the appropriateness of, need for, quality of, and feasibility of all courses and programs. Further, additional college policy (AP 4105) requires separate review and certification for courses offered via distance education, which certifies the course quality and requirements of student-instructor interaction.

- ▶ *Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education. Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.*

The current curriculum approval process and electronic curriculum management tools (WebCMS and Tracdat) require faculty to use the same learning objectives and outcomes for all courses, regardless of the delivery method. All sections of distance education courses must have the same student learning outcomes as the face-to-face sections of the course. All online courses are evaluated by students each semester and results are given to the instructors. Online instructors, whether full or part-time, must have at least one of their online classes evaluated during their regular evaluation cycle. Sierra College uses the Canvas Learning Management System to support online and hybrid student learning experiences. In addition, Sierra College offers learning support services and courses, such as Skill Development 10, "How To Be a Successful Online Student," to develop and improve online student learning skills. Currently the Board of Trustees has a goal to increase the proportion of students successfully completing distance education courses. At Sierra, the success rate of online students has gone up 10 points in the past ten years (from 53 to 63%).

- ▶ *Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process. Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.*

In November and December of 2010, the College submitted and the Commission accepted a substantive change proposal that allows the institution to offer Degrees and Certificates via distance education in 54 Certificate and Degree granting programs. All distance education courses are regularly reviewed to determine whether 50% or more of any degree or certificate program is delivered in this instructional mode. Since December of 2010, the college has not added any new distance education Certificates and Degrees.

- ▶ *Institutions which offer distance education must have processes in place through which the institution established that the student who registers in a distance education course is the same person who participated every time in and completes the course and is awarded academic credit.*

The college issues every student a unique identifying number in its Banner Enterprise System. This student identification number is required for log-in to the Canvas Learning Management System every time the student participates in an online class. Students taking the college's live televised classes at a remote location must come to the college testing center and show an ID to take tests for their TV classes.

Policy on Institutional Compliance with Title IV

During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Sierra College meets all requirements of the ACCJC for the Policy on Institutional Compliance with Title IV. Sierra College submits required annual financial aid audits and compliance audits in a timely manner. Sierra College publishes mandated information and requirements for federal financial aid, including satisfactory academic progress, on its website and in the college catalog. The Sierra College 2-Year default rate for fiscal year 2010 is 12.4% and the draft 3 year default rate for 2010 is 17.7.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format. In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

Sierra College works diligently to guarantee that accurate, up-to-date information is delivered to the public. Sierra's Marketing and Public Relations Office ensures that publications and promotional literature meet college, state, and federal guidelines. The college catalog and college website accurately depict college contact information, the college mission and vision, information about academic programs and students services, and other information in accordance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. As an open access institution, Sierra College does not actively recruit students. Sierra College maintains in its catalog and on its website an accurate description of its accreditation status as well as information about national and state legal requirements for licensure eligibility or professional entry requirements for any of the programs it offers.

Policy on Institutional Degrees and Credits

Units of credit, standardized in accordance with Title 5 regulations and the California Community College Chancellor's Office Program and Course Approval Handbook, require three hours of student learning per week throughout the semester for each unit of credit. Sierra College offers degree-applicable and nondegree-applicable credit courses, ranging from CSU/UC transferable to basic skills. Course descriptions, located in the catalog and the schedule of classes, include this information. Graduation from Sierra College with an associate degree is granted upon successful completion of an approved program of study which requires a minimum of 60 degree-applicable semester units.

Policy on Institutional Integrity and Ethics

Sierra College has a published Institutional Code of Ethics, which was adopted June 11, 2007 and reviewed December 3, 2010. Sierra regularly reviews and publishes its Code of Ethics and other policies and standards of behavior, such as Nondiscrimination, Equal Employment Opportunity, and Academic Honesty polices. Board Policies and Administrative Procedures are posted on the college website. The college catalog has specific information for students and community members regarding student services, fees, and descriptions of educational programs. All new employees are given a new employee orientation and attend a mandatory retreat to be familiarized with Sierra College's shared governance practices and ethical expectations.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Sierra Joint Community College District is a single college district. The college has no contractual arrangements with non-regionally accredited organizations that affect accreditation requirements.

F. Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

Summary of Responses to the 2007 Accreditation Visit

As a result of the fall 2007 visit by an ACCJC accrediting team, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges on January 31, 2008 placed Sierra College on Warning with six (6) recommendations. The six recommendations were addressed in the college's October 15, 2008 Follow-Up Report. The College received a Progress Report Visit November 17, 2008. In February 2009 the Commission requested an additional Follow-Up Report by October 15, 2009 to demonstrate resolution to Recommendations 2b and 2d and added an additional Commission Recommendation. After receipt of the college's Follow-Up Report and the report of the evaluation team that visited in October 2009, in January 2010 the Commission took action to accept the college's 2009 Follow-Up Report and removed the college from Warning and reaffirmed its accreditation [[4A.78](#), [4B.107](#), [4B.108](#), [4B.109](#), [4B.110](#)].

On October 15, 2010, the college submitted its Midterm Report. After review of the report, on January 31, 2011 the ACCJC requested the college submit a Follow-Up Report by October 15, 2011 and again on March 15, 2012 to demonstrate the institution's resolution to Recommendation 5 (2007) [[4B.111](#), [4B.112](#), [4B.113](#)].

In July, 2012 after reviewing the Follow-Up Report and the report submitted by the evaluation team that visited April 16, 2012, the Commission confirmed that Sierra College was in compliance with Accreditation Standards on the requirement for a plan to address costs associated with the implementation of GASB 45 as stated in Recommendation 5 from the 2007 comprehensive evaluation.

The college's response to and/or current status regarding each of the seven (7) recommendations emanating from its 2007 visit is provided below.

Recommendation 1: Mission Statement

To ensure services and programs offered by Sierra College are meeting its stated purpose, the team recommends that the college amend the mission statement to specifically identify its intended student population and its commitment to achieving student learning. (Standard I.A.1, IV.B.1.b)

After extensive review and discussion by the college governance community, the Board of Trustees adopted the college's revised Mission Statement and accompanying vision and core values on June 24, 2008. The Mission Statement defines the college's intended student population as "...students having diverse goals, abilities, and needs interested in transfer, career

and technical training, and lifelong learning.” The college submitted a Follow-Up Report on October 15, 2008 to document resolution of this recommendation [[4B.107](#)].

The Mission Statement is contained in Board Policy 1200 which is reviewed and updated along with all board policies at least once every four years, most recently in June 2012 [[1A.1](#), [1A.2](#)].

Recommendation 2: Integrated Planning, Evaluation, and Resource Allocation Decision-Making

In order for the college to ensure an ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation, and re-evaluation, the team recommends the following plan development, implementation, evaluation and improvement steps:

- 2a. Develop a comprehensive, integrated, long-range Strategic Plan including goals that can be used to influence resource allocation decisions. The Strategic Plan should incorporate the priorities established in all of the college’s major plans to include its: i. Technology Plan; ii. Facilities Plan; iii. Educational Master Plan; iv. Human Resources Staffing Plan (I.A.4, I.B.2, I.B.3, 4, III.A.2, III.B.2.b, III.C.2, III.C.1.d).*
- 2b. Modify the budget development process in a manner that will place the college’s Strategic Plan priorities at the center of its resource allocation decisions (III.D.1, I.c).*
- 2c. Develop and work to implement as appropriate a Human Resources Staffing Plan that will satisfy the college’s long standing expression of need for additional full-time faculty and support personnel to improve student learning (III.A.2, II.C.1, II.C.1.a, II.C.1.d).*
- 2d. Develop mechanisms to regularly evaluate all of the college’s planning and resource allocation processes as the basis for improvement (I.B.6, II.A.2.f, II.B.4, III.D.3, IV.A.5).*

Recommendation 2a. - Develop a comprehensive, integrated, long-range Strategic Plan including goals that can be used to influence resource allocation decisions. The Strategic Plan should incorporate the priorities established in all of the college’s major plans to include its: i. Technology Plan; ii. Facilities Plan; iii. Educational Master Plan; iv. Human Resources Staffing Plan. (I.A.4, I.B.2, I.B.3, 4, III.A.2, III.B.2.b, III.C.2, III.C.1.d)

The college submitted a Follow-Up Report on October 15, 2008 to document resolution of this recommendation. The institution has a comprehensive, integrated, Strategic Plan that is updated every three years. Priorities that are established in the District’s 10-year Educational Master Plan, 10-year Facilities Master Plan, and three-year Technology Plan are incorporated in the Strategic Plan.

The Strategic Plan contains four primary goals: 1) educational effectiveness 2) organizational effectiveness 3) resource development and 4) focused access. In order to provide strategic direction and align resource allocations with District planning, the college has defined each of its goals with measurable strategies by which they can be achieved. In its original 2008-2011 Strategic Plan, the District identified twenty-two measurable strategies; the current 2011-2014 Strategic Plan contains twenty-one strategies. Each year the college assesses its progress towards the strategic goals. The Planning and Research Office updates the historical District metrics that track the Strategic Plan's progress, compares these results with other institutions and provides a baseline from which adjustments can be made to carry the institution forward. The report is presented to Strategic Council and the Board of Trustees. The results are used to develop planning and resource prioritization agendas for the upcoming year [[1A.36](#), [1A.37](#), [1A.42](#), [1B.21](#), [1B.36](#), [4B.107](#), [4B.114](#)].

Recommendation 2b. - Modify the budget development process in a manner that will place the college's strategic plan priorities at the center of its resource allocation decisions (III.D.1, 1.c)

The college submitted a Follow-Up Report on October 15, 2008 and on October 15, 2009 to document resolution of this recommendation. Since that report, the college has engaged significant efforts to ensure its Strategic Plan priorities are at the center of resource allocation decisions. The college's planning processes are integrated with resource allocation decisions through two distinct but connected processes that occur at the departmental level: 1) Program Review and 2) electronic Program Assessment and Review (ePAR).

Program Review is a cornerstone of the District's institutional planning. It is a self-study that is conducted every three years by every program and department to assess program effectiveness and resource requirements. Each program must address how its functions align with the District's mission and strategic goals. The Program Review committees for Academic and Student Services and Operations evaluate programs, develop a summary analysis of the review process and its findings, and present these results to their respective senates. Following this review, the analyses are discussed at Strategic Council (the college's highest governance body whose membership includes faculty, management, classified, and students), and its sub-committee, the Planning and Resource Allocation Committee (PARAC). Program Review evaluations and the executive summary provide assessment evidence for resource allocations [[1A.10](#)].

The annually submitted electronic Program Assessment and Review (e-PAR) is another cornerstone, providing the mechanism for departments to connect Program Review outcomes to resource requests. Resource requests include faculty, classified and management positions, as well as facilities and equipment requests. Each resource request is linked to one or more of the District's strategies contained in the District's Strategic Plan. The ePAR requests are reviewed and prioritized at every level of the college: departmental, division, and each executive branch, where the top-tier list is prioritized for final consideration. The top tier from each executive

branch is submitted to PARAC. PARAC also receives an annual report from the Program Review and Program Vitality Committees before making a final recommendation to Strategic Council for requests to be integrated into the budget process. Additionally, beginning with the 2013-2014 budget development cycle, line item departmental budgets were submitted in a revised format to identify their alignment with each of the District's primary goals [[1A.45](#), [1B.42](#), [3D.1a](#), [4B.107](#)].

Recommendation 2c. - Develop and work to implement as appropriate a Human Resources Staffing Plan that will satisfy the college's long standing expression of need for additional full-time faculty and support personnel to improve student learning (III.A.2, II.C.1, II.C.1.a, II.C.1.d).

The college submitted a Follow-Up Report on October 15, 2008 to document resolution of this recommendation. At their September 9, 2008 meeting, the Board of Trustees approved a three-year 2009-2012 Human Resources Staffing plan that identified potential new faculty, classified and management positions. Included in this plan was a proposal to increase the number of full-time faculty by shifting funding distribution from part-time to full-time positions. However subsequent to the development of the staffing plan, other institutional planning and resource allocation processes emerged that the college has found to be more timely and relevant for ensuring it evaluates and prioritizes its staffing needs with regard to available resources.

First, the college tracks and reports on its faculty full-time/part-time ratio and its staffing levels for classified, classified supervisory and educational administrators in its Strategic Plan District Metrics. Goals to improve the faculty full-time/part-time ratio are defined in the metrics and reported on an annual basis. Second, the college uses its Program Review and ePAR planning and resource allocation processes to prioritize and make staffing decisions that align with the strategic goals and are within the resources available for each fiscal year (see response 2b above). In particular, improvement has been made in recent years on the college's full-time/part-time faculty ratio through a bargained agreement to convert part-time positions into full-time and through reductions in faculty re-assigned time. These steps have allowed the District to hire full-time faculty beyond the District's Faculty Obligation Number. In spring 2013, Strategic Council voted to discontinue the Human Resources Staffing Plan and identify additional full-time faculty and support personnel needs through the college's Strategic Plan. The funding mechanism for those needs is the ePAR prioritization and allocation processes [[1B.35](#), [1B.35a](#), [4B.96](#), [4B.107](#)].

Recommendation 2d. - Develop mechanisms to regularly evaluate all of the college's planning and resource allocation processes as the basis for improvement (I.B.6, II.A.2.f, II.B.4, III.D.3, IV.A.5).

The college submitted a Follow-Up Report on October 15, 2008 and on October 15, 2009 to document resolution of this recommendation. Since that report, the college has adopted and implemented a number of additional mechanisms to regularly evaluate its planning and resource

allocation processes. An evaluation cycle was adopted by the Planning and Research Office in spring 2012 to coordinate all evaluation and review processes and ensure that the college engages in a systematic and recurring review of its planning processes. One of the key tasks of both Strategic Council and its subcommittee, PARAC, is to discuss planning processes. Not only do the council representatives contribute to the content of the college's planning efforts, but the critical discussion and evaluation of how the college should modify those planning processes are frequent topics at Strategic Council and PARAC meetings. Planning processes and their review by governance bodies are included as part of the cycle of evaluation, and recommendations are presented to Strategic Council for adoption [[1B.46](#), [1B.47](#)].

For example, in 2012-2013 PARAC recommended significant revisions to its planning and resource allocation cycle to better reflect student learning needs and align more closely integrated planning with resource allocation. This resulted in a recommendation to Strategic Council to modify the planning calendar so that ePARs were completed in the early fall and Program Review in early spring. Additionally, it was recommended that a specific day each semester during flex week be dedicated for planning and assessment purposes. Strategic Council approved the changes that are to take effect in 2013-2014 [[1B.20](#), [4B.107](#)].

Recommendation 3: Student Learning Outcomes

The team recommends that the college identify assessment methods and establish dates for completing student learning outcomes assessments at the institutional level and for all of its courses, programs, and services. This process should also include the development of performance measures to assess and improve institutional effectiveness of all programs and services. The college should disseminate the outcomes widely and use these results in the strategic planning and resource allocation process. It is further recommended that the college include effectiveness in producing student learning outcomes as part of its faculty evaluation process (II.A.1.a, c, II.A.2.a, h, II.B.4, II.C.2, III.A.1.c).

The college submitted to ACCJC as required a Follow-Up Report on October 15, 2008 to document resolution of this and the other recommendations. The report detailed the steps taken and future plans developed to address the deficiencies noted regarding student learning outcomes. An ACCJC visiting team completed a Progress Report Visit on November 17, 2008 to follow up on the college's progress in addressing the recommendations. The report noted that the college had partially implemented Recommendation 3 regarding student learning outcomes and had effectively identified assessment methods and established dates for completing student learning outcomes at the institutional level and for all its courses, programs, and services. The report recognized that the college's processes included performance measures to assess and improve institutional effectiveness of all programs and services, but identified that the college needed to use the results in the strategic planning and resource allocation process. It also identified that the college had yet to include effectiveness in producing student learning outcomes as part of its faculty evaluation process [[4B.107](#), [4B.110](#)].

Since the Progress Report Visit in 2008, the college has implemented a variety of processes and procedures to become proficient in using student learning outcomes assessment and assessment results in all facets of operation of the college—in its courses, programs, services, and for the institution as a whole. In the college's current (2013) self-evaluation, the responses to the Standards articulate well the many and varied efforts that the college has employed to address the Commission's 2007 recommendations and to build on those early efforts to meet the ACCJC's current standards. The following provides a summary of the college's many efforts in this arena since its last accreditation visit.

In 2008 the Academic Senate formed a standing committee, the Student Learning Committee, to lead the process of creating and assessing student learning outcomes. Beginning in 2008, the Office of Instruction provided re-assigned time for a Student Learning Outcomes Coordinator and for six faculty SLO ambassadors. Together, these reassigned faculty worked with the college's faculty and educational administrators to help educate about SLO documentation and to help facilitate implementation of SLO assessment, write course and program SLO handbooks, design and support the college's SLO website, and work with faculty on developing and using course, program, and institutional outcomes and assessments. The SLO Coordinator position has, beginning fall 2013, been subsumed into the newly created Academic Success Coordinator position with a 60% re-assignment. The defined role of this position is to continue to shepherd the college's efforts in identifying and assessing SLOs but also to merge SLO assessment with continual assessment of the college's proficiency in meetings ACCJC's accreditation standards.

Dialogue on assessment has shifted significantly at the college over the last five years, leading to this change. Earlier conversations at flex meetings held by the SLO Coordinator and the SLO Ambassadors focused on how and why to assess student learning. In the last two years, the focus of assessment dialogue with regard to courses and programs has evolved from defining outcomes and assessments to implementing assessments, strengthening the assessment process, and using assessment results for improvement. This shift has resulted in individual faculty gaining and using the expertise to actively and effectively use SLO assessment data to affect student learning improvement, while correspondingly diminishing the need for SLO ambassadors. With a strengthened connection to Program Review, assessment practices are better linked to other processes at the college, especially planning and resource allocation. Building on defined expectations for student learning, programs and courses have developed increasingly sophisticated and reliable assessments, using the results to modify curriculum, pedagogy, and program design. This data has also assisted departments and programs to make more informed judgments and decisions regarding budget planning and resource requests. This shift from process to practice has been aided by the development of simplified and more user-friendly reporting strategies that are described below. To aid programs in developing assessment processes, the Academic Success Coordinator (formerly the SLO Coordinator) will continue to offer a workshop as a part of the fall and spring flex week and the Office of Instruction provides information to department chairs at a bi-annual flex week Department Chairs meeting. In

addition, the Student Services Coordinating Council has also provided workshops and information on assessment practices. These workshops have addressed how to utilize assessment data to identify and address gaps in developing assessments and evaluating results [[1B.3](#), [1B.9](#), [2A.56](#), [2A.57](#), [2A.58](#), [2A.59](#)].

The college utilizes a well-developed process of Curriculum and Program Review to evaluate the quality and integrity of its various programs. Each year all programs and services at the college—instructional, student service, and operational—participate in the electronic Program Assessment and Review (ePAR) process. The ePAR process utilizes data developed and submitted by the Planning and Research Office that provides, for instructional programs specifically, statistical information regarding success and retention along with other metrics relevant to department operations. Additionally, outcomes, assessments, results, and actions—compiled in Tracdat—are available for users developing their ePARs. Each department utilizes this information to evaluate whether and how to adjust the assessment of student learning outcomes and to determine what resources that department needs. The ePAR process links all requests for resources to the Strategic Plan and Mission Statement of the college [[2A.18](#), [2A.19](#)].

Every three years each program participates in a Program Review process that includes ePAR information but expands the evaluation of data to examine the currency and quality of each program. Program Review is required in all programs, whether instructional, student services, or operations, and it remains a central component linking SLO assessment at the course level to college budget and planning and overall quality control. The Program Review process evaluates the effectiveness, relevancy, currency and resources of the program. Instructional programs build their Program Review reports on the planning and results of student learning outcomes assessment. Issues of effectiveness considered during an instructional Program Review include student success and retention as they relate to the different modes of instruction, such as online and on ground, enrollment trends and productivity. The Program Review process is overseen by two Program Review Committees, one for Student Services and Instructional programs, a second for Operational programs. Both committees are comprised of faculty and staff. The Program Review templates and process for both Instruction and Operations are reviewed annually by committees comprised of faculty, staff, educational administrators and managers. The Student Services and Instructional Program Review is a standing committee of Academic Senate and chaired by a faculty member. Programs utilize a template developed by the Program Review Committee and data provided by the Research and Planning Office to review their effectiveness, relevancy, and currency. In addition to the data provided to all programs (DSRs) by the college's Research and Planning staff, program faculty also work with the Research and Planning office and each other to develop data through department meetings, student learning outcomes assessment and faculty review of emerging pedagogies. Program Review committee members then assess each program utilizing a rubric which allows the generation of scores for each of the categories in the Program Review document and an overall evaluation for thoroughness. Committee members rate programs' achievement of the stated goals of Program

Review. Program Review findings are then gathered together and presented to the college community in an annual Executive Report.

The Office of Research and Planning has additionally developed surveys to support programs in collecting and analyzing data as a part of the Program Review process. Individual Program Review documents are gathered into an executive report and included in institutional discussions of planning and budget [[1A.7](#), [1A.8](#), [1A.9](#), [1A.10](#), [1A.11](#), [1A.12](#), [1A.13](#), [1A.39](#), [1A.40](#), [1A.41](#), [1B.7](#), [1B.9](#), [1B.23](#), [1B.24](#), [1B.25](#), [1B.54](#), [1B.67](#), [2A.20](#), [2A.21](#), [2A.22](#), [2A.45](#), [2A.46](#), [2A.47](#)].

In addition to Program Review, instructional programs routinely and systematically evaluate and assess their student learning outcomes at both the course and program levels through department meetings held bi-annually at a minimum. Beginning fall 2012 the need for a designated Planning and Assessment Day for the college was identified through the college's shared governance process and implemented in fall 2013 for bi-annual inclusion in Flex Week activities, with all college departments, programs, and offices encouraged to participate. SLO assessment updating was added in fall 2013 to the institutional scheduling of Instructional Program Review and Curriculum Review (more information on "the Quilt" appears below) to ensure regular evaluation and updating of student learning outcomes. To encourage greater participation by part-time faculty in these processes, three hours of flex credit may be earned by all faculty participating in departmental meetings focused on SLO assessment updating, Program Review, and Curriculum Review.

Over the last five years, the college has implemented a data storage and analysis tool that supports the process of identifying outcomes and assessments. The institution invested in a software program, Tracdat, to assist in data collection for student learning outcomes assessment. Tracdat was set-up to support program outcomes and was connected to the college's annual review and assessment process (ePAR). Programs defined learning outcomes and connected them to courses, degrees, and certificates, recording information from course assessments at the program level. With this investment and support, a faculty-led process identifies and assesses student learning outcomes, using the results to make improvements. Tracdat is also designed to support data collection for the student learning outcomes assessment process. Information can be input directly into Tracdat, and as needed programs can also attach documents as evidence. Tracdat facilitates the expedient creation of assessment reports that can be utilized as a part of the three-year Program Review cycle and annual ePAR process. In addition, this reporting function has simplified data collection for the ACCJC Annual Report as well as for development of is accreditation self-evaluation.

The college uses the Curriculum Review process and an electronic database (WebCMS) to collect and record student learning outcomes and assessment methods. WebCMS holds course information while Tracdat holds program and degree information. This process began with program-level outcome development tied to course-level assessment. In fall 2012, 94.4% of instructional programs had identified outcomes and 63% had completed assessments. 95.8% of

student learning and support activities had outcomes and 79.2% had completed assessments. 81.4% of courses have outcomes. A more recent focus on capturing and developing assessment results for the course-level has led to 54% of courses completing assessments [[2A.54](#), [2A.55](#), [2A.56](#), [2A.59](#)].

Identifying and assessing outcomes and using these results for course and program improvement, has required the campus to adapt to new expectations around gathering and using data. Individual programs use Tracdat to list and update outcomes, assessments, results, and actions. Reports can then be generated to help in planning processes for individual programs as well as the institution as a whole. Evidence from Tracdat is available as a part of the annual review all programs complete (ePAR), as well as the three-year Program Review. To address some faculty concerns with the Tracdat user interface, a second paper-based mode of recording assessment was developed that is easier for some faculty to record data, especially in the context of department-wide assessment sessions. Feedback from faculty involved routinely in assessment of student outcomes through teaching led to the development last year of a simplified outcomes and assessment reporting tool, the Student Learning Assessment Summary (SLAS) as a part of a toolkit for department chairs focused on student learning assessment. The college is committed to developing new methods to more efficiently integrate the paper-based data with Tracdat and other electronic tracking modes. As Tracdat has upgraded and improved so too has the SLAS form been updated to facilitate better interfacing with Tracdat reporting while maintaining accessibility for faculty [[2A.59](#), [2A.61](#)].

This fall of 2013, the college is rolling out improved website navigation to give one-click public access to the SLO information that is currently available as well as to other relevant assessment data such as the California Community Colleges Chancellor's Office "Scorecard" and accreditation-related materials and information. Additionally, the college will monitor and evaluate the newly designed and recently deployed public website in order to determine whether the information made available is adequate and appropriate for our constituencies.

Coordination of student learning outcomes institution-wide is guided by an Institutional Assessment Plan adopted and approved by Academic Senate in 2009 and revised and updated in 2012. Student learning outcomes are defined at the course and program level and linked to degrees and certificates. Assessments are developed by faculty and implemented in courses to provide information used for the improvement of student learning. Student learning outcomes are articulated by faculty and housed in Tracdat. Outcomes are assessed in courses across multiple sections. Evaluation of SLO assessment is included as a component of the Program Review process. Further, outcomes assessment and resulting program improvement information are incorporated into the yearly electronic program assessment review (ePAR) report for planning and resource allocation. Departments use SLO assessment results to support requests for resources [[2A.73](#)].

Faculty develop and use SLOs to determine the appropriate levels and sequence of courses students need to take in a particular degree path. Some degree paths require multiple levels of prerequisites. Some examples include English as a Second Language (ESL), English, Astronomy, Chemistry, Mathematics, and Physics. Vocational education programs (referred by the college as Career and Technical Education or CTE) also utilize student learning outcomes assessment and student achievement data to build paths to success. These competency levels are built by regularly seeking input from their educational and business partners to identify measurable student learning outcomes for courses, certificates and degrees. Faculty in career and technical programs meet 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 to bring courses current and reflective of business/industry changes. The role of advisory committees is critical in rapidly changing industry areas, particularly those involving technology. Changes in pedagogy, curriculum, and degree and certificate patterns reflect this constant adaptation. These meetings stimulate the development of new courses, suggest the deletion of outdated curriculum, improve methods for student assessments, help modify degree and certificate patterns, and provide input for overall Curriculum and Program Review. Besides meetings with industry partners, many faculty members and administrators participate in site visits to the partners' place of business. These 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 drives further development of industry-relevant curriculum and assessment methods [[2A.74](#), [2A.74a](#), [2A.75](#), [2A.75a](#), [2A.76](#), [2A.76a](#), [2A.76b](#), [2A.77](#), [2A.118](#)].

Individual courses and instructional and student services programs have developed student learning outcomes (SLOs) and assessments as a part of the college's regular processes of Curriculum and Program Review. Degree and certificate outcomes and assessments are linked to programs. These processes are now in their second cycle and well-integrated into the college culture. Courses and programs have moved from defining outcomes and assessments to implementing assessments, strengthening the assessment process, and using assessment results for improvement. With a strengthened connection to Program Review, assessment practices are better linked to other processes at the college, especially planning and resource allocation. Reflecting this shift, in spring 2011 the Student Services division began an annual process of using their Coordinating Council meetings to review and discuss assessment results. This allows programs to gather data, discuss it with peers, and utilize it as a part of annual planning and the three-year Program Review cycle [[1A.23](#), [1B.3](#), [1B.7](#), [1B.25](#)].

For instructional programs, Curriculum Review is an important measure of currency. Data provided by both the program and the Department of Research and Planning consider available resources, including staffing and facilities. The data, results and evaluations compiled in these

reports are evaluated by the Program Review Committee and each program is categorized as Critical Attention Needed, Opportunity Identified, or Stable. Some reasons a program might be identified as needing critical attention are a failure to identify and assess student learning outcomes, failure to keep curriculum current, declining enrollments, and changing labor markets. The Operations side of the college continues to revise and hone its Program Review tool to more directly integrate Instructional SLOs [[1A.50](#), [2A.45](#)].

The college relies upon 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. An increasingly well-articulated process for developing and assessing course, program, degree, and certificate outcomes, and strong examples of working assessment plans, reflects the work of faculty to identify and assesses student learning. When appropriate, the faculty rely on the expertise of advisory committees. 92% of Sierra College's Career and Technical Education (CTE) departments met with their advisory committees in the last year. Additionally, some CTE 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. The college is currently building on the assessment progress identified in their "Status Report on Student Learning Outcomes" presented to the Commission in fall 2012 [[2A.77](#)].

To ensure that all courses and programs are evaluated through an on-going, systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans, a variety of processes have long-standing viability and have been recently revised and strengthened to provide meaningful evaluation of programs and courses. All programs are regularly engaged in Program Review, and instructional programs participate in Curriculum Review. A regular assessment of student learning outcomes is designed to support and inform both processes. Beginning in fall 2013, a regular cycle of assessment for student learning will be incorporated into the "quilt" of student learning assessment that includes program and Curriculum Review. These integrated assessments form the foundation of fall semester departmental ePARs, which include requests for resource allocation. Faculty and staff across the campus, including the Academic Senate and its standing committees of Curriculum, Program Review and Program Vitality, department chairs, full-time faculty and deans participate in this systematic review [[1B.7](#)].

To strengthen the relationship between Curriculum Review and relevance, currency, and planning, two changes were recently implemented by the Curriculum Committee. First, in fall 2009 the six-year Curriculum Review process was temporarily suspended for one year so that the Program Review and Curriculum Review processes could be aligned and the Curriculum Committee could focus on strengthening the currency of all courses offered by the college. To support ongoing currency in curriculum, an Incomplete Curriculum Review Process was developed by the Curriculum Committee and adopted by Academic Senate in spring 2010. Second, a new "Planning and Resources" section was added to the Course Outline of Record in

2010. This section was designed to explicitly address the relationship of individual courses to program and institutional relevance and future planning by connecting courses to the mission, institutional outcomes, and ongoing resource needs. Ongoing Curriculum Review processes incorporate both of these changes [[2A.55](#), [2A.86](#)].

As the college continues its use of assessment results as a part of program improvement, corresponding changes are being developed to reflect the role of student learning outcomes in Program Review. The Program Review committee has used evaluation and reflection from committee members and the college community to improve the structure and results of the review process. For example, recent changes have re-organized and clarified the presentation of data and highlighted student learning outcomes. Also, a newly instituted paper-based process, the SLAS, allows faculty in department meetings to discuss and document student learning outcomes and assessment results and to use those results to improve teaching and learning. The paper-based process appeals more to some faculty because it allows them to document what they have always done while accommodating an organic teaching style with which they may be more familiar. Both processes, the software-based and the paper-based, make documenting student learning and its reporting available to all appropriate constituencies. Beginning fall 2013, assessment will be further integrated into Program Review and Curriculum Review by giving all faculty flex credit designated for participation in SLO development and assessment cycle. Revised processes for Program Feasibility and the development of a timeline to better integrate assessment results into institution-wide planning also reflect the college's continuing exploration of ways to strengthen and sustain assessment [[1B.7](#), [1B.20](#), [2A.57](#), [2A.59](#), [2A.89](#)].

The college 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. Credit is based on student achievement of the student learning outcomes as state in the course outline of record. The Course Outline of Record (COR) is kept up-to-date through Curriculum and Program Reviews. Each COR delineates learning objectives that provide faculty with the basis to determine course grades. Learning outcomes include a "C" level, which is a minimum standard of achievement in order to receive course credit. The college catalog describes institutional policies that reflect the generally accepted norms of equivalencies in higher education. Course outlines of record are on file in the Office of Instruction and available to the college community and the public at the college website through WebCMS. The course catalog and the my.Sierra schedule provide 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 evaluate course outcomes and content for accuracy and relevancy at least once every three years either in Curriculum or Program Review. 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. In addition faculty from a number of different disciplines participate in the California Intersegmental Major Preparation Articulated Curriculum Project (IGETC) [[2A.43](#)].

Faculty reference learning objectives in their course syllabi that are distributed to students either in hard copy or electronically through Canvas, the institution's learning management system. The expectations for student learning are explicitly stated in the learning objectives/outcomes noted on the syllabus. Syllabi are requested at the division level each semester and retained on file through the end of each semester. Many instructional programs have made notable progress in assessing learning outcomes.

The college awards degrees and certificates based on student achievement of a program's stated learning outcomes. The college catalog identifies which courses a student must complete in order to be awarded a particular degree or certificate. There are several ways to identify whether a student has been successful in achieving a program's stated learning outcomes. Learning outcomes at the course level support and relate to more broadly defined program learning outcomes. Thus, when a student successfully moves through various courses in a degree pattern they will have been assessed at both the course and program levels in order to receive credit. For example, the History department has identified a program learning outcome of utilizing primary and secondary sources that they have assessed in multiple courses [[2A.103](#)].

Another way to determine student achievement of program outcomes is through the use of a capstone course. For example, Business 150, Business Capstone – is a course in which students integrate and apply acquired knowledge in previous courses in the program sequence. Fourteen programs have gained approval for an associate degree with transfer that has Transfer Model Curriculum status that defines the required program learning outcomes. Successful completion of each course in the degree pattern again indicates successful achievement of a program's stated learning outcomes. Some Career and Technical Education programs ensure student achievement of program learning outcomes through consultation with appropriate regulating agencies. For example, in the Nursing, Administration of Justice, Fire Technology, and Welding programs, California state licensing exams are considered as part of the assessment process. Passing the state regulated test indicates that a student has achieved the program learning outcomes [[2A.104](#), [2A.105](#), [2A.106](#), [2A.107](#)].

Sierra College also imbeds in its course and program SLO assessments the regular assessment of its Institutional Outcomes. Faculty with subject matter expertise, in collaboration with other departmental colleagues and appropriate staff, formulate student learning outcomes at the course and program level to reflect and support these institutional outcomes. Sierra fulfills its commitment to fulfilling its mission, vision, values, and goals as demonstrated by both the content and related student learning outcomes of the many general education classes that address the recognition of what it means to be an ethical human being and effective citizen. Students

must take classes in the social and behavioral sciences, humanities, language and rationality, oral communication, and multicultural studies areas of the GE pattern at Sierra, and these courses help them deepen their sense of themselves as individuals and as members of the world community. The curriculum process ensures that the student learning outcomes for these courses meet GE requirements. These course-level outcomes are also linked to program outcomes that are, in turn, linked to the institutional outcomes of citizenship, communication, critical and creative thinking, and technology and information competence, all of which are essential to one's capability to contribute positively and productively in social, political, and civic life [[2A.43](#)].

Effort is made to ensure that the descriptions of courses and programs in the Sierra College Catalog are accurate and current. The Sierra College catalog describes the courses offered, as well as the degrees and certificates available and the requirements to earn them. The catalog is updated annually according to a timeline involving the Curriculum Committee, division offices, Office of Instruction, and marketing to ensure the information in the catalog is accurate and timely. The catalog contains brief descriptions of the courses; the full list of objectives for each course can be viewed at WebCMS, which is accessible to the public. In addition, deans and department chairs request that these objectives are included in the syllabus for each course. Each student receives a hard copy or an electronic copy of the syllabus and deans request that faculty submit each semester a copy of each course syllabus to retain on file in the division offices [[1A.20](#), [2A.126](#)].

Learning objectives for each course are available at the WebCMS website. Division deans request and compile copies of all syllabi for department reference from all faculty. Furthermore, deans encourage faculty to include course objectives in the syllabus, and to distribute a syllabus to each student. The majority of faculty follow these guidelines and the recently adopted faculty evaluation process, defined in the college's collective bargaining agreement with faculty, emphasizes the importance and centrality to effective teaching of these practices.

Finally, the college has taken steps to ensure that its faculty evaluation process is focused on effectiveness as a teacher as an essential component of all faculty evaluation reports for full and part-time faculty, tenure track, non-tenure track, and tenured faculty. During the 2011-2012 academic year, the District and the faculty union (Sierra College Faculty Association, SCFA) had extensive discussions concerning the evaluation article of the new 3-year SCFA collective bargaining agreement. In order to define the evaluation process more clearly, most of the article was revised. The new article provides an Evaluation Criteria guide and includes the requirement to review all modalities of instruction when conducting an evaluation. The guide covers a wide range of topics from depth of knowledge to effective teaching including the provision and assessment of program, course, and student learning outcomes.

The instructional and student services faculty evaluation process includes classroom and service visitations by members of the review committee. The evaluatee also completes a self-evaluation. Students complete surveys to evaluate a faculty member's performance, including his or her

ability to meet defined student learning outcomes. For example, a counselor's student evaluation form asks students if they were encouraged to pursue their goals and were they listened to without being judged, and were other campus services mentioned or were they explained? Some of the questions answered by students rating instructors are, "Uses textbook(s) that promote student learning," and, "Uses supplemental materials (e.g. handouts, visuals, etc.) that promote student learning." Another student question asks if the instructor, "Presents lessons and/or activities in an organized manner" [[3A.22](#), [3A.24](#)].

On the faculty evaluation form, all of the questions focus on the faculty member's effectiveness in relation to stated student learning outcomes. Since the District's last self-evaluation study in the fall of 2007, much progress has been made towards the goal of making student learning outcomes an integral part of Sierra College culture. As part of the renegotiation of contract language concerning full and part-time faculty evaluations, the faculty self-evaluation now includes specific reference to a faculty member's participation in the SLO process [[2A.53](#), [2A.77](#), [3A.27](#)].

In conclusion, over the past five years the institution has demonstrated a clear commitment to improve its assessment and achievement of course, program and institutional outcomes. The Academic Senate, Student Learning Committee, Curriculum Committee, Office of Instruction, Office of Research and Planning, faculty leaders and educational administrators continue to facilitate a college-wide discussion and evaluation about outcomes and assessment and using assessment results for improvement. Sierra College has increased the number of courses and programs assessing Student Learning institutionally. The number of disciplines actively recording, analyzing and improving their assessments has grown. Department dialog on completing the entire process of defining outcomes, performing assessment and evaluating results for future improvement has increased [[2A.56](#)].

Sierra College has made great strides since its 2007 self-evaluation in addressing the ACCJC's recommendations regarding student learning outcomes, but recognizes that there is still more to do, particularly in regard to improvement of the mechanisms now in place (Tracdat and the SLAS) in the facilitation of ease of use of SLO assessments for faculty and in development of a Program Review form for college Operations units that effectively incorporates student learning outcome assessment results. The evidence above demonstrates that Sierra College continues to build on its responses to the ACCJC's recommendations in 2007, genuinely seeking continuous quality improvement in using SLOs as a central facet of improving our students' learning experience.

Recommendation 4: On-line Support Services for Students

The team recommends that a more robust set of online support services be developed for students at Sierra College to effectively serve students in distance education classes as well as students enrolled in traditional classes at developing Sierra College campus sites. These

services might include but are not limited to tutoring, financial aid advisement, and library services (II.B.3.a, II.C.1, II.C.1.c).

The college submitted a Follow-Up Report on October 15, 2008 to document resolution of this recommendation. With a large geographic service area and diverse communities within it, each of the four college sites (Rocklin, Roseville Gateway, Nevada County and Tahoe-Truckee) serve unique populations. A primary goal of Sierra College has always been to optimize availability for all students to a full range of student and academic support services regardless of where they live.

In its midterm report submitted to the ACCJC on October 15, 2010, the college gave particular attention to Recommendation 4. During the three years since the 2007 comprehensive evaluation, many new online student support services were added. A comprehensive student support enterprise system, Banner, was purchased and implemented. Online services, such as online counseling, online orientation, and library resources were either initiated or greatly expanded. A real-time schedule of classes was developed with the capability to search by course name, location, instructor name, instructional method (e.g. T.V, online, on ground, hybrid), date/ and times, General Education Attribute, and course length [[2B.38](#)].

The conversion of Financial Aid from a standalone product (Powerfaids) to the integrated Banner module provided for real time processing and information sharing that had previously been conducted by the uploading and downloading of files. The Luminis web portal named “mySierra” provides students with a single point of entry and access to all services at the college. The portal provides informational channels, links, and assistance relevant and specific to their interests and goals. In the past three years, the college has fully implemented DegreeWorks, an online degree audit system that students may access through their mySierra portal [[2B.31](#)].

A key development related to support services for students was the college’s decision to provide all students with Sierra College email accounts and to use those accounts as the official mode of communication. When students log into the mySierra web portal, their emails are automatically displayed on their home page, along with other important announcements to help encourage and direct them to the appropriate services [[2B.32](#)].

Since the last comprehensive evaluation in 2007, the college’s library has greatly increased the variety of online databases from which students may search and order books and periodicals. Online tutorials, such as the self-paced information literacy tutorial called SearchPath, assist students in learning how to use the library and its resources, both print and electronic. Students are able access the library’s eContent collection (books, newspapers, journal articles, and full-length films and other video) from home twenty-four hours a day using one search portal, EBSCOhost’s Electronic Discovery Service (EDS). The library also provides the “Ask a Librarian” e-mail reference service where reference librarians respond to student questions and recommend relevant library resources to help them with their research. LibGuides allow

librarians to create, edit, and save on the library home page individualized research guides for various classes and subjects [[2C.9](#), [2C.10](#)].

The college's Distance Learning web pages contain links providing students with comprehensive information about televised courses, online courses, the Canvas course management system, and online student support services. Links are provided to the Distance Learning Handbook that contains minimum computer requirements, FAQ's, strategies for success, and information about course books, adding/dropping procedures, and testing center information. Student information also includes an online student readiness quiz [[4B.115](#)].

Recommendation 5: Plan for Long-Term Debt Financing

The team recommends that the college develop a long-term debt financing plan to address the costs associated with implementation of GASB 45 requirements (III.D.1.c).

The Commission asked that a Follow-Up Report be submitted by March 15, 2012 demonstrating that the college had resolved its deficiencies and met the Accreditation Standards.

The college complied and submitted the Follow-Up Report describing the background regarding the Governmental Accounting Standards Board (GASB) Statement 45 regarding other post-employment benefits or OPEB. The Follow-Up Report provided a history of the college's OPEB planning and institutional responses to manage its OPEB liability. The report reviewed the three distinct options available and the results of the most recent actuarial study. It described the District's plan to fund its OPEB liability which included the elimination of life-time benefits for all employees hired after 1994, the formation and funding of a GASB 45 compliant Irrevocable Trust, and continuing to fund contributions from the general fund using the "pay-as-you-go" model for the foreseeable future. The District has also committed to review the OPEB liability every two years (upon receipt of the GASB 45 required OPEB actuarial report) to determine if any changes to the pay-as-you-go funding plan should be made [[4B.113](#)].

Subsequent to an evaluation team visit on April 12, 2012 the Commission confirmed that the college has implemented appropriate action to comply with Accreditation Standards on the requirement for a plan to address costs associated with the implementation of GASB 45 [[4B.116](#)].

Recommendation 6: Governing Board Evaluation

The team recommends that the Board complete an annual board self-evaluation to ensure that its policies promote quality, integrity, and effectiveness of the student learning programs and services (IV.B.1).

The College submitted a Follow-Up Report on October 15, 2008 documenting that this recommendation had been addressed. The report confirmed that an evaluation was completed by members of the Board of Trustees and a summary was presented at the March 11, 2008 Board

meeting. Additionally, in August 2008, the Board established what has become an annual activity to develop Board goals for each year.

Board Policy 2745 describes the Board's annual self-evaluation process. The Board has complied with its policy and conducted self-evaluations in 2009, 2010, 2011, 2012, and 2013. In the evaluations Board members identify areas they feel need improvement and document specific measures they have taken to address those deficiencies where possible. The Board reviews and discusses the results of its self-evaluation in facilitated open Board meetings [[4B.33](#), [4B.34](#), [4B.35](#), [4B.40](#), [4B.41A](#)].

Commission Recommendation 1: The Commission requires the college to improve its program review process to include analysis of the currency and relevancy of the programmatic curriculum.

The college submitted a follow-up report dated October 15, 2009 to demonstrate that the college's Program Review process ensured a robust assessment of currency, relevancy and effectiveness of not only instructional programs, but also student services and operations. The report provided a history of program review at the college, and an assessment of the progress, analysis, and evaluation to date, as well as future plans [[4B.108](#)].

The follow up team visit on October 23, 2009 submitted its report to the Commission that concluded that the college has on-going, systematic evaluation and planning in place.

“Additionally, a wide range of college personnel are involved in the dialogue that culminates in resource allocation recommendations to the Superintendent/President and the Board of Trustees. In the area of program review the team also concluded that processes are on-going, systematic and are evaluated on a regular basis. The teammembers have witnessed the college make changes to its processes over a period of time adding further support to our conclusions that the college has reached the SustainableContinuous Quality Improvement level of implementation for program review and planning” [[4B.117](#)].

Since that time the college has continued to refine and improve upon its Program Review processes. The college's goal is to become an increasingly data-driven institution that ties decision making at all levels to documented assessment results. Key departmental data for instructional programs has been standardized for comparative purposes. The Planning and Research Office works with Student Services and Operations to help develop appropriate metrics. The use of standardized data elements has dramatically improved the continuity and uniformity of the college's Program Review process [[1B.54](#), [2A.37](#), [2A.38](#)].



Standard I: Institutional Mission and Effectiveness

INSTITUTIONAL MISSION AND EFFECTIVENESS

SIERRA COLLEGE





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 quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA. Mission

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.

Descriptive Summary

The college's revised Mission Statement, with its accompanying vision and core values, was approved by the Board of Trustees on June 24, 2008. This revision was the result of a consensus reached, following extensive discussion, by a subcommittee of Strategic Council. The purpose of the revision was to address a request from the accrediting commission to review the Mission Statement. The new Mission Statement was reviewed by the college's Senates, Strategic Council, the Superintendent/ President, and ultimately approved by the Board of Trustees [[1A.1](#), [1A.2](#), [1A.3](#), [1A.4](#)].

The Mission Statement makes explicit the institution's responsibility to provide the following:

- ▶ A challenging and supportive learning environment
- ▶ Educational opportunities for students with diverse abilities, and needs
- ▶ Curricula and resources to fulfill students' goals in transfer, career and technical training, and lifelong learning
- ▶ Programs and services that encourage students to identify and expand their potential
- ▶ Development of knowledge, skills and abilities for students to become engaged and contributing members of the community

Faculty and staff regularly examine the relevance of the Mission Statement to student learning during the Program Review process. In the course of a three-year cycle, all programs address how they contribute to the District's mission in their Program Review reports. Program Reviews are prepared with input from all constituents: management, faculty, and classified staff.

Discussions are held first at the program level, and then expanded as the report is evaluated by the Program Review Committee (a standing subcommittee of Academic Senate, with membership representing all constituent areas). The results of these efforts are published annually in an Executive Report which is approved by Academic Senate and presented to the Program and Resource Allocation Committee (PARAC), Strategic Council, and the Board [[1A.7](#), [1A.8](#), [1A.9](#), [1A.10](#), [1A.11](#), [1A.12](#), [1A.13](#), [1A.14](#), [1A.15](#), [1A.16](#), [1A.17](#)].

Self Evaluation

The college meets the standard. The Mission Statement is reviewed periodically to make sure it meets the needs of students, faculty and staff, and the community. All college programs undergo a regular review which includes an examination of how each program aligns with and supports the college mission.

Actionable Improvement Plan

The college recognizes the importance of the Mission Statement as its guiding document to help support student learning and will continue to regularly ensure its relevance to the needs of the District.

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

Descriptive Summary

The college establishes student learning programs and services that align with its Mission Statement. The core values link the mission to student learning and guide the District in the implementation of the mission. Specifically, the first core value states, “Sierra College will support and model excellence in teaching, learning, scholarship, and creativity,” while core value seven says “Sierra College will recognize that students are active participants in their education.” Furthermore, the core values detailed in the Mission Statement align with student learning programs through the institutional learning outcomes. Students who have completed the general education sequence are competent in the institutional outcomes which cover the following areas: communication skills, technology and information systems, critical and creative thinking, and citizenship. These competencies link directly to the core values. For example, the competencies in citizenship relate directly to core value number five that states the college will “foster active citizenship in our community, our nation, and our world.” The competencies in technology and information link to the second core value that states the college will “provide the tools for continuing success in an ever changing world.” In addition to the institutional outcomes, the District requires all graduating students to take a course related to multicultural studies that links directly to core value number three, which indicates the college’s commitment to “provide and demonstrate the value of an inclusive community” [[1A.18](#), [1A.19](#), [1A.20](#)].

Another way in which student learning programs and services align with the purposes identified in the Mission Statement is through the Program Review process. Institutional effectiveness is addressed in a separate section of the Program Review document where data on retention, success, enrollment trends, and productivity is analyzed and linked to ePAR goals, strategies and actions. These ePAR goals are linked to District goals and strategies informed by the Mission Statement [[1A.21](#), [1A.22](#), [1A.23](#)].

To ensure that our programs and services are aligned with our student population the college does the following:

- ▶ The college facilitates regular and effective outreach with the external as well as internal community. For example, the Program Vitality process consciously solicits participation from relevant community partners. In April 2012, a community forum met with college representatives to discuss the future of the Construction Technology program; the president, college faculty, executive team members, and Board of Trustees members regularly meet with community partners and leaders for LEED (Linking Education and Economic Development) conferences [[1A.24](#), [1A.25](#), [1A.26](#)].
- ▶ The college constantly maintains and updates its articulation with colleges and universities throughout the state through a designated Articulation Officer.

The Curriculum Committee—a standing committee of Academic Senate—encourages and supports the revision and creation of courses in alignment with the Course Identification Descriptors (C-ID) developed through a partnership with the CSU system. The Curriculum Committee has also been actively involved in assisting programs in the development of Associate Degrees for Transfer (AA-T and AS-T). As of fall 2012, the college has ten AA-T and AS-T degrees and is considered one of the top tier colleges in the state to have accomplished this high level of transfer degree implementation [[1A.20](#), [1A.27](#), [1A.28](#), [1A.29](#)].

Self Evaluation

The college meets the standard. The District aligns its student learning programs and services with the purposes and values outlined in the Mission Statement. Further, in order to achieve its mission the college provides an environment conducive to fulfilling the needs of a student population with diverse goals, needs, and abilities through a variety of programs and services. The ultimate purposes of the college are to develop the students' knowledge, skills, and abilities, to prepare them to be engaged and contributing members of the community, and to facilitate multiple pathways to success.

Actionable Improvement Plan

Sierra College will continue to systematically evaluate and strengthen our programs and services to ensure their alignment with the Mission Statement and the ever-changing student population.

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

Descriptive Summary

The current Mission Statement was reviewed and approved by the Board of Trustees on May 8, 2012. The Board of Trustees' participation in the process of revising or reviewing policies and procedures is described in Board Policy 2410 [[1A.2](#), [1A.17](#), [1A.30](#), [1A.31](#)].

The Mission Statement is published and made available in several places:

- ▶ on posters placed prominently across the campus, including key locations such as the LRC building where the Board of Trustees meetings are held and division offices [[1A.32](#)]
- ▶ on Board agendas [[1A.33](#)]
- ▶ in the college catalog [[1A.34](#)]
- ▶ on the college website [[1A.35](#)]
- ▶ in the Educational Master Plan [[1A.36](#)]
- ▶ in the Facilities Master Plan [[1A.37](#)]
- ▶ in the Community Report [[1A.38](#)]

Self Evaluation

According to the descriptive summary above, the Mission Statement is approved by the governing board and widely published.

Actionable Improvement Plan

The college, in partnership with the Board of Trustees, will periodically review the Mission Statement.

IA 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

As specified by Board policy the Mission Statement is regularly reviewed and revised as necessary by Strategic Council, the college's primary shared governance committee. Strategic Council includes a broad range of college perspectives, including representatives from Academic Senate, Management Senate, Classified Senate, and the Student Senate. In 2011, Strategic Council changed the review cycle for the Mission Statement from three to six years and aligned it with regular review of Board policies. Strategic Council reviewed and approved the current Mission Statement in May 2012. The next review of the Mission Statement will be in 2017 [[1A.2](#), [1B.19](#)].

Self Evaluation

Sierra College meets the standard. Using the institution's shared governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.

Actionable Improvement Plan

Strategic Council will conduct an annual informal review of the Mission Statement to ensure that a six year cycle of review is adequate considering possible changes in district demographics, state or federal legislation, or other unforeseen circumstances.

IA 4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The Mission Statement is an essential foundation for institutional planning and decision-making at Sierra College. It directly informs the Educational Master Plan (EMP), and is listed under "guiding principles" in the opening section. The EMP provides directives for the Program Review process, as well as the Strategic Plan and other planning documents [[1A.36](#)].

The Program Review document includes a *Relevancy* section that asks "How does your program fit within the District mission?" This requires the program, whether instructional, student services or operational, to describe its alignment with and support of the institutional mission. The Strategic Plan goals and strategies have also been developed from principles set forth in the mission. For example, strategy one states that Sierra College will "support high-quality and innovative programs and services that enhance student learning, respond to compelling student and community needs and align with the changing economy." This strategy supports the following section of the Mission Statement that asserts "Sierra College provides a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training and lifelong learning." Board of Trustees' statements reflect the college's desire to support student learning while responding to the differing needs of the students and surrounding community [[1A.21](#), [1A.22](#), [1A.23](#), [1A.39](#), [1A.40](#), [1A.41](#), [1A.42](#)].

The influence of the Mission Statement is evident in the Program Review and Strategic Planning documents, which directly affect the electronic Program Assessment and Review (ePAR) process. Programs, services, and operations engage in annual short-term planning and make resource requests using this process. Each planning unit is required to develop departmental goals and make resource requests aligned with specific strategic goals and District strategies which flow from the mission. The Planning and Resource Allocation Committee (PARAC) prioritizes ePAR resource requests for staff, equipment or facilities based in part on their alignment with the college's mission [[1A.43](#), [1A.44](#), [1A.45](#), [1A.46](#), [1A.47](#), [1A.48](#), [1A.49](#)].

Another example of applying the Mission to inform decision-making involves the procedures for the reduction of educational programs at the college. The college's AP 4023 describes the centrality of the Mission Statement to the strategic reduction of the college's educational programs. Additionally, an Instruction Office document titled "Course Reference Grid," outlines guiding principles for schedule development. The first principle clearly states, "The highest priority for course scheduling are those courses critical to the mandated community college missions of transfer, career technical education, basic skills and workforce development." The grid offers a delineation of classes based on their alignment with the mission, which assists academic divisions in making course reductions [[1A.50](#), [1A.51](#)].

Self Evaluation

The college meets the standard. The mission is central to the college's institutional planning and decision-making. The Mission Statement drives all major planning and provides the foundation for decision-making. The Educational Master Plan, which provides direction for Program Review and Strategic Planning, sets the stage for the ePAR process and the eventual allocation of resources. The Mission Statement contains guiding principles for the restructuring of program offerings as needed [[1A.52](#), [1A.53](#), [1A.54](#), [1A.55](#)].

Actionable Improvement Plan

Strategic Council will conduct an annual informal review to ensure that a six year review cycle is adequate considering possible changes in district demographics, state or federal legislation, or other unforeseen circumstances.

Standard 1A Evidence Documents

<u>Doc No.</u>	<u>Title</u>
1A.1	Board of Trustees minutes, 2008.06.24
1A.2	BP 1200
1A.3	Strategic Council recollections, 2008.04.18
1A.4	Academic Senate recollections, 2008.01.16
1A.5	N/A
1A.6	N/A
1A.7	Program Review Executive Report S09
1A.8	Program Review Executive Report S11
1A.9	Program Review Executive Report S12
1A.10	Program Review Executive Report S13
1A.11	Program Review Executive Report OPS S11
1A.12	Program Review Executive Report OPS S12
1A.13	Program Review Executive Report OPS S13
1A.14	Academic Senate recollections, 2013.05.01
1A.15	PARAC recollections, 2012.03.09
1A.16	Strategic Council recollections, 2012.04.13
1A.17	Board of Trustees minutes, 2012.05.08
1A.18	AP 4025
1A.19	BP 4025
1A.20	Catalog, 2012-13
1A.21	Program Review Report, Anthropology S09
1A.22	Program Review Report, Operations S10
1A.23	Program Review Report, Campus Life S12
1A.24	Program Vitality Report, 2011-12
1A.25	BEST minutes, 2012.04.19
1A.26	LEED Conference, May 2011
1A.27	C-ID website
1A.28	ADT Progress Report, Nov. 2012
1A.29	ADT Status Report, 2013.06.27
1A.30	BP 2410
1A.31	AP 2410
1A.32	Mission Poster
1A.33	Board of Trustees agenda, 2011.07.12
1A.34	Catalog, 2011-12
1A.35	Mission Statement website
1A.36	Educational Master Plan 2009-19
1A.37	Facilities Master Plan 2025
1A.38	Community Report 2012

<u>Doc No.</u>	<u>Title</u>
1A.39	<u>Program Review Template Instruction 2012</u>
1A.40	<u>Program Review Template Operations 2012-13</u>
1A.41	<u>Program Review Template Student Services 2012</u>
1A.42	<u>Strategic Plan 2011-14</u>
1A.43	<u>ePAR Requests Equipment, 4/20/12</u>
1A.44	<u>ePAR Requests Facilities, 5/11/12</u>
1A.45	<u>ePAR Requests Faculty, 5/11/12</u>
1A.46	<u>ePAR Requests Staffing, 4/20/12</u>
1A.47	<u>ePAR Report Action Results Inst 2012</u>
1A.48	<u>ePAR Report Action Results OPS 2012</u>
1A.49	<u>ePAR Report Action Results SS 2012</u>
1A.50	<u>AP 4023</u>
1A.51	<u>Course Reference Grid, 3/31/11</u>
1A.52	<u>Program Feasibility recap, 2012.09.21</u>
1A.53	<u>Program Feasibility recap, 2012.10.03</u>
1A.54	<u>Program Feasibility recap, 2012.10.12</u>
1A.55	<u>Program Feasibility recap, 2012.10.19</u>

IB. Improving Institutional Effectiveness

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 resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

IB 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Self-reflective dialogue about how the college can improve student learning through its processes occurs throughout the organization at every level on a regular basis. The college highly values its collaborative culture; consequently dialogue about improvement of student learning is discussed in district-wide governance groups, is a cornerstone of the Program Review process, and is an ongoing topic at division, department, task force and project team meetings [[1A.10](#), [1A.13](#), [1A.16](#), [1A.17](#), [1A.24](#), [1A.52](#), [1A.53](#), [1A.54](#), [1A.55](#), [1B.1](#), [1B.2](#), [1B.3](#), [1B.4](#), [1B.5](#), [1B.6](#), [1B.7](#), [1B.8](#), [1B.9](#), [1B.10](#), [1B.11](#), [1B.12](#), [1B.13](#)].

The first example of the college's collegial self-reflective dialog is the Institutional Self Evaluation for accreditation. Teams of faculty, classified staff, and managers representing every department and program at every college site have worked together on each standard to gather evidence and construct the narrative [[1B.14](#), [1B.15](#)].

Another example of collegial self-reflective dialog is the discussion and practice surrounding student learning outcomes assessment. Because of the willingness to continue to work through differing points of view, the college has shifted in the last four years from questioning the validity of student learning outcomes to discussing strategies for best assessing student learning. This shift is exemplified by the newly instituted Flex day dedicated to discussion and evaluation of SLO assessments. See standard IB.6 for more detail on SLO Flex day [[1B.16](#)].

Self Evaluation

The college meets the standard. There is ongoing, collegial, and self-reflective dialogue about the continuous improvement of student learning through collaborative processes at every level of the college. As reflected in agenda and minutes, governance committees spend considerable time soliciting input and responding thoughtfully to differing ideas and points of view. This

approach, as illustrated in developing the accreditation self-evaluation, can be less efficient but produces a more informed and widely accepted process that includes the whole college community rather than a small interested subset. See organization of the self evaluation process on page 17 earlier in the document.

Actionable Improvement Plan

The college will continue to ensure that open dialogue occurs through committees, governance groups, and in the planning and evaluation meetings of the institution.

The college will monitor the effectiveness of the newly instituted Flex day dedicated to discuss and evaluate SLO assessment results. Continual adjustments and improvements will be made as necessary to ensure that the college achieves the ongoing collegial self-reflective dialog to which the college is committed.

IB 2. 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.

Descriptive Summary

The institution sets goals to improve its effectiveness consistent with its stated purposes. The college has defined goals in relationship to its mission and has identified metrics to track progress. Measurement of stated goals is central to the evaluative processes described above.

The institution articulates its goals and objectives in its Strategic Plan that is updated every three years. The plan contains four primary goals: 1) educational effectiveness; 2) organizational effectiveness; 3) resources development; and 4) focused access. In order to provide direction to the District's actions and to align resource allocations with district planning, the college has defined each of its goals with measurable strategies by which they can be achieved. A total of twenty-one strategies define the four goals in the 2011-2014 Strategic Plan [[1A.42](#)].

The Planning and Research Office compiles historical District metrics on an annual basis. The Accountability Reporting for Community Colleges (ARCC) report is presented both to the college's primary governance body, Strategic Council, and to the Board of Trustees and allows the college community to engage in reflective dialogue about the college's strengths, weaknesses, and areas needing improvement [[1B.17](#), [1B.18](#), [1B.19](#)].

The college's goals and strategies are integrated throughout the college's budget and planning process via ePAR at the department, division, PARAC, and Strategic Council levels. Clear metrics demonstrating the college's progress on its goals and strategies are regularly tracked,

reviewed, and updated by the college's Research office. For example, strategy number two is to increase the number of Career and Technical Education (CTE) certificates and degrees completed. The District is achieving this goal as demonstrated by metrics showing a 34.2% growth in this area between 2008-09 and 2011-12. A second example is strategy number four: "Increase student success and persistence in distance education courses, basic skills courses, and for historically underrepresented and underserved students." College metrics show an increase in retention rates from fall 2008 to fall 2011 for basic skills students from 81% to 85% and for distance education students from 77% to 79%. The success rate for basic skills students increased from 62% to 69%, and distance learning improved from 58% to 63% [[1B.20](#), [1B.21](#)].

Self Evaluation

The college meets the standard. Significant progress has been made since the last accreditation review in setting institutional goals to improve effectiveness through the college's Strategic Plan, now in its second iteration. Using the annual evaluation cycle, staff understand the strategies and work collaboratively toward assessing and documenting their achievement.

Actionable Improvement Plan

Sierra College will continue to ensure its community engages in regular discussion of the college's goals and strategies and works collaboratively toward their achievement.

IB 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

Each year the college assesses progress towards the twenty-one strategic goals contained in its three-year Strategic Plan. The Planning and Research Office updates the historical District metrics that track the Strategic Plan's progress, compares these results with other institutions and provides a baseline from which adjustments can be made to carry the institution forward. The report is presented to Strategic Council and to the Board of Trustees. The results are used to develop planning and resource prioritization agendas for the upcoming year [[1B.17](#), [1B.19](#), [1B.21](#)].

The college's planning processes are integrated with resource allocation decisions through two distinct but connected processes that occur at the departmental level: 1) Program Review (completed on a three-year cycle); and 2) electronic Program Assessment and Review (ePAR) that is completed annually. Most departments engage a significant portion of their staff in developing the reports. Similar and often parallel cycles of planning and review also exist for

Curriculum Review and, beginning in fall 2013, Student Learning assessment (three year review cycle) [[1B.7](#)].

All departments and programs participate in a three-year cycle of Program Review using both qualitative and quantitative data to evaluate and forecast a longer range perspective. For example, instructional programs utilize standard metrics, Departmental Statistics Reports (DSRs), that include data on productivity, fill rates, and full-time/part-time faculty ratios. Program Review also provides departments an opportunity to track and evaluate progress on achieving student learning outcomes (SLOs) as well as to identify additional necessary resources. The Program Review committees for Academic and Student Services, and Operations evaluate programs, develop a summary analysis of the review process and its findings, and present these results to their respective senates, the Planning and Resource Allocation Committee, and Strategic Council. Program Review evaluations and the executive summary provide assessment evidence for resource allocations; these reports also present each department's three-year planning and needs assessments [[1A.7](#), [1A.8](#), [1A.9](#), [1A.10](#), [1A.11](#), [1A.12](#), [1A.13](#), [1A.14](#), [1A.15](#), [1A.16](#), [1A.21](#), [1A.22](#), [1A.23](#), [1A.39](#), [1A.40](#), [1A.41](#), [1B.22](#), [1B.23](#), [1B.24](#), [1B.25](#), [1B.27](#), [1B.28](#)].

The annual e-PAR cycle provides for shorter-range departmental planning and also is used to track and evaluate departmental progress on achieving course and program level student learning outcomes (SLOs). Departments identify additional resources necessary to improve their SLOs (staffing, equipment, and facilities). Each resource request is also linked to one or more of the goals and strategies contained in the Strategic Plan. The ePAR requests are reviewed and prioritized at every level of the college: departmental, division, and each executive branch, where the top-tier list is prioritized for final consideration. The top tier from each executive branch is submitted to the Planning and Resource Allocation Committee (PARAC), a subcommittee of Strategic Council that makes a final recommendation to be sent to Strategic Council for review and recommendation [[1A.43](#), [1A.44](#), [1A.45](#), [1A.46](#), [1A.47](#), [1A.48](#), [1A.49](#), [1B.30](#)].

Rigorous, ongoing, and integrated planning processes are further demonstrated by the necessary link between information that PARAC assesses to make resource recommendations to Strategic Council and department and program ePARs. These two mechanisms of the planning process for the college are the conduits by which assessments of student learning at the classroom and department level are translated to the larger college community in reflection of its resources assessment and allocation.

An evaluation cycle was adopted by the Planning and Research Office in spring 2012 to coordinate all planning and review processes and ensure that the college engages in a systematic and recurring review of its planning processes. As noted above, a number of these elements are fully instituted at the departmental level through ePAR, program review, and curriculum review. In fall 2012, PARAC revised the planning process to better reflect student learning needs and to more tightly align integrated planning with resource allocation [[1B.20](#), [1B.31](#), [1B.32](#)].

Self Evaluation

The college meets the standard. Significant improvements have been made to ensure an ongoing, open, and collegial cycle of planning, goal setting, resource prioritization and allocation, and evaluation. These processes incorporate a variety of data measuring the college's success in achieving its goals and have initiated or strengthened the ongoing process of data collection, assessment, and evaluation regarding student learning [[1B.7](#), [1B.20](#), [1B.33](#), [1B.34](#)].

The college continues to make adjustments to verify that a systematic review occurs and to ensure that the results of program outcomes are used as a central element in strategic planning and resource allocation. The governance bodies involved in these processes include the Program Review committee, Operations Program Review, Academic Senate, Classified Senate, Management Senate, PARAC and Strategic Council; all of these bodies ultimately accept as their charge the continuous improvement of student learning at the college.

Actionable Improvement Plan

The college will continue to review and improve the integration of assessment and planning at all levels from classrooms to departments and programs to the Board of Trustees.

IB 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 planning process at Sierra College is broad-based and provides college-wide opportunities for input by appropriate constituencies. At its core, the planning process is informed by the Mission Statement and supported by the college's 10-year Educational Master Plan (EMP). This document guides long-range educational planning at the highest level. The 2009-2019 plan was prepared with input from the Academic, Student, Classified, and Management Senates and is being updated during the 2012-13 academic year. It is supported by the college's three-year Strategic Plan. The original 2008-2011 plan was developed through a senate-appointed steering committee and was modified using the college's shared governance process. The college also has developed three-year plans to guide facilities, technology, and human resources allocations. Each is discussed, modified, and approved by appropriate constituencies through the shared governance process [[1A.32](#), [1A.36](#), [1A.37](#), [1A.42](#), [1B.35](#), [1B.36](#)].

The college's planning processes are integrated with resource allocation decisions through two distinct but connected processes that occur at the departmental level: 1) Program Review (completed on a three-year cycle); and 2) electronic Program Assessment and Review (ePAR) that is completed annually.

There are two processes that demonstrate broad-based opportunities for input by appropriate constituents in the allocation of resources to improve institutional effectiveness. The first example is the Academic Senate's Program Vitality Committee consisting of faculty, staff, management, student, and community representatives. The trigger for convening the Program Vitality Committee is defined in AP 4021; this Committee is convened to formally and thoroughly review programs based on qualitative and quantitative data and makes recommendations regarding their continued effectiveness to meet stated student learning outcomes, to fulfill the college's stated mission and goals, and to effectively and efficiently utilize college resources. The Program Vitality Committee's recommendations enter into the consideration of PARAC with regard to resource allocation, specifically the need for full-time faculty [[1B.37](#)].

The second example of a broad-based process for input by appropriate constituencies is a recent innovation now defined as the Full-time Faculty Prioritization Committee. Since fall 2010 representatives from Academic Senate and Deans' Council meet as a group to prioritize the list of requested full-time faculty positions. The process of prioritizing full-time faculty requests for the college has been improved each year since that time, resulting this fall in what all participants agreed was a prioritized list of full-time faculty positions that in all aspects best met the college's needs in respect to its mission and stated strategic goals as well as student learning needs and student demand [[1A.24](#), [1B.38](#), [1B.39](#), [1B.40](#), [1B.41](#)].

Through each layer of the prioritization process, requests are evaluated and prioritized based upon established District planning documents. In order to ensure the viability of requests departments/units must be up-to-date in the Program Review cycle [[1A.21](#), [1A.22](#), [1A.23](#), [1A.43](#), [1A.44](#), [1A.45](#), [1A.46](#), [1A.47](#), [1A.48](#), [1A.49](#), [1B.42](#)].

The extent to which the planning and resource allocation processes result in an improvement of institutional effectiveness is then measured at the departmental level through the Program Review cycle, and at the institutional level through the annual review of historical District metrics and through the results received from the Accountability Reporting for Community Colleges (ARCC) report. Beginning in fall 2013, an additional three-year cycle of student learning assessment will be built into the current cycle of program and curriculum review for all college departments and programs, further tying the need for continuous quality improvement in student learning to the goals of the college at all levels [[1B.7](#), [1B.21](#), [1B.43](#)].

Self Evaluation

The college meets the standard. Collegiality and broad-based participation in planning, resource allocation and evaluation of institutional effectiveness are well-established and effective. With the institutionalization of the PARAC process, improvement of institutional effectiveness can be seen in effective use of scarce resources in particular with the staffing processes over the course of the past four academic years. Other developments, such as the combined Academic

Senate/Deans' Council faculty prioritization committee and the Academic Senate's leadership in decisions involving Program Vitality, all reveal an evolving and expanding view of shared participation in strategic planning and decision-making processes. According to surveys, greater inclusion has led to more satisfaction with the process itself and its decisions. At the same time, the integration of Program Review and planning has allowed for a broader based analysis of individual program effectiveness and contributed to ongoing institutional improvement [[1B.44](#), [1B.45](#), [1B.46](#), [1B.47](#)].

Actionable Improvement Plan

The college will continue its tradition of collegial and shared decision making while continually seeking to improve these processes and assess their results.

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

Descriptive Summary

Sierra College has increasingly become a data-driven institution that ties its decision making at all levels to documented assessment results. Since its creation in 2003, the Planning and Research Office has played a central role in working with staff at all levels of the college to generate effective assessment results for use in their planning, assessment and evaluation processes. The Planning and Research Office publishes an annual Factbook that contains a comprehensive review of key institutional data points such as enrollments, demographics, retention, and persistence and success rates. It conducts independent research studies to assess the effectiveness of educational and student support programs in student learning and deploys surveys to provide student and staff feedback to guide decision-making. It also provides an annual report on the assessments established to measure progress on each of the 21 institutional strategies in the college's Strategic Plan [[1B.21](#), [1B.48](#), [1B.49](#), [1B.50](#), [1B.51](#)].

Key departmental data for instructional programs has been standardized for comparative purposes. The Planning and Research Office provides department statistics reports (DSRs) for instructional programs to review and analyze when completing their three-year Program Reviews and their annual ePARs. The Planning and Research Office works with Student Services and Operations to help develop appropriate metrics. The use of standardized data elements has dramatically improved the continuity and uniformity of the college's Program Review process [[1B.52](#), [1B.53](#), [1B.54](#)].

Assessment findings regarding institutional effectiveness, and the continuous improvements of institutional effectiveness, are shared with various constituents based on the level appropriate for each non-confidential assessment or report. For example, Program Reviews are available to department faculty and staff, planning committees, the Senate, and other internal constituencies

as requested through inside.Sierra (the college's intranet). The Program Review Summary is an internal college document made available to the Academic Senate, Strategic Council, and PARAC on inside.Sierra but not on the public website. The Executive Summary, a part of the larger Program Review report, is an entirely public document, as are general statistics presenting an overall evaluation of program effectiveness [[1A.7](#), [1A.8](#), [1A.9](#), [1A.10](#), [1A.11](#), [1A.12](#), [1A.13](#), [1B.43](#), [1B.48](#), [1B.49](#), [1B.50](#)].

Program Review documents are available to the public following the Brown Act requirements of Academic Senate and its standing committees; thus, employees of the college and members of the community are able to attend these meetings and read the minutes or recollections. All employees receive the agendas and minutes from Academic Senate and Strategic Council, including links to documents such as the Program Review, or attachments. Past Program Review summaries appear on the college web site, but will move to inside.Sierra [[1B.55](#)].

In order to communicate with internal and external constituencies, there are three modalities: inside.Sierra, which is an intranet for internal communication, the Sierra College website, and Sierra College social media such as Facebook and Twitter. The college posts information relevant to quality assurance as it becomes available. For example, the minutes from the June 2011 Board of Trustees reflect the delivery of the 2009-2010 annual report of the Citizens' Oversight Committee, School Facilities Improvement District No. 1. Other documents, or sources of information like the Accountability Reporting for the California Community Colleges (ARCC) are available to the public on the college Website; they also form the basis for the college's annual public response to the data [[1B.18](#), [1B.43](#), [1B.56](#), [1B.57](#)].

SLOs are currently submitted with the annual ePAR but are being moved to WebCMS (the system and site containing Title V course outlines) and will be linked through the Sierra College Catalogue description. Assessment of SLOs appears as an element of Program Review, but beginning in fall 2013, SLOs will become a dedicated part of the Program Review/Curriculum Review three-year cycle. As student learning analysis and assessment is more fully integrated into the college's continuous cycle of improvement analysis, college employees and the public, as appropriate, will have increasing access to this data as well [[1A.20](#), [1A.39](#), [1A.40](#), [1A.41](#), [1B.7](#)].

Self Evaluation

The college meets the standard. Using internal and external sources--inside.Sierra and the college's website as well as social media--the college communicates broadly and appropriately with its various constituencies. The recent addition of the new intranet, inside.Sierra, offers opportunities to expand campus communication that has not yet been fully realized.

Actionable Improvement Plan

The college will continue to evaluate and improve methods of communicating documented assessment results to staff and to the public, as appropriate. The college will work to improve understanding and use of the new intranet website, inside.Sierra.

IB 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.

Descriptive Summary

Sierra College has established numerous interconnected shared governance bodies that are involved with planning and resource allocation. Those bodies most intimately tied to planning and resource allocation processes regularly engage in discussions surrounding the review and modification of all parts of the cycle. Those primary governance bodies include the following committees Program Review, Program Vitality, Planning and Resource Allocation Committee (PARAC), and Strategic Council [[1A.7](#), [1A.8](#), [1A.9](#), [1A.10](#), [1A.11](#), [1A.12](#), [1A.13](#), [1A.24](#), [1A.43](#), [1A.44](#), [1A.45](#), [1A.46](#), [1A.47](#), [1A.48](#), [1A.49](#), [1B.1](#)].

One of the key tasks of Strategic Council is to discuss planning processes. Not only do the representatives from all areas of the college contribute to the content of the plans, but the critical discussion of how the college goes about planning and formulation of proposals to modify those planning processes are frequent topics of conversation at Strategic Council meetings. For example, a discussion of the Facilities Master Plan and the process by which it is comprised was a topic of discussion at the Strategic Council on September 23rd, 2011 [[1B.58](#), [1B.59](#)].

Planning processes and their review by governance bodies are included as part of the cycle of evaluation and the results are presented to Strategic Council for improvement of these processes [[1B.44](#), [1B.45](#), [1B.46](#), [1B.47](#), [1B.60](#)].

It is worth noting that the mission of the PARAC is to “continually review institutional needs.” This review of institutional needs is a key component to assuring the effectiveness of its ongoing planning and resource allocation processes. The continuous review (as opposed to annual review) attests to the deep commitment of the college to establish a culture of effective evaluation and evolution of its planning processes. Thus, continual systematic review and modification of the college's ongoing planning and resource allocation activities is something that is well-established within the culture and institution of Sierra College.

For example, in fall 2012 PARAC revised the evaluation cycle to better reflect student learning needs and to more tightly align integrated planning with resource allocation. In recognition of an inadequate connection between our existing planning and resource allocation processes and our budget planning and to better align our internal process with external budget realities, PARAC

recommended a reconfiguration of needs assessment and resource requests. As of fall 2013, the campus will dedicate a specific day each semester during flex week for planning and assessment purposes. This revision more effectively links all parts of the planning and resource allocation cycle and strengthens campus participation in the budget and planning process [[1B.20](#), [1B.61](#), [1B.62](#)].

In fall 2012, Sierra College continued its commitment to reviewing and modifying its planning processes and procedures. The Academic Senate responded to a request from the Board of Trustees' to craft a new policy to help the school adapt to the realities of declining funding for community colleges. The Senate worked collegially with the college's educational administrators to develop criteria and a process for making reductions to educational programs offered at the college. This committee—known as the Program Feasibility Workgroup—developed administrative procedure 4023, Strategic Reduction of Educational Programs. AP 4023 has been vetted through the college's senates and was approved by Strategic Council on December 7, 2012 [[1A.50](#), [1A.52](#), [1A.53](#), [1A.54](#), [1A.55](#), [1B.63](#), [1B.64](#), [1B.64a](#), [1B.65](#), [1B.66](#)].

Self Evaluation

The college meets the standard. The institution's willingness to regularly and systematically review its planning and resource processes has resulted in an improved cycle for budget planning and resource allocation and has produced new college policies for strategically addressing budget downturns.

Actionable Improvement Plan

The college will continue its willingness to regularly reevaluate and make changes to processes in order to strengthen budget planning and resource allocation. The college should explore ways to expand awareness of these processes to the college community.

IB 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 services.

Descriptive Summary

Sierra College is committed to continuous improvement, and one of the primary catalysts for improvement is from solicited feedback and continuous evaluation, including evaluating the tools used to evaluate. Sierra's culture supports principles of quality assurance: all departments, programs, committees and project teams consistently use evaluation tools and ensure that feedback is solicited appropriately [[1B.8](#), [1B.53](#), [1B.54](#), [1B.67](#), [1B.68](#)].

The Planning and Research Office is responsible to ensure that the college systematically uses its evaluation cycle to gather evidence about the effectiveness of programs and services and

maintains a non-exhaustive list of evaluation mechanisms [[1A.24](#), [1A.52](#), [1A.53](#), [1A.54](#), [1A.55](#), [1B.1](#), [1B.7](#), [1B.31](#), [1B.32](#)].

As a result of these evaluations, instructional programs, student support services and the library and learning support services use the evaluation mechanisms described above in their ePAR and Program Reviews to make changes in their curriculum, budget and personnel requests, their operations, student offerings, and services as reflected in the evidence provided in Standard II.

Self Evaluation

The college meets the standard. The college has made significant progress in evaluating its assessment processes, including its tools and methodologies. A cycle has been established for regular, ongoing assessment of programs and services.

Actionable Improvement Plan

The college will continue to look for ways to evaluate the tools and methodologies currently being used to measure and evaluate programs and services and use this information for improvement.

Standard 1B Evidence Documents

<u>Doc No.</u>	<u>Title</u>
1B.1	<u>Program Vitality Report 2010-11</u>
1B.2	<u>Student Services Survey Discussion</u>
1B.3	<u>SSCC agenda, 2/15/11</u>
1B.4	<u>Facilities Master Planning Task Force recollections, 2012.03.12</u>
1B.5	<u>Academic Senate recollections, 2012.04.18</u>
1B.6	<u>Academic Senate recollections, 2012.10.31</u>
1B.7	<u>Curriculum, Program Review, SLO Cycle, 7/31/13</u>
1B.8	<u>Program Review Survey S11</u>
1B.9	<u>Flex Dept. Mtg. agendas F12</u>
1B.10	<u>SLO Committee minutes, 2010.09.09</u>
1B.11	<u>PARAC recollections, 2012.08.24</u>
1B.12	<u>Board of Trustees minutes, 2013.02.19</u>
1B.13	<u>SLO Committee minutes, 2010-11</u>
1B.14	<u>Accreditation 2013 Self Study Committee Membership</u>
1B.15	<u>Accreditation 2013 Kick Off Presentation May 2011</u>
1B.16	<u>Academic Senate recollections, 2011.11.16</u>
1B.17	<u>Board of Trustees minutes, 2012.07.21</u>
1B.18	<u>Board of Trustees minutes, 2012.10.16</u>
1B.19	<u>Strategic Council recollections, 2012.05.25</u>
1B.20	<u>Budget Development and Planning Timeline, 5/31/13</u>
1B.21	<u>Strategic Plan Metrics, 7/16/12</u>
1B.22	<u>DSR ENGL S12</u>
1B.23	<u>Program Review Rubric Inst 2012</u>
1B.24	<u>Program Review Rubric OPS 2012-2013</u>
1B.25	<u>Program Review Rubric SS 2012</u>
1B.26	N/A
1B.27	<u>Management Senate email approval of Program Review report</u>
1B.28	<u>Strategic Council recollections, 2012.03.23</u>
1B.29	N/A
1B.30	<u>Planning Calendar Spring 2012</u>
1B.31	<u>Master Planning Evaluation Cycle Fall 2009</u>
1B.32	<u>District Evaluation Cycle, 5/11/12</u>
1B.33	<u>Planning Calendar Spring 2013</u>
1B.34	<u>Budget Development and Planning Semester Calendar F13, 6/10/13</u>
1B.35	<u>Staffing Plan 2012-2015</u>
1B.36	<u>Technology Master Plan 2011-14</u>

<u>Doc No.</u>	<u>Title</u>
1B.37	<u>AP 4021</u>
1B.38	<u>Faculty Prioritization Debrief, 2011.12.02</u>
1B.39	<u>Faculty Prioritization Workgroup, 2011.11.09</u>
1B.40	<u>Faculty Prioritization Workgroup, 2012.10.26</u>
1B.41	<u>Faculty Prioritization Workgroup, 2013.02.11</u>
1B.42	<u>Planning and Resource Allocation Process</u>
1B.43	<u>ARCC 2012 Board Report</u>
1B.44	<u>Planning and Governance Survey F09</u>
1B.45	<u>Planning and Governance Survey F09 comments</u>
1B.46	<u>Planning and Governance Survey S12</u>
1B.47	<u>Planning and Governance Survey Report 2012</u>
1B.48	<u>Factbook 2010</u>
1B.49	<u>Factbook 2011</u>
1B.50	<u>Factbook 2012</u>
1B.51	<u>BOT Survey Fall 2011</u>
1B.52	<u>Facilities Ops Survey</u>
1B.53	<u>Student Services Survey F10</u>
1B.54	<u>Student Services Survey S13</u>
1B.55	<u>Program Review inside.Sierra website</u>
1B.56	<u>Board of Trustees minutes, 2011.06.14</u>
1B.57	<u>ARCC 2012 website</u>
1B.58	<u>Strategic Council recollections, 2011.10.07</u>
1B.59	<u>Strategic Council recollections, 2011.09.23</u>
1B.60	<u>Strategic Council recollections, 2012.05.11</u>
1B.61	<u>PARAC recollections, 2012.10.19</u>
1B.62	<u>Strategic Council recollections, 2012.11.07</u>
1B.63	<u>Mgmt Senate recollections, 2012.11.28</u>
1B.64	<u>Classified Senate agenda, 2012.11.28</u>
1B.64a	<u>Classified Senate email re BP approval</u>
1B.65	<u>Strategic Council agenda, 2012.12.07</u>
1B.66	<u>Strategic Council recollections, 2012.12.07</u>
1B.67	<u>Staff Development Survey F11</u>
1B.68	<u>LRC Rocklin Student Survey F09</u>



Standard II: Student Learning Programs and Services

STUDENT LEARNING PROGRAMS AND SERVICES

SIERRA COLLEGE





SIERRA COLLEGE
LGBTS ALLIANCE
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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.

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 at Sierra College address and meet the mission of the institution and uphold its integrity in a number of ways. First, the college offers a range of opportunities with programs geared towards transfer, career technical education, and basic skills. These programs provide students a number of different ways “to identify and achieve their educational goals and expand their potential” regardless of location or means of delivery.” Second, evidence that all instructional programs provide “a challenging and supportive learning environment” can be seen in the various levels of learning opportunities from basic skills classes to honors courses and opportunities for independent study. Third, the college demonstrates that these instructional programs uphold the integrity of the mission of the institution through regular review and assessment. Each of these components will be addressed below [[1A.32](#)].

Fifty seven different instructional programs for credit provide students with a variety of goals including transfer, career and technical training, life-long learning and community education. Programs develop courses, degrees and certificates to help students move from Sierra College to continuing education and employment. Based upon legislation passed in 2010, as of fall 2012 the

college has developed and implemented ten Associate of Art and Associate of Science Transfer (AA-T/AS-T) degrees with plans to develop more by the end of 2014. These degrees, developed through partnerships between community colleges and state universities, simplify and support transfer between the community college and the CSU and provide students with priority acceptance to the CSUs. In addition, working with advisory committees and instructional faculty, career and technical training programs have developed more flexible, student-friendly certificates. For example, the Applied Art and Design program built a set of low-unit certificates in spring 2012 that can be stacked into higher unit certificates or a degree. Informing students of the availability of certificates—a change from past years with Sierra programs — resulted in nearly doubling the number of certificates in Accounting since 2009. According to national data sources, Sierra College students lead their cohorts in overall graduation rate, full-time and part-time retention, and completion of one-year certificates and associates degrees [[1A.20](#), [1A.28](#), [1A.29](#), [2A.1](#), [2A.2](#), [2A.3](#)].

The Osher Lifelong Learning Institute (OLLI) serves the District mature adult community by providing intellectually challenging lifelong learning opportunities. All non-credit courses have been approved by the Curriculum Committee and are taught by experienced faculty. The OLLI program also offers a wide range courses in a variety of subjects screened by an advisory committee consisting of OLLI instructors and a Sierra College educational administrator. Sierra College is one of only two community colleges nationally to receive a grant from The Bernard Osher Foundation to meet the educational needs of older adults. The Sierra College OLLI has been serving the community for twelve years and offers over 175 classes annually for more than 4000 students [[1B.21](#), [2A.4](#), [2A.5](#)].

Finally, Community Education provides classes and activities to meet the needs and interests of the community for enrichment, personal and professional growth. These classes and activities are not-for-credit, fee-based classes in areas of career, computers, creative arts, etc. and are reviewed regularly by Curriculum Committee and Deans' Council. Special activities such as motorcycle training, trips and children's sports camps are also offered. Additionally, more than 300 online courses in a wide variety of subjects provide an abundance of lifelong learning opportunities. Community Education is self-supporting and participant fees cover program costs [[2A.6](#), [2A.7](#), [2A.8](#), [2A.9](#)].

All of these programs support a “learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training and lifelong learning.” The instructional programs of the college also “support and challenge” students with college bridge programs, basic skills courses and honors classes. The Academic Foundations Committee, a standing committee of Academic Senate, works to ensure that basic skills needs are covered through the following programs: First Year Experience, Supplemental Instruction, and Summer Bridge [[2A.10](#), [2A.11](#), [2A.12](#)].

In addition to providing instructional programs that support students with learning opportunities designed to move them into transfer or credit programs, the college also challenges students to expand their potential with opportunities in an honors program. Most degree-applicable courses offered at the college may, with the instructor's permission, be taken for Honors credit. Completion by a student of the Honors contract with an earned course grade of A or B will result in a notation on the student's transcript indicating that the course was "completed with Honors." Once a student completes 15 units of Sierra Honors classes they will receive a transcript notation that indicates they "graduate with Honors" [[2A.13](#), [2A.14](#)].

Students at all campuses have the opportunity to utilize distance education to complete all or part of programs at the college. In order to address the disparity in success and retention of online students compared to that of on ground students, the college offers a course to support the development of the skills and knowledge needed for success as an online learner [[1A.20](#), [2A.15](#)].

Student learning at Sierra College helps students "develop the knowledge, skills and abilities to become engaged and contributing members of the community." One of many ways the college does this is through opportunities to participate in internships designed to allow students to apply their knowledge in the local community. The Internship Program at Sierra College is recognized statewide as a leader in best practices. It provides a unique connection with the community, involves the entire District (and beyond) and serves students throughout the curriculum. Interns in the Police Service Aid (PSA) Program, for example, work at the Rocklin and Nevada County campuses, helping with parking control, security, and support during events. At the Rocklin Police Department they serve a variety of functions, including participating in investigations. Recently, the Sierra College Foundation received from Wells Fargo a \$100,000 grant, half of which has been earmarked to increase and support additional internships at the college and in the college community [[2A.16](#), [2A.17](#)].

The college utilizes a well-developed process of Curriculum and Program Review to evaluate the quality and integrity of these programs. Each year instructional programs participate in the electronic Program Assessment and Review (ePAR) process. The ePAR process utilizes data submitted by the research department that provides statistical information regarding success and retention, and includes a review of student achievement data for that department. Each department utilizes this information to evaluate whether and how to adjust the assessment of student learning outcomes and to determine what resources that department needs. The ePAR process links all requests for resources to the Strategic Plan and Mission Statement of the college [[2A.18](#), [2A.19](#)].

Every three years each instructional program participates in a Program Review process that includes ePAR information but expands the evaluation of data to examine the currency and quality of each program. Finally, every six years each instructional program participates in a formal review of their curriculum offerings designed to evaluate instructional offerings and

ensure programs and services meet the mission are current and appropriate. The college's mission drives these integrated processes [[1B.7](#), [2A.20](#), [2A.21](#), [2A.22](#)].

Self Evaluation

The college meets the standard. Students have access to a wide variety of programs that address and meet the mission of the college. The care in which they are developed and implemented speaks to the integrity of the institution. As a student-centered institution, programs are designed to meet the needs of students, help them grow and develop, and support them as they seek to achieve their goals. The college utilizes data and research, to help build and develop courses and programs.

Through annual reviews of student achievement data and the development and assessment of student learning outcomes, the college annually considers the currency and quality of programs and services. Regular cycles of Curriculum and Program Review are designed to support the evaluation of offerings and ensure programs and services are current and appropriate.

Actionable Improvement Plan

As we continue to integrate and refine our process of evaluations for continual improvement of student learning the college will ensure the centrality of the Mission Statement.

IIA 1a. 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

As an open-entry institution, the college seeks to identify students' academic preparation and educational goals in order to meet their varied educational needs. Students are required to utilize a matriculation process that includes assessment, orientation and counseling, providing the college a baseline to consider course and program development and identify the support students need to succeed. These matriculation practices have provided the Research Office with the necessary data to identify student goals. For example, while 32% of students' educational goals were "uncollected/unknown," as of fall 2011, this number has dropped to 3%. For example 60% of Sierra College students at the Rocklin Campus enter the institution with the goal of transferring to a four-year college, 49% of them with an AA/AS degree. Another 7.5% of students seek AA/AS degrees but do not intend to transfer. The percentage of students seeking to transfer with or without an AA/AS degree at NCC, Roseville Gateway and the Tahoe-Truckee campus is smaller, averaging closer to 50% [[1B.48](#), [1B.50](#)].

The Research Office also helps to identify students who need additional preparation for college-level work; many students are underprepared in Mathematics and English according to our Research Office. With this in mind, the college offers several programs designed to bring students to college-level and to encourage student retention and persistence. The college has developed and implemented an intensive 4-week Summer Bridge program at the Rocklin Campus. This bridge program offers a set of linked courses in Personal Development, Mathematics, and English and is part of the “First Year Experience” program designed to provide a cohort of students the skills, abilities, and knowledge that will move them from basic skills to transfer courses [[2A.10](#), [2A.23](#), [2A.23a](#), [2A.23b](#)].

The college fosters connections between high school and college at both the Nevada County Campus (NCC) and at Tahoe-Truckee Campus. NCC participates in the Ghidotti Early College High School, which offers students concurrent enrollment in Nevada Union High School and Sierra College, providing them the opportunity to complete, simultaneously, their first two years of college while finishing their last two years of high school. Incoming students participate in a Summer Bridge program for new Ghidotti students in August and Sierra faculty volunteer their time to serve as mentors. This two-day program helps students balance their roles as high school students and as college students. While currently the smallest of the Sierra College campuses, Tahoe-Truckee has also developed mechanisms to help with the transition to college, especially with the creation of a Mentor Program in 2010. Each semester new students are paired with a faculty mentor who then acts a resource throughout the semester. The program was designed to help connect new students to the campus and improve retention. For the last three years, 97% of Ghidotti students completed high school along with some college units at the same time [[2A.24](#), [2A.24a](#), [2A.24b](#), [2A.25](#), [2A.26](#)].

The college offers historically under-represented students support and opportunities to expand their potential through the Puente and Umoja programs focused on the Rocklin campus. Puente students succeed at above average rates because of this support while Umoja students succeed at below average rates. The New Legacy Committee, a standing committee of Academic Senate and supported by a grant, offers linked classes to help build a sense of community and move students from basic skills to transfer courses. Programs at the college are designed to encourage students to identify and expand their potential. The College Transition Support Team (CTST) has been in place at the Rocklin campus for almost five years. The CTST offers concentrated services to support former foster youth attending Sierra College. Launched by the state Chancellor’s office, this community partnership with Sierra College has received grant funding for the past three years [[2A.27](#), [2A.27a](#), [2A.28](#), [2A.29](#), [2A.36](#)].

TRiO is a federally funded program for First Generation students (neither parent obtained a bachelor's degree or higher) who are low-income or have a documented disability. This program serves students at the Rocklin campus to help students overcome class, social and cultural

barriers to higher education. TRiO supports students whose educational goal is to transfer to a 4-year university after earning their certificate/degree from Sierra College [[2A.30](#), [2A.30a](#)].

As students on all campuses, regardless of their background, realize their potential and achieve academic success, since 2004 they have been able to participate in Sierra's Honors Program or join Phi Beta Kappa, an honors society for community college students. This award-winning program acknowledges the hard work and success of the students and strengthens their opportunity for transfer to four-year institutions and gives them opportunities to support the school and community. A student who completes 15 units of Sierra honors classes will receive a transcript notation that indicates they "graduate with Honors." Sierra College students who have completed 12 units of transferable course credit at Sierra College with a minimum 3.5 GPA are eligible to join the college's Beta Mu Zeta chapter of the Phi Theta Kappa International Honor Society for two-year colleges. Eligible students receive an invitation to join Phi Theta Kappa via email and/or postal mail during the first month of the fall and spring semesters [[2A.13](#), [2A.14](#), [2A.31](#), [2A.32](#)].

In order to address the learning and scheduling needs of our student population, courses are offered fall, spring, and summer; days, evening, and weekends. Courses are offered in traditional on ground format as well as in a variety of distance learning formats through cable television and iTunes U, hybrid and online. Currently the college is using statistical analysis to identify the student population that is being served by the cable television mode of delivery in order to determine whether it is possible to reach this population in a more cost-efficient manner. Every course offered at the college is Web-enhanced through the online course management system, Canvas. Web-enhanced courses allow instructors to supplement traditional classroom resources such as facilitating further discussion, exchanging assignments, answering questions communicating via the college email system with the students throughout the semester [[2A.33](#), [2A.34](#), [2A.35](#)].

Each year instructional programs are provided with Department Statistics Reports (DSR) including data on retention, success, enrollments, productivity, FTEF (Full-time Equivalent Faculty), FTES (Full-time Equivalent Students), fill rates, curriculum, outcomes, and budget. Instructional programs utilize these reports to guide their schedule development each semester. Programs consider the range of offerings to ensure that courses are scheduled to allow students to move through degree and certificate patterns in a timely manner. Programs consider the role of both on ground and online courses, as appropriate, in their offerings. Educational administrators and faculty department chairs work with educational administrators assigned to the Tahoe-Truckee and Nevada County campuses to balance offerings across the District. When the college found it necessary to reduce class offerings because of budget cuts, the Office of Instruction used DSRs to identify 17 programs with the highest demand for transfer and degree applicable courses on each campus. The Vice President of Instruction then worked with deans and department chairs to ensure an adequate number of these courses were offered while strategically

considering the depth and breadth of all offerings available to students. In a similar manner, the college identified the Career and Technical Education programs with the highest demand in order to ensure an adequate number of them were offered [[1A.51](#), [2A.37](#), [2A.38](#), [2A.39](#), [2A.41](#), [2A.42](#)].

Self Evaluation

Sierra College meets the standard. The schedule of courses is extensive and instructors use a wide variety of media and teaching methodologies. The matriculation process identifies student goals and level of preparation for college-level work. There are many support teams in place to aid student populations who have traditionally been underserved. Departments utilize data provided by the Research Office to develop and evaluate their course offerings. Programs are available for students, reflecting their level of preparation and the need to both support and challenge students so they can reach their education goals. The academic calendar is evaluated each year and a variety of factors are considered to make sure the calendar meets the student, staff and budgetary needs of the college. The Research Office uses data from matriculation processes to identify and analyze student goals and levels of college preparation.

Actionable Improvement Plan

Assess the student populations at each center (virtual and in-person) to determine relevant student needs

IIA 1b. 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 institution responds to the current and future needs of the students by making all courses web-enhanced, increasing online offerings and converting more classrooms into smart classrooms with multi-media capabilities. Faculty members with subject matter expertise are responsible for developing courses and determining the appropriate mode of instruction. The possible modes of instruction for each course are indicated on the Course Outline of Record and include on ground and several forms of distance education, such as online, hybrid, cable television / iTunes U. These delivery systems are reviewed by the Curriculum Committee when a new course is proposed and again every six years as part of the Curriculum Review cycle. Through the Curriculum Review process, college departments are required to discern appropriate course delivery modes and teaching methods. The development and review of curriculum is faculty led and evaluated by the Curriculum committee to ensure courses are taught in the appropriate mode of instruction. The college tracks data on student retention and success by instructional method. Individual departments consider this data in annual (ePARs) and three-year reviews of their programs. At an institutional level, the Research and Planning Department

captures this data to use in broader discussions of [[2A.20](#), [2A.21](#), [2A.22](#), [2A.37](#), [2A.38](#), [2A.39](#), [2A.43](#), [2A.44](#), [2A.45](#), [2A.46](#), [2A.47](#)].

In keeping with student need, faculty have put increasing emphasis on teaching methodologies that improve upon lecture and laboratory modes of delivery. Flex workshops, Instructional Skills Workshops, and distance teaching workshops are all offered regularly to assist faculty in improving their teaching skills and familiarity with different modes of delivery. Many faculty augment the lecture/laboratory format with web-enhanced teaching strategies to increase accessibility and communication with students. Other kinds of delivery systems in regular use are multimedia software, PowerPoint presentations, high-speed web connectivity in classrooms allowing for easy access to YouTube, news clips and academic data bases [[2A.48](#), [2A.49](#), [2A.50](#)].

A growing component of instruction at the college and across the state is distance education. Distance Education includes all of the formats for which part of the education is delivered remotely, such as online, hybrid, cable television/ iTunes U. The Distance Learning and Instructional Technology (DLIT), standing committee of the Academic Senate, chaired by a fulltime Distance Learning Coordinator who is also an ex-officio member of the Curriculum Committee, sets the pedagogical standards for online, hybrid and cable/iTunes U courses. The DLIT committee guides the pedagogical development of distance learning courses through an extensive front-end evaluation piece put in place in fall 2009 for all online or hybrid courses [[2A.51](#), [2A.52](#), [2A.53](#)].

Self Evaluation

The college meets meet the standard. Through the curriculum process, faculty determine and revise as needed delivery modes for courses. Evaluation of courses and student learning is utilized to determine the effectiveness of delivery systems and modes of instruction. Most recently, dialogue about the discrepancies in retention and success across instructional methodologies is taking place around the campus at DLIT meetings, Deans' Council meetings, Department meetings, and through the Research and Planning Office. However, there is currently no official venue for student feedback or participation. The discussions have focused on the student population of Distance Learning courses, the faculty evaluation process for online and hybrid courses and instructional methodologies that will improve student success. Online and TV courses serve a slightly different student population; therefore online and TV courses should not be directly compared to traditional format courses, but the retention and success rates for Distance Learning courses have historically been lower than the retention and success rates for traditional format courses. In spring 2012, the faculty contract was revised to ensure that during the faculty evaluation process, each instructional modality is evaluated and that the evaluation of Distance Learning courses receives assistance from a faculty member with distance learning expertise.

Actionable Improvement Plan

The college will ensure successful implementation of the new SCFA contract language regarding Distance Learning modalities. Sierra College will continue to institute processes and mechanisms that ensure teaching methodologies and delivery systems are effective in teaching, delivery, and student learning. In addition, through the Academic Senate the college will investigate ways to include student feedback and participation in regard to its various modes of instruction.

IIA 1c. 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

Individual courses and instructional and student services programs have developed student learning outcomes (SLOs) and assessments as a part of the college's regular processes of Curriculum and Program Review. Degree and certificate outcomes and assessments are linked to programs. These processes are now in their second cycle and well-integrated into the college culture [[1B.7](#)].

Over the last five years, the college has implemented a structure that supports the process of identifying outcomes and assessments. WebCMS holds course information and Tracdat holds program and degree information. This process began with program-level outcome development tied to course-level assessment. As a result, in fall 2012, 94.4% of instructional programs had identified outcomes and 63% had completed assessments. 95.8% of student learning and support activities had outcomes and 79.2% had completed assessments. 81.4% of courses have outcomes. A more recent focus on capturing and developing assessment results for the course level has led to 54% of courses completing assessments [[2A.54](#), [2A.55](#)].

Courses and programs have moved from defining outcomes and assessments to implementing assessments, strengthening the assessment process, and using assessment results for improvement. With a strengthened connection to Program Review, assessment practices are better linked to other processes at the college, especially planning and resource. Reflecting this shift, in spring 2011 the Student Services division began an annual process of using their Coordinating Council meetings to review and discuss assessment results. This allows programs to gather data, discuss it with peers, and utilize it as a part of annual planning and the three-year Program Review cycle [[1A.23](#), [1B.3](#), [1B.25](#)].

Building on defined expectations for student learning, programs and courses have developed increasingly sophisticated and reliable assessments, using the results to modify curriculum, pedagogy, and program design. This data has also assisted departments and programs in adjusting to increasingly diminished funding through budget planning and funding [[2A.56](#)].

To aid programs in developing assessment processes, the Student Learning Outcomes Coordinator offers a workshop as a part of the fall and spring flex week and the Office of Instruction provides information to department chairs. In addition the Student Services Coordinating Council has also provided workshops and information on assessment practices. These workshops have addressed how to utilize assessment data to identify and address gaps in developing assessments and evaluating results [[1B.3](#), [2A.57](#)].

The location of dialogue on assessment has shifted at the college over the last five years. Earlier conversations at flex meetings held by the SLO Coordinator focused on how and why to assess student learning. In the last two years, the focus of assessment dialogue has shifted to the program level where the gathering and considering gaps have moved to include analyzing data to make concrete changes in assessment practices, curriculum, and pedagogy. This also occurs as a part of department meetings and often in support of the Program Review or Curriculum Review process. Programs have worked independently as well as with the support of the SLO Coordinator to build their assessment strategies. This shift from process to practice has been aided by the development of simplified reporting strategies [[1B.9](#), [2A.58](#), [2A.59](#)].

Gathering and interpreting data on student learning and success has resulted in the identification and support of vulnerable student populations. In an environment of diminishing resources at the state level, the college has been able to better focus its resources, leading to the development of TRiO, Summer Bridge, First Year Experience, and courses in basic. Program changes in Distance Learning and the development of a policy for Program Vitality have also been initiated utilizing assessment results [[2A.23](#), [2A.51](#), [2A.52](#), [2A.60](#)].

Self Evaluation

The college meets the standard. The Academic Senate created a standing committee, the Student Learning Committee, in 2008 to lead the process of creating and assessing student learning outcomes. The Office of Instruction provides re-assigned time for a Student Learning Outcomes Coordinator, and the institution invested in a software program, Tracdat, to assist in data collection for student learning outcomes assessment.

With this investment and support, a faculty-led process identifies and assesses student learning outcomes, using the results to make improvements. The institution has demonstrated a clear commitment with institutionalized professional development opportunities for the specific purpose of improving assessment and achievement of course, program and institutional outcomes. The Academic Senate, Student Learning Committee, Curriculum Committee, Office of Instruction, Office of Research and Planning, and faculty leaders continue to facilitate a college-wide discussion and evaluation about outcomes and assessment and how to use the assessment results for improvement. Sierra College has increased the number of courses and programs assessing Student Learning institutionally. The number of disciplines actively recording, analyzing and improving their assessments has grown. Department dialog on

completing the entire process of defining outcomes, performing assessment and evaluating results for future improvement has increased [[2A.56](#)].

Identifying and assessing outcomes and using these results for course and program improvement, has required the campus to adapt to new expectations around gathering and using data. Individual programs use Tracdat to list and update outcomes, assessments, results, and actions. Reports can then be generated to help in planning processes for individual programs as well as the institution as a whole. Evidence from Tracdat is available as a part of the annual review all programs complete (ePAR), as well as the three-year Program Review. To address some faculty concerns with the Tracdat user interface, a second paper-based mode of recording assessment was developed that is easier for some faculty to record data, especially in the context of department-wide assessment sessions. Feedback from faculty involved routinely in assessment of student outcomes through teaching led to the development last year of a simplified outcomes and assessment reporting tool, the Student Learning Assessment Summary (SLAS) as a part of a toolkit for department chairs focused on student learning assessment [[2A.59](#), [2A.61](#)].

The SLO Coordinator offers workshops every Flex week on the topic of the SLO assessment cycles; regular discussion occurs during individual department meetings to plan for any modifications to assessments or improvements to courses and programs based upon results.

Actionable Improvement Plan

The college will continue to strengthen and support the assessment process and continue to encourage programs to use assessment results to make improvements. The college will also continue to explore and facilitate ways to streamline student learning outcomes assessment and facilitate the process of documenting student learning outcomes and assessments. The college will explore how the new course management system, Canvas, will aid in this process.

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.

Descriptive Summary

The college follows Board and Administrative policy to guide in the determination of course and program offerings. In faculty developed and led processes, especially guided by the Curriculum and Program Review Committees and the standing committees of Academic Senate, the college develops and regularly reviews courses and programs to create and ensure high quality offerings. The institution assures the quality and improvement of all instruction courses and programs regardless of type of credit awarded, delivery mode or location by requiring that all courses and

programs go through the processes described below [[1A.18](#), [1A.19](#), [1A.50](#), [1B.37](#), [2A.62](#), [2A.63](#), [2A.64](#)].

Curriculum Committee

The Curriculum Committee, a standing committee of Academic Senate, is responsible for approving all new degrees, certificates, and courses, and revising degrees and certificates. Curriculum Review of existing courses occurs every six years. Instructional programs are developed and kept current by faculty, then approved by the Curriculum Committee under the direction of the Academic Senate, Office of Instruction, and the Chancellor's Office. Procedures and documentation, detailed in handbooks created each academic year for each of these committees, ensure that quality programs meet the institutional mission. The Curriculum Committee evaluates and approves courses and programs based on several categories including: appropriateness to the mission of the California Community Colleges, need, quality, feasibility, and compliance. The Board of Trustees approves all new courses, certificates, and degrees. Faculty and staff have expertise in curriculum, program development, and articulation and attend training to understand the state-wide requirements and the Sierra College policies. Curriculum for all courses offered at Sierra as credit (including Study Abroad) and non-credit (OLLI and Community Education) are reviewed and approved through the Academic Senate's Curriculum Committee. In addition, study abroad instructors apply to teach abroad and are selected by a campus committee that determines which courses will provide the highest level of quality experience for the students at the particular site. Quality is further guaranteed by a site visit by the appropriate dean [[2A.62](#), [2A.64](#)].

Sierra College's Contract Education division conforms to California Education Code Section 78020-78023. Contract education can include for credit, noncredit, and not-for-credit instruction. Most (with very few exceptions) of Sierra College's contracted education is not-for-credit, customized to meet a company's specific workforce needs (e.g. employees learn process improvement methodologies in order to document manufacturing production processes, and then develop an action plan to reduce time, steps, etc. to improve production efficiency). Curriculum is designed to be nonreplicable, is most often delivered on the company's property, is often designed with input from the college's relevant faculty, and is not apportionment generating. It is not reviewed by the College's curriculum committee per Title V requirements but must be reviewed and approved by the college's Board of Trustees [[2A.65](#), [2A.66](#)].

In addition to participating in college processes, new Career and Technical Education (CTE) programs also consult with the "North-Far North" group to discern the best viability and location for such programs. Environmental scans of the demographics and labor markets are conducted to ensure the health of a new program [[2A.67](#)].

Program Review

Every three years, instructional programs go through an extensive Program Review process, evaluating the effectiveness, relevancy, currency and resources of the program. The Program Review template and process is reviewed annually. Programs build their Program Review reports on the planning and results of student learning outcomes assessment. Issues of effectiveness considered during Program Review include student success and retention as they relate to the different modes of instruction, such as online and on ground, enrollment trends and productivity. Curriculum Review is an important measure of currency. Data provided by both the program and the Department of Research and Planning consider available resources, including staffing and facilities. The data, results and evaluations compiled in these reports are evaluated by the Program Review Committee and each program is categorized as Critical Attention Needed, Opportunity Identified, or Stable. Some reasons a program might be identified as needing critical attention are a failure to identify and assess student learning outcomes, failure to keep curriculum current, declining enrollments, and changing labor markets [[1A.50](#), [2A.45](#)].

Program Vitality

The Program Vitality process is designed to provide enhanced review of programs. The Program Vitality committee, an ad hoc committee of Academic Senate, convenes a committee comprised of faculty, educational administrators, the Vice President of Instruction, representation from the Research and Planning Office and representation from the department going through the process. The committee meeting is public and input from students, industry representatives and community members are invited. The process, outlined in AP 4021, includes the gathering and analysis of quantitative and qualitative data including but not limited to quality, time to completion, enrollment and success, and an in-depth extended analysis of the strengths, weaknesses and needs of the program that makes specific recommendations needed for improvement. Such recommendations would include improvements such as additional faculty, more resources, updating the curriculum, reaching out to the community, etc. [[1B.37](#)].

Self Evaluation

Sierra College meets the standard. There is a broad range and level of quality control processes in place for all instructional courses regardless of type of credit awarded, delivery mode or location. Every course and program is subject to review of some sort every three years, rotating between Curriculum Review and Program Review. Program Vitality is designed to assist programs in a more comprehensive review. When a program requires additional resources for improvement there is not a clear understanding of what happens to the program when resources are not allocated. In 2011 the Educational Requirements (Ed Reqs) committee was folded into the curriculum committee for efficiency since the processes in evaluating the appropriateness of programs and certificates was already part of Curriculum Review.

Actionable Improvement Plan

The college will clarify and improve the Program Vitality process in regard to links to resource allocation and establish timelines mandating compliance with recommendations.

IIA 2a. 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

A clearly defined procedure is utilized to design and review courses and programs. This process is detailed in the annually-revised Program and Curriculum Handbook. Curriculum and program development are academic and professional matters which are evaluated through a faculty-driven process led by the Curriculum Committee, a standing committee of Academic Senate, and comprised of a faculty chair, approximately fifteen faculty representatives from the three instructional divisions, three deans, two classified representatives, one student representative, and an articulation officer. The process of program development and review is simplified through a web-based curriculum management system, WebCMS, which assists faculty in aligning student learning objectives with teaching methods, assignments, and assessments to ensure high quality instruction to support Sierra College's mission that states the college will "support and model excellence in teaching, learning, scholarship, and creativity." The course outline of record is available for faculty, staff, students and public review through the college website and instructional offices.

New courses begin with faculty at the department level. Once departmental faculty conceptualize and develop the curriculum for a specific course, the course is electronically submitted via WebCMS to the appropriate instructional dean for approval. The course is then reviewed by the chair of the Curriculum Committee to ensure it meets the academic standards set forth by the committee and the Chancellor's Office. Once approved by the chair, it is forwarded to a full review by the committee in an open meeting, with additional faculty input from the subject matter experts. After approval by the committee, additions are forwarded to the Board of Trustees and then electronically submitted to the Chancellor's Office [[2A.1](#), [2A.43](#), [2A.68](#)].

The Curriculum Committee reviews all existing courses in instructional programs every six years through the Curriculum Review Process. This process also reviews any changes to already approved programs or courses that faculty may wish to initiate outside of the six year review timeline. In each case, a course approved by the Curriculum Committee has a formal course outline of record that identifies its units, mode of instruction, outline and student learning outcomes, and examples of assignments and assessments. The outline also addresses the course's appropriateness to the mission of the college and impact on resources [[1B.7](#), [2A.1](#), [2A.55](#)].

Finally, the Curriculum Committee assumed the responsibility of the Education Requirements Committee in 2010 and is now responsible for evaluating degree and certificate approval and review processes. This committee oversees whether the degree or certificate is appropriate to the mission of the college, and whether there is a demonstrated need for the program or certificate, in addition to addressing the issues of quality, feasibility and compliance regarding new and existing programs as defined by the Chancellor's Office. New courses and modifications to existing courses typically can be reviewed in less than one month. The WebCMS system affords an easy interface for faculty to submit curricular changes [[2A.69](#)].

A Program Review cycle, developed in 2009-10 and evaluated annually, is designed to assess entire programs. Academic, student services, and operational departments participate in Program Review every three years. The process is overseen by two Program Review Committees, one for Student Services and Instructional programs, a second for operational programs. Both committees are comprised of faculty and staff. The Student Services and Instructional Program Review is a standing committee of Academic Senate and chaired by a faculty member. Programs utilize a template developed by the Program Review Committee and data provided by the Research and Planning Office to review their effectiveness, relevancy, and currency. In addition to the data provided to all programs (DSRs) by Research, program faculty also work with the Research and Planning office and each other to develop data through department meetings, student learning outcomes assessment, and faculty review of emerging pedagogies. Program Review committee members then assess each program utilizing a rubric which allows the generation of scores for each of the categories in the Program Review document and an overall evaluation for thoroughness. Individual Program Review documents are gathered into an executive report and included in institutional discussions of planning and budget [[1A.7](#), [1A.8](#), [1A.9](#), [1A.10](#), [1A.11](#), [1A.12](#), [1A.13](#), [1B.9](#), [1B.23](#), [1B.24](#), [1B.25](#)].

Self Evaluation

Sierra College meets the standard. Well-established procedures are used to design, assess, and evaluate both courses and programs. The institution recognizes the central role of its faculty in determining the appropriateness of its curriculum and programs at every level. Departmental faculty develop curriculum, which must include learning outcomes. 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). Faculty participate in both the Student Services and Instructional Program Review Committees and the Operations Program Review Committee.

In the regular review of the content and purpose of the Course Outline of Record (COR), the Curriculum Chair initiated a revision of the COR to include a clearer sense of the relationship between individual courses and the Mission Statement [[2A.55](#)].

Actionable Improvement Plan

The college will continue to utilize, and evaluate as needed, the procedures for Curriculum and Program Review to ensure quality courses and programs are developed with a central role for faculty.

IIA 2b. 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.

Descriptive Summary

The institution relies on faculty expertise and the assistance of advisory committees to develop and assess student learning outcomes for courses, degrees, and certificates. Faculty identify competency levels at both the course and program levels and then develop measurable outcomes to determine student learning. Guiding principles for outcomes assessment can be found in the Institutional Assessment Plan, approved by Faculty, Classified, and Management Senates in 2009 and revised in 2012. The institution utilizes an annual electronic Program Assessment and Review (ePAR) process that requires faculty to identify which outcomes have been assessed and the results of the assessment. The ePAR is housed in Tracdat, a data management software that also holds information on program goals and resource needs, that has helped to guide and structure the collection of data [[1B.20](#), [2A.70](#)].

Faculty utilize the support of the Student Learning Committee, a standing committee of Academic Senate, their own increasing experience as subject matter experts utilizing assessment measures, and the input of their advisory committees where available to determine competency levels. For some programs, such as Administration of Justice, Welding, or Physical Education, health and safety expectations play an important role in defining competency. Faculty responsible for transfer courses identify and assess expectations for college-level work. As a part of the curriculum revision process, programs use data provided by the Research and Planning Office to support a statistical validation of prerequisites. Faculty evaluate the effectiveness of prerequisite implementation using student achievement data. For example, Biology discovered prerequisites did not raise success, while Economics has found improved student competency. As a consequence of this analysis, the biology department continues to evaluate what further steps need to be taken to improve student success beyond the use [[2A.38](#), [2A.39](#), [2A.114](#), [2A.72](#)].

Coordination of student learning outcomes is guided by an Institutional Assessment Plan adopted and approved by Academic Senate in 2009 and revised and updated in 2012. Student learning outcomes are defined at the course and program level and linked to degrees and certificates. Assessments are developed by faculty and implemented in courses to provide information used for the improvement of student learning. Student learning outcomes are articulated by faculty and housed in Tracdat. Outcomes are assessed in courses across multiple sections. Evaluation of

SLO assessment is included as a component of the Program Review process. Further, outcomes assessment and resulting program improvement information are incorporated into the yearly electronic program assessment review (ePAR) report for planning and resource allocation. Departments use SLO assessment results to support requests for resources [[2A.73](#)].

Faculty develop and use SLOs to determine the appropriate levels and sequence of courses students need to take in a particular degree path. Some degree paths require multiple levels of prerequisites. Some examples include English as a Second Language (ESL), English, Astronomy, Chemistry, Mathematics, and Physics.

Vocational education programs (referred by the college as Career and Technical Education or CTE) also utilize student learning outcomes assessment and student achievement data to build paths to success. These competency levels are built by regularly seeking input from their educational and business partners to identify measurable student learning outcomes for courses, certificates and degrees. Faculty in career and technical programs meet 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 to bring courses current and reflective of business/industry changes. The role of advisory committees is critical in rapidly changing industry areas, particularly those involving technology. Changes in pedagogy, curriculum, and degree and certificate patterns reflect this constant adaptation. These meetings stimulate the development of new courses, suggest the deletion of outdated curriculum, improve methods for student assessments, help modify degree and certificate patterns, and provide input for overall Curriculum and Program Review. Besides meetings with industry partners, many faculty members and administrators participate in site visits to the partners' place of business. These 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 drives further development of industry-relevant curriculum and assessment methods [[2A.74](#), [2A.74a](#), [2A.75](#), [2A.75a](#), [2A.76](#), [2A.76a](#), [2A.76b](#), [2A.77](#), [2A.118](#)].

Self Evaluation

The college meets the standard. An increasingly well-articulated process for developing and assessing course, program, degree, and certificate outcomes, and strong examples of working assessment plans, reflects the work of faculty to identify and assesses student learning. When appropriate, the faculty rely on the expertise of advisory committees. 92% of Sierra College's Career and Technical Education (CTE) departments met with their advisory committees in the last year. Additionally, some CTE 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. The college is currently building on the assessment progress identified in their "Status Report on Student Learning Outcomes" presented to the Commission in fall 2012 [[2A.77](#)].

Actionable Improvement Plan

The college will continue to use faculty expertise and advisory committees to analyze on data on student progress toward achieving outcomes.

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

Descriptive Summary

High quality instruction begins with a well-qualified 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 (ASCCC) and the Chancellor's Office [Minimum Qualifications for Faculty and Administrators in California Community Colleges]. Prescreening of subject matter qualifications and equivalencies are completed by the Academic Senate Equivalency Chair and at least one discipline faculty expert before submission to Human Resources. A committee comprised of the Equivalency Chair and representatives from the Academic Senate, Human Resources, and Equal Employment Opportunities (EEO), will establish an equivalency hearing for candidate applications lacking the exact minimum qualifications. Concluding review, applications are referred to Human Resources with consent for consideration or a brief explanation of denial of equivalency in minimum qualifications [[2A.78](#), [2A.79](#)].

Hiring practices for full-time instructors include identification of prior academic, educational and professional experience, 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 faculty members as well as staff, administrators, and an EEO representative. Part-time hiring involves review of candidate applications by Human Resources, the division dean, and a discipline-specific faculty member, often the department chair. Applicants are interviewed through a less formal, or intensive, process than that accorded full-time faculty. Interview topics include prior subject matter experience, instructional philosophy, pedagogy and a sample teaching demonstration. Faculty hiring is defined and regulated by law and monitored by the college's Human Resources Officer, the Academic Senate [[2A.80](#), [2A.81](#), [3A.17](#)].

Full and part-time faculty evaluation processes are defined and regulated by the SCFA District Collective Bargaining Agreement (CBA) and monitored by the Academic Senate and the college's Human Resources Officer. The full-time faculty tenure process extends over four years with evaluations occurring in one semester, usually in the fall, each year. Upon tenure, a faculty member is evaluated every three years. Part-time instructors are evaluated in their first year and then once every three years subsequently unless additional evaluation is recommended. Along

with classroom visitation, evaluation feedback is collected from students, faculty peers, and in a self-evaluation by the instructor [[2A.53](#)].

Alongside teaching assignments, faculty are required to participate in Flex Week activities prior to each semester as well as throughout the semester. Staff Development office orchestrates all Flex workshops and adjoining events to support faculty and staff in continued learning for leadership, innovation, effective teaching methodology, technology and student learning needs. Among the programs available is New Faculty Academy (NFA), a semester long workshop assisting new full-time faculty with acclimation to campus policies, resources and pedagogy. Similarly, part-time faculty and staff may participate in Sierra College Orientation Process for Employees (SCOPE). Staff Development hosts several institutes emphasizing collaborative training. Both the Instructional Skills Workshop (ISW) and the Sierra College Collaboration, Communication, Civility and Culture Training (SC4) work to review and evaluate current teaching practices, try new strategies and techniques, solve problems and provide forums for dialogue on defining roles & responsibilities related to the college. A complete schedule of all Staff Development workshops and institutes is available to faculty and staff through Learner Web, an online learning management application.

Through the curriculum process, faculty evaluate breadth, depth, rigor, synthesis and sequencing of classes, taking into account the prerequisites and advisories for courses. Time to completion is initially determined by overall program design and modified as necessary. Sequencing and time to completion vary by discipline and influence individual program length to ensure program integrity and increase student success. For example, some Math, Science and Foreign Language courses depend on sequential development of course material. Appropriate sequencing is evaluated and determined by faculty subject matter experts in the curriculum committee. 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 [[2A.43](#)].

In addition to the Curriculum Review process, faculty evaluate instructional quality, breadth, depth and rigor through the Program Review process described in IIA2b.

Courses are scheduled in order to allow students to complete their programs within two years. Course scheduling is planned and executed by instructional staff. 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 department-level schedules as necessary. Course scheduling also considers course effectiveness, additional costs, student need (timeframes and days), and special populations. In addition, adjustments to the schedule are designed to preserve the integrity of curriculum and programs at each college center, and to coordinate schedules among the Rocklin, Roseville Gateway, and Nevada County campuses. This essential coordination among centers

will intensify with the movement of Roseville Gateway in 2015 and the construction hold on the Lincoln center [[1A.36](#), [1A.51](#)].

Self Evaluation

The college meets the standard. It is committed to fostering high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning for all programs. Standards of instruction begin with an effective hiring process, ongoing staff development opportunities and periodic evaluations of both full-time and part-time faculty. Instructional standards are further supported through the collaboration of faculty in curriculum development, Program Review and scheduling course offerings among campuses.

In recent years, the college has made several adjustments to course offerings in response to the reduction of operational and educational budgets. Reductions aim to maintain the highest priority for courses critical to the mandated community college mission of transfer, career and technical education, basic skills and workforce development.

Actionable Improvement Plan

The college will continue to make high quality programs available to students.

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

Descriptive Summary

Sierra College instructors use a wide range of activities to address visual, auditory, and kinesthetic learning styles. Teaching methods include lecture, discussion, role-play, debate, demonstration, simulation, community service, collaborative group activities, travel, and field work. Visual learning is supported through use of whiteboards, overhead projectors, and VHS and DVD players. These are used with teacher prepared materials such as syllabi, examples, charts, and PowerPoint presentations. These classroom tools are also used with publisher provided materials such as audio CDs and DVDs that accompany textbooks. Smart classrooms allow instructors using these rooms to use document readers to easily display material. Smart classrooms also allow for internet access and the inclusion of material from the worldwide web, enhancing visual and audio input for students. Many course textbooks include online visual and audio components that may be used by instructors during class. Instructors who teach foreign languages, English as a Second Language, and English utilize computer software and online material to gain additional practice in language labs. This required lab component not only supports visual and auditory learning, but also kinesthetic as students work at their own pace responding to prompts. Students have the option of taking Algebra by developing an Individualized Learning Plan (ILP). Instructors also incorporate kinesthetic methods in the lecture component of the course through tools such as the Clicker, a hand held device that

students use to respond instructors. Data is instantly collected, tabulated, and viewed through a computer's projector. Kinesthetic learning is used in various disciplines through the inclusion of a laboratory requirement [[2A.83](#)].

Many instructors use media to enhance learning. Instructors use distance learning management systems as a vehicle for sharing information, conducting discussion, and collaborating with students. Canvas replaced Blackboard in 2013 as the college's course management system. The college offers iTunesU for its televised classes, so students may view instructor lectures at a time that is different than the scheduled class session. Students are able to download all segments on iTunesU to their computer or mobile device. Sierra College's Staff Development Office offers instructors opportunities to improve their knowledge of student learning styles and to develop their strategies to accommodate those styles. For example, Staff Development offers workshops to all staff and faculty that address how to support different learning styles, such as New Faculty Academy, Sierra Online Summit, Instructional Skills Workshops and LearnerWeb.

Personal self-assessment by students is a major component in Personal Development courses, and VARK is one of the common tools used for this purpose. In addition, students enrolled in the First Year Experience (FYE) program use several measures to develop a better understanding of themselves as learners. Each instructor in this program uses different tools, but all use at least two. Examples of learning style assessments used include Kolb Learning Styles, True Colors, and Myers Briggs. This assessment is a required element in the FYE Learning Portfolio [[1A.20](#), [2A.23](#)].

Self Evaluation

The college meets the standard. The college faculty—both full and part-time use a range of delivery modes and a variety of methodologies to meet the needs of its diverse student population and provides a supportive learning environment for students, as outlined in its mission. Staff development opportunities are regularly offered to all faculty and staff to support this standard.

Actionable Improvement Plan

The college will continue to invest in delivery modes and to provide opportunities for faculty to evaluate delivery modes and methodologies as part of instructional improvement.

IIA 2e. 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

The Curriculum Review and Program Review processes (described above) are designed to provide an ongoing, cyclical, and systematic review of all courses and instructional, service, administrative, and operations programs.

Programs are evaluated by committee members for currency, relevance, effectiveness, and overall thoroughness. For example, in the Program Review process program relevancy is indicated by the extent to which the program is consistent with the District's goals as stated in the Mission Statement, the degrees offered and awarded, and the involvement of students and faculty in the community. Using a rubric, committee members rate programs' achievement of the stated goals of Program Review. Program Review findings are then gathered together and presented to the college community in an annual Executive Report. In addition, the Program Review process utilizes a variety of student achievement outcomes including data on retention/success and enrollment; relevancy to district mission, strategic goals and student need; currency in terms of curriculum and outcomes assessment; and resources status and need. The Office of Research and Planning has additionally developed surveys to support programs in collecting and analyzing data as a part of the Program Review process [[1A.7](#), [1A.8](#), [1A.9](#), [1A.10](#), [1A.11](#), [1A.12](#), [1A.13](#), [1A.39](#), [1A.40](#), [1A.41](#), [1B.23](#), [1B.24](#), [1B.25](#), [1B.54](#), [1B.67](#), [2A.45](#), [2A.46](#), [2A.47](#)].

To support instructional programs, and as a part of a wider discussion on the avenues to share learning outcomes more broadly, the Student Learning Committee evaluated all instructional Program Outcomes in spring 2011 and made recommendations to programs to ensure college-level critical thinking and analysis. Additionally, the Program Review process provides an ongoing mechanism to evaluate the efficacy of departmental assessments based upon stated student learning outcomes. The Program Review Committee was formed to read and critique each program's report and to provide an overall assessment of the program's vitality – “stable, opportunity identified or critical attention needed” [[1A.21](#), [2A.56](#), [2A.84](#), [2A.85](#), [2A.85a](#)].

To strengthen the relationship between Curriculum Review and relevance, currency, and planning, two changes were recently implemented by the Curriculum Committee. First, in fall 2009 the six-year Curriculum Review process was temporarily suspended for one year so that the Program Review and Curriculum Review processes could be aligned and the Curriculum Committee could focus on strengthening the currency of all courses offered by the college. To support ongoing currency in curriculum, an Incomplete Curriculum Review Process was developed by the Curriculum Committee and adopted by Academic Senate in spring 2010. Second, a new “Planning and Resources” section was added to the Course Outline of Record in 2010. This section was designed to explicitly address the relationship of individual courses to program and institutional relevance and future planning by connecting courses to the mission, institutional outcomes, and ongoing resource needs. Ongoing Curriculum Review processes incorporate both of these changes [[2A.55](#), [2A.86](#)].

Self Evaluation

The college meets the standard. A variety of processes have long-standing viability and have been recently revised and strengthened to provide meaningful evaluation of programs and courses. All programs are regularly engaged in a three-year Program Review cycle, and instructional programs participate in a six-year Curriculum Review process as well. A regular assessment of student learning outcomes is designed to support and inform both processes. Beginning in fall 2013, a regular cycle of assessment for student learning will be incorporated into the “quilt” of student learning assessment that includes program and Curriculum Review. These integrated assessments form the foundation of fall semester departmental ePARs, which include requests for resource allocation. Furthermore, the ePARs, over a three year period of time, Staff and faculty across the campus, including the Academic Senate and its standing committees of Curriculum, Program Review and Program Vitality, department chairs, full-time faculty and deans participate in this systematic review [[1B.7](#)].

Actionable Improvement Plan

The college will continue to review the Program Review and Curriculum Review processes and documents to refine and strengthen evaluation based upon future needs and plans.

IIA 2f. 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 has developed a set of interconnected processes to maintain the currency of courses and programs. A six-year Curriculum Review process is connected with a three-year Program Review cycle. Both Curriculum and Program Review are designed to support one another and provide ongoing systematic evaluation of courses and programs [[1B.7](#)].

To address ongoing needs and aid in college-wide planning, programs also participate in a set of annual reviews, described as the ePAR (electronic Program Assessment and Review). The ePAR includes program goals and strategies, resource allocation requests, and assessment information for courses, programs, degrees, and certificates. The ePAR utilizes Program Review findings and provides an annual window to review progress on goals identified by programs and linked to the institution’s Strategic Goals and Mission Statement. As a result of these reviews, the institution makes identification and improvement of student learning central to its processes. Programs may also initiate curricular changes outside of the review process based upon changing needs, the

results of student learning outcomes assessment, state mandates, or recommendations from advisory committees [[2A.87](#), [2A.88](#)].

In 2008, to facilitate both assessment and planning mechanisms, the college purchased a data management system designed to help track assessment progress and adapt to the college's annual planning process [[2A.54](#)].

To reflect an increasing focus and corresponding responsibility this places on all faculty, beginning in spring 2013, assessment will be further integrated into Program Review and Curriculum Review by giving all faculty flex credit designated for participation in SLO development and assessment cycle. Revised processes for Program Feasibility and the development of a timeline to better integrate assessment results into institution-wide planning also reflect the college's continuing exploration of ways to strengthen and sustain assessment [[1B.7](#), [1B.20](#), [2A.89](#)].

The college uses the Curriculum Review process and an electronic database (WebCMS) to collect and record student learning outcomes and assessment methods. An electronic database (Tracdat) is designed to support data collection for the student learning outcomes assessment process. Originally Tracdat was set-up to support program outcomes and was connected to college's annual review and assessment process (ePAR). Programs defined learning outcomes and connected them to courses, degrees, and certificates, recording information from course assessments at the program level. Information can be input directly into Tracdat, and as needed programs can also attach documents as evidence [[2A.55](#), [2A.56](#), [2A.59](#)].

Tracdat allows for the easy creation of assessment reports that can be utilized as a part of the three-year Program Review cycle and annual ePAR process. In addition, this reporting function has simplified data collection for the ACCJC Annual Report as well as developing this document [[2A.54](#)].

Self Evaluation

Sierra College meets the standard. Curriculum Review and Program Review provide systematic and integrated planning to ensure currency and relevance at the course and program level. The ongoing annual ePAR process includes measurement of student learning outcomes for courses, degrees, certificates, and programs.

A well-established 6-year Curriculum Review process was strengthened in 2009 with the development and implementation of a process to better ensure courses are regularly revised. In the same time period, a more robust Program Review process was introduced which involved all programs in its initial year before beginning a regular three-year cycle [[2A.43](#)].

As the college continues its use of assessment results as a part of program improvement, corresponding changes are being developed to reflect the role of student learning outcomes in

Program Review. The Program Review committee has used evaluation and reflection from committee members and the college community to improve the structure and results of the review process. For example, recent changes have re-organized and clarified the presentation of data and highlighted student learning outcomes. Also, a newly instituted paper-based process allows faculty in department meetings to discuss and document student learning outcomes and assessment results and to use those results to improve teaching and learning. The paper-based process appeals more to some faculty because it allows them to document what they have always done and accommodates an organic teaching style with which they may be more familiar. Both processes, the software-based and the paper process, make both the process of documenting student learning and its reporting available to all appropriate constituencies [[2A.57](#), [2A.59](#)].

However, to date the District has not been able to completely capture all of the paper-based reporting college-wide. As a consequence, there are more faculty who have assessed both program outcomes and student learning outcomes than appear in TracDat. The college is currently rolling out improved website navigation to give one-click public access to the SLO information that is currently available as well as to other relevant assessment data such as the CCCCCO Scorecard.

Actionable Improvement Plan

The college will develop methods to more efficiently integrate the paper-based data with Tracdat and other electronic tracking modes. Additionally, the college will monitor and evaluate the newly designed and recently deployed public website in order to determine whether the information made available is adequate and appropriate for our constituencies.

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

Descriptive Summary

Currently, Chemistry, English and English as a Second Language (ESL) effectively utilize departmental examinations, and ESL has expanded its offerings of department exams due to evidence of success with this method of evaluation. In addition, the Math Department has implemented a process of common assessments and curriculum in two of its basic skills classes. All departments report continual success with regards to their departmental and program examinations and use various methods to minimize test bias.

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. The American Chemical Society is a professional academic organization that avoids bias by using nationally agreed upon and vetted discipline assessments [[2A.91](#)].

The English department uses a common, department-designed final essay exam for its English A class, which is one level below transfer-level English composition. 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. The English A common final is scored with a rubric, and all scorers are normed prior to the grading session. Each student exam is scored by at least two readers who remain anonymous to each other, and there is a portfolio appeal process to assure that multiple measures are used to assess student performance and to maintain a high level of fairness [[2A.92](#), [2A.93](#)].

The ESL program has a departmental writing exam at all six active levels of ESL. This assessment process has been in place since spring 2001. Faculty members develop the writing exam prompts, and exam effectiveness is measured using a standardized rubric at a faculty scoring session that includes norming to the rubric before exams are read. The program keeps statistics on success rates at each level to allow for examination of student success across levels and semesters. Exam prompts and rubrics are continually updated and improved, and the process helps to create consistency of instruction at each level of the writing program [[2A.94](#), [2A.94a](#)].

In addition to the writing departmental exam, the ESL program has developed final exam templates for all of the ESL reading and grammar courses. The templates are used as guidelines for creating the final exams and enable consistency across sections. The reading templates have been used for six semesters, and the grammar templates were piloted in spring 2012. Templates were developed through a series of ESL assessment meetings and retreats to discuss the curriculum for each course, and to determine the best ways to assess the learning of course objectives as well as course and program outcomes, and share best practices and effective assessment techniques [[2A.95](#), [2A.95a](#), [2A.96](#), [2A.96a](#)].

In fall 2008, the Math Department piloted common assessments for Math 582, a basic skills math course. Faculty from two campuses (NCC and Rocklin) collaborated to develop eight versions of each assessment (i.e., nine chapter tests), common reviews, and lab curriculum that aligned with the new exams. In fall 2009, common assessments and reviews, as well as new lab curriculum were developed for Math 581 [[2A.97](#), [2A.97a](#), [2A.97b](#), [2A.98](#), [2A.98a](#), [2A.99](#), [2A.99a](#), [2A.99b](#)].

Self Evaluation

The college 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.

Actionable Improvement Plan

The college will continue to validate the effectiveness of departmental, course, or program examinations by ensuring unbiased and valid measurements of student learning.

IIA 2h. 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.

Descriptive Summary

Sierra College awards credit based on student achievement of the student learning outcomes as state in the course outline of record. The Course Outline of Record (COR) is kept up-to-date through Curriculum and Program Reviews. Each COR delineates learning objectives that provide faculty with the basis to determine course grades. Learning outcomes include a “C” level, which is a minimum standard of achievement in order to receive course credit.

The college catalog describes institutional policies that reflect the generally accepted norms of equivalencies in higher education. Course outlines of record are on file in the Office of Instruction and available to the college community and the public at the college website through WebCMS. The course catalog and the my.Sierra schedule provide 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 evaluate course outcomes and content for accuracy and relevancy at least once every three years either in Curriculum or Program Review. 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. In addition faculty from a number of different disciplines participate in the California Intersegmental Major Preparation Articulated Curriculum Project (IGETC) [[2A.43](#)].

Faculty reference learning objectives in their course syllabi that are distributed to students either in hard copy or electronically through Canvas. The expectations for student learning are explicitly stated in the learning objectives/outcomes noted on the syllabus. Syllabi are requested at the division level each semester and retained on file through the end of each semester. Many instructional programs have made notable progress in assessing learning outcomes. The following example is typical of faculty using SLOs to determine whether to award credit for course. English as a Second Language has created a checklist of learning outcomes for each ESL course that both faculty and students reference as the semester progresses. In addition, the ESL faculty have worked together to develop, pilot, and implement assessment templates and rubrics for all ESL reading and ESL grammar courses to guide faculty in creating strong tools for use in the assessment of the student learning outcomes and objectives in those courses. In Anthropology courses, some instructors list student learning outcomes and provide students with a menu of assessments by which they can demonstrate their achievement. In order to earn a “C” grade in class students must demonstrate “mastery” of 70% of the assessments. Students who do

not master the outcomes on the first try are allowed one more try to achieve the 70% threshold [[2A.94](#), [2A.95](#), [2A.100](#), [2A.100a](#), [2A.101](#), [2A.101a](#), [2A.102](#)].

Self Evaluation

The college meets the standard. Course outlines of record are kept current through the curriculum processes. The outlines contain the course's stated learning objectives and each student is made aware that credit is awarded based on student achievement of the course's stated learning outcomes.

Actionable Improvement Plan

None.

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

Descriptive Summary

Sierra College awards degrees and certificates based on student achievement of a program's stated learning outcomes. The college catalog identifies which courses a student must complete in order to be awarded a particular degree or certificate. There are several ways to identify whether a student has been successful in achieving a program's stated learning outcomes. Learning outcomes at the course level support and relate to more broadly defined program learning outcomes. Thus when a student successfully moves through various courses in a degree pattern they will have been assessed at both the course and program levels in order to receive credit. For example, the History department has identified a program learning outcome of utilizing primary and secondary sources that they have assessed in multiple courses [[2A.103](#)].

Another way to determine student achievement of program outcomes is through the use of a capstone course. For example, Business 150, Business Capstone – is a course in which students integrate and apply acquired knowledge in previous courses in the program sequence. Fourteen programs have gained approval for an associate degree with transfer that has Transfer Model Curriculum status that defines the required program learning outcomes. Successful completion of each course in the degree pattern again indicates successful achievement of a program's stated learning outcomes. Some Career and Technical Education programs ensure student achievement of program learning outcomes through consultation with appropriate regulating agencies. For example, in the Nursing, Administration of Justice, Fire Technology, and Welding programs, California state licensing exams are considered as part of the assessment process. Passing the state regulated test indicates that a student has achieved the program learning outcomes [[2A.104](#), [2A.105](#), [2A.106](#), [2A.107](#)].

Self 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 the student learning outcomes associated with each course. Program outcomes are the summative knowledge, abilities, and skills students will attain after completing the entire required course of study.

Actionable Improvement Plan

The District will continue to evaluate whether course outcomes are sufficient to indicate student achievement of program learning outcomes.

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.

Descriptive Summary

The Associate Degree Requirements for Sierra College are based upon a clearly and carefully articulated philosophy of general education developed as an administrative procedure and included in the catalogue. The philosophy of general education includes criteria that allow particular courses to be evaluated for inclusion into the general education pattern. As a part of developing or revising curriculum, faculty can request that specific courses be included in general education. The Curriculum Committee, a standing committee of Academic Senate, reviews these proposals and uses the Course Outline of Record (COR) that includes learning outcomes to determine its appropriateness for inclusion in the general education curriculum [[1A.18](#), [1A.20](#), [2A.43](#)].

Self Evaluation

The college meets the standard. The Curriculum Committee chaired by faculty and containing a majority of faculty members, has participated in the development of the general education philosophy and ongoing discussions of its application. As a part of the curriculum process, guidelines allow for the inclusion of courses in the general education curriculum.

Actionable Improvement Plan

The college will continue to apply a clear and rigorous standard, relying on faculty expertise, for the inclusion of courses in the general education pattern.

General education has comprehensive learning outcomes for the students who complete it, including the following:

IIA 3a. 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 [[1A.20](#)].

Self Evaluation

The college meets the standard. The Sierra College general education pattern is designed to introduce students to the major areas of knowledge. Students can also utilize the CSU and IGETC patterns to complete their degree requirements as they pursue an Associate's Degree for Transfer (AA/AS-T) as required by Title V [[1A.18](#)].

Actionable Improvement Plan

The college will continue to review and discuss the place of courses in the general education pattern in order to ensure that students have access to general education courses within the major areas of knowledge.

IIA 3b. 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

To ensure that students have appropriate learning skills, the Sierra College GE pattern requires that students have competencies in writing, reading, oral communication, and quantitative reasoning (GE Area II Learning Skills). Students may also satisfy this requirement via petition certifying acceptable experience and giving an oral presentation to demonstrate proficiency. To ensure that students have skills in scientific and quantitative reasoning, the Sierra College GE pattern requires proficiency in mathematics [[1A.20](#), [2A.108](#)].

The critical analysis/logical thinking requirement is addressed in Sierra's Language and Rationality Area ID of the GE pattern, which includes courses that develop 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. The Communication and Analytical Thinking requirement of the general education pattern offers students a choice of 39 courses that include significant communication and/or analytic thinking [[1A.20](#), [2A.43](#)].

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 integrated throughout the courses in the GE pattern and assessed as one of the college's four institutional outcomes as Technology and Information Competency [[2A.70](#)].

Self Evaluation

Sierra College meets the standard. The GE pattern has been developed in order to ensure that the major learning objectives ensure that students have the capability to become productive individuals and lifelong learners.

Actionable Improvement Plan

The college will continue to review and discuss the place of courses in the general education pattern.

IIA 3c. 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 its mission and vision statements, Sierra College students will “develop the knowledge, skills, and abilities to become engaged and contributing members in a global environment, guided by respect for others and the world in which we live.” The values underpinning this goal include “developing an appreciation for inclusiveness, building meaningful connections with others, and fostering active citizenship in our community, our nation, and our world.” Accordingly, the college's institutional outcomes identify “citizenship” as one of the four core competencies that students will learn, and this includes: ethics, diversity, sustainability/global awareness, and personal responsibility. The other three institutional outcomes, communication, critical and creative thinking, and technology and information competency are also clearly key to ethical and effective citizenship. Faculty with subject matter expertise, in collaboration with other departmental colleagues and appropriate staff, formulate student learning outcomes at the course and program level to reflect and support these institutional outcomes.

To develop these core competencies, the college's General Education program consists of a range of courses to help students become aware of cultural differences, to develop in themselves

a sense of self-esteem, 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 [[1A.18](#), [1A.20](#), [1A.39](#), [2A.70](#), [2A.109](#)].

Self Evaluation

Sierra College meets the standard. The college fulfills its commitment to fulfilling its mission, vision, values, and goals as demonstrated by both the content and related student learning outcomes of the many general education classes that address the recognition of what it means to be an ethical human being and effective citizen. Students must take classes in the social and behavioral sciences, humanities, language and rationality, oral communication, and multicultural studies areas of the GE pattern at Sierra, and these courses help them deepen their sense of themselves as individuals and as members of the world community. The curriculum process ensures that the student learning outcomes for these courses meet GE requirements. These course-level outcomes are also linked to program outcomes that are, in turn, linked to the institutional outcomes of citizenship, communication, critical and creative thinking, and technology and information competence, all of which are essential to one's capability to contribute positively and productively in social, political, and civic life [[2A.43](#)].

Actionable Improvement Plan

The college will continue to include an appreciation of ethical principles as central to the general education course offerings.

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 carried out by the Curriculum Committee. The process requires programs to follow specific guidelines as set forth by the Chancellor's Office Program and Course Approval Handbook that requires a focused study [[2A.43](#), [2A.110](#)].

Self 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. Music or Computer Science) or are interdisciplinary (e.g. Arts and Cultures or Natural Science).

Actionable Improvement Plan

The college will ensure that all associates degrees remain compliant with the CCCCCO requirements.

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 56 vocational and occupational certificates and 56 degrees from 26 programs of study, which prepare students to demonstrate technical and professional competencies that meet employment and other applicable standards. The college refers to its vocational and occupational programs as Career and Technical Education (CTE) programs. Graduates from the CTE 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 [[2A.111](#), [2A.112](#)].

Standards for some occupational programs are established by outside accrediting or regulatory agencies and require external licensure or certification for employment. Programs such as Nursing, Welding Technology, Photovoltaic Technology, Automotive Technology, Fire Technology and Administration of Justice (Police Academy) specifically prepare students to take state certification exams and/or apply for licensing for employment. Some of these exams are taken immediately after completion of community college courses, while some are taken after completion of further education or minimum required work experience periods. Various regulatory agencies disseminate license / certification pass rates that provide the college with specific, measurable results of these educational programs [[2A.113](#), [2A.114](#), [2A.115](#), [2A.116](#), [2A.117](#)].

Other programs rely on input and feedback about what professional competencies are necessary from former students in the job market, faculty members, advisory committee members and other industry partners. CTE programs hold advisory committee meetings, and faculty conduct employer site visits during the course of internship oversight, student field trips and individual initiative. In addition, CTE faculty regularly assists employers with filling vacant positions which provides real-time data on skills required by local employers [[2A.74a](#), [2A.75](#), [2A.118](#), [2A.119](#)].

The ability of students to obtain living-wage employment is a direct indication of skills and competency gained in CTE programs. However, obtaining this data is extremely difficult. In the summer of 2011 Sierra College sent inquiries to 1,997 former CTE students asking if they were employed, if they were employed in their field of study and if so what their wage increases were.

The response rate was only 15% which makes it very difficult to generalize the results. However, the limited data shows that while only 41% of the students were employed in the field they had trained in; their average wage increase was 42%. The implications of this (limited) data are that although education cannot guarantee employment, those who do obtain employment are being hired into significantly higher skill (and therefore higher wage) jobs than before their training. These skills would presumably have come from their CTE education. Sierra College is assessing the cost / benefit tradeoff of implementing more extensive data collections methods going forward [[2A.120](#)].

To further assess curriculum and student competencies versus employment needs, 92% of the college's CTE programs held advisory committee meetings in the previous year. The primary focus of these meetings is to ensure the alignment of curriculum with employment skills. Also, labor market information such as occupational projections, occupational descriptions, wage rates and educational level are disseminated and discussed relative to program content with these advisory committee members and instructional faculty. Faculty and educational administrators further analyze these data to determine program viability and sustainability [[2A.121](#)].

Internally, CTE faculty formally review curriculum through the established Curriculum and Program Review processes. The need for program changes is analyzed regularly to ensure alignment with community and market needs. When a program experiences lack of enrollment driven by a stagnating job market or outdated course content, analysis is conducted through the Program Vitality process to determine whether the program should be continued, continued with qualifications, or be discontinued [[1A.24](#), [1B.1](#)].

Sierra College develops new degrees and certificates to meet evolving employer needs. In 2006 a Mechatronics (i.e. robotics / industrial automation) certificate and degree were developed and this program has provided well-trained technicians to over 40 local companies to date. More recently, certificates in evolving fields such as Geographical Information Services and Photovoltaics have been developed [[2A.76b](#), [2A.123](#)].

Self Evaluation

Sierra College meets the standard. The pass rates of our students for licensure and/or certification are high. For example, Sierra College's pass rate on the National Council Licensure Examination for Registered Nurses for 2010/11 was 96% (versus an average pass rate of 88% for 146 other California colleges). In the last two years, our Welding Technology program has had 195 students become American Society of Mechanical Engineers (ASME) section IX code certified welders, with a pass rate of 86%. Our Photovoltaic Technology students take the industry-standard NABCEP Entry Level Exam and in the past two years, our pass rate has been 81% which significantly exceeds the national pass rate (of 50 - 60%) [[2A.113](#), [2A.114](#), [2A.124](#), [2A.125](#)].

Actionable Improvement Plan

The college will continue working with industry partners to ensure that students are adequately prepared for licensure, certification, and employment.

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 outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

The Sierra College catalog describes the courses offered, as well as the degrees and certificates available and the requirements to earn them. The catalog is updated annually according to a timeline involving the Curriculum Committee, division offices, Office of Instruction, and marketing to ensure the information in the catalog is accurate and timely.

The catalog contains brief descriptions of the courses; the full list of objectives for each course can be viewed at WebCMS, which is accessible to the public. In addition, deans and department chairs request that these objectives are included in the syllabus for each course. Each student receives a hard copy or an electronic copy of the syllabus [[1A.20](#), [2A.126](#)].

Self Evaluation

Sierra College meets this standard. Effort is made to ensure that the descriptions of courses and programs in the Sierra College Catalog are accurate and current. Learning objectives for each course are available at the WebCMS website. Division deans request and compile copies of all syllabi for department reference from all faculty. Furthermore, deans encourage faculty to include course objectives in the syllabus, and to distribute a syllabus to each student. The majority of faculty follow these guidelines.

Actionable Improvement Plan

The college will explore interests and avenues to better disseminate information about program level outcomes.

IIA 6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In 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

Sierra College and its articulation officer follow the California Articulation: Policies and Procedures Handbook published by the California Intersegmental Articulation Council. The articulation officer ensures that current, accurate articulation data is available to both staff and students.

The Sierra College catalog publishes transfer of credit policies for CSU and UC in every course description. Descriptions of the CSU GE and IGETC certification are also published in the catalog with the instruction to see a counselor who can certify a CSU or UC transfer agreement for the student. Students are also made aware of transfer policies through the matriculation process.

The Sierra College catalog is mailed to all CSU and UC campuses, as well as to California Community Colleges, high schools and private universities that request copies. 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 electronically on the college website homepage.

Articulation agreements with California's public four-year universities are available on the Articulation System Stimulating Interinstitutional State Transfer (ASSIST) website which contains the specific agreements about how courses will be accepted at the transfer institutions. Counselors use the ASSIST website to help advise students wishing to transfer [[2A.127](#)].

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. The college also grants reciprocity for all lower-division general education designated courses completed at California Community Colleges, CSU and/or UC campuses, provided the courses comply with Title V regulations. If a counselor is uncertain about course equivalency from an institution, a Course Substitution request is sent to the relevant department chair. The department chair reviews catalogs, syllabi, and outlines, to determine whether the course is comparable to Sierra College courses. Once the department chair makes a determination, the Substitution request is forwarded to the division dean for final approval [[2A.128](#)].

Sierra College received approval on new Transfer Model Curriculum (TMC) which guarantees admission to the CSU system with junior status. Sierra College offers Associate of Arts – Transfer (AA-T) in Communication Studies, Psychology, Sociology, Business, Criminal Justice, Political Science, History and Geology, Math, Philosophy, English, with more disciplines to follow. In addition to Degrees for Transfer, Sierra College uses C-ID a statewide project that has community college discipline faculty, in collaboration with the CSU faculty, creating a course supranumbering system. The common numbering system streamlines matriculation to CSU,

supports reciprocity, and eliminates cross-referencing of transcripts across the state. Sierra College uses C-ID and is in the process of submitting more course outlines to acquire C-ID designations where applicable [[1A.27](#)].

Students with international transcripts must have their transcripts evaluated by one of the specified agencies skilled in interpreting international courses and programs. 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 the 2+2 articulation agreements. The CTE (Career and Technical Education) Chair, 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.

Self Evaluation

Sierra College exceeds the standard. Articulation processes in place at the college demonstrate a strong commitment to provide students with clear and efficient lines of transfer to the universities.

As transfer level courses 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. The college continues to place emphasis on improving transfer opportunities for its students. By 2014, the college will have at least seventeen AA-T and AS-T degrees in place. The college is in the top tier of colleges in the number of AA-T and AS-T degrees completed [[1A.28](#), [1A.29](#)].

Actionable Improvement Plan

The college will continue to implement TMC degrees for all applicable disciplines.

IIA 6b. 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

Prior to 2010, most changes to degree and certificate programs were of minor impact to students and the organizational structure and curriculum of Sierra College and fell under the jurisdiction of the Educational Requirements Committee. Currently, the review process for such changes

begins with an advisory committee, faculty, and/or dean recommendation, and then the Curriculum Committee initially reviews and approves all changes to degree and certificate patterns prior to publication in the college catalog. The Board of Trustees must give final approval [[1B.37](#), [2A.43](#), [2A.62](#), [2A.64](#)].

In recent years, Sierra College has had to consider more significant organizational changes than it has had to in the past due to a variety of factors such as budget, available resources, demand, etc. When significant changes to degree and certificate programs are considered, including the modification, reorganization and/or discontinuance of certain programs, the process for reviewing potential changes is governed by the Program Vitality Procedure, as revised and implemented in February 2010 and again in February 2013. The Program Vitality review process can be initiated in college governance forums including Planning and Resource Allocation Committee, Deans' Council, Strategic Council, and the Academic Senate, as well as within the individual divisions and/or departments, the Office of the President, Vice President of Instruction and/or Vice President of Student Services [[1B.37](#)].

If a program is recommended for elimination or significant modification, the advisory committee will institute a procedure to phase out the program that allows affected students to continue their degrees or certificates. When programs are modified, redistributed or eliminated, the college attempts to minimize the effect on students by promptly notifying affected students through the Student Services channels used to communicate with and counsel all students. As mandated by the catalog rights policy, students with in-progress degrees or certificates are informed of how to continue their plan of study, and, as necessary, students are advised on a case-by-case basis regarding how to fulfill their degree, certificate, or transfer requirements by substituting appropriate and reasonable courses for any discontinued courses. Email is the primary method of communication (as with most Sierra College student communications), but other efforts and follow-up actions may occur to ensure delivery of communications to those students affected. How this is accomplished differs depending upon how many students will be affected, and where they are in relationship to the degree sequence. For example, Deaf Studies went through Program Vitality where it was determined that it was a viable certificate program with robust enrollment. However the PVC recommended that students could be accommodated by spreading the curriculum among related disciplines, in this case World Languages, Communication Studies and Social Science and Behavioral Sciences. In the case of Construction Technology, enrollment was low, job opportunities were waning and the Program Vitality Committee determined that there were compatible regional programs that could accommodate our few students [[1A.24](#), [1B.1](#)].

Self Evaluation

The college meets the standard. Very few certificate and/or degree programs are modified or eliminated, and most changes made have little impact to currently enrolled students and to the organizational structure of Sierra College. When programs are modified, redistributed or

eliminated, the college attempts to minimize the effect on students by notifying those students currently enrolled in affected programs. However, there is no formal process to guarantee that students receive adequate notification when a program faces elimination. Several programs have undergone Program Vitality Review as described above (Construction, Auto Technology, and Agriculture in 2010), and two more underwent review in spring of 2011 (Deaf Studies and Fashion & Merchandising). In each case the findings differed, but the needs of students were a primary consideration.

Actionable Improvement Plan

The college will strengthen and codify processes that will assist students when programs are significantly modified or eliminated.

IIA 6c. 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 provides information on the courses, programs, and certificates available at the college. This includes descriptions of the individual courses as well as the requirements necessary for degrees and certificates. The catalog is available both in print and through the Sierra College website. The information in this publication is reviewed and updated on a regular schedule. The schedule of classes, which provides a listing of the days and times for all sections of all courses, is available through the website; the online version is updated automatically as students add and drop classes to reflect the availability of each course.

All policies and procedures are available on the college website, as well as the Mission Statement, descriptions of programs across the curriculum, and Student Services and support services. The Mission Statement as well as institutional policies and procedures are reviewed on a regular timeline in order to assure integrity in all representations [[1A.2](#), [1B.31](#), [1B.32](#)].

Information on student achievement at Sierra College is made publicly available through several sources. The yearly Factbook, compiled by the Planning, Research and Resource Development Office, can be accessed through the school website and provides a wide variety of data and analyses including retention and success data. Press releases about individual student achievement at Sierra College are issued by the school, carried in the local press, and made available at the website [[1A.20](#), [1B.50](#), [2A.132](#)].

Self Evaluation

Sierra College meets this standard. Regular evaluation ensures that the information in the electronic versions of both the catalog and schedule of classes is accurate. Information on Sierra College student achievement is made available through the website as well as other venues. The college purchased new software with better organizational and delivery tools that improved navigation and accessibility of information across all areas of the college. The new website was deployed in 2012.

Actionable Improvement Plan

The Office of Instruction will encourage more departments and faculty to develop their own websites.

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 world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

Board Policy 4030 on academic freedom was adopted on July 9, 1985 and was revised on May 9, 2006. This document, along with all board policies and administrative procedures, is accessible by the public at the Sierra College website. This policy covers the freedom of an instructor to teach the appropriate topics for a course and the freedom of each instructor to speak as an individual without interference from the school (while making it clear the teacher is not speaking on behalf of Sierra College). The policy also covers the responsibility of teachers to evaluate students on course mastery but not students' personal beliefs.

Students' academic honesty expectations are stated in the Student's Rights and Responsibilities Handbook available on the college website [[2A.133](#), [2A.134](#)].

Self Evaluation

Sierra College meets the standard. The Board-approved policies on academic freedom and on students' rights and responsibilities are available to the public through the Sierra College website and the Student Handbook.

Actionable Improvement Plan

The college will regularly review and disseminate to the college community and the Board of Trustees the college's policies on academic freedom and academic honesty.

IIA 7a. 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 policy is clear in regard to the professional responsibilities of college faculty to distinguish between mastery of content and personal conviction. The Board-approved policy on academic freedom is available through the Sierra College website. The policy on academic freedom is included in the Sierra College catalog (page 273). Faculty evaluation processes defined in the collective bargaining agreement and student feedback to educational administrators ensure that faculty adhere to the expectations of the college's academic freedom policies [[1A.20](#), [2A.53](#), [2A.133](#)].

The topics of students' rights and responsibilities are part of the New Faculty Academy that all faculty members attend in their first semester, and there have been flex workshops on this topic such as "Academic Freedom vs. Student Rights" in fall 2008.

Self Evaluation

Sierra College meets the standard. The Board-approved policy, the New Faculty Academy and flex workshops all communicate the professional expectation of separating personal beliefs from professional, academic content. There is a grievance procedure in place for students if they believe their rights have been violated [[1A.20](#), [2A.134](#)].

Actionable Improvement Plan

The Academic Senate will more regularly offer flex workshops focused on the issues of academic honesty and academic freedom.

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

Descriptive Summary

Descriptions of actions that constitute academic dishonesty by students and the consequences of these actions are included in the Student Rights and Responsibilities Handbook. This is available to the public through the school website and in Student Services and Instruction Offices at all sites, and includes references to the relevant board policies and administrative procedures. The handbook also covers the grievance procedures available if a student believes his or her rights have been violated.

The information on academic freedom and students' rights can also be found in the Sierra College catalog. The college has a clear and unambiguous policy on student academic honesty expectations and consequences for dishonesty as outlined in the Student Rights and

Responsibilities Handbook and the Sierra College Catalog. Materials are available in print and electronically via the Sierra College website and individual mySierra student accounts. Furthermore, students are made aware of these expectations within the new student orientation process and many instructors choose to reference these in their syllabi. Proven misconduct or violation of these principles will be disciplined as set forth in the Honesty in Academic Work Policy [[1A.20](#), [2A.134](#), [2A.135](#), [2A.136](#), [2A.137](#), [2A.138](#)].

Self Evaluation

Sierra College meets the standard.

Actionable Improvement Plan

The college will continue to explore and improve ways to communicate with students the importance of academic honesty.

IIA 7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, 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 college-wide commitment to the use of reason and creativity in the investigative process.

All college employees must conform to published college policies regarding appropriate professional behavior, as defined through published policies regarding sexual harassment. Administrators and managers are required every two years to take courses that address appropriate conduct in the areas of sexual harassment and violence in the workplace. Conduct of faculty, staff and administrators is also guided by each unit's union contract. Faculty conduct is additionally referenced and protected by the Academic Freedom Policy of Sierra College. Sierra College supports the American Association of University Professors (AAUP) Statement of Principles on Academic Freedom and Tenure, both the rights and duties specified therein [[2A.53](#)].

Student conduct is addressed in both the Student Rights and Responsibilities Handbook and the Sierra College annual catalog. The handbook is located on the Sierra College website under the "Current Student" entryway. In both the Student Handbook (Section V, Student Discipline), and in the 2011-2012 Sierra College Catalog's Students' Rights and Responsibilities (Standards of Conduct), students are informed that "by enrolling in Sierra College, a student agrees to be a responsible member of the District community; obey the law; comply with the published rules and regulations of the District; respect the rights, privileges and property of the other members of

the District community; and not interfere with legitimate District affairs” [[1A.20](#), [2A.53](#), [2A.133](#), [2A.134](#), [2A.139](#), [2A.140](#)].

Self Evaluation

Sierra College meets the standard. The codes of conduct are clearly communicated to faculty, staff, administrators and students.

Actionable Improvement Plan

The college will update and communicate the college’s policies regarding conduct as needed.

IIA 8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

Sierra College currently does not have any institutional campuses overseas. The District does offer a Study Abroad Program and a Distance Learning Program. Both programs do conform to the policies set forth in this document.

Standard IIA Evidence Documents

<u>Doc No.</u>	<u>Title</u>
2A.1	Curriculum agenda Apr. 2012
2A.2	Accounting Degrees and Certificates
2A.3	Top 10 Community Colleges in California
2A.4	OLLI website
2A.5	OLLI Classes
2A.6	Deans' Council working notes, 2013.04.18
2A.7	Community Ed. website
2A.8	Kaleioscope Schedule Summer 2013
2A.9	Community Ed. Fall 2013 Proposed New Classes
2A.10	First Year Experience (FYE) website
2A.11	Supplemental Instruction (SI) website
2A.12	Summer Bridge website
2A.13	Honors Contract Proposal 2012
2A.14	Honors Brochure
2A.15	Online SKDV 10 website
2A.16	Advisory Committee, ADMJ, 2012.10.18
2A.17	Wells Fargo Donation Press Release
2A.18	District Strategies PAR Reports 2012
2A.19	District Strategies PAR Requests 2012
2A.20	ePAR ART S11
2A.21	ePAR AUTO S12
2A.22	ePAR FIRE S12
2A.23	Academic Foundations ppt.
2A.23a	SSS Remedial Students 11-12
2A.23b	AssessDistrictCountPct0912FallTerms
2A.23c	FYECoursesFall12Sp13
2A.24	Ghidotti website
2A.24a	GhidottiGrads_CDEdata09-11
2A.24b	Ghidotti Program Review
2A.25	TT Mentor Program Eval. email
2A.26	TT Mentor Student List Fall 2012
2A.27	Puente website
2A.27a	NewLegacyFall2011wTracking
2A.28	Umoja website
2A.29	New Legacy website
2A.30	TRiO Report 2011-12
2A.30a	Trio Program Info.
2A.31	Honors General Info.

<u>Doc No.</u>	<u>Title</u>
2A.32	Honors website
2A.33	Canvas and Our Delivery Formats
2A.34	Academic Senate recollections, 2012.05.16
2A.35	Schedule Online website
2A.36	Puente Umoja Retention and Success Rates
2A.37	DSR ART S12
2A.38	DSR BIOL S12
2A.39	DSR ECON S12
2A.40	Dept. Chair Meeting Summary, 4/5/11
2A.41	Schedule Dev. Timeline Fall 2013
2A.42	Scheduling Guidelines Fall 2013
2A.43	Curriculum Handbook 2012-13
2A.44	COR ADMJ50 12-13
2A.45	Program Review-Instruction ART 09
2A.46	Program Review-Instruction AUTO 09
2A.47	Program Review-Instruction FIRE 09
2A.48	Pedagogy Course Listing
2A.49	Flex Workshops F13, 6/20/13
2A.50	ISW agenda 2011
2A.51	Online Review Rubric Jan. 2011
2A.52	Online Course Material Development Process
2A.53	CBA SCFA 2012
2A.54	BIOL Assessment Plan
2A.55	COR HIST 50
2A.56	Program-Course Outcomes
2A.57	Dept Chair Flex agendas
2A.58	Flex Workshop Participants
2A.59	Student Learning Assessment Summary (SLAS)
2A.60	Program Vitality Eval. Criteria
2A.61	SLO Toolkit
2A.62	BP 4020
2A.63	BP 4021
2A.64	AP 4020
2A.65	CA Ed Code sections 78020-78023
2A.66	Title V section 55002
2A.67	CTE Program Certificate Application Proposal
2A.68	Board of Trustees agenda, 2012.12.11
2A.69	Program and Course Approval Handbook (PCAH)
2A.70	Institutional Assessment Plan 2009
2A.71	N/A

<u>Doc No.</u>	<u>Title</u>
2A.72	BIOL evidence for prereq discussion in S13
2A.73	ePAR Requests for SLOs
2A.74	Curriculum Committee, 2011.08.17
2A.74a	Advisory Committee, AAD/Photo S13
2A.75	Advisory Committee, ECE F12
2A.75a	ECE Dept. mtg, 2012.11.30
2A.76	Advisory Committee, ECE F10
2A.76a	Ed Req minutes, 2010.09.27
2A.76b	Ed Req minutes, 2010.11.22
2A.77	SLO Implementation Status Report with evidence, 10/15/12
2A.78	AP 7211
2A.79	Equivalency Report
2A.80	Employment Appl. FT Faculty
2A.81	Employment Appl. PT Faculty
2A.82	EEO Manual
2A.83	ILP Welcome
2A.84	SLO Checklist
2A.85	AM email SLO support
2A.85a	AM email SLO support SOC
2A.86	Curriculum Committee minutes, 2010.03.17
2A.86a	Curriculum Committee minutes, 2010.04.21
2A.87	Strategic Plan One Page Goals and Strategies 2011-2014
2A.88	Curriculum Committee minutes, 2010.12.01
2A.89	Flex Contract S13
2A.90	N/A
2A.91	Chem ACS Exams
2A.92	ENGL A Final Grading Rubric
2A.93	ENGL A Final Exam Spring 2013
2A.94	ESL 540-30 Exam Rubric REV2
2A.94a	ESL 500- 510R Grading Rubric F10
2A.95	ESL Retreat notes final exam templates, 1/23/09
2A.95a	ESL Final Exam Procedures Reading F10
2A.96	ESL Flex agenda Writing Exam S12
2A.96a	ESL Assess Roundtable minutes, 1/25/13
2A.97	Math 582 ch5 notes packet
2A.97a	Math 582 Common ch5 review SAMPLE
2A.97b	MATH 582 Common ch5 test SAMPLE
2A.98	Math 581 Checklist packet
2A.98a	Math 581 syllabus

<u>Doc No.</u>	<u>Title</u>
2A.99	Math Lab syllabus 581-582
2A.99a	MyMathLab Manual
2A.99b	Math Lab Manual
2A.100	ESL 540R SLO checklist S10
2A.100a	ESL 510W faculty SLO checklist
2A.101	Syllabus ANTH 2 Archer S12
2A.101a	Syllabus ANTH 27 Archer S12
2A.102	Lib. Arts div. email to faculty requesting syllabi
2A.103	HIST Program Outcomes
2A.104	NR Outcomes
2A.105	ADMJ Outcomes
2A.106	FIRE Outcomes
2A.107	WELD Outcomes
2A.108	Title V, section 55063 (b)
2A.109	Program Outcomes with Related Institutional Outcomes
2A.110	CCCCO Program and Course Approval Handbook, March 2009
2A.111	CTE Programs website
2A.112	CTE Sierra CTEOS 2013 Report
2A.113	NCLEX NURS Pass Rates website
2A.114	WELD 80-82 Pass Rates 2010-13
2A.115	Auto Pass Rates
2A.116	Auto job status
2A.117	ADMJ Pass Rates
2A.118	Advisory Committee, AAD/Photo S12
2A.119	Sierra Job Link website
2A.120	CTE FollowUp Survey Summer2011
2A.121	CTE Checklist
2A.122	N/A
2A.123	MECH student job placement
2A.124	NABCEP Photovoltaic Pass Rates 2010-12
2A.125	NABCEP website
2A.126	Catalog Timeline 2011-12
2A.127	ASSIST website
2A.128	AP 4100
2A.129	N/A
2A.130	N/A
2A.131	N/A
2A.132	Sierra College website
2A.133	BP 4030
2A.134	Student Rights and Responsibilities, 8/1/11

<u>Doc No.</u>	<u>Title</u>
2A.135	AP 5515
2A.136	BP 5515
2A.137	BP 5530
2A.138	AP 5530
2A.139	CBA FUSE 2012
2A.140	CBA SCMA 2012

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 core student support services at or near all sites either in person and/or through online or telephonic modalities including general and specialized counseling, financial aid, campus life, and admissions and records services. All of these services contribute to the institution's mission to provide a supportive learning environment to students with diverse goals, abilities, and needs. Upon admission, each new student participates in assessment, orientation and counseling services prior to registration to ensure they receive the appropriate course placement(s) and stand to gain the greatest benefit from their educational experience [[1A.32](#)].

The college plans for equitable access to students at the smaller sites (Grass Valley, Roseville, and Tahoe-Truckee) though not all services are available at all times, dependent upon student population needs. Programs are specific to sites by design and may or may not be offered at all locations. For example, physical and mental health services are not currently available at Tahoe-Truckee, and Roseville Gateway students access the services on the nearby Rocklin campus. Support services are created and modified based on student feedback and research analysis [[1B.53](#), [1B.54](#), [2B.1](#), [2B.2](#), [2B.3](#)].

The institution assesses and evaluates the quality of its support services in several ways. Each program participates in the Program Assessment and Review (ePAR) process, Program Review, data collection and mandated annual reports, when applicable. The annual ePAR process allows for an assessment of programs and incorporates requests for new resources needed to improve or expand services. Goals are established for the upcoming academic year. Every three years, programs undergo Program Review which addresses impact on student success, retention, currency, relevance and long-term resource needs and program direction. Program Review provides college-wide feedback regarding student support services and the extent to which student access, progress, and learning are supported. Student services also collects and reviews

data from a variety of survey instruments, needs analysis and SLO assessments on a regular basis. 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. Several programs such as DSPS, EOPS, Matriculation and TRiO SSS undergo a formal program or plan review process required by outside agencies to ensure regulatory compliance [[1A.8](#), [1A.9](#), [1A.10](#), [1A.49](#), [2A.30](#), [2B.4](#), [2B.5](#), [2B.6](#), [2B.7](#)].

Regular staff meetings for programs are conducted with staff from all the centers to ensure continuity of policies and quality of services are maintained throughout the District. 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. As appropriate, recommendations for improving services are taken through the Student Services Coordinating Council [[2B.8](#), [2B.9](#), [2B.10](#), [2B.11](#), [2B.12](#), [2B.13](#), [2B.14](#), [2B.15](#), [2B.16](#), [2B.17](#), [2B.18](#), [2B.19](#), [2B.20](#), [2B.21](#), [2B.22](#), [2B.23](#), [2B.24](#), [2B.25](#), [2B.26](#), [2B.27](#), [2B.28](#), [2B.29](#)].

Self Evaluation

Sierra College meets the standard. As a large, 3,200 square mile, single college, multi-site district, the individual centers' students and staff provide feedback with regard to services. Not all services are currently available at all sites because the college has first focused on making sure that core services are available to all students. The college continues to expand its online services to optimize flexibility for all students (online counseling, online orientation component, Banner, etc). The results of periodic comprehensive student surveys are widely discussed among Student Services personnel and form the basis for improvements in policies and procedures. The Student Services Division is committed to developing, assessing, and using Student Learning Outcomes to make changes in programs that benefit all students. In spite of budget reductions, constant quality improvement is at the center of the Division's activities.

Actionable Improvement Plan

The college will continue to evaluate ways to best serve students at sites throughout the District.

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

Descriptive Summary

Sierra College provides accurate and concise information about policies and procedures affecting students. 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. Modifications are made based on legislative mandates and/or approved changes to local board policies and administrative procedures [[2A.126](#), [2B.30](#)].

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 access additional information regarding programs, policies, services and procedures. The catalog also includes relevant information about unacceptable behavior, freedom of speech, financial aid, and available learning resources. The catalog also provides the names and degrees of faculty and administrators and the names of the Board of Trustees [[1A.20](#)].

a. General Information

- ▶ Official Name, Address(es), Telephone Numbers(s), and Web Site Address of the Institution (p. 3)
- ▶ Educational Mission and Vision Statement (p. 4)
- ▶ District Goals and Core Values (p. 4)
- ▶ Course, Program, Degree and Certificate Offerings (p. 60, 46, 48)
- ▶ Academic Calendar and Program Length (p. 6)
- ▶ Academic Freedom Statement (p. 273)
- ▶ Students' Rights and Responsibilities Statement (p. 260)
- ▶ Available Student Financial Aid (p. 38)
- ▶ Available Learning Resources (p. 31)
- ▶ Names and Degrees of Administrators and Faculty (p. 274)
- ▶ Names of Governing Board Members (p. 274)

b. Requirements

- ▶ Admissions (p. 12)
- ▶ Matriculation and Registration (p. 14)
- ▶ Student Fees and Other Financial Obligations (p. 15)
- ▶ Degree, Certificates, Graduation, and Transfer (p. 42)

c. Major Policies Affecting Students

- ▶ Academic Regulations (p. 22), Including Academic Honesty (p. 260)
- ▶ Nondiscrimination (p. 270)
- ▶ Acceptance of Transfer Credits (p. 18)
- ▶ Grievance and Complaint Procedures (p. 266)
- ▶ Sexual Harassment (p. 271)
- ▶ Refund of Fees (p. 17)

d. Locations or Publications Where Other Policies may be Found

- ▶ Board Policies (online at www.sierracollege.edu)
- ▶ Administrative Procedures (online at www.sierracollege.edu)
- ▶ Admissions & Records Forms (online at www.sierracollege.edu and on-ground)
- ▶ Financial Aid Handbook (online at www.sierracollege.edu and on-ground)

Self 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, policies and services. Discussions continue about the best way to allow all constituents access to the most current information regarding course offerings and degree and certificate patterns without compromising the integrity of the college's curriculum and Program Review processes. Board policies and administrative procedures not identified in the college are available on the college's website one click away.

Actionable Improvement Plan

The college will continue to solicit feedback on ways to make the catalog and the website more user-friendly for students.

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 3a. 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

Sierra College has undergone many changes to increase accessibility and provide appropriate services to students, regardless of student location or instructional delivery method. With a large geographic service area and the diverse communities within it, each of the four college sites (Rocklin, Roseville Gateway, Nevada County and Tahoe-Truckee) serve unique populations. Educational support needs are identified through data collected in the admissions and matriculation processes, as well as through a disaggregation of research metrics such as success, retention, and persistence rates. Because of the diversity among sites and instructional modalities, each site administrator and the Distance Learning Coordinator works diligently to ascertain the specific services needed at their location and/or modality; therefore, no two sites or their services are the same. Needs assessments, surveys, and SLO assessments are used in

Program Reviews and the responses incorporated in program planning and associated budget requests to ensure student needs are being properly addressed.

Sierra College provides a wide range of in-person, online and telephone services. Service windows are staffed to provide in person assistance, computers are available in the lobbies to facilitate access to mySierra, the student portal and the website, and employees are available by telephone at each campus. Forms and petitions are available at each site and at a variety of sites throughout each site, such as division offices and on the website. Several District forms, as well as multi-lingual staff support, are offered in Spanish and Russian - the most commonly spoken languages among students after English. Upon admission, students are assigned a free Sierra College e-mail address and access to a mySierra account which provides the ability to view and pay fees and holds, update their academic major, view, print and order transcripts and view financial aid information. Students can also communicate with service areas via e-mail links located on the website. The Sierra College website is compliant with the Americans with Disabilities Act (ADA) [[2B.31](#), [2B.32](#), [2B.33](#), [2B.34](#), [2B.35](#), [2B.36](#), [2B.37](#)].

For access details of services, please see Student Access Services Information Sheet [[2B.38](#)].

Self Evaluation

The college meets the standard. As a single college, multi-campus district, Sierra College continually adapts to the changing demands of its numerous sites and variety of student populations. The college has expanded services to populations that have been disproportionately impacted in their educational access and success. There is a culture of programmatic assessment to ensure students' needs are identified and services are provided regardless of location or instructional delivery method. The implementation of online services and information has greatly expanded student access regardless of location, time or day.

Actionable Improvement Plan

The college will continue to place emphasis on ensuring equitable access to students at the smaller sites with appropriate support services provided either in person or through technology.

IIB 3b. The institution provides an environment that encourages personal and civic responsibility, as well as 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. The District's core value statements directly state that "Sierra College students will develop the knowledge, skills and abilities to become engaged

and contributing members of the community... We will challenge ourselves and our community to become fulfilled citizens in a global environment by contributing to and engaging in the thoughtful application of knowledge guided by respect for others and the world in which we live,” and we “provide, and demonstrate the value of an inclusive community” [[1A.32](#)].

A range of comprehensive programs exist to foster personal and civic responsibility. The Associated Students of Sierra College (ASSC), 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 Campus Life Office is a resource center dedicated to enhancing leadership opportunities for all students. The Campus Life program provides students with avenues to become informed, educated leaders of the college and community by offering leadership training, skills development, critical thinking, and character building opportunities. These programs provide the unique opportunity to assist students in developing their ideas and practicing leadership skills outside of the classroom. The college also offers a two-unit course in student leadership development during the fall semester and a Leadership Academy internship during spring.

The Campus Life Committee meets twice monthly and is chaired by the Dean of Student Services. In addition to student participants, it is attended by staff from facilities, finance, technology, general services and other staff as needed. The committee helps facilitate students' goals for campus life improvements. Recent accomplishments of the committee and projects completely funded by the Student Senate include the Rocklin campus amphitheater, remodeled patio, pond beautification, new Campus Center furniture, Coffee Shop, student lounge, painting of the Campus Center interior and the remodel of the Campus Life Office. The Student Senate has invested over one million dollars in Campus Center projects for an improved collegiate environment at the Rocklin Campus. Committee work provides a unique opportunity and valuable training ground for students to put together a business plan and work with campus leaders and community professionals to gain insight into project design and budget development while learning how to achieve outcomes that gain the community's input and support [[2B.39](#), [2B.40](#), [2B.41](#), [2B.42](#), [2B.43](#), [2B.44](#), [2B.45](#), [2B.46](#), [2B.47](#), [2B.48](#), [2B.49](#), [2B.50](#), [2B.51](#), [2B.52](#), [2B.53](#), [2B.54](#), [2B.55](#), [2B.56](#), [2B.57](#)].

Sierra College has a wide variety of active campus clubs for students to join. Joining a campus club is an excellent avenue for students to enhance their college experience. Clubs are organized to involve students in specialized fields of interest allied with academic majors and personal interest in a particular activity or service to the college or the community. Some clubs sponsor a number of community service projects to reach out to our surrounding community. Currently there are sixty-one active campus clubs District-wide [[2B.58](#)].

The Student Senate is recognized as the representative body and official voice of the Associated Students of Sierra College. Through participation on the Student Senate and in the college's shared governance structure, students have an opportunity to offer opinions and to make

recommendations to the faculty, staff and administration and the Board of Trustees with regard to college policies and procedures. Additionally, students have representation on committees including the Board of Trustees, the college-wide Strategic Council and Planning and Resource Allocation Committee (PARAC). The Student Body President is an advisory voting member of the Board of Trustees.

Through meetings and retreats, the Student Senate addresses strategic planning, team building, goal development and team evaluation and effectiveness. The Student Senate discusses issues, reviews student and college policies and procedures, and funds programs and provides services that support student success and learning both inside the classroom and out. It is the goal of the Student Senate to engage a wide range of students and staff to support and sponsor a wide spectrum of programs in our college community. The Student Senate works with instructional departments on campus to support classroom and extracurricular programs that enrich the educational opportunities of the campus community [[2B.56](#), [2B.59](#)].

The Student Senate regularly fills each of its nineteen leadership positions, with multiple students campaigning for the executive positions. At the Nevada County Campus (NCC), a faculty liaison coordinates and encourages student leadership. Currently there are five students representing that site. In 2010, a student advisory group was formed at the Tahoe-Truckee campus to give input into services and activities available for students at that campus.

Self Evaluation

The college meets the standard. Comprehensive programs, a shared governance participation structure, and a wide variety of activities provide all students with an environment that encourages individual 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, help to achieve their goals for improving the campus environment. Involvement in the Student Senate and Campus Life activities helps students succeed at Sierra College. Persistence, retention, and success rates, as well as grade point averages, are significantly higher for all student groups participating in Campus Life activities as compared to non-participating students [[1A.23](#)].

Actionable Improvement Plan

The college will continue to explore and develop opportunities to provide an environment that encourages personal and civic responsibility on all sites.

IIB 3c. 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 and services in at least a dozen areas: athletic advisement, CalWORKs, Career & Transfer Connections, Disabled Students Programs and Services (DSPS), Extended Opportunities Programs and Services (EOPS/CARE), First Year Experience/Summer Bridge, general counseling, International Students, mental health counseling, New Legacy (Umoja and Puente), TRiO, and Veterans' services [[2B.60](#)].

Since the last accreditation self-study, student access to counseling services has expanded. Counseling services are offered by counselors in a variety of modalities. In addition to traditional in-person counseling, students may schedule phone appointments or email their counselor directly. They can also access email counseling for general academic advisement through the Online Counseling Center “Ask the Counselor Chat,” a service was launched in 2011 using Adobe Connect web conferencing technology. Group counseling and online counseling webinars on selected topics such as transfer requirements are under development. The Counseling Department disseminates information about its services in online orientation, during live orientation presentations, on the college and counseling webpages, and through mySierra and targeted emails (e.g. transfer updates) [[2B.61](#)].

The Counseling Department offers orientation, academic counseling and follow-up services to all students. New students are required to complete orientation before receiving clearance to register for classes. Students are also strongly advised to seek counseling and complete assessment. However, failure to do so does not prevent a student from registering for classes as long as class prerequisites are met. Beginning in fall 2013, new legislation requires that all incoming students complete assessment and counseling as well as orientation to receive priority registration. The college has initiated a task force to address these legislative changes [[1B.66](#), [2B.62](#), [2B.62a](#)].

In response to student need for easier and more timely access to orientation, Student Services developed and implemented an online student orientation in 2010. The online orientation is interactive, engaging, and designed to accommodate all learning preferences. The online assessment is “self-clearing,” meaning that 100% of new students are blocked from registering until they have completed the online orientation and met with a counselor. Those who don’t complete the orientation and counseling are either exempt from the processes or refuse the services.

In 2010-2011, 4427 new, first-time students in Rocklin completed the online orientation and participated in counseling. During the initial counseling appointment, students meet with a counselor to discuss their academic goals, 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 stated academic goals. With diminishing resources and rising student need, group counseling sessions are being explored. Follow-up counseling appointments are scheduled as needed, e.g. if transcripts from other colleges must be evaluated [[2B.63](#)].

Evaluating services:

Counseling programs and services are evaluated in several ways. Students complete surveys to gain feedback regarding satisfaction; these surveys also ask students to identify areas for improvement. Students rate counseling services positively on customer satisfaction surveys. Results of previous surveys led to improvements such as the development and implementation of the Online Counseling Center in spring 2012. The Counseling Department administered a satisfaction survey to 1000 students who used counseling services between November 2011 and March 2012. The survey results (based on 155 respondents as of March 2012) indicate the following:

- ▶ 95% strongly agreed or agreed that the counseling session helped them clarify their educational goal.
- ▶ 98% agreed or strongly agreed that the counselor listened to their questions and concerns.
- ▶ 95% agreed or strongly agreed that the counselor helped them better understand transfer requirements.
- ▶ 93%% of new students reported having a better understanding of AA/AS degree or certificate requirements [[1B.53](#), [1B.54](#), [2B.2](#), [2B.3](#)].

Each student service area also participates in the college-wide annual Program Assessment and Review (ePAR) process as well as Program Review every three years. SLOs are developed for each area and regularly measured and the results are used to plan program improvement and resource requests [[2B.64](#), [2B.65](#), [2B.66](#), [2B.67](#), [2B.68](#), [2B.69](#), [2B.70](#)].

Indicators for Student Services may vary depending on the program. Additionally, several programs such as EOPS, DSPP, TRiO and Matriculation undergo a formal program or plan review process required by an outside agency. In order to receive continued state funding, these programs also must submit program plans to the Chancellor's office to ensure regulatory compliance [[2A.30](#), [2B.5](#), [2B.6](#), [2B.7](#)].

Training:

The Counseling department provides training and information updates for all college counselors in a number of ways. Counselors hold regular in-service trainings. Counseling information is currently maintained on the college's new SharePoint intranet called inside.Sierra. Frequent updates are distributed via e-mail. Career & Transfer Connections updates counselors with similar mechanisms, and has also converted the department's extensive articulation files to a shared, electronic database that is accessible to all counselors on inside.Sierra. Counseling faculty attend conferences and trainings offered by the University of California, the California State University, and other agencies as funding permits. Counseling faculty also participate in Staff Development programs offered at the college such as the New Faculty Academy, the Sierra College Leadership Institute and training in the Sierra College Culture Communication Civility and Collaboration training (SC4) in order to be better prepared to advocate for and assist

students. The department has also developed and implemented an intensive training program for new part-time faculty. New faculty receive a binder of materials, attend weekly training sessions taught by senior faculty, and complete a required number of hours in observation before counseling students [[2B.8](#), [2B.71](#), [2B.72](#), [2B.73](#), [2B.74](#), [2B.75](#), [2B.76](#)].

Self Evaluation

Sierra College meets the standard. Data published in the college's Research Atlas and Factbook from 2004 – 2010 indicate that students who are provided counseling and orientation tend to have higher persistence, retention and success rates than students who do not receive the services [[2B.77](#)].

Internal evaluations and dialogue conducted as part of the ePAR and Program Review processes drive program design and improvements. Results of the Program Review process assess the effectiveness of the various counseling areas. Annual plans and reports of categorical programs as required by the California Community College Chancellor's Office also demonstrate effectiveness as well as compliance with regulations.

There are also indirect indicators of counseling/advising effectiveness in the college's high transfer rate. Sierra College has been either the number one or two transfer institution to Sacramento State for the last six years [[2B.78](#)].

Additionally, the college has:

- ▶ A transfer rate that is comparable (15:17) to our peers' in the national IPEDS survey-2007 cohort [[2B.79](#)]
- ▶ A Student Progress and Achievement Rate (SPAR) higher than most community colleges in California (61.7% from 2005/6-2010/11) [[1B.43](#)]
- ▶ Comparability with our ARCC peer group (one of the highest in the state) [[1B.43](#)]

Actionable Improvement Plan

New legislation requires that all incoming students complete assessment and counseling as well as orientation to receive priority registration. The college will implement these requirements for the fall 2014 semester.

IIB 3d. 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 to support and develop students' understanding and appreciation of diversity. This interest is demonstrated through the college's vision, mission and strategic goals statements. A number of programs, services and activities have been developed

specifically to support and enhance student understanding and appreciation of diversity [[1A.32](#), [1A.42](#)].

In 2008, the New Legacy Committee was established as an Academic Senate Standing Committee to create programs and services specific to historically underrepresented students. The Puente and Umoja programs were subsequently implemented as a strategy to improve success rates for Latino and African American students. Other committee activities include offering the Cesar Chavez and other speaker series, other speaker presentations, forming kindred learning communities, sponsoring the ESL Bridge to Your Future Day and establishing a Multicultural Student Study Center.

Since the last accreditation, Sierra College has been proactive in expanding the scope and definition of diversity beyond ethnic and cultural differences to include gay, lesbian and cross gender students. In 2011, the Academic Senate established a standing committee, the Spectrum Committee, specifically to address LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer) issues and raise awareness. The first annual Sierra College Pride Days was held in the fall semester of 2011 and the college concluded its second annual Pride Days in October 2012, during which the college's new Pride Center was dedicated. The Board of Trustees has also authorized, using recommended language in Ed Code, an "LGBT point person" for the college beginning fall 2012. The Spectrum Committee has been active and visible on campus supporting the issues and concerns of this population and the Safe Space Program now has over 150 trained staff. The committee also sponsored an Unconscious Bias conference with 40 participants in spring 2012. Additionally, in fall 2012 the Academic Senate established the Gender Equity Committee, a standing committee designed to investigate Sierra's attitudes toward gender and address issues that might exist in traditionally gender specific areas such as Nursing, Early Childhood Development, Education, Athletics, and Administration of [[1A.17](#), [2B.80](#), [2B.81](#), [2B.82](#), [2B.83](#), [2B.84](#), [3A.48](#)].

In response to the growing number of returning veterans, the District has dedicated a variety of resources to serve their needs and interests. In addition to certification and academic advising, we have added a Veterans Resource Center (LRC 402A). The Center provides a safe and welcoming place for veterans and their dependents to receive information and academic and social support. It also provides educational benefits information, campus tours, assistance with registration, Vet to Vet Tutoring (Study Groups), a Buddy Sponsorship Program for new vets, and on campus appointments with the Veteran County Service Officer [[2B.86](#)].

A comprehensive international student program recruits students from around the world to study at the college. The program has ranged from 180 to 225 students from 47 different countries. Faculty report that international students in the classroom enrich the instructional and learning experience and help develop an appreciation and awareness of cultural, political, religious and other global similarities and differences [[2B.87](#), [2B.88](#)].

The Sierra College on-campus housing population is extremely diverse. Diversity activities are incorporated into programs for residents including presentations and information on cultural appreciation, LGBTIQ awareness, Black History and various religious celebrations [[2B.89](#), [2B.89a](#), [2B.90](#)].

The on-campus experience is complemented by the college's study abroad program, in which students earn 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 867 students and 35 faculty members overseas, including to non-traditional locales such as Peru, Greece, Vietnam, Australia, and Costa Rica. Some of the programs offer home-stay opportunities for students who would like to experience total cultural and language immersion [[2B.91](#), [2B.92](#)].

In addition to the instructional and student support programs implemented to increase the diversity of experiences for students, the vibrancy of the students' campus experience is supported by the Campus Life Office. This office facilitates students wishing to form clubs or plan activities. The number of active clubs, as of spring 2012, has grown to sixty; they appeal to a diverse range of interests including International club, Project Unity, Puente, Feminist Majority Leadership Alliance and the Rainbow Alliance [[2B.58](#)].

Working with the Campus 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 create a vibrant cultural environment at Sierra College. These programs have included: Art shows in Ridley Gallery (various departments); Cinco de Mayo (Spanish Club); Day of the Dead (Spanish Club); Day of Silence (LGBTIQ Club – Rainbow Alliance); Disabilities Issues (Students Overcoming Challenges); Earth Day (a college wide celebration held each April); Love Your Body Week, Social Justice Days, Cultural Food days (various clubs); People & Cultures Day (a college-wide celebration held each October; as well as a variety of speaking engagements organized and coordinated by a variety of clubs and departments. The Student Senate engages in an on-going evaluation process of the many cultural programs they sponsor. Additionally, each semester the Student Senate organizes a retreat to discuss how to better serve the needs of a diverse student population through speakers, music and club support [[2B.93](#), [2B.94](#), [2B.95](#), [2B.96](#)].

Each semester a cultural activities calendar is published through the "Dialogues in American Culture" (Social Science 10, 50 and 13) courses. Any student, staff or community member is encouraged to attend activities without pre-registration. Field trips are also open to all students, staff and the public. The activities are also published on the Sierra College web site as well as the Campus Center TV monitors [[2B.59](#)].

In 2009, the college received a Chancellor's Office Students Success Award for the New Legacy Program and an award presented by Lieutenant Governor's Office for efforts to increase diversity and success for underrepresented students [[2B.97](#), [2B.98](#)].

Self Evaluation

Sierra College meets this standard. A number of programs have been initiated to specifically support and enhance students' understanding and appreciation of diversity.

Actionable Improvement Plan

The college will continue to design and maintain programs and services to support student understanding of diversity.

IIB 3e. 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.

Student Services has seen an increase in students requesting services, specifically those who speak Spanish or Russian. To assist these students, applications have been translated into Spanish and Russian and Spanish-speaking and Russian-speaking staff are available to assist students in a number of student service areas [[2B.34](#), [2B.35](#)].

Sierra College has an application deadline for both fall and spring semesters. The fall deadline is August 5th and spring's is January 5th. The application deadline is in place to ensure that each student has ample time to assess, orient and meet with a counselor prior to registration.

The college allows for the special admission of concurrently enrolled high school students through its Academic Enrichment program. Students who are 16 years of age, have completed their sophomore year of high school and have a minimum GPA of 2.7 may enroll in up to eleven units per semester. The Nevada County campus offers an "Early College High School" program and Tahoe-Truckee has an MOU with the local school district that offers dual credit for this population [[2A.24](#), [2B.99](#)].

The college regularly evaluates admissions processes and programs. Students are surveyed regarding the online application process and Admissions and Records services. 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 (ePAR) process as well as Program Review. Regular staff meetings are conducted; these meetings include Admissions/Records staff from each site to ensure consistent processing and continuity of policies are maintained throughout the college [[1B.53](#), [1B.54](#), [2B.2](#), [2B.3](#), [2B.9](#), [2B.10](#), [2B.11](#), [2B.12](#), [2B.13](#), [2B.14](#), [2B.15](#), [2B.16](#), [2B.17](#), [2B.18](#), [2B.19](#), [2B.20](#), [2B.21](#), [2B.22](#), [2B.64](#), [2B.69](#), [2B.100](#)].

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. The Assessment Center administers Accuplacer for course placement and CELSA for placement into English as Second Language (ESL) classes. Both tests are on the California Community College Chancellor's Office list of approved tests. Accuplacer is an adaptive web-based test given in an untimed multiple choice format. CELSA is a timed multiple choice test done on paper-pencil format. ESL students are given an additional writing sample of the test that is managed locally. The college has demonstrated validity, reliability, and absence of bias for the writing component of the test [[2B.101](#), [2B.102](#), [2B.103](#), [2B.104](#), [2B.105](#), [2B.106](#), [2B.107](#), [2B.108](#)].

Validations of all test instruments are conducted on a three-year cycle in the following areas: cut score validity, disproportionate impact, and content validity. Test bias was also reviewed when each test was first adopted by the college. The last review in cycle was completed in 2009. Although the next review would have happened in 2012, with the implementation of AB1456 and the discussion of a statewide assessment, the review has been postponed.

The college integrates multiple measures into placement decisions, as prescribed by the California Community College regulations. Multiple measures are based on student responses to additional questions that are given at the time of testing. For example students are asked about their prior experiences in mathematics and their 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 [[2B.109](#)].

Students who believe that the assessment results are not a true reflection of their abilities are allowed to retest upon request and subject to timelines and availability.

The Assessment Center staff use a PowerPoint presentation to provide students standardized and consistent directions that are used by all test proctors to ensure parity and equity. Assessments are currently offered at Rocklin, NCC and Tahoe-Truckee. Dates and times are published on the college website.

The assessment process is reviewed annually through the ePAR, every three years through Program Review and by the Matriculation Committee as needed [[2B.65](#), [2B.70](#)].

Self Evaluation

The college meets the standard. The CCCApply admissions process is working well. In recent student satisfaction surveys, students rated the online application and the Admissions/Records Office very positively. The application rate from minority students reported in MIS data has steadily increased since 2005 [[2B.110](#)].

The college's assessment process is effective. Students who take the placement tests receive their results prior to meeting with a counselor to develop their student educational plan for the upcoming semester. Students surveyed report high satisfaction with the assessment process. Multiple measures as well as the use of the state-approved Accuplacer ensure accurate results and minimize bias [[1B.53](#), [1B.54](#), [2B.2](#), [2B.3](#)].

Actionable Improvement Plan

The college will continue to evaluate admissions and placement instruments.

IIB 3f. 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 [[2B.111](#), [2B.112](#)].

Permanent student records dated prior to 1980 and instructor records prior to 1990 are stored on microfiche in a fireproof cabinet in a locked room in the admissions/records office at the Rocklin Campus and backup copies are maintained off-site. Student records from 1981 to the present are stored electronically in the college's student information system. The student information system is backed up in compliance with AP 3721 including a nightly backup and a secondary storage location off-site [[2B.113](#)].

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 ended. 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 data steward for the Banner Student module.

Records access information is provided to students in the college catalog. The Admissions/Records Program Manager provides the annual notice on mySierra regarding the

college's release of information/directory policy to all faculty and staff. Training and review with regard to the Family Educational Rights and Privacy Act (FERPA) is reviewed on a regular basis with admissions/records staff. Legal counsel advice is solicited as needed to address potentially illegal or otherwise questionable requests for information.

A student identification number (Student ID) system is in place, protecting the students' social security number information. Faculty are able to download a student roster by logging into the college portal. Faculty may only view rosters for those courses they are currently teaching and they contain only the last four digits of the student ID and are not listed in alphabetical order.

Self Evaluation

Sierra College meets the standard. Paper, microfilm, microfiche and electronic records are maintained permanently in a secure environment and backed up according to AP 3721. 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. We are meeting industry standards for creating password protocols.

Actionable Improvement Plan

The college will stay informed about best practices regarding access, security, and confidentiality of student records.

IIB 4. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Student programs and services are assessed and evaluated in several different ways. The Student Services Coordinating Council (SSCC) is comprised of the Vice President of Student Services, student services (facilitator), deans, program managers, faculty coordinators and leads, and administrative assistants. The council meets once monthly during the academic year to discuss various aspects of the Student Services Division.

The SSCC has been the primary driver of student learning outcomes development for the Division. Program leaders began writing SLOs and including them in the ePAR documents in summer 2005. Since that time, SSCC participants are asked to bring their SLOs and assessment results for group dialogue and program planning throughout the year [[2B.23](#), [2B.24](#), [2B.25](#), [2B.26](#), [2B.27](#), [2B.28](#), [2B.29](#), [2B.114](#)].

SLOs are assessed and reviewed annually and results are used to drive program improvement and resource requests as documented in each program's ePAR. Student services also works closely with the Research Office to include research data and analysis. Each program submits an

annual ePAR where new resources needed to improve or expand services are identified and prioritized in the college-wide allocation process [[2B.65](#), [2B.66](#), [2B.67](#), [2B.68](#)].

Every three years, each program completes Program Review, an assessment of recent achievements, relevancy, currency, progress in SLO development and assessment, as well as an evaluation of current resource levels and future direction of the program. Program Review is conducted by the Program Review Committee and provides a higher level evaluation of programs assessed according to a Student Services-specific rubric.

An on-going activity has been identifying and assessing student learning outcomes in programs that are student service-driven and not attached to instructional curriculum. Initially, consideration was given to developing “Service Area Outcomes” if an individual program such as Admissions and Records or Assessment could not easily identify an SLO. However, significant progress on developing and assessing SLOs has been made since the college’s last accreditation in 2007. Currently, all student service programs are assessing and evaluating one or more student learning outcome on a regular basis. Changes initiated because of the results of SLO assessments have helped to create improvements in the delivery of many student support services [[2B.115](#)].

While assessment and evaluation of the SLOs was more easily adopted in counseling processing departments, it was more challenging in service areas such as admissions/records, assessment, and financial aid. To help address this issue, surveys are conducted regularly to evaluate the service's contribution to students' learning as well as to gain input from students regarding their needs and satisfaction. Surveys are distributed on-line, in-class, and at the point of program/service, regardless of the location or method of support delivery. For survey results and discussions, see Student Services Survey Discussion [[1B.2](#)].

In response to survey results, a number of programmatic changes were implemented. For instance, the development of the Counseling Center’s new online counseling services provides better access to counseling services and a lower than optimal student awareness of available student services resulted in expanded communication methodologies: catalog, mySierra, broadcast emails, fliers, posters, and the newly-designed, student-focused college website. On-going student evaluations are used to assess the effectiveness of these new efforts [[1B.53](#), [1B.54](#), [2B.2](#), [2B.3](#)].

When new programs and services are developed, an evaluation is conducted to determine their effectiveness in meeting student needs before additional resources are committed. For example, in 2010 the Assessment Center was reporting significant numbers of incoming students who assessed below college-level in basic skills. The Counseling Department partnered with First Year Experience to offer a Summer Bridge program in 2011 to serve incoming students who assessed into remedial English and math. The Counseling Department’s role was to enhance college success skills and connect students to the campus and its many services through

instruction (PDev 8) and specialized counseling. Outcome data was collected and reviewed after the program. It was determined that Summer Bridge was highly effective in advancing students to college-level English and math classes in the fall. In light of the outstanding results, the Counseling Department partnered again for Summer Bridge 2012. Another example is the development of the Puente and Umoja programs serving historically underrepresented students. The impetus for these programs was generated in part by review of the research office's data, which revealed lower persistence, retention and success rates for these special populations. Data from the Puente and Umoja programs underscores the effectiveness of the programs in increasing student success [[2A.36](#), [2B.116](#), [2B.117](#)].

Self Evaluation

The college meets the standard. Student Services has developed student learning outcomes and assessment tools, and is regularly assessing outcomes in each program. The results of these assessments are reviewed by the SSCC and become the basis of ePARs goals and Program Review, creating a cycle of continuous program improvement. Results such as student success and persistence rates and other outcome-based data are used to compare the academic success of students supported through a particular program compared to that of the general student population. All of this data is included in the annual ePAR reports and the more infrequent Program Reviews to drive decisions on resource allocations that lead to improvements in serving students [[2B.115](#)].

Actionable Improvement Plan

The college will continue to improve student support services based upon student learning outcome assessment.

Standard IIB Evidence Documents

<u>Doc No.</u>	<u>Title</u>
2B.1	Needs Assessment Survey Results
2B.2	Student Services Survey comments F10
2B.3	Student Services Survey comments S13
2B.4	CalWORKs Program Plan 2011-12
2B.5	EOPS Program Plan Forms 2011-12
2B.6	DSPS Report 2010-11
2B.7	Matric. Report 2004
2B.8	Counseling Training recollections, 10/20/11
2B.9	Admissions and Records Staff minutes, 2011.07.27
2B.10	Admissions and Records Staff minutes, 2011.08.10
2B.11	Admissions and Records Staff minutes, 2011.08.24
2B.12	Admissions and Records Staff minutes, 2011.09.07
2B.13	Admissions and Records Staff minutes, 2011.09.21
2B.14	Admissions and Records Staff minutes, 2011.10.05
2B.15	Admissions and Records Staff minutes, 2011.10.19
2B.16	Admissions and Records Staff minutes, 2011.11.16
2B.17	Admissions and Records Staff minutes, 2011.12.14
2B.18	Admissions and Records Staff minutes, 2012.01.11
2B.19	Admissions and Records Staff minutes, 2012.02.08
2B.20	Admissions and Records Staff minutes, 2012.02.22
2B.21	Admissions and Records Staff minutes, 2012.03.07
2B.22	Admissions and Records Staff minutes, 2012.03.21
2B.23	Student Services Coordinating Council recollections, 2011.07.19
2B.24	Student Services Coordinating Council recollections, 2011.08.16
2B.25	Student Services Coordinating Council recollections, 2011.09.20
2B.26	Student Services Coordinating Council recollections, 2011.10.18
2B.27	Student Services Coordinating Council recollections, 2011.12.12
2B.28	Student Services Coordinating Council recollections, 2012.02.21
2B.29	Student Services Coordinating Council recollections, 2012.03.20
2B.30	Policies and Procedure Information
2B.31	MySierra Log-in and Services website
2B.32	E mail Student Services website
2B.33	Forms-Policies website
2B.34	Application Russian
2B.35	Application Spanish
2B.36	AB540 Russian
2B.37	AB540 Spanish

<u>Doc No.</u>	<u>Title</u>
2B.38	<u>Student Access Services Information Sheet</u>
2B.39	<u>Campus Life Committee agenda, 2011.09.02</u>
2B.40	<u>Campus Life Committee agenda, 2011.09.16</u>
2B.41	<u>Campus Life Committee agenda, 2011.10.07</u>
2B.42	<u>Campus Life Committee agenda, 2011.10.21</u>
2B.43	<u>Campus Life Committee agenda, 2011.11.04</u>
2B.44	<u>Campus Life Committee agenda, 2011.12.02</u>
2B.45	<u>Campus Life Committee agenda, 2012.02.10</u>
2B.46	<u>Campus Life Committee agenda, 2012.03.02</u>
2B.47	<u>Campus Life Committee recollections, 2008-2010</u>
2B.48	<u>Campus Life Committee recollections, 2011.09.02</u>
2B.49	<u>Campus Life Committee recollections, 2011.09.16</u>
2B.50	<u>Campus Life Committee recollections, 2011.10.07</u>
2B.51	<u>Campus Life Committee recollections, 2011.10.21</u>
2B.52	<u>Campus Life Committee recollections, 2011.11.04</u>
2B.53	<u>Campus Life Committee recollections, 2011.12.02</u>
2B.54	<u>Campus Life Committee recollections, 2012.02.10</u>
2B.55	<u>Campus Life Committee recollections, 2012.03.02</u>
2B.56	<u>ASSC Budget 2011-12</u>
2B.57	<u>Student Senate recollections, 2008-12</u>
2B.58	<u>Campus Clubs website</u>
2B.59	<u>Events website</u>
2B.60	<u>Description of Counseling Services</u>
2B.61	<u>Online Counseling Screenshot</u>
2B.62	<u>Priority Registration Changes</u>
2B.62a	<u>Deans' Council recap, 2012.07.12</u>
2B.63	<u>Online Orientation website</u>
2B.64	<u>ePAR AR 2012</u>
2B.65	<u>ePar Assessment 2011</u>
2B.66	<u>ePAR Counseling 2012</u>
2B.67	<u>ePar Counseling 2012 Assessment Plan</u>
2B.68	<u>ePar Counseling 2012 Unit Assessment Report</u>
2B.69	<u>Program Review-Student Services Admissions and Records 2009</u>
2B.70	<u>Program Review-Student Services Assessment 2011</u>
2B.71	<u>Counseling Training agendas 2011-12</u>
2B.72	<u>Counseling Training Schedule 2011-12</u>
2B.73	<u>NFA Memo, 4/26/12</u>
2B.74	<u>SCLI Brochure 2012</u>
2B.75	<u>SC4 Participant List F12</u>
2B.76	<u>SC4 Schedule October 2012</u>

<u>Doc No.</u>	<u>Title</u>
2B.77	Matriculation Retention-Success 2010
2B.78	Factbook 2012 CSU Top Feeders
2B.79	Factbook 2011 Transfer rate
2B.80	Formal Spectrum Mission
2B.81	Pride Days Schedule 2012
2B.82	Unconscious Bias SCC GLBT CONF. agenda
2B.83	Unconscious Bias flyer
2B.84	Unconscious Bias Seminar Participants
2B.85	N/A
2B.86	Veterans Services website
2B.87	International Students website
2B.88	International Students Spring 2010 to Spring 2013
2B.89	Black History Month
2B.89a	People and Culture Day 2012
2B.90	Dorm Ethnicity 2009-12
2B.91	Study Abroad website
2B.92	Study Abroad History
2B.93	SJW schedule 2011
2B.94	People and Culture Days Poster 2012
2B.95	People and Culture Days Reg. Form
2B.96	People and Culture Days Schedule
2B.97	Award CCCO New Legacy Diversity
2B.98	Award LT. Governor Diversity
2B.99	TT MOU for early college high school
2B.100	ePAR Outcome AR 2012
2B.101	ESL Professional Bias Scoring Sheet
2B.102	ESL CONTENT REVIEW
2B.103	ESL Disproportionate Impact Plan
2B.104	esessaycelsavalidation304
2B.105	eslReliability
2B.106	Establishing CELSA Cut scores with essay
2B.107	ESL Cut score validity
2B.108	CELSA Test Bias Data
2B.109	Multiple Measures
2B.110	MIS Ethnicity Data
2B.111	BP 5040
2B.112	AP 5040
2B.113	AP 3721 Draft Revision
2B.114	Student Services Coordinating Council recollections 2005
2B.115	Sample of SS SLOs

<u>Doc No.</u>	<u>Title</u>
2B.116	FYE Summer Bridge Success Rate
2B.117	Summer Bridge Results 2012

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.

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 1a. 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

Libraries:

The librarians develop their collections of print, media and e-resources, such as periodicals and subscription databases choosing materials based on guidelines established in the Collection Development Policy, which is available online through the library web site. Requests for new materials are taken from faculty, staff and students. Librarians regularly translate student requests for information materials into recommendations for library purchase. Old, worn, or outdated materials are discarded to allow room for growth and to replace information that is no longer accurate. A collection of textbooks is available in each library's reserve section. The Libraries rely on faculty to bring in personal copies of textbooks as there are not enough funds to purchase textbooks for all classes [[2C.1](#)].

The Libraries' holdings of books, eBooks and videos are available through the online library catalog. The catalog has a request feature which allows students to request books from other campus Libraries. Active inter-library loan practices make materials held by other Libraries outside of the college available to students [[2C.2](#)].

Every year, the librarians from each campus work together to decide which online databases to purchase. Most of these databases are offered through the Community College Library

Consortium. Each database is evaluated during a trial period and selection is based on need, coverage, quality, ease of use and price [2C.3].

Learning Support Services

The Rocklin Learning and Testing Centers provide computer access free of charge to all Sierra College students. The computers in the Learning Center may only be used for creating and printing of Sierra College course assignments, and to access course-related email and course-related websites. The lab contains 70 PCs and 12 Macintosh computers, 4 scanners, 2 high volume printers and one color printer. Students from all academic disciplines use the Learning Center.

The Rocklin Campus Writing Center has 32 computers with Microsoft Word, other useful manuscript and research programs, and internet access for student use. Term Paper Handbooks, developed by the Writing Center staff, are available in print and online format for MLA, APA, CSE and Chicago styles. All enrolled students can receive help on a drop-in basis during any stage of the writing process. The Writing Center is staffed by one full-time faculty coordinator and four part-time instructional assistants.

The NCC Learning Center provides computers with internet access and printers for student use. The Learning Center provides language lab technologies for foreign language learners as well as assistive speech recognition software for students with disabilities that impact their ability to read and write. The Learning Center hopes to acquire a coin operated photocopier for student use.

The NCC Writing Center also maintains a collection of handouts, including term paper guides for MLA, APA, and Chicago styles, which are available for students and instructors, free of charge. Instructors from a wide range of disciplines—from Nutrition to Philosophy—rely on Writing Center handouts and materials to increase student proficiency in grammar, mechanics, and usage, and to acquaint students with various styles of formatting and citation (e.g. MLA).

The Tahoe-Truckee campus maintains three computer labs and has wireless internet access available for all students. Additionally, Tahoe-Truckee also provides eight computer stations in their library with software to assist students with disabilities. Tahoe-Truckee also maintains a printer in each lab and in the library—four total—for student use.

Sierra College Library and Learning support services enhance the achievement of the mission of the institution, which states the college “provides a . . . supportive learning environment for students;” speaking to the college’s core values, the Learning Resources Centers are central to, “the tools for continuing success in an ever-changing world.”

Self Evaluation

The college meets this standard. The Library verifies it has sufficient depth and variety of materials to meet the learning needs of its students through student surveys and statistics on electronic and print resource use. As funding permits, learning support services faculty and staff strive to provide up-to-date equipment, software and materials to support student learning at each campus location. Faculty members are periodically surveyed to assess their satisfaction with print and e-resources collections. The librarians and learning support professionals request equipment and staff appropriate to their areas through the electronic Program Assessment and Review (ePAR) request process. Subscription databases are shared among the campuses and they are selected cooperatively by the college librarians. Recent acquisitions of Films on Demand (streaming video), EBSCOHost, ScienceDirect, and additional e-reference titles cover previous gaps in e-content. At this time, equipment and collections are sufficient for student, staff, and faculty needs [[2C.4](#), [2C.5](#), [2C.6](#)].

Actionable Improvement Plan

The college will continue to select, maintain, and update as appropriate equipment and materials in support of student learning.

IIC 1b. 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

Libraries:

The Libraries support the college's vision statement in providing students with the skills for "the thoughtful application of knowledge." The Libraries provide ongoing instruction to give students the knowledge and skills to construct search strategies, increase awareness of available resources, and critically evaluate the information they retrieve, and appropriately cite and credit sources. The Library acts purposefully to meet its objectives by maintaining a vital relationship with its online and traditional student population through its library links, research tools, and subject guides on its web pages, through reference services (by phone, by email and in-person), and by conducting library orientations and research classes taught by the librarians. During these orientations students are introduced to print sources, the library catalog and relevant online subscription databases. Emphasis is placed on the value and authority of the library's resources over information found freely on the Internet. Librarians at the Rocklin and NCC LRCs teach staff development workshops for faculty to keep them informed about library resources and services [[2C.4](#), [2C.7](#)].

At the Rocklin Learning Resource Center (LRC), orientations are taught in the Library's computer lab classroom allowing the librarian to demonstrate the online sources to students and

then leaving time for students to practice hands-on at a computer station while the librarian assists with any questions that arise. The other campuses do not have their own library instruction classroom so they must conduct orientations in the library using available computer workstations.

Over the past several years, the library has added significantly to the online information literacy offerings. The Searchpath information literacy tutorial was adapted for use at Sierra College. It has six self-paced modules, each with a quiz at the end so students can test what they have learned and also print out results to show proof of completion. VoiceThreads use screen shots with voice overs to create short tutorials on topics such as using the library catalog, using ProQuest and accessing databases from home. Instructional screencasts have also been created and uploaded to the library's new YouTube channel. Finally, LibGuides are a new interactive alternative to the traditional printed pathfinders. LibGuides show students useful print and online resources for specific subjects or courses. Each of these resources is available to students around the clock on the Library's web site [[2C.9](#)].

In addition to online and one-time library orientations, two courses for credit in information competency are offered through the Library Science program: LIBS 10A, Information Literacy and Lifelong Learning, and LIBS 10B, 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.

Student demand for orientations at Rocklin and NCC has remained fairly consistent over the years. A new faculty survey was developed and deployed last spring which targets students who have attended library instruction sessions and will help the library assess identified student learning outcomes [[2C.5](#)].

The Searchpath tutorial and video tutorials provide online assistance for Distance Learning students as well as any student who prefers the online modality. Recent survey results indicate students prefer learning material online rather than in a live session with a librarian. Additional LibGuides and screencasts are planned to be added to the library's growing collection of online information literacy instructional resources [[2C.10](#)].

Learning Support Services:

The Learning Centers at each campus provide services to students in virtually every subject. Instructional assistants provide support and one-on-one assistance to students using computer programs and course-related software. In addition to writing assistance, the Writing Center staff instructs students in the ethical use of information through proper paraphrasing, citation and documentation.

Tutoring at the Rocklin campus Learning Center is offered by appointment or on a drop-in basis. The Rocklin Learning Center also provides online tutoring to students at other District campuses.

The Testing Center provides test proctoring 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 and collects homework and other materials to distance learning students. The centers have one full-time faculty coordinator, one part-time faculty member, and three full-time classified employees. All tutor and testing center personnel are under the supervision of the dean of the Library/Learning Resource Center. A multi-use group study room provides mentoring and supervised study time for several college programs that serve special or underrepresented populations on campus such as the Veteran's Resource Center, Umoja, and Puente. The Learning Center is certified through the College Reading and Learning Association (CRLA), and at least ten tutors per year meet the requirements to receive CRLA certificates. Finally, the Rocklin Learning Center provides training for all of its tutors via Skill Development 1, Introduction to Techniques of Tutoring [[2C.8](#), [2C.11](#)].

The NCC Learning Center houses the Tutor Center and Writing Center. The NCC Learning Center provides tutorial services for students on a wide range of subjects through the Tutor Center as well as individual assistance on writing assignments through the Writing Center. The Tutor and Writing Centers also provide additional support for students in pre-collegiate English and Math courses. Tutoring occurs primarily on a drop-in basis with occasional appointments made to meet students' needs. The NCC centers are staffed by two part-time faculty employees. In addition, the centers employ approximately six paid student tutors as well as several volunteer tutors each semester. Student tutors receive training via SKD-1, Techniques of Tutoring, as part of a CRLA certified tutor-training program taught by the Writing Center IA. There are plans to develop a Tutor Handbook to assist in training student tutors and supplement the training provided by SKD-1.

Tutoring, testing and writing assistance is offered in the library at the Tahoe-Truckee Campus. Peer tutors give support in a variety of disciplines and subject areas that are not well established are supported virtually by the Rocklin Campus tutors using CCC Confer, a free conferencing program supported by the California Community College Chancellor's office. Testing at the Tahoe-Truckee Campus is facilitated in the library by the instructional assistant.

Learning support services staff at the college's three main campuses provide presentations for faculty and classes to promote tutoring and Writing Center services. Each service area also provides instruction to students in how to receive assistance via the college website, mySierra, brochures and flyers [[2C.7](#), [2C.12](#), [2C.13](#)].

Self Evaluation

The college meets the standard. Ongoing instruction is provided to give students the knowledge and skills they need through orientations, workshops, courses, and online tutorials so that students may develop information competency skills. In an environment of limited financial resources, library staff has augmented its services through the use of innovative technologies.

Learning support services staff contribute to information competency skills by providing assistance to students in the use of computers and accurate documentation of sources.

Actionable Improvement Plan

The college will continue to find innovative ways to develop students' informational competencies throughout the district.

IIC 1c. 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

Libraries

Sierra College's library services to the campuses involve separate but coordinated and cooperative efforts. Reference assistance is available most of the Library's open hours. Parallel, or similar, services are available at the Nevada County Campus and are being developed at the Tahoe-Truckee campus and the Roseville Gateway Center. An inter-campus courier makes deliveries of Library materials between the main campus and the Nevada County Campus, usually within twenty-four hours [[2C.13](#), [2C.14](#), [2C.15](#)].

The Libraries are committed to providing equivalent services for traditional and distance students at all sites, and the library's web site, which is rich in content, is emphasized as the primary entry point for student and faculty research. All of Sierra College Library's electronic books and online subscription databases are available to current students and staff through the Library's web site. There are many information literacy and database tutorials offered through the Library web site, each requiring students to sign-on individually. Online access to these databases currently requires signing-on each time a new application is opened.

In addition to in-person and telephone reference service, email reference services are also an option for those unable to contact the Library during regular hours.

Learning Support Services

Equivalent learning support services are currently being offered, or in the process of being developed at all of Sierra College's locations. There is a web presence with contact information for tutoring, writing, and testing support services at the Rocklin and Nevada County campuses. Institutional awareness of the Tahoe-Truckee campus is not yet fully developed. Students at the Roseville Gateway Center use the Rocklin campus services because of the proximity.

The Writing Center designed, piloted, launched, and ran a highly successful online service, the Sierra College Online Writing Center (SCOWC) from 2008 to 2010. Grant funding from the

Chancellor's Office that supported the SCOWC was redirected from the pilot project to projects that predominantly serve basic skills students [2C.16].

Since moving to a new location in 2010, the Nevada County Campus Learning Center has tripled in size and seen a number of growth trends in student and instructor use. Over the past seven years, the number of visitors annually has more than doubled, and the hours of student usage has nearly tripled. Increases to the student staffing budget in the 2010-2011 academic year has partially met increased student need for available instructional personnel; however, the increase in tutor and educational support staff has not been proportional to the increased demand for tutoring and Writing Center services [2C.17].

Self Evaluation

The college meets the standard. The Libraries offer adequate hours of operation and have made great strides in increasing online offerings in materials as well as library instruction and reference so as to provide expanded services for students throughout the District. This is especially important as hours at physical locations have been reduced. Students attending evening and summer classes get fewer in-person services, but this is the result of the judicious allocation of limited personnel resources. Tutoring and writing support for the Tahoe-Truckee campus are being offered online until the campus is of a size to warrant increased staffing levels. Access to the online databases would be improved with a single sign-on. Due to budget constraints, evening and distance learning students don't receive the same level of learning support services unless they are able to physically come to campus during the Library's hours of operation. Schedules vary for summer support at all locations – generally, the limited staff are more effectively used by serving the larger populations of students during the fall and spring semesters.

Actionable Improvement Plan

As funding allows, the college will increase learning support services to meet student demand and to provide greater access for evening and online students. Additionally, investigate the possibility of instituting a single sign-in for all Library databases.

IIC 1d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Libraries and Learning Support Services:

Security and maintenance at campus facilities are provided by the college through college employees or contract staff. The Department of Maintenance and Operations is responsible for ensuring that library and other learning support services buildings on all campuses are

adequately maintained and secured. The LRC buildings at all campuses are secure and in good repair. The Rocklin LRC requires a key fob to enter the building when it is locked. The addition of locking doors to the entry of the Library on the second and third floors allows the Library floors to be secured when it is closed and the other floors of the LRC are still open. The Libraries safeguard their collections with 3M gates to prevent theft. All Library materials have electronic security strips that trigger an alarm if material leaving the Library is not properly checked out. Off campus users of subscription databases are authenticated to prevent unauthorized use and violation of vendor agreements. The Library and learning support staff regularly monitor their assigned work space for safety and to make sure that the areas are conducive to study and learning. The staff has received basic training in disaster preparedness and has confidence in the support of local security services [[2C.4](#), [2C.18](#)].

The Library and learning support services receive network security and maintenance support from the Informational and Instructional Technology (IIT) staff. IIT ensures that library and learning support services software and equipment are compatible with those already present in the College system, meet minimum College standards, and can be maintained and updated by IIT technicians. SynchronEyes classroom management software and Public Web Browser are used on many of the Library and learning support computers to ensure that the Sierra College Board Policy on computer use is upheld. The Learning Centers utilize Accutrack to ensure that only current students access learning center computers.

Self Evaluation

The college meets this standard. The Libraries and Learning Support Services receive effective maintenance services from the district's facilities department. Network security and support is maintained and updated by the IIT staff.

Actionable Improvement Plan

The college will continue to provide effective maintenance and security for the Libraries and Learning Support Services.

IIC 1e. 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

Libraries and Learning Support Services

The college has beneficial collaborations with other institutions including the Community College League, Online Computer Library Center (OCLC), and the City of Lincoln and Western Placer Unified School District. Sierra College collaborates and contracts with ExLibris to provide an integrated library system used at all the college's Libraries and at the joint-use Lincoln Public Library. ExLibris provides an integrated library system with circulation, cataloging, and report software modules. The joint-use library uses the ExLibris Voyager system which provides off campus students with the opportunity to access information ubiquitously via the internet. The ExLibrisVoyager Lincoln Addendum is an agreement between the college, WPUSD, the City of Lincoln and Endeavor Information Systems, Inc. [[2C.19](#), [2C.20](#)].

The Community College League, in partnership with the Council of Chief Librarians, conducts a program of cooperative buying (the Community College Library Consortium) that greatly benefits the Library by providing economy of scale, standardized contracts, centralized negotiations, and streamlined record-keeping. The Sierra College Libraries have formal agreements with the Consortium for the purchase of online research products. The Consortium collects usage statistics for individual participating libraries so that the librarians can make informed decisions about which products are particularly relevant to our patrons [[2C.21](#)].

The college retains and annually reviews contractual agreements with Online Computer Library Center (OCLC). Membership with OCLC enables the Libraries to borrow requested titles from many other libraries in the U.S. for Sierra College Library users; reciprocally, the Library also lends books to those same entities.

Although the college does not have a center in Lincoln, the college has continued to honor its partnership with the City of Lincoln and Western Placer Unified School District (WPUSD) in a joint-use library located in the City of Lincoln, which is located ten miles from the Rocklin campus. The partner agencies are subject to the "Joint Use Cooperative Agreement," a legally binding contract outlining the responsibilities of each of the three partners that was ratified by the governing bodies of the agencies.

Self Evaluation

The college meets this standard. Appropriate resources are provided to administer the formal agreements that exist and performance is evaluated on a regular basis. The college librarians regularly evaluate the database products purchased through the Consortium and change or modify purchase agreements semi-annually based on the on the needs of the users and the college's instructional programs. To continually meet the expanding collection and patron demands, the performance of ExLibris' software modules is evaluated on a yearly basis, with the Library staff members recently considering a move to a cloud-based Library management system. Significant financial and personnel resources are required to sustain the partnership with City of Lincoln and Western Placer Unified School District for the joint-use Library located in

the City of Lincoln. Given the current fiscal environment, the college may be required to review its commitment to the City of Lincoln joint-use library project [4B.88].

Actionable Improvement Plan

The college will continue to collaborate with other institutions and resource entities as needed.

IIC. 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

Libraries:

The Libraries at Rocklin and NCC participate in Program Review as well as annual ePAR reports in which department goals are defined and tracked for progress and requests are made for resources. Program review for the Rocklin Library was completed in 2009 and in 2010 for the NCC Learning Resources Center. Working with the college's Research and Planning Office, the librarians have worked cooperatively to develop uniform student and faculty use and satisfaction survey forms, and data from these surveys have been collected since 2000. Opinion surveys are used as an indirect measure of student learning; skills assessment tests and Library worksheets administered at the end of Library orientations measure student learning outcomes. For example, according to the Rocklin campus Library survey, almost 21 percent of students disagreed with the statement "There are enough computer workstations in the Library." Funds from the Friends of the Library were used to purchase three new computers and a request was made to replace the aging computers in the library reference computer lab. Overall, Library services have received positive results on student surveys. On the fall 2010 Student Services Survey, 65 percent of students marked very satisfied or somewhat satisfied with the Library/LRC services. Only 2.5 percent marked dissatisfied. On the same survey 66 percent of students agreed or strongly agreed with the statement "the Library and its services have improved my ability to do well in classes" [1B.53, 1B.68, 2C.17, 2C.23].

Since fall 2009, the Rocklin campus Library (and more recently, the Nevada County Campus Library) has been giving a Library skills quiz at the end of some English 1A orientations. The quiz uses multiple choice and open-ended questions to target information literacy skills and student learning outcomes. The NCC LRC has done a comparison of the success and retention rates of students who use the Library collections with those who do not – students who use the resources have higher rates of success and retention. Most students perform well on the Library skills quiz. Certain questions were missed more frequently no matter which librarian taught the class so that gave the librarians a clear SLO to indicate which concepts are more difficult for students. Questions have been reworded for clarity and difficult concepts are emphasized, which

has improved results - demonstrating that students have a better understanding of the topics taught. The Library Worksheet, a graded hands-on assignment given after Library orientations to assess student learning outcomes, has been administered since fall 2006 at the Nevada County Campus. The class average scores ranged from 83% - 98%, far surpassing expectations [[2C.17](#), [2C.24](#)].

The Libraries also keep statistics on the number of traditional and online Library instruction sessions to ensure that adequate numbers of students are aware of the services and resources, the number of reference questions answered both at the Reference Desk and online, and circulation statistics for print, media, online databases and eBooks, and course reserve materials in order to respond to trends in material use [[2C.4](#), [2C.18](#)].

Working with the college's Research and Planning Office, the Libraries have distributed student and faculty use and satisfaction surveys through email. The response has typically been low, especially from faculty. In fall 2010, four questions about the Library were added to the Student Services Satisfaction Survey. This survey was emailed to all students and it received over 950 responses [[1B.53](#)].

Learning Support Services:

The Learning Center and the Writing Center at the Rocklin campus are active in collecting research data. The Learning Center Profile of Students from fall 2010 and spring 2011 shows that students using the Rocklin Campus Learning Center have 3% to 4% higher retention rates and 5% to 8% higher success rates than those who do not use the services. Moreover, most subgroups that use the center, including under-represented populations, show corresponding retention and success rates. In fall 2010, the Rocklin Learning Center distributed questionnaires to students who used tutoring services. The questionnaires asked five evaluative questions directly related to Learning Center student learning outcomes for tutoring. In spring 2011, the Learning Center distributed questionnaires to students who used computers. The questions were directly related to learning center student learning outcomes for computer use. Written comments cited the helpfulness of the staff and the need for increased hours of availability. Increased hours of operation will be a priority when funding becomes available. In spring 2012, a survey with four questions, three directly related to student learning outcomes for testing center services, was distributed. Over 80% of the students indicated that their ability to do well in their classes was improved by the services the Testing Center provides and that 96% were able to complete tests to the best of their abilities. In response to the 21% of students who indicated that they were at least sometimes overwhelmed by test anxiety, a student success workshop on test anxiety was developed along with a flyer to market the workshop to students. A campus-wide Student Services satisfaction survey of 909 students in fall 2010 showed that 43% of students responding had used the Learning Center [[1B.53](#), [2C.25](#), [2C.26](#), [2C.27](#), [2C.30](#)].

The Rocklin Learning and Testing Centers rely heavily on evaluation and research data when making decisions or recommendations about programs and services offered. In response to the computer lab assessment results, the Learning Center decided not to wait for the scheduled lab updates from IIT, but rather loaded new Mac and PC software to meet student needs. Tutoring schedules are adjusted according to usage patterns. For example, in spring 2011, there was an increase in the number of ESL drop-in tutoring sessions that did not decrease the demand for one-on-one appointments, so the Tutoring Center, because of budgetary limitations, was forced to reduce the ESL drop-in sessions. Ideally, with additional funding, both drop-in and one-on-one tutoring would be expanded to match student demand. Chemistry drop-in attendance was high, so the number of sessions in spring 2012 was doubled in response. However, because of budget restrictions, many recommendations and requests are currently inactive. Also because of limited resources, the Rocklin Writing Center had to abandon a successful program, the Sierra College Online Writing Center for Distance Learning students, which had been producing a dramatic improvement in student performance [[2C.28](#), [2C.29](#), [2C.31](#)].

The Writing Center in Rocklin has extensive data from the Research Department which demonstrate its effect on academic performance and identify with great accuracy the demographic profile of Writing Center students. Generally speaking, although Writing Center students are less prepared than the general student population, they nonetheless complete their classes and succeed in them at significantly higher rates with a grade of “C” or better. Both disparities were even more pronounced among Distance Learning students [[2C.31](#), [2C.32](#)].

The Learning Center at the Nevada County Campus participates in a Program Review cycle, generating periodical Program Review Reports with the purpose of evaluating and improving instructional services offered by the centers. The NCC Learning Center coordinator and Writing Center instructional assistant meet regularly with the NCC Executive Dean in order to evaluate, and strategize to improve, the centers’ efficacy. The NCC Learning Center also provides visitors with student surveys that are currently filled out on a strictly voluntary basis. In the 2010 academic year, the NCC Learning Center performed a test case with a small group of Chemistry students who visited both the Learning Center and Writing Center for assistance. Working closely with both students and faculty to ensure the test case effectively met SLOs for the course in question, the NCC Learning Center administered a survey to all students involved in the test case with overwhelmingly positive results [[2C.17](#)].

The Tahoe-Truckee LRC has established a solid student-based Learning Center. In the spring of 2011 the Tahoe-Truckee LRC conducted a survey to assess Library use, tutoring and writing support needs. Based on the results of the survey, Tahoe-Truckee LRC/ Library hours were expanded into the evenings and a more assertive approach has been implemented to promote the Library and its services. Study center statistics of Library use have been collected, and the gate counts revealed that over 10,000 patrons used the facility in fall 2011. Accutrack was installed

in the spring of 2012 to log the numbers of students receiving tutoring services. Currently, short questionnaires are available for students to make voluntary suggestions [[2C.33](#)].

Self Evaluation

The college meets the standard. A variety of surveys and assessment tools are used to identify student needs and areas that need improvement and are used by staff to ensure that services contribute to the achievement of student learning outcomes and are also used as the basis for improvement. Program Reviews are completed on a three-year cycle and the results used to evaluate and improve programs and services.

Actionable Improvement Plans

The college will continue to evaluate and assess Library and student support services to ensure that they continue to contribute to the achievement of student learning outcomes.

Standard IIC Evidence Documents

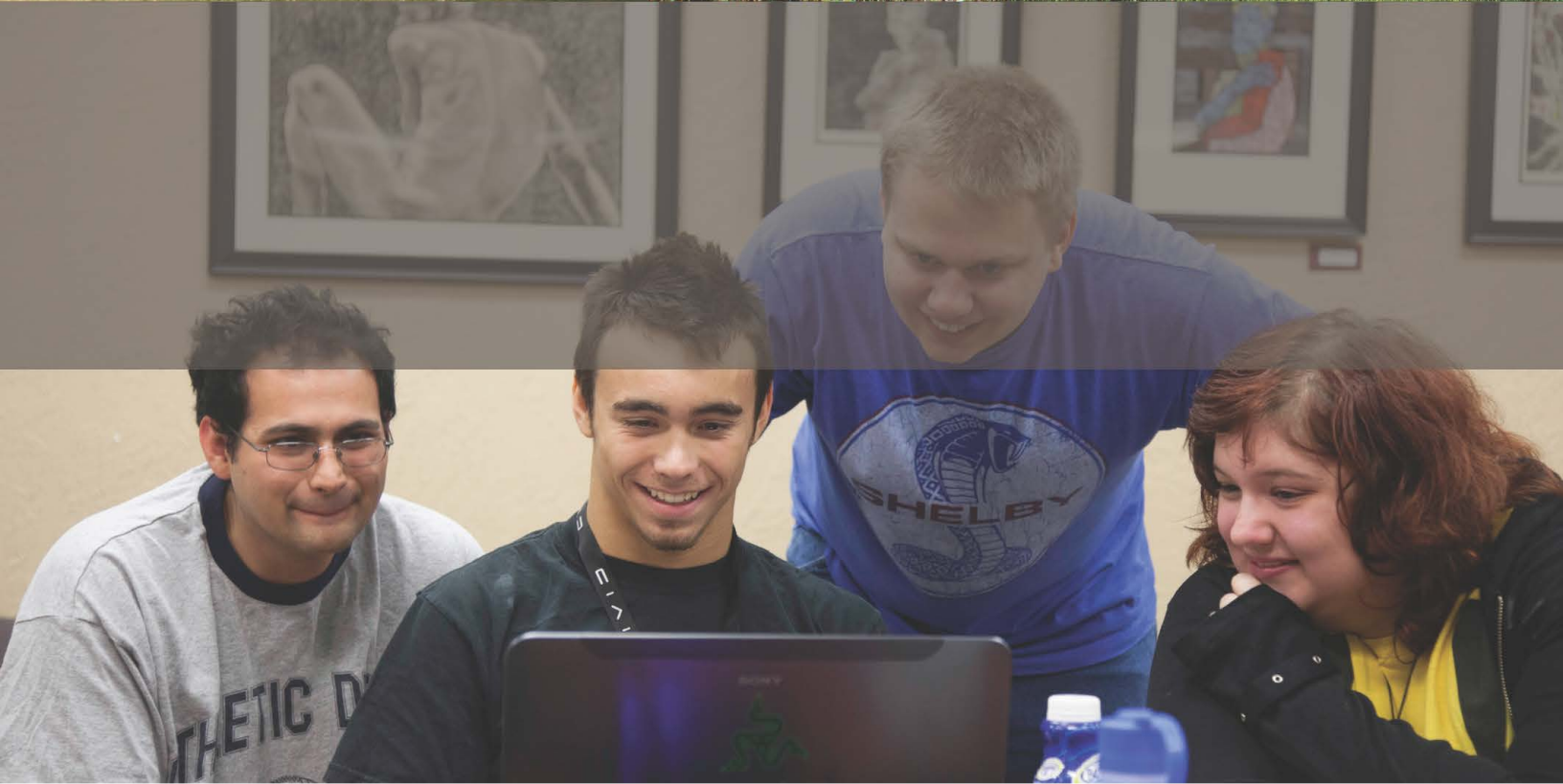
<u>Doc No.</u>	<u>Title</u>
2C.1	Collection Policy
2C.2	Library Catalog website
2C.3	CCL Database Evaluations website
2C.4	LRC Rocklin Reference Orientation Stats 2007-2011
2C.5	LRC Orientation Faculty Survey S12
2C.6	ePAR Library S12
2C.7	Learner Web Library Courses Screenshot
2C.8	CRLA Tutors 12-13
2C.9	LRC Research Guides Tutorials website
2C.10	SearchPath Survey 08-11
2C.11	Notification of CRLA Certification
2C.12	LearnerWeb Flex Workshops-Learning Resource Services
2C.13	MySierra Library Screenshot
2C.14	LRC TT Hours website
2C.15	LRC NCC Hours website
2C.16	Online Writing Center Retention 09
2C.17	Program Review-Student Services NCCLRC 2011
2C.18	LRC Rocklin Circulation Stats 2007-2011
2C.19	Voyager Contract 1997
2C.20	Lincoln Library COOP. AGMT.
2C.21	CCLC Usage Stats.
2C.22	N/A
2C.23	Program Review-Student Services Rocklin Library 2009
2C.24	NCC Library Program Outcomes F12
2C.25	LRC Research Fall10 Sp11
2C.26	Tutoring SLO Evaluation Results fall 10A
2C.27	LRC S11 Computer SLO results
2C.28	Program Review-Student Services LRC Testing Center F11
2C.29	LRC S11 Report By Activity
2C.30	Test Taking Flyer, 3/9/12
2C.31	DLRetSuccCompsStandard IIC 5yearsdata
2C.32	Writing Center Ret/Succ Chart 0910
2C.33	TT LRC Student Survey 21



Standard III: Resources

SIERRA COLLEGE

RESOURCES



Standard III

Resources

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. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

IIIA. 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 resource planning is integrated with institutional planning.

IIIA 1. 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.

Descriptive Summary

Job openings for all employee groups are approved through the Planning and Resource Allocation Committee (PARAC), Strategic Council, and finally the Board of Trustees. Employment applications are accepted either online or on paper, depending upon the type of position. Applications include a section for candidates to describe how their knowledge, skills, abilities, education, and work experience relate to the position for which they are applying. Using the hiring cycle 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. All committee members must receive EEO training before serving on a hiring committee [[3A.1](#), [3A.2](#), [3A.3](#)].

Sierra College adheres to hiring policies and procedures as established by the Board of Trustees and based upon regulatory requirements and shared governance philosophies. The college has a board policy which describes recruitment and selection requirements, and an administrative

procedure outlining the recruitment and selection process in accordance with the District's Equal Employment Opportunity (EEO) program. Board policies and administrative procedures are posted on the college website and paper copies are 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. Depending upon the vacancy, position announcements for all full and part-time permanent positions are broadly published. All currently vacant jobs are also described in full on the college's web site [[2A.82](#), [3A.4](#), [3A.5](#), [3A.7](#)].

Whenever a vacancy occurs, the job description is checked for currency and accuracy before the position is advertised. For the classified service, job descriptions are evaluated and modified as necessary on a regular basis whether or not a vacancy occurs. Once an applicant pool has been established, Human Resources verifies the completeness of the materials submitted. For faculty positions, an Academic Senate subcommittee examines each application to determine if an equivalency hearing is necessary. Based upon the nature of the position, hiring committees are established with faculty and administrative representatives vetted by their respective senates; classified committee members are appointed by their union. Each committee is assigned a designated EEO representative. Applicants are reviewed in a three-step process by hiring committee members, all of whom must have received EEO training within two years of hiring committee service. First, applicants are screened via a "paper process" whereby appropriate knowledge, skills, and ability to perform in the announced position are screened and rated. Following this process hiring committee members choose appropriate candidates for interview and "finalists" are determined and sent for a second interview with the next level supervisor or the college's president and/or designees. After the selection of a finalist, references are checked and a verbal offer of employment is extended. The candidate's name is then included on the next available Board agenda. Once approved by the Board, Human Resources mails an employment confirmation to the candidate. No permanent employee may begin work at the college until formal approval by the Board of Trustees. By consistently adhering to its established hiring procedures and the use of diverse hiring committees, the college is able to ensure that it employs only personnel who are qualified for their positions by appropriate education, training, and experience. The detailed integration of institutional planning with Human Resources is described below in IIIA.6 [[2A.78](#), [2A.139](#), [3A.2](#), [3A.3](#)].

Self 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 who meet or exceed stated minimum requirements. All employees have the appropriate education and experience to perform the duties of their positions. Using different types of applications, supplemental application materials, and performance demonstrations, a candidate's education, training, and experience is carefully assessed by experts in the field of hire throughout the selection process. With the adoption of the

Enterprise Resource Planning Software (ERP) and applicant tracking software, the college is able to utilize expanded data management software for all recruitment, candidate evaluation, and related selection processes. For faculty hires, the Academic Senate Equivalency Committee assures the integrity of a candidate's experience or eminence.

Actionable Improvement Plan

The college will complete the Hiring Manual, currently in draft form, and vet as appropriate through the college's shared governance system.

IIIA 1a. Criteria, qualifications, and procedures 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 play a significant role in the 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.

Descriptive Summary

All District position descriptions are designed to ensure that all personnel are appropriately qualified to support the mission of the college in "providing a challenging and supportive learning environment." For example, academic position requirements include "excellence in teaching, learning, and scholarship" further supporting the core values of the institution. Job descriptions for every position explain the necessary knowledge, skills, and abilities for each employee holding that job, including required minimum qualifications for education and experience to support student learning outcomes and services. The requirements for each position are clearly stated in the online position announcements used to advertise and recruit and accurately reflect position duties and responsibilities [[3A.9](#), [3A.10](#), [3A.11](#), [3A.12](#), [3A.13](#), [3A.14](#), [3A.15](#)].

Job descriptions are developed by the Human Resources Office with the assistance of area manager(s) and input from the appropriate bargaining unit, if applicable. Essential functions and appropriate levels of knowledge, skills, abilities and physical demands for the position are identified. Human Resources professionals evaluate job descriptions for all employee groups for regulatory compliance and classification consistency. Classified job descriptions are bargained under a collective bargaining agreement and are regularly reviewed. After review by the appropriate union, job descriptions receive final approval from the District [[2A.139](#)].

For full-time faculty positions, the most recent publication of the Minimum Qualifications Handbook provided by the Chancellor's Office defines the necessary criteria to determine

knowledge of the subject matter. The process requires hiring committee members to assess each application and ensure that the candidate meets the minimum qualifications and stated job criteria. The criteria for selection are determined by hiring committee members using minimum qualifications, a teaching demonstration, letters of recommendation, a self-evaluation, and pedagogical rubrics which are discipline-specific and informed by the mission and strategic goals of the institution. Institutional faculty play a significant role in developing the criteria for selection of full-time faculty. Furthermore, all faculty hiring committees are comprised by a majority of faculty members appointed by the Academic Senate. For all full-time faculty positions, a faculty representative participates in final interviews with the Vice President of Instruction or Vice President of Student Services [[3A.16](#)].

Part-time faculty (adjunct instructors) must meet the same minimum qualifications as their full-time counterparts, based on documented education, years of pertinent experience and/or skill level. The Human Resources Office maintains a database of part-time faculty applicants who have met minimum qualifications in specific disciplines to teach at Sierra College. Part-time faculty members are hired in an abbreviated process. In most instances, a department chair (a full-time instructor with release time or a stipend), the division dean or associate dean assess a part-time faculty candidate's education and experience and select the most qualified individual; this interview and selection process is sometimes conducted with other department full-time faculty participating. On occasion, to meet scheduling deadlines, the dean performs this function alone in consultation with the appropriate department chair.

The Human Resources Office ensures that applications are complete and that transcripts are verified. The Human Resources Office also provides equivalency documentation and serves as a resource to the college's Equivalency Committee, a subcommittee of the Academic Senate.

The Human Resources Office verifies that all degrees held by faculty and educational administrator applicants were awarded by institutions accredited by recognized U.S. accrediting agencies. As part of the hiring cycle process, faculty members appointed by the Academic Senate participate in the selection of all new staff. For all faculty positions, a faculty representative participates in final interviews with the Vice President of Student Services or the Vice President of Instruction [[2A.78](#), [3A.1](#), [3A.3](#), [3A.17](#), [3A.18](#), [3A.19](#)].

Self Evaluation

The college meets the standard. All employment announcements and applications are available on the District website and upon request by mail through the Human Resources Office. The process to hire full-time faculty, classified, classified confidential, classified supervisors, and educational administrators is currently under review and revision. Position qualifications and classification descriptions are clearly stated and publicly displayed on the college's website for faculty, management, and classified positions. Position announcements for classified, confidential, and management positions describe the required qualifications, education and/or

work experience, and include essential job duties and functions in support of the college's Mission Statement. Faculty and educational administrator position announcements also list the minimum educational qualifications as determined by the California Community College Board of Governors in conjunction with the Statewide Academic Senate.

Actionable Improvement Plan

While the District has developed an effective hiring process, it needs to be articulated in a formal document.

IIIA 1b. 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 all employees systematically and 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 described in detail in the appropriate collective bargaining agreements [[2A.53](#), [2A.139](#), [2A.140](#)].

The evaluation process for classified, confidential, classified supervisory, educational administrators and full and part-time faculty is established in Administrative Procedure 7150 and in the respective collective bargaining agreements. 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 on the college's intranet. Completed evaluations become part of the employee's permanent personnel file located in and maintained by the Human Resources Office [[3A.21](#)].

Faculty members, both full and part-time, are evaluated according to the procedures stated in the Sierra College Faculty Association (SCFA) collective bargaining agreement. All faculty are evaluated on a variety of criteria including performance of assigned duties such as timely submission of grades, department meeting attendance, and responsiveness to student needs. Furthermore, there is a section in the evaluation where faculty are asked to describe their participation in institutional responsibilities such as shared governance. In the cycle of evaluation each faculty member completes a self-evaluation that expects each employee to identify the areas on which they wish to focus and improve. These areas then form the basis for how each faculty member is evaluated in the subsequent cycle. As part of the tenure process, full-time tenure

track faculty are evaluated every year for the first four years. Full-time tenured faculty members are evaluated every three years unless performance issues warrant more frequent evaluations. Part-time faculty are evaluated during their first semester of employment and at least once every sixth semester thereafter [[2A.53](#), [3A.22](#), [3A.23](#), [3A.24](#), [3A.25](#), [3A.26](#), [3A.27](#)].

The evaluation procedure for classified employees is described in the classified Federation of United School Employees (FUSE) collective bargaining agreement. All classified employees are evaluated based on performance of their assigned duties and responsibilities. Probationary employees are evaluated at three, six, nine, and eleven-month intervals. Permanent classified employees are evaluated annually. The employee's evaluation is placed in his/her personnel file only after the evaluator and evaluatee have discussed and signed the evaluation and the employee has had the opportunity to respond and attach comments. Signed copies of the evaluation are given to the employee. The evaluation can only be based on factual data of the job performance including direct observation of the employee [[2A.139](#), [3A.28](#)].

Educational administrators and classified supervisory employees are represented by the Sierra College Management Association (SCMA) and evaluations processes and procedures for these employees are outlined in the SCMA collective bargaining agreement. All educational administrators and classified supervisors are evaluated on criteria established by dialogue between each administrator/supervisor and his/her supervisor that establishes yearly goals and objectives and subsequent performance of those goals and objectives by the employees. Accomplishment of goals and objectives and improvement of performance is expected from year to year. The evaluation process described in the Sierra College Management Handbook outlines the current evaluation process. For their first year of employment, classified managers and educational administrators are probationary employees and their job performance is closely monitored. Upon attaining permanent status, they are evaluated annually. The District uses a management evaluation tool based on core tasks and performance of stated goals [[3A.29](#)].

Actions taken following evaluations are formal, timely, and documented as detailed in the collective bargaining agreements relevant to each employee unit.

When improvement is needed or evaluations are unsatisfactory, corrective and/or disciplinary actions are taken. Performance improvement procedures and disciplinary actions for all employees who are not at the executive level follow the language contained in the appropriate collective bargaining agreements.

Self Evaluation

The college meets the standard. All employees, including the Superintendent/President and the Vice Presidents, are evaluated annually using well established procedures and evaluation forms. The evaluation process has the purpose of assessing the effectiveness of an employee's

performance and encouraging discussion and improvement. It is also a method for conveying commendation and appreciation.

During the 2011-2012 academic year, all of the contract language concerning evaluations for full and part-time faculty was reviewed by a subcommittee of the Deans' Council. SCFA and the District agreed to substantive changes in many areas, especially in the evaluation of faculty teaching online classes and the number of work hours for counselors and librarians. During negotiations with the faculty bargaining unit, the changes were discussed further, retained or modified, and finally adopted [[2A.53](#)].

Actionable Improvement Plan

The institution will continue to look for ways to improve the evaluation process to ensure the effectiveness of personnel and to encourage improvement.

IIIA 1c. 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 effectiveness as a teacher is an essential component of all faculty evaluation reports, both full and part-time. During the 2011-2012 academic year, the District and the faculty union (SCFA) had extensive discussions concerning the evaluation article of the new SCFA collective bargaining agreement. In order to define the evaluation process more clearly, most of the article was revised. The new article provides an Evaluation Criteria guide and includes the requirement to review all modalities of instruction when conducting an evaluation. The guide covers a wide range of topics from depth of knowledge to effective teaching including the provision and assessment of program, course, and student learning outcomes.

The instructional and student services faculty evaluation process includes classroom and service visitations by members of the review committee. The evaluatee also completes a self-evaluation. Students complete surveys to evaluate a faculty member's performance, including his or her ability to meet defined student learning outcomes. For example, a counselor's student evaluation form asks students if they were encouraged to pursue their goals and were they listened to without being judged, and were other campus services mentioned or were they explained? Some of the questions answered by students rating instructors are, "Uses textbook(s) that promote student learning," and, "Uses supplemental materials (e.g. handouts, visuals, etc.) that promote student learning." Another student question asks if the instructor, "Presents lessons and/or activities in an organized manner" [[3A.22](#), [3A.24](#)].

On the faculty evaluation form, all of the questions focus on the faculty member's effectiveness in relation to stated student learning outcomes. Since the District's last self-evaluation study in the fall of 2007, much progress has been made towards the goal of making student learning outcomes an integral part of Sierra College culture. As part of the a renegotiation of contract language concerning full and part-time faculty evaluations, the faculty self-evaluation now includes specific reference to a faculty member's participation in the SLO process [[2A.53](#), [2A.77](#), [3A.27](#)].

Self Evaluation

The college meets the standard. Over the past few years, the college has gone through significant dialog over the role of faculty evaluation in relationship to participation in the SLO process. The most recent change in the contract includes SLO participation as a component of faculty self-evaluations; this has resolved the concerns of the faculty and addressed the needs of the institution. SLOs have been a required component of course outlines for several years and faculty have developed and used them to measure student achievement at both the course and program level.

Actionable Improvement Plan

The District will continue to provide opportunities for faculty to participate and evaluate their role in producing student learning outcomes.

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

Descriptive Summary

Sierra College has developed policies and procedures to ensure that all employees act with professionalism and integrity. The Board of Trustees regularly reviews their code of ethics policy. The ethical behavior extends to all affiliated with the Sierra District, from the Board of Trustees, to the Superintendent/President and the Executive Team, to all faculty, managers, and classified staff. The Sierra Joint Community College District's Academic Senate, Classified Senate, and Management Senate have adopted individual codes of ethics and professional behavior which reflect the nature of their work and their roles at the college. These two codes lay out the standards of character and behavior which all employees of the college are expected to exhibit. In addition to these polices, the Board has adopted BP 2710, a policy relating to Board conflict of interest. This document spells out the guidelines for Board members to follow to avoid conflicts of interest [[3A.30](#), [3A.31](#), [3A.32](#)].

Self Evaluation

The college meets the standard. A professional code of ethics has been written and adopted by all personnel at the college.

Actionable Improvement Plan

The college will continue to reference, when needed, and regularly review the ethics policy for the campus.

IIIA 2. 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.

Descriptive Summary

Staffing needs for the Rocklin main campus, the Nevada County Campus (NCC), Roseville Gateway and the Tahoe-Truckee Centers are evaluated and prioritized District-wide through the Program Assessment and Review Process (ePAR). The requests are annually prioritized through shared governance bodies with final recommendations made to the Board of Trustees by the Superintendent/President. Replacement positions are reviewed against the prioritized list of ePAR requests by the Planning and Resource Allocation Committee (PARAC). Those positions recommended for hire are forwarded to Strategic Council for review. Staffing recommendations approved by both committees are forwarded to the Board for approval. Emergency or critical replacements may be recommended directly by either PARAC or Strategic Council to proceed to the Board. As of fall 2012, Sierra College employed 217 tenure-track and tenured faculty; 256 classified, confidential and classified supervisor; 739 part-time faculty; and 19 educational administrators. Since the last accreditation study, the District engaged in additional activities to increase the FTEF. These activities include but are not limited to an agreement with SCFA (and OmniParty) to “purchase” five full-time faculty positions, and an MOU with the faculty unit to add two new faculty positions each year—this process was implemented in 2008-09 and 2009-10 but suspended by mutual agreement between the SCFA and the District because of the continuing economic cutbacks. It remains suspended. In addition, beginning with the 2012-13 fiscal year, the District and SCFA agreed to reduce the amount of faculty release time resulting in approximately ten FTEF returning to the classroom [[3A.33](#)].

Self Evaluation

The college meets the standard. The District regularly monitors and is in compliance with the Chancellor's Office full-time faculty obligation number (FON). The District continues to meet or exceed the FON of 209 for fall 2012. Currently the District is eight Full Time Equivalent Faculty (FTEF) over its fall 2012 FON as provided by the Chancellor's Office. Compliance is further insured through an agreement between SCFA and the District to maintain five over FON.

The District recognizes as a high priority the need for additional full-time staff but is limited in its ability to dedicate more resources due to current state funding reductions.

Actionable Improvement Plan

Consistent with the District's strategic plan and in support of the Mission Statement, the District will explore ways to continue to improve the full-time/part-time ratio by adding more full-time faculty without negatively impacting the needs of classified staff and managers.

IIIA 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.

IIIA 3a. 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 District's board policies and administrative procedures and are posted on inside.Sierra and the college website. Personnel policies derive from a variety of sources: shared governance, state and federal legal requirements, the various bargaining units, and past practice. Newly hired staff and faculty receive an orientation on HR policies as well as an overview of the shared governance process. It is the responsibility of HR to orient faculty and staff on procedures and EEO guidelines for hiring committees [[3A.4](#), [3A.5](#), [3A.34](#), [3A.35](#), [3A.36](#), [3A.37](#), [3A.38](#)].

To maintain currency and ensure fairness in employment practices, Sierra College's board policies and administrative procedures undergo a regular cycle of review and updating. The college subscribes to the California Community College League (CCLC) Policy and Procedure Service which provides legal review and updated language for all board policies and administrative procedures. All revised BPs and APs are distributed to the Academic, Classified, and Management Senates for comments and suggestions before final adoption by the Board of Trustees. The college is very careful to administer all of its policies and procedures equitably and in a manner consistent with state and federal law [[3A.39](#)].

Self Evaluation

The college meets the standard. All board policies and procedures related to personnel were last reviewed and/or updated in 2010. Development of new or revised policies and procedures occurs in shared governance, in negotiations, and/or through the Human Resources and Business Services offices. Human Resources is very careful to ensure that all hiring procedures are followed scrupulously and will delay a hiring committee's work if required procedures are not being followed.

Actionable Improvement Plan

The college will complete the draft Hiring Manual to include policies ensuring fairness in employment procedures.

IIIA 3b. 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.

Descriptive Summary

Personnel records are securely maintained in the Personnel Office. During the past five years, Human Resources completed the scanning of all active and inactive personnel files into the District's secured Hershey/Singularity document imaging system. The college's HR records have been completely digital since summer of 2011. In order to guarantee confidentiality and security, login in access to the Hershey database is tightly controlled. An electronic personnel file with general information, original employment application, evaluations, and transcripts, if required, is maintained for each employee. A separate electronic medical file is maintained for each employee as prescribed by law. All personnel files are indexed and accurately maintained. Procedures for accessing personnel files are clearly delineated in the collective bargaining agreements. 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 [[2A.53](#), [2A.139](#), [2A.140](#), [3A.40](#)].

Self Evaluation

The college meets the standard. In the past, Human Resources staff frequently relied on the development and maintenance of their own departmental databases in order to provide required and/or requested data. Financial constraints were a barrier to acquiring a much needed, integrated personnel software system. In 2008, the college acquired SunGard Banner software. This software enables the Human Resources staff to enter and access information in one single database to ensure that accurate and timely information is available to those that need it. There are security measures in place to ensure that only those with a need for the information have access to the appropriate screens. The goal in purchasing the software was to allow the college to meet instructional, student services, financial, and human resource requirements in a comprehensive and secure manner. This goal has been attained.

Actionable Improvement Plan

The college will continue to provide accessible, confidential storage of personnel records.

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

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

Descriptive Summary

The District is committed to equity, diversity, sensitivity to others, and cultural awareness. The Human Resources office and the EEO advisory committee support and sustain campus and community programs and services that celebrate diverse cultures and abilities. The District and its Human Resources Office strive to create a welcoming environment that stresses the value and uniqueness of each student and employee. Diversity programs and activities at the college focus on developing intercultural sensitivity and awareness among students, faculty, and staff. Examples of such efforts include “Love Your Body Week,” “People and Cultures Day,” “Sierra College Pride Days,” “Cesar Chavez Speaker Series,” and “Social Justice Days.” Other programs aimed at diverse audiences or designed to enhance awareness of issues surrounding diversity are the Student Equity and Associated Students of Sierra College (ASSC) Clubs, Disabled Student Services, EOPS/Financial Aid, Veterans Affairs, International Students, Emeritus (OLLI) and Community Education. Sierra College boasts a rich and inclusive Cultural Activities calendar that enhances the curriculum of many classes throughout the District. Created as a core element of the Ethnic Studies program, events are advertised and available to all instructors and students as well as to the community [[3A.41](#), [3A.42](#), [3A.43](#), [3A.44](#), [3A.45](#)].

Spectrum was recently established as an Academic Senate standing committee to address the success and retention of Lesbian, Gay, Bisexual and Transgender, Intersex and Queer students. Additionally, Spectrum Committee’s mission also seeks to provide a supportive work environment for LGBTIQ faculty and staff. In accordance with Education Code 66271, the Spectrum Committee worked through the shared governance process to request that the Board of Trustees select a point person for the college to support the needs of LGBTIQ students, faculty, and staff. As part of its duties, Spectrum facilitates a Safe Space Training program designed to enhance the sensitivity of staff and students to LGBTIQ issues and vulnerabilities. To date, more than 150 employees and an equal number of students have taken the training. Staff who complete the Safe Space Program are given a decal to put on their office door signaling to students a safe and supportive mentor. The Academic Senate, with the support of the college’s Executive Team, recently addressed the issue of gender equity at the college by forming the Gender Equity Committee, a standing committee dedicated to monitoring and supporting Title IX compliance campus-wide (i.e. personnel, equipment, physical resources, etc.). Additionally, the college offers contractual incentive to classified staff who are recruited to serve as multi-lingual translators [[1A.17](#), [1B.6](#), [2A.139](#), [3A.46](#), [3A.47](#), [3A.48](#)].

Diversity of perspective is valued and supported by the college. Over the years, the multi-day Sierra College Collaborative Culture and Civility Training (SC4) program has been modified to ensure it continues to meet the diverse needs of staff and is currently in its fourth iteration. Administered through the Staff Development Office, the college has continued to provide this training in spite of recent budget cuts. Participants include staff from all segments of the college, including college trustees [[2B.75](#), [3A.49](#)].

Professional development programs and activities are designed to promote and address issues of diversity and equity. Diversity was the college-wide theme for 2011-12 and the programmatic focus of both fall 2011 and spring 2012 Convocations. An “Unconscious Bias” weekend seminar, attended by nearly fifty faculty, staff, administrators, and students, was designed to help participants identify, evaluate, and mitigate the role of bias in teaching and learning [[2A.82](#), [2A.83](#), [2A.84](#), [3A.50](#), [3A.51](#)].

Self Evaluation

The college meets the standard. The college creates and maintains a variety of activities and programs to support its diverse personnel and to support and attract a diverse student body. Declining college funding from the state resulted in the college’s decision to not replace its full-time EEO manager who left in 2009. EEO responsibilities have since been shifted first to one of the college’s educational administrators and since 2010 have been managed by the Director of Human Resources. There is interest throughout the college community to develop a long-term solution to the lack of a dedicated EEO officer. In the meantime, the EEO committee should continue to collaborate with faculty organizers in their efforts to promote diversity and equity within the college. Their past efforts include regular sponsorship of guest speakers on issues of diversity and equity such as “Genocide in Rwanda,” “Civil Rights and the Islamic Community,” “Arab Spring,” “The State of Healthcare,” “Race and the Juvenile Justice System,” and “Racial Nostalgia and White Anxiety in an Era of Change” as well as oversight of hiring committee operations and monitoring of recruitment and hiring practices and policies college-wide.

Actionable Improvement Plan

The college will continue to ensure that the college provides programs, practices and activities that support its diverse staff by focusing on development of a long-term plan designed to separate Human Resources responsibilities from EEO responsibilities and to improve the college’s recruitment of a diverse staff.

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

Descriptive Summary

One of the Sierra College's eight core values is to "provide, and demonstrate the value of, an inclusive community." The Human Resources Department is responsible for all recruiting and hiring throughout the District. Human Resources continuously monitors applicant pools to determine if underrepresented groups are being reached by advertising and recruiting activities. In order to advertise the college and community during recruiting season to prospective community college instructors, Human Resources and faculty representatives travel to job fairs in northern and southern California. Human Resources reviews every hiring announcement, job description, candidate rating guide, interview question and performance demonstration to ensure that all qualified applicants have an equal opportunity to secure the position. HR is also responsible for ensuring that committee members are trained in EEO regulations and procedures and for investigating complaints [[1A.32](#), [3A.53](#)].

Self Evaluation

The college meets the standard. The Human Resources Office evaluates statistics on gender, ethnicity, and disability for all applicants and hires. Results are reported in the 2012 Equal Employment Opportunity Plan. The intent of the EEO Advisory Committee is to support the college's efforts to recruit and hire diverse faculty and staff. The college maintains and continuously updates its policies and procedures related to employment equity and actively recruits underrepresented populations at the California Community College Affirmative Action Job Fairs [[2A.82](#), [3A.54](#)].

Actionable Improvement Plan

The District will work to improve its diverse student and staff populations especially in regard to ethnic diversity.

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

Descriptive Summary

The college subscribes to, advocates, and demonstrates integrity for all staff and students by following the board policies and administrative procedures described previously. In addition, the college ensures the fair treatment of its faculty, staff, and students by obeying all state and federal laws and by adhering to the agreements reached in contracts with the three bargaining units. College employees at all levels value highly collaboration, which demonstrates integrity in that the voice of administration, faculty, staff, and students are all represented equally at

Strategic Council, the college's central governance body. When there is a change of representation at Strategic Council members of the council routinely reach out to clarify procedures and processes and encourage questions. Standing committees of Academic Senate—the Gender Equity Committee and Spectrum—are designed to monitor and support fair and equitable treatment of all members of the college community. BP and AP 3410 outline the prohibition of discrimination at the college, as well-defined processes—AP 3435-- are in place to investigate claims of discrimination or harassment. In addition, well-defined grievance procedures are included in the collective bargaining agreements for each of the college's three bargaining units and the Student Rights and Responsibilities Handbook. Each of the college's senates subscribe to AP 3050, which defines a code of professional ethics adopted for each of the employee groups. SC4 Training each fall at Granlibakken has institutionalized the college's commitment to a culture of collaboration and active shared governance [[2A.53](#), [2A.139](#), [2A.140](#), [3A.31](#), [3A.55](#), [3A.56](#), [3A.57](#)].

Self Evaluation

The college meets the standard. There are well-defined policies and procedures in place at every level to ensure that all employees of the college are treated with integrity. Complaints of discrimination or sexual harassment are referred to the HR Director and are investigated immediately. Well-defined grievance procedures are included in the contracts of each of the college's three bargaining units and the process and procedures outlined are carefully followed. Through the District's inclusive shared governance process, all employees and students are allowed the opportunity to participate in the decision-making process.

Actionable Improvement Plan

Continue the processes of regularly reviewing and updating the APs and BPs to ensure that all relevant concerns are addressed procedurally and promptly.

IIIA 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.

IIIA 5a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The Staff Development Office is staffed by a full-time classified employee and two full-time faculty with re-assigned time. The Staff Development Office works closely with the Instruction Office, the faculty, management, and classified senates, and the instructional divisions and departments to provide programs and services that are systematic, comprehensive, and designed to benefit the entire campus community. The Staff Development program of activities offers a

wide range of professional development opportunities, from mandated trainings such as Child Abuse Reporting, Sexual Harassment Training and Defensive Driving to workshops focused on pedagogy and classroom management. Longer professional development opportunities such as New Faculty Academy, Instructional Skills Workshop, Sierra College Leadership Institute and Sierra College Collaborative Culture and Civility Training are also offered. All of these programs are designed to help new and continuing faculty, managers and staff acculturate to the college and improve their professional practices [[2A.50](#), [2B.73](#), [2B.74](#), [2B.76](#), [3A.58](#), [3A.59](#), [3A.60](#)].

Faculty, staff and managers are invited to take part in staff development both during Flex Week (five days at the beginning of each semester) and throughout each. Full-time faculty can fulfill their yearly obligation of sixty hours of professional development through Flex Week and mid-semester activities. Part-time instructional faculty are remunerated for flex hours equal to the number of hours per week they are assigned to teach full-term classes. Managers and classified staff are encouraged to attend workshops and programs relevant to their areas of supervision and employment. All campus employees are invited to participate in Convocation at the start of each semester's Flex Week. For Convocation, the Staff Development Committee plans a theme of general interest to the campus (e.g., diversity, community, career and technical education, and wellness) and schedules a variety of thematically relevant flex workshops to complement each Convocation program [[3A.61](#)].

In addition to the campus-wide workshops and trainings administered through the Staff Development Office, the District also provides to all employees, when funding permits, opportunities for travel to conferences and meetings. Individual instructional divisions also offer trainings specific to their areas, such as subpoena training and dealing with aggressive students in Admissions and Records, specific programs for counselors in Student Services, and training for department chairs in the instructional divisions. The Office of Instruction publishes an online Faculty Handbook for instructors which contains useful information about college processes and procedures with numerous links to important college information. The Staff Development Office has several workrooms equipped with computers, a printer and copier for faculty use; additionally, the Staff Development employees function as an informational resource for part-time faculty from all divisions. A robust Health and Wellness program also provides support to employees focusing on health management for improved workplace functioning. Additionally, through staff recognition awards, the Staff Development Office in conjunction with the college senates acknowledge excellent performance and enhances the sharing of best practices across campus [[3A.62](#), [3A.63](#), [3A.64](#)].

Self Evaluation

The college meets the standard. The Staff Development Office in partnership with the Staff Development Committee and the Office of Instruction provide leadership and are responsible for the college's staff and organizational development plan. Consistent with the college's Mission Statement which challenges us to become "fulfilled citizens . . . engaging in the thoughtful

application of knowledge guided by others,” the Staff Development Committee is a standing committee under Academic Senate and is comprised of faculty, classified, and management representatives who participate equally to advise and assess programs offered by the Staff Development Office. While the staff development office addresses the needs of all college staff, offerings specific to the professional development of faculty per Title V obligations should become more robust and should continue to evolve to meet the changing needs of the community college teaching profession (i.e. focus on technology, academic freedom, student learning assessment).

Actionable Improvement Plan

The college will expand professional development opportunities specific to faculty per Title V obligations.

IIIA 5b. 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.

Descriptive Summary

The Staff Development program continually assesses the utility and success of the professional enhancement activities offered. Participants in longer trainings such as the three-day Sierra College Collaborative Culture and Civility Training provide nightly evaluations of their experience and the next day’s activities are often adjusted based on their suggestions. Registration for and assessment of shorter professional development workshops are automated through LearnerWeb, a tracking database program with a survey function that allows the Staff Development Office to ascertain the utility of each program based on user feedback and also allows managers to ensure the compliance of their supervisees with mandated trainings. The Staff Development Office routinely surveys the campus community to determine unmet training needs [[1B.67](#), [3A.65](#)].

Self Evaluation

The college meets the standard. In addition to providing on-campus opportunities for training, the Staff Development staff works collegially with the various shared governance bodies and the Office of Instruction to ensure continuous quality improvement of its programs and services and responsiveness to the needs of the college community, particularly to the needs of faculty. The Staff Development Office meets all Chancellor’s Office reporting requirements. Long-term declining college funding since 2008 resulted in contraction of staffing for the college’s Staff Development program. The District is in the process of adding support and resources back into Staff Development.

Actionable Improvement Plan

The District will work collaboratively to restructure and resource Staff Development.

IIIA 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

Human resource planning encompasses central personnel functions such as hiring, collective bargaining (wages, benefits, working conditions), leave requests, employee evaluation, EEO responsibilities, personnel file maintenance and terminations. The Human Resources Department participates in all of the college's short and long-term planning cycles; Human Resources annually prepares an electronic Program Assessment and Resource request (ePAR), a report updating progress made towards previous goals, as well as assessments conducted by the department and staffing, equipment, space, or other resources requests. Additionally, every three years, or more often if required, Human Resources writes a longer and more detailed Program Review Report. All instructional and student services Program Review reports are evaluated and scored by the Program Review Committee, a subcommittee of the Academic Senate composed of classified staff, faculty, and educational administrators [[1A.13](#), [3A.66](#), [3A.67](#)].

The Human Resources Department uses the Operations and Administration Program Review process, which is designed to assess and evaluate operational areas. The four main areas of the O&A Program Review Report address Effectiveness, Relevancy, Currency, and Resources, and are consistent with the Instruction and Student Services Program Review templates. O&A Program Reviews are evaluated and scored by the Operations & Administration Program Review Committee, a subcommittee of the Management Senate composed of classified staff, managers, and faculty. By integrating physical, technological, financial, and human resource planning within institutional planning and resource allocation, the goal of Program Review is designed to promote a culture of continuous quality improvement. Human Resources completed a Program Review in the fall of 2012 [[1A.40](#)].

Self Evaluation

The college meets the standard. Staffing and other resource needs are integrated into the District's planning and budgeting processes. The college recently developed a District-wide staffing plan that provides for the first time a systematic method, supported by data, to maintain an appropriately sized, trained, and educated work force. The Human Resources Department conducted a satisfaction survey in the fall of 2012 and the results were used to make improvements in the department's operations. The recently completed HR Program Review also

provided useful analysis of the department's strengths and weaknesses as well as guidance for its future direction [[1B.35](#), [3A.68](#), [3A.69](#)].

Actionable Improvement Plan

The District will continue to assess its effective use of human resources and their holistic integration with District planning.

Standard IIIA Evidence Documents

<u>Doc No.</u>	<u>Title</u>
3A.1	EEO Training ppt.
3A.2	EEO Email to Accompany Test
3A.3	EEO Training Test
3A.4	AP 7120
3A.5	BP 7120
3A.6	N/A
3A.7	Employment website
3A.8	N/A
3A.9	Job Desc. Classified Custodian
3A.10	Job Desc. Faculty Math
3A.11	Job Desc. Management VP-HR
3A.12	Recruitment Announcement Classified Custodian
3A.13	Recruitment Announcement FT Faculty Math
3A.14	Recruitment Announcement Management VP-HR
3A.15	Recruitment Announcement PT Faculty Math
3A.16	Minimum Qualifications Handbook 2012-2014
3A.17	EEO Hiring Guide, 3/1/12
3A.18	Academic Senate recollections, 2013.03.13
3A.19	HR Hiring Committee checklist
3A.20	N/A
3A.21	AP 7150
3A.22	Evaluation Form Faculty Student
3A.23	Evaluation Form Online Faculty
3A.24	Evaluation Form Counselor Student
3A.25	Faculty Self Evaluation Form FT PT
3A.26	Faculty Evaluation Committee Report Tenured
3A.27	Faculty Evaluation Visitation Form Classroom
3A.28	Evaluation Form Classified
3A.29	Evaluation Form Management Performance
3A.30	BP 2715
3A.31	AP 3050
3A.32	BP 2710
3A.33	SCFA Tent. Agreement 0809-03
3A.34	AP 7100
3A.35	BP 7100
3A.36	AP 7130
3A.37	AP 7134
3A.38	BP 7130

<u>Doc No.</u>	<u>Title</u>
3A.39	CCLC Policy Update 19
3A.40	Hershey Log In screen
3A.41	LYBW 2012 Webpage
3A.42	LYBW poster 12
3A.43	LYBW Schedule 2013
3A.44	Pride Days Poster 2012
3A.45	People and Culture Days Web 2012
3A.46	Spectrum Committee agenda March 2012
3A.47	Safe Space Training
3A.48	Academic Senate recollections, 2012.11.07
3A.49	SC4 Participant List Fall 2011
3A.50	Convocation Program Fall 2011
3A.51	Convocation Program Spring 2012
3A.52	N/A
3A.53	HR Job Fair Attendance-Los Angeles
3A.54	EEO agenda, 2013.04.29
3A.55	AP 3435
3A.56	BP 3410
3A.57	AP 3410
3A.58	LearnerWeb Compliance Course List 2012
3A.59	Learner Web Pedagogy Course Listing
3A.60	NFA Calendar Fall 2011
3A.61	Flex Week Schedule Fall 2012
3A.62	District Travel Request Form
3A.63	Faculty Handbook Fall 2012
3A.64	Wellness Newsletter October 2012
3A.65	Staff Development Survey comments F11
3A.66	ePAR HR S12
3A.67	Program Review-Operations HR S13
3A.68	Survey HR
3A.69	HR survey results F12

IIIB. 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.

IIIB 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.

Descriptive Summary

The college has four campuses, all of which provide safe and sufficient physical resources that support and ensure the integrity and quality of its programs and services. The Rocklin campus, originally constructed in 1960-61, is characterized by a number of aging buildings, facilities, and support infrastructure that the college has been updating, refurbishing, and maintaining depending on short-term or long-term needs. The District leases approximately 60,000 square feet of instruction and office space at the Roseville Gateway Center to augment classroom and lab space for the main campus at Rocklin. With the expiration of the lease in 2015, the District will bring back to the Rocklin campus the bulk of its Roseville Gateway programs. Additionally, the Rocklin campus benefits from its rich natural setting at the edge of the Sierra foothills—the built and natural campus features span over 300 acres and provide learning opportunities both indoors and outdoors. Similarly, the Nevada County and Truckee campuses utilize both their natural setting and the built campus features as active learning environments—combined, both campuses span 184 acres. The college received a state grant in 2004 to construct and outfit a new math and technology building on the Rocklin campus, which was opened in 2007. The college maintains and regularly updates college-wide maintenance schedules to ensure the safety of its students and employees. Additionally, spot checks by the Occupation Safety and Health Administration (OSHA), recommendations by Alliance for Schools for Cooperative Insurance Programs (ASCIP), and oversight by the college’s Safety Committee—which meets monthly to identify and address safety-related issues and to ensure the safety of the college’s physical resources—ensure consistent monitoring of the college’s physical resources for safety [[1A.37](#), [3B.1](#), [3B.2](#), [3B.3](#), [3B.4](#), [3B.5](#), [3B.6](#), [3B.7](#)].

As with all state facilities District buildings are designed and constructed according to Department of State Architect requirements which include applicable building fire life safety and accessibility code compliance.

Self Evaluation

The District utilizes appropriate criteria in determining the effective and safe use of its physical resources. The District relies upon a variety of internal and external planning and evaluation processes to measure and determine its needs. Currently, the physical resources at the Rocklin campus need to be regularly updated to maintain safety and sufficiency; NCC and Tahoe-Truckee's physical resources are safe and sufficient due to recent bond measures that invested monetary resources at each campus to ensure appropriate long-term safety and sufficiency of physical resources.

Actionable Improvement Plan

The college will continue to pursue a variety of funding alternatives for its five-year construction plan for the Rocklin campus. Through continued analysis of the Facilities Master Plan, the college consistently evaluates and addresses its physical resource needs.

IIIB 1a. 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.

Descriptive Summary

Both short and long-term physical resource needs are incorporated into the District's Planning and Resource Allocation Process. Facility and equipment requests are initially identified in Program Reviews and/or during the space inventory review in the fall; these needs are compiled in the District's ePAR system and are reviewed and prioritized for funding in the spring. Other near-term physical resource needs are addressed through the use of the District work orders; these requests may be fulfilled through the use of existing operations and maintenance budgets, or may get incorporated into a Program Review. Long-term facility needs that are identified in the Planning and Resource Allocation Process are addressed through the District's Facilities Master Planning process [[3B.2](#), [3B.8](#)].

Effective utilization of physical resources is ensured in multiple ways. Annual space inventories are completed each fall, and these evaluations identify how classrooms, offices, and other spaces are being used. This inventory information is combined with Weekly Student Contact Hour (WSCH) data provided by the state to calculate a capacity/load ratio or utilization number. The capacity/load ratio, which determines state funding eligibility, is then used by the District when developing class schedules to maximize the efficient use of classrooms. This, in turn, maximizes our eligibility for future state funding for capital outlay projects.

The District uses the Space Assignment Process to evaluate and ensure effective use of office space. This process evaluates several factors when considering office space needs, including

impact on the District's office space capacity/load ratio and thus determines state capital outlay funding eligibility [[3B.9](#)].

The cap/load ratios for classroom and office spaces are then factored into the annual review and update, as needed, of the campus facilities master plans. The intent of this annual review is: (1) to verify that the plan supports near and long-term facilities needs of the current District Educational Master Plan (EMP); and (2) to align the Facilities Master Plan (FMP) with the state space utilization standards.

The District strives to adequately maintain all of its physical resources and replace those resources that can no longer be maintained to an acceptable level of operational safety. Standard repairs and replacements are often included in operations and maintenance budgets; unexpected, high-dollar repairs or replacements that are necessary to continue educational programming may be funded by available District general funds or District reserves.

The renovation or replacement of aging facilities and high-value equipment on the Rocklin campus continues to be a challenge. The District's current Five Year Construction Plan includes one new facility, four replacement facilities, and a project to upgrade the campus utility infrastructure. Each one of these projects includes demolition of old, inefficient facility spaces and the replacement of outdated equipment. The first project in the construction plan is a new science facility to replace the current 1961-era building. Originally submitted for funding in 2009, the lack of a state educational facilities bond has resulted in a year-for-year slip in the project's planning phase to 2013/2014. As the highest priority projects are funded, renovation projects for the remaining original buildings will be added as the construction plan is updated annually. The overall plan for the Rocklin campus envisions either renovating or replacing all but the two newest buildings: the Math and Technology Center and the Learning Resources Center [[3B.1](#), [3B.10](#)].

Self Evaluation

The District meets the standard. The District's Planning and Resource Allocation Process promotes effective utilization of District equipment by allocating funding for equipment purchases and repairs according to highest District need [[1B.42](#)].

The passage of local bond measures in 2004 to support programs and services at both the NCC and Tahoe-Truckee Centers assured the near-term quality of District physical resources in Nevada County. Bond funds allowed the college to construct and outfit the new Tahoe-Truckee Center and expand and renovate the Nevada County Center. But the near term quality of much of the Rocklin campus physical resources, with ten of its buildings over 50 years old, is a continual challenge.

Actionable Improvement Plan

Given the number of projects needed to renovate the Rocklin campus, the District is exploring additional ways of funding facility projects.

IIIB 1b. 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

Although Sierra College offers courses, programs and services at more than 25 locations throughout Placer and Nevada Counties, the majority of the educational programming is conducted at Sierra College in Rocklin, at the Nevada County Center (NCC) in Grass Valley, at the Tahoe-Truckee Center (TTC) in Truckee and in leased space at the Roseville Gateway building in Roseville. District instructional and student support buildings are designed and constructed according to governing requirements from the Department of the State Architect (DSA), which include building, fire-life safety, and accessibility code compliance. New facilities planned for each campus are designed to support the evolving instructional program of that campus and to provide capacity for future enrollment demand [[3B.11](#)].

Great care is given to provide adequate parking and safe paths of travel for both vehicles and pedestrians. New facilities built since 2000 also incorporate elements of sustainable design and an energy saving exterior lighting project is currently underway to increase parking lot lighting and improve safety on both the Rocklin and the Nevada County campuses. An additional campus safety project is underway to procure and install emergency notification stations on the Rocklin, Nevada County, and Tahoe-Truckee campuses. Finally, District students and staff enjoy the natural environments surrounding our campuses, which significantly contribute to healthful learning and working environments, including an 80-acre nature area on the Rocklin campus [[3B.12](#), [3B.13](#), [3B.14](#), [3B.15](#)].

All District facilities are designed and built to comply with applicable building, safety, and accessibility codes, which are enforced by DSA through plan checks, inspections, and certifications. Healthful learning and working environments are goals inherent in all facility designs, and are reflected in the District's incorporation of safe and sustainable building materials into the planning for new facilities and facility renovations. It is noteworthy to mention that the Tahoe-Truckee Center was awarded the Leadership in Energy and Environmental Design (LEED) Gold certification following construction completion in 2008/2009 [[3B.16](#)].

Access to all District campuses is well-marked from major arteries. The Rocklin campus, the Tahoe-Truckee Center, and the Roseville Gateway Center are all in very close proximity to Interstate 80. Safe access to the Nevada County Center and the Tahoe-Truckee Center has been

improved with the installation of roundabouts at or near the entrances to the campuses. Because of the high enrollment on the Rocklin campus, timely campus access and egress is a challenge for students and staff. A traffic study commissioned in 2009 counted over 12,500 vehicles accessing the campus in a 24-hour period, with the majority of those vehicles (almost 80%) using one of the two entrances on Rocklin Road. A recent project to widen and improve Sierra College Boulevard on the east side of the campus has increased the quality of access to the northeast end of campus and somewhat lightened the traffic congestion on Rocklin Road. The widened Sierra College Boulevard now includes a full function intersection into the northernmost parking lots on the Rocklin campus, and a second right-in/right-out from the boulevard into a new frontage road roundabout. The new frontage road now connects the north parking lots to the campus parking lots along Rocklin Road, allowing safe vehicle travel along the southeast campus perimeters [[3B.17](#), [3B.18](#), [3B.19](#)].

The college also has three standing committees that address access, safety, security and healthful learning and working environments: the Facilities Council, the Safety Committee and the Wellness Committee. The Facilities Council is made up of the District operations directors (facilities, finance, information technology, security, and human resources) and instructional deans, and meets each month to review facilities activities, facilities planning, and facilities issues that impact the learning and working environments. The intent of the Council is to ensure that our facilities comply with applicable and appropriate codes and standards, as well as with the strategic plans of the college. The Facilities Council is an operational council and is therefore not a part of the shared government process, but reports to the District Executive Team [[3B.3](#), [3B.4](#), [3B.30](#)].

The District Safety Committee also meets monthly to specifically address safety concerns on all campuses, and has a budget that is used to remedy small cost safety issues. The Safety Committee also provides ergonomic workplace assessments for District staff as requested. The Safety Committee updated the District's Injury and Illness Prevention Plan in 2012-13. The Committee is chaired by the District Safety Officer who is also the Deputy Director of Plant Operations. His dual positions allow him to stay on top of health and safety issues with college facilities, campuses, and equipment. The District Manager of Parking, Security and Residence Life is also a member of the Safety Committee to help assure the safety and security of students and staff [[3B.4](#), [3B.21](#)].

Since the Rocklin campus has residence halls for approximately one hundred and forty four students, much attention is paid to 24-hour, around the clock Rocklin campus safety and security. The college recently entered into a contract with the Rocklin Police Department as well as National Security Services to provide public safety and security services on the Rocklin Campus. Security services at the Nevada County and Tahoe-Truckee Centers are also provided by National Security Services. Similar security services are available at the Roseville Gateway Center as a term of the lease agreement. Additionally, over the last five years, the college has

strengthened its incident command structure and plans, and has recently contracted with RAVE Wireless Inc. for text and email based emergency notifications. Emergency telephones have been installed in all classrooms and other public meeting spaces including outside areas. The college's Incident Command Team (ICT) structure is routinely updated to reflect changing personnel at the college and ICT updates are a regular item on the District's weekly Deans' Council meeting agendas, with several of the college's educational administrative team serving in various ICT roles. Plans are also underway to install emergency call box stations on the Rocklin, Nevada County, and Tahoe-Truckee campuses that will allow for emergency voice broadcasts [[3B.22](#), [3B.23](#), [3B.24](#)].

The recently formed Wellness Committee aims at assuring a healthful learning and working environment. The purpose of the Committee is to keep personal health and wellness on the minds of each employee and provide practical suggestions for healthful living. The Committee's activities include a monthly staff newsletter on wellness topics such as healthy eating, exercise and the importance of getting enough sleep, and wellness updates on mySierra for all employees. At the spring 2011 Convocation "Wellness" was the semester theme. Additionally, the District went "tobacco free" three years ago—a District administrative policy outlines the parameters for enforcement and the college monitors and enforces the policy District-wide [[3A.64](#), [3B.25](#), [3B.26](#), [3B.27](#)].

Self Evaluation

The District meets the standard. Operational Services staff make every effort to assure access, safety, security, and a healthful learning and working environment for all students and staff on each of the three District-owned campuses and works with the owners of its rented and leased sites to do the same.

District operations staff also works to adequately maintain all physical resources, quickly repairing or replacing those resources that can no longer be maintained to an acceptable level of operational safety when funding is available to do so, or taking the resource out of service when replacement/repair is not an option. Particularly on the Rocklin Campus with its aging buildings and facilities but also in regard to the Roseville Gateway campus, the college's Facilities and Maintenance staff routinely receives compliments from the college community for their responsiveness and diligence in ensuring the adequate maintenance of college resources. The Tahoe-Truckee Center, which opened for instruction in 2008, has two full-time on-site maintenance technicians to assure a safe and clean facility and campus for an optimum learning and working environment. The recently completed expansion and renovation of the Nevada County Center has added six new instructional buildings to the campus, plus an additional maintenance shop and renovated almost all of the original buildings and support systems. Six full-time, on-site facilities staff assure that the facilities and grounds are safe, clean, and well-maintained. The District Facilities Director and Deputy Director for Plant Operations regularly communicate with the owners and property managers of the Roseville Gateway Center on all

facilities issues that affect the learning and working environment, and the building owner has a contracted maintenance technician to respond to these issues.

Of the original ten buildings that opened for instruction in 1961 at the Rocklin Campus, only one has undergone significant renovation. Over the years, the Rocklin campus has grown to forty-four buildings with over 600,000 gross square feet. Though the campus has a dedicated staff of twenty-two maintenance and energy technicians, grounds keepers, and custodians, the upkeep of an older campus infrastructure and older facilities is significantly more costly and labor-intensive than for the newer centers. With that in mind, the District's Five Year Construction Plan has focused on the Rocklin campus. The current plan includes one new facility, four replacement facilities, and a project to upgrade the campus utility infrastructure. Each one of these projects includes demolition of old, inefficient facility spaces and the replacement of outdated equipment. The recently established Gender Equity Committee, a subcommittee of the Academic Senate formed in the 2012-13 academic year, has been gathering evidence of facilities inequities on the Rocklin campus [[3B.1](#), [3B.28](#)].

Actionable Improvement Plan

Given the number of projects needed to renovate the Rocklin campus, the District is exploring ways to fund needed maintenance and upkeep projects. Additionally, the Academic Senate's Gender Equity Committee will continue evidence gathering with the intent to share their information with Strategic Council. The college will improve the public accessibility of the Clery Report and other security information such as the availability of student security escorts.

IIIB 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.

Descriptive Summary

In order to assure the feasibility and effectiveness of physical resources, the District regularly evaluates and plans for its facilities and equipment needs. These evaluations are performed from multiple perspectives, both annually and every three years. The Facilities Division conducts annual evaluations from maintenance, utilization, and operations perspectives and by all other District divisions from the user (student or staff) perspective. The Facilities Division identifies facility issues and defines how the facility spaces are being used during the annual District-wide space inventory review. Additionally, all of the college divisions are asked to identify facility and equipment needs annually [[3B.7](#), [3B.29](#)].

There are two types of facility and equipment evaluations completed every three years. Each instructional, student services, and operations division evaluates the adequacy of the facilities and equipment used to support and conduct their programs as part of the District's Program Review process, which is on a three-year cycle. The District also participates in a Facilities

Condition Assessment review every three years that is funded by the Chancellor's Office; the most recent assessment was completed in April 2012. This assessment reviews the current condition of facilities and facility assets on each campus based on the useful life of the assets (framing, roofs, mechanical and electrical systems, etc.) and estimates replacement costs for those assets considered to be beyond their useful life. Although these assessments rarely identify facilities issues unknown to the District, any unknown issues are captured and documented in the annual space inventory review conducted by the Facilities Division [[1A.22](#), [1A.44](#), [3B.30](#)].

Self Evaluation

Well-established District processes and planning assures the feasibility and effectiveness of physical resources in supporting institutional programs and services. Guided by these planning and evaluative processes, the adopted and future plans for the Rocklin campus anticipate renovating or replacing all but the newest buildings (the Math and Technology Center and the Learning Resources Center). As the highest priority projects are funded, renovation projects for the remaining original buildings will be added to subsequent Five-Year Construction Plans. Newer facilities supported by bonds at the Nevada County and Tahoe-Truckee campuses have addressed current and short-term needs at these sites; long-term future needs are being addressed within the college's Facilities Master Plan and Educational Master Plan [[1A.36](#), [1A.37](#)].

Actionable Improvement Plan

The college will complete the updating of the Facilities Master Plan that is currently in progress.

IIIB 2a. 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's capital improvement plan consists of three facilities master plans; one for each of the three District-owned campuses. The campus facilities master plans are prepared or updated as needed to best support the District's Educational Master Plan (EMP), which establishes long-term educational programming goals for the college. Facilities Master Plans for the Nevada County and Tahoe-Truckee campuses were developed in 2004 to inform the successful School Facilities Improvement District bond campaigns in those communities; these local bonds enabled the construction of the new Tahoe-Truckee Center and the expansion and renovation of the Nevada County Center. The current facilities master plan for the Rocklin campus, which was adopted by the Board of Trustees in 2011, is currently being updated by the Facilities Master Planning Task Force [[3B.31](#), [3B.32](#), [3B.33](#)].

New facilities coming on line in an upcoming year are evaluated for increased maintenance and operational staffing needs and new operational costs, including new equipment operating costs. For individual buildings, this is typically done by the Facilities Division using current staff work

loading and current operational costs, but for the new Tahoe-Truckee Center and the multiple new Nevada County Center buildings, a consultant was hired to do the analyses [3B.34, 3B.35].

Early in the fall semester, all current facility and equipment needs are compiled in the District's ePAR system. Any upcoming new facility staffing or operational funding needs are also captured by the ePAR system. Urgent repair and replacement needs are reviewed and prioritized in the spring according to highest District need. Requests for new facilities are considered long-term (capital project) requests and are included in the District's capital improvement plan, along with long term renovation and repair needs and new equipment needs. New facility staffing and operational funding needs are included in the District's budget development process for the following year.

Self Evaluation

The District meets the standard. The long-range capital plan for the college supports the goals of the Educational Master Plan as well as the infrastructure expansion and replacement needs for each campus and the total cost of ownership of new and renovated facilities and equipment is assessed and proposed as staffing or budget augmentations during budget development.

The District's Five-Year Construction Plan is prepared each spring for the State of California and reflects the scope and priorities of the campus Facilities Master Plan. Because of the 2008 completion of the new Tahoe-Truckee Center and the recent completion of the expansion and renovation of the Nevada County Center, the District has focused the most recent Five-Year Construction Plan on the Rocklin campus [3B.36].

Actionable Improvement Plan

The college will continue updating the Facilities Master Plan.

IIIB 2b. 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.

Descriptive Summary

Long-range planning and programmatic directions are established through the college's Strategic Plan and Educational Master Plan (EMP), the primary planning documents for the District. Both documents help assure the integration of physical resource planning with institutional planning. The current Strategic Plan establishes four overarching District goals with specific strategies for each. Two of the strategies directly apply to physical resources, Goal III: Resource Development, Strategies two and three. Strategy two links physical resource needs to the pursuit and acquisition of new funding opportunities, and Strategy three defines the District's approach to capital construction, which becomes a planning assumption in the Facilities Master Planning

process. The EMP identifies the educational programming goals that need to be supported by new or renovated facilities, which then become the initial requirements that need to be satisfied by a Facilities Master Plan. Facilities Master Plans, which are the long-term plans for the District's physical resource needs, are therefore governed by and directly support the District's institutional planning process [[1A.42](#)].

Sierra College currently maintains Facilities Master Plans for each of the three District-owned campuses. The Nevada County and Tahoe-Truckee Centers have Facilities Master Plans that were used to develop the project scopes of the Nevada County campus expansion and renovations and to establish the new Tahoe-Truckee campus. The District Facilities Master Planning efforts are now focused on the western portion of the District, including the Rocklin campus and the Roseville Gateway Center. In March 2012, a Facilities Master Planning task force was formed to address the multiple educational programming needs of the Western Placer County area, along with the many infrastructure needs of the 50-plus year old Rocklin campus. The task force is comprised of representatives from each of the senates (academic, classified, student, and management), allowing faculty, students, and staff to provide input into the college's long-range facilities planning efforts [[1B.4](#)].

Short-term physical resource planning is done in two ways. Facility and equipment needs are identified annually by each division in their ePAR development, which is part of the District's Resource Request and Allocation Process. High cost needs are reviewed and addressed by the District's Planning and Resource Allocation Committee (PARAC); lower cost needs are reviewed by the Facilities Division for incorporation into their planning and budget development for the following year. Physical resource needs are also identified by the Facilities Division staff through continual facilities assessments as a part of daily work assignments and annually during the Space Inventory assessment of each campus. Critical needs are immediately addressed with Facilities Division operations and maintenance budgets or with District reserves. Non-critical needs are addressed during the Facilities Division's annual planning and budget development each spring [[1B.42](#)].

Self Evaluation

The District meets the standard. Physical resource planning is effectively incorporated into the college's institutional planning processes. Physical resource assessments are done annually by each academic and student services division as part of the ePAR process. The Facilities Division completes an annual space inventory assessment, and Facilities Division staff continually assesses the condition of campus buildings, equipment, and furniture in the course of their operations and maintenance work. The results of these assessments become the basis for facilities improvements and are captured by different planning documents for implementation based on the scope of the improvement needed. Non-urgent, high cost improvements are incorporated into an FMP update; non-urgent lower cost improvements are typically incorporated into the Facilities Division planning process for the next fiscal year. When requests

for new instructional and non-instructional space are made, under-utilized space (identified in the Space Inventory process) is included in the inventory of potentially available space. All requests for space are reviewed using the District Space Assignment Process [[3B.9](#)].

Actionable Improvement Plan

The college will continue to use and refine current planning processes at the institution, especially in regard to the role of PARAC in allocation of resources.

Standard IIIB Evidence Documents

<u>Doc No.</u>	<u>Title</u>
3B.1	Five year construction plan
3B.2	Facilities Work Order Log FY 12-13
3B.3	Facilities Council recollections, 2013.04.24
3B.4	Safety Committee recollections, 3/21/12
3B.5	OSHA Inspection Reports, 11/23/11
3B.6	ASCIP Final Audit Report June 2012
3B.7	Facilities ePar Requests
3B.8	Maintenance Work Order Request
3B.9	Space Assignment Process
3B.10	Board of Trustees minutes, 2012.08.21
3B.11	AP 6600
3B.12	Paths from Parking
3B.13	Board Item-ADA Accessibility Review
3B.14	Natural areas all campuses
3B.15	Press releases for solar sustainability
3B.16	SierraSun Article TTC LEED Gold
3B.17	Rocklin Campus Traffic Study 2009
3B.18	Rocklin Campus Traffic Parking Study March 2011
3B.19	Frontage road at Rocklin Campus
3B.20	Wellness Committee recollections, 8/14/12
3B.21	Injury and Illness Prevention Plan 2013
3B.22	Sierra Alert Rave emails
3B.23	Deans' Council agenda, 2013.05.16
3B.24	Board Item-Rocklin PD National Security
3B.25	Convocation Program Spring 2011
3B.26	AP 3570
3B.27	BP 3570
3B.28	Board of Trustees agenda, 2012.08.21, Five Year Construction Plan
3B.29	Building Deferred Maintenance
3B.30	Space Inventory By Campus
3B.31	TTC Campus Site Plan 2-09
3B.32	NCC Facilities Master Plan Layout 6-08
3B.33	Rocklin Campus Plan Option 2a
3B.34	Final NCC Analysis Report 2007
3B.35	Final TTC Analysis Report 2007
3B.36	BP 6600

IIIC. 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.

IIIC 1. 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.

Descriptive Summary

IIT (Information and Instruction Technology) assures that the technology support it provides the college meets the needs of teaching, learning, communications and operational systems by participating in the annual electronic Program Assessment and Review (ePAR) process in two ways. First, the ePAR process is an opportunity for each department and/or program to identify the technology needed to support that program. These reports are reviewed campus wide which allows IIT to identify specific needs as well as possible solutions and priorities. By collecting information from the annual ePARs and the more strategic Program Reviews, IIT is able to identify how to support the Technology Master Plan and more specifically, how to directly support staffing, hardware and software needs and infrastructure upgrades. The IIT Division completed a Program Review in 2010 that describes IIT's contributions towards meeting the District's strategic goals. Specifically, IIT contributes directly to District Goal 2: Organizational Effectiveness, through the implementation and support of administrative and instructional technology District-wide. How this all connects to teaching and learning, research, and operational systems is described below [[3C.1](#)].

Teaching and Learning

The college has made significant advancements to support online support services for students. In 2009 the Banner Enterprise Resource Planning (ERP) system was implemented to provide an integrated student and faculty web portal system (mySierra.sierracollege.edu) providing web access to orientation and counseling services, registration, financial aid, fee and parking payments, assessment testing, degree audit and educational planning, and email and portal communication services. Faculty have access to class rosters, grading, and email communications with enrolled students [[2B.31](#)].

Additionally the college has enhanced its online classroom services since summer 2012 by moving its Blackboard distance learning solution to Instructure's Canvas system, a hosted, cloud-based service. As a part of moving from Blackboard to Canvas the Distance Learning Coordinator provided a series of technical training sessions to support a smooth transition between learning management systems. Also provided is a streaming video service from

www.edustream.com that provides real-time and replay ability for students taking live, televised classes. Instructors teaching online courses are provided technical support geared specifically to the online mode of delivery. Online instruction is carefully regulated per the SCFA contract and policies developed by the college's Distance Learning Instructional Technology Committee (DLIT). Online faculty receive additional online support through participation in the Sierra Online Summit (SOS), which has been restructured to be presented in a series of Friday courses to be presented beginning fall 2013 [[2A.53](#), [3C.2](#), [3C.2a](#), [3C.2b](#)].

The Deans' Council meets weekly to discuss instructional and student services issues and provides direction and input for the technology needs of the instructional and student services programs such as classroom support, smart classrooms, networks, equipment replacement, and services for faculty and students [[3C.3](#)].

Finally, IIT staff do regular, informal check-ins with the various division deans and instructional and student services VPs to identify any needs that haven't been addressed in ePARs.

Operational Systems

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 images and installations, smart classroom configuration and related issues. The manager of Systems and Programming meets monthly with each Banner Team Lead functional manager to review service request status and discuss future needs. The Network Operations Manager regularly attends both the Educational Technology Committee (Ed Tech) and Banner Team Lead meetings to gather requirements for projects and provide status updates for ongoing work.

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 help desk software system and are regularly reviewed to identify trends and areas for better training and support [[3C.4](#), [3C.4a](#)].

Furthermore, participating in the ePAR process allows IIT to differentiate between meeting the technological needs requested by specific departments and system-wide operational needs by providing the IIT Division a vehicle for requesting system-wide needs.

Most recently the college has implemented a SharePoint web-based collaboration system that facilitates campus-wide communications between and among departments, allowing for each department to share information internally through their own department home page [[3C.4b](#)].

To help ensure that institutional needs are being met, two advisory committees were created: Ed Tech and the Banner Steering Committee (BSC). Ed Tech meets monthly and the BSC meets

quarterly. In addition to these committees, a third group made up of Banner users, the Banner Team Leads, meets twice monthly. Ed Tech is composed of faculty, educational administrators, 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 and IIT standards and procedures. The BSC and Banner Team Leads are composed of data stewards representing each business functional area of the college's Banner ERP system. Requests for program modifications and enhancements are reviewed and prioritized by the Team Leads and BSC. IIT managers attend all Ed Tech and BSC meetings. In the fall of 2012, the Banner Steering Committee and the Banner Team Leads combined their membership to become one new committee, the District Technology Steering Committee [[3C.5](#), [3C.6](#), [3C.7](#), [3C.8](#), [3C.9](#), [3C.10](#), [3C.11](#)].

Self Evaluation

The college meets the standard. The college has made significant improvements in linking its planning processes to technology purchases to meet the identified needs of learning, teaching, college-wide communications, research, and operational systems. Program Review and ePAR reports, a comprehensive Technology Master Plan, and the aforementioned technology-related committees, direct and guide annual IIT activities and purchases. These planning processes in turn are guided by the college's Educational Master Plan and Strategic Plan for all long-term technology planning and expenditures. The District's commitment to improving the Sierra College website and the investment in new software was designed to increase our web-based services and intercampus communication. The District is currently focusing on developing its intranet (inside.Sierra) to facilitate both planning and information needs for the college [[1B.36](#), [3C.12](#)].

Actionable Improvement Plan

The college will continue to develop and refine the District's intranet to best serve the needs of the college community.

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

Descriptive Summary

The Technology Master Plan identifies and evaluates which technology services, professional support services, facilities, hardware and software are necessary to ensure the effectiveness of Sierra College as a learning institution.

In addition to supporting the college's Banner ERP system for student and instructional services, IIT provides hosting services and support for a wide variety of hardware and software.

Technology services to students at the three college-owned campuses (Rocklin, Nevada County, and Tahoe-Truckee) and the Roseville Gateway site included, as of fall 2012, one hundred and

sixty-six (166) District-wide smart classrooms –a majority of the college’s instructional space— which allows for technology enhanced instruction and student presentations. During summer 2013 the college invested approximately \$150,000 for new smart classrooms on the Rocklin campus and the upgrade of aging or obsolete smart classrooms District-wide. High-speed wireless network access is available to students, faculty and staff on all of the college’s campuses. Assessment computers reduce the number of hours that counselors spend on routine services, freeing counselor time for student appointment needs.

All campuses have access to support technicians who oversee the maintenance and operation of computers, printers, audiovisual, telephone, and networking software and equipment. Non-emergency work requests are submitted by telephone or email to a central helpdesk office. Requests are booked and organized electronically using Track IT. Computer labs often rely on Instructional Aides (full-time classified staff) or faculty to monitor the equipment and provide minor troubleshooting support. The IIT Department supports the maintenance of the District’s Integrated Library System which serves all four Sierra College sites and a joint use public library in the City of Lincoln. Many of the technical support procedures in use at Rocklin, NCC, and Tahoe-Truckee are also in place at Roseville Gateway [[3C.13](#)].

The college has maximized the hours of coverage offered by technology support staff as much as possible. The IIT Help Desk provides PC and network support from 8 am to 5 pm to include Network Support Specialist staff until 7 PM at the Rocklin campus 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 or emergency call-back from IIT management.

In addition to the general technology support functions just mentioned, the IIT Department provides hosting and support for a variety of third-party systems [[3C.14](#)].

Sierra College offers more than two hundred and twenty online courses each semester enrolling more than 6,000 students. The college contracts with Instructure (Canvas) for its educational course management system and maintains both production and test servers to support the online instructional environment. The college also offers one cable channel of televised classes which is simultaneously streamed live on EduStream and made available to students asynchronously on iTunesU.

IIT occupies a key central location in the lower Administration Building on the Rocklin campus. Several components of the IIT infrastructure, including the data center power and cooling systems, the network reliability and water/drainage issues with the District’s telephone switch room, were all identified as critical needs in 2007. In 2008 the District Board approved the budget for significant infrastructure and facilities improvements for supporting the District’s technology. The improvements include added redundancy for data center power backup, cooling,

and server virtualization infrastructure supporting redundancy for Disaster Recovery at a secondary server room on campus as well as off-site. The secondary server room is located in the Learning Resource Center (LRC building) and also maintains a controlled environment for cooling and UPS power. All mission critical applications have server-level redundancy between the primary data center in the Administration Building and the secondary data center in the LRC [[3C.15](#)].

The status of the campus MDF's (Main Distribution Frame, or the building's "central wire center") listed as questionable in the last Assessment Report from 2007 has improved. The core campus MDF's have been replaced or upgraded to support a redundant fiber network connecting the five core buildings, including both the primary data center and backup server room (Rocklin campus). Satellite campuses also have upgraded MDF and telephone services resulting from new building construction and leveraging the new central phone system. There are still approximately 30% of buildings not located on the core campus backbone that require MDF upgrades.

Hardware and Software

The college holds site licenses for Microsoft products, Mac operating systems, antivirus protection, deep freeze software, and other server operating systems and networked products. Throughout the District, there are many licenses for discipline-specific educational software, e.g. QuickBooks for accounting classes, which is generally the responsibility of the individual instructor to support. New buildings at NCC (N7, N9 in particular) have new equipment for the open computer lab, the Macintosh computer lab, and the three instructional computer labs. There are printers in all needed areas for students and staff as well as copy and fax machines (not necessarily supported by Sierra College Technical Support). NCC has a backbone of network switches and an adequate number of servers (file/print/antivirus, etc) [[3C.16](#), [3C.17](#), [3C.18](#)].

Self Evaluation

The college meets the standard. Technology services, professional support facilities, hardware and software all contribute to the operation and effectiveness of the institution by providing and maintaining a wide variety of support. Support technicians are available on all campuses to ensure day-to-day effective operation of technology. As needed, professional support is available to all staff through Track IT, an effective work request and evaluation system, as well as the service and support offered by District personnel and processes. The District has also developed an infrastructure designed to support effective District operations. In order to accommodate the college's curricular needs, the District has invested in smart classrooms, computer labs, library databases, and a host of support and third-party software. In an era of decreased budgets, we have invested as necessary for the infrastructure; the college recognized the importance of need to address the technology necessary for the operation and effectiveness of the institution. The technological infrastructure at the NCC and Tahoe-Truckee campuses is state-of-the-art because

bonds were able to fund the upgrades. Approximately 30 percent of the buildings at the Rocklin campus which are not on the core campus backbone need MDF updates. There is currently an infrastructure upgrade project scheduled to address these building MDFs to be completed by 2015. The up-to-date smart classrooms and the labs in the V building at the Rocklin campus are indicative of this investment. Even in the more aging facilities, the District has invested and upgraded the older facilities with technology such as smart classrooms, etc.

Actionable Improvement Plan

The college will continue to use the ePAR process in order to identify and prioritize personnel and infrastructure needs of the institution.

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

Descriptive Summary

Currently, training in the effective application of the college's information technology is part of academic literacy through course work and through services provided to students as they enter the institution and continue their education at the college. Online tutorials introduce students to the college's website, mySierra, Canvas—the online course management system—and Library services. Faculty in a variety of disciplines have developed courses to provide more in-depth training for college-specific technology as well as general information literacy [[2A.15](#), [2C.9](#), [3C.19](#), [3C.20](#)].

IIT staff regularly attends training based on their areas of responsibility using District travel and staff development funds augmented by Telecommunications and Technology Infrastructure Program (TTIP) categorical funding. Due to the number of third-party software systems used by the college, users are also provided area-specific training to learn the technology and to keep abreast of changes that are made to the technology. Examples of this are staff training in Student Services for Hershey Document Imaging, or Banner ERP technical training for staff and Team Leads from various functional areas. Needs for training are also identified through Ed Tech and Banner Team Leads. Departmental training on specialized topics is scheduled as needed based on needs identified in ePAR evaluations. Reports received from the Track IT software also help to determine if special training is required to deal with the problems and issues identified by callers. IIT Help Desk staff frequently provide training for end users in the use of standard applications such as MS Outlook, MS Office, and mySierra account provisioning and password resets [[3C.21](#), [3C.22](#)].

The Staff Development Office regularly provides on-campus training on a wide variety of topics, including technology applications. Before faculty is authorized to teach an online course, the faculty member must complete training in how to use the Canvas course management system as a part of the training on effective online instruction. Other staff development activities have

included training on the use of Cascade web content management system, Sharepoint, and Tracdat [[3A.61](#), [3C.23](#), [3C.24](#)].

Self Evaluation

The District meets the standard. Students and personnel have a variety of training options available. Because of the rapidly changing technological landscape more professional development and student opportunities to improve their access to the District's information technology will continue to be necessary. This is especially true for IIT employees who serve District personnel and in computer labs, which are some of the primary points where students access technology on campus.

Actionable Improvement Plan

The college will continue to identify, resource, and provide training in the application of information technology for students, staff, and faculty.

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

Descriptive Summary

The Technology Master Plan, evaluated every three years and revised as necessary, provides the college with a blueprint consistent with the college's Strategic Master Plan to address technology planning, acquisition, maintenance, upgrades and repairs. Annual institutional ePARs identify IIT-specific resources needed across the District and Program Reviews—which capture a three-year perspective—help to inform District technology needs.

Besides planning processes in support of technology improvements, the college has created several standing committees dedicated to technology planning and operations. Comprised of IIT managers, faculty, staff, and educational administrators, the Ed Tech Committee meets once a month to discuss day-to-day technology issues including the Technology Master Plan, Canvas, helpdesk operations, email, hardware and software upgrades and replacement, and future concerns such as IIT support for mobile devices. Minutes are taken of the discussions which help to form the next version of the Technology Master Plan. In February, 2009, Ed Tech approved the Computer Refresh and Prioritization Procedure (subsequently approved by Dean's Council in April, 2009) that provides for a computer replacement, prioritization, and distribution plan. The Banner Steering Committee, which has chartered the Banner Team Leads, also plays a critical role by collaborating on procedures, addressing problems, incorporating upgrades, and anticipating changes to the college's ERP needs [[3C.25](#), [3C.26](#)].

The District has participated in a variety of significant upgrades to its technology infrastructure and equipment. The majority of District server and network infrastructure that was reported as

obsolete in our last self-evaluation has been replaced. In 2009 the District installed a virtual server infrastructure that has now virtualized 80% of the District's physical servers, replacing all the obsolete servers. The District's Banner ERP system provided new hardware in 2008 and will need to be refreshed in the 2012-13 fiscal year.

In 2009 the District went live with a new Student Information System (Banner from SunGuard Higher Ed) that is tightly integrated with nearly all functional areas of the District; including Student, Instruction, Finance, HR, Payroll, Library Systems, Financial Aid, and Parking payment services. This system replaced the legacy student services and instruction system that was designed in the 1970s.

Self Evaluation

The college meets this standard. The District has developed and implemented a number of planning processes to ensure that technology infrastructure and equipment are able to meet institutional needs. The District has made vast improvements between 2008 and 2011 to replace obsolete server, network, and telephone system infrastructure. The Ed Tech committee developed a smart classroom standard in spring 2006 that is reviewed and updated regularly and is used as a basis for new smart classroom installations. Technology standards have also evolved in computer desktops, software, online classroom, and integrated into the class registration/ERP system, greatly enhancing commonality for technology use [[3C.27](#), [3C.28](#)].

Collaboration between and among staff and departments, creative use of alternative funding, standardized practices and the implementation and enforcement of policies and procedures have allowed the college to move forward in ways to best meet the most critical needs of the District.

Actionable Improvement Plan

Based upon the Technology Master Plan, the District will evaluate and implement hardware refresh needs.

IIIC 1d. The 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 and processes including the Executive Team, Strategic Council, Deans' Council, Ed Tech, Banner Student Committee (BSC), the Online Services task force, Ad-hoc advisory taskforces, IIT initiatives, ePAR requests, IIT's Program Review, and user requests and initiatives.

Both televised and online courses are offered through the District. The college has a single televised classroom to which Distance Learning courses are transmitted, and carried by cable and broadband television companies in the District's communities of Auburn, Granite Bay, Grass

Valley, Lake of the Pines, Lincoln, Loomis, Nevada City, Newcastle, Penryn, Rocklin, Roseville, and Truckee [[3C.29](#)].

The college has four video conference meeting rooms, two at the Rocklin campus, one at the Nevada County campus, and one at the Tahoe-Truckee 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.

A key component of the college's ability to distribute its technology is its high-speed IP wide-area network connecting the Rocklin campus' primary and secondary data centers to the three remote campuses using a 100Mbps connection from Rocklin to NCC, a 20Mbps from NCC to Tahoe-Truckee, and a 20Mbps from Rocklin to Roseville Gateway. The network allows local area networks that connect to computer labs, classrooms, administrative offices, and learning center resources to access the internet and the District's internally hosted applications. The network allows for traffic prioritization to support voice (VoIP), streaming media for online instructional use, access to enriched media learning database resources over the Cenic Internet connection, video conference stations, centralized email and file sharing resources, and the Banner/ERP student and financial information systems. The core and redundant network and data centers at the Rocklin campus are positioned to provide access to these critical resources even in the event of a disaster where the primary data center is lost. In the event of a sudden, unexpected, long-term catastrophic loss of power at the Rocklin campus, the District has the capability to continue to provide critical IIT services, especially internet, for a limited period of time but currently requires a plan to adequately accommodate the college's critical IIT services—especially District communication and student instructional services—for an extended period of time under these very rare circumstances. Annual Disaster Recovery (DR) testing is performed each summer to assure the DR steps are updated along with the technology [[3C.30](#), [3C.31](#)].

Sierra College networks and email communications help efficiently distribute and utilize technology as stated in an email to the campus from the Vice President of Instruction dated August 27, 2009 5:35pm: "Sierra College issued email accounts are now the official form of communication between and among Sierra College staff and students." This helps to lower costs associated with other communication methods used historically, but more importantly helps assure consistent and successful delivery of messages to student and staff mailboxes housed and maintained in the District's central email systems [[3C.32](#)].

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, 101 of the 133 classrooms on the Rocklin campus are smart classrooms in that they are equipped with a projector, computer with speakers, and internet access. Of the 101, 80 also have a VCR/DVD player. There are also several projector carts used

by various disciplines and/or divisions. At the NCC campus 12 of the 13 “smart” classrooms meet the Version 3 standard or better (projector, computer, Internet access, and DVD/VCR player), and the Tahoe-Truckee campus all 12 classrooms meet the Version 3 standard. At the Roseville Gateway campus 5 of the 35 classrooms have version 3 smart classroom equipment installed, but there are 15 multi-media carts available for shared use to accommodate instructional needs there [[3C.33](#)].

Sierra College has provided students with many online resources through both the "Entryway for Students" and mySierra components of the Sierra College website. These resources include access to online and telephone registration; online course schedules; an online application (CCCApply); online library resources, 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. MySierra and other solutions implemented through IIT provide a variety of online applications for faculty and staff, such as online instructor grades, rosters, and schedules; online printing requests (Print Shop Pro); employee benefits, pay stubs, and leave use reports, as well as other applications vital to the operation of the District [[2B.31](#), [3C.29](#), [3C.34](#), [3C.35](#), [3C.36](#), [3C.37](#)].

Self Evaluation

The District meets the standard. The District ensures through a variety of means that distribution and utilization of technology resources support the development, maintenance, and enhancement of the institution’s programs and services. 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. Computer and server refresh projects have addressed the most critical needs that were prioritized by the governance committees, and cascading of equipment has helped replace some older equipment. The college should plan to address the possibility of a sudden, catastrophic, long-term power failure to ensure uninterrupted internet communications in areas critical to student learning and business continuity. Current plans for business continuity in the event of a catastrophic loss of power or functionality at Rocklin (i.e. the woodpecker incident) indicate the need for a more comprehensive solution.

Actionable Improvement Plan

The college will continue to ensure appropriate support for the development, maintenance, and enhancement of its programs and services through the distribution and utilization of technology resources. Finally, the District will develop a business plan to ensure continuity of critical IIT services in the event of a sudden, catastrophic, long-term power outage. As viable cloud based solutions designed to provide disaster recovery and business continuity solutions become available, the District will investigate these with the goal of achieving an "always accessible" technology at Sierra relative to critical business applications and data.

IIIC 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

The institution has ample opportunities for integrating the technological needs of the District through many planning avenues. The Technology Master Plan (TMP) reflects the technological needs of the District from the Chief Technology Officer's perspective. The Chief Technology Officer sits on Strategic Council and is a resource for PARAC and the Executive Committee. The Ed Tech committee has representatives from management, classified, and faculty, including Career and Technical Education departments, as well as several members of the IIT Department. The Banner Steering Committee represents the needs of Student Services and the Finance Department. Each department lists its technological needs in its yearly ePAR. The Career and Technical Education departments also list their technological needs in their yearly grant requests and yearly planning documents. Every four years the board and administrative Policies relating to technology are reviewed.

Both the Ed Tech and Banner Team Leads assess the current and future technological needs of the District at least monthly. Additionally, the ePAR process breaks out the technology requests for review by IIT Department to see what is needed. The CTE departments write a year-end report assessing how well they met their yearly action plans. Ad hoc committees, such as the Smart Classroom subcommittee are formed to deal with specific issues. The District is also looking to improve technological assessment. Starting in March 27, 2012, annual open forums began for the campus community to ask questions of the IIT and Ed Tech members.

Annual IIT surveys over the past 2 years help to demonstrate how technology resources have helped the development, maintenance, and enhancements of the college's programs and services. In each of the past two years survey respondents have indicated increased levels of satisfaction [[3C.38](#), [3C.39](#)].

IIT has built a stable data network that serves the students, faculty and staff well, meeting its service availability objectives of 99.9% since 2010. The network and data center infrastructure has been vastly improved to better meet instructional and administrative needs. New services are being offered such as campus-wide wireless internet on all District campuses [[3C.40](#)].

The District has several means to assess its effective use of technological resources for self-evaluation including annual IIT customer surveys, annual IIT Open Forums, IIT service metrics, technology governance committees, and the Technology Master Plan review and update process. The IIT department has been conducting annual performance surveys for the last three years to measure its effectiveness and gather the needs of the end users. The IIT department also looks for trends in the help desk tickets it uses to track issues the staff have. Track IT reports show that

the back-log of help-desk tickets is growing mainly in the Low Priority incidents and that IIT is keeping pace with Medium, High, and Urgent priorities [[3C.4](#), [3C.4a](#), [3C.38](#), [3C.39](#), [3C.41](#)].

Self Evaluation

The District meets the standard. Technology planning is integrated into almost every level of planning at the college from the ePAR process, to the Deans' Council and Executive Team to Strategic Council. The Technology Master Plan is reviewed and rewritten every three years to reflect the changing needs of the District. The Technology Master Plan provides a long-term roadmap and is vetted through the shared governance process. Annual evaluations of technology occur through the ePAR process, the CTE annual reports, the yearly IIT surveys, and the monthly meetings of the Ed Tech and Banner Steering Committees [[3C.11](#), [3C.26](#), [3C.38](#), [3C.39](#), [3C.41](#), [3C.42](#), [3C.43](#), [3C.44](#), [3C.44a](#)].

Actionable Improvement Plan

The District will continue to integrate its technology planning with institutional planning at every appropriate opportunity. The institution will also continue to systematically assess the effective use of technology resources throughout the District in a wide variety of ways and implement improvements as needed based on assessment feedback.

Standard IIIC Evidence Documents

<u>Doc No.</u>	<u>Title</u>
3C.1	Program Review-Operations IIT Dec. 2010
3C.2	Canvas Training Dates
3C.2a	Canvas Trainers
3C.2b	Canvas SOS App. 2013
3C.3	Deans' Council recap, 2012.09.27
3C.4	TrackIt Work Orders Opened 5-7 thru 5-11
3C.4a	TrackIt Work Orders completed 5-7 thru 5-11
3C.4b	Inside.Sierra website
3C.5	DTS IT Steering Committee Chart 2013
3C.6	Educational Technology Advisory Taskforce agenda, 2011.09.28
3C.7	Educational Technology Advisory Taskforce minutes, 2011.09.28
3C.8	Team Leads agenda, 8/1/11
3C.9	Team Leads minutes, 8/1/11
3C.10	Banner Steering Committee agenda, 2011.09.12
3C.11	Banner Steering Committee minutes, 2011.09.12
3C.12	Governance-and-Planning-Website
3C.13	IIT Support
3C.14	IIT Third Party Software
3C.15	Board of Trustees minutes, 2007.07.21
3C.16	IIT standardization
3C.17	IIT warranties and maintenance contracts
3C.18	IIT policies and procedures
3C.19	Online registration instructions website
3C.20	Student Success Workshops website
3C.21	IIT ePAR Requests Spring 2011
3C.22	IIT Training 2012-13
3C.23	Flex Week Schedule Spring 2012
3C.24	Flex Week Schedule Fall 2011
3C.25	IIT Computer Refresh and Prioritization, 4/23/09
3C.26	Educational Technology Advisory Taskforce minutes, 2011.10.26
3C.27	Educational Technology Advisory Taskforce minutes, 2011.11.16
3C.28	Educational Technology Advisory Taskforce minutes, 2012.01.25
3C.29	TV Classes Broadcast Area
3C.30	IIT Disaster Recovery Plan Summary
3C.31	IIT Disaster Recovery Test Plan, 7/19/11
3C.32	RR email re sierra email 8/27/09, 5:35 pm
3C.33	Smart Classrooms Jan. 2009
3C.34	Application for Admission website

<u>Doc No.</u>	<u>Title</u>
3C.35	Future Student website
3C.36	Current Student website
3C.37	Faculty and Staff website
3C.38	IIT Services Satisfaction S10
3C.39	IIT Services Satisfaction S11
3C.40	IIT Net Ops Service Metrics
3C.41	IIT Services Satisfaction S12
3C.42	IIT Combined e par 2011 requests 3 17 1 V4
3C.43	IIT Mgr ePar Requests 2012
3C.44	DES CTE Section C12-13 Final Report MAY 2013
3C.44a	CTE 12-13 Capital Outlay Approved Funding Requests

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 resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

IIID 1. The institution's mission and goals are the foundation for financial planning.

Descriptive Summary

The District's Mission Statement identifies eight core values including the following: "Sierra College will support and demonstrate the sustainable use of all resources," and "Sierra College will demonstrate collaboration in decision making." The mission and the core values are supported at the highest level by a ten-year Educational Master Plan which states that "The vision, mission, core values, and desired institutional outcomes of the district guide both short and long term program development and planning." Shorter term institutional planning is guided by a three-year Strategic Plan. The Strategic Plan contains four primary goals with twenty-one associated strategies by which the goals are to be achieved and results measured. The District's strategies guide institutional planning, assessment and resource allocation decisions by supporting and demonstrating the sustainable use of all financial resources. The strategic goals are reviewed annually by the Board of Trustees, Strategic Council and its subcommittee the Planning and Resource Allocation Committee (PARAC), which are the District's primary shared governance committees associated with resource allocation. These shared governance committees make resource allocation recommendations to the Superintendent/President based upon an evaluation of programs provided by departments in their Program Reviews and in their electronic Planning and Assessments (ePARs). The recommendations are reviewed by the Superintendent/President for adjustments and incorporation into the annual budget development process. Additionally, beginning with the 13-14 budget development cycle, line item departmental budgets were submitted in a revised format to identify their alignment with each of the four primary district goals [[1A.32](#), [1A.42](#), [1B.42](#), [1B.61](#), [3D.1](#), [3D.1a](#)].

Self Evaluation

The District meets the standard. The District ensures that its mission and goals are used as the basis and foundation for financial planning and is integrated with and supports all institutional planning. The Board of Trustees receives annual financial updates which inform its oversight of the college's financial management.

Actionable Improvement Plan

The District will continue to ensure that financial planning is informed by the District's mission and goals.

IIID 1a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

A cornerstone of the District's institutional planning is Program Review, which is a self-study that is conducted every three years by every program and department, both instructional and non-instructional, to assess program effectiveness and resource requirements. Each program must address how its functions align with the mission and goals of the District. Programs evaluate outcome measures to assess their relevancy, effectiveness, and currency [[1A.7](#), [1A.8](#), [1A.9](#), [1A.10](#), [1A.11](#), [1A.12](#), [1A.13](#)].

The annually submitted electronic Planning and Assessment (ePAR) is another cornerstone, providing the mechanism for departments to link learning outcomes from Program Review to resource requests. Resource requests include faculty, classified and management positions, facilities, and equipment requests. Each resource request is linked to one or more of the District's four strategic goal areas. The ePAR requests are prioritized at each level of the college: department, division, and finally executive branch. The prioritized lists from each of the five executive branches (President's Office, Finance/Administration/IIT, Human Resources, Instruction, and Student Services) are presented to and considered by PARAC, a subcommittee of Strategic Council at which the various college executives present for discussion and consideration their divisional staffing and equipment needs. Budgetary requests move from PARAC to Strategic Council as formal recommendations. PARAC also receives an annual report from the Program Review and Program Vitality Committees before making a recommendation to Strategic Council for the request(s) to be formally integrated into the budget process [[1A.45](#), [1A.46](#), [1B.20](#), [1B.42](#)].

Each year, the District develops budget assumptions based on what is known about external and internal factors affecting revenues and expenditures. External factors include changes in Full Time Equivalent Student (FTES) funding caps, health benefit changes, required pension contributions, other state funding, etc. Internal factors include collective bargaining agreements, the District's compensation funding formula, staffing changes, approved recommendations from Program Reviews, etc. These assumptions are communicated to PARAC, Strategic Council and Omniparty, the District's collective bargaining committee, for review and discussion and then integrated into the budget and published in the tentative and adopted budget documents [[1B.62](#), [1B.66](#), [3D.2](#), [3D.3](#), [3D.4](#)].

Beginning in 2011-12, Strategic Council and PARAC engaged in thoughtful discussions of ways in which to further expand the role of PARAC in the budget development process and continued

into 2012-13. These discussions resulted in a revised planning and budget timeline with requests for resource allocation (ePAR) moved to the fall term and Program Review moved to the spring. This change allows for more opportunity for the budget development process to be fully vetted through the shared governance process [[1B.20](#), [1B.61](#), [1B.62](#)].

Self Evaluation

The shared governance committee review processes for financial resource allocations are comprehensive and inclusive. College governance bodies continue to evaluate and modify the roles and responsibilities regarding budget development to better ensure that financial planning is linked with institutional planning. In 2011-12 Strategic Council and PARAC began a thoughtful, continuing discussion of how to more efficiently connect PARAC to the budget development process. A revised planning and budget timeline has been developed which places the request for resources allocation (ePAR) much earlier in the year (both fiscal and academic year). The Board of Trustees receives budget updates several times a year—two at the very minimum and typically more [[3D.5](#)].

Actionable Improvement Plan

The District will continue to assess and strengthen as needed the financial planning processes to ensure linkages with institutional planning.

IIID 1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Institutional planning at the District emphasizes the realistic assessment of availability of financial resources and of expenditure requirements. Longer-term financial planning occurs in general terms; as the timeframe becomes shorter and revenue projections more specific, the financial plans are adapted to the available resources. One of the most important decisions regarding resource allocation is the level of funding to support instructional offerings. A core component is the number of funded full-time equivalent students (FTES) that the District projects it will receive from the state. Projections for the FTES funding level must be made 12-18 months in advance of building each semester's class schedule and later refined. Consideration is given to the mission and goals and comparing programs or courses with high demand to programs or courses with declining demand [[3D.4](#)].

The District's annual budget development process begins in January with an assessment of the expected resources for the budget year based on the Governor's proposed budget for the upcoming fiscal year. A forecasted unrestricted general fund revenue model is created based upon the Chancellor's Office state revenue allocation model from the previous year incorporating the Governor's proposed budget for the current year. This information is reviewed

by the Superintendent/President and then incorporated into an overall resource projection and presented to PARAC and Strategic Council. As the Governor's budget becomes more established throughout the spring, the District's revenue model budget forecast gets updated and communicated to PARAC and Strategic Council. The tentative and adopted revenue budget is established using a conservative state budget revenue estimate for the District.

The District develops its budget based on the various expenditure requirements established by the California Community Colleges Chancellor's Office, categorical program monitors and other regulations, such as the 50 Percent Law and the Full-Time Faculty Obligation Number (FON). The 50 percent ratio changes in response to influences such as faculty release time and assigned course; similarly the FON changes in proportion to the growth or decline in FTES. An institutional commitment to increase the number of full-time faculty over the years has resulted in agreements with the faculty bargaining unit to consistently exceed the FON. In 2011-12, the District had 21 full-time faculty positions over the Faculty Obligation Number (FON). In 2012-13 the District had 9 positions over the FON. The District monitors retirements and resignations closely to ensure that the faculty obligation commitments are achieved so that new hires are in the programs to best support the needs of the District [[1B.35](#), [3A.33](#)].

Financial projections for expenditures are made at the division level based upon external and internal factors. A forecasted budget model is created that captures the known and forecasted components from which the first complete draft budget will be created. A forecasted total compensation model and other non-compensation expense models are created. Non-compensation expenditures are forecast based on a three-year historical analysis, projected changes in program(s), and on more general economic considerations. Based on the non-compensation expense models, expense targets for supplies, other operating expenses, capital equipment, student help and temporary help are calculated for the District's five branches: Superintendent/President, Instruction, Student Services, Human Resources, and Administration. The division, department chairs and deans work with their departments to allocate the resources based upon their Program Reviews. The divisions agreed upon allocations are integrated into the tentative budget. The tentative budget is reviewed by PARAC, Strategic Council and the Superintendent/President and presented to the Board of Trustees for adoption in June [[3D.6](#)].

The realistic management and accurate forecasting of expenses has become far more accurate over the past five years due to the college community's demand for transparent financial management and clear ties between resource funding and the college's mission and strategic goals. Severe state funding reductions in recent years have in turn led to reduced funding for the District; these declining revenues have made especially imperative the District's need for accurate forecasting. The District received authority from the Board of Trustees to use an estimated \$5 million from the reserve to partially backfill the severe state cuts of 2011-12. On a continuing basis the District's total fund balance has been substantially greater than the 5 percent minimum guideline recommended by the Chancellor's Office. The District's careful approach to

budgeting is reflected in the District's bond ratings for its SFIDs (School Facilities Improvement District), Moody's (AA) and Standard & Poor's (AA) [[3D.7](#), [3D.8](#)].

Self Evaluation

The District meets the standard. The District's planning is realistic and conservative in its assessments of financial resources. The District is active in developing appropriate resources through growth, community education and grants. The District has historically taken a conservative approach when developing revenue and expenditure projections with respect to the budget, an approach that has provided financial protection during challenging economic times.

Actionable Improvement Plan

Given the volatility and uncertainty of the District's revenues from the state, the District will continue to maintain tight control over its expenditures.

IIID 1c. When making short-range fiscal plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary

The level of the college's financial resources and the District's prudent and conservative financial practices provide a reasonable expectation of both short-term and long-term financial solvency. The California Community College Chancellor's Office has identified a desired reserve in the general fund of at least 5%. The Sierra College Board of Trustees has adopted a reserve policy to maintain total general fund reserves between 8% to 12%. For 2011-2012 the District's general fund beginning balance meets both the state and reserve policy requirements with a total general fund balance of 13.6% [[3D.9](#), [3D.10](#)].

Each annual budget includes plans for payment for liabilities and future obligations. The District receives roughly 90% of its unrestricted general fund revenues from property taxes, state's general apportionment and enrollment fees. About 80% of unrestricted general fund expenses are used to fund compensation, with the remaining used for non-discretionary expenses (14%) and discretionary expenses (6%). The District has a negotiated compensation formula as part of each of three union contracts: faculty (SCFA), classified (FUSE) and management (SCMA). The formula allocates revenues on a percentage basis to each unit to cover existing employees, increase in compensation expenses and new positions. Personnel costs related to liabilities and future obligations are identified as "mutual interest items" and receive the first call for resources. For non-compensation expenses, the District recognizes each division's base funding needs and strives to maintain that allocation annually to the maximum extent possible. Unallocated resources from the compensation formula are identified as restricted and reported separately from the unrestricted ending fund balance [[3D.11](#), [3D.12](#)].

The District met critical facilities needs in 2004 and 2007 with Certificates of Participation notes. The debt service for the notes is repaid from unrestricted general fund sources. In addition, the District continues to service a 1998 Certificates of Participation note and a 1968 United States Department of Housing and Urban Development bond. In 2011-2012, the District fully repaid 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 District has consistently met its principal and interest payment on any debt instruments.

Self Evaluation

The District meets the standard. The District adheres to a conservative approach when establishing budgets through practices including formula-driven allocations, planning for debt obligations and a reserve policy greater than the California Community College Chancellor's Office desired reserve level. This conservative approach has allowed the District to remain fiscally stable in spite of uncertainties associated with state funding levels from year to year.

The District anticipates future payments of long-term liabilities and obligations, including debts, health benefit costs, building maintenance, state deficit factors, and potential mid-year cuts from the state. All assumptions as well as projections for expenses are found in the annual adopted budget and revisions for each quarter. The liabilities and future financial obligations are annually reviewed through the external audit and presented to the Board of Trustees.

Actionable Improvement Plan

The District will continue to carefully consider its long-range financial commitments and obligations and maintain a conservative approach to budgeting in its short-range planning.

IIID 1d. 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.

Descriptive Summary

The District has a prescribed budget development process which is described in a narrative form and through a calendar-based timeline that shows the various steps in the annual budget and planning process. The District uses its guidelines and processes for financial planning and budgeting to ensure that its planning is aligned with the District mission and strategic goals. Opportunities to participate in the development of institutional plans and budget are established through shared governance committees; transparency in financial planning and resource allocation is constantly emphasized and honored within the shared governance structure of the college. Strategic Council is the president's and college's highest level governance committee, and is routinely asked in its bi-monthly meetings to provide input regarding the District's financial planning and ePAR budgeting processes. Strategic Council has empowered its

subcommittee, PARAC, to help develop the District's resource allocation process. PARAC consists of the presidents of the Academic, Classified, Management, and Student senates, and the Superintendent/President and his executive staff. PARAC members provide consultation, deliberation, and input to the budget development process and are responsible for communicating back to their constituencies. PARAC's role is critical to ensuring broad participation in and communication of the budget process; its role is widely known and understood within the college community and its meetings are widely advertised in advance and open to the public [[1B.61](#), [3D.2](#), [3D.13](#), [3D.14](#)].

Budget development begins in January. The President's Executive Team establishes an FTES and budget target for the ensuing year for each division and center. The target is based upon the revenue projection of growth or reduction, the compensation allocation formula, and three years of historical non-compensation expenditure spending. The Business Office distributes a spreadsheet detailing three years of historical non-compensation expenditure spending along with the target for the ensuing year for the area. Divisions and centers propose their allocations among the various expenditure categories and return their proposed allocations to their vice president who then forwards the approved request to the Business Office, which then compiles the District-wide budget for review by PARAC and Strategic Council. Compensation-related expenses are calculated using the Compensation Formula and the additional or modified positions from the ePAR process, subject to discussion, review and recommendation by both PARAC and Strategic Council [[3D.15](#)].

The overall budget is published and made accessible to the District community through various meetings, including Board of Trustees, Strategic Council, Omniparty, division, department chairs, deans, and management meetings. The overall budget is also posted to the District website. The adopted budget and quarterly updates are presented to PARAC and/or Strategic Council and made available through the college's intranet, inside.Sierra [[1B.20](#), [3D.5](#)].

The District is refining its financial planning timeline and process to allow more time in shared governance meetings to fully discuss resource allocations. The changes were initiated because many decisions were confined too narrowly to the last few months of the spring term that led to the new fiscal year. This resulted in decisions being made under pressure from a looming fiscal year deadline during one of the busiest times of the year, particularly for faculty and educational administrators. A decision was made to move the ePAR timeline back to the fall term, and Program Review to the spring so as to leave more time in the spring for Strategic Council and PARAC to deliberate on the resources needed for the budget year.

Self Evaluation

The District meets the standard. The District has established financial planning and budgeting guidelines, which allow for input from and participation by all constituencies through both PARAC and Strategic Council. Annual and updated budget information is made available to the

public on the college's website; working documents are made available to all staff through the District intranet.

Actionable Improvement Plan

The District will assess the impact of the new timeline for budget planning and development resource allocation in 2013-14 and continue to make modifications as necessary and appropriate.

IIID 2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

IIID 2a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

The District has significantly improved its budget development and reporting processes to increase the accuracy of the budget and the relevance of the reports. The former budget development process consisted primarily of rolling budgets over from one year to the next, while making adjustments only when required by changing circumstances. The current budget development process is based on the development of expenditure models and tracking and monitoring actual expenditures closely throughout the year. Routine budget reports and quarterly updates are provided to a variety of committees such as Strategic Council, PARAC, the Board of Trustees, Omniparty, and Deans' Council. This allows for regular ongoing confirmation that the District's financial resources are being allocated appropriately to support student learning programs and services. Additionally, the working budgets are posted to inside.Sierra, the District's intranet, making them readily available to all staff [[1B.62](#), [3D.5](#), [3D.16](#)].

Each year all financial documents are reviewed as part of a comprehensive audit that is conducted by an external, independent accounting firm. Audit reports and any findings are presented to the Board Audit Subcommittee and to the Board of Trustees at a public meeting. Exemplary audits have resulted outstanding bond ratings: Moody's (AA) and Standard & Poor's (AA) [[3D.7](#), [3D.8](#), [3D.10](#), [3D.16](#)].

Self Evaluation

The District meets the standard. Great strides have been made since the prior accreditation process was completed to improve the credibility, accuracy, and relevance to student learning of the District's financial and budget planning.

Actionable Improvement Plan

The college will continue to improve financial planning and reporting by timely and routine dissemination to and discussion of the District's budget and financial information to the college community.

IIID 2b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The District receives communications from its external auditors regarding any audit findings prior to the issuance of the Financial Statements and the independent auditor's report each fiscal year. This provides time for the District to develop a corrective action plan prior to the completion of the auditor's field work. The District's corrective action plan is included in the auditor's report. Additionally, the independent auditor reviews and assesses the prior year audit findings during the field work and confirms the implementation of the corrective action plan(s) presented by the District. In November, the auditing partner presents the annual audit report to the Board Audit Subcommittee, the District Superintendent/President, Vice President of Administration, Director of Finance and the Finance Managers. The report is reviewed in detail including discussion of any external audit findings criteria, condition, effect, cause, fiscal impact, recommendation and the corrective action plan [[3D.10](#)].

Subsequent to the Board Audit Subcommittee meeting, the annual auditor's report is presented at the December meeting of the Board of Trustees for final review and approval. The report provides detail describing the findings criteria, condition, effect, cause, fiscal impact, recommendation and the corrective action plan [[3D.18](#), [3D.19](#), [3D.20](#), [3D.21](#)].

Self Evaluation

The District meets the standard. All audit findings received from the external auditors are addressed in a comprehensive and timely manner and are communicated to all affected departments immediately upon notification from the auditors. The corrective action plan is developed with high priority by all departments involved for timely action and implementation. Each year, the audit findings and the draft audit report are presented to the Board Audit Subcommittee at the November meeting. The committee has sufficient opportunity to discuss each finding in detail to their satisfaction.

Actionable Improvement Plan

The college will continue to ensure that institutional responses to external audit findings are comprehensive, timely, and communicated appropriately through the college community.

IIID 2c. Appropriate financial information is provided throughout the institution in a timely manner.

Descriptive Summary

The District shares financial information in a variety of methods. The Board of Trustees receives the tentative budget in June, and adopts the final budget for the fiscal year in September. The Board approves any subsequent revisions to the budget as information is made available by the Chancellor's Office. The Board of Trustees is presented with comprehensive District budget to actuals information periodically throughout the year. Strategic Council has a standing Budget Update agenda item for each meeting during which the President/Superintendent shares information regarding the budget and any changes to the District's fiscal condition. When suitable, the update may include a presentation from Business Office representatives and/or the college's Vice President of Administrative Services. Members of Strategic Council are responsible to share financial information in a timely manner with their constituent groups. Strategic Council and Board meetings are open meetings and provide opportunities for all staff and the community to attend. Additionally, the presentation materials are posted on the District website and inside Sierra as appropriate [[1B.62](#), [3D.5](#), [3D.16](#)].

Each department and division has online access to their financial activity via the Banner Enterprise Resource Planning system. Additionally, division and department level budget-to-actuals reports containing historical actuals, current budgets, year-to-date actuals and encumbrances are disseminated regularly to help track departmental spending relative to the percentage of the year completed. Financial information is also routinely shared at division and departmental meetings, negotiations, Deans' Council, ad-hoc meetings and via public records requests. Finally, the college's Director of Finance and various specialists from the Business office are easily accessible for consultation by both budget managers and staff when needed [[1B.66](#), [3D.22](#), [4A.45](#)].

Self Evaluation

The District meets the standard. Financial information is provided throughout the District in a variety of methods. Timely reporting provides opportunities for analysis and action if necessary. Current financial information pertaining to specific departments is available online via Banner/ERP at all times.

Actionable Improvement Plan

The District will continue to look to find ways to improve its openness and transparency with regard to all its financial data and will continue to provide good service to budget managers and staff within the college community.

IIID 2d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

The District currently holds three Certificates of Participation (COPs) with a total value of approximately \$12 million. These COPs supported facility and technology purchases made over the past several years. The District also uses Tax Revenue Anticipation Notes (TRANs) to meet its short-term borrowing needs. Since 2003, the state has deferred monthly cash payments to college districts in order to meet its own cash flow and budget needs. The deferral of state payments has required the District to borrow short-term notes over the year to meet its annual cash obligations such as payroll and other operating expenses. As of 2012-13, the District borrows roughly \$9 million annually in TRANs. Each year these notes are repaid once the District receives the deferred state revenues.

The Sierra College Foundation is a 501(c)(3) non-profit organization that works closely with the District to support its mission and provides the community the opportunity to invest in the development of quality educational opportunities. The Foundation is the primary fundraising entity for the college and functions independently from the District. The Foundation raises funds for scholarships, educational programs and services, equipment and facilities. The District provides reports to the Foundation to confirm appropriate use of funds. The Foundation's annual independent audit report has verified the appropriate use of funds [[3D.26](#), [3D.27](#)].

The District has been successful in securing grant funds in recent years. To ensure that grants align with the District's strategic goals and objectives, staff wishing to submit grant applications must first complete an internal District application and review. The application includes a summary describing how the grant aligns with the Strategic Plan and outlines the facilities, staffing, and possible matching needs from unrestricted funds. Once approved, all grants are administered through the Business Office to ensure the funds are applied in a manner consistent with the grant application. The District's annual independent audit includes an audit of all grant revenues and restricted funds [[3D.24](#), [3D.25](#)].

The District assesses a Student Center Fee of \$1 per unit up to 5 units at the time of student registration. The revenue is accounted for in a restricted fund, governed by the Campus Life Committee, and can only be expended on expenses related to the student center facilities at each of the District's owned sites. The revenue is allocated to all sites based on FTE and the District and representative student groups decide on which projects to fund.

Residence hall revenue is accounted for in a restricted fund and used solely for the operation of the facilities. Financial information is available to dormitory staff at all times via the

Banner/ERP accounting software used by the District. The Business Office regularly meets with the residence hall staff providing financial reports and assists with budget analysis.

Self Evaluation

The District meets the standard. The District has received unqualified opinions in its annual audit reports that include all Foundation accounts and grant funds. The external audit report includes revenues from all sources. The Sierra College Foundation financial information is also presented in the external audit report.

Actionable Improvement Plan

The District will continue to ensure it has appropriate internal controls that capture and address any fiscal irregularities.

IIID 2e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement..

Descriptive Summary

The Board of Trustees provides guidance and oversight of the District's internal controls systems. Board policies and administrative procedures have been established to ensure the effective and efficient operations, reliability of financial reporting, and compliance with applicable laws and regulations. Managers are responsible for implementing appropriate controls that apply to transactions in their areas of responsibility. Departmental controls provide for the segregation of duties, establish records retention protocols, supervision of operations, physical safeguards, and appropriate security clearances [[3D.28](#), [3D.29](#), [3D.30](#), [3D.31](#), [3D.32](#), [3D.33](#), [3D.34](#), [3D.35](#), [3D.36](#), [3D.37](#), [3D.38](#), [3D.39](#), [3D.40](#), [3D.41](#), [3D.42](#), [3D.43](#), [3D.44](#), [3D.45](#), [3D.46](#), [3D.47](#), [3D.48](#), [3D.49](#)].

Internal control activities are evaluated and modified on an ongoing basis. For example in fall 2012, a number of changes were made to improve the internal control system for the use of District-issued credit cards. Changes were made to limit the number of cards authorized and lower individual and monthly approval limits. The impact of these changes will be assessed to determine if additional modifications are required [[3D.50](#)].

Self Evaluation

The District meets the standard. Internal controls have been implemented and are evaluated periodically. Both the validity and effectiveness of control activities are assessed and the results of the assessment are utilized to drive process improvements that are then implemented.

Actionable Improvement Plan

The college will continue to evaluate and modify internal control activities to ensure their validity and effectiveness.

IIID 3. The institution has policies and procedures to ensure sound financial practices and financial stability.

Descriptive Summary

The District has policies and procedures to ensure sound financial practices and financial stability. The District's conversion to Banner/ERP in 2008–2009 presented an opportunity to create detailed financial reports. The ERP financial system provides an effective means of keeping current on the financial status of the District. Budget-to-actual comparisons are provided to the District in detail, assuring close control over expenditures. A quarterly review of all budgets and projections are presented to Strategic Council and the Board of Trustees.

Each year, a preliminary budget is created guided by Board Policy 6200 - Budget Preparation and based on the governor's revenue budget projections and forecasted operating expenses. Approximately eighty percent of the District budget is compensation expense. A payroll model is built including all full-time and contingent positions. The model includes forecasted compensation for every employee by month, by earnings code. It also includes compensation changes for steps, transfers, longevity, promotions, shortened schedules, leaves and other employee actions. An operating expense model is also built by division and includes anticipated expense changes. These models are used to facilitate resource allocation proposals to PARAC and Strategic Council and to create the tentative and adopted budgets [[3D.52](#)].

Once the District operational budget is developed and approved, it is managed according to Board Policy 6250 - Budget Management and to Board Policy 6300 - Fiscal Management. The budget is then loaded into the Banner/ERP system, allowing division chairs and department managers to monitor their budgets online. Fiscal controls are in place that require appropriate account numbers and sufficient funds to be established before documents can be processed. Banner also features built-in control mechanisms that prevent account overruns. The financial system provides appropriate reporting of the expenditures and timely information to enable quick response to any adverse budget conditions, thus preventing substantial cost over-runs [[3D.53](#), [3D.54](#)].

Decisions to augment budgets go through an approval process beginning with department heads and division managers and then through the Executive Team. Discretionary large project augmentations go through the Planning and Resource Allocation Committee and Strategic Council for recommendation to the president. Non-discretionary augmentations such as District match and utilities go through the Executive Team. The Finance Office augments budgets once the augmentation is approved, with the corresponding signed budget augmentation form.

All capital projects must be approved by the president through a signed form before work can be performed. If a project looks to exceed its budget, a new capital project form must be submitted and signed by the president, which initiates a discussion on project scope and forecasting improvement. Any resulting forecasting improvements get incorporated into the capital project process.

Self Evaluation

The District meets the standard. The District ensures sound financial practices through the use of models, detailed financial reports and formal allocation and approval processes for resource management. The District builds budgets as guided by Board Policy 6200 - Budget Preparation and manages the budget according to Board Policy 6250 - Budget Management and Board Policy 6300 - Fiscal Management. An integrated administrative software system provides budgetary controls to avoid cost over-runs and budget to actual reports to improve oversight of finances [[3D.52](#), [3D.53](#), [3D.54](#)].

Actionable Improvement Plan

The college will continue to ensure sound financial practices and financial stability through effective financial policies and procedures.

IIID 3a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The District maintains unrestricted general fund reserves of between eight and twelve percent of annual expenses as required by Board Policy 6310. The reserves are used to cover unanticipated expenses, shortfalls in revenue and extraordinary one-time facility needs and are not used to fund ongoing expenditures. Although general fund reserves have been used to maintain stability during the recent years of declining revenues, the District has managed to stay within and/or exceed the board policy limits [[3D.9](#), [3D.51](#)].

Property taxes are the primary revenue source for the District. Since property tax payments are generally paid only twice a year, the District receives its portion of the tax revenues in December and April, while expenses occur at relatively consistent levels each month throughout the year. Tax and Revenue Anticipation Notes (TRANs) have been utilized by the District since 1987 to reduce inter-fund dependency and allow the District to meet its projected cash flow needs. The District also uses TRANs to fund operational expenses when state revenues are delayed due to late adoption of the California State budget by the legislature. Cash flow needs are reviewed and monitored on a weekly basis by the Business Services staff and cash is transferred from a TRAN as needed to meet the District cash requirements [[3D.55](#)].

In response to the significant state revenue reductions recently experienced, the District has adopted a more long-term approach to budget planning by projecting a three-year budget using historical data. A longer-term (three-year) budget plan allows the District to address any anticipated structural deficits over a longer period and improve planning for the reductions.

The District is a member of two Joint Powers Authorities (JPAs). Alliance of Schools for Cooperative Insurance Programs (ASCIP) provides coverage for property, liability and workers' compensation. Schools Excess Liability Fund (SELF) pools excess liability and workers' compensation coverage for participating California public education agencies. Audit reports from both JPAs are presented to the District independent auditors and summarized financial information is presented in the annual District audit report [[3B.6](#), [3D.56](#)].

Risk management services are coordinated between the Business Services and Facilities and Operations departments. The District Safety Committee monitors safety in the workplace and schedules training on workplace safety, discrimination, and sexual harassment. ASCIP also offers additional training to reduce risk and thereby insurance costs. The District maintains appropriate insurance coverage through membership in ASCIP and SELF [[3D.57](#), [3D.58](#)].

Self Evaluation

The District meets the standard. The District achieves stability by adopting annual budgets that forecast a conservative revenue projection, maintaining adequate fund balance reserves, planning for cash needs, and membership in the Joint Powers Authority to address risk. In spite of recent revenue declines, the District has maintained sufficient cash flow and has had sufficient reserves available to maintain stability and to meet financial emergencies and unforeseen occurrences.

Actionable Improvement Plan

The college will continue to develop a multi-year approach to budgeting to help address economic downturns.

IIID 3b. The organization 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

The District applies a formula-driven methodology to the revenues it receives each year, allocating approximately 80% of available funds to personnel related costs and approximately 20% to operational costs. Allocations are adjusted based on historical averages. Each department identifies its resource needs in their ePAR. The ePAR requests are prioritized through an institutional review process and result in resource allocation decisions regarding

faculty and staff positions (both new and replacement), facilities, and other operating expenses [[1A.43](#), [1A.44](#), [1A.45](#), [1A.46](#)].

Since a conversion in 2008-09, the District has used Banner/ERP as its integrated administrative software system. Banner provides reports to allow for online budget inquiries that track encumbrances and expenditures in all budget categories. The information is available to each department and users can create customized reports. Standardized budget reports are generated bi-monthly, quarterly, and annually and reviewed by departmental staff as well as the appropriate shared governance committees [[1B.62](#), [3D.3](#), [3D.5](#)].

Standard state-authorized bidding procedures are used to purchase goods and services: requisitions are decentralized to the departmental level in Banner; contracts are authorized at the District level, and all service agreements for consulting services require approval of authorized signatories [[3D.59](#)].

Banner's financial aid module is used to administer and reconcile the approximately \$45 million in financial aid provided to students each year. After eligibility has been determined or the programs administered through the Financial Aid Office, checks are mailed to students throughout each term. When necessary, payments are cancelled with stop payment orders at the bank and the funds returned to the appropriate awarding agency. All financial aid fund accounts are reviewed on an annual basis by District auditors to ensure regulatory compliance. Financial aid is administered in strict compliance with federal and state law [[3D.60](#)].

Staff wishing to apply for external grant opportunities are first required to submit their application through a preapproval process that ensures a review of the initial grant application or renewal by relevant signatories such as the appropriate educational administrator, vice president, and superintendent/president. Purchase requisitions that draw on a grant's categorical funds must specifically identify the pertinent grant-related reason for the requisition and establish that the proposed spending is in compliance with program requirements and program objectives [[3D.24](#), [3D.25](#)].

Two general obligation bonds were approved by the voters in 2004 to fund improvements for the District's two satellite centers: Measure G provided \$44 million for the Nevada County Campus and Measure H provided \$35 million for the Truckee Center. All proposed bond fund expenditures were reviewed and approved by Citizens' Oversight Committees, with an annual report provided to the Board of Trustees. Funds that have been received but not yet expended are invested in compliance with state law and District guidelines [[1B.18](#), [1B.56](#), [3D.61](#), [3D.62](#), [3D.63](#), [3D.64](#), [3D.65](#)].

The Sierra College Foundation is a California nonprofit corporation with a 501(c)(3) IRS designation. Its primary purpose is to solicit and receive cash, property, and bequests, which are held and managed by the Foundation to support the District. The Foundation director and accountant supervise the Foundation accounts; the District provides accounting services to

ensure that funds are appropriated to budget codes that correspond to donors' intents and are expended in accordance with budget code restrictions. Yearly statements provide tracking detail on contributions; each donor receives a letter acknowledging receipt of funds, regardless of the size of the donation. The Foundation is audited separately from the college and provides an annual financial statement and independent auditors' report [[3D.26](#), [3D.27](#)].

Self Evaluation

The District meets the standard. Established and practiced guidelines ensure effective management of financial resources including financial aid, grants, externally funded programs, contracts, Foundation and other institutional investments. An integrated administrative software system provides real time information and reports to improve oversight of finances. Information is presented and readily available in public meetings and on the public website. Annual audit reports independently affirm compliance with all pertinent laws and regulations.

Actionable Improvement Plan

The college will continue to ensure the effective management and oversight of all financial resources through periodic and focused evaluation of financial management processes by appropriate college governance bodies.

IIID 3c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary

Over the past several decades, the District has made significant adjustments to its bargaining agreements to manage its OPEB liability. Starting in 1984, the District negotiated health benefit vesting limits and, by 1994, closed the plan to new employees. By 1991 all employees eligible for lifetime health benefits began contributing 1% of their base pay each month into a restricted postretirement medical benefit fund (PRMF) with the District providing a 1% employer match [[2A.53](#), [2A.139](#), [2A.140](#)].

In 2005, the District entered into an agreement with each of its three bargaining units: the Sierra College Faculty Association (SCFA); the Federation of United School Employees (FUSE), and the Sierra College Management Association (SCMA) to establish a compensation formula. The compensation formula committed to provide for a defined, interdependent process for determining employee compensation and benefits. The District and its three bargaining units agreed to form the Omniparty to serve as the body to provide oversight of the formula. The formula defines personnel and non-personnel funding resources and their allocations and funds the annual increased costs of OPEB as the first call on District resources [[3D.12](#)].

Since its inception, the Omniparty has engaged in ongoing analysis of its options with regard to the GASB liability. A focused effort was launched in 2007. Extensive study sessions involving board members, administrative leadership, union and shared governance representatives were held to facilitate an understanding of the issues and options available and then presented to the college community at large. Additionally, consideration was given as to how each of the options might be incorporated into the funding formula of the Sierra College Compensation Agreement [[3D.66](#), [3D.67](#)].

After securing legal opinion, Omniparty agreed to convert PRMF contributions into an irrevocable trust so as to comply with GASB 45, Government Code section 53622 and California Constitution Article XVI, Section 17(a) In June 2008 an irrevocable Trust was established to prefund OPEB liabilities. Keenan and Associates was hired to administer the Trust and the Sierra Joint Community College District Retirement Board of Authority (RBOA) was formed to supervise the Trust and to develop and oversee the District's Comprehensive Compliance Plan. The 1% contributions made by active employees hired prior to 1994, and the 1% District match are deposited directly into the Trust. As of the June 30, 2012 the balance in the Trust was \$8,116,832 [[3D.11](#), [3D.68](#), [3D.69](#), [3D.70](#), [3D.71](#), [3D.72](#), [3D.73](#)].

At its February 12, 2009 meeting, the RBOA explored further options by which to lower the GASB liability. An agreement was reached to allow active employees at the time of retirement to elect to withdraw from the lifetime medical benefits plan, receiving a refund of their contributions plus 4% interest. A small number of retirees have elected to withdraw from the plan, limiting the number of eligible retirees. As of the July 2012 actuarial study, the total number of retirees and surviving spouses receiving health benefits is 301 and the total number of active employees eligible to receive benefits is 85 [[3D.68](#), [3D.70](#)].

Each year, the Omniparty contracts with a broker to secure the most cost effective health and welfare benefit package to meet the obligation to retirees while also providing for the good stewardship of resources for active employees. Effective with the 2012 benefit year, the Omniparty agreed to join a joint powers authority, Self-Insured Schools of California (SISC), to secure health benefits for both active employees and retirees at premiums that were significantly less than in prior years and that will save the District about \$327,000 for the 2012 plan year alone.

Over the years the District has researched, analyzed and evaluated three distinct options to address its OPEB liability. The District elected not to accept the additional debt liability of OPEB bonds because it has concluded that OPEB bonds possess an inherent degree of risk as their economic utility depends upon the reinvestment of the proceeds at a higher rate of earnings than the rate of interest being paid on the bonds. To date, the District has elected not to fully fund the Annual Required Contribution (ARC). Upon review of the July 2012 actuarial study, the peak of the District's retiree health medical claims occurs in 2022/2023, at a predicted cost of \$3,755,539. After the fiscal year 2022/2023 peak, the retiree health medical claims slowly

decrease as the number of individuals eligible for retiree health benefits declines. Since the peak is only \$308,596 more than the ARC and only \$517,742 more than what the District paid in 2010/2011, the District determined not to fully fund the ARC, as the unrestricted general fund is capable of covering the peak expense. If future actuarial reports predict a peak that is higher than the \$3,755,539, the District plans to review the usage of the OPEB Irrevocable Trust and revisit funding the ARC [3D.69].

Ultimately, the District elected to fund its OPEB liability from the general fund using the pay-as-you-go model it has committed to in its funding formula for the foreseeable future. Given that the ARC is higher than the peak of the predicted health care claims as is indicated in the July 2010 actuarial report, the District has determined that the general fund has sufficient resources to support the current year claims for the life of the liability. The District has also committed to review the OPEB liability every two years upon receipt of the GASB 45 required OPEB actuarial report to determine if any changes to the pay-as-you-go funding plan should be made.

Self Evaluation

The District meets the standard. The District plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The District has elected to fund the OPEB liability each year from the general fund using the “pay as you go method,” with a commitment to review the funding with each future actuarial study. These strategies provide reasonable expectation of both short-term and long-term financial solvency and address the costs associated the implementation of GASB 45 requirements.

Actionable Improvement Plan

The District will continue to work to improve ways to reduce the District’s annual OPEB liability while at the same time honoring its commitment to current and future retirees entitled to this benefit.

IIID 3d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

Every two years the District contracts with an actuarial firm to analyze its liabilities for retiree health benefits. The study provides the financial analysis necessary to allow the District to manage the costs and future liabilities associated with its retiree benefits and to comply with the GASB 43 and 45 related to OPEB. OPEB benefits are not available to employees hired after June 30, 1994. As of the May 31, 2012 actuarial study, there are 85 active employees and 301 retirees eligible for District provided retiree health benefits. The District established an irrevocable trust in 2008 and has established the Retirement Board of Authority (RBOA) to provide oversight of the trust. The actuarial studies are presented to and reviewed by the RBOA

and the information is used to guide the board's recommendations with regard to the trust and investment strategies. As of 2011-12, the trust contained an ending balance of \$8.1 million [[3D.68](#)].

Self Evaluation

The District meets the standard. A study is conducted every two years to reassess its OPEB liabilities and is presented to the Retirement Board of Authority (RBOA) to provide the necessary oversight and to ensure current and future OPEB obligations are met by the District.

Actionable Improvement Plan

The District will continue to prepare and review actuarial studies as required to determine the District's OPEB obligations.

IIID 3e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

The District has three outstanding Certificates of Participation (COPs) that were secured in 1998, 2004 and 2007. The proceeds from the 1998 COP were used to refinance an older COP (1991) and to fund the renovation of the District's residence halls. The proceeds from the 2004 COP were used to address critical facility needs. The proceeds from a 2007 COP were used to finance the acquisition and implementation of SunGard Higher Education Banner System and to upgrade the telephone system and switching station. In June 2012, the District took advantage of low interest rates and was able to consolidate and refinance its three COPs saving the District over \$150,000 in general fund expenditures and \$2 million over the life of the debt instruments. Detailed information regarding each COP, principal, interest, current balance and maturity schedule can be found in the District's audited financial statements [[3D.10](#)].

The District receives a majority of its apportionment funding from property tax revenues with cash funding received primarily in December and April of each year. The District issues Tax Revenue Anticipation Notes (TRANS), short-term debt instruments, to smooth cash flow deficiencies that result from uneven patterns of revenue receipts and relatively level expenditure disbursements. The District participates in the Placer County TRAN pool authorized by the Placer County Board of Supervisors. Placer County Treasury and Auditor's Office monitors all District fund balances to ensure positive cash balances are maintained. The District has issued TRANS since 1978 to provide for the necessary cash flow requirements [[3D.55](#)].

Two School Facility Improvement District (SFID) bond measures were approved by voters in 2004. For SFID No. 1, the District issued \$20 million of Series A bonds in 2005, and

approximately \$15 million of Series B bonds in 2007. The bonds were issued to finance the acquisition, construction and development of a new campus in the Tahoe-Truckee area. For SFID No. 2, the District issued \$18 million of Series A in 2005, and approximately \$26 million of Series B in bonds in 2007. The bonds were issued to finance improvements and to expand the District's Nevada County Campus. Bond assessments are collected by the respective County Tax Collector and the debt is serviced from these receipts. The District refinanced its General Obligation (GO) bonds with expected savings to District property tax owners in the taxing jurisdictions that range from \$5 to \$7 million over the next 17 years. Bond Interest and Redemption Funds are under the control of the Placer County Treasury and the activity in both the SFID Bond Interest and Redemption Funds are presented as part of the District's annual audited financial statements [[3D.16](#), [3D.17](#)].

The debt servicing schedules and obligations are known and incorporated in the annual budget development of the District. The District's fiscally-conservative annual and long-range financial planning has consistently resulted in the District meeting repayment of debt instruments.

Self Evaluation

The District meets the standard. The District properly assesses and allocates resources for the repayment of locally incurred debt instruments.

Actionable Improvement Plan

The District will continue to look for opportunities to lower its short and long-term debt obligations in the years ahead.

IIID 3f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

The District participates in the Federal Direct Student Loan Program. Students are required to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants before loans can be considered. As part of its default management program, the Financial Aid Office only considers students eligible for federal student loans who are making Financial Aid Satisfactory Academic Progress.

All students who request a federal student loan must first complete the online Federal Direct Student Loan counseling. This online counseling provides information about a student's responsibility for repayment and interest rates. The Financial Aid Office has linked this information for students on the District website for easy access. The Financial Aid Office also communicates the requirement for this by posting a document online that they view from their student portal. Federal student loans are denied when a student's debt reaches \$22,000 until the

student completes a new Student Education Plan and successfully passes a test designed to assess their financial literacy and indebtedness relative to their long-term educational goals [3D.74].

The Financial Aid Department processed over \$12 million in loans in 2011-12. The current year draft cohort default rate is 12.2%. The loan program, along with all other aspects of financial aid administration, is reviewed on an annual basis by District auditors to ensure compliance with federal regulations. Recent audits have revealed no irregularities [3D.10, 3D.23, 3D.74].

Self Evaluation

The District meets the standard. Processes and procedures are in place to monitor and manage student loan default rates. As a result, the District's default rate has historically remained low. The loan program and other programs administered by through the Financial Aid Office have been found through annual audit procedures to be compliant with federal requirements.

Actionable Improvement Plan

The college will continue to maintain and adhere to processes and procedures that manage loan default rates and ensure regulatory compliance.

IIID 3g. 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

The Board of Trustees has established purchasing policies to ensure goods and services are obtained in a prompt and cost-effective manner, are made in compliance with pertinent laws and regulations, and are consistent with the mission and goals of the organization. Policies and procedures have been developed to ensure purchase requests receive the proper review and approval. The District Purchasing Manual establishes procedures for the purchase of goods and services and defines when such purchases require quotes or formal bidding and advertising. Professional services are exempt from bid requirements [3D.59].

District funds may be committed only by the authority of the Board of Trustees. This authority is delegated by the Board to certain District officers, who are authorized to sign on behalf of the Board of Trustees. The District adheres to all applicable state laws and District policies or regulations. State laws consist of, but are not limited to, pertinent sections of the Education Code and Public Contract Code. District regulations consist of board policies and administrative procedures.

All public works projects must conform to District policies and must be coordinated through the Facilities Department to ensure consistency and integrity of the process. State Law regulates the bidding process of public works projects. The District has adopted the Informal Bidding Act

which defines bidding procedures for public works projects that do not exceed \$175,000. Formal advertised bids are obtained for public works projects exceeding \$175,000.

The District ensures that contractual agreements with external entities are consistent with the mission and goals of the institution. The District and legal counsel have developed standardized contract templates providing uniformity and consistency for District agreements. Standard contracts initiated by individual staff members are reviewed by the District Business Office and approved by the appropriate manager and vice president prior to execution.

Contracts developed by an outside source (“non-standard contract”) undergo review by the District Business Office and/or District legal counsel and are approved by the appropriate manager and vice president prior to execution. The Board of Trustees has designated authorized signatories to sign agreements and other documents binding upon the District.

Self Evaluation

The District meets the standard. The District’s process for the review of contractual agreements provides assurance that contracts are lawful. The extensive review process required prior to contract execution ensures that contractual agreements support the mission and goals of both the college and the District. Appropriate control mechanisms are in place to monitor contract compliance throughout the term of a contract.

Actionable Improvement Plan

None.

IIID 3h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

The District is committed to conducting business in a fiscally responsible manner under the highest ethical standards. Internal controls continue to strengthen as the result of regularly evaluating financial management practices. As part of the annual independent audit, business office staff as well as staff from other areas such as Admissions and Records and Residence Halls completes Internal Control Questionnaires (ICQ’s). The ICQ’s provide an opportunity for staff to describe the process and related controls over various functions and practices in the Business Office. These focus areas include but are not limited to: budgeting, capital assets, credit card purchases, control environment, risk assessment, journal entries, payroll, accounts payable, fiscal close, information technology access, dorm fees, and registration. The Business Office along with all other operations completes a three-year Program Review. As part of that report, an assessment, evaluation and analysis is completed regarding the District’s financial management practices. These evaluations assist in identifying potential issues with segregation

of duties, safeguarding of assets, authorization of transactions, and IIT security. Should concerns be identified as a result of the evaluation, modifications are made to procedures and practices to ensure that appropriate control mechanisms are in place [[3D.29](#), [3D.30](#), [3D.31](#), [3D.32](#), [3D.33](#), [3D.34](#), [3D.35](#), [3D.36](#), [3D.37](#), [3D.38](#), [3D.39](#), [3D.40](#), [3D.41](#), [3D.42](#), [3D.43](#), [3D.44](#), [3D.45](#), [3D.46](#), [3D.47](#), [3D.48](#), [3D.75](#)].

A comprehensive security/access analysis is done on the finance module annually and the results are forwarded to the database administrators if any action is necessary on their part. Access is also evaluated at the time of hire, resignation, retirement, and re-assignment giving consideration to any Banner approval queue impact. The District utilizes electronic approvals for all requisitions, purchase orders, invoices, and journal entries. An additional layer of approval is required for equipment, transportation, and technology purchases by the General Services, Facilities and Maintenance, and Information and Instructional Technology Offices, respectively. Documents with non-sufficient funds (NSF) are routed to the NSF approval queue for research and an override if appropriate. Business Office management and classified staff attend conferences and training sessions focused on security and internal control best practices, implementing new practices at the District if controls can be strengthened or if processes can be improved [[3D.76](#)].

Self Evaluation

The District meets the standard. Through the ICQ process, the three-year cycle of Program Review and through annual audits from external auditors, the District maintains an ongoing process of review, assessment, evaluation and revision to its financial management practices.

Actionable Improvement Plan

Continue to engage in an ongoing cycle of assessment, evaluation, review and improvement and make improvements based on feedback from both internal analyses as well as analyses from the broader college community.

IIID 4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

The District has an established Program Review process to ensure that its use of financial resources is integrated with institutional planning and that systematic assessment, evaluation and modification occur. Both instructional and operational programs complete a Program Review on a three-year cycle. During Program Review, each department makes a thorough assessment of all aspects of its program and services, including progress toward student learning outcomes/service outcomes and resource needs. In this way, student learning outcomes/service

outcomes are incorporated into the Program Review process and become one of the factors in the planning and budget allocation process.

In 2010-11, the original Program Review Committee was split into two committees: one to focus on Instructional/Student Services Program Review (a standing committee of Academic Senate) and the second dedicated to Operations Program Review (a standing committee of the Management Senate). These committees, which include representatives from the faculty, classified staff, and management, evaluate each Program Review and assign a numerical score as well as a designation of Stable, Critical Need, or Opportunity. The committees make a joint report to PARAC and Strategic Council each year. Programs designated as having critical need are identified and highlighted so that PARAC and Strategic Council are aware of this status during the annual resource allocation process and can use it as one point in the decision-making process [[1B.28](#)].

The District continues to refine its Program Review process. After receiving feedback from the previous cycle, templates for both Instructional/Student Service Review and Operations Review have been significantly revised in the past two years to establish more appropriate metrics for evaluation. In addition, the name of the Operations Review committee has been changed to Operations and Administration Program Review and its scope has been widened to include the administrative offices (VP offices, division offices, etc.).

The District has also modified its timeline for the completion of Program Review and the resource allocation process to provide more time in shared governance meetings to fully discuss resource allocations. Most of the planning and decision-making was confined too narrowly to the last few months leading to the new fiscal year. This resulted in decisions being made under pressure from a looming fiscal year deadline. In 2012-13 an agreement was reached at both Strategic Council and PARAC to move the ePAR timeline to the fall term and Program Review to the spring; this new timeline was implemented immediately. It is anticipated that more time will be available in the spring for the shared governance committees (the Strategic Council and PARAC) to deliberate on the resources needed for the budget year [[1B.20](#), [1B.61](#), [1B.62](#)].

Self Evaluation

The District meets the standard. Through Program Review, the effectiveness of its financial programs is evaluated on a regular basis. The college's main resource allocation bodies, PARAC and Strategic Council, use the results of that evaluation process to make recommendations for institutional improvements to ensure the District meets its mission and goals.

Actionable Improvement Plan

The college will evaluate the new timeline via the shared governance structure at the college for planning and budgeting to ensure it meets the institutional need.

Standard IIID Evidence Documents

<u>Doc No.</u>	<u>Title</u>
3D.1	<u>Strategic Council recollections, 2012.09.21</u>
3D.1a	<u>Budget Development Allocation District 2013-14</u>
3D.2	<u>PARAC recollections, 2012.11.16</u>
3D.3	<u>Budget 2012-2013 Revised, 11/29/12</u>
3D.4	<u>Budget 2013-2014 Preliminary Tentative, 12/7/12</u>
3D.5	<u>Board of Trustees minutes, 2013.01.22</u>
3D.6	<u>Budget 12-13 and 13-14 to BOT, 6/11/13</u>
3D.7	<u>Credit Rating Moodys, 2/13/13</u>
3D.8	<u>Credit Ratings SP, 2/13/13</u>
3D.9	<u>BP 6310</u>
3D.10	<u>SJCCD FSS 2012 final</u>
3D.11	<u>Budget Package SJCCD 2012-13</u>
3D.12	<u>Salary and Benefits Formula, 7/1/05</u>
3D.13	<u>BP 2510</u>
3D.14	<u>AP 2510</u>
3D.15	<u>Budget Development Templates Sample</u>
3D.16	<u>SFID 2 Report 2011 SP</u>
3D.17	<u>SFID 1 Report 2011 SP</u>
3D.18	<u>BOT Audit Committee Rec, 2011.11.08</u>
3D.19	<u>BOT Audit Committee Rec, 2012.11.13</u>
3D.20	<u>Board of Trustees minutes, 2012.12.11</u>
3D.21	<u>Board of Trustees minutes, 2011.12.13</u>
3D.22	<u>Strategic Council recollections, 2012.08.31</u>
3D.23	<u>SJCCD FSS 2011 final</u>
3D.24	<u>Grant Proposal Approval Form 10-09</u>
3D.25	<u>Grant Authorization Process 10-09</u>
3D.26	<u>SCF FSS 2011 final</u>
3D.27	<u>SCF FSS 2012 final</u>
3D.28	<u>BP Chapter 6 Business and Fiscal Affairs website</u>
3D.29	<u>ICQ Budgeting</u>
3D.30	<u>ICQ Capital Assets Questionare</u>
3D.31	<u>ICQ Control Environment</u>
3D.32	<u>ICQ Credit Card purchases</u>
3D.33	<u>ICQ Financial Close</u>
3D.34	<u>ICQ Information and Communication</u>
3D.35	<u>ICQ IT General Controls</u>

<u>Doc No.</u>	<u>Title</u>
3D.36	ICQ IT In House
3D.37	ICQ Monitoring
3D.38	ICQ Nature of the entity
3D.39	ICQ Payroll
3D.40	ICQ Purchases and Accounts Payable Questionnaire
3D.41	ICQ Revenue and Receivable Apportionment
3D.42	ICQ Revenue and Receivable ASSC
3D.43	ICQ Revenue and Receivable Categorical
3D.44	ICQ Revenue and Receivable Dorm Fees 2011
3D.45	ICQ Revenue and Receivable Other
3D.46	ICQ Revenue and Receivable Registration
3D.47	ICQ Risk Assessment
3D.48	ICQ Treasury and Long Term Debt
3D.49	Business Office Guides Manuals inside.Sierra website
3D.50	CalCard Handbook, 7/17/13
3D.51	Historical General Fund Reserves
3D.52	BP 6200
3D.53	BP 6250
3D.54	BP 6300
3D.55	TRAN OCA at Treasury
3D.56	SELF JPA 2012 Audit Report
3D.57	District Insurance Update, 9/11/12
3D.58	Board of Trustees minutes, 2012.09.11
3D.59	Purchasing Handbook January 2013
3D.60	Financial Aid Audit Section 2011-2012
3D.61	Citizen's Oversight Committee NCC minutes, 2011.07.20
3D.62	Citizen's Oversight Committee NCC minutes, 2011.10.19
3D.63	Citizen's Oversight Committee NCC minutes, 2012.02.15
3D.64	Citizen's Oversight Committee TT minutes, 2011.04.11
3D.65	Board of Trustees minutes, 2011.09.13
3D.66	GASB Plan Trust Memo, 1/17/07
3D.67	GASB45 Fact Sheet
3D.68	SJCCD Actuarial Study OPEB 2012
3D.69	SJCCD Actuarial Study Chart 2012
3D.70	RBOA minutes SJCCD, 2/12/09
3D.71	FUTURIS Comprehensive Plan Volume I
3D.72	FUTURIS Comprehensive Plan Volume II
3D.73	SJCCD OPEB Trust Statement, June 2012
3D.74	Default Rate Loan Policy

<u>Doc No.</u>	<u>Title</u>
3D.75	Program Review-Operations Business Office 2011-12
3D.76	Banner Access classes by use, 2012.07.10



Standard IV: Leadership and Governance

LEADERSHIP AND GOVERNANCE



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's Mission, Vision, and Values statement includes the ethical principle of "demonstrat[ing] collaboration and decision making." The institution has put in place a variety of mechanisms and opportunities to encourage widespread, ethical and effective leadership with the goal of ensuring college wide-participation in shared governance ultimately focused on maximizing and improving student learning.

Ethics statements have been published by Sierra's various governing and employee groups. Board Policy 2715 contains the Board of Trustees Code of Ethics while Administrative Procedure 3050 contains the ethics statement for the Academic, Classified and Management Senates [[3A.30](#),[3A.31](#)].

Effective leadership throughout the organization is highly valued by the institution's employees and Board of Trustees; this is indicative of the institutional cultivation of respect for shared governance at all levels. A robust institutional governance structure that encourages participatory leadership and governance throughout the college ensures effective leadership throughout the institution connected to the college's mission, institutional goals, and strategic plans. Participation by all constituent groups (faculty, classified staff, managers, students, and the community) is fostered by public meetings of groups key to the college's decision-making process and by defined roles in those groups which include the college's Academic Senate, PARAC, Strategic Council, and the Board of Trustees. Each level of shared governance uses the institutional values of collaboration and shared decision-making to set and achieve goals. One example would be the process and procedure

centered around the fall 2012 task force for strategic reduction of programs. A task force comprised of representatives from Academic Senate and the ranks of educational administrators met regularly throughout the fall 2012 semester to address a Board of Trustees interest to plan for the possible reduction of instructional programs in the event that Proposition 30 failed, which would have resulted in catastrophic funding reductions to California community colleges. This task force produced a draft administrative policy that then received review and consensus approval from all components of the college's shared governance structure. Additionally, relevant college constituents participate in a variety of college committees, subcommittees, and task forces deemed by the college community as integral or necessary in the decision-making processes of the college. The leadership of the college also uses the institutional value of collaboration and shared decision making to evaluate the process in order to improve. For example, PARAC made the decision to change their meeting scheduling to accommodate a more robust collaborative decision-making process centered around Program Review and ePAR requests [[1A.24](#), [1A.52](#), [1A.53](#), [1A.54](#), [1A.55](#), [1B.1](#), [1B.6](#), [1B.20](#), [1B.61](#), [1B.62](#), [3D.13](#), [3D.14](#)].

Self Evaluation

The college meets the standard. Effective, participatory leadership by all constituent groups is apparent throughout the college's planning and decision-making structure and processes. Additionally, regularly reviewed and updated ethics policies for the Board of Trustees, the Academic Senate, and for all employees mandates ethical leadership at all levels of governance.

Actionable Improvement Plan

The college will continue to assess its ethical and effective practices through the established leadership structure of the college and continue to keep the college community well-informed of the college's governance structure and decisions to allow for continuous and quality feedback and improvement as needed. The college will continue to offer opportunities for participatory leadership at all levels of the college.

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 at Sierra College 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 (students, faculty, staff, and administrators). Institutional leaders also support staff development activities that provide training in participatory governance. The Budget Development and Planning Timeline depicts a view of the planning process that includes the various councils involved in the process [[1B.20](#)].

Opportunities are available for all employees and all constituencies to take initiative in improving practices and programs. The college community provides input through meetings of the Planning and Resource Allocation Committee (PARAC), Strategic Council, and the Board of Trustees. Students provide input through the Associated Student Senate of Sierra College (ASSC), and the Campus Life Committee, in addition to participation through Academic Senate standing committees such as Curriculum, Spectrum, and Program Vitality. Faculty and staff provide input through Academic and Classified Senates, the ePAR process, Curriculum Committee, Student Learning (SLC) Committee, Spectrum, Umoja, Puente, Distance Learning Instructional Technology (DLIT) Committee, Program Review, Academic Standards Committee, Equity and New Legacy Committee, etc. Educational administrators contribute through Deans' Council, Student Services Coordinating Council, Management Senate, Facilities Council, Curriculum Committee, DLIT, Spectrum, Umoja, Puente, and the New Legacy Committees. Classified supervisors provide input through Student Services Coordinating Council, Management Senate, Facilities Council, and Curriculum Committee. Finally, community members provide suggestions and opinions through advisory committees for Career and Technical Education (CTE) programs, community forums, the Program Vitality process, the Board of Trustees meetings, to name a few [[1A.9](#), [1A.24](#), [2A.1](#), [2A.27](#), [2A.28](#), [2A.43](#), [3A.46](#), [4A.1](#), [4A.2](#), [4A.3](#), [4A.4](#), [4A.5](#), [4A.6](#), [4A.7](#), [4A.8](#), [4A.9](#), [4A.10](#), [4A.11](#), [4A.12](#), [4A.13](#), [4A.14](#), [4A.15](#), [4A.16](#), [4A.17](#), [4A.18](#), [4A.19](#), [4A.20](#), [4A.21](#), [4A.22](#), [4A.23](#), [4A.24](#)].

When ideas for improvement have policy or institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation. Once again, an example of this is the idea that came out of a brainstorming session at PARAC addressing how to more closely connect the budget and planning processes. The idea was to move the ePar process to fall and move Program Review to spring and have it completed before the Governor's May Budget Revise; in this way, we have identified each program's allocation requests which are then prioritized according to critical program needs. That idea solidified in PARAC and moved to Strategic Council for further review and discussion. We also institutionalized these processes by scheduling them as flex activities for ePar process and Program Review. This required further coordination with Staff Development, a standing committee of Academic Senate, department chairs, and the Sierra College Faculty Association.

As reflected in the agendas cited above, college committees are designed to actively support ongoing processes and contribute to innovative practices, programs, and services. To highlight and celebrate the results of effective leadership at all levels of the college a standing item on the Board of Trustees agenda titled, "Educational Effectiveness" regularly highlights innovative and successful programs, projects, practices, and services at the college such as Sierra's Distance

Learning program, the Sierra College Natural History Museum, the college's Basic Skills endeavors, and the college's enrollment management efforts [[4A.25](#), [4A.26](#), [4A.27](#), [4A.28](#), [4A.29](#)].

In addition to providing these structures for empowerment, the college has, since the early 1990s, supported training in participatory governance for all employees, regardless of their positions, through the Staff Development department at the currently named Sierra College Community, Collaboration, Civility and Culture (SC4) retreat. The college is committed to training for all new employees, as well as seasoned employees who missed the initial training or who seek a refresher course. Along with training in participatory governance, these sessions help to build a sense of community among participants [[2B.76](#)].

The college also provides annual training in leadership and innovation through the Sierra College Leadership Institute (SCLI), flex workshops, Sierra College Orientation Process for Employees (SCOPE); New Faculty Academy (NFA); the Part-time Faculty Orientation and the Part-time Faculty Caucus. The SCLI is a semester-long workshop that focuses on leadership issues at the college. Faculty, staff and administrators are selected for SCLI through 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. NFA provides all new full-time and long-term temporary (LTT) faculty at the college with both a comprehensive overview of the college's programs and services, as well as leadership opportunities through exposure to and interaction with many of the college's governance structures [[2B.73](#), [2B.74](#), [3A.60](#), [4A.30](#)].

Empowerment and innovation is best supported by smaller groups of individuals working on projects designed to strengthen the institution as a whole. The college also recognizes the importance of providing a forum for the college community to gather and celebrate its accomplishments. At the beginning of each semester the college gathers together for an institution-wide convocation. These themed events recognize new staff and faculty, highlight individuals and groups that have worked to strengthen the college, bring in guest speakers, and educate the college community on current trends in education that impact the college. These themes are often carried forward to strengthen the college community's involvement in promoting and participating actively in student success and educational excellence. For example, Tim Wise, nationally renowned expert on issues of racism and equity, motivated the college community to better address issues related to multiculturalism, diversity and equity. This presentation resulted in an ongoing conversation college-wide regarding the status of the college's EEO efforts in regard to student and faculty recruitment, among other issues. Fall 2012 Convocation featured a detailed presentation by the college's president regarding budget information impacting the state, the California community college system, and Sierra College, with special emphasis on the potential catastrophic budget reductions associated with the failure of Proposition 30. As a result of the president's presentation the Academic Senate and the Vice President of Instruction created a taskforce of faculty and educational administrators to plan for strategic reduction of programs that

resulted in creation of an administrative procedure addressing the same issue [[1A.50](#), [4A.9](#), [4A.31](#), [4A.32](#)].

Workshops are also offered at the beginning of each semester during flex week and throughout the year. These events allow faculty and staff both the opportunity to lead and to participate in innovative and informative sessions designed to encourage and inspire participants to take a more active role in improving teaching, student learning, and shared governance at the college [[3A.61](#), [3C.23](#), [3C.24](#)].

Additionally, the Staff Development department encourages innovation and excellence by supporting faculty and staff conference participation 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), and NFA. In addition to staff development opportunities, the college community actively supports annual events such as People and Culture Days, Love Your Body Week, Earth Days, Dinosaur Day, Pride Days, and Social Justice Days, all of which take learning for all—students, faculty, staff, and administrators—beyond the walls of the classroom and directly to the college community as a whole. Finally, special educational events like “One Billion Rising” (spring 2013) and the Cesar Chavez Speaker’s Series bring the college community together for current issues making headlines regionally, nationally, and globally [[2A.50](#), [2B.73](#), [2B.81](#), [3A.41](#), [3A.45](#), [4A.33](#), [4A.34](#), [4A.35](#), [4A.36](#), [4A.37](#), [4A.38](#), [4A.39](#), [4A.40](#)].

Self Evaluation

The college meets the standard. Structures created and supported by the college leadership at all levels of the institution are designed to be inclusive and many training opportunities are regularly 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.

Actionable Improvement Plan

The college will continue its efforts to communicate and encourage participation to assure effective discussion, planning, and implementation of new ideas, as well as reviewing and revising, as necessary, the formal reporting structures of all committees. College governance bodies will seek ways to better integrate ad hoc committees into the college’s governance structure.

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 adopted Board Policy 2510 that provides for faculty, staff, administrator, and student participation in local decision-making. The Board shows its support for shared governance by including language from the specific policy in its Board Member Guide. Administrative Procedure 2510 was 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. The policy and procedure have recently been reviewed and adopted by all governance bodies [[3D.13](#), [3D.14](#), [4A.41](#), [4A.42](#)].

The decision-making approach described in Administrative Procedure 2510 allows for faculty, classified staff, educational administrators and classified managers, and students to provide input on institutional goals, administrative procedures and board policies. The governance process is structured so that any changes can be effectively discussed and improvements implemented as efficiently as possible.

An example of the collaborative decision-making process can be seen in the way Sierra College addressed the ACCJC's 2009 recommendation to improve its Program Review process. Addressing this appropriately required the participation of all college constituencies over the summer when most faculty are not on contract and consequently not always available to participate in such a major project. The District assured faculty they would be compensated for the extra last minute work required to complete a program review before the semester ended. Additionally, faculty willing to serve on the newly formed Program Review Committee would also be compensated since this would require work beyond their contract [[4A.43](#)].

A second example of collaborative decision-making can be seen in the new Facilities Master Plan (FMP) process where members of Strategic Council were consulted on scope, size and membership of the FMP taskforce [[4A.45](#)].

Self Evaluation

The college meets this standard. A board policy and administrative procedure define the faculty, staff, administrator and student roles in the college's shared governance process and specify the manner in which individuals bring ideas from their constituencies to work together on policy, planning and special purpose bodies. Shared governance is supported by the college leadership and Sierra College remains committed to its continued use and improvement. Evaluation of shared governance has resulted in some concern being raised about the limited representation of part-time faculty members. Historically, full-time faculty and staff members understand the mission and goals of shared governance, but part-time faculty members have limited representation on the various governance councils due in large part to the limited nature of their work at the college. In response to these concerns, the Academic Senate is working to ensure appropriate participation levels for all faculty. Changes to the Flex week structure recommended

by PARAC and approved by Strategic Council will result in fall 2013 having a designated college planning day at the beginning of each semester during which all faculty—including part-time faculty— and staff will be encouraged to work collaboratively with their representative constituents on departmental/program student learning assessments, Program Review, and/or Curriculum Review and updating [[1B.61](#), [1B.62](#)].

Actionable Improvement Plan

The institution will continue to support its own policies regarding shared governance participation by all member of the college community. Additionally, the college's Academic Senate will explore ways to more fully integrate participation in shared governance of the part-time faculty. The Academic Senate works with the college's shared governance bodies to implement solutions to issues surrounding full-time faculty availability in the summer.

IVA 2a. 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

The structures described in Board Policy and Administrative Procedure 2510 clearly define the various roles of faculty, educational administrators, classified staff, and students in institutional governance. According to Education Code and in keeping with the spirit of AB 1725, the Academic Senate and the college's Educational Administrators are integrally involved in the governance of the college's affairs which fall within the Academic Senate's 10 + 1 purview. The Academic Senate holds representative seats on all of the shared governance structures at the college. The Academic Senate has been increasingly active over the past seven years in executing its responsibilities as required by law. The Curriculum Committee, Program Review Committee, Program Vitality Committee and the Student Learning Committee are examples of standing committees of the Academic Senate; other ad hoc committees are established as needed, such as the Math Requirement Subcommittee and the Equivalency committee. The Academic Senate takes an active role in establishing and revising policy that relates to academic and professional matters. Educational administrators also take an active and involved role in the college's governance per AB 1725/Education Code recommendations. Another example of the institution's appreciation for the enhanced role of the Academic Senate and Educational administration in governance is the recent collaborative process regarding creation of AP 4023 defining college process for discontinuance of programs for financial reasons. The shared responsibility of faculty and educational administrators regarding curriculum development and oversight is captured through the functions of the Curriculum Committee, a standing committee of the Academic Senate which meets bi-monthly [[1A.52](#), [1A.53](#), [1A.54](#), [1A.55](#), [2A.1](#), [3A.48](#), [3D.13](#), [3D.14](#), [4A.46](#), [4A.47](#)].

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). The Classified Senate actively participates in the decision-making process through designated seats on PARAC, Strategic Council and the Board of Trustees [[1B.61](#), [1B.62](#), [3D.5](#), [4A.10](#)].

The Management Senate represents all educational administrators and supervisory/confidential classified staff. As with both the Academic and Classified Senates, the Management Senate is an active participant in the decision-making process and meets regularly. Management Senate has representatives on PARAC, Strategic Council and the Board of Trustees [[1B.61](#), [1B.62](#), [1B.63](#), [3D.5](#)].

The Student Senate, formally known as the Associated Students of Sierra College (ASSC) is also involved in governance at Sierra College. Their elected president is an active voting 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 Strategic Council and PARAC and has active members attending Classified Senate and Academic Senate meetings [[3D.13](#), [3D.14](#)].

Currently the District has several channels where faculty, educational administrators, classified staff, and students share governance and decision-making for the whole college. Any individual or group may bring forth concerns and issues directly to the Senates (academic, classified or management) for discussion and action, or directly to Strategic Council and/or the Board of Trustees. All three senates have a voice on Strategic Council and on its subcommittee, the Planning and Resource Allocation Committee (PARAC), and on the Board of Trustees.

The college's ePAR process drives the institution's decision-making and is tied directly to the college's mission, strategic goals, and student learning assessment. The college's previous Program Assessment and Review (PAR) process earned a commendation in 2007. The main changes are that the process has transitioned from a paper-based system to a web-based software program—hence the “e” in ePAR-- (Tracdat) to improve transparency, facilitate reporting and tracking. TracDat allows users to link their goals, strategies, student learning outcomes to assessments and resource requests to specific District goals and strategies. Every instructional, student services and operational unit in the District submits an ePAR for the next academic/fiscal year. In the ePAR, department chairs or unit leads, in consultation with appropriate faculty and staff, identify department goals and strategies (ePAR Report), and resources needed (ePAR Requests) to support student learning and the educational environment [[1A.43](#), [1A.44](#), [1A.45](#), [1A.46](#), [1B.30](#), [2A.18](#), [2A.19](#), [3D.1a](#), [4A.48](#)].

Departmental/unit ePAR reports and requests are then reviewed by the area manager (division level). The area manager works with the departments/units to determine which staff, equipment,

technology, and facilities are most critical to achieving the goals of the unit and to determine which requests are most closely aligned with the District's Strategic Plan [[4A.49](#)].

The "tiered and ranked" requests are submitted to the appropriate executive-level manager who is responsible for working with the division area managers to do a second level of tiering and ranking of resource requests. The results are divided into staffing, equipment, and facilities requests and are then evaluated by the Planning and Resource Allocation Committee (PARAC) on a District-wide basis in the fall of each year. Recommendations from PARAC are forwarded to Strategic Council and posted on the Research and Planning ePAR webpage on inside.Sierra. Full-time faculty positions requested in the ePAR are subject to a different process to respect the primacy of faculty in hiring faculty. The Academic Senate and the college's educational deans work collaboratively in a process designed to utilize the responsibility and expertise of both groups. The Full-time Faculty Prioritization process considers full-time faculty position requests submitted through the ePARs. These requests are then prioritized in public Academic Senate meetings and by the college's educational deans in Deans' Council. The tiered and ranked lists from both groups are then discussed by the Full-time Faculty Prioritization committee comprised of equal representation from both groups. Hard ranked position requests are then forwarded from the Full-time Faculty Prioritization Committee to the President and the Executive Team for approval before forwarding them to Strategic Council for a final recommendation to the Board of Trustees [[1B.34](#), [1B.38](#), [1B.39](#), [1B.40](#), [1B.41](#)].

PARAC is a subcommittee of Strategic Council. PARAC is comprised of nine members including the Presidents of the Academic, Management, Student and Classified Senates and the Executive Team members (Vice Presidents of Instruction, Student Services, Administrative Services, and the President). PARAC members are responsible to report to their respective constituency groups and seek feedback. PARAC's evaluations are informed by Program Review findings, as communicated by the Program Review Committee (PRC). The PRC provides in-depth presentations of Program Review findings to PARAC and a Program Review representative attends PARAC meetings as a resource for the committee as needed. PARAC is also charged with verifying the alignment of District Tier 1 resource recommendations with Strategic Plan priorities identified by the Board of Trustees before forwarding their recommendations on to Strategic Council. PARAC recommends whether to replace or add a new classified or management position based on available growth dollars and existing tier 1 requests, but not for full-time faculty positions (See above for description of process for selecting full-time faculty positions). A recommendation by PARAC in fall 2012 to move ePAR submission from spring to late fall and Program Review from late fall to spring was accepted by the Strategic Council as a more effective way to identify program needs and thus to most effectively tie program needs and funding requests to the state funding cycle [[1A.14](#), [1B.61](#), [1B.62](#), [1B.63](#), [4A.11](#), [4A.50](#), [4A.51](#)].

Strategic Council is the college's most important shared governance planning committee. Strategic Council is comprised of five representatives from each of the four constituency groups: faculty, classified staff, management, and students. Its members are charged with interpreting and disseminating policy, regulations and procedures to the various segments of the college community and in making recommendations to the president regarding the District's resource needs. A representative from each of the college's collective bargaining units participates on behalf of its constituency at Strategic Council. The purview of these associations is limited to compensation and working conditions [[3D.14](#)].

The need for continued refinement and improvement of the college's planning and budgeting processes is recognized by the college community as essential. The college's shared governance structure, particularly in regard to budget planning and resource allocation, has made decisions designed to align budget development with budget assumptions and realities and identified strategic priorities. Additionally, the criticality of a budget planning and resource allocation process informed by student learning was driven home to the institution in spring 2012. That spring, a request was made for a replacement technician to assist in the production of televised courses. At PARAC, questions were raised concerning the overall cost of the program relative to the budget cuts required of the college. After that PARAC meeting, TV program faculty, the Distance Learning Committee (DLIT) members, the Distance Learning Coordinator, and educational administrators insisted through their Academic Senate and Deans' Council representatives that the issue be more closely examined. PARAC, recognizing the limitations of their role in the planning process and unable to make a final recommendation, referred the request back to Strategic Council where it was determined that the effects of the elimination of this position would have reduced TV section offerings by 50% and would make the TV portion of Distance Learning unsustainable. This challenge highlighted for the college community the need to make decisions in light of all of our planning documents and not just budget considerations. As a result of this unexpected consequence, a PARAC subcommittee, working through PARAC and Strategic Council through spring 2012-13, developed and recommended a budget planning and allocation process and timeline that reflects the full integration and application of all of our planning documents. We still experience similar resource allocation challenges, but the decisions made are more holistically evaluated in relation to institutional planning [[1B.20](#), [4A.52](#), [4A.53](#), [4A.54](#)].

Over the years, faculty leadership has consistently requested a clear process to determine the number of full-time faculty to hire each year. The college has made a commitment to improving the full-time/part-time faculty ratio. Progress has been made since 2007 on the full-time/part-time ratio; since 2007 the college has increased its full time/part-time ratio from 44.0% in 2007 to 50.5% in 2012-13. Part of this was achieved by hiring more full-time faculty, but part of it was caused by course reductions and the corresponding loss of part-time faculty.

A third area of the college's governance structure which continues to be evaluated and revised is the full-time faculty request and prioritization process. Requests by the Academic Senate since

2010 to revise the process to better accommodate faculty input and participation has resulted in significant improvements. A process that, only four years ago, essentially excluded faculty input and participation except at the earliest stages of prioritization now includes representatives from the Academic Senate working collaboratively with representatives from Deans' Council and the Executive Team to develop a single prioritized list of recommended position needs. Should the joint committee fail to reach consensus regarding a prioritized list the Academic Senate President is charged with working collaboratively with the college's Vice President of Instruction, Vice President of Student Services and President to reach a decision [[1B.38](#), [1B.39](#), [1B.40](#), [1B.41](#), [4A.55](#), [4A.56](#)].

Self Evaluation

The college meets this standard. It is through the Senates (Academic, Classified, Student, and Management) and senators' participation in governance bodies (i.e. Strategic Council, PARAC, 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, that relate to their areas of responsibility and expertise as well as other aspects of governance, as needed. In writing this self-evaluation it became apparent that educational administrators currently lack a clearly defined role in the institution's governance. Management Senate—which represents all of the college's managers—including educational administrators—holds an equal number of seats on Strategic Council as all other constituent groups. However, no mechanism exists to ensure specific representation from educational administrators as required by law. Steps to rectify this issue have been initiated (see Actionable Improvement Plan below). Re-assigned times were reduced during the 2012-13 academic year due to budget constraints; this may have compromised faculty effectiveness in addressing faculty-specific shared governance responsibilities. The college has worked diligently to refine and put in place processes for planning and budget.

Actionable Improvement Plan

The college will initiate mechanisms to formally define the role of educational administrators in Strategic Council. Evaluate current re-assigned times and adjust as needed to ensure maintenance of the faculty voice as appropriate in institutional policy making, planning and budget.

IVA 2b. 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 heavily on the Academic Senate and Department Chairs for recommendations about student learning programs and services as outlined in Administrative Procedure 2510 and

in accordance with California Education Code and the spirit of AB 1725. The Academic Senate has established standing committees to meet its responsibility in recommending curriculum, student learning programs and services. The Curriculum Committee is a standing committee of the Academic Senate and is responsible for approving new courses and programs, and reviewing, revising and updating existing courses and programs. The membership of the Curriculum Committee includes faculty representation in the majority and educational administrator representatives from each of the academic divisions, the articulation officer and other classified staff, a student representative, and several ex-officio members. The Curriculum Committee's activities are coordinated by and managed from the Office of Instruction. The Student Learning Committee (SLC), another standing committee of Academic Senate, is a resource to assist faculty with the development, assessment, and improvement of student learning outcomes. The membership of the SLC includes faculty in the majority and a representative from Research and Planning. SLC is also responsible for the development of the Institutional Assessment Plan and assessment of Institutional Outcomes. Again, the activities of the SLC are monitored by and coordinated through the Office of Instruction. The Program Review Committee (PRC), also a standing committee of the Academic Senate, represents the Senate's and the District's interest in program quality and improvement and offers a systematic evaluation of instructional and student service programs as an element of strategic planning and resource allocation. The committee includes faculty in the majority as well as classified and management representatives. During the year, the committee oversees Program Review for programs coordinated by faculty, reviews its own processes, prepares the Executive Report, and plans for the next year's cycle. Its processes are coordinated by the Office of Instruction. Recognizing the time these particular duties require from faculty, where possible, the District tries to resource these important roles with re-assigned time [[1A.9](#), [2A.43](#), [2A.61](#), [4A.57](#), [4A.58](#), [4A.59](#)].

In addition to the input that they provide through their participation on the various Academic Senate committees noted above, educational administrators provide recommendations as a body on student learning programs and services through the Deans' Council. The Deans' Council is comprised of all academic and student services administrators as well as educational administrators from the college's two centers. It is chaired by the Vice President of Instruction and meets on a weekly basis [[4A.60](#)].

For those instructional programs where further review is warranted, the Academic Senate created a Program Vitality process that was formally adopted by the college in 2010. The Program Vitality process may be initiated in college governance forums. The Program Vitality Committee then convenes with a membership that includes faculty, staff, administrators, and students. Relevant community members are invited to provide expert input, and meetings of the Program Vitality Committee are public. The Program Vitality Committee recommends a specific course of action based on student need, balance of curriculum, available resources and labor market information [[1B.37](#)].

During fall 2012 the college's Vice President of Instruction and Academic Senate President created a task force to develop a process for the strategic reduction of instructional programs. The task force included representatives from the Academic Senate, educational administrators, and the Executive Team. The result was AP 4023 which was approved by the college's shared governance bodies, and BP 4023, which was approved by the Board of Trustees [[1A.50](#), [1A.52](#), [1A.53](#), [1A.54](#), [1A.55](#), [1B.66](#), [3D.20](#), [4A.61](#)].

Self Evaluation

The college meets the standard. The institution primarily relies on faculty through the Academic Senate and its various committees concerned with curriculum development and oversight, program development and oversight, and learning outcome development and assessment. It also relies heavily on educational administrators through their participation in Deans' Council and the various Academic Senate committees described above for recommendations regarding student learning programs and services.

Actionable Improvement Plan

The college will continue to rely primarily on the Academic Senate and its standing committees. It also relies heavily on its educational administrators through their participation in Academic Senate committees and Deans' Council to ensure the continued high quality of its student learning programs and services.

IVA 3. 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.

Descriptive Summary

As defined in the Board Policy 2510, the Sierra College Board of Trustees holds final responsibility in those areas assigned to it by state and federal laws and regulations. Administrative Procedure 2510 defines the purpose of shared governance on campus as well as the structure, processes, roles and responsibilities of members of Strategic Council as a recommending body to the president. The AP also outlines the purpose of the various senates and their roles within the shared governance process. This process facilitates discussion of ideas and effective communication among the institution's constituencies [[3D.13](#), [3D.14](#)].

The institution's constituent groups are comprised of several organizations in the District, including, but not limited to, the Board, the senates, the bargaining units, the students and the college community. In support of shared governance, the college and the Senates have created a number of committees charged with distinct tasks. These committees support the work of the senates and the college by engaging in information gathering, development of best practices,

creation of new programs and initiatives, and improvement of processes and practices on campus. In particular, the Academic Senate uses its standing committees to inform the work of the Senate and to improve the processes of the college as they relate to academic and professional matters such as the Curriculum Committee, Program Review Committee, Academic Foundations Committee and the Student Learning Committee. The Sierra College Faculty Association has committees that support their work in areas of working conditions, such as the Calendar Committee, the Sabbatical Committee, and the Faculty Employee Reclassification Committee (FERC) [[4A.62](#), [4A.63](#)].

Communication from these groups is currently maintained through both paper and electronic postings. In an attempt to use resources wisely, the college is utilizing electronic means of distribution more readily and is judiciously reducing paper copies of documents. In compliance with the Brown Act, Board of Trustees agendas and minutes of each preceding meeting are posted at all campus sites and are available to the public on the Board's webpage located on the Sierra College website. Strategic Council and PARAC agendas and recollections are posted on the college website and disseminated electronically through Sierra College email. Agendas and recollections from Academic Senate are posted on the Rocklin campus, disseminated electronically and posted on the website. Classified Senate meetings are posted as hard copies and/or made available electronically. Additionally, communications by and among some of the constituent groups are internal to each group, for example Student and Management Senates, and the bargaining units. Just this past year the college has created an intranet site, inside.Sierra, which is designed to facilitate internal communication through electronic organization and sharing of documents related to all college matters. It is anticipated that a fully functional inside.Sierra will improve communications throughout the internal college community and provide a sustainable alternative to paper dissemination and storage of the college's documents [[4A.3](#), [4A.10](#), [4A.64](#)].

Formal and informal communication occurs regularly among faculty, educational administrators, classified staff, and students in a number of venues such as committees (department meetings, evaluation meetings, and resource prioritization meetings), email correspondence, Instruction Office updates, informal office visitations, and publications like the Student Rights and Responsibilities Handbook. Deans meet weekly throughout the calendar year at Deans' Council, with the agendas and recollections posted on inside.Sierra. Other support groups on campus operate in a similar fashion [[2A.134](#), [4A.14](#), [4A.60](#), [4A.65](#)].

Collaboration and consensus are the cornerstones of shared governance throughout the college community at all campuses. Representatives of each senate often attend Academic Senate meetings and are afforded the opportunity to participate as needed. Committees and task forces are periodically assembled to accomplish special projects (e.g., revising the Mission Statement, developing a program reduction/discontinuance policy, waitlist development, enrollment prioritization, and facilitation of the accreditation process). Faculty, staff and administrators are encouraged to develop flex workshops to provide information and training on a variety of topics

(including health and safety issues), which are presented regularly at the beginning of each semester, as well as throughout the academic year. Representatives from the Board of Trustees participate on accreditation writing teams and in the hiring process for the college's president [[1A.52](#), [1A.53](#), [1A.54](#), [1A.55](#), [3C.23](#), [4A.66](#), [4A.67](#), [4A.68](#), [4A.69](#), [4A.70](#)].

Information is made available to all employees through the posting and electronic distribution of committees' agendas and recollections, as well as individually initiated messages through Sierra College email, which is the official form of communication for the institution [[4A.71](#)].

Finally, all staff members receive regular communication through the Sierra College email system, as well as through department and area meetings. Occasionally a topic or idea will generate significant interest to result in a new initiative or committee on campus such as the Summer Bridge Program, Spectrum Committee, initiatives that dramatically improve the instruction and the learning experience for the students and the college community [[2A.12](#), [3A.46](#), [4A.72](#)].

Self Evaluation

The college meets this standard. Sierra College has developed effective and secure methods for maintaining communication within and among constituent groups through its structures, processes and practices to enable them to work together for the good of the college.

Participation on senates and various standing committees is widespread and voluntary (i.e., faculty, staff, managers, and students). Each group has their own senate, though they differ in communication styles, participation levels and meeting frequencies. For example, the Academic Senate meets weekly, while the Classified Senate meets twice a month, and Management Senate meets regularly as well as holding virtual discussions. There is an ongoing effort by all constituencies to recruit individuals to serve in shared governance.

The college has worked hard over the past seven years to improve decision-making, particularly related to resource planning and allocation and student learning assessment. Significant progress has been made since the last accreditation cycle to effect continuous quality improvement in all areas of the college's communication but particularly in regard to linking student learning to planning at all levels of the college community. This is evident in the integration of PARAC (Planning and Resource Allocation Committee) recommendations into the resource allocation process and in the continuous refinement of the college's budget and planning per input from the college's shared governance bodies. Additionally, Strategic Council (whose membership includes faculty, management, classified, and students) now plays a far more definitive and active role in District decisions, serving as it does as the central link tying input from the college's constituent groups to the college's CEO and Board of Trustees.

Actionable Improvement Plan

The college will continue to assess and improve college communications structures to ensure widespread, timely, appropriate and effective participation by all of the college's constituent groups and commensurate communication on all matters through the college community.

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 evaluation 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

The Board Policy on accreditation (BP 3200) establishes the on-going relationship between the college and the accrediting commission. The college maintains the position of Accreditation Liaison Officer (ALO), usually the Chief Instructional Officer (CIO). The Accreditation Steering Committee (ASC), with the ALO, coordinates and monitors progress on previous recommendations and planning agendas, develops data between self-study cycles, and establishes and manages the self-study team. The Board receives periodic updates on accreditation from the ALO and designated members of the ASC. The ALO, ASC, the Executive Team and Strategic Council, as well as other governance committees (standing or ad hoc) develop policies and procedures to comply with past commission findings and to support new standards or polices established by the commission. For example, through the Academic Senate, the college established the Program Review Committee (PRC) and process in response to a commission recommendation. Accreditation self-studies, midterm reports, and the results of site visits are made available to the general public in the library and on the college website in a timely fashion [[1A.16](#), [4A.70](#), [4A.73](#), [4A.75](#), [4A.76](#), [4A.77](#), [4A.78](#), [4A.79](#), [4B.47](#)].

In addition to the accrediting commission, the college enjoys relationships with numerous external agencies such as the US Department of Education, US Department of Labor, and Placer County Office of Education as well as the North-by-North Consortium monitoring regional Career and Technical Education programs and the Big 8 Conference which regulates regional community college athletic programs [[4A.80](#), [4A.81](#), [4A.82](#), [4A.84](#), [4A.84a](#)].

Self Evaluation

The college meets the standard. The college responded expeditiously to recommendations made during the last accreditation cycle, implementing changes to address identified shortcomings (for example the establishment of the Program Review process as mentioned above). The college successfully engaged staff members and the Board of Trustees in addressing the commission's recommendations on resource allocation and strategic planning. The college has also publicized

the results of the significant correspondence from the accrediting commission, such as the reports on the site visit and this fall's SLO implementation report, on the college website [[2A.77](#), [4A.85](#), [4A.86](#)].

Actionable Improvement Plan

The college will continue to pursue mutually rewarding relationships with outside agencies and will continue to maintain a strong relationship with the ACCJC by continuous contact with these bodies and by regular participation in conferences, workshops, and other meetings of mutual interest and benefit to both the college and the agencies. The college will also continue to respond expeditiously to ACCJC recommendations and will continue to cultivate with the ACCJC strong ties to ensure the continued excellence of our college's operations.

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 has developed a regular evaluation cycle that addresses each of the accreditation standards. Specific structures have been formally evaluated through surveys, such as ePAR and Program Review, and improvements were made based on those evaluations. For example, Program Review was instituted in 2009 and at that time all programs were evaluated for relevance and currency, including Instructional, Student Services, and Operational programs. Once the full cycle was completed, a survey went to all participating staff requesting feedback on the effectiveness of the Program Review process. Based on input from that survey it was determined that the Operational Programs would be better served with a separate, yet parallel, Program Review process which was put in place the following year. The Program Review Committee also engaged in significant dialogue regarding the efficacy of the Program Review process which resulted in a shift to a three-year cycle, integrating the Curriculum Review cycle for the instructional programs. Finally, in fall 2012 discussions between members of the Academic Senate and the Accreditation Steering committee resulted in a recommendation to PARAC to more closely integrate into the Program Review and Curriculum Review cycle a parallel cycle of student learning outcome evaluation and assessment. Subsequent discussions at PARAC resulted in a recommendation to Strategic Council to revise the college's budget and planning cycle to include SLO assessment in the three-year cycle of Program and Curriculum review, to revamp the college's Flex week structure to create an exclusive institutional planning day to facilitate one of the three prongs of program planning and review, and to incorporate into this new planning process a system of remuneration for faculty participating in the institutional workday to better ensure participation of all faculty, especially part-time instructors. These types of structural improvements to any part of the planning and resource allocation process are vetted

through the governance bodies and communicated to the college community via both public meetings and posted recollections as well as through email notifications from relevant district offices to all college staff. Evaluation of these processes is now included in the college's regular evaluation cycle and the results are used as a basis by which to make improvements [[1A.9](#), [1B.7](#), [1B.8](#), [1B.31](#), [1B.32](#), [1B.44](#), [1B.45](#), [1B.46](#), [1B.47](#), [1B.61](#), [3A.48](#), [4A.1](#), [4A.10](#), [4A.64](#), [4A.87](#), [4A.88a](#), [4A.89](#), [4A.90](#), [4A.92](#)].

The creation of PARAC in 2009 was a result of evaluations conducted at Strategic Council meetings. Prior to PARAC, resource allocation recommendations were made by the Executive Team and brought to Strategic Council for discussion including a recommendation to the president. To improve transparency, Strategic Council decided that a subcommittee was needed to make these determinations prior to Strategic Council's review. Since its inception, PARAC has undergone evolutionary changes based on dialogue and feedback from the District's many governance bodies [[4A.45](#), [4A.50](#), [4A.54](#), [4A.93](#)].

Self Evaluation

The college meets the standard. Sierra College has a commitment to regularly evaluate and improve the integrity and effectiveness of the role of leadership and the institution's governance and decision-making structures and processes. The District's formal evaluation cycles are integrated with all areas of planning, resource allocation, and governance processes. A recent survey evaluating planning and governance was completed with the intent of communicating the results and identifying areas for improvement. The results of this evaluation have informed needed improvements made.

Actionable Improvement Plan

The college will continue the evaluation cycle, and continue to identify, assess, and implement the necessary improvements.

Standard IVA Evidence Documents

<u>Doc No.</u>	<u>Title</u>
4A.1	PARAC website
4A.2	Strategic Council website
4A.3	Board of Trustees website
4A.4	Associated Students of Sierra College minutes March 2012
4A.5	Campus Life agenda February 2012
4A.6	Program Vitality agenda September 2011
4A.7	ePAR Handbook 2011
4A.8	Academic Standards agenda April 2012
4A.9	Equity Committee agenda, 3/8/12
4A.10	Classified Senate website
4A.11	Classified Senate agenda, 2012.04.11
4A.12	DLIT agenda, 9/23/11
4A.13	New Legacy Membership Roster 2011-12
4A.14	Deans' Council agenda, 2012.03.01
4A.15	Student Services Coordinating Council agenda, 2/21/12
4A.16	Facilities Council agenda, 2012.04.25
4A.17	New Legacy minutes, 3/12/12
4A.18	Management Senate Code of Ethics and Constitution
4A.19	Advisory Committee, Energy Tech, 2012.03.08
4A.20	Advisory Committee, Engineering, 2012.01.17
4A.21	Advisory Committee, FireTech, 2011.10.12
4A.22	Board of Trustees agenda, 2012.04.10
4A.23	Presidents Breakfast 2011
4A.24	Superintendents Roundtable agenda, 4/12/12
4A.25	Board of Trustees agenda, 2012.11.13
4A.26	Board of Trustees agenda, 2010.02.09
4A.27	Board of Trustees agenda, 2013.01.22
4A.28	Board of Trustees agenda, 2011.11.08
4A.29	Board of Trustees agenda, 2013.02.19
4A.30	SCOPE agenda, 1/12/12
4A.31	Tim Wise Event
4A.32	Convocation Program Fall 2012
4A.33	Program Outcome Institute 2007
4A.34	Learner Outcome Institute 2010
4A.35	Earth Days Webpage
4A.36	Dinosaur Day 2011 Webpage
4A.37	Social Justice Days website
4A.38	One Billion Rising website

<u>Doc No.</u>	<u>Title</u>
4A.39	Cesar Chavez Reproductive Justice March 2012
4A.40	Cesar Chavez American Executions March 2013
4A.41	Strategic Council agenda, 2013.05.17
4A.42	Board Member Guide
4A.43	Academic Senate recollections, 2009.03.11
4A.44	N/A
4A.45	Strategic Council recollections, 2012.02.03
4A.46	Title 5 Sections 53200-53206
4A.47	Academic Senate recollections, 2012.11.14
4A.48	Tracdat website
4A.49	Lib Arts email Faculty Tiering
4A.50	PARAC recollections, 2009.02.23
4A.51	Strategic Council recollections, 2009.03.06
4A.52	PARAC recollections, 2012.02.10
4A.53	Strategic Council recollections, 2012.03.02
4A.54	Academic Senate recollections, 2012.02.15
4A.55	Academic Senate recollections, 2011.11.02
4A.56	Strategic Council recollections, 2011.11.15
4A.57	Standing Committee Parameters Approved, 8/31/11
4A.58	Student Learning Committee Sample agenda September 2010
4A.59	Program Review Handbook draft outline 2009
4A.60	Deans' Council recap, 2012.03.01
4A.61	BP 4023
4A.62	Academic Senate Standing Committees Webpage
4A.63	Committee Flowchart, 8/27/12
4A.64	Academic Senate website
4A.65	Instruction Office Update January 2012
4A.66	Presidential Search Committee Recruitment Spring 2011
4A.67	Academic Senate recollections, 2009.03.04
4A.68	Waitlist recollections, 9/25/12
4A.69	Enrollment Priorities Task Force recollections, 3/1/13
4A.70	Accreditation Steering Committee agenda March 2012
4A.71	Instruction Office Update Fall 2009
4A.72	Spectrum Committee Fundraiser Rubios
4A.73	BP 3200
4A.74	N/A
4A.75	Board of Trustees minutes, unadopted, 2012.03.13
4A.76	Board of Trustees minutes, 2011.10.11
4A.77	Board of Trustees minutes, 2010.10.12
4A.78	ACCJC Letter, 2009.02.03

<u>Doc No.</u>	<u>Title</u>
4A.79	Program Review notes, 3/13/09
4A.80	IPEDS Report 2012
4A.81	External Agency Relationships Doc.
4A.82	MOU w Placer County Facilities Help
4A.83	N/A
4A.84	Big 8 Conference General Assembly Oct. 2012
4A.84a	CCCAA 14th Annual Convention
4A.85	Accreditation 2007 website
4A.86	Accreditation 2013 website
4A.87	Deb Stuphens email regarding FLEX changes
4A.88	ASC Self Eval Steering Committee, 2012.07.26
4A.88a	ASC Self Eval recollections, 2012.07.26
4A.89	Academic Senate recollections, 2012.10.24
4A.90	Academic Senate recollections, 2013.04.03
4A.91	N/A
4A.92	Staff Dev email all staff planning day, 4/3/13
4A.93	Academic Senate recollections, 2012.02.01

IVB. 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.

IVB 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 establishes policies that assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Sierra College Board of Trustees makes all policy-level decisions for the college as outlined and detailed in the Board Member Guide for Sierra College. Per California education code, the Board relies primarily on the advice of the Academic Senate when establishing policies that fall within the 10+1 areas of relevance to the college. For example, the Board recently reviewed APs 4021 and 4023 regarding Program Vitality and Strategic Reduction of Programs—both of which were developed primarily via the Academic Senate and correspond directly to the Board’s direct responsibility defined in its various policies to ensure the quality, integrity, and effectiveness of its student learning programs. Board policies are published on the college website and reviewed and updated regularly through the college’s shared governance process. All Board meetings are open to the public and agendas are made available in advance. Board Policy 2431 Superintendent/President Selection and 2435 – Evaluation of Superintendent/President clearly define the process for selecting and evaluating the chief administrator for the college [[1A.50](#), [1B.37](#), [2A.63](#), [4A.3](#), [4A.61](#), [4B.1](#), [4B.2](#)].

Self Evaluation

The college meets the standard. The Board sets policies that assure the quality, integrity, and effectiveness of the student learning programs. The Board also adheres to a clearly defined policy for selecting and evaluating the chief administrator.

Actionable Improvement Plan

The Board of Trustees will continue to exercise its responsibilities to set college policies that assure high quality student learning programs and the selection and evaluation of a high quality CEO; the Board will regularly review and update these policies to assure their continued effectiveness of implementation.

IVB 1a. 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 Sierra College Board of Trustees (Board) is a publicly elected entity comprised of seven trustees elected with differing views and elected from different geographical areas. However, once elected, Board members serve “at large” and function as a single body to initiate and adopt policies with input from its internal and external communities. The Board, like other public entities, collaborates with its constituencies in its decision-making in order to ensure it is serving the public interests.

Given the large size of the Sierra College District, monthly Board meetings are held at each of the three primary sites in the District (Rocklin, Nevada County and Tahoe-Truckee) throughout the year. Board agendas are published and distributed at least 72 hours in advance of the meetings to ensure public awareness of the agenda items scheduled for discussion. A portion of each meeting is designated for public comment on off or on-agenda items. Public comment is also taken prior to voting on agenda items calling for Board action [[4A.22](#), [4B.3](#), [4B.4](#), [4B.5](#), [4B.6](#), [4B.8](#), [4B.8a](#)].

Since the last accreditation visit in 2007, the Board has reviewed and updated its ethics policy to ensure it reflects the public interest in its activities and decisions by committing to “Welcome and encourage the active involvement of students, employees, and citizens of the District with respect to establishing policy on current college operation and proposed future developments, and consider their views in the decision-making process and to ensure public input into Board deliberations in the spirit of the open meeting laws and regulations” [[3A.30](#)].

The last six years have brought turnover of three of the seven Board members. Since the 2007 accreditation visit, the District has elected two new trustees and replaced a third who resigned for medical reasons. Given the turnover, and also to address the Board’s earlier challenges with regard to this standard, the college’s former Superintendent/President worked with the Board and college community to move beyond the Grand Jury Report received in 2005 and the resulting negative publicity. The Board was responsive and adopted the “Norms of Board Conduct” in 3/10/09 [[4B.9](#)].

A more robust and comprehensive new trustee orientation program coupled with active trustee participation in the college’s staff development programs such as the Sierra College Collaborative Training (SC4) have fostered healing and a rebuilding of trust as new Board leaders develop in their roles as trustee(s) [[2B.75](#), [3A.49](#)].

Self Evaluation

The college meets the standard. The Board functions as a whole and in its capacity as a Board it advocates for, defends and protects the college from undue influence. However, incidents in spring 2012 caused Academic Senate and some staff and students to express concern over what they perceived as undue influence in the day-to-day affairs of the college by individual Trustees when a single board member, who identified himself publicly as such, potentially placed himself in opposition to the Board's requirement to defend and protect the institution from undue influence or pressure. The college president reviewed the incident with his administrative team and dialogued at length with both the trustees and with the President and Vice President of Academic Senate. Additionally, he met with the Academic Senate to accurately ascertain and address their concerns. Though the president and members of his administrative team had felt no undue pressure or influence by the Board of Trustees regarding this event, an acknowledgment by all involved of the schisms initiated over the incident resulted in participation by the Academic Senate and the Board of Trustees in Technical Assistance Training facilitated by Scott Lay, President, California Community College League and Michelle Pilatti, President, California Community College Academic Senate President. As a result of the training, both parties agreed that they achieved a better understanding of the roles and responsibilities of each group. Going forward, both the Academic Senate and the Trustees anticipate that professional rights and responsibilities will be respected [[4B.10](#)].

Actionable Improvement Plan

The Board of Trustees will periodically review and update its Norms of Board Conduct to ensure its continuing integrity and effectiveness in the appropriate oversight of the college.

IVB 1b. 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

The Board reviews and updates its Board policies at least once every four years both to ensure they accurately reflect the college's mission and strategic goals as well as to ensure legal compliance. BP 2510 defines the roles and responsibilities of the various college constituent groups and identifies the primacy of the Academic Senate with respect to academic and professional matters as defined by law, which includes the Board expectations for the quality, integrity, and improvement of student learning. Furthermore, BP 2510 "demonstrates collaboration in decision-making." Although policy modifications typically originate in governance bodies or through the executive leadership, the Board has initiated its own policies such as the launching of a tobacco-free campus initiative. Citing its commitment to "a sustainable and supportive learning environment," the Board approved BP 3570 in 2007 and

committed the District to becoming tobacco-free by 2012. District resources were applied and the goal was ultimately achieved by 2011. All of the Board's policies regarding the management and oversight of the college's student learning programs and support resources are published on the college's web site [[1A.1](#), [1A.2](#), [1A.33](#), [3D.13](#), [3B.26](#), [3B.27](#), [4B.11](#), [4B.12](#), [4B.13](#)].

Self Evaluation

The college meets the standard. The Board regularly reviews and updates all of its policies and develops new policies under its own initiative consistent with the college mission, vision and core values to ensure the continuous and ongoing quality, integrity and improvement of student learning programs and services.

Actionable Improvement Plan

The Board of Trustees will continue to regularly review and update its policies and procedures regarding oversight and management of student learning programs and support resources.

IVB 1c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Board Policies 2200 and 2315 and Education Code Section 70902 define the Board's primary functions, which include oversight of educational, legal, financial and personnel matters [[4B.14](#), [4B.15](#)].

A standing item on all Board of Trustees agendas is "Educational Effectiveness." Under this section at its monthly meetings presentations from faculty and staff update trustees on the college's educational programs and services. The Board also has final authorization of curricular additions and deletions made in response to the changing needs of the college community. The Board reviews the annual District Accountability Report for Community Colleges (ARCC) that provides an assessment and evaluation of the college's educational performance as compared to peer institutions. An evaluative summary is also provided to the Board at its annual retreat each July on progress made towards the college's three-year strategic planning initiatives.

Additionally, the Board of Trustees receives an annual summary report of Program Review findings and recommendations. In each case the Board of Trustees acts as the final, independent decision-making body for the institution.

During a round of proposed budget cuts in 2009-10, the Board demonstrated its ultimate responsibility for educational quality by considering a recommendation made by the college president and executive staff to discontinue three academic programs: Agriculture, Automotive Technology and Construction Technology. The Board requested an extensive review of each

program for further consideration of the resources necessary to sustain each program; this review was completed using the Program Vitality process.

Administrative Procedure 4021 was significantly modified in 2010 to provide a more comprehensive assessment of the health, well-being and viability of educational programs. The revised process has since been applied to five educational programs—Automotive, Agriculture, Construction Technology, Deaf Studies, and Fashion Design-- and the recommendations have been incorporated into the college's resource allocation process [[4B.16](#)].

In recognition of the Board's responsibility for educational quality and financial integrity, it requested that Academic Senate develop a policy regarding program discontinuance for financial reasons. AP 4023 defines the process by which strategic program reductions for financial reasons for the college will be made [[1A.50](#), [1B.37](#)].

The Board retains legal counsel as necessary. During closed sessions the Board reviews legal findings and takes action on legal matters as appropriate. All contracts for vendor services and procurements are first submitted for Board approval to ensure that the Board has the opportunity to review contracts before they take effect. The Board also has final authority over personnel matters and makes final decisions regarding collective bargaining contract provisions [[4A.28](#), [4A.76](#)].

The Board receives quarterly financial status reports at Board meetings, participates in annual audits of all of the District's funds, and monitors the fiscal health of the District through discussions of tentative and adopted budgets. It assures the fiscal integrity of the District through Board policy 6310 that stipulates that there be an unrestricted general fund end-of-year balance of between 8% and 12% of operating expenses [[3D.9](#), [3D.65](#)].

Self Evaluation

The college meets the standard. The governing Board has ultimate responsibility for educational quality, legal matters and financial integrity by providing final approval on educational programs, contractual agreements, purchasing agreements, and financial reports. In considering the recommendation from the president in 2010 to discontinue three programs, the BOT exercised its ultimate authority in response to community pressure and decided to retain the programs in modified form. The result of the Board of Trustees' decision to retain the three programs resulted in the Academic Senate revising AP 4021 from a Program Discontinuance to a Program Vitality policy. Additionally, in fall 2012, BP 4021 was revised to bring it into alignment with AP 4021.

Actionable Improvement Plan

None.

IVB 1d. 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

Board Policies are readily available to the District employees through the Office of the Superintendent/President. The link to Board Policies and Administrative Procedures was added to the Sierra College website in 2006; paper copies are available to the public upon request from the President's Office. Board policies and administrative procedures specifying the Board's size, duties, responsibilities, structure, and operating procedures are published in the Sierra College Board Member Guide and also on the college's website. Links to the Sierra College website are also available on the following websites: Placer County Office of Education (PCOE), Community College League of California (CCLC), California Community Colleges Chancellor's Office (CCCCO) and American Association of Community Colleges (AACC) [[1A.30](#), [4A.42](#), [4B.13](#), [4B.14](#), [4B.19](#), [4B.20](#), [4B.21](#)].

Self Evaluation

The college meets the standard. Board policies and procedures are published and made available as appropriate.

Actionable Improvement Plan

The college will make timely updates to information regarding the Board of Trustees published on the college's website and will regularly update as needed changes to published hard copies of information regarding the Board's bylaws and policies specifying the Board's size, duties, responsibilities, structure and operating procedures.

IVB 1e. 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 college is a member of the Community College League of California (CCLC) Board Policy and Procedure Service. This service provides updates to board policies and administrative procedures due to changes mandated by law, or new policies that have been developed by CCLC's legal partner Liebert, Cassidy and Whitmore. In addition, all policies and procedures are regularly evaluated to ensure compliance as well as to update any changes in departmental processes. All policies and procedures are tracked to ensure they are reviewed at least once every four years. Changes to both board policies and administrative procedures are generally initiated and reviewed through the shared governance approval process although occasionally policies may be initiated by the Board. Once approved, Board policy recommendations (but not

administrative procedures) are forwarded to the Board for final adoption. The President's Office provides Board members with administrative procedures or any revisions to them as requested.

In a survey conducted in fall 2011, there was no evidence that Board members have acted in a manner inconsistent with policy [[1A.30](#), [1A.31](#), [1B.51](#), [3B.26](#), [3B.27](#), [4B.11](#)].

Self Evaluation

The college meets the standard. The Board is aware of its policies and acts in a manner consistent with those policies.

Actionable Improvement Plan

The Board will continue to regularly update its policies and procedures and will regularly communicate with constituents to ensure its consistent adherence to its policies and procedures.

IVB 1f. 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

New member orientation and trustee development is an ongoing process at the college. It includes individual discussions and training sessions with the president and college staff, group discussions and presentations, training workshops such as the annual CCLC Effective Trusteeship Workshop and the Student Trustee Workshop, focused training materials such as the ACCJC Accreditation information site for Board members, and written materials that include both college-specific information and general information about community colleges. Board development is also encouraged through a weekly update that is sent to all Board members by the Superintendent/President. The updates contain a wide variety of timely informational attachments such as legal and budgetary information from the Chancellor's Office, CCLC, Foundation, etc., that apprise the Board on a variety of current issues and events as well as accomplishments of college staff and students, college events listings, and college-related news stories run in local, regional, and/or national print and electronic media [[4B.22](#), [4B.23](#), [4B.24](#), [4B.25](#), [4B.26](#)].

In a survey conducted in fall 2011, five of six trustees stated that they were either satisfied or very satisfied with the trustee orientation provided. The sixth trustee noted that he felt his orientation was too long ago to be applicable. Six of the seven trustees responded that they use the informational updates and materials frequently [[1B.51](#), [4A.42](#), [4B.25](#), [4B.26](#), [4B.27](#), [4B.28](#), [4B.29](#)].

BP 2100 (Board of Trustees Election) and BP 2110 (Vacancies on the Board of Trustees) document the mechanism for providing for continuity of Board membership and staggered terms of office. Trustee elections are held every two years with terms of office staggered so that one-

half of the trustees are elected at each trustee election. Three Board member seats came up for election in fall 2012 and four others will come up for election in fall 2014. The policy prescribing the appointment of a Board member was used in July 2011 to replace a trustee who had resigned [[1B.51](#), [4B.12](#), [4B.30](#), [4B.31](#), [4B.32](#)].

Self Evaluation

The college meets the standard. New Board members participate in orientation activities and sitting Board members participate in continuing Board development activities. Regular elections are held in accordance with Board policy to ensure continuity of Board membership and staggered terms of office.

Actionable Improvement Plan

The Board of Trustees will continue to seek ways to continue to educate themselves and new Board trustees and will adhere to existing policies regarding election and replacement of trustees.

IVB 1g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board conducts an annual self-evaluation as described in BP 2745 - Board of Trustees Self Evaluation. The Board has complied with its policy and conducted self-evaluations in 2009, 2010, 2011, 2012, and 2013. In the evaluations, Board members identify areas they feel need improvement and document specific measures they have taken to address those deficiencies where possible. The Board reviews and discusses the results of its self-evaluations in facilitated open session at Board meetings. The evaluations completed to date document that the Board members have been heavily occupied by the financial downturn experienced at the local, state, and national levels for the past four years and the resulting limitations placed on the college during those years [[3D.65](#), [4B.33](#), [4B.34](#), [4B.35](#), [4B.36](#), [4B.37](#), [4B.38](#), [4B.39](#), [4B.40](#), [4B.41](#), [4B.41a](#)].

Self Evaluation

The college meets the standard. The Board complies with its policy on self-evaluation and has conducted an annual self-evaluation using the approved process and assessment instruments.

Actionable Improvement Plan

The Board will continue to review and revise its self-evaluation instrument to ensure that it remains an effective tool.

IVB 1h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Board's code of ethics policy, BP 2715, is updated regularly as needed, or every four years at minimum. In 2007 the Board discussed and revised those sections addressing behavioral violations and most recently, in 2011 reviewed and revised the sections regarding norms for Board conduct. Revisions made to the policy were unanimously approved [[3A.30](#), [4B.37](#)].

A survey completed in December 2011 by all trustees indicates that, to their knowledge, the Board has not had cause to implement BP 2715 as a prescribed process for ethics violations in the past six years. Trustee responses in the survey indicate that there was no occasion when Board Policy 2715 should have been implemented during their tenure on the Board. One trustee commented, "Every trustee I have served with for seven years has been highly cognizant and careful to observe the highest standards of ethical behavior." The spring 2012 incident described above under sub-standard IVB1.a that involved a single Board member did not violate the Code of Ethics, which refer to the actions of the whole Board and not individual members [[1B.51](#), [3A.30](#), [4B.42](#)].

Self Evaluation

The college meets the standard. The Board regularly reviews and updates its Code of Ethics policy that prescribes the manner in which it will address violations. There has not been a circumstance since the last accreditation visit to warrant its use. However, the spring 2012 incident referenced above raises the question regarding a possible need for a code of ethics that addresses behaviors of individual trustees.

Actionable Improvement Plan

The Board will continue to regularly evaluate itself to ensure that it continues to act in a manner consistent with its Code of Ethics both as a body and as individuals.

IVB 1i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Board members receive information about the accreditation process in a variety of ways. Informational sessions regarding the progress of the college's accreditation self-evaluation process are scheduled at Board meetings. Additionally, Board members participate in specialized trainings held around the state such as those sponsored by CCLC and focused training information directed to college trustees available on the ACCJC website. Two trustees served on writing teams for the current self-evaluation in progress and made regular reports on the accreditation process at each Board meeting under agenda item "Board Committee Reports." The Board ultimately reviews and approves all official accreditation reports and documents

before they are submitted to the ACCJC [[1A.14](#), [1A.17](#), [1B.16](#), [1B.56](#), [4A.76](#), [4B.10](#), [4B.43](#), [4B.44](#), [4B.45](#), [4B.46](#), [4B.47](#), [4B.48](#), [4B.49](#), [4B.50](#), [4B.51](#), [4B.52](#), [4B.53](#)].

Self Evaluation

The college meets the standard. The Board is involved with and informed about the accreditation process on a regular and consistent basis.

Actionable Improvement Plan

The Board will continue active involvement in the college's accreditation process through continued periodic updates at Board of Trustees meetings and through scheduled review of the college's self-study in both draft and final form.

IVB 1j. 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.

Descriptive Summary

In 2010-2011 the Board exercised its responsibility to select a new Superintendent/President (president) as authorized in BP 2431, Superintendent/President Selection. It hired a search firm to assist a 23-member committee comprised of three Board members, two community members, a student, and representatives from the faculty and staff. A recruitment brochure was developed with the assistance of the search firm and with input solicited from the college's senates. The brochure was finalized and approved at a public Board meeting [[4B.1](#), [4B.54](#), [4B.55](#), [4B.56](#), [4B.57](#), [4B.58](#), [4B.59](#), [4B.60](#), [4B.61](#), [4B.62](#), [4B.63](#), [4B.64](#)].

The selection committee reviewed twenty seven applications and interviewed fourteen candidates. Based on the committee's recommendation, the full Board held interviews with six highly qualified finalists. The Board unanimously agreed in selecting Mr. William H. Duncan, IV, as the sixth president of Sierra College [[4B.65](#), [4B.66](#)].

In accordance with BP 2430, Board of Trustees Delegation of Authority to the Superintendent/President, "the Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." The policy allows the president to delegate any

powers and duties entrusted to him by the Board, empowers the president to reasonably interpret Board policy, and, absent Board policy direction, is also empowered to act subject to review by the Board. The president is held accountable for these delegated duties and responsibilities given him through regular evaluations that are scheduled on an annual basis and conducted by the Board in closed session [[4B.2](#), [4B.67](#), [4B.68](#)].

Self Evaluation

The college meets the standard. The Board delegates appropriate authority and responsibility to the president. It regularly sets expectations and evaluates the performance of the president in accordance with Board policy.

Actionable Improvement Plan

The Board will continue to adhere to its policies regarding delegation of authority to the college president.

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.

IVB 2a. 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

Board Policy 2430, Delegation of Authority to the College President assigns all decisions requiring administrative action to the president, specifically, the responsibilities for planning, organizing and directing the college. The recruitment brochure used in the 2011 hiring of the college president included the following relevant duties:

Provide vision and planning to guide all aspects of the District's future direction;
Lead the development of high performance teams to implement approved
District plans

The president participates along with the college community in an on-going reflection of its administrative structure to ensure it is organized and staffed to address its purposes, size and complexity. A comprehensive review is conducted both prior to requesting new positions as well as prior to replacing existing positions. Requests are initiated through the planning and resource allocation process that begins with ongoing assessment by faculty and teaching and learning staff of student learning needs and culminates with discussion and approval at bi-monthly Strategic Council meetings prior to requesting approval from the Board. The chief human resources officer provides a "staffing status report" as part of the regular agenda of each

Strategic Council meeting. A recent example of the president assuming primary responsibility in planning, organizing, budgeting, and developing personnel for institutional effectiveness is the conversion of a vacant Vice President of Finance position to Vice President of Administrative services (VPA). The position changed from being narrowly focused on administration of finances to a position that oversees finances, facilities and operations and more effectively delegates roles and responsibilities to managers with primary position responsibilities in each of those three categories [[3D.14](#), [4B.55](#), [4B.67](#), [4B.68](#), [4B.69](#), [4B.70](#), [4B.71](#)].

Once hired, the president delegates administrative responsibility and authority to administrators and managers as prescribed in their job descriptions. Assessment of their performance is conducted through the college's regular evaluation cycle prescribed by collective bargaining agreement for most of the college's administrative and managerial staff and by contract for executive administrators [[1B.42](#), [2A.53](#), [2A.139](#), [2A.140](#), [3A.29](#), [4B.69](#), [4B.72](#), [4B.74](#), [4B.75](#)].

Self Evaluation

The college meets the standard. The president regularly assesses and evaluates the college's administrative structure to ensure it is organized and sized to meet institutional needs. In accordance with Board Policy 2430, the president delegates powers and duties to administrators, managers, and others consistent with their responsibilities, as appropriate, and regularly evaluates administrators and managers in the performance of their position responsibilities.

Actionable Improvement Plan

The president will regularly assess, through his Executive Team and through consistent and regularly applied evaluative instruments, the appropriateness and effectiveness of the college's organizational structure and administrative staff.

IVB 2b. 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

Establishing a collegial process that sets values, goals, and priorities;

Former president Leo Chavez, who served from 2006-2011, was actively engaged in the improvement of the teaching and learning environment at Sierra College, as is his successor, William H. Duncan, IV. President Chavez led revision of a new Mission Statement through creation of a committee consisting of representatives from constituent groups across the campus, including the Academic, Classified, and Management Senates. The new Mission Statement was approved by the Board of Trustees in 2008 and served as the starting point in defining the college's institutional values for the college's planning, goal setting, and resource allocation processes [[1A.2](#), [4B.76](#), [4B.77](#)].

During the Chavez presidency the college's three-year Strategic Plan was developed by representatives from each of the respective senates and the executive leadership, and approved by the college-wide governance committee, Strategic Council, and the Board. The original Strategic Plan spanned from 2008 to 2011 and identified four major institutional goals supported by 21 strategic planning objectives. The Strategic Plan and progress made on its goals are reviewed annually by Strategic Council and the Board of Trustees. The Strategic Plan also serves as a guide for staff to align resource requests to institutional goals. By elevating the responsibilities and institution-wide profile of the college's supreme shared governance body, Strategic Council, and the creation of its subcommittee, the Planning and Resource Allocation Committee (PARAC), both President Chavez and President Duncan have spurred the college to institutional decision-making using sound research and input from across the campus in an open and transparent process [[1A.42](#), [4B.78](#), [4B.79](#), [4B.80](#), [4B.81](#), [4B.82](#), [4B.83](#), [4B.84](#)].

A vital aspect to the effectiveness of the college's shared governance structure lies within a lengthy history of fostered collaborative decision-making throughout the college. Sierra College Collaborative Training (SC4) has long been required of all new employees and has served as the foundation of the college's effective collegial process in establishing values, goals, and priorities. It had been scaled back in recent years due to state budget cuts, an executive decision which threatened to undermine the efficacy and relevance of the college's shared governance structure. In fall 2011 President Duncan began a renewed commitment to continue the training both by participating in the training and by committing resources to fund the program into the future. A schedule has been adopted to ensure that those who may have missed SC4 in the last few years receive the training [[2B.75](#), [3A.49](#)].

The president guides institutional improvement of the teaching and learning environment in all of the ways described below.

Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

Sierra College has increasingly made data-driven decisions that are tied to relevant research. Since its creation in 2003, the Planning and Research Office (Research Office), has played a central role in supporting new planning and resource allocation tools to improve the resource allocation process. The department publishes the Factbook, an annual report that contains a comprehensive review of key institutional data points such as enrollments, demographics, retention, and persistence and success rates. It conducts independent research studies, both routinely and upon request, to assess the effectiveness of educational and student support programs in student learning and deploys surveys to provide student and staff feedback to guide decision-making. The Research Office provides an annual report on the assessments established to measure progress on each of the 21 institutional strategies in the college's Strategic Plan [[1B.21](#), [1B.49](#), [1B.50](#), [1B.51](#)].

The Planning and Research Office also provides department statistics reports (DSRs) for departments to review and analyze when completing their three-year Program Review and for their annual electronic Program Assessment and Review (ePAR). The use of standardized data elements has dramatically improved the continuity and uniformity of the college's planning, resource allocation and assessment and evaluation processes [[2A.37](#), [2A.38](#), [2A.39](#)].

The president monitors external controls such as ACCJC accreditation requirements, IRS requirements, CalPERs and CalSTRS requirements, the California state government budget and accounting manual, current legislation, such as the Student Success Act, and the Governor's proposed budget. For example, the recent publication of the governor's proposed budget, combined with his policy recommendations regarding the future of adult education, motivated the president to pull from resourcing a full-time position for the ESL department that had been recommended by the Faculty Prioritization committee [[4B.85](#)].

Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and

Educational planning has been a top priority for the college's past two presidents who have supported increased efforts by the Planning and Research Office to ensure integration with resource allocation processes. The college's 10-year Educational Master Plan guides all long-range educational planning at the highest level. The 2009-2019 plan was prepared by the Research Office with input from the Academic, Student, Classified, and Management Senates. It is supported by three-year plans for facilities, technology, human resources, and the college's Strategic Plan [[1A.36](#)].

The college's educational planning efforts are integrated with resource planning and allocation through two distinct but connected processes that occur at the departmental/programmatic level:

1) the departmental Program Review (completed on a three-year cycle); and 2) the departmental e-PAR (completed annually).

Program Review incorporates standardized metrics for departments to use to evaluate and forecast a longer range perspective. Departments track and evaluate progress on achieving course and program level student learning outcomes (SLOs), as well as identify additional resources necessary to improve SLOs. Every instructional and student services program completed a Program Review in 2009. Programs are now on a three-year cycle for review and update. In 2011 operational programs developed their standardized metrics.

The e-PAR provides the mechanism by which yearly departmental planning is linked to resource requests and student learning outcomes and outcome assessments. The prioritized requests are all linked to the college's strategies and goals. The ePAR requests are prioritized at each level of the college: department, division, and executive branch and are submitted to the Planning and Resource Allocation Committee (PARAC), a subcommittee of Strategic Council. PARAC reviews the prioritized lists from each of the four executive branches. PARAC receives an annual report from the Program Review and Program Vitality Committees before making final recommendation on resource allocation priorities to Strategic Council. This process guarantees that each resource funded by the college—from personnel to supplies to facilities-- is also linked to one or more of the District goals and strategies, all of which are linked to the college's mission statement [[1A.21](#), [1A.22](#), [1A.23](#), [1A.43](#), [1A.44](#), [1A.45](#), [1A.46](#), [1B.20](#), [2A.21](#), [2B.66](#), [3A.66](#), [3D.1a](#)].

Establishing procedures to evaluate overall institutional planning and implementation efforts.

The college's Research Office deploys a variety of survey instruments to regularly assess and evaluate the overall planning efforts. Subsequent to the initial development of the ePAR process, in 2009 staff conducted a survey to gauge staff satisfaction with the process. Modifications were made to ePAR in 2010 based on feedback received. With the endorsement of the college president, a recent survey was conducted by the Research Office to assess the overall planning process, including the performance of the Board of Trustees. Qualitative feedback is also secured through committee-level discussions held at Strategic Council and PARAC [[1B.44](#), [1B.45](#), [1B.46](#), [1B.47](#), [1B.61](#), [1B.62](#)].

Self Evaluation

The college meets the standard. In the past six years the college has made significant, quality improvements in its planning, research-based programmatic evaluation and resource allocation processes. The continual reduction in general fund revenue over the last four years has limited the college's ability to fund new resource allocation requests. While the college community has participated in the planning and resource allocation process, few resources have been available to dedicate to needed areas without starving other key programs at the college.

Actionable Improvement Plan

The college will continue to evaluate and strengthen the institution's processes for research-based planning and resource distribution to achieve learning outcomes. Test these processes as resources return to the college as expected during the 2013-14 year.

IVB 2c. 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

Board Policy 2430, Delegation of Authority to the College President, designates the president as responsible for administering and reasonably interpreting the policies adopted by the Board, executing all decisions of the Board requiring administrative action, and ensuring compliance with all relevant laws and regulations. The policy provides the Superintendent/President authority to delegate those powers and duties [[4B.67](#)].

Since its inception, the college has subscribed to CCLC's Board Policy Administrative Procedure Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. The service provides updates in response to revised laws and regulations, legal opinions, and questions from subscribers [[3A.39](#)].

The appropriate vice-president is delegated to recommend revisions to existing Board policies and administrative procedures and/or initiate new policies. After review by the executive staff, the proposed changes are submitted to each of the four senates for consideration: faculty, student, classified and management. The president solicits final college approval at bi-monthly Strategic Council meetings. Once vetted through the participatory governance process, board policies are submitted to the Board for authorization [[4B.86](#)].

The president models in all of his activities the value of being "an engaged and contributing member of the community." By "demonstrating the value of an inclusive community in decision-making," the president honors one of his primary responsibilities to ensure that the college operates consistently with its mission, vision statement, and institutional goals and "recognizes that students are active participants in their education" since they serve on Strategic Council, the Student Senate, and the Board of Trustees. The president's active support and solicitation of community involvement in the college is evident in his constant efforts to bring the community into the college and in his consistent outreach to the college's local and regional communities [[1A.2](#), [1B.18](#), [3B.10](#), [3D.5](#), [3D.20](#), [3D.58](#), [4A.4](#), [4A.23](#), [4A.29](#), [4A.41](#), [4A.54](#), [4B.72](#), [4B.88](#), [4B.89](#), [4B.90](#), [4B.91](#), [4B.92](#), [4B.93](#), [4B.94](#)].

Self Evaluation

The college meets the standard. The president stays current with statutes, regulations, and governing Board policies through active involvement with professional associations, conferences, and discussion at the executive staff weekly meetings. He encourages college leaders to be involved in professional organizations, active on relevant list serves, and to share information with the college community at large. Through collaboration with each constituent group, including students, the president assures the implementation of statutes, regulations, and governing Board policies and, therefore, assures that institutional practices are consistent with institutional mission and policies.

Actionable Improvement Plan

The president will continue to foster active and engaged community relations and assure the implementation of applicable regulations and policies.

IVB 2d. The president effectively controls budget and expenditures.

Descriptive Summary

Board Policy 2430 delegates to the president Board authority for budget and expenditures. The president may delegate any powers and duties entrusted to him, but remains responsible to the Board for the execution of such delegated power and duties.

The chief financial officer, under the direction of the president and with the involvement of the Planning and Resource Allocation Committee (PARAC), develops a tentative budget in the spring of each year to be presented to the Board in June. The tentative budget is based on revenue projections from the Community College Chancellor's Office (Chancellor's Office) and expenditures that are projected to be necessary to adequately support instructional and operational programs and services.

The budget development process is reflective of a realistic assessment of available financial resources and expenditure requirements. Over the past several years, detailed financial reports have been developed to provide budget managers with the analytical tools necessary to review historical expenditures with greater accuracy and transparency. The reports provide historical comparisons of budgeted allocations to actual expenditures and are summarized at a high level, with the ability to disaggregate as needed. These enhanced reports have become valuable tools for managers to use in the college's annual budget development process.

The final budget is presented to the Board for adoption in September and revisions are presented on a quarterly basis. The Board has directed the president to ensure that operating budgets presented for consideration keep the college in compliance with BP 6310 that stipulates that the ending fund balance of each fiscal year fall between 8% -12% of unrestricted expenditures.

District reserves have increased over the past few years due to cautious spending in the wake of significantly reduced revenues. These increased reserves have given the president and the Board the time necessary to address ongoing, structural reductions in state and local revenues without making immediate and drastic cuts to staff and operations [[1B.56](#), [3D.9](#), [3D.51](#), [3D.65](#)].

In July 2009 the District became fiscally independent from the Placer County Office of Education. This status is only granted to districts that pass a fiscal independence audit which examines the district's internal controls, expenditure processes and consistency of adequate reserves. District's external auditors validate the financial results each year and deliver an annual audit report to the Board [[3D.10](#), [3D.23](#)].

The president reviews and signs the Chancellor's Office CCFS-311Q, Quarterly Financial Status Report and CCFS 311 Annual Financial and Budget Report, which serve as tools for monitoring and controlling budget and expenditures [[4B.87](#)].

Self Evaluation

The college meets the standard. The president attends and participates in the Board audit committee meetings. The District has consistently received an unqualified report, the best rating possible, for the District's financial statements.

Actionable Improvement Plan

The president will continue to work with the Board, campus community and shared governance bodies to agree upon and establish realistic funding priorities and expenditure reductions.

IVB 2e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president meets with individuals and groups throughout the communities served by the college on a regular basis and reports weekly to the Board of Trustees on these meetings through emails and the "President's Letter" and monthly on his activities in this regard at the Board meetings. Interactions include presentations to Rotary, City Chambers of Commerce, City Councils, and other public agencies, meetings and activities with student groups, faculty and staff, business entities, community based organizations, educational groups, governmental leaders, and others. Examples of community meetings and events from a four-week period in spring 2012 include the following: Associated Students of Sierra College Pizza with the President; Sierra College Collaborative Training at Granlibakken; Open Forums at the Rocklin and Nevada County Campuses; Sierra College Citizens' Oversight Committee for Nevada County; Sierra College Foundation Executive Committee; Sierra College Patrons Club Luncheon; University of the Pacific leadership; William Jessup University leadership; Placer

County Superintendent of Schools; Placer County Economic Development Summit; Placer County Supervisor; City of Roseville officials; Rocklin city management; City of Lincoln officials; Roseville Chamber of Commerce; Roseville Celebrity Chili Cook-off; Granite Bay Rotary; Valley Vision; and a meeting with business leaders and elected officials from Placer County [[3D.65](#), [4A.76](#), [4B.25](#), [4B.26](#)].

Self Evaluation

The college meets the standard. The president reports weekly to the Board and gives a public report of activities each month at Board meetings.

Actionable Improvement Plan

The president will continue to communicate effectively with the community served by the institution.

IVB 3. 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.

Descriptive Summary

Sierra College is not a multi-college district or system. Sierra College has multiple centers but our college is considered “one college” as per Board Policy 1100 [[4B.95](#)].

Standard IVB Evidence Documents

<u>Doc No.</u>	<u>Title</u>
4B.1	BP 2431
4B.2	BP 2435
4B.3	Board of Trustees minutes, 2012.01.10
4B.4	Board of Trustees minutes, 2012.04.10
4B.5	Board of Trustees minutes, 2012.06.12
4B.6	Board of Trustees agenda, 2012.01.10
4B.7	N/A
4B.8	Board of Trustees agenda, 2012.06.12
4B.8a	Board of Trustees calendar 2013
4B.9	Board Conduct Norms
4B.10	Sierra College Tech Assistance presentation, 5/8/12
4B.11	Board Policy Index 2012-13
4B.12	Board of Trustees minutes, 2011.07.12
4B.13	Board Policy website
4B.14	BP 2200
4B.15	BP 2315
4B.16	Board of Trustees minutes, 2010.02.02
4B.17	N/A
4B.18	N/A
4B.19	BP 2010
4B.20	BP 2305
4B.21	BP 2330
4B.22	BOT CCLC Effective Trustee Workshop info.
4B.23	Student Trustee Workshop
4B.24	Guide to Accreditation for Governing Boards
4B.25	Presidents Letter, 2011.10.07
4B.26	Presidents Letter, 2011.10.21
4B.27	Internet Links of Interest
4B.28	BOT Reference Binder TOC
4B.29	BOT New Trustee Memos
4B.30	BP 2100
4B.31	BP 2110
4B.32	AP 2110
4B.33	Board of Trustees minutes, 2009.03.10
4B.34	Board of Trustees minutes, 2010.06.08
4B.35	BP 2745
4B.36	BOT Self Evaluation, 2008.03.11
4B.37	BOT Self Evaluation, 2009.03.10

<u>Doc No.</u>	<u>Title</u>
4B.38	BOT Self Evaluation,2010.06.08
4B.39	BOT Self Evaluation, 2011.09.13
4B.40	BOT Self Evaluation Form
4B.41	BOT Self Evaluation, 2012.07.21
4B.41a	BOT Self Evaluation, 2013.07.13
4B.42	Board of Trustees agenda, 2011.08.06
4B.43	Board of Trustees minutes, 2008.04.08
4B.44	Board of Trustees minutes, 2008.08.12
4B.45	Board of Trustees minutes, 2008.10.14
4B.46	Board of Trustees minutes, 2009.02.10
4B.47	Board of Trustees minutes, 2009.04.14
4B.48	Board of Trustees minutes, 2009.05.12
4B.49	Board of Trustees minutes, 2009.06.09
4B.50	Board of Trustees minutes, 2009.08.11
4B.51	Board of Trustees minutes, 2009.09.08
4B.52	Board of Trustees minutes, 2009.10.13
4B.53	BOT Goals 2008-2009
4B.54	BP 2432
4B.55	Presidential Search Brochure 2011
4B.56	Board of Trustees minutes, 2010.11.09
4B.57	Board of Trustees minutes, 2010.12.14
4B.58	Board of Trustees minutes, 2011.01.11
4B.59	Presidential Search Committee agenda, 2010.11.29
4B.60	Presidential Search Committee agenda, 2011.02.02
4B.61	Presidential Search Committee agenda, 2011.02.04
4B.62	Presidential Search Committee agenda, 2011.03.31
4B.63	Presidential Search Committee agenda, 2011.04.14
4B.64	Presidential Search Committee agenda, 2011.05.10
4B.65	Board of Trustees minutes, 2011.05.03
4B.66	Board of Trustees minutes, 2011.05.10
4B.67	BP 2430
4B.68	Board of Trustees agenda, 2012.02.14
4B.69	Strategic Council recollections, 2011.08.26
4B.70	Staffing Status, 5/6/11
4B.71	PARAC Charter FINAL
4B.72	Board of Trustees minutes, 2013.06.11
4B.73	VP Admin. Services contract
4B.74	Organizational Chart July 2013
4B.75	Job Desc. Management VP-A
4B.76	Strategic Council agenda, 2008.03.28

<u>Doc No.</u>	<u>Title</u>
4B.77	<u>Strategic Council agenda, 2008.04.18</u>
4B.78	<u>Strategic Plan 2008-2011</u>
4B.79	<u>Board of Trustees minutes, 2010.07.10</u>
4B.80	<u>Board of Trustees minutes, 2011.08.06</u>
4B.81	<u>PARAC agenda, 10/29/10</u>
4B.82	<u>PARAC agenda, 12/10/10</u>
4B.83	<u>PARAC recollections, 2010.10.29</u>
4B.84	<u>PARAC recollections, 2010.12.10</u>
4B.85	<u>Strategic Council recollections, 2013.03.01</u>
4B.86	<u>Strategic Council agenda, 2011.10.28</u>
4B.87	<u>SJCCD CCFS311 2011-12</u>
4B.88	<u>Board of Trustees minutes, 2013.04.23</u>
4B.89	<u>Board of Trustees minutes, 2013.05.14</u>
4B.90	<u>Board of Trustees minutes, 2013.03.19</u>
4B.91	<u>ACCAA website</u>
4B.92	<u>Cap to Cap Workforce Dev. 2013</u>
4B.93	<u>Valley Vision website</u>
4B.94	<u>SACTO Board website</u>
4B.95	<u>BP 1100</u>
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4B.109	<u>ACCJC Letter of Reaffirmation 2010.01.29</u>
4B.110	<u>Sierra Progress Visit Team Report 2008.11.17</u>
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4B.115	<u>Distance Learning Online Website</u>
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1A.53	Program Feasibility recap, 2012.10.03
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1B.3	SSCC agenda, 2/15/11
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1B.5	Academic Senate recollections, 2012.04.18
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2A.80	Employment Appl. FT Faculty
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3A.46	Spectrum Committee agenda March 2012
3A.47	Safe Space Training
3A.48	Academic Senate recollections, 2012.11.07
3A.49	SC4 Participant List Fall 2011
3A.50	Convocation Program Fall 2011
3A.51	Convocation Program Spring 2012
3A.52	N/A
3A.53	HR Job Fair Attendance-Los Angeles
3A.54	EEO agenda, 2013.04.29
3A.55	AP 3435
3A.56	BP 3410
3A.57	AP 3410
3A.58	LearnerWeb Compliance Course List 2012
3A.59	Learner Web Pedagogy Course Listing
3A.60	NFA Calendar Fall 2011
3A.61	Flex Week Schedule Fall 2012
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3A.64	Wellness Newsletter October 2012
3A.65	Staff Development Survey comments F11
3A.66	ePAR HR S12

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3A.67	Program Review-Operations HR S13
3A.68	Survey HR
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3B.1	Five year construction plan
3B.2	Facilities Work Order Log FY 12-13
3B.3	Facilities Council recollections, 2013.04.24
3B.4	Safety Committee recollections, 3/21/12
3B.5	OSHA Inspection Reports, 11/23/11
3B.6	ASCIP Final Audit Report June 2012
3B.7	Facilities ePar Requests
3B.8	Maintenance Work Order Request
3B.9	Space Assignment Process
3B.10	Board of Trustees minutes, 2012.08.21
3B.11	AP 6600
3B.12	Paths from Parking
3B.13	Board Item-ADA Accessibility Review
3B.14	Natural areas all campuses
3B.15	Press releases for solar sustainability
3B.16	SierraSun Article TTC LEED Gold
3B.17	Rocklin Campus Traffic Study 2009
3B.18	Rocklin Campus Traffic Parking Study March 2011
3B.19	Frontage road at Rocklin Campus
3B.20	Wellness Committee recollections, 8/14/12
3B.21	Injury and Illness Prevention Plan 2013
3B.22	Sierra Alert Rave emails
3B.23	Deans' Council agenda, 2013.05.16
3B.24	Board Item-Rocklin PD National Security
3B.25	Convocation Program Spring 2011
3B.26	AP 3570
3B.27	BP 3570
3B.28	Board of Trustees agenda, 2012.08.21, Five Year Construction Plan
3B.29	Building Deferred Maintenance
3B.30	Space Inventory By Campus
3B.31	TTC Campus Site Plan 2-09
3B.32	NCC Facilities Master Plan Layout 6-08
3B.33	Rocklin Campus Plan Option 2a
3B.34	Final NCC Analysis Report 2007
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3C.1	Program Review-Operations IIT Dec. 2010
3C.2	Canvas Training Dates
3C.2a	Canvas Trainers
3C.2b	Canvas SOS App. 2013
3C.3	Deans' Council recap, 2012.09.27
3C.4	TrackIt Work Orders Opened 5-7 thru 5-11
3C.4a	TrackIt Work Orders completed 5-7 thru 5-11
3C.4b	Inside.Sierra website
3C.5	DTS IT Steering Committee Chart 2013
3C.6	Educational Technology Advisory Taskforce agenda, 2011.09.28
3C.7	Educational Technology Advisory Taskforce minutes, 2011.09.28
3C.8	Team Leads agenda, 8/1/11
3C.9	Team Leads minutes, 8/1/11
3C.10	Banner Steering Committee agenda, 2011.09.12
3C.11	Banner Steering Committee minutes, 2011.09.12
3C.12	Governance-and-Planning-Website
3C.13	IIT Support
3C.14	IIT Third Party Software
3C.15	Board of Trustees minutes, 2007.07.21
3C.16	IIT standardization
3C.17	IIT warranties and maintenance contracts
3C.18	IIT policies and procedures
3C.19	Online registration instructions website
3C.20	Student Success Workshops website
3C.21	IIT ePAR Requests Spring 2011
3C.22	IIT Training 2012-13
3C.23	Flex Week Schedule Spring 2012
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3C.25	IIT Computer Refresh and Prioritization, 4/23/09
3C.26	Educational Technology Advisory Taskforce minutes, 2011.10.26
3C.27	Educational Technology Advisory Taskforce minutes, 2011.11.16
3C.28	Educational Technology Advisory Taskforce minutes, 2012.01.25
3C.29	TV Classes Broadcast Area
3C.30	IIT Disaster Recovery Plan Summary
3C.31	IIT Disaster Recovery Test Plan, 7/19/11
3C.32	RR email re sierra email 8/27/09, 5:35 pm
3C.33	Smart Classrooms Jan. 2009
3C.34	Application for Admission website
3C.35	Future Student website

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3C.37	Faculty and Staff website
3C.38	IIT Services Satisfaction S10
3C.39	IIT Services Satisfaction S11
3C.40	IIT Net Ops Service Metrics
3C.41	IIT Services Satisfaction S12
3C.42	IIT Combined e par 2011 requests 3 17 1 V4
3C.43	IIT Mgr ePar Requests 2012
3C.44	DES CTE Section C12-13 Final Report MAY 2013
3C.44a	CTE 12-13 Capital Outlay Approved Funding Requests
3D.1	Strategic Council recollections, 2012.09.21
3D.1a	Budget Development Allocation District 2013-14
3D.2	PARAC recollections, 2012.11.16
3D.3	Budget 2012-2013 Revised, 11/29/12
3D.4	Budget 2013-2014 Preliminary Tentative, 12/7/12
3D.5	Board of Trustees minutes, 2013.01.22
3D.6	Budget 12-13 and 13-14 to BOT, 6/11/13
3D.7	Credit Rating Moodys, 2/13/13
3D.8	Credit Ratings SP, 2/13/13
3D.9	BP 6310
3D.10	SJCCD FSS 2012 final
3D.11	Budget Package SJCCD 2012-13
3D.12	Salary and Benefits Formula, 7/1/05
3D.13	BP 2510
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3D.15	Budget Development Templates Sample
3D.16	SFID 2 Report 2011 SP
3D.17	SFID 1 Report 2011 SP
3D.18	BOT Audit Committee Rec, 2011.11.08
3D.19	BOT Audit Committee Rec, 2012.11.13
3D.20	Board of Trustees minutes, 2012.12.11
3D.21	Board of Trustees minutes, 2011.12.13
3D.22	Strategic Council recollections, 2012.08.31
3D.23	SJCCD FSS 2011 final
3D.24	Grant Proposal Approval Form 10-09
3D.25	Grant Authorization Process 10-09
3D.26	SCF FSS 2011 final
3D.27	SCF FSS 2012 final
3D.28	BP Chapter 6 Business and Fiscal Affairs website

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3D.30	ICQ Capital Assets Questionare
3D.31	ICQ Control Environment
3D.32	ICQ Credit Card purchases
3D.33	ICQ Financial Close
3D.34	ICQ Information and Communication
3D.35	ICQ IT General Controls
3D.36	ICQ IT In House
3D.37	ICQ Monitoring
3D.38	ICQ Nature of the entity
3D.39	ICQ Payroll
3D.40	ICQ Purchases and Accounts Payable Questionaire
3D.41	ICQ Revenue and Receivable Apportionment
3D.42	ICQ Revenue and Receivable ASSC
3D.43	ICQ Revenue and Receivable Categorical
3D.44	ICQ Revenue and Receivable Dorm Fees 2011
3D.45	ICQ Revenue and Receivable Other
3D.46	ICQ Revenue and Receivable Registration
3D.47	ICQ Risk Assessment
3D.48	ICQ Treasury and Long Term Debt
3D.49	Business Office Guides Manuals inside.Sierra website
3D.50	CalCard Handbook, 7/17/13
3D.51	Historical General Fund Reserves
3D.52	BP 6200
3D.53	BP 6250
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3D.55	TRAN OCA at Treasury
3D.56	SELF JPA 2012 Audit Report
3D.57	District Insurance Update, 9/11/12
3D.58	Board of Trustees minutes, 2012.09.11
3D.59	Purchasing Handbook January 2013
3D.60	Financial Aid Audit Section 2011-2012
3D.61	Citizen's Oversight Committee NCC minutes, 2011.07.20
3D.62	Citizen's Oversight Committee NCC minutes, 2011.10.19
3D.63	Citizen's Oversight Committee NCC minutes, 2012.02.15
3D.64	Citizen's Oversight Committee TT minutes, 2011.04.11
3D.65	Board of Trustees minutes, 2011.09.13
3D.66	GASB Plan Trust Memo, 1/17/07
3D.67	GASB45 Fact Sheet

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3D.69	<u>SJCCD Actuarial Study Chart 2012</u>
3D.70	<u>RBOA minutes SJCCD, 2/12/09</u>
3D.71	<u>FUTURIS Comprehensive Plan Volume I</u>
3D.72	<u>FUTURIS Comprehensive Plan Volume II</u>
3D.73	<u>SJCCD OPEB Trust Statement, June 2012</u>
3D.74	<u>Default Rate Loan Policy</u>
3D.75	<u>Program Review-Operations Business Office 2011-12</u>
3D.76	<u>Banner Access classes by use, 2012.07.10</u>
4A.1	<u>PARAC website</u>
4A.2	<u>Strategic Council website</u>
4A.3	<u>Board of Trustees website</u>
4A.4	<u>Associated Students of Sierra College minutes March 2012</u>
4A.5	<u>Campus Life agenda February 2012</u>
4A.6	<u>Program Vitality agenda September 2011</u>
4A.7	<u>ePAR Handbook 2011</u>
4A.8	<u>Academic Standards agenda April 2012</u>
4A.9	<u>Equity Committee agenda, 3/8/12</u>
4A.10	<u>Classified Senate website</u>
4A.11	<u>Classified Senate agenda, 2012.04.11</u>
4A.12	<u>DLIT agenda, 9/23/11</u>
4A.13	<u>New Legacy Membership Roster 2011-12</u>
4A.14	<u>Deans' Council agenda, 2012.03.01</u>
4A.15	<u>Student Services Coordinating Council agenda, 2/21/12</u>
4A.16	<u>Facilities Council agenda, 2012.04.25</u>
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4A.18	<u>Management Senate Code of Ethics and Constitution</u>
4A.19	<u>Advisory Committee, Energy Tech, 2012.03.08</u>
4A.20	<u>Advisory Committee, Engineering, 2012.01.17</u>
4A.21	<u>Advisory Committee, FireTech, 2011.10.12</u>
4A.22	<u>Board of Trustees agenda, 2012.04.10</u>
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4A.25	<u>Board of Trustees agenda, 2012.11.13</u>
4A.26	<u>Board of Trustees agenda, 2010.02.09</u>
4A.27	<u>Board of Trustees agenda, 2013.01.22</u>
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4A.29	<u>Board of Trustees agenda, 2013.02.19</u>
4A.30	<u>SCOPE agenda, 1/12/12</u>

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4A.31	Tim Wise Event
4A.32	Convocation Program Fall 2012
4A.33	Program Outcome Institute 2007
4A.34	Learner Outcome Institute 2010
4A.35	Earth Days Webpage
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4A.37	Social Justice Days website
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4A.39	Cesar Chavez Reproductive Justice March 2012
4A.40	Cesar Chavez American Executions March 2013
4A.41	Strategic Council agenda, 2013.05.17
4A.42	Board Member Guide
4A.43	Academic Senate recollections, 2009.03.11
4A.44	N/A
4A.45	Strategic Council recollections, 2012.02.03
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4A.48	Tracdat website
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4A.50	PARAC recollections, 2009.02.23
4A.51	Strategic Council recollections, 2009.03.06
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4A.54	Academic Senate recollections, 2012.02.15
4A.55	Academic Senate recollections, 2011.11.02
4A.56	Strategic Council recollections, 2011.11.15
4A.57	Standing Committee Parameters Approved, 8/31/11
4A.58	Student Learning Committee Sample agenda September 2010
4A.59	Program Review Handbook draft outline 2009
4A.60	Deans' Council recap, 2012.03.01
4A.61	BP 4023
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4A.63	Committee Flowchart, 8/27/12
4A.64	Academic Senate website
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4A.66	Presidential Search Committee Recruitment Spring 2011
4A.67	Academic Senate recollections, 2009.03.04
4A.68	Waitlist recollections, 9/25/12
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4A.70	Accreditation Steering Committee agenda March 2012
4A.71	Instruction Office Update Fall 2009
4A.72	Spectrum Committee Fundraiser Rubios
4A.73	BP 3200
4A.74	N/A
4A.75	Board of Trustees minutes, unadopted, 2012.03.13
4A.76	Board of Trustees minutes, 2011.10.11
4A.77	Board of Trustees minutes, 2010.10.12
4A.78	ACCJC Letter, 2009.02.03
4A.79	Program Review notes, 3/13/09
4A.80	IPEDS Report 2012
4A.81	External Agency Relationships Doc.
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4A.83	N/A
4A.84	Big 8 Conference General Assembly Oct. 2012
4A.84a	CCCAA 14th Annual Convention
4A.85	Accreditation 2007 website
4A.86	Accreditation 2013 website
4A.87	Deb Stuphens email regarding FLEX changes
4A.88	ASC Self Eval Steering Committee, 2012.07.26
4A.88a	ASC Self Eval recollections, 2012.07.26
4A.89	Academic Senate recollections, 2012.10.24
4A.90	Academic Senate recollections, 2013.04.03
4A.91	N/A
4A.92	Staff Dev email all staff planning day, 4/3/13
4A.93	Academic Senate recollections, 2012.02.01
4B.1	BP 2431
4B.2	BP 2435
4B.3	Board of Trustees minutes, 2012.01.10
4B.4	Board of Trustees minutes, 2012.04.10
4B.5	Board of Trustees minutes, 2012.06.12
4B.6	Board of Trustees agenda, 2012.01.10
4B.7	N/A
4B.8	Board of Trustees agenda, 2012.06.12
4B.8a	Board of Trustees calendar 2013
4B.9	Board Conduct Norms
4B.10	Sierra College Tech Assistance presentation, 5/8/12
4B.11	Board Policy Index 2012-13
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4B.13	Board Policy website
4B.14	BP 2200
4B.15	BP 2315
4B.16	Board of Trustees minutes, 2010.02.02
4B.17	N/A
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4B.19	BP 2010
4B.20	BP 2305
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4B.22	BOT CCLC Effective Trustee Workshop info.
4B.23	Student Trustee Workshop
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4B.25	Presidents Letter, 2011.10.07
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4B.27	Internet Links of Interest
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4B.30	BP 2100
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4B.36	BOT Self Evaluation, 2008.03.11
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4B.42	Board of Trustees agenda, 2011.08.06
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4B.45	Board of Trustees minutes, 2008.10.14
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4B.49	Board of Trustees minutes, 2009.06.09
4B.50	Board of Trustees minutes, 2009.08.11

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4B.51	Board of Trustees minutes, 2009.09.08
4B.52	Board of Trustees minutes, 2009.10.13
4B.53	BOT Goals 2008-2009
4B.54	BP 2432
4B.55	Presidential Search Brochure 2011
4B.56	Board of Trustees minutes, 2010.11.09
4B.57	Board of Trustees minutes, 2010.12.14
4B.58	Board of Trustees minutes, 2011.01.11
4B.59	Presidential Search Committee agenda, 2010.11.29
4B.60	Presidential Search Committee agenda, 2011.02.02
4B.61	Presidential Search Committee agenda, 2011.02.04
4B.62	Presidential Search Committee agenda, 2011.03.31
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4B.65	Board of Trustees minutes, 2011.05.03
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4B.67	BP 2430
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4B.69	Strategic Council recollections, 2011.08.26
4B.70	Staffing Status, 5/6/11
4B.71	PARAC Charter FINAL
4B.72	Board of Trustees minutes, 2013.06.11
4B.73	VP Admin. Services contract
4B.74	Organizational Chart July 2013
4B.75	Job Desc. Management VP-A
4B.76	Strategic Council agenda, 2008.03.28
4B.77	Strategic Council agenda, 2008.04.18
4B.78	Strategic Plan 2008-2011
4B.79	Board of Trustees minutes, 2010.07.10
4B.80	Board of Trustees minutes, 2011.08.06
4B.81	PARAC agenda, 10/29/10
4B.82	PARAC agenda, 12/10/10
4B.83	PARAC recollections, 2010.10.29
4B.84	PARAC recollections, 2010.12.10
4B.85	Strategic Council recollections, 2013.03.01
4B.86	Strategic Council agenda, 2011.10.28
4B.87	SJCCD CCFS311 2011-12
4B.88	Board of Trustees minutes, 2013.04.23
4B.89	Board of Trustees minutes, 2013.05.14

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4B.90	<u>Board of Trustees minutes, 2013.03.19</u>
4B.91	<u>ACCAA website</u>
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4B.93	<u>Valley Vision website</u>
4B.94	<u>SACTO Board website</u>
4B.95	<u>BP 1100</u>
4B.96	<u>Strategic Council recollections, 2013.02.01</u>
4B.97	<u>Strategic Council recollections, 2013.03.15</u>
4B.98	<u>Strategic Council recollections, 2013.04.05</u>
4B.99	<u>Strategic Council recollections, 2013.04.19</u>
4B.100	<u>Strategic Council recollections, 2013.05.03</u>
4B.101	<u>DS email Accreditation draft 2013.03.15</u>
4B.102	<u>DS email Accreditation final 2013.05.17</u>
4B.103	<u>DS Accreditation Update Feb2013 Board Presentation</u>
4B.104	<u>Academic Senate New Committee Structure 5/15/13</u>
4B.105	<u>Academic Senate Recollections, 2013.05.08</u>
4B.106	<u>Academic Senate Recollections, draft 2013.05.15</u>
4B.107	<u>Sierra Follow up Report 2008.10.15</u>
4B.108	<u>Sierra Follow up Report 2009.10.15</u>
4B.109	<u>ACCJC Letter of Reaffirmation 2010.01.29</u>
4B.110	<u>Sierra Progress Visit Team Report 2008.11.17</u>
4B.111	<u>Sierra Midterm Report 2010.10.15</u>
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4B.114	<u>BOT minutes, 2012.07.13</u>
4B.115	<u>Distance Learning Online Website</u>
4B.116	<u>ACCJC Letter Rec 5 met 2012.07.02</u>
4B.117	<u>Sierra Follow up team report 2009.12.07</u>





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